

This is TESDA

TESDA Vision

The transformational leader in the technical education and skills development of the Filipino workforce.

TESDA Mission

TESDA sets direction, promulgates relevant standards, and implements programs geared towards a quality-assured and inclusive technical education and skills development and certification system.

TESDA Value Statement

“We believe in demonstrated competence, institutional integrity, personal commitment, culture of innovativeness, and a deep sense of nationalism.”

TESDA Core Competencies

- Technical Education
- Skills Development
- Competency Assessment and Certification

The TESDA Way

All united we answer the TESDA call
We raise the TESDA Banner High
With our partners,
We serve ever proud and tall
From day to day we strive

To address the needs of our labor force
Provide the skills that open doors
Excellence and world class work
Access to success for everyone
Put the power of information

To the hands that build the nation
Doing in the TESDA way
Rain or shine we keep alive our
hopes and dreams
Of workers throughout this land

Doing the best we can committed
we make our stand
Truly dedicated to task at hand
Put the power of information
Proper values and education

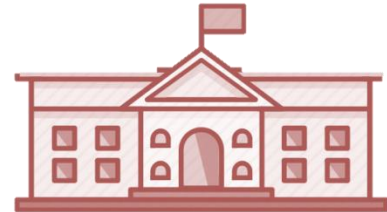
To hands that build the nation
Doing in the TESDA way
To the hands that build the nation
More power to the TESDA way
Long live the TESDA Way



Network of Operation in the Country



The TESDA Central Office



17 TESDA Regional Offices



87 TESDA Provincial/District Offices



122 TESDA Technology Institutions

- **16** Regional Training Centers
- **45** Provincial Training Centers
- **5** Specialized Training Centers
- **56** TESDA Administered Schools
 - **14** Agricultural School
 - **5** Fishery Schools
 - **37** Trade Schools



TESDA@2018:

In sync with times, in touch with reality

In 2018, TESDA received two distinct quality awards, the Philippine Quality Award and ISO: 9001-2015 Certification. These accolades are clear manifestation of TESDA's commitment to quality management and strong desire to ensure quality in the delivery of its mandated programs and services to its clients and partners. Indeed, QMS has become a way of life for TESDA.

Parallel to these achievements, the agency exerted big effort to push its programs and services to higher level. In particular, TESDA is pushing hard to introduce higher level qualifications compliant to the Philippine Qualifications Framework. These undertakings are initiated with active consultation with the academe, industry experts and international organizations. These efforts are aimed to produce job-ready skilled workers who are expected to undertake supervisory functions and leadership role in modern workplaces.

In the recent years, TESDA found itself actively engaged at the forefront of government's effort to improve the lives of the poor and reduce poverty incidence in the country. In collaboration with other government agencies and private organizations, TESDA is reaching out to people in poor communities by providing them with special training packages fitted to their environment and skills needed in the community. These clients include drug surrenders, BJMP inmates, Indigenous People (IPs), Former Rebels (FRs), People with Disabilities (PWDs), People Displaced by natural and man-made disasters, women and senior citizens, among others.

On the skills front, the agency actively participated and/or organized international fora to be abreast of the development in TVET and likewise share its experiences and knowledge to other entities or government. In 2018, the country participated in the 12th ASEAN Skills Competition where the competitors garnered silver and bronze medals and medallion of excellence.

Participation and exposure to these events provide opportunity to the agency learn and adopt new training technologies, trends and best practices from the participating countries and TVET organizations. With those experiences, the agency is challenged to push its programs in sync with current trends in the field of technical vocational education and training.

It should be noted that TESDA does not confine its services within its service areas. TESDA brings its National Competency Assessment and Certification services to OFWs right in the countries they are working. TESDA has been conducting assessment and certification in countries with high concentration of OFWs. This activity provides opportunity for OFWs to secure TESDA-issued National Certificates which they can use to seek better employment and higher paying jobs in their host countries.

In addition, TESDA continues to exert effort to improve and expand the TESDA Online Program (TOP). This program provides access and opportunity to individuals to enroll and learn new skills via internet in lieu of the traditional classroom setting. The best thing about the TOP is that interested learners can avail of the program for FREE.

At present, guided by NTESDP 2018-2022 and its Corporate Plan 2019-2022, TESDA will work hard to entice more partners and find more resources as it aims to serve more clients in the near future. It recognizes the fact that SKILLS and TVET will become an important commodity as workplaces become more technology driven and digitalized. Nonetheless, TESDA will not stop... it will not be deterred by circumstances. It will overcome every challenge because TESDA is bound to serve, to change lives for the better. TESDA lives-up to real times.



TECHNICAL
EDUCATION and
SKILLS
DEVELOPMENT
AUTHORITY

2018 ANNUAL REPORT



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Message from the Director General



In behalf of the officers, men and women of TESDA, I present with pride, our Annual Report for the year 2018. I invite the readers to take a look at how TESDA performed in 2018.

We would like to share the significant accomplishments that TESDA has achieved in 2018 that made impact not only in the individual lives of the hundreds of TVET graduates but also in the situational progress of the Technical-Vocational Education and Training (TVET) sector in the country.

It was already October 30, 2018 when I assumed the TESDA leadership. The year was about to end. Nonetheless, I made it clear to everyone that TESDA should strive to win the hearts and minds of the Filipino people.

TESDA is among the government agencies tasked by no less than the President Rodrigo Roa Duterte to be at the frontline in addressing the root causes of poverty in this country. The President acknowledges the crucial role of TVET in the up liftment of the lives of the Filipinos from all sectors, especially those in the marginalized areas of our country.

Indeed, TESDA has the mandate and obligation to empower Filipinos to pursue their dream, live better lives, and become productive partners in nation-building.

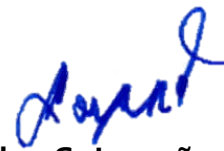
In 2018, TESDA continued serving the underserved. Special clients including drug surrenderees, former rebels, indigenous people, and Overseas Filipino Workers were given special attention and intervention. The agency ensured that the most appropriate skills training were provided, no matter where they are.

TESDA also strengthened partnerships with various government agencies, industry boards, and other industry partners. We, in TESDA, pursued a more active collaboration with these sectors to ensure two things: One, that partners in the government are directly engaged to ensure coordinated efforts in bringing socio-economic services, and two, that the skills training we provide are those demanded by industries.

While working hard to deliver our mandate, we acknowledged the present and future challenges poised upon the agency, the industries and workplaces. The world of work is going digital. TESDA has to be in sync with these developments. Our training methods, equipment and facilities have started moving towards this direction.

This Annual Report gives insights to what TESDA will pursue in the next years. The Filipino people can expect more from TESDA and we will be untiring in our efforts and services reflective of "Tunay na Malasakit at Pagbabago to help achieve a comfortable life for all, as echoed by the President.

Thank you. Mabuhay ang TESDA!



Isidro S. Lapeña, PhD, CSEE
Director General



Food Attendant:
They don't simply serve
food to your dining table...



**They serve the food you need
to keep you **GOING**.**



PART I: Physical Accomplishments

This Chapter aims to give our readers a quick package of information to recognize the physical accomplishment of the agency covering its major programs and projects. The information/data are presented in infographic format to provide clear sets of data for easier cognition.

The Physical Accomplishments feature summarized data of all training delivery modes in delivering the different skills training programs and packages all over the country. It also includes summarized accomplishments of TESDA Technology Institutions, TESDA Scholarship Programs, National Assessment and Certification, data pertaining to TVET Program Registration and audit, the TESDA Online Program and overall accomplishments of the agency per Performance Indicator reflected in the General Appropriations Act of 2018.



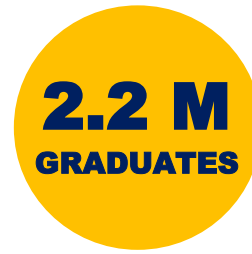
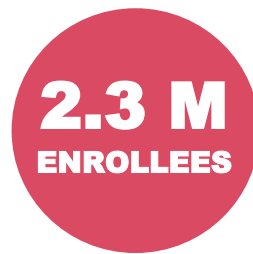
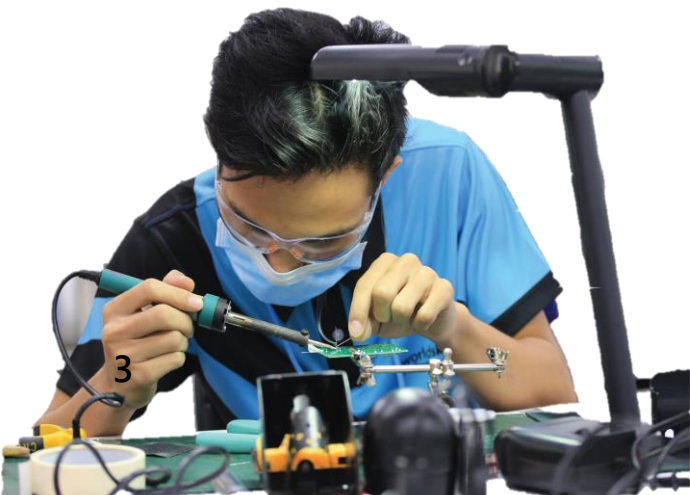
TOTAL OUTPUT: ALL Training Delivery Mode

TESDA implements three different training modes to provide equitable access to TESD programs to its growing TVET clients. TESDA continues to monitor all training provisions to individuals to assist in creating opportunities for employment.

These training modes are Institution-based, Enterprise-based and Community-based Training. Each training mode is further sub-categorized into different modalities such as: Mobile Training and E-learning for Institution-based, Learnership, Apprenticeship and DTS/DTP for Enterprise-based, and Community-based training and monitored programs under Community-based and TESDA Online Program.

The national target for 2018 in All Delivery Modes was adjusted subsequent to the conduct of the Mid-Year Performance Assessment to 2,373,624 enrollees and 2,137,008 graduates.

Out of the modified national training-related targets, the agency accomplished a total of 2,385,473 enrollees which was recorded over the expected 100% completion level for the end of the year. Out of this, 57% or 1,355,107 comprised of the Community-based Training (CBT) followed by the Institution-based Training (IBT) covering 39% (942,841) while only 4% (87,525) represented the output for Enterprise-based Training (EBT). Same trend was shown in terms of the number of graduates per delivery mode.



INSTITUTION-BASED

942,841 ENROLLEES	897,790 GRADUATES	F	M
		E	472K 470K
		G	454K 443K



ENTERPRISE-BASED

85,252 ENROLLEES	77,572 GRADUATES	F	M
		E	39K 48K
		G	35K 41K



COMMUNITY-BASED

1,355,107 ENROLLEES	1,726,837 GRADUATES	F	M
		E	764K 590K
		G	720K 55K

TESDA Scholarship Programs

TRAINING FOR WORK SCHOLARSHIP PROGRAM (TWSP)



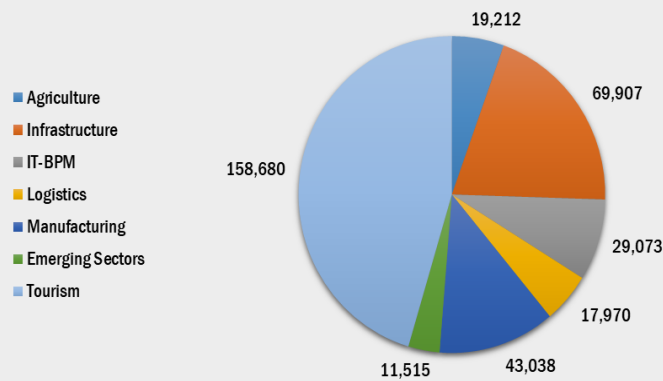
It is worth noting that this level of accomplishments for these scholarship programs fared better than the previous year. In December of 2017, TWSP was able to accomplish only 90% of the GAA target, 73% for STEP and 156% for PESFA in terms of the number of enrollees.

For 2018, a total of 348,960 TWSP subsidized enrollees was reported which was a 141% level of accomplishment out of the 247,370 target scholars. This level of accomplishment was remarkably higher than the 2017 output of 90%. In terms of the TWSP graduates, the agency was able to realize more than 100% of its target with an accomplishment of 322,129 or 145% of the 222,633 target.

This scholarship program has recorded 68,762 enrollees out of the target of 69,286 with 62,967 graduates. This represents a 99% and 101% accomplishment rates for both indicators, respectively.

The implementation of PESFA covers a total of 21,189 enrollees which is 191% against the target of 11,111. With the 10,000 target graduates, we were able to record a total of 19,818 or 198% of the target.

TWSP SCHOLARSHIP SLOTS ALLOCATION BY SECTOR



SPECIAL TRAINING FOR EMPLOYMENT PROGRAM (STEP)



STEP

PRIVATE EDUCATION STUDENT FINANCIAL ASSISTANCE (PESFA)



PESFA



TESDA Technology Institutions (TTIs)

For 2018, with a network of 122 TESDA Technology Institutions, the agency was able to produce a total of 261,094 graduates from the 286,382 enrollees. This accomplishment recorded more than 100% of the agency's target of 257,621 and 231,859 numbers of enrollees and graduates, respectively.

Compared with the 2017 output, this year's level is 21% below last year's accomplishment. The decrease in the output for this year may be due to the delayed implementation of the Unified Access to Quality Tertiary Education Act (RA 10931) or Free TVET.

Region IV-B achieved the highest ranking for having an average of 406% for both the indicators on number of TTI enrollees and graduates at 401% and 411%, respectively;

Region IV-A also accomplished more than their target at 187% and 219% for the number of enrollees and graduates reaping an average percentage of 203%. Next in rank is Region III who had an average of 202% with 216% and 187% of their target for enrollees and graduates.

Region VII got the lowest average accomplishment rate of 67% for both of their target on enrollees and graduates with 65% and 70%, respectively.

REGION	ENROLLMENT		
	TARGET	ACCOMP	%
CAR	8,787	9,556	109%
I	34,849	36,052	103%
II	11,246	14,910	133%
III	5,483	11,844	216%
IV-A	10,292	19,234	187%
IV-B	5,781	23,460	401%
V	10,292	9,556	92%
VI	11,246	9,448	84%
VII	5,483	3,574	65%
VIII	5,483	6,604	81%
IX	5,483	8,374	163%
X	5,483	9,744	179%
XI	12,741	13,783	108%
XII	7,261	5,875	81%
NCR	7,787	14,097	181%
CARAGA	11,849	16,171	136%
ARMM	3,368	3,343	99%
TOTAL	232,652	286,382	123%

ENROLLEES
286,382
123% of Target

REGION	GRADUATES		
	TARGET	ACCOMP	%
CAR	7,908	9,139	116%
I	31,364	29,787	95%
II	10,121	11,887	117%
III	4,935	9,238	187%
IV-A	9,263	20,249	219%
IV-B	5,781	23,710	411%
V	10,292	9,846	96%
VI	11,246	10,887	97%
VII	5,483	3,836	70%
VIII	5,483	4,887	88%
IX	5,483	9,448	176%
X	5,483	9,139	163%
XI	11,501	12,902	112%
XII	6,535	5,852	90%
NCR	7,127	11,317	159%
CARAGA	10,663	14,635	137%
ARMM	3,062	2,953	96%
TOTAL	209,838	261,094	124%

GRADUATES
261,094
124% of Target



Assessment & Certification

REGION	ASSESSED	CERTIFIED
▪ CAR	45,014	41,341
▪ I	115,449	104,131
▪ II	54,681	49,755
▪ III	158,753	145,787
▪ IV-A	200,885	185,581
▪ IV-B	57,086	50,899
▪ V	91,786	77,703
▪ VI	111,854	99,354
▪ VII	112,165	103,968
▪ VIII	70,193	65,863
▪ IX	49,810	43,975
▪ X	83,998	78,020
▪ XI	101,326	94,203
▪ XII	89,338	81,007
▪ NCR	462,553	450,333
▪ CARAGA	35,822	29,913
▪ ARMM	15,232	13,457
▪ CO (onsite)	1,327	1,088
▪ CO (RLA)	648	589
TOTAL	1,857,920	1,716,967

Assessed
1.8 M
124% of Target

Certified
1.7 M
145% of Target

92%
Certification
Rate

As of December 2018, the agency was able to assess a total of 1,857,920 or 124% of the national target of 1,496,055 persons assessed for the year.

The top three (3) regions that have contributed to almost half (or 46%) of the total output were NCR, Region IV-A, and Region III. In magnitude, these 3 regions' total output was 822,191 with NCR getting the highest share of 462,553 or roughly 25% of the total output.

Also, there were 1,716,967 persons certified or 135% of the target of 1,271,646 for 2018. This can be translated to a 92% certification rate. Compared to the accomplishment last year, TVET was able to certify 109% of the 1,211,092 target. It should be worth noting that even if the target for 2018 increased by 5%, the agency was able to accomplish 35% more than the set target.

REGION	Assessment Centers	Certified Assessors
▪ CAR	153	230
▪ I	290	184
▪ II	142	155
▪ III	423	350
▪ IV-A	443	320
▪ IV-B	143	150
▪ V	176	86
▪ VI	296	239
▪ VII	263	304
▪ VIII	206	225
▪ IX	186	130
▪ X	325	196
▪ XI	199	266
▪ XII	292	259
▪ NCR	704	489
▪ CARAGA	138	85
▪ ARMM	63	58
TOTAL	4,442	3,726

3,726
Accredited Number
of Assessors

4,482
Accredited #
Assessment
Centers

In terms of the accomplishment rate versus target, still Region X ranked first both in terms of the number of persons assessed and certified with 410% and 448% accomplishment against their target, respectively. The implementation of the Marawi Institutional Development Plan contributed to the surge in the number of persons assessed and certified; an. Among all the regions, Region III did not surpass their target with for both the number of persons assessed and certified with 90% and 96%, respectively.



Registration & Audit of TVET Programs

Program Registration

7,480

Newly Registered
TVET Programs

4,219

Recognized TVET
Training Providers

16,234

Total Number of Registered
TVET Programs

Program Audit

8,311

Target Number of
TVET Programs for Audit

8,263

or 99%
were Audited

6,946

or 95%
were Compliant

204

or 3% were
Non-Compliant

149

or 2% for Migration

As of December 2018, there was a 6.5% increase in total registered program from the 2017 level. A total of 16,234 registered programs are offered to the public where 15,062 or 93% were registered under WTR and 1,172 (7%) were under NTR.

These numbers of registered programs are coming from the 4,219 total TVET institutions accredited by TESDA. Of the total, 3,866 are private while 353 are public TVIs.

Top five (5) sectors with highest registered programs were in: a) Tourism, b) Agriculture and Fishery, c) Electrical and Electronics, d) Construction and e) Social, Community Development and Other Services.

Out of the 8,311 registered programs to be audited for the year, 8,263 (or 99%) of these were conducted with compliance audit. Of the total number of programs audited, 6,946 or 94.5% programs were found compliant, 204 were non-compliant (3%) and 149 (2%) were for migration.

SECTOR	NO. OF PROGRAMS
Agriculture & Fishery	986
Automotive	566
Construction	783
Furniture & Fixtures	1
Electrical & Electronics	846
Garments	138
Human Health	320
HVAC/R	13
ICT	283
Maritime	12
Metals & Eng'g	317
Processed Food	117
SCDOS	676
Tourism	2096
TVET	168
Others (Language)	148
Utilities	1
Visual Arts	2
Wholesale & Retail	7
TOTAL	7,480

REGION	NO. OF PROGRAMS
CAR	119
I	376
II	299
III	896
IV-A	711
IV-B	195
V	280
VI	396
VII	392
VIII	389
IX	382
X	669
XI	337
XII	305
NCR	1081
CARAGA	185
ARMM	468
TOTAL	7,480



TESDA Online Programs



1.2 M
Registered Users



894,390
Enrolled Users



444,202
Completed
Online Course



61
Online Course
Developed Since it
was Launched in May
2012



18-34
Age Groups of
Registered Users
(Young Adults)

63%
of Users Used TOP
For Skills Upgrading

45%
of Users Uses
TOP For Employment

34%
of Participants are
More than Satisfied
as Online Learners

26.7%
are College Under
Graduates

22.5%
are HS Graduates

27.2%
Have College Degrees

70%
of Participants are
Satisfied with TOP
Experience



In addition to the delivery modes mentioned, TESDA also implements an online program that is an open educational resource that aims to make technical education more accessible to Filipino citizens through the use of information and communication technologies. TESDA Online Program (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.

As of December 31, a total of 155,528 new users were registered in the TOP Learning Management System, expanding the total number of registered users to as much as 1,269,973 from 2011 to December 2018.



Partnerships & Linkaging

In 2018, TESDA was able to assure that 47% of TVET programs are with tie-ups to industry, exceeding the annual target of 42%, which may well be attributed to the industry partnership fora conducted in NCR, Region I, Region III, Region IV-A, Region VI, Region X, and CARAGA.

With the dissemination of the 2018 Implementing Guidelines for the establishment of institutional arrangements with Industry Boards/Industry Associations, such endeavor is expected to take off in 2019 and further strengthen TESDA's partnerships and linkages with stakeholders.

TESDA also forged new MOAs with DTI, CSC and Robinsons Land Corporation in addition to its existing partners from different industry sectors.

With the end goal of promoting EBT and other TVET programs, TESDA aired 42 episodes of "Tech-Voc Track ay Swak", that were broadcasted by Far East Broadcasting Co.

Meanwhile, the TESDA-Coke STAR Project have already produced 147,487 women graduates AO 2018. For its yearly institutional awards, the Idols ng TESDA in awarded 8 national and 20 regional winners awarded. Likewise, 17 National Kabalikat Awards were granted to LGUs, industries, legislative partners, and NGAs.

47% of TVET Programs
have tie-ups with industry



147 K
Graduates



42 Episodes
"Tech-Vok ay Swak"



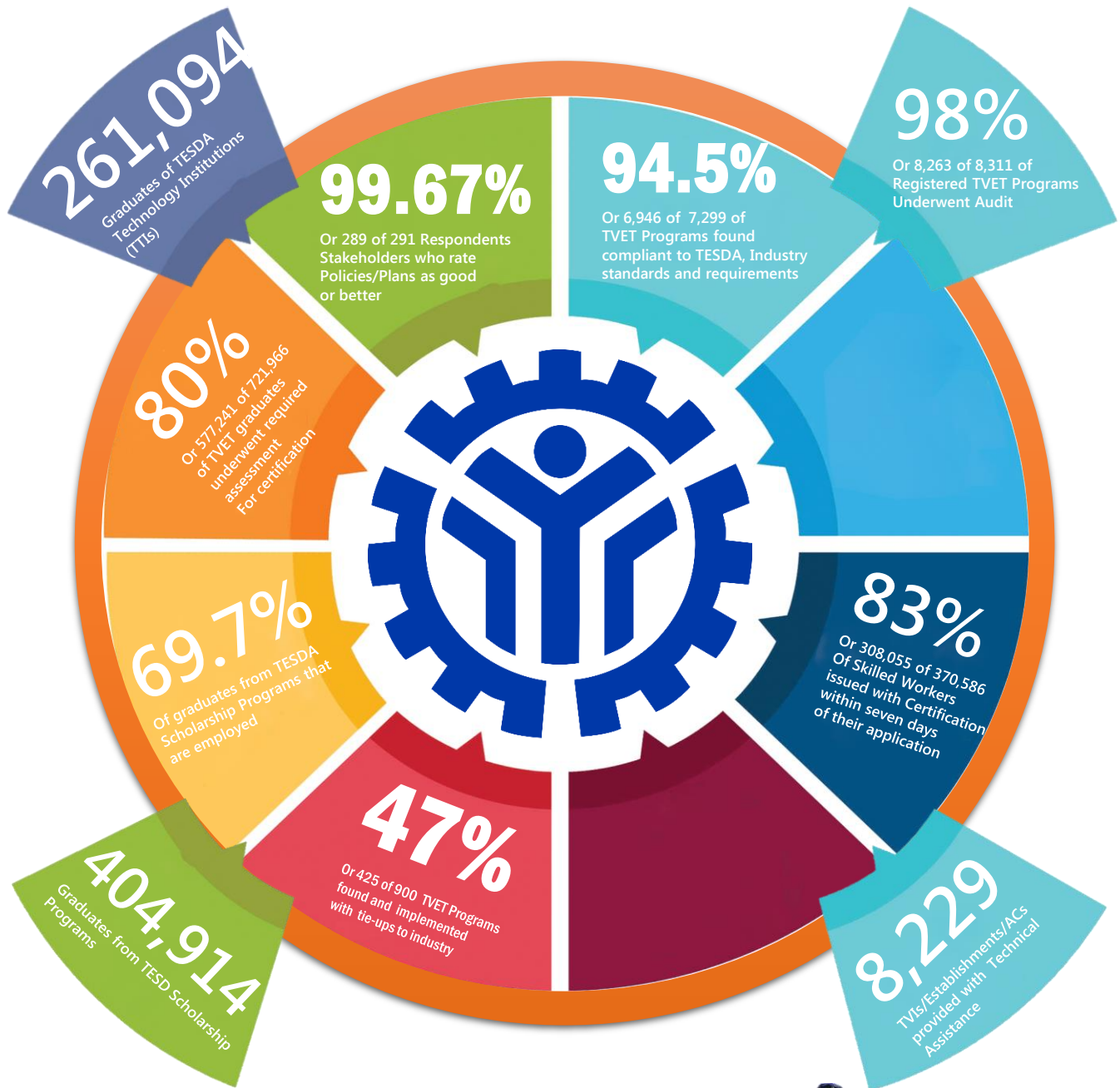
17 Awardees
"Kabalikat Awards"



8 National Awardees
20 Regional Awardees
"Idols ng TESDA"



TESDA Accomplishment based on 2018 GAA Commitments



Lathe Machinist:

They don't simply cut, grind
and drill steels...



They fabricate metal parts
to keep your machines **RUNNING.**



PART II: Major Events and Activities

The TESDA Central Office, its Executive Offices and operating units led the important role of steering the direction of the entire agency for CY 2018. This year, the regular programs of TESDA evolved and expanded not just as a response to the agency's ever-increasing performance targets, but also as a response to the challenges borne-out by developing circumstances in the TVET sector.

In the process, TESDA initiated/organized different events and activities to introduce initiatives and developments, to drum beat new programs and services. In addition, they are organized to recognize outstanding partners and achievers in the field of TVET. Fora and conferences are constantly initiated to share information/data and opportunity to consult with experts and TVET stakeholders. Outcomes from these activities are then processed to serve as inputs in the policy-making and direction-setting functions of the agency.

Every event, every activity has different purpose and activity framework. But they share a common impact. It builds goodwill, it leads to partnerships and fresh information, productivity are enhanced and new ideas are born. Hence, the more corporate events are initiated; more commitments and targets are accomplished.



TESDA Receives Philippine Quality Award

TESDA was awarded the Philippine Quality Award Level 1 "Recognition for Commitment to Quality Management".

TESDA is among the 12 private and public organizations that received the PQA Award in 2015. The awardees, after having undergone stringent screening and evaluation, were chosen by a PQA committee led by the Department of Trade and Industry (DTI).

This is the first time that TESDA received the annual PQA Award, and is the first among Philippine government education agencies to receive the recognition nationwide. The PQA is the highest national quality award for total quality management in the Philippines.



TESDA Honors Successful TVET Idols

TESDA has proclaimed its two National Winners for the annual TESDA Idols 2018 awards. The winners were chosen based on the 20 nominees nationwide from TESDA's 17 regions.

The award is given to TVET graduates who eventually became successful in their endeavors as a result of technical vocational education and training (TVET) programs.



TESDA holds Conference of Women in Non-Traditional Trades

TESDA highlighted the success of female technical vocational Education and training (TVET) graduates in the areas of non-traditional trade such as construction, welding, plumbing, automotive and others during the 2018 Manila Tradeswomen Conference on March 4 at the TESDA Women's Center.



TESDA Honors Outstanding TVET Trainers

The TESDA Tagsanay Award is an institutional awards system that gives recognition and incentives to trainers from Technical Vocational Institutions (TVIs) and TESDA Technology Institutions (TTIs) who have exceeded the set requirements for Technical Vocational Education and Training (TVET) and have demonstrated competencies beyond expectations.

The TESDA Tagsanay Award was formerly known as the "Kalinga Sa Tagsanay," particularly the Lakan-IIaw Awards category, which was given from 2011 to 2013, during which time only trainers from TESDA Technology Institutions were qualified for the award.





TESDA Leads Conduct of HOM on SEA-TVET

TESDA Director General, Secretary Guling “Gene” A. Mamondiong led the opening of the 4th High Officials Meeting (HOM) on Southeast Asia (SEA) Technical Vocational Education and Training (TVET). The 4th HOM on SEA-TVET which carries the theme “Moving Together Towards TVET 4.0” was held at Philippine International Convention Center (PICC) in Pasay City. The meeting was attended by 180 participants composed of officials of the Ministries of Higher Education, Ministries of Labor and Training, Ministries of Science and Technology, Ministries of Higher Education, and other Ministries from 11 Southeast Asian countries and other development agencies, and partners outside the region. The 11 member-countries of the SEA are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, Timor Leste and Vietnam.

TESDA and the Department of Education (DepEd) organized the HOM on SEA-TVET with the support of the Southeast Asian Ministers of

centers which include the SEAMEO Voc-Tech Regional Center, SEAMEO-Southeast Asian Regional Center for Graduates Study and Research in Agriculture (SEARCA), and SEAMEO Regional Center for Educational Innovation and Technology (Innotech). The 4th HOM on SEA-TVET aims to focus on regional initiatives, and discuss the policies and TVET education components such as policy, curriculum and teaching pedagogies, and TVET personnel, that will accelerate the Southeast Asian countries to leverage their TVET education for the Industry 4.0 Revolution. The goals of the regional forum include discussions on the importance of TVET from 2017-2018, find ways and measures to improve regional cooperation for the region; and discuss plans of national and regional TVET initiatives to improve the response among member countries to the changes which will be brought by Industry 4.0 and eventually increase the quality of TVET.

The inaugural HOM on SEA-TVET was held in Bangkok, Thailand on Aug. 23-26, 2015 in Bangkok, Thailand. The 2nd HOM on SEA-TVET was held in Bali, Indonesia May 12-14, 2016 while the 3rd HOM on SEA-TVET was conducted in Kuala Lumpur, Malaysia on May 23-25, 2017. In those three regional forums, participants tackled the ASEAN integration, the hiring of skilled workers in the region, and the need to increase the quality of TVET in Southeast Asia.



Philippine Team Wins Medal in the 12th ASEAN SKILLS Competition



brought home a Silver Medal from the Visual Graphic Technology category. He also won the Best in Nation award as the leading competitor from the Philippines. The Bronze Medal award went to Leonido Lomoljo, of Region IX, competitor in Refrigeration & Air Conditioning; and John Leonard Ramos, Region I, Hairdressing.

Eight Filipino competitors received the Medallion for Excellence award. They are Marc Dave Perez, Region IV-A, Restaurant Service; John Jay Abinal, Region V, Electrical Installation; Benedict Hornido, CARAGA, Graphic Design Technology; Heinrich Omlaan, Region XI, Welding Technology; Anthony Cabigayan, Region III, IT Software Solutions for Business; Joeminel U. Cutcharo, Region VIII, Automobile Technology; Marvin Madla, Region III, IT Network System Administration and Patrick Neil Noceja, NCR, Web Design and Development.

TESDA Director General/Secretary Guiling "Gene" A. Mamondiong praised Team Philippines after the group won Silver and Bronze medals at the 12th Association of Southeast Asia Nations (ASEAN) Skills Competition held in Bangkok, Thailand from August 31 to September 2.

Held every two years, the ASEAN Skills Competition is the biggest vocational education and skills excellence event in ASEAN countries. One of the legacies of the ASEAN Skills Competition is to give importance to professional education, as a component of socio-economic transformation Ramon Bon Bautista, of Region III,



TESDA Leadership Turnover



Newly-installed Technical Education and Skills Development Authority (TESDA) Director General, Secretary Isidro S. Lapeña, PhD., CSEE, receives the TESDA flag symbolizing leadership authority from TESDA Officer-in-Charge Deputy Director General Rosanna A. Urdaneta during a simple turnover ceremony held at the TESDA Women's Center last October 31, 2018. Lapeña, who succeeded Director General/Secretary Guiling Mamondiong, is joined at the turnover ceremony by his wife, Rebecca T. Lapeña (2nd, left) and TESDA executives led by Deputy Directors General Rebecca Calzado (2nd right), Gaspar Gayona (extreme right), and Alvin Feliciano (extreme left). TESDA Director General, Secretary Isidro S. Lapeña, has vowed to further improve the agency's various technical vocational education training (TVET) programs.

This was pointed out by Lapeña during an executive meeting of officials and employees of TESDA Region XII held at the Viajera Hotel, Koronadal City

last November 13 as part of his first regional tour as head of the agency. "My takeoff point as Director General of TESDA is to improve on what TESDA has now," says Lapeña, as he cited the importance of TESDA'S programs for TVET. In order to get a better understanding of TVET program implementation and to get a firmer grasp of the situation on the ground, Lapeña says that he intends to visit all the regional and provincial offices before the year ends.

Under his administration, Lapeña says that the agency will continue to prioritize and implement scholarships program for the poor, indigenous peoples (IPs), people with disabilities (PWDs), former rebels (FRs), and victims of armed-conflicts.

The TESDA chief further says it is important to give those who are less fortunate better access to free skills training as this will increase their chances to find employment or come up with their own business.





TESDA holds TTIs Administrators Conference

In 2018, TESDA organized two TTIs Administrators' Conference (AdCon). It was held in two separate venues, the AdCon for the Luzon Cluster was convened in Puerto Princesa, Palawan City while the conference for the Visayas-Mindanao Cluster was held in Davao City. Some 119 administrators of TESDA Technology Institutions (TTIs) nationwide participated in these conferences.

The AdCon is an annual event organized purposely to discuss pressing topics, operations and administrative concerns of TESDA schools and training centers as well as the formulation of various actions and training plans for the year. The topics discussed include RA 10931 and TESDA's growing list offering of Diploma courses.

The RA 10931 or the Universal Access to Quality Tertiary Education Act provides for free tuition, allowances and other school fees in state universities and colleges, local universities and colleges and state-run technical-vocational institutions. The administrators were briefed on the relevant aspects of the law as well as its newly drafted implementing rules and regulations to facilitate its smooth implementation and management in all state-run technical vocational institutions (STVIs).

There was a lengthy discussion on the pilot implementation of Diploma courses in select

TTIs and privately owned technical vocational institutions (TVIs). Diploma courses, most of which are 2 to 3 years in duration, are markedly different from existing tech-voc programs which usually take a trainee 2 to 6 months to complete. These Diploma courses are aligned with the Philippine Qualifications Framework (PQF) Level 5.

There were also sessions on benchmarking TESDA training institutions to prevailing standards such as: those set within the East Asia Summit Vocational Education and Training Quality Assurance Framework; those provided by international bodies such as the Asia Pacific Accreditation and Certification Commission; and, those outlined in TESDA's own STAR Rating System which recognizes TVET programs beyond the minimum requirements of program registration.

Other topics included in the four-day activity were facilities and equipment management and training cum production, and discussions on amalgamation, which proposes the creation of polytechnic institutes, composed of several TTIs within a province or region.



Barista:

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PART III: Best Practices on Policy Development and Program Implementation

This Chapter narrates the capacity of the agency to challenge and push itself to the limits... to come up with better policies to improve its operation and ensure quality delivery of its training programs and projects.

TESDA developed and launched the National Technical Education and Skills Development Plan (NTESDP) 2018-2022. To ensure that the plans and targets of the NTESP will be carried out as planned; the agency pursued and laid down different strategic directions in its Corporate Plan for the period 2019-2022.

These policies and strategies could not have strong fundamentals without inputs, insights and wisdom from the members of the TESDA Board and its counterpart from the regions and provinces, the Regional/Provincial Technical Education and Skills Development Committees (R/PTESDCs) around the country. These policies and strategies are supported by researches including continued scanning current trends and best practices in the TVET sector and labor market. All these efforts are noticed and recognized. The agency received a nationwide ISO 9001:2015 and became a recipient of Philippine Quality Award Level I.

In the area of program development and implementation, TESDA continue to expand the coverage of its Onsite Assessment and Certification Program to bring more joy and hope to our hardworking OFWs in different parts of the world. At the local front, TESDA has become more engaged in the agriculture sector by pushing hard to establish more Farm Schools in the country sides to help improve the skills and knowledge and incomes of our farmers.

TESDA operating offices in the regions and provinces are not left behind in the quest to provide better and efficient services to its wide array of clients. They reached out communities, local industries, initiates innovations to maximize utilization of its limited resources and manpower.



NTESDP 2018-2022: *Strategizing Skills Development for the 4IR*

TESDA launched the National Technical Education and Skills Development Plan (NTESDP) 2018-2022 with Secretary Isidro S. Lapeña unveiling the 158-page Plan last December 19, 2018. The whole TVET sector, including TESDA officials, representatives of TESDA partner-agencies, members of the academe, TVET industry partners, and other stakeholders, witnessed and celebrated this event.

Section 21, TESDA Act of 1994 (RA 7796), mandates TESDA to formulate a comprehensive development plan for middle-level manpower based on a national employment plan or policies for the optimum allocation, development and utilization of skilled workers for employment entrepreneurship and technology development for economic and social growth.

The crafting of the Plan commenced in August 2017 with the primary objective of galvanizing and strengthening the TVET sector through a Two-Pronged Strategic Thrust: (1) Global Competitiveness and Workforce Readiness; and

(2) Social Equity for Workforce Inclusion and Poverty Reduction.

The Plan has been aligned with global, national and sectoral development plans, national education legislations and international standards referencing. It drew from contemporary labor and employment realities like migration and engendering paradigm shifts in technology particularly the fourth industrial revolution (4IR), ecology, climate change and green economy, sustainability as well as gender and social equity advocacies.



Different consultations and fora were conducted to gather, evaluate and assess the delivery of services and TESDA performance to adapt to the present world of work and the future of skills. In addition to the partnership with ILO, TESDA also co-organized a thought leadership exposition with Bayan Academy and JP Morgan & Chase in April 2018, where it highlighted the major directions and strategies of the Plan.

The NTESDP 2018-2022 was presented to the NEDA Joint Regional Social Development Committee – Social Development Committee (SDC) and was approved through SDC Resolution No. 1 Series of 2018. In the same

manner, it was presented to the 28th Cabinet Meeting last 06 August 2018 for the issuance of the proposed Executive Order to effect its full support and implementation.

The NTESDP now serves as the blueprint of the policy directions for all TVET actors and stakeholders in advancing human capital development towards a “Vibrant Quality TVET for Decent Work and Sustainable Inclusive Growth.” It aims to mobilize and encourage the full participation of industries, the labor sector, government units and relevant educational institutions in the development of the Philippines’ human capital resources.



TESDA Corporate Plan 2019-2022: *Shaping the Future of TESDA*

The TESDA Corporate Plan 2019-2022 is a product of a series of workshops which began in January 2017 when the National Directorate (ND) sat down with TESDA Board Members in a Strategic Planning Workshop. The workshop paved way to the alignment of existing policies and programs against the agency’s existing vision, mission, objectives, values statement, and strategic directions. During the said workshop, the organizational context was examined through a SWOT analysis.

Its established credibility, role as an authority in TVET, the internationalization of Philippine TVET, membership in the World Skills International are just some of TESDA’s strengths which could further the attainment of its vision.



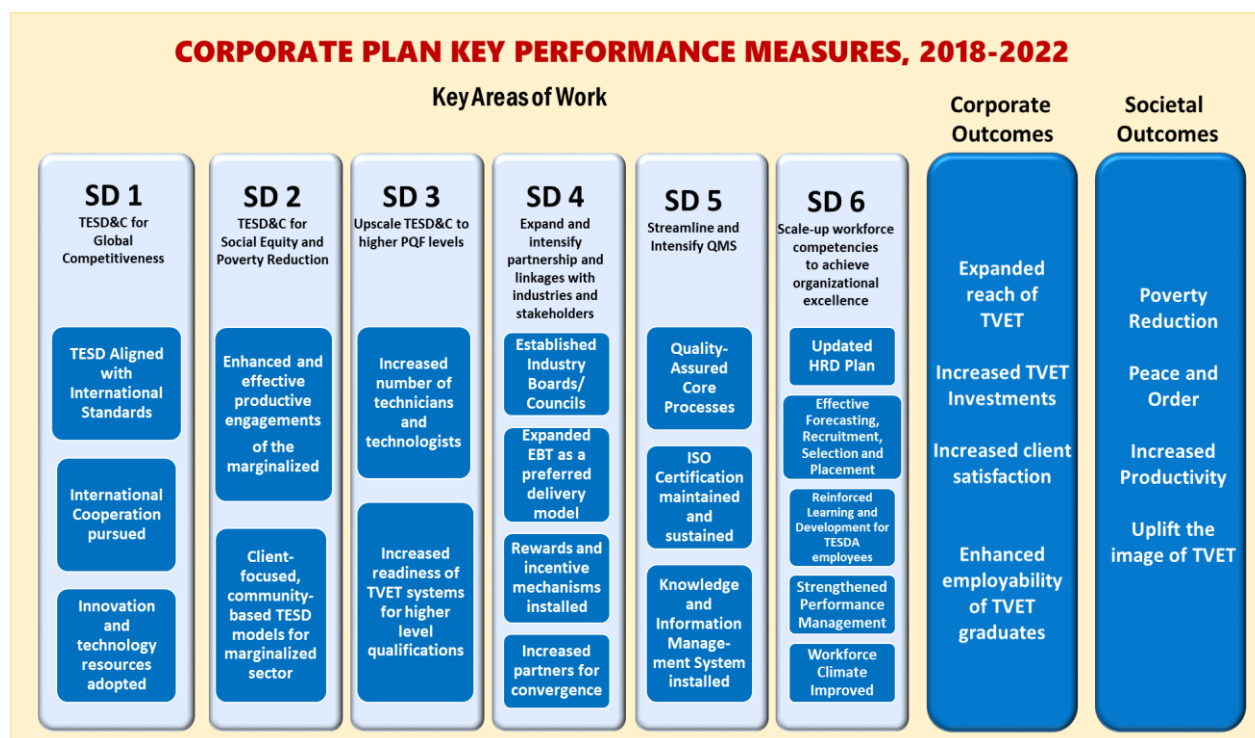
But how could TESDA truly harness these strengths to outweigh its weaknesses? How does the agency move forward? Its outdated tools and equipment, inadequacy of programs for the development of technicians and technologists, the lack of qualified trainers and assessors, and the

cumbersome development of training regulations are, in fact, some of the organization's weaknesses that hamper its operational efficiency. Externally, globalization and its possible effect of workers' displacement, the change in technological demands due to the Fourth Industrial Revolution (4IR), and the limited space to pursue TESD due to K to 12 all pose a threat to the organization. However, TESDA can count on the increasing recognition of Philippine TVET system, the rise in the number of TVET providers, the growth in TVET investments, the scaling up of technical education through the Philippine Qualifications Framework (PQF), and the creation of new skills due to 4IR as leverage for future growth.

As a whole, the SWOT provided an objective assessment of the agency. Hence, in 2018, a Corporate Planning Workshop (CorPlan) was initiated wherein the SWOT of the agency was re-examined again for relevance. Such exercise allowed the ND to define six (6) Strategic Directions (SDs) which TESDA would pursue in the next four (4) years. The SDs concretize the thrusts of the agency: SD#1) Provide quality technical education and skills development and certification for global competitiveness; SD#2)

Intensify implementation of quality technical education and skills development and certification for social equity and poverty reduction; SD#3) Upscale TESD and assessment and certification programs to higher PQF levels; SD#4) Expand and intensify partnerships and linkages with industries and other stakeholders in the area of TESD; SD#5) Streamline and intensify QMS in all organizational subsystems, and SD#6) Scale up workforce competencies to achieve organizational excellence.

The TESDA Corporate Plan 2019-2022 specifically laid out TESDA's desired Key Result Areas (KRA), Key Performance Indicators (KPI), and corresponding Programs/Activities/Projects (PAPs) that it intends to implement between 2019-2022 to achieve its mission, vision, and goals. To be reviewed on an annual basis, the Plan is not just intended to respond to the current status quo, but more importantly to new and emerging realities as well. Being the first corporate plan document to be published in TESDA, the agency remains optimistic that it will bring much-needed invigoration and direction to support its mission and vision.





The TESDA Board and the TESDCs: *Partners in TVET Policy Development*

The TESDA Board is the highest policy making body of TESDA. It is responsible for the formulation of continuing, coordinated and fully integrated technical education and skills development policies, plans and programs.

The TESDA Board is composed of eight (8) Heads of the various government agencies tasked to promote quality education, advancement in technology and trade in all sectors and reasonable jobs in all sectors. To secure inputs and insights with other TVET stakeholders from different sectors, a total of fourteen (14) representatives coming from business and investment, employer, labor, education and training sectors also form part of the TESDA Board.

In 2018, the TESDA Board promulgated the Implementing rules and Regulations (IRR) of the "Tulong Trabaho Act (Republic Act No. 11230). They also actively participated in the validation workshops of Competency Assessment Tools (CATs) and Training Regulations (TRs).

Their participation in the process allowed them to take note of the observations of technical experts in order to make appropriate revisions to the proposed Assessment Fees and Training Regulations during the process of its promulgation.

Policy making at TESDA are not solely confined at the Central Office. There are Technical Education and Skills Development Committees (TESDCs) at the regional and provincial levels all over the country. The TESDCs is an established mechanism to ensure that TVET programs remains relevant and responsive to the skills need of every industry in every region in the country.

The establishment of the Technical Education and Skills Development Committee (TESDC) obtain its legal basis from Section 19, R.A. No. 7796 or the TESDA Act of 1994. Regional and provincial committees (RTESDC and PTESDC) were created to coordinate and monitor the delivery of skills development activities of the public and private sectors.





The Regional TESDCs is composed of eleven (11) members while Provincial TESDCs has seven (7) members each with representations from industry/employer, labor, TVET Institutions and any critical sector in the area. In 2018, the Regional and Provincial TESDCs has submitted a total of 413 resolutions related to TVET concerns in their respective areas. These resolutions were forwarded to TESDA Board for appropriate actions. Meantime, a total of eighty four (84) nominations as members to the R/P TESDCs were received and processed by TESDA.

The role of the TESDCs are important in the harmonization, rationalization and delivery of services in the respective localities as it translates national TVET policies and programs to sub-national level. Likewise, it plays an effective role in the management and efficient allocation of resources to meet the demands and emerging concerns of the world of work and the skills future. The TESDCs' role to provide area specific concerns and best practices in service delivery and good governance to affect the regional and provincial development goals is significant as TESDA works vigorously in the achievement of economic inclusion.

TESDA continues to reach out and strengthen the capability of the TESDCs. A two-day appreciation course on basic public policy

process was held at the Bayview Park Hotel Manila on September 2018. This program aims to deepen the Regional TESDC Chairpersons' understanding on the fundamental concepts and steps in developing a sound policy for TVET sector at the regional and local level. It also clarifies the delineation of roles between the national and local levels, facilitates areas of complementation and collaboration to establish a more defined and rational TESDC roles, processes and structures.

The program was attended by RTESDC Chairpersons and representatives from the different regions. TESDA Board Members Patricia Dalmas, Rene Luis Tadle, Emmanuel Juaneza and Danilo Lachica, also attended the sharing sessions. The capability building for RPTESDC chairs and focal is a continuous yearly activity of the Planning Office, as part of the organizational development capability which is part of the NTESDP strategies. Deputy Director General Rosanna A. Urdaneta, Deputy Director General, for Policies and Planning encouraged them to govern and manage the TVET sector since the TESDCs are the major arm of TESDA for social inclusion at the local level.



TESDA's Quality Journey Towards a Culture of Excellence



TESDA's quality journey is virtually a decade-old venture of the organization which started in 2009 when it engaged the services of the Development Academy of the Philippines to prepare itself for an ISO 9001 Quality Management System certification. In 2012, the first ever batch within TESDA secured an ISO 9001:2008 certification, which includes the Central Office, Regions III, VIII, and CAR. More regions followed suit within the same year and, by 2015, TESDA finally received its nationwide ISO 9001:2008 certification. In 2017, TESDA transitioned from the ISO 9001:2008 standards into ISO 9001:2015, which required the agency to implement operational changes based on the new standards. Despite the transition, it was business as usual for the organization since QMS has already become a way of life for TESDAn.

The TÜV SÜD PSB Philippines has been TESDA's certifying body since its first certification in 2012. TESDA is the first among education agencies in the country and second within the Executive branch to have received the certification in its Central and Regional Offices.

In 2015, TESDA saw another opportunity for performance improvement and aspired to become a recipient of the Philippine Quality Award (PQA).

Based on the Baldrige Excellence Framework, the PQA is considered as a national standard for performance excellence which is awarded in Malacañan Palace by the President of the Philippines, signifying the award's prestigious status. Three years later, TESDA was finally awarded with the Philippine Quality Award Level I during a conferment ceremony on October 2018. The level was in recognition of TESDA's commitment to quality management.

TESDA's PQA Award and ISO Certification are more than just the agency's crowning achievements. More than serving as a good leverage for gaining the trust of clients, said quality measures have proven to be effective improvement platforms that contribute to organizational and personal learning. In particular, the reports gathered from third party assessors and auditors provide invaluable insights, information and recommendations that help the management in their decision-making process.

Along the way, with TESDA's adherence to the standards and criteria of the PQA and ISO, organizational excellence is built. It may be faced with challenges that constantly evolve but it stands strong because its quality management systems are in place.

Continuous improvement is necessary for an ever-changing TVET landscape. Hence, the work never stops for TESDA. It will continue with its ISO surveillance audits and apply for a higher PQA award by 2020. After all, organizational excellence is a journey, not a destination.

Research Initiatives and Publications towards Innovation

As the leading authority for TVET in the country, TESDA ensures the formulation of evidence-based policies. This agency's thrust is supported with various undertakings such as development of Labor Market Intelligence Report, conduct of TVET Research Forum and Call for Proposal for the funding of TVET related studies.

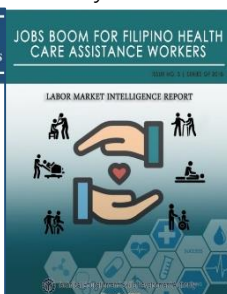
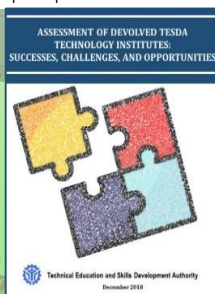
TESDA conducted the TVET Research Forum on October 18, 2018 at the TESDA Women's Center, which launched with the theme "Exploring New Trends in TVET in Response to the TVET in Response to the Changing World of Work". It dealt with the challenges and issues brought about by the so-called "Fourth Industrial Revolution" or the "4IR", as well as its impact on Philippine TVET. The Forum marked the beginning of TESDA's initiative to focus more on 4IR topics to help prepare our future workers.

Attended by various members of the academe and experts on technical education, the Forum showcased three research proposals that focused on the changing nature of work in light of automation, robotics, and other recent technological feats brought by the 4IR. These proposals were "Education in the Philippines: The Case of the TESDA Online Program (TOP)" by the Philippine Institute for Development Studies, "Developing Socioemotional Skills for the Philippines' Labor Market" by World Bank, and "Development of Mocktail Drinks with Butterfly Pea Flower Extract" by the TESDA Women's Center. The Forum spurred the participants to submit their own research proposals. As of February 2019, the agency has

received 62 research proposals that cover technology and policy-related issues with TVET. TESDA also developed two (2) desk studies and four (4) LMIRs in 2018. First among the studies was the "Study on the Pay-Scale Equivalency of the PQF Levels", which sought to determine if our TVET graduates are properly-compensated based on their qualification of choice. The other study was the "Assessment of Devolved TESDA Technology Institutes: Successes, Challenges, and Opportunities" that explored the current state of those TESDA Technology Institutes (TTIs) that had become independent and had taken over the parent agency's training functions on their locale.

As for the labor market industry publications, four reports were published about the Philippine potential for foreign investments, the international labor market for Filipino caregivers, the Philippine 'green economy', and the potential of agribusiness to benefit Philippine agriculture.

Four (4) TVET Briefs were also launched in 2018. These publications revolved around trigger questions such as "Are STEM skills incorporated in the current training regulations of Philippine TVET?", "Is there another dimension to look at in developing human capital?", and "What are the skills that drive better labor market outcomes?". The most recent of these, published in November 2018, asked the question "Are we ready for Industry 4.0?", and briefly described the different fundamental changes in technology brought about by the Fourth Industrial Revolution. These publications sought to start discussions that would hopefully lead to greater insights and a better appreciation for more innovative thinking with regards to TVET.





OFW's Onsite Assessment & Certification Program: *Creating More Opportunities for Wider, Better and Higher Overseas Employment for OFWs*

Recognizing the countless predicaments and sacrifices that our Overseas Filipino Workers (OFWs) have to endure in a foreign country to provide stable and higher disposable income to their families, the government initiated steps to reciprocate their hard work by providing them dedicated programs or services they can directly avail.

One particular program introduced by the government is the Onsite Assessment Program (OAP) for OFWs. The OAP is a joint collaboration of TESDA, OWWA and DOLE thru the Philippine Overseas Labor Offices (POLOs). It was initially implemented in CY 2014 in two countries who are known to have high concentration of OFWs, Dubai and Hongkong.

This program provides FREE onsite assessment and certification right in the country where they are working. The activity is planned and organized by POLO while TESDA prepares and brings-in the team of assessors and TESDA representatives to conduct and oversee the assessment and certification procedures.

One of the early beneficiaries of the OAP is Ms. Linafer Vertucio Madriga, 51 years old, a former teacher from Oriental Mindoro. She flew to Hongkong in 1994 at the age of 25 and worked as a Domestic Helper and nanny of three kids. During the first visit of TESDA in Hongkong in 2014, Linafer or Ghie attended the orientation out of curiosity upon hearing TESDA for the first time.



She confidently took the assessment for Food and Beverage Service NC II because of her long experience and exposure to the many party events attended and/or organized by her employer in Hongkong.

During the second visit of TESDA, Ghie begged with TESDA Representatives to be able to take assessment in Baking and Pastry Production NC II because of limited slots available. Again, on the third visit of TESDA Team, she attended the training for Trainers Methodology I COC 2. She appreciated the dedication and diligence of TESDA personnel in coaching them. She passed all the assessment procedures of these programs.

After working for more than 21 years in Hongkong, she decided to return home for good. Asked why she decided to return to the country, she said, *Napagod na po siguro. Also, namiss ko na rin yung family and nadagdagan na po kasi yung option ko in case na bumalik na ako dito sa atin. At malakas na rin ang loob ko kasi I know I have all the knowledge and skills na pwede ko pagkaabalahan o pagsimulan pag-uwi. Nung una, gusto ko magnegosyo, bumalik sa school at magturo”.*

To date, 2,681 OFWs have been assessed of which 2,159 were certified and issued corresponding TESDA National Certificates or NCs. The NC is a document issued by TESDA to

individuals who have achieved all the required units of competency of a national qualification defined under the promulgated Training Regulations. The document is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification with a promulgated Training Regulations.

As of 2018, the program was already implemented in the countries of United Arab Emirates (in Abu Dhabi and Dubai), Jeddah, Riyadh, Qatar, Kuwait, Hongkong and Singapore. The assessment and certification activities already covered twenty different qualifications or trade areas. Tourism and health care related qualifications dominated the list. This is followed by qualifications under Information Technology, social/community development and construction. The certification rate of OFW passers is 81%.

Seeing the intense reception of the program, TESDA initiated activities to institutionalize the program in these countries. The TESDA team trained and assessed OAP-certified OFWs in Trainer’s Methodology I (TMI) Competency on Conducting Assessment (COC 2). This training provides the participants the tools, knowledge and skills to conduct assessment. To date, there are nineteen (19) accredited onsite assessors from Dubai and Hongkong. They are tapped to assist the TESDA team in conducting assessment since 2017.





And, aiming to further multiply the services of TESDA thus serve more OFWs overseas; the TESDA Circular No. 089 S. 2018 was issued providing the Implementing Guidelines on TESDA Overseas TVET Program Registration. This was issued in response to the increasing demand of interested training providers abroad to conduct TVET adopting TESDA standards including the clamor of OFWs to acquire new skill competencies to advance their employment status thereby increasing their income.

The TESDA-OAP is a concrete manifestation of government's effort to serve and care for the interest of the OFWs. It should be noted that the actual assessment and certification activities are arranged during weekends when OFWs are off-duty. Hence, their presence and participation on the activity does not affect or distract their regular work schedules. On the other hand, weekends of TESDA Team members involved are sacrificed to render the program for the OFWs. It's call of duty as public servants. While TESDA is yet to organize a tracking mechanism to gauge the impact of the program, several beneficiaries have already stepped forward

expressing their appreciation to TESDA and the Philippine government for the opportunity provided them to undertake the assessment and certification sans the trouble of flying back to the Philippines to undertake such. They consider the NC awarded to them as a "gold ticket" that gave them the confidence and enthusiasm to seek better and higher paying jobs. *"Napakalaking bagay yung onsite assessment program ng TESDA kasi nadadagdagan ang option ng OFW. Yung skills and knowledge are the key factor na maging matagumpay sa buhay, idagdag pa ang NC II, mas confident ka!"*

"Words are not enough to thank TESDA na walang kapaguran na tumutulong para maiangat ang kabuhatan ng bawat Filipino at maging kaagapay sa pagtupad ng kanilang pangarap".

Ghie is presently working as a trainer and assessor in Baking and Pastry Production NC II, Housekeeping NC II and Cookery NC II.



A Glance at TESDA's Human Resources



TESDA envisions itself as a transformational leader of the Filipino workforce. Each year brings in new demands, challenges, and performance targets that exponentially expand as the agency tries to keep up with both internal and external changes, where much resiliency and competence is required of its officials and personnel in order to deliver great results. But what has been TESDA doing to prepare its very own workforce to fill such a tall order?

The Study on the Absorptive Capacity of TESDA Field Offices conducted in 2016 points to the existing organizational structure as the bone of difficulty of operations in the field, citing only an average of nine (9) permanent plantilla positions per provincial office. Ultimately, the study revealed how inadequate the size of TESDA as an organization was, as compared to the breadth and depth of work that are resting on its shoulders.

Fast forward to 2018, TESDA has requested for 1,245 additional plantilla positions, banking on the recommendations of the study. As of December 2018, TESDA has 4,117 DBM-approved plantilla positions, 552 of which are waiting to be filled up. Despite only joining the organization on the last quarter of the year, Secretary Lapeña had repeatedly expressed how he wants to fast track TESDA's recruitment process. Since 2017, 20 additional positions were added, which says how the organization has been growing steadily in terms of size.

However, the increase in TESDA's population does not guarantee a well-functioning organization. The 2017-2019 Workforce Training and Development Investment Plan provides that Php20M is allotted per year for the learning and development of its workforce. The Plan enumerates the training programs that are in the pipeline for each level of position per year. Despite this, the TESDA Development Institute (TDI) is given the leeway to recommend both technical and non-technical training programs that are deemed timely and necessary. For CY 2018, the Php20M has been

exhausted to the brim. TDI has recorded 32 in-house training programs, 96 public programs, and 41 foreign programs conducted in various international locations. The aging population of the TESDA workforce is also a human resource issue, which it hopes to address through the Succession Program. The program primarily aims to develop TESDA's top performers to ensure leadership continuity. TESDA's Competency Framework was approved on October 2018, setting the environment for the implementation of the program. The Competency-based Leadership Assessment Program (CLAP), an offshoot activity of the program, will be facilitated by the Development Academy of the Philippines beginning April 2019.

In support to Civil Service Commission's (CSC) vision to becoming a Center of Excellence for Human Resource and Organization Development, TESDA has committed itself into the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM), currently holding PRIME-HRM Level 1 by default. The PRIME-HRM examines an organization's maturity level in Recruitment, Selection, and Placement, Learning and Development, Performance Management, and Rewards and Recognition. Now TESDA, in its pursuit of organizational excellence, will move forward bringing with it its aspiration of achieving the PRIME-HRM Level IV award by 2022. More than the possible recognition, the agency deems that the highest reward in this endeavor would be the holistic development of the TESDA workforce, ultimately leading to a higher client satisfaction.

As it builds on the future of the Filipino workforce, TESDA is likewise building a culture of excellence within its backyard. It is not solely dedicated in implementing programs towards quality-assured and inclusive technical education and skills development and certification system. As an organization with a heart for its people, TESDA expends maximum effort in ensuring that its internal clients, undoubtedly its greatest resource, are provided with the kind of service that they deserve. Truly, *malasakit* starts from



Farm Schools:

Improving Farmer's Productivity with New Farming Technology



Agriculture is considered as the backbone of the economy. It forms the basis for food and nutrition security and provides raw materials for industrialization. Despite the negative growth in the agriculture sector over the years, it remains to play a significant role in the Philippine economy involving about 40 percent of Filipino workers and contributes between 10 to 20 percent to the Gross Domestic Product (GDP). However, a recent study showed that a farmer who owns 1.5 hectares of land would only earn P2,300 a month. The amount is not sufficient for a farmer who raises a family. Hence, the children of farmers do not want to go into farming because of the small earning.

In the recent years, TESDA's involvement in the promotion of agriculture as an attractive career option increased tremendously. It introduced new programs and interventions to help the agriculture sector, every means within its mandate to improve productivity and income of farmers.

In 2018, TESDA Regional Offices were directed to accelerate the establishment of farm schools in all

municipalities nationwide and provide scholarship grants to the farmers and fisherfolks, their families and relatives, extension workers and facilitators and trainers through the Program on Accelerating Farm School Establishment (PAFSE). Assisting TESDA in the project is the Department of Agriculture-Agriculture Training Institute (DA-ATI) and the Department of Agrarian Reform (DAR) which will help the agency implement the program.

On the same year, TESDA issued an amended circular to assist in the promotion of sustainable Agriculture and Fishery productivity and rural development by providing access to TVET at the countryside through the farm schools, about sixty two competencies under the agri-fishery sector were included in the implementation of PAFSE.

By end of the year 2018, TESDA facilitated the establishment and accreditation of 229 farm schools offering about 279 different agriculture-related qualifications all over the country. The program is gaining ground as it provides opportunity for many undereducated farmers to learn and discover new farming technology in a very accessible training facility with pleasant learning environment.



With invigorated and collaborated assistance from the different national government agencies, farm schools are able to offer these training programs for FREE. Hence, more and students/trainees are enticed to attend the training activities. And since most farm schools are located in the heart of the communities, students/trainees have less difficulty in accessing and attending their daily learning activities. The farm school has become an effective mechanism to entice both young and old folks in the rural communities to discover new/correct techniques and career opportunities in agriculture.



Teresita Lanciola Franco or “Nay Deting”

Teresita is 69 years old, but she is still working fulltime on her 1.2-hectare organic herb and vegetable garden cum orchard. “Farming gives me a lot of energy which I wouldn’t have if I stayed at home doing nothing all day.

She attended training on herbal gardening conducted by Remnant Institute, Inc. for the survivors of Typhoon Yolanda in 2014. From the training she learned the techniques of herbal gardening. She hardly knew anything about herbs then. Her farm used to be an orchard of mango trees. She also has a rice farm and planted vegetables in her backyard. Yolanda destroyed all of them including her mango trees.

In 2017, she became a PAFSE scholar of TESDA in Organic Agriculture Production NC II. Aside from learning the basics of organic farming, she started to develop connections like where to source for herbs and other inputs. Demand for her organic fertilizer and concoctions for pest management, aside from her herbs, increased. She uses these natural inputs in her farm and thus decreased her expenses, and she earns a good income from her surplus produce. She has also started a mushroom culture project.

From all of these, Nay Deting said her income has gone up by 80%. From her income, she supports about six helpers who assist her in maintaining her farm and when she needs to prepare for visitors. The Agriculture Training Institute (ATI) recently granted her P100,000 to put up an semi-permanent structure to be used as a venue for agriculture-related trainings and seminars.

She has also gone on tour of other countries like Singapore, Thailand, Hong Kong and Taiwan where she makes it a point to visit organic farms so she could learn from their technologies and apply it on her own farm.



Philip Saban

Philip, 29 years old, did not finish his BS Information Technology in a university in Cebu because he got married early and had to go home to Iloilo. He now lives with his family in Barangay Walang in Lambunao, Iloilo where he plants rice and vegetables and works in a one-hectare farm.

"I used to follow the conventional farming technology which made me so dependent on synthetic fertilizers and chemicals," In 2017, he enrolled in Organic Agriculture Production NC II of TESDA under the PAFSE scholarship program and learned techniques and methods in organic farming. From an estimated P10,000 monthly income from conventional farming, his income has doubled since then. A big factor for the increase in his income is the reduced capital he spends for his farm inputs. He no longer buys fertilizers and chemicals since he is now producing his own natural fertilizers while spending minimal amount for molasses as the main ingredient for the concoctions. He also produced his own seeds while his rice production increased from 60 to about 80 sacks per cropping season.

Noel Bangeles

Noel, 30 years old, is the owner of the 3.9-hectare Bangeles Diversified Farm in Barangay Cabugao, New Lucena, Iloilo. He has two National Certificates under PAFSE – Organic Agriculture Production NC II and Agricultural Crops Production NC III from the Iloilo State College of Fisheries (ISCOF)-Dingle Campus. Noel's farm used to be a one-hectare rice land with the hilly areas planted with trees and clumps of bamboos. He considered the hilly areas "wala pulos nga klase sang duta" (this type of land has no use). With all the knowledge he acquired, his land now produces coconuts, red lady papayas, ampalaya, okra, herbs and different kinds of colorful flowers. His farm has been recognized by ATI which is extending him a grant to develop a vermiculture composting facility. He is also in the process of facilitating documents to become a Learning Site for Agriculture (LSA) of the ATI.

Gino de la Cruz

Gino, 21 years old, continues to learn the technology of preparing organic fertilizer using vermicast or earthworms as well as natural concoctions such as fruits and molasses for pest management. Gino has also assisted in the production of organic mud balls and pellet feeds that the farm used for "hito"(catfish), quail, swine and chicken production. Moreover, he learned the process of making liquid organic fertilizer for vegetables and herbs. Surely, Gino can't go wrong in learning all these agri-entrepreneurship skills while working at the Connie Carillo Diversified Farm in Barangay Cairohan, Bingawan, Iloilo.

For Gino, having hands-on experience on organic agriculture, and just knowing that in his own way, he contributes in making a healthy environment can give a sense of fulfillment. He revealed that it is this practical farm experience that enhanced his competence to pass the Licensure Examination for Agriculturists last June 2018.

Skills Competitions:

Developing a New Generation of Skilled Workers Based on International Standards

Over the years, the Philippines has become the most preferred source of skilled workers and professionals by many countries around the world because Filipinos are found to have the natural ability to adapt to the culture and the environment of the host country. As of 2017, the total number of OFWs is estimated at 2.3 Million. Saudi Arabia was the leading country of destination among OFW. Other destinations of OFWs were United Arab Emirates, Kuwait, Hong Kong and Qatar.

As more Filipino adults get motivated to work overseas due to higher salaries, the Philippine government is challenged to ensure the availability of new skilled workers for the local industries. TESDA, as the government agency mandated to promote, strengthen and render quality technical education and skills development services in the country, is challenged to guarantee the availability of quality trained workers. It does so by improving training facilities, establishing and nurturing closer partnership with industry, expands access and strengthens the delivery of quality training.

One way to keep itself abreast of the trends and practices in TVET overseas, the agency has adopted the policy to organize, engage and participate in multi-level skills competitions. Through the conduct of skills competitions, the agency effectively promotes the value and opportunities of TVET. It is able to lure more enrollees in different TVET qualifications thus allowing the agency to attract and generate new skilled workers.

The Philippines rejoined the ASEAN Skills Competition in 2012 and reactivated its membership and actually competed in the World Skills Competition in 2017. Since then, TESDA revived the conduct of local skills competitions nationwide. It includes Provincial Skills Competition and the Regional Skills Competition.

All winning competitors from all the regions vie for the Zonal Skills Competitions that are separately held; one for Luzon Regions and another Visayas-Mindanao Regions. The test packages adopted in these competitions are the same test packages used in the ASEAN Skills Competitions.



Marc David B. Perez

Among the selected winners-participants in the TESDA Gold Camp is MR. MARC DAVID B. PEREZ, 20 years old, from Batangas City. He took Restaurant Services at Lyceum of the Philippines University Batangas. Asked what he gained from joining the skills competitions, he said “mas napalawak ko pa ang aking kaalaman sa aking kursong kinukuha”. He dreams to work in a hotel overseas as a manager. He also shared an advise to his fellow young students/trainees, “lalo pa silang magpursigi kung may gusto silang marating dahil mayroon tayong TESDA handang tumulong para maabot ang mga pangarap natin”.

John Jay Abinal

Another competitor, MR. JOHN JAY ABINAL, 20 years old, from Nabua, Camarines Sur, is a student of Electrical Installation at Camarines Sur Polytechnic Colleges. He took the course because his parents urged him to pursue his passion in electrical trade. According to him, aside from enhancing his knowledge and skills in Electrical Installation, he realized the value of perseverance and self-discipline during the competition.

Leonido A. Lomojo

Leonido, 21 years old, from Zamboanga del Sur is a Refrigeration and Air-conditioning (RAC) student from TESDA Provincial Training Center in Pagadian City. According to him, joining and winning skills competition requires courage, confidence, positive thinking, respect to experts and trust in God.

The three competitors were among the competitors/medalist in the 12th ASEAN Skills Competition (ASC) held in Bangkok, Thailand on August 26-September 5, 2018. Being winners in the said ASC earned them the opportunity to represent the country to the 45th WorldSkills Competition to be held in Kazan, Russia on August 2019. Preparation to the participation to this event will be long and grueling both for the competitors, coaches and experts who will form part of the Philippine Team.

In world skills competitions, it is interesting to note that both big and small countries are organizing their respective local competitions to have chances of competing in international and world skills competitions. The opportunities provided by these events are enormous and immeasurable.

While participation in such events entails huge amount in the part of the sponsoring entities/government, they should not be viewed as outright expense, as they are actually an investment. More than the competition, these are the best place to learn and discover new education ecosystems, training technologies, mega-trends, and best practices that are shaping the future of skills and the future of our industries, our work, and our societies all in one place under one roof. It is likewise the best opportunity to establish connections with officials of TVET entities from different countries around the world, win friends and build goodwill among co-competitors.



TESDA CVS and CNVS:

TESDA Technology Institutions Adopt Green TVET

TVET institutions play an important role in orienting and/or training its personnel and learners to adopt an environment-friendly mentality in making transitions to a climate-resilient campus and community. It can be carried out adopting systems, developing skills and providing them knowledge on green technologies and practices.

The use of green technology aims to reduce the amount of waste and pollution that is created during the process of consumption and production. With the undisputed importance of green technology for progress, it is vital to engage and prepare everyone towards the conservation and preservation of the earth's resources and environment.

TESDA-Conception Vocational School (CVS) introduced several ways and means to make the campus environmentally-friendly by adopting GREEN TVET as a way of life. It promotes re-using, re-cycling, repairing, and reducing following guided parameters and procedures.

In compliance with R.A. 9211, smoking in the

campus is prohibited. Awareness regarding this Act is everywhere in the campus to constantly remind students and guests regarding what smoking can bring not only the smoker but to those who do not smoke. Proper waste segregation is discussed during Training Induction Program and other orientation activities to keep everybody conscious in observing proper waste segregation and disposal. CVS personnel annually conduct tree planting activities to contribute in greening the surrounding communities. Bio-intensive gardening is practiced to increase and sustain the fertility of the soil. And, to help reduce the use of fossil fuel, Solar panels were installed as alternative power source for school appliances and all incandescent bulbs with LED lights thus making it more power-efficient. Green TVET is also advocated by CVS through industry mentoring, speaking engagement, symposia and meetings with different schools, industries, local government units and other local and private communities to promote a more projected practice of GREEN TVET.



Another TESDA school, the Calubian National Vocational School (CNVS), implemented programs to help maintain a clean and green campus. It has a mini forest, green house, fishpond, and vibrant trees around the campus. It has proper waste segregation system for toxic, biodegradable, non-biodegradable, and recyclable materials. The used plastic bottles and containers are planted with flowering plants and organic plants.

Likewise, the school installed Suntech Solar Panels that serves as energy source of portable appliances used in the hostel/workshop for Housekeeping NC II. To further reduce consumption of electric energy, glass doors, walls and windows were built in offices and other workshops that make use of natural light during daytime.

The institution also made some changes with its electrical fixtures for power conservation. It has installed ten (10) solar lamp posts in the school campus, which provides a well-lighted campus even during blackouts. It also replaced its bulbs and lights in the offices and workshops with energy saving LED bulb and air-conditioning units with converters were installed.

Five years after super typhoon Yolanda, the school is looking forward for more opportunities in promoting and adopting green technology. It continuously adheres to the famous slogan - *Think Green, Plant Green, and Grow Green*.

"OPLAN SAVE BORACAY": *Echoes of Hope*



"The six-month closure of Boracay Island was a big blessing in disguise for me – and of course, for other Indigenous Peoples (IPs) residing in the world-famous island. Had Boracay been not classified as a "cesspool" and ordered closed for 6 months by President Duterte, perhaps I couldn't have had taken interest to undergo the

TESDA skills training on Cookery. "First time ko na experience mag eskwela" (It was my first time to attend classes, referring to the training sessions, "I couldn't have improved myself as a person worthy of sustainable livelihood.", said Maria Condez, an Aeta resident of Boracay and one of the 220 IP Ati beneficiaries of TESDA Region VI's Special Training for Employment Program or STEP.



A Maranaw Muslim resident of Boracay also revealed that it was his first experience to attend a skills training on Carpentry. In the last 10 years, he was used to being an ambulant vendor of fashion accessories to eke out his daily income.

When President Rodrigo Duterte ordered the closure of the popular island resort, the IPs dwelling and making a living in Boracay expressed devastation and anxiety over the loss of regular income they earn from engaging in different activities serving millions of tourists visiting Boracay. Along with the more than 73,000 islanders, the IPs saw miserable future following the government's radical move to save the ecological balance in Boracay. The then TESDA Director General, Secretary Giling "Gene" Mamondiong directed TESDA Aklan officials to conduct an inventory and prepare a training plan to help the 73,522 affected residents that includes 17,326 registered employees and 11,000 unregistered workers in Boracay Island. The whole TESDA Region VI led by TESDA Aklan Provincial Office wasted no time in setting the plans and strategies to provide economic safety nets for

families and workers affected by the temporary closure of Boracay. The first step they did was the Skills Mapping or Skills Needs Assessment of displaced workers in Boracay. Henceforth, the Boracay Emergency Employment Program (BEEP)

was initially launched on April 26 at Boracay Island. TESDA exerted effort to reach out all groups and marginalized sectors that include Aetas/Atis, the Maranaos, and PWDs, tricycle drivers' association and women. These are the people whose livelihood sources were badly affected by island's temporary closure.

Under the "Oplan Save Boracay", TESDA Region VI's role was to provide the displaced workers and residents with FREE skills training which they can use to seek alternative employment or engage in enterprise to make a living. Aklan Provincial Director Joel Villagracia sought the support of partners and accredited TVET institutions to implement the different training packages. "No affected worker or resident of Boracay should be further marginalized with the island's closure", PD Villagracia said. TESDA provided scholarship to more than 2,000 affected workers in the first batch of skills training packages that includes skills upgrading in the following qualifications: Masonry, Carpentry, Shielded Metal Arc Welding, Wellness Massage, Beauty Care Service, Cookery, Bread/Pastry Production, Motorcycle/Automotive Servicing; Electronics Products Assembly/Servicing, and Dressmaking. The trainees will be given their National Certificate or NC after completion of trainings.



Building Peaceful and Productive Lives for IPs, Displaced Persons and Former Rebels through Skills Training and Development



In the recent years, TESDA found itself at the forefront in the government's war against illegal drugs, poverty and peace and order. Ostensibly, the mandate of TESDA, skills training and development, has become a potent tool to suppress the escalation of these persisting social problems in the country.

In Bukidnon, at least twenty-three percent (23%) of its population belong to the ethnic tribal groups. Determining the perceived needs of this identified group will always present a major challenge for the agency. Hence, skills training interventions were identified and conducted to groups in different communities considered as priority clients or sectors of TESDA. The local city and municipal TESD Committees played an important role in the development of their respective local HRSD Plans. In 2018, TESDA Northern Mindanao initiated series of consultations and planning with the various stakeholders, including especially the National Commission for Indigenous Peoples and the Armed Forces of the Philippines, to empower the IPs and FRs in their journey towards mainstreaming in the society and be gainfully employed.

"Salamat tungkay. Madakol na Salamat TESDA", spoken by a Lumad, in expressing their gratitude to the training services conducted by the agency to their tribes. A total of three hundred fifty (350) were trained in the province under the SSTP that includes one hundred thirty-seven (137) FRs through a series of Community-Based Training programs. The AFP 403rd Infantry Brigade, the Del Monte Foundation, Inc. and Unifrutti Foundation, Inc. collaborated and provided counterpart funding in these training activities.

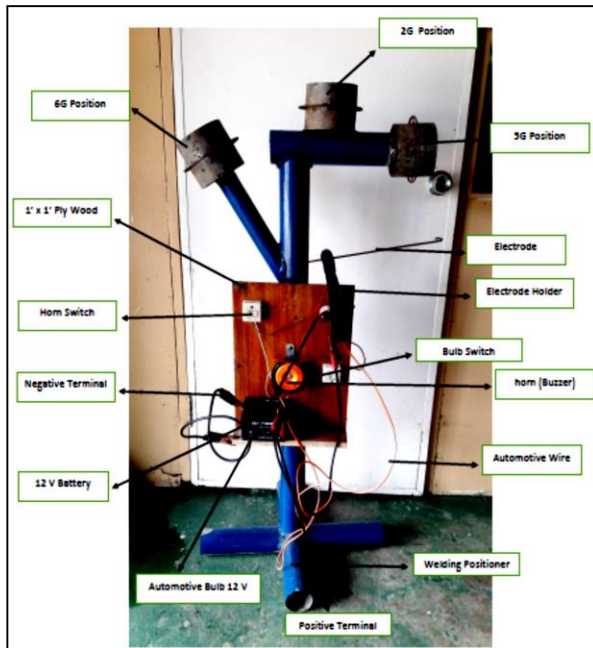
On the other hand, Senator Juan Miguel Zubiri, initiated and funded the construction of eight (8) Training Centers in Talakag, Malitbog, Malaybalay City, San Fernando, Quezon, Kibawe, Maramag and Kitaotao.

Also, TESDA Bukidnon successfully obtained separate funding for another training center for the IPs from Senator Zubiri. The training center is located inside the compound of the Mindanaw Tribal School in Brgy. Panadtalan, Maramag, Bukidnon. This was unveiled during the National Launching of the Empowering Indigenous Peoples and Cultural Communities through TVET and Reintegration of Rebel Returnees on June 2018. TESDA is likewise looking forward to the construction of new skills training centers in two (2) cities and twenty (20) municipalities in the province of Bukidnon. In response to the call from the national government to assist in the rehabilitation of Marawi City, TESDA conducted series of skills training for the internally displaced persons (IDPs) of Marawi City and Lanao del Sur. The skills training aims to capacitate them with appropriate skills they can use to earn income while rehabilitation of the city is on-going. The training expects to produce skilled workers needed in support to the government's Build, Build, Build Program. A total of 7,545 scholarship slots in different qualifications were conducted in Marawi City and Lanao del Sur funded under the TWSP and STEP Program. From the 7,542 enrollees, a total of 7,513 scholars graduated from different qualifications/courses offered. This includes 738 out of 742 slots allotted for the MILF, MNLF and Maute Group surrenderees have graduated from the scholarship programs.



Prototype Arc Simulator:

Reducing Training Supplies and Wastage



It is a common observation that those trainees in welding spend a lot of log time in their trial and error practice. This consumes too much amount of welding supplies and materials that upsurges training expenses. In addition, the longer they practice, the trainees are more exposed to inhaling those welding carbon fumes.

To address this concern, a welding trainer at the Provincial Training Center-Catarman developed a Prototype Arc Simulator. The Prototype Arc Simulator is a pipe welding positioner made of scrap materials that includes 3" diameter galvanized iron, 1' x 1' plywood, 12 volt battery operated, automotive bulb, buzzer and electrical wires to control the signal by the user. Different pipe locations for 2G, 5G, and 6G welding positions are likewise installed for ergonomic consideration. Before a trainee is allowed to use the actual welding machine, they are first introduced to the prototype that provides them a simulated worksite. It has a rod holder similar to that of the electrode holder in the real welding machine.

To simulate welding, the trainee tries to insert a rod to a metal ring, without touching it, depending on the welding positions (2G, 5G, and 6G). When the rod touches the metal ring, a buzz sound is heard and the bulb lights up. This means that the trainee's hand is not in the required parameter. This shall force him to adjust to the proper position. A trainee will continue using the prototype until he develops the pulse skills before they are made to use the actual welding machine. The Prototype Arc Simulator made welding training much economical and simpler. The volume of materials used is reduced since trainees use actual welding materials only when they already developed the required pulse skills. It is risk free for beginners and exposes them to lesser carbon emission. More importantly, both trainees and trainer receives immediate feedback in monitoring the arc length, electrode angle and travel speed.

The trainers are challenged to develop the skills of their trainees to the highest level that corresponds with industry demands and standards. This prototype for one simple innovation that could hasten development of skills a welder must possess.



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They don't simply dig, erect and operate heavy equipment...



They build infrastructures that allow us to live **SAFE** and **COMFORTABLE**



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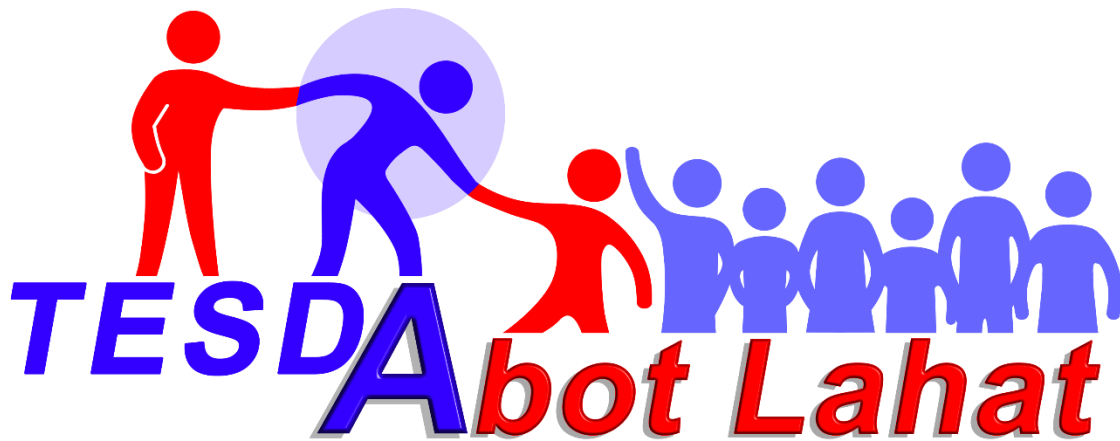
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“ TESDA Abot Lahat” proclaims the spirit and intent of the policy direction of the agency for CY 2019. It means that TESDA is determined to expand and strengthen its mandate, programs and services. It will reach out and serve new and more clients and partners with a clear purpose...to transform and improve the lives of the poor and underserved citizens of this country for the better.



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