

## Technical Education and Skills Development Authority

### STATUS OF PROGRAM/PROJECT IMPLEMENTATION As of 4th Quarter 2012

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>			
TESDA OPCR	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>	<b>Revised TESDA OPCR submitted to DOLE based on DOLE-wide MYPAs agreements and other DOLE directives.</b>
<b>Public-Private Partnership</b>			
Labor Market Information Reports (LMIRs)	The LMIR provides insights on current trends, issues and challenge available in the local and international labor markers. The LMIR may focus on the demand of labor and employment.	Technical Education and Skills Development Planners, Policy Makers, and other stakeholders	<b>12 LMIRs prepared and uploaded in the website.</b>
Training Standards Development (i.e. Training Regulations, Competency-Based Curriculum,	The program aims at developing standards that will align middle-level skills qualifications with the industry standards. The competency standards	Technical Vocational Institutions (TVIs) TVET Practitioners	<ul style="list-style-type: none"> <li>• <b>13 Training Regulations (TRs) developed</b></li> <li>• <b>20 existing TRs reviewed/</b></li> </ul>

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Competency Assessment Tools, etc.)	shall be the bases in assessing the qualifications of the middle-level skilled workers through the competency assessment and certification.		<b>amended</b> <ul style="list-style-type: none"> <li>• <b>12 Competency-Based Curriculum (CBCs) developed</b></li> <li>• <b>18 CBCs reviewed</b></li> <li>• <b>11 Competency Assessment Tools(CATs) developed</b></li> </ul>
<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	<ul style="list-style-type: none"> <li>• <b>NTESDP 2011-2016 rolled out and monitored</b></li> <li>• <b>NTESDP Report Card 2011 to June 2012 prepared and disseminated during the TESD Congress</b></li> </ul>
<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>• <b>TESDA Operating Units</b></li> <li>• <b>e-Governance Stakeholders</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consultation with various stakeholders conducted</b></li> <li>• <b>ISSP 2013-2016 prepared</b></li> </ul>
<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.	<ul style="list-style-type: none"> <li>• <b>Students</b></li> <li>• <b>Employers</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Position Paper on TESD in K to 12 Policy Implications submitted to Congress, Senate and DOLE</b></li> <li>• <b>Technical assistance provided</b></li> </ul>

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	Elementary education refers to primary schooling that 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).		to DepEd on the development of Curriculum Guides/Learning Modules/ Teachers Guide for TLE Exploratory Grades 7 and 8 for 23 DepEd Programs/ Qualifications for 5 common competencies aligned with TESDA TRs; finalization of Grade 7 TLE Modules for K to 12; and review of 45 Curriculum Guides for 22 Qualifications for Grades 9 and 10.
<b>Unique Learner Identifier (ULI)</b>	The ULI aims to provide TVET students with unique identified that will facilitate tracking of their status from enrolment to employment; and to discourage “ghost trainees”.	TVET Students	Pilot testing of manual-based approach ongoing.
<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	<b>Updated TESDA Citizen’s Charter submitted to CSC for approval (Nov. 2012)</b>
<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	General Public TESDA Operating Units	<ul style="list-style-type: none"> <li>• <b>TESDA is now ISO 9001:2008 certified in two of its core processes (i.e. Program Registration; and Assessment</b></li> </ul>

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	and processes.		<p>and Certification) in three sites, CAR, Regions III and VIII.</p> <ul style="list-style-type: none"> <li>• Certification readiness for additional Regions on-going</li> </ul>
<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	<p>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.</p> <p>Action taken on feedback and reports prepared.</p>
<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 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.	General Public	<ul style="list-style-type: none"> <li>• TESDA EIB implementation monitored in TESDA units</li> <li>• TESDA IDAP revision pending finalization of DOLE IDAP</li> </ul>
<b>KRA 2: " POVERTY REDUCTION AND EMPOWERMENT OF THE POOR AND VULNERABLE"</b>			

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<b>National TVET Competency Assessment and Certification (NATCAC)</b>	The NATCAC is a national synchronized conduct of competency assessment and certification for free in identified demand. It aims to expand client's access to assessment and certification, and to strengthen the scale and popularity of the TESDA assessment and certification program through a purposive advocacy to raise people's awareness of the program.	Industry Sectors Workers OFWs	<b>51,083 persons assessed</b> <b>44,125 persons certified</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.	TVET graduates Workers	<ul style="list-style-type: none"> <li>• <b>1,033,681 persons assessed</b></li> <li>• <b>890,547 persons certified</b></li> <li>• <b>Achieved 86.15% certification rate</b></li> </ul>
<b>Trainers Development</b>			
Trainers Training	Training and development of TVET Trainers aligned to industry requirements.	TESD Trainers in public and private TVIs	<b>4,872 TESD Trainers trained</b>
Trainers Certification	The assessment and certification of TVET Trainers aims to qualify and		<b>8,306 NTTC Level 1 Trainers Certified</b>

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	<p>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.</p>		
<p><b>Proactive Job-Skills Matching Process (Seek-Find-Train) Technical Vocational Education and Training (TVET)</b></p>	<p>TVET involved three modalities: institution-based; enterprise-based; and community based.</p>	<p>Industry Sectors OSYs Unemployed Adults</p>	<ul style="list-style-type: none"> <li>• <b>809,868 persons profiled for TVET Career</b></li> <li>• <b>1,804,742 persons enrolled across all delivery modes</b></li> <li>• <b>1,600,658 TVET graduates</b></li> </ul>
<p><b>TVET Scholarship</b></p>			
<p>Training for Work Scholarship Program (TWSP)</p>	<p>The TWSP is a direct financial intervention in the provision of training programs to supply highly critical skills and competencies needed by the economy, particularly by industries, or those directly connected to existing jobs for immediate employment.</p>	<p>Critical /Priority Sectors TVET students</p>	<ul style="list-style-type: none"> <li>• <b>76,726 scholar-beneficiaries</b></li> </ul> <p><i>(Note: Reflects partial accomplishment due to ongoing programs under 2012 allocation)</i></p>
<p>Industry-Based Training for Work Scholarship Program (I-TWSP)</p>	<p>The I-TWSP is similarly aimed at addressing the skills requirements of industry but focused only on 5 priority</p>	<p>BPO, Agri-fisheries, Construction/ Infrastructure,</p>	<ul style="list-style-type: none"> <li>• <b>The P1.1 B SARO for the I-TWSP issued last October 2011 produced a total of 136,226</b></li> </ul>

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	sectors: BPO (500M); Agri-fisheries, Construction/Infrastructure, Tourism, Semi-Conductors & Electronics (P600M).	Tourism, Semi-conductors & Electronics sectors	<b>scholar beneficiaries</b> ( <i>as of Dec 2012 report</i> )
Private Education Student Financial Assistance (PESFA)	PESFA was established through Section 8 of Republic Act No. 8545, otherwise known as “Government Assistance to Students and Teachers in Private Education Act (GASTPE)”. The program offers educational grants to qualified and deserving students in post-secondary programs in private institutions.	TVET Students	<ul style="list-style-type: none"> <li>• <b>20,611 scholar-beneficiaries</b></li> </ul> <i>(Note: Reflects partial accomplishment due to ongoing programs under 2012 allocation)</i>
Park and Train Mobile Training Plus	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 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	OSYs Unemployed Adults	<b>Issued Certificates of Program Registration to 17 programs</b>

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	services; and provide facilities, tools and equipment to be used by the chosen community, to offer core training programs.		
<b>KRA 3: "RAPID, INCLUSIVE AND SUSTAINED ECONOMIC GROWTH"</b>			
<b>Philippine Qualification Framework (PQF)</b>	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.	Various sectors and stakeholders of education and training	<ul style="list-style-type: none"> <li>• <b>Executive Order No. 83 on the 'Institutionalization of PQF' signed by President Benigno S. Aquino last October 1, 2012.</b></li> <li>• <b>IRR published Dec. 28, 2012</b></li> </ul>
TESDA Specialista Technopreneurship Program (TSTP)	The TSTP is one of the TESDA responses to the limited employment opportunities available on wage employment. The TSTP is designed to facilitate employment for group of certified workers/ persons to get into productive undertakings through the provision of services in demand in the community.	<ul style="list-style-type: none"> <li>• Certified workers/ persons</li> <li>• Communities in general</li> </ul>	<ul style="list-style-type: none"> <li>• <b>8,450 persons assisted for self-employment</b></li> <li>• <b>845 aggrupations of TESDA Specialistas established</b></li> </ul>
Kasanayan at Hanap Buhay	KasH is a bridging mechanism to	• Enterprises	<b>80,370 Enterprise-Based Training-</b>



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(KasH)	enhance the government’s skills development and employment facilitation programs. This program provides new entrants to the labor force with the opportunity to acquire basic skills and work experience, which are of prime importance to employers in hiring new employees. Likewise, KasH serves as a venue for private companies to demonstrate their corporate social responsibility as well as contribute to the development of the country’s human resources.	<ul style="list-style-type: none"> <li>• Apprentices</li> <li>• Learners</li> </ul>	<b>KasH graduates</b>
Job-Bridging Internship Program (JBIP) / Blue Desks	The program aims to provide 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.	Displaced workers, their dependents and other job seekers	<ul style="list-style-type: none"> <li>• <b>1,425 establishments enrolled in JBIP</b></li> <li>• <b>1,726 functioning Blue Desks established/maintained</b></li> <li>• <b>479,581 JBIP/Blue Desk clients referred/served</b></li> <li>• <b>305,432 JBIP/Blue Desk clients hired</b></li> </ul>
<b><i>KRA 5: “INTEGRITY OF THE ENVIRONMENT AND CLIMATE CHANGE ADAPTATION AND MITIGATION”</i></b>			
P-Noy Bayanihan Furniture Production Project	The project is a collaborative effort of four government agencies (PAGCOR, DENR, DepEd, and TESDA) to provide	DepEd Schools TVET graduates	<ul style="list-style-type: none"> <li>• <b>Under the CARAGA Production Site, 27,353 armchairs were produced and 18, 606 units</b></li> </ul>

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	<p>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 a training cum production approach.</p>		<p><b>delivered to DepEd schools in CARAGA. This represents about 52% of the reported total armchair shortage in CARAGA region.</b></p> <ul style="list-style-type: none"> <li>• <b>Under the NCR Production Site, equipment, power tools and hand tools for the production of armchairs were received from PAGCOR and inspected by the TESDA Inspection Team.</b></li> </ul> <p><i>(Note: Based on TESDA Operating Unit reports as of November 2012)</i></p>

*NOTE: PEGACE figures are based on preliminary reports and still subject to ULI-filtering/EO validation*