

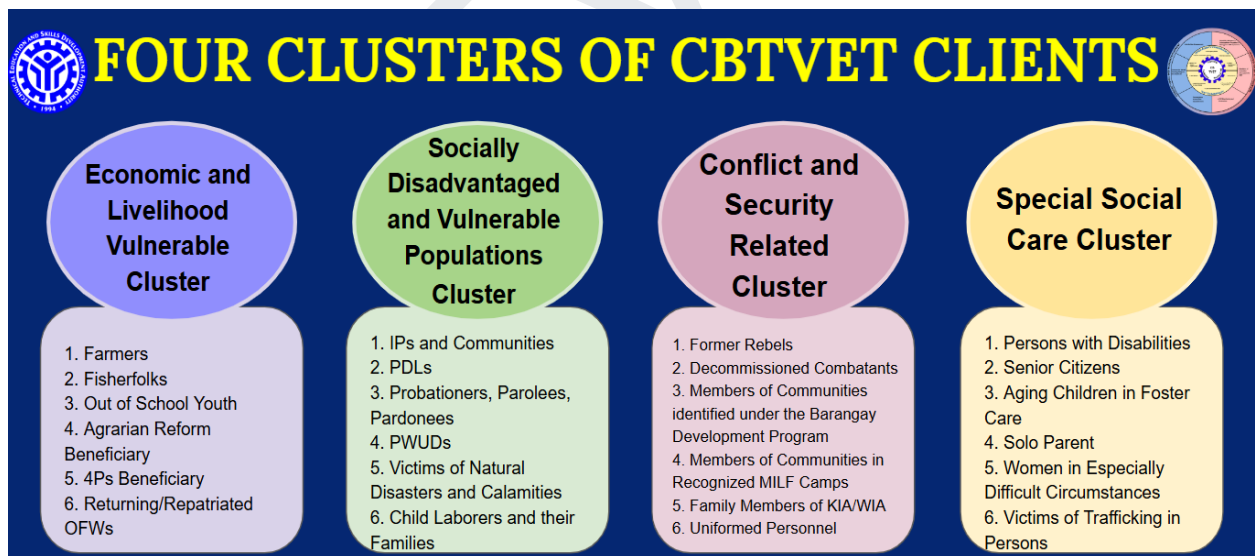
Learning Session 1.3: CBTVET CLIENTS

Introduction

Following the exploration of the CBTVET framework and delivery mechanisms, this session focuses on understanding the intended beneficiaries of Community-Based Technical Vocational Education and Training (CBTVET). The learners will be introduced to TESDA's four main client clusters, each representing groups that face unique challenges and would benefit significantly from targeted CBTPs. Learners will identify, assess, and propose CBTPs tailored to the specific needs of clients in their own localities.

This session also introduces recommended parameters for identifying priority CBTVET clients and relevant CBTPs, empowering learners to apply data-driven, participatory, and strategic thinking in planning CBTP interventions.

1.3.1 CBTVET Clients Overview



CBTVET aims to improve the lives of individuals who experience socio-economic disadvantage, vulnerability, or marginalization. These target clients are grouped into four primary clusters, reflecting TESDA's commitment to inclusive and need-based technical-vocational education:

- Cluster A: Economic and Livelihood Vulnerable Groups
- Cluster B: Socially Disadvantaged and Vulnerable Populations
- Cluster C: Conflict and Security-Related Groups
- Cluster D: Special Social Care Groups

To effectively plan for community-based training programs (CBTPs), implementers must be able to **identify priority clients** and recommend **relevant training programs** based on realistic and strategic parameters.

Recommended Parameters for Identifying Priority CBTVET Clients:

- **Client Population Density** – Are there large concentrations of the client group in the area?
- **Underserved Clients** – Has the client group had limited or no access to training services?
- **Existing Partnership Engagements** – Are there existing collaborations (with LGUs, NGOs, CSOs, etc.) that can support the implementation of CBTPs for the identified client group?

Recommended Parameters for Identifying Relevant CBTPs:

- **Training/Assessment Infrastructure** – Is there existing capacity (trainers, tools, venues) to support the training?
- **Available Employment or Livelihood Opportunities** – Do local job markets or economic activities align with the proposed training?
- **Skills Preference Based on Client Profiling** – Are there profiling data or community consultations indicating preferred skills or training interests among the client group?

How to Identify Your Priority Clients and Relevant CBTPs

When identifying which clients should be prioritized and which CBTPs are most applicable, follow these steps:

1. **Assess Local Client Landscape** – Begin by identifying which clients are present in your province or locality. Use community profiling data, records from LGUs, and TESDA databases.
2. **Analyze Client Density and Accessibility** – Determine which groups have the highest presence and are most underserved. These should be flagged as potential priority clients.
3. **Consult Local Partners and Stakeholders** – Check existing engagements with LGUs, NGOs, and other community-based organizations to evaluate available support and opportunities for collaboration.
4. **Evaluate Training Infrastructure** – Consider whether there are nearby institutions, trainers, or facilities capable of delivering training to the identified client group.
5. **Map Economic Opportunities** – Analyze the current labor market or available livelihood projects to ensure that training offered will lead to realistic and sustainable outcomes.
6. **Refer to Client Profiling Data** – Once available, examine the results of client profiling surveys or forms to identify prevailing skills preferences. Use these insights to align proposed training programs with the actual needs and aspirations of target beneficiaries.
7. **Finalize Priority Clients and CBTP Recommendations** – Based on the findings above, document your recommended priority clients and the CBTPs that are responsive to their needs.

1.3.2 Cluster A. Economic and Livelihood Vulnerable Groups

This cluster focuses on individuals and groups who are economically vulnerable or facing challenges in their livelihoods. Programs aim to provide vocational training and support that empower these groups to improve their economic conditions.

Coverage:

1. Farmers
2. Fisherfolks
3. Out-of-School Youth
4. Agrarian Reform Beneficiary
5. 4Ps Beneficiary
6. Returning/Repatriated OFWs

Goals:

1. Enhance livelihood opportunities through skills training.
2. Foster self-employment and entrepreneurship.
3. Improve the financial literacy and business management skills of participants.
4. Support reintegration and self-sufficiency for returning OFWs.

Expected Outcomes:

1. Increased employment and self-employment opportunities.
2. Enhanced skills that match market demand.
3. Improved economic stability for families and communities.
4. Strengthened community resilience and reduced vulnerability.

Parameters for Identifying Relevant CBTPs:

1. Training Needs Assessment is needed to identify skills gaps within each group.
2. Collaboration with local businesses to ensure alignment with industry needs.
3. Accessibility of training programs based on geographical and socio-economic factors.

Impact of CBTPs:

For these clients, CBTPs improve their vocational skills, lead to sustainable livelihood opportunities, and foster economic empowerment, ultimately increasing their ability to contribute to their families and communities.

LS-1 Task 1 & 2: Cluster A

Instructions:

- Download Template for Task 1 & 2: Cluster A: <https://bit.ly/3GcbX3V>
 - This will serve as your **working file**, which will be consolidated at the end of Learning Session 1. Tasks do not need to be submitted at this stage but will be refined and used in succeeding sessions.
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Task 1: Identify Priority Client for Cluster A

Cluster	Identified Client Type	Justification
A		

Use the following guide questions to help identify and justify the client group most in need of a CBTP under each cluster:

- Which group in this cluster has the largest or most visible population in your province?
- Which group remains underserved in terms of TVET access or skills training opportunities?
- Are there existing partnerships or programs (e.g., with LGUs, DOLE, DSWD) that can support the delivery of training to this group?
- Which group would benefit most from skills development in terms of employment or livelihood improvement?
- Refer to the parameters and discussion guide in 1.3.1.

Task 2: Propose Relevant CBTPs

Cluster	Priority Client	Proposed CBTP	Rationale
A			

For the client type you've selected in Task 1, now propose one CBTP. Use the guide below:

- What specific livelihood gaps or economic vulnerabilities does this client group face?
- What practical skill or livelihood training can directly help increase their income or productivity?
- Is there a local economic activity, seasonal job, or informal sector need this CBTP could address?
- What existing resources or TESDA programs can be leveraged for this training?
- Refer to the parameters and discussion guide in 1.3.1.

1.3.3 Cluster B. Socially Disadvantaged and Vulnerable Populations

This cluster encompasses individuals from socially marginalized groups facing significant economic participation barriers. CBTPs aim to provide these populations with tailored vocational training and support outreach efforts.

Coverage:

1. IPs and Communities
2. Persons Deprived of Liberty (PDLs)
3. Probationers, Parolees, Pardonees
4. Persons Who Used Drugs (PWUDs)
5. Victims of Natural Disasters and Calamities
6. Child Laborers and their Families

Goals:

1. Promote inclusive training programs that are accessible and relevant.
2. Empower participants to gain vocational skills that enhance their employability.
3. Raise awareness of the rights and potential of disadvantaged individuals.

Expected Outcomes:

1. Increased employment rates among individuals in vulnerable populations.
2. Improved self-esteem and social inclusion among participants.
3. Development of support networks within communities.

Parameters for Identifying Relevant CBTPs:

1. Assess barriers to participation, such as transportation, cost, and stigma.
2. Engage local organizations to address specific population needs.
3. Ensure training materials are inclusive and sensitive to cultural contexts.

Impact of CBTPs:

Participants gain access to meaningful vocational opportunities, which enhance their personal and economic independence and help break the cycle of poverty and social exclusion.

LS-1 Task 1 & 2: Cluster B

Instructions:

- Download Template for Task 1 & 2: Cluster B: <https://bit.ly/3GeeMS2>
 - This will serve as your **working file**, which will be consolidated at the end of Learning Session 1. Tasks do not need to be submitted at this stage but will be refined and used in succeeding sessions.
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Task 1: Identify Priority Client for Cluster B

Cluster	Identified Client Type	Justification
B		

Use the following guide questions to help identify and justify the client group most in need of a CBTP under each cluster:

- Which group in this cluster is most at risk of social exclusion in your province?
- Which group has limited access to regular training due to stigma, isolation, or logistical barriers?
- Is there an urgent need (e.g., post-disaster rehabilitation, reintegration support) that this training could help address?
- Are there active local organizations or LGU units working with this population?
- Refer to the parameters and discussion guide in 1.3.1.

Task 2: Propose Relevant CBTPs

Cluster	Priority Client	Proposed CBTP	Rationale
B			

For the client type you've selected in Task 1, now propose one CBTP. Use the guide below:

- What barriers to employment or training does this group face (e.g., stigma, readiness)?
- What skills training could improve their reintegration, self-worth, or independence?
- Is there a training format or modality that would increase accessibility for this group?
- How will this CBTP promote inclusion and empowerment?
- Refer to the parameters and discussion guide in 1.3.1.

1.3.4 Cluster C. Conflict and Security-Related Groups

This cluster targets those affected by conflict, including families of military personnel and former combatants. The goal is to provide vocational training that addresses these individuals' unique experiences and challenges.

Coverage:

1. Former Rebels
2. Decommissioned Combatants
3. Members of Communities identified under the Barangay Development Program
4. Members of Communities in Recognized MILF Camps
5. Family Members of KIA/WIA
6. Uniformed Personnel

Goals:

1. Facilitate rehabilitation and reintegration into society for former combatants.
2. Provide skills training for family members affected by conflict.
3. Foster peace-building initiatives through community engagement and skills development.

Expected Outcomes:

1. Increased employment rates and reduced stigmatization of former rebels.
2. Strengthened community ties and reduced tensions related to conflict.
3. Improved emotional and psychological well-being of participants through skills engagement.

Parameters for Identifying Relevant CBTPs:

1. Conduct conflict sensitivity assessments to ensure programs do not exacerbate tensions.
2. Collaborate with peace-building organizations to integrate vocational training with community healing.
3. Focus on providing hard and soft skills that prepare clients for evolving job markets.

Impact of CBTPs:

The training helps individuals rebuild their lives, promotes social cohesion, and facilitates peaceful transitions in affected communities. Participants gain the skills necessary to pursue fulfilling careers, reducing the likelihood of returning to conflict-related activities.

LS-1 Task 1 & 2: Cluster C

Instructions:

- Download Template for Task 1 & 2: Cluster C: <https://bit.ly/4nhh1oa>
 - This will serve as your **working file**, which will be consolidated at the end of Learning Session 1. Tasks do not need to be submitted at this stage but will be refined and used in succeeding sessions.
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Task 1: Identify Priority Client for Cluster C

Cluster	Identified Client Type	Justification
C		

Use the following guide questions to help identify and justify the client group most in need of a CBTP under each cluster:

- Are there individuals or communities in your area affected by armed conflict, peace agreements, or reintegration programs?
- Which group in this cluster would benefit most from livelihood-oriented peacebuilding initiatives?
- Are there national programs (e.g., E-CLIP, PAMANA) or local peace and development councils that can support training delivery?
- What factors make this group a strategic priority in terms of peace, stability, or reintegration?
- Refer to the parameters and discussion guide in 1.3.1.

Task 2: Propose Relevant CBTPs

Cluster	Priority Client	Proposed CBTP	Rationale
C			

For the client type you've selected in Task 1, now propose one CBTP. Use the guide below:

- How can training contribute to healing, peacebuilding, or reintegration for this group?
- What vocational skills align with local livelihood options or reintegration programs?
- Are there TESDA qualifications or community-based industries that this CBTP can align with?
- What sensitivities or risks must be considered when delivering training to this group?
- Refer to the parameters and discussion guide in 1.3.1.

1.3.5 Cluster D. Special Social Care Groups

This cluster includes groups requiring special social care, focusing on those in foster care, senior citizens, and persons with disabilities. The programs aim to empower these individuals through vocational training tailored to their capacities.

Coverage:

1. Persons with Disabilities
2. Senior Citizens
3. Aging Children in Foster Care
4. Solo Parent
5. Women in Especially Difficult Circumstances
6. Victims of Trafficking in Persons

Goals:

1. Provide inclusive vocational training that considers the unique needs of each group.
2. Foster independence through skills development tailored to each group's abilities.
3. Enhance the quality of life through meaningful engagement and purpose.

Expected Outcomes:

- a. Increased participation in the workforce from marginalized groups.
- b. Enhanced self-esteem and personal agency among clients.
- c. Improved social integration and community involvement.

Parameters for Identifying Relevant CBTPs:

1. Evaluate specific needs based on health conditions, age, and social environments.
2. Collaborate with organizations specializing in social care and rehabilitation for tailored training.
3. Create flexible training formats (e.g., part-time, remote) that accommodate participants' life situations.

Impact of CBTPs:

CBTPs empower special care groups by equipping them with valuable skills, promoting inclusiveness, and enhancing their ability to lead independent lives while contributing to society, positively impacting their overall well-being.

LS-1 Task 1 & 2: Cluster D

Instructions:

- Download Template for Task 1 & 2: Cluster D: <https://bit.ly/449JbKk>
 - This will serve as your **working file**, which will be consolidated at the end of Learning Session 1. Tasks do not need to be submitted at this stage but will be refined and used in succeeding sessions.
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Task 1: Identify Priority Client for Cluster D

Cluster	Identified Client Type	Justification
D		

Use the following guide questions to help identify and justify the client group most in need of a CBTP under each cluster:

- Which group in this cluster is often overlooked or underserved in your current TVET programs?
- What support systems (e.g., social welfare offices, NGOs, barangay women's desks) are available locally to assist with CBTP implementation for this group?
- What types of accommodations or flexible training approaches would be needed to include this group?
- Which group has the most immediate potential to benefit from targeted skills training for empowerment or livelihood?
- Refer to the parameters and discussion guide in 1.3.1.

Task 2: Propose Relevant CBTPs

Cluster	Priority Client	Proposed CBTP	Rationale
D			

For the client type you've selected in Task 1, now propose one CBTP. Use the guide below:

- What are the specific capacities or limitations of the client group that must be considered in the CBTP?
- What skillsets can promote independence, social participation, or entrepreneurship for this group?
- Are there support services or social protection programs this CBTP can link with?
- Refer to the parameters and discussion guide in 1.3.1.