TESDA CIRCULAR

SUBJECT: Implementing Guidelines for TESDA–PAGCOR Mobile Training Laboratories (MTL)		Page 1 of 7 pages No. 62 series of 2017
DATE ISSUED: December 11, 2017	**EFFECTIVITY:** As Indicated	**SUPERSEDES**

I. Background

The Mobile Training Laboratory (MTL) is a training delivery model designed to implement Technology Based Community Training Programs (TBCTP) in far-flung communities of the country's 10 poorest provinces. It consists of portable boxes with training equipment, tools and materials, mock-ups, curricula, and learning materials. It needed massive funding and the Philippine Amusement and Gaming Corporation (PAGCOR) pledged a grant of P50 million to TESDA to run this model as a project – with timetables, milestones, targets, outputs and outcomes to be monitored in both financial and technical aspects.

Based on PAGCOR's grant of ₱50 million, ₱40 million will be used for the procurement of the MTL tools, equipment, and training packages, composed of mock-ups, learning materials, and assessment tools. The remaining ₱10 million will be granted to the 10 beneficiary provinces (₱1 million per province) to fund the initial one-year operating expenses of the program.

The **project aims to support inclusive growth by reaching the unreached and serving the underserved sector of the society**. It is envisioned to create jobs, reduce poverty, and draw into the economic and social mainstream the majority of people in the remote provinces. The recipients of the project are the ten (10) poorest provinces based on poverty incidence. Each province will receive six (6) MTL packages, equivalent to six (6) training programs.

The program also serves to empower the LGUs by sharing some aspects of the training support functions such as marketing of the programs, recruitment and endorsement of participants to TTIs for enrolment, provision and management of training venues, coordinating the assessment and certification of graduates and scheduling of programs.

II. Rationale

These guidelines shall cover the implementation of the TESDA- PAGCOR Mobile Training Laboratories (MTL) Project as provided to each participating unit of consequence to the project, otherwise referred to as the MTL stakeholders. Each type of stakeholder has a set of interrelated roles and responsibilities in order to make the project run successfully.

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III. Definition of Terms

A. MTL – The Mobile Training Laboratory is a training delivery model designed to implement technology-based training programs in far-flung communities of the country's ten poorest provinces in terms of poverty incidence through portable boxes containing tools and equipment and training packages in designated places in the community as venues of training.

B. MTL Programs - a unit or clusters of units of competencies in the following areas: Appliance Repair, Plumbing, Electrical Installation and Maintenance, Small Engine Repair, Cookery, Bread and Pastry, and Food Processing.

IV. Goals, Objectives, and Outcomes

A. Goal:
Inclusive growth through reaching the unreached and serving the underserved sector of the society.

B. Objectives:
1. Extend relevant, free and quality training services to the constituents
2. Qualify and facilitate wage/self-employment of graduates

C. Outcomes
1. Jobs created
2. Local economy energized
3. Economic and social mainstreaming of the beneficiaries
4. Livelihood/SMEs established

V. Pre-Implementation Procedures and Requirements

1. The TESDA RO/POs shall forge a memorandum of understanding and prepare a training plan with the provincial government in the use of MTL tools and equipment.

2. A one time amount of one million shall be downloaded to the region to be used in the maintenance and operation of the MTL.

2. Upon the successful completion of the foregoing procedures, the MTL Project is deemed ready for implementation in the recipient provinces to be coordinated with the various TESDA stakeholders involved in this undertaking; guidelines for the implementation phase follows in the succeeding section of this circular.

VI. General Guidelines for the MTL Stakeholders

A. TESDA Regional Offices

1. Approve training programs to be offered within the region per endorsement by the Provincial Office.
2. Review and endorse regular monitoring reports to the Central Office.
3. Conduct Capability Building for LGUs on planning and managing community-based training.

B. TESDA Provincial Offices

1. To use, maintain and operate MTL
2. Allocate/provide budget for the maintenance and operation of the mobile training laboratories on the second year onwards
3. Plan and manage the implementation of the MTL Programs jointly with the Provincial Government.
4. Identify qualified partner TVIs in the province.
5. Endorse training programs to the TESDA Regional Office.
6. Provide technical assistance to Provincial LGU in the management and implementation of the MTL Programs.
7. Schedule the conduct of competency assessments.
8. Monitor the conduct of training and assessments.
9. Submit regular monitoring reports to the TESDA Regional Office.
10. Issue a National Certificate to successful candidates.
11. Conduct capability build-up program for the partners of the MTL.

C. TVET Training Institutions (TESDA Technology Institutions)

1. Provide trainers for the program. The following are the qualifying conditions for TTIs as training provider:
   a. Only TTIs with registered programs similar to the MTL programs can implement MTL.
   b. TTIs outside the province but within the region may be tapped as training provider for MTL programs.

c. The TTIs may implement MTL Programs as optional outreach programs for the said institutions.

2. Administer YP4SC (optional).
3. Administer Personal Entrepreneurial Characteristics (PECs) profiling (optional).
4. Conduct the training programs.
5. Utilize institution's existing training packages and/or equipment and tools to be complemented by the training packages of the MTL Programs.
6. Submit periodic reports on MTL enrolment, graduates, certification and employment to TESDA Provincial Office and the Provincial LGU.
7. Coordinate with the Provincial LGU, through, but not exclusively, the Provincial CTEC, and TESDA Provincial Office for the schedule of program implementation, including assessment.
8. Issue training certificates according to existing guidelines.
9. Utilize MTL Program as an opportunity for trainers' immersion to the community.

D. **Provincial LGUs**

1. Plan and organize community-based program based on the skills priority of the province; and
2. Designate a focal person who will coordinate, promote, organize training programs in the communities.

VII. Monitoring and Evaluation

A. TESDA Provincial Office shall prepare monitoring reports on the implementation of the programs, these reports shall be submitted to the TESDA Regional Office concerned which in return will submit monitoring reports to NITESD.

B. The National Institute for TESD of TESDA Central Office shall prepare a consolidated monitoring report based on the reports submitted by the Regional Offices.

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VIII. Mechanics of Implementation

A. Training Facilities and Venues

1. The MTLs provided under this program shall serve as the training facilities transportable from one place to another within the province.
2. Training venues shall be identified and provided by the municipal/city LGU such as covered courts, barangay halls, multi-purpose halls, barns, and the like.
3. Provisions for water, electricity, waste disposal and security must be available or made available and/or accessible during the training in the designated areas.
4. Each beneficiary municipality/city will ensure the safety of the MTL during its tour in the said municipality/city.

B. Training Resources

1. Each MTL shall have a complete set of training tools, training specific equipment and sufficient number of training packages (curriculum, learning materials, assessment tools, mock-ups for a particular training program) and appropriate multimedia equipment and accessories. For guidance in the utilization of the MTL training package please see **Annex A.**
2. These training resources shall or may complement available training resources of the TTI implementer.

C. Operating Expenses

1. The one-time amount of 1 million pesos per province shall be drawn from the PAGCOR grant as stipulated in the MOA between TESDA and PAGCOR to cover the initial year of MTL implementation.
2. Each TESDA Provincial Office in the concerned MTL provinces shall allocate similar amount for the maintenance and operation of MTL in the succeeding years.

D. MTL Deployment Protocol

1. No two MTLs shall be deployed at the same time at the same municipality to encourage fair distribution of learning opportunities for the province's citizens.
2. MTLs must be returned to the TESDA PO MTL depot one day after the completion of the program.

E. Measure of Efficiency

1. Excluding the time allocated for transit and inventory, an MTL that stays for more than three days in the provincial MTL depot is construed as training opportunity lost.
2. A scheduling system that is able to run two batches on the same program at the same duration is considered maximization of training opportunities.

F. Assessment and Certification

1. In line with the TESDA policy on assessment and certification program, competency assessment shall be mandatory whether by cluster of competencies or by qualification.
2. To address the lack of assessment centers, the Regional and Provincial Office shall allow the training provider within their regional jurisdiction to have their trainees assessed in an assessment center outside of their regional jurisdiction.

H. Monitoring and Evaluation

1. Regular and timely submission of accurate data consistent with the MIS 03-02 shall be submitted every 25th day of the month.
2. Monitoring and Evaluation of training programs shall be the responsibility of the TESDA Provincial Office. Consolidated Monthly reports shall be submitted to the TESDA Regional Office and shall be endorsed to the LDD-NITESD.
3. LDD-NITESD shall be in charge of the consolidation of the monitoring and evaluation of the Training Programs.
4. LDD-NITESD shall be authorized to do on-site monitoring of the MTL Program.
5. LDD-NITESD shall submit annual monitoring report to the PAGCOR.

IX. Sustainability Mechanisms

A. **Capability Building Program for MTL Stakeholders**–a one-time national program integrating all the necessary information, knowledge and competencies to enable each MTL player/stakeholder to perform his/her role in the MTL ecosystem. Properly explained in this forum, the stakeholders can appreciate the magnitude and importance of the MTL as an economic driver in the communities.

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The program, may, however, be replicated in the provincial level at the initiative of the provincial LGU with the cooperation of its TESDA regional and provincial counterpart.

B. **Annual Training Plan** – to be prepared by the TESDA PO and Provincial Government annually. With an action plan

C. **MTL Equipment and Tools Maintenance System** – to be designed by each TESDA PO.

D. **Alternative/Supplementary Fund Sourcing** – a supplementary strategy to the MOOE allocation; basic principles and practices in the art of sourcing fund shall be integrated in the Capability Building Training Design.

E. **Periodic Equipment Inventory and Surprise Audit** – to be instituted and with audit conducted unannounced so as to ensure equipment are well-maintained and located where they should be at any point in time.

F. **Sponsorships and CSRs** – corporate partners may be encouraged to participate in the MTL Project through financial and technical provisions.

G. **Tie-ups with Enterprises** – graduates of MTL programs could be assisted through career facilitation services of TESDA (JoLins, TESDA Alumni, etc.)

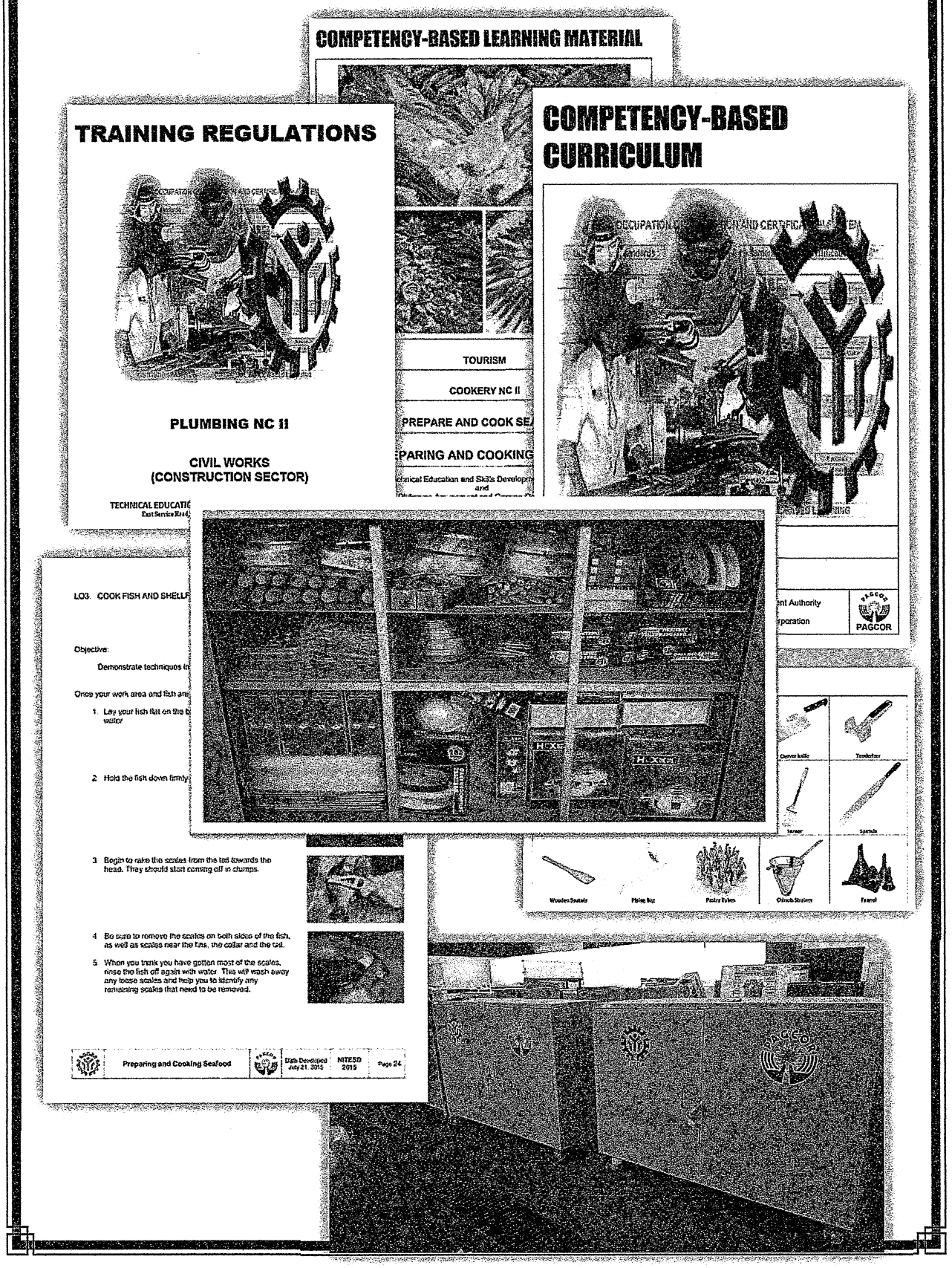
X. Effectivity

This Circular takes effect as indicated and shall supersede any issuance inconsistent herewith.

SEC. GUILING "GENE" A. MAMONDIONG
Director General/Secretary

The MTL Training Package

Manual



The MTL Training Package

I. Objectives of the MTL Program

The MTL training programs are intended aims to bring skills training close to the communities. Specifically, MTL aims to:

1. Extend relevant, affordable, and quality training services to the constituents; and
2. Facilitate wage/self- employment of graduates through assessment and certification.

This Training Package Manual intends to give guidance on how to implement the program particularly in the level of the trainer and the implementing TVI.

II. Programs per Province

Province	Programs Offered
1. Apayao	Appliance Repair
	Bread and Pastry
	Cookery
	Electrical Installation and Maintenance (EIM)
	Plumbing
	Small Engine Repair
2. Masbate	Appliance Repair
	Bread and Pastry
	Cookery
	EIM
	Food Processing
	Small Engine Repair
3. Eastern Samar	Appliance Repair
	Bread and Pastry
	EIM
	Food Processing
	Plumbing
	Small Engine Repair
4. Northern Samar	Appliance Repair
	Bread and Pastry
	Cookery
	EIM
	Food Processing
	Small Engine Repair
5. Zamboanga del Norte	Appliance Repair
	Bread and Pastry
	EIM
	Food Processing

Province	Programs Offered
	Plumbing
	Small Engine Repair
6. Camiguin	Appliance Repair
	Bread and Pastry
	Cookery
	Food Processing
	Plumbing
	Small Engine Repair
7. North Cotabato	Appliance Repair
	Cookery
	EIM
	Food Processing
	Plumbing
	Small Engine Repair
8. Sarangani	Appliance Repair
	Bread and Pastry
	Cookery
	EIM
	Plumbing
	Small Engine Repair
9. Lanao del Sur	Appliance Repair
	Bread and Pastry
	Cookery
	EIM
	Plumbing
	Small Engine Repair
10. Maguindanao	Appliance Repair
	Bread and Pastry
	Cookery
	EIM
	Plumbing
	Small Engine Repair

Clusters of Competencies

The training programs shall be offered by clusters of competencies to disintegrate qualifications into bitesize training programs. Each clusters of competency, as per Training Regulations, is certifiable. That is, each cluster can be offered as a separate training program and can be assessed. A Certificate of Competency is awarded to successful passer of competency assessment. A National Certificate is awarded to candidates who pass all required COCs.

The clusters of competencies are presented in the next table with their corresponding training duration:

Areas	Unit or Cluster of Units of Competency	Training Duration (in hrs.)
1. Appliance Repair	Maintain and repair electronically-controlled domestic appliances	80
2. Bread and Pastry	Bread making Prepare and produce bakery products Present desserts	35
	Pastry making Prepare and produce pastry products Present desserts	35
	Cake making Prepare and present gateaux, tortes and cakes Present desserts	35
	Petit fours making Prepare and display petit fours Present desserts	30
3. Cookery	Prepare and cook hot meals Clean and maintain kitchen premises Prepare stocks, sauces and soups Prepare poultry and game dishes Prepare seafood dishes Prepare egg dishes Prepare starch dishes Prepare vegetable dishes Prepare meat dishes Package prepared food	184
4. Food Processing	Process food by salting, curing and smoking	40
	Process food by fermentation and pickling	50
	Process food by sugar concentration	50
	Package finished/processed food products	14
5. Electrical Installation and Maintenance	Install wiring devices for floor and ground fault current interrupting outlets	30
	Install electrical lighting systems on auxiliary outlets and lighting fixtures	60
6. Plumbing	Prepare pipes for installation Make piping joints and connections	40
	Perform single unit plumbing installation and assemblies	40
7. Small Engine Repair	Perform periodic maintenance Service fuel system Service lubrication system Service ignition system Service cooling system Overhaul motorcycle/small engine	108

steps. The task sheets may be practiced individually or as a group. However, the trainer should make sure that individually, the trainees are learning.

5. Performance Criteria checklists – This is a list of criteria for which the performance of the steps in the task sheets are assessed. As the trainees are performing the steps, they should be guided by the criteria because it will be the same criteria that will be used by the trainer. As a rule, the trainee will be rated as competent only when all criteria are complied with. Trainees may need to repeat the activity until found competent.

The trainer may enhance the learning materials by supplementing it with presentations, lecture/discussions and/or video materials.

The Institutional Competency Assessment Tools (IATs)

Assessment is an integral part of the teaching-learning process. The trainer should, therefore, make sure that his IATs are well prepared before starting with the training. The IATs provided in this package may be enhanced or revised based on the availability of raw materials but the criteria for assessment should be strictly complied with. Trainees may perform the assessment activities as an individual or with a group. The IATs in this package are composed of the following:

1. Self-assessment Guide
2. Evidence Guide
3. Instruction for the Candidate
4. Instruction for the Trainer/Assessor
   4.1 List of Consumables, Materials and Tools
   4.2 Procedures
   4.3 Suggested Questions with answers for the demonstration
5. Rating Sheet

II. How to Use the Training Packages

A. Before the training

The TVI/training provider shall:

1. Reproduce the CBLMs for the Cluster of Competencies.
2. Purchase training supplies and materials

The Trainer shall:

1. Make an inventory of supplies and materials
2. Prepare the Training Activity Matrix and/or Session Plan

B. During the Training

The Trainer shall:

1. Conduct Training Needs Analysis, using the Self-Assessment Guide (SAG) for the cluster of Competencies.
2. Revisit and revise the Session Plan based on the result of the TNA.
3. Conduct training as scheduled on the Session Plan and Training Activity Matrix.

4. Monitor training progress using the progress chart
5. Conduct assessment

C. After the training

The trainer shall:

1. Award Certificate of Achievement/Training
2. Evaluate training program
3. Make an inventory of supplies and materials
4. Submit result of the institutional and national assessment

The following are the recommended learning activities based on available Learning Materials:

a. Training Induction Program – during this activity the trainer shall give a short description of the qualification and the corresponding jobs that a graduate can land to after the training. The TRs and CBCs will be useful as a reference materials for this purpose.
b. Lecture/Discussion of the knowledge contents – the trainer shall use the Information Sheets as a resource or as a self-paced learning material. This will ensure the acquisition of principles related to the tasks to be performed.
c. Self-paced learning – the CBLMs are developed as self-learning resources which provide instructions for the acquisition of knowledge contents as well as for the practice of skills.
d. Demonstration – The trainer demonstrates how to perform required tasks, while trainers are required to perform the same task as practice activities to learn the skills.
e. Group Discussions – group discussions are encouraged when doing group activities. This will instil team work and develop communication skills among members.

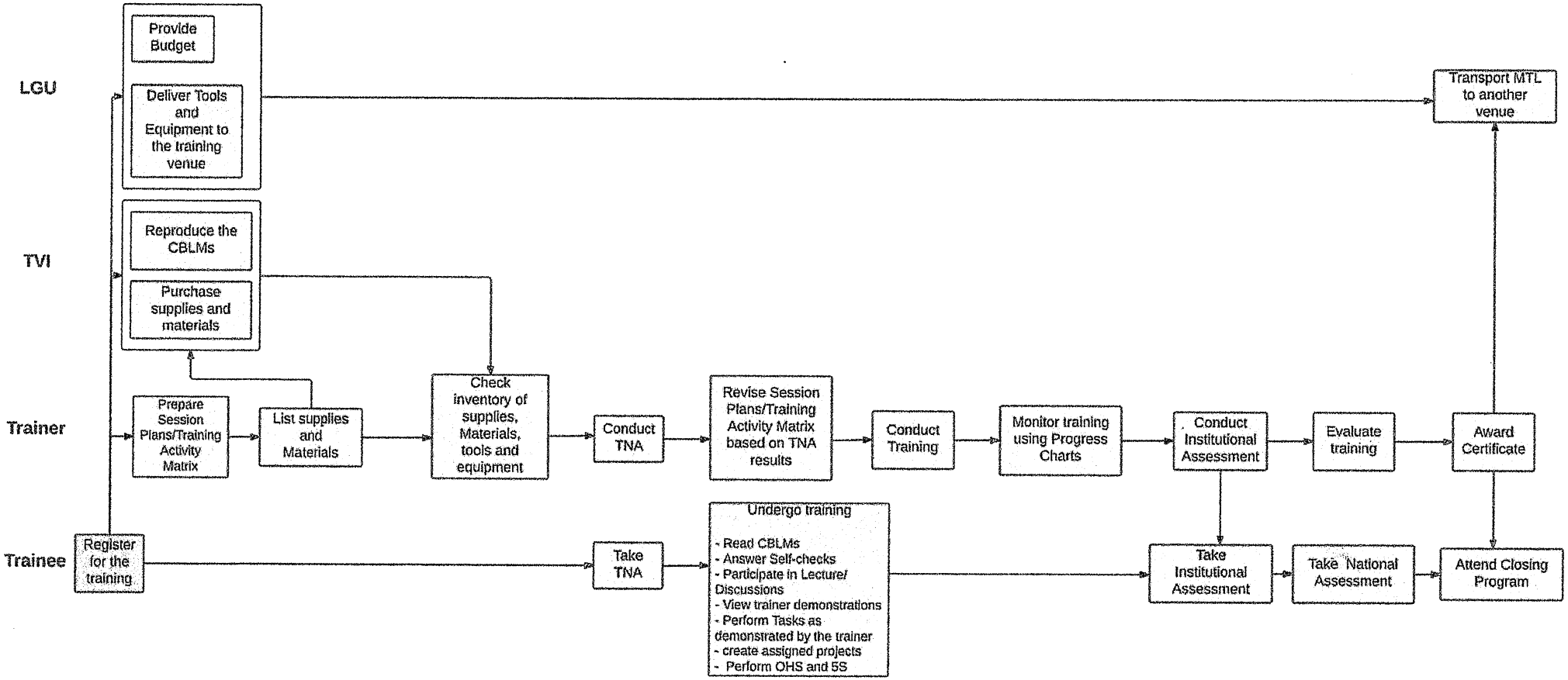
VI. List of Consumables by Qualification

Consumables are not included in the MTL package but a revolving fund of 1 million pesos per recipient province is provided for. The lists of consumables (See Annex A) for the training shows the estimated quantity and cost per batch of 25 trainees.

The trainer is expected to be knowledgeable of replacement of the consumables that are not locally available. Ingredients and other consumables may be replaced provided that the quality of training is not sacrificed.

VII. National Assessment

National assessment is required every after batch of training. Percentage of assessment should be closely monitored as it is one of the indicators of the success of the program.

Annex A

The Flow of Activities