



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

Eighteenth Congress
First Regular Session

House Bill No. 6800



Introduced by Representative PAUL R. DAZA

EXPLANATORY NOTE

The 1948 Universal Declaration on Human Rights proclaims in Article 26, that “everyone has the right to education.”

The full enjoyment of the right to education is “fundamental to achieving sustainable development (UNESCO, 2015). Education enables an individual to reach his highest potential and, in many cases, helps families from getting out of poverty.

The Philippines has, in fact, enshrined education in the Constitution, in Article XIV, Section 1, which mandates 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.*”

Moreover, the State must tailor the educational system to the needs to the needs of the citizenry. This task is made more complex by the new normal, which is still evolving as the world copes with COVID-19. Otherwise stated, the process of learning and capacity-building should produce skills that will be matched with employment and economic opportunities even while considering future health and environmental challenges. In the same vein, employment and economic opportunities should be based on the needs, assets, and resources of any region and locality.

For example, the Report on Regional Economic Developments in the Philippines (2016)¹ has highlighted some of the challenges in Region 8:

- Need to build up socio-economic resiliency against the impact of natural and man-made disasters.
- Need to optimize the use of land and water resources by developing key production areas for economies of scale, including idle lands for possible forage/feedstuff development, and increase investments in irrigation development, especially in the Samar Island provinces.

¹ Department of Economic Research Regional Monetary Affairs Sub-Sector, Bangko Sentral ng Pilipinas (2016).

- Inadequate and poor infrastructure support facilities and utilities in Eastern Visayas may affect investors' interest in the region.
- Low adoption and application of technology in the region to advance the productive sectors such as agri-fisheries, forestry, food processing, and MSMEs sectors.
- Need to modernize the policy and regulatory frameworks in the Information Communication Technology (ICT) sector to address major barriers and perennial issues that continue to affect the development of ICT in Eastern Visayas.
- **Need to address the issue on jobs and skills mismatch through human resource development and creating a competitive and industry-responsive labor supply.**

Thus, firstly, there should be more efforts in establishing schools and learning centers, which will lead to rigorous training of students whose skills and competencies are better matched to what the local and national economies require, cognizant of the new normal. Secondly, such schools and learning centers should be accessible to all especially in municipalities that do not yet host large commercial and industrial centers.

Indeed, the new normal necessitates transformation and innovation in how we all live including how we should structure the education sector. For instance, while the tourism sector has been negatively impacted by COVID-19 (and may likely be so impacted again in the future), tourism can and must evolve. The future sees more domestic and road travels, more solitary and couple travels (rather than in groups), and potentially longer stays (because of work-at-home arrangements). Moreover, the new normal sees more focus on digital technologies, scientific research, medical and public health systems, food security and agriculture, and environmental innovation (in the light of climate change).

To continue the pursuit of greater accessibility for the poorest segment of the population as well as support regional development, the Philippine government sees the need to build more schools and learning centers in the province, in consideration of the Philippine Qualifications Framework (PQF).²

To achieve the objective, this bill seeks to establish satellite campuses of the **University of Eastern Philippines (UEP)** in the municipalities of Allen, San Isidro, and Lavezares. UEP is located in Catarman, the capital of Northern Samar, with an estimated population of 94,037 (PSA, 2015).³ The three proposed host municipalities have a combined population of about 80,889 (PSA, 2015). Allen is 44 kilometers from Catarman; San Isidro, about 81 kilometers; and Lavezares, about 40 kilometers.⁴ The establishment of these three campuses will significantly improve access to quality education in the Province—especially those residing in

² TESDA and CHED are now working together to harmonize technical and vocational education and training (TVET) and Higher Education practice toward the implementation of the Philippine Qualifications Framework (PQF). The PQF is a quality-assured national system for the development, recognition, and award of qualifications based on standards of knowledge, skills, and values acquired in different ways and methods by learners and workers of the country (DOLE). It ensures that learners are adequately supported through harmonization and strengthening of Diploma Programs, Philippine Credit Transfer System, and the Philippine Qualifications Register (PhQuaR).

³ Northern Samar is one of the three provinces into which Samar island is divided, the other two being Samar and Eastern Samar. The island is the third biggest in the Philippine archipelago, next only to Luzon and Mindanao.

⁴ Population-wise, according to the 2015 Census registered with PSA, Northern Samar has a provincial population of 632,379.

the western part where these three municipalities are located—and support local and regional development.

This Bill aims that each satellite campus should focus on specific concentrations to ensure cost-efficiency and meet the challenges in the province, the region, and the new normal.


Below are potential program concentrations that may be offered in each campus:

- (a) **Allen Satellite Campus** – As host to a port, Allen’s growth relies on improving the skills sets of its population toward the needs of industrial and transportation sectors, while at the same time, the need of the economy under the new normal. Appreciating the intent of PQF, course/program offerings for future degree programs such as industrial and mechanical education courses may qualify as prerequisites for other degree programs (i.e., toward a degree in engineering). The following program concentrations may be offered in the satellite campus:
 - (i) Industrial and mechanical education and technology, which may include courses on industrial trades, metal and steel industries, heavy equipment systems and operations, energy and electricity systems, and power tools and equipment for both light grade use and industrial and transportation purposes.
 - (ii) Electronics and information technology, which may include programs and courses on computer hardware and software, operating systems, web-based information and applications, telephones and other telecommunications products, video equipment and multimedia products, personal computers, computer literacy and information technology (IT)-related courses, and programming and digital technology.
 - (iii) Other IT- and knowledge-related programs such as knowledge management, business process outsourcing, data science, web and graphic design, photography and photography applications, and SEO optimization and analytics.
- (b) **Lavezares Satellite Campus** – Lavezares is nearest to Biri islands and host to white sand beaches, which offer high potential for service-oriented enterprises and eco-tourism. The following program and course concentrations may be offered in the campus, cognizant of the evolving nature of travel, leisure, and hospitality under new normal:
 - (i) Design programs/courses including architecture and interior design, landscape architecture, computer-aided design and computer-aided manufacturing (CAD/CAM) programming/operation, sustainable and green building, and master planning.
 - (ii) Tourism/eco-tourism and hospitality-related courses relating to hotel, restaurant, and tourism development management, marketing and communications, language proficiency, and heritage and culture.
 - (iii) Agriculture and farm technology including courses in small to medium-scale gardening and propagation, horticulture, aquaculture, livestock raising, food processing technology, and culinary arts.

(c) **San Isidro Satellite Campus** – San Isidro has rugged terrain, with rolling hills and steep mountains. It is also host to a port, several rivers, and waterfalls systems such as Busay, Veriato, and Kang Pongkol falls. The following courses may be offered in the campus, appreciating the thrust toward food security, environmental management, and climate resilience:

- (i) Irrigation technician and water management courses such as on irrigation systems and installation, repair and maintenance, backflow, audit, mini-hydro water systems, and flood risks management, and water harvesting systems.
- (ii) Programs in agriculture, forestry, and wood science/technology including forest management, silviculture, commercial forestry, agroforestry, and conservation.

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


PAUL R. DAZA
Representative, 1st District of Northern Samar



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Introduced by Representative PAUL R. DAZA

**AN ACT ESTABLISHING THE UNIVERSITY OF EASTERN PHILIPPINES
SATELLITE CAMPUSES IN THE MUNICIPALITIES OF ALLEN, SAN ISIDRO,
AND LAVEZARES IN NORTHERN SAMAR, 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 “University of Eastern Philippines Satellite Campuses Act.”

Section 2. Establishment. –There is hereby established satellite campuses of the University of Eastern Philippines (UEP) in the Municipalities of Allen, San Isidro, and Lavezares, Northern Samar.

Section 3. General Mandate. - In line with the adoption of the Philippine Qualifications Framework (PQF) and considering the socio-economic status of the population and the requirements of national and global economies under the new normal, the UEP is mandated to provide more access to quality tertiary education through its satellite campuses according to its thrust and capabilities and as the Board of Regents (BOR) may deem necessary particularly to respond to the development needs of Northern Samar in particular and Region 8 in general; Provided, that no degree program shall be offered by the said satellite campuses without the approval of the Commission on Higher Education (CHED) before the same shall be approved by the BOR. The UEP is also mandated to undertake research, extension, and production services in the satellite campuses as called for by new development challenges brought by climate change and by emerging diseases such as COVID-19.

Section 4. Curricular Offering and Training Programs. - The UEP-SCs shall offer tertiary education and training courses in accordance with the thrust of the PQF and current

offerings of UEP. To ensure cost-efficiency and in consideration of the requirements and potential of each municipality, the region, and the whole country, and the new normal, the UEP-SCs shall focus on particular programs or specializations, as approved by the BOR.

Section 5. *Compliance with CHED Requirements.* – The establishment of the Satellite Campuses shall ensure that the minimum requirements for their operation and program offerings have been complied with as duly prescribed by CHED.

Section 6. *Administration of Satellite Campuses.* – The University President shall have overall supervision and management of the SCs, which shall be headed by a Campus Director (CD) who shall render fulltime service and who shall be appointed or designated by the BOR upon the recommendation of the University President.

Section 7. *Development Plan, Infrastructure Development Plan, Management Audit, and Organization, Administrative, and Academic structure.*—Within a period of sixty (60) days after the approval of this Act, each SC shall accomplish the following:

- (a) Submit a five (5)-year development plan, including its corresponding program budget to CHED, for appropriate recommendation the Department of Budget and Management (DBM);
- (b) Submit an infrastructure development plan including a corresponding site development plan to CHED, for appropriate recommendation to DBM;
- (c) Undergo a management audit in cooperation with CHED; and
- (d) Certify that the training programs offered are fully aligned with the minimum standards set forth by law and needs of the host municipalities and adjacent areas served, and in the context of the new normal and intent of PQF and ASEAN framework for tertiary education; and
- (e) Accordingly set up its organizational, administrative, financial, and academic structures, including the appointment/designation of the key campus officials.

Section 8. *Authority to Loan or Transfer Lands, Apparatus, Equipment, Supplies, and Vehicles.* – The heads of the bureaus and offices of the national government, and the heads of local government units (LGUs) are hereby authorized to loan or transfer, upon request of the University President, such lands, apparatus, equipment, supplies, and vehicles as may be needed by the SC when, in the judgement of the heads of said bureaus, offices, or LGUs, such lands, apparatus, equipment, supplies, and vehicles can be spared without serious detriment to public service.

Section 9. *Land and Other Real Properties.*—All parcels of land belonging to the government and occupied by the SCs are hereby declared to be the property of the University, and shall be titled under that name: Provided, That should the University cease to exist or be abolished or should such parcels of land aforementioned to be no longer needed by the University, the same shall revert to the concerned bureaus, offices, or LGUs.

Section 10. *Appropriations.* - The amount necessary to carry out the provisions of this Act shall be included in the annual General Appropriations Act.

Section 11. *Implementing Rules and Regulations.* - Within ninety (90) days after the approval of this Act, CHED, in coordination with Department of Labor and Employment (DOLE), Department of Trade and Industry (DTI), DBM, Department of Interior and Local Government (DILG), and concerned LGUs, and such other relevant agencies and industry-business partners of the host localities, shall prepare and issue the necessary rules and regulations for the effective implementation of this Act.

Section 12. *Parity Clause.*—All other powers, functions, privileges, responsibilities, and limitations to state colleges and universities and/or its officials under existing laws shall be deemed granted or imposed upon the SCs and/or their officials, whenever appropriate.

Section 13. *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 14. *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 15. *Effectivity.* - This Act shall take effect fifteen (15) days after its publication in the Official Gazette or in a newspaper of general circulation.

Approved,