TESDA CIRCULAR

Subject: Implementing Guidelines for Agile, Flexible and Quality Assured Community-Based Training Program		Page 1 of 8 pages Number 018, series of 2021
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In line with the agency's commitment to expand TESDA's reach to far flung areas to implement "TESDA Abot Lahat." the following Implementing Guidelines for the delivery of agile, flexible and quality-assured Community-Based Training Programs is hereby issued:

I. **Background and Rationale**:

Section 28 of Republic Act No. 7796, otherwise known as the TESDA Act of 1994, mandates that the Authority shall design and implement an effective and efficient delivery system for quality technical education and skills development opportunities, particularly in disadvantaged sectors, with new tools of wealth creation and with the capability to take on higher value-added gainful activities and to share equitably in productivity gains.

TESDA continues to deliver its commitment to reach out to every Filipino and to provide skills training and certification, and secure livelihood and employment opportunities for Filipinos in order to add value and improve their standard of living.

Various training modalities are being adopted such as institution-based, enterprise-based and the community-based in the delivery of Technical Vocational Education and Training (TVET) programs. These are TESDA training deliveries that provide relevant, efficient and effective transfer of skills and technology to its client and beneficiaries. Institutional learning is often inaccessible or simply inapplicable to community needs. What community-based training provides, is a comfortable and inclusive form of training that helps individual prepares for a living and finds work at every step of the way.

Community-Based Training (CBT) programs are short term programs conducted by Non-Government Organizations (NGO), LGU's, training centers and other TVET providers which are intended to address the specific needs of a community which may be delivered in an informal and formal setting in the community. This includes the Mobile Training Program and extension programs of public and private TVIs. These are programs implemented with TESDA assistance.

The primary beneficiaries are the poor, vulnerable and marginalized groups, who cannot access, or are not accessible to formal learning. They have low skills. No access to limited management abilities, and have few economic options. They have no access to capital – most of them are unqualified for formal educational programs.

The program goes further than just mere skills training provision. The CBT is purposely designed to catalyze the creation of livelihood enterprises that shall be implemented by the trainees, immediately after the training. Likewise, it is designed to assist partner agencies such as LGUs, NGOs, people organizations and other agency

organizations with a mission to help the poor get into productive undertakings to help themselves and their communities.

To date, a total of 2,529 community-based programs are being implemented by TVIs/TTIs through the conduct of extension programs, Mobile Training Programs (MTP) Mobile Training Laboratories (MTL), livelihood programs and other short-term courses delivered in partnership with the Local Government Units and through sponsorships by other organizations.

II. DEFINITION OF TERMS

PRIMARY BENEFICIARIES refers to the poor, vulnerable and marginalized groups who cannot access, or are not accessible to formal learning. Constituents of 4th, 5th and 6th class municipalities along with special clients, including but not limited to, Out of School Youths (OSY) Former Rebels (FRs), Indigenous People (IPs), displaced workers, victims of violent extremisms, Persons With Disabilities (PWDs), beneficiaries of Wounded-In-Action/ Killed-In-Action (WIA/KIA) personnel and priority Barangays identified under EO 70 are also part of the primary beneficiaries

COMMUNITY-BASED TRAINER refers to a person recognized by TESDA to handle a Community-Based Training program. He/she is issued with a Certificate of Recognition based on the provisions of TESDA Circular No. 088 series of 2020. In addition, an individual with Trainers Methodology Certificate and National Certificate in accordance with TESDA Board Resolution No. 2017-31 are qualified as a Community-Based Trainer.

COMMUNITY-BASED TRAINER'S METHODOLOGY COURSE refers to a specialized methodology training in delivering Community-Based Training programs.

COMMUNITY-BASED TRAINING (CBT) PROGRAMS refer to TVET programs conducted by Non- Government Organizations (NGO), LGU's, training centers and other TVET providers which are intended to address the specific needs of a community which may be delivered in an informal and formal setting in the community. This includes the Mobile Training Program and extension programs of public and private TVIs. These are programs implemented with TESDA assistance. *(Memorandum No. 181 s. 2019)*

COMMUNITY TRAINING AND EMPLOYMENT COORDINATORS (CTEC) refers to identified regular Local Government Unit (LGU) personnel who is the focal person trained by TESDA to plan, organize, manage, and monitor community-based training and enterprise development (CBTED) programs at the LGU using the CBTED methodology. *(Memorandum Circular (MC) No. 2003-174 - DILG)*

EXTENSION PROGRAM refers to an intervention focused on training and other related support services to people needing assistance, with the primary aim of building their capabilities for gainful and productive economic activities. *(2020 TVET Glossary of Terms)*

MOBILE TRAINING LABORATORY (MTL) refers to a training delivery mode 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. *(TESDA Circular No. 62 s. 2017)*

SKILLS PROFILING refers to the process of identifying the current skills of an individual and the required skills necessary to fulfill a task or activity. It also determines the appropriate training intervention to update or upgrade existing skills and/or to capacitate for additional skills needed for career shifts.

MONITORED PROGRAMS refers to skills programs that have TVET component conducted by National Government Agencies and other skills training which have to be reported to TESDA. *(Memorandum 345 s. 2020)*

III. SCOPE AND COVERAGE:

The CBT Program shall cover technical vocational training programs that are implemented through the following :

1. Extension programs of TTIs conducted in communities;
2. Programs conducted by TTIs through Mobile Training Laboratory;
3. Monitored programs implemented by LGUs, NGAs, NGOs, public and private sectors with technology content conducted in venues outside TTIs/TVIs and business enterprises; and
4. Livelihood and Skills Training and related programs run by other entities such as NGOs, People's Organization and Government Agencies (DOLE and DSWD).

IV. OBJECTIVES:

These Implementing Guidelines are aimed to:

1. Establish mechanisms of implementation for community-based training programs that are flexible and agile, and are responsive to the community needs;
2. Define the collaborative roles of TESDA operating units;
3. Realize the timely intervention of the needs of the communities through quality TVET for poverty reduction and social equity; and
4. Set standards in the implementation of CBT programs in line with NTESDP Strategies for an Agile, Flexible and Quality Assured TVET provisions.

V. **GENERAL POLICIES:**

1. TTIs with registered institution-based program can conduct Community-Based Training Programs through Extension Programs in the community/ies, construction sites, fish farms, agricultural farms, etc., needing TESDA services, in partnership with LGUs, NGOs, cooperatives, companies.
2. TTIs with Mobile Training Laboratory can conduct Community-Based Training Program.
3. The Community-Based Training program/s shall only be conducted by a recognized Community-Based Trainer based on the provisions of TESDA Circular No. 088 series of 2020.
4. Community-Based Training Programs can be implemented through cluster or units of competencies.
5. Project Proposals on area-based and demand-driven Community Based Training initiated by the Local Government Units shall be submitted to the Regional Director for approval through the TESDA Technology Institutions as the authorized CBT implementer in the absence of a Certificate of Recognition.

VI. REQUIREMENTS FOR CERTIFICATE OF RECOGNITION

a. All LGU-run TVIs, NGAs, NGOs and other government agencies offering CBT programs for a fee shall apply for a Certificate of Recognition (CoR) for its Community-Based Training program and submit the following requirements to the TESDA Provincial Office:
   1. Program Title
   2. Training Design
   3. List of Recognized Community-Based Trainer/s
   4. Training/Session Plan
   5. List of Supplies, Materials and Equipment
   6. Institutional Assessment

The numbering of CoR for recognized Community-Based Training Program shall follow the Unified Account Code System (UACS) :

The program	Year Recognized (0000)	Region UACS Code (00)	Province UACS Code (00)	Sequence No. (000)
CBT	**2021**	**06**	**30**	**001**

Explanation: **A Community-Based Training program was issued with a CoR** in 2021, Iloilo Province of Region VI

VII. COMPETENCY ASSESSMENT AND CERTIFICATION

All graduates of CBT programs with available Competency Assessment Tools shall undergo competency assessment and certification. However, for emerging programs without available CATS, graduates shall undergo institutional assessment.

VIII. IMPLEMENTING MECHANICS

For the efficient implementation of agile, flexible and quality-assured CBT programs, the following shall be the duties and responsibilities of each operating unit:

A. CLGUS

1. Assists in policies and direction in the planning, evaluation, and implementation of CBT programs;
2. Establishes convergence arrangements with other National Government Agencies in the implementation of community-based training programs;
3. Establishes partnerships with the local government units, civil society, CSRs, other geographic communities (eg IP communities) in pursuit of community-based programs development;
4. Coordinates with Planning Office on skills mapping for CBT programs;
5. Takes the lead in deploying survey instruments for the conduct of community-profiling and barangay skills needs survey, in collaboration with the LGU through CTECs;
6. Conducts onsite monitoring and evaluation of CBT programs, in case necessary;
7. Prepares national consolidated report with analysis on CBT programs; and
8. Performs other functions as directed and needed.

B. PARTNERSHIP AND LINKAGES OFFICE (PLO)

1. Facilitates forging of partnerships with private and public sector for enterprise development program of CBT;
2. Ensures that partnership arrangements are cascaded across ROPOTI; and
3. Performs other functions as directed and needed.

C. NITESD

1. Reviews and updates training delivery system for Community-Based Training;
2. Reviews and updates standards for Community-Based Trainers; and
3. Performs other functions as directed and needed.

D. PLANNING OFFICE

1. Consolidates skills mapping for CBT research and development initiatives especially on emerging industries and skills demands; and
2. Performs other functions as directed and needed.

E. CERTIFICATION OFFICE

1. Develops and reviews/enhances policies and guidelines on the recognition of Community-Based Training programs;
2. Develops and reviews/enhances policies and guidelines on the assessment and certification of CBT program graduates; and
3. Performs other functions as directed and needed.

F. ROMO

1. Coordinates and collaborates with the legislators in the implementation of community-based training programs in coordination with the Regional and Provincial Offices;
2. Monitors the efficient delivery of community-based training programs ;
3. Monitors submission of CBT reports from the Regional Offices;
4. Maintains national registry of CBT Programs by sector, by qualification and Recognized Community-Based Trainers;
5. Conducts evaluation of project proposals for CBT program for possible scholarship funding; and
6. Performs other functions as directed and needed.

G. NTTA

1. Maintains and evaluates the pool of Community-Based Trainers trained by Regional/Provincial Offices; and
2. Performs other functions as directed and needed.

H. REGIONAL OFFICE

1. Monitors and evaluates CBT program implementations of provinces;
2. Facilitates multiplier program for the Community-Based Trainers;
3. Issues Certificate of Recognition for approved CBT Program;
4. Maintains a regional Registry of Recognized Community-Based Trainers and CBT Programs;
5. Matches supply and demand for Community-Based Trainers in the region;
6. Consolidates and submits monthly reports of PO on the implementation of CBT programs to ROMO; and
7. Performs other functions as directed and needed.

I. PROVINCIAL OFFICE

1. Maintains and updates a *readily-available* database of socio-economic profile and skills map of the municipalities;
2. Develops their consolidated Provincial TESD Plan and identify the priority sector in consultation with the LGUs and the CTECs;
3. Maintains a provincial registry of Recognized Community-Based Trainers and CBT Programs;
4. Consolidates community needs assessment;
5. Determines available resources, livelihood opportunities, industry demand, etc.;
6. Conducts community profiling and barangay consultations;
7. Conducts area-based research and development;
8. Plans and organizes CBT programs based on skills priority of the province;
9. Maintains and ensures full functionality of MTLs;
10. Prepares and submits monthly reports on the status of CBT implementation to the RO; and
11. Performs other functions as directed and needed.

J. TTIs

1. Recruits and develops potential trainers, in coordination with LGU, NGAs in relation to TC No. 074, s. 2020, IP Cultural Communities, industries, peoples organizations, academe and others;
2. Conducts CBT Trainers Methodology Program;
3. Prepares and submits project proposals, subject to community needs and available resources in the area;
4. Conducts CBT programs;
5. Assists the Provincial Office in the conduct of community profiling;
6. Submits report on the conduct and status of implemented CBT programs through T2MIS;
7. Submits report on recognized Community-Based Trainers through T2MIS; and
8. Performs other functions as directed and needed.

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IX. Transitory Period

All TTIs/TVIs/LGUs/NGAs/NGOs implementing CBT programs shall be given six (6) months to comply to the requirements of the CBT program in accordance to this guidelines.

This Circular takes effect as indicated.

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Director General