

[REPUBLIC ACT NO. 11098, October 18, 2018]

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:

SECTION 1. *Short Title.* - This Act shall be known as the "Ragay Polytechnic Skills Institute Act".

SEC. 2. *Conversion.* - The Camarines Sur Institute of Fisheries and Marine Sciences (CASIFMAS) - Ragay Campus located in the Municipality of Ragay, Province of Camarines Sur, is hereby separated from the CASIFMAS Main Campus located in Pasacao, Camarines Sur, and shall be converted into a polytechnic institute to be known as the Ragay Polytechnic Skills Institute (RPSI), hereinafter referred to as the Institute, under the direct administration and supervision of the Technical Education and Skills Development Authority (TESDA).

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

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

The Institute shall offer a wide-array of one (1)-year to three (3)-year TESDA-registered technical-vocational curricular skills training programs and certificate courses, and shall aim to meet, as a long-term goal, the maximum competency requirements under Level V of the PQF, which is the Diploma Level in technical-vocational education. It shall primarily provide tertiary undergraduate technical-vocational education, and shall likewise ensure to provide the various skills trainings and trade specialization relevant to the needs of the province as well as specifically geared towards the acquisition of employable skills, gainful employment, practical livelihood and entrepreneurship.

The Institute shall play a pivotal role in primarily helping the students and out-of-school youth and residents from low-income families, including persons with disabilities, in the Municipality of Ragay and

its adjacent municipalities in the Province of Camarines Sur to become productive, self-reliant, and to be developed into globally competitive middle to high-level skilled labor force to hasten the social and economic development of the Province of Camarines Sur, in particular, as well as meet the manpower placement needs of both local and international labor market, in general.

The Institute shall consider in the design of relevant technical-vocational training programs and courses to be offered thereat a competency assessment of the socioeconomic profile, employment conditions and opportunities, business climate, market and industry potentials, resources available and presence of support structures, including the literacy level and skills readiness, and the overall development needs of the host area and adjacent communities within the operational radius of the Institute established hereto. It shall likewise consider the relevant skills and trade competencies, craftsmanship training programs and entrepreneurship activities need to deliver the effective employment and development interventions required to make the Municipality of Ragay and all localities comprising the Province of Camarines Sur as human resources capital and economic productivity hubs.

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

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

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

SEC. 4. *Curricular Offerings/Training Programs.* - The Institute shall offer one (1)-year to three (3)-year technical-vocation courses and undergraduate certificate, including short-term courses and modular trainings in diverse relevant technical-vocational and industrial technology education to comply with employment standards in preferred market-driven labor opportunities, but shall give premium efforts, however, to skills specialization for local employment requirements geared towards achieving the development needs for a robust inclusive economy of the Municipality of Ragay and the other local governments in the Province of Camarines Sur within the operational radius of the Institute, in consultation with the Department of Labor and Employment (DOLE), the Department of Trade and Industry (DTI), the Department of the Interior and Local Government (DILG), the National Economic and Development Authority (NEDA), business-industry partners, and such other relevant agencies, both local and international.

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

The Institute shall, as far as necessary and practicable, offer the following TESDA-registered technical-vocational courses and short-term training programs with skills regulations and competencies assessment leading to National Certification Levels I to IV, as applicable, to address the development and manpower needs of all localities in the entire Camarines Sur within the operational radius of the Institute, while offering options for higher level competency qualifications in technical industrial education, trade technology and innovation, thereby increasing the livelihood assets and competitive productivity of the Province of Camarines Sur, to wit:

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

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

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

(d) Livelihood skills-development courses for preferred skills employment, small-scale income generating opportunities and entrepreneurship training, including practical skills education in crafts and arts, workmanship and designing (fabric, woodwork, jewelry and metalwork), high speed sewing, dressmaking and tailoring, horticulture, livestock raising and breeding, food processing technology, home technology, culinary arts and commercial cooking, including baking, beauty culture (includes cosmetology, hair and nail styling), health and wellness trainings;

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

(f) Technical-vocational occupation and trade skills such installation, automotive technician and servicing, electronics technician and servicing, welding technician, personal computer (PC) servicing, and such other relevant practical technical skills courses;

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

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

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

SEC. 5. Compliance with TESDA Requirements. - The provisions of this Act notwithstanding, the conversion of the CASIFMAS - Ragay Campus into the RPSI shall become operationally effective only upon the determination and declaration of the TESDA, through the issuance of a formal recommendation and certificate of compliance, that the Institute has satisfactorily complied with the minimum requirements and quality standards prescribed by TESDA governing the following: (a) standard procedures and guidelines (SPGs) for the establishment, or conversion and operation of TESDA polytechnic institute of technical education and TESDA technology institutions; (b) operational sustainability of the polytechnic institute established herein, such as, but not limited to, licensed faculty-trainers and personnel, equipment, training and laboratory facilities, instructional materials, and other standard requirements as TESDA-polytechnic institute; (c) sustainable funding source and allocation of budget requirement of the TESDA