



HOUSE OF REPRESENTATIVES

H. No. 6995

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

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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,

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