



Republic of the Philippines
House of Representatives
Constitution Hills, Batasan Complex, Quezon City



EIGHTEENTH CONGRESS
Second Regular Session

House Bill No. 8072

Introduced by **ALFEL M. BASCUG**, Representative,
1ST Legislative District of Agusan del Sur.

“An Act Converting the Agusan del Sur School of Arts and Trades (ASSAT) into a Polytechnic Institute to be known as Agusan del Sur Polytechnic Institute for Technical Education (ADSPITE) and Appropriating Funds Therefor”

Explanatory Note

This bill seeks to convert the Agusan del Sur School of Arts and Trades (ASSAT) into a polytechnic institute to be known as the Agusan del Sur Polytechnic Institute for Technical Education (ADSPITE).

Agusan del Sur School of Arts and Trades (ASSAT) is a TESDA-administered school in the Province of Agusan del Sur. It is located in Government Center, Prosperidad, Agusan del Sur.

The institution is the primary caterer of basic technical skills among aspiring students in Agusan del Sur because of its course offerings and programs. It offers TESDA-registered training programs with training regulations leading to National Certification Levels I to IV in various sectors: automotive and land transport; construction; electronics; garments; health, social and other community development services; information and communication technology; metals and engineering;

processed food and beverages; tourism; and TVET (Technical Vocational Education and Training). It is a TESDA-accredited competency assessment centers for various TVET Qualifications in the above-mentioned sectors.

The clout for this initiative sprung from the turnover and developments in our education sector. With the three major developments that have taken place recently: (1) the passage into law of the Philippine Qualifications Framework, (2) the ASEAN Economic Integration, and (3) the Senior High School Program of DepEd, it becomes necessary for ASSAT to restructure its education and curricular landscape and thereby evolve into a polytechnic college in order to make it capable to respond to the rapidly changing demands of the industry and the labor market. It cannot continue offering only training programs pegged at the four National Certification levels. As a matter of fact, the first two National Certification levels are now part of the Senior High School curriculum in DepEd. Hence, ASSAT has to upgrade its curricular, operational and functional standards as an educational institution that will offer curricular programs that meet the requirements set forth in Level 5 of the Philippine Qualification Framework, which is the Diploma level.

The time has now come for ASSAT to evolve from a mere technology training institution into a polytechnic institute for technical institution that will cater to knowledge and skills that are mainly theoretical and/or abstract with significant depth in some areas together with wide-ranging, specialized technical, creative and conceptual skills and the graduates competently perform work activities demonstrating breadth, depth and complexity in the planning and initiation of alternative approaches to skills and knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination.

This representation indeed believes that the establishment of an educational institution in the technical education level known as the Agusan del Sur Polytechnic Institute for Technical Education (ADSPITE) as a public higher educational institution will indeed be a great blessing for the impoverished high school graduates and other sectors who shall be afforded alternative doors to a better life in our province and also to neighboring provinces in the region.

With the soon-to-be-established-institution, ADSPITE will ultimately provide appropriate humanistic, scientific and practical knowledge, inculcate values and attitude, and hone skills for nation building to post-secondary students, particularly children of poor families, as well as other

sectors of the community who aspire to acquire technical education and skills training in order to raise their economic sufficiency levels and provide them unfair competitive advantage when seeking better employment opportunities.

The silver lining of hope for these targeted beneficiaries is the establishment of the Agusan del Sur Polytechnic Institute for Technical Education dovetailed to the pocketbooks of the marginalized but deserving sector of the province of Agusan del Sur.

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



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

Section 1. Short Title.— This Act shall be known as the “Agusan del Sur Polytechnic Institute for Technical Education or ADSPITE Act”.

Section 2. Conversion.— The Agusan del Sur School of Arts and Trades, created through Republic Act No. 6585, otherwise known as *AN ACT ESTABLISHING A SCHOOL OF ARTS AND TRADES IN THE MUNICIPALITY OF PROSPERIDAD, PROVINCE OF AGUSAN DEL SUR, TO BE KNOWN AS THE AGUSAN DEL SUR SCHOOL OF ARTS AND TRADES, AND AUTHORIZING THE APPROPRIATION OF FUNDS THEREFOR*, is hereby converted into the Agusan del Sur Polytechnic Institute for Technical Education in the Province of Agusan del Sur, under the supervision of the Technical Education and Skills Development Authority (TESDA), to be known as the Agusan del Sur Polytechnic

Institute for Technical Education or ADSPITE, hereinafter referred to as the Institute.

Section 3. *Campus Site.* — The existing campus site of the Agusan del Sur School of Arts and Trades shall be converted the campus site of the Institute.

Section 4. *General Mandate.*— With the recent major developments affecting higher and technical education that have taken place recently: (1) the adoption of the Philippine Qualifications Framework (PQF), (2) the ASEAN Economic Integration, (3) the global changes in technology, particularly in industries, that have created a major need for skilled workforce and comprehensive training, (4) the rapidly increasing demand for adequately prepared technology trainers and competency assessors, and (5) the poverty reduction, livelihood and employment convergence through applied technology for community-based livelihood and techno-preneurial skills development, it becomes imperative to strengthen technical vocational education in order to produce world-class Filipino “knowledge workers” (k-workers) who can respond to and cope with the fast changing demands, standards, and requirements of the domestic and global job market, and aligned with the ASEAN integration framework and such other mutual international exchange agreements for technical-vocational skills.

The Institute shall endeavor to foster industry-academe collaboration and partnerships deemed crucial to enhance the potential to meet industry demands and thus to deliver better labor market outcomes

The Institute shall operate as a polytechnic institute for technical education that caters to knowledge and skills that are highly theoretical and/or abstract with significant depth in some areas together with wide-ranging, specialized technical, creative and conceptual skills and the graduates competently perform work activities demonstrating breadth, depth and complexity in the planning and initiation of alternative approaches to skills and knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination. It shall offer curricular programs that meet the requirements set forth in Level 5 of the Philippine Qualification Framework, which is the Diploma level. Thus, the Institute’s diploma programs shall be aligned with the PQF with international qualifications framework to support the national and international mobility of workers thru increased recognition of the value and comparability of Philippine qualifications.

In consortium with higher education institutions in the Caraga region, as well as those in other regions, subject to the policies and guidelines of the Commission on Higher Education, the Institute shall provide students enrolled in the Diploma Programs the opportunity to simultaneously cross-enroll in baccalaureate programs relevant to their diploma programs. The academic subjects leading to a baccalaureate program shall be conducted in the Institute, utilizing qualified faculty members of the Institute.

The Institute shall provide appropriate humanistic, scientific and practical knowledge, inculcate values and attitude, and hone skills for nation building to post-secondary students, particularly children of poor families, as well as other sectors of the community who aspire to acquire technical education and skills training in order to raise their economic sufficiency levels and provide them fair competitive advantage when seeking better employment opportunities.

The Institute shall offer practical short-term specialty courses, as well as higher-level competency in technical-industrial education and trade technology. It shall continue to upgrade its curricular standards as a tertiary polytechnic institute for technical education that provides quality technical-vocational education and skills training at the technical diploma and national certificate levels that would develop technically competent, innovative and skilled workforce for the Province of Agusan del Sur, as well as for any preferred local and international employment.

The Institute shall be a “school for technology trainers” who are equipped with functional vocational pedagogy. It shall design, develop and implement an Industry Attachment Program that will enhance and strengthen the would-be trainers’ content knowledge, working knowledge, pedagogical knowledge, and technological knowledge and consequently integrate them into a functional vocational pedagogy.

The Institute shall play a pivotal role in primarily helping residents from IP communities, including persons with disabilities, former rebels, persons deprived of liberty, returning/repatriated OFWs, drug dependents/surrenderers, family members of WIA/KIA, displaces industry workers and others in the Province of Agusan del Sur to become productive, self-reliant and to be developed into globally competitive middle to high-level skilled labor force to hasten the social and economic development of the entire Province of Agusan del Sur, in particular, as well as meet the manpower placement needs of both local and international labor market, in general.

In the designing relevant technical-vocational education training (TVET) programs and courses to be offered, the Institute shall be guided by the development parameters set forth by the Provincial Government of Agusan del Sur through its Upland Sustainable Agro-Forestry Development (USAD) Program in convergence with the member-agencies of the Agusan del Sur Poverty Reduction, Livelihood and Employment Cluster (ADS PRLEC).

It shall likewise consider the relevant skills and trade competencies, craftsmanship training programs and entrepreneurship activities needed to deliver the effective employment and development interventions required to make the Province of Agusan del Sur a human resource capital and economic productivity hub.

The Institute shall also operate as a TESDA-accredited Assessment Center for relevant TVET Qualifications.

The preference in the admission to the Institute, including scholarships and grants-in-aid, shall be given to the most disadvantaged citizens of the most economically depressed areas in the province.

Further, in collaboration with the DepEd Agusan del Sur Schools Division and DepEd Bayugan City Division, the Institute shall set-up the necessary infrastructures to enhance the competencies of TLE/TVL teachers and to facilitate the assessment and certification of high school students in the Province of Agusan del Sur.

Section 5. Curricular Offering/Training Programs.— The Institute shall offer TESDA-registered undergraduate certificate programs, one (1)-year to three (3)-year technical-vocational courses, including short-term courses and modular trainings in diverse relevant technical-vocational and industrial technology education, and livelihood productivity, to comply with technical skills priorities, competency demands and key employment generator targets under the Philippine Standard Occupational Classification and of international labor requirements and standards.

Skills and trades specialization for local employment requirements shall, however, be prioritized in technical-vocational education at the Institute to support the development needs for a robust inclusive economy of the Province of Agusan del Sur within the operational radius of the Institute, in consultation with the Department of Labor and Employment

(DOLE), the Department of Trade and Industry (DTI), the Department of the Interior and Local Government (DILG), the National Economic and Development Authority (NEDA), business-industry partners, and such other relevant agencies, both local and international.

The Institute may establish, as may deemed necessary and practicable, research and technology hubs, mobile training programs, and satellite or extension training centers in priority municipalities throughout Agusan del Sur to strengthen linkages between the industry, the academe, and the technology programs thereat. It shall likewise adopt the use of innovative training modes such as information technology-assisted instruction, dual training system, open or distance education, and community laboratory and such other instructional programs to afford the community greater access to technical-vocational education and skills training.

The Institute shall, as far as necessary and practicable, offer TESDA-registered technical-vocational courses for competency assessment and skills certification of the TESDA: *Provided, That*, course completion shall be credited through skills competency assessment leading to National Certification (NC) Levels I to V: *Provided, further, That*, the technical-vocational courses completed at the Institute shall qualify for academic recognition under the Ladderized Interface system for tertiary education if compliant with the requirements under said program.

The Institute shall, as necessary and practicable, offer courses from the following TESDA-registered technical-vocational and short-term training programs:

- (a) Agriculture-related trainings and skills development in such areas as rice machinery operations, rubber production, agricultural crops production, animal production (swine, poultry, and ruminants), organic agricultural production and backyard farming, mechanized farm tools and equipment operation, agribusiness, small engine servicing and relevant farmers continuing trainings for increased productivity and entrepreneurship;
- (b) Diploma programs in civil technology, electrical engineering technology, metals and fabrication technology automotive technology, electronics engineering technology, Hotel and Restaurant Services technology, TVET technology and Agriculture technology;

- (c) Training for the TVET Sector such as Trainers Methodology Levels I & 2
- (d) Skills training in construction sector, metals and engineering, automotive, refrigeration and air conditioning, electronics and operation of power tools and equipment for both medium skills grade and industrial preferred skills;
- (e) Training courses relating to hotel, restaurant, tourism development and management, including event management, personality development and social communication skills training, language proficiency courses in English and other language competence for business process outsourcing (call center) employment and health, social and other community development services trainings (like Domestic Work) for local and overseas job placement;
- (f) Livelihood skills development courses for preferred skills employment, small-scale income generating opportunities and entrepreneurship training, including practical skills education in indigenous crafts and arts, workmanship and designing (fabric, woodworks, beadworks, basket making, bag-making, mat weaving, rattan weaving), high speed sewing, dressmaking and tailoring, horticulture, livestock raising and breeding, food processing technology, cookery, and commercial cooking, including baking, beauty culture (includes beauty care, hair and nail styling);
- (g) Basic business literacy training in financial management and marketing, practical accountancy, bookkeeping and office procedures, business processes and application procedures including registration, licensing, documentation, business patent and intellectual property regulation, business financing and investment opportunities sourcing, import-export accreditation, including online home-based business operation and use of social media for business marketing;
- (h) Construction and trades skills such as carpentry, masonry, scaffold erection, construction painting, furniture making, plumbing, practical electricity and installation, automotive technician and servicing, electronics technician and servicing, welding and fabrication skills courses;
- (i) Computer literacy and information technology (IT)-related skills, digital technology, computer systems servicing, web design,

animation, photoshop/online photography, computer design and advertising, personal computer (PC) servicing, and such other relevant practical technical skills courses;

- (j) Seminars in personality development, career counseling and job placement, work ethics and values, business project development; and
- (k) Other preferred priority skills and trades training courses relevant to the needs of the localities served within the operational radius of the Institute and the whole Province of Agusan del Sur to enhance their capacities for livelihood, gainful employment and practical entrepreneurship skills.

Section 6. Compliance with TESDA Requirements. — The provisions of this Act notwithstanding, the establishment of the Institute shall become operationally effective only upon the final determination and declaration of the TESDA, through the issuance of a formal recommendation and certificate of compliance, that the Institute has satisfactorily complied with the minimum requirements and quality standards prescribed by the TESDA governing the following:

- (a) Standard procedures and guidelines (SPGs) for the establishment and operation of a TESDA state polytechnic institute, or of a state technical education and the TESDA technology institution as herein contemplated;
- (b) Operational sustainability of the polytechnic institute for technical education established herein, such as, but not limited to, appropriate TESDA-approved site or location, licensed faculty-trainers and personnel, equipment, training and laboratory facilities, including industrial-grade requirements for hard metal trainings, updated instructional materials, and such other standard requirements TESDA may apply for a state polytechnic institute;
- (c) Sustainable funding source and allocation of budget requirement to support the TESDA state polytechnic institute hereto established;
- (d) Assurance that the training programs offered are fully aligned with the minimum standards of competency-based quality technical-vocational skills technology and needs of the Province of Agusan del Sur in the context of the ASEAN and the PQF for technical-

vocational education, and the Philippine Standards Occupational Classification and the international labor requirements and standards; and

- (e) Compliance with such other TESDA conditionalities as may be necessary and applicable in establishing the herein polytechnic institute for technical education.

Section 7. Administration. — The Institute shall be headed by a Vocational School Superintendent, equivalent to a Director II – SG 25, under the supervision of the TESDA Provincial Director, and appointed by the TESDA Director General in accordance with civil service rules and regulations and the qualification requirements and standards for such office.

The Vocational School Superintendent shall render full-time service and shall be responsible for the administration and operation of the Institute. The duties and responsibilities of the Vocational School Superintendent, including the appropriate compensation schedule, shall follow the position qualification standard of TESDA for such office, in consultation with the DBM.

As necessary and practicable, and subject to approval by the TESDA Director General, the Vocational School Superintendent herein appointed shall facilitate for the TESDA Director General to enter into mutual agreements with local-based, counterpart agencies or instrumentalities and persons, both private and government, for such assistance as may be necessary to effectively implement this Act.

The academic and administrative staff of the Institute shall be organized following the staffing pattern of the TESDA for such type of school pursuant to existing laws, rules and regulations.

Section 8. Assets, Liabilities and Personnel.— All fixed and movable assets, personnel, records and documents of the Agusan del Sur School of Arts and Trades, as well as their liabilities or obligations shall be transferred to the Institute: *Provided*, That the positions, rights and security of tenure of faculty and personnel therein employed pursuant to existing laws prior to their conversion of ASSAT into the Institute shall not be impaired in the new organizational structure and staffing pattern of the Institute.

All parcels of land belonging to the government occupied respectively by the above-captioned institutions are hereby declared property of the Institute and shall be titled under that name: *Provided*, That, should the Institute cease to exist or such aforementioned parcels of land be no longer needed by the Institute, the same shall revert to the Agusan del Sur TESDA Provincial Office.

Section 9. Appropriations. — The amount needed to initially implement the provisions of this Act shall be charged against the current year's appropriations of the Agusan del Sur School of Arts and Trades. Thereafter, such amount as may be necessary for the continued operation of the Institute shall be included in the annual General Appropriations Act.

The respective LGUs concerned, in consultation with the TESDA, shall likewise set aside from any available local revenue an amount deemed appropriate as fund support to the operation of the Agusan del Sur Polytechnic Institute established herein.

Section 10. Implementing Rules and Regulations.— Within ninety (90) days from the approval of this Act, the TESDA, in coordination with the DOLE, the DTI, the Department of Agriculture, the DBM, the DILG, the concerned LGUs, and such other relevant agencies and industry-business partners of the host localities of the Institute established herein shall prepare and issue the necessary rules and regulations for the effective implementation of this Act.

Section 11. Separability Clause. — If, for any reason, any section of this Act shall be deemed unconstitutional or invalid, the other sections or provisions hereof shall not be affected and shall thereby remain in force and in effect.

Section 12. Repealing Clause. — All laws, executive orders, decrees, instructions, rules and regulations contrary to or inconsistent with any provision of this Act are hereby repealed or amended accordingly.

Section 13. Effectivity. — This Act shall take effect fifteen (15) days after its publication in the *Official Gazette* or in a newspaper of general circulation.

Approved,