

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

46th TESDA BOARD MEETING
19 May 2005, Thursday, 1:00 p.m.
7th Floor TESDA Board Room, Office of the Chair
Taguig, Metro Manila

Resolution No. 2005- 06
(page 1 of 2 pages)

**APPROVING AND ADOPTING THE SECOND CYCLE NATIONAL TECHNICAL EDUCATION
AND SKILLS DEVELOPMENT PLAN (NTESDP) 2005-2009**

WHEREAS, Section 21 of R.A. No. 7796 and Rule II Section 1 of the Implementing Rules and Regulation mandates the Formulation of a Comprehensive Development Plan for Middle – Level Manpower -“ The Technical Education and Skills Development Authority (TESDA) shall formulate a comprehensive development plan for middle-level manpower based on a 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, to be known as the National Technical Education and Skills Development Plan (NTESDP);

WHEREAS, the 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 TVET environment and is anchored on the Medium Term Development Plan (MTPDP) 2004-2010 challenge of poverty alleviation through economic growth;

WHEREAS, Board Resolution No. 2005- 01 Adoption of the Second Cycle National Technical Education and Skills Development Plan (NTESDP) 2005-2009 Framework with a vision of a globally competent Filipino workforce was approved during the 45th TESDA Board Meeting last 18 March 2005;

WHEREAS, the said framework served as the overall guide in the formulation of the Second Cycle NTESD Plan 2005-2009 having the theme “ Global Competencies , Global Opportunities” which is the blueprint for technical vocational education and training and will guide the policymakers and the implementers in achieving the goals of the plan with the exercise of prudent public resource allocation.

WHEREAS, a series of Direction Setting TESDA Board –TESDA Secretariat consultation meetings , inter-agency meetings and nationwide TVET stakeholders consultations has been conducted in the formulation of the NTESD Plan;

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WHEREAS, during the 42nd Executive Committee- TESDA Board Meeting held on 16 May 2005, the EXCOM-TESDA Board endorsed favorably the adoption of the Second Cycle National Technical Education and Skills Development Plan 2005-2009;

WHEREAS, the NTESD Plan after adoption by the TESDA Board shall be submitted to the NEDA -Social Development Council and Cabinet Cluster for endorsement to the Office of the President;

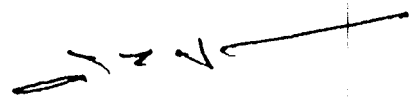
NOW, THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the Board approves the Second Cycle National Technical Education and Skills Development Plan ((NTESDP) 2005-2009 " Global Competencies, Global Opportunities" for adoption and endorsement to said higher bodies;

BE IT RESOLVED FINALLY, that copies of the Plan and this resolution be disseminated to concerned offices for their information and guidance.

Adopted this 19th May 2005.

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

Attested by:


SECRETARY AUGUSTO BOBOY SYJUCO
Alternate Chair, TESDA Board
Director General, Technical and Educational Skills Development Authority


SECRETARY PATRICIA A. STO. TOMAS
Department of Labor and Employment
Chair, TESDA Board



**GLOBAL
COMPETENCIES**

**GLOBAL
OPPORTUNITIES**



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

Executive Summary

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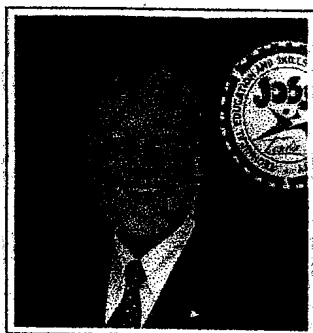
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**Technical Education and Skills Development Authority
Republic of the Philippines**

FOREWORD

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
Director General, TESDA

CHAPTER 1 VISION AND FRAMEWORK

The National Technical Education and Skills Development Plan (NTESDP) 2005-2009 is the second five year cycle plan formulated for the Technical and Vocational Education Sub-sector. TVET Stakeholders from the public and private sectors formulated the Plan with the Technical Education and Skills Development Authority (TESDA) providing management and technical leadership.

The Second Cycle NTESDP 2005-2009 outlines and identifies the needed strategies, programs, costs, investments and management arrangements required to attain the sub-sector's vision of a globally competent Filipino workforce.

The Plan embarks on contributing to the attainment of the TVET vision within the ambit of the Medium Term Philippine Development Plan 2004-2010 and the PGMA's 10-point agenda of generating 6 to 10 million jobs through the provision and enhancement in the areas of:

- *Decent and Productive Employment*
- *Quality TVET Provision*
- *Supply Demand Matching*

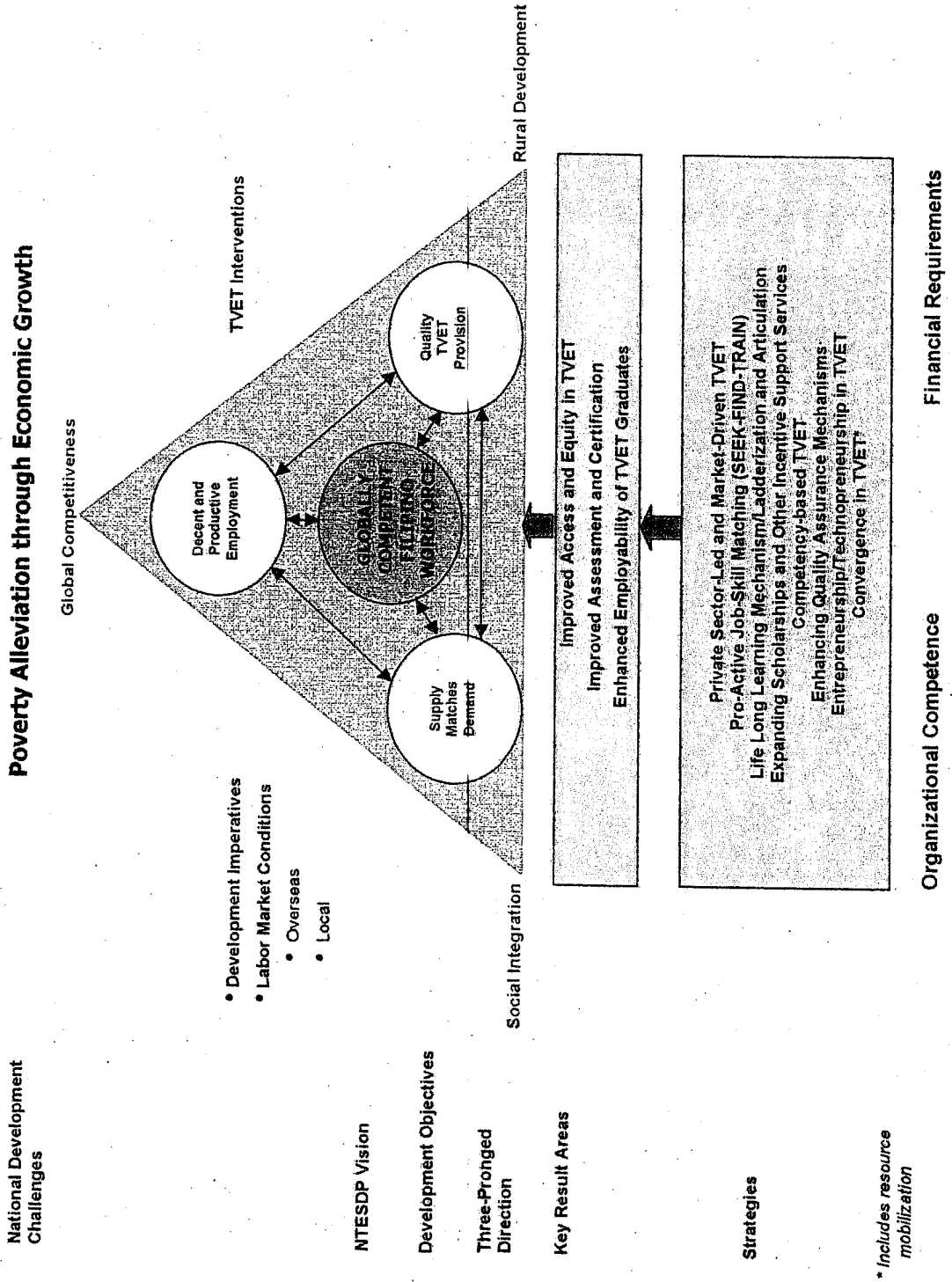
In terms of thrusts, the Second Cycle Plan maintains the First Cycle's three-pronged direction for TVET:

- *Social Integration*
- *Rural Development*
- *Global Competitiveness*

The Plan shall make TVET meet the challenges of a globalizing labor market achieving its key objectives through **Policy oriented, Sector-focused, Area-based and Labor Market-driven** strategies that take into consideration development imperatives, labor market conditions, and appropriate TVET interventions. The success of this Plan shall be measured in terms of three major indicators:

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

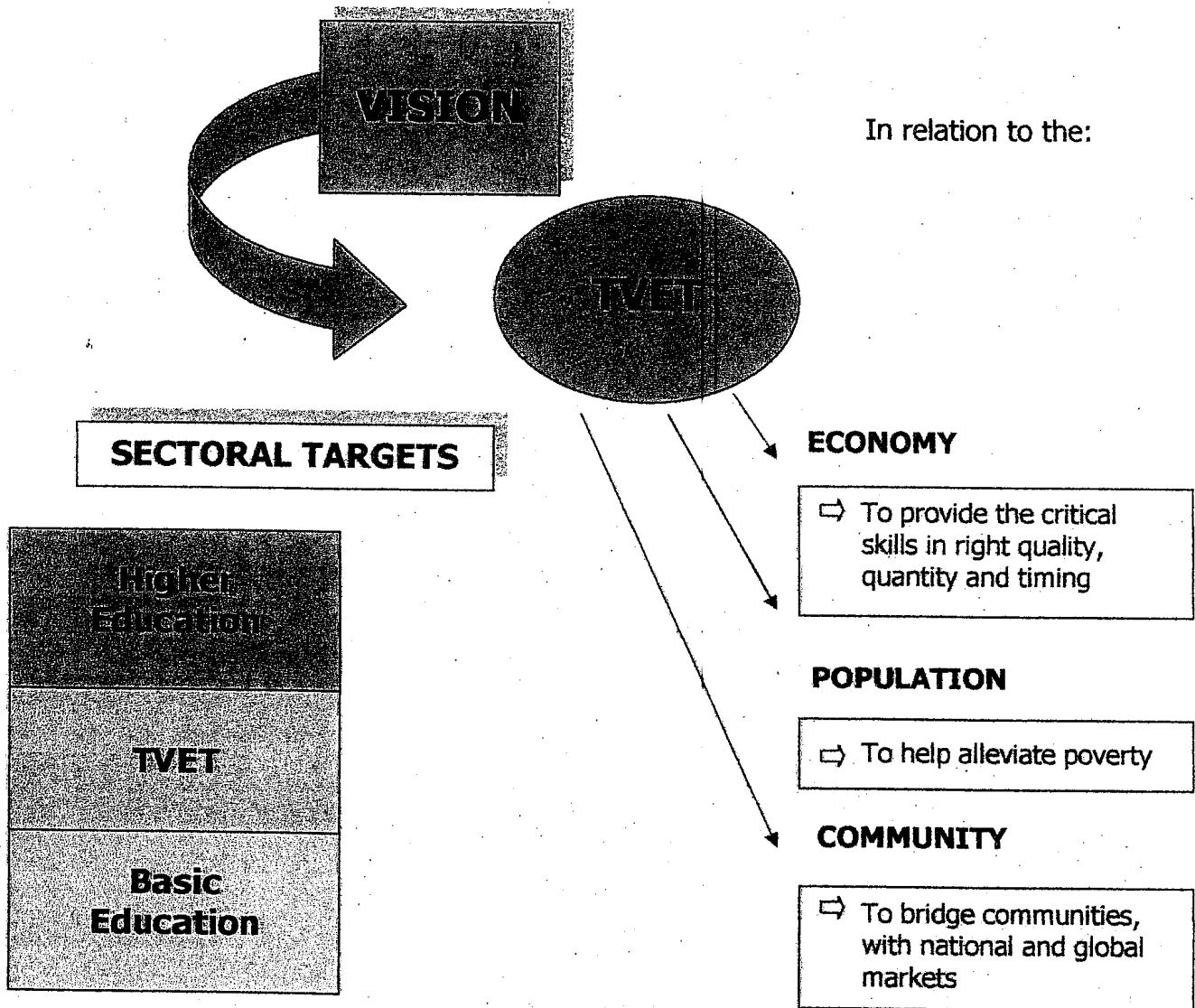
**Figure 1
Framework of the Plan**



The Second Cycle NTESDP 2005-2009 intends to achieve the following objectives in the next five years:

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

**Figure 2
TVET Plan Objectives**



CHAPTER 2 ASSESSMENT OF NTESDP 2000-2004

The First Cycle Plan approached the TVET sub-sector in terms of its key parameters of access, relevance, quality, equity, efficiency and effectiveness. Two factors served as the driving forces that led to the growth and performance of the sub-sector in the past five years, these are:

- Average annual employment growth rate of 2.85% or 640,000 annual average demand for workers;
- The continuing increase in new overseas deployment averaging 265,079 annually that led to the need to fill up direct overseas requirements as well as replacement for leavers.

The TVET sub-sector has responded to the technical and vocational skills requirements of the labor market in terms of increased capacity coupled with quality provision within the NTESDP 2000-2004.

With the previous Plan serving as the guide in terms of focus and resource allocation, the following developments were observed in the past five years:

Access: Enrolment to the sub-sector has increased by 128% from 554,017 in 2000 to 1,264,768 in 2003 or an annual average growth of 43%.

Relevance: Using employment and utilization rates of graduates as indicators of relevance, the Graduate Tracer Study in 2002 revealed an average employment rate at 60% where TESDA Schools graduates recorded the highest at 62.73%. In terms of utilization, the average is at 78% with TESDA Administered Schools reflected the highest at 83.24%.

Quality: As part of ensuring the quality of TVET delivery in the past five years, the First Cycle Plan has embarked on the formulation and operationalization of strong quality assurance mechanisms. Within the past five years more than 12,000 TVET programs were registered despite the non-registration of TVET activities by state colleges and universities. In terms of assessment and certification, the period 2000-2004 logged more than half a million (589,533) workers and TVET graduates getting certified out of 1.02 million undergoing national assessment.

Equity: In terms of providing for the poor and deserving, the TVET sub-sector has been implementing scholarships and other student financial assistance programs such as PESFA with 13,800 grantees annually and ADB-TESDP with 4,048 slots in SY 2002-2003 and 4,946 slots for SY 2003-2004. The latter targets 20,000 student-beneficiaries over its project life from 2001-2007.

Efficiency and Effectiveness: Considering the need to extend the coverage of public and private resources dedicated to TVET, performance measures were instituted to bring down per capita costs most especially for publicly funded TVET. Per capita costs of TESDA managed Institutions improved from a high of P22,000 in 2001 to P10,000 in 2003.

CHAPTER 3 PLAN ENVIRONMENT

As experienced in the past five years, local and overseas employment shall continue to influence the growth and development of the TVET sector for the coming years.

Total local employment is expected to reach at least 9.7 million in 2010, from the following sources:

- Service Sector : 5,753,000
- Agriculture : 2,021,000
- Industry : 1,923,000

Overseas employment is expected to bring at least 325,000 new jobs in the next five years towards traditional destinations like the Kingdom of Saudi Arabia, Hongkong, United Arab Emirates, Taiwan, Italy, Singapore, Qatar, and the United Kingdom.

New foreign labor markets are being explored and developed by the DOLE and POEA within the period of this Second Cycle NTESDP 2005-2009.

Through a series of consultations with different line agencies and private industries, the priority sectors culled from the MTPDP were harmonized with the prevailing situations in the regional and provincial levels. For the period 2005-2009, TESD programs shall be designed and implemented to address the critical skills needs of the resultant priority sectors presented in the order of prevalence across the country.

Priority Sectors and Critical Skills

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

These priority sectors respond to the overall requirements for national and international competitiveness as identified by NEDA in the MTPDP 2004-2010 and the BOI in its investment priorities.

Through the consultative process with the sectoral partners at the local level, the critical skills in the prevalent priority sectors had been identified. 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. Driver |
| 2. Travel Officer/ Tour Guide | 17. Fish Processor |
| 3. Computer Service Technician | 18. Network (LAN) Technician |
| 4. Food & Beverage Service Attendant | 19. Bartender |
| 5. Mason | 20. Automotive Body Repair Builder |
| 6. Baker | 21. Call Center Operator |
| 7. Housekeeping Service | 22. Horticulturist |
| 8. Plumber | 23. Lathe Machine Operator |
| 9. Welder | 24. Machinist |
| 10. Building Wiring Electrician | 25. Automotive Mechanic |
| 11. Carpenter | 26. Metal Fabricator |
| 12. Waiter | 27. Carpenter (Finisher) |
| 13. Automotive Service Technician | 28. Carpenter (Rough) |
| 14. Computer Programmer | 29. Heavy Equipment Mechanic |
| 15. Front Office Agent | 30. Weavers |

Accompanying the above needs for skills and opportunities are TVET issues that remain and are expected to persist in the next five years. These issues are:

- social appreciation of the role of TVET
- industry involvement
- portability and direct linkage between technical vocational education and training and higher education
- career guidance and profiling of the youth
- quality standards in TVET jobs in the public sector

While the challenges of further expanding access and coverage of TVET and improving the quality of its delivery stay as major challenges in this Second Cycle Plan, it considers the following as its biggest concerns:

- o The challenge of increasing its relevance to the identified priority sectors and skills needs of the growing and globalizing economy (e.g. improving employment and utilization rates for the planning period);

- The challenge of making TVET a potent weapon in employment creation through the expansion of self-employment programs and the intensive integration of entrepreneurship in all TVET skills development programs nationwide, and
- The challenge of effective and efficient TVET management which covers the following areas:
 - Workable procedural arrangements among public TVET providers
 - Cost efficiency improvements
 - Labor demand-supply mismatches
 - More responsive TVET investments

CHAPTER 4 POLICIES AND STRATEGIES

Answering the challenges of TVET and achieving the objectives of the Second Cycle NTESDP 2005-2009 requires the formulation and implementation of programs that are based on sound principles, coherent policies and mutually reinforcing strategies.

For the Plan to be effective and sustainable, it has to be inclusive, thrive on markets and participatory in character.

Consistent with the Plan's principles, the following policies are adopted:

- Greater private sector participation and investment in TVET
- TVET to address social integration and rural development
- Promotion of TVET as 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 capability

To support the above policies, the Plan has laid eight strategies:

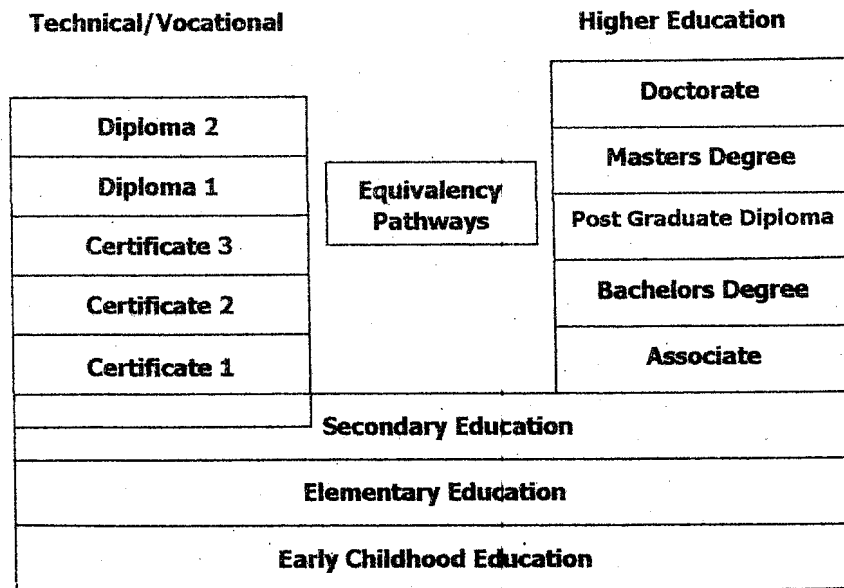
- Private Sector-Led and Market-Driven TVET
- Pro-Active Job-Skill Matching (SEEK-FIND-TRAIN)
- Life Long Learning Mechanism/ Ladderization and Articulation
- Expanding Scholarships and Other Incentive Support Services
- Competency-Based TVET
- Enhancing Quality Assurance Mechanisms
- Entrepreneurship/Technopreneurship in TVET
- Convergence in TVET

CHAPTER 5 PROGRAM THRUSTS

The key programs to be implemented to support the requirement of the economy, of workers and the communities shall be:

- EO 358 provides a mechanism to grant equivalency to competencies gained at any point in an individual's learning process. It allows entry and exit in the educational system and recognizes prior learning and equivalency within TVET and between TVET and higher education. This calls for the formulation of a unified qualification and articulation mechanism that includes a 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, among others.
- Programs to intensify the advocacy and implementation of the Philippine National Qualifications Framework (Figure 3)

**Figure 3
Philippine National Qualifications Framework**



- Equally important programs within the Plan are the following:
 - Career Guidance for the Youth
 - Scholarships and Other Student Assistance Programs - 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 could be utilized in 2005;
 - PESFA that provides 13,800 slots for 2005; and 69,000 for 2006-2010;
 - Education scholarship slots assistance to TVET students under the 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 which shall be fully implemented for programs in demand to private TVIs. The government shall veer away from offering programs already offered by the private sector.
- Improving the Quality of TVET
 - Institutionalization of the Job-Skill Matching Program
 - Intensifying and Expanding Enterprise-based Training Program
 - *Kasanayan at Hanapbuhay* (KASH) Program (An Apprenticeship and Employment Program)
 - Dual Training System (DTS)/Dualized Training System
 - Intensifying the Availability and Quality of Skills-Specific Training Programs
 - Skills Training and Competency Assessment and Certification Services for Overseas Filipino Workers
 - Increasing Workers Productivity through Competency Standards Development and Assessment and Certification Program
 - Participation in Skills Competitions
 - Implementation of Competency-based TVET system
 - *Negosyong Agrikultura sa Eskwela*
 - Resource-based Training for Enterprise Development
 - TVET Programs and Services for Special Groups and Areas
 - Modernization of Facilities in Public TVET Institutes
 - Institutionalizing Cost Recovery Mechanisms in Public TVET Programs

CHAPTER 6
PLAN IMPLEMENTATION AND COST OF THE PLAN

The estimated total cost for the successful implementation of mainstream programs for the second cycle plan is at 27.7 billion pesos. The cost represents the contributions of various TVET stakeholders from the public sectors such as the NGAs and LGUs.

Among the priority areas, Expanding Scholarship and other Incentive Support Services has the highest share of resources at 8.78 billion pesos followed by Competency-based TVET at 7.0 billion pesos. Private Sector-Led/Market-Driven TVET has the lowest share at 0.19 billion pesos.

Table 1
Summary Cost of TVET Mainstream Programs by Strategy: 2005-2009

Priority Areas	Php Billion
Private Sector Led/Market Driven TVET	0.19
Pro-Active Job-Skill Matching (SEEK-FIND-TRAIN)	1.02
Lifelong Learning Mechanism/Ladderization & Articulation	1.14
Expanding Scholarship and other Incentive Support Services	8.78
Competency-Based TVET	7.00
Enhancing Quality Assurance Mechanisms	1.46
Entrepreneurship/Technopreneurship in TVET	4.91
Convergence in TVET	3.25
TOTAL	27.70

CHAPTER 7 INVESTMENTS

The Second Cycle NTESDP 2005-2009 will be supported by a total of 13.8 billion pesos in terms of investments from all the sub-sector's stakeholders including funds from foreign donor countries and other organizations.

Table 2
Summary Cost of TVET Investment Requirements
for Priority Programs: 2005-2009 (ODA-Funded)

Investible Areas	Php Billion
Private Sector-Led/Market-Driven TVET	2.24
Pro-Active Job-Skill Matching (SEEK-FIND-TRAIN)	-
Lifelong Learning Mechanism/Ladderization & Articulation	.35
Expanding Scholarship and other Incentive Support Services	.28
Competency-Based TVET	.20
Enhancing Quality Assurance Mechanisms	4.94
Entrepreneurship/Technopreneurship in TVET	.35
Convergence in TVET	5.42
TOTAL	13.80

CHAPTER 8

PERFORMANCE INDICATORS AND PLAN TARGETS

The Plan indicates that TVET is capable of training at least one million enrollees/trainees annually. Out of every 10 graduates joining the labor force, at least six will be employed. Skills utilization rate shall stay at least 80 percent.

TVET providers are targeted to double by the year 2009. The next five years will show tremendous average yearly increase in enterprise-based program delivery at 57.6 percent; local government unit (LGU)/community-based at 15.5 percent; public TVIs at 14.0 percent and; private TVIs at 3.8 percent.

In terms of improved assessment and certification, the five-year plan targets are:

- 1,655,500 persons assessed
- 827,750 persons certified
- 100% assessment rate in trade areas under mandatory certification
- 1,200 assessors accredited (2005-2006)
- 10 Training Regulations (2005), (for 2006-2009, targets will be based on priority occupations to be indicated/recommended by the industry)
- 1 TESDA- Recognized Industry Body (TRIB) established/accredited per priority sector

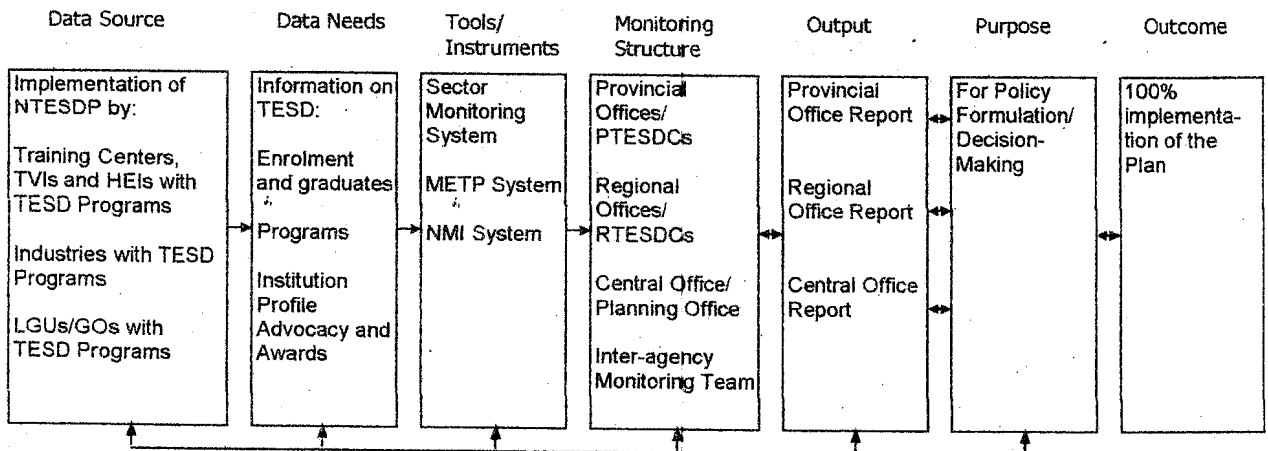
CHAPTER 9 PLAN MONITORING AND ASSESSMENT

The Second Cycle NTESDP 2005-2009 is a rolling plan. It will be assessed every one and one half years upon its implementation. This is to ensure the Plan's construed relevance given changing market conditions and major policy changes by government.

The monitoring shall be led by the national Inter-Agency Monitoring Team, Regional and Provincial TESD Committees.

New procedural arrangements among TESDA and other member-public agencies called the Co-Leadership Approach shall be adopted in advocating and implementing the major strategies, DTI to lead in entrepreneurship/technopreneurship, DOLE in Labor Market Intelligence, CHED in Equivalency/Laderrization/Articulation, DSWD in Scholarships/ Student Assistance, and DILG in Devolution. Other co-leaders shall be tapped as new areas of concern emerge within the Plan period.

**Figure 4
Second Cycle NTESDP 2005-2009 Monitoring Flow Chart**



NATIONAL TESD LEGISLATIVE AND EXECUTIVE AGENDA

Resources of TVET stakeholders are expected to be pooled to push for legislations or policies that will have significant bearing on the achievement of the objectives of the Plan within the next five years.

Table 3
2005 TVET Policy Agenda

POLICY AGENDA	BRIEF DESCRIPTION	RECOMMENDED ACTION FROM THE TESDA BOARD
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

POLICY AGENDA	BRIEF DESCRIPTION	RECOMMENDED ACTION FROM THE TESDA BOARD
6. Effective Duration of a Registered Program	<p>Compliance to program registration from NTR to WTR shall be for a period of 1 year.</p> <p>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.</p> <p>The process of compliance audit and spot checks on registered programs shall be strengthened.</p>	Review/adoption
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

POLICY AGENDA	BRIEF DESCRIPTION	RECOMMENDED ACTION FROM THE TESDA BOARD
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
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"> 1. There are critical occupations/skills that cannot be provided by the private sector. 2. The cost of training in private sector is high. 3. The capacity of private TVET is low 4. The quality of private TVET provision is wanting <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 TESDA 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) advocate 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.

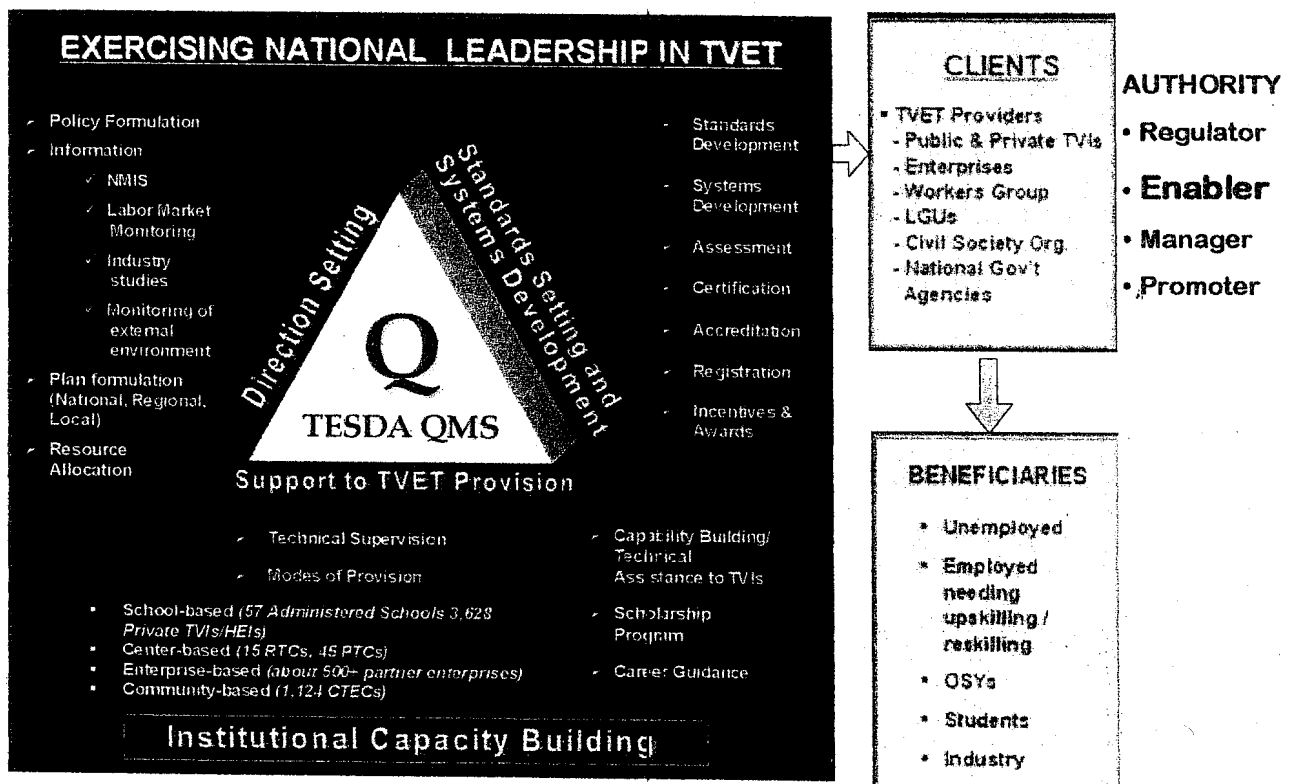
CAPABILITY BUILDING IN THE TVET SUB-SECTOR

The Technical Education and Skills Development Authority (TESDA) as the lead organization in TVET shall ensure that its corporate development will be in support to the direction that TVET will take as a sub-sector in the coming years.

With the TVET system focusing itself on the establishment of the groundwork for TVET reforms in 2000-2004, the Authority made heavy investments on the development of its internal capability to be able to assume its role as an "enabler" during the Second Cycle NTESDP 2005-2009.

TESDA expects to effectively build the capability of strategic partners in the areas of direction setting, standards setting and system development and supporting TVET provision in the Second Cycle NTESDP 2005-2009, to prepare itself in assuming the ultimate role of manager and regulator of the TVET sub-sector starting the third cycle plan for 2010-2014.

**Figure 5
TESDA Core Business**



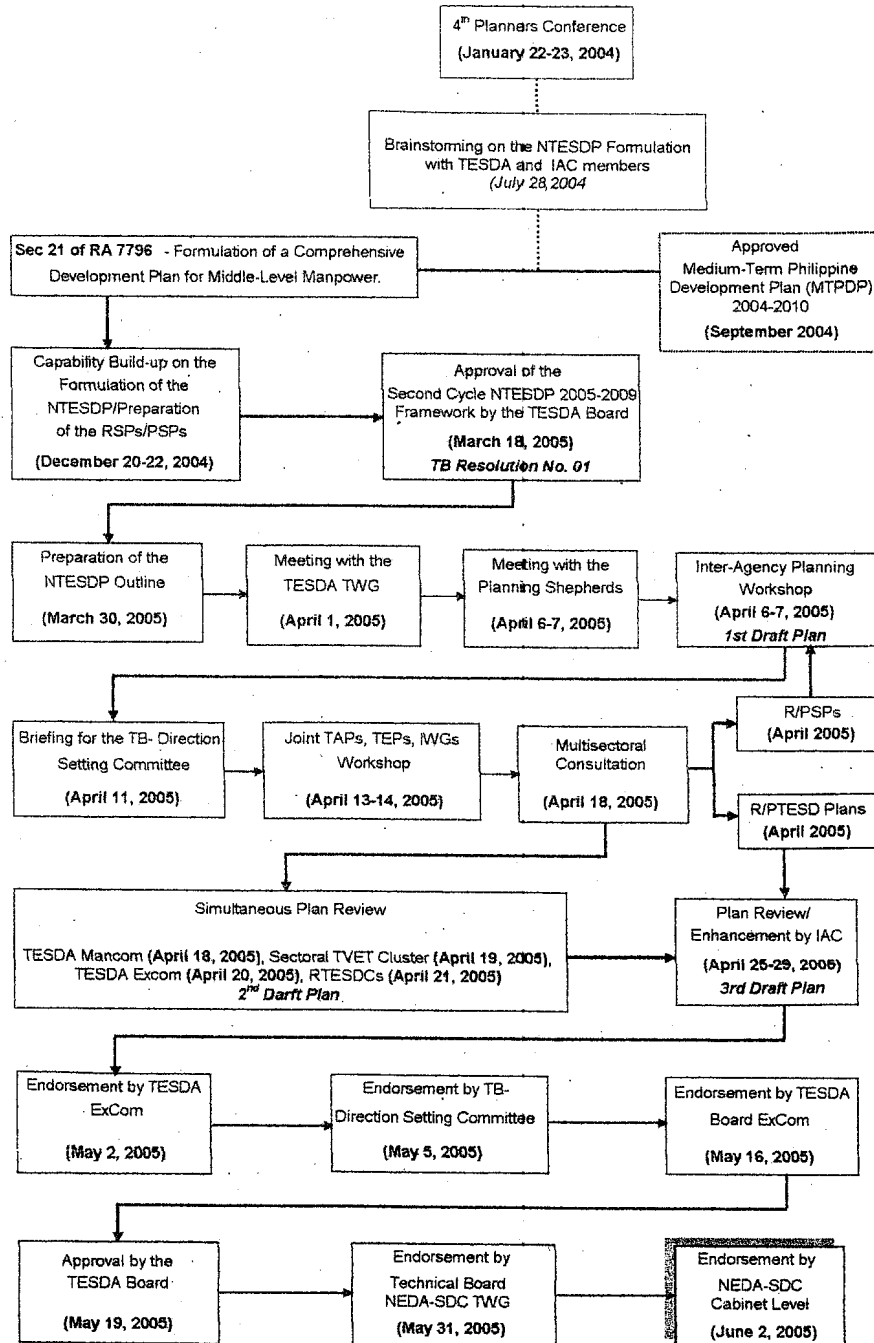
Note: Figures of TVET providers as of 2005

CONSULTATION PROCESS

The Second Cycle NTESDP 2005-2009 is a product of concerted efforts of the Inter-Agency Committee spearheaded by TESDA.

The Plan has undergone series of consultations, internal reviews, workshops and meetings to ensure optimum participation and contribution of inputs both from TESDA units and external bodies.

Figure 6
Second Cycle NTESDP 2005-2009 Formulation Process



ACKNOWLEDGMENT

The formulation of the Second Cycle National Technical Education and Skills Development Plan (NTESDP) 2005-2009 is grounded on the principles of partnership and convergence. Its completion was made possible by the valuable inputs and support of the following:

TESDA Board Members

TESDA National Directorate

TESDA Provincial/District Directors

Inter-Agency Committee-Technical Working Group on TVET

Participants to the Capability Build-up Program on the Formulation of the NTESDP Framework

Participants to the Joint Inter-Agency Committee and Planning Shepherds Writeshop

TESDA Planning Shepherds/Focals

Regional Operations Division Chiefs

Multisectoral Consultation Participants

TESDA Technical Working Group

Planning Office (PO)

Skills Development and Certification Office (SDCO)

TVET Systems Development Office (TSDO)

TESDA Board Secretariat

Philippine Australian Quality TVET (PAQTVET) Project

TESDA-ADB Technical Education and Skills Development Project

Participants to the Joint Industry Working Groups – TAP-TEP Workshop

NEDA-Social Development Committee – Cabinet Level

Special Thanks to the late
TESDA XI Regional Director Roberto Luis Barajan (February 6, 1959 – December 8, 2005).

His invaluable contribution to the crafting of the Second Cycle NTESD Plan 2005-2009 and his resolute dedication to work will be cherished by TESDA and the TVET sector which he had very well served.

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.