



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

Twentieth Congress
First Regular Session

House Bill No. 24



Introduced by Representative NIKO RAUL S.J. DAZA

EXPLANATORY NOTE

The Constitution contains numerous provisions underscoring the State's duty to promote education as a catalyst for social transformation. Specifically, Article XIV, Section 1 provides that: "The State shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all."

This proposed measure seeks to convert the Balicuatro College of Arts and Trades (BCAT), located in Allen, Northern Samar, into the Northern Samar Polytechnic Institute.

Balicuatro refers to the northwestern area of Samar Island and includes the mainland municipalities of Allen, Lavezares, San Isidro, and Victoria, as well as the island towns of San Antonio, Capul, and San Vicente. BCAT is situated in the municipality of Allen, approximately 44 kilometers from Catarman, the provincial capital.

Upgrading BCAT into a polytechnic institute is aimed at providing the people of Northern Samar with relevant technical and vocational education programs. This conversion is expected to broaden employment prospects both locally and abroad. Moreover, it will serve as a significant economic stimulus for the province.

In light of these benefits, the immediate passage of this bill is respectfully sought.

NIKO RAUL S.J. DAZA

Representative, 1st District of Northern Samar



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**“AN ACT
CONVERTING THE BALICUATRO COLLEGE OF ARTS AND TRADES IN THE
MUNICIPALITY OF ALLEN, PROVINCE OF NORTHERN SAMAR INTO THE
NORTHERN SAMAR POLYTECHNIC INSTITUTE 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 “Northern Samar
2 Polytechnic Institute (NSPI) Act.”
3

4 **SEC. 2. Conversion.** - The Balicuatro College of Arts and Trades in the Municipality
5 of Allen, Province of Northern Samar is hereby converted into a polytechnic institute to be
6 known as the Northern Samar Polytechnic Institute (NSPI), hereinafter referred to as the
7 Institute, under the supervision and administration of the Technical Education and Skills
8 Development Authority (TESDA).
9

10 **SEC. 3. General Mandate.** - In line with the adoption of the Philippine Qualifications
11 Framework (PQF) and the programs of the Commission on Higher Education (CHED), the
12 Institute shall endeavor to restructure its technical-vocational education curricular programs to
13 make them responsive to the rapidly, changing demands of the industry and the labor market
14 in both the domestic and global fronts, and within the context of the mutual recognition
15 arrangements embodied in the Association of Southeast Asian Nations (ASEAN) economic
16 integration framework and other relevant international agreements for technical-vocational
17 education.
18

19 The Institute shall endeavor to offer higher level competency qualifications in
20 technical-industrial education programs and technology and shall continue to upgrade its
21 curricular standards as a tertiary TESDA-polytechnic educational institution that caters to
22 wide-ranging specialized technical, creative and conceptual knowledge and skills
23 demonstrating depth and complexity in the planning, evaluation, initiation and management of
24 approaches to competency compliant technical skills and functional knowledge application.

25 The Institute shall offer a wide array of one (1)-year to three (3)-year TESDA-registered
26 technical-vocational curricular skills training programs and certificate courses, and shall aim

to meet the competency requirements under Level V of the PQF, which is the Diploma Level in technical-vocational education. It shall primarily provide tertiary undergraduate technical-vocational education, and shall likewise ensure the provision of various skills trainings and trade specialization courses relevant to the needs of the province, specifically geared towards the acquisition of employable skills, gainful employment, practical livelihood and entrepreneurship.

The Institute shall play a lead role in helping students and out-of-school youths and residents from low-income families and persons with disabilities in the Municipality of Allen and adjacent municipalities in the Province of Northern Samar become productive and self-reliant, and to become part of a globally competitive middle to high-level skilled labor force to hasten the social and economic development of the Province of Northern Samar, in particular, as well as meet the manpower needs of both local and international labor markets, in general.

The Institute shall consider in the design of relevant technical-vocational training programs and courses to be offered thereat a competency assessment of the socioeconomic profile, employment conditions and opportunities, business climate, market and industry potentials, resources available and presence of support structures, including the literacy level and skills readiness, and the overall development needs of the host area, Allen, and adjacent communities within the operational radius of the Institute. 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 Allen and all localities comprising the Province of Northern Samar human resource and economic productivity hubs.

The Institute shall also serve as a TESDA-accredited Assessment Center for acquired competencies in technical-vocational skills in the entire Province of Northern Samar.

Priority admission to the Institute and availment of technical-vocational education thereat, including scholarships, grants-in-aid and student financial assistance, however, shall be given to the most disadvantaged citizens of the Municipality of Allen and to the most economically depressed areas in the province.

Further, as deemed necessary and practicable, in coordination with the CHED and the TESDA, the Institute shall render relevant teachers' training assistance and curriculum design offering the technical-vocational livelihood (TVL) track under the CHED and TESDA in the communities and areas within the operational radius of the Institute.

SEC. 4. Curricular Offering/ Training Programs. - The Institute shall offer one (1)-year to three (3)-year diploma courses and undergraduate certificate, including short-term courses and modular trainings in diverse relevant technical-vocational and industrial technology education to comply with employment standards in preferred market-driven labor opportunities, but shall give premium efforts, however, to skills specialization for local market employment requirements geared towards achieving the development needs for a robust inclusive economy of the Municipality of Allen and the other municipalities in the Province of Northern Samar, in coordination 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.

77 The Institute may establish, as deemed necessary and practicable, research and
78 technology hubs, mobile training programs, and satellite or extension training centers in
79 priority areas throughout the Province of Northern Samar to strengthen linkages between the
80 industry, the academe, and the technology programs thereat. It shall likewise adopt the use of
81 innovative training modes such as information technology-assisted instruction, dual learning
82 system, open or distance education, and community laboratory and such other instructional
83 programs to afford the community greater access to technical-vocational education and skills
84 training.

85
86 The Institute shall, as far as necessary and practicable, offer TESDA-registered
87 technical-vocational courses and short-term training programs. Course completion in these
88 programs shall be credited through skills competency assessment under National Certification
89 (NC) Levels I to V, as applicable, and shall further qualify for academic recognition under the
90 Ladderized Interface System for tertiary education, if compliant with the requirements under
91 said program.

92
93 The Institute shall, as necessary and practicable, offer skills development options for
94 higher competency qualifications in technical-industrial education, trade technology, tourism,
95 agricultural technology, business literacy, and innovation in TESDA-registered skills courses
96 as follows:

97 (a) Industrial education and technology, including skills training in industrial trades,
98 metal and steel works, machine fabrication, heavy equipment operations, automotive
99 mechanic, refrigeration and air conditioning, electronics, and operation of power tools
100 and equipment for both light grade use and industrial purposes;

101 (b) Tourism and hospitality-related courses relating to hotel, restaurant and tourism
102 development management, including social communication skills training, language
103 proficiency courses in English and other languages for business outsourcing
104 employment and overseas job placement;

105 (c) Livelihood skills development courses for small-scale income generating
106 opportunities and entrepreneurship training, including practical skills education in
107 crafts and arts, workmanship and designing (fabric, woodworks, jewelry and metal
108 works), agriculture and farm technology, backyard gardening and propagation,
109 horticulture, home-based aquaculture, livestock raising, food processing technology,
110 home technology, culinary arts, beauty culture, health and wellness trainings;

111 (d) Technical-vocational occupation such as carpentry, masonry, plumbing, practical
112 electricity, automotive technician and servicing, electronics technician and servicing,
113 welding technician, personal computer (PC) servicing, and such other related technical
114 skills courses;

115 (e) Computer literacy and information technology (IT)-related skills, digital
116 technology, web design, Photoshop/online photography, computer design and
117 advertising;

118 (f) Seminars in personality development, career counseling and job placement, work
119 ethics and values;

120 (i) Other preferred priority skills that may be needed by the people of Allen and relevant
121 to the needs of the other service areas in the Province of Northern Samar to enhance
122 their capacities for practical livelihood, gainful employment and entrepreneurship
123 skills.

124 **SEC. 5. Compliance with TESDA Requirements.** - The provisions of this Act
125 notwithstanding, the conversion of the Balicuatro College of Arts and Trades into the Northern
126 Samar Polytechnic Institute shall become operationally effective only upon the 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, or conversion and operation of TESDA polytechnic institute of technical education and TESDA technology institution;
- (b) Operational sustainability of the polytechnic institute established herein in terms of licensed faculty/trainors and personnel, equipment, training and laboratory facilities, instructional materials, and other standard requirements as TESDA-accredited center;
- (c) Sustainable funding source and allocation of budget requirement of the TESDA 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 host municipality, Allen, and adjacent areas served in the context of the PQF and ASEAN framework for technical-vocational education; and
- (e) Compliance with such other TESDA conditionalities as may be necessary and applicable in its conversion into the Northern Samar Polytechnic Institute.

SEC. 6. *Administration.* - The Institute shall be headed by a School Superintendent under the supervision of the TESDA 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 School Superintendent shall render full-time services and shall be responsible for the administration and operation of the Institute.

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

SEC. 7. *Assets, Liabilities and Personnel.* - All assets, fixed and movable, personnel, records and documents of the Balicuatro College of Arts and Trades as well as its 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 its conversion into the Institute shall not be impaired.

All parcels of land belonging to the government occupied by the Balicuatro College of Arts and Trades are hereby declared property of the Northern Samar Polytechnic 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 local government unit (LGU) concerned, or to the Municipality of Allen, Province of Northern Samar.

SEC. 8. *Appropriations.* - The amount needed to initially implement the provisions of this Act shall be charged against the current year's appropriations of the Balicuatro College of Arts and Trades. Thereafter, such amount as may be necessary for the operation of the Northern Samar Polytechnic Institute shall be included in the annual General Appropriations Act.

SEC. 9. *Implementing Rules and Regulations.* - Within ninety (90) days after the approval of this Act, the TESDA, in coordination with the DOLE, the DTI, the Department of

Budget and Management (DBM), the DILG, the concerned LGUs, and such other relevant agencies and industry-business partners of the host locality, shall prepare and issue the necessary rules and regulations for the effective implementation of this Act.

SEC. 10. *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.

SEC. 11. *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.

SEC. 12. *Effectivity.* - This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,