

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

FIFTEENTH CONGRESS
Second Regular Session



COMMITTEE REPORT NO. 2063

Submitted by the Committee on Basic Education and Culture on 21 MAR 2012
Re : **House Bill No. 6050**
Recommending its approval in substitution of House Bill No. 4358.
Sponsors : Representatives Salvador H. Escudero III and Sharon S. Garin

Mr. Speaker:

The Committee on Basic Education and Culture to which was referred House Bill No. 4358 introduced by Rep. Sharon S. Garin, entitled:

**"AN ACT
PROMOTING RURAL FARM SCHOOL AS AN ALTERNATIVE DELIVERY
MODE OF SECONDARY EDUCATION"**

has considered the same and recommends that the attached House Bill No. 6050, entitled:

**"AN ACT
ESTABLISHING RURAL FARM SCHOOLS AS ALTERNATIVE DELIVERY
MODE OF SECONDARY EDUCATION AND APPROPRIATING FUNDS
THEREFOR"**

be approved in substitution of House Bill No. 4358 with Representatives Sharon S. Garin, Salvador H. Escudero III, Bernadette R. Herrera-Dy, Erico B. Aumentado, Ma. Victoria R. Sy-Alvarado, Cesar V. Sarmiento, Emmeline Y. Aglipay, Fatima Aliah Q. Dimaporo, Imelda Q. Dimaporo, Hermilando I. Mandanas, Lucy Torres-Gomez, Mel Senen S. Sarmiento, Manuel S. Agyao, Pastor M. Alcover, Jr., Jorge T. Almonte, Vicente F. Belmonte, Jr., Jonathan C. Yambao, Ranulfo P. Canonigo, Abigael Faye C. Ferriol, Salvio B. Fortuno Alfredo A. Garbin, Jr., Scott Davies S. Lanete, Homer A. Mercado, Francis Emmanuel R. Ortega, Cresente C. Paez, Angelo B. Palmones, Pedro M. Pancho, Solaiman C. Pangandaman, Elmer E. Panotes, Ponciano D. Payuyo, Maximo B. Rodriguez, Jr., Mercedes K. Alvarez, Juan Edgardo M. Angara, Rodolfo W. Antonino, George P. Arnaiz, Salvador P. Cabaluna III, Nancy A. Catamco, Antonio A. Del Rosario, Florencio C. Garay, Fernando V. Gonzalez, Agapito H. Guanlao, Rodante D. Marcoleta, Joaquin Carlos Rahman A. Nava, Carlos M. Padilla, Mohammed Hussein P. Pangandaman, Jose R. Ping-ay, Deogracias B. Ramos, Jr., Rene L. Relampagos, Jesus N. Sacdalan, Mark Aeron H. Sambar, Irwin C. Tieng, Acmad M. Tomawis, Lord Allan Jay Q. Velasco, Mark Llandro L. Mendoza, Isidro T. Ungab, Rufus B. Rodriguez, Roger G. Mercado, Evelyn P. Mellana, Arnulfo F. Go and Cesar G. Jalosjos as authors thereof.

Respectfully submitted,


SALVADOR H. ESCUDERO III

Chairperson
Committee on Basic Education and Culture

THE HONORABLE SPEAKER
HOUSE OF REPRESENTATIVES
QUEZON CITY

Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

FIFTEENTH CONGRESS
Second Regular Session

HOUSE BILL NO. 6050
(In substitution of House Bill No. 4358)

Introduced by Representatives Sharon S. Garin, Salvador H. Escudero III, Bernadette R. Herrera-Dy, Erico B. Aumentado, Ma. Victoria R. Sy-Alvarado, Cesar V. Sarmiento, Emmeline Y. Aglipay, Fatima Aliah Q. Dimaporo, Imelda Q. Dimaporo, Hermilando I. Mandanas, Lucy Torres-Gomez, Mel Senen S. Sarmiento, Manuel S. Agyao, Pastor M. Alcover, Jr., Jorge T. Almonte, Vicente F. Belmonte, Jr., Jonathan C. Yambao, Ranulfo P. Canonigo, Abigael Faye C. Ferriol, Salvio B. Fortuno Alfredo A. Garbin, Jr., Scott Davies S. Lanete, Homer A. Mercado, Francis Emmanuel R. Ortega, Cresente C. Paez, Angelo B. Palmones, Pedro M. Pancho, Solaiman C. Pangandaman, Elmer E. Panotes, Ponciano D. Payuyo, Maximo B. Rodriguez, Jr., Mercedes K. Alvarez, Juan Edgardo M. Angara, Rodolfo W. Antonino, George P. Arnaiz, Salvador P. Cabaluna III, Nancy A. Catamco, Antonio A. Del Rosario, Florencio C. Garay, Fernando V. Gonzalez, Agapito H. Guanlao, Rodante D. Marcoleta, Joaquin Carlos Rahman A. Nava, Carlos M. Padilla, Mohammed Hussein P. Pangandaman, Jose R. Ping-ay, Deogracias B. Ramos, Jr., Rene L. Relampagos, Jesus N. Sacdalan, Mark Aeron H. Sambar, Irwin C. Tieng, Acmad M. Tomawis, Lord Allan Jay Q. Velasco, Mark Llandro L. Mendoza, Isidro T. Ungab, Rufus B. Rodriguez, Roger G. Mercado, Evelyn P. Mellana, Arnulfo F. Go and Cesar G. Jalosjos

AN ACT
ESTABLISHING RURAL FARM SCHOOLS AS ALTERNATIVE DELIVERY
MODE OF SECONDARY EDUCATION AND APPROPRIATING FUNDS
THEREFOR

Be it enacted by the Senate and House of Representatives of the Philippines in Congress assembled:

1 **SECTION 1. *Short Title.*** – This Act shall be known as the “Rural Farm Schools
2 Act”.

3
4 **SEC. 2. *Declaration of Policy.*** – It is hereby declared to be the policy of the State to
5 protect and promote the right of all citizens to quality education at all levels and take
6 appropriate steps to make such education accessible to all. Further to this, the State shall
7 establish, maintain, and support a complete, adequate and integrated system of education
8 relevant to the needs of the people and society and encourage non-formal, informal and
9 indigenous learning systems, as well as self learning, independent and out-of-school study
10 programs particularly those that respond to community needs.

11
12 The State shall likewise promote sustainable agricultural productivity and rural
13 development by empowering the human capital in the countryside through access to avenues
14 of learning suited to the needs and realities of the rural agricultural communities.

15
16 In furtherance of the principles of social justice and social equity, the State shall
17 provide the necessary support to the beneficiaries of the Comprehensive Agrarian Reform

1 Program (CARP), including but not limited to the provision of access to a broad range of
2 educational opportunities to their children.

3
4 **SEC. 3. *Definition of Terms.*** – For purposes of this Act, the following terms shall be
5 defined as follows:

6
7 (a) *Alternative Delivery Mode* refers to the non-traditional education program
8 recognized by the Department of Education (DepEd) which applies a flexible learning
9 philosophy and a curricular delivery program that includes non-formal and informal sources
10 of knowledge and skills. An alternative delivery mode may include the use of facilitator-
11 aided and interactive self-instructional print and audio-based learning materials, video tapes,
12 face-to-face structured learning groups, semi-structured and unstructured discussions, one-on-
13 one tutorials, study groups and self-learning groups, demonstration sessions, home visits,
14 mentoring and remediation;

15
16 (b) *Rural Farm School* refers to a parallel learning system and an alternative
17 delivery mode of secondary education. It provides for facilitative and experiential learning
18 on the core subjects of the secondary education curriculum with focus on agri-fisheries,
19 designed to address the needs of children in rural, agricultural or fishing communities;

20
21 (c) *Public Rural Farm School* refers to a rural farm school operated by the
22 government or any of its political subdivisions;

23
24 (d) *Private Rural Farm School* refers to a rural farm school operated by a private
25 entity, a non-government organization or a farm association. This is a school which is not
26 funded by the government or any of its political subdivisions;

27
28 (e) *Tutors* refer to facilitators or instructors who comprise the teaching staff of the
29 rural farm school. They are specialists in their own fields of endeavor and who facilitate the
30 educative process;

31
32 (f) *CARP Beneficiaries* refer to farmers or their kin who had received Certificates
33 of Land Ownership (CLOA) or Emancipation Patents under Republic Act No. 6657, as
34 amended, otherwise known as The CARP Law of 1988;

35
36 (g) *Agrarian Reform Community* refers to a barangay or cluster of barangays where
37 a critical mass of agrarian reform beneficiaries is situated; and

38
39 (h) *Farm Entrepreneurship* refers to the inter-mingling of finance, business and
40 agriculture in setting into operation or motion a business venture involved in the production
41 of agricultural commodities or enterprises.

42
43 **SEC. 4. *Establishment of Rural Farm Schools.*** – Rural farm schools are hereby
44 established to provide an alternative delivery mode of secondary education. The public rural
45 farm schools shall be free from tuition and other school fees, except those fees which may be
46 allowed by the DepEd. Private rural farm schools shall set a minimal tuition and other fees
47 subject to the approval of the DepEd: *Provided*, That the relatives of CARP beneficiaries up
48 to the third degree of consanguinity in the descending line shall be exempt from payment of
49 the fees.

50
51 The DepEd shall institutionalize high standards of quality assurance in rural farm
52 schools. These standards shall involve prescribing guidelines and policies on the operation

1 and management of rural farm schools as well as basic curricular content to ensure the
2 credibility and academic integrity of rural farm schools.

3
4 Within one (1) year upon the formulation of the Implementing Rules and Regulations
5 of this Act, the DepEd shall encourage the establishment of at least one (1) public rural farm
6 school in every province in the country.

7
8 **SEC. 5. *Implementing Agency.*** – The DepEd, through the Bureau of Secondary
9 Education, shall regulate the organization and operation of the rural farm schools and the
10 implementation of its curriculum as prescribed herein.

11
12 **SEC. 6. *Curriculum and Teaching Methodology.*** – The curriculum of the rural farm
13 school shall follow the core secondary education curriculum of the DepEd with add-on
14 courses focused on Agri-Fishery Arts.

15
16 The last two (2) academic years in the rural farm school educational system shall
17 focus on integrative learning across all subject disciplines in the curriculum with emphasis on
18 farm entrepreneurship theory and practice and its promotion as a tool in cultivating local
19 entrepreneurs, revitalizing rural economies and repopulating rural communities.

20
21 The rural farm schools shall apply a flexible learning philosophy which may include
22 an alternative delivery mode as recognized by the DepEd.

23
24 **SEC. 7. *Eligible Students.*** – Graduates of elementary school education, regardless
25 of age, shall be eligible to enroll in the rural farm schools for their secondary education.

26
27 Relatives of the beneficiaries of the CARP up to the third degree of consanguinity in
28 the descending line shall be given priority in admission when the rural farm school cannot
29 accommodate all of those applying for enrollment.

30
31 **SEC. 8. *The School Head.*** – Every rural farm school shall have a school head to
32 oversee its operations and management. The school head shall be tasked to facilitate the
33 tutors' participation in professional development activities including technical skills training
34 and extension services by the DepEd, Department of Agriculture (DA), and the Department
35 of Agrarian Reform (DAR). The school head shall also ensure that the curricular program is
36 properly implemented and sufficient and adequate educational resources are available and
37 accessible to the students.

38
39 **SEC. 9. *The Tutors.*** – The tutors of the rural farm school shall be specialists in their
40 fields of endeavor. They shall act as teachers, guidance counselors, rural developers,
41 livelihood project proponents, marketing specialists, and/or project consultants. They shall
42 establish a working partnership with the parents by conducting parent-tutor dialogues and
43 parent workshops.

44
45 **SEC. 10. *Salary of Rural Farm School Personnel.*** – Public rural farm school
46 personnel shall receive a monthly basic salary based on the compensation prescribed under
47 the Salary Standardization Law, as amended, in addition to other benefits prescribed by law.

48
49 In the case of private rural farm school personnel, they shall receive the salary and
50 other benefits prescribed under the Labor Code of the Philippines.
51

1 **SEC. 11. *Skills Training and Extension Support.*** – The DepEd, DAR, DA,
2 Technical Education Skills and Development Authority (TESDA) and the Agricultural
3 Training Institute (ATI) shall provide continuous technical skills training and provision of
4 extension materials including but not limited to books, student workbooks, teaching session
5 guides, and other materials or equipment on the subjects offered, and other extension services
6 to the tutors of rural farm schools.

7
8 **SEC. 12. *Accreditation of Rural Farm Schools.*** – The DepEd shall set the
9 requirements for accreditation of rural farm schools and accredit those that shall meet the
10 prescribed requirements. Rural farm schools may not operate unless accredited by the
11 DepEd.

12
13 The DepEd may withdraw or downgrade the accreditation of a rural farm school if it
14 fails to maintain the standards set for its accreditation.

15
16 All accredited private rural farm schools, their mentors or facilitators, and students
17 shall be eligible for subsidies under Republic Act No. 6728, as amended by Republic Act No.
18 8545, or the Expanded Government Assistance to Students and Teachers in the Private
19 Education Act.

20
21 **SEC. 13. *School Monitoring and Evaluation.*** – The DepEd shall conduct regular
22 monitoring and evaluation to determine continuing compliance with the requirements on
23 accreditation status of the rural farm schools and to determine whether or not the rural farm
24 schools adhere to the standards of quality assurance prescribed by the DepEd.

25
26 **SEC. 14. *Tax Exemption.*** – Any donation, contribution, bequest or grant which may
27 be made to a rural farm school duly accredited under Section 12 of this Act, shall be exempt
28 from the donor's tax and the same shall be considered as allowable deduction from the gross
29 income in the computation of the income tax of the donor in accordance with the provisions
30 of the National Internal Revenue Code (NIRC) of 1997, as amended: *Provided*, That the
31 rural farm school has likewise been accredited by the Philippine Council for NGO
32 Certification (PCNC).

33
34 **SEC. 15. *Appropriations.*** – The Secretary of Education shall immediately include in
35 the Department's program the operationalization of the public rural farm schools, the funding
36 of which shall be included in the annual General Appropriations Act.

37
38 **SEC. 16. *Implementing Rules and Regulations.*** – Within ninety (90) days after the
39 effectivity of this Act, the DepEd, in consultation with the DA, DAR, TESDA and ATI, shall
40 formulate the rules and regulations needed for the effective implementation of this Act.

41
42 **SEC. 17. *Separability Clause.*** – If any provision, or part hereof, is held invalid or
43 unconstitutional, the remainder of the law or the provision not otherwise affected shall remain
44 valid and subsisting.

45
46 **SEC. 18. *Repealing Clause.*** – All laws or parts thereof, decrees, orders, rules and
47 regulations inconsistent with the provisions of this Act are hereby repealed or modified
48 accordingly.

49
50 **SEC. 19. *Effectivity Clause.*** – This Act shall take effect fifteen (15) days after its
51 publication in the Official Gazette.

52
53 Approved,

FACT SHEET

House Bill No. 6050
Substitute Bill of House Bill No. 4358
(As Approved by the Committee)

RURAL FARM SCHOOLS ACT OF 2012

Introduced by: REP. SHARON S. GARIN

Committee Referral: COMMITTEE ON BASIC EDUCATION & CULTURE (Primary)

Committee Chairperson: REP. SALVADOR H. ESCUDERO III

Committee Referral: COMMITTEE ON APPROPRIATIONS (Secondary)

Committee Chairperson: REP. JOSEPH EMILIO A. ABAYA

Committee Referral: COMMITTEE ON WAYS AND MEANS (Secondary)

Committee Chairperson: REP. ISIDRO T. UNGAB

OBJECTIVES:

- To provide the rural youth opportunities for and access to learning at the minimal or zero cost by equipping them with appropriate knowledge and skills that can be readily applied in their environment
- To entice the rural youth to engage in agricultural courses and/or enterprises leading to agricultural viability and sustainability

KEY PROVISIONS:

- Establishes rural farm schools that provide alternative delivery mode of free secondary education
- Encourages the Department of Education (DepEd) to establish at least one public rural farm school in every province in the country
- Adopts the core secondary education curriculum of the DepEd with add-on courses focused on Agri-Fishery Arts
- Authorizes the DepEd to set the requirements of accreditation of rural farm schools and to accredit those that shall meet the prescribed requirements
- Mandates the DepEd, Department of Agrarian Reform (DAR), Department of Agriculture (DA), Technical Education Skills and Development Authority (TESDA) and the Agricultural Training Institute (ATI) to provide continuous technical skills training and provision of extension materials including but not limited to books, student workbooks, teaching session guides, and other materials or equipment on the subjects offered, and other extension services to the tutors of rural farm schools
- Grants tax exemptions and/or incentives for donations to rural farm schools duly accredited by the Philippine Council for NGO Certification (PCNC)
- Mandates the DepEd to provide regular funding support for rural farm schools in the annual General Appropriations Act

RELATED LAWS:

- 1987 Philippine Constitution
- Batas Pambansa Blg. 232, "Education Act of 1982"



Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

Fifteenth Congress
First Regular Session

HOUSE BILL NO. 4358

Introduced by Honorable Sharon S. Garin

EXPLANATORY NOTE

Inequality pervades in our society because opportunities are unfairly distributed. And to provide equilibrium in opportunities in all social spectra, education is being given the thrust -- said to be the great equalizer and balance wheel of social machinery.

But beyond the discourse of social equity, putting emphasis on education has an undeniable practicality because an educated citizenry correlates to a productive and stable society. It is more than just the perfection of transfer of concepts and theories but rather a tool for transformation and empowerment of individuals and communities.

For this reason, if the government is serious in its commitment to rural development and empowerment, a fundamental step to be taken is ensuring equitable access to education in the countryside. Statistics have consistently demonstrated the widening gap between urban and rural development, and concomitantly, poverty incidence. The poverty incidence victimizes a bulk of the agricultural sector who mostly reside in the rural areas, resulting to a vicious cycle of worsening deprivation, marginalization and underdevelopment.

Education can also be used in ensuring sustainable agricultural productivity in the country for the coming decades by creating an educational system applicable and fitting to rural agricultural communities. As such, the youth are not keen in taking professions in the agricultural sector. Proof of this is the dwindling figures of enrolment and number of graduates of agricultural courses. The already low figures of enrollees decrease furthermore as the academic years commence, resulting to disappointingly few graduates of agricultural courses.

Traditional educational systems have long been speckled throughout the country. But the rural communities need an educational system suited to their environment and

realities. Hence, this bill proposes to promote Rural Farm Schools as an alternative delivery mode of secondary education without sacrificing quality of education.

The Rural Farm School shall be a parallel learning system and an alternative delivery mode of secondary education. It is a facilitative and experiential learning on the core subjects of social sciences, numeracy, literacy with focus on agriculture and patterned after the needs of rural, agricultural communities. It has four academic years with the last year being integrative learning with emphasis on farm entrepreneurship to encourage the youth to become local entrepreneurs in their respective rural, agricultural communities.

The teaching methodology provides a flexible alternative to the rigid structure of formal education. In the Rural Farm School, students engage in an alternating training cycle of home and school period. The student may go to learning centers as scheduled by the school to learn concepts and theories or the students may obtain modules from the tutors and take it home subject to the monitoring and assessment of the tutors. The other half of the cycle is the home period wherein the students shall spend half of the educative process at home as they work in their own farms or in other farms or enterprises to apply and practice the academic principles learned from school.

In consonance with the State's policy to provide free secondary education, the students enrolled in public Rural Farm Schools will not pay any tuition fee. Having minimal overhead expenses because of the flexible methodology and having no tuition fee lessen the financial burden on the parents especially since abject poverty is prevalent in the rural pocket sides.

And in furtherance of attaining social equity, the children and grandchildren of CARP beneficiaries are given preference in admission should the school exceed its allowable number of enrollees. They shall likewise be exempted from paying tuition fees in private sector-led Rural Farm Schools. Agrarian Reform Communities, on the other hand, shall be given priority in the site selection and establishment of Rural Farm Schools.

The Rural Farm School is, thus, a multipronged attack against poverty, inequity, agricultural decline, and economic constriction in the rural areas. Firstly, it provides opportunities for and access to learning, at minimal or zero cost, to the rural youth, equipping them with appropriate knowledge and practical skills that can be readily applied in their environment. Secondly, it entices the rural youth to engage in agricultural courses and/or enterprises leading to agricultural viability and sustainability. Accordingly, these will warm the social and economic engines of the countryside, lessening poverty incidence and empowering the rural communities.

In view of the foregoing, passage of this bill is fervently sought.



ATTY. SHARON S. GARIN
Representative
Aambis-Owa Party List



Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City, Metro Manila

Fifteenth Congress
First Regular Session

HOUSE BILL NO. **4358**

Introduced by Honorable Sharon S. Garin

AN ACT
PROMOTING RURAL FARM SCHOOL
AS AN ALTERNATIVE DELIVERY MODE
OF SECONDARY EDUCATION

Be it enacted by the Senate and the house of Representatives of the Philippines in Congress assembled:

Section 1. Title. - This Act shall be known as the "Rural Farm Schools Act of 2011".

Section 2. Declaration of Policy. - It is a declared policy of the State to protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make such education accessible to all. Further to this, the State shall establish, maintain, and support a complete, adequate and integrated system of education relevant to the needs of the people and society and encourage non-formal, informal and indigenous learning systems, as well as self-learning, independent and out-of-school study programs particularly those that respond to community needs.

The State shall likewise promote sustainable agricultural productivity and rural development by empowering the human capital in the countryside through access to avenues of learning suited to the needs and realities of the rural, agricultural communities.

In furtherance of the principles of social justice and social equity, the State shall provide the necessary support to the beneficiaries of the Comprehensive Agrarian Reform Program (CARP), including but not limited to the provision of access to a broad range of educational opportunities to their children.

SECTION 3. *Definition of Terms.* - For purposes of this Act, the following terms shall be defined as follows:

- a) "Alternative Delivery Mode" refers to the non-traditional education program recognized by the Department of Education (DepEd) which applies a flexible learning philosophy and a curricular delivery program that includes non-formal and informal sources of knowledge and skills. An alternative delivery mode may include the use of facilitator-aided and interactive self-instructional print and audio-based learning materials, video tapes, face-to-face structured learning groups, semi-structured and unstructured discussions, one-on-one tutorials, study groups and self-learning groups, demonstration sessions, home visits, mentoring and remediation.
- b) "Rural Farm School" refers to a parallel learning system and an alternative delivery mode of secondary education. It is a facilitative and experiential learning on the core subjects of social sciences, numeracy, literacy with focus on agriculture and patterned after the needs of rural, agriculture communities.
- c) "Public Rural Farm School" refers to Rural Farm Schools operated by the Government or its political subdivision.
- d) "Private Rural Farm School" refers to Rural Farm Schools operated by private entities, non-government organizations or farm associations. These are schools which are not funded by the Government or its political subdivisions.
- e) "Tutors" refers to the facilitators or instructors who comprise the teaching staff of the Rural farm Schools. They are specialists in their own fields of endeavor and who facilitate the educative process.
- f) "CARP Beneficiaries" refers to farmers or their kin who had received Certificates of Land Ownership (CLOA) or Emancipation Patents under Republic Act No. 6637, as amended, known as "The CARP Law of 1988".
- g) "Agrarian Reform Community" refer to a barangay or cluster of barangays where a critical mass of agrarian reform beneficiaries is situated.
- h) "Farm Entrepreneurship" refers to the inter-mingling of finance, business and agriculture in setting into operation or motion a business venture involved in the production of agricultural commodities or enterprises.

Section 4. *Rural Farm Schools as Alternative Delivery Mode of Secondary Education.* - Rural Farm Schools (RFS) are hereby created and established as an Alternative Delivery Mode of Secondary Education. The Rural Farm Schools shall be duly recognized and supervised by the Department of Education. It shall have the following components:

a) Curriculum and Teaching Methodology

The Rural Farm School system shall have a curricular program of four (4) academic years for secondary education. It shall be an experiential learning with alternating training cycle of home and school period. The curricular program should include the social sciences, numeracy, literacy, with focus on agriculture, including but not limited to farming, crop production, animal husbandry, and aquaculture, and other disciplines as may be prescribed by the Department of Education.

The Rural farm School shall apply a flexible learning philosophy which may include the use of facilitator-aided and interactive self-instructional print and audio-based learning materials, video tapes, face-to-face structured learning groups, semi-structured and unstructured discussions, one-on-one tutorials, study groups and self-

learning groups, demonstration sessions, home visits, mentoring and remediation and such other methods as may be prescribed by the Department of Education.

The Rural Farm School may hold classes at the learning center on the subjects offered to comprise the school period of the alternating training cycle. The Rural Farm School may also choose to offer learning modules for the students to take home and study at their own time subject to periodic monitoring and assessment of the tutors.

The students shall likewise spend half of the educative process at home as they work in their own farms or in other farms or enterprises to apply and practice the academic principles learned from school.

The Department of Education shall prescribe guidelines on the classes and/or learning schedule to be offered by Rural Farms Schools.

c) Eligible Students

Children with ages between twelve (12) and eighteen (18) years old, male and female, may enroll in the Rural Farm Schools for their secondary education.

c) Tutors

The tutors of the Rural Farm School shall be specialists in their fields of endeavor. They shall act as teachers, guidance counselors, rural developers, livelihood project proponents, marketing specialists, and/or project consultants. The tutors shall establish a working partnership with the parents by conducting parent-tutor dialogues and parent workshops.

Unless a special law provides a higher salary, the teaching staff of a public Rural Farm School shall receive a basic salary as prescribed in Republic Act 4670 or the Magna Carta for Public School Teachers and other related laws and the teaching staff of a private Rural Farm School shall receive a basic salary not lower than the prescribed minimum wage for the locality.

d) School Director

Every Rural Farm School shall have a School Director to oversee its operations and management. The School Director is tasked to facilitate the tutors' participation in professional development activities including technical skills training and extension services by the Department of Education, Department of Agriculture, and Department of Agrarian Reform. The School Director is likewise tasked to ensure that the curricular program is properly implemented and sufficient and adequate educational resources are available and accessible to the students.

e) Tuition Fee

In adherence to Republic Act 6655 or the Free Secondary Education Act, students enrolled in public Rural Farm Schools shall be free from payment of tuition and other school fees, except fees related to membership in the school community such as identification cards, student organizations and publication which may be collected.

Private Rural Farm Schools shall set a minimal tuition fee subject to the approval of the Department of Education; *Provided, That* relatives of CARP beneficiaries up to

third degree of consanguinity in the descending line shall be exempt from payment of said tuition fees.

f) Learning Center

There shall be an adequate, secure, and physically accessible schoolhouse which shall function as a meeting place and learning center for the tutors and students to interact. Students shall access their modules or instructional materials at the schoolhouse.

g) Community Partnership

The Rural Farm Schools shall establish productive partnership with the local community, including groups interested in the achievement of the goals and objectives of this Act, and in providing financial assistance, technological transfer, and extension services.

Section 5. Farm Entrepreneurship. The fourth and last academic year in the Rural Farm School educational system shall focus on integrative learning across all subject disciplines in the curriculum with emphasis on farm entrepreneurship theory and practice and its promotion as a tool in cultivating local entrepreneurs, revitalizing rural economies and repopulating rural communities.

Section 6. Rural Farm School in Every Province. – Within one (1) year upon formulation of the Implementing Rules and Regulations of this Act, the Department of Education shall establish at least one (1) Rural Farm School in every province in the country.

Section 7. Priority to CARP Beneficiaries and Agrarian Reform Communities. – Relatives of the beneficiaries of the Comprehensive Agrarian Reform Program (CARP) up to third degree of consanguinity in the descending line shall be given priority in admission when the Rural Farm School cannot accommodate all of those applying for enrollment.

Without prejudice to the provisions of Section Six (6) hereof, Agrarian Reform Communities shall be given priority in the site selection and establishment of Rural Farm Schools whenever possible or applicable.

Section 8. Skills Training and Extension Support. – Department of Education, Department of Agriculture, and the Department of Agrarian Reform shall provide continuous technical skills training and provision of extension materials including but not limited to books, student workbooks, teaching session guides, and other materials or equipment on the subjects offered, and other extension services to the tutors of Rural Farm Schools.

Section 9. Quality Assurance. The Department of Education shall institutionalize high standards of quality assurance in Rural Farm Schools. This shall involve prescribing guidelines and policies on the operation and management of Rural Farm Schools as well as basic curricular content to ensure the credibility and academic integrity of Rural Farm Schools.

Section 10. Accreditation of Rural Farm Schools. – The Department of Education shall set the requirements of accreditation of Rural Farm Schools and accredit those that meet the prescribed requirements. Rural Farm Schools may not operate unless accredited by the Department of Education.

The Department of Education may withdraw or downgrade the accreditation of a Rural Farm School if it fails to maintain the standards set for its accreditation.

Section 11. School Monitoring and Evaluation. – The Department of Education shall conduct regular monitoring and evaluation to determine continuing compliance with the requirements on accreditation status of the Rural Farm School and to determine that the Rural Farm Schools are adhering to the standards of quality assurance prescribed by the Department of Education.

Section 12. Tax Incentives. – All gifts and donations for the benefit of the Rural Farm School, for its support and maintenance or for aid to any of its students shall be tax-exempt and shall be an allowable deduction from the gross-income of the donors. For the purpose of income taxation, the school shall be exempt from payment of all taxes, fees, assessments and other charges of the Government, its branches and subdivisions. It shall likewise be exempt from taxes and duties on any equipment, books, articles, goods or services it may import from abroad. The Farm School shall also be exempt from the payment of real property tax on the property actually, exclusively and directly used by it for educational purposes.

Section 13. Implementing Rules and Regulations. – The Department of Education, Department of Agriculture, and the Department of Agrarian Reform shall formulate and prescribe the Implementing Rules and Regulations necessary to carry out the provisions of this Act.

Section 14. Appropriations. – The amount necessary to carry out the purposes of this Act is hereby authorized to be appropriated in the General Appropriations Act to be made available within one (1) year from the approval of this Act. Thereafter, continuing appropriations shall be appropriated in subsequent General Appropriations Acts: *Provided*, That the appropriation, for the purposes of this Act, shall not be reduced by Congress below the amount appropriated for the previous year and, after approval, shall be automatically and regularly released.

Section 15. Separability Clause. - – If any provision, or part hereof, is held invalid or unconstitutional, the remainder of the law or the provision not otherwise affected shall remain valid and subsisting.

Section 16. Repealing Clause. - All laws or parts thereof, decrees, orders, rules and regulations inconsistent with the provisions of this Act are hereby repealed or modified accordingly.

Section 17. Effectivity Clause. - This Act shall take effect immediately following its publication in a newspaper of general circulation or in the Official Gazette, whichever comes first.

Approved,



Republic of the Philippines
HOUSE OF REPRESENTATIVES
COMMITTEE ON BASIC EDUCATION AND CULTURE
3rd Floor Ramon V. Mitra Jr. Building, Batasan Hills, Quezon City
Telefax 951-4333; 931-5001 loc. 7146; E-mail: basiceduculture@yahoo.com

file

8 August 2011

HON. JOSEPH EMILIO A. ABAYA
Chairperson
Committee on Appropriations

HOUSE OF REPRESENTATIVES
Committee on Appropriations

RECEIVED
AUG 08 2011

By: [Signature] Control No. 202 PM

Dear Chairperson Abaya:

The Committee on Basic Education and Culture approved on 2 August 2011 the attached House Bill No. _____, entitled:

AN ACT
ESTABLISHING RURAL FARM SCHOOLS AS ALTERNATIVE DELIVERY
MODE OF SECONDARY EDUCATION AND APPROPRIATING FUNDS
THEREFOR

in substitution of House Bill No. 4358 with Representatives Sharon S. Garin, Salvador H. Escudero III and Mark Llandro L. Mendoza as authors thereof.

Considering that a proposed funding is provided for in Section 15 of the aforementioned bill, the Committee deemed it appropriate to refer the same to the Committee on Appropriations for comment and approval.

Thank you.

Very truly yours,

SALVADOR H. ESCUDERO III
Chairperson

For the Chairperson:

[Signature]
MARIA JOSEFINA R. RICAFORT
Committee Secretary



Republic of the Philippines
House of Representatives
Quezon City, Metro Manila



HON. JOSEPH EMILIO A. ABAYA

*Congressman, 1st District, Cavite
Chairman, Committee on Appropriations*

December 1, 2011

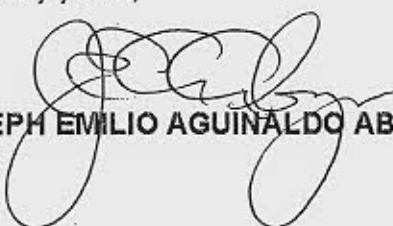
HON. SALVADOR H. ESCUDERO III

*Chairman
Committee on Basic Education & Culture*

Dear Chairman Escudero:

Please be informed that the Committee on Appropriations in its meeting held today at Conference Rooms 9 & 10, R.V. Mitra Building, approved to report out Substitute Bill to House Bill No. 4358, titled "AN ACT ESTABLISHING RURAL FARM SCHOOLS AS ALTERNATIVE DELIVERY MODE OF SECONDARY EDUCATION AND APPROPRIATING FUNDS THEREFOR" without amendment.

Very truly yours,


JOSEPH EMILIO AGUINALDO ABAYA

Cc: Rep. Sharon S. Garin
Rep. Mark Llandro L. Mendoza



Republic of the Philippines
House of Representatives
Quezon City, Metro Manila

SALVADOR H. ESCUDERO III

Representative, 1st District, Sorsogon
Chairperson, Committee on Basic Education and Culture



16 January 2012

HON. ISIDRO T. UNGAB

Chairperson
Committee on Ways and Means

Dear Chairperson Ungab:

The Committee on Basic Education and Culture approved on 2 August 2011 the attached House Bill No. _____, entitled:

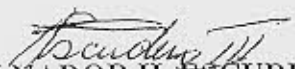
AN ACT
ESTABLISHING RURAL FARM SCHOOLS AS ALTERNATIVE DELIVERY
MODE OF SECONDARY EDUCATION AND APPROPRIATING FUNDS
THEREFOR

in substitution of House Bill No. 4358 with Representatives Sharon S. Garin and Salvador H. Escudero III as authors thereof.

Considering that a tax provision is provided for in Section 14 of the aforementioned bill, the Committee deemed it appropriate to refer the same to the Committee on Ways and Means for comment and approval.

Thank you.

Very truly yours,


SALVADOR H. ESCUDERO III



Republic of the Philippines
HOUSE OF REPRESENTATIVES
Committee on Ways and Means
Quezon City, Metro Manila

March 13, 2012

HON. SALVADOR H. ESCUDERO III

Chairman

Committee on Basic Education and Culture

Dear Chairman Escudero:

The Committee on Ways and Means in its meeting today, March 13, 2012, approved with amendments subject to style the tax provision of the unnumbered substitute bill to House Bill No. 4358 entitled, "AN ACT ESTABLISHING RURAL FARM SCHOOLS AS ALTERNATIVE DELIVERY MODE OF SECONDARY EDUCATION AND APPROPRIATING FUNDS THEREFOR to wit:

Section 14 of the bill shall be amended to read as follows:

"SEC. 14. [Rural Farm Schools Accredited by the Philippine Council for NGO Certification. – All gifts and donations to rural farm schools duly accredited by the Philippine Council for NGO Certification (PCNC) shall receive tax exemptions and/or incentives prescribe in Revenue Regulations No. 13-98 promulgated by the Department of Finance.] TAX EXEMPTION - ANY DONATION, CONTRIBUTION, BEQUEST OR GRANT WHICH MAY BE MADE TO A RURAL FARM SCHOOL DULY ACCREDITED UNDER SECTION 12 OF THIS ACT, SHALL BE EXEMPT FROM THE DONOR'S TAX AND THE SAME SHALL BE CONSIDERED AS ALLOWABLE DEDUCTION FROM THE GROSS INCOME IN THE COMPUTATION OF THE INCOME TAX OF THE DONOR IN ACCORDANCE WITH THE PROVISIONS OF THE NATIONAL INTERNAL REVENUE CODE (NIRC) OF 1997, AS AMENDED, PROVIDED THAT THE RURAL FARM SCHOOL HAS LIKEWISE BEEN ACCREDITED BY THE PHILIPPINE COUNCIL FOR NGO CERTIFICATION (PCNC)."

The following members manifested co-authorship of the said unnumbered substitute bill to House Bill No. 1876, which the Committee approved, as follows:

HON. ISIDRO T. UNGAB
HON. RUFUS B. RODRIGUEZ
HON. ROGER G. MERCADO
HON. ELMER E. PANOTES
HON. FERNANDO C. GONZALEZ
HON. EVELYN P. MELLANA
HON. ARNULFO F. GO
Hon. CESAR G. JALOSJOS

For your information and appropriate action.

Very truly yours,



HON. ISIDRO T. UNGAB

Chairman

Committee on Ways and Means

Republic of the Philippines
HOUSE OF REPRESENTATIVES
COMMITTEE ON BASIC EDUCATION AND CULTURE
3rd Floor, Ramon V. Mitra, Jr. Building, Batasan Hills, Quezon City

MINUTES OF THE MEETING OF THE COMMITTEE ON BASIC EDUCATION AND CULTURE HELD ON
AUGUST 2, 2011, 9:30 A.M., AT CONFERENCE ROOMS 14 & 15, RAMON V. MITRA JR
BUILDING, HOUSE OF REPRESENTATIVES, QUEZON CITY

I. CALL TO ORDER

The Chair, Rep. Salvador H. Escudero III, called the meeting to order at 9:45 a.m..

II. ROLL CALL

On motion by Rep. Eduardo Gullas, duly seconded, the Committee dispensed with the calling of the Roll.

III. APPROVAL OF THE MINUTES OF THE PREVIOUS MEETING OF THE COMMITTEE ON BASIC EDUCATION AND CULTURE

On another motion, duly seconded, the reading of the minutes of the 07 June 2011 meeting of the Committee on Basic Education and Culture was dispensed with and the same was considered approved.

IV. INITIAL DELIBERATION ON MEASURES RELATING TO THE ESTABLISHMENT OF LIBRARIES

- HBs 484, 808 and 1409 - Amendments to RA 7743, by Reps. Angara, Palatino, Rodriguez (R) and Rodriguez (M)
HB 1183 - Establishment of a Public Library in Every Province, City and Municipality in the Philippines, by Rep. Villafuerte
HB 1223 - Establishment of a Public Library for Every Barangay and Appropriating Funds Therefore, by Rep. Arroyo (D)
HB 3299 - Establishment of City Libraries in All Cities Nationwide, by Rep. Lacson-Noel
HB 3306 - Establishment of Bililihan Congressional Library in the Municipality of Bililihan, Province of Bohol and Appropriating Funds Therefore, by Rep. Relampagos
HB 4405 - Establishment of Science Libraries in Every Province and For Other Purposes, by Rep. Palmones

The Chair initially expressed his reservation on the idea of passing a new law amending RA 7743 when RA 7743 itself, which he then co-authored with former Rep. Bagatsing, is not being implemented at all. Nevertheless, he called on Rep. Raymond Palatino to present his bill to the Committee.

Rep. Palatino stated that the implementation of RA 7743 is considerably hampered by the insufficiency of funds to set up libraries throughout the country. He cited that only a small number of libraries and reading centers had been established since the enactment of RA 7743 which clearly illustrates the sad state and the inaccessibility of our public libraries. He then stated that his bill, HB 808, seeks to amend RA 7743 by (1) modernizing our library system by using available electronic library technology in the acquisition of books and reading materials; (2) empowering the National Library to expand the list of reading materials; and (3) seeking partnership with the Sangguniang Kabataan in setting-up barangay reading centers. He expressed hope that the passage of the bill will encourage both our national and local officials to appreciate the importance of putting up libraries in every provinces, towns and barangays.

National Library Director Antonio Santos concurred with Rep. Palatino's observations on the condition of public libraries in the country. He said that there really is a need to strengthen the law but without the necessary budget, the National Library can not move on and accomplish its mandate. He mentioned while the National Library also gets P 1 million cultural agency fund from the National Commission for Culture and the Arts (NCCA), which they use to finance priority needs, they could do more if their agency would be given adequate financial support. He added that even the partnership with the Department of Interior and Local Governments did not materialize as there was no fund to support it.

The Chair then asked Dir. Santos to comment on the society's poor appreciation of libraries. He opined that unless the role of libraries is fully appreciated, the budget will never come.

Dir. Santos replied that appreciation is indeed a persistent problem in our public and school libraries. He lamented that while they are assisting in education, they are not being given the support which public libraries in other countries enjoy. He cited that even the DepEd is not fully supporting their sector and that he is a bit stumped as to how DepEd has ventured into the library hub project when the public library system is already problematic. He said that his administration aims to raise the government's awareness on the importance of the National Library and all other libraries affiliated to it by intensifying public relations in the hope that the necessary funding would finally trickle in.

In response to Rep. Palatino's queries, Dir. Santos gave the following information:

- The National Library, through their Information Technology Division, has embarked on a 5-year computerization project or the ISSP which shall connect about 1300 affiliated public libraries to the Public Libraries Network. They are now in the last phase of the project and a lot of computers have already been deployed in different public libraries nationwide.
- The National Library has digitized a lot of rare books and collections, which are already included in their online public access catalog (OPAC) and can be accessed electronically.
- Based on their annual report, the National Library served around 44,000 users in a year. He promised to submit to the Committee the exact data on the number of users and the number of books borrowed from the National Library.
- As a new Director, he is revisiting all existing policies of the National library to ensure the accessibility of their materials.

For his part, Rep. Flores pointed out that the ratio of library users to the country's total population may not justify the need to put up more libraries. Thus, he remarked that other than the establishment of more libraries and ensuring connectivity, promoting the habit of reading among students should be given priority as well.

Thereupon, the Chair deferred consideration of the measure. He directed Rep. Palatino and Dir. Santos to coordinate with DepEd Secretary Armin Luistro as to how the DepEd can address the lack of structure overseeing the libraries and how the other problems of the National Library and all the public libraries affiliated therewith can be resolved.

V. DELIBERATION ON THE OUTPUTS OF THE TECHNICAL WORKING GROUPS ON THE FOLLOWING MEASURES:

A. *Substitute Bill to HB 4358 - PROMOTING RURAL FARM SCHOOL AS AN ALTERNATIVE DELIVERY MODE OF SECONDARY EDUCATION, by Rep. Garin (S)*

At the outset, the Committee Secretary, Ms. Maria Josefina Ricafort, reported that a Technical Working Group (TWG) presided by Rep. Sharon Garin was held to refine the

provisions of the bill and that the various comments presented by the stakeholders during the Committee's previous deliberation on HB 4358 were considered in the preparation of the Substitute Bill.

Rep. Garin then presented the changes incorporated by the TWG, as follows:

1. Revision of the provision on tax incentives to conform with the existing provisions on donations under the National Internal Revenue Code;
2. Broadening the coverage of the bill to include fisheries;
3. Clear specification that the rural farm schools mandated to be established in every province should be public in nature;
4. Inclusion of the Department of Agriculture's Agricultural Training Institute in the skills and training support; and
5. Accreditation of farm schools and teachers must be done by the DepEd.

Thereafter, the Chair sought confirmation from the DepEd representative if Sec. Luistro is aware of the provision under Section 15 of the substitute bill mandating the Secretary to immediately include in the Department's program the operationalization of public rural farm schools and including the funding in the General Appropriations Act.

Ms. Prudence Sanoy, DepEd Education Program Specialist, replied that she is still consolidating all the comments on the measure, which she will soon present to the Secretary. For her part, Rep. Garin admitted that she has only consulted with DepEd's Assistant Secretaries and Undersecretaries but has not directly referred the matter to the Secretary.

As to the query on the viability of establishing rural farm schools, Rep. Garin stated that based on statistics, many students would want to go to farm schools because of financial and geographical considerations. She expressed optimism that a lot of families in the rural areas would be benefited by the farm schools and hoped that this will somehow augment the lacking supply of education in these areas. She, however, conceded that just like any other programs, its success will depend on the manner by which the program will be implemented.

Rep. Piamonte observed that in view of the proposed K+12 program of the DepEd, the following amendments are in order:

1. On Section 6, page 3, line 6, delete the phrase *"OF FOUR (4) ACADEMIC YEARS",*
and
2. On the same Section, same page, line 13, delete the words *"FOURTH AND".*

The author accepted these amendments and the same were approved by the Committee.

On motion, duly seconded, the substitute bill to HB 4358 was approved with amendments.

B. Substitute Bill to HBs 630 and 3637 - INSTITUTIONALIZING THE BUREAU OF ALTERNATIVE LEARNING SYSTEMS (BALS), by Reps. Angara and Escudero

Upon direction from the Chair, Ms. Ricafort informed the body that the Committee originally agreed to consolidate the measures institutionalizing the BALS with the measures on the establishment of open high school system (OHSS). However, the members of the TWG found out that it would be difficult to integrate the two measures since the OHSS follows the regular curriculum while the BALS offers an alternative mode of learning. Thus, the TWG came up with two (2) separate substitute bills- one for the BALS and another for the OHSS.

The Chair then solicited the comments of the Members and resource persons on the substitute bill institutionalizing the BALS. At this point, Dir. Carolina Guerrero of DepEd suggested that specific provisions on appropriations and ALS teachers should be incorporated in the measure.

With regard to the appropriation provision, the Chair asked Dir. Guerrero to first get a clearance from Sec. Luistro. He told her that if the Secretary approves of the funding being proposed, the Committee will include it in the bill. With regard to the provision on the ALS teachers, the Chair declared that the same is doable and will be adopted by the Committee. As read by Dir. Guerrero, the said provision is worded as follows:

"ALS Teacher. - The ALS teacher shall be known as a mobile teacher. As such, the mobile teacher shall follow a relevant career path unique to the conditions of the ALS and in accordance with Civil Service guidelines and standards. Likewise, the Professional Regulatory Commission shall formulate a licensure exam relevant to the conditions of ALS. The DepEd shall provide mobile teacher items to meet the target of at least two (2) mobile teachers per district."

On motion, duly seconded, the Committee approved the substitute bill to HBs 630 and 3637, with amendments and subject to Sec. Luistro's concurrence to the proposed funding provision.

- C. *Substitute Bill to HBs 524, 648, 1524, 2343 and 3430 - ESTABLISHING THE OPEN HIGH SCHOOL SYSTEM IN THE PHILIPPINES*, by Reps. Mercado-Revilla, Angara, Syjuco, Lagman and Castelo

The Chair initially remarked that he like the open high school system but is quite apprehensive on the quality of its graduates. He then inquired from Ms. Sanoy about the status of the open high school system in the country.

Ms. Sanoy reported that the open high school system, which presently has 42 model accredited schools, started in 1998. It has produced a total of 7,925 graduates, 1,329 of which went to college. She said that DepEd has developed a tracking system so that the manner of learning in the OHSS will be comparable with the regular system. To prove her point, she informed the body that the topnotcher in the National Achievement Test in Mathematics is a product of the open high school in Romblon.

Since there are no other comments from the Members, Rep. Flores moved for the approval of the substitute bill. There being no objection, his motion was carried.

- D. *Substitute Bill to HBs 3218 and 4327 - ESTABLISHMENT OF LIBRARY HUBS*, by Reps. Bondoc, Escudero, Rodriguez (R) and Teodoro

The Chair deferred consideration of the Substitute Bill subject to the final version of the bills amending RA 7743.

VI. DELIBERATION ON LOCAL SCHOOL BILLS

Upon motion by Rep. Flores, duly seconded, the Committee approved the following measures:

A. Establishment of Schools

1. House Bill No. 1365 - President Diosdado Macapagal National High School, by Rep. Enerio-Cerilles;
2. House Bill No. 1367 - Lumbog National High School, by Rep. Enerio-Cerilles;

3. House Bill No. 1590 - Manatad National High School, by Rep. Gullas;
4. House Bill No. 1591 - Pit-os National Agricultural and Trade High School, by Rep. Gullas;
5. House Bill No. 2066 - Alambre High School, by Rep. Ungab;
6. House Bill No. 2490 - Caruray National High School, by Rep. Alvarez (A); and
7. House Bill No. 3178 - Cuaming National High School, by Rep. Aumentado

B. Separation and Conversion into National High Schools

1. House Bill No. 2322 - Separating the Katipunan National High School-Sinuyak Annex from the Katipunan National High School and Converting it to Sinuyak National High School, by Rep. Labadlabad;
2. House Bill No. 2323 - Separating the Siayan National High School - Gunyan Annex and Converting to Gunyan National High School, by Rep. Labadlabad
3. House Bill No. 2366 - Separating the Zaragosa National High School- San Jose Annex and Converting it to San Jose National High School, by Rep. Romarate
4. House Bill No. 2367 - Separating the Surigao City National High School - Taft Annex and Converting it to Taft National High School, by Rep. Romarate
5. House Bill No. 2468 - Separating the Caraga National High School-PM Carey Annex and Converting it to Pantuyan National High School, by Rep. Dayanghirang
6. House Bill No. 3687 - Separating the Burgos National High School - Upper Tumapoc Annex and Converting to Upper Tumapoc National High School, by Rep. Eriguel
7. House Bill No. 3988 - Separating the VNHS- Wawang Pulo Annex and Converting it to Wawang Pulo-Balangkas National High School, by Rep. Gatchalian
8. House Bill No. 4403 - Separating the Tagasaka National High School - Loyola Annex and Converting it to Loyola National High School, by Rep. Garay

The Chair reminded the authors of the above measures to comply with the documentary requirements for the establishment and separation of schools to facilitate their transmittal to the Committee on Appropriations.

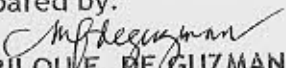
VII. OTHER MATTERS

Rep. Piamonte moved to include all the Members present during the meeting as co-authors of the measures on OHSS and BALS. There being no objection, the motion was approved.

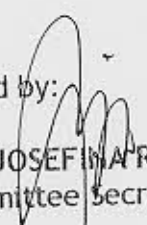
VIII. ADJOURNMENT

The meeting was adjourned at 10:50 a.m..

Prepared by:


MARILOU F. DE GUZMAN
 Supervising Legislative Staff Officer II

Noted by:


MA. JOSEFINA R. RICAFORT
 Committee Secretary


REP. SALVADOR H. ESCUDERO III
 Chairperson