TESDA CIRCULAR

Subject: Implementing Guidelines on the Skill Mapping and Prioritization of Skills Requirements		Page 1 of 15 Number 001 series of 2021
Date Issued: **January 6, 2021**	**Effectivity:** **As indicated**	**Supersedes:**

I. Background/Rationale

1.1 The Technical Education and Skills Development Authority (TESDA) is mandated to develop relevant, efficient, accessible, and high-quality technical education and skills development for Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities.

1.2 Section 22 of Republic Act No. 7796 mandates TESDA together with the TESDA-accredited industries to establish national occupational skills standards, to develop and implement a certification and accreditation program in which private industry groups and trade associations are accredited to conduct approved trade test; and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority. Moreover, section 2, paragraph 2 of the TESDA Act states that "the State shall encourage active participation of various concerned sectors, particularly private enterprises, being the direct participants in and immediate beneficiaries of a trained and skilled workforce, in providing technical education and skills development opportunities".

1.3 To provide quality TVET, the identification of the skills requirements that are relevant to the industries is critical in the development of the TVET programs. In identifying skill priorities, many factors must be considered. A very important factor that must be ascertained is the economic context. Skill priorities have to be founded on a good understanding of how different job skills are formed and acquired in different skills markets in different areas.

1.4 As part of the agency's thrust, industry consultations are conducted to establish and strengthen industry collaboration and linkages and provide a forum for identifying specific skills requirements needed by the industry and other TVET related needs and concerns. TESDA facilitates the conduct of industry consultations by gathering inputs from all relevant stakeholders and implementing necessary reforms thereafter

1.5 Given the current developments in the country, it is important that we look at the needs and peculiarities in our respective areas to ensure that skills priorities and TVET programs are well attuned to the country's economic environment that is becoming more market-oriented and also considers the diverse conditions in different areas that call for varied forms and levels of private sector and government cooperation in TVET

1.6 TESDA implements a Policy-oriented, Sector focused, Area-based and Market-driven (PSALM) approach, which intends to identify skills priorities. Essentially, it is a set of analytical techniques and procedures that are:

- Policy-oriented because they explicitly call for the setting up of TESD priorities in the light of all public policies that affect TESD

- Sector-focused because they concentrate on economic sectors and industries that are key and crucial to the development of a given geographical area
- Area-based because they are designed as a "bottom-up" approach in determining local skill needs given the diversities and complementarities of different areas in the country. Moreover, it aims to promote the active participation of stakeholders at local levels not only in identifying skill needs but also in coming up with appropriate actions to meet such skill needs.
- Labor Market-driven because they require honest-to-goodness labor market analyses of shortages in identified critical skills

II. Objectives

The guideline intends to strengthen the skills mapping and prioritization of skills requirements at the national and local level using the PSALM Approach.

Specifically, it intends to:

2.1 describe the skills mapping and prioritization process of the industry skills requirements, which is vital in the development of TVET programs; and

2.2 ensure that industries and other relevant stakeholders at the national level and local levels are consulted and considered in the identification of skills priorities.

III. Definition of Terms

3.1 **Area-Based Requirements** –refer to skills, essential competencies and behavior that responds to labor market needs defined by the relevant industries and employers at regional and provincial level. As labor market needs vary from one area to the other, the national level skills requirements include the summary of the regional and provincial skills requirements and those skills identified and required at the national level.

3.2 **Qualification** – refers to a package of competencies describing a particular function or job role existing in an economic sector, covering the work activities required to undertake a particular job. (*Source: TVET Glossary of Terms)*

3.3 **National Skills Requirements** - refer to the kills identified as priority requirements by the industry, based on nationally developed plans and roadmaps of the industry, studies, and other national references. These skills are further validated with the industry associations and other concerned industry associations and other stakeholders. It also includes area-based skills requirements that need prioritization at the national level based on the set criteria.

3.4 **Industry** – set of all production units engaged primarily in the same or similar kinds of productive economic activities. *(Source: PSA)*

3.5 **Skills** – the acquired and practiced ability to carry out a task or job. (*Source: TVET Glossary of Terms)*

IV. Coverage

This Guidelines shall include the following:

1. Identification of the skills requirements including new and emerging skills at the national and local level; and
2. Prioritization of the skills that shall be included in the supermarket of competencies, which shall be the basis in the development of TVET programs.

V. Arrangement

5.1. The mapping and prioritization of skills requirements shall adopt the PSALM approach or methodology. PSALM has seven important steps in identifying skills priorities that shall be considered in this Guidelines:

1. Determine the geographic area coverage
2. Identify key economic sectors and industries in the area
3. Determine the critical job skills in the identified key economic sectors and industries.
4. Determine any possible shortage among the critical job skills
5. Investigate and analyze the causes of shortage of a critical job skill
6. Gain consensus and commitment on the identified skills priorities in the area
7. Publish and disseminate information on skills priorities to the general public

5.2. The identification of skills priorities is crucial as this will determine whether a skill that is recognized as an industry need meets the following criteria that shall serve as basis in the development of program:

- Priority needs of the industry sector
- Nationwide application in terms of public interest/welfare
- Employment generation and investment opportunities
- Need for standardization and certification
  - ➢ Requiring long period of education and training
  - ➢ Performance of the competency affecting and endangering people's lives and limbs
  - ➢ Competency involving the handling of complex equipment, tools and supplies

5.3. It shall follow a defined process of the identification of skills requirements that entails the participation of concerned stakeholders, such as the Industry associations, national government agencies, non-government agencies, through an industry consultation The Skills Mapping and Prioritization Framework intends to operationalize the concept of the PSALM Approach, with considerations on the current trends/developments that shall serve as reference of the implementers at the National and Local Level in the mapping/identification and prioritization of the skills requirements.

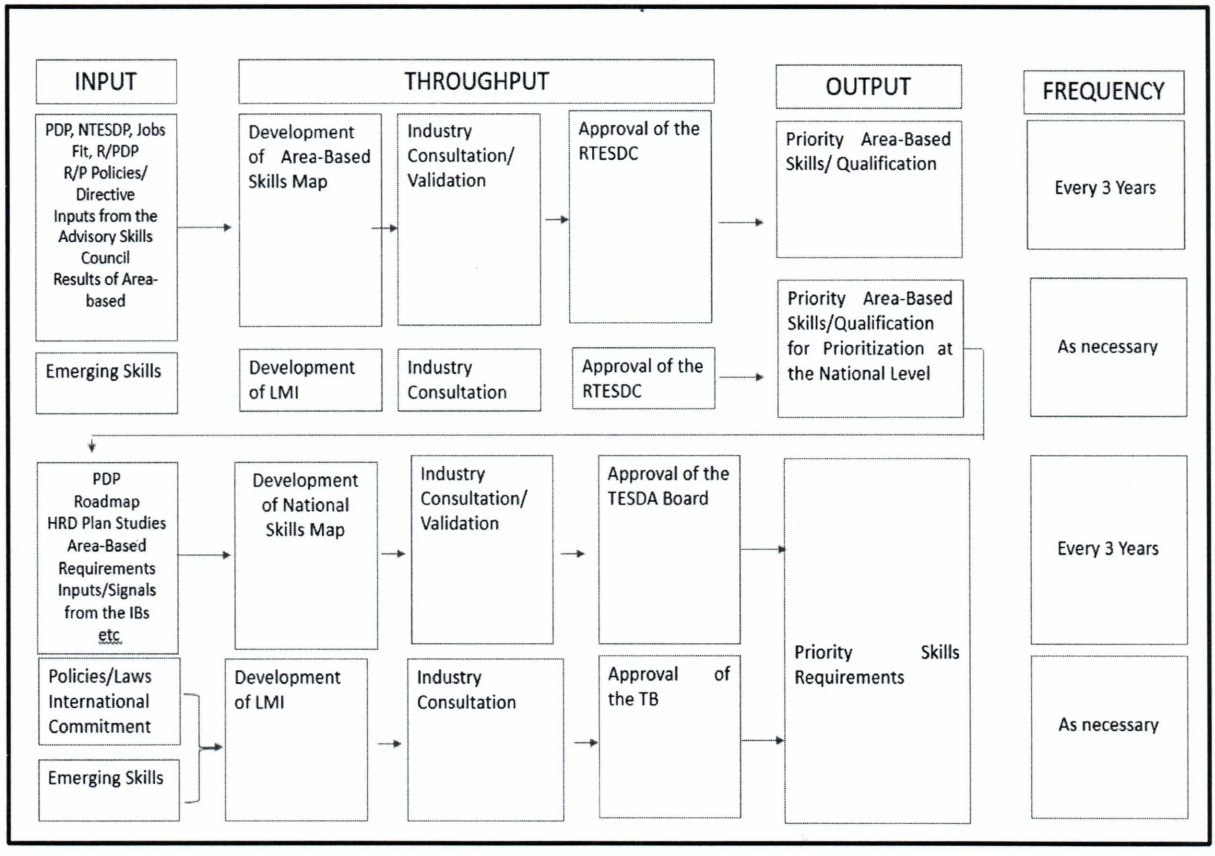

Figure 1. Skills Mapping and Prioritization Framework

VI. Process

6.1. National Skills Mapping and Prioritization

The National Skills Mapping and Prioritization shall be facilitated by the Central Office. this shall include the following:

6.1.1. Input

The following shall serve as references that will set the need to consider for identifying skills priorities:

- **Philippine Development Plan (PDP)** – The PDP articulates the government's desire to reduce poverty and income inequality through the expansion of economic opportunities in the industry and services sectors. The PDP seeks to sustain the decrease in unemployment rate through increased job creation. The PDP also articulates its commitments to local and international laws and agreements, and identifies them as national priorities.
- **National TESD Development Plan (NTESDP)** – The NTESDP is a 6-year comprehensive plan for TVET, which defines information on the strategies in achieving TVET's thrust. It is a product of the concerted efforts of various TVET stakeholders, such as industry partners, Regional and Provincial TESD Committees, and other government agencies.
- **JobsFit 2022 Labor Market Information Report** – It is the labor market study of the Department of Labor and Employment (DOLE) that highlights the in-demand and hard-to-fill occupations of the key industries that are projected to be the main source of employment growth in the country.
- **Industry, Sectoral and Human Resource Development (HRD) Roadmaps** – The Industry/Sectoral roadmaps identifies priority industries/sectors that would enable the country to maximize the trade and investment opportunities, create the proper environment and strengthen Philippine industries in order for them to become globally competitive. The HRD Roadmap contains information on employment projections, skills supply and demand, as well as recommendations and strategies to address skills gaps and key strategies for HRD.
- **International and National Developments** – Globalization and technological advancements have made profound changes in the global economy and in the labor market. Globalization has driven greater competition among firms and markets, and has caused greater mobility of workers. Technological advancements have led to changes in manufacturing and production processes, thereby leading to changes in occupational profiles and respective skills requirements. Transnational social and environmental issues such as climate change and environmental degradation impact employment in agriculture. The Philippines, having a large population of young people, may bring demographic dividends for the country for as long as these people get access to quality education to prepare them as they enter the working age.
- **Researches/Studies** – Results and/or recommendations generated from researches/studies that impact TVET may be used to initiate industry consultation in order to prioritize the development of a certain skill/competency needed for an occupation.

- **Technical Education and Skills Development Committee (TESDC) Resolutions** on Priority Skills- TESDC Resolutions are outputs of the Regional and Provincial Technical Education and Skills Development Committees (R/PTESDCs). This provides the identified area-based requirements of the industries at the local level which has met the requirements for prioritization at the national level.
- **Industry Association/Government Requests** – There are instances where an industry association, companies and government body recommend to TESDA (usually through a letter request) for prioritization of development of a certain skill/competency needed for an occupation.
- **Laws/Legislation or National Directives** – these are provisions/directives as mandated by the President that needs to be executed/implemented
- **Industry Association/Government Requests** – There are instances where an industry association, companies and government body recommend to TESDA (usually through a letter request) for prioritization of development of a certain skill/competency needed for an occupation.

The following are the information that shall be obtained from the references/sources:

- Opportunities and Challenges
- Sectors/ industries with high opportunities
- Sectoral/industry skills requirements
- Specific Skills requirements

6.1.2 Throughput/Process

Activity	Description	Process	Key Player
1. Development of the Skills Map based on the identified job/skills requirements.	It is the process of mapping all the skills/qualification/jobs based on the available secondary data and identified priority area-based requirement that has national implications.	1. Based on the references, identify the priority skills/qualification requirements of the sectors/industry 2. Indicate all sources available, and the skills requirements identify per source/reference. 3. Determine whether there is available TVET programs that correspond to the	• Planning Office

		identified skills requirements. *See attached template*	
2. Validation of Skills requirements with the industries	This pertains to the process of validating the skills requirements identified in the developed skills map, and identification of the top priority based on the set criteria.	1. Convene the concerned industry board/ association/ members/ companies for a Focus Group Discussion (FGD). 2. The consultation shall be conducted per sector, wherein the developed skills map will be further validated. 3. Validate the skills requirements and determine the top priorities, using a guide questionnaire/tool, 4. The list of identified priority skills shall be prepared for the consideration/approval of the TESDA Board *See attached template guide question*	• Planning Office • PLO • Industry Boards • Industry Association • Other Government Agencies
3. Approval of the TESDA Board	It is TESD's process of determining whether the identified skills requirements will be considered as priority vis-à-vis the set requirements of the TESDA Board	• Skills requirements included in the National Skills Map that will be further validated as priority of the industries shall be forwarded to the TESDA Board for approval.	• Planning Office • TESD Board

		• For new and emerging skills shall be presented by the proponent/concerned stakeholders to the TESDA Board Direction Setting Committee (DSC) that the identified skills requirements will be considered as priority vis-à-vis set criteria. • Once the skill is considered by the DSC as priority, it will be endorsed to the full board for approval. In the event that the proposed skills requirement is remanded by the Board the proponent may again undergo the process considering that the comment/inputs of the TESDA Board will be satisfied.	

Guidelines for the Identification of the Priority Skills Requirements:

As a policy, efforts and resources on priority qualifications identified by partner-industry bodies and associations shall be based on the following criteria:

- **Priority Needs of the Industry/Sector** - This means that the qualification is critical or indispensable to the operation of the business. Without these skills, production will be hampered and will affect productivity, viability and profitability of the business.
- **Nationwide application in terms of public interest/welfare** - This means that the qualification is included or being utilized in any of the industry/sector declared as priority by the national government or other relevant government agencies such as the Department of Trade and Industry, Department of Agriculture, etc.

- **Employment generation and investment opportunities** - This means that the qualification has high domestic and/or overseas demand, and/or the qualification is utilized in an industry/sector that has high economic contribution to the country.
- **Need for standardization and certification** - ***Criteria for skills standardization and certification***
    - Requiring relatively long period of education or training;
    - Performance of the competency affecting and endangering people's lives and limbs; and
    - Competency involving the handling of complex equipment, tools and supplies.

Industry/government representatives shall present to the TB-DSC during the deliberation on whether the skill/qualification shall be considered as priority. Presenters should take note of the following presentation guidelines:

- **Industry/Sector Situationer**: A description of the current situation of the industry which includes its investment, infrastructure, projected growth/expansion, and other relevant information.
- **International benchmarking of qualifications and competency standards:** the means to ensure that trainees who successfully pass the training and subsequent assessment are globally competitive.
- **Career pathing or development (ladderization):** the identification and assurance of pathways to higher training within the TESDA Certification Levels and in the higher levels as found in the Philippine Qualification Framework (PQF), also how the new qualifications or competencies fit into the K to 12 program.
- **Identification of linkages with private and public training providers:** this provides evidence that the TVET programs that will be prioritized will be utilized. It has its preference for dual training systems and enterprise-based delivery modes, including establishing common training facilities for the industry.
- **Embedding of green practices/skills** in existing competency standards or development of new and green competency standards in the basic, common and core competencies.
- **Analysis of links to existing competency standards:** New competency standards should be evaluated as to their "equivalency" or "near equivalency" to existing competency standards, whether basic, common or core.
- **Expression of commitment or provision of a system to absorb trainees into employment i.e., deployment to other companies:** This pertains to the recognition of the industries/companies to the TVET graduates of the programs that will be prioritized, which will lead to the employment of the graduates after completing the program. The Agency's preference for training delivery mode like the enterprise-based training.
- **Presentation of industry/cross-industry linkages** whether as part of the supply chain or forward/backward linkages or because of similarities in the functional maps.

- Approved Priority skills/qualifications shall be documented through a TESDA Board Resolution.

- The Board Resolution that indicates the approved priority skills/qualifications shall be forwarded to the Qualification and Standards Office (QSO) for inclusion in the supermarket of competencies

6.1.3. Output

The following shall be developed once the process is completed:

- **National Skills Map** – this is a document that indicates the priority sectors, skills/job requirements per sector, area-based requirements per region, emerging skills, soft skills, and other 4IR skills related requirements. This shall serve as reference or input during the sectoral consultations.

- **Labor Market Information** - includes all quantitative or qualitative data and analysis related to employment and the workforce. The goal of LMI is to help customers make informed plans, choices, and decisions for a variety of purposes, including business investment decision making, career planning and preparation, education and training offerings, job search opportunities, hiring, and public or private workforce investments. (See Template – Annex D)

- **TESDA Board Resolution on Priority Skills** – this a document that indicates the approval of the TESD Board in declaring a skill /qualification as priority.

6.2. Area-Based Skills Mapping and Prioritization

- The area-based skills requirements are skills that identified as priority of the industries and concerned stakeholders in the area.

- The identified priority area-based requirements shall serve as basis in the:

  - Development of curriculum or competency standards that can be offered by the TVET providers in the area;
  - Prioritization of scholarship allocation of the region/province; and
  - Input to the national skills priority once the identified skills requirement meets the set criteria.

- The process of identification of the area-based skills requirements shall provide and promote the active participation of the stakeholders at the local levels not

only in identifying skills needs but also in coming up with the appropriate actions to meet such skills needs.

6.2.1 Input

The following shall serve as references that will set the need to consider for identifying skills priorities:

- **Regional/Provincial Development Plan** - articulates the regional desire to reduce poverty and income inequality through the expansion of economic opportunities in the industry and services sectors. The PDP seeks to sustain the decrease in unemployment rate through increased job creation. The PDP also articulates its commitments to local and international laws and agreements, and identifies them as national priorities.
- **Regional/Provincial HRD Plan** - articulates the regional/provincial plan specific on the identified jobs requirements in the area including those that are hard-to-fill, critical skills and emerging skills.
- **Results of the Studies** - Results and/ or recommendations generated from researches/studies that impact TVET may be used to initiate industry consultation in order to prioritize the development of a certain skill/competency needed for an occupation.
- **R/PTESDC Resolutions** - TESDC Resolutions are outputs of the Regional and Provincial Technical Education and Skills Development Committees (R/PTESDCs). After the industry consultations, the R/PTESDCs may draft resolutions endorsing the prioritization of development of a certain skill/competency needed for an occupation.
- **LGU requirements/directives** – these are provisions/directives as mandated by the heads of the Local Government Units that needs to be executed/implemented as indicated in Resolution of Sangguniang Bayan/Panglungsod, etc.
- **New development/emerging skills specific to the area** – this pertains the skills requirements in the area brought by new developments that are not included in the regional or provincial development plan.

The following materials shall be obtained from the references/sources:

- Opportunities and Challenges in the Area
- Priorities of the Local Government
- Sectors/Industry with high employment opportunities
- Specific Skills requirements
- New and Emerging Skills

6.2.2. Throughput

ACTIVITY	DESCRIPTION	PROCESS	KEY PLAYER
1. Development of the area Skills Map based on the identified job/skills requirements.	It is the process of mapping all the skills/qualification/jobs based on the available resources/data.	1. Based on the references/sources identify the priority sectors in the area. 2. Indicate all sources available, and the skills requirements identify per source/reference. 3. Determine whether there is available TVET programs that correspond to the identified skills requirements. *See attached template*	• Provincial Office
2. Validation of area-based skills requirements with the industries	This pertains to the process of validating the skills requirements identified in the developed skills map, and identification of the top priority based on the set criteria.	1. Convene the concerned industry association/ members/ companies for a FGD. 2. Validate the skills requirements and determine the top priorities using a set of guide questions, using a guide questionnaire/ tool See attached template guide questions	• Provincial Office • Industry Associations, NGAs, concerned stakeholders
3. Development of the Provincial Skills Requirements	This pertains to the consolidation of the identified priority provincial skills requirements	1. The provincial offices shall analyze the results of the validation.	• Provincial Office

		2. Determine the priority skills requirements 3. Identify the gaps and provide recommendations See template Annex D	
4. Endorsement of the PTESDC	The PTESDC shall evaluate and provide endorsement/approval on the identified priority requirements.	Convene the PTESDC to discuss and approve the identified priority skills requirements of the sectors. In the event that there are Chartered Cities or similar, the authorized official/body of the Local Government Unit may endorse the provincial skills map.	• Provincial Office • PTESDC
5. Consolidation of the Provincial Skills Requirements	This pertains to the process of consolidating results of the provincial skills priority	1. The regional office shall analyze the results of the validation. 2. Determine the priority skills requirements. 3. Identify the gaps and provide recommendations on regional skills priority.	• Regional Office
6. Formulation of the Resolution on the priority skills requirements of the area	The identified priority skills/qualifications shall be supported with a resolution formulated by the R/PTESDCs.	Convene the RTESDC to discuss and approve the identified priority skills requirements of the sectors.	• Regional Office • RTESDC

- All provinces shall develop their respective Provincial Skills Map, except for TESDA Region NCR, which shall develop a Regional Skills Map that will cover all the District Offices, in consideration that the geographical characteristics of the region.

6.2.3. Output

The following are the expected outputs of the RO/POs, which shall serve as the

- **Area-Based Skills Map** – a document that contains compilation of the skills requirements culled from different references and mapping of the availability of TVET programs vis-à-vis the industry requirements in the areas. This shall include emerging skills and soft skills requirements.

- **Labor Market Information** - includes all quantitative or qualitative data and analysis related to employment and the workforce. The goal of LMI is to help customers make informed plans, choices, and decisions for a variety of purposes, including business investment decision making, career planning and preparation, education and training offerings, job search opportunities, hiring, and public or private workforce investments

- **R/PTESDC Resolution on Priority Skills Requirements –** this is a document that will provide the official list of priorities of the region/province.

7. Responsibilities

7.1 The Central office shall provide the following assistance to support the identification of the area-based skills priorities:

1. Facilitate the prioritization of skills requirements that with meet the set requirements for consideration in the prioritization of the program and programs that are common among the regions;
2. Conduct of capability building programs to capacitate the Regional and Provincial focal on the development of skills map and identification of skills requirements (e.g. development of LMI);
3. Conduct of researches on new developments and trends that can be adopted/utilized to enhance the process;
4. Monitor the implementation of the activities on the skills mapping and identification of skills requirements

7.2 The Regional office shall assume the following responsibilities:

1. Develop of the report that shall be submitted to the Central Office, which will provide the details on the regional skills requirements and those that requires prioritization;

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2. Facilitate the endorsement of the Regional TESDC of the priority skills requirements;
3. Participate in the conduct of the capability building program relative to the skills mapping and other related activities.

7.3. The Provincial office shall facilitate the following:

1. Facilitate the development the area-based skills map and conduct of the validation of the industry and other concerned stakeholders in the area and Industry Boards;
2. Facilitate the endorsement of the Provincial TESDC on the priority skills requirements; and
3. Participate in the c conduct of the capability building program relative to the skills mapping and other related activities.

This Circular shall take effect as indicated and shall amend previous issuances inconsistent herewith.

SEC. ISIDRO S LAPEÑA, PhD, CSEE
Director General

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Annex A

I. SKILLS MAP

Priority Sector	Source					Corresponding TVET Program	Emerging Skills	Soft Skills
	Regional/Provincial Development Plan	Regional/Provincial HRD Plan	Results of Studies	R/PTESD Resolutions	Results of Consultation			

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Annex B

GUIDE QUESTION FOR INSDUSTRY CONSULTATIONS:

I. Profile

Sector	
Company	
Address	
Name of Respondents	
Position of the Respondent	

II. Questions

1. What are the **opportunities** and **challenges** in your sector?

Opportunities	Challenges

2. Based on the current situation of the sector, please identify the jobs/skills that:

   - needed immediately/ (for the next 1-3 years or 1-5 years)?
   - hard-to-fill jobs (put *to code hard-to-fill jobs)
   - assess the shortage of hard-to-fill jobs in terms of **Low** (less than 100), **Medium** (100-500), and **High** (above 500)?

Note: This can be grouped depending on the characteristics of the sector: e.g. by sub-sector

Jobs/Skills immediately needed		Assess the shortage of workers in filling –up- the Hard-to-fill Jobs			Constraints in Filling-up the Hard-to-fill Jobs	Reasons/Causes for the Shortage	Recommended Action
In the next 1-3 years	In the next 1-5 years	Low (below 100)	Medium (100-500)	High (above 500)			

3. In addition to technical skills, what are the other skills or soft skills/attributes you are looking for your workers?

4. Do you know any emerging skills as a result of new jobs/tasks associated with Fourth Industrial Revolution (4.0) in the next 1 to 3 years? *[Fourth Industrial Revolution refers to the current and developing environment in which technologies and trends such as the Internet of Things (IoT), robotics, virtual reality (VR), and artificial intelligence (AI) are changing the way we live and work and as a result, creates emerging skills]*

Response	1 Yes	2 No

If "1 (YES)", please identify the emerging skills that you know of. **[1 being the most important]**

1) _____
2) _____
3) _____

5. Given the identified emerging skills in the sector relative to 4IR, do you think your company/sector is ready for this?

If "1 (YES)" is selected, which among these actions have you undertaken? [Select all codes that apply.]	
Code	**Response**
1	Established plans to address the requirements.
2	Started some initiatives/programs in terms of training and development of the human resource.
3	Started some initiatives/programs for the acquisition of equipment and materials relevant for the requirements.
4	Others: _____ _____
5	No action has been taken yet.

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Annex C

Labor Market Information

I. Background
   A. History
   B. Current Situation
   C. Issues

   ⟵ Demography

II. Main Discussion
   A. Economic Contributions
   B. Employment Projection

   ⟵ Globalization
   ⟵ Technological Change
   ⟵ Industry Growth

III. Skills Needs

   ⟵ Education and Training

IV. TVET Capacity

V. Demand-Supply Analysis

   ⟵ Government Policy

VI. Way Forward

VII. Annexes

VIII. References

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Annex D

REGIONAL/PROVINCIAL SKILLS PRIORITIES
PERIOD (3-YEARS)
REGION/PROVINCE

I. Overview of the Regional/Provincial Approach

1.1 Socio-Economic Trends and Outlook
1.2 Employment Opportunities
1.3 Priority Sectors/Industries
1.4 Skills Requirements per Sector

Province	Priority Sector/Industry*	Critical Skills/Job**	With Shortage in the Next 3 years

**Priority Sectors – identified priority sectors based on secondary data/references and as validated by the industries and other concerned stakeholders*
***Critical Skills/Job - occupations that are either a hard-to fill or in-demand vacancy in the past 12 months*

II. Mapping of Available TVET programs on identified skills priorities

2.1 Identify corresponding TVET program
2.2 Identify soft skills
2.3 Identify new and emerging skills

III. TVET Capacity

3.1 Supply and Demand per Identified Priority Sector/Industry

- Data on Region/Province on the Number Enrolled/Graduates/Assessed and Certified identified skills priorities with corresponding TVET program

Sector	Priority Skills/Job	Corresponding TVET Program	Enrolled	Graduates	Assessed	Certified

3.2 TVET Infrastructure

- Data Region/Province on the Number of Registered Programs on identified skills priorities with corresponding TVET program

Sector	Priority Skills/Job	Corresponding TVET Program	Number of Registered Program

- Data Region/Province on the Number of Assessor and Assessment Centers on identified skills priorities with corresponding TVET program

Sector	Priority Skills/Job	Corresponding TVET Program	Assessor	Assessment Centers

- Data Region/Province on the Number of Trainers on identified skills priorities with corresponding TVET program

Sector	Priority Skills/Job	Corresponding TVET Program	Number of Trainers

IV. Gap Analysis

In analyzing the gaps, the following are some of the considerations:

4.1 What are the skills requirements that do not have corresponding TVET programs that needs to be developed?
4.2 Are the identified soft skills included/embedded in the existing TVET programs?
4.3 Are the skills requirement that need development of new programs meet the criteria for the development of TR and should be endorsed to the TESDA Board or will only require development a curriculum?
4.4 For those identified as priority skills requirements with corresponding training program, does TESDA has the following:
- Sufficient number certified graduates
- Sufficient numbers of TVET providers, assessors, trainers and assessment centers

4.5 Are the identified skills priority included in your list of priority qualifications under TVET Scholarship Programs?
4.6 Do you have prospective partners (industry/LGU) that can implement the program?

V. Recommendation

This shall provide policy recommendations that will address the identified gaps.