



HOUSE OF REPRESENTATIVES

H. No. 9467

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BY REPRESENTATIVES LIBANAN, ACIDRE, RODRIGUEZ (R.), FRESNEDI, ORETA, ESCUDERO, ALANO, AGYAO, CORVERA, GARCIA (K.H.), SAGARBARRIA, LUMAYAG, GATCHALIAN, DAZA, CENDAÑA, DIOKNO, MONTES, LOPEZ, BAUTISTA (J.M.), AMANTE, RODRIGUEZ (E.), CALDERON, AMATONG, SAN FERNANDO, SALVADOR, VERGARA, ELAGO, ROMAN, CO, SUANSING (M.A.) AND GONZALES (C.S.)

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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 KNOWN AS THE "EASTERN 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 "*Eastern Samar Polytechnic*  
2 *Institute Act*".

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

9  
10       **SEC. 3. General Mandate.** – The Institute shall restructure its technical-vocational  
11 education and training (TVET) programs to become the provider of leading edge technical-  
12 vocational skills for the local and international labor market, and ensure alignment with the  
13 standards of the industry.

14  
15       To this end, the Institute shall upgrade its curricular standards and provide higher level  
16 competency qualifications for instruction in TESDA-registered TVET programs and certificate  
17 courses. It shall provide a wide array of relevant skills training and trade specialization  
18 courses to facilitate the acquisition by the citizenry of the necessary technical-vocational skills  
19 that shall enhance their access to gainful employment, practical livelihood, and  
20 entrepreneurial opportunities, and thus hasten the development of the host area and the  
21 adjacent localities in the Province of Eastern Samar into human resource and  
22 productivity hubs.

1 Priority admission to the Institute, including availing of scholarships, grants-in-aid  
2 and other forms of student financial assistance, shall be given to the most economically  
3 disadvantaged students, out-of-school youths, persons with disabilities, and indigenous  
4 peoples of the Municipality of Taft and the adjacent localities to ensure their development into  
5 productive, self-reliant and globally competitive skilled labor assets.

6  
7 The Institute shall serve as a TESDA-accredited assessment center, subject to the  
8 accreditation requirements under the Philippine TVET Competency Assessment and  
9 Certification System for acquired competencies in TVET programs in the Province of Eastern  
10 Samar.

11  
12 **SEC. 4. Curricular Offerings and Training Programs.** – The Institute shall offer  
13 TESDA-registered TVET programs, postsecondary short-term and undergraduate  
14 certificate/diploma courses, and modular trainings in preferred technical-vocational skills  
15 specialization.

16  
17 To this end, the Department of Labor and Employment (DOLE), Department of Trade  
18 and Industry (DTI), Department of Science and Technology (DOST), Department of  
19 Agriculture (DA), Department of the Interior and Local Government (DILG), Department of  
20 Economy, Planning, and Development (DEPDev), business-industry partners, and other  
21 relevant agencies and instrumentalities, both local and international, shall provide the  
22 necessary assistance so the Institute can produce skilled manpower to supply the needs of  
23 a robust and inclusive economy.

24  
25 The Institute may establish research and technology hubs, technology development  
26 farms, satellite or extension campuses, promote mobile training programs, and strengthen  
27 linkages with industry partners and the academe.

28  
29 It shall also adopt the use of innovative training modes such as information  
30 technology-assisted instruction, dual training system pursuant to Republic Act No. 7686 or  
31 the “Dual Training System Act of 1994”, open distance learning pursuant to Republic Act  
32 No. 10650 or the “Open Distance Learning Act”, community laboratory, virtual and blended  
33 learning modes, and such other instructional programs that shall allow local residents greater  
34 access to the TVET program offerings of the Institute.

35  
36 Course completion at the Institute shall be credited through skills competency  
37 assessment under National Certification Levels III to V of the Philippine Qualifications  
38 Framework (PQF) pursuant to Republic Act No. 10968 or the “PQF Act”. The TVET  
39 competency of the student may also qualify for academic degree recognition pursuant to  
40 Republic Act No. 10647 or the “Ladderized Education Act of 2014”: *Provided*, That the  
41 requirements of the Commission on Higher Education for credit transfer are complied with.

42  
43 The Institute shall offer skills development for higher competency qualifications in  
44 areas relating to technical industrial education, trade technology, tourism, agricultural  
45 technology, business literacy, and innovation in TESDA-registered skills, as follows:

- 46  
47 (a) Skills training in industrial technology and hard trades such as metal and steelwork,  
48 machine fabrication and operation, heavy equipment operation, automotive  
49 mechanical assembly, refrigeration and air conditioning, electronics, and operation of  
50 power tools and equipment for both medium skills grade and industrial purposes;

- 1 (b) Tourism and hospitality-related courses relating to hotel, restaurant, and tourism  
2 development management;  
3
- 4 (c) Agriculture and aquaculture-related trainings and skills development in such areas as  
5 farming technology, fishing operations technology, backyard farming and home-based  
6 aquaculture and propagation innovations, mechanized farming, fishing tools and  
7 equipment operation, agribusiness, agri-aqua trade technology and innovations, and  
8 relevant training seminars for farmers and fisherfolk to encourage entrepreneurship  
9 and thus increase their productivity;  
10
- 11 (d) Livelihood skills development courses for preferred skills employment and small-scale  
12 entrepreneurship, including practical skills education in arts and crafts, workmanship  
13 and design, high-speed sewing, dressmaking and tailoring, horticulture, livestock  
14 raising and breeding, food processing technology, home technology, culinary arts and  
15 commercial cooking, cosmetology, and health and wellness training;  
16
- 17 (e) Basic business literacy training in financial management, marketing, accountancy,  
18 bookkeeping, office procedures, business processes and application procedures  
19 including registration, licensing, documentation, business patent and intellectual  
20 property regulation, business financing and investment opportunities sourcing, import-  
21 export accreditation, online home-based business operation, and social media  
22 business marketing;  
23
- 24 (f) Technical-vocational occupation and trades skills such as carpentry, masonry,  
25 plumbing, welding, practical electricity and installation, automotive servicing,  
26 electronics servicing, personal computer servicing, and such other relevant practical  
27 skills courses;  
28
- 29 (g) Computer literacy and information technology-related skills, web development,  
30 animation (3D Digital), game development, and computer-aided design application;  
31
- 32 (h) Social communication skills and language proficiency courses in English and other  
33 languages for business process outsourcing employment and overseas job  
34 placement;  
35
- 36 (i) Seminars on personality development, career counseling, job placement, and work  
37 ethic and values; and  
38
- 39 (j) Other preferred skills and trades training that may be needed by the people of the  
40 Municipality of Taft and the adjacent localities to enhance their capacities for practical  
41 livelihood, gainful employment, and entrepreneurial activities.  
42

43 **SEC. 5. Compliance with TESDA Requirements.** – The provisions of this Act  
44 notwithstanding, the conversion of the SNSAT into the Institute shall become operational only  
45 upon the issuance by the TESDA of a formal recommendation and certificate of compliance  
46 attesting that the Institute has satisfactorily complied with the minimum standards of quality  
47 it has prescribed governing the following: (a) standard procedures and guidelines for the  
48 conversion and operation of a TESDA polytechnic institute; (b) operational sustainability of  
49 the Institute in terms of licensed faculty-trainers and personnel, equipment, training and  
50 laboratory facilities, instructional materials, and other standard requirements of a TESDA-  
51 accredited and supervised school; (c) sustainable funding source and regular allocation of

1 budgetary requirement for TESDA-operated schools; (d) full alignment of the training  
2 programs offered with the minimum standards of competency-based quality technical-  
3 vocational technology skills and the needs of the host area and adjacent localities served  
4 within the context of the ASEAN integration and the PQF for TVET; and (e) compliance with  
5 such other TESDA conditionalities and standards, as may be necessary and applicable, on  
6 the conversion of the SNSAT into the Institute.

7  
8 **SEC. 6. Administration.** – The Institute shall be headed by a Vocational School  
9 Superintendent under the supervision of the TESDA, who shall render full-time service and  
10 be responsible for its administration and operation. The Vocational School Superintendent  
11 shall be appointed by the TESDA Director General in accordance with the rules and  
12 regulations of the Civil Service Commission (CSC) and the qualification requirements for such  
13 office.

14  
15 The Vocational School Superintendent shall enter into agreement with locally-based  
16 private and public counterpart agencies or instrumentalities and persons, and seek such  
17 assistance as may be necessary to effectively implement this Act, subject to the approval of  
18 the TESDA Director General.

19  
20 The academic and administrative staff of the Institute shall be organized following the  
21 staffing pattern of the TESDA for such type of schools, pursuant to existing laws, rules and  
22 regulations of the CSC.

23  
24 **SEC. 7. Assets, Liabilities and Personnel.** – All assets, fixed and movable,  
25 personnel, records and documents, as well as the liabilities or obligations of the SNSAT shall  
26 be transferred to the Institute: *Provided*, That the positions, rights and security of tenure of  
27 faculty and personnel therein employed prior to its conversion into the Institute, shall not be  
28 impaired.

29  
30 All parcels of land belonging to the government occupied by the defunct SNSAT are  
31 henceforth declared the property of the Institute and shall be titled under that name: *Provided*,  
32 That should the Institute cease to exist or such aforementioned parcels of land be no longer  
33 needed by the Institute, the same shall revert to the concerned local government unit (LGU),  
34 or to the Municipality of Taft, Province of Eastern Samar.

35  
36 **SEC. 8. Appropriations.** – The amount necessary for the initial operation of the  
37 Institute shall be charged against the current year's appropriations of the SNSAT. Thereafter,  
38 the funding of which shall be included in the annual General Appropriations Act.

39  
40 **SEC. 9. Implementing Rules and Regulations.** – Within ninety (90) days after the  
41 approval of this Act, the TESDA shall, in coordination with the DOLE, DTI, DOST, DA,  
42 Department of Budget and Management, DILG, DEPED, the concerned LGUs, and such  
43 other relevant agencies and industry-business partners of the host locality, prepare and issue  
44 the necessary rules and regulations for the effective implementation of this Act.

45  
46 **SEC. 10. Separability Clause.** – If, for any reason, any part or provision of this Act  
47 is declared invalid or unconstitutional, the remaining parts or provisions not affected are in  
48 full force and effect.

49  
50 **SEC. 11. Repealing Clause.** – All laws, decrees, executive orders, and rules and  
51 regulations contrary to or inconsistent with the provisions of this Act are amended, repealed  
52 or modified accordingly.

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

Approved,