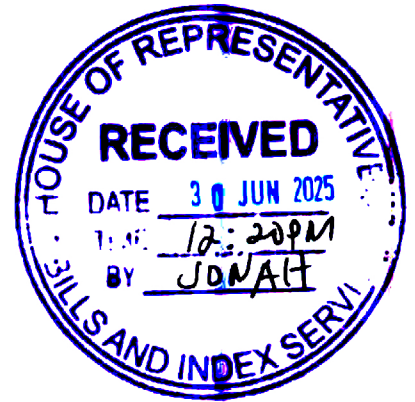




Republic of the Philippines
HOUSE OF REPRESENTATIVES
Quezon City

TWENTIETH CONGRESS
First Regular Session

House Bill No. **113**



Introduced by HONORABLE MARCELINO C. LIBANAN

AN

ACT CONVERTING THE SAMAR NATIONAL SCHOOL OF ARTS AND TRADE IN THE MUNICIPALITY OF TAFT, PROVINCE OF EASTERN SAMAR INTO A POLYTECHNIC INSTITUTION TO BE ADMINISTERED AND SUPERVISED BY THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY AND APPROPRIATING FUNDS THEREFOR

EXPLANATORY NOTE

The bill seeks to convert Samar National School of Arts and Trade (SNSAT) into Eastern Samar Polytechnic State College (ESPSC).

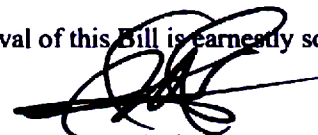
The Samar National School of Arts and Trade (SNSAT) was established as trade school on June 21, 1969 by the enactment of Republic Act No. 5949, under the Department of Education Culture and Sports (DECS), now the Department of Education (DepEd).

With the establishment of TESDA as agency, SNSAT was among those which qualified its transfer from the Bureau of Technical-Vocational Education and Training (BTVE) to TESDA. SNSAT is one of the supervised-Technical-Vocational Education and Training (TVET) training institutions of the Technical Education and Skills Development Authority (TESDA).

Throughout its history, SNSAT has effectively responded to TESDA's mandate, offering high-quality and relevant TVET programs. The institution's goal has been to continuously enhance its educational offerings, meeting the burgeoning demand for technically skilled professionals both locally and globally. This has included the introduction of higher-level courses and diploma programs aimed at bridging the skills gap in various industries.

The conversion of SNSAT to ESPSC represents a pivotal shift towards creating a more responsive, industry-aligned educational institution that caters to the evolving demands of the global job market. The approval of this bill is crucial for realizing this vision and significantly enhancing technical education and vocational training in Eastern Samar and beyond. Therefore, earnest support for this legislative initiative is sought to ensure its successful enactment and implementation. This bill has been filed in the 19th Congress of the Philippines and was approved by the House on February 3, 2025.

In view of the foregoing, approval of this Bill is earnestly sought.


MARCELINO C. LIBANAN
Representative
4Ps Partylist

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

TWENTIETH CONGRESS
First Regular Session

HOUSE BILL NO. 113

Introduced by Representative MARCELINO C. LIBANAN

AN ACT

CONVERTING THE SAMAR NATIONAL SCHOOL OF ARTS AND TRADE IN THE MUNICIPALITY OF TAFT, PROVINCE OF EASTERN SAMAR INTO A POLYTECHNIC INSTITUTION TO BE ADMINISTERED AND SUPERVISED BY THE TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY AND APPROPRIATING FUNDS THEREFOR

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

SECTION 1. *Short Title.* – This Act shall be known as the “*Eastern Samar Polytechnic Institute Act*”.

SEC. 2. *Conversion.* – The Samar National School of Arts and Trade (SNSAT) located in the Municipality of Taft, Province of Eastern Samar, is hereby converted into a polytechnic institution, to be known as the “Eastern Samar Polytechnic Institute (ESPI),” under the supervision and administration of the Technical Education and Skills Development Authority (TESDA).

SEC. 3. *The General Mandate.* – The ESPI shall restructure its technical-vocational education and training (TVET) curricular programs to respond to the needs of the local and international labor markets for technical skills, and align curriculum with current international skills standards.

To this end, the ESPI shall upgrade its curricular standards as a post-secondary polytechnic skills educational institution and provide higher level competency qualifications for instructors in TESDA-registered TVET programs and certificate courses. It shall provide relevant skills trainings and trade specialization courses to facilitate the acquisition by the citizenry of the necessary technical skills that will enhance their access to gainful employment, practical livelihood, and entrepreneurial opportunities, and thus hasten the development of the host area and the adjacent localities in the Province of Eastern Samar into human resource and productivity hubs.

Priority admission to the ESPI, including availment of scholarships, grants-in-aid and other forms of student financial assistance, shall be given to the most economically disadvantaged students, out-of-school youths, persons with disabilities, and indigenous peoples in the Municipality of Taft and the adjacent localities in the Province of Eastern Samar to ensure their development into productive and globally competitive skilled labor assets.

The ESPI shall serve as a TESDA-accredited assessment center, subject to the accreditation requirements under the Philippine TVET Competency Assessment and Certification System, for acquired competencies in TVET programs in the Province of Eastern Samar. It shall also provide teachers' training and assistance to secondary schools offering the technical-vocational livelihood track under the K to 12 Program in the area of curriculum designing, in coordination with the Department of Education (DepEd), the TESDA and the Department of Labor and Employment (DOLE).

SEC. 4. Curricular Offerings and Training Programs. - The ESPI shall offer TESDA-registered TVET programs, undergraduate certificate courses, and short-term courses and modular trainings on preferred technical-vocational skills. It shall aim to meet the competency requirements under Level V of the Philippine Qualifications Framework (PQF), which is the diploma level in TVET.

To this end, the DOLE, Department of Trade and Industry (DTI), Department of Science and Technology (DOST), Department of Agriculture (DA), Department of the Interior and Local Government (DILG), National Economic and Development Authority (NEDA), business-industry partners, and other relevant agencies and instrumentalities, both local and international, shall provide the necessary assistance so the ESPI can produce skilled manpower to supply the needs of a robust and inclusive economy.

The ESPI may establish research and technology hubs, technology development farms, satellite or extension training centers, promote mobile training programs, and strengthen linkages with industry partners and the academe.

It shall also adopt the use of innovative training modes such as information technology-assisted instruction, dual learning system, open or distance education, community laboratory, and such other instructional programs that will allow local residents greater access to TVET program offerings of the ESPI.

Course completion at the ESPI shall be credited after a skills competency assessment under National Certification Levels III to V. When applicable, TVET competency shall qualify a student for academic degree recognition under the ladderized interface system for tertiary education, provided that the requirements of the Commission on Higher Education are complied with.

The ESPI shall offer skills development for higher competency qualifications in areas relating to technical-industrial education, trade technology, tourism, agricultural technology, business literacy, and innovation in TESDA-registered skills courses as follows:

- (a) Skills training in industrial technology and hard trades such as metal and steelwork, machine fabrication and operation, heavy equipment operation, automotive mechanical assembly, refrigeration and air conditioning, electronics, and operation of power tools and equipment for both medium skills grade and industrial purposes;
- (b) Tourism and hospitality-related courses relating to hotel, restaurant, and tourism development management; {
- (c) Agriculture and aquaculture-related trainings and skills development in such areas as

farming technology, fishing operations technology, backyard farming and home-based aquaculture and propagation innovations, mechanized farming, fishing tools and equipment operation, agribusiness and agri-aqua trade technology and innovations, and relevant training seminars for farmers and fisherfolk to encourage entrepreneurship and thus increase productivity;

- (d) Livelihood skills development courses for preferred skills employment and small-scale entrepreneurship, including practical skills education in arts and crafts, workmanship and design, high-speed sewing, dressmaking and tailoring, horticulture, livestock raising and breeding, food processing technology, home technology, culinary arts and commercial cooking, cosmetology, and health and wellness training;
- (e) Basic business literacy training in financial management, marketing, practical accountancy, bookkeeping, 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, online home-based business operation, and use of social media business marketing;
- (f) Technical-vocational occupation and trades skills such as carpentry, masonry, plumbing, welding, practical electricity and installation, automotive servicing, electronics servicing, personal computer servicing, and such other relevant practical skills courses;
- (g) Computer literacy and information technology-related skills, basic computer operation, web development, digital animation, game development and computer-aided design application;
- (h) Social communication skills development and language proficiency courses in English and other languages for business process outsourcing employment and overseas job placement;
- (i) Personality development, career counseling and job placement, and work ethic and values; and
- (j) Other preferred priority skills and trades training that may be needed by the people of the Municipality of Taft and the adjacent localities to enhance their capacities for practical livelihood, gainful employment and entrepreneurship skills.

SEC. 5. *Compliance with TESDA Requirements.* - The provisions of this Act notwithstanding, the conversion of the SNSAT into the ESPI shall become operational only upon the issuance by the TESDA of a formal recommendation and certificate of compliance attesting that the ESPI has satisfactorily complied with the minimum standards of quality it has prescribed governing the following:

- (a) Standard procedures and guidelines for the conversion and operation of a TESDA polytechnic institute; {
- (b) Operational sustainability of the ESPI in terms of licensed faculty-trainers and

personnel, equipment, training and laboratory facilities, instructional materials, and other standard requirements of a TESDA-accredited and supervised school;

- (c) Sustainable funding source and regular allocation of budgetary requirement for TESDA-operated schools;
- (d) Full alignment of the training programs offered with the minimum standards of competency-based quality technical-vocational technology skills and the needs of the host area and adjacent localities served within the context of the Association of Southeast Asian Nations integration and the PQF for TVET; and
- (e) Compliance with such other TESDA conditionalities and standards, as may be necessary and applicable, on the conversion of the SNSAT.

SEC. 6. *Administration.* -The ESPI shall be headed by a Vocational School Superintendent under the supervision of the TESDA, who shall render full-time service and be responsible for its administration and operation. The Vocational School Superintendent shall be appointed by the TESDA Director General in accordance with the rules and regulations of the Civil Service Commission (CSC) and the qualification requirements for such office.

The Vocational School Superintendent shall pursue cooperative undertakings and partnerships with locally based private and public institutions, counterpart agencies or instrumentalities, and other persons as may be necessary to effectively implement this Act, subject to the approval of the TESDA Director General.

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

SEC. 7. *Assets, Liabilities and Personnel.* -All assets, fixed and movable, personnel, records and documents, as well as the liabilities or obligations of the SNSAT, shall be transferred to the ESPI: *Provided*, That the positions, rights, and security of tenure of faculty and personnel therein employed prior to its conversion into the ESPI, shall not be impaired, pursuant to existing laws.

All parcels of land belonging to the government occupied by the SNSAT are henceforth declared as property of the ESPI and shall be titled under that name: *Provided*, That should the ESPI cease to exist or such aforementioned parcels of land be no longer needed by the ESPI, the same shall revert to the local government unit (LGU) concerned or to the Province of Eastern Samar.

SEC. 8. *Appropriations.* - The amount necessary for the initial funding of the operation of the ESPI shall be charged against the current year's appropriations of the SNSAT. Thereafter, the funding of which 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 shall, in coordination with the DOLE, DTI, DOST, DA, Department of Budget and Management, DepEd, DILG, NEDA, the concerned LGUs, and such other relevant agencies and industry-business partners of the host locality, issue rules and regulations for the

effective implementation of this Act.

SEC. 10. *Separability Clause.* - If, for any reason, any section or provision of this Act is declared unconstitutional or invalid, the other sections or provisions hereof shall not be affected and shall 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 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,