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Subject: Implementing Guidelines on the New TVET Governance Ecosystem: Creation of the TESDA Technology Institution (TTI) Advisory Council		Page 1 of 8 Number 049 series of 2019
Date Issued: May 22, 2019	**Effectivity:** As Indicated	**Supersedes:**

I. Background

The Technical Education and Skills Development Authority as the authority in technical vocational education and training (TVET) per Republic Act 7796 is mandated as the leading partner in the development of the Filipino workforce with world-class competence and positive work values. The TESDA Act, likewise, encourages the full participation of industry, labor, local government units and TVET institutions in the skills development of the country's human resources.

Several national policies have implication to TVET implementation such as the Labor Code (PD 442), Dual Training System Act (RA 7686), Enhanced Basic Education Act (RA 10533), Ladderized Education Act (RA 10647), Universal Access to Quality Tertiary Education (RA 10931), Philippine Qualifications Framework Act (RA 10968) and the Tulong Trabaho Act (RA 11230).

Moreover, as the manager of the TVET, TESDA develops the National TESD Plan and for the Plan's 2018-2022 cycle, the agency will be pursuing a two-pronged direction: (1) TVET for Global Competitiveness and Workforce Job-Readiness, and (2) TVET for Social Equity and Poverty Reduction. Likewise, all policies, plans, programs and projects are adherent to the Plan's three strategic responses: "agility," "scalability," and "flexibility and sustainability." TVET for social equity and poverty reduction is based on the universal principle of social inclusion and ensures the inclusivity of the TESDA programs to reach all its potential TVET clientele distributed across the country.

The SWOT Analysis conducted by the National Directorate in 2017 and 2018, respectively, has validated some of the areas that the Philippine TVET sector should look to ensure a more vigorous TVET planning, delivery and implementation. Some of these have implication in the implementation of the area-based training, such as: 1) TESDA as the authority in TVET acts as the Enabler, promoter, manager and regulator; 2) TESDA is responsible to ensure the provision of quality technical education and skills development; 3) TESDA has partner industries that can assist in the delivery of training programs; 4) With the current situation, given the fourth industrial revolutions and other technological changes, there is an increase in the public awareness and interest in TVET program which TESDA has to take advantage of; 5) While there are existing industry partnerships, it is still evident that participation is not significant with the number of enrollees in the enterprise-based training; and 6) At the local level, TESDA has to consider the threat on peace and order and

the political interference for scholarship programs, among others.

TESDA's network of Technology Institutions located across the country is the delivery mechanisms of TESDA programs, however, as it is, there is an apparent lack of area-based and sector-focused planning, delivery and implementation of TVET programs. Consultations and collaborations with the industry and other stakeholders are wanting at the school level. In most cases, the TTIs are offering programs that are not what their area needs and the implementation of enterprise-based training (EBT) is not being pursued vigorously despite the EBT obtaining a 92.16% employment rate per the 2017 Study on the Employability of TVET Graduates.

Given these premises, it is identified that there is a need for a more focused and area-based TVET planning, delivery and implementation to avoid skills mismatch and contribute to local development. TESDA has to ensure that TVET programs supports the NTESDP's two-strategic responses and it shall pursue a policy-oriented, sector-focused, area-based and labor-market driven approach in TVET planning, delivery and implementation. Hence, the institutionalization of Advisory Councils / Committees in the Regional Training Centers and TESDA Administered Schools which will be composed of government, industry and academe.

II. Objectives

In general, the creation of the TESDA Technology Institutions (TTI) Advisory Council aims to provide policy advice, guidance and build networks of the TESDA Administered Schools and Regional Training Centers.

Specifically, the creation of the TTI Advisory Council intends to:

1. Strengthen TESDA's role as TVET authority and competent body;
2. Enhance industry-led TVET at the local level;
3. Define the role of government, industry and other stakeholders at the local level; and
4. Address the skills needs at the local level.

III. Definition of Terms

3.1. **Academe-** the part of society, especially universities, that is connected with studying and thinking. (source: Cambridge dictionary)

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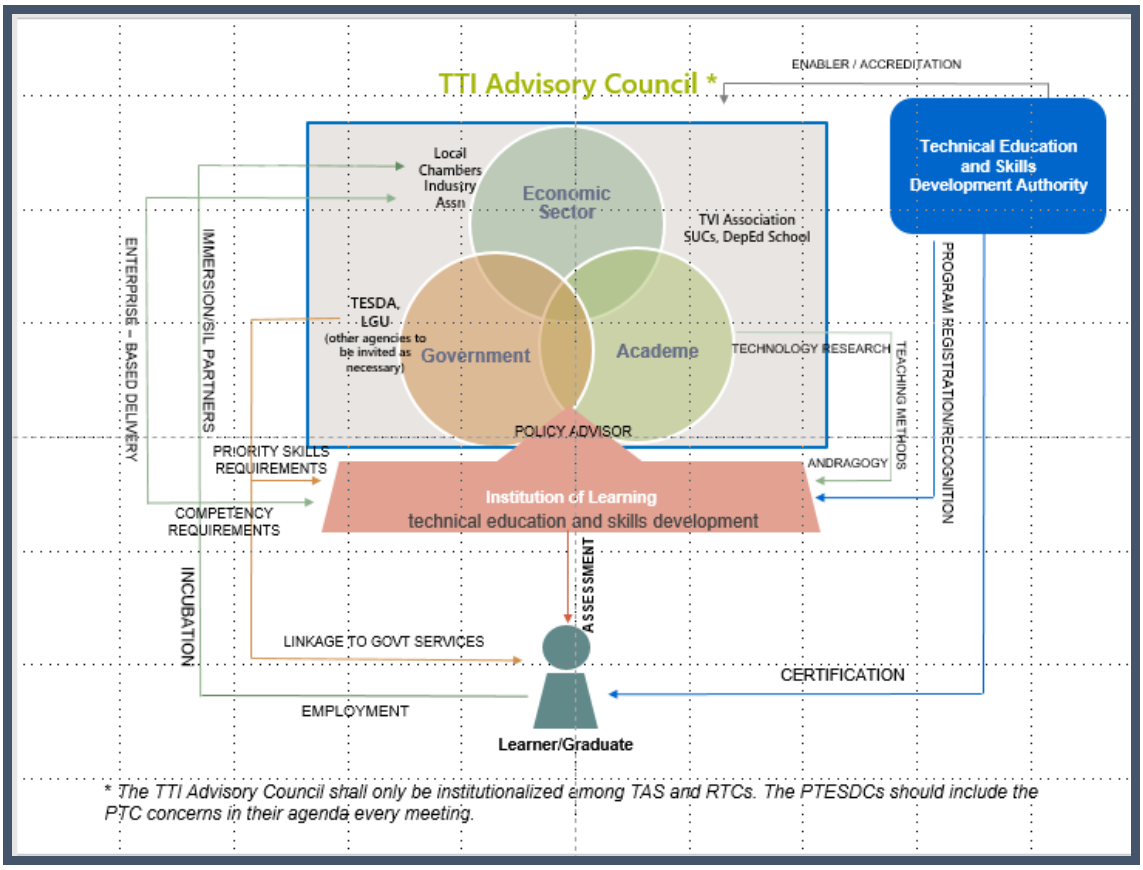
3.2. **Economic Sector**– refers to any entity that is involved in economic activities.

3.3. **Local Government Units** – refers to all provinces, cities, municipalities, barangays, and other political subdivisions as may be created by law, and, to the extent herein provided, to officials, offices, or agencies of the national government. *(source: RA 7160)*

3.4. **TTI Advisory Council** – is a body represented by Government, Industry and Academe, responsible in providing policy advice, guidance and build networks of the TESDA Administered Schools and Regional Training Centers.

IV. New TVET Governance Ecosystem: TTI Advisory Council Framework



- The TTI Advisory Council is a body represented by Government, Economic and Academe in the TESDA Administered Schools and the Regional Training Centers.

- The Provincial Training Centers, on the other hand, shall be looked into by the Provincial TESD Committees (PTESDCs) and shall include PTC concerns in their agenda and annual work plans.

- The Council members' collaboration will provide the TESDA Administered Schools and Regional Training Centers clear direction that is anchored to the national TESDA plan, in the delivery of quality technical vocational education and training.

- A holistic perspective on the requirements of their respective areas will be established by the Council, which will prevent the occurrence of skills-mismatch in the needs of the industries at the local level.

V. Role of the TTI Advisory Council

The Council shall assume the following roles/responsibilities:

1. Provide policy advice and guidance in the development of strategic plan including national and international recognition for accreditation / recognition for quality performance;

2. Provide labor market intelligence and industry signals to align program offerings and curriculum design to industry demands;

3. Provide technical or specialist advice and links to networks dynamic perspectives on emerging technologies and innovations in TVET;

4. Provide advice to technology research and marketing of technology research output;

5. Widen the linkage and network of the TTI in industry partnerships and implementation of enterprise-based training;

6. Access to external funding and logistical support;

7. Link to enterprises and financing institutions for wage and self-employment opportunities of graduates / learners;

8. Link to TVET national, international and multilateral networks for learners and learning facilitators for opportunities for exchange and capability building;

9. Serve as TVET ambassadors and advocates;

10. Provide guidance towards creating and sustaining a learning environment for learners to imbibe integrity, discipline, responsibility, collaboration, creativity, global citizenship and above-all the Filipino values of *maka-Diyos, maka-tao, maka-kalikasan, maka-bansa; and*

11. Ensure adherence to continual improvement in TTI over-all operations.

VI. Arrangement

6.1. Members of the TTI Advisory Council

6.1.1 The TTI Advisory Council will be composed of the following:

1. **Government** – representatives from TESDA, Local Government Unit. Other National Government Agencies can also be invited as necessary during the meetings.

2. **Economic Sector** – representatives from the Local Chambers and/or industry associations. The representation of the industry shall be based on the dominant industry / sector in the area with high employment demand. It can also be based on the Distinctive Area of Competence of the school.

3. **Academe** – representatives from the TVI associations and or private training institution (SUCs, LUCs, TVI).

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6.1.2 Membership

TTI	Economic	Academe	Government
TESDA Administered School	Three (3) ▪ representative from employer/ chambers/industry association	Three (3) ▪ representative from TVI association/SUC/LUC	Two (2) ▪ TTI Administrator ▪ representative LGU *(preferably municipal /city planning officer)* Three (3) ▪ representative from TVI association/SUC/ LUC
Regional Training Centers	Three (3) ▪ representative from employer/ chambers/industry association	Three (3) ▪ representative from TVI association/ SUC/LUC	Two (2) ▪ TTI Administrator ▪ representative from any government agency or local government official where the center is located

6.1.3 Chairmanship

- To ensure an industry-led TVET planning, delivery and implementation industry-led TVET, the representative from the economic sector shall Chair the Council.

6.1.4 Meetings

- The TTI Advisory Council shall meet once (1) every quarter. Special meeting shall be convened in case there are urgent issues and concerns that the Council need to discuss.

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6.2. Recognition Arrangement

The recognition of the TTI Advisory Council shall follow the following arrangements:

1. *Invitation of the Prospective Members*

   - The TESDA Administered Schools and Regional Training Centers shall invite government, industry, and academe to nominate their representative in the TTI Advisory Council.

2. *Nomination*

   - The head of the interested organizations shall submit a letter of nomination to the TESDA school/institution.

3. *Endorsement of the Nomination*

   - The TESDA school/institution administrator shall endorse to the Provincial Director the list of the nominees. The Provincial Director shall recommend for approval to the Regional Director.

4. *Approval*

   - The Regional Director shall approve the application of the nominated representatives of the interested organization.
   - It should be ensured that there is representative from the government, industry and academe.
   - A Certificate of Approval shall be provided to the selected nominees, who will serve as Council Member for three (3) years.
   - The Regional Director shall submit to Office of the Secretary the names of the approved members of the TTI Advisory Council.

6.3. Honoraria

- Honoraria shall be provided to the members of the Council coming from the private sector subject to the usual government accounting and auditing rules and regulations, as embodied in Sec. 5.2 of the National Budget Circular No.

2007-510 dated May 8, 2007. Likewise, the funding requirements for the same shall be charged against the budget of the TTI.

VII. Monitoring

- The TESDA Administered Schools and Regional Training Centers shall develop an annual workplan on the activities of the TTI Advisory Council and submit to their respective Provincial and Regional Offices.
- The accomplishments of the Council shall be monitored by the Regional Offices on a semi-annual basis.
- A consolidated annual report of the Council shall be submitted to the National Institute for TESD through the Regional Operation Management Office (ROMO).

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