

TESDA CIRCULAR

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In the interest of service, the following guidelines on the implementation of the Localized Opportunities for Knowledge Access and Lifelong Learning (Train LOKAL) to Promote Local Government Unit (LGU)-Led Skills Training are hereby issued:

I. RATIONALE

Local Government Units (LGUs) play a critical role in driving local economic development, workforce readiness, and employment generation within their jurisdictions. With their proximity to communities, knowledge of local industries, and understanding of development priorities, local governments are uniquely positioned to identify priority skills, industries, and enterprise opportunities that contribute directly to inclusive and sustainable growth.

This policy direction is anchored on existing laws and national policies that recognize skills development and employment promotion as shared responsibilities of national government agencies and LGUs.

- Republic Act No. 7796, or the TESDA Act of 1994, mandates TESDA to formulate a comprehensive development plan for middle-level manpower and to coordinate and monitor skills development programs in partnership with stakeholders, including LGUs.
- The Local Government Code of 1991 (Republic Act No. 7160) further mandates LGUs to promote employment, livelihood, and economic development in their localities.
- Republic Act No. 12313 (Lifelong Learning Development Framework Act of 2025) promotes accessible, flexible, and inclusive lifelong learning and recognizes the crucial role of LGUs and communities in skills development and workforce planning.

In pursuit of this mandate, TESDA has progressively supported LGU ownership of TVET functions. Initiatives began in 1999 with efforts to strengthen local managerial and technical capacities, followed by a progressive devolution policy in 2004. Community-based programs such as the Community-Based Training for Enterprise Development (CBTED) and the Barangay Kabuhayan Skills Training Program have expanded access to skills development at the grassroots level.

Building on these foundations, TESDA has continually enhanced its approach to empower LGUs and local actors through several key developments. In 2021, the CBTED program was revitalized through strengthened support for Community Training and Employment Coordinators (CTECs)—the designated TVET focal points in LGUs since 2003. This direction was reinforced by a TESDA Board policy in 2022, which outlined a strategic framework to capacitate CTECs as champions of local TVET. The 2023 pilot of “TESDA sa Barangay” demonstrated the potential of localized,

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demand-responsive training delivery. Meanwhile, programs such as the Special Training for Employment Program (STEP) have further supported self-employment and livelihood opportunities.

LGU-led Skills Training under Train LOKAL advances the vision of Learning Cities and Learning Municipalities set by Republic Act No. 12313. By integrating skills development into local governance, strengthening community-based training, and promoting inclusive lifelong learning, Train LOKAL enables LGUs to build dynamic learning ecosystems that support workforce adaptability, enterprise growth, and sustainable local development.

The shift toward LGU-led Skills Training reflects the evolving governance landscape shaped by fiscal decentralization. LGUs now have greater resources and responsibilities to deliver development services responsive to local needs. This transition is reinforced by Executive Order No. 138, s. 2021, which, following the Mandanas-Garcia Ruling, directs national agencies including TESDA to progressively devolve the delivery of basic services to LGUs, alongside increased local revenue shares.

In this context, LGUs are not just partners but are active drivers of workforce planning, financing, and implementation. They ensure that training programs align with local industry demand, resources, and investment priorities identified in their development plans.

Through LGU-led Skills Training, TESDA supports LGUs in planning, implementing, and sustaining programs that adhere to national competency standards, address local workforce and economic conditions, and form part of a comprehensive lifelong learning system under RA 12313.

These Guidelines provide a facilitative framework for TESDA personnel engaging with LGUs, offering structured approaches, arrangements, and implementation mechanisms tailored to LGU readiness, priorities, and capacities. LGU participation in LGU-led Skills Training remains voluntary and collaborative, consistent with existing laws, policies, and the principles of decentralization and shared governance.

Ultimately, LGU-led Skills Training aims to institutionalize TVET within local development planning, foster collaboration among TESDA, LGUs, and industry stakeholders, and produce a skilled workforce that supports local industries, promotes employment and entrepreneurship, and contributes to long-term community and economic development—while ensuring lifelong learning opportunities for all citizens.

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II. OBJECTIVES

These Guidelines aim to:

1. Institutionalize LGU leadership in the planning, implementation, and sustainability of TVET programs aligned with local workforce, economic development, and lifelong learning priorities.
2. Align TVET programs with local industries and value chains by focusing on employment opportunities, enterprise development, and skills demand identified through local labor market intelligence (LMI).
3. Clarify the roles of TESDA Central, Regional, and Provincial/District Offices, LGUs, CTECs, and other relevant stakeholders in supporting LGU-led Skills Training implementation.
4. Strengthen LGU capacity to plan, finance, implement, monitor, and evaluate TVET programs as part of a comprehensive local workforce development, investment, and lifelong learning strategies.
5. Promote coordinated, standardized, and demand-driven engagement mechanisms that foster responsive, inclusive, and sustainable workforce development—leveraging partnerships with industry, civil society, and the private sector, including micro-financing and corporate social responsibility (CSR) initiatives.
6. Support LGUs in their transformation into Learning Cities and Learning Municipalities, consistent with Republic Act No. 12313, by promoting lifelong learning, strengthening local skills ecosystems, and institutionalizing accessible, inclusive, and demand-driven TVET systems at the local level.

III. SCOPE AND COVERAGE

These Guidelines shall apply to all TESDA offices, including the Central Office, Regional Offices, and Provincial/District Offices, in the implementation and support of LGU-led Skills Training Programs.

The Guidelines shall cover LGU-led Skills Training initiatives undertaken by provinces, cities, and municipalities, including but not limited to the following areas:

1. **Planning and Development:** Designing TVET programs based on LGU-identified local industries, workforce requirements, employment opportunities, enterprise

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development priorities, and value chains, guided by local LMI.

2. **Training Center Operations:** Establishing, operating, upgrading, or designating LGU-run training centers, community training spaces, and other TVET facilities, with alignment to Polytechnic systems where applicable.
3. **Program Implementation:** Delivering community-based training, scholarship-supported training, and other LGU-funded or co-funded TVET interventions, with a focus on demand-driven, inclusive, and sustainable workforce development.
4. **Integration into Local Planning:** Incorporating TVET programs into LGU development and investment planning instruments, such as the Comprehensive Development Plan (CDP), Local Development Investment Program (LDIP), and Annual Investment Program (AIP), and other strategic local planning documents.
5. **Stakeholder Engagement:** Coordinating with local industries, MSMEs, employers, and other stakeholders to ensure training relevance, employment facilitation, and enterprise development, and alignment with lifelong learning opportunities.
6. **TESDA Support:** Providing technical assistance, capacity-building, quality assurance, and monitoring support by TESDA Regional and Provincial Offices to ensure programs meet national competency standards, institutionalization goals, and local economic development priorities.

These Guidelines shall not limit the TESDA's authority to set standards, register or recognize programs, accredit trainers and assessors, or ensure quality assurance. They shall not preclude LGUs from adopting innovative approaches to TVET implementation, provided these are consistent with TESDA policies, applicable laws, and the principles of shared governance and decentralization.

IV. GENERAL PRINCIPLES

The promotion of LGU-led Skills Training shall be anchored on the following principles:

1. **Context-Sensitive Approach**
 - LGUs vary in terms of capacity, resources, economic structure, and development priorities. There is no one-size-fits-all solution.
 - Training strategies shall be LGU-driven and context-specific, reflecting local industry needs, labor market conditions, and available resources, while remaining aligned with national TVET standards.
2. **Phased and Readiness-Based Development**
 - The development and expansion of local TVET ecosystems shall be phased and progressive, based on the readiness, capacity, and priorities of LGUs. Implementation may evolve from basic coordination and

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partnership mechanisms to more advanced arrangements, including LGU-run training centers, as institutional capacity is strengthened over time.

3. Whole-of-Community Engagement

- LGU-led Skills Training shall adopt a whole-of-community approach, engaging local industries, MSMEs, employers, civil society organizations, educational institutions, and community groups.
- TESDA shall facilitate partnerships, provide technical assistance, and support capacity building to ensure training programs are demand-driven, relevant, and linked to employment, enterprise development, and local value chains.

4. Inclusivity, Equity, and Lifelong Learning

- LGU-led Skills Training programs shall be inclusive, non-discriminatory, and accessible, ensuring equal opportunities for all individuals. Programs shall support lifelong learning pathways, consistent with RA 12313, enabling continuous skills development, upskilling, and reskilling across the life course.

5. Alignment with Local Economic Development and Labor Market Needs

- TVET initiatives shall be anchored on LMI and aligned with LGU development priorities. Programs shall support local economic growth, employment generation, enterprise development, poverty reduction, community resilience, and shall be integrated into LGU development and investment planning instruments.

V. DEFINITION OF TERMS

1. **Area-Based Skills Map** - is the compilation of the skills requirements culled from different references and mapping of the availability of TVET programs vis-a-vis the industry requirements in the areas which also includes emerging skills and soft skills requirements. *TC No. 039-2023*
2. **Area/Environment Scanning** - refers to the possession and utilization of information about trends, competitive advantage, technologies, clients, economic activities, labor supply, related legislations in an area. *TC No. 039-2023*
3. **Community-Based Trainers** - refers to a person recognized by TESDA to handle a Community-Based Training program.
4. **Community-Based Training (CBT)** - *also known as Community-based TESD under the Seal of Good Local Governance*, refers to TVET programs delivered by Nongovernment Organizations (NGOs), LGUs, training centers, and other TVET providers to address specific community needs. These programs may be

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conducted in either informal and formal settings in the community and may include Mobile Training Programs, TTI extension programs, CBT Programs for Community-Based TVET Clients, and other CBT initiatives.

5. **Community Training and Employment Coordinators (CTEC)** - refers to identified regular Local Government Unit (LGU) personnel who are the focal persons trained by TESDA to plan, organize, manage, and monitor community-based TESD programs at the local level.
6. **Flexible Learning** - the provision of a range of learning modes or methods giving learners a greater choice of when, where and how they learn. *2024 TVET Glossary of Terms*
7. **Formal Learning** - is given in education and training institutions or specially designed training areas, including within enterprises in formal apprenticeship systems. Training is structured and has precise learning objectives.
8. **Labor Market Information** - refers to the latest reports and research which pertain to crucial skills that are in demand in today's competitive labor market. *TESDA Circular No. 131, s. 2019*
9. **Learning City / Learning Municipality** – refers to a city or municipality which effectively mobilizes its resources to: (1) promote inclusive learning in all education levels; (2) encourage learning in families and communities; (3) facilitate continuous learning for and in the workplace; (3) facilitate continuous learning for and in the workplace; (4) extend the use of modern learning technologies; (5) enhance quality and pursuit of excellence in learning; and (6) foster a culture of learning throughout life. *R.A 12313, Section 3 (d)*
10. **Lifelong Learning** - refers to all learning activities whether formal, non-formal or informal, undertaken throughout life, which result in improving knowledge, know how, skills, competencies and/or qualifications for personal, social and/or professional reasons *Glossary – PHL AQRF Referencing Report 2019*
11. **Local TVET Council / Committee** – A governing body within an LGU responsible for overseeing TVET implementation and policy development.
12. **Local Government Unit (LGU)** – A political subdivision of the state responsible for the governance and development of a specific local territory.
13. **LGU-Run Training Centers** - an LGU-managed TVET center or training hub that provides skills training and access to TVET programs.
14. **Monitoring and Evaluation (M&E)** – A systematic approach to assessing the performance and impact of TVET initiatives.
15. **Non-Formal learning** - structured learning which takes place outside the formal education system.
16. **Quality Assurance** - is defined as a planned and systematic pattern of all actions necessary to provide adequate confidence that the product, its components, packaging, and labeling are acceptable for their intended use. *TESDA Circular No. 090 s. 2018*
17. **Quality Assurance Mechanism** - refers to the structured systems, processes, and tools put in place to ensure that products, services, or processes meet defined standards of quality.

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18. **TESDA Online Program (TOP)** – is an open educational resource that aims to make technical education more accessible to Filipino citizens through the use of information and communication technologies. TOP provides an effective and efficient way to deliver technical education and skills development services to a broader audience/wide range of users/all learners at a lesser cost. *eTESDA*
19. **Technical-Vocational Education and Training (TVET)** – refers to the education involving the study of technology-related sciences, in addition to general education, as well as the acquisition of practical skills relating to occupations in various sectors of economic life and social life, and which comprises formal (organized programs as part of the school system) and non-formal (organized classes outside the school system) approaches. *Philippine Qualifications Framework Act (RA 10968)*

VI. LGU LED SKILLS TRAINING FRAMEWORK

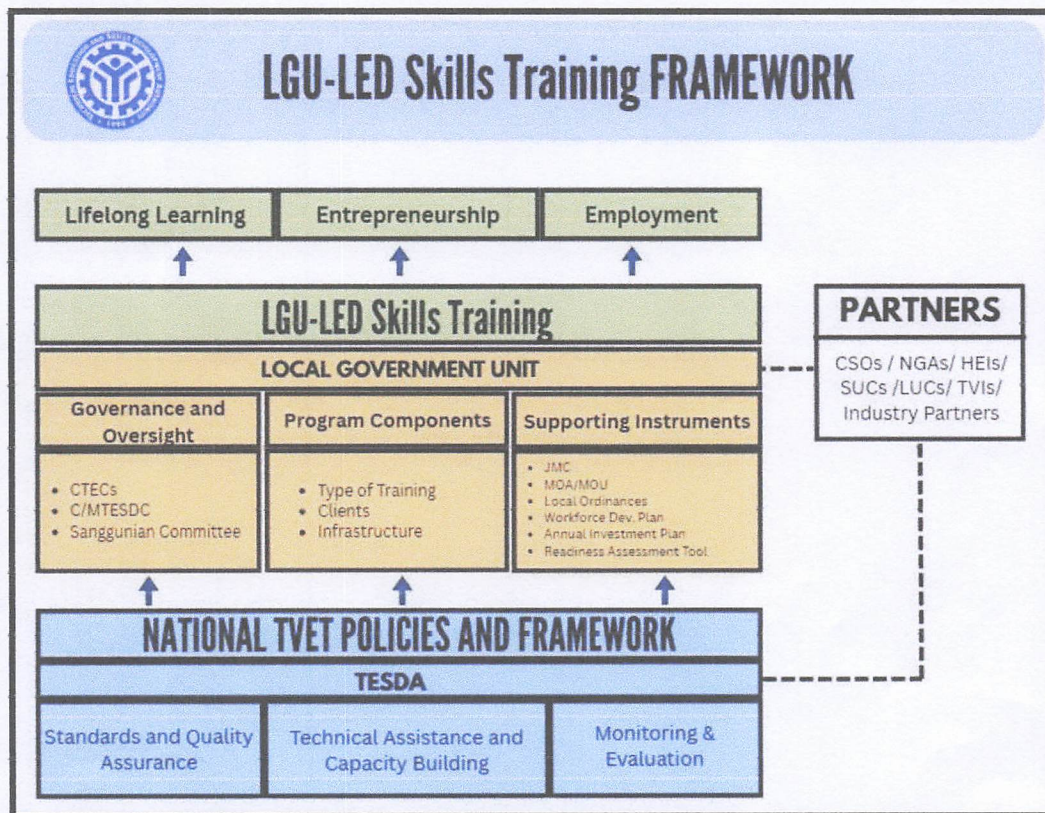
This Circular adopts the LGU-Led Skills Training Framework as the institutional, governance, and operational guide for planning and implementing skills training initiatives led by Local Government Units (LGUs), in alignment with national TVET policies and RA 12313.

LGUs are positioned as lead actors in local workforce development planning and skills demand identification, while TESDA affirms its mandate as standards-setter, quality assurer, and capacity builder.

All LGU-led skills training programs shall be designed and implemented within this Framework, in accordance with RA 12313, which promotes accessible, flexible, and inclusive lifelong learning and recognizes the crucial role of local governments and communities in workforce development.

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At the core of the framework are three pillars that structure LGU-led skills training:

1. Governance and Oversight

Governance structures provide the leadership and coordination necessary to implement effective TVET programs at the local level. These also serve as local mechanisms that facilitate the transition to Learning Cities and Learning Municipalities by coordinating lifelong learning strategies.

This pillar includes:

a. Community Training and Employment Coordinators (CTECs)

CTECs are designated LGU personnel who serve as focal points for TVET at the city or municipal level. They coordinate local skills programs, engage community stakeholders, consolidate workforce and employment data, and ensure training interventions respond to local industry and community.

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needs. They act as the primary operational link between the LGU, local training providers, and program beneficiaries.

To guide LGUs in operationalizing the role of CTECs, the following indicative roles and functions may be considered. These are recommendatory in nature and may be adopted, modified, or enhanced by LGUs depending on local context, priorities, and organizational arrangements:

- I. Planning and Technical Support
 - Support the conduct of area-based skills assessments and the identification of priority skills, qualifications, and target client groups;
 - Assist in the preparation and updating of local workforce development plans and LGU-led Skills Training plans, in coordination with the C/MTESDC and TESDA field offices; and
 - Provide technical inputs in the design of training programs, including appropriate delivery modalities, consistent with TESDA policies.
- II. Program Coordination and Implementation
 - Coordinate with TESDA field offices, training institutions, industry partners, and other stakeholders for the implementation of LGU-led Skills Training programs;
 - Facilitate community mobilization, participant identification, and stakeholder engagement at the local level; and
 - Support the organization and conduct of training activities, including logistical and administrative coordination, as may be required.
- III. Monitoring, Documentation, and Reporting
 - Monitor the implementation and progress of LGU-led Skills Training programs at the local level;
 - Maintain program records, documentation, and relevant data in coordination with TESDA field offices and LGU offices; and
 - Prepare and submit reports on program implementation, outputs, and issues for the consideration of the C/MTESDC, Local Chief Executive, and TESDA, as applicable.
- IV. Employment Facilitation and Linkages
 - Facilitate linkages between trained beneficiaries and employment, apprenticeship, enterprise development, or

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livelihood opportunities;

- Coordinate with PESOs, industry partners, cooperatives, and other relevant entities to support post-training employment outcomes; and
- Support follow-through activities related to assessment, certification, and employment tracking, consistent with TESDA policies.

V. Institutional and Capacity Support

- Support the C/MTESDC in the performance of its functions, including the preparation of agendas, technical briefs, and recommendations; and
- Participate in capacity-building activities related to TVET planning, program implementation, monitoring, and partnership development.

The functions described above are intended to be coordinative, facilitative, and technical in nature. CTECs shall not exercise TESDA's regulatory, accreditation, or quality assurance functions, which remain vested in TESDA in accordance with existing laws and policies.

b. City/Municipal Technical Education and Skills Development Committees (C/MTESDCs)

C/MTESDCs provide policy guidance and oversight for local TVET initiatives. They are responsible for prioritizing skills programs based on local workforce and economic development needs, coordinating with industry, training institutions, and community stakeholders, and integrating TVET programs into broader LGU development and investment plans. These committees also help align local resources and ensure sustainable support for training programs.

The C/MTESDC may be composed of the following members:

- City/Municipal Mayor, as Chairperson;
- Provincial Director of TESDA, or their authorized representative;
- Youth Sector Representative;
- Chairman, Sanggunian Committee on Education, Committee on Labor, Employment and Human Resource Development, or Committee on TVET;
- Liga ng mga Barangay President;
- City/Municipal Social Welfare and Development Officer (CSWDO);
- City/ Municipal Planning and Development Officer (C/MPDO);
- Public Employment Service Office (PESO);
- Community Training and Employment Coordinators (CTEC);

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x. Other members that the LGU may deem necessary.

To assist LGUs in operationalizing the C/MTESDC, the following indicative roles and functions may be considered. These are recommendatory in nature and may be adapted to local context, priorities, and organizational arrangements:

I. Planning and Policy Development

- Provide policy direction and strategic guidance on local TVET and skills development initiatives;
- Identify priority skills, qualifications, and training interventions based on area-based skills assessments, labor market information, and local economic priorities;
- Support the formulation, updating, and alignment of local workforce development plans consistent with national policies and TESDA standards; and
- Recommend policy measures, including local ordinances, resolutions, or executive issuances, to institutionalize and sustain LGU-led Skills Training.

II. Program Prioritization and Resource Alignment

- Prioritize LGU-led Skills Training programs and delivery modalities based on LGU readiness, available resources, and target client groups;
- Support the integration of TVET programs into local development and investment planning instruments, including the CDP, LDIP, and AIP; and
- Advocate for the allocation and mobilization of local resources and funding to support skills training initiatives.

III. Coordination and Partnership Building

- Facilitate coordination among LGUs, TESDA, training institutions, industry partners, civil society organizations, and other stakeholders involved in skills development;
- Promote convergence between TVET programs and employment facilitation, enterprise development, and livelihood initiatives of the LGU and partner agencies; and
- Support the establishment and implementation of partnership agreements and collaborative arrangements for LGU-led Skills Training.

IV. Oversight and Implementation Support

- Provide oversight support to LGU-led Skills Training initiatives

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to ensure alignment with local priorities and sustainability objectives;

- Provide guidance and support to Community Training and Employment Coordinators (CTECs) in the planning, coordination, and monitoring of training programs; and
- Encourage the adoption of appropriate training delivery modalities, including flexible and blended learning approaches, consistent with TESDA policies.

V. Monitoring, Review, and Continuous Improvement

- Review the implementation progress, issues, and results of LGU-led Skills Training programs in coordination with TESDA field offices;
- Support the documentation of good practices, innovations, and lessons learned to inform program improvement and scaling; and
- Recommend program adjustments and improvements based on monitoring results and emerging workforce needs.

The C/MTESDCs shall function in an advisory, coordinative, and oversight capacity. They shall not exercise TESDA's regulatory functions on standards setting, program registration, accreditation, or quality assurance, which remain vested in TESDA under existing laws and policies.

c. Sangguniang Committees on Education, Labor, or TVET.

Local legislative bodies provide formal policy and funding support for LGU-led Skills Training. Through ordinances or resolutions, they institutionalize TVET initiatives, establish positions such as CTECs, authorize the conduct of skills mapping, allocate local funds, ensure the delivery of inclusive training programs for basic sectors and priority clients, and create the legal foundation for program sustainability. Legislative backing ensures the continuity of training programs and the integration of TVET into LGU priorities.

To further guide LGUs, the following indicative roles and functions may be considered by the Sangguniang Committees on Education, Labor, and/or TVET in support of LGU-led Skills Training. These are recommendatory and may be adopted or adjusted depending on local context and legislative discretion:

I. Policy and Legislative Support

- Review and deliberate on proposed ordinances, resolutions,

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and policy measures related to LGU-led Skills Training, workforce development, and employment generation;

- Sponsor or support legislative measures that institutionalize and strengthen LGU-led Skills Training initiatives; and
- Help ensure alignment of local TVET-related policies with national laws, TESDA policies, and local development priorities.

II. Planning and Budgetary Oversight

- Review and support the integration of TVET and workforce development priorities into local development and investment plans, including the CDP, LDIP, and AIP;
- Deliberate on and recommend budgetary allocations for LGU-led Skills Training programs and related initiatives; and
- Exercise legislative oversight on the utilization of appropriated funds for skills training, consistent with applicable laws and auditing rules.

III. Coordination and Stakeholder Engagement

- Participate in consultations, hearings, and policy dialogues related to TVET and workforce development;
- Coordinate, as appropriate, with the C/MTESDC, CTECs, TESDA field offices, and other stakeholders to inform legislative actions; and
- Support advocacy efforts that promote skills development, employment, and lifelong learning at the local level.

IV. Monitoring and Accountability

- Conduct committee-level reviews or hearings on the implementation status, outcomes, and issues related to LGU-led Skills Training programs; and
- Use monitoring results to inform policy refinements, budget decisions, and legislative actions.

The roles described above are legislative, policy-making, and oversight in nature. The Sangguniang Committees shall not engage in day-to-day program implementation or exercise TESDA's regulatory and quality assurance functions, which remain vested in TESDA under existing laws and policies.

Together, these structures guide program planning, coordinate stakeholders, ensure alignment with local development priorities, and provide oversight to maintain program quality and sustainability.

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2. Program Components]

This pillar represents the core elements of program delivery, including the following:

a. Type of training

LGU-led training programs shall be demand-driven and responsive to local workforce and economic conditions. Training interventions shall address the priority skills needs of residents, based on available local data and consultations with stakeholders. LGUs, with technical guidance from TESDA ROPODOs, shall determine the appropriate training delivery modalities based on local conditions and capacity.

LGU-led training programs may focus on, but are not limited to, the following:

- Skills requirements of barangay micro business enterprises (BMBEs), pursuant to Republic Act No. 9178;
- Skills supporting the production of goods and services identified under Republic Act No. 11960; and
- Skills related to the protection, conservation, and promotion of local cultural heritage, pursuant to Republic Act No. 11961.

b. Clients

LGU-led Skills Training Programs shall uphold the principles of inclusion, equity, and social protection. Priority shall be given to indigent families identified under the National Household Targeting System for Poverty Reduction (NHTS-PR), informal sector families, the basic sectors under Republic Act No. 11291 (Magna Carta of the Poor), those belonging to the next lower poverty level as determined by the DSWD, and other locally identified priority groups.

Priority beneficiaries shall also include community and barangay workers recognized under existing laws such as Barangay Health Workers (RA 7883), Barangay Nutrition Scholars (PD 1569), Early Childhood Care and Development (ECCD) service providers like Child Development Workers (RA 10410), public social workers (RA 9433), and other barangay-based or community workers duly recognized under existing laws, national government programs, or LGU ordinances for training programs relevant to their functions and roles in community service.

Consistent with Republic Act No. 8044, otherwise known as the Youth in

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Nation-Building Act which recognizes the vital role of youth in nation-building members of the Sangguniang Kabataan (SK), youth leaders, and other young individuals engaged in community development initiatives shall be prioritized as beneficiaries of relevant training programs. Priority shall likewise be given to out-of-school youth (OSY), unemployed and underemployed youth, senior high school graduates, and young people transitioning from education to employment, in line with the objective of strengthening youth participation in local economic and community development.

The identification and prioritization of clients shall be guided by evidence-based local data, including the Community-Based Monitoring System (CBMS), the Philippine Identification System (PhilSys), and other relevant local planning, social protection, and labor market information systems. This ensures that training interventions are responsive to actual community needs, vulnerabilities, and employment opportunities.

c. Infrastructure

The availability and adequacy of training and assessment facilities, tools, equipment, and materials (TEMs) shall be considered in the design and implementation of LGU-led Skills Training programs.

3. Supporting Instruments

Legal, policy, and institutional tools provide the foundation for institutionalizing and sustaining LGU-led skills training. These instruments include:

a. Joint Memorandum Circular between TESDA and DILG.

A Joint Memorandum Circular will give LGUs clear policy leverage to prioritize, implement, and fund LGU-led Skills Training programs, while formally recognizing the mandate of CTECs as part of local governance and development mechanisms.

b. Memorandum of Agreement with/between LGUs, and leagues of LGUs.

LGUs shall formalize partnership with TESDA and other stakeholders through a Memorandum of Agreement that stipulate the roles and responsibilities of each party in the implementation of LGU-led Skills Training programs, including terms and conditions for data-sharing.

Pursuant to Section 33, Article III, Chapter III of Republic Act No. 7160, otherwise known as the Local Government Code, low-income local government units may enter into a Memorandum of Agreement to share

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TVET infrastructure and costs necessary for the implementation of TVET programs.

c. Local Ordinances and Executive Issuances.

Local Sanggunians can enact ordinances or issue executive orders to institutionalize TVET initiatives, create a plantilla position for CTEC, and fund LGU Led Skills Training.

d. Workforce Development Plan.

Workforce development plans localize and operationalize interventions identified under the National Education and Workforce Development Plan, formulated pursuant to Administrative Order No. 36, series of 2025.

e. Annual Investment Plan.

LGUs can integrate TVET programs into their development and investment plans to ensure sustainability and local alignment.

f. Readiness Assessment Tool.

This can help LGUs determine their needs, capacities, and priorities on implementing LGU Led Skills Training.

Through these instruments, LGUs are empowered to institutionalize skills development within their local governance structures, while TESDA ensures alignment with national standards and provides capacity-building support to operationalize the framework.

To ensure the LGU-led Skills Training framework functions effectively and achieves its objectives, it is anchored on two key players that support both implementation and sustainability:

1. TESDA as Foundation and Enabler

TESDA provides the institutional backbone for the framework, ensuring cohesive and consistent operation of its core pillars. TESDA's key roles include:

- Setting and enforcing standards and quality assurance mechanisms to meet national competency requirements;
- Providing technical assistance and capacity building to strengthen LGU governance and enhance program design and delivery;
- Monitoring and evaluating program implementation to document results and outcomes, identify gaps, and drive continuous improvement.

2. Partners and Stakeholders Support

LGUs are encouraged to engage a wide variety of external partners, including training institutions, government agencies, and non-government organizations that

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provide flexible and complementary support. This partner engagement allows LGUs to enhance program delivery, broaden reach, and respond effectively to local labor market needs. It is not limited to any single aspect of the framework, enabling LGUs to mobilize support where it is most needed.

VII. PROGRAM DESIGN

LGU-led skills training initiatives across provinces, cities, and municipalities demonstrate diverse yet interconnected forms of local engagement in workforce development, community livelihood support, and inclusive economic growth. These initiatives reflect variations in local capacity, resource availability, stakeholder partnerships, and development priorities, while maintaining alignment with national technical-vocational education and training (TVET) standards and lifelong learning objectives.

Within this policy context, LGU-led skills training is implemented through complementary arrangements that reflect different forms of LGU engagement in skills development. For clarity and coherence, these arrangements are grouped into two interrelated clusters of practice:

- **LGU Ecosystem and Convergence Arrangements;** and
- **TVET Delivery and Institutional Arrangements.**

These clusters are descriptive and complementary in nature. They do not prescribe fixed stages or prerequisite sequencing for LGU participation. At the same time, the arrangements within each cluster may reflect varying degrees of institutional development, operational capacity, and resource investment. LGUs may therefore adopt any arrangement individually or in combination, and may operate across different levels of institutional maturity depending on local context, existing assets, and strategic priorities.

A. LGU Ecosystem and Convergence Arrangements

This cluster highlights LGU-led approaches in which skills training is primarily supported through local coordination, financing mechanisms, and multi-stakeholder collaboration, regardless of whether the LGU directly operates training facilities.

Illustrative arrangements within this cluster include:

1. Integrated Local TVET Ecosystem

LGUs serve as conveners and policy integrators, aligning TESDA

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institutions, private training providers, schools, civil society organizations, and industry partners within a coordinated local skills development agenda. This arrangement promotes harmonized planning, avoids program duplication, and ensures responsiveness to local labor market demand.

Key Features:

- LGU leadership in area-based skills assessment and workforce planning
- Integration of TVET priorities into the CDP, LDIP, and AIP
- Convergence of training, employment facilitation, and enterprise support
- Strong coordination by C/MTESDCs and CTECs.

Functions Devolved to LGUs:

- Integrate TVET priorities into local development and investment planning;
- Identify priority sectors and beneficiary groups;
- Align skills training initiatives with local labor market demand; and
- Convene and coordinate stakeholder to support training, employment facilitation, and enterprise services.

2. LGU-Managed Scholarship and Subsidy

LGUs increase access to skills development through local financing mechanisms such as scholarships, subsidies, or cost-sharing—that enable residents to participate in TESDA-registered or partner-delivered programs. Training may be delivered by accredited providers, while LGUs retain leadership in beneficiary targeting, resource allocation, and local workforce alignment.

Key Features:

- LGU-led financing and beneficiary targeting
- No requirement for LGU-owned training facilities
- Strong alignment with employment and livelihood programs
- Suitable for LGUs building capacity toward greater devolution

Functions Devolved to LGUs:

- Integrate TVET priorities into local development and investment planning;
- Identify priority sectors and beneficiary groups;
- Align training investments with local labor market demand and employment opportunities;
- Allocate and manage local financing for skills training participation;

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and

- Align scholarship support with employment and livelihood programs.

3. Multi-Stakeholder Partnership Practice

LGUs collaborate with TESDA, national government agencies, higher education institutions, enterprises, and civil society organizations to co-support or co-manage training initiatives, pooling resources and expertise.

Key Features:

- Shared financing, facilities, equipment, and expertise.
- Industry-linked training and employment pathways.
- Flexible arrangements under MOAs and joint initiatives.
- Supports clustered or inter-LGU approaches, especially for low-income LGUs.

Functions Devolved to LGUs:

- Integrate TVET priorities into local development and investment planning;
- Identify priority sectors and beneficiary groups;
- Align training initiatives with local labor market demand and enterprise opportunities;
- Mobilize financial, technical, and in-kind partner resources through complementary LGU and partner contributions;
- Participate in partnership governance and program oversight; and
- Facilitate employment and enterprise linkages with industry and community stakeholders.

These arrangements demonstrate that LGU-led skills training can be fully operational through coordination and partnership—even without LGU-run training facilities. They also build organizational and financial foundations that support further institutional strengthening as needed.

B. TVET Delivery and Institutional Arrangements

This cluster includes LGU-led approaches where training delivery mechanisms are organized, expanded, or embedded in local institutions, reflecting varying degrees of localization, specialization, and facility-based implementation.

Illustrative arrangements within this cluster include:

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1. Community-Based Training Practice

LGUs support or organize localized training delivery in barangays or community venues, improving accessibility for priority and underserved sectors while directly addressing local livelihood and employment needs.

Key Features:

- Highly localized, inclusive, and demand-driven.
- Responsive to barangay-level skills needs.
- Moderate level of LGU operational responsibility.

Functions Devolved to LGUs:

- Integrate TVET priorities into local development and investment planning;
- Identify priority sectors and beneficiary groups;
- Align training delivery with local labor market demand and livelihood opportunities;
- Provide or facilitate venues, logistics, and local support services;
- Organize and manage community-level training implementation; and
- Facilitate post-training employment, livelihood, or enterprise support services.

2. Specialized Skills Hub or Innovation Center

LGUs establish sector-focused or innovation-oriented centers that integrate advanced skills training with product development, enterprise incubation, and local economic innovation.

Key Features:

- Advanced and sector-specific skills development
- Integration of training with entrepreneurship and innovation
- Linkage to local economic priorities
- Higher level of LGU investment and management

Functions Devolved to LGUs:

- Integrate TVET priorities into local development and investment planning;
- Identify priority sectors and beneficiary groups;
- Develop sector-aligned programs linked to industry needs;
- Establish and manage specialized training and innovation facilities;
- Support for enterprise incubation, product development, and sustained industry partnerships.
- Mobilize multi-source financing and strategic partnerships

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3. LGU-Run Training Center

In this arrangement, LGUs operate formal training facilities with dedicated personnel, equipment, and budget to deliver programs aligned with TESDA standards, regulatory requirements, and quality assurance mechanisms. Flexible and blended learning modalities, including the TESDA Online Program, may also be incorporated to increase access and participation.

This arrangement constitutes full operational devolution. Where Local Universities and Colleges (LUCs) are present, LGUs may designate these institutions as their official training delivery arm. Such designation supports the development of local polytechnic pathways, promotes efficient use of resources by avoiding duplication of facilities, and ensures alignment with local higher education and workforce development strategies.

Key Features:

- Full LGU operational ownership
- Strong institutionalization and sustainability
- Clear skills progression and certification pathways
- Highest level of devolution, subject to TESDA regulation and QA

Functions Devolved to LGUs:

- Integrate TVET priorities into local development and investment planning;
- Identify priority sectors and beneficiary groups;
- Align training programs with local labor market demand and employment pathways;
- Provide and maintain training infrastructure, equipment, and facilities;
- Hire and manage training personnel and administrative staff;
- Finance and operate local TVET program delivery; and
- Ensure sustained implementation of skills training services.

Across all LGU-led skills training arrangements, TESDA retains authority over training standards, program registration, trainers and assessors accreditation, assessment and certification, monitoring, and quality assurance, in accordance with existing laws, rules, and regulations. This ensures that devolved LGU functions remain aligned with national TVET policy and regulatory requirements.

The Arrangements Clusters function as complementary components of LGU-led skills training. LGUs may adopt, combine, or expand these approaches based on local context, institutional capacity, and development priorities, with some arrangements reflecting deeper institutionalization or sustained resource

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investment.

To ensure smooth and effective implementation, LGU-led skills training operates under these shared system conditions:

- **Convergence:** Coordination among LGUs, TESDA, training providers, industry, PESOs, and relevant stakeholders to align planning, resources, and program delivery.
- **Progressive Devolution:** LGUs gradually assume more responsibilities as capacity and resources grow.
- **Financing and Resource Sharing:** Combination of LGU funds, national support, and partner contributions, in accordance with applicable laws and auditing rules.
- **Integration with Local Development Plans:** Programs are incorporated into the CDP, LDIP, and AIP to ensure alignment with broader local priorities.
- **TESDA Regulatory Oversight and Quality Assurance:** TESDA retains authority over standards, program registration or recognition, assessment, certification, and monitoring.

These conditions provide LGUs with a clear understanding of their roles, responsibilities, and available support, ensuring LGU-led skills training is coordinated, locally responsive, financially sustainable, and aligned with national standards ultimately providing residents with quality skills development that supports local economic growth.

VIII. LGU ENGAGEMENT PHASES

To translate the framework into actionable support, TESDA adopts a phased approach in engaging LGUs. These engagement phases provide a systematic pathway that guides LGUs from initial assessment and advocacy to full operationalization and continuous improvement of their skills training programs.

This phased approach ensures that LGUs receive targeted guidance, capacity-building, and technical assistance at every stage of the program cycle. It also enables the alignment of local initiatives with national TVET standards, policies, and quality assurance requirements.

1. Planning and Preparation Phase

Purpose: Establish an evidence base for LGU-led Skills Training implementation by understanding local conditions, workforce needs, area-specific skills, priority sectors, and opportunities through comprehensive environmental scanning.

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TESDA Actions:

- Consolidate data on local TVET conditions, including development and investment plans (CDP, LDIP, AIP), labor market information, and existing TVET initiatives.
- Conduct area/environmental scanning and situational assessments to identify:
 - Area-based skills requirements (skills demanded or lacking in specific localities)
 - Priority sectors and emerging industries in the area
 - Client groups for LGU-led Skills Training programs
- Map potential convergence partners and determine suitable advocacy and technical assistance strategies tailored to local realities.
- Prepare engagement plans, advocacy materials, and technical discussion points aligned with area-specific skills needs and local priorities.

Expected LGU Outputs:

- Identification of priority sectors and area-based skills requirements reflected in local plans or discussions.
- Baseline information on current TVET programs, facilities, initiatives, and existing local skills capacity.
- Identification of LGU focal persons or offices for TVET coordination.
- Initial expression of interest in participating in LGU-led TVET programs.

2. Advocacy Phase

Purpose: Secure LGU institutional commitment by positioning TVET as a strategic tool for local economic development

TESDA Actions:

- Conduct courtesy calls and policy dialogues with Local Chief Executives and council members.
- Present LGU-led Skills Training as a tool for employment generation, enterprise development, and local economic growth, aligned with local priorities.
- Present appropriate LGU-led Skills Training arrangements and phased options based on readiness.
- Clarify TESDA's roles as standards-setter, technical advisor, capacity builder, and quality assurer.

Expected LGU Outputs:

- Formal expression of support or intent to pursue LGU-led Skills Training.

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- b. Designation of a lead office or focal person for TVET.
- c. Initial policy signals (e.g., inclusion in council discussions or executive guidance).
- d. Agreement to proceed with capacity-building or pilot interventions.

3. Capacity Building Phase

Purpose: Strengthen LGU governance, systems, and technical capacity for TVET.

TESDA Actions:

- a. Provide technical assistance for establishing or strengthening City/Municipal TESD Committees (TESDCs) and Community Training for Employment Coordinators (CTECs).
- b. Support the formulation of local TVET policies, resolutions, or ordinances.
- c. Orient LGUs on TVET planning, training modalities, and quality assurance.
- d. Assist in assessing training facilities for program registration or recognition and assessment center accreditation.
- e. Support identification and development of trainers including community-based trainers and assessors for qualification and accreditation.
- f. Facilitates partnerships with industry, government agencies, and other stakeholders for coordinated program implementation.

Expected LGU Outputs:

- a. Functional or strengthened TESDCs/CTECs with defined roles.
- b. Drafted or approved local TVET policy issuances.
- c. Identified priority qualifications and delivery modalities.
- d. Assessed training venues with documented readiness.
- e. Prospective trainers and assessors identified.
- f. Initial partnership or convergence initiatives in place.

4. Institutionalization Phase

Purpose: Embed LGU-led Skills Training into local policies, plans, and budgets to ensure long-term sustainability beyond political cycles, and support the transformation of LGUs into institutionalized lifelong learning systems in line with national policy on Learning Cities and Learning Municipalities.

TESDA Actions:

- a. Guide integration of TVET programs into CDPs, LDIPs, AIPs, allocating local funds, resources, and facilities.
- b. Support formalization of institutional arrangements through ordinances,

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resolutions, MOAs, or MOUs.

- c. Ensure technical alignment with national TVET policies and standards.
- d. Facilitate technical representation in local planning and development bodies as appropriate.

Expected LGU Outputs:

- a. TVET programs integrated into local development and investment plans.
- b. Approved local funding for TVET initiatives.
- c. Institutionalized TESDCs and designated CTECs.
- d. Formalized partnerships with TESDA, industry, and stakeholders.

5. Implementation Phase

Purpose: Deliver LGU-led Skills Training programs with TESDA's support and quality assurance.

TESDA Actions

- a. Provide technical support for program registration and recognition.
- b. Support and facilitate trainer, assessor, and assessment center accreditation.
- c. Monitor compliance with national training regulations and quality standards.
- d. Facilitate continuous improvement, convergence, and scaling-up of TVET initiatives.

Expected LGU Outputs

- a. Operational TVET programs aligned with local priorities.
- b. Functioning LGU-run training centers or co-managed training programs.
- c. Registered or recognized programs with accredited trainers, assessors, and assessment centers.
- d. Trained and certified beneficiaries linked to employment, enterprise, or livelihood opportunities.
- e. Documented results and lessons learned.

IX. Roles & Responsibilities

The successful implementation of LGU-led Skills Training under Train LOKAL relies on the coordinated and clearly defined roles and responsibilities of TESDA offices at all levels. Each office is tasked with providing strategic leadership, technical assistance, and operational support throughout the phases of LGU engagement. This coordinated approach ensures that programs remain demand-driven, inclusive, and aligned with national standards and quality assurance requirements.

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A. Community and Local Government Engagement Office (CLGEO)

CLGEO shall provide national-level policy leadership, frameworks, and enabling mechanisms to support TESDA field offices and LGUs throughout all phases of LGU-led Skills Training implementation.

Specifically, CLGEO shall:

1. Develop prioritization criteria for LGUs and priority sectors, and design the LGU readiness assessment tool.
2. Prepare Work Instructions for Train LOKAL to guide Regional Offices (ROPODOs) in field implementation.
3. Develop advocacy frameworks, key messages, and engagement materials to support TESDA field offices in LGU engagement and courtesy visits.
4. Conduct scoping of local ordinances related to TVET, and compile sample ordinances and institutional arrangements reflecting good practices to support LGU-led skills training institutionalization.
5. Coordinate with NTTA, TTIs, and TESDA Executive Offices to develop capacity-building programs for TESDA field personnel, CTECs, and relevant LGU staff to strengthen their ability to support LGU-led skills training.
6. Establish and/or strengthen partnership with LGUs and leagues of LGUs, and national agencies, in coordination with TESDA ROPODOs.
7. Coordinate with ROPODOs to document best practices and innovations of LGUs in TVET delivery, and facilitate knowledge sharing, learning exchanges, and benchmarking among LGUs.
8. Coordinate with ROPODOs to conduct capacity building and provide assistance to LGUs and local stakeholders for effective implementation of LGU-led skills training programs.

B. Regional Offices

TESDA Regional Offices shall provide strategic direction, convergence leadership, and oversight to ensure coherent and responsive implementation of LGU-led Skills Training programs within their regions.

Specifically, Regional Offices shall:

1. Designate dedicated focal persons that will directly support LGU-led Skills Training
2. Provide overall direction and guidance to Provincial/District Offices in implementing LGU-led Skills Training programs across all phases.

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3. Ensure alignment of LGU-led Skills Training initiatives with regional development priorities and TESDA policies.
4. Support and, where appropriate, participate in high-level advocacy engagements and courtesy visits with priority LGUs.
5. Lead convergence and coordination with counterpart line agencies, state universities and colleges, industry boards, and other stakeholders to ensure complementarity of programs.
6. Facilitate pathways linking TVET graduates to enterprise development, livelihood support, and employment facilitation programs of relevant line agencies;
7. Consolidate implementation data, best practices, and reports submitted by Provincial/District Offices to inform national program evaluation, policy refinement, and replication.

C. Provincial/District Offices

TESDA Provincial and District Offices shall serve as the primary implementers of field-level engagement, technical assistance, and monitoring, supporting LGUs throughout all phases of LGU-led Skills Training.

Specifically, the Provincial/District Offices shall

1. Designate dedicated focal persons that will directly support LGU-led skills training.
2. Conduct LGU readiness assessments to inform appropriate engagement strategies and phased implementation.
3. Conduct courtesy visits and advocacy engagements with Local Chief Executives and relevant LGU officials to promote LGU-led Skills Training and present available implementation arrangements.
4. Build partnerships with LGUs and facilitate inter-LGU cooperation to promote or strengthen resource sharing and enable labor mobility.
5. Provide technical assistance to LGUs on program planning, implementation modalities, and coordination mechanisms, as may be necessary;
6. Conduct advocacy activities to encourage LGUs to mobilize resources for TVET programs and integrate TVET investments into their Annual Investment Plans;
7. Conduct capacity-building activities for LGUs, CTECs, and local stakeholders to support effective implementation of LGU-led Skills Training programs;
8. Provide technical guidance on program recognition, registration, trainer and assessor accreditation, training center/assessment center establishment, and compliance with TESDA standards, as applicable.

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9. Support LGUs in implementing appropriate TVET delivery arrangements based on local needs and capacities.
10. Monitor and document the implementation of LGU-led Skills Training programs and related activities.
11. Document best practices and innovations and facilitate local-level knowledge sharing and benchmarking.
12. Submit implementation reports to the Regional Offices in accordance with prescribed reporting requirements.

D. Executive Offices and Other Relevant TESDA Offices

1. The Certification Office (CO), the Qualifications and Standards Office (QSO), and the eTESDA Division shall provide technical support to the ROPODOs and CLGEO in capacitating LGUs on program registration/recognition, compliance with TESDA policies and standards, ladderized program development, and utilization of e-learning platforms, consistent with their respective mandates.
2. The National TVET Trainers Academy (NTTA), in coordination with TESDA Technology Institutions (TTIs), shall primarily support Train LOKAL through the systematic training and development of trainers and CTECs to ensure the quality and sustainability of LGU-led Skills Training programs.
3. Other TESDA Executive Offices shall extend technical, administrative, and policy support, as may be necessary, to facilitate and strengthen the implementation of LGU-led Skills Training programs, consistent with their respective mandates and in coordination with the CLGEO.

X. MONITORING AND EVALUATION

The Monitoring and Evaluation (M&E) system shall support evidence-based planning, continuous program improvement, and knowledge sharing for LGU-led Skills Training. It shall guide TESDA personnel in documenting, analyzing, and learning from program activities, outputs, outcomes, and innovations.

This M&E shall apply to all LGU-led Skills Training initiatives implemented under these Guidelines, across all approved program arrangements and implementation phases.

Key Performance Indicators (KPIs)

Monitoring shall focus on observable outputs and results where TESDA provides facilitation, technical assistance, or capacity-building support. The following indicators shall be used for internal monitoring and evaluation purposes:

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LGU Output / Result	Indicator	TESDA Support
Functional CTECs	Number of LGUs with active CTECs	Conduct capacity-building, mentoring, and advisory sessions
Operational C/MTESDCs	Number of LGUs with functional TESDCs	Provide technical guidance on committee formation and coordination
TVET-supportive ordinances	Number of LGUs with ordinances institutionalizing TVET	Share sample ordinances, provide advisory support, and conduct advocacy activities
Integration into LGU plans	Number of LGUs incorporating TVET in CDP/LDIP/AIP	Advocacy, technical advice, and planning support
Local funding allocation	Presence of LGU budget allocation for TVET	Advocacy and advisory on resource mobilization
TESDA-registered & recognized programs	Number of programs delivered	Technical guidance on program registration, recognition, and compliance
Partnerships	Number of partnerships with TESDA, industry, TVIs, other stakeholders	Facilitate linkages and partnership development
LGU Capacity	Number of LGU staff, CTECs, stakeholders trained	Conduct capacity-building, mentoring, and coaching
Program delivery & graduates	Number of enrollees, graduates, assessed candidates, employment/livelihood outcomes	Advise on program quality, assessment and certification process
Best practices	Number of innovations or best practices documented and shared	Document lessons learned; facilitate knowledge sharing and benchmarking

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Documentation and Reporting

1. TESDA offices shall maintain internal records of program support, capacity-building activities, technical assistance provided, and observations from engagements with LGUs.
2. Best practices, innovations, and lessons learned arising from LGU-led Skills Training implementation shall be documented by TESDA for internal monitoring and evaluation, policy refinement, program improvement, and guidance on replication and scaling.
3. Documentation and reporting shall be informational and advisory in nature. LGUs shall not be required to submit mandatory reports under these Guidelines. Information shall be derived primarily from TESDA program records, engagements, and available administrative data and shall be used to improve program design, update work instructions, and guide capacity-building initiatives.
4. The CLGEO, in coordination with TESDA Regional Offices and Provincial/District Offices, shall facilitate the sharing of documented practices and lessons learned through knowledge-sharing and benchmarking activities.
5. The CLGEO shall monitor the overall implementation of the Train LOKAL Program. TESDA Regional Offices shall oversee and monitor the implementation support provided by Provincial/District Offices, while Provincial/District Offices shall document field-level implementation and coordinate with Regional Offices and CTECs for guidance and internal reporting.

XI. FUNDING

Funding for LGU-led Skills Training programs shall primarily be sourced from Local Government Unit (LGU) resources, including allocations in the Annual Investment Plans (AIPs) and other authorized local funding mechanisms.

In addition, LGUs may access TESDA scholarship programs to support the implementation of TESDA-registered and recognized training programs, subject to availability of funds and compliance with applicable policies and guidelines. LGUs assessed by TESDA as implementation-ready will be given priority in accessing these scholarship programs, consistent with established readiness criteria and resource optimization considerations.

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Additional resources may be mobilized through fund transfers from National Government Agencies (NGAs), pursuant to approved Memoranda of Agreement (MOAs) or equivalent inter-agency arrangements, as well as through jointly implemented or collaborative programs under the Whole-of-Nation approach. Grants, donations, and other forms of financial assistance may also be sourced from government-owned and controlled corporations (GOCCs), private sector partners, development partners, and non-government organizations (NGOs), in accordance with applicable laws, rules, and regulations.

Funding for capacity-building activities, technical assistance, and other program support provided to LGUs pursuant to this Circular shall be charged to available appropriations of TESDA authorized under the General Appropriations Act and relevant laws, such as Republic Act No. 9509.

XII. SEPARABILITY CLAUSE

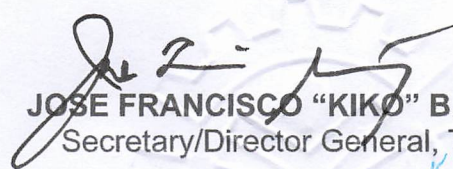
If, for any reason, any part or provision of these guidelines is declared invalid or unconstitutional, any part or provision not affected thereby shall remain in full force or effect.

XIII. REPEALING CLAUSE

All existing orders, circulars, memoranda, or other issuances inconsistent with the provisions of this Circular are hereby repealed, amended, or modified accordingly.

XIV. EFFECTIVITY

This Circular shall take effect upon publication and/or posting in the TESDA Web-based Records Management Information System.


JOSE FRANCISCO "KIKO" B. BENITEZ
Secretary/Director General, TESDA