

Learning Session 1.1:

CBTVET Concepts

Introduction

This section introduces the foundational concepts that guide Community-Based Technical Vocational Education and Training (CBTVET). It provides learners with an understanding of the legal basis, types of TVET, and the defining characteristics of the CBTVET approach. The session also explores its core vision and mission, foundational elements, the structure of Community-Based Training Programs (CBTPs), and the mechanisms for ensuring quality assurance in delivering skills training.

1.1.1 Legal Basis

The legal foundation for CBTVET is anchored on Republic Act No. 7796, also known as the "TESDA Act of 1994." This law established the Technical Education and Skills Development Authority (TESDA) and mandates the agency to design and implement an effective, efficient, and inclusive delivery system for technical education and skills development, particularly for disadvantaged groups.

Section 28 of RA 7796 tasks TESDA to develop systems that empower marginalized sectors by integrating innovative tools that promote wealth creation, participation in high-value activities, and equitable sharing in productivity gains.

Section 29 emphasizes devolution by mandating TESDA to formulate, implement, and fund strategies that build the capacity of Local Government Units (LGUs) in delivering community-based training. This enables LGUs to localize and manage their own TVET programs based on community needs and priorities.

1.1.2 Types of TVET : Formal and Non-Formal

TVET programs can be classified into two broad types: formal and non-formal. Both modes aim to equip learners with employable skills but differ in structure, accreditation, and delivery.

Formal TVET

Formal TVET is characterized by structured, registered programs delivered by Technical-Vocational Institutions (TVIs). These programs are accredited under TESDA's Unified TVET Program Registration and Accreditation System (UTPRAS) and result in national certifications upon successful competency assessment.

Non-Formal TVET

Non-formal TVET encompasses flexible training activities not necessarily leading to formal credentials. Despite the absence of strict accreditation, non-formal programs offer critical industry-relevant skills tailored to local or sector-specific needs.

Differentiating Formal TVET from Non Formal TVET

Formal TVET has the following unique characteristics:

1. Rigorous competency-based training based on established standards and quality assurance processes.
2. Clear progression pathways and opportunities for further education.
3. Recognition of TVET qualifications and certifications by employers and industry bodies.

Non Formal TVET has the following unique characteristics:

1. Flexibility in terms of program structure and delivery.
2. Focus on practical, industry-specific skills training.
3. Ability to cater to diverse learner needs and backgrounds.

The relationship between formal and non formal TVET is complementary, as both play a crucial role in addressing the diverse needs of learners and industries. Here is a comparison and contrast between the two based on three standard parameters - accreditation, structure, and delivery:

Parameters	Formal TVET	Non Formal TVET
Accreditation	- TVIs register their TVET programs with TESDA. - They comply with the requirements for Program Registration under UTPRAS. - Graduates of TESDA registered programs are required to undergo national competency assessment.	- Non Formal TVET programs may not always be accredited and do not necessarily follow a standardized curriculum. - However, they often provide practical skills training tailored to specific industries or occupations.
Structure	- Formal TVET programs are usually structured and have set durations, with specific entry requirements and assessments. - Upon completion, learners may earn certificates, diplomas, or micro-credentials.	- Non Formal TVET programs are more flexible in structure and duration. - They may cater to individuals already working or have other commitments, allowing for part-time or modular learning.
Delivery	- Formal TVET programs are delivered in educational institutions such as schools, colleges, or universities with TESDA registered programs. - They may involve theoretical and practical components, often including internships or work placements.	- Non Formal TVET programs can be delivered through a variety of platforms, including vocational training centers, community centers, or online courses. - They focus on hands-on, practical skills training relevant to specific industries.

1.1.3 The CBTVET Approach

Community-Based Technical Vocational Education and Training (CBTVET) is a localized strategy for delivering skills training that is responsive to the socioeconomic realities and development goals of communities. It places communities at the center of the learning process, recognizing their potential as both participants and partners in development.

Core Attributes of CBTVET:

- Community-centered planning and implementation
- Needs-based and participatory training design
- Promotion of lifelong learning and inclusive education
- Coordination among LGUs, industry, NGOs, and TESDA

CBTVET Vision:

Economically sufficient, emotionally resilient, and empowered communities through accessible and relevant technical vocational education and training

CBTVET Mission:

To provide responsive and relevant technical vocational education and training programs that cater to the unique needs of communities, promoting inclusive growth and sustainable livelihoods

CBTVET Quality Objectives:

- To continuously improve the quality and relevance of technical education and skills training programs offered
- To enhance partnerships with local industries and community stakeholders to ensure alignment with industry standards and demands
- To increase accessibility and participation of marginalized and underserved communities in TVET programs
- To regularly monitor and evaluate the effectiveness of TVET programs in achieving positive outcomes for community members
- To uphold the highest teaching, learning, and service delivery standards in all community-based TVET initiatives.

1.1.4 Concepts and Foundational Elements of CBTVET

CBTVET is a crucial approach to providing skills and competencies to individuals who may have been deprived of traditional educational opportunities. This concept integrates socio-psycho-philosophical foundations, inclusive education principles, and lifelong learning mechanisms to ensure equitable access to education and empowerment for all community members.

At its core, CBTVET believes that TVET should be accessible to all, regardless of background or circumstances. By bringing CBTPs directly into local communities, this approach minimizes barriers to access and provides relevant, practical skills aligned with the community's needs.

Foundational Elements in CBTPs

CBTVET is built on multiple educational foundations that influence the design, delivery, and effectiveness of training programs.

1. Sociological Foundation

This focuses on the community's social context, including its demographics, values, economic conditions, and existing challenges. Understanding these factors guides the design and implementation of training programs that are responsive and culturally appropriate. A sociologically grounded CBTP is relevant and responsive to the community's identity and aspirations.

2. Psychological Foundation

Focuses on individual learning needs, motivation, and psychological readiness. Effective CBTVET programs recognize diverse learning styles and adapt to learners' circumstances to enhance engagement and retention.

3. Philosophical Foundation

CBTVET is driven by key values such as:

- **Inclusivity** – Training opportunities for all sectors, regardless of gender or background
- **Equity** – Promotes fairness and actively removes learning barriers to support equal outcomes.

- **Lifelong Learning** – Encourages continuous upskilling and adaptability to changing needs.
- **Social Justice** – Advocates for marginalized groups and aims to reduce inequality through education.
- **Empowerment** – Enables learners to take ownership of their personal and professional growth.
- **Ethical Values** – Embeds integrity, respect, and social responsibility into the learning process.

Each of these principles fosters a more supportive, inclusive, and transformative learning environment, enabling CBTVET to contribute meaningfully to individual development and broader community well-being.

1.1.5 Community Based TVET Programs

CBTPs are the practical manifestation of CBTVET principles. These programs are implemented directly within communities, allowing easier access and participation.

Key Characteristics:

- Delivered in localized settings (barangays, centers, workplaces)
- Competency-based, focused on specific job skills
- Designed through participatory methods involving the community
- Short-term and flexible in schedule and format

Target Beneficiaries:

CBTPs are designed to serve individuals and groups within the community who are in need of skills development and livelihood opportunities. A detailed discussion of specific client clusters will follow in a separate section.

Key Stakeholders:

- TESDA and its regional/provincial offices
- Local Government Units
- NGOs and development organizations
- Community-based organizations and cooperatives

CBTPs are vital instruments in reducing educational and economic inequality, empowering communities to become self-reliant and resilient.

1.1.6 Quality Assurance in Community-Based Training Programs

Quality assurance in CBTVET ensures that learners receive training that meets national and industry standards, while also responding to local needs.

Core Quality Measures:

1. **Curriculum Alignment:** All CBTPs must be based on competency-based curricula aligned with TESDA training regulations and relevant to labor market demands.
2. **Qualified Trainers:** Trainers must hold appropriate qualifications and certifications and should be continuously upskilled through training of trainers (TOTs)
3. **Adequate Learning Resources:** Tools, materials, and training facilities should simulate actual work environments and promote hands-on learning.
4. **Assessment and Certification:** Learners should have opportunities to undergo TESDA's national competency assessments to earn formal recognition.
5. **Stakeholder Engagement:** Active participation of LGUs, industry partners, and community organizations is necessary to contextualize training and ensure sustainability.

These measures form the backbone of a results-oriented and impactful CBTVET system.

End of Section 1.1 CBTVET Concepts

Instructions:

- Answer the Self-Check Quiz for 1.1: CBTVET Concepts.
- Self-Check Quiz: <https://forms.gle/shkp2ySDcoaFRAXw6>