

Republic of the Philippines
DEPARTMENT OF LABOR AND EMPLOYMENT
Manila

34th TESDA BOARD MEETING
21 February 2002, Thursday, 8:30a.m.
TESDA Board Room, 7/F Admin. Building
Taguig, Metro Manila

RESOLUTION NO. 2002- 10

APPROVING THE TVET POLICY AGENDA Y2002

WHEREAS, as defined by law, the TESDA Board shall primarily be responsible for formulating, continuing, coordinated and fully integrated technical education and skills development policies, plans and programs for the development of Filipino middle-level manpower;

WHEREAS, Section 14 of R.A. 7796 states that TESDA shall serve as the research and development arm of the government in the field of technical education and skills training;

WHEREAS, during the 34th TESDA Board Meeting, the Board agreed on the need to formulate a TVET Policy Agenda for Y2002 as basis for the development of policies, plans and programs for the Filipino middle-level manpower;

NOW, THEREFORE, BE IT RESOLVED, AS IT IS HEREBY RESOLVED, that the Board approves the Indicative TVET Policy Agenda for Y2002, directs the Secretariat to disseminate copies of this Resolution for the information of concerned agencies.

BE IT RESOLVED FINALLY, that copies of the TVET Policy Agenda Y2002 and this resolution be disseminated to concerned offices for their information.

Adopted this 21st day of February 2002.

Ma. Adorinda de Jesus-Forro
MA. ADORINDA DE JESUS-FORRO
Board Secretary VI

Attested By:

Patricia A. Sto. Tomas
PATRICIA A. STO. TOMAS
Secretary, Department of Labor and Employment
Chair, TESDA Board

TVET POLICY AGENDA

POLICY ISSUE	BRIEF DESCRIPTION	RECOMMENDED ACTION FROM THE TESDA BOARD	RESPONSIBLE OFFICE/UNIT	SCHEDULE
1. DIRECTION SETTING				
1.1. The Role of TESDA as an Authority vis-à-vis Direct Training Provision	TESDA' role as an authority is articulated in its core business which is now defined as: Direction Setting, Quality Assurance and Support to TVET Provision. This was discussed and agreed in principle in the TESDA Board Strategic Planning on February 1-2, 2002 in Tagaytay City.	Declaration by the Board of TESDA's Core Business	TESDA EXCOM with PO as secretariat	February 2002
1.2 Formulation and adoption of the TESDA Development Fund Guidelines	Section 31 of TESDA Law provides that "A TESDA Development Fund (TDF) is hereby established to be managed/ administered by the Authority, the income from which shall be utilized exclusively in awarding of grants and providing assistance to training institutions, industries, local government units for upgrading their capabilities and to develop and implement training and training-related activities". To date, there is P43,459,600 donated by concerned institutions and lawmakers for the TDF. Also funds from KFW-EDET project might be forthcoming for infusion in the TDF. A set of guidelines is necessary to operationalize the Fund.	Adoption of the TDF guidelines	PO/OCSA	February 2002

POLICY ISSUE	BRIEF DESCRIPTION	RECOMMENDED ACTION FROM THE TESDA BOARD	RESPONSIBLE OFFICE/UNIT	SCHEDULE
1.3 Amendment to the TESDC Rules and Regulations	As a result of the 5 th TVET Forum recommending the strengthening of the roles, processes and structure of the TESDCs, the TESDC rules and regulations need to be amended.	Approval of the amendments to the TESDC rules and regulations.	PO	March-April 2002
1.4 Issuance of TESDA Board Resolution enjoining member-agencies at the provincial and regional levels to submit all TVET-related reports to TESDA (in support of TVET Sector Monitoring)	A similar scheme was implemented in NMYC and was proven to be effective. With a TESDA Board directive/policy and the support of concerned agencies, regular and updated statistics and information on TESD can be generated and disseminated.	Resolution enjoining all member-agencies of the TESDA Board to regularly provide report on TESD-related activities based on the monitoring framework to be provided by TESDA.	PO	March-April 2002
1.5 Adoption of framework/guidelines to facilitate the exercise of resource allocation function of TESDA	The framework and the implementing guidelines on resource allocation should be promulgated by the Board to implement this mandate.	Adoption of the framework/ guidelines on resource allocation.	FO/OCSA	March-April 2002
1.6 Representation of TESDA in the Provincial School Board	The TESDA Board can lobby with DILG and the Leagues for support.	Resolution requesting support.	FO/ONFTVET	July-August 2002
1.7 Review and Identification of TESDA Priority Sectors	The TESDA Board has declared 15 priority sectors as indicated in its resolution and NTESDP. Given new developments and government priorities, there is a need to re-assess current priorities and give more focus to certain sectors. There is also a need for more rational basis for the selection of priority sectors.	Declaration of TESDA Priority Sectors for 2002 onwards	FO/EXCOM	March-April 2002

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2. QUALITY ASSURANCE				
2.1 IT Skills Certification	<p>Information technology is a fast-changing field. In contrast, however, the development, validation, publication and implementation of skills standards and training regulations normally takes months. Given this situation, strategies and policy options are given relative to this concern.</p>	Policy on IT Skills Certification	SSCO	March-April 2002
2.2 National Qualification Framework	<p>The proposed national qualifications framework (NOF) will serve as the overall framework for issuing certificates as well as education and training certificates and diploma for both the TVET and higher-education (HE) sectors.</p> <p>This framework will start at the National Certificate I (basic) level and proceed to national Certificate IV and higher levels. Adoption of this national framework will facilitate the implementation of accreditation and equivalency system for TVET and HE, as well as schemes for recognition of prior learning.</p>	Adoption	SSCO/OFTVET/ ONFTVET/NITVET	May-June 2002
2.3 Implementation of credit transfer (equivalency system) in TVET and higher education	<p>The TESDA Board, as a multi-sectoral body, can serve as a venue to arrive at agreements and policies on the operationalization of this concern.</p>	Adoption of mechanisms to implement the credit transfer	OFTVET/SSCO	May-June 2002

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3.2 TESDA Policy/Position on Devolution	<p>Section 28 & 29 of the TESDA Act on devolution of training function have also been interpreted differently. Studies and discussions have been done on this concern and it is about time to define TESDA's position or policy on this issue. Other issues to consider:</p> <ul style="list-style-type: none"> - Do we devolve first institution or programs? - Priorities in devolution - Legal and contractual impediments 	<p>Policy defining the modes of "devolution" and decentralization to be adopted, including the action plan.</p>	<p>ONFTVET/ OFTVET</p>	<p>July-August 2002</p>
3.2.1 Evolution from the need of the LGU rather imposed devolution	<p>Devolution takes a lot of both political and legal maneuvering. Livelihood and enterprise development is specified in the Local Government Code but there are no indications on the awareness of the importance of skills development as an entry point to enterprise development. This observation have been firm up by the DAP study in which most of those LGU chief executives they have interviewed gave different definitions and interpretations of TVET. We can never impose on something that we do not even have. Even RA 7796 was not very clear on its intention in devolution.</p> <p>Let us create a need for TVET-Let us espouse "Policy of Attraction". The DILG Representative should help us in advocating TVET as an important tool inhuman resource development in all LGA executed programs. This may help in shifting paradigms of</p>	<p>To advocate in review of the Local Government Code, the importance of skills development for enterprise development through our DILG representative</p>		<p>July</p>

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3.3 Responsiveness of community-based programs	<p>development orientation of local chief executives. In doing so, skills development may be included in the municipal development plan thereby having an assured budgetary allocation</p> <p>The rationale for the conduct of non-formal vocational training programmes in TESDA is the need to address the capability-building needs of the "communities" and the "informal sector"-sectors that cannot be attended to by the high-end programmes and curriculum of formal TVET, which are normally designed to produce middle-level manpower for wage employment in the formal sector.</p>	<p>Policy on converting/channelling CBTP budget to CBTED in the regions. This shall assure a deliberate and purposive intention by creating economic opportunities for graduates of skills development programs thereby creating impact in the countryside</p>	ONFTVET/Regions/ Provinces	March-April 2002
	<p>There are, definitely, other approaches to the poverty problem depending on the orientation of different government agencies. But TESDA-should strategically approach this in line with its official mandate. In view of our focus on the social context of the community, we have historically proven, through the predecessor projects of CBTED, that poverty reduction can be achieved through people-driven development programmes.</p>			

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3.4 Regular allocation from the LGUs budget (e.g. Local School Board Fund) for development and livelihood activities	The TESDA Board can lobby with DILG and the Leagues for support on TESD-related activities through regular allocation.	Resolution requesting support.	ONFTVET	Sept-Oct 2002
3.5 Expansion and improving benefits of PESFA scholarship.	The TESDA Board can lobby with Student Assistant Council (SAC) for the review and revision of guidelines for improving the benefits of PESFA scholars. Increase in budgetary allocation can also be requested from DBM or other appropriate authorities.	Resolution for the increase in benefits of PESFA scholarship	PO	March-April 2002
3.6 Implementation of other scholarship programs to address the issue of access	Section 32 of the TESDA Act empowers TESDA to adopt a system of allocation and funding of scholarship grants. TESDA can therefore implement other scholarship programs (other than PESFA and the TESDP-ADB) that will expand access to TVET opportunities. This move is consistent with the national policy of direct channeling of assistance to the beneficiaries. Such scholarship programs should now form part of the regular budget of TESDA.	Policy formulating and adopting additional scholarship programs and providing funds thereof.	OFTVET/PO OCSA	March-April 2002

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3.7 Jurisdiction over Associate Courses of HEIs and TVET courses of SUCs	<p>The trifocalization of the management of the country's educational system has defined the scope of responsibilities of the 3 educational agencies, DECS, CHED and TESDA.</p> <p>Based on the TESDA Act, the scope of responsibility of TESDA has expanded from the traditional TVET or the more industrial-trade areas to the broader range of middle-level skills that include the para-professionals. At the operational level however, Associate courses continue to be offered by institutions and are under the jurisdiction of CHED.</p> <p>Moreover, an issue was also raised in the Sector Study regarding TVET programs in the SUCs that do not pass through the registration and accreditation process of TESDA (UTPRAS).</p>	<p>Position of TESDA on Associate and Ladderized Courses</p> <p>Policy mandating the implementation of UTPRAS in all public and private institutions and requesting CHED for the support and cooperation of SUCs.</p>	CFTVET	Sept-Oct 2002