

**TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**  
**STATUS OF PROGRAM/PROJECT IMPLEMENTATION**

**As of DECEMBER 2015**

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
<b><i>KRA 1: "Transparent, Accountable and Participatory Governance"</i></b>			
<b>Strategic Performance Management System (SPMS)</b>			
<b>TESDA OPCR</b>	In line with TESDA's participation in the pilot implementation of the CSC Strategic Performance Management System (SPMS) TESDA established its Performance Management Team (PMT) and has come up with its Office Performance Commitment and Review (OPCR) form for 2012.	<ul style="list-style-type: none"> <li>• TESDA Operating Units</li> <li>• DOLE</li> </ul>	OPCR and IPCRs submission is continuously monitored to ensure compliance
<b>Public-Private Partnership</b>			
<b>Labor Training Market Information Reports (LTMIRs)</b>	The LTMIR provides insights on current trends, issues and challenge available in the local and international labor markers. The LTMIR may focus on the training trends and/or demand of labor and employment.	Technical Education and Skills Development Planners, Policy Makers, and other stakeholders	<b>4,543</b> Tech Voc providers provided with the first issue of LMI report
<b>Training Standards Development (i.e. Training Regulations, Competency-Based Curriculum,</b>	The program aims at developing standards that will align middle-level skills qualifications with the industry standards. The	Technical Vocational Institutions (TVIs) TVET Practitioners	<b>68</b> TRs updated/developed

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<b>Competency Assessment Tools, etc.)</b>	competency standards shall be the bases in assessing the qualifications of the middle-level skilled workers through the competency assessment and certification.		
<b>National Technical Education and Skills Development Program (NTESDP)</b>	The NTESDP 2011 - 2016 is the third cycle plan which serves as the guide for the major players in technical vocational education and training (TVET) for the courses of action that need to be undertaken to address the skills requirements of the industry and the economy.	Technical Education and Skills Development Planners, Policy Makers, and other stakeholders	Updated NTESDP 2014-2016 drafted
<b>Information System Strategic Plan (ISSP)</b>	The ISSP refers to a three (3) to five (5) year computerization framework of an agency which describes how the organization intends to strategically use ICT in pursuit of its mission and functions. A written expression of how an agency intends to use ICT to support its data processing and decision-making processes.	<ul style="list-style-type: none"> <li>• TESDA Operating Units</li> <li>• e-Governance Stakeholders</li> </ul>	Endorsed by ICTO-DOST to the Department of Budget and Management
<b>K to 12</b>	K to 12 means Kindergarten and the 12 years of elementary and secondary education. Kindergarten refers to the 5-year old cohort who undergoes a standardized Kinder curriculum. Elementary education refers to primary schooling that	<ul style="list-style-type: none"> <li>• Students</li> <li>• Employers</li> </ul>	Facilitated the development of Learning Module, Teachers Guide and Senior High School Curriculum Tech-Voc track

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	involves 6 years of education (Grades 1-6) while secondary education refers to four years of junior high schools (Grades 7-10 or HS Year 1-4) and two years of senior high school (Grades 11-12 or HS 5-6).		
<b>Citizen's Charter</b>	In compliance with the Anti-Red Tape Act (ARTA), Citizen's Charter defines the frontline services offered by TESDA and the standards of their implementation.	General Public	Citizen's Charter on frontline services are posted/updated near entrances of all TESDA Operating Units
<b>ISO Certification</b>	In line with the thrust for good governance by the Aquino administration, TESDA has embarked on its quality journey for its systems and processes.	General Public TESDA Operating Units	All ROs granted ISO Certification
<b>Quick Response Mechanism to Citizen's Feedback</b>	In line with TESDA's quality policy which measures the worth of the organization by the satisfaction of the customers it serves, various approaches are utilized to secure and respond to Citizens' feedbacks and clarifications/queries.	General Public	Quick response mechanisms to Citizens' feedbacks and queries are continuously maintained, such as the TESDA website, entries to the Director General's facebook account, face-to-face encounters with the Public Assistance Counter Officer, Call Center Unit, and SMS or calls to TESDA Hotline
<b>TESDA Efficiency and Integrity Board</b>	In line with Department Order No. 109 series of 2011, TESDA established its Efficiency and Integrity Boards. The Boards aim	General Public	4 <sup>th</sup> Quarter Report on Complaints and cases against officials and employees and EIDP submitted to DOLE

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	to promote efficiency and integrity in the organization by formulating a comprehensive Integrity Development Action Plan (IDAP),and monitoring the observance of the Code of Conduct of employees, among others.		
<b>KRA 2: “ POVERTY REDUCTION AND EMPOWERMENT OF THE POOR AND VULNERABLE”</b>			
<b>Competency Assessment and Certification</b>	The program aims at assessing and certifying the competencies of the middle level skills workers. The assessment process is done to confirm that a graduate or worker can perform to the standard expected in the workplace based on the defined competency standards. This ensures the productivity, quality and global competitiveness of the middle-level workers.	<ul style="list-style-type: none"> <li>• Students</li> <li>• Trainers of TVIs, LGUs, GAs, private enterprises with registered TVET programs, and DepEd trainers</li> <li>• Workers, industry practitioners, professionals, OFWs/Filipino expatriates, and career shifters who want to undergo competency assessment</li> <li>• Prospective competency assessors</li> </ul>	<p><b>1,412,670</b> skilled workers assessed for certification</p> <p><b>1,288,239</b> persons certified</p>

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<b>Trainers Development</b>			
<b>Trainers Training</b>	Training and development of TVET Trainers aligned to industry requirements.	TESD Trainers in public and private TVIs	<p><b>7,599</b> TVET trainers trained on TM 1 Leve</p> <p><b>3,266</b> TVET trainers provided with skills upgrading</p>
<b>Trainers Certification</b>	The assessment and certification of TVET Trainers aims to qualify and certify the current pool of trainers to raise the bar of Trainer/Assessor qualification in the areas of technology and methodology for quality assurance. To attain the appropriate National TVET Trainer Certificate (NTTC) Level I or II, the trainer must acquire NC Level of the qualification appropriate in the programs being handled but not lower than NC II; and acquire the Trainers Methodology Certificate (TMC) I or II.		<b>25,455</b> trainers certified

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<p><b>Proactive Job-Skills Matching Process (Seek-Find-Train) Technical Vocational Education and Training (TVET)</b></p> <p><i>(See Program Fact Sheet)</i></p>	<p>To strike a balance between TVET access and TVET efficiency by :</p> <ul style="list-style-type: none"> <li>• identifying job opportunities in the local and overseas market (Seek);</li> <li>• Identifying the persons with the right aptitude to undergo the required training (Find); and</li> <li>• Conducting the appropriate training (Train)</li> </ul>	<p>Industry Sectors</p> <ul style="list-style-type: none"> <li>• Enterprises</li> <li>• OSYs</li> <li>• Unemployed Adults</li> <li>• TVIs</li> <li>• NGOs</li> </ul>	<p><b>556,210</b> clients extended with Career Guidance Services;</p> <p><b>1,225,528</b> clients profiled under YP4SC/NCAE</p>
<p><b>TVET Scholarship</b></p>			
<p><b>Training for Work Scholarship Program (TWSP)</b></p>	<p>The TWSP is intended to operationalize the President's commitment to invest in order to reduce poverty and build national competitiveness. It specifically aims to:</p> <ul style="list-style-type: none"> <li>• ensure the availability of qualified workforce to fill the skills gap particularly in high demand industries;</li> <li>• improve the reach of quality TVET to the grassroots; and</li> <li>• contribute to the upgrading of the quality of TVET programs by encouraging technical vocational institutions to offer programs for higher qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• OSYs</li> <li>• Unemployed adults</li> <li>• TVIs</li> <li>• Companies in critical/priority sectors</li> </ul>	<p><b>260,136</b> subsidized enrollees</p>

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	catering to in-demand industry requirements		
<b>Private Education Student Financial Assistance (PESFA)</b>	<p>PESFA was established through Section 8 of Republic Act No. 8545, otherwise known as “Government Assistance to Students and Teachers in Private Education (GASTPE) Act”.</p> <p>The program aims to extend financial assistance to marginalized but deserving students in technical-vocational education and training (TVET) courses and to assist private institutions in their development efforts by assuring a steady supply of enrollees to their course offerings.</p>	<ul style="list-style-type: none"> <li>• OSYs</li> <li>• Unemployed adults</li> <li>• Private TVIs</li> </ul>	<b>25,630</b> enrollees
<b>Special Training for Employment Program (STEP)</b>	<p>The program is a community-based specialty training program that will address the specific skills needs of the community, and promote employment, particularly through entrepreneurial, self-employment and service-oriented.</p> <p>To provide skills training opportunities for the beneficiaries in the barangays/communities to make them employable and productive.</p>	At least fifteen (15) years old at the start of the training program; and Filipino citizen.	<b>17,213</b> enrollees
<b>Enterprise-Based Training/Apprenticeship</b>	It is training within an enterprise involving a contract between an	TVET students/graduates	<b>1,033,264</b> enrollees

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<b>Programs</b>	<p>apprentice and an enterprise for an approved apprenticeable occupation.</p> <p>It provides a mechanism that will ensure availability of qualified skills workers based on industry requirements. The apprenticeship training covers a minimum of four (4) months to a maximum of six (6) months. Under learnership program, the training is only three (3) months. Only approved and registered companies can hire apprentices and learners</p>		<b>63,579</b> graduates
<b>Community-Based Programs</b>	<p>A short-term training program intended for community folks/unemployed adults organized to teach/provide them specific skills and knowledge that can be used to start a livelihood activity and income for the community. The program is usually implemented in collaboration with LGU and Baranggay officials.</p>	Unemployed adults and OSYs	<p><b>1,049,981</b> enrollees</p> <p><b>1,035,512</b> graduates</p>
<b>Park and Train Mobile Training Plus</b>	<p>The program aims to deliver technical vocational training programs to a community by means of a Mobile Training Classroom (MBC) that is attached to a prime mover. The objective is to create converging efforts among major</p>	OSYs Unemployed Adults	Preparatory stage for the bidding of the modified design of the Mobile Training Laboratory



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	<p>players in TVET provisions, specifically LGUs, NGAs, and the civil society towards corporate social responsibility, empowerment, governance and community development interventions. The program also aims to provide individuals easy accessibility and affordability to TESDA's programs and services; and provide facilities, tools and equipment to be used by the chosen community, to offer core training programs.</p>		
<b>KRA 3: "RAPID, INCLUSIVE AND SUSTAINED ECONOMIC GROWTH"</b>			
<b>Philippine Qualification Framework (PQF)</b>	<p>The PQF defines the level of educational qualifications and sets the standards for all education outcomes that are aligned with the standards of industry. It will facilitate pathways and equivalencies to assist people to move easily and readily between the different education and training sectors. It will also facilitate workers employability and mobility as qualifications can be benchmarked with standards of other countries.</p>	<p>Various sectors and stakeholders of education and training</p>	<p>Updated Registry of Qualifications with list of TVIs in 3 sectors:</p> <ul style="list-style-type: none"> <li>• ICT-BPM</li> <li>• Agri-Fishery</li> <li>• Health and Wellness</li> </ul>
<b>Job-Bridging Internship</b>	<p>The program aims to provide</p>	<p>Displaced workers,</p>	

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<b>Program (JBIP) / Blue Desks</b>	assistance to both overseas and locally displaced workers, their dependents and other job seekers for employment and/or skills training and re-training thru Internship Program. The activity is endeavored to provide the target beneficiaries job placement; scholarship slots; skills internship program; and /or livelihood assistance by participating agencies.	their dependents and other job seekers	<b>564,575</b> Blue Desk Clients Served;  <b>380,076</b> Blue Desk Clients hired;
<b>KRA 5: "INTEGRITY OF THE ENVIRONMENT AND CLIMATE CHANGE ADAPTATION AND MITIGATION"</b>			
P-Noy Bayanihan Furniture Production Project	The project is a collaborative effort of four government agencies (PAGCOR, DENR, DepEd, and TESDA) to provide the educational sector with armchairs and other school furniture by utilizing confiscated logs and lumbers while providing livelihood opportunities to communities where the furniture production sites are located through training cum production approach.		<b>62,516</b> armchairs produced;  <b>59,636</b> armchairs delivered to <b>329</b> DepEd Schools;  <b>2,880</b> armchairs ready for delivery