

Republic of the Philippines
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Rd. South Superhighway, Taguig, Metro Manila

45th TESDA BOARD MEETING
18 March 2005, Friday, 1:30 p.m.
7th Floor TESDA Board Room, Office of the Chair
Taguig, Metro Manila

Resolution No. 2005- o1

**ADOPTION OF THE SECOND CYCLE NATIONAL TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT PLAN (NTESDP) 2005-2009 FRAMEWORK**

WHEREAS, the Second Cycle National Technical Education and Skills Development Plan (NTESDP) 2005-2009 Framework shall serve as the overall guide in the formulation of the Second Cycle NTESD Plan 2005-2009 which is the blueprint for technical vocational education and training and will guide the policymakers and the implementers in the exercise of prudent public resource allocation.

WHEREAS, during the Direction Setting TESDA Board – TESDA Secretariat Consultation Meeting which was held last 8 February 2005, the Second Cycle National Technical Education and Skills Development Plan (NTESDP) 2005-2009 Framework was favorably endorsed for EXCOM-TESDA Board consideration;

WHEREAS, during the 41st EXCOM-TESDA Board Meeting held on 10 March 2005, the EXCOM-TESDA Board endorsed favorably the adoption of the Second Cycle National Technical Education and Skills Development Plan 2005-2009 Framework

NOW, THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the Board approves the adoption of the Second Cycle National Technical Education and Skills Development Plan ((NTESDP) 2005-2009 Framework with attachments to form as an integral part of this resolution;

BE IT RESOLVED FINALLY, that copies of the Second Cycle National Technical Education And Skills Development Plan ((NTESDP) 2005-2009 Framework and this resolution be disseminated to concerned offices for their information and guidance.

Adopted this 18th March 2005.

Ma. Adorinda de Jesus-Forro
MA. ADORINDA DE JESUS-FORRO
Board Secretary VI

Attested by

Patricia A. Sto. Tomas
PATRICIA A. STO. TOMAS.
Chair, TESDA Board
Secretary, Department of Labor and Employment

National Development Challenges

Poverty Alleviation through Economic Growth

Global Competitiveness

The NTESDP Framework

2005-2009

Second Cycle Plan

- Development Imperatives
- Labor Market Conditions
 - Overseas
 - Local

TVET Interventions

NTESDP Vision

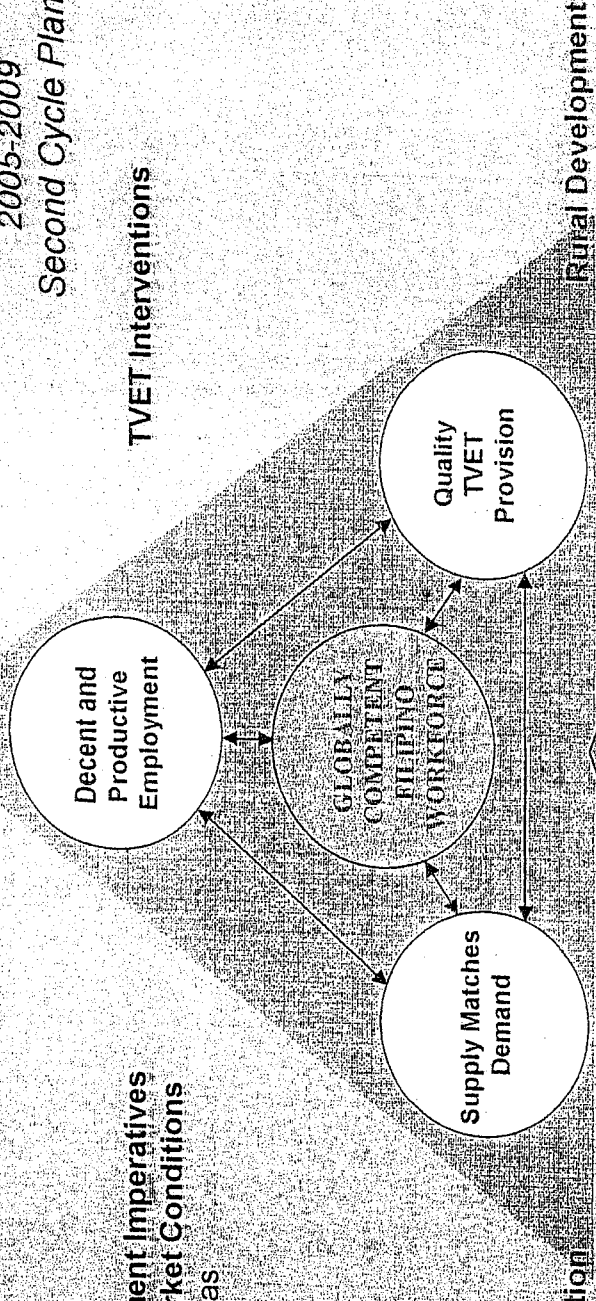
Development Objectives

Three-Pronged Direction

Key Result Areas

Strategies

Key strategies include resource mobilization



Improved Access and Equity in TVET
 Improved Assessment and Certification
 Enhanced Employability of TVET Graduates

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 in TVET
 Convergence in TVET

Organizational Competence

Financial Requirements

As of March 17, 2005

THE NTESDP 2005-2009 FRAMEWORK SECOND CYCLE PLAN

1. **National Development Challenges.** The 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.**
2. **NTESDP Vision.** The vision of the NTESDP 2005-2009 is a **globally competent Filipino workforce.** The Filipino worker shall be the much sought after worker, producing quality products and services here and abroad.
3. **Development Objectives.** Guided by the administration's 10-Point Agenda and the MTPDP 2004-2010, the NTESDP 2005-2009 shall respond to the national development objectives, namely:
 - 3.1 **Decent and Productive Employment.** This means that adequate income is generated and sufficient employment is available, where all workers have full access to income earning opportunities. Decent employment entails the continuous improvement of workers' capabilities through build-up in competitive skills and positive work ethics to make them more productive.
 - 3.2 **Quality TVET Provision.** To ensure quality in all aspects of TVET, standards will apply not only to graduates but also to the TVET institutions' processes and systems.
 - 3.3 **Supply Matches Demand.** All training programs will be guided by the job-skill matching paradigm, both in terms of quantity and quality set by industries, especially in critical occupations and areas where there are high demand.
4. **Planning Environment.** Planning shall be done within the context of PSALM Approach: **Policy-oriented, Sector-focused, Area-based and Labor Market-driven.** It will consider **Development Imperatives, Labor Market conditions, both local and overseas, and TVET Interventions.**

- 4.1 **Development Imperatives.** These are social development concerns lined up by the national government particularly for the specialized/disadvantaged sectors of the society such as the poor, differently-abled persons, the out-of-school youths, and the unemployed.
- 4.2 **Labor Market Conditions.** This covers area and industry requirements both local and overseas gathered and disseminated with the assistance of the private sector.
- 4.3 **TVET Interventions.** These are policies, programs and standards developed through a consensual process among stakeholders and carried out through the network of public and private TVET providers.
5. **The Three-Pronged Direction.** The Second Cycle Plan shall adopt the First Cycle's three-pronged directions of TVET.
 - 5.1 **TVET for Social Integration.** This shall put people in the mainstream of development not only as beneficiaries but also as active participants in the development process. It shall also address the provision of a wide range of economic and social alternatives to poor and other disadvantaged Filipinos.
 - 5.2 **TVET for Rural Development.** This shall mainstream the countryside in national development through addressing the skills requirements of economic activities in the rural areas especially in pursuing technology-based agriculture and fishery development.
 - 5.3 **TVET for Global Competitiveness.** This shall address the skills requirements of export-oriented activities, catalytic industries, industries undergoing adjustments, support industries, and overseas employment. This shall also entail provision of products and services meeting international standards.
6. **Key Result Areas.** Two key result areas have been identified.
 - 6.1 **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.
 - 6.2. **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.

- 6.3 **Enhanced Employability of TVET Graduates.** This is the environment where TVET graduates have improved access to employment opportunities both here and abroad. Graduates would also have improved prospects for entrepreneurial and self-employment endeavors.
7. **Strategies.** The achievement of the objectives and key result areas of the NTESDP 2005-2009 shall be pursued through the following:
- 7.1 **Private Sector-Led and Market-Driven TVET.** Strengthened linkages between TVET providers and industry shall be promoted. This is to ensure the active participation of private enterprises in the development and provision of quality technical education and skills development opportunities.
- 7.2 **Pro-Active Job-Skill Matching (SEEK-FIND-TRAIN).** Enhancement of matching TVET outputs with available jobs will be addressed through this strategy. It shall implement the three components:
- i) SEEK local business opportunities, and jobs through domestic and international labor market intelligence to pinpoint the exact requirements of the job market, ii) FIND the right people fit for the jobs, and iii) TRAIN the right people for the available jobs using quality standards developed in consultation with industry. Programs and support services shall be provided such that the education and training sector effectively contributes to putting people to work and keeping them employed, either wage-employed or self-employed.
- 7.3 **Life Long Learning Mechanism/ Ladderization and Articulation.** This mechanism calls for the implementation of EO 358, as this will promote TVET as a pathway to a lot of opportunities. This will facilitate transition and progression between TVET and higher education or vice versa. This will also afford upward career mobility for workers through the recognition of acquired skills and competencies. The Philippine National Qualifications Framework (PNQF) shall guide articulation of TVET programs across all TVET providers and higher education.
- 7.4 **Expanding Scholarships and Other Incentive Support Services.** Various scholarships and other financial assistance programs such as the tendering scheme will be implemented to broaden access to education and training opportunities. These shall be provided not only to deserving students, faculty, trainers, but also to our partners in the TVET sectors including the LGUs.
- 7.5 **Competency-based TVET.** This will entail an entirely new learning environment where the trainers will become facilitators of learning. This strategy shall adhere to the following principles: multiple entry/exit,

modular and self-paced, learning system and assessment of learners according to actual work to be performed based on industry standards, recognition of prior learning, on and off job experience and, provides national recognition/ accreditation for acquired competencies.

- 7.6 **Enhancing Quality Assurance Mechanisms.** This would entail the utilization of quality systems, procedures and processes of partners towards producing quality products and services. Continuous development and review of competency standards and assessment and certification processes with the active involvement of the private sector particularly the industry will be done. Registration and accreditation of TVET programs shall be pursued to ensure adherence to defined norms and standards.
- 7.7 **Entrepreneurship in TVET.** TVET shall develop the entrepreneurial acumen of the Filipino worker to make him more aggressive and hardworking. This likewise calls for enhancing his awareness and potentials to tap available resources including his own competencies, and establish his own business.
- 7.8 **Convergence in TVET** – This calls for forging strategic alliances between and among stakeholders towards a more focused, effective and efficient TVET delivery. It includes resource mobilization to ensure that priority areas and programs are provided adequate resources.
8. **Resource Requirements-** All strategies will be supported by TESDA and the various stakeholders through their organization and available resources.
- 8.1 **Organizational Competence.** This shall involve not only the TESDA corporate but all the institutional arrangement as the TESDA Board, R/PTESDC, other committees, Industry Working Groups, CTECs, LGUs, training providers and other partners. This refers to sustainable capability build-up programs for the TVET players and stakeholders to bring about the best of them in support of the objectives, KRA and strategies of the NTESDP 2005-2009.
- 8.2 **Financial Requirements.** The financial requirements to support the implementation of the NTESDP shall be sourced-out not only from the regular appropriations including Overseas Development Assistance, the TESDA Development Fund but also other opportunities through convergence strategy. Additional funds could be generated from other government agencies, private sector, local government units, and non-governmental organizations.

NTESDP 2005-2009 FRAMEWORK

National Development Challenges

Poverty Alleviation through Economic Growth

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2005-2009
Second Cycle Plan

Global Competitiveness

TVET Interventions

- Development Imperatives
- Labor Market Conditions
 - Overseas
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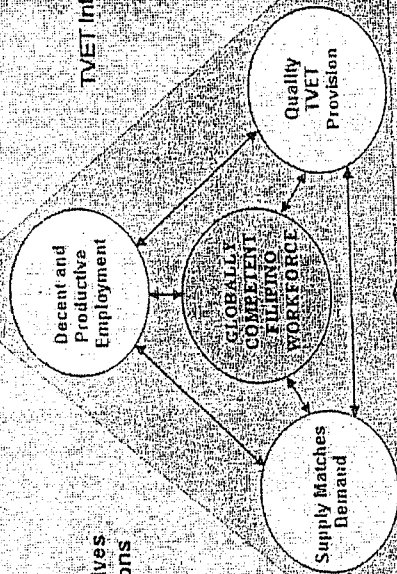
NTESDP Vision

Development Objectives

Three-Pronged Direction

Social Integration

Key Result Areas



Improved Access and Equity in TVET
Improved Assessment and Certification
Enhanced Employability of TVET Graduates

Private Sector-Led and Market-Driven TVET
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Life Long Learning Mechanisms/Ladderization and Articulation
Expanding Scholarships and Other Incentive Support Services
Competency-based TVET
Enhancing Quality Assurance Mechanisms
Entry/Re-entry into TVET
Social Integration

Organizational Competence Financial Requirements

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*For Comments and Suggestions:
Call the PPD-Planning Office at Telefax: 893-1966 or
Email at ppd@tesda.gov.ph*

6. **Key Result Areas.** Three key result areas have been identified:

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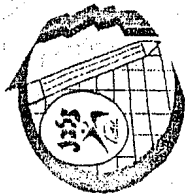
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FORMULATION OF NTESDP 2005-2009

PROPOSED ACTIVITIES

ACTIVITIES	EXPECTED OUTPUT		INDICATIVE SCHEDULE
1. Workshop with TAP/TEPs and IWGs on identification of Critical Occupation in Priority Sectors	Critical Occupations in Sector identified	Priority	3 rd week of March
2. Inter-Agency/Consultation Meeting	Submitted Interagency Programs/ Commitment/ Targets 2005-2009 IAC Comments/ Recommendations on Draft I	TESD	3 rd week of March
3. Writing of the 1 st Draft of the Plan	1 st Draft of the Plan		EO of March
4. Enhancement of the Plan	2 nd Draft of the Plan		EO April
5. Presentation of the Plan to IAC	Plan Presented		1 st week of May
6. Zonal Consultations/ Validations	Plan Validated		
Luzon (2 batches)			2 nd week of May
Visayas (1 batch)			3 rd week of May
Mindanao (1 batch)			3 rd week of May
7. Finalization of the Plan	3 rd Draft		EO May
8. Presentation to TVET Cluster, Excom Secretariat	Plan Presented		1 st week of June
9. Presentation to NCCE	Plan Presented		2 nd week of June
10. Presentation to the TESDA Board	Approval of the TB		June 15
11. Presentation to NEDA-SDC	Plan Endorsed		3 rd week June
12. Presentation to Cabinet Cluster C			EO June