

2.2

The 3Fs of CBTVET Convergence Ecosystem

In Section 2.1, you began designing your CBTVET Convergence Ecosystem by identifying its key elements based on your selected client–program pair.

Now, you'll deepen that design using the **3Fs of CBTVET Convergence** — **Function**, **Form**, and **Finance** — the foundational dimensions that define how a CBTVET ecosystem operates, sustains itself, and delivers meaningful outcomes at the community level.

2.2.1

FUNCTION — The Operational Purpose of CBTVET Convergence

Function describes the intended outcomes and value of the CBTVET intervention — not just for individual learners, but for families, communities, and local economies.

A. Skill Development:

CBTVET equips individuals with technical, vocational, and life skills that improve employability. In many communities, these skills respond directly to nearby employment opportunities or the livelihood practices already in place. These skills cover both:

- Hard skills (e.g., plumbing, welding, electrical work, ICT)
- Soft skills (e.g., communication, teamwork, problem-solving)

Based on your selected CBT program, what hard and soft skills are most critical for your target client group to succeed?

B. Economic Empowerment:

By providing relevant vocational training, CBTVET empowers individuals to:

- Secure wage employment
- Diversify Income
- Start micro or small businesses
- Contribute to local economic development

*In what specific ways can your CBT program support **economic empowerment** for your target group (e.g., wage employment, microenterprise, livelihood enhancement)?*

C. Community Cohesion & Social Inclusion:

CBTVET helps strengthen the social fabric of communities by promoting broad participation and inclusion, especially of marginalized groups. This involves both active participation in shaping the program and building supportive environments that help learners thrive. This is done through:

- **Community participation and shared ownership** – barangays, families, and civic groups take active roles in designing and delivering programs
- **Social inclusion and reintegration** – programs support IPs, PWDs, PDLs, parolees, PWUDs, WEDCs, former rebels, and other vulnerable groups through stigma reduction, confidence-building, and customized training interventions.
- **Social support networks** – CBTNET works with local institutions and peer groups to create safe, empowering spaces for learners from all backgrounds

Does your client group face any social stigma or barriers to inclusion? How can your program help reduce those barriers and strengthen their connection to the community?

D. Lifelong Learning & Adaptability:

CBTVET supports continuous learning through:

- Upskilling – learning more advanced versions of a current skill;
- Reskilling – shifting to a new skill or trade entirely;
- Cross-skilling – learning related tasks to support collaboration; and
- Multiskilling – gaining diverse abilities to take on multiple roles.

What kind of learning pathway does your CBT program offer — is it focused on upskilling, reskilling, cross-skilling, or multi-skilling for your client group?

Ponder on this:

Can you recall a training program in your community (even an informal one) that had a clear impact? — like helping someone get a job, start a business, or support community growth? Who was involved in making it happen, and what roles did they play?

Quick Activity: Drafting the Function of Your CBTVET Ecosystem

You'll now begin drafting the **Function** of your CBTVET ecosystem, based on the client groups and programs you've selected. For each of your four (4) client–program pairs, describe an initiative (existing or proposed) that serves a clear, meaningful purpose. In your response, include:

- The overall purpose of the intervention (may include one or more intended outcomes e.g., wage employment, livelihood enhancement, reintegration, reskilling);
- The relevant partners in your Partnership Networks from your 2.1 Activity;
- The role each one plays (or could play) in achieving the intended outcome.

Reminder: The examples below are only meant to guide your thinking. You are strongly encouraged to go beyond these and describe what makes sense for your own community, clients, and context.

FUNCTION Purpose & Roles (What is the training for, and who will do what?)
<i>Example</i>

1. Client-CBTP : Out-of-School Youth – CBTP for Electricians

Purpose : To provide employable skills for wage employment in local construction and maintenance firms

Partner	Role
LGU	Mobilizes target group, provides venue
TESDA	Provides trainers and scholarship slots
Electrical Cooperative	Offers workplace immersion & future hiring

2. Client-CBTP : _____

Purpose : _____

Partner	Role

3. Client-CBTP : _____

Purpose : _____

Partner	Role

4. Client-CBTP : _____

Purpose : _____

Partner	Role

Note: Download the template for Drafting the Function of Your CBTVET Ecosystem through this link: [FUNCTION QUICK ACTIVITY](#) . You may or may not accomplish them right away, but this will serve as your guide through the succeeding topics and activities.

2.2.2

FORM — The Structural Dimension of CBTVET Convergence

Form refers to how CBTVET programs are structured, organized, and delivered at the community level — including where training happens, how it's delivered, and by whom. It covers both the physical setup (e.g., training sites, facilities) and the institutional arrangements, including partnership models, that make the program work.

This includes the **CBTVET Centers** you may have already outlined in your ecosystem design in Section 2.1.

This section will help you think through the **structures, delivery models, and institutional linkages** that can support your selected CBT program and client group.

A. Institutional Frameworks:

CBTVET can be implemented through different institutional arrangements, depending on local context. Common setups (or a combination of these) include:

- TESDA Technology Institutions (TTIs)
- Local Government Unit (LGU)-run training centers
- Private technical-vocational institutions
- National Government Agencies (NGAs)
- Non-government organizations (NGOs)
- Enterprises conducting CSR
- cooperatives
- Community-based organizations

Apply this to your client-program pair:

Which institutional setup (or combination) would best support the delivery of your CBT program to your target group? Why?

B. Program Design & Delivery Models:

CBTVET uses flexible learning methods to ensure relevance and accessibility. These models can be adapted to learner needs, community dynamics, and available resources. Delivery approaches include:

- **Hands-on training** – workshops, apprenticeships, or workplace-based learning

- **Blended learning** – combining face-to-face sessions with online learning platforms for flexible learning
- **Collaborative learning** – peer-to-peer learning, coaching, mentoring
- **Project-based learning** – solving real-life or community problems as part of training. This includes **training-cum-production**, a TESDA practice where trainees produce goods or services that may be used, sold, or reinvested in the community.

Apply this to your client-program pair:

Which delivery model(s) would make learning more effective or accessible for your target group? What adjustments might be needed to match their context?

C. Accessibility & Inclusivity:

Form also includes how CBTVET is made physically and socially accessible to special clients. This can involve mobile outreach, customized schedules, or inclusive spaces. Strategies include:

- Mobile training programs for remote areas
- Digital inclusion – support for device access, connectivity, and user-friendly platforms for online or blended training
- Training schedules that align with work or caregiving responsibilities
- Barrier-free facilities for PWDs
- Gender-sensitive spaces and practices
- Language translation or use of local dialects
- Sliding-scale or subsidized fees

Apply this to your client-program pair:

What physical or social barriers might affect your target group's participation? What design or delivery strategies can help remove those barriers?

Ponder on this:

Can you think of a training program in your community that worked really well? What made its institutional setup, delivery method, or accessibility features effective for your learners?

Quick Activity: Mapping the Form of Your CBTVET Ecosystem

For each of your four (4) client–program pairs, outline how your CBTVET initiative will be structured and delivered at the community level. Consider the following:

- **Institutional setup** – Which institutions or partners will be involved in delivering the training? Will it be hosted by a single institution or through a collaborative arrangement (e.g., inter-agency group, local council, public–private partnership)?
- **Delivery method** – How will the training be delivered? (e.g., hands-on, blended, mobile, training cum production)
- **Accessibility features** – What strategies will help ensure your target group can participate? (e.g., mobile units, fee subsidies, digital access)

You may describe an existing initiative or propose a setup based on your community’s context.

Reminder: Given below are just examples. Please feel free to customize based on what works in your locality or what’s possible through your own partnerships and resources.

FORM			
Structures / Arrangements (What setup makes it work?)			
Client-CBTP	Institutional Set-up	Delivery Method	Accessibility Features
Examples			
1. Out-of-School Youth – CBTP for Electricians	TESDA TTI + LGU partnership	Hands-on at training center + job immersion	Free transportation, learning tools provided
2. PDLs – CBTP for Welders	TESDA + BJMP	On-site hands-on inside facility	Adjusted schedules; secure space; mobile trainers

3. Solo Parents – CBTP for Sewers	TESDA + NGO + Barangay Center	Blended (weekend sessions + online review)	Gender-sensitive spaces, flexible time, digital support
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Note: Download the template for Drafting the Form of Your CBTVET Ecosystem through this link: [FORM QUICK ACTIVITY](#). You may or may not accomplish them right away, but this will serve as your guide through the succeeding topics and activities.

CBTVET

2.2.3

FINANCE — The Resource Foundation of CBTVET Convergence

Finance refers to the funding mechanisms and financial sustainability models that allow CBTVET programs to operate and grow. It includes not only where funding comes from, but also how resources are used efficiently and how programs can continue beyond initial support.

This section will help you identify potential funding streams, in-kind contributions, and sustainability strategies that can support the implementation of your selected CBT program for your target group

A. Funding Sources:

CBTVET programs may be funded by various funding streams and may be further supported by a combination of sources, including:

- TESDA scholarship programs (e.g., TWSP, STEP, PESFA, Tulong Trabaho)
- National or local government subsidies for skills/livelihood training
- Private sector support (e.g., CSR programs, in-company training, donations)
- Development partners, international donors, or NGOs

B. Cost-Effectiveness Strategies:

To make the most of limited resources, CBTVET programs often use creative and collaborative approaches to reduce costs. These include:

- Sharing resources among institutions (facilities, equipment, trainers)
- Mobilizing in-kind contributions such as volunteer trainers or donated tools, equipment, and materials
- Securing local logistical support such as food, transportation, and learner kits

C. Financial Sustainability Mechanisms:

To keep CBTVET programs running beyond initial funding, partners often adopt sustainability strategies that reduce dependence on external support and help the program continue over time. These may include:

- Income-generating activities -through product sales or charging service fees from community enterprises,
- Community contributions - in the form of donations, sponsorships, or volunteer work by local stakeholders

- Partner-supported continuity – sustaining or expanding support from existing or new partners (e.g., enterprises, cooperatives, NGOs) through co-funding, shared resources, or integration into their regular programs

Ponder on this:

Have you seen a CBTVET program or training activity in your area that was sustained beyond its initial run?

- What kind of funding or support kept it going?
- Who provided the resources — and how were they mobilized?

Quick Activity: Mapping the Financial Support for your CBTVET Ecosystem

You'll now begin mapping the financial support that will sustain your CBTVET ecosystem. Based on your client–program pair, identify the following:

- Primary funding source – Who will finance the core training cost? (e.g., TESDA scholarship, LGU, private sponsor)
- Additional support – What other groups or partners can help cover meals, transportation, tools, or other needs?
- Sustainability strategies – What approaches can help keep the program going over time (e.g., income generation, local donations, co-funding)?

Reminder: The funding sources, support strategies, and sustainability options listed here are only samples. You are encouraged to think creatively and explore local solutions or untapped partnerships.

FINANCE Funding / Support Sources (Where does the support come from?)			
Client–Program Pair	Primary Funding Source (e.g., TESDA, LGU, private sponsor)	Additional Support (e.g., food, transport, learner kits)	Sustainability Strategy (e.g., product sales, donations, co-funding)
Examples			

1. Out-of-School Youth – CBTP for Electricians	TESDA TWSP	LGU meals, tools	Coop-based service shop for income
2. PDLs – CBTP for Welders	BJMP + TESDA	Donated materials, tools	Internal product sales; builds livelihood fund
3. Solo Parents – CBTP for Sewers	NGO + Local Council	Donations of sewing kits and cloth	Formed a livelihood group that reinvests earnings
4. _____			

Note: Download the template for Drafting the Finance of Your CBTVET Ecosystem through this link: [FINANCE QUICK ACTIVITY](#) . You may or may not accomplish them right away, but this will serve as your guide through the succeeding topics and activities.

2.2.4

INTERRELATION — How Function, Form, & Finance Interact in Convergence

The three dimensions of **Function, Form, and Finance** are deeply interconnected—and their alignment is crucial for a strong CBTVET Convergence Ecosystem.

- **Function shapes the Form.** A clear purpose or intended outcome should guide how programs are structured. When we know what we're trying to achieve, we can design programs that are truly inclusive, relevant, and community-responsive.
- **Form mobilizes the Finance.** A well-designed and coordinated structure gives partners confidence. It demonstrates readiness, builds trust, and helps attract the resources needed to implement or scale.
- **Finance sustains the Function.** Adequate and well-aligned resources allow the system to grow, improve, and adapt—so that the intended outcomes can actually be delivered.

And like any living system, a CBTVET ecosystem depends on feedback. Monitoring and learning from results helps refine all three dimensions over time—ensuring that convergence remains responsive, sustainable, and impactful.

Think of the 3Fs as parts of a living tree—your CBTVET Ecosystem Tree:

- **Function** is the **fruit or yield** – the purpose of the tree; what it's meant to produce or contribute to its environment.
- **Form** is the **trunk and branches** – the structure that supports how your ecosystem is built, delivered, and organized.
- **Finance** is the **roots and nutrients** – the resources that nourish the system and keep it growing.

And just like any tree, a CBTVET ecosystem doesn't grow on its own.

- TESDA, LGUs, NGAs, NGOs, and industry partners are the cultivators of the tree. They help plant, nurture, and protect it—each playing a different role in ensuring the system takes root, grows with purpose, and bears fruit for the community.

A convergence ecosystem thrives when each actor understands their role—not just in building the system, but in **sustaining it over time**.

Now that you've reflected on each of the 3Fs, take a moment to look across your inputs:

*Do your **Function**, **Form**, and **Finance** entries align with one another?*

What might happen to your CBTVET initiative if one of the 3Fs is weak or missing?

Quick Activity: Are your 3Fs Aligned?

For each of your client–program pairs, go through the checklist below. This will help you spot the weak links in your CBTVET ecosystem concept.

3Fs Checklist	Yes/No	If No, what needs to be adjusted?
1. Is your program designed in a way that supports the needs of your client group and the outcomes you're aiming for? (<i>Function</i> → <i>Form</i>)		
2. Are the finance mechanisms sufficient and realistic, given the structure of your program? (<i>Form</i> ↔ <i>Finance</i>)	(<i>Sample</i>) No	(<i>Sample</i>) Need more in-kind donations for learner kits
3. Can your current or potential funding sources realistically support your intended outcomes? (<i>Finance</i> ↔ <i>Function</i>)		
4. Do the Function, Form, and Finance support one another and work well as a system?		

Note: Download the template for “Are your 3Fs Aligned?” quick activity through this link:

[!\[\]\(35e4f762fc1cfea5610d92e2d225d5b4_img.jpg\) INTERRELATION QUICK ACTIVITY](#) . 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 checked each Function, Form, and Finance for alignment, it’s time to bring them together.

Use your insights to complete the 3Fs Matrix for each of your client–program pairs and finalize your CBTVET Convergence design.

Link to the Activity:

[!\[\]\(83f22ed94ec5517769dd76d702c6bfd8_img.jpg\) 2.2 The 3Fs of CBTVET Convergence Ecosystem Main Activity Sheet](#)

Note: Download the file to start answering independently.

Summary Table: Section 2.2 Concepts

3Fs Component	Key Concept	Details / Elements
FUNCTION (Purpose & Roles)	Why the CBTVET program exists and what it is meant to achieve	• Skill Development – Technical (hard) and soft skills for employment and livelihood • Economic Empowerment – For wage jobs, microenterprise, or income diversification • Community Cohesion – Involves barangays, families, and groups; supports social inclusion and reintegration (e.g., IPs, PWDs, PDLs) • Lifelong Learning – Pathways for upskilling, reskilling, cross-skilling, multiskilling
FORM (Structure & Design)	How the CBTVET program is organized, delivered, and made accessible	• Institutional Frameworks – TESDA TTIs, LGU centers, NGOs, CSRs, cooperatives, etc. • Delivery Models – Hands-on, blended, collaborative, project-based, or training-cum-production • Accessibility & Inclusivity – Mobile training, flexible schedules, gender-sensitive spaces, translation, digital tools, and subsidized fees
FINANCE (Resource Mobilization & Sustainability)	How the CBTVET program is funded, supported, and sustained	• Funding Sources – TESDA scholarships (e.g., STEP, TWSP), LGU subsidies, CSR, NGOs • Cost-Effectiveness – Shared facilities, in-kind support (e.g., volunteer trainers, donated tools) • Financial Sustainability – Product sales, service fees, community donations, co-funding, long-term partnerships