



**The National Technical Education and Skills  
Development Plan 2005-2009**

### **The Plan Logo and Theme**

The logo design reflects the thrust and initiatives of the government to focus on the development and enhancement of the Filipino workers to international standards for them to compete for work opportunities globally. The three human-like figures in victorious gesture symbolize the Filipino citizen workers who have attained and proven their competency in their respective occupations. They are highly skilled, confident and ready for the world.

This symbolism is captured in the theme "Global Competitiveness, Global Opportunities". Beyond responding to opportunities in the domestic and the international labor markets, Filipinos shall create the opportunities by consistently demonstrating their competence.

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- TVET Thrives on Markets
- TVET is a Participatory Process

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- TVET shall be a Viable Career for All Filipinos
- TVET to Upgrade Quality and Productivity of Middle-level Workforce
- TVET to Help in Employment Creation Through Entrepreneurship/Technopreneurship
- Good TVET Governance, Cost Efficiency and Developing Local Capabilities

Strategies

- Private Sector-Led and Market-Driven TVET
- Pro-Active Job-Skill Matching (SEEK-FIND-TRAIN)
- Life Long Learning Mechanism/Ladderization and Articulation
- Expanding Scholarships and Other Incentive Support Services
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Director General, TESDA



MALACAÑAN PALACE  
MANILA

## M E S S A G E

I commend the **Technical Education and Skills Development Authority (TESDA)** and the **Inter-Agency Committee members** for the successful formulation of the *Second Cycle National Technical Education and Skills Development Plan (NTESDP) 2005-2009*.

There are two areas in the Medium-Term Philippine Development Plan (MTPDP) that I would like the Technical Vocational Education and Training (TVET) sub-sector to focus on - job creation and the delivery of basic training and education services to our people. Just as MTPDP would ensure our country's economic growth, the Second Cycle NTESDP must succeed in its job creation and poverty alleviation efforts. Indeed, it serves as a roadmap towards improving the quality of training and development of our workforce to enhance their competitiveness and chances of success in the global economy.

I urge TESDA and other government agencies to undertake a private sector-led and market-driven TVET since the expansion of the potentials of technical vocational education and training in our country will depend upon this partnership. Let us seize every opportunity to pursue excellence, which is the key to the fulfillment of the promise of a better life for all Filipinos.

I look forward to the success of this Plan. Together, we shall beat the odds!

*MABUHAY!*

  
GLORIA MACAPAGAL-ARROYO



Republic of the Philippines  
Senate  
Pasay City

## M E S S A G E

Greetings!

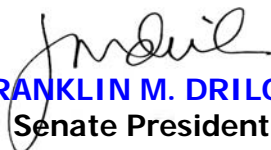
I would like to extend my warmest congratulations to the **Technical Education and Skills Development Authority (TESDA)** for the completion of the **Second Cycle National Technical Education and Skills Development Plan (NTESDP) 2005-2009**, with the timely and fitting theme, "Global Competencies, Global Opportunities".

The Plan is a manifestation of the technical vocational education and training (TVET) sub-sector's contribution in addressing the administration's development challenge of poverty alleviation through economic growth.

The emerging requisites of national development highlight the crucial role of a competent workforce. Besides the growing needs of the domestic economy, the requirements for tapping the rich overseas markets demand a proactive TVET system. In this endeavor, the Philippine Senate remains steadfast in supporting the legislative imperatives that respond to efficient and effective workforce development.

I, therefore, challenge TESDA and all TVET stakeholders and beneficiaries to develop and produce competent TVET graduates not only for the domestic market but also for the international market. Let us all join hands in helping move our nation in this millennium.

*Mabuhay!*

  
**FRANKLIN M. DRILON**  
Senate President





**Republic of the Philippines  
House of Representatives  
Quezon City, Metro Manila**

## **M E S S A G E**

It is my pleasure to congratulate the Technical Education and Skills Development Authority (TESDA), in partnership with the NEDA Social Development Committee, for devising a five-year plan or the Second Cycle National Technical Education and Skills Development Plan (NTESDP), to dramatically upgrade the capability of our workforce.

This Plan, in congruence with the Medium Term Philippine Development Plan (MTPDP), will provide the necessary policy directions to our academe, legislators, and stakeholders in their effort to speed up the enhancement of technical-vocational education and training (TVET), that will lead to more jobs and enrichment of our human resource capital.

I encourage my fellow legislators at the national and local levels to consider the TVET as an effective take-off point in determining the areas for sharing and allocating resources for their constituencies.

*Mabuhay!*

  
**JOSE C. DE VENECIA, JR.**  
**Speaker**



**REPUBLIKA NG PILIPINAS**  
**Senado**

**M E S S A G E**

I would like to extend my warmest greetings to the Technical Education and Skills Development Authority (TESDA) and its partners for coming up with the Second Cycle National Technical Education and Skills Development Plan (NTESDP) for the year 2005 up to 2009.

I commend the well-meaning people behind the creation, formulation and approval of this Plan along with those who will be responsible for the implementation of the NTESDP for the timely and much-needed response to the deafening call for help to alleviate the employment predicament of the nation's abundant yet untapped workforce.

By providing a guide and key reference for all institutions, agencies, partners and stakeholders involved in technical education and vocational skills development, the various methods to pursue quality, efficiency and competence are properly identified and made available to all concerned, thereby, strengthening our local manpower's capabilities and proficiency making them *at par* with their global competitors.

Rest assured of my support for the implementation of the NTESDP and I am hoping that TESDA would be able to successfully fulfill its mission of providing direction, policies and standards towards quality technical education and skills development for a world-class competence and positive work values of Filipino middle-level human resources.

Thank you very much and *Mabuhay!*

  
**JINGGOY EJERCITO ESTRADA**  
Senator



**Republic of the Philippines  
House of Representatives  
Quezon City**

**M E S S A G E**

My warm support and felicitations to the Technical Education and Skills Development Authority (TESDA) and to its partners who provided leadership and assistance towards the completion of the Second Cycle National Technical Education and Skills Development Plan (NTESDP) 2005-2009.

The approval of the Second Cycle NTESDP 2005-2009 marks the technical vocational education and training (TVET) sub-sector's contribution to the present Administration's efforts towards poverty alleviation. The Plan provides the roadmap for the provision of TVET interventions to our country's skilled workers, tech-voc students and graduates, overseas workers and entrepreneurs and marginalized groups, among others.

Since the essence of the Plan is the honing of a globally competent workforce, I am optimistic that our mandated agencies engaged in this endeavor are more than able to provide the required types of workers through quality TVET delivery systems which are crucial in the matching of the scarce budgetary resources within national priorities.

I would like, therefore, to pose the challenge to TESDA to develop and produce graduates whose qualifications and skills are at par with or even excel beyond accepted standards vis-à-vis our competitors overseas as well as in meeting the needs of the domestic labor market.

As Chair of the House Committee on Higher and Technical Education, I commit our support and partnership in grassroots development. Rest assured that Congress should work for the passage of relevant laws to bring out the best in TVET. We will push for the needed legislative measures towards the realization of strategies and programs ascribed in the Plan.

Convergence and partnerships are vital. Our local government units, other public government agencies, and stakeholders in the private sector, especially in the countryside have proven track record of collaboration and partnership. Let us sustain this spirit and look forward to a more progressive and pro-active TVET provision in the localities.

In closing, I am confident that the Plan would be able to promote TVET more effectively as a gainful career for more Filipinos to succeed with their lives.

**CYNTHIA A. VILLAR**

**Chairperson**

**Committee on Higher and Technical Education**



**National Economic and  
Development Authority  
Republic of the Philippines**

## **M E S S A G E**

The Macapagal-Arroyo Administration is dedicated to pursue the fight against poverty. Achieving this requires a broad set of social and economic policies and programs with equity orientation, underpinned by good governance and adherence to the rule of law.

The Second Cycle National Technical Education and Skills Development Plan 2005-2009 is anchored on the Medium-Term Philippine Development Plan's (MTPDP) 2004-2010 challenge of poverty alleviation through economic growth. It is a milestone in the identification of specific programs and projects of the TVET sub-sector as well as in the allocation of resources to and within the sub-sectors.

The Plan presents the strategies and programs that would bring workforce development to a level of quality and efficiency that enhances its role in the over-all national development process. It defines the sub-sector's support and contribution to the country's development vision of eradicating poverty, attaining improved quality of life for every Filipino and sustaining economic growth with social equity. It also provides a strong anchor on the employment goals of the country.

The completion of the Plan is the product of cooperation and collaboration among government inter-agency committees, multisectoral bodies, and various stakeholders. This approach enables us to be more focused and inclusive. As head of the country's central planning agency, I encourage every player in the TVET sub-sector to pursue this task and persevere with dedication for the well being of our middle-level workers.

I look forward to the successful implementation of the Plan in the next five years, which would take into account the full contribution of the sub-sector, thereby ensuring an improved TVET system and globally competent Filipinos.

Congratulations to TESDA!

  
**ROMULO L. NERI**  
**Socioeconomic Planning Secretary  
and NEDA Director-General**



**Republic of the Philippines  
DEPARTMENT OF LABOR AND  
EMPLOYMENT  
Intramuros, Manila**

## **M E S S A G E**

With the advent of a global work village, it is of utmost importance that we remain steadfast in our pursuit of harnessing the competitiveness of our Filipino workers – the country's most prized asset. As we all know, our Filipino workers are renowned for their good qualities – hardworking, industrious, and flexible, hence, their services are much sought worldwide.

To maintain that comparative advantage, we continue to explore ways and means that would further enhance their skills and knowledge, and secure their niche in the global labor market.

The formulation of Second Cycle National Technical Education and Skills Development Plan (NTESDP) 2005-2009 is the outcome of unceasing quest to preserve the competitive edge of our workers. Its completion marks another milestone in the technical vocational education and training (TVET) sub-sector for the purposive development of our workforce.

As the country's manpower development blueprint for middle-level skills, it sets the tone and the course of development to be undertaken in the next five years.

The success of the Plan, however, hinges on its efficient and effective implementation, which in turn, can only be accomplished through your unwavering cooperation and support. As such, I, therefore, urge you to continuously work with us towards realizing the shared goals of this Plan.

As a final note, I would like to commend the senior officials and technical personnel of TESDA, our colleagues in DOLE and other agencies, and our social partners – the labor and employers' groups for their valuable participation and contribution in the formulation of the Second Cycle NTESDP.

Congratulations!

  
**PATRICIA A. STO. TOMAS**  
Secretary



Republic of the Philippines  
**Technical Education and Skills Development Authority**

**MESSAGE**

The Second Cycle NTESDP 2005-2009 was prepared on the basis of Section 21 of RA 7796 which stipulates that Technical Education and Skills Development Authority (TESDA) "*shall formulate a comprehensive development plan for middle-level manpower based on the national employment plan or policies for the optimum allocation, development and utilization of skilled workers for employment, entrepreneurship and technology development for economic and social growth*".

Anchored on the Medium Term Philippine Development Plan (MTPDP), the Second Cycle NTESDP 2005-2009 aims to address the major challenge of alleviating poverty through economic growth. Its development objectives support the 10-point development agenda of the Arroyo Administration, particularly on the creation of 6-10 million jobs by 2010.

Thus, the Plan is economic-driven even as it addresses social integration and rural development. TVET, with the leadership of TESDA, shall upgrade its systems and policies to produce globally competent workers who are ready for, and will generate jobs. It shall likewise aim to offer more short-term programs to train more people at a lesser cost.

With the growing recognition for TVET and TESDA, we aim to generate and mobilize more resources, especially those from the local government units and private sector, to fund our investments. This will also enable TESDA to undertake its policy-directing role better while developing the TVET sub-sector's capacity to deliver quality graduates and workers.

Eight strategies aligned with the key result areas were formulated to achieve the planned objectives and effectively deliver TVET in the country. These are *Private Sector-led and Market-Driven TVET, Pro-active Job-Skill Matching (SEEK-FIND-TRAIN), Life Long Learning Mechanism/Ladderization and Articulation, Expanding Scholarships and Other Incentive Support Services, Competency-based TVET, Enhancing Quality Assurance Mechanisms, Entrepreneurship/Technopreneurship in TVET, and Convergence in TVET*. Investments in major areas of TVET, which support these strategies, are included in the Plan. This entails the support of various stakeholders through their respective organization and resources.

The concretization of the Plan is a big challenge and its implementation is the most important task. With the unwavering support and sincere cooperation of every stakeholder in the TVET sub-sector, the Plan's vision and objectives shall certainly be realized.

**SECRETARY AUGUSTO BOBOY SYJUCO**



**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT  
AUTHORITY**

**ACKNOWLEDGEMENT**

The formulation of the Second Cycle NTESDP 2005-2008 is grounded on the principles of partnership and convergence.

Using the MTPDP 2004-2010 which embodies the present national leadership's socio-economic policies and priorities and was officially adopted in October 2004 and President Gloria Macapagal-Arroyo's 10-Point Agenda as the main frames of reference, TESDA formulated the Second Cycle NTESDP 2005-2009. The Planning Office and the TESDA Technical Working Group (TWG) conducted a series of internal reviews, workshops, and consultative meetings to ensure optimum participation and contribution from TESDA units and external bodies.

The Plan incorporated inputs from TESDA's policy recommending and decision making bodies: the Management Committee (ManCom) composed of the Agency's Division Chiefs; Sectoral Cluster for Technical Vocational Education and Training (TVET) composed of the offices involved in TVET planning, systems development, standard setting and certification; Executive Committee composed of the Secretary and Director General, the Deputy Directors General and the Executive Directors, National Directorate which is composed of the members of the Executive Committee and the Regional Directors; General Directorate composed of the National Directorate and Provincial Directors as well as the TESDA Technology Institutes (TTI) Administrators; the Regional and Provincial Technical Education and Skills Development Committees, TESDA Board Direction Setting Committee; TESDA Board Executive Committee; and TESDA Board which is composed of selected cabinet level representatives from the government and top executives of umbrella organizations (labor, employer, education and training, business and investments) from private sector.

The Plan is likewise, a product of tedious consultations and purposive collaboration by the various external groups who shared their time, knowledge, expertise, insights and wisdom to ensure that the Plan will measure up to the expectations of TVET sub-sector's beneficiaries and stakeholders. These groups include the Inter-Agency TWG on the Formulation of the Second Cycle NTESDP 2005-2009; the multisectoral groups from labor, industry, TVET providers, LGUs, non-government organizationals, and academe; DOLE; NEDA Social Development Committee – Technical Board and Cabinet Level and our partners from the Philippine-Australia Quality TVET (PAQTVET); TESDA-ADB TESD Project and Industry Working Groups (IWGs).

Finally, to all those who is one way or the other have directly or indirectly contributed to the formulation of this Plan, we would like to give you our gratitude and appreciation for such commitment and support.

**MILAGROS DAWA-HERNANDEZ**  
Deputy Director General  
Sectoral TVET

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## EXECUTIVE SUMMARY

This Second Cycle National Technical Education and Skills Development Plan (NTESDP) 2005-2009 builds on the gains of the previous plan and takes on fresh challenges and opportunities in the very dynamic technical vocational education and training (TVET) environment. It firmly supports the country's goal of poverty alleviation through economic growth by envisioning a globally competent Filipino workforce, which will be gainfully employed in the country and overseas, and be a force in employment and livelihood creation for the nation.

The NTESDP 2000-2004 devoted itself to laying the groundwork for TVET reforms. More Filipinos during that cycle were given access to TVET through programs offered in schools, training centers, industries and communities. Greater relevance among these programs was achieved through labor market information, resulting in decent labor market performance among TVET graduates. Quality assurance mechanisms were installed with the increase of program registration and strengthening program accreditation. Ongoing improvements in the assessment and certification system yielded moderate gains while new scholarships were introduced. High per capita costs of programs, however, marked TVET during the first cycle.

The present period on the other hand shall focus on further building the sub-sector's capacity to pursue quality TVET programs. This calls for more partnerships and greater convergence among stakeholders.

The Second Cycle NTESDP 2005-2009 thus provides national directions using this broad framework. The Plan document contains the premises, substance and schemes leading towards the realization of the objectives for TVET which are to support the economy, the Filipino workers and entire communities.

The Plan puts key emphasis on the need to address overseas labor market opportunities as well as to ensure that domestic requirements are amply met. This is based on both the assessment of the first cycle and the current market signals. These are also grounded on clear principles and policies on TVET provision which in turn, result relevant strategies, programs and investments.

The NTESDP operates on the principles that TVET is inclusive, thrives on markets, and involves participation. From these, emanate policies covering the pre-, actual and post-TVET phases of programs. The strategies conform to the framework adopted by the TESDA Board last March 18, 2005.

The mechanisms for implementing the plan, inclusive of the resources necessary to run the identified programs, are well indicated. The intent to achieve impact has merited useful discussions on monitoring and assessment, especially performance indicators and targets. The amount of P41.5 Billion is necessary to support capability building for the different sectors, institutions and individual trainers, assessors and administrators. This investment, inclusive of mainstream program budgets, is expected to yield good returns on targets ranging from

programs registered, enrolment, scholarships, assessment and certification, standards and regulations, to employment and livelihood generated.

Future possibilities for TVET are explored in set legislative and executive agenda, where the role of TESDA as enabler working with all partners and stakeholders in the sector is seen in the purview of full sub-sector management in the succeeding period.

In summary, TVET in the next five years shall be more directional, consolidating all efforts to enable the sub-sector to fulfill its mandate in nation building. It recognizes the crucial role of partnerships and convergence among all stakeholders. It paves the way for greater effectiveness and efficiency of TVET in the coming years.

## INTRODUCTION

The Plan was structured based on its guiding framework and embodies the core elements of development goals, policies, strategies and programs.

Chapter 1 clarifies the vision of a globally competent Filipino workforce in the context of national development imperatives and labor market conditions. It identifies three development objectives: decent and productive employment, supply matches demand and quality TVET provision.

Chapter 2 draws lessons from the NTESDP 2000-2004 and describes trends and implications of key TVET parameters on access, relevance, quality, equity, efficiency and effectiveness.

Chapter 3 presents signals and patterns in the TVET environment, particularly on domestic and overseas employment. These translate to perspectives that the Plan shall take, relative to their effects on the economy, on the Filipino workers and communities.

Chapter 4 lays down the guiding policies of the Plan, affirming universally accepted principles on education and on TVET. It elaborates the strategies adopted in the plan: private sector-led and market-driven TVET, pro-active skill-matching (Seek-Find-Train), lifelong learning mechanism/ladderization and articulation, expanding scholarships and other support services, competency-based TVET, enhancing quality assurance mechanisms, entrepreneurship/technopreneurship in TVET and convergence in TVET.

Chapter 5 states the program thrusts for the period, indicating the capacity building theme, coming from the groundwork-laying projects and programs of the first cycle, and to prepare for better TVET sub-sector management in the next period.

Chapter 6 presents the range of mainstream TVET programs which, together with the investments, spell the total cost of the Plan.

Chapter 7 highlights the key investments to be made considering the needs of the sector and current and future prospects for assistance.

Chapter 8 specifies the indicators of plan performance on access and equity, improved assessment and certification and enhanced employability.

Chapter 9 describes the mechanisms for checking the progress of the plan and its programs. The monitoring and assessment process shall be a key aspect of the "rolling" nature of the plan, thus interim, mid-period and end-of-term evaluations shall be purposively conducted.

The rest of the Plan discusses the legislative and policy outlook for TVET, the role of TESDA as enabler/manager of the sub-sector and the participatory process applied to generate the plan.

## CHAPTER 1

### VISION AND FRAMEWORK

#### Development Context

The role of technical vocational education and training (TVET) has significantly grown as the country continues to build its capability to compete in the global economy relative to the ever-increasing foreign labor market opportunities for Filipinos. President Gloria Macapagal-Arroyo speaks of the need for skilled and well-motivated workforce to drive the country's march towards global competitiveness.

The significant contribution of the domestic and overseas Filipino workers (OFWs) to the economy spells the vital role of skilled workers to the future socio-economic growth of the country. There are now at least 8 million documented OFWs remitting USD8.5 billion annually, which figures represent roughly one-tenth of the national population and 50 percent of the annual national budget, respectively. About 80 percent of these OFWs are in TVET jobs and their multiplier effect on domestic jobs and capital creation cannot be overestimated.

Global studies likewise confirm that Filipino workers are favored in international labor markets. Recent reliable independent surveys rank Filipinos as number one in quality and ranged from 1 to 7 in preferability. For the first time in the history of the country's overseas deployment program, the country expects to deploy more than 1 million OFWs in 2005 with remittances hitting USD10 billion.

Even with the reforms in TVET progress, the demand for the sub-sector to contribute more to domestic job and livelihood generation mounts. Thus, the challenge to TVET in fuelling economic growth leading to poverty alleviation in a milieu of scarce budgetary resources gains greater significance.

The Second Cycle National Technical Education and Skills Development Plan (NTESDP) 2005-2009 is anchored on the Medium Term Philippine Development Plan (MTPDP) 2004-2010 challenge of poverty alleviation through economic growth. It provides the framework that will guide and unify all TVET initiatives into a common thrust which will enhance the country's resources and alleviate Filipino workers from the claws of poverty through job and livelihood generation that will eventually propel economic growth.

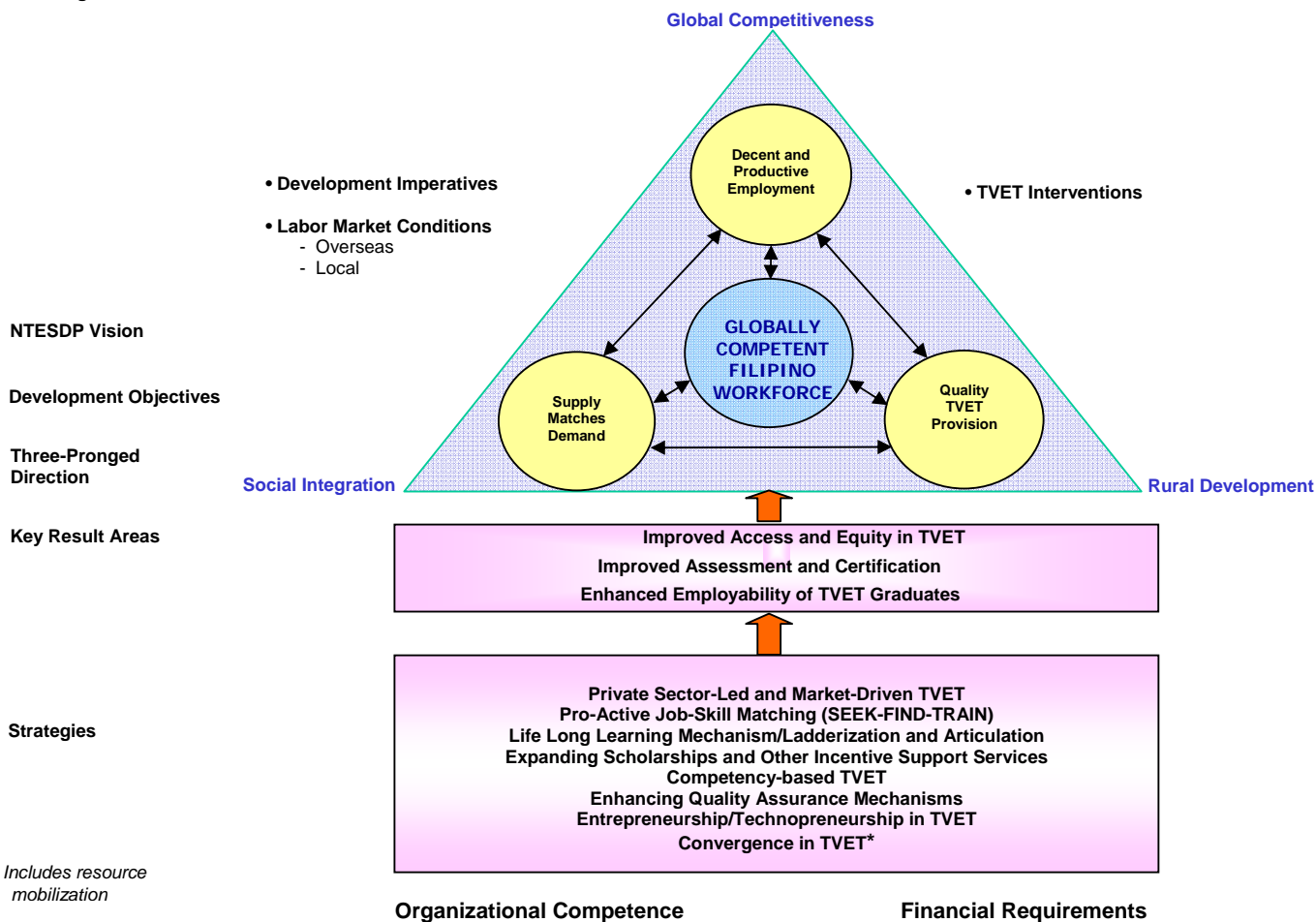
#### Vision

The vision of the Second Cycle NTESDP 2005-2009 is a globally competent Filipino workforce. The Filipino workers shall be highly sought after, capable of providing quality goods/products and services in the workplace, both in local and international labor markets. Figure 1 depicts the framework of the Plan.

**Figure 1**  
**NTESDP 2005-2009 Framework**

National Development Challenges

**Poverty Alleviation through Economic Growth**



Guided by President Gloria Macapagal-Arroyo's 10-point Agenda and the MTPDP 2004-2010, the Second Cycle NTESDP 2005-2009 shall respond to the national development objectives in terms of generating 6-10 million jobs until 2010 especially in the agriculture and fisheries sector. These national development objectives are:

*Decent and Productive Employment.* This means that productive employment is available, from which is derived adequate income for all at work. Sufficient productive employment is available and workers have full access to income earning opportunities. Essential to decent employment is a continuous enhancement of competencies through building up of capabilities for skills training on global competitiveness and positive work ethics. This shall make workers more productive, under conditions of freedom, equity, security and respect for fundamental rights at work. Industry and employees shall support this process by pursuing their institutional human resources development programs for their workers.

*Quality TVET Provision.* Standards on systems, processes and procedures among TVET providers will be applied accordingly to ensure quality graduates/workforce.

*Supply Matches Demand.* It is recognized that economic growth triggers socio-economic improvements. However, the provision of training programs will be guided by adequate and timely labor market information, both in terms of quantity and quality set by industries, especially in critical occupations and in areas where there are high demand.

## **Strategic Framework**

The Plan operates within the context of PSALM Approach to TVET planning: **Policy-oriented; Sector-focused; Area-based and Labor Market-driven.** It considers Development Imperatives, Labor Market Conditions, both local and overseas, and TVET Interventions.

*Development Imperatives.* These are social development concerns lined up by the national government particularly for the special or socially excluded sectors of society such as the poor, differently-abled persons, the out-of-school youths, and the unemployed.

*Labor Market Conditions.* These cover area and industry requirements both local and overseas gathered and disseminated with the assistance of the private sector.

*TVET Interventions.* These are policies, programs and standards developed through a process of participation among stakeholders and partners and carried out through established networks of participative public and private TVET providers.

The Second Cycle Plan maintains the First Cycle's **three-pronged direction** for TVET:



*TVET for Social Integration.* Based on the universal principle of social inclusion, this puts people particularly those who are socially excluded, in the mainstream of development not only as beneficiaries but also as active participants in the development process. It also addresses the provision of a wide range of economic and social options among poor and other needy Filipinos.

*TVET for Rural Development.* This mainstreams the countryside in national development by addressing the skills requirements of economic activities in the rural areas especially in pursuing technology-based and greater value-adding agriculture and fishery development.

*TVET for Global Competitiveness.* This addresses the skills required by export-oriented activities, catalytic industries, industries undergoing economic adjustments, support industries, and overseas industries vis-à-vis acceptable global standards in providing human resources capable of delivering quality products and services.

Three **key result areas** have been identified:

*Improved Access and Equity in TVET.* This describes the state where opportunities are available and affordable for all clients to include but not limited to special clientele groups like women, differently-abled persons, and indigenous people, among others. Relevant, timely information on training opportunities will be made available for prospective beneficiaries.

*Improved Assessment and Certification.* There is increased number of TVET graduates with verified/validated competence to perform a particular skill according to quality standards defined by industry. Also, the registry of certified TVET graduates is readily available to prospective employers, both for local and overseas employment.

*Enhanced Employability of TVET Graduates.* This is the environment where TVET graduates have improved access to employment opportunities both here and abroad. Graduates will also have improved prospects for entrepreneurial and self-employment endeavors.

## **OBJECTIVES OF THE PLAN**

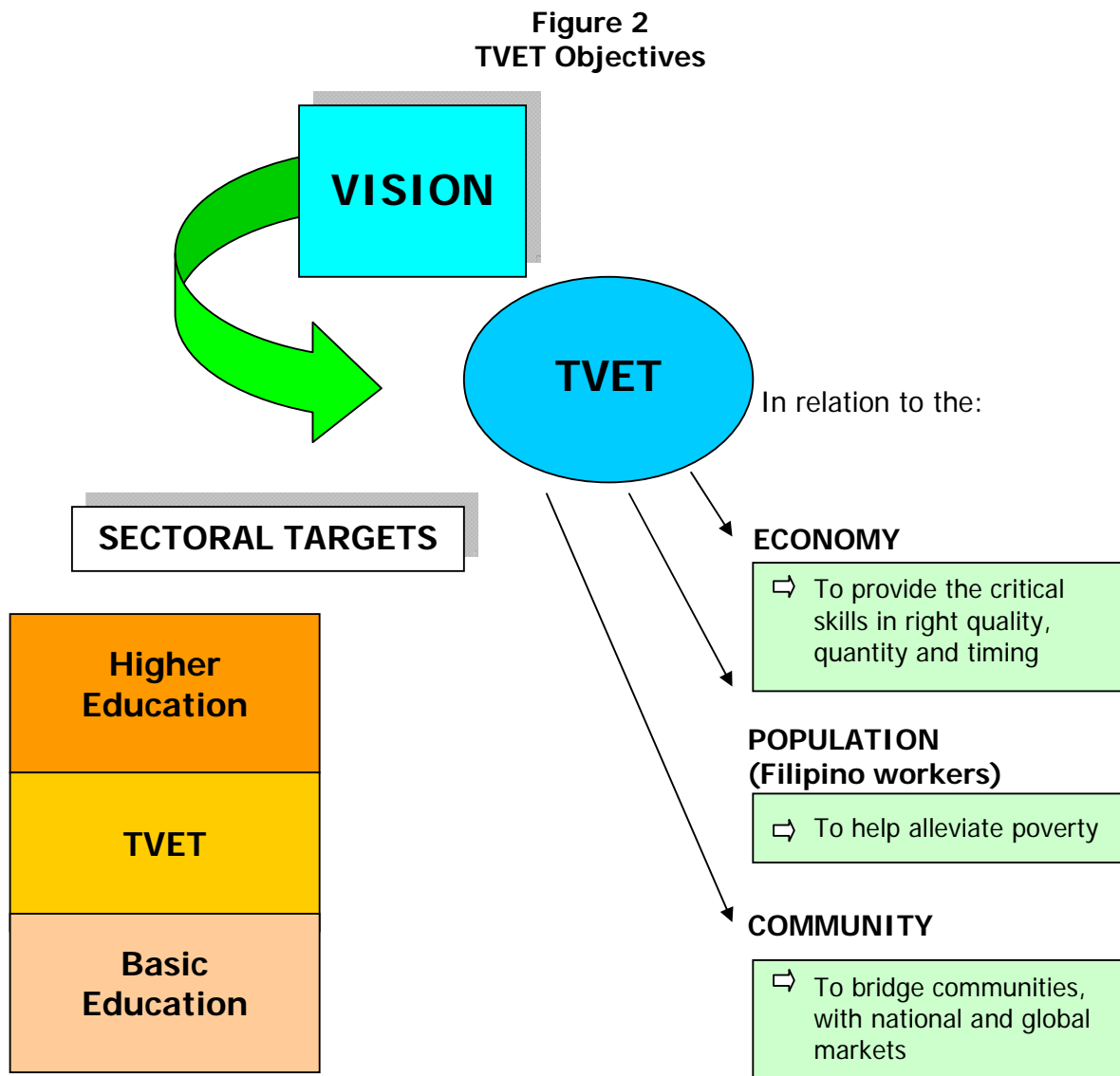
With this framework and the overall vision to generate a globally competent Filipino workforce, three **plan perspectives** shall be propounded:

1. TVET supports the economy through the provision of a globally competent workforce;
2. TVET offers itself as a major human resource investment choice for the Filipino workers;
3. TVET helps bridge the local communities to national and global opportunities.

Accordingly, the plan shall aim for three **key objectives**:

1. TVET shall help in ensuring that priority sectors are assured of their critical skills requirements.
2. TVET shall help in poverty alleviation by giving equitable TVET opportunities for the poor, deserving and qualified clients in filling up gaps in critical skills.
3. TVET shall help communities achieve self-sufficiency in skills and bridge them to the local and overseas labor markets.

These objectives are presented in Figure 2.



## CHAPTER 2

### ASSESSMENT OF NTESDP 2000-2004

The continuing struggle of the country's industries to survive global competition and the sustained growth of the labor force coupled with steady outflow of Filipino migrants have placed tremendous pressure on technical vocational education and training (TVET) in the past five years. Despite limited public resources, TVET grew at a moderate pace with the private sector contributing heavily specially through school- and center-based delivery.

As of 2003, there are about 3,397 private TVET institutions/centers and publicly funded TVET providers. These comprise the total TVET delivery network that includes higher education institutions (HEIs), industry-based training centers, NGO-based training centers, local government unit-based training centers, training centers of national government agencies, as well as schools and training centers supervised by Technical Education and Skills Development Authority. (TESDA).

Private institutions account for about 70 percent of total enrolment in formal TVET financed almost exclusively by tuition fees and endowment income, with minimal government subsidy.

To give an adequate assessment of the performance of the TVET sub-sector, the first cycle plan has identified key indicators for assessment in terms of the technical education and skills development (TESD) beneficiaries, TESP programs, TESP providers, TVET priorities and other schemes or concerns. The Plan had strongly encouraged the active participation of the private sector, being a direct participant and immediate beneficiary of a trained and skilled workforce. An increase of 68 percent in the number of private TVET providers from 1,383 in 1997<sup>1</sup> to 2,045 in 2003 was noted, lagging behind the public providers which increased at a rate of 53 percent for the same period (Table 1).

As of school year 2002-2003, 1.3 million Filipinos of working age have benefited from technical education and skills development programs in the TVET sub-sector and a little over 1 million have successfully graduated from various TVET programs.

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<sup>1</sup> NTESDP 2000-2004

**Table 1**  
**Middle-Level Skills Development Indicators: 2003**

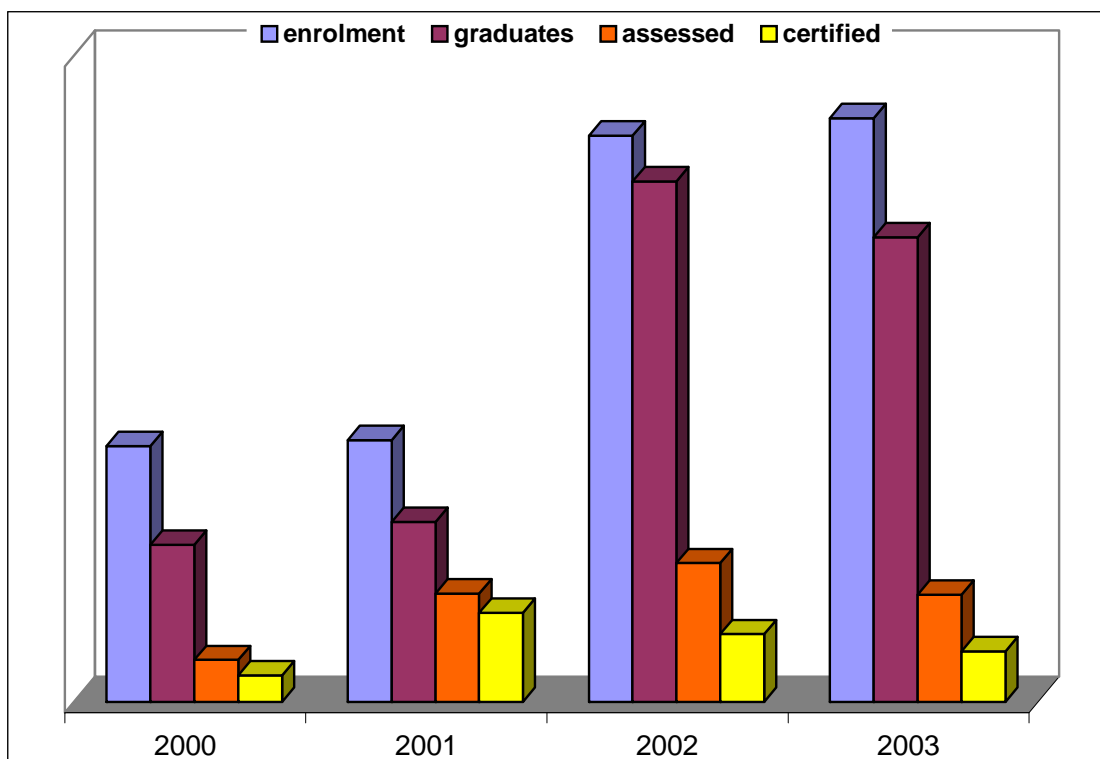
Program Indicators	Male	Female	Total
<b>A. TVET Enrolment and Graduates</b>			
◦ School-based (including SUC, LGU-HEI and NGA TVET programs)			
Enrolment	249,071	242,775	438,526
Graduates	121,433	114,793	236,226
◦ Center-based			
Enrolment	46,184	16,973	63,157
Graduates	46,314	14,677	60,991
◦ Community-based (includes non-formal NGA TVET programs)			
Enrolment	236,760	331,018	567,778
Graduates	227,937	313,383	541,320
◦ Enterprise-based			
Enrolment	23,437	42,018	65,455
Graduates	17,286	25,294	42,580
◦ Others			
Enrolment	57,986	71,866	129,852
Graduates	59,927	65,517	125,444
<b>Total</b>			
<b>Enrolment</b>	<b>613,438</b>	<b>704,650</b>	<b>1,264,768</b>
<b>Graduates</b>	<b>472,897</b>	<b>533,664</b>	<b>1,006,561</b>
<b>B. Assessment and Certification</b>			
Number of Persons Assessed	138,109	55,052	232,062
Number of Persons Certified	66,223	19,843	109,468
Certification Rate (in %)	47.9	36.0	47.2
<b>C. Number of TVET Providers</b>			3,397
Public			1,352
Private (1,383 in 1997)			2,045
<b>D. Number of TVET Programs Registered (as of December 2004)<sup>a</sup></b>			11,228
<b>E. Scholarship and other Student Assistance Programs<sup>b</sup></b>			
PESFA	13,780 filled slots for SY 2003-2004		
ADB –TESDP	4,946 filled slots for SY 2003-2004		
Iskolar ng Mahirap na Pamilya	1,979 Certificates of Educational Assistance (CEAs) awarded for use in SY 2005-2006		

Sources: TVET Statistics 2000-2004, February 2005.

<sup>a</sup>Technical Research and Program Development Division, TVET Systems Development Office, TESDA; other data for 2004 are still on process.

<sup>b</sup>Current TVET Statistics, 1<sup>st</sup> Quarter 2004, TESDA Planning Office.

**Figure 3**  
**TVET Enrolment, Graduates, Assessed and Certified: 2000-2003**



Year	Enrolment		Graduates <sup>a</sup>		Assessed <sup>b</sup>		Certified <sup>c</sup>	
	N	%	N	%	N	%	N	%
2000	554,017		340,111	61.4	90,472	26.6	57,628	63.7
2001	566,653		389,336	68.7	234,166	60.1	193,030	82.4
2002	1,227,228		1,127,363	91.9	300,524	26.7	146,673	48.8
2003	1,264,768		1,006,561	79.6	232,062	23.1	109,468	47.2

<sup>a</sup> percent based on the number of enrollees  
<sup>b</sup> percent based on the number of graduates  
<sup>c</sup> percent based on the number of assessment

Source: TVET Statistics 2000-2004, February 2005.

As presented in Figure 3, TVET enrollees and graduates all over the country have increased moderately during the first two years of the National Technical Education and Skills Development Plan (NTESDP) 2000-2004 but a rapid growth can be noticed from 2001 to 2003. Meanwhile, the actual number of assessed persons showed an erratic trend but both assessment and certification rates have declined progressively.

The highest overall certification rate of 82.4 percent was recorded in 2001 when mandatory certification was implemented particularly for the maritime workers, in response to the Standards for Training, Certification and Watchkeeping (STCW) Convention. For the period 2001 to 2003, the maritime has registered the highest certification rate averaging 91.7 percent per year. Factors that may have

influenced the declining trends in assessment and certification rates are the three-year expiration period of certificates of competencies among seafarers, and the recession of job opportunities in the overseas labor market as a result of the war in the Middle East and the outbreak of SARS in 2003 which further weakened the economies of major markets. Despite these factors, assessment rates will be improved with the target fast-tracking of assessment instruments development by TESDA.

As of December 2004, there were 11,228 registered TVET programs (Table 1) to cater to TVET clientele. Among those enrolled, TESDA has awarded 13,780 slots of Private Education Student Financial Assistance (PESFA) scholarship and 4,946 Asian Development Bank Technical Education and Skills Development Project (ADB-TESDP) scholarship grants awarded for SY 2003-2004.

The following are key findings and insights from the assessment of the first plan:

### **Access**

From more than 286,000 in 2001, school-based TVET enrolment rose to about 391,822 in 2002 and reached almost 492,000 in 2004.<sup>2</sup> This 72 percent growth in a span of three years reflects the more positive attitude of Filipinos as regards this sub-sector. There has been a dramatic shift in terms of attitude towards TVET brought about primarily by its role in making Filipino migrants assume an ever increasing role in the nation's growth and development. TVET's contribution is even more pronounced in making communities self-sufficient in skills needs and link up to national and international opportunities. Community-based training accounted for the sub-sector's bulk of training outputs. The program registered about 600,000 enrollees during the past two years. Its relatively high level of participation signifies its potentials in enabling greater access especially with the possibilities of program registration and equivalency.

### **Relevance**

The responsiveness of TVET interventions as measured in terms of the labor market performance of graduates has reached decent levels when gauged against the average employment rates of the youth age group in the labor market. Youth employment estimated at 75 percent is lower than the average total employment rate in 2004. Majority of the enrollees in TVET belong to the 15 to 24 age bracket of the country's labor force. The 2002 Graduate Tracer Study conducted by TESDA revealed that the employment rate of graduates was at 58.28 percent for training center graduates, 62.73 percent for TESDA schools and 57.60 percent for private technical-vocational institutes (TVIs), or an average of 60 percent. Utilization rate averaged at 78 percent, implying good course planning by many TVET providers. The study, however, is focused only on formal TVET institutions. Table 2 shows the comparative labor market performance of graduates of formal TVET programs.

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<sup>2</sup> Current TVET Statistics, 1<sup>st</sup> Quarter 2004

**Table 2**  
**Labor Market Performance by Type of TVET Graduates**

Type of Graduates	Employment Rate (%)	Absorption Rate (%)	Skills Utilization Rate (%)
TESDA Training Center Graduates	58.28	39.47	80.04
TESDA School Graduates	62.73	45.21	83.24
Private TVI Graduates	57.60	41.93	77.46
PESFA Scholars/ Graduates	57.58	44.83	73.87

*Source: Highlights of GTS 2002*

### **Quality**

As part of its quality assurance mechanism, TESDA registers all TVET course offerings to ensure that the programs meet the minimum standards as defined by the industry. Figures show that registered programs have been steadily rising and more than 11,000 TVET programs have already been registered nationwide despite non-registration of TVET programs in most state universities and colleges. Program accreditation, which is in line with the Philippine TVET Quality Award (PTQA) that grants progressive levels of accreditation, produced modest results. Five institutions had been granted Bronze-level or Commitment Level accreditation in 2003 and another 23 during the first quarter of 2004. This brought the number of Bronze-level accredited institutions to 28.

In the area of assessment, certification rates which reflect the acquired competencies of workers in terms of skills, knowledge, attitudes and values, went down to 49 percent in 2002 and 47 percent in 2003, from a record high of 82 percent in 2001. This significant drop in certification rates can be attributed to slow pace of fundamental improvements currently being made in the assessment system and standards of the sub-sector. The high 2001 level is due to the mandatory assessment for maritime workers that year.

The development of training standards and tests needs to be accelerated. About 230,000 have availed the assessment in 2003. Out of those who took the assessment only 47% were certified. The development of additional assessment instruments will expectedly increase the numbers of assessees.

## Equity

To address the problem of equity and access to quality TVET, TESDA has been implementing scholarships and other student financial assistance programs such as the PESFA and ADB-TESDP scholarship programs. Since SY 1999-2000, PESFA has been providing financial assistance to 13,800 grantees annually. On the other hand, ADB-TESDP had 4,048 slots in SY 2002-2003 and 4,946 slots for SY 2003-2004. The ADB-TESDP scholarship program targets a total of 20,000 student-beneficiaries over its project life from 2001 to 2007.

However, these figures are inadequate considering the pervasive need for student financial support nationwide. There are TVET scholarships offered by the local government units (LGUs), private companies, socio-civic foundations and other sectors and these should be monitored, recognized and further encouraged.

## Efficiency and Effectiveness

Additionally, because of their pervasive effects on outcomes and costs, the efficiency and effectiveness of TVET results need to be looked into. In particular, the high per capita costs (PCCs) and declining quality must be examined to ensure the integrity and relevance of the whole TVET system.

In determining the total investment incurred in TVET programs, several considerations come into play which are quite exhaustive. However, studies reveal that the cost efficiency of TESDA Institutions improved from P22,000 per capita cost in 2001 to P10,000 in 2003.

Table 3 shows that although their PCCs were declining from 2001 to 2003, TESDA Administered Schools (TAS) still cost more to generate their outputs compared to the training centers. From a high of more than P40,000 in 2001, it went down to more than P14,000 in 2003.

**Table 3**  
**Comparative TVET Costs among TESDA Institutions by Study Conducted**

TESDA Institution	Studies Conducted				Study on Per Capita Cost of TVET Program
	UNESCO-IIEP Study	TESDA Return On Investment Study			
	2002	2001	2002	2003	
RTC	P4,494	3,688	3,789	5,846	
PTC	4,567	7,355	3,533		
TAS	18,601	40,071	26,422	14,330	
<b>Average</b>	<b>P10,966</b>	<b>22,709</b>	<b>15,411</b>	<b>10,561</b>	<b>P11,786</b>

*Source: Paper presented to the SDC-Cabinet Level Meeting, March 30, 2005*



It is important to note that the per capita cost of TVET programs varies directly with the training duration and the types of courses. Among short-term courses, a mechanical trade is less costly than computer courses which have extremely high per capita costs.

A comprehensive TVET financial information system to aid effective TVET planning and monitoring is necessary. This shall keep track of the financial and economic return for each TVET course.

Moreover, improved technical supervision over the TAS has to be done. This is to enlist their commitment to deliver more outputs for the same budget allocation. Regular monitoring and evaluation of TAS operations shall have to be institutionalized.

## CHAPTER 3

### PLAN ENVIRONMENT

While technical vocational education and training (TVET) undoubtedly has significantly grown in the past years, it is still faced with some enduring, as well as current issues and challenges. These serve as hurdles which TVET has to overcome if it hopes to realize its vision of producing globally competent Filipino workers who are employable here and overseas.

#### Domestic Job Prospects

Local employment projections for the next few years are indicated in the following MTPDP data (Table 4). Of these, 52.2 percent will be in skilled jobs.

**Table 4**  
**Employment Projections under MTPDP 2004-2010 by Sector**

Period	Net job creation (in thousand)			
	Agriculture	Industry	Services	Total
2003 (actual)	81	144	341	566
2004 (January, April and June)	187	237	810	1,234
2005	290-331	174-212	565-713	1,029-1,256
2006	298-340	249-291	717-896	1,263-1,527
2007	297-342	265-312	818-1,016	1,380-1,669
2008	389-355	299-351	894-1,114	1,502-1,821
2009	321-370	333-391	941-1,184	1,594-1,945
2010	320-371	366-431	1,009-1,279	1,695-2,081
<b>2004-2010 (total)</b>	<b>2,021-2,295</b>	<b>1,923-2,225</b>	<b>5,753-7,012</b>	<b>9,697-11,532</b>
<b>2004-2010 (average per year)</b>	<b>289-328</b>	<b>275-318</b>	<b>822-1,002</b>	<b>1,385-1,647</b>

Source: MTPDP 2004-2010. Table D, page 8

With the domestic economy growing by at least seven percent by 2010, total job generation for 2004-2010 will reach 9.7-11.5 million, averaging 1.4 to 1.6 million new jobs each year. Services are expected to create the most jobs at 5.8-7.0 million, which will account for about 60 percent of total job generation. Next is Agriculture, which will create 2.0-2.3 million jobs with the development of 2 million hectares of agribusiness lands. Industry will create 1.9-2.2 million jobs. Based on agency programs and estimates, by key employment generating industry, tourism is expected to create 3.0 million; exports, 0.7 million; and mining, 0.2 million.

#### Overseas Employment Scenario

Currently, the Philippines is the third biggest overseas foreign worker remittance earner after India and Mexico. Overseas Filipino workers (OFWs) remittances now rank second only to merchandise exports in foreign exchange earnings. Generally, Philippine exports are expected to register double-digit growth.

Table 5 and Figure 4 reflect the surge in deployment of OFWs. A shift from professional to skilled occupations is noted with females predominating.

Beginning 2005, at least 65,000 new overseas jobs will be generated yearly. Traditional destinations like the Kingdom of Saudi Arabia, Hongkong, United Arab Emirates, Taiwan, Italy, Singapore, Qatar, United Kingdom and other emerging markets have maintained their demand and preferences for our OFWs.

The Department of Labor and Employment (DOLE) and Philippine Overseas Employment Administration (POEA) are planning to tap the following markets: Israel for caregivers, tourism and construction workers; Macau for hotel and other workers; Singapore for teachers; Australia, Norway, Trinidad and Tobago and the Kingdom of Saudi Arabia for health care workers; the Cayman Islands for restaurant workers; the Bahamas for medical workers and skilled workers; the United Kingdom for social workers and occupational therapists; and Kazakhstan and Iran for technical and professional workers in oil, energy and construction industries.

Encouraging developments in both land-and sea-based sectors are emerging. In the land-based sector, the Korea employment permit system (KEPS) will be a sure source of jobs for Filipino workers, seen to rise at 20 percent from last year. Development in this area will be realized with smoother hiring procedures.

The special hiring program for Taiwan is expected to generate at least 1,000 jobs yearly for production workers. In the maritime front, deployment of seafarers on board ocean-going ships is expected to grow by at least 6 percent worldwide with Filipino seafarers expected to corner a significant share.

The Asian Development Bank (ADB) forecasts export-led growth on Asia. Export of workers will be a definite Philippine edge especially with safeguards to their welfare and protection in consideration of the emerging General Agreement on Trade in Services (GATS).

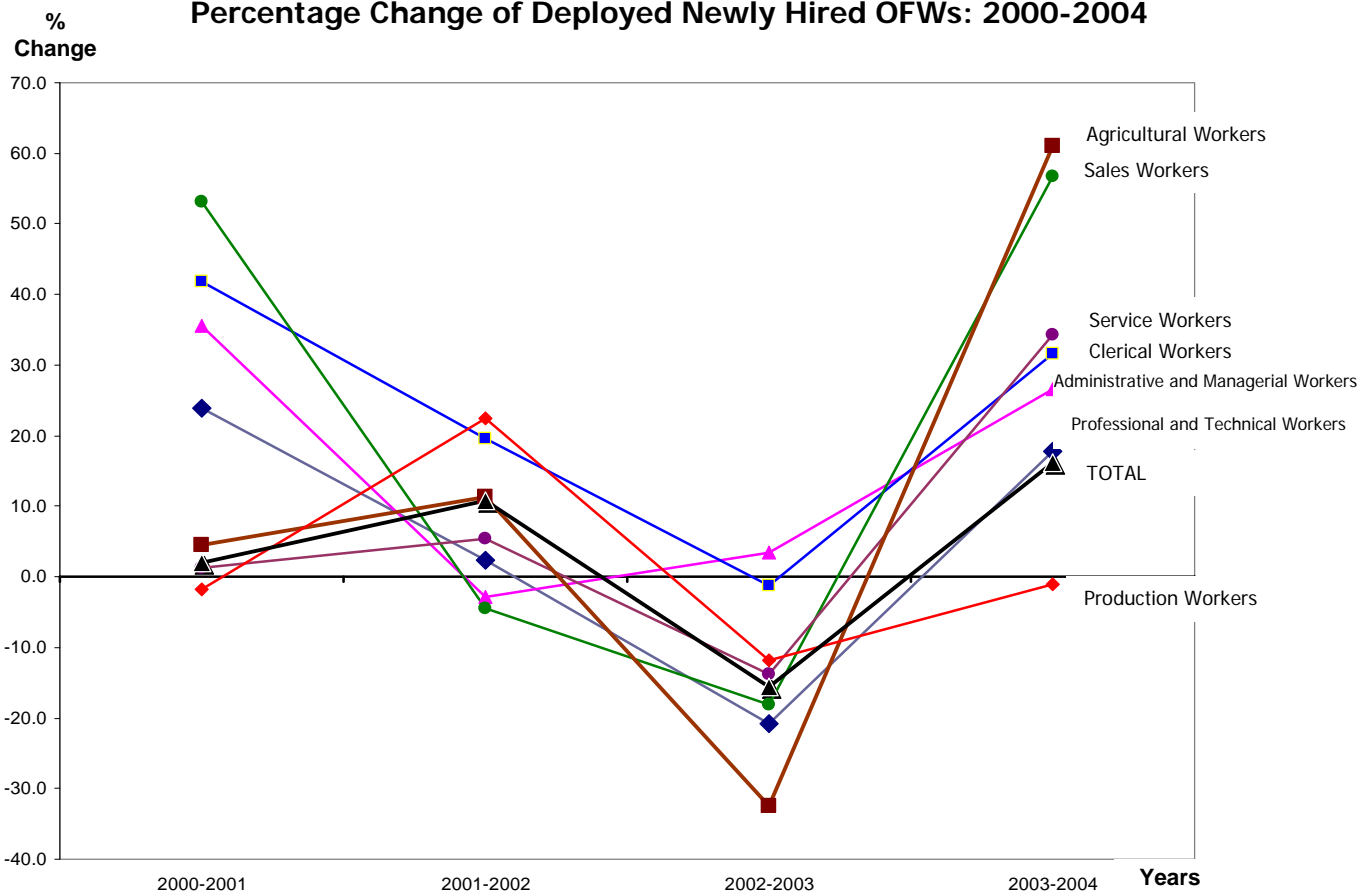
Finally, the 2002 World Competitiveness Report (WCR) avers that the Philippines competes best when it comes to its people. This affirms findings of independent international management research organizations which rate the Filipino workers among the most desired globally in terms of competence, adaptability and general proficiency with the English language. Various other studies also confirm that Filipinos are generally more patient, persevering and creative at work.

**Table 5**  
**Deployment of Newly Hired Overseas Filipino Workers**  
**by Skill Categories and by Gender: 2001-2004**

SKILL CATEGORY	Number of Overseas Filipino Workers											
	2001			2002			2003			2004		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Professional and Technical Workers	83,056	14,392	97,448	84,839	14,849	99,688	67,336	11,620	78,956	79,862	13,144	93,006
Administrative and Managerial Workers	105	280	385	128	246	374	103	284	387	151	339	490
Clerical Workers	1,995	1,361	3,356	2,511	1,501	4,012	2,204	1,761	3,965	3,054	2,167	5,221
Sales Workers	1,814	1,374	3,188	1,452	1,591	3,043	1,394	1,096	2,490	2,741	1,162	3,903
Service Workers	83,951	8,400	92,351	88,082	9,292	97,374	76,296	7,725	84,021	101,595	11,261	112,856
Agricultural Workers	36	514	550	16	596	612	29	384	413	20	645	665
Production Workers	13,755	42,985	56,740	20,323	49,190	69,513	18,766	42,586	61,352	20,713	41,978	60,708
For reclassification	1,306	2,880	4,186	10,927	585	11,512	8,975	952	9,927	258	1,368	1,626
<b>TOTAL</b>	<b>186,018</b>	<b>72,186</b>	<b>258,204</b>	<b>208,278</b>	<b>77,850</b>	<b>286,128</b>	<b>175,103</b>	<b>66,408</b>	<b>241,511</b>	<b>208,411</b>	<b>72,064</b>	<b>280,475</b>

Source: POEA Annual Reports, 2002-2004.

**Figure 4**  
**Percentage Change of Deployed Newly Hired OFWs: 2000-2004**



## TVET Issues

TVET is faced with several issues that need careful scrutiny and attention. Foremost is its ability to deliver its part in generating 6-10 million jobs through OFW deployment and domestic job opportunities. Area-wise, it has to determine and target job market niches overseas and locally. Relatedly, it must espouse which sectoral client groups to focus in developing needed workforce here and abroad. Some of the issues that the sub-sector must address include the following:

### *Need for wider social appreciation on the role of TVET*

Enrolment and other access statistics indicate growing recognition of the contributions of TVET to society and the economy. However, much needs to be done to accord it fuller appreciation. All sectors must play their proper roles from advocacy and investments and giving awards for distinctive TVET achievements. At the grassroots level, the local government units (LGUs) have a major role to play in advocating broader community participation in TVET programs.

Tables 6 and 7 further underscore the importance of skilled jobs in the domestic labor market.

By major occupational groups, middle-level occupations represent majority of those employed in 2003 and 2004. Of these, those in non-agricultural jobs constitute one-third of the total. Service workers, trade and related workers and plant and machine operators and assemblers predominate.

**Table 6**  
**Employment by Major Occupational Groups: 2003 and 2004**

Occupational Group	October 2003		October 2004	
	Number ('000)	Percent to total	Number ('000)	Percent to total
<b>High level occupations</b>	4,996	15.9	4,931	15.5
<b>Middle-level occupations</b>	16,430	52.1	16,547	52.2
Farmers, Forestry Workers and Fishermen	6,088	19.3	6,134	19.3
Non-agricultural middle-level occupations	10,342	32.8	10,413	32.9
<b>Elementary Occupations</b>	10,004	31.7	10,121	31.9
<b>Special Occupations (including the Armed Forces)</b>	122	0.4	135	0.4
<b>Total</b>	<b>31,552</b>	<b>100.0</b>	<b>31,734</b>	<b>100.0</b>

Source: <http://www.census.gov.ph/data/sectordata>

**Table 7**  
**Employment in Non-Agricultural Middle-Level Skilled Occupations: 2003 and 2004**

Occupational Group	October 2003		October 2004	
	Number ('000)	Percent to total	Number ('000)	Percent to total
Technicians and Associate Professionals	884	2.8	874	2.8
Clerical Workers	1,318	4.2	1,361	4.3
Service Workers and Shop and Market Sales Workers	2,882	9.1	2,848	9.0
Trades and Related Workers	2,889	9.2	2,838	8.9
Plant and Machine Operators and Assemblers	2,369	7.5	2,492	7.9
<b>Total</b>	<b>10,342</b>	<b>32.8</b>	<b>10,413</b>	<b>32.9</b>

Source: <http://www.census.gov.ph/data/sectordata>

*Need for greater Industry involvement*

Among the educational sub-sectors, TVET is most dependent on industrial links, especially with Micro, Small and Medium Enterprises (MSMEs). However, many remain generally reluctant to invest in training activities. The present difficult economic circumstances coupled with the presence of surplus labor, aggravate the situation. Excess available college graduates mean that companies can always resort to potential workers with higher though often irrelevant qualifications. The government, led by TESDA, needs to enlist more private participation through active marketing and more provision of incentives. Aside from established industry chambers, industry associations and other bodies can be tapped to develop standards and curricula, facilitate industry planning and conduct skills upgrading for their own workers. The apprenticeship programs and dual training systems need to be enhanced and propagated to create their intended impact. The notion that there is a significant degree of TVET in employment has to be more highly recognized and realized.

*The need to institutionalize portability and direct link between technical vocational education and training and higher education*

Filipinos view TVET as a "dead end" where careers usually stagnate and career growth is hampered by lack of the requisite educational qualifications. To counter this perception, a smooth interface between TVET courses and college degrees shall be in place to cater to the varying needs of students and promote upward academic mobility. With ladderized education in place, an individual can acquire vocational skills and training, get a job and proceed to college while working with college credits for subjects and competencies acquired in TVET.

TVET institutions and their counterparts in the higher education system need guidance to overcome the difficulty they are experiencing in establishing linkage. Currently, the National Coordinating Council for Education (NCCE) is evolving the Philippine National Qualifications Framework (PNQF) as reference point for

articulation and equivalency. This includes early TVET appreciation at the high school level.

*The lack of purposive career guidance and profiling of the youth*

There is a need to guide high school students on what courses to take upon graduation. Usually, decisions on this matter are made by families based on hunches, gut feel, what seems to be popular and attractive. Thus, students end up enrolling in courses that do not fit their aptitudes, leading to high dropout rates or course shifting.

A profiling system that will map out the capabilities and competencies of the students will be useful in career guidance and counseling to help parents and students decide on what careers to pursue after high school. Coordination with the Department of Education (DepED) within the ambit of the NCCE shall have to be made to develop employable competencies in the basic education curriculum. Thus, third and fourth year students who leave high school possess competencies gained through the expanded Technology, Livelihood and Home Economics (TLHE) program supported by TVET. This process shall be boosted by the Youth Profiling for Starring Career (YP4SC) system which aims to determine students' aptitudes for TVET careers.

*Need for quality standards in TVET jobs in the public sector*

Considering the volume of first level positions in government, which as of 1999 was at 41.7 percent of the total public sector workers, and the demands for more efficient public services, there is a need to review existing qualification standards for skilled jobs in the bureaucracy.

While the playing field for graduates of degree courses is tremendously wide and open, graduates of TVET courses have limited opportunities given the Civil Service Commission (CSC) ruling allowing graduates of degree courses to compete in first level jobs in government positions. Adopting quality standards in TVET jobs in the government where TVET competencies are given premium can minimize this perennial problem in the bureaucracy. Giving higher priority to TVET graduates for first-level jobs in the bureaucracy will also help eradicate the low societal regard for TVET graduates

Specifically, there is a need to identify policy reforms and strategies to bring about TESDA-CSC collaboration on this matter. Inclusion of the issue in the TVET Policy Agenda for the plan period will be a good start.

## **Core TVET Challenges**

There are basically seven major challenges that face TVET in the coming years. These are not insurmountable but are formidable, given the limited resources and its present capacity of this education sub-sector.

### *The Challenge of the Economy*

The economic demand for TVET will come from three sources. First, is from the country's priority sectors which will center on TVET filling up their critical skills requirements. Second, from the need for replacements of the skills being lost to migration and, third, from the domestic labor market where supply and demand imbalances continue to occur.

### *Expanding Access to TVET*

The ability of the TVET sub-sector to respond to the increasing demand for training places in the coming years will rely mainly on its ability to better manage its present resources. Public resources are not likely to increase due to the tight fiscal situation. The challenge therefore is for the sub-sector to effectively distribute the burden of providing training. Industry must start to truly invest in the development of its own requirements with less contribution from the government. The national government shall also pursue the transfer of its direct training function to the local government units particularly those who are ready to take on the responsibility. Localizing TVET delivery will recognize the role of community-level stakeholders to perform TVET through the LGUs which shall keenly address their own needs and aspirations. It will also make TVET more accessible to the target clients. Available overseas development assistance must be maximized to enhance the capabilities of the industries and the local government units to effectively perform their respective enabling and facilitative roles like upgrading their workers' skills.

### *Promoting Equity through TVET*

TVET delivery in previous years has responded rather effectively to the increasing need for its services most especially those that can be delivered through private initiatives. It is in the provision of subsidized training that there has been more demand than available training places. The existing public resources poured into the public technical vocational institutions (TVIs) and scholarships will not be enough to make a decent contribution to the government's anti-poverty initiatives. There is also the need to mobilize the largely untapped migrant workers' remittances as a resource in expanding training slots, considering the need to replenish skills outflow.

### *The Challenge of Employment Creation*

Training supports job and livelihood creation and complements the role of investments in pump-priming the labor market. Under the present circumstances and the need to facilitate the creation of 6 to 10 million jobs in the next five years, TVET has to contribute to employability enhancement as well as to employment creation. This prospect can be realized as greater coordination between the demand and supply segments of the TVET sub-sector. This shall also promote self-employment which now constitutes most of the total employed in the country.



### *Expanding Training for Self Employment and Small and Medium Enterprise (SME) Development*

In communities especially those that are agri-based where wage employment opportunities are seldom available, underemployment becomes a bigger concern rather than open unemployment. People are employed but earnings are very low in agriculture. It is in these circumstances that self-employment becomes a viable option. Providing people with proper social preparation, entrepreneurship/technopreneurship trainings, livelihood skills, marketing access and financing can create outright employment and possibly jobs for others in the community. TVET has to prove, through this approach, that training can indeed create jobs. Self-employment must become the focus of community-based trainings in the coming years to fully support the national thrust to develop SMEs. Non-government organizations (NGOs) likewise have the most potent role in this endeavor considering their expertise and networks.

### *Expanding Post-Training Services for Domestic and Overseas Employment*

There is a need to strengthen employment facilitation services. The National Skills Registry has to be enhanced to support the TVET sub-sector while the Public Employment Service Offices (PESOs), Philippine Job Exchange Network (Phil-JobNet), and the Philippine Overseas Labor Offices (POLOs) have to perform their labor market signaling functions. Improved coordination between these systems must be realized.

### *Integrating Entrepreneurship/Technopreneurship in Skills Courses*

TVET graduates will have to be provided with the option of self-employment if they are not able to find wage employment opportunities. TVET must integrate the knowledge, skills and attitudes required for self-employment to all TVET clients. The private TVIs must also take this challenge and, together with the public TVIs, be a force in propelling the growth of SMEs in the country. Modules in basic bookkeeping and finance shall be very helpful.

## **The Challenge of Effective and Efficient TVET Management**

### *Procedural Arrangements among Public Providers*

No single stakeholder can provide everything that TVET requires. The success of TVET in the country lies mainly in the ability of its major stakeholders to pool their resources together and utilize their individual strengths to lead in the attainment of various sub-sector concerns. For the Plan period, agreements must be forged in as far as the leadership in the various stages in the TVET process is concerned. National agencies like the Department of Trade and Industry (DTI) and the Technology and Livelihood Resource Center (TLRC), must take the lead in self-employment within the TVET sub-sector with all others contributing to the success of the program. In the educational system itself, the State Universities and Colleges (SUCs), with Commission on Higher Education (CHED) supervision, and DepED, shall

play important roles in enabling continuous access to career and learning opportunities.

#### *Cost Efficiency Improvements*

The need for a more efficient use of TVET resources is more pronounced than ever as the country grapples with serious fiscal problems. Public resources for TVET cannot be expected to increase within the Plan period. The high per capita costs of TVET programs particularly among public TVIs need to be seriously addressed. The challenge is for TVET particularly its government financial stakeholders to seriously consider expansion of subsidy through scholarship modes as against the maintenance and expansion of public TVIs. With the expected budgetary crunch in the next five years, there is a need for more efficient use of public resources in TVET which can start with efficiency improvements in the publicly-run TVIs.

#### *Existence of Labor Demand-Supply Mismatches*

Another major challenge is the problem on skills demand-supply mismatches. A large number of trained graduates are left unemployed or underemployed because they do not fit the requirements of the job market. A number of job vacancies cannot be filled because of disparities between competencies and job content.

Appropriate matching processes aided by labor market intelligence must be worked out to mitigate the problem of unemployment and underemployment. TVET programs and services shall actively advocate competency-based programs and/or two-to-three year diploma programs, with adequate enterprise-based exposure and whose graduates are highly employable.

#### *Need for More Responsive TVET Investments*

Investments in middle-level skills development have remained too focused on direct training provision by national government, which has delayed the long-intended devolution to LGUs and private sector. The process will have been facilitated by the TESDA Development Fund (TDF) which remains insufficiently funded. To optimize the use of public investments, there is a need to realign TVET programs to focus on programs with high market absorption rate as well as on emerging programs and opportunity areas where the private sector is not yet investing. Among public TVIs, there is a need to pursue income-generating projects given the high cost of technology and the logistical requirements of promoting program quality.

With the ongoing internationalization of education, it is likely that foreign TVET providers will soon enter the country. Safeguards can be found in existing constitutional provisions on domestic equity in foreign investments. Their program offerings will likewise be subjected to registration in the country.

## Priority Sectors

With the government policy of “doing more with less available resources”, TVET efforts shall focus on priority sectors to optimize the use of available resources and investments. This will ensure higher return on investments in TVET and the labor market.

The **Policy-oriented, Sector-focused, Area-based, Labor Market-driven** (PSALM) Approach in TVET Planning was used as guide in the identification of the national priorities that should respond to the overall requirements for national and international competitiveness.

Through a series of consultation processes using the PSALM approach, the priority sectors culled from the MTPDP and the investment priorities identified by the Board of Investments (BOI) were harmonized with the prevailing priority sectors in the regional and provincial levels.

The identification of the sectoral priorities conforms to the Philippine Standard Industry Classification (PSIC) in at least two digits for priority sectors and at least four digits for critical skills. It also considers the Gross Value Added (GVA) criteria set by the National Economic and Development Authority (NEDA); Employment Generation Capacity (ECG) by DOLE; and Investment Levels by the BOI, among others. Regional sectoral priorities and critical skills requirements were generated from the inputs of six districts in NCR, four major cities (Baguio City, Cotabato City, Davao City, Zamboanga City) and the 79 provinces of the Philippines.

The 23 priority sectors that will be given focus for the next five years are the following:

1. Agriculture and Fishery (*including Rubber*)
2. Tourism (*including Hotel & Restaurant Management*)
3. Construction
4. Information and Communications Technology (ICT)
5. Furniture and Furnishings (*including Handicrafts and Wood Carvings*)
6. Metals and Engineering
7. Health and Social Services
8. Automotive
9. Garments
10. Electronics
11. Decorative Crafts – Gifts, Toys and Housewares
12. Land Transport
13. Processed Food and Beverages
14. Mining
15. Decorative Crafts – Jewelry
16. Decorative Crafts - Ceramics
17. Shipbuilding
18. Maritime
19. Wholesale and Retail Trading
20. Heating-Ventilation and Air Conditioning/Refrigeration (HVAC/R)
21. Electrical
22. Logistics
23. Footwear

## Critical Skills Requirements in Priority Sectors

### *Factors for Prioritizing Critical Skills*

The skills requirements per priority sector had to be determined in consonance with the over-all development thrusts and programs of these areas. Through consultations and consensus-building processes with different line agencies and private industries and subsequent validation, sectoral priorities and critical skills have been identified.

A particular skill/occupation is defined as critical if it is essential and indispensable in the operations of a firm in an industry. Without this particular skill, firm production operations will be greatly hampered.

For the period 2005-2009, TESD Programs shall be designed and implemented to address the critical skills in priority sectors identified in at least ten (10) provinces are the following, presented in the order of their prominence:

1. Cook	16. Automotive Service Technician
2. Travel Officer/ Tour Guide	17. Fish Processor
3. Food & Beverage Service Attendant	18. Driver
4. Mason	19. Machinist
5. Computer Service Technician	20. Bartender
6. Baker	21. Automotive Body Repair Builder
7. Housekeeping Service	22. Automotive Mechanic
8. Welder	23. Horticulturist
9. Plumber	24. Call Center Operator
10. Building Wiring Electrician	25. Lathe Machine Operator
11. Carpenter	26. Weavers
12. Computer Programmer	27. Metal Fabricator
13. Front Office Agent	28. Carpenter (Finisher)
14. Network (LAN) Technician	29. Carpenter (Rough)
15. Waiter	30. Heavy Equipment Mechanic

The priority sectors and critical skills requirements across regions are shown in Table 8.

### *Critical skills and occupations*

There are identified critical skills that cut across a number of priority sectors. The year 2005-2007 will find the Construction sector competing for skilled electricians with eight (8) other priority sectors as Tourism, ICT, Processing Food, Maritime, Automotive, Electronics, Shipbuilding, Mining and Electrical. On the other hand, skilled electricians are seen to be with high demand and inter-sectoral career mobility.

Agriculture, Construction and Tourism Sectors have identified the most number of critical skills categories. *Annex A* presents a listing skills in priority sectors as identified by national industry associations and working groups in April 2005.

### *Challenges*

The sectoral skills priorities shall not only remain in the Plan but also need to be addressed by policies and programs that will develop the skills and competencies of the Filipino workforce, and thus reduce unemployment in the country. Industry shall be encouraged to look after its needs with the government and other sectors providing policy and other forms of support. Having prioritized these critical skills, investing in the Filipino workers shall yield good returns. Efforts shall be made to specify the domestic and overseas demand requirements as basis for upgrading competency standards for workers in critical occupations.

Prioritization of the development of training regulations shall be based on the needs of the industry sector, nationwide application in terms of public interest/welfare, specific criteria for skills standardization and certification, and employment generation and investment opportunities.

The needs of priority sectors shall be addressed on the premise that they inherently have an existing basis of prior/experiential learning among their workers and the prospective addition from graduating trainees and entering students/graduates. Thus, purposive capability build-up shall have to be done to support their workforce development requirements. This shall be industry-led and supported by government following the initiatives done on the industry working groups (IWGs). Concerns like trainer development, assessors training, standards development and incentives support shall be taken up. Substantial training and development is therefore expected in these sectors.

The following is a list of critical skills that cuts across at least 4 of the 23 priority sectors.

- |                       |                                |
|-----------------------|--------------------------------|
| 1. Electrician        | 14. Bamboo and Rattan Craftman |
| 2. Aircon Technician  | 15. Computer Programmer        |
| 3. Cook               | 16. Designer                   |
| 4. Machinist          | 17. Fish Processor             |
| 5. Quality Controller | 18. Handicraft Worker          |
| 6. Auto Mechanic      | 19. Heavy Equipment Mechanic   |
| 7. Driver             | 20. Lineman                    |
| 8. Machine Operator   | 21. Maintenance man            |
| 9. Weaver             | 22. Marketing Skills           |
| 10. Welder            | 23. Product Design Developer   |
| 11. Mechanic          | 24. RAC Service Technician     |
| 12. Metal Worker      | 25. Sales Person               |
| 13. Painter           | 26. Sewer                      |

**Table 8**  
**Critical Skills Demand by Region and Priority Sector: 2005-2007**

SECTORS	Region																
	NCR	CAR	I	II	III	IV-A	IV-B	V	VI	VII	VIII	IX	X	XI	XII	CARAGA	ARMM
1. Agriculture and Fishery (including Rubber)	2,960	90	9,712	53,328	1,298	2,630	328,404	46,779	10,660	1,107,540	212,763	209,648	11,689	9,817	47,489	7,358	1,392
2. Tourism (including Hotel and Restaurant Management)	349	647	2,546	6,356	810	2,234	82,350	9,332	29,935	31,585	33,820	4,513	3,957	1,297	3,898	750	44
3. Construction	1,258	1,443	6,260	14,147	420	6,330	68,320	7,775	17,611	4,022		6,295	10,903	692	2,691	6,050	3,910
4. Information and Communications Technology (ICT)	114,791	2,536		1,521	539	1,982	555	4,605	4,333	20,295	4,278	1,414	8,360	17,370	757		940
5. Furniture & Furnishings (including Handicrafts & Wood Carvings)		103		3,162	6,399			4,718	550	2,641		572	820	790	475	1,210	190
6. Metals & Engineering	335	784		723		596	3,564	185	2,480	1,080		426	888	360	186		
7. Health & Social Services	4200		59	355		793		8,631	12,370	4,971	48		632		357	750	
8. Automotive		275		1,492	32	4,325	4,843					1,646	2,117	282	931	60	1,760
9. Garments	3,947	321			21,782	10,826		2,830	6,500	915			523		267		830
10. Electronics	300	900		2,208	21,681	12,123	289			1,134		107	209		111		
11. Decorative Crafts (GTH)		513		50	194	2,121	1,394	1,642	2,152	8,475	142		202				
12. Land Transport	500	454	594	1,744		2,512	255					240	733		7,514		325
13. Processed Food & Beverages					1,160		1,628	5,791	672	11,592		23,847	3,738	1,893	450		
14. Mining		410			220		100					1,325		132		215	
15. Decorative Crafts (Jewelry)		60			99			848				1,116	12	120			
16. Decorative Crafts (Ceramics)	345						90	415		105		108					
17. Shipbuilding								5,295		30,950				168			480
18. Maritime	6,325								1,270			792			573		
19. Wholesale and Retail Trading					1,260	6,380		9,270							1,491		
20. Heating-Ventilation and Air Conditioning/Refrigeration (HVAC/R)				180			79						334				
21. Electrical					6,560				650				150				
22. Logistics	12,790																
23. Footwear	240																

Source: Provincial Skills Priorities 2005-2007

## CHAPTER 4

### POLICIES AND STRATEGIES

The achievement of the objectives of the Plan shall be realized through purposive policies and strategies. The **guiding principles** considered in the formulation of the strategies and programs include:

#### *TVET is Inclusive*

Since education is a public good, technical vocational education and training (TVET) embraces and nurtures the empowerment needs of the Filipinos. It is a development process adherent to universal principles of lifelong learning and education for all. It will be a key to the betterment of the lives of individuals and their families by opening doors for their competencies to lead to enhanced employability and greater productivity.

#### *TVET Thrives on Markets*

Market principles guide the directions and provision of TVET programs and services. These shall fairly allocate roles, responsibilities and gains inherent to and resultant of entailed education and training engagements. Sensitivity to dynamics of the supply of and demand for TVET shall promote effectiveness, efficiency and, ultimately, quality in the delivery of TVET.

#### *TVET is a Participatory Process*

The private sector shall be the prime source of both demand signals for TVET and their own development initiatives. Government lays the conducive environment for these initiatives to prosper. At the grassroots, this complementation shall manifest operational meaning with the local government units (LGUs) playing a harmonizing role.

Within the purview of the above principles, the following policies are adopted. These policies shall serve as the anvils upon which the strategies and the programs of the Plan shall be formed. These are:

#### **Policies**

##### *Greater Private Sector Participation and Investment in TVET*

The private sector is the main beneficiary and user of TVET output. It is known to be undertaking significant training activities although largely unmonitored by government. Being such, it becomes imperative that they be strongly motivated and encouraged to participate in all the aspects of TVET management functions. The private sector must have active involvement in TVET direction setting, standards

development, assessment, certification and direct provision of training and educational services. The necessary environment and mechanisms, which shall create these opportunities, shall be given priority attention.

On the investments in TVET, several scholarships and financial assistance packages for the youth are being implemented where private sector and local government complementation can come in. Moreover, the involvement of LGUs in TVET in terms of funding is notable. The United Nations Educational, Scientific and Cultural Organization (UNESCO) study (April 2005) cited an estimated that from P11.26 billion investments in TVET, 13% comes from LGUs.

#### *TVET to Address Social Integration and Rural Development*

TVET, aside from its role of providing for the skill demands of the economy, must equally serve as one of the potent tools of the country's war against poverty and ignorance. TVET must, at all times, serve as the common man's ticket to upward social and economic mobility. TVET must be accessible to all of those who can use it to improve their lives, in mainstreaming those who by their beliefs, practices and ethnic origins become alienated from the greater Filipino society. TVET must be a tool in bridging the rural communities to national as well as international opportunities.

#### *Promotion of TVET as a Viable Career for All Filipinos*

The necessary environment and mechanisms that shall make TVET a viable career for everyone must be put in place. TVET must become an equally profitable area for investing in one's human resource vis-à-vis college education.

Deliberate social marketing efforts, likewise, shall be made to improve social appreciation of TVET and the so-called blue-collar jobs. Technical vocational education and skills training shall be projected as excellent and fulfilling career choices.

A broader-based social marketing of TVET shall be made, targeting students at basic education level through Department of Education (DepED) on the curricular aspects of work-oriented values and subjects. Advocacy shall also be directed at parents who strongly influence children's career choice. Wider labor market information access shall be given apart from the available Department of Labor and Employment (DOLE) information.

#### *TVET to Upgrade Quality and Productivity of Middle-Level Workforce*

TVET shall not only provide the basic and rudimentary skills to make the new labor force entrants land their first jobs. It must also provide opportunities right in the labor market for Filipino workers to re-tool, re-skill and upgrade their competencies to adjust to the fast changing needs brought about by technological advancements in the local as well as the overseas labor markets.



Lifetime employment in the modern global times can only be guaranteed by the availability of skills enhancing opportunities located right at the labor market. TVET as a sub-sector with the private sector leading must provide these training options to the workers.

*TVET to help in Employment Creation through Entrepreneurship/  
Technopreneurship*

With the gains in employment for the past ten years easily outstripped by the growth of the labor force, we find ourselves needing 6 to 10 million jobs in the next six years in order to address the increasing backlog of 3 to 4 million unemployed Filipinos. TVET therefore cannot remain to play passive in this aspect but simply act on employability enhancement. The sub-sector has to take a more active part in direct employment creation through entrepreneurship/technopreneurship leading to self-employment. TVET must harness its various public as well as private stakeholders in order to come up with an integrated entrepreneurship/technopreneurship program that shall create an impact on job creation

*Good TVET Governance, Cost Efficiency and Developing Local Capabilities*

The governance and management of TVET thrives with both the public and private sectors and other entities working together for the efficient delivery of TVET programs. Co-management arrangements of these institutions must be expanded where the government and specific industry associations may pursue joint TVET initiatives. With this partnership, convergence and pooling of resources will be explored for better cost efficiency and utilization of resources.

Continuing improvements specifically in publicly funded TVET institutions and programs in the management and use of training resources aimed to put cost of training at reasonable level relative to its economic returns shall be strongly pursued.

Co-management leading to a feasible transfer of direct training functions from TVET training institutions like those managed by TESDA, to the local government units shall be pursued within the Plan period. The readiness and willingness of the prospective local government receivers shall determine the pace of the transfer process.

Where there is no visible industry and private TVET provision in certain localities, the LGUs shall take a more active role in TVET by encouraging investments in the sub-sector.

Active multisectoral involvement in the provision of community-based TVET programs and the establishment of training centers is essential in responding to the needs of the local areas and their constituents. Co-financing and co-management arrangements can be implemented in TVET institutions.

In the light of the lifelong learning and ladderization, TESDA and CHED shall establish a one-stop-shop for their common requirements for students, graduates and other clients.

Consistent with these policies and principles, the following strategies will be employed:

## **Strategies**

### *Private Sector-Led and Market-Driven TVET*

As primary stakeholder and beneficiary in TVET, private industry shall be recognized more for their participation and input to the development of the middle-level workforce. It shall also be a prime source of investments and initiatives on TVET programs and services. The demand signals which employers convey both here and overseas shall be the most important cues for government and the public sector to utilize for its own TVET policy-making function. The industry chambers and associations shall be very potent partners in this purpose.

### *Pro-Active Job-Skill Matching (SEEK-FIND-TRAIN)*

Enabling better parity between TVET supply and market demand shall be pursued as both an effectiveness and efficiency imperative. Labor market intelligence shall indicate where to SEEK domestic and overseas jobs and investment opportunities. This information will enable the system to FIND the right people to fill jobs. Further, this shall TRAIN people per industry standards, with post-training services offered to ensure job and livelihood stability.

### *Life Long Learning Mechanism/Ladderization and Articulation*

The ongoing advocacy of the Philippine National Qualifications Framework shall pave the way for the articulation of TVET across the educational system. This shall open pathways to opportunities with the mutual progression between TVET and higher education. Executive Order 358 shall be one measure, among other schemes, to implement these arrangements.

### *Expanding Scholarships and Other Incentive Support Services*

Widening access to TVET opportunities shall significantly rely on financial assistance especially to deserving beneficiaries such as students, trainers and partners specially those from industry and the LGUs. Tendering shall be pursued as a viable approach.

### *Competency-based TVET*

This strategy shall innovate on previous learning approaches by placing students and trainees at the center of the learning process with trainers as facilitators of learning. The competency-based curriculum shall be at the core of the system with flexibility allowed at the point of delivery. Principles of multiple entry and exit, self-paced/modular learning, industry-learning and assessment, recognition of prior learning, on-off job exposures and national recognition/accreditation for acquired competencies will be the guiding principles.

### *Enhancing Quality Assurance Mechanisms*

Sustainable TVET is hinged on the quality adherence of the entire system and its component structures and institutions. Continuous improvement shall be a guiding principle in registration and certification processes based on standards set by industry. Quality systems and procedures shall govern developments in the whole TVET sub-sector. Accreditation shall be a milestone recognition for institutions meeting quality standards.

### *Entrepreneurship/Technopreneurship in TVET*

Risk-taking and enterprise creation shall figure prominently in the TVET curricula. These shall tap the business potentials in developing the competencies and talents of TVET students and graduates. This shall benefit the economy and the community by creating added jobs and mobilizing capital to boost SME development in the country.

### *Convergence in TVET*

Better complementation in planning, implementing and evaluating TVET has to happen to register the gains and impact desired during the plan period. By working together on shared purposes, TVET partners can aim for improved results on the contributions they make. This also promotes good governance since the interface of institutional mandates means that holistic approaches to developing a competent Filipino workforce proceed on clearly recognized roles and responsibilities. The convergence process shall further maximize the generation and mobilization of resources for program implementation. Greater consultation with LGUs shall be made to gain their full partnership in providing more TVET access to local communities.

## CHAPTER 5

### PROGRAM THRUSTS

To mobilize the Plan strategies, key programs shall be implemented focused on the objectives to support the requirements of the economy, of workers and of communities. The Philippine National Qualifications Framework (PNQF) shall provide strong foundations for relevant technical vocational education and training (TVET) programs and investments to be evolved.

Earning a diploma does not automatically land a graduate a job. While 400,000 students graduate with college degrees annually, there is no guarantee that they will find jobs for which they have been trained. A dynamic education and training program such as the ladderized system of education can provide a good avenue for continuous improvement (lifelong learning) without hampering the academic growth of students, especially TVET graduates.

The equivalency system will allow graduates of technical vocational institutes (TVIs) to gain TVET qualifications for employment with opportunities to earn higher education qualifications which give credit award to the TVET qualifications.

EO No. 358 issued by the President on September 15, 2004 provides a mechanism to grant equivalency to competencies gained at any point in an individual's learning process. It allows one to enter and exit the educational system and recognizes prior learning and equivalency within TVET and between TVET and higher education. It mandates Technical Education and Skills Development Authority (TESDA) and Commission on Higher Education (CHED) in consultation with concerned sectors to develop and implement a unified national qualifications framework. This will establish a system that will allow easier transition and progression. The framework shall encompass various unified qualification and articulation mechanisms to include: National System of Credit Transfer, Post-TVET Bridging Programs, System of Enhanced Equivalency, Adoption of Ladderized Curricula/Programs, Modularized Program Approach, Competency-based Programs, Network of Dual-Sector Colleges or Universities and Recognition of Prior Learning (RPL), among others.

To institutionalize the ladderized system, the following activities will be implemented:

- ❑ Advocate the PNQF that will establish equivalency pathways for easier access and progression between TVET and higher education;
- ❑ Determine/define the appropriate descriptors for TVET and higher education;
- ❑ Develop curricular and evaluation systems;

- ❑ Accelerate the implementation of RPL; and
- ❑ Develop the Equivalency System

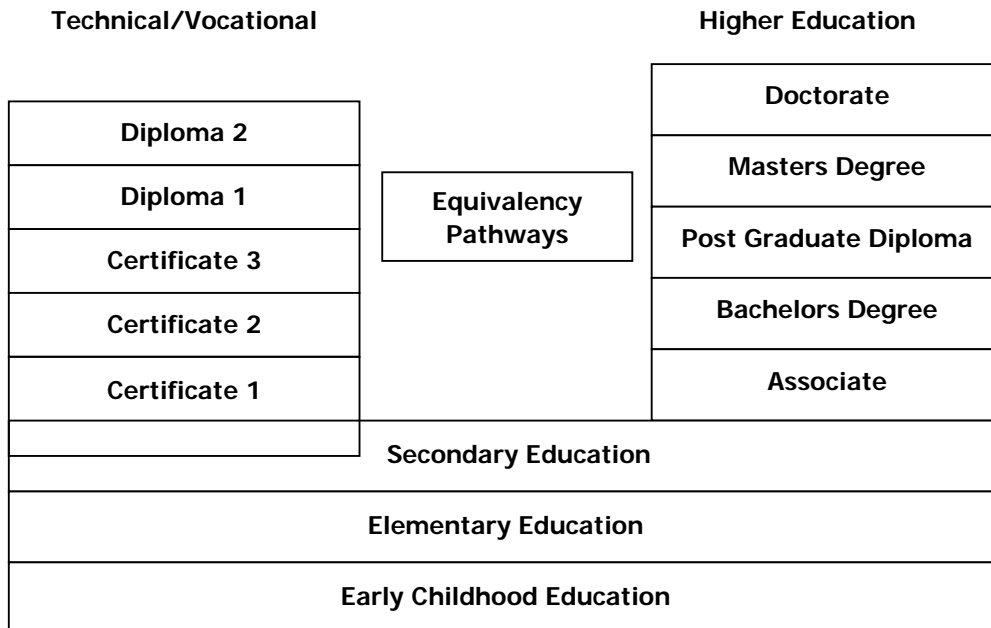
A depiction of the PNQF being advocated by the trifocalized national education agencies, namely: DepED, TESDA and CHED is shown below (Figure 5).

Given this TVET system context, the following priority programs shall be pursued:

*Career Guidance for the Youth*

To prepare the youth for gainful occupations, career guidance and counseling services shall be strengthened. These shall be intensified particularly in mid-high school or by the third year when profiling of youth aptitudes for TVET shall be made. Based on available labor market information, institution-level counseling shall be primed to offer such kind of services highlighting market demand and ensuring prospects in skilled jobs and livelihood enterprises.

**Figure 5  
Philippine National Qualifications Framework**



### *Scholarships and Other Student Assistance Programs*

Broader access to TVET for qualified priority clientele can be attained through more scholarships and other student assistance programs, including the tendering scheme. These opportunities shall be channeled to occupational areas where there are high demands for workers.

Relatedly, TVET scholarship slots and financial assistance shall be given to deserving students through:

- ❑ Iskolar ng Mahirap na Pamilya, a program with 1,979 Certificates of Education Assistance in 2004 that can be utilized in 2005;
- ❑ Private Education Student Financial Assistance (PESFA) that provides 13,800 slots for 2005; and 69,000 for 2006-2010;
- ❑ Education scholarship slots assistance to TVET students under the Asian Development Bank Technical Education and Skills Development Project (ADB-TESDP) with 15,327 for 2005-2007;
- ❑ Education loan assistance to TVET students under the TESDA Student Loan Fund with 5,139 loan assistance slots for SY 2005-2008; and
- ❑ Tendering Scheme to be fully implemented for programs in demand to private TVIs. The government shall veer away from offering programs already offered by the private sector.

Likewise, the Overseas Workers Welfare Administration-Department of Labor of Employment (OWWA-DOLE) offers scholarship programs to overseas Filipino workers (OFWs) and their family members. Specifically for 2005, OWWA will have 745 scholars for their Skills for Employment Scholarship Program (SESP) and 1,800 for Seafarers Upgrading Scholarship Program (SUSP).

### *Improving the Quality of TVET*

For the Philippines to maintain its competitive edge in human resources, it shall produce workers who are endowed not only with the requisite skills and knowledge but more so with the right attitudes and work values. To achieve this, improvements in the TVET system, standards and quality of TVET programs shall be pursued.

TVET curricula shall be regularly reviewed and updated to strengthen foundation skills such as communication, quality and productivity, computer literacy, problem-solving and to introduce entrepreneurship/technopreneurship. Multilingual proficiency shall be emphasized in the curriculum to enhance workers' chances in overseas labor markets and to facilitate their cultural interaction in host countries.

The science, math and language content of TVET will be enhanced to develop knowledge-based technicians who will help propel the country's global competitiveness. The enhancement of the curricula particularly on the promotion of non-traditional trades and jobs for both men and women will be continuous to adapt to changing labor market demands.

Appropriate work values and ethics, and gender-fair principles and practices shall be incorporated in TVET curricula. This will lead to the development of workers who are not only skilled but are also imbued with positive work values.

The capabilities of the TVET institutions shall be continually improved through better facilities, training materials development and faculty enhancement. Efforts on training the trainers, installation of top-of-the-line training equipment and development of training aids and materials shall be prioritized to the largest extent possible. TVET managers and administrators shall be trained and exposed to new trends, concepts, practices and systems of TVET governance. These thrusts shall relate with the over-all quality assurance process on program registration, accreditation and compliance audit.

For trainers, the Philippine TVET Trainers Qualification Framework shall be propagated as enhanced basis for trainers' assessment and development. The framework is illustrated in Figures 6 and 7 from the perspectives of development requirements and specific competencies, respectively.

**Figure 6**  
**Philippine TVET Trainers Qualification Framework**

QUALIFICATION LEVEL/TITLE	COMPETENCIES	
	TECHNOLOGY	METHODOLOGY
TQ IV MENTOR/MASTER TRAINER	Highest Level	TM IV
TQ III SENIOR TRAINER	NC IV Minimum	TM III
TQ II TRAINER II	NC III Minimum	TM II
TQ I TRAINER I	NC II Minimum	TM I (Entry)

*Source: TESDA Board Resolution No. 2004-3*

**Figure 7**  
**Trainer Competencies by Training Methodology Level**

	TM I	TM II	TM III	TM IV
<b>C O R E</b>	<ol style="list-style-type: none"> <li>1. Plan Training Session</li> <li>2. Deliver Competency-Based Technical Vocational Education and Training</li> <li>3. Conduct Competency Assessment</li> <li>4. Maintain Training Facilities</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare Training Programs</li> <li>2. Deliver Competency-Based Technical Vocational Education and Training</li> <li>3. Conduct Competency</li> <li>4. Maintain Training Facilities</li> </ol>	<ol style="list-style-type: none"> <li>1. Prepare Training Programs</li> <li>2. Develop Training Curriculum</li> <li>3. Develop Instructional Materials</li> <li>4. Apply ICT in Training Delivery</li> <li>5. Design Assessment Tools</li> <li>6. Plan Competency Assessment</li> <li>7. Organize Training Resources</li> </ol>	<ol style="list-style-type: none"> <li>1. Design Training Programs</li> <li>2. Prepare Project Proposals</li> <li>3. Prepare Instructional Training Plans</li> <li>4. Manage Technology-Based Instructional Materials Development</li> <li>5. Supervise Maintenance of training Facilities</li> <li>6. Develop Assessment System</li> <li>7. Assess Trainer Performance</li> <li>8. Communicate with Subordinates and Superiors</li> <li>9. Design Marketing and Promotion Program</li> <li>10. Supervise Instructional Delivery</li> <li>11. Provide Professional Development Support</li> </ol>
	<b>C O M M O N</b>	<ol style="list-style-type: none"> <li>1. Perform Work Safely</li> <li>2. Use Audio Visual &amp; Multi-Media Equipment</li> <li>3. Use Personal Computer in Educational Technology</li> <li>4. Conduct Career Counseling Session</li> <li>5. Conduct Feedbacking Session</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain Professional Competence</li> <li>2. Undertake TVET Research</li> <li>3. Practice Quality Management</li> <li>4. Plan and Organize Work</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain Professional Competence</li> <li>2. Undertake TVET Research</li> <li>3. Practice Quality Management</li> <li>4. Plan and Organize Work</li> </ol>
		<b>T O O L</b>	<ol style="list-style-type: none"> <li>1. Communicate with Individuals and Groups</li> <li>2. Work in Team Environment</li> <li>3. Apply Work Ethics and Values</li> </ol>	<ol style="list-style-type: none"> <li>1. Lead Learning Workplace Communication</li> <li>2. Lead Work Teams</li> <li>3. Solve Training-Related Problems</li> </ol>

*Source: TESDA Board Resolution No. 2004-3*

To ensure the quality of TVET, the development of training standards and assessment instruments shall be expanded, focusing on critical occupations in priority sectors including emerging occupations found in the local as well as overseas labor markets.



### *Institutionalization of the Job-Skill Matching Program*

The job-skill matching strategy shall be pursued through the DOLE PESOs and Phil-JobNet with the assistance of the private sector. Networking and effective gathering of relevant and timely labor market information must be instituted to serve as guide in formulating relevant plans and policies in resource allocation to ensure that scarce government resources for training are directed into priority areas particularly the national and regional priorities. Industry requirements shall weigh heavily in the development of standards and in the design and implementation of TVET programs. Labor market intelligence shall be strengthened at the local, national and international levels to minimize wastage brought about by persistent mismatches.

### *Intensifying and Expanding Enterprise-based Training Program*

To maintain TVET's relevance to the economy, the existing industry linkages shall be maintained and more shall be organized and operationalized in the next five years. The remaining priority sectors shall be developed with the creation of individual IWGs. The evolving TESDA-recognized industry bodies (TRIBs) shall serve as the lead in making TVET a truly industry-led and market-driven sub-sector. The program shall likewise ensure short-term and long-term responsiveness and sustainability of TVET.

Practical and hands-on experience, especially in occupational training shall be emphasized through enterprise-based training programs to be provided in the following modes:

- ❑ Kasanayan at Hanapbuhay Program (An Apprenticeship and Employment Program or KasH) that will provide opportunities for new entrants to the labor force to acquire basic skills and work experience – prime considerations in employer decisions to hire new employees. A joint undertaking of the DOLE and TESDA, KasH will adhere to the core principles of the apprenticeship program; and
- ❑ Dual Training System (DTS)/Dualized Training System which is a mode of training delivery that takes place alternately in two venues – the school or training center and the company or workshop. This combines theoretical and practical training. This mode of training offers better employability since exposure in the workplace prepares students better for actual employment after graduation. The companies from which they have trained are likely to hire them as these have invested in them and imparted the skills necessary for their operations. The existing provisions of the DTS Law and their implementation and strategies will be reviewed, incorporating lessons learned to encourage more private sector participation. Considering the pervasive coverage of Agriculture and the potent role of TVET institutions, current entrepreneurship-oriented school-based initiatives, as Negosyong Agrikultura sa Eskwela, may be tapped for effective dualization approaches.

However, the review of all enterprise-based TVET programs including the incentive mechanisms shall be undertaken with the end view of integrating all enterprise-based programs to maximize resources and create greater impact in terms of private sector participation.

For workers who are already employed, skills upgrading programs including reskilling and retooling shall be offered to increase their productivity. Conscious effort shall also be made to equip them with multiple skills to enhance their mobility in the workplace and in the labor market. Throughout this process, concern for workers' lifelong learning and employment shall be a guiding principle.

#### *Intensifying the Availability and Quality of Skills-Specific Training Programs*

This will be done through (a) conduct of purposive training for requirements of the overseas job market; and (b) strengthening multilingual proficiency modules in nondegree/technical education courses to address the high demand skills especially in information communication technology (call centers, data and medical transcription, software development, animation, engineering design, e-financial shared services) and linguistic competence in various overseas occupations.

#### *Skills Training and Competency Assessment and Certification Services for Overseas Filipino Workers*

These services must be in the forefront of deliverables to respond to the requirements of OFWs. Emerging requisites of the overseas markets especially on the need for multilingual proficiency of Filipino workers must be given preferential attention. Learning among deployed workers must be continuous to ensure that their skills are upgraded and retooled and that their work values are enhanced while in diverse cultural settings. The Philippine Overseas Labor Offices (POLOs) working with Philippine Overseas Employment Administration (POEA), OWWA, TESDA and the private sector shall thus aim to enhance employment and adaptability in the labor market. The role of TVET in reintegrating returning OFWs must also be stressed in the areas of scholarships for dependents, livelihood establishment and technology transfer.

#### *Increasing Workers Productivity through Competency Standards Development and Assessment and Certification Program*

TESDA, in coordination with industry experts and practitioners, shall develop competency standards, assessment and certification instruments to determine the minimum requirements that a worker must possess in terms of knowledge, skills, attitudes and values to effectively perform a particular occupation. Emphasis shall also be given to deepen the attitudes component of the standards.

### *Participation in Skills Competitions*

Industry-led skills competitions serve as a good measure for benchmarking the quality of TVET outputs through the performance of contestants against established norms and standards. How they fare relative to the prescribed standards is an indicator of how programs are being carried out by the various institutions. Quality performance ranged with other countries can be determined in the international arena like the ASEAN and World Skills Competitions.

### *Implementation of Competency-based TVET System*

The competency-based TVET (CBTVET) system introduces new learning methodologies. It envisions an improved learning environment where teachers and trainers will be facilitators of learning and which varies from the traditional classroom set-up. On the other hand, the students/trainees will be more independent, productive, dependable and knowledgeable, which are the hallmarks of desired workers in the workplace. Added to this, new learning technologies, including the application of alternative and non-traditional approaches like distance learning shall be utilized. Implementation of the system shall however allow flexibility in delivery.

### *Negosyong Agrikultura sa Eskwela*

Through TESDA's agriculture and fishery technology institutions, income generating projects shall be pursued to allow students to learn skills through viable models of the Earn-While You-Learn scheme. Training-cum-production approaches with the private sector shall be sustained as an alternative methodology. The inventive and creative talents of students shall be harnessed to develop them to become technopreneurs. Available lands in said institutes will be used to develop entrepreneurial opportunities among Filipino farmers and students.

### *Resource-based Training for Enterprise Development*

Programs that utilize indigenous materials and cater to the needs of the communities for skills training on creating livelihood or self-employment opportunities shall be continually developed. This shall serve as TVET's contribution to employment creation. This can be done through the convergence strategy wherein TVET partner institutions like the Department of Trade and Industry (DTI) can assume leadership within TVET.

### *TVET Programs and Services for Special Groups and Areas*

Aside from providing scholarships and other forms of student assistance, special attention shall be given to differently-abled persons, indigenous people, farmers, fisherfolk, retirees, returning overseas workers and rebel returnees. Preservation and promotion of the traditional crafts of indigenous peoples shall also be pursued through appropriate programs that shall surface their distinctive skills and talents.

The implementation of basic and upgrading programs for the Special Zone of Peace and Development (SZOPAD) in Mindanao in line with the Mindanao Natin Program will be expedited. This shall capitalize on opportunities in Brunei-Durassalam, Indonesia, Malaysia, Philippines - East ASEAN Growth Area (BIMP-EAGA). Complementing this will be focused programs in special economic zones like Clark, Subic and Mactan. These will prepare the country better for Asia Pacific Economic Cooperation (APEC) and other regional and global opportunities.

Towards addressing the practical and strategic skill needs of women, the facilities and technologies of the TESDA Women's Center (TWC) will be fully utilized to conduct empowerment training programs. Similarly, the practical skills training component of the Department of Social Welfare and Development (DSWD)-initiated Productivity Skills and Capability Building program for disadvantaged women, which was turned over to TESDA on September 14, 2004, will be continued and sustained.

For senior citizens, TESDA Circular No. 11 issued on March 30, 2005 directs all TESDA Regional and Provincial/District Offices and Technology Institutes to reserve five percent of their training budget for the programs to address this sector's needs.

TVET shall actively support and complement the National Youth Development Plan (NYDP) coordinated by the National Youth Commission (NYC). This shall engender a more wholistic nurturing process of tapping the young Filipinos in national development. An excellent arrangement which can be pursued by TESDA, CHED and NYC on job creation among the youth is through entrepreneurship/technopreneurship converging their respective extension programs. For example, the National Service Training Program (NSTP) requirement for post-secondary students can be jointly implemented in the extension programs using the social volunteerism and Dangal ng Barangay program approaches in TVET.

More critically, TVET and higher education must answer the needs of the out-of-school youth. Schemes to enable better access among school-leavers must be developed and implemented during the plan period. Furthermore, retraining and livelihood options can be offered to government employees who will be affected by the rationalization program or EO 366.

#### *Modernization of Facilities in Public TVET Institutes*

As part of quality assurance and ensuring greater relevance of public TVIs, investments in technology, equipment, facilities and expertise shall be intensified.

To enhance learning environments and minimize the digital divide, public TVET institutions shall endeavor to establish electronic centers. These e-centers shall be equipped with computer facilities for instructors, students and residents of communities to enable them to learn using basic computer literacy skills and provide them access to the Internet.

### *Institutionalizing Cost Recovery Mechanisms in Public TVET Programs*

Recovering public training cost is done basically through indirect and direct modes. Subsidies for scholarships and the maintenance of public TVIs are recovered indirectly through revenues. These will come in as a result of the trained persons' employment and increased income resulting from the training intervention. Improper planning of training and delivery may result to non-recovery of public investments in training, thus, the need to come up with direct recovery mechanisms that will have immediate impact on lessening reliance on public funds.

For the next five years, direct cost recovery strategies shall be formulated and institutionalized. To provide for the cost of producing skills that are highly demanded overseas, a Critical Skills Tax shall be advocated. This tax shall be charged to the employers on a per contract basis for workers taking overseas jobs considered critical to the economy by TESDA. The tax proceeds shall form part of the TESDA Development Fund (TDF) which will be earmarked for the development of replacements of critical skills lost due to migration.

Another strategy that could contribute to cost recovery in TVET is the Income Generation Project (IGP) where public and private institutions engaged in training cum production scheme provide a percentage share of their net to TESDA. A concrete example is the Training Center Enterprise, wherein TESDA is entitled 10% share of the gross income of co-managed programs.

## CHAPTER 6

### PLAN IMPLEMENTATION AND COST OF THE PLAN

Existing mechanisms and other channels shall be utilized to move the Plan through its program thrusts and investments.

The multisectoral TESDA Board and its subsidiary regional and provincial TESD Committees composed of leaders of industry, labor, TVET and government shall be the primary bodies to formulate policies, implement programs and projects and to evaluate the same. Specific member agencies and organizations shall operate on a convergence mode.

Other agencies and organizations shall be encouraged to ensure that their own activities support the Plan. Their accomplishments shall be regularly monitored and recognized. Active liaisoning with the legislative branch of government shall be made to facilitate the passage of bills supportive of set programs.

This scheme shall be crucial in mobilizing an estimated total amount of P27.7 billion to sustain the implementation of mainstream programs for the Second Cycle Plan. Adding with the investment priority programs totaling P13.8 billion (presented in Chapter 7), the TVET sub-sector is expected to have a total budgetary requirement of P41.5 billion for 2005-2009.

The collaboration and contributions of various government agencies, industries, labor sector and other partners in planning, management and delivery of TVET programs, and the promotion of global integration and rural development provides an advantage for the middle-level skilled workforce. To ensure that the goals and objectives of the plan are met, several priority programs and projects were identified. These are lined up under the eight strategies which focus on re-engineering and realigning the direction of TVET for the next five years to suit the local and international demand for competitive workers.

A big share of TVET mainstream programs budget is allocated in Expanding Scholarships and Other Incentive Support Services strategy which amounted to P8.8 billion. This will widen the opportunities of TVET students to pursue their career as well as lessening the financial burden of their guardians or parents. Second is Competency-based TVET with P6.9 billion which expects to boost the learning approaches of TVET facilitators and trainers. The technological advancement and globalization require a quality TVET to produce highly competent technologists, technicians and supervisors and entrepreneurs in the priority sectors and occupations. As such, P4.9 billion will be funded for Entrepreneurship/Technopreneurship programs and projects while P3.2 billion will be spent for convergence or co-management schemes.

As a program under convergence, the TESDA Development Fund (TDF) shall be utilized in awarding grants and providing assistance to training institutions, industries and LGUs for the upgrading of capabilities and developing training and training related activities. This shall ensure the proper delivery and return of investments to TVET. The annual income derived from the investments of the TDF capital base will be allocated to further spur the development of TVET. The growth of the capital base of the TDF shall be ensured by mobilizing external financial resources such as donations, grants, endowments and other bequests or gifts, and other income generated by TESDA as provided for by law.

Other strategies in the plan which has corresponding budget allocation and programs in the next five years are: Enhancing Quality Assurance with P1.5 billion, Lifelong Learning Mechanism/Ladderization and Articulation with P1.1 billion, Pro-active Job-Skills Matching with P1 billion, and Private Sector-Led/Market-Driven TVET with P0.20 billion.

The need for technical vocational skills in private industry, government and non-government settings is highly noticeable. Trends indicate great demand for trainings and capability building programs in the fields of health and social services, agriculture, and information and communication technology. These sectors offer not only local jobs but international opportunities, too. In government, jobs that need technical expertise like technicians, plumbing, carpentry, welding, hostel management, security services and equipment machine operator are among the viable occupational careers for TVET graduates. The range of implementing programs by strategy are encapsulized in Table 9.

**Table 9**  
**Summary of Mainstream TVET Programs by Strategy: 2005-2009**

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
1. Private Sector-Led/ Market-Driven TVET	Accreditation of TESDA Recognized Industry Bodies (TRIBs) (TESDA)	Mechanism to intensify the development of competency standards, training regulations and assessment and certification.	Private industries, TRIBs	- No. of TRs & Assessment Instruments developed - No. of TRIBs established/ accredited sector	10 TRs developed /promulgated 1 Reg'l CS 1 Prov'l CS 1 TRIB per sector	2,000	TESDA	10 Nat'l TRs developed /promulgated 1 Reg'l CS 1 Prov'l CS	2,000	TESDA	10 Nat'l TRs developed /promulgated 1 Reg'l CS 1 Prov'l CS	2,000	TESDA	10 Nat'l TRs developed /promulgated 1 Reg'l CS 1 Prov'l CS	2,000	TESDA	10 Nat'l TRs developed /promulgated 1 Reg'l CS 1 Prov'l CS	2,000	TESDA	10,000
	ICT Apprenticeship Program (CICT)	Strengthen industry participation in the form of OJT program in areas such as the restructuring of OJT learning objectives to enhance the training and skills development process	Industries	- No. of beneficiaries	100	550	CICT	150	874	CICT	200	1,165	CICT	300	2,067	CICT	300	2,067	CICT	6,723
	Intensive DTS Program Implementation (TESDA)	Implementing DTS Program	Graduates	- No. of DTS graduates	5,500	7,000	TESDA		700	TESDA		800	TESDA		900	TESDA		1,000	TESDA	10,400
	Kasanayan sa Hanapbuhay Program (TESDA)	Apprenticeship and Learnership Program	Students	- No. of apprentices/learners trained	200,000	15,934	TESDA	200,000	15,934	TESDA	200,000	15,934	TESDA	200,000	15,934	TESDA	200,000	15,934	TESDA	79,670
	Establishment and maintenance of MTESDCs (TESDA)	Organization of MTESDCs as TVET shepherds at the municipal level	MTESDC membership	- No. of MTESDCs organized in Region XI - No. of MTESDCs organized in Region IV-B	6	25	LGUs	7	80	LGUs	7	80	LGUs	8	90	LGUs	12	160	LGUs	435
	Learnership Program (TESDA)	Hiring of persons as trainees in semi-skilled and other industrial occupations which are non-apprenticeable	Trainees	No. of learners	-	15,333	TESDA	-	16,330	TESDA	-	17,327	TESDA	-	19,321	TESDA	-	19,321	TESDA	87,632
<b>Sub-total</b>																			<b>P198,360</b>	



Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)	
					2005			2006			2007			2008			2009				
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source		
2. Pro-Active Job-Skill Matching (SEEK-FIND-TRAIN)	• National ICT Skills Survey (CICT/DOL E/NSO)	Regularly conduct sustainable ICT skills survey and tracking system that will provide accurate data on the status of ICT and ICT-enabled skills in the country for benchmarking and placement purposes	Private Industry	- No. of reports prepared	1	1,000	CICT	1	1,065	CICT	1	1,134	CICT	1	1,158	CICT	1	1,158	CICT	5,515	
	• National ICT Skills Development Plan (CICT)	Regularly conduct sustainable ICT skills survey and tracking system that will provide accurate data on the status of ICT and ICT-enabled skills in the county for benchworking and placement purposes	Private Industry	- No. of Plans developed - No. of programs and projects identified	1	2,500	CICT	-	-	CICT	1	2,000	CICT	-	-	CICT	1	2,130	CICT	6,630	
	• Indigenous Knowledge System and Practices (IKSP) Documentation (NCIP)	Mainstream culture and development in the plans, policies, programs, and projects providing KALAHI culture services for the poor particularly the marginalized, the minorities and the migrants	Poor and marginalized sector	- No. of IKSP researches completed	1	270	NCIP	1	288	NCIP	1	306	NCIP	1	348	NCIP	1	348	NCIP	1,560	
	• Institutionalization of the integration of TVET graduates in the LGU Human Resource Database and utilization for local development (DILG)	The program aims to institutionalize the mainstreaming of TVET graduates in the local development process of TESDA covered LGU Human Resource Database & utilized them for localized/ customized community development projects	LGUs	- No. of policies formulated & issued - No. of advocacy consultations with the leagues of LGU & TVET covered LGUs - No. of reports in compliance to policy	1	10	BLG/DILG	79	200	TESDA	-	-	-	-	-	-	-	-	-	210	140
	• Katulong at Gabay sa Manggagawang may Kapansanan (KAGABAY) (DOLE)	It encourages Persons with Disabilities (PWDs) all over the country to register with DOLE-ROs to form part of the nat'l registry of disabled person. It aims to assist in the integration of PWDs into the mainstream of the society by	Occupationally disabled workers (ODWs)	- No. of Differently Abled Persons (DAPs) provided with training, employment or entrepreneurship/technopreneurship assistance	50	250	DOLE	125	400	DOLE	125	400	DOLE	100	320	DOLE	100	320	DOLE	1,690	



Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• Labor Market & Education and Training Market Studies and Researches (TESDA)	Updating TVET information in support of planning and policy-making in TVET	COROPOTI	- No. of TVET situationers & other statistical reports prepared  - No. of Researches/ studies conducted	1 Nat'l LMI profile 1 per Region/ Province 1 Nat'l ET market profile 1 per Region/ Province  1 Nat'l Regional 1 Provincial 1 Int'l	3,994	TESDA	1 Nat'l LMI profile 1 per Region/ Province 1 Nat'l ET market profile 1 per Region/ Province  1 Nat'l Regional 1 Provincial 1 Int'l	3,994	TESDA	1 Nat'l LMI profile 1 per Region/ Province 1 Nat'l ET market profile 1 per Region/ Province  1 Nat'l Regional 1 Provincial 1 Int'l	3,994	TESDA	1 Nat'l LMI profile 1 per Region/ Province 1 Nat'l ET market profile 1 per Region/ Province  1 Nat'l Regional 1 Provincial 1 Int'l	3,994	TESDA	1 Nat'l LMI profile 1 per Region/ Province 1 Nat'l ET market profile 1 per Region/ Province  1 Nat'l Regional 1 Provincial 1 Int'l	3,994	TESDA	19,970
	• Youth Profile for Starring Careers (YP4SC) (TESDA)	Launching and implementation of the profiling project with DepED, DOST, CHED	High School Students and OSY	- No. of High school students and OSY served	100,000	12,220	TESDA and partner NGAs	100,000	12,220	TESDA and partner NGAs	100,000	12,220	TESDA and partner NGAs	100,000	12,220	TESDA and partner NGAs	100,000	12,220	TESDA and partner NGAs	61,100
	• Installation & Operationalization of Information Systems (TESDA)	Institutionalization of TESDA Information System	Infosystems users	- No. of infosystems users	All Nat'l/ Regional/ Provincial/ Institutional infosystems users	4,014	TESDA	All Nat'l/ Regional/ Provincial/ Institutional infosystems users	4,014	TESDA	All Nat'l/ Regional/ Provincial/ Institutional infosystems users	4,014	TESDA	All Nat'l/ Regional/ Provincial/ Institutional infosystems users	4,014	TESDA	All Nat'l/ Regional/ Provincial/ Institutional infosystems users	4,014	TESDA	20,070
	• Tracking TVET Graduates (TESDA)	Determining employment rate of TVET graduates thru Tracking System & Tracer Study	Stakeholder/ Public and Private industries	- Employment rate of TVET graduates increased	10 % increase (from 50% to 60%) in absorption rate of TVET graduates	3,521	TESDA	60% of TVET graduates	3,521	TESDA	60% of TVET graduates	3,521	TESDA	60% of TVET graduates	3,521	TESDA	60% of TVET graduates	3,521	TESDA	17,605
	• TVET Sub-sector Monitoring (TESDA)	Institutionalizing performance monitoring system	LGUs, NGOs, LAs, Private Individuals, Industries	- No. of person trained in the TVET sub-sector	1 million trained by the TVET sub-sector	4,267	TESDA	1 million	4,267	TESDA	1 million	4,267	TESDA	1 million	4,267	TESDA	1 million	4,267	TESDA	21,335

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• Social Marketing and Advocacy (TESDA)	TVET advocacy program through: • Sustain conduct of skills competition  • Tri-media initiatives	LGUs, NGOs, LAs, Private Individuals, Industries  TVIs, Individuals	- Skills competition conducted  - Tri-media exposures	1 Int'l/ ASEAN 1 Nat'l/ Regional/Provincial	7,919	TESDA	1 Int'l/ ASEAN 1 Nat'l/ Regional/Provincial	7,919	TESDA	1 Int'l/ ASEAN 1 Nat'l/ Regional/Provincial	7,919	TESDA	1 Int'l/ ASEAN 1 Nat'l/ Regional/Provincial	7,919	TESDA	1 Int'l/ ASEAN 1 Nat'l/ Regional/Provincial	7,919	TESDA	39,595
	• Establishment of Provincial Labor Product Market & Technology Info. System in Zambo. Sur (TESDA)	A one-stop shop provincial info. center that provides data on LPM and tech. information	People in the province and nearby cities/provinces	- Provincial LPM and Tech Info. Center established	1	20	Pagadian LGU	1 Center strengthened	20	Pagadian LGU	1 Center strengthened	20	Pagadian LGU	1 Center strengthened	20	Pagadian LGU	1 Center strengthened	20	Pagadian LGU	3,200
	• Skills Camp (TESDA)	Skills Camp for OSY as an annual activity from the SK Funds	OSYs	- Number of clients served	100	30	SK Fund	100	35	SK Fund	100	40	SK Fund	100	45	SK Fund	100	50	SK Fund	200
	• Skills Training on Agri - Fishery Cum Village Technology (TESDA)	- Various skills training programs on agri-fishery, livestock and poultry, livelihood and other farming activities  - These are short-term duration TVET programs aimed at attaining specific learning objectives conducted in the community by the LGU, NGO, People's Organizations and other NGAs. Training is mostly on livelihood skills and entrepreneurship	Farmers, OSY, interested adults and other vulnerable sectors including displaced workers	- No. of graduates - No. of trained persons in livestock and poultry - No. of trained person in Mango production	9,620 500	68,888	LGU, DA, TESDA, PMS Fund, 20% Dev't Fund, PLGU, NGAs, ODA	9,511 143	69,880	LGU, DA, TESDA, PMS Fund, 20% Dev't Fund, PLGU, NGAs, ODA	9,481 146	69,882	LGU, DA, TESDA, PMS Fund, 20% Dev't Fund, PLGU, NGAs, ODA	276 149	409	LGU, DA, TESDA, PMS Fund, 20% Dev't Fund, PLGU, NGAs, ODA	276 151	410	LGU, DA, TESDA, PMS Fund, 20% Dev't Fund, PLGU, NGAs, ODA	209,469
			Farmers, Fisherfolks, Women, OSY, unemployed persons	- No. of livelihood and industrial skills training graduates	7,831	15,579	LGUs, DA, DTI, DSWD, DOLE, TESDA, NGO, ODA, IFAD, PDAF, KFW, GEM	-	-	-	-	-	-	-	-	-	-	-	-	15,579
		- Training cum Production using Resource-based raw materials	Organized Agri-Fishery groups and other Middle-level Manpower of selected Municipalities	- Number of CBTED graduates	122	614	DTI, TESDA, DA, LGU, Provc'l, Nat'l/ Brgy. Dev't Fund, GAD Fund, SEA	90	200	GAD Fund, SEA	90	200	GAD Fund, SEA	90	200	GAD Fund, SEA	90	200	GAD Fund, SEA	1,414

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
		- Skills training program on Food processing/ high valued vegetables	OSY & other interested adults/mothers, high school students	- No. of graduates	100	20	20% Dev't Fund	102	20	20% Dev't Fund	104	21	20% Dev't Fund	106	21	20% Dev't Fund	108	22	20% Dev't Fund	104
	Job Skill Matching System (TESDA)	An individual's skills matches the demand in the market	Prospective trainees and job-seekers	Job-skill matching system institutionalized/ operationalized	-	54,080	TESDA	-	61,562	TESDA	-	65,319	TESDA	-	72,833	TESDA	-	72,833	TESDA	326,627
	Establishment of occupation oriented and locally-funded Community Colleges (TESDA)	Establishment of Community Colleges that cater to the needs of the area	TVET sub-sector, community	No. of community colleges established	-	28,000	TESDA	-	-	-	-	-	-	-	-	-	-	-	-	28,000
<b>Sub-total</b>																				<b>P1,028,513</b>
<b>3. Lifelong Learning Mechanism/ Ladderization and Articulation</b>	<ul style="list-style-type: none"> <li>Ladderization of TVET and Higher Education Programs (EO 358) (TESDA)</li> <li>Organization of Technical Secretariat</li> <li>Joint TESDA-CHED Senior Officials Workshops</li> <li>Joint Workshops of TESDA and CHED Technical Panels</li> <li>Social Marketing and Advocacy</li> <li>Consultation with end-users</li> <li>Nationwide implementation of Systems, Networks and</li> </ul>	This aims to develop and implement a unified national qualifications framework that establishes equivalency pathways and access ramps for a ladderized system allowing for easier transitions and progressions between TVET and higher education (HE).	<ul style="list-style-type: none"> <li>TVIs</li> <li>COROPOTI</li> <li>LGAs</li> <li>TVIs/Graduates</li> <li>TVIs, Individuals</li> <li>TVIs, Individuals</li> </ul>	<ul style="list-style-type: none"> <li>- No. of technical secretariat organized</li> <li>- No. of Articulated Programs implemented</li> <li>- No. of Equivalency formalized</li> </ul>	<ul style="list-style-type: none"> <li>1 Technical Secretariat</li> <li>1 per Region</li> <li>1 per Region</li> </ul>	<ul style="list-style-type: none"> <li>500</li> <li>30</li> <li>500</li> <li>1,000</li> <li>500</li> <li>1,500</li> </ul>	<ul style="list-style-type: none"> <li>TESDA</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>1 per Region</li> <li>1 per Region</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>30</li> <li>500</li> <li>1,000</li> <li>500</li> <li>1,500</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>1 per Region</li> <li>1 per Region</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>30</li> <li>500</li> <li>1,000</li> <li>500</li> <li>1,500</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>1 per Region</li> <li>1 per Region</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>30</li> <li>500</li> <li>1,000</li> <li>500</li> <li>1,500</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> <li>TESDA/CHED</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>1 per Region</li> <li>1 per Region</li> </ul>	<ul style="list-style-type: none"> <li>-</li> <li>30</li> <li>500</li> <li>1,000</li> <li>500</li> <li>1,500</li> </ul>	<ul style="list-style-type: none"> <li>500</li> <li>150</li> <li>2,500</li> <li>5,000</li> <li>2,500</li> <li>7,500</li> </ul>	



Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• Project SAGIP KAPATID (Serve and Assist the Genuine Indigenous People Through Knowledge/Application Towards Immediate Dev't.) (TESDA/DepED)	Provide the needed appropriate/relevant literacy life skills based from the new alternative learning system (ALS) curriculum framework	Indigenous People	- No. of class/division organized	5 classes	100	LGU, LSB, self-help	10 classes	20	LGU, LSB, self-help	15 classes	140	LGU, LSB, self-help	20 classes	180	LGU, LSB, self-help	25 classes	200	LGU, LSB, self-help	640
<b>Sub-total</b>																			<b>P1,139,308</b>	
<b>4. Expanding Scholarships and other Incentive Support Services</b>	• Student Financial Assistance Programs (CHED)	Provision of scholarship support to students in the higher level education	All Regions	- No. of scholars	42,600 developed for need-based & merit-based selection of student beneficiaries	374,000	CHED	42,600	398,310	CHED	42,600	424,200	CHED	14,200	506,919	CHED	14,200	1,703,429	CHED	3,406,858
	• Private Education Student Financial Assistance (PESFA) (TESDA)	TESDA scholarship and financial assistance to deserving TVET students	All Regions	- No. of scholars	13,800 scholars	290,505	TESDA	13,800 scholars	290,505	TESDA	13,800 scholars	290,505	TESDA	13,800 scholars	290,505	TESDA	13,800 scholars	290,505	TESDA	1,452,525
	• Iskolang Mahirap na Pamilya (IMP) (TESDA)	Financial assistance for deserving and poor students	All Regions	- No. of IMP scholars	1,979 scholars	30,000	TESDA	1,979 scholars	30,000	TESDA	1,979 scholars	30,000	TESDA	1,979 scholars	30,000	TESDA	1,979 scholars	30,000	TESDA	150,000
	• Skills for Employment Scholarship Program (SESP) (OWWA)	Technical/vocational program offered to landbased or seabased OFWs	OFWs or Beneficiaries dependents	- No. of OFWs or beneficiary dependents	745	6,000	OWWA	745	6,000	OWWA	745	6,000	OWWA	745	6,000	OWWA	745	6,000	OWWA	30,000
	• Seafarers Upgrading Scholarship Program (SUSP) (OWWA)	Design to upgrade knowledge and skills develop expertise and update skills of Seafarers	Seafarers	- No. of Seafarers	1,880	10,000	OWWA	1,880	10,000	OWWA	1,880	10,000	OWWA	1,880	10,000	OWWA	1,880	10,000	OWWA	50,000

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• DOST- Academe Technology – Based Enterprise Development (DATBED) (DOST)	Financial assistance extended to public schools, OSY, young professionals and entrepreneurs to establish micro-enterprises projects	Public schools, OSY, young professionals and entrepreneurs	- No. of school accredited - No. of technology-based enterprises established/ created - No. of students, OSY and young professionals assisted	4 6 10	2,500	DOST	4 6 10	2,500	DOST	4 6 10	3,000	DOST	-	-	-	-	-	-	8,000
	• Science and Technology Scholarship (DOST)	Education and training scholarship for economically and socially disadvantaged groups	Students	No. of students who availed of the scholarship	10,000	303,700	DOST	10,000	303,700	DOST	10,000	303,700	DOST	10,000	303,700	DOST	10,000	303,700	DOST	1,518,500
	• Career Guidance (TESDA)	Strengthening Career Guidance and counseling services to prepare the youth for gainful occupations	TVIs	- No. of students counseled	80,000 students (10% of DepED projection)	3,826	TESDA	80,000 students	3,826	TESDA	80,000 students	3,826	TESDA	80,000 students	3,826	TESDA	80,000 students	3,826	TESDA	19,130
	• Congressional Scholarship Programs (TESDA)	Expand TVET Scholarship opportunities for poor and deserving students	Students	- No. of Scholars	390	1,025	PDAF- TESDA	500	1,375	PDAF- TESDA	-	-	-	-	-	-	-	-	-	2,400
	• LGU-TVET Scholarship (TESDA)	Broadening investment of LGUs in TVET	Students	- No. of Scholars	25	125	LGUs	35	175	LGUs	50	250	LGUs	50	250	LGUs	50	250	LGUs	1,050
	• Project Grants for Educational Assistance on Technology Courses for Muslims (TESDA)	Financial assistance provided to deserving Muslim students in TVET programs	Muslim students	No. of scholars	10 scholars	80	DOST	15 scholars	129	DOST	20 scholars	160	DOST	30 scholars	176	DOST	30 scholars	176	DOST	721
	• Paaral Para sa Sarangans Program (TESDA)	Financial assistance provided to Sarangans students in TVET programs	Sarangans students	No. of MLGUs sponsored scholarship	7 MLGUs	1,271	LGU Sarangani Province	-	1,399	LGU Sarangani Province	-	1,538	LGU Sarangani Province	-	-	-	-	-	-	4,208
	• Provision of Scholarship (TESDA)	Fund subsidy for students who take up technical programs	Less privileged high school graduates who cannot afford to pursue degree programs	- Scholars served	600	1,800	PDAF	600	1,800	PDAF	600	1,800	PDAF	600	1,800	PDAF	-	-	-	7,200



Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• Tendering Program (TESDA)	This is packaging a training program through an invitation to at least three training providers of the concerned industry to present project proposals to meet the competency development needs of a particular group of clients.	Training providers and TVET students	No. of persons trained for priority/available occupations	-	373,367	-	-	397,636	-	-	421,905	-	-	470,443	-	-	470,443	-	2,133,794
<b>Sub-total</b>																			<b>P8,784,386</b>	
<b>5. Competency-based TVET</b>	• Expansion of TVET institution roles in training provision (TESDA)	Expanding the roles of TVET institutions in training provisions	TVIs	- Rate of increase in the no. of trained persons	60% increase of 120,000 trained persons	623,752	TESDA	60% increase of 120,000 trained persons	623,752	TESDA	60% increase of 120,000 trained persons	623,752	TESDA	60% increase of 120,000 trained persons	623,752	TESDA	60% increase of 120,000 trained persons	623,752	TESDA	3,118,760
	• Delivery of TVET Programs (TESDA)	Supervision and support in the delivery of TVET a. Institution and Center-based Programs - Regular Programs - Short-term Programs	TVIs/HEIs RTCs, PTCs	- No. of students - No. of students	51,442 51,882		51,442 51,882		51,442 51,882		51,442 51,882		51,442 51,882		51,442 51,882		51,442 51,882		51,442 51,882	
		b. Community-based	CTECs	- No. of CTECs	1,124	35,763	TESDA	1,124	35,763	TESDA	1,124	35,763	TESDA	1,124	35,763	TESDA	1,124	35,763	TESDA	178,815
		c. Enterprise-based	Partner enterprises	- No. of Partner enterprises	500	3,715		500	3,715		500	3,715		500	3,715		500	3,715		18,575
	• Development/Enhancement of Curriculum (TESDA)	Regular review and revision of TVET curricula to strengthen foundation skills, entrepreneurship development, values, work ethics and gender sensitivity	All regions	-	Prototype curricula developed and adopted	3,810	TESDA	Prototype curricula developed and adopted	4,058	TESDA	Prototype curricula developed and adopted	4,306	TESDA	Prototype curricula developed and adopted	4,554	TESDA	Prototype curricula developed and adopted	4,802	TESDA	21,530
	• Distance Learning (TESDA)	Establishment of e-centers in every TESDA school. Development and utilization of DL curriculum by other providers such as NGOs and academic organizations.	All regions	- No. of e-center established in every TESDA school - No. of DL curriculum developed and utilized - No. of graduates of DL	59	18,000	TESDA	-	-	-	-	-	-	-	-	-	-	-	-	18,000
						2,671	TESDA		2,845	TESDA										5,516

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• Skills Training Programs in Priority Sectors and Skills (TESDA)	Provision of skills training in priority sectors and critical skills to create livelihood opportunities and generate employment	All regions	- No. of persons trained	At least 1 million	558,192	TESDA	At least 1 million	594,474	TESDA	At least 1 million	630,756	TESDA	At least 1 million	667,038	TESDA	At least 1 million	703,320	TESDA	3,153,780
	• SIKAP Kabataang Pinoy (NYC)	Enhance productivity and employability of youths thru training, capability building & special employment program	Youth individuals	- No of youth beneficiaries	500	1,000	NYC	500	1,000	NYC	500	1,000	NYC	500	1,000	NYC	500	1,000	NYC	5,000
	• Government Internship Program (NYC)	Employment emergency for out-of-school and out-of-work youths in Metro Manila	Out-of School youth in Metro Manila	- No. of youth beneficiaries	180	1,372	NYC	180	1,372	NYC	180	1,372	NYC	180	1,372	NYC	180	1,372	NYC	6,860
	• Ongoing PPAs Skills Training (NHA)	Skills Training on Basic Building, Haircutting/Coloring, Consumer Electronics	Private individuals	- No. of persons trained	116	251	PRRC	76	28	PRRC	-	-	-	-	-	-	-	-	-	279
	• Training on Testing and analysis of Materials (DOST)	Technology and skills training programs and modules packaging/ repackaging	Student trainees	- No. of Trainees	3	25	DOST	3	28	DOST	3	29	DOST	-	-	-	-	-	-	82
	• New PPAs Skills Trainings (NHA)	Skills Training on Manicure/Pedicure, Body Spa, SEA-K organization and collection, Electronics, Masonry, Welding, Cooperative Dev't	Private individuals	- No. of persons trained	109	616	PRRC	4	375	PRRC	29	395	PRRC	4	375	PRRC	4	375	PRRC	2,136
	• Social and Vocational Rehabilitation Program (Community-based Training Program) (DSWD)	Concerned with the development of positive social behavior and training skills for Persons with Disability (PWD) to enable them to successfully perform tasks. The ultimate objective is to prepare clients acquire productivity skills and positive work habits and attitudes through training to develop their residual capacities preparatory to employment	Person with Disability	- No of PWDs graduated to skills training courses	700	14,010	GAA	700	14,010	GAA	700	14,010	GAA	700	14,010	GAA	700	14,010	GAA	70,050

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• Technology Trainings (TESDA)	Conduct of training to enhance the participants' knowledge and promote new technologies for increased quality outputs/products	SMEs/Producers, etc.	- No. of trainees - No. of trainings conducted	60 participants	980	DOST	65 participants	2,020	DOST	70 participants	2,360	DOST	240 participants	7,920	DOST	240 participants	7,920	DOST	21,200
	• Rendering of Technical Assistance (TESDA)	Technical assistance provided to fisherfolk of Negros Occidental	Fisherfolks	- No. of fisherfolks provided with technical assistance	3,930	1,140	BFAR	3,930	1,140	BFAR	3,930	1,140	BFAR	3,930	1,260	BFAR	3,930	1,260	BFAR	5,940
	• Alternative Livelihood for Displaced Workers Skills Enhancement Cooperative Formation (TESDA)	Conduct of skills training formation of cooperative to start business	Displaced Workers	- No. classes/division organized	28 classes	650	LGU Self-help	42 classes	692	LGU Self-help	56 classes	737	LGU Self-help	70 classes	785	LGU Self-help	84 classes	836	LGU Self-help	3,700
	• Revitalization of the Coffee Industry (TESDA)	Conduct of Trainings on rejuvenation, balanced fertilization, improved quality & increased productivity.  Conduct of seminars on new varieties of coffee, institutional enhancement and advocacy	Coffee growers	- No of training conducted - No. of attendees - No. of areas rejuvenized	Gained knowledge on revitalization of coffee industry thru trainings & advocacy	3,000	DA/LDB Quedancor	Gained knowledge on revitalization of coffee industry thru trainings & advocacy	3,000	DA/LDB Quedancor	Gained knowledge on revitalization of coffee industry thru trainings & advocacy	3,000	DA/LDB Quedancor	Gained knowledge on revitalization of coffee industry thru trainings & advocacy	3,000	DA/LDB Quedancor	Gained knowledge on revitalization of coffee industry thru trainings & advocacy	3,000	DA/LDB Quedancor	15,000
	• DOST Technology Training Center (DTTC) Program (DOST)	Establishment of training centers and provision of technical assistance in the conduct of trainings  Promotion technology adoption through conduct of training for entrepreneurs, NGOs and individual	Manufacturers of fashion & accessories, Cebu FAME staff, Technicians & staff of jewelry companies  Entrepreneurs, industry association	- No. of new training centers assisted/ established - No. of trainings conducted/ assisted - Amount of seed money generated  - No. of trainings conducted/ assisted - No. of pax	2 2 50,000 10 200	1,000 - - 1,500 -	DOST/ TAPI-Cebu FAME & CDDTC TAPI-GIA	2 2 100,000 15 300	1,250 - - 2,000 -	DOST/ TAPI-Cebu FAME & CDDTC TAPI-GIA	2 2 200,000 15 300	1,500 - - 2,000 -	DOST/ TAPI-Cebu FAME & CDDTC TAPI-GIA	- - - 2,500 -	- - - TAPI-GIA -	- - - 3,000 -	- - - TAPI-GIA -	- - - 3,000 -	3,750 11,000 -	
	• Aqua Industry (TESDA)	Establishment of a community-based aqua industry	Entrepreneurs	- Technology adopted - No. of trainings	1 15	1,000 -	DOST/ SETUP	1 20	1,200 -	DOST/ SETUP	1 25	1,500 -	DOST/ SETUP	1 30	1,500 -	DOST/ SETUP	1 35	2,000 -	DOST/ SETUP	7,200

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
• Essential Oil (TESDA)	Establishment of Essential Oil community-based mini industry in Cagayan Valley	Entrepreneurs	- Technology adopted	1	1,000	DOST/SETUP	-	-	-	-	-	-	-	-	-	-	-	-	1,000	
				6	1,000															
• Pineapple Production (TESDA)	Establishment of a community-based pineapple mini industry	Evergreen Multiple Peril Crop Insurance (MPCI) members	- No. of trainings conducted	5	800	DOST/SETUP	-	-	-	-	-	-	-	-	-	-	-	-	800	
• Marine and Brackistwater Project (TESDA)	Establishment of a marine and brackistwater mini fishery industry	Gonzaga's best members	- No. of trainings conducted	5	1,000	DOST/SETUP	-	-	-	-	-	-	-	-	-	-	-	-	1,000	
• Food Production (TESDA)	Establishment of a community-based food production and processing industry	Food processors	- Technology adopted - No. of trainings conducted	3	1,000	DOST/SETUP	1	1,200	DOST/SETUP	1	1,500	DOST/SETUP	1	1,500	DOST/SETUP	1	2,000	DOST/SETUP	7,200	
				1			20			25			30			35				
• Furniture (TESDA)	Upgrading of Furniture Producers Association in Cagayan, Isabela, Nueva Viscaya	Furniture makers	- No. of trainings conducted	1	1,000	DOST/SETUP	-	-	-	-	-	-	-	-	-	-	-	-	1,000	
• GMA Livestock and other regular programs (TESDA/DA)	Conduct of Season Long Technical and Special Training, extension support, Education and Training services like: - Farmer Led Extension (FLE) on integrated SR production - Farmer Field School (FFS) on goat and sheep production	Livestock owners/Ranchers	- No. of trainings - No. of participants	-	-	-	5 180	800	DA	5 189	900	DA	8 280	1,440	DA	9 315	1,620	DA	4,760	
• GMA-Corn (TESDA/DA)	Conduct of Agribusiness Enterprise Training, Workshop on Value Adding and Extension Support, Education and Training services like: - Entrepreneurial and Training Support - Farmers Season Long, Farmers Led Extension  Provides training and other activities that will enhance the capability of corn cluster cooperative	Rural Women, Youths and Corn Farmers	- No. of trainings - No. of participants	10	758	DA	-	-	-	-	-	-	-	-	-	-	-	-	758	
				60																
		Corn Farmers/Corn Growers	- No. of batches - No. of trainings - No. of participants	4	547	DA	-	1,250	DA	-	1,350	DA	-	1,350	DA	-	1,450	DA	5,947	
				-			22			22		22			22					
				160			1,110			1,050		1,150			1,150					

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
		like: - Institutional Development - Trainer's Training																		
	• GMA-HVCC (TESDA/DA)	Conduct of Package of Technology and Specialized training and Extension Support, Education and Training Services like: - Farmers Season Long, Farmer Led Extension - FFS Training - Farmers Led Extension Training	HCC Growers, Vegetables Growers, Citrus Growers	- No. of trainings - No. of participants  - FSS Conducted - No. of participants	2 50	55 DA	2 50	60 DA	7	709 DA	7	759 DA	7	809 DA						2,392
	• GMA-Rice (TESDA/DA)	Conduct of Training on Management and Proper Handling of Hand Tractor and Post Harvest Facilities like: - Farmers Season Long Farmers Led Extension - Farm Youth Development Program	Corn Farmers, 4H Club members	- No. of batches - No. of participants - No of trainings	-	-	4 180 1	312 DA	4 180 1	414 DA	4 180 1	363 DA	-	-	-	-	-	-	-	1,089
	• FYDP and FHRMP (TESDA/DA)	Entrepreneurial capability building course for food processors and entrepreneurs to enhance their knowledge, attitudes and skills on agribusiness management and marketing strategies	4H and IRC members	- No. of trainings - No. of participants	-	-	2 50	54 DA	2 50	30 DA	2 50	55 DA	-	-	-	-	-	-	-	139
	• Delivery Programs of Private TVIs (TESDA)	Provision of Vocational Education and Training	Out-of-school youths, high school graduates, college graduates, college undergraduates	- No. persons trained	613	3,220	BEST, RCI, CHCS, CNCT, CACT, KCST, NCF	670	3,030	BEST, RCI, CHCS, CNCT, CACT, KCST, NCF	1,050	3,780	BEST, RCI, CHCS, CNCT, CACT, KCST, NCF	1,575	4,095	BEST, RCI, CHCS, CNCT, CACT, KCST, NCF	2,300	12,720	BEST, RCI, CHCS, CNCT, CACT, KCST, NCF	26,845
	• Sectoral Training (TESDA)	Sector training on sub-sector critical occupations by municipality	Identified sub-sectors	- No. of person trained by sex by sub-sector by critical sector by municipality	42,664	12,799	TESDA, other NGAs, NGOs, LGUs, IAs	46,930	14,079	TESDA, other NGAs, NGOs, LGUs, IAs	51,623	15,487	TESDA, other NGAs, NGOs, LGUs, IAs	56,786	17,036	TESDA, other NGAs, NGOs, LGUs, IAs	62,464	18,739	TESDA, other NGAs, NGOs, LGUs, IAs	78,140

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• IEC and Outreach Programs (TESDA)	Improve personnel productivity through OD and capability building	LGU Personnel	- No. of LGU personnel trained	-	1,000	LGU-IS	-	1,000	LGU-IS	-	1,000	LGU-IS	-	1,000	LGU-IS	-	1,000	LGU-IS	5,000
	• Introduction of Tech-voc education in Madrasah schools (TESDA)	Establishment of Madrasah schools for Tech-voc education	Madrasah Schools	- No. of Madrasah school	1	100	TESDA	1	100	TESDA	Adoption of Tech-voc in Madrasah supervised	50	TESDA	Adoption of Tech-voc in Madrasah supervised	50	TESDA	Adoption of Tech-voc in Madrasah supervised	50	TESDA	350
	• Advance Training Centers (ATCs) (TESDA)	Establishment of Advance Training Centers (ATCs) equipped with adequate training facilities	Regional and Provincial offices	- No. of advanced Training Centers	1 Regional ATC	6,000	TESDA	1 Regional ATC	6,000	TESDA	1 Regional ATC	6,000	TESDA	1 Regional ATC	7,000	TESDA	1 Regional ATC	7,000	TESDA	32,000
	• Program delivery assistance to TVET Providers (TESDA)	TVET Sector contribution to the creation of six to ten million jobs	OSY/ Unemployed/ Displaced & would be workers	- No. of Private TVIs provided with loan assistance	4	10	TVET Stakeholders	4	15	TVET Stakeholders	4	15	TVET Stakeholders	4	30	TVET Stakeholders	4	30	TVET Stakeholders	100
	• Massive Training (TESDA)	Accessibility to TVET programs	Marginalized sectors	- No. of graduates in NGO based program - No. of graduates in NGA based program - No. of graduates in I-CARE programs	200 700 660	500 2,000 3,850	TVET Stakeholders	300 1,000 820	600 2,600 4,750	TVET Stakeholders	400 1,200 990	700 3,200 4,960	TVET Stakeholders	500 1,600 1,140	800 3,800 5,560	TVET Stakeholders	600 2,000 1,425	1,000 4,500 6,370	TVET Stakeholders	3,600 16,100 25,490
<b>Sub-total</b>																				<b>P6,931,803</b>
6. Enhancing Quality Assurance Mechanisms	• Maritime Training Program (DOLE)	Development of standards for skills certification and assessment of competencies based on international standards	Maritime officers and ratings/ Seafarers	- % increase in certification rate - No. of certificates issued to Filipino seafarers	10% 11,770	56,380	DOLE-NMP	10% 12,947	60,045	DOLE-NMP	10% 14,241	63,948	DOLE-NMP	10% 17,283	72,626	DOLE-NMP	10% 17,283	72,626	DOLE-NMP	325,625
		Continuous improvement of the technical/vocational and maritime training programs to meet the critical skills needed in the globalizing economy as identified thru industry signals		- No. of maritime training courses monitored and accredited	200	400	DOLE-MTC	130	440	DOLE-MTC	100	484	DOLE-MTC	-	587	DOLE-MTC	-	587	DOLE-MTC	2,498

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• National ICT Training Courses (CICT)	Ensure the quality of ICT human capital by providing opportunities for skills development and training and by adopting national standards certification systems comparable with the rest of Asia	Individuals	- No. of training courses developed and implemented.	-	11,113	CICT	-	11,835	CICT	-	12,604	CICT	-	12,877	CICT	-	12,877	CICT	61,306
	• National ICT Certification Plan for Government Employees (CICT)	Regularly conduct sustainable ICT skills survey and tracking accurate data on the status of ICT and ICT-enabled skills in the country for benchmarking purposes	Government Employees	- No. of plans developed - No. of beneficiaries	-	1,000	CICT	-	-	-	-	700	CICT	-	1,065	CICT	-	-	-	2,765
	• Strengthen Quality Assurance (CHED)	Strengthening TVET quality standards process and system	COROPOTI	- No. of standards processed and system developed	Rationalized updated policies, standards & guidelines	51,920	CHED	Benchmarked Quality Assurance System	31,800	CHED	Institutionalized 2 quality assurance system in HEIs	30,450	CHED	Upgrade accreditation system procedures	31,752	CHED	Upgrade accreditation system procedures	31,752	CHED	177,674
	• UTPRAS Program Registration (TESDA)	Registering TVET programs classified by qualification level	TVIs	- 100% of institutions & enterprise-based TVET programs registered	TVET programs registered	15,790	TESDA	TVET programs registered	15,790	TESDA	TVET programs registered	15,790	TESDA	TVET programs registered	15,790	TESDA	TVET programs registered	15,790	TESDA	78,950
	• Program Accreditation (PTQF) (TESDA)	Providing Quality Awards for TVET programs/institutions accredited	TVIs	- 10% of TVET programs/institutions accredited	TVET programs in TESDA Institutes accredited	9,917	TESDA	TVET programs in TESDA Institutes accredited	9,917	TESDA	TVET programs in TESDA Institutes accredited	9,917	TESDA	TVET programs in TESDA Institutes accredited	9,917	TESDA	TVET programs in TESDA Institutes accredited	9,917	TESDA	49,585
	• Technical Assistance Programs (TESDA)	Assisting TVET providers and administrators in trainers' training and curriculum development	TVIs, RTCs, PTCs, Career Counselors	- No. of TVET providers assisted - No. of administrators, career counselors, trainers assisted	121 300	91,503 TESDA	121 300	91,503 TESDA	121 300	91,503 TESDA	121 300	91,503 TESDA	121 300	91,503 TESDA	121 300	91,503 TESDA	121 300	91,503 TESDA	457,515	
	• Competency Assessment and Certification (TESDA)	Assessment and certification of competencies to meet quality standards of TVET graduates	TVET graduates	- No. of assessed - certification rate - percentage increase in persons certified	331,100 assessed 50% certification rate 10% increase in the no. of	61,593 TESDA	331,100 assessed 50% certification rate 10% increase in the no. of	61,593 TESDA	331,100 assessed 50% certification rate 10% increase in the no. of	61,593 TESDA	331,100 assessed 50% certification rate 10% increase in the no. of	61,593 TESDA	331,100 assessed 50% certification rate 10% increase in the no. of	61,593 TESDA	331,100 assessed 50% certification rate 10% increase in the no. of	61,593 TESDA	331,100 assessed 50% certification rate 10% increase in the no. of	61,593 TESDA	307,965	





Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)	
					2005			2006			2007			2008			2009				
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source		
	for Employment of Students (SPES) (DOLE)	and special employment for OSY																			
	• Youth Entrepreneurship/technopreneurship Program (NYC)	Widen opportunities for the youth to become involved in productive enterprises particularly in terms of opening microfinance windows and entrepreneurial skills training scholarship	Private individuals especially the youth	- No. of youth beneficiaries trained	500	1,000	NYC	500	1,000	NYC	500	1,000	NYC	500	1,000	NYC	500	1,000	NYC		5,000
	• Livelihood Training (TLRC)	Conduct business and livelihood courses	Entrepreneurs and would be entrepreneurs	- No. of courses conducted - No. of business established - No. of pax/graduates	600 2,400 12,000	1,500 27,000	TLRC TLRC	- - 14,400	- - 32,000	TLRC TLRC	- - 17,200	- - 35,000	TLRC TLRC	- - 20,736	- - 38,000	TLRC TLRC	- - 24,000	- - 42,000	TLRC TLRC		1,500 - 174,000
	• Achievement Motivation Training Program (DTI)	Programs to develop entrepreneurs	Housewives, students, OSY, trainers, teachers, starting entrepreneurs, depressed communities	- No. of AMT conducted - No. of beneficiaries	4 100	990	DTI and cooperators	5 125	1,056	DTI and cooperators	5 125	1,147	DTI and cooperators	6 150	1,261	DTI and cooperators	6 150	1,387	DTI and cooperators		5,841
	• DAR-TESDA Livelihood and Enterprise Assistance Programs in Agrarian Reform Areas (LEAP in ARAs) (DAR)	Community-based Training for Enterprise Development (CBTED) program to support in promoting non-formal technical and vocational training as a means of introducing and establishing agricultural and non-agricultural enterprises and other service or products in ARCs	Individual or group of ARB women & youth who seek skills training for livelihood & income generation activities or enterprises	- No. of training for program implementers on CBTED - No. of feedbacking - No. of quarterly field visits - No. of best promising practice documented - No. of IEC materials	-	2,072	TESDA-DAR	-	1,307	TESDA-DAR	-	1,302	TESDA-DAR	-	1,302	TESDA-DAR	-	-	-		5,983
	• Self-Employment Kaunlaran Program (SEA-K) (DSWD)	The SEA-K is a capability building program of DSWD and the LGUs which aims to enhance the socio-economic skills of poor families through the organization of community-based associations for entrepreneurial development	Disadvantaged individuals	- No. of SEA-K families provided with capability building & seed fund	20,400	98,250	CIDSS & Revolving Settlement Fund	22,440	108,125	Revolving Settlement Fund	24,684	118,875	Revolving Settlement Fund	27,152	130,750	Revolving Settlement Fund	29,868	143,875	Revolving Settlement Fund		599,875

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	Continuing technical training focused on project development and management (SEA-K) (DSWD)	Expansion of livelihood convergence models and projects	-	- No of skills enhancement trainings conducted	-	432	-	-	432	-	-	432	-	-	432	-	-	432	-	2,160
	Homestay Program (DOT)	Consists of organizing and training homeowners to cater to both domestic and foreign tourists	LGUs	- 570 homeowners - 30 pax	3 programs	43	DOT & Requesting party	3 programs	47	DOT & Requesting party	4 programs	52	DOT & Requesting party	4 programs	57	DOT & Requesting party	5 programs	63	DOT & Requesting party	262
	Overseas Workers Welfare Program (DOLE)	Strengthen the reintegration program of OFWs including their families and dependents through intensified campaign on savings mobilization and investment and their psycho-social needs	OFWs and their families/dependents	- No. of OFWs and their families benefited - No. of seminars, training on savings mobilization and investment conducted  - No. of OFWs entrepreneurship/technopreneurship training participants	10,312  523  7,510	19,285	DOLE	11,343  575  8,261	21,213	DOLE	12,477  632  9,087	23,334	DOLE	15,142  766  11,029	28,320	DOLE	15,142  766  11,029	28,320	DOLE	120,472
	Plant for Life (TESDA)	Social Volunteerism Program of TESDA Personnel	COROPOTI	- No. of social volunteerism projects implemented	All Regions implementing	1,520	TESDA	All Regions implementing	1,520	TESDA	All Regions implementing	1,520	TESDA	All Regions implementing	1,520	TESDA	All Regions implementing	1,520	TESDA	7,600
	Entrepreneurship/Technopreneurship Development Programs (TESDA)	Technical assistance in enterprises development	Enterprises	- No. of enterprises assisted  - No. of persons trained	7,000 provided technical assistance  120,000 persons trained	649	TESDA	7,000	713	TESDA	7,000	785	TESDA	7,000	863	TESDA	7,000	950	TESDA	3,960
	Village Technologies for Community-based Training in Agri-Fishery (TESDA)	Community-based Agri-fishery Training Programs  Dangal ng Barangay Project	LGUs, NGO's, LAs, Private Individuals, Industries	- No. of Agri-fishery training programs  - "Dangal" products & services marketed	1 program per province  1 product or service per province	10,200  15,300	TESDA	-	10,200	TESDA	-	10,200	TESDA	-	10,200	TESDA	-	10,200	TESDA	51,000  76,500



Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	<ul style="list-style-type: none"> <li>Skills Development - Skills Training on livelihood &amp; IGP</li> <li>- Extension &amp; communication on skills</li> <li>- Sloping Land Management</li> <li>- Seminar/ Workshop on information technology</li> <li>- Seminar/ Workshop on Computer Literacy &amp; Data Banking</li> <li>- Seminar/ Workshop on Basic computer operation (ATI)</li> </ul>	This refers to the enhancement of capabilities of extension workers in certain field of expertise. This includes skills in communications (oral & written) and technical skills (computer operation, production management, etc..)	Extension Workers	<ul style="list-style-type: none"> <li>- No. of trainings conducted</li> <li>- No. of participants</li> </ul>	11	1,017	Presidents Budget & GMA	12	1,119	Presidents Budget & GMA	13	1,231	Presidents Budget & GMA	15	1,354	Presidents Budget & GMA	16	1,490	Presidents Budget & GMA	6,211
	<ul style="list-style-type: none"> <li>Central Luzon Assistance Program for the Development of Priority Revenue Streams (food, home furnishings, gift and houseware décor, wearable and coconut industry) (DTI)</li> </ul>	Technology and marketing support for micro-enterprises and SMEs	Micro-enterprises and SMEs	<ul style="list-style-type: none"> <li>- No of micro-enterprises and SMEs given support</li> </ul>	-	3,000	DTI	-	3,000	DTI	-	3,000	DTI	-	3,000	DTI	-	3,000	DTI	15,000
	<ul style="list-style-type: none"> <li>Innovative livelihood program for the Muslims (DTI)</li> </ul>	Livelihood and entrepreneurship/tech nopreneurship program for Muslim communities	Filipino Muslim communities	<ul style="list-style-type: none"> <li>- No. of persons/families availed the program</li> </ul>	-	200	DTI	-	200	DTI	-	200	DTI	-	200	DTI	-	200	DTI	1,000
	<ul style="list-style-type: none"> <li>Enhancing IP Skills (NCIP)</li> </ul>	Enhance IP skills for socio-economic productivity, opportunities and self-employment	Indigenous people	<ul style="list-style-type: none"> <li>- No. of skills training for IPs implemented</li> </ul>	-	1,658	NCIP	-	1,658	NCIP	-	1,658	NCIP	-	1,658	NCIP	-	1,658	NCIP	8,290

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• GAD skills Training and Livelihood Program (TESDA)	Enhancement of women participation in entrepreneurial activities	Women sector in all Regions	- No. of trainings and livelihood program organized	120	48,409	TESDA	120	48,409	TESDA	120	48,409	TESDA	120	48,409	TESDA	120	48,409	TESDA	242,045
	• Barangay Micro-Business Enterprise (BMBE) (TESDA/ DILG)	A project aimed at helping entrepreneurs by providing them with incentives and benefits for registering their businesses under the project	LGUs/small Entrepreneurs	- No. of enrolled LGUs	14	1,400	DILG	18	1,800	DILG	22	2,200	DILG	24	2,400	DILG	26	2,600	DILG	10,400
	• Promotion of Rural Employment through Self-Employment and Entrepreneurs hip Dev't (PRESEED) (DOLE)	Designed to provide self-employment opportunities among rural workers and their families particularly the "assetless" and "landless" groups who have entrepreneurial potential which adopts the Training Cum Production (TCP) Scheme	Rural Workers Women/ Young workers	- No. of trainings conducted - No. of participants	10	1,460	GAA	10	1,600	GAA	11	1,780	GAA	12	1,400	GAA	13	1,530	GAA	7,770
	• Small and Micro Enterprises Technology Upgrading (Food Processing, Marine-based Products, Horticulture, Furniture and Gifts Toys & Housewares) (TESDA)	The program aims to assist the small and medium enterprises in upgrading their technical capability and productivity	Small and medium enterprises regionwide	- No. of technology transferred/ adopted	10 firms 1 coop	1,400	DOST-SETUP	12 firms 1 coop	1,750	DOST-SETUP	14 firms 2 coops	2,000	DOST-SETUP	17 firms 2 coops	2,050	DOST-SETUP	18 firms 2 coops	2,350	DOST-SETUP	9,550
	• Management of Entrepreneurial and Technical Skills Development (TESDA/ DLR)	Promote organizational development for entrepreneurial and technical skills development activities of ARBs	ARBs	- No. of organizations - No. of ARBs	157 organizations 1,896 ARBs	1,570 3,970	DLR DLR	247 organizations 1,940 ARBs	1,470 4,070	DLR DLR	255 organizations 2,386 ARBs	1,550 5,260	DLR DLR	156 organizations 2,781 ARBs	1,560 6,400	DLR DLR	77 organizations 170 ARBs	1,540 500	DLR DLR	7,690 20,200
	• Agricultural Entrepreneurship Development (TESDA)	These are trainings on new technologies and marketing of agricultural products and development of farmers entrepreneur	Rural development clubs, farmers, rural youth, women	- Income Generating Project implemented - No. of clients served	3 IGP 45	500	20% Prov'l Dev't Fund	3 IGP 45	500	20% Prov'l Dev't Fund	3 IGP 45	500	20% Prov'l Dev't Fund	3 IGP 45	500	20% Prov'l Dev't Fund	-	-	-	2,000

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• Food Processing Development Program (TESDA)	The program will provide clients the technology on the processing of food	Farmers, Women and Out-of-School Youth	- No. of beneficiaries served	-	500	LGU-Benguet, DA-CARFU	-	500	LGU-Benguet, DA-CARFU	-	500	LGU-Benguet, DA-CARFU	-	500	LGU-Benguet, DA-CARFU	-	-	-	2,000
	• Entrepreneurial Development for Rural Tourism (TESDA/ DOT)	Training programs to enhance products for livelihood in tourist destinations	Women within the locality	- No. of women trained - No. of trainings conducted	25	35	DOT	35	50	DOT	35	50	DOT	45	65	DOT	45	65	DOT	265
	• Women Workers Employment and Entrepreneurship Development (WEED) Program (TESDA/ DOLE)	Social Protection and Welfare Program	Regionwide/ Women Workers	- Training-Cum-Production (TCP) conducted - No. of beneficiaries	9 117	775	BWYW	10 150	851	BWYW	10 170	900	BWYW	11 190	925	BWYW	11 190	950	BWYW	4,401
	• Technical Assistance (TESDA/ DENR)	Provision of financial and technical assistance for livelihood projects	Regionwide	- No. of projects implemented - No. of jobs created	-	-	-	1 80	600	DENR	1 80	600	DENR	1 80	600	DENR	1 80	300	DENR	2,100
	• Various Skills Training for Entrepreneurial/Technopreneurial Development and Livelihood Promotion (TESDA)	These are trainings and other support activities conducted to enhance the skills and capabilities of entrepreneurs/technopreneurs and various associations in the province of Ilocos Norte, Ilocos Sur, La Union and Pangasinan	Provincewide	- No. of trainings conducted - No. of province participated - No. of associations/cooperatives assisted	4 20	11,198	DTI, DAR, PGIN, PGIS, LGU-IS, LGU-PN, LGU-LU, IRA	4 30	12,286	DTI, DAR, PGIN, PGIS, LGU-IS, LGU-PN, LGU-LU, IRA	4 40	13,384	DTI, DAR, PGIN, PGIS, LGU-IS, LGU-PN, LGU-LU, IRA	4 50	14,443	DTI, DAR, PGIN, PGIS, LGU-IS, LGU-PN, LGU-LU, IRA	4 60	15,560	DTI, DAR, PGIN, PGIS, LGU-IS, LGU-PN, LGU-LU, IRA	66,871
	• One Town One Product (DTI)	Provide technology and marketing support for 3 million micro and small and medium enterprises	Micro-enterprises and SMEs	No. of priority products/sectors agreed upon with LGUs and other government agencies; No. of products identified	-	75,000	DTI	-	79,875	DTI	-	85,067	DTI	-	96,613	DTI	-	96,613	DTI	433,168

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	• Credit Line for Micro, SMEs and LGUs (DBP)	The project involves the provision of sub-loans to finance SMEs and micro-enterprises' procurement of imported and local capital/intermediate goods and spare parts in wholesale and retail schemes. Working capital will likewise be provided to micro-enterprises. The facility is also available to LGUs to finance their development projects.	Micro, SMEs and LGUs	No. of Micro, SMEs and LGUs benefited	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2,140,534
<b>Sub-total</b>																			<b>P4,913,234</b>	
<b>8. Convergence in TVET</b>	• Operationalization of the TESDA Development Fund (TESDA)	The TDF created under RA 7796 shall be used for funding and training requirements of the TVET sub-sector.	TVET sub-sector	No. of institutions/ persons benefited	-	2,389	TDF	-	2,796	TDF	-	2,796	TDF	-	1,879	TDF	-	1,895	TDF	11,755
	• Education Alliance Program (CICT)	SUCs, private universities and technical vocational institutions to offer specialized ICT degree programs and to include specialized ICT courses in their curricula	SUCs, private universities and tech-voc institutions	MOA with SUCs signed; additional 130 partners by 2007 and thereafter	-	250	CICT	-	400	CICT	-	400	CICT	-	320	CICT	-	-	-	1,370
	• Small Enterprises and Technology Upgrading Program (SETUP) (DOST)	Knowledge creation and transfer	SME's	No. of SMEs upgraded	-	200,000	DOST	-	290,000	DOST	-	380,000	DOST	-	210,000	DOST	-	210,000	DOST	1,290,000
	• TVET Partnership Program (TESDA)	Implementation of Co-management Schemes	TVET, LGUs	No. of Co-management Schemes implemented	62	331,285	TESDA	62	331,285	TESDA	62	331,285	TESDA	62	331,285	TESDA	62	331,285	TESDA	1,656,425
	• Sining Panglahat (NCIP)	Increasing the number of community-based projects in support to the disadvantaged and marginalized	Disadvantaged groups and individuals	No. of disadvantaged individuals benefited. - No. of NCIP-commissioned	Nation-wide	9,992	NCIP	Nation-wide	9,992	NCIP	Nation-wide	9,992	NCIP	Nation-wide	9,992	NCIP	Nation-wide	9,992	NCIP	49,960

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
		groups, public school children and healing and learning through cultural activities		products implemented																
	• Food for Work Program (DSWD/ NAPC)	Empowerment for the poor and underprivileged	Camarines Sur, Eastern Samar, Sulu and Maguindanao	- No. of families provided with food - No. of families provided with livelihood assistance	-	12,000	DSWD/ NAPC	-	12,000	DSWD/ NAPC	-	12,000	DSWD/ NAPC	-	12,000	DSWD/ NAPC	-	12,000	DSWD/ NAPC	60,000
	• Livelihood Skills Training Programs on various courses (TESDA)	Enhancement of skills/competence for employment opportunities	Women, OSY, IPs, Christian groups workers, farmers	- No. of persons trained - No. of learning groups served - No. of programs conducted - No. of batches	29,510 18 1,960 14	19,541	LGUs, Congressional Offices, TESDA, NGAs, NGOs, Academe Foundations	33,630 50 2,430 14	20,932	LGUs, Congressional Offices, TESDA, NGAs, NGOs, Academe Foundations	33,215 50 2,935 8	23,481	LGUs, Congressional Offices, TESDA, NGAs, NGOs, Academe Foundations	33,432 66 2,515 14	24,461	LGUs, Congressional Offices, TESDA, NGAs, NGOs, Academe Foundations	18,210 157 2,745 14	19,499	LGUs, Congressional Offices, TESDA, NGAs, NGOs, Academe Foundations	107,914
	• Convergence Schemes with Agencies/ LGUs/ Organizations (TESDA)	Establishing Convergence Schemes with Agencies/LGUs/ Organizations	LAs, LGUs, Private Organizations	- No. of convergence schemes established	3	830	LGUs and other partners	3	830	LGUs and other partners	3	830	LGUs and other partners	3	830	LGUs and other partners	3	830	LGUs and other partners	4,150
	• Establishment of Provincial Livelihood and Training Center in PLGU of Samar (TESDA)	Creating a center for livelihood development center in the province of Samar	Samar Province	- Provincial Center established	1	4,400	PLGU	1	5,000	PLGU	1	5,700	PLGU	1	6,500	PLGU	1	7,300	PLGU	28,900
	• Agri-Fishery and Livelihood Development in PLGU of Biliran (TESDA)	Improving the accessibility of the constituents to training and development	Biliran Province	- Program conducted	1	1,300	PLGU	-	-	-	-	-	-	-	-	-	-	-	-	1,300
	• Tourism and Investment Promotion (LTIPC, Leyte) (TESDA)	Improving and developing the tourism sector to increase investment	Leyte Province	- Program conducted	1	1,500	LGU	1	1,500	LGU	1	1,500	LGU	1	1,500	LGU	1	1,500	LGU	7,500
	• Financing and Resource Mobilization (TESDA)	Integration of TVET Planning in local development and investments plans	LGUs, NGOs, LAs, Private Individuals, Industries	- Increase in private and LGU investments in TVET	Nat'l/ Regional/ Provincial/ TTI investments	3,596	TESDA	Nat'l/ Regional/ Provincial/ TTI investments	3,596	TESDA	Nat'l/ Regional/ Provincial/ TTI investments	3,596	TESDA	Nat'l/ Regional/ Provincial/ TTI investments	3,596	TESDA	Nat'l/ Regional/ Provincial/ TTI investments	3,596	TESDA	17,980



Strategies	Program	Brief Description	Beneficiary	Performance Indicators	TARGETS															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
		I-CARE		- Increase in investments in TVET	Local investments	3,050	LGUs Leyte												3,050	
					25 M	2,531	Region IV-B LGUs	35 M	2,531	Region IV-B LGUs	45 M	2,784	Region IV-B LGUs	55 M	3,063	Region IV-B LGUs	65 M	3,369	Region IV-B LGUs	14,278
		I-CARE (Establishment of Regional Training Center for women, Cordova Trade School and Refurbishment of caregiver training center at LAZI)	Region VII LGUs	- Amount of I-CARE Funds generated	500	50	TESDA, House of Representatives	500	50	TESDA, House of Representatives	500	50	TESDA, House of Representatives	500	50	TESDA, House of Representatives	500	50	TESDA, House of Representatives	250
<b>Sub-total</b>																				<b>P3,254,832</b>
<b>TOTAL COST OF PROGRAMS PER YEAR</b>					<b>P4,613,898</b>			<b>P4,744,161</b>			<b>P4,980,009</b>			<b>P4,982,729</b>			<b>P8,393,797</b>			
<b>GRAND TOTAL</b>																				<b>P27,714,594</b>

## CHAPTER 7

### INVESTMENTS

To create maximum impact, the plan shall allocate key resources to the strategic sectors and areas outlined through the program thrusts. From traditional focus on direct training provision, balanced attention shall be made on value adding interventions such as those in the areas of technical equipment, trainers upgrading, learning materials development and capacity building for partners and stakeholders. New sources, specially grants, donations and contributions from official development assistance (ODA) bodies as well as from congressional, local government and private domestic initiatives shall be tapped and mobilized.

Based on the plan, strategies and the perceived development needs related to each thrust and coupled with aggressive social marketing and advocacy, general investible areas include (see Table 10).

- ❑ Strengthening the labor market signaling and intelligence system linking TVET to local and international employment exchange systems
- ❑ Improved career guidance and counseling
- ❑ Institutional and system improvements
- ❑ Development of TVET stakeholders' competencies
- ❑ Interventions for special sectors and groups
- ❑ Development of TESDA capabilities as TVET sub-sector enabler/manager

To attain the goals and objectives of the plan, the priority programs and investment requirements for the next five years are classified by strategy. These TVET priority programs are based on the draft Medium Term Public Investment Program (MTPIP) 2005-2009 list of investments, priority programs and Foreign Assisted Projects (FAPs) of line agencies (Table 11).

Program investments are focused on the strategy on convergence in TVET which registered the highest total investment requirement of P5.4 billion. Many foreign assisted programs of the line agencies and local government units (LGUs) are listed under this strategy like the Mindanao Rural Development Project, Local Governance Support Program in Autonomous Region of Muslim Mindanao (ARMM), Devolving Functions to LGUs, among others.

The strategy on enhancing quality assurance mechanisms listed the second highest investment requirement of P4.9 billion. Programs under this strategy include the Centers for Excellence in Modern Manufacturing Technologies (CEMMT) project and some components of the Technical Education and Skills Development Project

(TESDP). The third highest investment requirement is P2.2 billion which is for private sector-led/market-driven. Many of TESDA's programs are listed in this strategy. Likewise, P350 million is needed for lifelong learning mechanism/ladderization and articulation while a total of P346 million is expected to be allocated for entrepreneurship/technopreneurship in TVET.

Other strategies such as expanding scholarships and other incentive support services and competency-based TVET will also be pursued with a combined investment requirement of P479 million. Programs for pro-active job-skills matching strategy shall be identified and project areas on technical cooperation with other countries will be worked out in the next five years. However, actual investments for each project cannot be projected yet at this time.

Overall, NTESDP 2005-2009 estimates public and private contributions run up to P125.4 billion. These relative shares are based on the April 2005 United National Educational, Scientific and Cultural Organization, (UNESCO) study, "How to Assess the Full cost of Technical and Vocational Education and Training (TVET)? A case study from the Philippines". This assumes that the private TVET sector provides 53.5 percent of total investments while public investments account for 46.5 percent.

Based on the P41.5 billion total plan budget, LGU investments in the Regional TESD Plans are estimated at P13.8 billion is also expected to be invested in TVET from donor countries and major domestic programs through grants and aids and government sources during the whole plan period including the income generated from the TESDA Development Fund (TDF) amounting to P11.8 million (based on TDF investments as of June 2005). This also includes investments of line agencies as may be gleamed from the MTPIP 2005-2010. Table 12 and Figure 8 show the distribution of funding of TVET expenditure by source.

The same study states that, "the level of expenditures for TVET activities in the Philippines is considered as rather low compared to other countries, especially industrialized countries". It states further that, "TVET funding in our country relies mainly on fees paid by trainees at roughly 29 percent of TVET expenditures more than on funding from TESDA or from companies". This situation, therefore, calls for more rationalized investments in TVET not only from the government but more so from the private sector. The country's economic development depends much on its competent workforce, thus TVET investments shall be given high priority. This is bolstered by the study's finding that, as a percentage of the gross national product (GNP), TVET in the country is largely underfunded.

Per MTPIP, national government agencies are expected to trigger multisectoral investments in TVET, particularly those from the private sector and the LGUs. These shall lay the foundation for them to pour their own contributions in developing the country's workforce. TESDA as lead TVET agency shall focus its investments on capability building programs for industry and other stakeholders to enable them to undertake sectoral planning and standards development and to train their sectors' workers using the dual training and apprenticeship approaches.

**Table 10**  
**Summary of Indicative Investible Areas by Strategy**

Strategy	Perceived Needs	Possible Areas for Further Interventions	
1. Private Sector-led and Market-Driven TVET	<p>a. Establish a strong foundation for industry partnerships</p> <p>b. Multi-phased decentralization modality in devolution</p> <p>c. Capability building on sector management</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Strengthening industry linkages on standards and systems, assessment, certification, and policy formulation</li> <li><input type="checkbox"/> Sectoralization of assessment and certification</li> <li><input type="checkbox"/> Capability building for TVET stakeholders</li> <li><input type="checkbox"/> Expand adoption of co-management of TVET facilities</li> <li><input type="checkbox"/> Capability building for management of change</li> </ul>	<b>M A R K E T I N G  A N D  A D V O C A C Y</b>
2. Pro-Active Job-Skill Matching (SEEK-FIND-TRAIN)	<p>a. Matching between industry requirements and training outputs</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Labor and education market information system including analysis, forecasting and linking TVET to PhilJobNet and PESO</li> <li><input type="checkbox"/> YP4SC <ul style="list-style-type: none"> <li>- Career guidance and counseling</li> <li>- Sustainable systems including instrument development</li> </ul> </li> <li><input type="checkbox"/> Capability building for matching process</li> </ul>	
3. Lifelong Learning Mechanism/ Ladderization and Articulation	<p>a. Distance learning modalities</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Community Colleges</li> <li><input type="checkbox"/> Operationalization of PNQF vis-à-vis EO 358 including piloting of models</li> <li><input type="checkbox"/> Capability building</li> <li><input type="checkbox"/> Expansion of pilot distance education models</li> </ul>	

Strategy	Perceived Needs	Possible Areas for Further Interventions	M A R K E T I N G  A N D  A D V O C A C Y
4. Expanding Scholarships and Other Incentive Support System	a. Improved equity and access for students and trainors to scholarships and incentive support  b. On-the-job teacher training program	<input type="checkbox"/> Integrated “One Roof” Scholarship Programs with CHED  <input type="checkbox"/> Improved access to other financing models (e.g. I-CARE) and to ODA grants for scholarships and other assistance schemes  <input type="checkbox"/> Tendering System <input type="checkbox"/> Strengthening Pre-service Teacher/Trainor Education	
5. Competency-based TVET	a. Expand implementation of competency-based TVET (CBTVET) to include private providers  b. Capacity building on competency-based TVET for private providers	<input type="checkbox"/> Further enhanced competency-based curriculum  <input type="checkbox"/> Enhanced competency assessment instrument	
6. Enhancing Quality Assurance Mechanisms	a. Quality Assurance/ Quality Management System	<input type="checkbox"/> Institutionalization of accreditation system  <input type="checkbox"/> Expanding access of private providers to CBTVET and courseware materials  <input type="checkbox"/> Capability building for private providers  <input type="checkbox"/> Institutionalization of QA linked to good TVET governance  <input type="checkbox"/> Capability on sector quality management	
7. Entrepreneurship/ Technopreneurship in TVET	a. Incorporation of entrepreneurship/ technopreneurship module in TVET curricula  b. Enhance access to credit/financing facilities for micro-enterprises  c. Develop options for TVET graduates	<input type="checkbox"/> Review / enhancement of TVET curricula  <input type="checkbox"/> Alternative financing schemes for micro-enterprises	

Strategy	Perceived Needs	Possible Areas for Further Interventions	
8. Convergence in TVET	a. Expand dual training partnerships  b. Further tap expertise and goodwill of civil society for education and training for special groups	<input type="checkbox"/> Expand industry partnerships with TVET  <input type="checkbox"/> Recognition and incentives for successful DT partnerships  <input type="checkbox"/> Special “convergence” and community-based training programs for special groups  <input type="checkbox"/> Capability building for culturally and gender sensitive TVET	

Source: TESDA, International Projects Development Unit

**Table 11**  
**TVET Investment Requirements for Priority Programs: 2005-2009**  
**(ODA Funded)**

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	T A R G E T S															TOTAL COST ('000)	
					2005			2006			2007			2008			2009				
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source		
1. Private Sector-Led/Market-Driven TVET	• National IT Training Center (TESDA)	Its core concern is industry sector development through TVET. Its main goal is to contribute to making the Philippines a knowledge and software development center and e-service hub in Asia.	IT professionals, High School graduates, displaced workers, unemployed	Training center on high-end IT programs, including animation, computer graphics established and operationalized	Establishment of Training Center in Bulacan & Quezon City	277,675	KOICA	-	-	-	-	-	-	-	-	-	-	-	-	277,675	
	• Japanese Language Cultural Proficiency ** (TESDA)	This project will provide training opportunities on Japanese language and culture to those who are intending or are working in Japanese company	Japan-bound Filipino workers	Japanese Language Center established; Pilot JLC operationalized	Establishment of Japanese language Center	200,000	KOICA	-	-	-	-	-	-	-	-	-	-	-	-	200,000	
	• Fund for Technical Education and Skills Development (managed by DBP) (TESDA)	For the improvement of the MLSD	MLSD sector/TVIs	No. of Improved MLSD sector/TVIs	60 TVIs	56,020	ADB	-	-	-	-	-	-	-	-	-	-	-	-	-	56,020
	• Expansion of Dual Education and Training (EDET) Project (TESDA)	To expand the adoption of dual education and training in the Philippines through the development of sustainable models and strengthening of dual partnership agreements and schemes.	Institutions with Dual Training Programs	No. of beneficiary/institutions equipped with appropriate facilities	28 institutions	131,979	KFW	-	-	-	-	-	-	-	-	-	-	-	-	-	131,979
	• PAQTVET II (TESDA)	The project's core concern is increased sector reform through quality systems. Its goal is to establish industry-led approach to development of quality assured TESD framework to guide the transformation of Philippine TVET organization, policy and practice.	Health, Tourism, ICT and Agri-Fishery sectors	Industry working groups established and organized	4 working groups established; organizational capacity of TESDA thru QA strengthened; completion of industry competency standards	3,000	AusAID	-	-	-	-	-	-	-	-	-	-	-	-	-	3,000
	• Australian Assistance ** AusAID Mission (TESDA)	-	-	-	-	-	AusAID	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	• Japan-Philippines Economic Partnership Agreement (JPEPA)- Bilateral Apprenticeship Program ** (TESDA)	This project goal is to produce a steady supply of quality educated and skilled workers	MLSD Sector	Steady supply of quality, educated and skilled workers produced	-	250,000	GOJ	-	-	-	-	-	-	-	-	-	-	-	-	-	250,000

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	T A R G E T S															TOTAL COST ('000)			
					2005			2006			2007			2008			2009						
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source				
	Japan Industry Skills and Technology Transfer (JITCO) Project (TESDA)	A training mode wherein trainees are trained in Japan on skills and technology	Trainees	No. of trainees trained in Japan	-	-	GOJ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Food Processing and Mechanization Training Center (TESDA)	A project of the GOP and the GOJ on food processing and mechanization	MLSD sector	Food processing and mechanization training center established	1 training center	277,675	KOICA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	277,675	
	Northern Mindanao Community Initiatives Resource Management Project (DAR)	The project will be driven by the demands of the participant communities based on the emerging needs determined through participatory consultative processes.	Farmers, Fisherfolks and Indigenous People	No. of beneficiaries	-	-	-	-	-	-	-	-	-	36,000 households have benefitted	1,043,616	IFAD	-	-	-	-	-	-	1,043,616
<b>Sub Total</b>																						<b>P2,239,965</b>	
2. Pro-Active Job-Skill Matching (SEEK-FIND-TRAIN)	World Bank Technical Assistance ** (TESDA)	Policy Research	TESDA	Policy Research Conducted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Sub Total</b>																						<b>-</b>	
3. Lifelong Learning Mechanism/Ladderization and Articulation	Equivalency and Certification (Part of TESDP) (TESDA)	Equivalency and Certification Programs	TVIs	No. of students/workers awarded with equivalency	1,000 students 1,000 workers	48,786	ADB/DANIDA/NDF/OPEC	1,000 students 1,000 workers	41,025	ADB/DANIDA/NDF/OPEC	2,000 students 2,000 workers	94,149	ADB/DANIDA/NDF/OPEC	1,200 students 1,200 workers	156,588	ADB/DANIDA/NDF/OPEC	-	-	-	-	-	-	340,548
	Development and Pilot Testing of Ladderized Program (TESDA/CHED)	Ladderization widens the mobility between Non-formal Basic Education, TVET and College	TVET and higher education sectors	Adoption of the PNOF, institutionalization of the ladderized program	Ladderized programs developed	2,000	TESDA/CHED/DepED	Ladderized programs developed	3,000	TESDA/CHED/DepED	Ladderized programs developed	3,000	TESDA/CHED/DepED	Ladderized programs developed	1,000	TESDA/CHED/DepED	Ladderized programs developed	1,000	TESDA/CHED/DepED	1,000	TESDA/CHED/DepED	10,000	10,000
	Establishment of a Polytechnic System (TESDA/CHED)		Schools	Polytechnic System Institutionalized	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Sub Total</b>																						<b>P350,548</b>	
4. Expanding Scholarships and other Incentive Support Services	Enhancing Equity in Skills Acquisition (Component IV of TESDP) (TESDA)	Improving the quality and relevance of TESD system thru improving the quality, industry relevance of TVET, enhancing equity and access to TVET programs for the poor	TVET students	No. of students benefited	5,109	65,230	ADB/DANIDA/NDF/OPEC	5,109	58,000	ADB/DANIDA/NDF/OPEC	5,109	72,151	ADB/DANIDA/NDF/OPEC	-	-	-	-	-	-	-	-	195,381	
	- TESDP Scholarship Fund			No. of beneficiaries	1,713	30,000		1,713	30,000		1,713	24,000		-	-	-	-	-	-	-	-	84,000	
<b>Sub Total</b>																						<b>P279,381</b>	
5. Competency-based TVET	Training of Trainers thru Industry Immersion ** (TESDA)	A program with the Government t of Japan that will develop competitive trainers through industry exposure that will expose them to latest technology and work system in areas which the Japanese are known for.	Trainers	Training needs analysis conducted; Training design developed; Competency assessment and certification conducted	-	200,000	GOJ	-	-	-	-	-	-	-	-	-	-	-	-	-	-	200,000	
<b>Sub Total</b>																						<b>P200,000</b>	
6. Enhancing	Development of	Industry sector	Training Centers	No. of Centers	25	216,650	Austrian	-	55,000	Austrian	-	167,599	Austrian	-	456,996	Austrian	-	105,021	Austrian	-	1,001,266		





Strategies	Program	Brief Description	Beneficiary	Performance Indicators	T A R G E T S															TOTAL COST ('000)	
					2005			2006			2007			2008			2009				
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source		
	(TESDA)	development, competency standards, competency assessment and certification, registration and accreditation and institutional assurance: courseware development and contextual learning.																			
	• Strengthening Capacity of TESD Providers (Component III of TESDP) ** (TESDA)	This includes programs on capacity building for TVET providers	TVET providers	No. of providers assisted	-	95	ADB/DANIDA/NDF/OPEC	-	100	ADB/DANIDA/NDF/OPEC	-	100	ADB/DANIDA/NDF/OPEC	-	518	ADB/DANIDA/NDF/OPEC	-	-	-	-	813
	• Project Management and recurrent Costs (Component V of TESDP) * * (TESDA)	-	-	-	-	35,635	ADB/GOP	-	15,000	ADB/GOP	-	15,000	ADB/GOP	-	15,000	ADB/GOP	-	-	-	-	80,635
	• Mindanao Basic Urban Services Sector (MBUSS) – (DILG)	Provision of a credit facility to finance the investment requirements for basic urban infrastructure and essential municipal services.	About 40 LGUs in Mindanao	- No. of Urban infrastructure projects - No. of Capability building assistance such as project management, subproject preparation, LGU capacity building program and institutional strengthening of the Pre-Departure Orientation (PDO).	-	-	-	-	-	-	-	-	-	Infrastructures supported and capacity building programs conducted	3,172,500	ADB/NORDIC	-	-	-	-	3,172,500
<b>Sub Total</b>																				<b>P4,937,807</b>	
<b>7. Entrepreneurship/Technology in TVET</b>	• Small and Medium Enterprise Development for Sustainable Employment Project (SMEDSEP) – (TESDA-DTI)	Enterprises will be developed for employment. There is a component on demand-driven training and upgrading.	Regions VI, VII and VIII	No. of SMEs developed	-	345,605	TESDA/DTI	-	-	-	-	-	-	-	-	-	-	-	-	-	345,605
<b>Sub Total</b>																				<b>P345,605</b>	
<b>8. Convergence in TVET</b>	• Devolving Training Functions to LGUs (component II of TESDP) ** (TESDA)	This includes specific programs like staff development, equipment procurement, infrastructure development and devolution	Training Centers	No. of TCs devolved	25	542,388	ADB	20	434,242	ADB	14	248,367	ADB	1	2,591	ADB	-	-	-	-	1,227,588
	• Mindanao Basic Urban Sector Services (MBUSSP) Project – (DILG-OSEC/ADB)	Empowerment and livelihood protection of the vulnerable	Regions IX, X, XI, XII, CARAGA and ARMM	Minimum of 50 LGUs are able to undergo and internalize capability building program studies and other technical assistance	50	178,458	OSEC/ADB	50	223,568	OSEC/ADB	50	45,710	OSEC/ADB	-	-	-	-	-	-	-	447,736

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	T A R G E T S															TOTAL COST ('000)
					2005			2006			2007			2008			2009			
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	
	Local Governance Support Program in ARMM (CIDA, DILG, NEDA/Canada)	The program provides technical assistance to specific local governments to build their capacity to carry out the devolved functions of government and to plan, implement and evaluate development projects in their jurisdiction. The program works to build alliances and LGUs, local resource providers, civil society organizations, and the private sector and to ensure that the concerns of gender equality, environmental soundness, poverty reduction and peace and unity are addressed by local governments.	LGUs in the ARMM	Technical Assistance provided	-	90,848	CIDA/DILG/ NEDA/ CANADA	-	-	-	-	-	-	-	-	-	-	-	-	90,848
	Mindanao Rural Development Project (DA-LGUs/WB) ***	The project's main thrust involves capacity building of LGUs (particularly provincial governments in Mindanao) to develop and carry-out sound agricultural development policies and programs of DA. Its component includes rural infrastructure, community developments sub-projects, institutional and implementation support, among others.	LGUs in Mindanao	No. of LGUs assisted	-	1,200	WB	-	-	-	-	-	-	-	-	-	-	-	-	1,200
	Community Initiatives and Resource Management Project (DAR/IFAD) ***	To raise in a sustainable manner the standard of living of farm and fishing households in selected areas in Northern Mindanao and CARAGA	Farm and fishing households in Region X and CARAGA	No. of households benefited	-	1,130	IFAD	-	-	-	-	-	-	-	-	-	-	-	-	1,130
	Grant Assistance for Grassroots Human Security Project (GGP) (JICA) **	This program aims to aid self-supporting socio-economic development activities to benefit sectors at the grassroots level. Particular emphasis is placed on poverty alleviation and livelihood improvement.	Disadvantaged sectors	No. of sectors assisted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Environmental Infrastructure Support Credit Program (EISCP 2) (DBP)	Credit facility for environmental infrastructures	Large industries and SMEs (industry, mining and service sectors) and LGUs	No. of industries and LGUs assisted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10,542
	Small Projects Facility (EU)	The project intends to support on-going reforms and modernization of Philippine's economy and systems of corporate governance by facilitating enhanced interaction of European and Filipino civil society including the	LGUs nationwide	No. of LGUs assisted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	209,310

Strategies	Program	Brief Description	Beneficiary	Performance Indicators	T A R G E T S															TOTAL COST ('000)	
					2005			2006			2007			2008			2009				
					Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source	Expected Output	Cost ('000)	Source		
		private sector, the networking of its policy-makers and opinion and linkages of Philippine and EU operators in business, the media and think tanks.																			
	• Agrarian Reform Communities (ARCs) Development Project Phase II (DAR)	Designed to consolidate sustain and broaden the reach of the gains made in community development and in the provision of support services.	About 100,000 households in 80 ARCs.	No. of beneficiary households	-	-	-	-	-	-	100,000 households	3,419,836	World Bank	-	-	-	-	-	-	-	3,419,836
	• Co-management/ Devolution of TESDA Institutions (TESDA)	Devolution of training functions to institutions	TESDA Institutions	Training functions devolved to institutions	25 Institutions	2,400	ADB	50	2,556	ADB	50 institutions	2,712	ADB	50 institutions	3,024	ADB	50 institutions	3,024	ADB		13,716
<b>Sub Total</b>																				<b>P5,421,906</b>	
<b>9. Others- International Cooperation</b>	• GOP-KSA Technical Vocational Cooperation in Education and Training ** (TESDA)	Technical and vocational education and training will be given to Saudi Arabian women	Saudi Arabian women	No. of Saudi women trained	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	• GOP – Italian Government Cooperation** (TESDA)	A school/center for migrant Filipino workers and their families will be established in Italy	Filipino migrant workers and families	School / Center established	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>GRAND TOTAL</b>																				<b>P13,775,212</b>	

\* Government programs are the enabling type to catalyze private and other sectoral investments

\*\* Pipeline Project

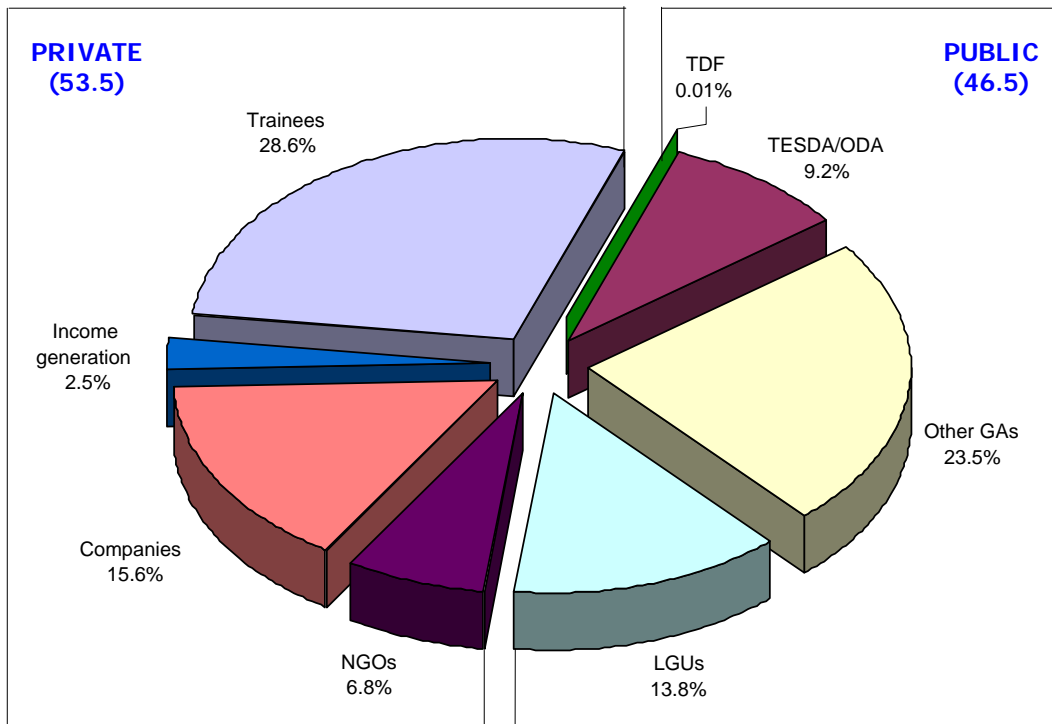
\*\*\* No available breakdown; still under negotiation

**Table 12**  
**TVET Expenditure and Investment Shares of the Plan by Source**

Source	Expenditure <sup>1</sup>		2005-2009 Investment	
	Amount ('000)	%	Amount ('000)	%
TESDA	2,119,000	18.8	11,500,000	9.2
ODA	799,000	7.1		
TDF	-	-	11,755	0.01
LGUs	1,558,000	13.8	17,309,886	13.8
Other GAs	763,000	6.8	29,393,264	23.5
<b>Sub-total (public)</b>	<b>5,239,000</b>	<b>46.5</b>	<b>58,214,904</b>	<b>46.5</b>
Trainees	3,219,000	28.6	35,764,135	28.6
NGOs	770,000	6.8	8,554,950	6.8
Companies	1,759,000	15.6	19,593,061	15.6
Income generation	276,000	2.5	3,066,450	2.5
<b>Sub-total (private)</b>	<b>6,024,000</b>	<b>53.5</b>	<b>66,928,596</b>	<b>53.5</b>
<b>TOTAL</b>	<b>11,263,000</b>	<b>100.0</b>	<b>125,143,500</b>	<b>100.0</b>

<sup>1</sup> "How to Assess the Full Cost of Technical and Vocational Education and Training (TVET)? A case study from the Philippines", UNESCO, April 2005.

**Figure 8**  
**Investment Shares for the Plan**



## CHAPTER 8

### PERFORMANCE INDICATORS AND PLAN TARGETS

Ensuring the contribution of the Plan to national development goals requires clear and relevant indicators to measure performance on set key result areas (KRAs) and programs with specified disaggregations.

Thus, for the KRA on improving access and equity in technical vocational education and training (TVET) – number of TVET providers, registered programs, scholarships and incentives, enrollments and graduates, program costs, program credits in equivalency, availability of TVET information and increasing TVET investments are essential to success measurement.

On the KRA on improving competency assessment and certification – number of persons assessed and certified, assessment and certification rates, accredited assessment resources, training regulations promulgated, sectoral bodies, and developed curricula are indicators for achievement determination.

Likewise important for ascertaining whether or not gains are being made on the KRA on enhancing employability of TVET graduates are measures on the numbers of graduates employed, adoption of competency-based programs, number of assisted micro-enterprises, differential incomes of TVET graduates and, again, better access to labor market information.

To ensure that the 1 million target TVET enrollees/trainees per year can be better served with quality training programs, TVET providers also need to be assisted so that the incoming enrollees can be confident that they can be equipped with appropriate skills leading to their employment and income augmentation.

While the total number of TVET providers is targeted to double by the year 2009, private TVIs will slightly increase at an average rate of 3.8 percent per year from 2005 to 2009, local government unit (LGU)/community-based will have an average increase of 15.5 percent for the same period, enterprise-based providers will significantly increase by 57.6 percent average yearly, and the public TVIs will be pacing at a rate of 14.0 percent per year.

The summary matrix of Plan indicators and corresponding plan targets follows (Table 13).

**Table 13**  
**Performance Indicators and Targets: 2005-2009**

KRA/Performance Indicators	Targets
<p><b>1. Improved Access and Equity in TVET</b></p> <ul style="list-style-type: none"> <li>◆ No. of TVET Providers               <ul style="list-style-type: none"> <li>- By geographic location</li> <li>- By type</li> </ul> </li> </ul>	<p>101 percent increase in the total number of TVET providers particularly:</p> <ul style="list-style-type: none"> <li>- Private 19.0 percent</li> <li>- EBTS 288.0 percent</li> <li>- LGU/Community-based 77.7 percent</li> <li>- Public 70.0 percent</li> </ul>
<ul style="list-style-type: none"> <li>◆ No. of registered TVET Programs               <ul style="list-style-type: none"> <li>- By geographic location</li> <li>- By priority sector</li> <li>- By course/program and duration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- 90 percent of institution programs registered</li> <li>- 70 percent enterprise-based programs registered</li> </ul>
<ul style="list-style-type: none"> <li>◆ No. of scholarship/other financial assistance programs and slots               <ul style="list-style-type: none"> <li>- By type</li> <li>- By location</li> <li>- By clientele group/beneficiary</li> <li>- By priority sector</li> </ul> </li> <li>◆ Increased budget/investments for scholarship and student assistance programs</li> </ul>	<p>PESFA - 69,000 slots</p> <p>ADB-TESDP - 15,327 slots (2005-2007)</p> <p>Student Loan Fund - 5,139 students (SY 2005-2008)</p> <p>Iskolar ng Mahirap - 1,979 (2005)</p> <p>Skills for Employment Scholarship Program - 745 scholars (2005)</p> <p>Seafarers Upgrading Scholarship Program – 1,880 seafarers (2005)</p> <p>At least 25% increase in budget/investments for scholarship and student assistance programs</p>
<ul style="list-style-type: none"> <li>◆ No. of enrolment/graduates               <ul style="list-style-type: none"> <li>- By delivery mode</li> <li>- By priority sector</li> <li>- By course/program/duration</li> <li>- By gender</li> <li>- By type of TVET provider</li> <li>- By beneficiary group</li> <li>- By location</li> </ul> </li> </ul>	<p>1 million enrollees/trainees annually</p>
<ul style="list-style-type: none"> <li>◆ No. of TVET administrators, career counselors and trainers provided with capability building programs</li> </ul>	<p>1,500 trainers, counselors and administrators</p>

KRA/Performance Indicators	Targets
<ul style="list-style-type: none"> <li>◆ Cost of TVET/per capita cost               <ul style="list-style-type: none"> <li>- By program/course and by duration</li> <li>- By type of provider</li> </ul> </li> </ul>	Benchmarks for costing of TVET programs established
<ul style="list-style-type: none"> <li>◆ No. of persons awarded with equivalency credits</li> </ul>	At least 1,000 students and 1,000 workers awarded equivalency per annum
<ul style="list-style-type: none"> <li>◆ Improved access to TVET market information</li> </ul>	Education and Training Market Information (ETMI) System established
<ul style="list-style-type: none"> <li>◆ Increased private and LGU investments in TVET</li> </ul>	10% increase in total LGU investment in TVET annually
<b>2. Improved Assessment and Certification</b>	
<ul style="list-style-type: none"> <li>◆ No. of persons assessed               <ul style="list-style-type: none"> <li>- By location</li> <li>- By program (trade area)</li> <li>- By priority sector</li> <li>- By gender</li> <li>- By NC level</li> <li>- By clientele group</li> </ul> </li> </ul>	1,655,500 persons assessed
<ul style="list-style-type: none"> <li>◆ No. of persons certified               <ul style="list-style-type: none"> <li>- By location</li> <li>- By program (trade area)</li> <li>- By priority sector</li> <li>- By gender</li> <li>- By NC level</li> <li>- By clientele group</li> </ul> </li> </ul>	827,750 persons certified
<ul style="list-style-type: none"> <li>◆ Certification rate               <ul style="list-style-type: none"> <li>- By location</li> <li>- By program (trade area)</li> <li>- By priority sector</li> <li>- By gender</li> <li>- By NC level</li> <li>- By clientele group</li> </ul> </li> </ul>	At least 50% certification rate
<ul style="list-style-type: none"> <li>◆ Assessment rate               <ul style="list-style-type: none"> <li>- By location</li> <li>- By program (trade area)</li> </ul> </li> </ul>	100% assessment rate in areas under mandatory certification



KRA/Performance Indicators	Targets
<ul style="list-style-type: none"> <li>- By priority sector</li> <li>- By gender</li> <li>- By NC level</li> <li>- By clientele group</li> </ul>	
<ul style="list-style-type: none"> <li>◆ No. of accredited assessors and assessment centers               <ul style="list-style-type: none"> <li>- By location</li> <li>- By program</li> <li>- By type</li> <li>- By priority sector</li> </ul> </li> </ul>	1,200 assessors accredited (for 2005-2006)
<ul style="list-style-type: none"> <li>◆ No. of Training Regulations (TRs) developed and promulgated</li> </ul>	10 TRs (for 2005) (for 2006-2009, targets will be based on priority occupations to be indicated/recommended by the industry)
<ul style="list-style-type: none"> <li>◆ No. of TESDA Recognized Industry Bodies (TRIBs) established</li> </ul>	1 TRIB established/accredited per priority sector
<ul style="list-style-type: none"> <li>◆ No. of curriculum exemplars developed</li> </ul>	Curriculum exemplars prepared for programs with corresponding TRs
<p><b>3. Enhanced Employability of TVET Graduates</b></p>	
<ul style="list-style-type: none"> <li>◆ No. of graduates employed               <ul style="list-style-type: none"> <li>- Overseas/local</li> <li>- Type of employment (self/wage, etc.)</li> <li>- By gender</li> <li>- By sector/industry</li> <li>- By course/program</li> <li>- By type of beneficiary</li> </ul> </li> </ul>	At least 60 percent of TVET graduates employed
<ul style="list-style-type: none"> <li>◆ No. of programs/institutions adopting competency-based TVET</li> </ul>	119 TESDA institutions adopting competency-based TVET
<ul style="list-style-type: none"> <li>◆ No. of micro-enterprises assisted</li> </ul>	7,000 micro-enterprises assisted
<ul style="list-style-type: none"> <li>◆ Improved access to Labor Market Information (LMI)</li> </ul>	<ul style="list-style-type: none"> <li>◆ Labor Market Intelligence Reports (LMIR) regularly published and disseminated to TVIs, students and graduates</li> <li>◆ Industry studies conducted and published</li> </ul>

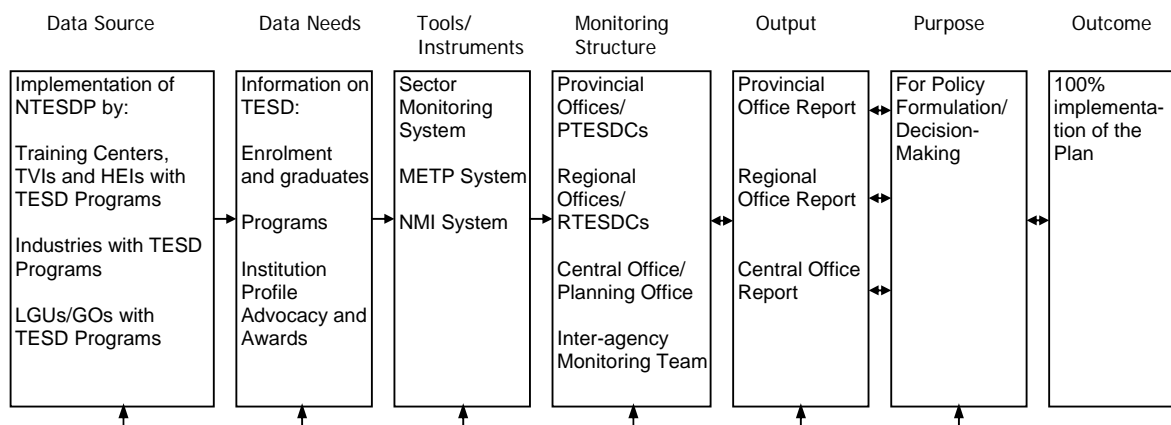
## CHAPTER 9

### PLAN MONITORING AND ASSESSMENT

Actual plan monitoring and assessment shall be undertaken at all levels of implementation to check inroads made on programs and projects. An assessment will be done every one and a half years. This will enrich regular appraisals by indicating a “rolling plan” character. This shall allow instantaneous adjustments based on measured results and thus, enable expected mid-term and end-of-term evaluations.

A Plan monitoring flowchart (Figure 9) illustrates the progression towards full plan accomplishment. It is anchored on the need for policy formulation and decision-making rendered possible by outputs generated by monitoring arrangements. These cover data needs sourced from technical vocational education and training (TVET) providers using available systems, tools and mechanisms.

**Figure 9**  
**Second Cycle NTESDP 2005-2009 Monitoring Flow Chart**



Importantly, the monitoring process has to show the TVET sub-sector transition during the Second Cycle Plan as an enabling period coming from the initiating sector reforms of the first cycle, both leading to the targeted sector management outlook of the third cycle. The following template (Table 14) indicates this transitional process.

#### **Effective Working Arrangements Among Public Agencies with TVET Programs**

To achieve further efficiency in the use of public resources for TVET in the coming years, coordination and monitoring arrangements between Technical Education and Skills Development Authority (TESDA) and the other 14 agencies with TVET and/or TVET-related programs like the Department of Labor and Employment

(DOLE), Commission on Higher Education (CHED), Department of Trade and Industry (DTI), Technology and Livelihood Resource Center (TLRC), Department of Environment and Natural Resources (DENR), Department of Science and Technology (DOST) and all others will be put in place. These arrangements shall cover TVET programs included in the Second Cycle National Technical Education and Skills Development Plan (NTESDP) 2005-2009.

The working arrangements shall be based primarily on the capability and line of expertise of the TVET public agencies with TVET programs. TESDA shall have a major co-leader in the management of major programs identified in the Plan.

These various program thrusts shall be pursued with TESDA as enabling government institution playing a highly catalytic role. In its resolve to pro-act the TVET imperatives of the 6-10 million jobs target for the medium term, the current TESDA administration shall progressively propagate its Jobs Program within the Paradigm Shifts guiding the organization.

Most prominent among these paradigm shifts are “Dangal ng Barangay”/Village Technology, Plant for Life, Social Volunteerism, Youth Profiling for Starring Careers (YP4SC), Ladderization and Career Development.

### **TVET Planning**

In the area of TVET planning and assessment, the existing Inter-Agency Committee (IAC) will be strengthened to provide support to TESDA in the formulation and assessment of the NTESDP and other major TVET plans. To achieve this, the membership of the IAC- TWG shall be strengthened and membership shall be on a permanent basis. The members shall be limited to only two members from each agency who shall alternate for each other. This is to ensure continuity in terms of the technical work being done by their respective agencies.

Investments in building the technical capabilities in TVET planning and labor market intelligence of the permanent representatives shall be done to achieve quality interactions and inputs from the agencies. A shared framework and approach in TVET planning and management will be achieved through these interventions. Active coordination with industry and other sectors must be pursued to capture the extent of multisectoral investments in TVET.

### **Co-Leadership in Programs**

For better management of major programs within the Second Cycle NTESDP 2005-2009, TESDA shall identify a co-leader in managing these TVET programs. The following shall be the co-leaders of TESDA:

- (i) To create employment opportunities through entrepreneurship/technopreneurship, the Department of Trade and Industry (DTI) shall be the TVET co-leader in this area. Likewise, the

Expansion of Dual Education and Training (EDET) Project can be in co-leadership with DTI.

- (ii) Together with TESDA, TLRC, DOST, Department of Agriculture (DA), Department of Social Welfare and Development (DSWD), and Department of Land Reform (DLR), these agencies shall formulate the total TVET targets for entrepreneurship/technopreneurship. They shall likewise lead in the formulation of standards in terms of trainers, curriculum and assessments for this undertaking. There is at present different approaches in the delivery of this activity and such diversity prevents it from being an effective and measurable TVET intervention.
- (iii) In the area of labor market intelligence gathering and dissemination, DOLE shall be the co-leader. This department has within its wings the major sources of both the traditional and current sources of labor market information (LMI) such as the Bureau of Labor and Employment Statistics (BLES), the Bureau of Local Employment (BLE), the Philippine Overseas Employment Administration (POEA) and the Philippine Overseas Labor Offices (POLOs). DOLE likewise has the Public Employment Service Offices (PESOs) which can collaborate with the TESDA-supported Community Training and Employment Coordinators (CTECs) at the local levels. The SEEK- FIND-TRAIN Strategy could best be operationalized in partnership with the DOLE.
- (iv) To provide portability and mobility between the two components of tertiary education, consisting of the technical-vocational education and college, equivalency pathways/ladderized system will be adopted. This program shall be achieved through the leadership of CHED. With CHED in charge, the inclusion of the same in the Medium Term Development Plan for Higher Education (MTDPHE) 2005-2010 shall be ensured.
- (v) To promote equity in TVET, the provision and management of scholarships and student assistance program shall be done in co-leadership with DSWD. This arrangement will ensure that the proper clientele are provided the limited government subsidized slots. This program measures the effectiveness of TVET as an anti-poverty tool of government.
- (vi) In the promotion of gradually transferring direct training delivery to the local governments (LGUs) and in line with the policy thrust of devolution and co-management, the Department of Interior and Local Government (DILG), shall be the co-leader. This agency has direct supervision over the LGUs and would be in the best position to assess the capabilities and worthiness of the different localities in running TVET Institutions.

Other inter-agency committee (IAC) members who shall not be co-leaders shall be made to choose based on their line of expertise and jurisdiction.

## **Reporting of TVET Activities**

The existing reporting system of the IAC members shall be maintained in the next five years. This is to guarantee continuity of the data and information series that have been established in the past years.

Deliberate efforts must be done to monitor and recognize the programs of the industry and other sectors in TVET.

**Table 14**  
**Suggested Thematic Monitoring Template**  
**Second Cycle NTESDP 2005-2009 in the Context of First and Third Cycles**

2000-2004

2005-2009

2010-2014

C O N C E P T U A L  P H A S E	KRA	POLICY	STRATEGY	PROGRAM	LOCA- TION	PERFORMANCE INDICATOR	2005			2006			2007			2008			2009		
							Target	Budget	Source	Target	Budget	Source	Target	Budget	Source	Target	Budget	Source	Target	Budget	Source
S E C T O R  M A N A G E M E N T	1. Equity and Access	-Encourage greater private sector involvement and investments in TVET -Harness TVET for social integration and rural development -Promote MLSD as a viable career -Developing local capability to promote training function  EXPANSION OF TVET PROVISION	- Private Sector Led/Market Driven - Convergence in TVET  - Lifelong Learning  - Expanding scholarships and other support services	- Enterprise-based Training - Community based training - Distance Learning - Educational Assistance Scheme  - Equivalency	NATIONWIDE	- No. of TVET Providers - No. of registered TVET Programs - No. of scholarships/other financial assistance programs and slots - Increased budget/investments for scholarship and student assistance programs - No. of enrolment/graduates - No. of TVET administrators and trainers provided with capability building programs - Cost of TVET/per capita cost - No. of persons awarded with equivalency credits - Improved access to TVET market information - Increased private and LGU investments in TVET															
	2. Improved Assessment & Certification	-Upgrade the quality and increase the productivity of Phil. Middle-Level Manpower to be globally competitive -Encourage greater private sector involvement and investment in TVET -Promote MLSD as a viable career  ENHANCEMENT OF LEARNING OUTCOMES	- Competency based  - Enhancing quality assurance	- TRIBs  - Development of Standards  - Assessment and Certification  - UTPRAS	NATIONWIDE	- No. of persons assessed - No. of persons certified - Certification rate - Assessment rate - No. of accredited assessors and assessment centers - No. of Training Regulations (TRs) developed and promulgated - No. of TRIBs established - No. of curriculum exemplars developed															
	3. Enhanced Employability of TVET Graduates	-Upgrade the quality and raise the productivity of Phil. Middle-Level manpower to be globally competitive -Encourage greater private sector involvement and investment in TVET -Harness TVET for social integration & rural dev't. -Intensify Entrepreneurship/Techno-preneurship in TVET  STRENGTHENING MARKET LINKS	- Pro-active Job-Skills Matching  - Entrepreneurs hip in TVET	- LMI System  - Skills Training Program in Priority Sector/ Occupation  - CBTED/Village Technologies/ Dangkal ng Barangay	NATIONWIDE	- No. of graduates employed - No. of programs/institutions adopting competency-based TVET - No. of micro-enterprises assisted - Improved access to LMI															

“Laying the Ground Work”

“Capacity Building/Enabling”

“Sector Guidance”

## **NATIONAL TESD LEGISLATIVE AND EXECUTIVE AGENDA**

Priority legislation and policy articulations shall be pursued to address aspects of the plan which could not be fully implemented within the plan period.

Foremost among these legislative-executive agenda are the integration of all enterprise-based technical vocational education and training (TVET) schemes like on-the-job training, apprenticeship, dual training system and similar training modalities. An omnibus bill can be filed for this purpose. Likewise important is the review of existing laws which concern the certification of workers in fields otherwise considered part of TVET. Thus, new legislation transferring responsibility from the Professional Regulations Commission (PRC) to the Technical Education and Skills Development Authority (TESDA) may be done for occupations like master plumber, midwife and master electrician.

Further, the position of the TVET sub-sector on pending legislative bills creating the Local Employment Authority has to be developed and conveyed to Congress. For improved harmony and effectiveness of educational representation in the legislative, TESDA together with the Commission on Higher Education (CHED) shall aim to have a common stand on proposed bills in the legislature. Such bills include the conversion of public TVET institutions into State Universities and Colleges (SUCs) and the mandatory review of the TESDA and CHED laws. These can be taken up in National Coordinating Council for Education (NCCE) deliberations.

Also considered urgent are legislative aspects of the mandated independent reviews on TESDA. These concerns need to be acted on to allow the ongoing TVET reforms to proceed more purposively. DepED, TESDA and CHED shall have to work together to articulate the institutionalization of the NCCE to ensure consistency and complementation of HRD policies, strategies, programs and projects.

The TESDA Board shall aim for consensus on doable policies along the areas of direction setting, standard setting and system development, support to TVET provision and institutional capacity building. In its desire to ensure proper and effective positioning of TVET in overall educational policymaking, it shall work for multi-sectoral representation in the NCCE through a relevant Executive Order.

To give the plan a good headstart, the 2005 TVET Policy Agenda is presented in Table 15.

**Table 15**  
**2005 TVET POLICY AGENDA**

<b>POLICY AGENDA</b>	<b>BRIEF DESCRIPTION</b>	<b>RECOMMENDED ACTION FROM THE TESDA BOARD</b>
1. Strengthening the Roles of TESDCs in resource generation	The Omnibus Amendment to the Rules and Regulations of TESDCs provides that they manage all activities of the TVET sub-sector in the region/province. The TESDC's 2002 roles shall be redefined in relation to the School Boards and on the resource generation at the local levels. Corresponding capability programs shall be developed and implemented attendant to such roles and functions.	Policy promulgation
2. Review and Updating of Priority Sectors and Qualifications	The new priority sectors and occupations shall be based on the MTPDP 2004-2010 and the results of the 2005 R/PSPs survey. This shall be complemented by a workshop with selected TAP/TEP/TWG members on the priority sectors. This will also serve as inputs in the Second Cycle NTESDP 2005-2009. The SSSD-TESDA Board has come up with a system that provides bases for prioritizing occupations where TRs will be developed.	Policy promulgation
3. IRP Recommendations	Per February 8, 2005 Direction Setting Meeting, the body agreed to review the IRP recommendations.  A Committee on Change Management manned by TESDA Board members shall be created and shall be responsible for both internal and legislative matters addressing IRP concerns.	Discussion/ further recommendation
4. Review of NMIS/EMIS	There is an expressed need for TESDA Board –DS members to be appraised on the NMIS in relation with the Education Management Information System (EMIS) of ADB-TESD Project and Financial Management Information System (FMIS) of PAQTVET, the investment poured in the system and its current direction and requirements.	Review
5. Training Regulations for TESDA Board Approved Priority Qualifications	Request for promulgation of TRs on RAC Window/Transport  Request for promulgation of the TRs for Performing Artists: Singer /Dancer, Home Management, Factory Worker, and Cosmetologist  Critical occupations of the 4 priority sectors (ICT, Tourism, Health and Agri-Fishery) identified by the IWGs shall be considered.	Review/adoption
6. Effective Duration of a Registered Program	Compliance to program registration from NTR to WTR shall be for a period of 1 year.  UTPRAS Registration shall have a validity of 5 years but once a new TR is approved even before the end of the 5th year, the program shall be re-registered under a new TR.  The process of compliance audit and spot checks on registered programs shall be strengthened.	Review/adoption



<b>POLICY AGENDA</b>	<b>BRIEF DESCRIPTION</b>	<b>RECOMMENDED ACTION FROM THE TESDA BOARD</b>
7. Mandatory Assessment for Graduates of TVET Courses with TRs	To ensure the quality of training delivery consistent with set standards, graduates of TVET courses covered by promulgated TRs shall be required to undergo mandatory assessment under the national assessment and certification system.	Review/approval
8. Procedural Integration of Programs of Government Agencies, SUCs and Community Colleges	In recognition of the various providers of training programs (national government agencies, SUCs, community colleges), TESDA has to ensure that such programs are within the PTQF. Thus TESDA shall enforce registration to be complied with by all components of the TVET System. Assessment and certification shall likewise be implemented in areas where there are existing standards promulgated by the Board.	Promulgation
9. Equivalency	An enhanced equivalency system as embodied in EO 358 is being worked out with CHED as well as other equivalency and articulation mechanisms. For SY 2005-2006, there are twenty-one pilot institutions commonly identified by TESDA and CHED to implement seven disciplines.	Discussion/review
10. Performance Assessment of TVET Students in All Training Delivery Systems (school, enterprises, community-based and training centers)	Participants of TVET training courses in schools training centers, enterprises, and community-based should be able to demonstrate their acquired learnings and competencies within the duration of their training. As in competency-based TVET, learners are required to produce evidences to prove that they have acquired competencies prior to proceeding to the next module. These evidences are gathered on a per competency basis.	Discussion
11. Integration of All Enterprise-Based Training	An Omnibus Bill integrating all enterprise-based training like OJT, apprenticeship, DTS, and similar training modalities, is recommended to be pursued.	Discussion/review
12. Integration of Entrepreneurship/Technopreneurship Modules in all TVET Courses	Consistent with entrepreneurship/technopreneurship development strategy for TVET, the curriculum shall integrate entrepreneurship/technopreneurship modules to include but not limited to basic bookkeeping, accounting for non-accountants and basic business law.	Review/adoption
13. Apprenticeship in Areas covered by Training Regulations	<p>The concern for expanding apprenticeable trades can be addressed by considering as apprenticeable all appropriate competencies in qualifications covered by existing TRs.</p> <p>The TESDA Board has directed the Secretariat to include the 31 occupations as apprenticeables. The TESDA Board will not act on these apprenticeable trades unless approved by a tripartite body.</p>	Review/adoption

<b>POLICY AGENDA</b>	<b>BRIEF DESCRIPTION</b>	<b>RECOMMENDED ACTION FROM THE TESDA BOARD</b>
14. Direct Training Provision Role of TESDA	<p>Within the medium term, TESDA shall continue to undertake direct training as it moves towards enabling other stakeholders as training providers. The direct training provision role of TESDA is necessary when:</p> <ol style="list-style-type: none"> <li>1. There are critical occupations/skills that cannot be provided by the private sector.</li> <li>2. The cost of training in private sector is high.</li> <li>3. The capacity of private TVET is low</li> <li>4. The quality of private TVET provision is wanting</li> </ol> <p>The implementation of highly recommended reform of devolving TVET to LGUs as contained in the progressive devolution is continuously being pursued.</p>	Promulgation
15. Devolution of TESDA Training Functions to the LGUs	<p>Section 29 of RA 7796 provides that "the Authority shall formulate, implement and finance specific plan to develop the capability of local government units to assume ultimately the responsibility for effectively providing community-based TESD opportunities". The Law also provides that there shall be "effective and timely retraining of TESDA personnel that would be affected by the devolution to ensure their being retained if the concerned local government units would not be able to absorb them"</p>	Discussion

Source: TESDA Board Resolution No. 02 dated March 18, 2005

Other policy agenda which the TESDA Board can consider are: (i) a proposal on the Critical Skills Tax as a training cost recovery mechanism, (ii) measures on the efficient use of idle lands in TESDA Technology Institutes (TTIs), (iii) mandating the Regional Technical Education and Skills Development Committees (RTESDCs) to set other miscellaneous fees for use in the improvement of TVET facilities and other operating needs, (iv) review of the PESFA guidelines and slots allocation, and (v) TVET graduates for First Level CSC Jobs.

## CAPABILITY BUILDING IN THE TVET SUB-SECTOR

The further capacity building needs of the technical vocational education and training (TVET) stakeholders shall be stressed in the current plan period. From laying down the groundwork for TVET reforms in the National Technical Education and Skills Development Plan (NTESDP) 2000-2004, the sub-sector through the Technical Education and Skills Development Authority (TESDA) coordination, shall have to trigger investments yielding substantial impact to the TVET sub-sector.

These things have to be considered as imperatives of organizational competence to drive reforms, quality assurance and a whole strategic outlook essential for a learning organization.

Consolidating the organization shall have to take cognizance of ongoing rationalization in government. This shall lead to TESDA which is able to manage TVET more effectively during the third cycle and beyond.

The availability and implementation of the TESDA corporate, human resource development (HRD) and other organizational development plans shall significantly facilitate the above requirements. The TESDA Strategy Map is given in Figure 10 while the context of the TESDA corporate plan is shown in Figure 11. Highlights of the plan are presented in Table 16.

### **TESDA Core Business**

TESDA's core business basically consists of three planks which are mutually reinforcing. These are direction setting, standards setting and system development and support to TVET provision (Figure 12). Institutional Capacity Building is necessary in support to the required services and delivery of its core business.

In line with the Independent Review Panel's<sup>3</sup> (IRP) recommendations, TESDA will eventually be an enabler whose role covers program and curriculum development for TVET institutions, continuing development of trainers and teachers, and the facilitation in the availment of grants and assistance for training institutions, industries, local government units (LGUs) and non-government organizations (NGOs).

#### *Direction Setting*

Central to TESDA's role as an authority is being able to provide a clear sense of direction to the TVET sub-sector. This essentially involves the formulation of policies, plans and guidelines that will ensure the development of high quality Filipino middle-level manpower. For TESDA to be able to direct TVET providers to areas where TVET will be most effective and relevant, the availability of timely, accurate and relevant information is crucial.

TESDA needs to be market-sensitive and be able to understand the domestic labor market, including the goods and services markets. It should also monitor the

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<sup>3</sup> RA 7796, Sec. 35

external environment on current and pressing developments and be able to assess the implications on TVET. TESDA should start looking beyond its corporate setting and see the broader context of TVET, particularly in this time of globalization and rapid technological changes. Its business is to be able to drive the TVET sub-sector in terms of appropriate policy directions and programs.

### *Standards Setting and Systems Development*

TESDA as an Authority should also be responsible for ensuring quality in all aspects of TVET. The key element here is standards. These standards apply not only to skills of the workforce and the TVET institutions, but also to processes and systems. These standards are benchmarks against which we can measure performances of workers and students, as well as TVET institutions. The Philippine TVET Qualifications and Certification System (PTQCS) and Unified TVET Program Registration and Accreditation System (UTPRAS) are TESDA's major responses towards quality assurance. There is a need, however, to accelerate the systems' implementation using globally established standards and processes. It is also important to further define the parameters for the priority occupations/skills and sectors and the platform for skills standards. The systems should be able to quickly respond to changes in technology and industry skills requirement.

Capability building measures should also be put in place, especially for TESDA's partners and service providers to enable them to meet the standards. Incentives and awards are also important components for installing quality in the systems.

### *Support to TVET Provision*

The provision of high quality technical education and skills development to develop qualified Filipino middle-level manpower is specifically stated in TESDA's mandate. It is therefore the responsibility of TESDA to ensure that TVET opportunities are available whether they are provided by the government or the private sector.

TVET provision in the Philippines, however, is predominantly private. Hence, where there is adequate private sector presence in TVET, the government must allow for private sector initiatives to grow and strengthen. TESDA should now focus on areas where there are lack of interest and private sector participation, like agriculture and high cost trade areas.

TESDA should now be able to design appropriate delivery mechanisms where direct training provision should now be a responsibility of the major stakeholders like the industry and local government units.

The role of TESDA should focus on ensuring equity and access and quality through expanded scholarship programs and other initiatives. TESDA should also be able to define in operational terms, the seamlessness, (lifelong learning) of TVET given the different delivery modes.

**Figure 10  
Strategy Map for TESDA**

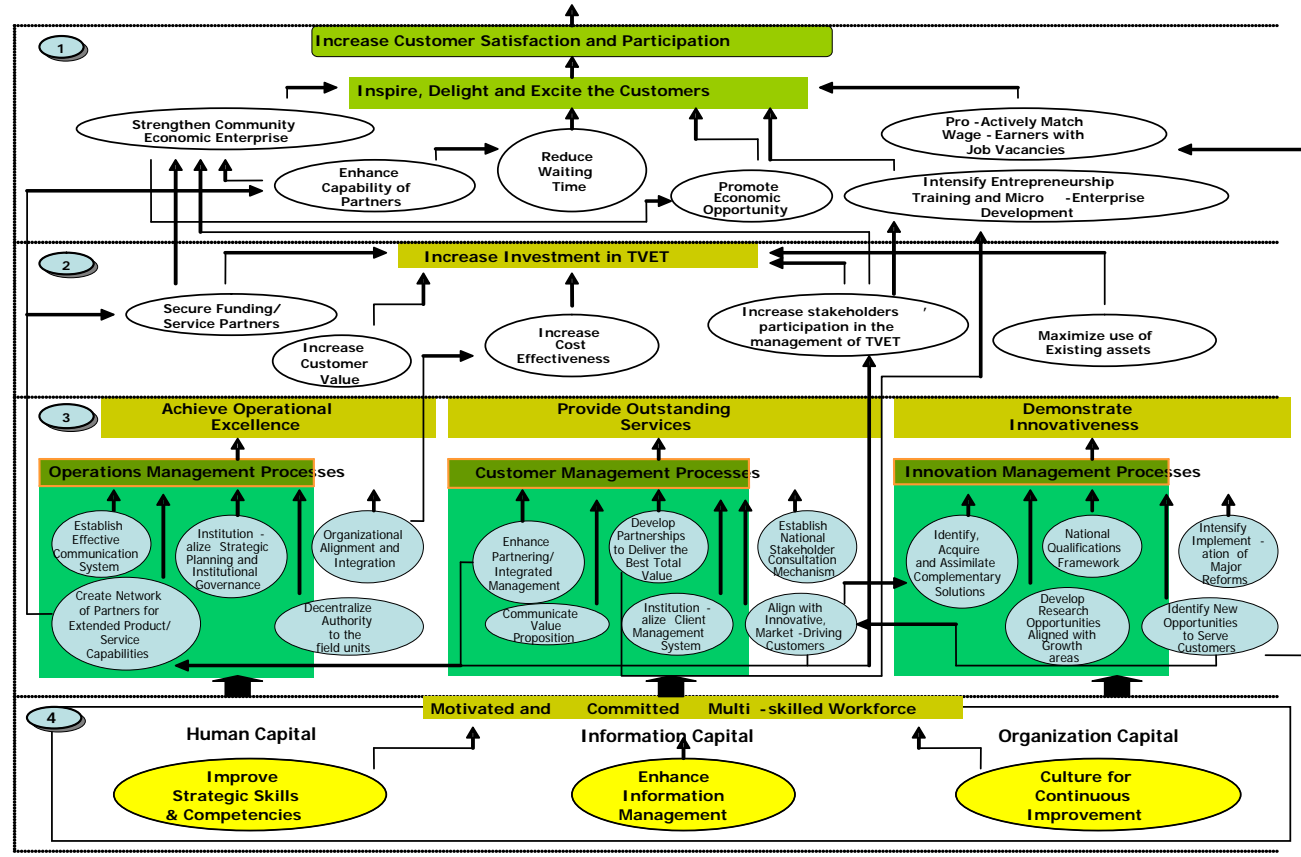
**Vision:** TESDA is a leading partner in the development of the Filipino workforce with world-class competence and positive values

**Customer Perspective**  
To achieve our vision, how should we appear to our customers?

**Financial Accountability Perspective**  
To financially sustain our mission, what must we focus on?

**Internal Process Perspective**  
To satisfy our customers, which operational processes must we excel at?

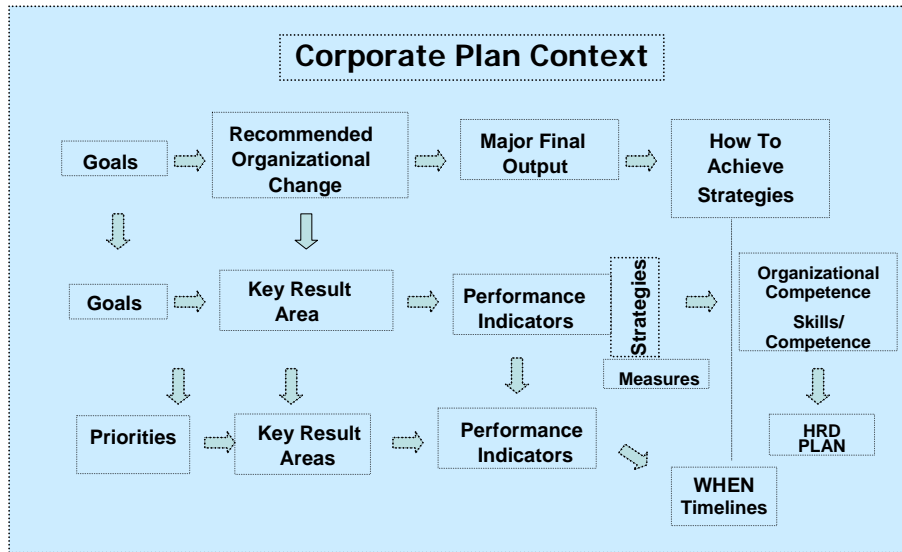
**Organizational Learning & Growth Perspective**  
How will we sustain our ability to change and improve?



**Table 16  
TESDA CORPORATE PLAN**

GOAL	CONCERNS	Major Final Outputs (MFOs)	SECTORAL STRATEGIES
<p><b>LEADERSHIP IN TVET</b></p> <p>Super ordinat Strategy goals system</p> <ul style="list-style-type: none"> <li>• Strategic Planning System</li> <li>• Information Analysis</li> <li>• Process Management</li> </ul>	<ul style="list-style-type: none"> <li>❖ Clarify the precise scope of TESDA's Jurisdiction</li> <li>❖ Clarify and finalized the Vision and Mission Statements and stick to them</li> <li>❖ Refocus efforts and resources to the implementation of the major TVET reforms</li> <li>❖ Regionalize the NTESDP</li> <li>❖ Build up capabilities in area research, planning and operations, policy research, analysis, formulation and advocacy</li> <li>❖ Information technology management of operating system</li> </ul>	<p><b>TVET Policies, Plans and Information</b></p> <p><b>TVET Standards and Systems</b></p>	<ul style="list-style-type: none"> <li>▪ Convergence in TVET</li> <li>▪ Private Sector Led/Market Driven TVET</li> <li>▪ Pro-Active Job-Skill Matching (SEEK-FIND-TRAIN)</li> </ul>
<p><b>PARTNER EMPOWERMENT</b></p> <p>Customer Focus</p>	<ul style="list-style-type: none"> <li>❖ Commit to a firm schedule of devolving the direct training function</li> <li>❖ Expansion of the Teachers/Trainers Training Program</li> <li>❖ Set-up industry boards in priority sectors and activate dormant ones</li> <li>❖ Expansion of private sector TVET provision</li> <li>❖ Enhancement of TVET Graduates' employability</li> </ul>	<p><b>TVET Delivery and Support Services</b></p>	<ul style="list-style-type: none"> <li>▪ Enhancing Quality Assurance Mechanisms</li> <li>▪ Lifelong Learning Mechanism/Ladderization and Articulation</li> </ul>
<p><b>ORGANIZATIONAL EXCELLENCE</b></p> <p>Skills, Staff Style</p> <ul style="list-style-type: none"> <li>• Leader-ship Structure</li> <li>• Human Resource Focus</li> <li>• Organizational Results</li> </ul>	<ul style="list-style-type: none"> <li>❖ Re-organize and Strengthen the TESDA Board</li> <li>❖ Rationalize internal organization and staffing</li> <li>❖ Interconnectivity of the different offices</li> <li>❖ Shift of locus of power</li> <li>❖ Establishment of HR Planning Systems and development of HRD Plan</li> <li>❖ Revise the systems decision-making, authorities and responsibility</li> <li>❖ Strengthen management of core resources</li> </ul>	<p><b>Organization Development Quality Management System</b></p>	<ul style="list-style-type: none"> <li>▪ Competency-Based TVET</li> <li>▪ Expanding Scholarships and Other Incentive Support Services</li> <li>▪ Entrepreneurship/Technopreneurship in TVET</li> <li>▪ Institutional Capacity Building</li> </ul>

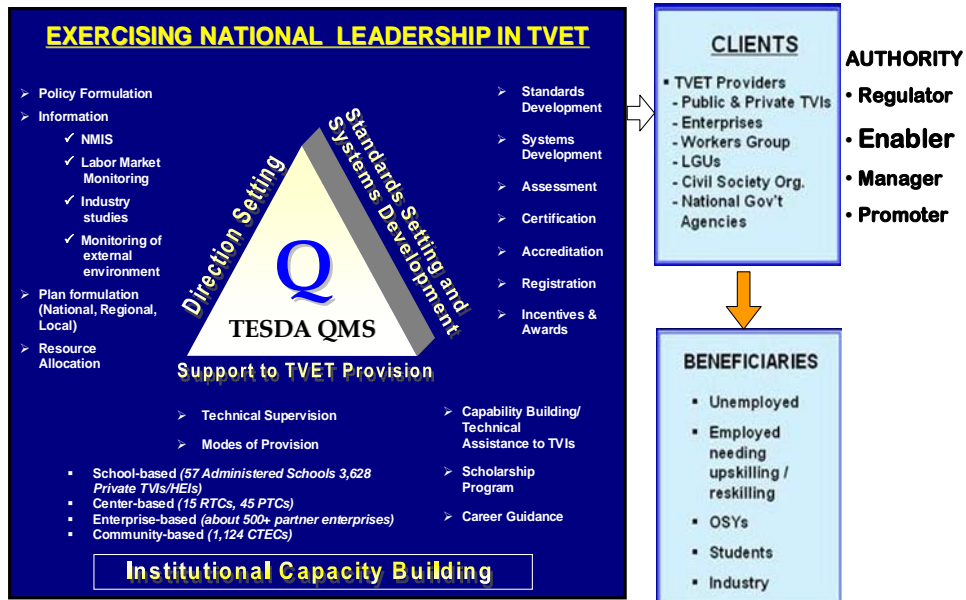
Figure 11



*Institutional Capacity Building*

For TESDA to provide the required services and deliver its core business, it must have internal capacity and capability. Institutional Capacity Building, therefore, is necessary to build its competencies along the various requirements of its direction setting, skills standard and systems development, and support to TVET provision responsibilities. Institutional capacity building also involves the installation of TESDA Quality Management System (QMS) at all levels and improving the efficiency and effectiveness of the various systems and processes in the organization.

Figure 12  
TESDA Core Business



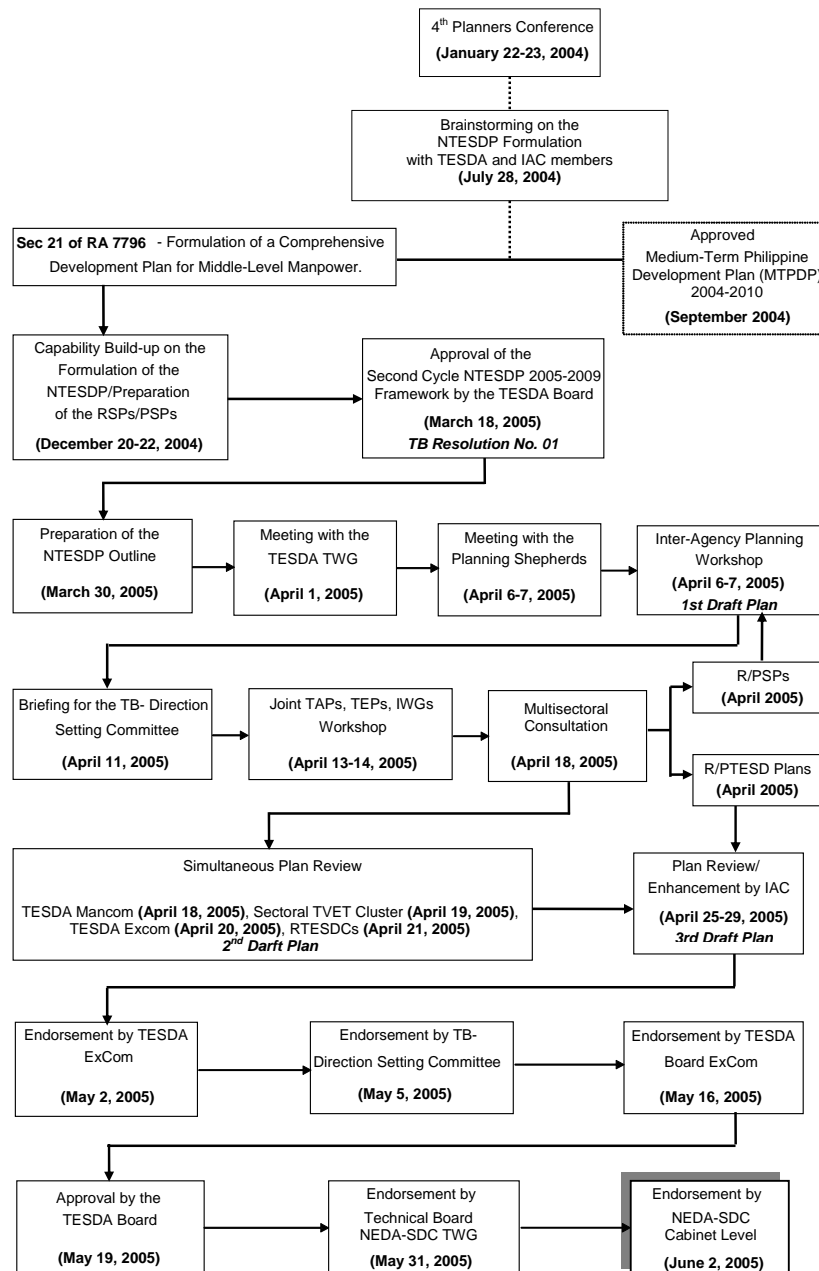
Note: Figures of TVET providers as of 2005

## CONSULTATION PROCESS

Adhering to development principles of ownership and participation, the Plan is a product of extensive consultations. The views and suggestions of TVET stakeholders were drawn and validated towards ensuring consistency and relevance.

The flowchart below (Figure 13) reflects the consensus building process which led to the formulation of the Plan.

**Figure 13**  
**Second Cycle NTESDP 2005-2009 Formulation Process**





## GLOSSARY

The following are key terms used in the Plan:

**Capability building** – with government assistance, this is private-led training initiatives in the areas of trainor's development, assessor's training, standards development, and incentives support to the identified priority sectors.

**Capacity building** – TESDA's role as an enabler covers program and curriculum development for TVET institutions, continuous development of trainors and teachers, and facilitation in the availment of grants and assistance for training institutions, industries, LGUs and NGOs.

**Competency** – is the achievement of knowledge, skills, attitudes and values (KSAVs) necessary to perform a given occupational task effectively and efficiently.

**Competency-based TVET** – a new learning methodology in TVET provision which involves the following principles: industry-based curriculum, self-paced and work-based training, competency-related training materials, evidence-based assessment, recognition of prior learning, multiple entry and exit for learners leading to the receipt of certification for individual competencies, on-and-off job based training, and national accreditation for training.

**Convergence** – as a strategy, it is the complementation or pooling of programs and resources to achieve the desired development goal or impact.

**Equivalency** – the process of recognizing present competencies and giving credit towards additional qualifications.

**Lifelong Learning** – the process of acquiring knowledge or skills throughout life via education, training, work and general life experience.

**Qualification** – is a formal certification issued by an authorized body in recognition of a person's achievement of competencies relevant to identified individual, professional, industry or community needs.

**Skills Priorities** – skills considered critical to the growth of priority sectors and industries at national, regional and provincial levels.

**Technical Vocational Education and Training** – the education process where it involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills relating to occupations in various sectors of economic and social life, comprises formal (organized programs as part of the school system) and non-formal (organized classes outside the school system) approaches.

***Tendering System*** – a packaged training through an invitation to at least three training providers of the concerned industry to present a project proposal based from the training schedule for the completion of the intended clients' unit of competencies.

***Technopreneurship*** – is the initiation of livelihood or business opportunities by tapping the skills and talents of technology students, graduates and workers.

***Trainer/Trainor*** – a person who provides training to trainers aimed at developing the latter's capacities for imparting attitudes, knowledge, skills and behavior patterns required for specific jobs, tasks, occupations or group of related occupations (R.A. 7796 – TESDA ACT).

## ACRONYMS

ADB	Asian Development Bank
AMT	Achievement Motivation Training
APEC	Asia Pacific Economic Cooperation
ARA	Agrarian Reform Area
ARC	Agrarian Reform Community
ATI	Agricultural Training Institute
AusAID	Australian Agency for International Development
BIMP-EAGA	Brunei-Darussalam, Indonesia, Malaysia, Philippines - East ASEAN Growth Area
BLE	Bureau of Local Employment
BLGD	Bureau of Local Government Development
CBTED	Community-based Training for Enterprise Development
CBTVET	Competency-based Technical-Vocational Education and Training
CEMMT	Centers for Excellence in Modern Manufacturing Technologies
CentEx	Center of Technical Excellence
CHED	Commission on Higher Education
CICT	Commission on Information and Communication Technology
CIDA	Canadian International Development Agency
CIDSS	Comprehensive and Integrated Delivery of Social Services
COROPOTI	Central Office, Regional Office, Provincial Office, Training Institutions
CS	Competency Standards
CTEC	Community Training and Employment Coordinator
DA	Department of Agriculture
DaP	Differently-abled Person
DBP	Development Bank of the Philippines
DENR	Department of Environment and Natural Resources
DepED	Department of Education
DILG	Department of Interior and Local Government
DLR	Department of Land Reform
DOLE	Department of Labor and Employment
DOST	Department of Science and Technology
DOT	Department of Tourism
DSWD	Department of Social Welfare and Development
DTI	Department of Trade and Industry
DTS	Dual Training System
EBT	Enterprise-based Training
EDET	Expansion of Dual Education and Training
EGC	Employment Generation Capacity
EISP	Environmental Infrastructure Support Program
EMIS	Educational Management Information System
EO	Executive Order
ET	Education and Training
ETMI	Education and Training Market Information
FAME	Fashion Accessories Manufacturing Enterprises
FMIS	Financial Management Information System

GAA	General Appropriations Act
GAD	Gender and Development
GATS	General Agreement on Trade in Service
GMA	Ginintuang Masaganang Ani
GNP	Gross National Product
GO	Government Organization
GOJ	Government of Japan
GOP	Government of the Philippines
GTH	Gifts, Toys and Houseware
GVA	Gross-Value Added
HEI	Higher Education Institution
HMS	Household Management Service
HRD	Human Resource Development
HVAC/R	Heat-Ventilation and Air Conditioning/Refrigeration
IAC	Inter-Agency Committee
I-CARE	Invigorating Constituent Assistance in Reinforcing Employment
ICT	Information and Communications Technology
IEC	Information, Education and Communication
IFAD	International Food and Agricultural Development
IGP	Income Generating Project
IKSP	Indigenous Knowledge, System and Practice
ILO	International Labour Organization
INFRES	Infrastructure for Rural Productivity Enhancement Sector
IP	Indigenous People
IRP	Independent Review Panel
IWG	Industry Working Group
JICA	Japan International Cooperation Agency
JITCO	Japan International Training Cooperation
JLC	Japanese Language Center
JPEPA	Japan-Philippine Economic Partnership Agreement
KAGABAY	Katulong at Gabay sa Manggagawang may Kapansanan
KALAHI	Kabuhayan Laban sa Kahirapan
Kash	Kasanayan at Hanapbuhay
KEPS	Korea Employment Permit System
KOICA	Korea International Cooperation Agency
KRA	Key Result Area
KSA	Kingdom of Saudi Arabia
LA	Local Agency
LAN	Local Area Network
LDB	Luzon Development Bank
LEAP	Livelihood and Enterprise Assistance Program
LGU	Local Government Unit
LMI	Labor Market Information
LMIR	Labor Market Intelligence Report
LPM	Labor Product Market
LSB	League of Sangguniang Bayan
MBUSS	Mindanao Basic Urban Services Sector
METP	Monitoring and Evaluation of Training Performance

MLSD	Middle-Level Skills Development
MOA	Memorandum of Agreement
MSME	Micro, Small and Medium Enterprise
MTC	Maritime Training Council
MTPDP	Medium-Term Philippine Development Plan
MTPIP	Medium-Term Philippine Investment Program
NAPC	National Anti-Poverty Commission
NC	National Certificate
NCCA	National Commission for Culture and the Arts
NCCE	National Coordinating Council for Education
NCIP	National Commission on Indigenous Peoples
NEDA	National Economic and Development Authority
NGA	National Government Agency
NGO	Non-Government Organization
NHA	National Housing Authority
NMIS	National Manpower Information System
NMP	National Maritime Polytechnic
NSO	National Statistics Office
NSTP	National Service Training Program
NTESDP	National Technical Education and Skills Development Plan
NTR	No Training Regulation
NYC	National Youth Commission
ODA	Official Development Assistance
ODW	Occupationally Disabled Workers
OFW	Overseas Filipino Worker
OJT	On-the-Job Training
OSY	Out-of-School Youth
OWWA	Overseas Workers Welfare Administration
OWY	Out-of-Work Youth
OYSTER	Out of School Youth Servicing Towards Economic Recovery
PAQTVET	Philippine-Australia Quality TVET
PDAF	Priority Development Assistance Fund
PEO	Pre-Employment Orientation
PESFA	Private Education Student Financial Assistance
PESO	Public Employment Service Office
Phil-JobNet	Philippine Job Exchange Network
PNQF	Philippine National Qualifications Framework
POEA	Philippine Overseas Employment Administration
PPA	Participatory Poverty Assessment
PRC	Professional Regulations Commission
PRRC	Pasig River Rehabilitation Commission
PSIC	Philippine Standard Industrial Classification
PTC	Provincial Training Center
PTESDC	Provincial Technical Education and Skills Development Committee
PTQCS	Philippine TVET Qualifications and Certification System
PTQF	Philippine TVET Qualifications Framework
PWD	Persons With Disability
QA	Quality Assurance

R/PSP	Regional/Provincial Skills Priority
RAC	Refrigeration and Air Conditioning
RBO	Rural-Based Organization
RSF	Revolving Settlement Fund
RTC	Regional Training Center
RTESDC	Regional Technical Education and Skills Development Committee
SEA-K	Self-Employment Assistance-Kaunlaran
SESP	Skills for Employment Scholarship Program
SETUP	Small Enterprises and Technology Upgrading Program
SK	Sangguniang Kabataan
SSSD	Standard Setting and Systems Development
SUCs	State Universities and Colleges
SUSP	Seafarers Upgrading Scholarship Program
SW	Seminar Workshop
SZOPAD	Special Zone for Peace and Development
TAP	TESDA Advisory Panel
TAS	TESDA Administered School
TDF	TESDA Development Fund
Tech-voc	Technical Vocational
TEP	TESDA Expert Panel
TESD	Technical Education and Skills Development
TESDA	Technical Education and Skills Development Authority
TESDC	Technical Education and Skills Development Committee
TESDP	Technical Education and Skills Development Project
TLHE	Technology, Livelihood and Home Economics
TLRC	Technology and Livelihood Resource Center
TM	Training Methodology
TQ	Trainer Qualification
TR	Training Regulation
TRIB	TESDA-Recognized Industry Body
TTI	TESDA Technology Institute
TVET	Technical Vocational Education and Training
TVI	Technical Vocational Institution
TWG	Technical Working Group
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPLB	University of the Philippines at Los Baños
UTPRAS	Unified TVET Program Registration and Accreditation System
WB	World Bank
WCR	World Competitiveness Report
WTR	With Training Regulation
YP4SC	Youth Profiling for Starring Careers

**Annex A**  
**Priority Sectors and Critical Occupations/Skills: 2005-2007\***

SECTOR	SUB-SECTOR	CRITICAL OCCUPATIONS/SKILLS
<b>AGRICULTURE AND FISHERIES</b>	<b>Aquaculture</b>	Aqua Entrepreneur Hito Cultivator Tilapia Farm Cultivator Freshwater Shrimp Cultivator Breeder of Export-driven Ornamental Fish Fishpond/Cage Technician Master Fisherman (Boat Captain, Boat Engine Mechanic) Hatchery/Nursery Technician Hazard Analysis and Critical Control Point (HACCP) System Inspector Fishing Gear Designer/Technician Natural Larval Food Technician
	<b>Livestock</b>	Hatchery Operator Slaughterhouse Equipment Operator/ Maintenance Butcher/Meat Cutter Raiser/Entrepreneur Artificial Insemination (AI) Technician Meat Processing Operator Dressing Plant Equipment Operator Forage Specialist
	<b>Post harvest</b>	Post Harvest Technician Fish Processing Technician Seaweeds Processing Technician Fish Products Packager Cold Storage Technician Refrigeration Technician Live Transport Technician Fish Processor (post harvest)
	<b>Crops</b>	Farmer Entrepreneur Certified Seed Producers Nursery Operators Plant Nutritionist Soil Analyst Water Management Technician Weed Control Technician Disease Technician Pest Technician Equipment Maintenance (e.g. threshers and shellers) Tractor Operator Harvester Cutters/Pickers/Sorters/Classifiers/Storage and Warehousing Packers

SECTOR	SUB-SECTOR	CRITICAL OCCUPATIONS/SKILLS
AUTO MOTIVE	Dealership	Automotive Service Technician Auto Body Repairer Auto Body Painter/Finisher
	Manufacturing	Production Welder Production Assembler Material Handler Heavy Equipment Operator Press Machine Operator Forklift Operator Electrical Maintenance
CONSTRUCTION		Arc/Gas-Oxygen Acetylene Welder Bricks and Tile Setter Draftsman Driver Electrical Technician (Flexible Metal Conduit (FMC), Building and Horizontal Construction) Foreman Heavy Equipment Electrician Heavy Equipment Mechanic Heavy Equipment Operator/Crane Operator Mason (Riprapping and Bricklaying) Painter Pipefitter Plumber Steelman Structural Welder Tinsmith Pipe Welder Carpenter (Finishing) Scaffolding Erector Safety Aide Warehouseman
DECORATIVE CRAFTS	Jewelry	Wax Modeller Tool and Die Maker Stone Setter NC III and NC IV Quality Control Supervisor Polisher NC III and NC IV Plater Plant Manager/Supervisor Goldsmith/Silversmith (NC III and IV) Caster



SECTOR	SUB-SECTOR	CRITICAL OCCUPATIONS/SKILLS
DECORATIVE CRAFTS	<p align="center"><b>Gifts, Toys and Housewares</b></p>	Basket and Mat Weaver Basket Maker Caster Dye Technician Embroiderer Finisher/Packer Flower Maker Hand Loom Weaver Hand Made Paper Maker Hand Painter Handicraft Worker Harvester/Drier/Cleaner Lasa Processor Macrame Worker Marble Worker Moulder Needle Craft Worker Pattern Maker Potter Pottery Maker Product Designer Quality Controller Quilters Shell Craft Worker Sorter/Drier Splitters Stone Cutter Structural Brick Maker Wood Laminator
	<p align="center"><b>Ceramics</b></p>	Ceramic Product Designer Model Maker Mold Maker Caster Ceramics Sponger/Trimmer Ceramic Kiln/Dryer Operator Hand Painter/Designer Ceramic Glazer Potter Quality Controller (greenware/bisque/glaze) Structural Brick Maker Jiggering Machine Operator
ELECTRONICS	<p align="center"><b>Industrial Automation and Mechatronics</b></p>	Automated Machine Operator Industrial Automation Craftsman Industrial Automation Technician Calibration Technician Industrial Automation Lecturer/Specialist Pneumatic/Hydraulic Technician Industrial Automation Application/Sales Representative Industrial Automation Manager/Supervisor Program Logic Control (PLC) Programmer Human Machine Interface/Supervisory Control and Data Acquisition (HMI/SCADA) Programmer

SECTOR	SUB-SECTOR	CRITICAL OCCUPATIONS/SKILLS
ELECTRONICS	<b>Instrumentation and Control Technology</b>	Process Equipment Operator Instrumentation & Control Technician Instrumentation & Control Craftsman Instrument Calibration Technician Instrumentation & Control Facilities Technician Instrumentation & Control Application/Sales Representative Instrumentation & Control Lecturer/Specialist Instrumentation & Control Manager/ Supervisor Distributed Control System (DCS) Programmer Analytical Instrumentation Technician Process Controller Programmer/Configurator
	<b>Biomedical Equipment Technology</b>	Bio-Medical Equipment Technician Bio-Medical Service Technician Biomedical Equipment Aide Biomedical Equipment Specialist/Trainor
	<b>Consumer Electronics Technology</b>	Office Equipment Technician Security System Technician Electronic Appliances Technician Audio/Video Repair/Service Technician Technopreneur Consumer Electronics Specialist
FOOTWEAR		Upper Maker Skiving Operator Sewing and Closing Lasting Worker Assembler Bottoming Worker Finisher Pattern Maker
FURNITURE AND FURNISHINGS		Cutting Machine Operator Finisher (sander, varnisher) Assembler Welder Upholsterer Furniture Designer Veneering Operator Wood Carver Equipment Maintenance Specialist
GARMENTS		Cutter Designer Dressmaker Pattern Maker Tailor

SECTOR	SUB-SECTOR	CRITICAL OCCUPATIONS/SKILLS
HEALTH AND SOCIAL SERVICES	Health and Nutrition	Health Care Assistants: Maternal and Child Health (MCH) Aide Surgery Aide Internal Medicine Aide Emergency Room (ER) Aide General Aide Barangay Nutrition Scholar (BNS) Emergency Medical (EM) Technician Biomedical Electronic (BME) Technician Electrocardiogram (ECG) Technician Dialysis Technician Community-based: Barangay Health Worker (BHW) Trained Hilot Trained Masseurs
	Security	Security Guard Post Services Security Guard (SG) Conduction Service Armored Vehicle/ Guard Service Investigation & Detection Service Electronic Security Systems and Services Specialized Security Services: Industrial Commercial Bank High Rise Maritime/Seafarer Aviation Hospital Campus Villages Subdivision
	Retailing	Sales Professional Cashier Promodizer Visual Merchandiser Product Specialist Buyer/Merchandiser

SECTOR	SUB-SECTOR	CRITICAL OCCUPATIONS/SKILLS
HVAC/R		Window-Type AC Installer Refrigeration and Air Conditioning (RAC) Service Technician (Window-Type AC/Domestic Refrigeration) Package-Type AC Installer RAC Service Technician (Package-Type AC/Commercial Refrigeration) Transport RAC Land/Mobile AC and Refrigeration Marine Sea AC and Refrigeration Service Technician Centralized AC Reciprocating Chillers Centrifugal Chillers Screw Chillers Technician Industrial Refrigeration Technician Ice Plant Technician
	INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)	

SECTOR	SUB-SECTOR	CRITICAL OCCUPATIONS/SKILLS
LAND TRANSPORT		Auto Body Builder Auto Painter Automotive Electrician Automotive Mechanic Automotive Technician Battery Man Conductor Diesel/Gas Engine Mechanic Diesel Fuel Injection Technician Driver Heavy Equipment Operator (Cargo Handling) Heavy Equipment Technician Helper Mechanic Hydraulic Mechanic PABX Technician Sheet Metal Worker/Tinsmith Tireman Truck Trailer/ Bus Driver Welder
LOGISTICS		Mechanics Manager Supervisor Driver Warehouseman Packer Forklift Operator Dispatcher Inventory Clerks Distribution Clerks Freight/Parcels Forwarders Cargo Handlers Logistics Operator
MARITIME		Boatswain Chief Steward Chief Cook Fitters Oiler/Motorman Pumpman General Purpose Worker

SECTOR	SUB-SECTOR	CRITICAL OCCUPATIONS/SKILLS
<p style="text-align: center;"><b>METALS AND ENGINEERING</b></p>		<p>Metal and Steel Fabricator  Shielded Metal Arc Welding (SMAW) Welder  Gas Tungsten Arc Welding (GTAW) Welder  Gas Metal Arc Welding/Flux-Cored-Arc Welding (GMAW/FCAW) Welder  Oxyfuel Gas Welding and Cutting (OFW and C) Welder  Fitter  Conventional Machinist  Tool and Die Maker  Tool and Die Setter  Jigs and Fixtures Maker  Pattern Maker  Metal Finishing Technician  Iron and Steel Worker  Press Worker  Computerized Numerical Control (CNC) Machinist  Tool and Die Designer  Welding Inspectors  Millwright Technician  Forging/Smithery Craftman  Foundry Technician  Heat Treatment Technician</p>
<p style="text-align: center;"><b>MINING</b></p>		<p>Mining and Metallurgical Engineering Technician  Miner  Quarry Worker  Shotfirer  Blaster  Sampler (Mine)  Rough Carpenter  Machine Operator:  Cutting/Mine  Drilling/Mine  Mining/Continuous  Crushing/Mineral Ore  Milling/Minerals  Stone Pressing</p>
<p style="text-align: center;"><b>PROCESSED FOOD AND BEVERAGES</b></p>		<p>Filler Operator/ Maintenance Repairer  Storage, Warehouseman  Hauler/ Forklift Operator  Packing Machine Operator  Delivery Van Driver  Labeling Machine Operator  Coding Machine Operator  Vacuum Sealer Machine Operator</p>
<p style="text-align: center;"><b>SHIPBUILDING</b></p>		<p>Welder  Shipfitter  Pipefitter  Electrician (boat building)  Technical Divers</p>

SECTOR	SUB-SECTOR	CRITICAL OCCUPATIONS/SKILLS
TOURISM	<b>Travel and Tours</b>	Local Tour Guide Tour Coordinator and Information Officer Tour Operator and Planner Reservations Officer Events Management Staff Tourism Site Management Staff Marketing and Sales Staff
	<b>Hotel and Restaurant</b>	Waiter/Food Server Room Attendant (housekeeping) Cook Sous Chef Executive Chef Pastry Chef Baker Concierge Receptionist Guest Services Officer Reservations Officer

*\*Adapted from the output of "Workshop on the Identification of Critical Skills in Priority Sectors, Identification of TVET Issues and Concerns, and Validation of Occupational Map" April 13-14, 2005.*

## ACKNOWLEDGMENT

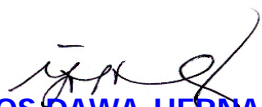
The formulation of the Second Cycle NTESDP 2005-2009 is grounded on the principles of partnership and convergence.

Using the MTPDP 2004-2010 which embodies the present national leadership's socio-economic policies and priorities and was officially adopted in October 2004 and President Gloria Macapagal-Arroyo's 10-Point Agenda as the main frames of reference, TESDA formulated the Second Cycle NTESDP 2005-2009. The Planning Office and the TESDA Technical Working Group (TWG) conducted a series of internal reviews, workshops, and consultative meetings to ensure optimum participation and contribution from TESDA units and external bodies.

The Plan incorporated inputs from TESDA's policy recommending and decision making bodies: the Management Committee (ManCom) composed of the Agency's Division Chiefs; Sectoral Cluster for Technical Vocational Education and Training (TVET) composed of the offices involved in TVET planning, systems development, standard setting and certification; Executive Committee composed of the Secretary and Director General, the Deputy Directors General and the Executive Directors; National Directorate which is composed of the members of the Executive Committee and the Regional Directors; General Directorate composed of the National Directorate and Provincial Directors as well as the TESDA Technology Institutes (TTI) Administrators; the Regional and Provincial Technical Education and Skills Development Committees; TESDA Board Direction Setting Committee; TESDA Board Executive Committee, and TESDA Board which is composed of selected cabinet level representatives from the government and top executives of umbrella organizations (labor, employer, education and training, business and investments) from private sector.

The Plan is likewise, a product of tedious consultations and purposive collaboration by the various external groups who shared their time, knowledge, expertise, insights and wisdom to ensure that the Plan will measure up to the expectations of TVET sub-sector's beneficiaries and stakeholders. These groups include the Inter-Agency TWG on the Formulation of the Second Cycle NTESDP 2005-2009; the multisectoral groups from labor, industry, TVET providers, LGUs, non-government organizations, academe; DOLE; NEDA Social Development Committee-Technical Board and Cabinet Level and our partners from the Philippine-Australia Quality TVET (PAQTVET), TESDA-ADB TESD Project and Industry Working Groups (IWGs).

Finally, to all those who in one way or the other have directly or indirectly contributed to the formulation of this Plan, we would like to give you our gratitude and appreciation for such commitment and support.

  
**MILAGROS DAWA-HERNANDEZ**  
**Deputy Director General**  
**Sectoral TVET**



## **Social Development Committee – Cabinet Level (NEDA)**

Hon. Patricia A. Sto. Tomas  
Secretary  
Department of Labor and Employment

Hon. Romulo L. Neri  
Secretary  
National Economic and Development Authority

Hon. Eduardo R. Ermita  
Executive Secretary  
Office of the Executive Secretary

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Housing and Urban Development Coordinating Council

Hon. Augusto Boboy Syjuco, Jr.  
Secretary  
Technical Education and Skills Development Authority

Hon. Carlito S. Puno  
Acting Chairperson  
Commission on Higher Education

## **TESDA Board Members**

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Secretary, Department of Labor and Employment

Hon. Augusto Boboy Syjuco, ALTERNATE CHAIR  
Secretary and Director General  
Technical Education and Skills Development Authority

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Hon. Carlito S. Puno  
Chairman, Commission on Higher Education

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Labor Representative  
National Federation of Labor

Isidro Antonio C. Asper  
Labor Representative  
Federation of Free Workers

Jovencio G. Avenido  
Labor Representative  
Trade Union Congress of the Philippines

Carmen M. Solinap  
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Trade Union Congress of the Philippines

Rene Luis M. Tadle  
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Federation of Faculty Association of the Philippines

Dr. Nona S. Ricafort  
Employer Representative  
Philippine Federation of Business and Professional Women

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Employer Representative  
New Tech Pulp, Inc.

Atty. Ranulfo P. Payos  
Employer Representative  
Change Management International, Inc.

Dr. Eduardo G. Ong  
Employer Representative  
Philippine Chamber of Commerce and Industry

Anna Maria Golez-Nava  
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Philippine National Red Cross

Dr. Teresita U. Quirino  
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Technological Institute of the Philippines

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His invaluable contribution to the crafting of the Second Cycle NTESD Plan 2005-2009 and  
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