



KABASALAN INSTITUTE OF TECHNOLOGY

INSTITUTIONAL DEVELOPMENT PLAN

2018-2022

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SECTION I

EXECUTIVE SUMMARY

The Institutional Development of Kabasalan Institute of Technology for the next five years, 2018-2022 leads towards the realization of the school's mission and vision. It sets the direction and it paves the way for KIT to meet the expected outcomes of its every activity.

The IDP is the school's attempt to disclaim the challenges that TVET has been facing for so long like TVET is the weakest components of the education system and that the relevance of TVET courses is difficult to maintain. This development plan that covers the governance and management, human resource management, infrastructure, tools and equipment, and financial plan are geared towards changing the mindset of the many and the social prejudice towards TVET. Likewise, this IDP gives more impact on development goals, green TVET practices and initiatives to enhance the sustainability of TVET in the future to meet upcoming global challenges.

Moreover, this IDP aims to rebrand TVET as an attractive post-secondary education option through keeping pace with the technology development and increase the public acceptance of TVET through the realistic and comprehensive assessment of strengths and weaknesses and the clear and broad understanding of opportunities and threats of the school. This is a practical approach, an inclusive approach and a flexible approach in responding to the challenges faced by TVET.

Having been the only TESDA Technology Institution in the newly-created province of Zamboanga Sibugay on February 2001, KIT takes the lead role among the 11 private TVIs in carrying out the TESDA programs in the province. It shall align its program offerings with the major economic activities in the province.

Likewise, IDP shall keep attuned with the leading industries in Sibugay which are in the areas of semi-processed rubber, rice and corn milling, ordinary food processing, wood and rattan furniture making, dried fish and squid processing, and home-made food processing. New industries include concrete products, garments, wax and candle factories, lime making, and other home and cottage industries shall be taken into consideration in the crafting of this 5-year IDP.

KIT along with DSF, the only two TTIs in Region 9 known as Zamboanga Peninsula is responsive to the needs and demands of high quality graduates who can be potent partners in boosting the economy of Region 9 which is basically rooted in agriculture with farming and fishing as the main economic activities. It supplies 75% of the country's total domestic requirements for canned sardines. Hence, its appellation as the Sardines Capital of the Philippines. To date, there are eight major canning factories based in Zamboanga City. It is therefore the commitment of KIT to produce workforce who can be employed in these flourishing industries in Region 9 like machinists for rice and corn milling, canning, and rubber processing factories; workers for dried fish and squid processing, and home-made food processing; sewers for garment industry; electricians, carpenters, plumbing, masonry and welders for construction services under the Build, Build, Build Program.

For the thriving businesses in the Region like auto, trucks, motorcycle and bicycle dealership, the school offers TVET qualifications in Automotive Servicing, Driving, and MSES. For restaurants, carenderias, coffee shops, bakeries hotels, motels, pension houses, boarding houses and resorts, the school offers Bread and Pastry Production, Cookery, Front Office Services, Food and Beverage Services, Housekeeping, and for salons, spas, beauty shops, the school offers Beauty Care. There are also Computer System Servicing and Electronic Products Assembly Services for offices and homes.

Since the school has engaged in rice farming as one of its Income Generating Projects and agriculture is one of the key employment generators, KIT will consider seriously its application for Agricultural Crop Production NCII.



SECTION II

ELEVATOR PITCH / INSTITUTION'S PROFILE

Kabasalan Institute of Technology (KIT) is one of the two TESDA Technology Institutions (TTIs) in Region IX and one among the 23 Centers for Technical Excellence (CENTEX) nationwide. It is situated in FL. Peña, one of the 29 barangays in the municipality of Kabasalan classified as 2nd class municipality with total population of 41,999 based on 2014 survey. KIT has been equipped with the state-of-the-art equipment in Metals and Engineering and other technology areas. Hence, it focuses all its efforts in making and strengthening TESDA's goals attainable, workable, functional and operational.

All its programs and activities are attuned to the school's mission and vision in molding and producing TVET graduate who is capable of sustaining the economic activity of the country either by wage employment or by undertaking entrepreneurial endeavors.

KIT's primary program and concern is the formal delivery of TVET through competency-based delivery. To meet the challenge of time, KIT has continuously been guided by its development plan. For 2018-2022, its Five-Year Institutional Development Plan is anchored on TESDA's development goals and priorities in ensuring lifelong learning opportunities for all towards Decent Work and Sustainable Inclusive Growth as expressed *"Serbisyon ramdam at kapaki-pakinabang"* or *"Hatid na serbisyo'y akma't kapaki-pakinabang para sa lahat"*

For the next 5 years, KIT in response to the purposive, effective, inclusive TVET, shall aim to propel technical education into greater heights, providing the trainees with better facilities, upgrading technology, increasing teacher competencies and revitalizing administrative. KIT management believes in leadership by example, instilling integrity by giving respect to the dignity of each person and in the dignity of profession and labor, and advocates learning by doing in a transparent, honest and free atmosphere.

This Institutional Development Plan shall be a work in progress, integrating changes along the way, while instituting reforms with emphasis in strong fiscal management and dynamic technical training that addresses the three-pronged directions: TVET for global competitiveness, TVET for social equity and TVET for Job-Readiness.

Head/ TTI Administrator	Greta D. Sabroso,Ed.D.
Designation	Vocational School Administrator III
Office Address	F.L. Peña, Kabasalan, Zamboanga Sibugay
E-mail Address	kitknvs@tesda.gov.ph
Telephone / Fax Nos	062-3282158
Date Established	1947
Legal Authority	Republic Act 3438
Total Land Area	10.34 hectares
No. of Buildings: Classroom Workshops Laboratory	18 buildings
No. of Personnel:	78 in the plantilla
Teaching	52
Non-Teaching	18
Distinctive Area of Competence	Machining
Brief Profile / Description of School / Training Center	<p>Kabasalan Institute of Technology (KIT) was first established as a Kabasalan Junior High School (KJHS) by a municipal resolution in 1947. The school was formally opened in June 1948. On April 5, 1957 the Municipal Council of Kabasalan passed resolution No. 26 requesting for the conversion of the general high school to a vocational high school. Republic Act No. 3438, the legal basis for the conversion of Kabasalan High School to Kabasalan National Vocational School took effect on September 23, 1963. With the implementation of R.A. 7796, otherwise known as the TESDA Law, KNVS became a TESDA administered school. The creation of TESDA made KNVS one of TESDA's Institution, and its curricular offerings were redesigned in accordance to TESDA standards and UTPRAS requirements. Governed by its vision and mission and in accordance with its thrusts and programs of TESDA, the institution was able to tap the Local government unit as partners in carrying out its programs and project for alleviating the economic status of the community by offering community-based skills training.</p> <p>The institute has been identified as one among the 23 Centers for Technical Excellence (CENTEX) having equipped with the state of the art equipment in Metals and Engineering and other technology areas.</p>
Mission	Kabasalan Institute of Technology an effective polytechnic institute in the development of technically skilled, highly competent and morally upright graduates for sustainable development
Vision	Kabasalan Institute of Technology, a leading polytechnic institute in Region IX that produces workforce with 21 st century skills
Quality Awards (Please indicate if the TTIs have quality awards, e.g. APACC, STAR, EAS TVET QAF, i.e. One Star in Electrical Installation & Maintenance NC II)	<p>APACC-Silver Award (2017-2021)</p> <p>Two-STAR Award in Machining (DAC) during the initial launching of the STAR Rating</p> <p>APACC- Bronze Award (2012 – 2014)</p> <p>Bronze accredited in Machining (PTQF)</p>

Registered Training Program	32- School based
	13-Mobile Training Program
	4-Bundled Programs <ol style="list-style-type: none"> 1. Two Year in Automotive Technology 2. Two-Year Certificate in Civil Construction Technology 3. One-Year in Electronics Technology 4. One-Year in Garments Technology
	8- Diploma Programs <ol style="list-style-type: none"> 1. Diploma in Hospitality Management Technology 2. Diploma in Food Production and Services Management Technology 3. Diploma in Automotive Engineering Technology 4. Diploma in Electronics and Communication Technology 5. Diploma in Garments, Fashion, and Design Technology 6. Diploma in Civil Engineering Technology 7. Diploma in Mechanical Engineering Technology 8. Diploma in Electrical Engineering Technology
Monetary Value (include/attach official documents to support value)	
a. Land (indicate if Deed of Usufruct and attach a copy of the document)	Php 2,282,174.85
b. Buildings/facilities of Usufruct and attach a copy of the document)	Php 16,619,904.84
c. Tools and equipment	
P S	Php 25,989,000.00 (as of 2018)
MOOE	Php 7,616,000.00 (as of 2018)
Website	www.kittesda.com
Facebook Account	Kit_knvs@ahoo.com.ph
E-mal Address	kitknvs@tesda.gov.ph
Telephone Number	062-3282158

EXTERNAL ANALYSIS & INTERNAL ANALYSIS

A. External Analysis:

For the next 5 years, the institutional development plan of KIT is geared towards addressing the 3-pronged directions of the TVET in the country which are as follows: VET for global competitiveness, TVET for social equity, and in the middle of the TVET continuum is TVET for job-readiness. It is in full support of TESDA, as the Authority in TVET in responding accordingly to the requirements of its clientele/stakeholders it serves. Hence, KIT shall implement the policies, programs and services that are instrumental in realizing these directions/responses:

1. “AGILITY” for TVET for Global Competitiveness
2. “SCALABILITY” for TVET for Job-Readiness
3. “FLEXIBILITY and SUSTAINABILITY” for TVET for Social Equity

KIT along with DSF, the only two TTIs in Region 9 known as Zamboanga Peninsula is responsive to the needs and demands of high quality graduates who can be potent partners in boosting the economy of Region 9 which is basically rooted in agriculture with farming and fishing as the main economic activities. It supplies 75% of the country’s total domestic requirements for canned sardines. Hence, its appellation as the Sardines Capital of the Philippines. To date, there are eight major canning factories based in Zamboanga City.

It is therefore the commitment of KIT to produce workforce who can be employed in these flourishing industries in Region 9 like machinists for rice and corn milling, canning, and rubber processing factories; workers for dried fish and squid processing, and home-made food processing; sewers for garment industry; electricians, carpenters, plumbing, masonry and welders for construction services under the Build, Build, Build Program.

For the thriving businesses in the Region like auto, trucks, motorcycle and bicycle dealership, the school offers TVET qualifications in Automotive Servicing, Driving, MSES. For restaurants, carenderias, coffee shops, bakeries, hotels, motels, pension houses, boarding houses and resorts, the school offers Bread and Pastry Production, Cookery, Front Office Services, Food and Beverage Services, Housekeeping, and for salons, spas, beauty shops, the school offers Beauty Care. There are also Computer System Servicing and Electronic Products Assembly Services for offices and homes.

There are 15 technical-vocational schools in the province classified as follows: 11 private TVIs, three (3) LGU-run training centers and one (1) SUC extension. Most of these TVIs are offering TVET qualifications under the tourism sector, few have offered qualifications under automotive/land transport and electronics sectors. There are only three(3) TVIs offering qualifications under agriculture, that is why KIT will offer Agricultural Crop Production NC II. As of now, there is no TVI that offered qualifications in construction, garments, and machining of which only KIT has offered.

B. Internal Analysis: Past Performance of the TTIs

EGACE Performance

For the past five years, KIT has registered these EGACE records.

CY Records of EGACE 2013

Performance Indicator	Target	Actual	Accomplishment Rate
Enrolled	3,972	4,447	112%
Graduate	3,595	4,470	124%
Assessed	2,710	3,078	114%
Certified	2,295	2,815	123%
Employed	1,718	1,897	110%

CY Records of EGACE 2014

Performance Indicator	Target	Actual	Accomplishment Rate
Enrolled	3,972	4,845	122%
Graduate	3,595	4,530	126%
Assessed	2,860	3,462	121%
Certified	2,402	3,260	136%
Employed	2,216	2,519	114%

CY Records of EGACE 2015

Performance Indicator	Target	Actual	Accomplishment Rate
Enrolled	4,707	5,276	112%
Graduate	4,246	4,618	109%
Assessed	3,821	3,846	101%
Certified	3,210	3,668	115%
Employed	2,632	2,747	104%

CY Records of EGACE 2016

Performance Indicator	Target	Actual	Accomplishment Rate
Enrolled	4,236	4,654	110%
Graduate	3,812	4,257	112%
Assessed	3,812	4,032	106%
Certified	3,202	3,962	124%
Employed	2,363	2,528	107%

CY Records of EGACE 2017

Performance Indicator	Target	Actual	Accomplishment Rate
Enrolled	3,864	3,474	90%
Graduate	3,477	2,872	83%
Assessed	3,477	2,872	83%
Certified	2,955	2,832	96%
Employed	2,260	2,704	120%

It can be noted that there was a drop of the EGACE performance of the school in CY 2017. This could be attributed to the implementation of the K-12 basic education of the Department of Education. This leaves no high school graduates for two school years, 2015-2016 and 2016-2017 which caused the decrease of the enrollees in KIT.

Secondly, the Industry Work Experience Required (IWER) as contained in TESDA Circular No. 20, series 2014 which requires industry work experience as part of the requirements for National TVET Trainers Certificate (NTTC) issuance and renewal is one of the identified causes. This slowed down the renewal of the NTTC of some of the trainers, hence some of the programs for the school year were not implemented as targeted.

FINANCIAL RESOURCES

The school has been operating under this budget as of 2018.

- Personal Services(PS) - Php 25,989,000.00
- Maintenance and Other Operating Expenses (MOOE) - Php 7,616,000.00
- Trust Fund - These includes scholarships, income generating projects, assessment, SUC partnership, and other services

Income Generating Projects. The school IGP's continue to flourish. With the renovation of the function hall, the procurement of new sets of air conditioning units and the improve physical appearance of the school campus many have booked for their special functions and gatherings here in school. The Garments Production, Catering Services and the Rice Production are the 3 main income generating programs of the school. Catering Services and hostel accommodation are tapped for occasions like seminars, birthdays, and other special occasions. Function hall, midcamp stage, and athletic fields are used for social functions. These activities allow the students in the tourism sector to practice their skills. The school has about 5 hectares of rice farm that produce rice all year round.

SUC Partnership. KIT has an on-going partnership with the Zamboanga City State Polytechnic College for the offering of various technology related 4-year degree programs. These are Bachelor of Technical Teacher Education, Bachelor of Science in Automotive Technology, Bachelor of Science in Electrical Technology, Bachelor of Science in Mechanical Technology, and Bachelor of Science in Industrial Technology.

Still in partnership with ZCSPC, the school will soon offer Graduate Studies in Master of Arts in Education and Master of Arts in Technical Vocational Education. Likewise, post graduate studies like Doctor in Education will soon be offered here in school.

PROFILE OF PERSONNEL COMPLEMENTATION

	Name	Position Title/Designation	Status of Appointment
1	SABROSO, Greta D.	Vocational School Administrator III	Permanent
2	PARDILLO, Renerio P.	Assistant Professor II Head of Instruction (Core Competencies)	Permanent
3	ABULON, Elmer Y.	Administrative Officer IV	Permanent
4	TIONGCO, Gladys A.	Assistant Professor I (Basic & Common Competencies)	Permanent
5	CARPIO, Fe R.	Assistant Professor I	Permanent
6	CHIONG, Edna G.	Assistant Professor I	Permanent
7	QUIRANTE, Mary Ann L.	Assistant Professor I	Permanent
8	TAMSI, Romee A.	Assistant Professor I	Permanent
9	ESTAÑERO, Marie Raneth E.	Nurse II	Permanent
10	AURE, Arnulfo A.	Instructor III	Permanent
11	CAÑETE Jr., Presco P.	Instructor III	Permanent
12	LONGOS, Adelaida V.	Instructor III	Permanent
13	MABALOT, Clara Bella C.	Instructor III	Permanent
14	MABATID, Amy N.	Instructor III	Permanent
15	RASONABLE, Veronica A.	Instructor III	Permanent
16	SIASON, Ronaldo J.	Instructor III	Permanent
17	TAYAG, Danilo R.	Instructor III	Permanent
18	TAYAN, Marylyn L.	Instructor III	Permanent
19	ALAGON, Jeremy-Karl K.	Instructor II	Permanent
20	BAIT-IT, Necasio Jr. C.	Instructor II	Permanent
21	CAPITANEA, Cecilia M.	Instructor II	Permanent
22	COMEDIDO, May A.	Instructor II	Permanent

23	CORDOVA, Aileen A.	Instructor II	Permanent
24	COTEJO, Malare P.	Instructor II	Permanent
25	DECHETA, Oswaldo M.	Instructor II	Permanent
26	DIADULA, Dhelmar	Instructor II	Permanent
27	ELLORIN, Analyn J.	Instructor II	Permanent
28	JAMBARO, Brenda T.	Instructor II	Permanent
29	MAGBANUA, Michael C.	Instructor II	Permanent
30	MONGCOPA, Eden A.	Instructor II	Permanent
31	PAGAYON, Pepito B.	Instructor II	Permanent
32	PALLAR, Sheba I	Instructor II	Permanent
33	PARAJAO, Bonifacio S.	Instructor II	Permanent
34	SUPIL, Cecilia O.	Instructor II	Permanent
35	TOMAS, Orlando B.	Instructor II	Permanent
36	TUBAN, Maria Evelyn T.	Instructor II	Permanent
37	VELASCO, Joseph Jr. D.	Instructor II	Permanent
38	BARRIOS, Bryle F.	Instructor I	Permanent
39	BAYLON, Edwin Jr. P.	Instructor I	Permanent
40	CODO, Amalia A.	Instructor I	Permanent
41	DACULA, Aileene A.	Instructor I	Permanent
42	DAG-UMAN, Ricky O.	Instructor I	Permanent
43	ESTRELLA, Giovanni B.	Instructor I	Permanent
44	GAJOSTA, Elma E.	Instructor I	Permanent
45	JAUKAL, Juvelyn M.	Instructor I	Permanent
46	LACAO-LACAO, Edpher Y.	Instructor I	Permanent
47	LUNIZA, Jaynil C.	Instructor I	Permanent
48	NUBOG, Gretchen J.	Instructor I	Permanent
49	SANGCOM, Rhando O.	Instructor I	Permanent
50	TAYAG, Dan Rey A.	Instructor I	Permanent
51	TRAYVILLA, Philip D.	Instructor I	Permanent

52	AMIL, Asirah B.	Teacher I	Permanent
53	GUHITING, Ana Katrina A.	Administrative Officer I (Cashier)	Permanent
54	BACUDAN, Josephine Z.	School Librarian I	Permanent
55	SUMPO, Zaiton N.	Administrative Officer I (Supply Officer)	Permanent
56	ELLOREG, Roneyrick John D.	Administrative Assistant III	Permanent
57	BACOD, Joel D.	Administrative Aide IV	Permanent
58	LAGUNAY, Ray Virgil T.	Administrative Aide IV	Permanent
59	PANGASIAN, Karen Joy T.	Administrative Aide IV	Permanent
60	TAYAN, Leandrito D.	Administrative Aide IV	Permanent
61	ALAR, Loreto B.	Administrative Aide III	Permanent
62	GANZON, Arceli O.	Administrative Aide III	Permanent
63	UTTONGAN, Nasser H.	Administrative Aide I	Permanent
64	TUMONG, Alberto Jr. R.	Security Guard I	Permanent
65	VELIGAÑO, Felix	Security Guard I	Permanent
66	VILLEGAS, Danilo	Security Guard I	Permanent
67	TRAYVILLA, Carlito	Administrative Aide I	Casual
68	HULAGNO, Norina B.	Administrative Aide I	Casual
Subtotal			
	Number of Teaching Positions :	50	
	Number of Non-Teaching Positions:	16 + 2 CASUAL EMPLOEES	
Grand Total			
	Number of Filled Positions :	68	
	Number of Unfilled Positions :	12	
	Number of Itemized Positions :	78	

STATE OF INFRA AND TRAINING FACILITIES

List of Facilities Existing at Kabasalan Institute of Technology

(e.g. classrooms, workshops, laboratory, dorm, etc.)

Name of Building	Total Area	Number of Rooms/Offices				
		CR	Lab	FSO	RR	FH
Buildings						
Related Subjects Building 2-storey	960 sq.m.	6	6	1	6	1
Shop Bldg -10 Boys #1 Marikina-Auto	480 sq.m	4	4	0	1	1
Shop Bldg -10 Boys #2 Marikina-FCM	480 sq.m	2	2	0	2	0
Shop Bldg Marcos Type #1 Garments	240 sq.m	4	4	0	4	0
Shop Bldg Marcos Type #2 Science	244 sq.m	2	2	0	3	0
Shop Bldg Marcos Type #3 Electricity	384 sq.m	4	4	0	2	0
Girls Trade Bldg-Function Hall	400 sq.m	5	5	0	5	1
Administration Building	490 sq.m	0	0	9	7	0
Eleuterio Soriano Building	616 sq.m	5	5	2	3	1
Drafting Building	840 sq.m	4	4	1	2	0
Power House Building	128 sq.m	0	0	0	0	0
School Clinic and Hostel	153.33 sq.m	0	0	2	5	0
Supply Office Building	72 sq.m	0	0	2	1	0
Technology Building Auto-Laboratory	307.04 sq.m	5	5	1	2	0
Civil Technology Building	277.5 sq.m	3	3	0	3	0
Mid-cam Stage & Quadrangle	132.66 sq.m	1	0	0	2	0
Training Center-Centex Building	792 sq.m	10	11	1	7	1
Library/Science Apparatus Building	180.42 sq.m	0	0	2	3	0

Offices/Facilities	Area	Capacity	Nature of activity that can be accommodated
Vocational School Administrator	41.29 sq.m	10	Administers, Supervises of Technology Institution
Head of Instruction	12.60 sq.m	3	Accommodate issues/concerns about instructions on basic and common competencies
Administrative Officer IV	18.72 sq.m	6	Personnel Functions, Report Management
Records Section	26.28 sq.m	15	Transaction on Records Personnel-Faculty & Staff
APACC Room	62.98 sq.m	6	Documents for accreditation
Cashier's Office	25.65 sq.m	3	Collection of Fees and Disbursement of Salaries
Budget Officer's Office	22.23 sq.m	1	Prepares Agency Budget Matrix, Work and Financial Plan, Budget Proposal & Monitoring
Accounting Section Office	23.88 sq.m	2	Prepares Financial Reports, processing vouchers, making payrolls and remittance
Quality Assurance Office/CBLM	16.00 sq.m	3	Checking, Reproduction of Modules, monitoring of CBT instruction
Printing and Reproduction Office	7.56 sq.m	1	Printing test papers, Modules and office forms for reproduction
Auditor's Office	62.98 sq.m	2	Auditing services
Assessment Officer's Office	48.19 sq.m	12	Facilitate assessment documents to candidates
Assessment Area	61.00 sq.m	10	Accommodate students/candidates for assessment
Supply Officer's Office/Stock Room	45.51 sq.m	2	Facilitate requisitions, keeps records of all properties, recommends disposal of unserviceable items
Guidance Counselor's Office	12.60 sq.m	1	Accommodate students, teachers and parents referring students behavior and attendance
Clinic	35.34 sq.m	1	Issuance of Medication for common ailments and give first aid treatment to students, teachers and employee
Internet Cafe/E-Learning	152.40 sq.m	20	Accommodate clients for e-learning and access to the web

ROTC/DSMT Office	76.20 sq.m	5	Record ROTC Cadets and for training purposes
Registrar's Office (Extension Programs)	57.60 sq.m	5	Accommodates enrolment, docs requisitions
SSC Office	30.00 sq.m	10	Supreme Student Council office conference and student center
Registrar's Office	60.72 sq.m	5	General Supervision of enrollment and students important documents center
Research and Public Information Office	35.00 sq.m	10	Research, Data collection, Information Services
Garments Area	1,368 sq.m	20	Dressmaking and Tailoring training services
HRS Learning Station	12.48 sq.m	10	HRS Audio/Video Station/learning materials station
Mathematics Learning Station	15.00 sq.m	10	Mathematics learning materials section
Drafting Learning Station	50.00 sq.m	20	Drafting Audio/Video room
Automotive Learning Station	60 sq.m	25	Automotive learning materials section
English Learning Station	60 sq.m	25	English Audio/Video room
Machinist Learning Station	20 sq.m	10	Machining Audio-Video room
Science Learning Station	30 sq.m	10	Applied Science learning materials section
Hostels/Dormitory			
Mini-Hotel	20 sq.m	12 beds	KIT Guests and visitors, participants for conferences
Service Facilities			
Farm House	930 sq.m	3	Rice production, stock house, farm equipment and personnel center
Mini Bar	45.6 sq.m	10	Receiving visitors for wine mixing and bartending services
Canteen	108.3 sq.m	30	Snacks and Meal center for students and teachers and employees
Function Hall	303.60 sq.m	250	Catering services, Seminars, Conferences and Training Center
Garments Production Area	139.84 sq.m	15	T-shirt, uniforms, etc. Production

Covered court/Midcam Stage	1,339.20 sq.m	3,000	Convocation Programs, Seminars, Socials, Games
Basketball Court/2 Volleyball Court/Dryer	1,204.00 sq.m	500	Physical Fitness Area/Rice Solar Dryer
Student Lounge	442.20 sq.m	20	Study Area and while the hours away
Parking Area with roof	64.41 sq.m	4	Parking area (vehicles)
Motorcycle Parking Area with roof	48.00 sq.m	25	Motorcycle Parking Area
Guard House	8.80 sq.m	4	Security Guards Quarters
3rd Floor CENTEX Building	840.00 sq.m	1,000	Seminars, Physical Fitness Area
PESO/JoLins Office	60.72 sq.m	5	Job linkages and Job Referral/ Industry Immersion Facilitation
Waiting Area	12.60 sq.m	10	Waiting Area of visitors
Legend:			
	<i>CR</i>	* Classroom	
	<i>Lab</i>	*Laboratory	
	<i>FSO</i>	* Faculty & Staff Office	
	<i>RR</i>	* Rest Room	
	<i>FH</i>	* Function Hall	



SWOT ANALYSIS

Kabasalan Institute of Technology aims to offer the highest quality UTPRAS accredited programs and recognized diploma programs with an emphasis on entrepreneurship and a relevant and dynamic environment. It commits to sustain its identified strengths, to overcome its weaknesses, to welcome opportunities, and to subdue the treats.

STRENGTHS

- Asia Pacific Accreditation and Certification Commission (APACC) Silver Level from 2017-2021 for institutional accreditation
- CENTEX in Machining
- One of the two TESDA-Technology Institutions in Region IX
- Competent teaching and non-teaching personnel
- Bachelor's degree and PRC licensed teachers and office personnel
- Biggest TVI in the region
- Two-STAR Award in DAC during the initial launching of the STAR Rating
- 45 UTPRAS registered qualifications, 4 bundled programs and 8 diploma programs
- Recipient of 40M Innovation Center
- Provider of free tertiary education (UAQTEA) for IOI batches
- Financially independent
- Functional job Linkages Network Services (JoLiNS); and DTS
- Thriving Income Generating Programs like catering, farming, hostel
- Enough numbers of shopwork laboratories
- Existing student support services
- Has met the EGACE target by 80%

WEAKNESSES

- Lower enrolment rate in Construction Sector
- No budget for Capital Outlay
- Less percentage of teachers involved in technology research
- Greater percentage of personnel with no master's degree
- Inadequate number of tools and equipment
- No plantilla items for school registrar, HRMO
- No teachers for Filipino subjects for diploma programs
- No service vehicle for Mobile Training Programs
- No dormitory for students and seminar participants
- No budget for the old building built in 1953 that needs restoration
- TVET Alumni Association is still inchoate
- No NC assessor for Machining NC III

OPPORTUNITIES

- Increasing demands for skilled workers with relevant and employable skills
- TVET programs well-advocated
- Expand linkages with stakeholders
- Greater demand for relevant multi-skills
- Support from stakeholders, school boards, PTEA
- Big land area for expansion like construction for buildings, covered court, and for agricultural ventures
- Center of TVET training in Region IX
- Linkages with other gov't agencies like DICT, DSWD, LGUs (municipal & provincial), DOLE
- Booming businesses as prospective employers of graduates
- Private TVIs and high school patronize the assessment center for the assessment of their students
- Has the highest rate of vocational training admissions among the TVIs in Region IX
- Booming industry for tourism and agro-industry for industry attachments and employment of graduates
- Has gained the support of the LGUs in the implementation of MTP
- Has the support of the Congresswoman of District II, Zamboanga Sibugay for the conversion of KIT into Zamboanga Sibugay Polytechnic Institute

THREATS

- Peace and order situation
- Emergence of numerous private TVI's in the province
- Aging and health problems of teaching personnel
- Greater percentage of drop-outs in the second semester
- Few industries in neighboring municipalities for the OJT /industry immersion of students and trainers
- Stringent requirements for the renewal of NC's and NTTCs of trainers
- Unused Trust Funds/SSP will be taken by TESDA at the end of the year
- Difficulty in maintaining the competitive edge of TVET courses over degree programs offered by SUCs and LUCs in the Region
- Changes in political leadership would affect continuity support for programs
- Escalating prices of tools, supplies, equipment due to TRAIN Law
- No more sources for SSP/Trust Fund due to free TVET thru UAQTEA



SECTION IV

ORGANIZATIONAL CULTURE & VALUES

The organizational culture is the key in managing changes and therefore, essential in attaining the success that this Institutional Development Plan tries to accomplish under this work environment characterized by;

T –rainable human resources for excellence

R-espect among all employees and stakeholders

U-nconditional sharing of experiences and expertise

S -hared commitment and

T-otal acceptance of each other's uniqueness

Such culture clearly sets the directions for continuous enrichment and strengthening of KIT capacity as an exemplary TESDA Technology Institution in Region IX in particular and of the Philippines in general.



The organization embodies the core values of:

L-oyalty to the institution and to its mission and vision

I –ntegrity and honesty in the performance of duties and responsibilities

G-ender and equity in the provision of opportunities among men and women

H-uman Dignity, a show of absolute respect for the dignity of every human person.

T-eamwork through fostering collaborative efforts in pursuing a common goal

E-nvironment-friendly through the integration of green economy in its programs

R–espect the uniqueness of every member in the organization



SECTION V

VISION, MISSION & GOALS

Vision

Kabasalan Institute of Technology, a leading polytechnic institute in Region IX ,produces graduates with 21st century skills.

Mission

Kabasalan Institute of Technology an effective institution in the development of technically skilled and educated individuals, highly competent and morally upright for occupational and global competence.



Goal

Strive for excellence in TVET for middle-level manpower with international competitiveness.

Intensify the promotion and implementation of quality education for all through improved and sustainable delivery of programs and services.

Quality Policy

Safety and Quality: KIT Business for Customers' Delight



Objectives

KIT shall provide competency-based learning experiences which create opportunities for the youth to develop and apply knowledge, skills, attitudes, habits needed for their personal growth as productive and self-sustained citizens of the country. These are explicitly stated as follows:

1. To provide quality technical vocational education and training for workforce equipped with 21st century skills
2. To ensure effective and efficient governance and management for scalability of technical education and skills development
3. To strengthen the linkages with industries and stakeholders for TVET delivery flexibility
4. Strengthen the fiscal status of the school for sustainability



SECTION VI

OBJECTIVES, STRATEGIES & ACTIVITIES

Goal I: Strive for excellence in TVET for middle-level manpower with international competitiveness

List of Activities per Strategy

Objective	Strategy	Activities
Objective I: To provide quality technical vocational education training and for workforce equipped with 21st century skills for equitable and sustainable development	Strategy:1.1 Adopt flexible TVET programs compliant to international standards establishing flexibility and openness of the curricula according to the requirements	Activities: <ol style="list-style-type: none"> 1. Apply for UTPRAS registration all the existing TVET qualifications with amended training regulations 2. Apply for UTPRAS registration TVET qualification in Agricultural Crops Production NC II 3. Register more TVET qualifications with NC III level and NC IV level 4. Update the curricula of the 8 diploma programs (level 5) based on the CMO thru consultation meeting with the partner HEIs 5. Upgrade the shopwork for construction sector and intensify the job facilitation to make it more attractive to students 6. GAD is imbedded in the instruction for equality and equity

	<p>Strategy 1.2: Adopt agility in intensifying the skills upgrading and the training of trainers and competency assessors thru doable human resource plan</p>	<p>Activities:</p> <ol style="list-style-type: none"> 1.Nominate trainers to international trainings/seminars 2.Send assessors to the yearly moderation of competency assessors 3.Conduct echo/multiplier seminar-workshops 4. Sustain the use of NBC 461 in upgrading the salary of the trainers 5. Assist the teachers to earn masters and doctoral degrees thru scholarship 6. Forge MOA with ZCSPC, an SUC in Zamboanga, for the conduct of masters and doctoral degrees classes at KIT campus 7. Encourage the teachers to earn several NTTCs 8. Monitor the yearly implementation of the Staff Development Plan 9. Sustain the health insurance of the teachers
	<p>Strategy 1.3: Adopt conducive and enabling learning environment thru the provision of improved facilities, tools and equipment and facilitative training venues</p>	<p>Activities:</p> <ol style="list-style-type: none"> 1. Empower the Facilities and Equipment Management Team 2.Implement the tools and equipment plan 3.Increase the number of library holdings by 50% 4.Empower the Infrastructure Maintenance and Repair Committee 5.Allocate budget for the maintenance and repair of infrastructure (shop laboratories/workshops) which is 5% of the total MOOE 6.Augment the resources of the school thru sourcing from alumni, NGAs, other stakeholders

Objective 2: To ensure effective and efficient governance and management for scalability of technical education and skills development	Strategy 2. 1: Sustain the operation of the school through strengthening its quality management system	Activities: <ol style="list-style-type: none"> 1.Submit to audit and other required quality checks 2.Maintain and upgrade constantly a working website 3.Work for APACC Gold Level 4.Submit 5 qualifications for the STAR Rating annually 5.Apply for the EASTVET QAF Accreditation
	Strategy 2.2: Institutionalize the school Quality Assurance System to create TVET image of Integrity	Activities: <ol style="list-style-type: none"> 1.Draft updated school policies 2.Update the school policy manual twice a year 3. Reconstitute the quality management committees and monitor its performance regularly 4.Trainers to go for TM II 5. Trainers are mandated to apply as competency assessors 5.Apply for additional assessment centers about 65% of its program offerings
	Strategy 2.3: Pursue the conversion of the school into Zamboanga Sibugay Polytechnic Institute	Activities: <ol style="list-style-type: none"> 1. Make follow ups with Cong. Ann K.Hofer, representative of the 2nd Dist. of Zbga. Sibugay regarding the revision of some provisions in the House Bill No.166 for the conversion of KIT into ZSPI 2. Work for the reclassification of the school as Polytechnic

		Institute under the typology for TVET providers thru meeting the set criteria
Goal 2: Intensify the promotion and implementation of quality education for all through improved and sustainable delivery of programs and services		
List of Activities per Strategy		
Objective 1: To strengthen the linkages with industries and stakeholders for TVET delivery flexibility	Strategy 1. 1: Increase the participation and involvement of industries in developing ready quality workforce thru industry attachment/immersion	Activities: <ol style="list-style-type: none"> 1. Involve industry workers/entrepreneurs in the competency assessment 2. Increase the number of industry partners by 5% yearly 3. Sign at least one (1) MoU/MoA with development partners and private institutions 4. Pursue the Dual Training Programs in Dressmaking, Tailoring, Automotive Servicing , Machining in the locality
	Strategy 1. 2: Develop and practice strong collaboration and partnership with TVET stakeholders	Activities: <ol style="list-style-type: none"> 1. Reconstitute the composition of the School Board 2. Involve the industries in the revision of the CBLMs, 3. Get the endorsement of the industries and stakeholders to support the UTPRAS registration of new qualifications 4. Revitalize the KIT Parent and Employees Association
	Strategy 1.3 Intensify the social marketing and advocacy activities thru the development and implementation Image Building Communication Plan	. Activities: <ol style="list-style-type: none"> 1. Develop and implement Communication Plan including a strategy for improving public relations; 2. Increase the visibility and participation of KIT in the activities of the municipalities like during patronal fiesta, Araw Celebration, Independence

		<p>Day and other important celebrations</p> <p>3. Establish a Working Group that develops both a public relations strategy, and a strategy for communications, which would cover both internal and external communications for the school's image building plan</p> <p>4. Provide appropriate materials, technical and financial resources for the school's image building initiatives</p> <p>5. Conduct advocacy of the school programs for the second semester to minimize drop outs</p>
	Strategy 1.4 Enhance the Job Facilitations Services	Activities: <ol style="list-style-type: none"> 1. Activate the TVET alumni association 2. Sustain the conduct the yearly Job Induction and Spiritual Enrichment Program 3. Conduct/Participate in jobs fairs and World Café of Opportunities 4. Enroll the graduates in some job search websites 5. Increase the number of personnel who are designated as Public Employment Service Officer, Industry Coordinator, Career Coach, Jolins focal 6. Conduct tracer study annually 7. Develop local Labor Market Information (LMI) that is published in the school paper
Objective 2: Strengthen the fiscal status of the school for sustainability	Strategy 2.1 Intensify income generating projects	Activities: <ol style="list-style-type: none"> 1. Accepting catering services 2. Each course will have an appended module in Entrepreneurship to teach the students run a business 3. Renting the function hall and the midcamp stage for wedding parties and other special ceremonies

		<p>4. Tshirts manufacturing and clothes sewing services</p> <p>5. Rice farming and vegetable gardening</p> <p>6. Increase the SSP activities of the school thru creation of additional IGPs</p>
	<p>Strategy 2.2</p> <p>Intensify the awareness and implementation of green technology in reducing wastage and unnecessary expenditures</p>	<p>Activities:</p> <p>1. Issue an overall school's environmental policy</p> <p>2. Integrate environmental themes in the curriculum</p> <p>3. Implement varied green activities</p> <p>4. Create a waste management and recovery committee</p> <p>5. Conduct a quarterly green audit</p> <p>6. Practice austerity measures in the use school supplies</p> <p>7. GAD and Green Programs are imbedded in the instruction for quality result and for equitable and sustainable development</p>
	<p>Strategy 2.3: Develop entrepreneurial skills.</p>	<p>Activities:</p> <p>1. Each course will have an appended module in Entrepreneurship to teach the students run a business</p> <p>2. Entrepreneurial training shall be conducted to all students enrolled in COC or full qualification TVET3</p> <p>3. Send all trainers to entrepreneurial trainings</p> <p>4. Integrate entrepreneurship subject in all TVET qualifications and diploma curricula offerings</p> <p>5. Adopt entrepreneurial activities/ventures in the school campus like project outputs, recycled items, produce in gardens and the likes</p> <p>6. Refurbish the incubation center as display center for the project outputs in different qualifications</p>



SECTION VII

INPUTS OR RESOURCES

GOVERNANCE AND MANAGEMENT PLAN

Key Area/Standards	Strategic Actions (Program/Activities / Project)	Plan/Actual	Expected Outcome	Date Start	Date of Accomplishment	Responsible Person	Required Budget	Source of Funds
Governance and Management								
The institution may device a timely and appropriate system of inventory particularly on tracking consumable items.	Conduct semi-annual inventory of materials, tools and equipment	Provide storage room for every shop laboratory/assessment center	Conducted semi-annual inventory of materials, tools and equipment, constructed storage room for every laboratory/assessment center	July – December 2018	Jun- 21	Supply Officer, Trainer, Maintenance Personnel	150,000.00	MOOE
The institution may further strengthen the system of documentation and arrangement of documents to facilitate its easy tracking and retrieval. This is not only for the purposes of APACC Accreditation but also for other uses such as the COA Audit or Policy Review Exercises	Assign document controller for every criterion	Provide a summary of each file of documents for easy tracking	Improved the labeling system of documents	July 2018 and onwards	Jun-21	Document controller	25,000.00	MOOE
A culture of regular documentation is encouraged to be strengthened. The	Assign permanent document controller for every criterion	Appoint secretary or documenter for every criterion	A secretary or documenter for every criterion is appointed	July 2018 and onwards	Jun- 21	Secretary and document controller	20,000.00	MOOE

institution can instill to its faculty and staff the need for constant and accurate updating of the documents. This is recommended to be a regular practice and not only when there is an accreditation exercise						for every criterion for organized documentation process		
Care and consistency in record filing is recommended to be strictly followed. Institution may check whether the data in the reports is consistent with the actual scenario	Review the documents before signing, submitting and filing	Update record filing monthly	Updated record filing monthly	July 2018 and onwards	Jun-21	Criterion I committee	50,000.00	MOOE
Teaching and Learning								
Ensure the consistency of the documents in curriculum review particularly on those indicating the names of the participants in the meetings for curriculum review and revision.	Ensure that the participants in the meeting for curriculum review and revision have signed in the attendance of the minutes	Ensure that the documents in Curriculum Review are consistent	The documents in Curriculum Review are Consistent	July 2018 and onwards		Committee on Curriculum Development, UTPRAS Focal	10,000.00	Trust Fund
Although the allotted budget for books and instructional materials is at 23%, the APACC Team found it to be under-utilized. The KIT Management is	Intensify the yearly procurement of the library holdings.	Annual inventory and disposal outmoded library resources		July 2018 and onwards	Jun-21	FEMS Committee, Finance Personnel, COA, VSA	1,000,000.00	MOOE

encouraged to maximize the allotted budget for books and instructional materials to further improve the provision of knowledge services in the institution.								
The course heads and administrators is recommended to make sure that the listing of the number and types of print based modules are clear and easy to understand. These modules may be listed according to program, not per NC. This is to allow an easy verification of compliance to the required standard of one copy of module per student	List of modules is by qualification or program	Produce additional copies to ensure one copy of module per student	Increased number of print-based modules (1:1)	July 2018 and onwards	June-21	School Librarian, CBLM Focal	250,000.00	MOOE / Trust Fund
The system of adding curriculum updates and its documentation may be further strengthened	The system of adding curriculum updates is strengthened through passing a Resolution by the Curriculum Committee. For wide dissemination, an Office Order will be issued	Pass a resolution and Office Orders for the Curriculum Committee	Updated curriculum that meets the training needs of the clients	July 2018 and onwards	Jun-21	Curriculum Committee	100,000.00	Trust Fund

Human Resources								
The recommended student to teacher ratio is advised to be followed in all course offerings. Some of the more popular courses such as Machining NC II exceed the recommended ratio.	All qualifications in all level follow the ratio of 1:25 for core competencies and 1:25 or more for basic and common competency.	Fill up vacant teaching positions to meet the ratio of 1:25 for core competencies and 1:25 or more for basic and common competency	At the ratio of 1:25 for core competencies and 1:25 or more for basic and common competency is met	July 2018 and onwards	Jun-21	HRMO, VSA, HOI		PS
Research and Development								
Case study examples may be checked for consistency and correctness before implementation.	Ensure that case study examples are reviewed and checked before the implementation	Review and check case study examples before the implementation	Reliable case study examples	July 2018 and onwards	Jun-21	Trainers	250,000.00	MOOE
Research proposals and outputs can take in to account the needs of the surrounding communities.	Write research proposals based on the needs of the surrounding communities and present proposal outputs to the end-users/communities.	The Machining instructors improvise/fabricate a can sealer machine in collaboration with the Food Processing Instructors and Shielded Metal Arc Welding Instructors.	Collaboration with the Food Processing Instructors and Shielded Metal Arc Welding Instructors strengthened	July 2018 and onwards	Jun-21	Trainers	50,000.00	Trust Fund
While a training needs analysis was conducted, the institution is recommended to ensure that it will serve as a basis for the crafting of a faculty and staff development plan.	Provide opportunities for professional growth by crafting a 5-year faculty and staff development plan based on the results of the training needs analysis	Provide opportunities for professional growth by crafting a 5-year faculty and staff development plan based on the results of the training needs analysis	A 5-year faculty and staff development plan is implemented	July 2018 and onwards	Jun-21	VSA, HRMO, Head of Instruction, VIS	5,000.00	Trust Fund

The institution may proactively strengthen training needs analysis implementation and mechanism in determining the training requirements and qualifications of the staff	Accomplish the Individual Development Plan (IDP), Career Path Charting, Succession Plan or conduct a training needs analysis to identify the gap between the current trainings of the faculty and staff and the needed trainings.	The Training Needs Analysis is instituted	Strengthened training needs analysis and mechanism in determining the training requirements and qualifications of the staff.	July 2018 and onwards	Jun-21	VSA, HRMO, Head of Instruction, VIS	10,000.00	MOOE
Image and Sustainability								
Prepare an image building plan	Communication plan in consultation with stakeholders both external and internal	Social Marketing and advocacy will be intensified	School accreditation is sustained in addition with EASTTVET QAF accreditation	July 2018 and onwards	Jun-21	VSA, Stakeholders, Committee on advocacy	100,000.00	MOOE
Other Resources								
The policy for consultancy may be further strengthened and monetary compensations may also be defined properly. The proportion that will go to the school and the trainer/ consultant may be well- defined.	Policy that defines the monetary compensation of consultancy services and the sharing between the school and the trainer-consultant.	Develop a policy that defines the monetary compensation of consultancy services and the sharing between the school and the trainer-consultant.	Trainers involve in consultancy are well compensated	July 2018 and onwards	Jun-21	VSA, HRMO, Head of Instruction, VIS		
The institution may explore adding faculty members coming from the industry.	Recruite trainers and assessors coming from the industry with appropriate qualification to fill	Three or more teachers will be recruited coming from the industry with appropriate	Industry experts as part of the teaching staff of the school	July 2018 and onwards	Jun-21	VSA, HRMO, Head of Instruction, VIS		PS

INFRASTRUCTURE DEVELOPMENT PLAN

INFRASTRUCTURE PROJECTS	BUDGETARY REQUIREMENTS						Remarks
	2018	2019	2020	2021	2022	Total	
TESDA Innovation Center	40,000,000.00						
Covered Court Construction (Continuation)	180,000.00						
Reinforced Drainage Canals and Waterways	320,000.00						
2 Storey Dormitory 100 beds Capacity			6,000,000.00				
Movable Steel Bleachers		1,000,000.00					
KIT Mini-park and Boulevard along newly reinforced River Control			850,000.00				
Construction of KIT-Museum				750,000.00			
Driving Lane		100,000.00					
Construction of Motor Pool					250,000.00		
Installation of Solar Panels		500,000.00	500,000.00	500,000.00	500,000.00		
Construction of Green House		300,000.00					
Upgrading of GAD Related Amenities		500,000.00			500,000.00		
Waste Management Facilities		75,000.00	50,000.00	25,000.00	25,000.00		
Upgrading of water system		50,000.00	50,000.00				
Installation of LED Lights	50,000.00	50,000.00					
Total	40,550,000.00	2,575,000.00	7,450,000.00	1,275,000.00	1,275,000.00	53,125,000.00	

TOOLS AND EQUIPMENT DEVELOPMENT PLAN

Area/Item and Maintenance Activities	2018		2019		2020		2021		2022	
	Budget	Possible Source of Funds	Budget	Possible Source of Funds	Budget	Possible Source of Funds	Budget	Possible Source of Funds	Budget	Possible Source of Funds
Shop Equipment (EIM)			500,000.00	Capital Outlay						
Maintenance of Shop Equipment (EIM)			100,000.00	MOOE	100,000.00	MOOE	100,000.00	MOOE	100,000.00	MOOE
Shop Equipment (ALT)			3,000,000.00	Capital Outlay						
Maintenance of Shop Equipment (ALT)					250,000.00	MOOE	250,000.00	MOOE	250,000.00	MOOE
Maintenance of Sewing Machine	50,000.00	IGP	50,000.00	IGP	50,000.00	IGP	50,000.00	IGP	50,000.00	IGP
Metals and Engineering Equipment	550,000.00	MOOE	200,000.00	MOOE	200,000.00	MOOE	200,000.00	MOOE	200,000.00	MOOE
Shop Equipment (SMAW)			3,000,000.00	Capital Outlay						
Maintenance of Shop Equipment (SMAW)			200,000.00	MOOE	200,000.00	MOOE	200,000.00	MOOE	200,000.00	MOOE
Standby Generator			1,000,000.00	Capital Outlay						

[illegible]

REPAIR AND MAINTENANCE PLAN

PROJECTS	BUDGETARY REQUIREMENTS						Remarks
	2018	2019	2020	2021	2022	Total	
Old Midcam Court replacement of dilapidated roofing and trusses repair	150,000.00						
Repair of Perimeter Fence		950,000.00					
Retrofitting and Renovation of Hostel to Housekeeping NC II Laboratory Building			975,000.00				
Retrofitting and Renovation of Old FCM/Construction Sector Building				1,500,000.00			
Restoration of Related Subjects Building under National Historic Institute					3,500,000.00		
Repair and Renovation of Third Floor Centex, Replacement of Roofing & Fire Hydrant Provision					2,500,000.00		
Repair Function Hall			900,000.00				
Repair of Food Processing Shop work		900,000.00					
Repair of Housekeeping Shop work		900,000.00					
Total	150,000.00	2,850,000.00	7,450,000.00	1,500,000.00	6,000,000.00	17,950,000.00	

IMAGE BUILDING (Communication) PLAN

INTRODUCTION

Communication plays a vital role in keeping the organization's publics and stakeholders constantly informed about its programs and services. This five-year communications plan will serve as a guide for Kabasalan Institute of Technology communications strategies from 2018-2022. It will also guide the school as it communicates key messages effectively to all its stakeholders. The Kabasalan Institute of Technology is committed to open, honest and ongoing communication with our stakeholders. It firmly believes that maintaining a two-way conversation with stakeholders is essential for building relationships. These relationships are the foundation for a strong school system.

This communication plan is designed to establish a comprehensive and integrated communications process for effective communication with all stakeholders. It will also guide the school as it communicates key messages effectively to all its audiences. KIT will actively pursue two-way communications by listening to its staff and community to continuously improve and evaluate communications efforts. This is incorporated in the Institutional Development Plan of the school.

COMMUNICATION VISION

Kabasalan Institute of Technology, TESDA-administered school in Region IX provides exceptional technical and vocational education through productive communications with all its stakeholders and to deliver communication with utmost transparency.

COMMUNICATION MISSION

Kabasalan Institute of Technology establishes positive relationships and credibility with its stakeholders through timely, accurate and impartial dissemination of information.

COMMUNICATION VALUE

We deal with our stakeholders, our greatest assets, with integrity and excellence

I. Business Need and Opportunity

The lack of public awareness is a situation not only among the target clients of TVET but with those who make or influence their career decisions such as parents, relatives and friends, and among the end users of technical education and skills development, the industry. The need to create awareness among the general population of the expected result, social acceptability of TVET, is imperative. There is the need for a strategic internal and external communications plan to help manage information for respective audiences including employees, parents, students, business partnerships, media, etc.

As the top management of TESDA intensifies its campaign activity for its different programs, activities and projects, the KIT administration feels the same need. It finds it important to design a communication program to disseminate the information to the target audience which is to be evaluated and modified as needs, opportunities and strategies evolve year after year.

The scope of this plan may include communication channels such as print publications and electronic outlets; training; media relations; legal and legislative issues; processing input and inquiries; customer service; communication content; department infrastructure and budget; crisis/critical communication protocols; reputation and issues management; community relations; board and committee communication; branding elements; general surveys and evaluation of services; public presentations; and recognitions.

School believes that an effective communication plan should identify aims and objectives that provide ways for parents and the community to become more involved and more aware of our educational programs and school improvement efforts. More effective communication tools will be developed to promote better understanding and support for the child's education focusing on our target publics.

Stakeholders Analysis

A. Internal Stakeholders

Stakeholders	Attribute 1 Commitment	Attribute 2 Media Use	Attribute 3 Degree of Influence	Demo- graphics	Psycho- graphics
Director General	Committed to Quality TVET	Email (circulars, memoranda, Office Orders) cell phone, landline	Director Initiator Approver Promoter	60-70 years old	supportive to government agenda, Sensitive to public needs, quick to spot opportunities
Deputy Director Generals	Committed to Quality TVET	Email, cell phone, landline, face-to-face	Approvers Recommenders Directors Promoter	50 years old or more	Supportive to TESDA agenda Sensitive to public needs, quick to spot opportunities
Regional Director	Committed to Quality TVET	Email, cell phone, landline, face-to-face	Approver Recommender Director Monitor Coach Promoter	50 years old or more	Supportive to TESDA agenda Sensitive to public needs, quick to spot opportunities
Provincial Director		Email, cell phone, landline, face-to-face	Approver Recommender Director Monitor Coach Promoter	50 years old or more	Supportive to TESDA agenda Sensitive to public needs, quick to spot opportunities
Teaching and	Committed to Quality TVET	Email, cell phone, landline, face-to-face	Recommender Implementer Follower Promoter	Average age of 40	Good supports and followers to instructions
Non Teaching/support Staff	Committed to Quality TVET	Email, cell phone, landline, face-to-face	Recommender Implementer Follower Promoter	Average age of 40	Good supporters and followers to instructions

B. External Stakeholders

Stakeholders	Attribute 1 Commitment	Attribute 2 Media Use	Attribute 3 Degree of Influence	Demo- graphics	Psycho- graphics
Trainees	Committed to Quality TVET	Email , cell phone, landline face to face	Customers Learners	15 years old and above	Program beneficiaries
Parents	Committed to Quality TVET	Email, cell phone, landline, face-to-face	Supporters Promoters	35 years old or more	Supportive to school's programs, activities and projects Sensitive to public needs
Media	Committed to Quality TVET	Email, cell phone, landline, face-to-face	Informants advocates	25 years old or more	Sensitive to public needs and demands
Parent-Teacher Organizations	Committed to Quality TVET	Email, cell phone, landline, face-to-face	Supports financiers	35 years old or more	Supportive to school's programs, activities and projects
Legislators/ local government executives	Committed to Quality TVET	Email, cell phone, landline, face-to-face	Policy makers, formulators of budget legislation	40 years old or more	Supportive to school's programs, activities and projects

Principals/teachers Neighboring Schools	Committed to Quality TVET	Email, cell phone, landline, face-to- face	partners	20 years old or more	Provide enrollees
Industry workers/managers /owners	Committed to Quality TVET	Email, cell phone, landline, face-to- face	Employers TR formulators/E xperts	30 year old or more	Prospectiv e employers /end-users of graduated

C. Goals and Objectives

Goals	Strategy	Objectives (Outputs)	Objectives (Outcomes)
1.Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support to the school	1A..Engage community in two-way communication through forums, speakers bureau 1B..Continue with electronic communication tools to provide information for all stakeholders through school board meetings	To send 20 personnel to attend seminar on customer service. To increase support to training cum production by 2M-6M for SY 2018-2019 To get a minimum of 20 likes a day with Facebook starting 2018 to 2022.	To attain Very Satisfactory (VS) rating from customers. To achieve high level of acceptance of TTIs programs.
2..Maintain a proactive media relations program to enhance the school's image on provincial, regional and national levels.	2A Promote alumni events/receptions (via the website, social	To register a minimum of 20 likes a day with Facebook starting 2018 to 2022 To register a minimum of 20 likes a day in Instagram from 2018 to 2022	To increase the level of the popularity of TVET programs and of KIT To increase the impact of the school's taglines to the stakeholders

3.Utilize a variety of media to maximize the awareness of the parents, youth, career shifters and unemployed on TVET and the opportunities it offers, the job opportunities available in the labor market, and encourage them to enroll in TVET programs	Use electronic, print and mass media tools to promote awareness and interest in the TVET qualifications Taglines for every qualification sector	1,200 graduates in 2018 1,300 graduates in 2019 1,400 graduates in 2020 1,500 graduates in 2021 1,600 graduates in 2022	To increase the yearly EGACE targets by 5%-10% Success stories of graduates has increased by 10% yearly To achieve 65% employment rate of graduates.
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D. Solution Overview

SWOT Analysis

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> The only TESDA administered institution in Zamboanga Sibugay Consistent EGACE growth Availed state of the art equipment and facilities in Machining Competent teachers/trainers with NTTC Non-teaching personnel with NCs Competitive graduates Biggest TVI in the region APACC Silver Level Award until 2021 45 programs offered are UTPRAS registered. Centex 	<ul style="list-style-type: none"> Personnel's incapability to handle customers. Lack of funds for the subscription of high speed internet connection Lower enrolment rate in Construction trades Less chances of teachers to undergo industry immersion Moderate number of industries for OJT of trainees in the locality Budgetary constraints – on Capital Outlay

OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Has a partner industries in all qualifications for its graduates • Has given job opportunity/self-employment to the OSY, underemployed and unemployed adult • Free TVET • Better services • Provider of relevant and employable skills • TVET programs well-advocated • Expand linkages with stakeholders • Greater demand for relevant multi-skills 	<ul style="list-style-type: none"> • Transfer of competent trainers to other line agency or applying abroad for greener pastures. • Customer's complaint • Rationalization of positions • Brain-drain of trainers • Peace and order • Emergence of numerous private TVI's in the province • Aging and health problems of personnel • Drop-outs in the second semester of the SY

E. Implementation and Challenges

ACTIVITY	TARGET AUDIENCE	TYPE OF MEDIA	KEY MESSAGES	COMM. METHOD	RESOURCES BUDGET	
					Item	Cost
Conduct of Seminar on Customer's Satisfaction	Person- nel of the institution	Seminar	Customer Service	Face-to-face	Food and honorarium	40,000
Apply of High Speed Internet Connection	Prospective walk-in clients	Digital	Enrolment	Internet, Facebook	Subscription	250,000
Maintenance of Telephone Cell Phone Connections	General Public		Advocacy on TESDA thrusts and programs		Subscription	50,000
Radio Guesting	General Public	Guesting	Advocacy on TESDA thrusts and programs	Radio guesting up-close-and-personal' moments		10,000
	General	Actual/verb	Advocacy on	Visual	Subscription	400,000

Print Media	Public	a Success stories Press releases, feature stories and advertisements	TESDA thrusts and programs	Post stats about your school, retweet interesting education articles with thoughtful commentary, update followers about school events		
Conduct “recorrida”	General Public		Best practices	Word -of -mouth	Food and honorarium	50,000
Open houses	General Public		Trainees outputs/researches	Visual	Mobility expenses	50,000
Create a school speaker’s bureau	General Public		Best practices Scholarships	Audio and visual	Food and honorarium	50,000
Create aa team of communication ambassadors, from the teachers group and from the students group	General Public		Successful graduates/success stories Scholarships	Audio and visual	Food and honorarium	50,000
TOTAL						950,000

F. Measurement and Results

Goal	Objective (Output)	Objective (Outcome)	Results
Develop and maintain positive, collaborative relationships with all stakeholders to strengthen support to the school	<p>To send 20 personnel to attend seminar on customer service.</p> <p>To increase support to training cum production by 2M-6M for SY 2018-2019</p> <p>To get a minimum of 20 likes a day with Facebook starting 2018 to 2022.</p>	<p>To attain Very Satisfactory (VS) rating from customers.</p> <p>To achieve high level of acceptance of KIT's programs.</p>	Community survey reveals Very Satisfactory rating
2..Maintain a proactive media relations program to enhance the school's image on provincial, regional and national levels	<p>To register a minimum of 20 likes a day with Facebook starting 2018 to 2022</p> <p>To register a minimum of 20 likes a day in Instagram from 2018 to 2022</p>	<p>To increase the level popularity of TVET programs and of KIT</p> <p>To increase the impact of the school's taglines to the stakeholders</p>	Media survey reveals an increase of Social media usage, Facebook and Instagram followers
3.Utilize a variety of media to maximize the awareness of the parents, youth, career shifters and unemployed on TVET and the opportunities it offers, the job opportunities available in the labor market, and encourage them to enroll in TVET programs	<p>1,200 graduates in 2018</p> <p>1,300 graduates in 2019</p> <p>1,400 graduates in 2020</p> <p>1,500 graduates in 2021</p> <p>1,600 graduates in 2022</p>	<p>To increase the yearly EGACE targets by 5%-10%</p> <p>Success stories of graduates has increased by 10% yearly</p> <p>To achieve 65% employment rate of graduates.</p>	Employee and parents survey reveals proactive media hits to the target customers

HUMAN RESOURCE DEVELOPMENT PROGRAM

A. TRAINERS TRAINING PROGRAM

Industry Immersion (National)

Qualifications	2018	Budget	2019	Budget	2020	Budget	2021	Budget	2022	Budget
Front Office NCII	1	19,700.00							1	19,700.00
Housekeeping NC III	3	59,100.00								
Food and Beverage Services III	1	19,700.00					1	19,700.00		
Bread and Pastry Production NC III			1	19,700.00					1	19,700.00
Electronics Product Assembly Servicing					1	19,700.00			1	19,700.00
Carpentry NC II					1	19,700.00	1	19,700.00		
Masonry NC II					1	19,700.00			1	19,700.00
GTAW NC II			1	19,700.00						
GMAW NC III			1	19,700.00					1	19,700.00
Level 5 Core Competencies			5	98,500.00			5	98,500.00		
Level 5 Gen. Ed. Subjects			5	98,500.00			5	98,500.00		
Technology Researches	1	19,700.00			1	19,700.00			1	19,700.00
Facilities and Equipment Maintenance Mgt.	3	59,100.00			3	59,100.00			3	59,100.00
Design Thinking Immersion & Entrepreneurship for Innovation	1	19,700.00					1	19,700.00		

Industry Immersion (Regional)

Bread and Pastry Production	1	18,400.00	2	36,800.00					3	55,200.00
Commercial Cooking NC III & IV			2	40,800.00					3	61,200.00
Bookkeeping NC II	1	15,400.00			2	30,800.00				
Electronics Products Assembly Servicing NC II			1	15,400.00			1	12,400.00	1	12,400.00
Electrical Installation Maintenance NC II	1	18,400.00							1	18,400.00
Electrical Installation Maintenance NC III							2	29,800.00		
GTAW NC II							2	36,800.00		

Institution Based Training

Commercial Cooking NC III & IV	1	9,800.00	1	9,800.00						
Plumbing NC II & III			1	9,800.00	1	9,800.00				
Bread and Pastry Production NC II	2	19,600.00			1	9,800.00				
MSES NC II	1	9,800.00			1	9,800.00				
Cookery NC II							1	9,800.00		

Automotive Servicing NC IV							1	9,800.00		
Computer System Servicing NC II	1	9,800.00							1	9,800.00
Food Processing NC II					2	19,600.00			1	9,800.00
FBS NC III									1	9,800.00
Driving NC II			2	19,600.00			1	9,800.00		
Machining NC II and NC III									1	9,800.00
Dressmaking and Tailoring NC II									1	9,800.00
Assessor's Moderation and Trainer's Calibration	10	20,000.00	10	20,000.00	10	20,000.00	10	20,000.00	10	20,000.00
Teamwork and Team Building Activities			70	280,000.00			70	280,000.00		

B. Trainers Methodology Level II (Online) Designer Developer

Competencies	2018	Budget	2019	Budget	2020	Budget	2021	Budget	2022	Budget
1. Conduct Training Needs Analysis	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00
2. Develop Training Curriculum	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00
3. Develop Learning Materials	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00
4. Develop Competency Assessment Tools	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00
5. Design and Develop Maintenance Design	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00
6. Develop Learning Materials for E-Learning	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00
7. Facilitate the Development of Competency Standard	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00	2	9,800.00

C. Training for Non-Teaching Staff

Qualifications	2018	Budget	2019	Budget	2020	Budget	2021	Budget	2022	Budget
1. Philgeps Training	2	12,200.00	2	12,200.00	2	12,200.00	2	12,200.00	2	12,200.00
2. Property and Supply Management	1	4,100.00			1	4,100.00				
3. Solid Waste Management	5	20,500.00	3	12,300.00	4	16,400.00	4	16,400.00		20,500.00
4. HR Training and Development	3	24,300.00								
5. PAGBA Quarterly Seminar	3	94,800.00	3	94,800.00	3	94,800.00	3	94,800.00	3	94,800.00
6. GACPA Annual Convention	3	51,600.00	3	51,600.00	3	51,600.00	3	51,600.00	3	51,600.00
7. Seminar on Revised Procurement Law	3	18,300.00	2	12,200.00						
8. NGAS Updates			2	17,800.00			2	17,800.00		
9. ALAB	2	12,200.00	2	12,200.00	2	12,200.00	2	12,200.00	2	12,200.00
10. Disposal of Government Prop			2	12,200.00					3	18,300.00
11. Updates on Civil Service Guidelines	2	12,200.00	2	12,200.00	2	12,200.00	2	12,200.00	2	12,200.00
Total									3,754,400.00	



SUMMARY OF 5 YEAR PROCUMENT PLAN

Components	Required Budget	Internal Contribution	External Contribution	Remarks
Governance and Management Plan	2, 353,000.00	2,000,000.00	353,000.00	80% Accomplished
Infrastructure Development Plan	53,125,000.00	12,125,000.00	41,000,000.00	80% Accomplished
Tools and Equipment Plan	21,610,000.00	20,610,000.00	1,000,000.00	80% Accomplished
Repair and Maintenance Plan	12,375,000.00	11,375,000.00	1,000,000.00	80% Accomplished
Image Building (Communication) Plan	950,000.00	950,000.00		80% Accomplished
Human Resource Development Plan	3,754,400.00	3,754,400.00		80% Accomplished
Total	94,167,000.00	50,814,400.00	43,353,000.00	



LOGICAL FRAMEWORK AND MONITORING FRAMEWORK MATRIX

Vision

Kabasalan Institute of Technology, a leading polytechnic institute in Region IX that produces workforce with 21st century skills

Mission

Kabasalan Institute of Technology an effective polytechnic institute in the development of technically skilled, highly competent and morally upright graduates for sustainable development

Strategic Component	Key Performance Indicators of Achievements	Sources and Means of Verification	Risks & Assumption
Goal1: Strive for excellence in TVET for middle-level manpower with international competitiveness	TVET delivery will be enhanced be 20%	Impact evaluation studies Result of customer's feedback Result of compliance audit Program accreditation result Employment rate	Regular conduct of surveys of graduates after 1 , 3 and 5 years after graduation PQF Level 5- diploma programs to stand side by side with degree courses offered by SUCs in the region
Outcomes Objective 1: Quality technical vocational education and training for workforce equipped with 21 st century skills for equitable and sustainable development	EGACE target will be met by 80% annually	EGACE Report Tracer study	Competent trainers and assessors
Objective 2 Effective and efficient governance and management for scalability of technical education and skills development ensured	Employment rate of graduates will raise to 65% from 50%	Program evaluation report	

Outputs			
1.A Adopt flexible TVET programs compliant to international standards establishing flexibility and openness of the curricula according to the requirements	The diploma programs will be increased from 8 to 10	The issuance of Certificates of Recognition	Strong partnership with HEIS, SUCs
1.B Adopt agility in intensifying the skills upgrading and the training of trainers and competency assessors thru doable human resource plan	100% of the teachers and personnel will be sent to upgrading trainings	Monthly report personnel sent to seminars	Good health and cooperative spirits of the teachers and staff
1. C Adopt conducive and enabling learning environment thru the provision of improved facilities, tools and equipment and facilitative training venues	Facilities, equipment, tools and materials for training are improved by 80%	Terminal report and REAPS PRs, POs, RIS	The availability of budget from SSP and external sources
2.A Sustain the operation of the school through strengthening its quality management system 2.B Institutionalize the school Quality Assurance System to create TVET image of Integrity	Gold Level-APACC 15 TVET programs for STAR rated EASTVET QAF Accreditation	Certificates of Accreditation Plaques of Recognition	Strong partnership with stakeholders
2.C Pursue the conversion of the school into Zamboanga Sibugay Polytechnic Institute	100% approval of Bill	RA of the bill	Changes in political leadership that would affect the continuity of support for the bill if the approval of the bill is delayed
Activities			
1A 1. Apply for UTPRAS registration all the existing TVET qualifications with amended training regulations	100% of qualifications with amended TRs will be submitted for registration at the end of the grace period	Certificates of Program Certification	Greater demands for updated multi-skills
2. Apply for UTPRAS registration TVET qualification in Agricultural Crop Production NC II 3. Register more TVET qualifications with NC III level and NC IV level	1 program will be registered 3 TVET qualifications (EIM NC III, FBS NCIII, AS NCIV) will be applied for registration	CTPRs	Stringent requirements for NTTC issuance and CTPR issuance

	4. Update the curricula of the 8 diploma programs (level 5) based on the CMO thru consultation meeting with the partner HEIs	8 diploma programs will be updated	Certificates of Recognition	The presence of HEIs that forge partnership with the school
	5. Upgrade the shopwork for construction sector and intensify the job facilitation to make it more attractive to students	80% of the shopwork for construction sector will be improved and the job facilitation to make it more attractive to students will be intensified	FEMT Report Data reports Nominees reports	No capital outlay to augment the funds for repair
	6. GAD is imbedded in the instruction for equality and equity	1 trainer/staff will be recommended for international training 100% of the accredited assessors will be sent to the yearly moderation of competency assessors	Data reports	The fast action of TESDA PO to conduct the moderation
1B	1.Nominate trainers to international trainings/seminars	100% of the teachers will be upgraded thru NBC461	Data Reports TNA outputs	Linkages with NBC 461 Zonal and HEIs
	2.Send assessors to the yearly moderation of competency assessors	25-50% of the teachers will earn master's degree		
	3.Conduct echo/multiplier seminar-workshops	10% of the teachers will earn doctoral degree	Documentation, pictures, certificates of trainings, CAs	
	4.Sustain the use of NBC 461 in upgrading the salary of the trainers	100% of the teachers will have 2 or more NTTCs		
	5. Assist the teachers to earn masters and doctoral degrees thru scholarship	100% of the 5- year development plan will be implemented		Discriminating/limited services and coverage of COCOLIFE and Philhealth
	6. Forge MOA with ZCSPC, an SUC in Zamboanga, for the conduct of masters and doctoral degrees classes at KIT campus			
	7. Encourage the teachers to earn several NTTCs	80% facilities, tools and equipment for the conduct of training programs and higher-level qualifications will be functional	Result of compliance audits	Escalating prices of tools, supplies, equipment due to TRAIN Law
	8. Monitor the yearly implementation of the Staff Development Plan			
	9. Sustain the health insurance of the teachers			
1C	1. Empower the Facilities and Equipment Management Team			
	2.Implement the tools and equipment plan			
	3.Increase the number of library holdings by 50%	75%-100% of the	Certificates of Accreditation	Limited MOOE to fund

<p>4. Empower the Infrastructure Maintenance and Repair Committee</p> <p>5. Allocate budget for the maintenance and repair of infrastructure (shop laboratories/workshops) which is 5% of the total MOOE</p> <p>6. Augment the resources of the school thru sourcing from alumni, NGAs, other stakeholders</p> <p>2A</p> <p>1. Submit to audit and other required quality checks</p> <p>2. Maintain and upgrade constantly a working website</p> <p>3. Work for APACC Gold Level</p> <p>4. Submit 5 qualifications for the STAR Rating annually</p> <p>5. Apply for the EASTVET QAF Accreditation</p> <p>2B</p> <p>1. Draft updated school policies</p> <p>2. Update the school policy manual twice a year</p> <p>3. Reconstitute the quality management committees and monitor its performance regularly</p> <p>4. Trainees to go for TM II</p> <p>5. Trainers are mandated to apply as competency assessors</p> <p>5. Apply for additional assessment centers about 65% of its program offerings</p> <p>2C</p> <p>1. Make follow ups with Cong. Ann K. Hofer, representative of the 2nd Dist. of Zbga. Sibugay regarding the revision of some provisions in the House Bill No. 7166 for the conversion of KIT into ZSPI</p> <p>2. Work for the reclassification of the school as Polytechnic Institute under the typology for TVET providers thru meeting the set criteria</p>	<p>accreditation attempts will be successful</p> <ul style="list-style-type: none"> APACC Gold Level 5 qualifications for the STAR Rating annually EASTVET QAF Accreditation <p>100% of the school policy manual will be updated which includes the reconstitution of the quality management committees</p> <p>100% of the passing of the bill and the reclassification of the as Polytechnic Institute under the typology for TVET providers</p>	<p>Copy of updated school policy manual verified by the school stakeholders</p> <p>Copy of the approved bill 7166</p> <p>Copy of the result of the TESDA evaluation under the typology for TVET providers</p>	<p>the accreditation journey</p> <p>External funding to augment the MOOE budget</p> <p>Strong support of the stakeholders and the personnel</p> <p>Change of political leadership after the 2019 election</p> <p>Support of TESDA to TTIs</p>
<p>Goal 2: Intensify the promotion and implementation of quality education for all through improved and sustainable delivery of programs and services</p>	<p>GAD and Green Programs are imbedded in the instruction for quality result and for equitable and sustainable development</p>	<p>CBLMs, CBCs</p>	<p>Strong support of stakeholders</p>

<p>Objective 1: Linkages with industries and stakeholders for TVET delivery flexibility strengthened</p> <p>Objective 2: The fiscal status of the school for sustainability strengthen</p>	<p>5 companies/industries for each TVET qualification will be attained</p> <p>The trust fund will be intensified by 50% thru IGPs</p>	<p>MOAs/MOUs</p> <p>Financial Reports</p>	<p>Unavailability of industries in the nearest municipalities</p> <p>Industries in the city will be tapped</p>
<p>Outputs</p> <p>1. A: Increase the participation and involvement of industries in developing ready quality workforce thru industry attachment/immersion</p>	<p>The linkages with industries will be increased by 20% yearly</p>	<p>Survey Report</p>	<p>The sensationalized news about the peace and order of the province may be a hindrance but true picture of the peace and order must prevail</p>
<p>1. B: Develop and practice strong collaboration and partnership with TVET stakeholders</p>	<p>The school board will be 100% activated</p>	<p>Minutes of meetings</p>	
<p>1.C Intensify the social marketing and advocacy activities thru the development and implementation Image Building Communication Plan</p>	<p>The communication plan will be implemented by 75%</p>	<p>Press releases thru print, radio, TV, social media, website</p>	
<p>1.D Enhance the Job Facilitations Services</p>	<p>The yearly Job Induction Forum will be 100% implemented</p>	<p>Program and pictures</p>	<p>The commitment of the committee in charge of every activity</p>
<p>Activities</p> <p>1A 1. Involve industry workers/entrepreneurs in the competency assessment 2. Increase the number of industry partners by 5% yearly 3. Sign at least one (1) MoU/MoA with development partners and private institutions 4. Pursue the Dual Training Programs in Dressmaking, Tailoring, Automotive Servicing, Machining in the locality</p>	<p>Job facilitation activities and industry partnership, will increase by 5 %</p> <p>Dual Training Program in Dressmaking, Tailoring, Automotive Servicing, Machining will be materialized with 1 approved program every year</p>	<p>Data gathered thru documentation</p>	<p>Limited number of industries for OJT</p>
<p>1B 1. Reconstitute the composition of the School Board 2. Involve the industries in the revision of the CBLMs, 3. Get the endorsement of the industries and stakeholders to support the UTPRAS registration of new qualifications 4. Revitalize the KIT Parent and Employees Association</p>	<p>100% of the UTPRAS applications will be endorsed by School Board PTEA</p> <p>100% of the CBLMs will be validated by the industries</p>	<p>Resolutions of School Board and PTEA</p> <p>Validating Sheets</p>	<p>Maintain the visibility of the industry owners, School Board and PTEA officers in school affairs</p>

<p>1C</p> <p>1.Develop and implement Communication Plan including a strategy for improving public relations;</p> <p>2.Increase the visibility and participation of KIT in the activities of the municipalities like during patronal fiesta, Araw Celebration, Independence Day and other important celebrations</p> <p>3.Establish a Working Group that develops both a public relations strategy, and a strategy for communications, which would cover both internal and external communications for the school's image building plan</p> <p>4.Provide appropriate materials, technical and financial resources for the school's image building initiatives</p> <p>5. Conduct advocacy of the school programs for the second semester to minimize drop outs</p>	<p>The popularity of the school will increase by 25% thru effective implementation of communication plan and other school's image building initiatives</p> <p>1 committee for school advocacy will be developed</p> <p>100% of the budget for school's image building initiatives will be utilized</p> <p>Drop out in the second semester will decrease by 50%</p>	<p>EGACE data and Survival Rate</p> <p>Office Order</p> <p>Financial Report</p> <p>Enrolment report</p>	<p>Difficulty in maintaining the competitive edge of TVET courses over degree programs offered by SUCs and LUCs in the Region</p> <p>The growing number of HEIs, SUCs in the region</p> <p>Availability of budget from MOOE</p> <p>Improved facilities</p>
<p>1D</p> <ol style="list-style-type: none"> 1. Activate the TVET alumni association 2. Sustain the conduct the yearly Job Induction and Spiritual Enrichment Program 3. Conduct/Participate in jobs fairs and World Café of Opportunities 4. Enroll the graduates in some job search websites 5. Increase the number of personnel who are designated as Public Employment Service Officer, Industry Coordinator, Career Coach, Jolins focal 6. Conduct tracer study annually 7. .Develop local Labor Market Information (LMI) that is published in the school paper 	<p>The employment rate will increase to 65% -70%</p>	<p>Results of data reports , survey</p> <p>Tracer Study Report</p>	<p>Lesser number of teachers engage in research due to teaching overload, unless hiring of JOs is done</p>
<p>Outputs</p> <p>2.A</p> <p>Intensify income generating projects</p>	<p>3 income generating programs will be maximized</p>	<p>IGP income report</p>	<p>The hiring of JOs will be stopped starting 2019 so students are hired to continue the operation</p>
<p>2.B</p> <p>Intensify the awareness and implementation of green technology in reducing wastage and unnecessary expenditures</p>	<p>The green audit result will be 90% passing</p>	<p>Green audit result</p>	<p>The personnel are cooperative to execute the green TVET initiatives</p>

2.C Develop entrepreneurial skills.	90% of the TVET programs will be taught with entrepreneurship lesson	Training Calendar	All the trainers have undergone training in entrepreneurship
Activities: 2A 1.Accepting catering services 2.Each course will have an appended module in Entrepreneurship to teach the students run a business 3.Renting the function hall and the midcamp stage for wedding parties and other special ceremonies 4. T-shirts manufacturing and clothes sewing services 5.Rice farming and vegetable gardening 6.Increase the SSP activities of the school thru creation of additional IGPs	At least 10 catering services will be accommodated yearly At least 10 times will the function hall and 4 times will the midcamp be rented yearly At least the T-shirt and clothes sewing will contribute 50% of the total IGP income 1 additional IGP which is vegetable gardening	Financial report for the school income generating projects	The quality outputs and services of the school have gained popularity in the entire province
2B 1.Issue an overall school's environmental policy 2.Integrate environmental themes in the curriculum 3.Implement varied green activities 4.Create a waste management and recovery committee 5.Conduct a quarterly green audit 6.Practice austerity measures in the use school supplies	The implementation of the environmental policy is 90% accomplished	Information gathered thru ocular observation Data gathered IPCR	The ningas cogon attitude of the personnel and the students Lack support from the LGU Green indicators included in performance appraisal of all employees

<p>2C</p> <ol style="list-style-type: none"> 1. Each course will have an appended module in Entrepreneurship to teach the students run a business 2. Entrepreneurial training shall be conducted to all students enrolled in COC or full qualification TVET3 3. Send all trainers to entrepreneurial trainings 4. Integrate entrepreneurship subject in all TVET qualifications and diploma curricula offerings 5. Adopt entrepreneurial activities/ventures in the school campus like project outputs, recycled items, produce in gardens and the likes 6. Refurbish the incubation center as display center for the project outputs in different qualifications 	<p>100% of the trainers will have training in Entrepreneurship</p> <p>90% of the TVET programs and diploma programs will be taught with entrepreneurship lesson</p> <p>The incubation center will be refurbished as display center of students outputs</p>	<p>Certificate of Training</p> <p>Diploma Curricula</p> <p>Committee on Repair and Maintenance Report</p>	<p>The competence of the teacher to teach Entrepreneurship</p> <p>Approved Diploma Program Curricula</p>
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SECTION IX

APPENDICES: FACILITIES & DEVELOPMENT

BUDGETARY ALLOCATION FOR PROJECTS & RESEARCH WORKS


Key Areas	Brief introduction about the key area	Schedule	Budget per year (In Php'000)	Source of Fund
Training Support Services	Institution Based Programs	January 2018 - December 2022	1,875	GF
	Gender and Development Plan	January 2018 - December 2022	863	GF
	Skills Training for Indigenous People & PWD's	January 2018 - December 2022		
	Area Based Planning coordination with LGU's	January 2018 - December 2022	290	GF
	TVET Partnership- Industries & Schools	January 2018 - December 2022	290	GF
	Updating of Library Holdings	January 2018 - December 2022	136	GF
	Monitoring Employment Status of TTI Graduates	January 2018 - December 2022	106	GF
	Social Marketing & Advocacy	January 2018 - December 2022	97	GF
	Brgy. Scholarship Program	January 2018 - December 2022	1,198	GF

	Online Scholarship Program	January 2018 - December 2022	460	GF
	Skills Training for Drug Dependent	January 2018 - December 2022	1,198	GF
	Establishment/ Maintenance of EMIS	January 2018 - December 2022	218	GF
	Trainers Skills Upgrading Programs (TSUP)	January 2018 - December 2022	134	GF
	Financial Management and Reporting	January 2018 - December 2022	102	GF
	Post-training assistance (Career Orientation and Job Induction and Job Placement Program)	January 2018 - December 2022	94	GF
	Drug abuse prevention and post rehabilitation programs	January 2018 - December 2022	408	GF
	Job Linkaging and Networking services	January 2018 - December 2022	411	GF
	Promotion of Research Culture	January 2018 - December 2022	54	GF
	Compliance for Technical Audit for TVET Programs	January 2018 - December 2022	969	GF
Staff Development	Non-Teaching Staff Capability Building Programs	January 2018 - December 2022	68	GF

SOLID WASTE MANAGEMENT PROGRAM

Plan of Action

Program Stages & Objectives	IMPLEMENTING ACTIVITIES			Goal / Result Indicator	Cyclical Timeframe
	Institution	Trainers	Trainees		
AWARENESS					
Get acquainted with the relevant provision of RA 9003 and other related laws.	Integration of SWM concepts in various learning areas	- Develop / design CBLM's	- Participate actively in various learning tasks that integrate SWM concepts.	Internalization and sustained application of SWM concepts from School to Home. (Resource conservation and recovery, recycling, segregation at source, re-use, reduction and composting of SW.)	Continuing Activities
		- Develop / design feedback sheets to check SWM concepts from School to Home	- Apply SWM concepts learned from School to Home		
ADVOCACY					
Identify activities which will have the greatest impact on the SW problem in the community, like resource conservation and recovery, recycling, segregation at source, re-use, reduction and composting of SW.	- Provision in strategic location in the campus 3 separate garbage bins (compostable, recyclable, residual)	- Learning Activities in garbage segregation	- Collect, transport, dispose and segregate garbage	- Functional and well maintained garbage bins; - Institutional mini MRF	All year round
	- Provision of areas for composting	- Learning activities in composting	- Set-up compost areas	- Functional compost areas	

SUSTAINABILITY			
 <p>Formulate a program plan to implement Garbage Collection NC I and Sanitary Landfill Operation NC III in TVI's in the contest of diploma program (PQF Level 5)</p>	- 5-S day	- Clean and Green Environment	Every 3 rd Friday of the month from 3:30-5:00 pm. (Class adviser with students will clean and beautify their assign area)
	- Compost Nyo, Puntos Mo	-	All year round
	- Recycled Products Novelty Award and Marketing	- Showcase different outputs of their creativity a. Open House Exhibit b. Novelty Store	Every end of the training (by sector)

Prepared by:



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