

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

**49<sup>th</sup> TESDA Board Meeting**  
20 April 2006, Thursday, 1:00 p.m.  
7<sup>th</sup> Floor TESDA Board Room, Office of the Chair  
Taguig, Metro Manila

**Resolution No. 2006 - 10**

**APPROVING THE Y2006 TVET POLICY AGENDA**

**WHEREAS**, as defined by law, the TESDA Board shall primarily be responsible for the formulation and coordination of the plans, policies and programs of the technical education and skills development for the Filipino middle-level manpower;

**WHEREAS**, Section 14 of R.A 7796 states that TESDA shall serve as the research and development arm of the government in the field of technical vocational education and training;

**WHEREAS**, during the 10<sup>th</sup> Direction Setting (DS) TESDA Board – TESDA Secretariat Consultation Meeting, held 17 April 2006, the committee favorably endorsed the approval of the Y2006 TVET Policy Agenda;

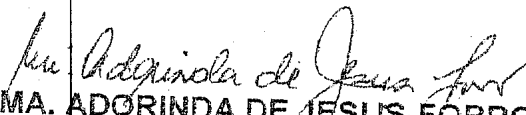
**WHEREAS**, during the 49<sup>th</sup> TESDA Board Meeting, the Board agreed on the need to formulate the Y2006 TVET Policy Agenda as basis for the development of plans and programs for the Filipino middle-level manpower;

**NOW, THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED**, that the Board approves the Y2006 TVET Policy Agenda as attached in this resolution;

**BE IT RESOLVED FINALLY**, that copies of the Y2006 TVET Policy Agenda and this resolution be disseminated to concerned offices for their information and guidance.

Adopted this 20<sup>th</sup> April 2006.

Attested by:

  
**MA. ADORINDA DE JESUS-FORRO**  
Board Secretary VI

  
**SECRETARY AUGUSTO BOBOY SYJOCO**  
Alternate Chair, TESDA Board  
Director General

2006 TVET POLICY AGENDA

POLICY AGENDA	BRIEF DESCRIPTION	RECOMMENDED ACTION FROM THE BOARD	FOCAL/RESPONSIBLE UNIT/OFFICE	SCHEDULE
1. Install a System of Assessment, Certification and Operational Guidelines for All the Workers	<p>CACO shall install and operationalize an industry-led assessment and certification system using the sectoral (industry) approach. Ideally, a national assessment body should be organized per training regulations. The National Assessment Boards (NAB) shall all be governed by common procedures/processes/forms which shall be promulgated in the form of a Quality Manual.</p> <p>The assessment and certification mechanism will cover graduates of TVET courses, workers in the industries and those with prior learning/ lifelong experience. The Training Regulations promulgated prior to 2004 have no mandatory assessment, an Omnibus Manual on Mandatory Assessment must be promulgated.</p> <p>In addition, a management information system shall be installed. It includes a database of candidates for assessment plus their bio-data, list of assessed/certified graduates/workers, assessment procedures/centers/venues, assessors and other relevant data needed by the management for effective decision-making and proper intervention.</p>	For discussion/approval	CACO	EO December
2. Ladderization Program of TESDA	<p>The general concept of the ladderization will be presented to the TESDA Board Members wherein the framework, implementation scheme, initial work, accomplishments and updates will be discussed.</p>	For information/discussion	Ladderization Task Force	May
3. Omnibus Amendment of the UTPRAS and Manual of Regulations for both Public and Private Institutions	<p>Supportive of the quality principle of continuous improvement, the Unified TVET Program Registration and Accreditation System (UTPRAS) guidelines shall be amended to address, among others, the following concerns:</p> <p>1. Transitory Provisions when development of Training Regulations cannot keep up with the developments of the economy/technology</p>	For discussion/approval	TSDO	July

2006 TVET POLICY AGENDA

POLICY AGENDA	BRIEF DESCRIPTION	RECOMMENDED ACTION FROM THE BOARD	FOCAL/RESPONSIBLE UNIT/OFFICE	SCHEDULE
	<p>2. Compliance to registration of programs transitioning from No Training Regulation (NTR) to With Training Regulation (WTR);</p> <p>3. Strengthening of the processes and mechanisms on Compliance Audits and Spot Checks;</p> <p>4. Strengthening of the Accreditation procedures;</p> <p>5. Mandatory assessment to all TVET graduates even with approved TRs prior to 2004.</p> <p>6. Customer Satisfaction.</p> <p>The Manual of Regulations for Public and Private TVET institutions promulgated in 1999 has to be updated to be attuned to and consistent with the developments in the TVET sector.</p> <p>It is noted that the MOR covers guidelines on conversion of public secondary schools into TESDA Technology Institutions.</p>			July
4. Approval of the Developed Training Regulations	<p>Based on TESDA Board Resolution 2006-03 dated January 31, 2006, the listing of 62 prioritized qualifications for the development of Training Regulations for 2006 was approved. QSO will develop and come -up with the final documents for implementation following the established procedures and industry participation. The promulgated TRs must include the curriculum exemplars and the assessment tools/instruments.</p>	For promulgation	QSO	December
5. Investment Plan for the use of income of the TESDA Development Fund (TDF)	<p>Procedures and appropriate guidelines shall be developed and promulgated on the use of the income of the TESDA Development Fund consistent with the provisions of the TESDA Law, the role of TESDA as an enabler of the sector and aligned with the priorities of the sector.</p>	For discussion/approval	TSDO	June
6. Use of Idle Lands in TESDA Technology Institutes (TTIs)	<p>TESDA Technology Institutes shall be allowed to enter into joint ventures with private enterprises in the use of idle lands in their respective campuses for training and development purposes.</p>	For discussion/approval	TSDO	June

2006 TVET POLICY AGENDA

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7. Conversion of TVET Institutions to Higher Education	<p>There is a need to define the parameters by which TESDA Technology Institutions can be converted to Higher Institutions. A review of the guidelines on conversion of public secondary schools to TVET institutions is likewise called for. These parameters are needed for clearer handles for the TESDA Regional/Provincial Directors as area managers in TVET.</p>	For discussion/approval	PO/OTTI	June
8. Representation of Overseas Sector in the TESDA Board	<p>A study is necessary on the possible inclusion of representatives from the overseas Filipino workers both sea-based and land-based in the TESDA Board membership.</p>	For discussion	PO	July
9. Transformation of Schools/Centers' Programs into Full Qualification	<p>In aid of the ladderization system, there is a need to work on the process and guidelines on the harmonization of training program registration and delivery into a nomenclature consistent with the Philippine TVET Qualification Framework (i.e. registration against particular National Certificate Levels).</p>	For discussion	OTTI/TSDO	June
10. Future Official Development Assistance (ODA) Projects	<p>In anticipation of the termination of existing ODA Projects and the gestation period of 24 months for new ODA projects, there is a need to identify and work on the parameters for ODA availment.</p>	For approval	CAO/IPDU	July
11. Strengthening the Roles of TESDCs	<p>TESDP - 2008 PAQTVET - 2006</p> <p>The Omnibus Amendments to the Rules and Regulations of TESDCs (2002) provides that TESDCs manage all activities of the TVET sector in the region/province.</p> <p>The roles and functions of the TESDCs particularly in the area of policy formulation/recommendation shall be redefined.</p>	For approval	Planning Office	November

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POLICY AGENDA	BRIEF DESCRIPTION	RECOMMENDED ACTION FROM THE BOARD	FOCAL/RESPONSIBLE UNIT/OFFICE	SCHEDULE
12. Funding Schemes for TVET	<p>Addressing the concern for TVET financing, there is a need to study funding schemes with training components i.e:</p> <ul style="list-style-type: none"> <li>- Replenishment (critical skills);</li> <li>- Agricultural Competitiveness Enhancement Fund (ACEF);</li> <li>- Special Education Fund (SEF);</li> <li>- Overseas Workers Welfare and Training Fund; and</li> <li>- Lending Windows of banks for TVET.</li> </ul>	For discussion	Planning Office	August
13. Integration of All Enterprise-Based Training	An Omnibus Bill including teaching of business tools in training like on-the-job Training, apprenticeship, DTS, and similar training modalities, shall be pursued.	For discussion/review	TSDO	2nd Qtr

## 2005 ACCOMPLISHED TVET POLICY AGENDA

POLICY AGENDA	BRIEF DESCRIPTION	FOCAL RESPONSIBLE UNIT/OFFICE	SCHEDULE	STATUS (As of April 17, 2006)
Approval and Adoption of the NTESDP 2005-2009	NTESDP 2005-2009 Framework is due for approval (March) and the NTESDP 2005-2009 by May 2005. The vision of the Plan is to come up with a globally competent Filipino workforce. The NTESDP will be accompanied by 17 Regional TESD Plans.	Planning Office	June	TESDA Board Resolution No. 2005-01 approves the adoption of the Second Cycle National Skills Development Plan (NTESDP) 2005-2009 Framework on March 18, 2005. On May 19, 2005, Board Resolution No. 2005-06 was consequently approved to adopt the Second Cycle NTESDP 2005-2009. It was also approved by the SDC Cabinet level last June 2, 2005.
- TESDA Corporate Plan	This is being formulated in support of the NTESD Plan 2005-2009.	CAO	April	The Plan was rolled out during the National Directorate held on March 29-31, 2006.
- HRD Plan of TESDA	TESDA's Corporate Affairs Office is in-charge of the preparation of the Plan which is expected to be completed by June. The HRD Plan covers the competency standards of all TESDA personnel from the rank and file to Director IV.	OCSA	April	Philippine-Australia HRD Facility (PAHRDF) Component 2 Activities in Agency Coaching/Mentoring for HRD Plan Development and Installation was conducted on January 29-March 3, 2006 to further enhance the general framework of the HRD Plan. Implementing Procedures for the HRD Plan component are documented in this stage.
	On the progress of the TESDA HRD Plan, TESDA was able to get Category A classification from AUSAID. This may help TESDA gain access to more funds to support its staff development program and build its capability as enabler of the TVET sector.			The HRD Plan was initially rolled-out simultaneously with the Corporate Plan and the NTESDP 2005-2009 during the 1st NDC 2006 on March 29-31, 2006.

## 2005 ACCOMPLISHED TVET POLICY AGENDA

POLICY AGENDA	BRIEF DESCRIPTION	FOCAL RESPONSIBLE UNIT/OFFICE	SCHEDULE	STATUS (As of April 17, 2006)
<p>- TESDA Organizational Structure/Manning</p>	<p>In line with EO 366, a Change Management Team was constituted last December 2004 (TESDA Order No. 213 re: Interim Structure, Functions and Assignment of TESDA Officials). The Team is now conducting consultation sessions as part of a progressive undertaking to come up with a new organizational/manning structure for TESDA.</p>	<p>CMT</p>	<p>2nd Qtr</p>	<p>This is covered by an Executive Order with Prescribed Procedures and Guidelines involving other agencies/offices. TESDA Organizational Structure was submitted to DOLE, DBM, CSC and Office of the President on September 30, 2006.</p> <p>During the December 5, 2005 DOLE Executive Committee Meeting, the DOLE Change Management Team expressed its concurrence to the establishment of Competency Assessment and Certification Office (CACO) and Qualifications and Standards Office (QSO) provided such conforms with the proposed TESDA Rationalization Plan. TESDA Order No. 356 s. 2005, issued on December 23, 2005, renamed and reorganized SDCO to Qualifications and Standards Office (QSO).</p> <p>Thru TESDA Order No. 352 s. 2005 issued on December 23, 2005, the Competency Assessment and Certification Office (CACO) was established under the Office of the Director General.</p>
				<p>DOLE issued Administrative Order dated April 5, 2006 enjoining all Casuals, Contractuals and Job Order Personnel affected by the Government Rationalization Program to attend a series of Seminar-Workshop on Life Career in Transition (Entrepreneurship Program).</p>

## 2005 ACCOMPLISHED TVET POLICY AGENDA

POLICY AGENDA	BRIEF DESCRIPTION	FOCAL RESPONSIBLE UNIT/OFFICE	SCHEDULE	STATUS (As of April 17, 2006)
<p>- Recognition of Best TESDA Office within the TOEA</p>	<p>There were a total of 11 offices which participated in the TESDA Organizational Excellence Award (TOEA) in 2004. This will be replicated for this year and all units in TESDA shall be encouraged to participate. This may be spearheaded by CAO and RCO.</p> <p>Relative to quality assurance, the TB-Direction Setting Committee also recognized the need to monitor the performance of the Regional and Provincial Offices.</p>	<p>CAO/RCO</p>	<p>2nd Qtr</p>	<p>Efforts to implement the TOEA shall be pursued upon enhancement of the TESDA Quality Management System Plan.</p>
<p>IRP Recommendations</p>	<p>Per February 8, 2005 Direction Setting Meeting, the body agreed to review the IRP recommendations.</p> <p>A Committee on Change Management manned by selected TESDA Board members shall be created and shall be responsible for both internal and legislative matters addressing IRP concerns.</p>	<p>Planning Office</p>	<p>April</p>	<p>During the April 11, 2005 TB-DS Meeting, the Committee agreed that it shall perform oversight functions on change management and legislative concerns instead of creating a TB Sub-Committee.</p> <p>The TESDA Corplan and the HRD Plan are major initiatives on change management. In terms of legislative concerns, DDC MDH is the TESDA legislative liaison officer and the PO providing backstop support.</p>
<p>Review of NMIS/EMIS</p>	<p>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 investments poured in the system and its current direction and requirements.</p>	<p>CAO</p>	<p>April</p>	<p>The report of NMIS Implementation last April 11, 2005 at the 8th DS states that by 2005 there will be a full implementation of NMIS in Provincial Offices and an installation of EMIS Client Server Side up to TESDA Technology Institutions. Other current activities &amp; deliverables are: Generation of Executive Reports and TESDA Comprehensive Profile.</p>



2005 ACCOMPLISHED IVEI POLICY AGENDA

POLICY AGENDA	BRIEF DESCRIPTION	FOCAL RESPONSIBLE UNIT/OFFICE	SCHEDULE	STATUS (As of April 17, 2006)
<p>Training Regulations for TESDA Board Approved Priority Qualifications</p>	<p>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</p>	<p>QSO</p>		<p>Board Resolution No. 2005-04 signed March 18, 2005 approves the promulgation of TRs for RAC Servicing NCII and RAC Servicing NCI (Window Type Air-Conditioning/Domestic Refrigeration)</p> <p>As of March 3, 2006, 27 Qualifications are scheduled for presentation to the Board within the 1st Qtr. of the year.</p> <ul style="list-style-type: none"> <li>-3 Agri-fisheries</li> <li>-4 Health</li> <li>-20 other sectors</li> </ul> <p>As per Board Resolution No. 2006-03, QSO shall develop 62 qualifications within 2006 (see Annex A).</p>
<p>- Approval and Promulgation of Training Regulations for:</p> <ul style="list-style-type: none"> <li>- Household Services NC II</li> <li>- Pyrotechnics NC II</li> <li>- Performing Arts (Dance) NC II</li> <li>- Performing Arts (Song) NC II</li> </ul>	<p>Requests for promulgation of the TRs for Performing Artists: Singer/ Dancer, Home Management, Factory Worker, and Cosmetology</p>	<p>QSO</p>	<p>2nd Qtr.</p>	<p>The following TRs were promulgated:</p> <ul style="list-style-type: none"> <li>- Board Resolution No. 2005-15 signed August 4, 2005 approves the promulgation of TRs for Performing Arts (Song), Performing Arts (Dance) NC II, Beauty Care NC II and Beauty Care NC III</li> <li>- Board Resolution No. 2005-10 signed May 19, 2005 approves the promulgation of TRs for Household Services NC II</li> <li>- Board Resolution No. 2005-03 signed March 18, 2005 approves the promulgation of TRs for Housekeeping NC II</li> </ul> <p>TR for Factory Worker is in progress.</p>

POLICY AGENDA	BRIEF DESCRIPTION	FOCAL RESPONSIBLE UNIT/OFFICE	SCHEDULE	STATUS (As of April 17, 2006)
Adoption of the Basic Competency Standards as a Pre-requisite for Training Delivery for all TVET Qualifications	<p>In consultation with the industry experts, the following basic or tool competencies are identified: planning, problem-solving, working with teams, and communication.</p> <p>These competencies are required of all workers regardless of what industry they are in.</p>	QSO	3rd Qtr	Board Resolution No. 2005-08 approved May 19, 2005 adopts the Basic Competency Standards as a Pre-Requisite for Training Delivery for All TVET Qualifications
Review and Updating of Priority Sectors and Qualifications	<p>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/IWG members on the priority sectors. These will also serve as inputs in the NTESDP 2005-2009. The SSSD-TESDA Board has come up with a system that provides bases for prioritizing occupations where TRs will be developed.</p>	Planning Office/ QSO/TSDO	May	<p>Resolution No. 2005-09 dated May 19, 2005 states that the basis for prioritizing qualifications are: priority needs of the industry/ sector, nationwide application in terms of public interest/welfare, criteria for skills standardization and certification and employment generation and investment opportunities.</p> <p>A workshop on the identification of critical skills in priority sectors, identification of TVET issues and concerns and validation of occupations maps was conducted on April 13-14, 2005, attended by industry representatives from identified priority sectors.</p>
				<p>Resolution No. 2005-06 dated May 19, 2005 Approval of the NTESDP with identified 23 priority sectors for 2005-2009, to include:</p> <ol style="list-style-type: none"> <li>1) Agriculture and Fishery (including Rubber)</li> <li>2) Tourism (including Hotel and Restaurant Management)</li> <li>3) Construction</li> <li>4) Information and Communications Technology</li> <li>5) Furniture and Furnishings (including Handicrafts and Wood Carvings)</li> <li>6) Metals and Engineering</li> <li>7) Health and Social Services</li> <li>8) Automotive</li> </ol>

## 2005 ACCOMPLISHED TVET POLICY AGENDA

POLICY AGENDA	BRIEF DESCRIPTION	FOCAL RESPONSIBLE UNIT/OFFICE	SCHEDULE	STATUS (As of April 17, 2006)
Adoption of the Guidelines in the Implementation of the Philippine TVET Qualification and Certification System (PTQCS)	<p>The PTQCS shall be the guiding principle for all training programs and skills certification.</p> <p>All TVET programs should be consonant with the UTPRAS.</p> <p>Standards setting and competency-based assessments should be consistent with the framework.</p>	QSO		9) Garments 10) Electronics 11) Decorative Crafts - Gifts, Toys and Houseware 12) Land Transport 13) Processed Foods 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
				Board Resolution No. 2005-07 signed on May 19, 2005 adopts the guidelines in the implementation of the Philippine TVET qualification and certification system

2006 ACCOMPLISHED TVET POLICY AGENDA

POLICY AGENDA	BRIEF DESCRIPTION	FOCAL RESPONSIBLE UNIT/OFFICE	SCHEDULE	STATUS (As of April 17, 2006)
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.	TSDO/SDCO	2nd Qtr	TESDA Board Resolution Nos. 3, 4, 10 and 15, series of 2005 provides that graduates of TVET courses covered by the promulgated Training Regulations (TRs) shall be required to undergo mandatory assessment under the national assessment and certification system.  Some members of the National Directorate last March 29-31, 2006 have expressed the need for an issuance to clarify the coverage of this policy (whether mandatory assessment covers those TRs promulgated before 2005).  CACO, after CSW will issue general implementing guidelines to cover TRs promulgated before 2005 (see Annex B).
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.	TSDO	December	A third party compliance audit was pilot tested in TESDA-NCR for 313 programs in 2005.  Within 2006, the terminal report on pilot tests shall be submitted to TSDO and such findings will be incorporated in the revision of UTPRAS guidelines.

## 2005 ACCOMPLISHED TVET POLICY AGENDA

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<p>Equivalency</p>	<p>An enhanced 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.</p>	<p>TSDO</p>		<p>The equivalency mechanism will be introduced in the ladderization system as provided for by EO 358.</p> <p>The Technical Working Group on Ladderization partnered by TESDA and CHED convened a meeting on February 8, 2006. Meeting highlights discussed the status of implementation of the Action Plan on the installation of ladderized education system in the Philippines. This shall form part of the report to be presented to Malacanan on July 2006.</p> <p>Currently, the TWG is working on the formulation of guidelines for Credit Transfer, Bridging Programs and Ladderization. The 8 disciplines are: Agriculture, Health, Tourism, Engineering, Education, Maritime, Information Technology, and Criminology.</p>
<p>Performance Assessment of TVET Students in All Training Delivery Systems (schools, training centers, enterprises, and community-based)</p>	<p>Participants of TVET 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.</p>	<p>QSO/TSDO</p>		<p>The process of producing evidences to prove acquisition of competencies before proceeding to next module is inherent in a competency-based TVET delivery system. This has been well expounded even in the training programs for TVET trainers. This is being incorporated in the on-going UTPRAS updating.</p> <p>TSDO shall issue the necessary guidelines to this effect.</p>

## 2005 ACCOMPLISHED TVET POLICY AGENDA

POLICY AGENDA	BRIEF DESCRIPTION	FOCAL RESPONSIBLE UNIT/OFFICE	SCHEDULE	STATUS (As of April 17, 2006)
Integration of Entrepreneurship Modules in all TVET Courses	Consistent with entrepreneurship development strategy for TVET, the curriculum shall integrate entrepreneurship modules to include but not limited to basic bookkeeping, accounting for non-accountants and basic business law.	QSO/TSDO		<p>In the National Directorate March 2006, in line with the further verticalization of TVET in the PNQF, the incorporation of entrepreneurship was also considered.</p> <p>The development of competency standards for Entrepreneurship is being incorporated in the ongoing review of basic competencies being undertaken by QSO.</p>
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 the apprenticeable trades unless approved by a tripartite body.</p>	QSO/TSDO	April	<p>Board Resolution No. 2006-08 dated January 31, 2006 approves all qualifications with promulgated TRs as apprenticeable or learnable based on the required training duration.</p> <p>- As a tripartite body the TESDA Board can declare any occupation as apprenticeable.</p> <p>An initial list of 34 occupations was proposed to be considered apprenticeable. After a series of consultation meeting with the Tripartite Industrial Peace Council (TIPC), a resolution was prepared to endorse the 15 occupations with TRs as new apprenticeable occupations. Said resolution is still with the Council members for signature/approval.</p> <p>Once signed, the TIPC Resolution will be submitted to the TESDA Board for approval and promulgation.</p>

## 2005 ACCOMPLISHED TVET POLICY AGENDA

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				<p>In the National Manpower Summit March 2006, DOLE Secretary Sto Tomas declared that DOLE will work with TESDA in declaring all identified critical occupations as apprenticeable. Under the Labor Code, the Secretary of the Department of Labor and Employment has the authority to declare occupations as apprenticeable.</p>
<p>Direct Training Provision Role of TESDA</p>	<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 the private sector is high; and</li> <li>3. The quality is low.</li> </ol>	<p>OTI/Planning Office</p>	<p>June</p>	<p>During the SDC -Cabinet Level Meeting on April 27, 2005 TESDA asserted that it shall continue to provide direct training in/where:</p> <ul style="list-style-type: none"> <li>- critical occupations that cannot be provided by the private sector,</li> <li>- capacity of private TVET providers is low,</li> <li>- the price of the private TVET providers is not affordable,</li> <li>- where quality of private TVET provision is wanting.</li> </ul>
				<p>In addition, recent developments also point to the need for direct training where there is an immediate need to produce the needed skills.</p>

## 2005 ACCOMPLISHED TVEI POLICY AGENDA

POLICY AGENDA	BRIEF DESCRIPTION	FOCAL RESPONSIBLE UNIT/OFFICE	SCHEDULE	STATUS (As of April 17, 2006)
Devolution of TESDA Training Functions to the LGUs	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"	OTI/Planning Office	June	<p>During the SDC -Cabinet Level Meeting on April 27, 2005 the following were discussed:</p> <p>1. TB Res. 2004-07- Approving the Policy on Progressive Devolution-devolution will begin done progressively.</p> <p>- 2001-2009- Decentralization Stage, (2001-2003- Preparatory Stage; 2004-2009 - Partnership Building)</p> <p>- 2010-2021- Programmed Devolution Stage,</p> <p>- 2022-2027 Stabilization Stage,</p> <p>- 2028-2030 Evaluation Stage</p> <p>2. TB Res 2004-08 dated May 6, 2004 Approving &amp; Promulgating the Organizational Center/School Boards (S/C Boards) in Selected Institutions</p> <p>- Baguio City School of Arts and Trades - Co-management with LGU (5 year),</p> <p>- PTC Zambales - Co-management with LGU,</p> <p>- Jacobo Z. Gonzales Memorial School of Fisheries - Co-management with LGU/INGO,</p> <p>- RTC VII - Co-management with the industry,</p>
				<p>3. TB Res 2004-22 Authorizing the Director General to establish Boards in TESDA Technology Institutions.</p> <p>TESDA, in its letter to NEDA dated December 2005, TESDA reiterated its commitment to start (in 2008 or after the closing of the TESDF) a five year devolution plan for the 25 CenTexes and 15 assessment centers.</p>



## 2006 PRIORITY QUALIFICATIONS

1	Agricultural Crops (Independent Farming-Agronomy) NC II	32	Biomedical Equipment Servicing
2	Agricultural Crops (Independent Farming-Horticulture) Screenshot	33	Barangay Health Care
3	Fish Capture (Municipal Fishing) NC II	34	Massage Therapy
4	Fishing Gear Design/Maintenance	35	Tinsmithing
5	Fish-Products Packaging NC II	36	Ice-Plant Operation and Maintenance
6	Slaughtering	37	Bricks-and Tile-setting
7	Disease Control	38	Structural Steel Construction
8	Pest Control	39	Scaffold Erection
9	Events Management Services NC II	40	Heavy-Equipment Operator (Gantry) NC II
10	Sales and Office Operations NC II	41	Heavy-Equipment Operator (Stacker) NC II
11	Housekeeping NC III	42	Heavy-Equipment Operator (Backhoe Loader) NC II
12	Housekeeping NC IV	43	Heavy-Equipment Operator (On-highway Dump Truck) NC II
13	Food and Beverage Service NC III	44	Heavy-Equipment Servicing (Mechanical) NC II
14	Food and Beverage Service NC IV	45	Construction Painting NC II
15	Cookery NC III	46	Construction Painting NC III
16	Cookery NC IV	47	Carpentry
17	Systems Analysis and Design NC IV	48	Masonry
18	IT Support NC IV	49	Plumbing
19	Websites NC IV	50	Machining NC I
20	Networking NC IV	51	Machining NC II
21	Instrumentation Control NC II	52	Welding (SMAW) NC I
22	Instrumentation Control NC III	53	Welding (SMAW) NC III
23	Instrumentation Control NC IV	54	Welding (SMAW) NC IV
24	Industrial Automation (Mechatronics) NC II	55	Welding (Gas) NC I
25	Industrial Automation (Mechatronics) NC III	56	Welding (SAW) NC I
26	Industrial Automation (Mechatronics) NC IV	57	Welding (GMAW) NC III
27	Consumer Electronics NC II	58	Welding (FCAW) NC I
28	Consumer Electronics NC III	59	Welding (FCAW) NC II
29	Consumer Electronics NC IV	60	Welding (GTAW) NC IV
30	Production-Line Operations NC I	61	Welding (GTAW/SMAW Combination) NC IV
31	Emergency Medical Services	62	Welding (GTAW/SMAW Combination) NC IV

**TRAINING REGULATIONS PROMULGATED**  
As of March 30, 2006

Covered by Mandatory Assessment	Not Covered by Mandatory Assessment
1. Fish Capture NCI – BR 2005-15	1. Animal Production NCII – BR 2004-20
2. Agricultural Crops Production NCI - BR 2005-15	2. Aquaculture NCII - BR 2004-21
3. Food Processing NCII – BR 2005-15	3. Horticulture NCII - BR 2004-21
4. Bartending NCII – BR 2005-03	4. Welding NCII - BR 2004-20
5. Commercial Cooking NCII – BR 2005-03	5. Heavy Equipment Operation - BR 2004-20
6. Food and Beverage Services NCII - BR 2005-03	6. Contact Center Service NCII – BR 2004-01
7. Housekeeping NCII - BR 2005-03	7. Medical Transcription NCII - BR 2004-20
8. Tour Guiding Services NCII - BR 2005-03	8. Security Services NCII - BR 2004-20
9. Travel Services NCII - BR 2005-03	9. Caregiving NCII - BR 2004-21
10. Front Office Services – BR 2005-15	10. Automotive Body Painting/ Finishing NCII - BR 2004-20
11. Baking/ Pastry Production NCII - BR 2005-15	11. Automotive Engine Rebuilding NCII - BR 2004-20 BR 2004-21
12. Machining NCII - BR 2005-03	12. Automotive Body Repairing NCII - BR 2004-21
13. Dressmaking NCII - BR 2005-03	13. Automotive Servicing NCII - BR 2004-21
14. Tailoring NCII - BR 2005-03	14. Motorcycle/ Small Engine Servicing NCII - BR 2004-21
15. Building Wiring Installation NCII - BR 2005-03	15. Driving NCII - BR 2004-20
16. Carpentry NCII – BR 2005-03	16. RAC (PACU/CRE) Servicing NCII - BR 2004-21
17. Masonry NCII – BR 2005-03	17. Footwear Making NCII - BR 2004-20
18. Plumbing NCII - BR 2005-03	
19. Computer Hardware - BR 2005-03	
20. PC Operations NCII – BR 2005-19	
21. Animation NCIII - BR 2005-19	
22. Programming NCIV - BR 2005-19	
23. Deck Seafaring - BR 2005-03	

Covered by Mandatory Assessment		Not Covered by Mandatory Assessment
24. Engine Seafaring NCII - BR 2005-03		
25. Household Service NCII - BR 2005-10		
26. Security Services NCI - BR 2005-15		
27. Health Care Services NCII - BR 2005-15		
28. Driving NCIII - BR 2005-15		
29. RAC (Window-type/Air-conditioning/ Domestic Refrigeration) Servicing NCI - BR 2005-04		
30. Transport RAC Servicing NCII - BR 2005-04		
31. Pyrotechnics NCII - BR 2005-10		
32. Performing Arts (Dance) NCII - BR 2005-15		
33. Performing Arts (Song) NCII - BR 2005-15		
34. Hairdressing NCII - BR 2005-15		
35. Hairdressing NCIII - BR 2005-15		
36. Beauty Care NCII - BR 2005-15		
37. Beauty Care NCIII - BR 2005-15		