

EIGHTEENTH CONGRESS OF THE
REPUBLIC OF THE PHILIPPINES
First Regular Session)
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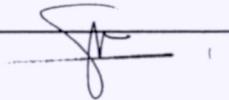
S E N A T E

S. No. 652

Senate
Office of the Secretary

19 JUL 22 P1:59

Introduced by SENATOR RAMON BONG REVILLA, JR.



AN ACT

**RATIONALIZING AGRICULTURE EDUCATION IN THE PHILIPPINES BY
ESTABLISHING A NATIONAL SYSTEM OF AGRICULTURE EDUCATION
INSTITUTIONS, PROVIDING FOR MECHANISMS OF IMPLEMENTATION AND FOR
OTHER PURPOSES**

EXPLANATORY NOTE

Agricultural institutions play a major role in the efforts of the government to develop countryside agro-industrialization. Data gathered from different developed countries have shown that colleges and universities directly involved in agriculture are instrumental in improving the productivity of rural farming communities and contribute to the overall agricultural health of a nation.

We can ensure the growth and survival of our agricultural sector through the enhancement of agricultural education in the country. By improving agricultural education, we provide the sector with a high-level workforce that can assure better farm yields and proper use of natural resources which ultimately lead to better income for agricultural workers and the betterment of the sector as a whole.

This Act aims to establish the National Agriculture Education System (NAES), which is a step towards the stratification of institutional goals, upgrading standards and the improvement of school effectiveness in instruction, research and extension within the nation, region or province. Through NAES, the State commits the exposure of agriculture in all aspects to educators, students and the community to create and maintain an understanding and appreciation of agriculture and other industries related to it. The NAES is a great

opportunity for the State to promote agricultural awareness, and to enlighten the nation on the significance of agriculture to all members of society.

Our country is rich in many natural resources. And undeniably, one of our most precious resources is soil. With the climate change phenomenon at hand, we have to make sure that our policies and our ways of utilization of our soil resource keep up with the times. We have to push for the betterment of farm policy and agricultural education to make sure we use our resources properly for a sustainable future. We must get our farmers into classrooms, and we must let our students venture out onto farms. It is the duty of the State to not only protect but also preserve the land, to ensure its welfare for the next generation of our nation. We must work together in order to achieve a truly sustainable agricultural system.

This bill aims to improve the quality, efficiency and effectiveness of agricultural education programs across the nation while preserving the concern for equity or democratized access to higher education in the rural areas. It is a response to call for greater productivity, higher rural incomes and overall a better quality of life for the Filipino people across the nation.

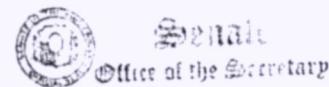
In view of the foregoing, the passage of this bill is immediately sought.


RAMON BONG REVILLA, JR.

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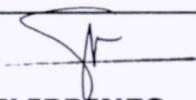
SENATE

S. No. 652



19 III 22 P 2:00
Introduced by SENATOR RAMON BONG REVILLA, JR.

AN ACT

RECEIVED ON 

**RATIONALIZING AGRICULTURE EDUCATION IN THE PHILIPPINES BY
ESTABLISHING A NATIONAL SYSTEM OF AGRICULTURE EDUCATION
INSTITUTIONS, PROVIDING FOR MECHANISMS OF IMPLEMENTATION AND FOR
OTHER PURPOSES**

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

1 Section 1. *Title.* - This Act shall be known as the "Agriculture Education Act of 2019".

2 Sec. 2. *Declaration of Policies.* -

3 a) The State shall protect and promote the right of all citizens, regardless
4 of sex, and creed to quality education at all levels and shall take appropriate
5 steps to make such education accessible to all.

6 b) The State shall establish, maintain, and support a complete and
7 integrated system of agriculture education relevant to the needs of the
8 economy, community and society.

9 c) The State shall provide non-formal education and training to farmers,
10 farm workers and out-of-school youths in the rural areas.

11 d) Agriculture education shall be coordinated with agricultural policies of
12 the State and shall be oriented particularly towards improvement of the
13 productivity and income of small farmers and increased self-sufficiency of rural
14 communities.

15 Sec. 3. *Scope.* - This Act shall apply to and govern both formal and non-formal
16 continuing agriculture education programs being offered in all public and private educational
17 institutions in the country.

1 Sec. 4. *Definition of Terms.* - The following terms shall mean as defined herein:

2 a) Agriculture – means cultivation of the soil, planting of crops, growing
3 of fruit trees, management of forests, raising or catching of livestock or both,
4 poultry or fish; including the harvesting and post-harvest handling of such
5 products and other activities and practices performed by a
6 farmer/fisherman/forester in conjunction with such operations done by persons
7 whether natural or juridical.

8 b) Agriculture and Environment Education – pertains to organized and
9 institutionalized instructions relating to professional, technical and vocational
10 skills development, research for technology development, and extension of
11 technologies in the various fields/disciplines in agriculture and allied sciences
12 such as crop science, animal science, agricultural engineering, fisheries,
13 forestry and veterinary medicine. Environmental concerns are integrated in
14 each discipline.

15 Sec. 5. *Purpose.* - Qualified existing public and private institutes, colleges and
16 universities shall be developed into a network of an integrated system of Agriculture
17 Education to respond effectively to agriculture and rural development needs of the country.

18 Sec. 6. *The National Agriculture Education System (NAES).* - The network of qualified
19 public and private education institutions shall be formed and established into a National
20 Agriculture Education System (NAES), in order for agriculture education to have a unified,
21 coordinated and improved system of implementation of academic program thrusts geared
22 toward achieving agriculture and rural development of the community and country. However,
23 in case there is no institution offering agriculture education in the service area which
24 corresponds to the provision of Section 7 of this Act, the same shall be created or established
25 according to implementing rules and regulations of this Act.

26 Sec. 7. *Components of the System.* - From among the qualified agriculture education
27 institutions, regardless of the institution's system of governance as authorized by law, the
28 network shall be composed of five (5) subsystems, namely: agriculture, agricultural
29 engineering, fisheries, forestry and veterinary medicine. However, administrative
30 organization and structures of the designated institutions shall be governed by their
31 respective charters unless otherwise provided in this Act.

32 a) The Agriculture Education Subsystem shall be composed of one (1)
33 designated National College of Agriculture, one (1) designated Regional College

1 of Agriculture in each region, and at least one (1)
2 designated/converted/created Technical Institute of Agriculture per province as
3 the case may be.

4 b) The Agricultural Engineering Education Subsystem shall be composed of one
5 (1) designated National College of Agricultural Engineering and a designated
6 Regional College of Agricultural Engineering per region to be located within the
7 network of the agriculture education subsystem.

8 c) The Fisheries Education Subsystem shall be composed of one (1) designated
9 Regional College of Fisheries to be located strategically in three (3) selected
10 regions and a designated/converted/created Regional Institute of Fisheries
11 Technology per region.

12 d) The Forestry Education Subsystem shall be composed of one (1) designated
13 National College of Forestry and designated Regional College of Forestry per
14 region to be located within the agriculture education subsystem, if possible.

15 e) The Veterinary Education Subsystem shall be composed of one (1)
16 designated National College of Veterinary Medicine and four (4) designated
17 regional College of Veterinary Medicine to be located strategically in four (4)
18 selected regions within the agriculture education system.

19 *Sec. 8. The National Colleges (NCs) shall:*

20 a) Concentrate on the post-graduate programs and curricular models in the
21 tertiary level;

22 b) Be responsible for the conduct of basic and applied researches and other
23 scientific innovations;

24 c) Assist the RCs and institutes in their development efforts towards excellence,
25 effectiveness and relevance, in instruction, research and extension or
26 technology transfer;

27 d) Link up with national and international agencies to keep abreast of local
28 needs and scientific advances; and

29 e) Share its expertise and facilities with the Government and private sector as
30 far as policy recommendations, program planning and evaluation, and staff
31 training are concerned.

32 *Sec. 9. The Regional Colleges (RCs) shall:*

- 1 a) Concentrate on Bachelor of Science degrees with reasonable involvement in
2 the postgraduate and model technology courses;
3 b) Focus an adaptive research needed in the region with reasonable
4 involvement in basic and applied researches and verification projects;
5 c) Assist technical institutes in strengthening their institutional capabilities
6 towards relevance, effectiveness and excellence in instruction, action research
7 and technology transfer; and
8 d) Link up with and assist government regional offices in planning and
9 evaluating their programs and in training their staff for agriculture activities.

10 *Sec. 10. The Regional Institute of Fisheries Technology shall:*

- 11 a) Concentrate on the Diploma in Fisheries Technology designed for the training
12 of fisheries technicians on technical skills required of the fisheries industry;
13 b) Conduct verification tests of new techniques developed by research
14 institutions and transfer positive results to field technicians, fishermen and fish
15 farmers.
16 c) Assist the Fisherman's Training Center of BFAR in planning, implementing
17 and evaluating their programs and training;
18 d) Assist high schools with fishery practical arts subjects to development of
19 their instructional materials.

20 *Sec. 11. The Provincial Technical Institutes (PTIs) shall:*

- 21 a) Concentrate their curricular programs on technical and technology courses
22 designed for farming and extension work with reasonable involvement in
23 selected degree and non-degree post-secondary advanced technology related
24 courses in agriculture;
25 b) Conduct pilot/action researches and verification trials to demonstrate
26 advances in agricultural technology and transfer the same to technicians and
27 farmers through field days, short courses and training programs.
28 c) Serve as a learning and technology resource for development agencies in
29 the province in planning and evaluating programs in training technicians, small
30 farmers, agricultural producers and entrepreneurs; and
31 d) Extend improved appropriate agricultural technologies to secondary and
32 vocational high schools.

1 Sec. 12. *Other Roles and Functions of the Institutions.* - In addition to their regular
2 roles and functions, all the member institutions mentioned above shall also serve as the
3 agricultural training centers in their respective areas and offer continuing and adult
4 education course for related line agency staff/farmers/fisherfolk and community leaders to
5 hasten technology transfer, improve attitudes towards farming, and inculcate the importance
6 of agriculture in nation building in support to the Magna Carta for Small Farmers. It shall
7 also be the function of the institutions to provide assistance to students in conducting their
8 income-generating projects as well as placement of their graduates.

9 Sec. 13. *Agricultural Education Development Council (AEDC).* - The existing Technical
10 Panel for Agricultural Education (TPAE) is hereby transformed into the Agricultural Education
11 Development Council (AEDC) as the governing advisory policy body which autonomous and
12 attached to the Department of Education (DepEd) with the following composition and
13 functions:

- 14 a) Composition. - The AEDC shall be composed of the following members to be
15 appointed by the Secretary of Education, Culture and Sports as its Ex-Officio
16 Chairman:
- 17 1) One (1) outstanding scientist, educationist or practitioner from each of the
18 fields of Crop Science, Animal Science, Agricultural Engineering, Fisheries,
19 Forestry, Veterinary Medicine, Agriculture Teacher Education who shall be
20 nominated by heads of faculties, scientific or professional groups for a term of
21 three (3) years, and from among themselves a Vice-Chairman shall be chosen;
- 22 2) One (1) representative each from the Department of Agriculture,
23 Department of Environmental and Natural Resources, Department of Agrarian
24 Reform, Department of Science and Technology, Department of Budget and
25 Management and the National Economic and Development Authority;
- 26 3) One (1) representative from the Bureau of Higher Education, Department of
27 Education, Culture and Sports;
- 28 4) One (1) representative from the Professional Regulation Commission;
- 29 5) One (1) representative from the Federation or Association of Colleges of
30 Associations; Agriculture in the Philippines; and
- 31 6) One (1) representative from the Federation or Association of Colleges of
32 Associations; Agriculture in the Philippines; and
- 33 7) One (1) representative from the Fund for Assistance to Private Education.

- 1 b) Functions. - The AEDC shall have the following duties and functions:
- 2 1) To study and review the overall philosophy and goals of agriculture and
- 3 environment education in relation to the regional, national and international
- 4 developments in agriculture and industry and formulate alternative directions
- 5 and plans;
- 6 2) To assess and identify the agriculture and environmental education, training
- 7 and employment needs of the country in consultation with NEDA and other
- 8 concerned agencies;
- 9 3) To undertake policy, educational and evaluation research and recommend
- 10 measures to improve agriculture and environmental education;
- 11 4) To formulate and recommend guidelines and minimum educational
- 12 standards with respect to curricula, faculty, equipment and facilities, library
- 13 resources, student services, quality of output and other related criteria which
- 14 shall be applicable to all NAES member-institutions;
- 15 5) To develop and implement coordinative and collaborative mechanism of
- 16 monitoring and evaluation of activities of NAES;
- 17 6) To establish and operate a Management Information System (MIS) for the
- 18 NAES;
- 19 7) To provide technical assistance to educational institutions in the planning,
- 20 development and implementation of agriculture and environmental education
- 21 programs in cooperation with appropriate agencies;
- 22 8) To receive or recommend grants or both for the funding of educational
- 23 research and development following the existing accounting and auditing
- 24 manual for research operations;
- 25 9) To appoint AEDC staff and employees upon the recommendation and
- 26 endorsement of the Executive Director; and
- 27 10) To formulate implementing rules and regulations of this Act and
- 28 recommend the same to the Secretary of Education within six (6) months after
- 29 the effectivity of this Act; and
- 30 11) To perform such other functions as may be deemed necessary.

31 Sec. 14. *Secretariat.* - The AEDC shall be assisted by technical and administrative

32 staff with appointment on permanent status to be headed by an Executive Director. The

33 Secretariat's office shall be at the University where the National College of Agriculture is

1 located. The services of a pool of experts/consultants/resource persons on full-time or part-
2 time status shall be provided on special detail or secondment subject to the guidelines
3 approved by AEDC.

4 *Sec. 15. Budgetary Scheme shall be as follows:*

5 a) The current appropriations or budgets of the public educational institutions
6 in the NAES designated as the national colleges and regional colleges shall
7 continue and shall be modified or adjusted in succeeding years in order to
8 meet the standards of the rationalized programs of the institutions as approved
9 by the Department of Budget and Management and shall be included in the
10 Annual General Appropriations Act.

11 b) The PTIs/RIFTs in the NAES which are designated or newly created under
12 this Act shall likewise be provided budgetary support based on their programs
13 and new staffing pattern as approved by the Department of Budget and
14 Management and shall be included in the Annual General Appropriations Act.
15 Additional institutions that may be established in the province shall solely be
16 supported by provincial government funds.

17 c) This Act shall hereby allocate an endowment lump sum amount of Ten
18 Million Pesos (Php 10,000,000.00) per annum for the next ten (10) years and
19 shall be included in the General Appropriations Act starting calendar year 2020.
20 This fund shall be called as the Agriculture Education Program Development
21 Fund to support the development, improvement and implementation of priority
22 agriculture education and farmers' entrepreneurial training programs of NAES
23 member institutions: Provided, further, that such fund shall be invested in
24 government bonds and securities and managed by AEDC using only the
25 interest earnings of the said fund.

26 d) The operations of the AEDC shall be funded initially from the DepEd budget
27 allocation for the Technical Panel for Agricultural Education (TPAE). Upon the
28 effectivity of this Act, TPAE shall be replaced by the AEDC and all equipment,
29 qualified personnel and projects of the TPAE shall be transferred to AEDC.
30 Subsequently, the initial amount of at least Five Million Pesos (Php
31 5,000,000.00) shall be allocated for the AEDC in the General Appropriations
32 Act.

1 Sec. 16. *Fiduciary, Endowment and Revolving Funds.* - The Fiduciary and Revolving
2 Funds centralized under P.D. 711 are hereby authorized and reallocated to the institutions
3 in NAES to encourage them to demonstrate technologies that they develop in their
4 laboratories, experimental farms and income-generating projects, furthermore endowment
5 funds shall be authorized to be accumulated in the institutions, out of any funds generated
6 from unallocated savings, earnings or from any other external sources to be used as
7 incentives for professorial chairs, teachers/employees incentives award systems, faculty
8 fellowship programs and the like. Such funds shall be disbursed in accordance with law and
9 guidelines set by AEDEC and the Commission on Audit.

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11

12 *Approved,*