TESDA CIRCULAR

Subject: **REVISED IMPLEMENTING GUIDELINES ON THE AREA-BASED AND DEMAND-DRIVEN TVET**		Page 1 of 23 Pages Number 039 s. 2023
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In the interest of service and in response to the skills demand of the industries, including MSMEs, cooperatives and employers in the provinces for increased employability and productivity, TESDA Circular No. 042 series of 2021 is hereby revised:

I. BACKGROUND

The Technical Education and Skills Development Authority (TESDA) is mandated to provide relevant, accessible, high-quality and efficient technical education and skills development in support of the development of high-quality Filipino middle-level workforce responsive to and in accordance with Philippine development goals and priorities.

The area-based and demand-driven TVET is responsive to the critical needs defined by the industries including MSMEs, cooperatives, and employers to produce correctly skilled workers in a specific area or locality.

The TVET sector needs to respond to the rapidly changing needs of the labor market in particular, and the economy in general, therefore, a "one-size-fits-all approach" may not be applicable and appropriate, considering the varying geographical characteristics and industrial layout of the regions and provinces. Although there are commonalities in the industries' needs, there will be variations from one region to another. Given this, area-industry based focus on program delivery must be considered.

This concept is a direct translation of TESDA's strategic and purposive response for "agility and flexibility", addressing global competitiveness while, at the same time, opening the door of opportunities for social inclusion.

TVET trends around the globe calls for various strategies and changes in paradigms in order to maintain the agency's relevance. The adopt and adapt strategy allows the faster development of standards, and strengthens the quality assurance mechanisms for immediate program delivery.

It focuses on the skills needs as characterized by the industries/employers in the area. Participation and involvement of these industry partners keeps TESDA informed on the workforce needs and development.

As recommended in the organizational development exercises that the whole directorate underwent, the need for an area-industry focus is highlighted so that TESDA stays relevant at all levels of its operation.

This concept also supports and operationalizes the Philippine Quality Assured TVET System. Premium and importance has been given to stakeholders as TESDA establishes not just partnerships, but lasting relationships with its partners, as the Agency–manages the technical education system through relevant concepts and directions, and enhances the employability and productivity of trainees, through the delivery of programs according to area-based priority needs.

To further support this concept, the NTESDP action programming process has been adopted. The action programming process is, generally, a series of focused group discussions and workshops with the industry drivers, discussing workforce requirements and needs.

The area-based and demand-driven TVET serves as an alternative pathway to prepare for future jobs and training needs in the area by allowing immediate program development and delivery

through the development of competency standards and curricula, rather than full blown training regulations. This process, when adopted, can reduce the process cycle time.

Finally, in response to all of the requirements of the sector at the national and the local level, TESDA shall align its strategies by adopting the skills mapping concept in the identification of skills requirements, as well as the anticipation of change in the labor market, which translates to new and emerging skills, also known as skills needs anticipation (SNA) process. The results of the SNA process can provide information on the current and future skills needs and requirements, which can be an input to the skills map.

II. OBJECTIVES

This guideline supports the implementation of an area-based and demand-driven policy direction at all levels of operation. Specifically, it aims to:

a. Respond to the needs of the industries including MSMEs, cooperatives, and employers at the national, regional, provincial, municipal and barangay levels;
b. Deliver programs according to the identified skills priorities and emerging skills needs in the area; and
c. Consolidate the major processes with corresponding process cycle time (PCT) leading to the development of TVET programs to respond immediately to the identified priority and emerging skills at the local level.

III. DEFINITION OF TERMS

a. **Area/Environment Scanning** refers to the possession and utilization of information about trends, competitive advantage, technologies, clients, economic activities, labor supply, related legislations in an area. *(Source: www.managementstudyguide.com)*

b. **Area-based Skills Map** is the compilation of the skills requirements culled from different references and mapping of the availability of TVET programs vis-a-vis the industry requirements in the areas which also includes emerging skills and soft skills requirements. *(TC #001 s. 2021)*

c. **Competency** is the acquired knowledge, skills and attitude in accordance to the standard performance in the workplace. It is the knowledge, skills, attitudes and values required for the performance of a job or function and is conducted by the supervisor. *(2020 TVET Glossary of Terms)*

d. **Competency-Based Curriculum** refers to the specifications for a program or module, which describes all the learning experiences a learner undergoes. It generally includes learning outcomes, contents, conditions, methodologies, and assessment methods. It specifies outcomes, which are consistent with the requirements of the workplace as defined in the Training Regulations or based on industry or community consultations and/or supported by a demand or employability study for No Training Regulations. *(2020 TVET Glossary of Terms)*

e. **Competency Standard (CS)** defines the knowledge, skills, and values required for competent performance in the industry. It is a specification of performance determined by

the organization which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. *(2020 TVET Glossary of Terms)*

f. **Curriculum Exemplar** is a model or sample of competency-based curriculum.

g. **Demand-Driven TVET** is a process that is responsive to the workforce challenges and needs, as defined by employers. *(2020 TVET Glossary of Terms)*

h. **Emerging Occupation** refers to a new occupation or one that consists of a new combination of existing skills and knowledge for which there is considerable existing or projected demand. *(2020 TVET Glossary of Terms)*

i. **Emerging Skills** are abilities for which demand is increasing in existing or new occupations. *(TVET Glossary of Terms, 2020)*

j. **Enterprise-Based Training (EBT)** refers to TVET programs delivered in the enterprise which may be in-plant or stand alone, or may be linked or partnered with a training provider. These programs are offered to an industry group or to enterprises' employees and individuals. *(2020 TVET Glossary of Terms)*

k. **Functional Analysis** is a technique used to identify the labor competencies inherent in a productive function. Such a function may be defined at the level of an occupational sector, an enterprise, a group of enterprises or a whole sector of production or services. It is a working approach to the required competencies by means of a deductive strategy. It begins by establishing the main purpose of the productive function or service under study and then questions are asked to find out what functions need to be performed in order for the previous function to be achieved. Ideally, this is carried out on a group of workers who are familiar with the function object of the analysis. It's worth as a tool comes directly from its representative quality. The method of functional analysis is the first stone in the creation of labor competency standards. As such, it is at the root of the description of the occupational areas that are the object of standardization. It is a generic functional analysis of an industry sector (or a company) that aims to identify a set of functions a specific industry sector is supposed to carry out in order to achieve its key purposes. Functional analysis begins with defining the key purposes of the sector - a statement of what everyone in the sector is ultimately trying to achieve. Much is dependent on the formulation of the key purposes of a sector. If sector's key purposes change (through, for instance, placing a significant focus on environmental protection) the sector's job-related functions and occupational requirements will change, inevitably resulting in changes in occupational standards. All the functions which need to be carried out to achieve the "key purposes" should be identified and sequentially disaggregated into the discrete functions which can be carried out by an individual. *(2020 TVET Glossary of Terms)*

l. **Gender Equality, Disability and Social Inclusion (GEDSI)** refers to efforts to ensure people from all backgrounds, including women and gender diverse people, people with a disability and people facing another form of marginalization, can equitably access, use, contribute to, influence and benefit from the design, development and governance of TVET. A GEDSI lens is used to prevent unintended harm, exclusion and further marginalization of at-risk groups, and to promote their rights, equitable opportunities and

benefits. *(Source:The Australian Government's Department of Foreign Affairs and Trade (DFAT)*

m. **Industry Association** is an organization of independent business units in the same branch of industry, which conducts activities cooperatively aimed at improving the welfare of the group, but which does not deprive its members of the power to make essential managerial decisions. They are formed by businesses that are engaged in the same or similar trade. They are organized on a non-profit basis and formed for the protection and promotion of business interests of its members. *(2020 TVET Glossary of Terms)*

n. **Industry TVET Board (ITB)** is an independent industry-led body that aims to bridge the gap between the demands of the industries and the TVET skills standards by ensuring that education and training systems are responsive to labor market needs. *(TESDA Partnership and Linkages Office, 2023)*

o. **Institution-Based Training (ITB)** refers to TESDA-registered programs delivered in the institution or through the different flexible learning modalities by the following: TESDA Technology Institutions (TTIs), Private Technical Vocational Institutions (TVIs), Higher Education Institutions (HEIs), Public TVIs such as State Universities and Colleges (SUCs), Local Colleges and Universities (LUCs) and Training centers established by the Local Government Unit (LGU). *(2020 TVET Glossary of Terms)*

p. **Institutional Assessment** is an assessment conducted by the institution for its learners to determine their achievement of the learning outcomes in the module/s of instruction in a given unit of competency or clusters of competencies. This assessment applies to both WTR and NTR registered programs. *(TESDA Circular No. 089 s. 2018)*

q. **Job** is a set of tasks and duties executed, or meant to be executed, by one person; a regular activity performed in exchange for payment, especially as part of one's trade, occupation, or profession. It is any employment, full-time or part-time. *(2020 TVET Glossary of Terms)*

r. **Labor Market Intelligence Report (LMIR)** provides insights on current trends, issues and challenges available in the local and international labor markets, from both demand and supply sides. The LMIR is used in the determination of priority skills for the Training Regulation development, for policy formulation, especially in directing and aligning TVET programs with labor market requirements. *(2020 TVET Glossary of Terms)*

s. **Micro-credential** refers to the certification of achievement of a coherent set of skills and knowledge; smaller than a qualification *(NZQA, 2019)*. It is a certification of assessed learning that is additional, alternate, complementary to or a formal component of a formal qualification. *(AQF, 2019)*

t. **National Skills Map** is the compilation of skills identified as priority requirements by the industry, based on nationally developed plans and roadmaps of the industry, studies, other national references and the area-based skills requirements that need prioritization.

u. **National Skills Requirements** refer to the skills 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 bodies and other stakeholders. It also includes area-based skills requirements that need prioritization.

v. **New and Emerging Competencies** refers to knowledge, skills, and attitudes required by new and emerging technologies or enterprises in the industry without TESDA-promulgated Training Regulations (TR), as determined and recommended by local and international industry bodies/associations resulting from local and international researches/studies, authenticated labor market information/publications, among others, that have current or forecasted employment opportunities. These include local in-demand competencies in the local industry that are not identified in key employment generators but have existing employment opportunities evidenced by job orders or authenticated job vacancies or assurance of employment from the industries. *(TVET Glossary of Terms, 2020)*

w. **No Training Regulation (NTR)** refers to the programs registered under UTPRAS not covered by any Training Regulations. *(TVET Glossary of Terms, 2022)*

x. **Occupation** is the type of work a person does to earn his/her living. *(PSA)* It refers to a kind of work performed within a job. A set of jobs whose main tasks and duties are characterized by a high degree of similarity. *(2020 TVET Glossary of Terms)*

y. **Priority Area-based Skills Requirement** refers to skills that are identified as priority by the industries and concerned stakeholders in the area, which serve as basis in the development of curriculum or competency standards that can be offered by the TVET providers in the area. *(TC #001 s. 2021)*

z. **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. Depending on the breadth, depth and scope of competency, a qualification may fall under National Certificate level I, II, III, IV or Diploma. Training Regulations is a full qualification while a Certificate of Competency is leading to a qualification. It refers to a formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry or community requirements. A qualification confers official recognition of value in the labor market and in further education and training. *(2020 TVET Glossary of Terms)*

aa. **Regional Lead Trainer (RLT)** refers to a person who possesses the competencies of a new Training Regulation/Competency Standard and is responsible to plan, design and facilitate multiplier skills training on the Training Regulation/Competency Standard in their respective regions. *(TESDA Circular No. 101, s. 2021)*

bb. **Skill** is the acquired and practiced ability to carry out a task or job. *(Source: TVET Glossary of Terms)*

cc. **Skills Needs Anticipation** refers to the examination of labor markets and how jobs, skills, and learning needs are changing. It signals current and possible future skill mismatches and informs decisions on how to address them. It enables training providers, young people, policy-makers, employers and workers to make better educational and training choices, and through institutional mechanisms and information resources leads to improved use of skills and human capital development. *(Source: Skills Anticipation: Looking into the Future Briefing Note, October 2017, Cedefop)*

IV. COVERAGE

The area-based and demand-driven TVET consolidates the major TESDA processes leading to the development and delivery of TVET programs to respond to the identified priority and emerging skills at the national, regional, provincial, municipal and barangay levels. The major processes of the area-based and demand-driven TVET are:

- Area / Environment Scanning;
- Establishment of Industry TVET Board;
- Skills Mapping;
- Functional Analysis and Competency Standards (CS) Development;
- Competency-Based Curriculum (CBC) Development;
- Institutional Assessment Tool Development and Regional Lead Trainers Development Program; and
- Program Registration / Program Recognition

This Guidelines shall be implemented in consonance with the following Implementing Guidelines, Operating Procedures, and subsequent issuances on the matter:

PROCESS	TESDA ISSUANCES GOVERNING THE PROCESS
Area/Environment Scanning	
Establishment of Industry TVET Board	**TESDA Circular No. 017, series of 2021** - Implementing Guidelines for Pilot Implementation on the Establishment of Industry TVET Boards **Memorandum No. 169 series of 2022** - Requirements on the Establishment of Industry TVET Boards **Memorandum No. 163-2022 -** Clarification between MOAs and Industry TVET Boards
Skills Mapping	**TESDA Circular No. 001 s. 2021** – Implementing Guidelines on the Skills Mapping and Prioritization of Skills Requirements **TESDA Circular No. 048 s. 2020** – Revised Technical Education and Skills Development Committee (TESDC) Implementing Rules and Regulations **TESDA Circular No. 001 series of 2023** - Implementing Guidelines on the Prioritization in the Development and Review of Training Regulations/Competency Standards **TESDA Circular No. 009 series of 2023** - 2023 Omnibus Guidelines for the Implementation of TESDA Scholarship Programs

PROCESS	TESDA ISSUANCES GOVERNING THE PROCESS
	TESDA Circular No. 039 series of 2021 - Guidelines on the Implementation of Technical Education and Skills Development (TESD) Program in the Local Government Units through the Community Training and Employment Coordinators (CTECs) **Memo 204-2023** - Clarificatory Advisory for the Implementation of TESDA Scholarship Program
Functional Analysis **Competency Standard Development**	**TESDA-OP-QSO-01** – Development and Deployment of Training Regulations (TRs) **TESDA Circular No. 097 s. 2019** – Implementing Guidelines on the Newly Promulgated Amended Competency Standards for Basic Competencies integrated with 21st Century Skills **TESDA Board Resolution No. 2019-37** – Approving and Promulgating the Amended Competency Standards for Basic Competencies Integrated with 21st Century Skills **Memorandum No. 191-2023** - List of Promulgated Training Regulations (TRs), Deployed National Competency Standards (CS), Developed Area-Based demand-driven TVET CS, and Micro-CS as of May 2023 **Memorandum No. 137-2023** - Reiteration on the Request for Conduct of Functional Analysis and Competency Standards Development in-line with the implementation of the area-based demand-driven TVET Program
CBC Development	**TESDA-OP-CO-01-F10 (Rev.No.00-03/08/17)** – Curriculum Evaluation Checklist for Program No Training Regulations (NTR) **TESDA Circular No. 23 s. 2021** – Policies and Guidelines on Intellectual Property and Intellectual Property Rights **Memorandum No. 342 s. 2022** - Dissemination of e-copy of the Manual on Competency-Based Curriculum (CBC) Development; Manual on Competency-Based Learning Materials (CBLM) Development; and Manual on Evaluation of PQF Level V (Diploma) Programs
Institutional Assessment Tool Development and Regional Lead Trainers Development Program	**TESDA Circular No. 151 s. 2020** – Implementing Guidelines in the Regional Lead Trainers Development Program (RLTDP) **Memorandum No. 298 s. 2019** - Guidelines on the Grant of Honoraria to Lecturers, Resource Persons, Coordinators and Facilitators

PROCESS	TESDA ISSUANCES GOVERNING THE PROCESS
Program Registration / Program Recognition	**TESDA Circular No. 081 s. 2020** – Guidelines on the Online Processing of Program Registration Application under UTPRAS **TESDA Circular No. 18 s. 2021** – Implementing Guidelines for Agile, Flexible and Quality Assured Community-Based Training Program **TESDA Circular No. 062 s. 2020** – Guidelines in implementing Flexible Learning in TVET **TESDA Circular No. 131 s. 2019** – Tulong Trabaho Scholarship Program under the New Normal Current Operating Procedures on Program Registration and Compliance Audit of Registered Programs **TESDA Circular No. 080 s. 2020** – Enterprise-Based Training (EBT) Guidelines Under the New Normal Environment **TESDA Circular No. 107 s. 2021** - Omnibus Guideline on Technical Vocational Education and Training (TVET) Program Registration **TESDA Circular No. 008 s. 2023 -** Amendments to Sections IV and XX of TESDA Circular No. 107 s. 2021 or the Omnibus Guidelines on TVET Program Registration **Memorandum No. 198 s. 2023**. Clarification on the Registration of No Training Regulation (NTR) Programs following the area-based demand-driven processes

V. AREA-BASED AND DEMAND-DRIVEN TVET PROCESS

5.1.4 GENERAL POLICIES

5.1.1 All offices shall refer to the corresponding implementing guidelines governing each process, as shown in Section IV of this Circular, unless otherwise amended/superseded.

5.1.2 The process cycle time (PCT) prescribed in the area-based and demand-driven TVET process is based on contact time and working days. The PCT in Section 5.2 and 5.3 shall be one of the criteria in the evaluation of these guidelines.

5.1.3 All regional and provincial offices shall strengthen their respective R/PTESDCs on their role in the area-based and demand-driven TVET in the areas of, but not limited to, area / environment scanning, labor market analysis, TVET planning, and skills prioritization, as part of their advisory and governing functions.

5.1.4 Industry TVET Boards in the regional and provincial level shall be established independently based on the existing demands of the industries in the locality to focus on the development of, but not limited to, skills standards, trainers

development, assessment and certification. The regional and provincial offices may also tap other concerned stakeholders in the area if there is no existing ITB.

5.1.5 All output pertaining to the implementation of the area-based and demand-driven TVET shall be accompanied with Regional and Provincial TESDC resolutions. The resolutions on the following ABDD outputs shall be submitted to the Planning Office and to the concerned executive office/s for monitoring, review, evaluation and for appropriate action as required: (1) Regional and Provincial Skills Priority; (2) developed CS; (3) developed CBC; (4) Assessment arrangement and (5) Training Cost. These R/PTESDC resolutions shall form part of the TESDC resolutions to be endorsed by the Planning Office to the Office of Deputy Director General for Policies and Planning, and to the appropriate TESDA Board Committee as per TESDC guidelines.

5.1.6 All Executive Offices in consideration of their core functions shall monitor and review the submission of the resolution and its corresponding ABDD output. The Executive Offices shall provide timely feedback to concerned regional and provincial offices on the results of the review.

5.1.7 Concerned Executive Offices shall conduct the necessary capability building programs and/or mentoring activities to all regional and provincial offices. This is to ensure the effective and efficient implementation of the different processes prescribed in the area-based and demand-driven TVET framework. Such capability building programs shall be made available as an online module in the TESDA Online Program and other platforms as an immediate capability building intervention for workforce development. Annual Capability Building Program may also be provided as necessary.

5.1.8 The Qualifications and Standards Office shall monitor all CS developed in all regions and provinces under the ABDD TVET implementation. All programs under the ABDD TVET shall have competency standards and shall be uploaded in a dedicated window in the TESDA website. All CS common to three (3) or more regions and meets the criteria for skills prioritization shall be developed to either a national CS or TR.

5.1.9 All CS developed under the ABDD TVET shall be registered/ recognized as NTR under the Unified TVET Program Registration and Accreditation System (UTPRAS) and uploaded in TESDA website can be adopted by other regions or provinces provided that: (1) the existing CS shall be validated by technical experts of the adopting region/province and (2) the originating region/province shall be acknowledged and given recognition.

5.1.10 Skills requirements identified by TVET partners and stakeholders at the national level (NGA agreements, national directives, laws, MOA) shall undergo the skills prioritization and TR/CS development process based on the existing guidelines.

5.1.11 R/PTESDC-endorsed Regional and Provincial Priority Skills Requirements shall serve as basis in the prioritization of scholarship allocation in their respective areas.

5.1.12 The Trainers who completed the lead trainers development program shall be recognized through the issuance of certificate signed by the Regional Director.

5.1.13 Each Executive Office shall submit a status report on the implementation of the ABDD TVET and shall be part of the Knowledge Management System for monitoring and sharing purposes.

5.1.14 Health and safety protocols, relevant resolutions and guidelines shall be adhered to at all times in the implementation of the area-based and demand-driven TVET.

5.2.4 EXISTING SKILLS

MAJOR PROCESS	ACTIVITIES	OUTPUT	PCT (Days)	KEY PLAYERS
Area / Environment Scanning	1. Identify trends, competitive advantage, technologies, clients, economic activities, labor supply, related legislations within the province. 2. Conduct inventory of industry associations, MSMEs, cooperative groups, and other potential TVET partners in the area. 3. Prepare a provincial and regional list of the potential TVET partners for possible establishment of Industry TVET Boards. 4. Submit the provincial and regional list of the potential TVET partners to the PLO. 5. Consolidate the regional inventory and the TVET partners and stakeholders at the national level (NGA agreements, national directives, laws, MOA) to come up with the National Inventory.	Regional/ Provincial Area Situationer Regional/ Provincial Inventory of possible TVET stakeholders and partner National Inventory of possible TVET stakeholders and partner	**30**	RO PO TVET Partners & Stakeholders PLO
Establishment of Industry TVET Board	For Regional and Provincial ITBs: 6. Invite all potential TVET partners based on Regional/ Provincial Inventory to establish Industry TVET Board in the priority and emerging sectors. 7. Facilitate the review and evaluation of the necessary requirements and completeness of documents for the recognition of local Industry TVET Boards. 8. Facilitate the signing of the Memorandum of Agreement and issuance of the Certificate of Recognition to the local ITBs. 9. Submit report on the status of ITBs to the RO and PLO. For National ITBs: 10. Based on National Inventory, identify and invite potential TVET partners to lead and represent a priority sector in the National Industry TVET Board in the priority and emerging sectors. 11. Facilitate the review and evaluation of the necessary requirements and	Recognized Industry TVET Boards ITB Status Report	**30** **35**	ROPODOs PLO

MAJOR PROCESS	ACTIVITIES	OUTPUT	PCT (Days)	KEY PLAYERS
	completeness of documents for the recognition of National Industry TVET Boards. 12. Facilitate the signing of the Memorandum of Agreement and issuance of the Certificate of Recognition to the National ITBs.			
Skills Mapping	13. Conduct desk research to determine skills priorities based on regional/provincial development plans, studies, regional/provincial HRD plans, R/PTESDC resolutions, LGU requirements/directives, ASEAN/ WorldSkills Competition trade areas, and industry roadmaps. 14. Develop a 3-year area skills map based on the identified job/skills requirements using gathered data and references. 15. Determine whether there are available TVET programs corresponding to the identified skills requirements.	Skills Map	**60**	PODO CTECs
	16. Validate the area skills map with the industries through consultations and focused group discussions using the templates provided in TC #001 s. 2021, to identify top skills priority requirements, as well as obsolete skills. 17. Analyze the result of the industry validation to determine the priority skills requirements in the area. 18. Develop the Provincial Skills Priorities Report.	Provincial Skills Priorities Report	**40**	PODO NGAs ITB/ Concerned Stakeholders
	19. Convene the PTESDC to discuss and approve the identified priority skills requirements of the sectors. 20. Submit the approved PTESDC resolutions and the list of consulted technical experts to the regional office endorsed by the Provincial Director.	PTESDC-Approved Provincial Skills Priority Provincial List of Technical Experts Memorandum		PO PTESDC

MAJOR PROCESS	ACTIVITIES	OUTPUT	PCT (Days)	KEY PLAYERS
	21. Consolidate the Provincial Skills requirements and analyze the validation process to come up with the regional skills priorities report. 22. Convene the RTESDC to discuss and approve the identified/consolidated priority skills requirements of the sectors. 23. Submit the approved R/PTESDC resolutions and the list of consulted technical experts to the Planning Office endorsed by the Regional Director.	Regional Skills Priorities Report RTESDC-Approved Regional Skills Priority Regional List of Technical Experts Memorandum		RO RTESDC Planning Office
Functional Analysis CS Development	24. Secure the supporting documents such as signed R/PTESDC resolution on the regional/provincial skills priority and the list of consulted experts which shall be the basis of the CS development. Technical assistance from the QSO may be provided upon request. 25. Conduct functional analysis with technical experts. 26. Develop the Competency Standards (CS) based on the result of functional analysis with the technical experts. 27. Apply coding system for ABDD TVET. 28. Prepare the Implementing Guidelines (IG) signed by the RD. 29. Upload finalized CS with IG in both TESDA and Regional websites. 30. Deploy the approved CS with the IG. 31. Convene the R/PTESDC to discuss and approve the developed CS. 32. Submit the approved R/PTESDC resolutions and the list of consulted technical experts to the QSO endorsed by the Regional and Provincial Director.	Request Memo (optional) • Functional Map • Table of Occupation of Level of Skills • Job Analysis Table • Competency Standards • Qualification code • Unit code Implementing guidelines TESDC-approved Resolution on the approved CS List of technical experts Memorandum	**15**	ROPODO ITB Concerned Stakeholders NGAs Training Provider / Academe QSO

MAJOR PROCESS	ACTIVITIES	OUTPUT	PCT (Days)	KEY PLAYERS
CBC Development	33. Secure the supporting documents such as signed R/PTESDC resolution on the CS developed and the list of consulted experts which shall be the basis of the CBC development. Technical assistance from the NITESD may be provided upon request. 34. Develop the curriculum based on the CS developed using the Manual for the Development of Competency-Based Curriculum (CBC) and the Competency Based Learning Materials (CBLM). 35. Determine the training arrangement *(see 5.4)*. Note: Enterprise-based training modality is highly encouraged. 36. Convene the R/PTESDC to discuss and approve the developed CBC. 37. Submit the approved R/PTESDC resolutions and the list of consulted technical experts to the NITESD endorsed by the Regional and Provincial Director.	CBC Exemplar CBLM TESDC-approved Resolution on the approved CBC List of technical experts Memorandum	14	ROPO ITB NGAs Concerned Stakeholders Training Provider / Academe NITESD TESDC
Institutional Assessment Tool Development and Regional Lead Trainers Development Program	38. Secure the supporting documents such as signed R/PTESDC resolution on the CS & CBC developed and the list of consulted experts which shall be the basis of the Institutional Assessment Tool development and Regional Lead Trainers Development Program. Technical assistance from the NITESD may be provided upon request. 39. Based on the list of consulted experts, identify prospective technical experts to develop the institutional assessment. 40. Develop the Institutional assessment tool starting from Evidence Plan and its modality. 41. Identify prospective trainers and organize the conduct of capability	Institutional Assessment Tools Regional Lead Trainer Training Cost	5 18	ROPODO Technical Experts ITBs/ concerned stakeholders Trainers NTTA

MAJOR PROCESS	ACTIVITIES	OUTPUT	PCT (Days)	KEY PLAYERS
	build up programs for trainers based on TESDA Circular No. 151 s. 2020. 42. Identify training cost, including the cost for assessment. 43. Engage the services of the technical experts from the ITBs/IAs in the area as deemed necessary. 44. Convene the R/PTESDC to discuss and approve the IA Tool, Training & Assessment Cost, & List of Lead Trainers. 45. Submit the approved R/PTESDC resolutions and list of consulted technical experts to the NITESD endorsed by the Regional and Provincial Director. 46. The Trainers who completed the lead trainers development program shall be recognized. The Provincial/ District Office shall endorse the list of Trainers for recognition to the RO for issuance of the Certificate. The Regional Director shall sign the Certificate of Recognition of the Trainers.	TESDC-approved Resolution on the approved CBC List of technical experts Memorandum		
Program Registration/ Program Recognition	47. Comply with the documentary requirements to register/recognize the program based on training modality and the applicable guidelines in program registration/ recognition.	Registered/ Recognized Program	**3**	TVI / Industry Provincial Office Regional Office Certification Office
TOTAL PCT			**215**	

Inasmuch as the Industry TVET Board is established once, the area / environment scanning and the Skills Map are updated every three (3) years, all programs to be developed-shall take **55 days**, given that steps 5.2.1 to 5.2.23 need not be carried out.

5.3.4 NEW AND EMERGING SKILLS

MAJOR PROCESS	ACTIVITIES	OUTPUT	PCT (DAYS)	KEY PLAYERS
Area / environment scanning				
Establishment of Industry TVET Board	1. Refer to Section 5.1.4	MOA		Provincial Office Company/ Employer
Skills Mapping	2. Conduct desk research to determine new and emerging skills that are not included in the skills map (from Skills Needs Anticipation process, global trends, newly enacted laws, regional and provincial laws). 3. Develop a Labor Market Intelligence Report using gathered data and references, to serve as the basis of skills requirements.	Labor Market Intelligence Report	**5**	Provincial Office
	4. Follow steps 16 to 23 in Section 5.2	Priority Provincial Skills Requirement PTESDC-Approved Priority Skills Requirement RTESDC - Approved Priority Regional Skills Requirement	**5**	
Functional Analysis & CS Development	5. Follow steps 24 to 32 in Section 5.2	CS	**15**	
CBC Development	6. Follow steps 33 to 37 in Section 5.2	CBC Exemplar CBLM	**15**	
Institutional Assessment Tool Development and	7. Follow steps 38 to 46 in Section 5.2		**23**	

MAJOR PROCESS	ACTIVITIES	OUTPUT	PCT (DAYS)	KEY PLAYERS
Regional Lead Trainers Development Program				
Program Registration/ Program Recognition	8. Follow steps 47 in Section 5.2		3	
TOTAL PCT			**60**	

5.4.4 TRAINING ARRANGEMENTS

5.4.1 The registered/recognized programs in Section 5.2 Step #45 of this Circular, shall be implemented through any of the following modalities: a) institution-based; b) community-based; c) enterprise-based.

5.4.2 For the enterprise-based training modality, it can be offered under DTS, apprenticeship, learnership, Program on Accelerating Farm School Establishment (PAFSE), Industry-based/In-company training, training conducted in farm schools/enterprises, which shall follow the existing implementing guidelines.

5.4.3 Training arrangements resulting from regional and provincial partnerships with the industry groups, companies and MSMEs, including those enterprises implementing the Tulong Trabaho as stated in TESDA Circular No. 024 s. 2021, Section IV. Training Arrangement A.2, shall be recognized.

5.5. ASSESSMENT AND CERTIFICATION ARRANGEMENTS

5.5.1. Competency assessment of learners shall be through institutional assessment or industry/vendor certification, depending on what was identified in the CS and CBC developed, as mentioned in Sections 5.2 and 5.3, step #40, of this Circular.

5.5.2. For institutional assessment, the institutional assessment tools shall be developed by the training providers, which shall form part of their application for program registration. A variety of assessment methods and tools may be used, depending on the appropriateness of each method in measuring the learner's performance in each learning outcome.

5.5.3. Industry experts must ensure that the content of assessment tools developed by training providers are aligned with the developed competency standards. In the verification of competencies, the following Rules of Evidence, with the corresponding rubrics, must be considered:

Authentic – the evidence is the applicant's own work and is genuine
Valid – the evidence is related to the developed CS
Current – the evidence reflects the applicant's current knowledge

Consistent – the evidence shows that the candidate consistently meets the standards under the workplace conditions
Sufficient – the evidence covers all the elements, evidence requirements, dimensions of competency

5.5.4. Industry TVET Boards involved in the development of the CS and CBC, shall also recommend for the recognition/adoption of available industry/vendor certifications, which are relevant/appropriate in evaluating the level of competency of the learners.

5.5.5. Each learner must undergo assessment, and be considered competent based on corroborated evidence gathered through identified assessment methods in Section 5.5.2, prior to the issuance of certificates of training. Learners shall be issued a certificate of achievement upon completion of a training module.

5.5.6. The Certificates of Achievement, Certificates of Training and/or Micro-credentials accumulated by the learners shall form part of their portfolio, and shall serve as evidence of competencies acquired, which will be given equivalencies based on the process of Recognition of Prior Learning (RPL).

5.5.7. Institutional or industry/vendor assessment cost shall form part of the total training cost of each program, as mentioned in Sections 5.2 and 5.3, step #42, of this Circular.

VI. COMPLEMENTARY ROLES OF THE TESDA BOARD, TECHNICAL EDUCATION AND SKILLS DEVELOPMENT COMMITTEES (TESDCs), AND INDUSTRY TVET BOARDS

As the area-based and demand-driven TVET framework consolidates major TESDA processes which involve existing mechanisms in TVET planning and delivery, it requires a well-defined and integrated role of all key players to completely implement the framework. The contributory roles of the ITBs/IAs, R/PTESDC and the TESDA Board in each process ensure their distinctive functions and authority in the implementation of the framework. The table below summarizes the roles of ITBs/IAs, R/PTESDC and the TESDA Board in each of the major steps of the area-based and demand-driven framework.

PROCESS	Industry TVET Board	PTESDC	RTESDC	TESDA BOARD
Skills Mapping	• Participate in analyzing and forecasting skills needs for skills development • Provide inputs and signals in the development of skills map • Validate the Area-Based Skills Map	• Ensure that all TVET-related activities being implemented by the sector that they are representing are in accordance with the Provincial TESD Plan (PTESDP) • Identify priority skills needs of the sector that they are representing, such as future	• Ensure that all TVET-related activities being implemented by the sector that they are representing are in accordance with the National/Regional TESD Plan (N/RTESDP) • Ensure the regular monitoring and reporting of all TVET-related	• Review and approve area-based skills priorities for skill prioritization process prior to the development of a TR

		skills needs, potential skills mismatches or special training programs needed in the area • Review and approve all TVET-related skills and investment priorities of the province and report provincial implementation/ monitoring of the accomplishments to the RTESDC • Identify provincial investment priorities in the sector they are representing • Ensure regular submission of the updated local labor market information and TVET priority needs to the RTESDC • Facilitate TVET related researches and provide necessary policy recommendations/ proposed resolutions at the local level	activities in the region to the TESDA Board • Identify overall regional investment priorities in the region based on each identified sector representation • Review the consolidated TVET related skills and investment priorities of the regions for endorsement to the TESDA Board • Regularly monitor and consolidate provincial labor market information (LMI) submitted by the PTESDC for the updating of regional LMI and reporting the same to the TESDA Board	

PROCESS	Industry TVET Board	PTESDC	RTESDC	TESDA BOARD
CS and CBC Development	• Participate in the development of the CS and Competency-Based Curriculum (as technical experts)	• Endorse the developed Area-Based CS, CBC, Assessment Arrangement and Training Cost • Deliberate and make	• Evaluate and approves the developed Area-Based CS, CBC, Assessment Arrangement and Training Cost	• Evaluate CS based on the criteria for prioritization (DSC)

		recommendation on issues affecting TVET provision such as training costs, assessment fees, scholarships, Training Regulations (TR) and Competency Assessment Tools deployment, tuition fee increases, and other TVET-related concerns in the province in coordination with the RTESDC • Ensure submission of all approved PTESDC Resolution to the RTESDC for inclusion to the RTESDC deliberations	• Deliberate and make recommendations on issues affecting TVET provision such as training costs, assessment fees, scholarships, Training Regulations (TR) and Competency Assessment Tools deployment, tuition fee increases, and other TVET-related in the region, as authorized by the TESDA Board or the Director General	
Institutional Assessment Tool Developme nt and Regional Lead Trainers Developme nt Program	• Conduct capability-building interventions for TVET trainers and assessors and promote the involvement of industry practitioners in the delivery of TVET programs • Provide venue/technical assistance in the conduct of skills upgrading of trainers/ in-company training (technical aspect)	• Identify provincial training intervention needed in the sector they are representing • Provide policy support for the training and development of trainers in the area	• Identify overall regional training interventions needed in the region based on each identified sector representation • Provide policy support for the training and development of trainers in the area	• Provide funding support for trainers' development (Finance Committee) • Formulate resolution that will support/address the issues and concerns of the Trainers Development Program (ICB)

VI. RESPONSIBILITIES

7.1 The **Central Office** shall assume the following responsibilities:

7.1.1. Facilitate the prioritization of skills requirements based on the national skills map and those area-based skills requirements that are common among the regions that meet the set criteria for consideration in the prioritization of the program;

7.1.2. Conduct capability building programs to capacitate the Regional and Provincial personnel in the implementation of ABDD TVET, as necessary. Online learning modules on the ABDD TVET processes shall be developed and continuously updated;

7.1.3. Conduct researches on new developments and trends which can be adopted/utilized to enhance the process;

7.1.4. The concerned executive offices shall ensure that the ROPODOs adhere to the area-based and demand-driven TVET procedures; and

7.1.5. Monitor the activities on the area-based and demand-driven TVET implementation.

7.2 The **Regional Office** shall assume the following responsibilities:

7.2.1 The Regional Director, as the area manager, shall provide regional directives and priorities, based on industry signals and information gathered, for focused area development. He/She shall be given the flexibility to come up with mechanisms/strategies/structures to ensure the effective implementation of this guideline within his/her area of jurisdiction;

7.2.2 Analyze the results of industry validations to determine the skills requirement;

7.2.3 Identify the gaps and provide recommendations on regional skills priority;

7.2.4 Ensure the refinement of the processes and the results of the implementation of area-based and demand-driven TVET;

7.2.5 Participate in the conduct of capability building programs relative to the area-based and demand-driven TVET implementation and lead the multiplier programs for the provincial offices; and

7.2.6 Review, evaluate, and monitor the activities and outputs on the area-based and demand-driven TVET implementation in the province (Section 5.2 & 5.3).

7.3 The **Provincial/District Office** shall assume the following responsibilities:

7.3.1 The Provincial/District Director, as the area manager, shall provide provincial/district directives and priorities, based on industry signals and information gathered, for focused area development. He/She shall be given the flexibility to come up with mechanisms/strategies/structures to ensure the effective implementation of this guideline within his/her area of jurisdiction;

7.3.2 Each provincial/district office shall create an ABDD TVET Core group composed of permanent personnel, as follows:

- Provincial/District Director
- Supervising TESD Specialist
- UTPRAS Focal
- One (1) Trainer from TTIs

The ROD Chief and RO UTPRAS Focal shall be common members of all core groups. The core group shall take the lead in the implementation of ABDD TVET in the province/district and shall enable/prepare other personnel to implement the process. The ROPODO may include additional members to the core group as deemed necessary but shall maintain the composition as above; and

7.3.3 Develop and facilitate the outputs and activities on the area-based and demand-driven TVET implementation in the province/district.

7.4 The **Training Provider** shall assume the following responsibilities:

7.4.1 Comply with the registration requirements, including the developed learning materials (printed or electronic), with corresponding institutional assessment tools;
7.4.2 Apply for registration/recognition of the newly developed area-based program;
7.4.3 Develop the competency standards and competency-based curriculum with the technical experts in the area;
7.4.4 Implement the area-based training program in accordance with the approved curriculum and training methodology;
7.4.5 Conduct institutional assessment and grant Certificates of Training and Certificates of Achievement to competent learners;
7.4.6 Provide inputs to the Provincial/District Office concerned on jobs and skills requirements based on data gathered from their respective industry partners; and
7.4.7 Participate in the activities on the area-based and demand-driven TVET implementation in the province/district (Section 5.2 & 5.3), as necessary.

7.5 Specifically, the major processes shall fall under the attention and responsibility of the following Offices:

PROCESS	OFFICE
Area / environment scanning	ROPODO
Establishment of Industry TVET Board	PLO ROPODO – ABDD TVET Core Group
Skills Mapping • Provincial Skills Priority • Regional Skills Priority	Planning Office Provincial Office – Provincial Director Regional Office – ROD Chief
Functional Analysis and CS Development	Qualifications and Standards Office ROPODOTI – ABDD TVET Core Group
CBC Development	National Institute for TESD ROPODOTI – ABDD TVET Core Group
Institutional Assessment Tool Development and Regional Lead Trainers Development Program	National TVET Trainers Academy ROPODOTI – ABDD TVET Core Group
Program Registration/ Program Recognition	Certification Office ROPODOTI – ABDD TVET Core Group

VII. MONITORING, REVIEW AND EVALUATION

8.1 The Planning Office, as the TESDC Secretariat, shall monitor regional and provincial TESDC resolutions relative to the implementation of the area-based and demand-driven TVET as follows: (1) Resolution on the Regional and Provincial Skills Priority and (2) Resolution on the developed CS, CBC, Assessment arrangement and Training Cost;

and shall course through all concerns and issues on the implementation of the area-based and demand-driven TVET to the respective office concerned;

8.2 The Planning Office shall facilitate the prioritization of skills requirements based on the national skills map and those area-based skills requirements, common among the regions, which meet the set criteria for consideration in the prioritization of the program;

8.3 The Qualifications and Standards Office shall evaluate the developed competency standards and will use the criteria set by the Guidelines, stipulating that three (3) regions of similar request of qualification to determine if such can be developed to a national competency standard or training regulation. Meanwhile as merited for development either for CS or TR, QSO will prepare a memorandum endorsing the qualifications to PO for industry consultation.

8.4 The National Institute for Technical Education and Skills Development shall ensure that the developed curriculum exemplars are according to the competency standards. Likewise, the capability building programs for the implementation of the area-based and demand-driven TVET should be made available as an online module in the TESDA Online Program;

8.5 The National TVET Trainers Academy shall ensure that there are trainers developed in the area for the prioritized skills;

8.6 The Certification Office shall monitor the registration of all programs under the area-based and demand-driven TVET;

8.7 The Partnerships and Linkages Office shall monitor and maintain a database on partnership arrangements between ITB and TVET providers including the Enterprise-Based Training (EBT) arrangements and the directory of technical experts nationwide;

8.8 Each concerned office shall monitor the status of implementation of the processes in the area-based and demand-driven TVET framework that are within their core functions as stated in Section 7.5 of this Circular;

8.9 All registered programs developed under the area-based and demand-driven TVET shall undergo compliance audit in accordance to the existing guidelines;

8.10 These guidelines shall be reviewed by the Technical Working Group (TWG) composed of Partnerships and Linkages Office (PLO), Planning Office (PO), Qualifications and Standards Office (QSO), National Institute for Technical Education and Skills Development (NITESD), Certification Office (CO), Regional Operations and Management Office (ROMO) and selected regional offices annually or shall be amended as deemed appropriate;

8.11 All ABDD TVET program outputs shall be monitored and the performance of each concerned office shall be evaluated based on the logical framework below:

Outcome	Output	Output Indicators
Partnerships established and sustained	• ITBs • Pool of Technical Experts • ABDD Outputs developed with participation and involvement of ITBs	• No. of ITBs at the national, regional and provincial levels established • No. of ITBs at the national, regional and provincial levels sustained • Technical Experts identified and consulted
Evidence-based investment plan	• Regional Skills Priority • Provincial Skills Priority	• PTESDC-approved Provincial Skills Priority

and scholarship allocation	• Regional Scholarship Allocation Plan (RSAP) • Provincial/ District Scholarship Allocation Plan (PSAP) • National Qualification Map (NQM)	• RTESDC-approved Regional Skills Priority • National Skills Map • No. of LMIRs developed • No. of programs with scholarship allocation
Utilization of developed TR/CS	• Training Regulations • Competency Standards	• No. of TR/CS developed • No. of CBC developed • No. of Institutional Assessment developed • No. of Trainers Trained (by CS developed) • No. of Programs registered/ recognized
Increased access to TVET	• Registered Programs	• No. of programs offered aligned to R/PSP • No. of enrolled from registered/ recognized area-based programs • No. of graduates from registered/ recognized area-based programs

VIII. FUNDING SOURCE

All offices and training institutions shall ensure that the physical targets as well as the budget allocation pertaining to the implementation of the area-based and demand-driven TVET are included in their respective Office Performance and Commitment Plans (OPCPs).

IX. REPEALING CLAUSE

All guidelines or parts of guidelines inconsistent herewith shall be considered amended, repealed, or modified accordingly.

X. EFFECTIVITY

This Circular shall take effect immediately.

SUHARTO T. MANGUDADATU, Ph. D.
Secretary/Director General TESDA