



HOUSE OF REPRESENTATIVES

H. No. 6670

BY REPRESENTATIVES BASCUG, PLAZA, GO (M.), CO-PILAR, ADIONG, DAZA, MANUEL, RODRIGUEZ (E.), SUANSING (M.A.), MAGSINO, ACIDRE, GULLAS, KHONGHUN, EUDELA, GALEOS, AQUINO, HERNANDEZ, TUTOR, ABALOS, ALVAREZ (M.), QUIMBO, DUJALI, CARL, BUHAIN, SACDALAN, NAVA, ZAMORA (M.C.), PRIMICIAS-AGABAS, ORTEGA, SALO, CAOAGDAN, MARIANO-HERNANDEZ, VERZOSA, GASATAYA, PADIERNOS, MERCADO-REVILLA AND Co (E.), PER COMMITTEE REPORT NO. 246

AN ACT

CONVERTING THE AGUSAN DEL SUR SCHOOL OF ARTS AND TRADES IN THE MUNICIPALITY OF PROSPERIDAD, PROVINCE OF AGUSAN DEL SUR, INTO A TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY-SUPERVISED AND ADMINISTERED POLYTECHNIC INSTITUTION TO BE KNOWN AS THE “AGUSAN DEL SUR POLYTECHNIC INSTITUTE FOR TECHNICAL 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 “Agusan del Sur Polytechnic
2 Institute for Technical Education (ADSPITE) Act”.

3
4 **SEC. 2. Conversion.** – The Agusan del Sur School of Arts and Trades (ASSAT) located in
5 the Municipality of Prosperidad, Province of Agusan del Sur, is hereby converted into a polytechnic
6 institute to be known as the Agusan del Sur Polytechnic Institute for Technical Education
7 (ADSPITE), and placed under the supervision and administration of the Technical Education and
8 Skills Development Authority (TESDA).

9
10 **SEC. 3. General Mandate.** – Recent global and regional developments provided the impetus
11 to re-engineer the state of technical-vocational education and accelerate the country’s response to
12 the fast changing standards and requirements of the domestic and international job market, namely: 1)
13 the adoption of Republic Act No. 10968, or the “Philippine Qualifications Framework (PQF) Act”; 2)
14 the Association of Southeast Asian Nations (ASEAN) Economic Integration; 3) the global changes
15 in technology and industry demands that have created a major need for skilled workforce and
16 technical-vocational competency trainings; 4) the poverty reduction, livelihood and employment
17 convergence for community-based livelihood and “techno-preneurial” skills development; and 5) the
18 imperative to produce world-class Filipino “knowledge workers” whose skills are aligned with
19 ASEAN integration goals and other international frameworks that respond to the challenges in the
20 job market.

21
22 The ADSPITE, as a technical-vocational education institution, shall restructure its technical-
23 vocational education and training (TVET) programs to effect this major curricular shift as provider
24 of leading edge technical skills for the local and international labor market, and aligned in accord
25 with the standards of the industry.
26

1 To this end, the ADSPITE shall upgrade its curricular standards as a tertiary TESDA-
2 polytechnic skills educational institution and provide higher level competency qualifications for
3 instruction in TESDA-registered TVET programs and certificate courses. It shall provide a wide
4 array of relevant skills training and trade specialization courses to facilitate the acquisition by the
5 citizenry of the necessary technical skills that shall enhance their access to gainful employment,
6 practical livelihood, and entrepreneurial opportunities, and thus hasten the development of the host
7 area and the adjacent localities in the Province of Agusan del Sur into human resource and
8 productivity hubs.

9
10 Priority admission to the ADSPITE, including availment of scholarships, grants-in-aid and
11 other forms of student financial assistance, shall be given to the most economically disadvantaged
12 students, out-of-school youths, persons with disabilities, and indigenous peoples of the Municipality
13 of Prosperidad and the adjacent localities to ensure their development into productive, self-reliant
14 and globally competitive skilled labor assets.

15
16 The ADSPITE shall serve as a TESDA-accredited assessment center, subject to the
17 accreditation requirements under the Philippine TVET Competency Assessment and Certification
18 System for acquired competencies in TVET programs in the Province of Agusan del Sur. It shall also
19 provide teachers' training and curriculum design assistance to the secondary schools offering the
20 technical-vocational livelihood track under the K to 12 Program in coordination with the Department
21 of Education, the TESDA, and the Department of Labor and Employment (DOLE).

22
23 **SEC. 4. Curricular Offerings and Training Programs.** – The ADSPITE shall offer TESDA-
24 registered TVET programs, undergraduate certificate courses, and short-term courses and modular
25 trainings in preferred technical-vocational skills specialization. It shall aim to meet the competency
26 requirements under Level V of the PQF Act, which is the Diploma Level in TVET.

27
28 To this end, the DOLE, Department of Trade and Industry (DTI), Department of Science and
29 Technology (DOST), Department of Agriculture (DA), Department of the Interior and Local
30 Government (DILG), National Economic and Development Authority (NEDA), business-industry
31 partners, and other relevant agencies and instrumentalities, both local and international, shall provide
32 the necessary assistance so the ADSPITE can produce skilled manpower to supply the needs of a
33 robust and inclusive economy.

34
35 The ADSPITE may establish research and technology hubs, technology development farms,
36 satellite or extension campuses, as recommended by ASSAT & TESDA, promote mobile training
37 programs, and strengthen linkages with industry partners and the academe.

38
39 It shall also adopt the use of innovative training modes such as information technology-
40 assisted instruction, dual training system pursuant to Republic Act No.7686 or the “Dual Training
41 System Act of 1994”, open distance learning pursuant to Republic Act No. 10650 or the “Open
42 Distance Learning Act”, community laboratory, virtual and blended learning modes, and such other
43 instructional programs that shall allow local residents greater access to the TVET program offerings
44 of the ADSPITE.

45
46 Course completion at the ADSPITE shall be credited through skills competency assessment
47 under National Certification Levels III to V. When applicable, TVET competency shall qualify a
48 student for academic degree recognition pursuant to Republic Act No. 10647 or the “Ladderized
49 Education Act of 2014”, provided that the requirements of the Commission on Higher Education are
50 complied with.

51
52 The ADSPITE shall offer skills development for higher competency qualifications in areas

1 relating to technical industrial education, trade technology, tourism, agricultural technology, business
2 literacy, and innovation in TESDA-registered skills, as follows:

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

45 **SEC. 5. Compliance with TESDA Requirements.** – The provisions of this Act
46 notwithstanding, the conversion of the ASSAT into the ADSPITE shall become operational only
47 upon the issuance by the TESDA of a formal recommendation and certificate of compliance attesting
48 that the ADSPITE has satisfactorily complied with the minimum standards of quality it has
49 prescribed governing the following: a) standard procedures and guidelines for the conversion and
50 operation of a TESDA polytechnic institute; b) operational sustainability of the ADSPITE in terms of

1 licensed faculty-trainers and personnel, equipment, training and laboratory facilities, instructional
2 materials, and other standard requirements of a TESDA-accredited and supervised school; c)
3 sustainable funding source and regular allocation of budgetary requirement for TESDA-operated
4 schools; d) full alignment of the training programs offered with the minimum standards of
5 competency-based quality technical-vocational technology skills and the needs of the host area and
6 adjacent localities served within the context of the ASEAN integration and the PQF for TVET; and e)
7 compliance with such other TESDA conditionalities and standards, as may be necessary and
8 applicable, on the conversion of the ASSAT into the ADSPITE.
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10 **SEC. 6. Administration.** – The ADSPITE shall be headed by a Vocational School
11 Superintendent under the supervision of the TESDA, who shall render full-time service and be
12 responsible for its administration and operation. The Vocational School Superintendent shall be
13 appointed by the TESDA Director General in accordance with the rules and regulations of the Civil
14 Service Commission and the qualification requirements for such office.
15

16 The Vocational School Superintendent shall enter into agreement with locally-based private
17 and public counterpart agencies or instrumentalities and persons, and seek such assistance as may be
18 necessary to effectively implement this Act, subject to the approval of the TESDA Director General.
19

20 The academic and administrative staff of the ADSPITE 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 Civil Service Commission.
23

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

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

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

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

44 **SEC. 10. Separability Clause.** – If, for any reason, any section or provision of this Act shall
45 be deemed unconstitutional or invalid, the other sections or provisions hereof shall not be affected
46 and shall remain in force and in effect.
47

48 **SEC. 11. Repealing Clause.** – All laws, executive orders, decrees, instructions, rules and
49 regulations contrary to or inconsistent with any provision of this Act are repealed or amended
50 accordingly.
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1 **SEC. 12. Effectivity.** – This Act shall take effect fifteen (15) days after its publication in the
2 *Official Gazette* or in a newspaper of general circulation.

Approved,