



HOUSE OF REPRESENTATIVES

H. No. 6995

BY REPRESENTATIVES ANDAYA, HOFER, NOGRALES (K.A.), BATOCABE,
BELARO, GARBIN AND BRAVO (A.), PER COMMITTEE REPORT
NO. 575

AN ACT CONVERTING THE CAMARINES SUR INSTITUTE OF
FISHERIES AND MARINE SCIENCES (CASIFMAS) –
RAGAY CAMPUS LOCATED IN THE MUNICIPALITY OF
RAGAY, CAMARINES SUR INTO A TESDA-SUPERVISED
SCHOOL TO BE KNOWN AS RAGAY POLYTECHNIC
SKILLS 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
2 “Ragay Polytechnic Skills Institute Act”.

3 SEC. 2. *Conversion.* – The Camarines Sur Institute of
4 Fisheries and Marine Sciences (CASIFMAS) – Ragay Campus
5 located in the Municipality of Ragay, Province of Camarines Sur,
6 is hereby separated from the CASIFMAS Main Campus located
7 in Pasacao, Camarines Sur, and shall be converted into a
8 polytechnic institute to be known as the Ragay Polytechnic Skills
9 Institute (RPSI), hereinafter referred to as the Institute, under

1 the direct administration and supervision of the Technical
2 Education and Skills Development Authority (TESDA).

3 SEC. 3. *General Mandate.* – With the recent major
4 developments challenging the Philippine higher and technical
5 skills education priorities and mandates, namely: (a) the adoption of
6 the Philippine Qualifications Framework (PQF); (b) the Association
7 of Southeast Asian Nations (ASEAN) economic integration; and
8 (c) the rapidly changing demands of the industry and the labor
9 market at both the domestic and global market, it becomes
10 imperative for the CASIFMAS – Ragay Campus to convert into a
11 technical-vocational education institute to effect a major curricular
12 program shift towards the development of world-class Filipino
13 workforce equipped with practical and technical skills of global
14 competence in programs responsive to labor-driven skills demand
15 at both the domestic and global market, and aligned with the
16 ASEAN integration framework and other relevant international
17 agreements for technical-vocational education.

18 The Institute shall endeavor to offer practical specialty
19 courses in aquaculture, fisheries and related aqua-trade industry,
20 as well as higher level competency qualifications in technical
21 industrial education, and trade technology. It shall continue to
22 upgrade its curricular standards as a tertiary TESDA-polytechnic
23 institution that caters to wide-ranging specialized technical skills
24 courses and competency-compliant practical knowledge application.

25 The Institute shall offer a wide-array of one (1)-year to
26 three (3)-year TESDA-registered technical-vocational curricular
27 skills training programs and certificate courses, and shall aim to

1 meet, as a long-term goal, the maximum competency requirements
2 under Level V of the PQF, which is the Diploma Level in
3 technical-vocational education. It shall primarily provide tertiary
4 undergraduate technical-vocational education, and shall likewise
5 ensure to provide the various skills trainings and trade
6 specialization relevant to the needs of the province as well as
7 specifically geared towards the acquisition of employable skills,
8 gainful employment, practical livelihood and entrepreneurship.

9 The Institute shall play a pivotal role in primarily helping
10 the students and out-of-school youth and residents from low-income
11 families, including persons with disabilities, in the Municipality of
12 Ragay and its adjacent municipalities in the Province of Camarines
13 Sur to become productive, self-reliant and to be developed into
14 globally competitive middle to high-level skilled labor force to
15 hasten the social and economic development of the Province of
16 Camarines Sur, in particular, as well as meet the manpower
17 placement needs of both local and international labor market, in
18 general.

19 The Institute shall consider in the design of relevant
20 technical-vocational training programs and courses to be offered
21 thereat a competency assessment of the socioeconomic profile,
22 employment conditions and opportunities, business climate,
23 market and industry potentials, resources available and presence
24 of support structures, including the literacy level and skills
25 readiness, and the overall development needs of the host area
26 and adjacent communities within the operational radius of the
27 Institute established hereto. It shall likewise consider the relevant

1 skills and trade competencies, craftsmanship training programs
2 and entrepreneurship activities needed to deliver the effective
3 employment and development interventions required to make
4 the Municipality of Ragay and all localities comprising the
5 Province of Camarines Sur as human resource capital and
6 economic productivity hubs.

7 The Institute shall also serve as TESDA-accredited
8 Assessment Center for acquired competencies in
9 technical-vocational skills in the entire Province of Camarines Sur.

10 Admission to the Institute and priority availment of
11 technical-vocational education thereat, including scholarships
12 and grants-in-aid, shall be given to the most disadvantaged
13 citizens of the Municipality of Ragay and to the most economically
14 depressed areas in the province.

15 Further, as deemed necessary and practicable, in coordination
16 with the Department of Education (DepED) and TESDA, the
17 Institute shall render relevant teachers' training assistance
18 and curriculum design to the secondary schools offering
19 technical-vocational livelihood (TVL) track under the K to 12
20 Program of the DepED in the communities and areas in the
21 Province of Camarines Sur within the operational radius of the
22 Institute.

23 *SEC. 4. Curricular Offerings/Training Programs.* – The
24 Institute shall offer one (1)-year to three (3)-year
25 technical-vocational courses and undergraduate certificate,
26 including short-term courses and modular trainings in diverse
27 relevant technical-vocational and industrial technology education

1 to comply with employment standards in preferred market-driven
2 labor opportunities, but shall give premium efforts, however,
3 to skills specialization for local employment requirements geared
4 towards achieving the development needs for a robust inclusive
5 economy of the Municipality of Ragay and the other local
6 governments in the Province of Camarines Sur within the
7 operational radius of the Institute, in consultation with the
8 Department of Labor and Employment (DOLE), the Department
9 of Trade and Industry (DTI), the Department of the Interior and
10 Local Government (DILG), the National Economic and Development
11 Authority (NEDA), business-industry partners, and such other
12 relevant agencies, both local and international.

13 The Institute may establish, as deemed necessary and
14 practicable, research and technology hubs, mobile training
15 programs, and satellite or extension training centers in priority
16 areas throughout the Province of Camarines Sur to strengthen
17 linkages among the industry, the academe, and the technology
18 programs thereat.

19 The Institute shall, as far as necessary and practicable,
20 offer the following TESDA-registered technical-vocational courses
21 and short-term training programs with skills regulations
22 and competencies assessment leading to National Certification
23 Levels I to V, as applicable, to address the development and
24 manpower needs of all localities in the entire Camarines Sur
25 within the operational radius of the Institute, while offering
26 options for higher level competency qualifications in technical
27 industrial education, trade technology, and innovation, thereby

1 increasing the livelihood assets and competitive productivity of the
2 Province of Camarines Sur, to wit:

3 (a) Agriculture and aquaculture-related trainings and skills
4 development in such areas as farming-fishing operations
5 technology, backyard farming and home-based aquaculture and
6 propagation innovations, mechanized farm and fishing tools and
7 equipment operation, agribusiness, agri-aqua trade technology
8 and innovations, and relevant farmers and fisherfolk continuing
9 trainings for increased productivity and entrepreneurship;

10 (b) Skills training in industrial technology and hard trades
11 such as metal and steel works, machine fabrication and operation,
12 heavy equipment operation, automotive mechanic, refrigeration and
13 air conditioning, electronics, and operation of power tools and
14 equipment for both medium skills grade and industrial preferred
15 skills;

16 (c) Tourism and hospitality-related courses relating to
17 hotel, restaurant and tourism development and management,
18 including personality development and social communication
19 skills training, language proficiency courses in English and
20 other language competence for business outsourcing (call center)
21 employment and overseas job placement;

22 (d) Livelihood skills development courses for preferred skills
23 employment, small-scale income generating opportunities and
24 entrepreneurship training, including practical skills education in
25 crafts and arts, workmanship and designing (fabric, woodwork,
26 jewelry and metalwork), high speed sewing, dressmaking and
27 tailoring, horticulture, livestock raising and breeding, food

1 processing technology, home technology, culinary arts and
2 commercial cooking, including baking, beauty culture (includes
3 cosmetology, hair and nail styling), health and wellness trainings;

4 (e) Basic business literacy training in: financial management
5 and marketing, practical accountancy, bookkeeping and office
6 procedures, business processes and application procedures including
7 registration, licensing, documentation, business patent and
8 intellectual property regulation, business financing and investment
9 opportunities sourcing, import-export accreditation, including online
10 home-based business operation and use of social media for business
11 marketing;

12 (f) Technical-vocational occupation and trade skills such as
13 carpentry, masonry, plumbing, practical electricity and installation,
14 automotive technician and servicing, electronics technician and
15 servicing, welding technician, personal computer (PC) servicing, and
16 such other relevant practical technical skills courses;

17 (g) Computer literacy and information technology
18 (IT)-related skills, digital technology, web design, animation,
19 photoshop/online photography, computer design and advertising;

20 (h) Seminars in personality development, career counseling
21 and job placement, work ethics and values; and

22 (i) Other preferred priority skills and trades training courses
23 relevant to the needs of the people of Ragay and the other localities
24 served within the operational radius of the Institute and the whole
25 Province of Camarines Sur to enhance their capacities for livelihood,
26 gainful employment and practical entrepreneurship skills.

1 SEC. 5. *Compliance with TESDA Requirements.* – The
2 provisions of this Act notwithstanding, the conversion of the
3 CASIFMAS – Ragay Campus into the RPSI shall become
4 operationally effective only upon the determination and declaration
5 of the TESDA, through the issuance of a formal recommendation
6 and certificate of compliance, that the Institute has satisfactorily
7 complied with the minimum requirements and quality standards
8 prescribed by TESDA governing the following: (a) standard
9 procedures and guidelines (SPGs) for the establishment, or
10 conversion and operation of TESDA polytechnic institute of
11 technical education and TESDA technology institution;
12 (b) operational sustainability of the polytechnic institute established
13 herein, such as, but not limited to, licensed faculty-trainers
14 and personnel, equipment, training and laboratory facilities,
15 instructional materials, and other standard requirements as
16 TESDA-polytechnic institute; (c) sustainable funding source and
17 allocation of budget requirement of the TESDA polytechnic
18 institute hereto established; (d) assurance that the training
19 programs offered are fully aligned with the minimum standards
20 of competency-based quality technical-vocational skills technology
21 and needs of the host municipality (Ragay) and adjacent areas
22 served in the Province of Camarines Sur in the context of the
23 ASEAN and PQF framework for technical-vocational education; and
24 (e) compliance with such other TESDA conditionalities as may be
25 necessary and applicable in the conversion establishing the herein
26 TESDA-polytechnic institute.

1 The Institute, however, shall not offer undergraduate higher
2 education courses without prior approval of the Commission
3 on Higher Education (CHED) and upon its compliance with
4 the minimum requirements of CHED stipulated in CHED
5 Memorandum Order (CMO) No. 46, series of 2012, to operate as
6 a college or higher education institution (HEI): *Provided, That*, the
7 Institute shall remain under the supervision and administration
8 of the TESDA and shall continue to offer one (1) to three (3)-year
9 technical-vocational courses in the field of aquaculture, fisheries,
10 industrial education and trade technology, and such other relevant
11 technical-vocational curricular programs and other related courses
12 to meet the needs of the province as a whole.

13 SEC. 6. *Administration.* – The Institute shall be headed by a
14 School Superintendent under the supervision of the TESDA, and
15 appointed by the TESDA Director-General in accordance with
16 civil service rules and regulations and the qualification
17 requirements and standards for such office.

18 The School Superintendent shall render full-time service
19 and shall be responsible for the administration and operation
20 of the Institute. The duties and responsibilities of the School
21 Superintendent shall follow the position qualification standard of
22 TESDA for such office.

23 As necessary and practicable, and subject to approval by the
24 TESDA Director-General, the School Superintendent herein
25 appointed shall enter into mutual agreements with local-based
26 counterpart agencies or instrumentalities and persons, both private

1 and government, for such assistance as may be necessary to
2 effectively implement this Act.

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

6 SEC. 7. *Assets, Liabilities and Personnel.* – All assets,
7 fixed and movable, personnel, records and documents of the
8 CASIFMAS – Ragay Campus as well as its liabilities or obligations
9 shall be transferred to the Institute: *Provided, That,* the positions,
10 rights and security of tenure of faculty and personnel therein
11 employed pursuant to existing laws prior to its conversion into the
12 Institute shall not be impaired.

13 All parcels of land belonging to the government occupied by
14 the CASIFMAS – Ragay Campus are hereby declared property
15 of the RPSI and shall be titled under that name: *Provided, That,*
16 should the Institute cease to exist or such aforementioned parcels of
17 land be no longer needed by the Institute, the same shall revert to
18 the CASIFMAS Main Campus located in Pasacao, Camarines Sur,
19 or to the Municipality of Ragay, Province of Camarines Sur.

20 SEC. 8. *Appropriations.* – The amount needed to initially
21 implement the provisions of this Act shall be charged against the
22 current year's appropriations of the Camarines Sur Institute of
23 Fisheries and Marine Sciences. Thereafter, such amount as may be
24 necessary for the continued operation of the Ragay Polytechnic
25 Skills Institute shall be included in the annual General
26 Appropriations Act.

1 The local government unit (LGU), in consultation with the
2 TESDA, shall likewise set aside from any available local revenue an
3 amount deemed appropriate as support to the operation of the
4 Polytechnic Institute established herein.

5 SEC. 9. *Implementing Rules and Regulations.* - Within
6 ninety (90) days after the approval of this Act, the TESDA, in
7 coordination with the DOLE, the DTI, the DA, the Department of
8 Budget and Management (DBM), the DILG, the concerned LGUs,
9 and such other relevant agencies and industry-business partners of
10 the host locality shall prepare and issue the necessary rules and
11 regulations for the effective implementation of this Act.

12 SEC. 10. *Separability Clause.* - If, for any reason, any
13 section of this Act shall be deemed unconstitutional or invalid, the
14 other sections or provisions hereof shall not be affected and shall
15 thereby remain in force and in effect.

16 SEC. 11. *Repealing Clause.* - All laws, executive orders,
17 decrees, instructions, rules and regulations contrary to or
18 inconsistent with any provision of this Act are hereby repealed or
19 amended accordingly.

20 SEC. 12. *Effectivity.* - This Act shall take effect fifteen (15)
21 days after its publication in the *Official Gazette* or in a newspaper of
22 general circulation.

Approved,