

2.1

The CBTVET Convergence Ecosystem Framework

Before we begin Learning Session 2 on the CBTVET Convergence Ecosystem, let's take a step back and explore what it really means to be part of an *ecosystem*.

You've probably heard that word used in different contexts—natural ecosystems, digital ecosystems, even economic ones—but what makes an ecosystem powerful is *how different elements come together*, interact, and produce impact beyond what each could do alone.

Think for a moment about the current state of your own local ecosystem or community.

- *“Are there areas that feel like they’ve stopped growing?”*
- *“Have you ever felt like something is missing in your local systems, or out of balance?”*

Now, we invite you to watch a short video called ‘How Wolves Change Rivers.’

It's a true story about what happened when a group of wolves was reintroduced into Yellowstone National Park—and how their presence unexpectedly transformed not just the animal population, but even the way rivers flowed.

As you watch, you may initially reflect on the following:

- Who or what played an unexpected but pivotal role in triggering transformation?
- What does this tell us about interdependence?
- Could a small, strategic intervention cause a similar shift in your own ecosystem?

→ Play video: [YouTube: “How Wolves Change Rivers” by Sustainable Human]
(<https://www.youtube.com/watch?v=ysa5OBhXz-Q>)

That video is a powerful reminder that change in an ecosystem doesn't happen in isolation. Sometimes, the smallest intervention—like reintroducing wolves—can start a chain reaction that reshapes everything.

Reflection:

Think about the CBTVET client and CBT program you identified in Learning Session 1. If your implementation area were a natural ecosystem:

- *Who might be the wolves in your local ecosystem, or the key players in your community?*
- *What ripple effects could their involvement trigger in the “flow of your rivers” or systems in your community if they step in? Who might resist or enable flow?*
- *What roles do **you** need to play to start that chain reaction?*

2.1.1

To better appreciate this mechanism, it's important to first understand the key ideas that define the CBTVET Convergence Ecosystem.

- **What is a Convergence?**

Convergence is the coming together of different ideas, sectors, or institutions to work toward a shared goal. It emphasizes coordination and collaboration among key players who may have different mandates but serve overlapping communities.

- **What is an Ecosystem?**

An **ecosystem** is a system of diverse, connected parts that work together for mutual growth—whether in nature, business, or education. It highlights the entire system—including actors and the tools, venues, platforms, processes, and relationships that keep the system running.

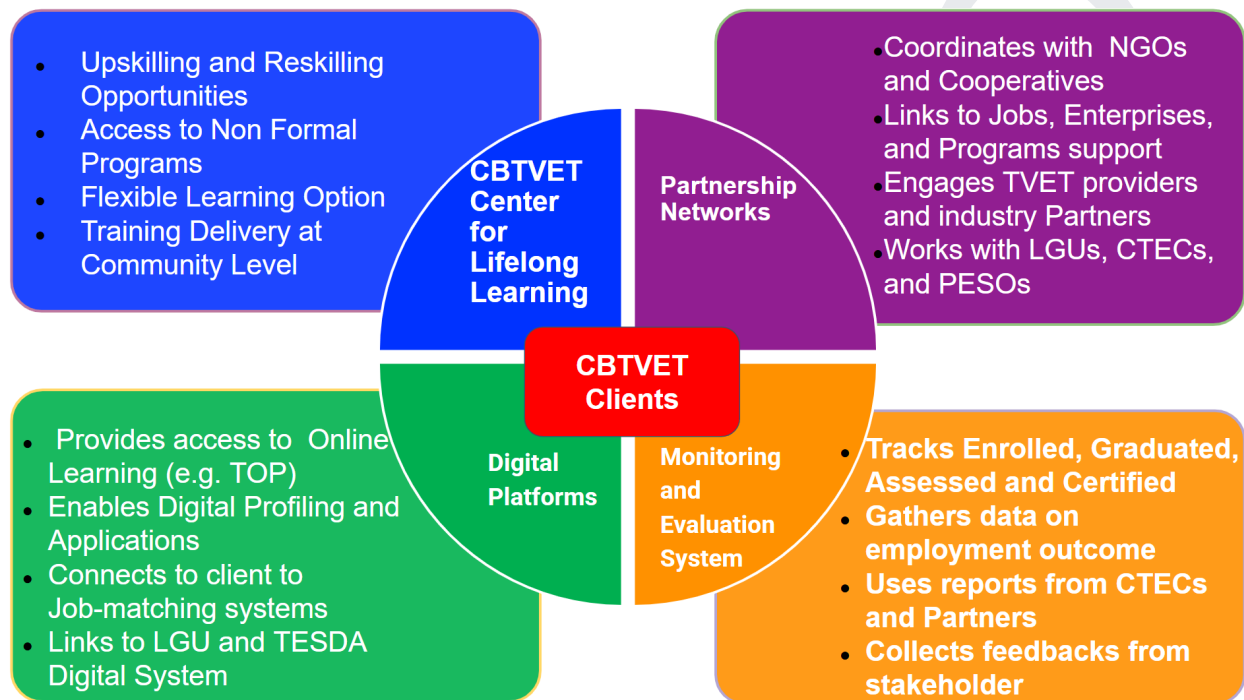
The **Community-Based TVET Convergence Ecosystem** is a collaborative framework where key players from across all sectors work together to deliver inclusive, relevant, and sustainable skills training. It cultivates an environment where diverse stakeholders with shared goals coordinate their efforts to support workforce development, address local skills gaps, and create broader employment opportunities—especially for marginalized groups.

Which existing efforts in your province already resemble a convergence ecosystem—even informally?

2.1.2

The Key Elements of a CBTVET Convergence Ecosystem Framework

The CBTVET Convergence Ecosystem Framework is built on *four interrelated elements*. Together, these elements allow TESDA and its partners to deliver localized, responsive, and inclusive community-based training that meets the evolving needs of marginalized communities.



As you view this framework, ask yourself:

- How might these elements interact in your own community?
- Which of these seems most developed—or most lacking—in your current CBTVET efforts?

2.1.3

CBTVET Center for Lifelong Learning

This element focuses on delivering lifelong learning opportunities at the community level through accessible and strategically positioned training hubs —collectively referred to here as CBTNET Centers.

These centers serve as localized learning spaces for implementing community-based training programs (CBTPs) and must be capable of addressing identified local labor market needs.

Aligned with TESDA's convergence framework, these CBTNET Centers are not just physical spaces, but points of coordination and service delivery—bringing together PESOs, CTECs, TESDA CBTNET Officers, local industry players, and other stakeholders to implement targeted upskilling, reskilling, and employment-matching interventions.

Key Components:

- **Upskilling and Reskilling Opportunities:**

- Helps individuals improve or update their skills for better employment opportunities or career shifts.
- *Upskilling* upgrades existing skills to higher competency levels, while *reskilling* provides new skills for career transitions, especially for displaced workers or emerging industries.

- **Access to Non-Formal Programs:**

- Offers short-term, community-responsive training programs that are not necessarily part of the formal education system. These programs respond directly to local livelihood opportunities and industries.
- **Purpose:**
 - Provide faster, more direct access to skills training for employment or livelihood, especially for those who cannot attend formal TVET programs.

- **Flexible Learning Option:**

- Use of modular, blended, weekend classes, or self-paced learning that fits the learner's schedule.
- Allows learners to choose learning schedules, modes, and methods suited to their needs (e.g. modular learning, distance learning, blended learning).
- Supports adult learners, women, PWDs, and others who may have limited access to formal training institutions.

- **Training Delivery at Community Level:**

- Brings training directly into communities, making it more accessible to marginalized sectors.
- CBTPs (Community-Based Training Programs) are typically delivered in barangays, community centers, or partner LGU facilities.
- Key Message:
 - Bring training where the learners are—do not wait for them to come to us.

→ **The Center for Lifelong Learning will serve as the training arm of the CBTNET Convergence Ecosystem, operationalizing collaboration among stakeholders through the localized delivery of inclusive and community-based TVET programs.**

Quick Activity – Mapping Your Ecosystem Framework

Think about your own province or municipality.

- *Is there a CBTVET eCenter or similar venue already in use?*
- *If yes, how is it currently supporting community-based learning?*
- *If not, what existing spaces could potentially serve that function for your identified CBTVET client-program pairs?*
- *Many LGUs have facilities such as barangay halls, disaster response centers, and livelihood or Negosyo Centers, Senior Citizen Centers and Teen Centers, among others.*
 - *What strengths do these venues offer for training delivery?*
 - *What limitations might they pose (e.g., access, size, equipment, internet)?*

Take a moment to list down at least one venue in your province or municipality that could serve as a potential CBTVET Center for Lifelong Learning. Consider its location, accessibility, and existing use.

Identified CBTVET Center for lifelong learning for client 1-CBTP

•

**CBTVET
Center for
Lifelong
Learning**

Note: Download the template for the quick activities through this link:

 **2.1 Activity Sheet.pptx** . You may or may not accomplish them right away, but this will serve as your guide through the succeeding topics and activities.

2.1.4

Partnership Networks

This element highlights the importance of strong collaboration among different stakeholders who contribute various resources, expertise, and support to the CBTVET programs.



Key Components:

- **Coordinates with NGOs and Cooperatives:**
 - Partners like NGOs and co-ops support training through funding, training venues, or post-training livelihood assistance.
 - Engages civil society, non-government organizations, and cooperatives who can provide additional resources such as funding, expertise, or access to communities.
 - These partners often serve specialized or vulnerable sectors.
- **Links to Jobs, Enterprises, and Program Support:**
 - Establishes connections between training programs and actual employment or livelihood opportunities.
 - Helps ensure that trainees are not only trained but also linked to income-generating activities.
- **Engages TVET Providers and Industry Partners:**
 - Builds partnerships with recognized technical-vocational institutions (TVIs), private companies, and industry associations.

- Ensures that training content matches actual labor market demands.
- **Works with LGUs, CTECs, and PESOs:**
 - Local government units (LGUs), Community Training and Employment Coordinators (CTECs), and Public Employment Service Offices (PESOs) play essential roles in identifying training needs, mobilizing trainees, and matching them to employment.

→ **Partnership Networks create synergy and shared responsibility among public, private, and community sectors.**

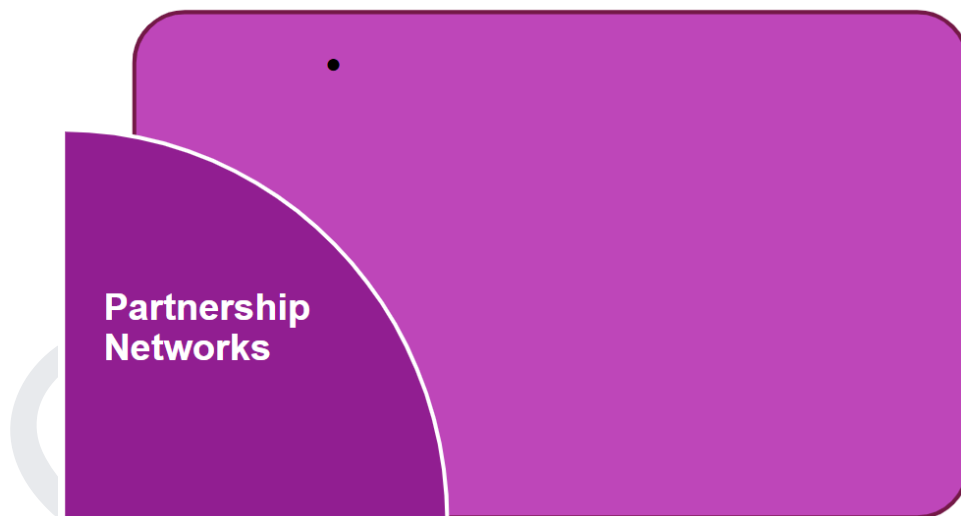
Quick Activity – Mapping Your Ecosystem Framework

Think about your selected client-program pair.

- *Which stakeholders are already involved in supporting this client ?
Are there key actors missing from the current network?*
- *What types of support are currently in place—and what's still needed?*

List down the partners who already work together (or should be working together) to support each ecosystem per identified client-program pair

Identified Partnership Networks for Client 1 - CBTP

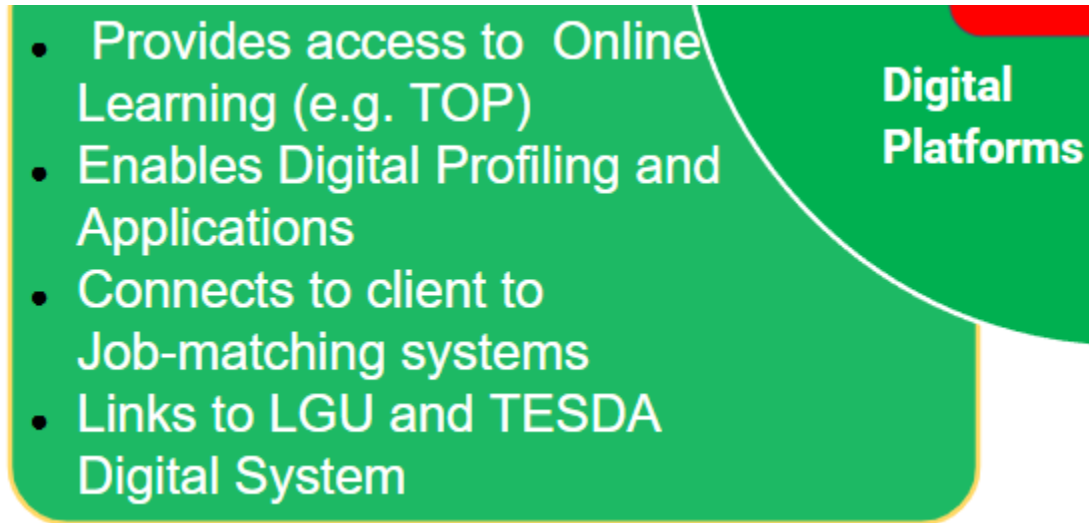


Note: Download the template for the quick activities through this link: [P 2.1 Activity Sheet.pptx](#). You may or may not accomplish them right away, but this will serve as your guide through the succeeding topics and activities.

2.1.5

Digital Platforms

This element integrates technology to expand access, improve efficiency, and support data-driven decision-making across CBTVET activities.



Key Components:

- **Provides Access to Online Learning (e.g. TESDA Online Program - TOP):**
 - Allows learners to study anytime and anywhere through TESDA's online courses.
 - Increases reach, especially for remote or underserved communities.
- **Enables Digital Profiling and Applications:**
 - Collects personal, educational, and employment data of trainees for better profiling and targeting.
 - Simplifies application and enrollment processes.
- **Connects to Client Job-Matching Systems:**
 - Links trained individuals to job databases and employment platforms to support job placement.

- **Links to LGU and TESDA Digital System:**

- Facilitates data sharing between TESDA, LGUs, and other partner agencies for program monitoring, tracking, and reporting.

→ **Digital Platforms modernize CBTVET service delivery while improving transparency, efficiency, and accessibility.**

Quick Activity – Mapping Your Ecosystem Framework

Think about your selected client-program pair:

- *What digital platforms or tools are already being used to support training or coordination in your area?*
- *Are there tools used informally by TESDA, the LGU, or partners (e.g., SMS, Facebook Messenger, Google Forms)?*
- *What digital solutions could be introduced or improved?*

List at least one platform you are currently using—or could adopt—to support your CBTVET ecosystem. Add this to your Ecosystem Map Framework under “Digital Platforms.”

Identified Digital Platforms for Client 1 - CBTP



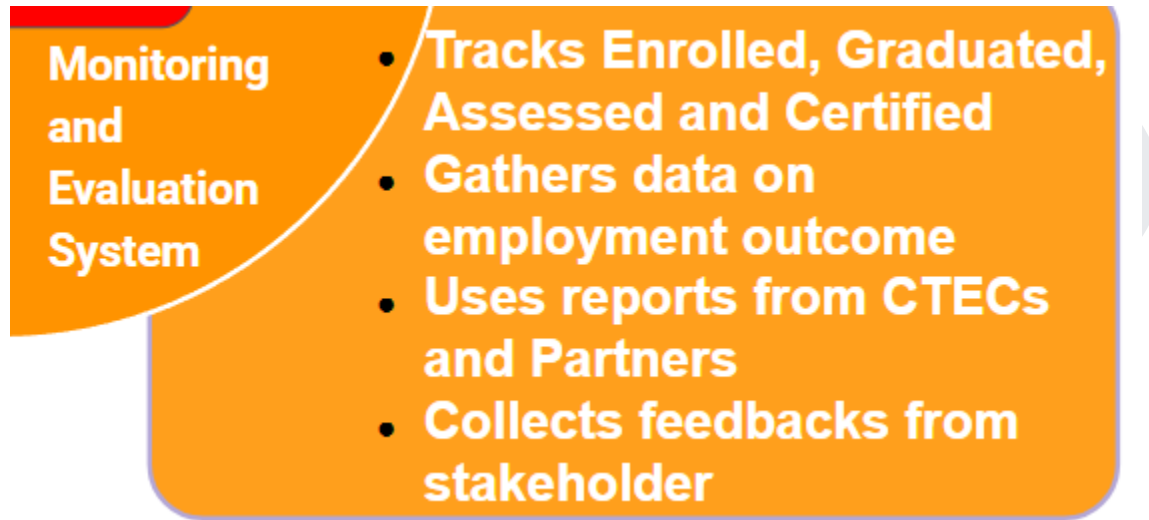
Note: Download the template for the quick activities through this link:

P [2.1 Activity Sheet.pptx](#) . You may or may not accomplish them right away, but this will serve as your guide through the succeeding topics and activities.

2.1.6

Monitoring and Evaluation System

This element ensures that the CBTVET programs are continuously improved based on actual results and feedback.



Key Components:

- **Tracks Enrolled, Graduated, Assessed, and Certified:**
 - Monitors the full learner journey from enrollment through certification to ensure program completion and quality.
- **Gathers Data on Employment Outcome:**
 - Collects data on whether graduates are able to find employment or start businesses, measuring the real impact of training interventions.
- **Uses Reports from CTECs and Partners:**
 - Local partners and intermediaries such as CTECs may regularly submit reports on training progress, completion, and challenges encountered.
 - These reports help TESDA and CBTVET officers refine and improve program delivery.

- **Collects Feedback from Stakeholders:**

- Encourages continuous feedback from trainees, trainers, employers, and community leaders.
- Helps ensure that programs remain responsive to changing community needs.

→ **Monitoring and Evaluation ensures accountability, continuous improvement, and relevance of CBTVET programs**

These four elements work best when they are balanced and connected. In the next activity, you'll begin identifying who supports each one—and where new partnerships or improvements are needed.

Quick Activity – Mapping Your Ecosystem Framework

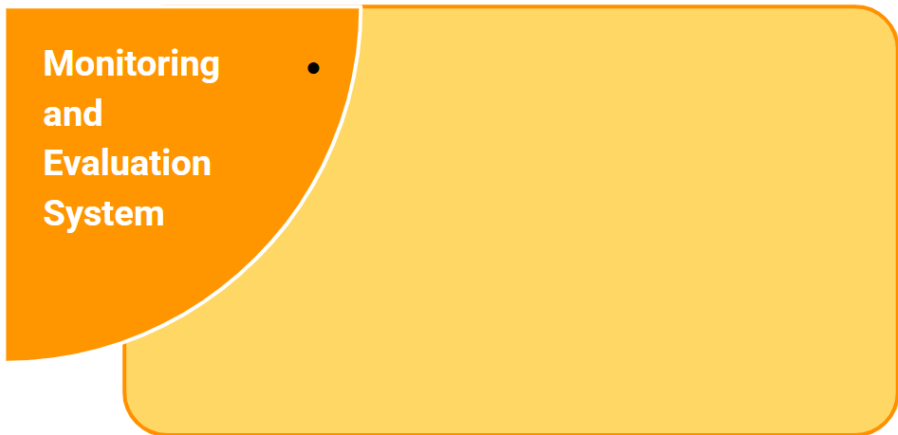
Think about your selected client:

- What M&E tools or practices are already used to track the program interventions for that client in your area?
- Who collects the data—and how is it used?
- Are there missing tools or weak points in the current tracking system?

List at least one existing or potential M&E tool or practice you can include in your Ecosystem Map. This will help clarify how outcomes are monitored and shared in your local convergence system.

Identified Monitoring and Evaluation for Client 1 - CBTP

**Monitoring
and
Evaluation
System**



Note: Download the template for the quick activities through this link:  2.1 Activity Sheet.pptx
You may or may not accomplish them right away, but this will serve as your guide through the succeeding topics and activities.

Now that you've explored the four core elements of the CBTVET Convergence Ecosystem, it's time to **consolidate your earlier inputs** into one working draft.

You will be provided with a **blank CBTVET Convergence Ecosystem Framework template** that organizes the four elements. Each quadrant represents one element of your local CBTVET Convergence Ecosystem

Before You Fill the Framework, Reflect on the Following:

- Are there stakeholders or tools that appear in more than one element?
(e.g., a partner who provides a venue and collects data?)
 - Are there missing links or unclear roles between elements?
(e.g., a digital tool with no assigned user, or a stakeholder with no defined function?)
 - Think back to your Partnership Networks:
Who among them is—or should be—responsible for data collection and M&E?
 - Think back to your Digital Platforms:
Are any of these tools usable for both training and monitoring outcomes?
 - How well do your four elements work together as a system?
1. Fill in the CBTVET Convergence Ecosystem Framework template using bullet points or short phrases.
 2. Submit one completed framework per client-program pair.

Note: Download the template for the main activity through this link:
https://docs.google.com/presentation/d/18E91MT_SI72yleJYFZDfJ4M14pX4yTu8/edit?slide=id.g36ad548fedb_0_203#slide=id.g36ad548fedb_0_203?slide=22

You may or may not accomplish them right away, but this will serve as your guide through the succeeding topics and activities.

Ready to Test What You've Learned for this topic?

You've explored the core elements of the CBTVET Convergence Ecosystem—now it's time to put your learning to the test!

Click the link below to answer a short 5-item quiz designed to check your understanding of **Sections 2.1.2 to 2.1.6**.

Self-Check Link:

<https://forms.gle/yBDot2X8BLduHHt59>

End of 2.1 Learning Material
