

Technical Education and Skills Development Authority

STATUS OF PROGRAM/PROJECT IMPLEMENTATION As of 3rd Quarter 2013

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
<i>KRA 1: "Transparent, Accountable and Participatory Governance"</i>			
Strategic Performance Management System (SPMS)			
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"> • TESDA Operating Units • DOLE 	In compliance with DOLE-PMT memorandum dated 29 August 2013 and IATF's MC No. 2013-01, the reformulation of 2013 TESDA OPCR is ongoing.
Public-Private Partnership			
Labor Training Market Information Reports (LTMIRs)	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	2 LMIRs prepared and disseminated to COROPOTI <ul style="list-style-type: none"> • Hot Skills for Hot Jobs • Priority Industries that Support Job Generation Consolidation of Regional skills demand and supply mapping is ongoing.

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<p>Training Standards Development (i.e. Training Regulations, Competency-Based Curriculum, Competency Assessment Tools, etc.)</p>	<p>The program aims at developing standards that will align middle-level skills qualifications with the industry standards. The competency standards shall be the bases in assessing the qualifications of the middle-level skilled workers through the competency assessment and certification.</p>	<p>Technical Vocational Institutions (TVIs) TVET Practitioners</p>	<p>3 New TRs developed for Maritime</p> <ul style="list-style-type: none"> • Ship Catering Services I, II, and III <p>5 New CBC Exemplars developed</p> <ul style="list-style-type: none"> • Ship Catering NC I, II and III • Barista NC III • Sheet Fed Offset Press Operating NC II
<p>National Technical Education and Skills Development Program (NTESDP)</p>	<p>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.</p>	<p>Technical Education and Skills Development Planners, Policy Makers, and other stakeholders</p>	<p>Monitoring of NTESDP 2011-2016 implementation is ongoing</p> <p>Inputs to 2012 LEP progress report provided (based on NTESDP status) under 3 pillars:</p> <ul style="list-style-type: none"> • Employment • Social Protection • Rights at Work <p>R/PTESDP 2011-2012 Progress Report Card as of Dec. 2012 prepared</p> <p>Updates of Progress Report of Dec. 2012 disseminated</p>
<p>Information System Strategic</p>	<p>The ISSP refers to a three (3) to five (5)</p>	<ul style="list-style-type: none"> • TESDA Operating 	<p>The Central Office Computing</p>

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Plan (ISSP)	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.	Units • e-Governance Stakeholders	Goods and Network Rehabilitation Project was completed establishing a viable backbone for improving the current IT network
K to 12	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 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).	<ul style="list-style-type: none"> • Students • Employers 	<p>Consultative meeting conducted with DepEd re Entrepreneurial Based TLE Curriculum</p> <p>Participated in K to 12 Steering Committee Meetings, Policy Fora and Legislative Hearings</p> <p>Inputs provided to the K to 12 Law and its IRR (eg. Rule on Career Advocacy)</p> <p>Qualification mapping for Junior and Senior HS for K to 12 (Grades 9-10 and 11-12)</p> <p>Participated in curriculum mapping and development of curriculum guides for Grades 11-12 in the following areas:</p>

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			<ul style="list-style-type: none"> • ICT • HE • Industrial Arts • Agri-Fishery Arts
Unique Learner Identifier (ULI)	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 online ULI pending the procurement/ delivery of server
Citizen’s Charter	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 near the entrance of TESDA Operating Units
ISO Certification	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	TESDA received expanded ISO 9001:2008 certification last May 28, 2013 for Development of Training Regulations, Development of Competency-Based Curriculum Exemplars, and Development of Competency-based Assessment Tools TESDA ISO Certification for Program Registration and Assessment and Certification and Support Services

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			now covers 51 sites in 8 regions (ROs I, III, IV-A, VII, VIII, XI, CAR and NCR)
Quick Response Mechanism to Citizen's Feedback	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.
TESDA Efficiency and Integrity Board	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	TESDA Efficiency and Integrity Development Plan (EIDP) 2013-2016 posted in TESDA website. The TESDA Integrity Pledge was signed and recited by TESDA officials and employees during the flag raising ceremony of the TESDA Anniversary celebration (last August 2013)
KRA 2: " POVERTY REDUCTION AND EMPOWERMENT OF THE POOR AND VULNERABLE"			
Competency Assessment and Certification	The program aims at assessing and certifying the competencies of the middle level skills workers. The	<ul style="list-style-type: none"> • Students • Trainers of TVIs, LGUs, GAs, 	<ul style="list-style-type: none"> • 771,563 persons assessed • 688,210 persons certified • Achieved 89.19 % certification

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<u>(See Program Fact Sheet)</u>	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.	private enterprises with registered TVET programs, and DepEd trainers <ul style="list-style-type: none"> • Workers, industry practitioners, professionals, OFWs/Filipino expatriates, and career shifters who want to undergo competency assessment • Prospective competency assessors 	rate
Trainers Development			
Trainers Training	Training and development of TVET Trainers aligned to industry requirements.	TESD Trainers in public and private TVIs	4,532 TVET Trainers trained
Trainers Certification	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		5,622 TVET Trainers certified (NTTC)

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	<p>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>Proactive Job-Skills Matching Process (Seek-Find-Train) Technical Vocational Education and Training (TVET) <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"> • identifying job opportunities in the local and overseas market (Seek); • Identifying the persons with the right aptitude to undergo the required training (Find); and • Conducting the appropriate training (Train) 	<p>Industry Sectors</p> <ul style="list-style-type: none"> • Enterprises • OSYs • Unemployed Adults • TVIs • NGOs 	<ul style="list-style-type: none"> • 558,663 persons profiled for TVET Career • 1,293,279 persons enrolled across all delivery modes • 1,084,858 TVET graduates
<p>TVET Scholarship</p>			
<p>Training for Work Scholarship Program (TWSP) <i>(See Program Fact Sheet)</i></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"> • ensure the availability of qualified workforce to fill the skills gap particularly in high 	<ul style="list-style-type: none"> • OSYs • Unemployed adults • TVIs • Companies in critical/priority sectors 	<ul style="list-style-type: none"> • 49,136 TWSP scholar-beneficiaries monitored for 2013 <p><i>(Note: based on preliminary reports of PMO-Scholarships as of August 30, 2013)</i></p>

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	<p>demand industries;</p> <ul style="list-style-type: none"> • improve the reach of quality TVET to the grassroots; and • contribute to the upgrading of the quality of TVET programs by encouraging technical vocational institutions to offer programs for higher qualifications catering to in-demand industry requirements 		
<p>Private Education Student Financial Assistance (PESFA)</p> <p><i>(See Program Fact Sheet)</i></p>	<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”. 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"> • OSYs • Unemployed adults • Private TVIs 	<ul style="list-style-type: none"> • 11,066 PESFA scholar-beneficiaries monitored for 2013 <p><i>(Note: based on preliminary reports of PMO-Scholarships as of August 30, 2013)</i></p>
<p>Cash for Training Program (C4TP)</p>	<p>C4TP is a joint program of TESDA and the Department of Social Welfare and Development that will run for 6 months, from December 2012 up to</p>	<p>OSYs Unemployed young people</p>	<ul style="list-style-type: none"> • 63,198 enrollees monitored • 53,840 graduates monitored <p><i>(Note: Per PMO-C4TP Status Report)</i></p>

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	<p>May 2013. The program will be implemented in two independent components, namely: Training for Wage Employment (Trabaho) and Training for Self Employment (Hanapbuhay). For wage employment, training will be organized and conducted in a training institution with TESDA-registered program and graduates will be assisted in looking for jobs.</p>		<p><i>as of Sept. 30, 2013)</i></p>
<p>Park and Train Mobile Training Plus</p>	<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 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</p>	<p>OSYs Unemployed Adults</p>	<p>1 mobile van dispatched in 4 areas (ie Laguna, Q.C., Cavite, and Rizal)</p> <p>128 mobile training van graduates monitored</p>

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	chosen community, to offer core training programs.		
KRA 3: "RAPID, INCLUSIVE AND SUSTAINED ECONOMIC GROWTH"			
Philippine Qualification Framework (PQF)	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	<p>Consultative meeting conducted with PRC-PECE re proposed Diploma in Electronics Technology (Level V)</p> <p>Participated in four (4) PQF-NCC Meetings resulting to the following outputs:</p> <ul style="list-style-type: none"> • Issuance of PQF-NCC Resl. No. 2013-01 Creating the PQF-NCC Working Groups and Defining their functions; • PQF-NCC Resolution No. 2013-02 drafted on the Revision of the Descriptors for Levels 6-8 prepared; and • List of PQF-NCC and WG members prepared for transmittal to concerned agencies • Minutes/ highlights of PQF-NCC meeting • PQF FAQs

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<p><u>Apprenticeship/ Learnership</u> <i><u>(See Program Fact Sheet)</u></i></p>	<p>Apprenticeship is a training and employment program involving a contract between an apprentice and an employer on an approved apprentice-able occupation. Generally, it aims to provide a mechanism that will ensure availability of qualified skills workers based on industry requirements. The period of apprenticeship covers a minimum of four (4) months to a maximum of six (6) months while that of learnership covers a maximum of three (3) months. Only companies with approved and registered apprenticeship and learnership programs can hire apprentices and learners.</p>	<ul style="list-style-type: none"> • Enterprises • Apprentices • Learners 	<p>41,970 Enterprise-Based Training-Apprenticeship graduates</p>
<p><u>Job-Bridging Internship Program (JBIP) / Blue Desks</u> <i><u>(See Program Fact Sheet)</u></i></p>	<p>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.</p>	<p>Displaced workers, their dependents and other job seekers</p>	<ul style="list-style-type: none"> • 382,952 JBIP/Blue Desk clients referred/served • 231,109 JBIP/Blue Desk clients hired

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KRA 5: "INTEGRITY OF THE ENVIRONMENT AND CLIMATE CHANGE ADAPTATION AND MITIGATION"			
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 a training cum production approach.	DepEd Schools TVET graduates	<p>Under the CARAGA Production Site, a total of 41,626 armchairs have been produced. 34,019 armchairs were delivered to DepEd schools while 6,115 more armchairs are ready for delivery. <i>(Note: per ASSAT production update as of Sept. 30, 2013)</i></p> <p>Under the NCR Production Site, a total of 2,500 knockdown pieces were produced from the raw materials delivered.</p>

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