

TESDA CIRCULAR

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>1</u> of <u>17</u> Number <u>048</u> , series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:

I. Background and Rationale

- Section 2 of the Republic Act 7796 (TESDA Act of 194), declared the policy of the State “to provide relevant, accessible, high quality and efficient skills education and skills development in support of the development of high quality Filipino middle-level manpower responsive to and in accordance with Philippine goals and priorities.
- Section 14 of RA 7796 explicitly defines the role of TESDA as the “research and development arm of the government” in the pursuit of relevant researches and studies in aid of policy and decision making in technical education and skills development.
- TESDA as the national government authority in-charge of the Technical Vocational Education and Training (TVET) sector is responsible for the development of the National Technical Education and Skills Development Plan 2017-2022. Anchored in the PDP 2017-2022, the NTESDP 2017-2022 as the blueprint for the TVET sector provides policy direction, strategies and priority programs towards the production of productive and world-class skilled workers.
- The conduct of researches and studies is critical to support TESDA’s role of providing policy directions and achieving the targets identified in the NTESDP. The NTRA shall serve as a supporting document of the NTESDP in the development and review of policy decision-making and program development and implementation. The NTRA also helps to generate new knowledge in the identified priority research areas that are focused on issues that are relevant to the TVET sector. In addition, the NTRA provides guidance to stakeholders in the conduct of research and use of research results and recommendations.

II. Objectives

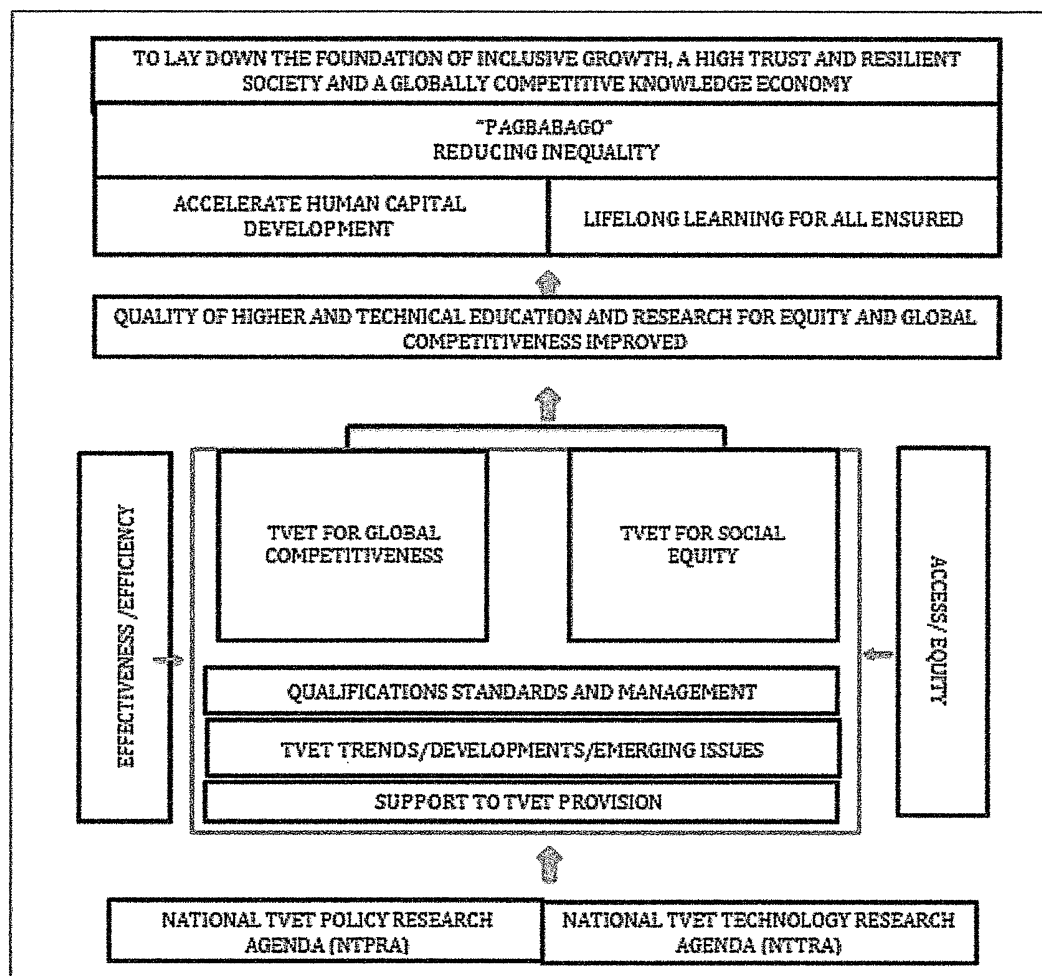
The NTRA 2017-2022 is aimed at providing overall direction in the pursuit of research activities in aid of planning and policy decision making for the TVET sector.

Specifically, the NTRA aims to achieve the following:

- A. To strengthen the role of TESDA as authority in TVET that will ensure access to relevant data/information and research-based policies;
- B. To guide the TESDA offices and researchers on the TVET priority researches and related topics to be undertaken in the next 6 years;
- C. To provide funding support to TESDA offices, TESDA Technology Institutions and researchers who embarked researches/statistical studies/research innovations on TVET;
- D. To serve as an advocacy and promotional programs to develop the culture of research among TVET practitioners and stakeholders;

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>2</u> of <u>17</u> Number <u>048</u> , series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:
<p>E. To strengthen and maximize TESDA's linkages and networking system through readily available research topics for collaborative and partnerships undertakings;</p> <p>F. To support policy and program initiatives that will ensure access to quality TVET technology researches in the country;</p> <p>G. To strengthen the role of TESDA as an authority in TVET through the management, promotion and conduct of relevant TVET technology researches; and</p> <p>H. To generate, through a scientific process, technology-related knowledge and information that will serve as inputs for various activities such as training and assessment, creation of employment opportunities, identification of new and emerging competencies and enhancement of TVET programs.</p>		
<p>III. Definition of Terms</p> <p>A. TVET Policy Research – is a research or study that pertains to the analysis, comparison, assessment or evaluation of policies, programs, procedures, processes or strategies in the TVET Sector. (adapted from http://betterthesis.dk/research-methods/lesson-3-policy-research)</p> <p>B. Technology Research –the application of scientific knowledge for practical purposes, especially in industry. It is the making, modification, usage and knowledge of tools, machines, techniques, crafts, systems, and methods of organizations, in order to solve a problem or improve a pre-existing solution. (Wikipedia)</p> <p>C. TVET Technology Research – refers to applied research focused on studying new, advance and emerging technology that would eventually lead to innovation and development of solutions that can aid TVET instructional delivery.(NITESD)</p>		
<p>IV. NTRA Research Framework</p> <ul style="list-style-type: none"> ▪ As support to the NTESDP 2017-2022 goal of developing productive and world class workforce, the NTRA 2017-2022 shall be anchored on TESDA's two-pronged strategy in Poverty Reduction: TVET for global competitiveness and TVET for social equity. TVET is recognized to contribute in both economic growth and social equity by providing productive and employable skills needed by the industries, the communities and the individuals. ▪ As the authority in TVET, the NTRA shall also be developed within the ambit of further improving efficiency, effectiveness, access and equity in TVET. ▪ The NTRA 2017-2022 shall be comprised of two (2) areas: <ul style="list-style-type: none"> ✓ National TVET Policy Research Agenda (NTPRA) ✓ National TVET Technology Research Agenda (NTTRA) 		

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>3</u> of <u>17</u> Number <u>048</u> , series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:



V. Methodology in the Identification of Research Areas for TVET

Research areas were identified based on the following:

- NTPRA
 - ✓ Review of researches conducted based on the 2012-2014 NTRA
 - ✓ TVET for Poverty Reduction: Supporting the Development Agenda of the President
 - ✓ NTESDP 2017-2022 Framework
- NTTRA (Details of the TVET Technology Research Framework Process is in Annex A)
 - ✓ The technology research offers a very broad range of choices for the would-be researcher, identifying areas for research shall be based on the Key Employment Generator (KEG)

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>4</u> of <u>17</u> Number <u>048</u> series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:

whenever applicable as identified by the Department of Labor and Employment (DOLE) in its updated study titled Project Jobs Fit: DOLE 2020 Vision.

A. National TVET Policy Research Priority Areas

The research priority areas are grouped into five. Except for a few topical areas, the groupings may not be exclusive but rather inter-connected since all these research areas are meant to further improve TESDA's mandate of providing quality TVET provisions towards developing productive and world class Filipino workforce.

Research Area	Possible Topics
<p>TVET for Global Competitiveness</p> <p><i>Researches in this area covers topics in relation to addressing and improving the competitiveness of the country's workforce in priority industries and services sectors in order to attain sustainable and inclusive growth. Research activities in relation to benchmarking and assessment against international standards, adaptation of the most recent technologies and innovations, and conformity with the demands of the industries are some examples that can be pursued in this research priority area.</i></p>	<ul style="list-style-type: none"> • Assessment of Qualifications in TVET Track: Employment and Education Transition to Higher Education • Comparative Assessment/ Competitiveness of TVET institutions • Alignment of TVET credits to CHED/Credit transfer to HE • Alignment of Core Competencies to Technology Subjects of HE • Benchmarking • International on-the-job training (OJT) (for Trainees in Diploma Programs) • Internationalization of TVET • Industrial Revolution: Its Implications to TVET • Polytechnics • Strengthening of 3-year Diploma Program • Future of Work • Innovation Center: How does it link to Centexes • Curriculum <ul style="list-style-type: none"> ➢ Application (Teaching) of Competency-based Curriculum ➢ Integration of Life Skills for Employability to TVET Curriculum • Enhancing Filipino's Global Competitiveness (Curriculum, Trainers, Equipment, Facilities) • Industry Study on Selected Sectors • Technology Research • Linkages with State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs)

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>5</u> of <u>17</u> Number <u>698</u> , series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:
		<ul style="list-style-type: none"> • Enterprise-based Training <ul style="list-style-type: none"> ➢ Dual Training System ➢ Apprenticeship ➢ Acceptability of Industries to Enterprise-based Programs (apprenticeship and DTS) ➢ Study on Apprenticeship/Learnership Programs vis-à-vis DOLE Seminar Program • Application (Teaching) of Competency-based Curriculum • PQA and ISO Certification and APACC Accreditation <ul style="list-style-type: none"> ➢ Impact on the Employability and Global Competitiveness of Filipino Workers ➢ Impact on Global Recognition of Filipino Workers as Gauged by Income • Qualitative Study on the Absorptive Capacity of TVET Institutions
	<p>TVET for Social Equity</p> <p><i>Researches in this area covers topics in relation to addressing and improving the participation of those who are socially excluded and displaced (such as the informal workers, indigenous peoples, farmers, fisherfolks, drug dependents, rebel returnees, women victims of abuse and human trafficking, returning OFWs, persons with disabilities (PWDs), solo parents, women and young mothers, senior citizen, among others) into the workforce, as well as addressing the disparities and uneven development across regions, provinces and sectors.</i></p>	<ul style="list-style-type: none"> • TVET Mapping/ Segmentation of TVET Clients for more precise and more focused TVET Program intervention • Inventory of MSMEs with Training Programs • Inventory of LGU Training Programs • TNA of special groups/TVET clients • Women in TVET
	<p>Qualifications Standards and Management</p> <p><i>Researches in this area covers topics in relation to the implementation of TESDA's programs and services, specifically on the competency standards development, assessment and certification programs.</i></p>	<ul style="list-style-type: none"> • Assessment of Assessment and Certification Program of TESDA <ul style="list-style-type: none"> ➢ Impact and Implementation ➢ Revisiting TESDA's role in Assessment and Certification: Accreditation of Assessment Center, Assessors and

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>6</u> of <u>17</u> Number <u>D18</u>, series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:
		<ul style="list-style-type: none"> Assignment of TESDA Representatives, Printing/Reproduction of CATs <ul style="list-style-type: none"> ➤ Assessment Centers (Effectiveness) • Valuation of National Certificates from the Employers' Perspective/Acceptability of NC in Hiring Workers for Private Establishments • Evaluation of Training Regulation (i.e. relevance, currency, utilization, etc.) • Review of training cost
	TVET Trends/Developments/Issues <i>Researches in this area covers topics about how global and local trends, developments and issues which impact TVET.</i>	<ul style="list-style-type: none"> • K to 12 <ul style="list-style-type: none"> ➤ Its Impact to TVET Institutions ➤ Impact of TVET Track in SHS on Enrolment in TVET Programs ➤ Trend of K to 12 Track that proceeded to TVET courses ➤ Impact of SHS to TVET Bundled Programs • Firms/Employers Readiness on Levy System • Inventory and Formulation of Green Skills in Support to DENR and Climate Change Adaptation and Mitigation • Philippine Qualifications Framework <ul style="list-style-type: none"> ➤ Philippine Curriculum Alignment ➤ Seamless Education ➤ Dichotomizing Technical Education and Skills Training ➤ Pay Scale by Level • Industry Boards/Industry Skills Training Councils • Performance Evaluation of TESD Partners in the Implementation, Monitoring and Evaluation of TESD Programs in the NTESDP 2011-2016, CGAP and other TESD-related National Activities • TNA of TESD Committee Members

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>7</u> of <u>17</u> Number <u>018</u> , series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:
Support to TVET Provision <i>Researches in this area covers topics in relation to addressing quality and relevance of training provisions and support programs services of TESDA, as well as develop capacity of the TVET providers and partners, financing and TVET investments.</i>	<ul style="list-style-type: none"> • Employability and Productivity of TVET graduates <ul style="list-style-type: none"> ➢ Impact Evaluation of Scholarship Programs (TWSP, STEP, PESFA, BUB) ➢ Impact Evaluation of STEP to Self Employment of Beneficiaries ➢ Assessment of Overseas Employment of TVET Graduates • Study on Trainers Profile and Trainers' Requirements/Issues and Concerns of TVET Trainers and Assessors • TVET Institutions <ul style="list-style-type: none"> ➢ Inventory of TVET institutions ➢ Assessment of TTIs and Centexes, Comparative Assessment of TVET Programs of Centexes ➢ Inventory and Assessment of Income Generating Projects of TTI • TVET Financing <ul style="list-style-type: none"> ➢ TVET Expenditures in the Philippines ➢ Return on Investments in TVET • Relevance and Effectiveness of Career Guidance in TVET <ul style="list-style-type: none"> ➢ (YP4SC) as an Entry Requirements in TTIS ➢ Blue Desks • Assessment of TVET training programs /Training Delivery Modes <ul style="list-style-type: none"> ➢ Comparative Assessment of: Enterprise-based Training, Community-based; and Institutional Training Delivery • Employers' Satisfaction Study 	
B. <u>National TVET Technology Research Priority Areas</u> The TREE concept - Training, Research, Extension, and Entrepreneurship are areas of concern in delivering TESDA's mandate within the TESD sector. While training is at the forefront of the aforementioned elements, research is an equally critical concern of a TVI. In fact, it is an area for improvement in most TVIs.		

Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:
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	SECTOR	PRIORITY AREAS
	Agribusiness	<ul style="list-style-type: none"> • coffee production, • organic farming, • oil and palm trees and rubber tree production, • biofuels, • biomass, and other high value crops, • genetically modified crops, • cattle breeding, • agricultural product processing technology, • food manufacturing
	Construction	<ul style="list-style-type: none"> • Drone monitoring and modeling, • robotics and automated technology, • mobile technology, • platforms and reporting, • project information encryption, • 3d printing, • modular or pre-fabricated construction, • building information modeling, • green building, • Leadership in Energy and Environmental Design (LEED) certification, • laser scanning technology, • home improvement/remodeling, • walkable communities
	Information Technology/Business Process Management;	<ul style="list-style-type: none"> • Platform Architecture • Social platforms • Cloud computing • Data security • Data privacy • Analytics • Architecture • User experience • Discipline of Strategy Execution • Value from Digitization • Process innovation • Digitizing Process Management

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>9</u> of <u>17</u> Number <u>048</u> , series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:
Health and Wellness	<ul style="list-style-type: none"> • Fitness and wearable technology • Digital fitness • Healthier food • Beauty enhancing supplements • Ambient wellness - Health boosting features – embedded into the environment. • Calibrated health - Get ready for the age of individualization. • Virtual actualization - Virtual realities, real (physical, cognitive, emotional) improvements. • Impact indicators - Instant, useful real-time feedback on health and wellness impacts. • Distributed diagnosis - New, innovative and seamless ways to access health services. • Post demographic betterment - Throw out old thinking and embrace POST-DEMOGRAPHIC diversity 	
Hotel, Restaurant and Tourism	<ul style="list-style-type: none"> • Location based technology • Mobile payment • Mobile key • Room control devices • Mobile app for customer use • Energy management • Interactive digital signage • IPTV (Smart TV) • Social media 	
Mining, Transport and Logistics	<ul style="list-style-type: none"> • Efficient distribution channels • Express delivery system • E-commerce 	
Manufacturing	<ul style="list-style-type: none"> • Green growth • Green industry • Clean technologies in industrial production • Greater resource and energy efficiency • Improved water and waste management 	

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>10</u> of <u>17</u> Number <u>048</u> , series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:
<p>VI. Stakeholders and Users of NTRA</p> <ul style="list-style-type: none"> • There are two major users of the results of the research studies from the NTRA: the TESDA Board, policymaking body of TVET and the TESDA management as the government agency in charge to oversee TVET in the country. • The list of research areas as indicated in the 2017-2022 NTRA on the other hand, shall provide a set of menu on the topic/s be conducted for the period. Stakeholders of TVET can be categorized into the following groups: <ul style="list-style-type: none"> ✓ TESDA Management, Central, Regional/Provincial and TESDA Technology Institutions (TTIs) ✓ TESDA officials and staff who are currently enrolled ✓ TVET research partners ✓ Researchers, i.e., students <p>VII. Uses of NTRA and Its Outputs</p> <ul style="list-style-type: none"> • Provides a list of research areas/topics for 2017-2022 wherein the researchers can choose from • Basis for funding support from the TESDA Development Fund, regular fund, local and international partnership research fund • Provides an awarding mechanism to Regions/TESDA staff for good researches • Improve access to research - Relevant, timely information on TVET researches will be made accessible to prospective users • Capacitated human resource – increase number of researchers and research activities • Culture of research of TESDA COROPOTI developed • Partnership on research undertakings with educational institutions forged • Policy recommendations based on results of researches for policy decisions of the management 		

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>11</u> of <u>17</u> Number <u>078</u> , series of 2017						
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:						
<p>VIII. Implementation of the NTRA</p> <p>Objectives:</p> <ul style="list-style-type: none"> ▪ To provide guidance in the management and conduct of research initiatives at the COROPOTI and technical training institutions ▪ To provide instructions in the provision and availment of research grants for qualified proponents <p>A. National Secretariat/Oversight Teams</p> <p>The Planning Office (PO) shall serve as the oversight office or clearing house for all TVET policy researches and studies, while the National Institute of Technical Education and Skills Development (NITESD) shall serve as the oversight office or clearing house for all TVET technology researches and studies.</p> <p>B. Annual TVET Research Priority Areas</p> <p>All researches and studies to be conducted by TESDA Offices and TTIs shall be within the parameters of the NTRA. To ensure that results of researches are advocated and acted upon, annual research priorities shall be prepared and its implementation shall be monitored.</p> <p>C. Creation of the National NTRA Review Team</p> <ul style="list-style-type: none"> ▪ The National NTRA Review Team shall be composed of the following: <table style="margin-left: 40px; border: none;"> <tr> <td style="padding-right: 10px;">Chairperson</td> <td style="padding-right: 10px;">:</td> <td>TESDA Board Direction Setting Committee Chairperson</td> </tr> <tr> <td>Members</td> <td>:</td> <td>Executive Director, Planning Office Executive Director, NITESD</td> </tr> </table> ▪ The National Review Team shall be responsible for the review and recommendation of research proposals to be prioritized for funding. ▪ The DDG for Policies and Planning shall be the approving authority. ▪ The National Review Team shall invite additional members depending on the need for expertise on certain aspects of the research proposal. ▪ The PO and the NITESD shall provide technical and administrative support to the National NTRA Review Team. 			Chairperson	:	TESDA Board Direction Setting Committee Chairperson	Members	:	Executive Director, Planning Office Executive Director, NITESD
Chairperson	:	TESDA Board Direction Setting Committee Chairperson						
Members	:	Executive Director, Planning Office Executive Director, NITESD						

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>12</u> of <u>17</u> Number <u>048</u> , series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:

D. Creation of the Regional Review Team

- The TESDA Regional Offices shall also create their respective review team responsible to review and endorse research proposals to the National NTRA Review Team.
 - Chairperson : Regional Director
 - Members : Provincial Office Director Planning Shepherd
Regional Office Division Chief
- The Regional Office Division (ROD) shall provide technical and administrative support to the Regional NTRA Review Team.

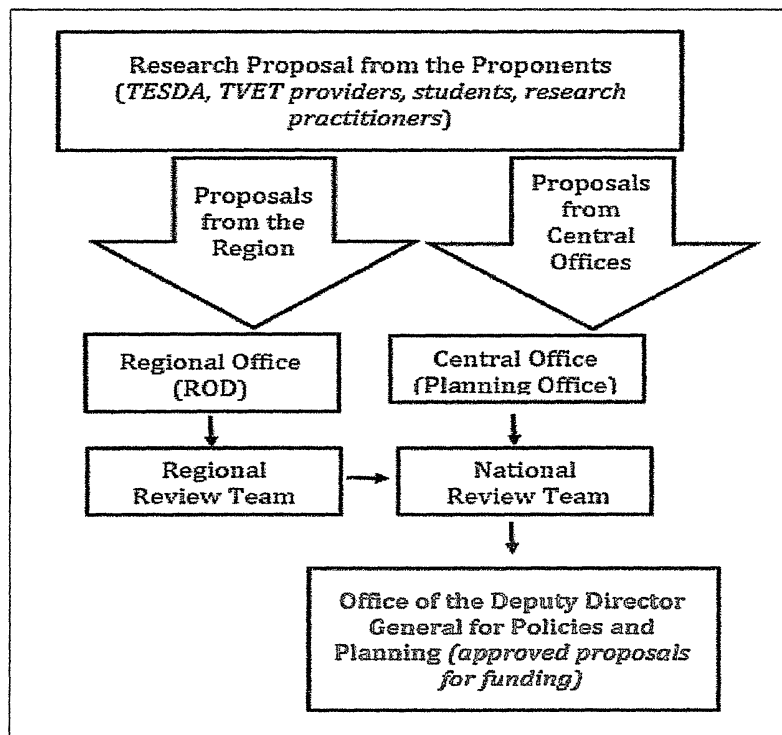
E. NTRA Proposal Submission

a. Call for Proposals

The National and/or the Regional NTRA Review Team/s will spearhead the periodic call for research proposals at least once a year, or as deemed necessary by the review teams or the funding source. The TESDA ROPOTI shall promote or disseminate the call for proposals to their respective TVIs.

b. Submission Flow

The submission of research proposals shall follow the flow chart indicated below:



Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>13</u> of <u>17</u> Number <u>048</u> , series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:

c. Eligible Proponents

The proponent of a research proposal may be an individual/student, a government agency, local government unit (LGU) or a private organization.

- Individuals, local government units and private organization may submit their research proposals to the TESDA Regional Office where they are located.
- National government agencies may submit their research proposals to Planning Office, Central Office, TESDA.

All TESDA scholars and employees who are taking their baccalaureate program, graduate studies (masters or doctorate) who wish to avail of funding support from TESDA are required to submit their thesis/research proposals to the TESDA Central Office. These proposals shall be funded by the TESDA Development Fund (TDF) and should comply with the guidelines and requirements of the TDF.

All research proposals should follow the format prescribed in Annex B.

d. Evaluation and Review Criteria

The proposals will be evaluated based on the following criteria:

▪ NTPRA

Criteria	Description/Objectives	Weight
Relevance	The proposed research topic should be within the research priority areas/topics covered in the NTRA 2017-2022.	20
Urgency	Consistency with the NTRA priority research areas, the proposal should explicitly provide indication on the dependency of succeeding activities/projects with the research undertaking and results of such.	10
Completeness	The proposal should follow the template and contain complete information.	10
Soundness of research design	The research design should present logical connections between the research problem, objectives and methodology. The manner on the data gathering should be well-defined. The analysis should be designed towards achieving the sets of objectives.	20
Viability of the proposal	The research proposal should be doable. It should provide strong indication that it will be completed as scheduled.	15

Date Issued:
15 September 2017

Effectivity:
Immediately

Supersedes:

Magnitude	This refers to the magnitude (wide audience/ clientele or replicable to other areas) of its impact in the development/ implementation of the results of the study.	15
Budgetary requirements	The budget is justifiable and presented itemized breakdown of the total cost of the study.	10
Grand Total		100

▪ **NTTRA**

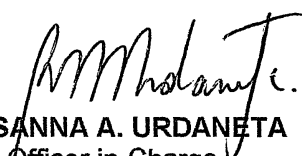
Criteria	Description	Base Rate
Relevance	The proposal is related to TVET and focused on training and technology research. The training and new studies in technology should be current and addressing the needs of a particular sector e.g. Photovoltaic Technology under the Construction Sector.	25
Urgency	The conduct of the research study on the training technology areas is imperative, brought about by some compelling forces, issues and developments in TVET	10
Completeness	The proposal covers the primary components of a research study such as: objectives, significance, background of the study, methodology, analysis, conclusion and recommendations	10
Soundness	The research proposal is logical; the premises agree with accepted views; the methodology and the analytical framework are well-defined and designed towards achieving the objectives of the study	20
Viability	The proposal is doable and have a high chance to succeed	15
Magnitude	It considers the great size and extent of coverage of beneficiaries; the result of the study is replicable	20
Grand Total		100

e. Rating of Proposal

- Based on the criteria, the average score shall be computed from the individual scores of the members of the Regional/ National Review Team. The Regional/ National Review Team shall discuss the results and agree on the final score.

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>15</u> of <u>17</u> Number <u>018</u> , series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:
<ul style="list-style-type: none"> ▪ The proposal to be endorsed for approval and funding should have at least a score of 70. ▪ Research proposals that will not meet the required score may be revised by the proponent based on the comments/suggestions by the Regional/ National Review Team and resubmit for consideration. <p>A Research Proposal Evaluation Form (Annex C1 and C2) shall be used by the review teams for the rating of the proposals.</p> <p>f. Notification of Results</p> <p>The National Secretariat will send a notification letter of the results to the proponent.</p> <p>For approved proposals, the secretariat will conduct an orientation to brief the proponents on the requirements, roles and responsibilities of both the proponents and the concerned review teams.</p> <p>F. Strategies for Achieving the Objectives of Research Priorities</p> <p>To achieve the objectives of the NTRA, the following strategies will be adopted:</p> <ul style="list-style-type: none"> • Publication of the NTRA at the TESDA Website and shared through TESDA's official social media pages; • Directing the researches of TESDA employees who are in their graduate courses to specific priorities; • Progressive project funding based on available funds and agreed schemes; • Incorporate a variety of funding options; • Adoption and utilization of the identified areas to research in foreign-assisted projects with research component; • Advocacy to government, academe and institutions to do researches under the NTRA; • Advocacy to TVIs to focus researches on the NTRA priority research areas. <p>IX. Funding /Sources of Budget</p> <p>All researches/studies to be funded by TESDA need to have their research proposals submitted to and reviewed by the NTRA review team, and approved by TESDA's Deputy Director General for Policies and Planning.</p> <ol style="list-style-type: none"> a. Government Appropriation: For 2018-2020, a total Php 11.4 Million or Php 3.8 M annually. b. TESDA Development Fund (TDF) <p>(TB Resolution No. 2017-21: Approving the amendment to: Board Resolution No. 2016-13 Approving the Revised TESDA Development Fund Operational Guidelines and Use of</p>		

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>16</u> of <u>17</u> Number <u>018</u> series of 2017
Date Issued: 15 September 2017	Effectivity: Immediately	Supersedes:
<p>Earnings from TDF Contributions for Purposes Specified by the Board” which will Include TVET Researches as One of the Purposes for the Use of the TDF)</p> <p>As a matter of policy, all TESDA officials and personnel who will prepare researches, dissertations, studies, etc. for their baccalaureate degree, master degree or doctoral degree are enjoined to use the NTRA in selecting topics to be explored on. A budget from the TDF shall be used. A guideline shall be issued on this matter.</p> <p>c. Government Research Grants (i.e. CHED, DOST)</p> <p>d. Local and International research partners and other TESDA partners (i.e., PCCI-HRDF/K to 12PLUS Project, WB, KDI, ILO, NCVET, etc.)</p> <p>e. Educational Institutions. TESDA shall explore a workable partnership arrangement with educational institutions to promote and support TVET researches that will be beneficial for both TESDA, the educational institutions, faculty and students.</p> <p>X. Memorandum of Agreement</p> <p>A Memorandum of Agreement (MOA) between TESDA and the grantee will be executed in order to ensure accountability to the research funding. The MOA contains the conditions and details as agreed between TESDA and the grantee.</p> <p>XI. Monitoring of the Implementation of the NTRA 2017-2022</p> <p>Monitoring of the implementation of the NTRA will be done on an annual basis in order to determine the extent of achievement of the target research priorities.</p> <p>All TESDA offices shall submit to the National Secretariat a list of researches/studies to be conducted on an annual basis for review and monitoring purposes, including copies of the report of research/study completed.</p> <p>The monitoring results will serve as inputs in the evaluation of the NTRA which will be undertaken in two phases:</p> <ul style="list-style-type: none"> • Mid-Term Evaluation (end of 2018); • Final Evaluation (end of 2022). <p>The evaluation of the NTRA will consider the following:</p> <ul style="list-style-type: none"> • the extent to which the priority areas of research were addressed; • the extent to which timely and useful information was disseminated to stakeholders; • the extent to which results of researches were utilized/adopted in the formulation and promulgation of relevant policies and issuances for the TVET sector. 		

Subject: Guidelines on the Implementation of the National Technical Education and Skills Development Research Agenda (NTRA) 2017-2022		Page <u>17</u> of <u>17</u> Number <u>048</u> , series of 2017
Date Issued: SEP 15 2017	Effectivity: <u>Immediately</u>	Supersedes:
<p>XII. Ancillary Support</p> <p>TESDA officials and staff who will be engaged in the review and monitoring of the implementation of the NTRA shall be provided with relevant training programs through the TESDA Development Institute.</p> <p>XIII. Submission and Acceptance</p> <p>Completed research must be submitted to the relevant review team. The Secretariat will conduct technical evaluation to determine the acceptability of the output. Submitted outputs with additional requirements, comments, and recommendations will be returned for revision. Final approved outputs will be submitted in soft (PDF) copy to the National Secretariat.</p> <p>XIV. Dissemination and Utilization</p> <p>The following are some of the ways by which the researches may be disseminated and used:</p> <ul style="list-style-type: none"> A. National, Regional and Provincial Research Conferences, Research Forums, Policy Forums B. A National TESD Research Forum/Conference shall be conducted to present and good researches submitted by the regions. C. Publication of Research Journals D. Development of policies, frameworks, programs, projects <p>XV. Archival</p> <p>All TESDA offices shall submit to National Secretariat a list of researches/studies to be conducted on an annual basis for review and monitoring purposes, including copies of the report of research/study completed.</p> <p>An abstract of each research completed shall be prepared and immediately disseminated to all offices for information and reference. At the end of each year, the National Secretariat will publish a Research Journal which will contain the summary of all researches completed and submitted. The Research Journal will serve as reference and information guide to internal and external researchers.</p> <div style="text-align: right;">  ROSANNA A. URDANETA Officer-in-Charge </div>		