# Technical Education and Skills Development Authority

## STATUS OF PROGRAM/PROJECT IMPLEMENTATION
### As of 2nd Quarter 2013

| PROGRAM/PROJECT | BRIEF DESCRIPTION/ RATIONALE | BENEFICIARIES | STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT |
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| **KRA 1: "Transparent, Accountable and Participatory Governance"** | | | |
| **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. | • TESDA Operating Units<br>• DOLE | **In compliance with DOLE-PMT's instructions relative to the 2012 PBB payment, TESDA submitted the force-ranking of its central/ regional operating units based on set criteria.** |
| **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:**<br>• **Hot Skills for Hot Jobs**<br>• **Priority Industries that Support Job Generation** |
| 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 | **3 New TRs developed for Maritime**<br>• **Ship Catering Services I, II, and III** |

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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. | | **5 New CBC Exemplars developed**<br>• **Ship Catering NC I, II and III**<br>• **Barista NC III**<br>• **Sheet Fed Offset Press Operating NC II** |
| **National Technical Education and Skills Development Program (NTESDP)** | 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 | **Monitoring of NTESDP 2011-2016 implementation is ongoing**<br><br>**Inputs to 2012 LEP progress report provided (based on NTESDP status) under 3 pillars:**<br>• **Employment**<br>• **Social Protection**<br>• **Rights at Work** |
| **Information System Strategic Plan (ISSP)** | 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. | • TESDA Operating Units<br>• e-Governance Stakeholders | **The Central Office Computing 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 | • Students<br>• Employers | **Consultative meeting conducted with DepEd re Entrepreneurial Based TLE Curriculum** |

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| | 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). | | **Participated in K to 12 Steering Committee Meetings, Policy Fora and Legislative Hearings**<br><br>**Inputs provided to the K to 12 Bill and drafting of IRR**<br><br>**Qualification mapping for Junior and Senior HS for K to 12 (Grades 9-10 and 11-12)** |
| **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** |

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| | | | Competency-based Assessment Tools<br><br>TESDA ISO Certification for Program Registration and Assessment and Certification and Support Services 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. |

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| 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 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 | • **514,695 persons assessed**<br>• **452,260 persons certified**<br>• **Achieved 87.9% certification rate** |
| **Trainers Development** | | | |
| Trainers Training | Training and development of TVET Trainers aligned to industry requirements. | | **2,197 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 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 | TESD Trainers in public and private TVIs | **2,306 TVET Trainers certified (NTTC)** |

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| | than NC II; and acquire the Trainers Methodology Certificate (TMC) I or II. | | |
| **Proactive Job-Skills Matching Process (Seek-Find-Train) Technical Vocational Education and Training (TVET)** | TVET involved three modalities: institution-based; enterprise-based; and community based. | Industry Sectors OSYs Unemployed Adults | • **261,950 persons profiled for TVET Career** <br> • **666,890 persons enrolled across all delivery modes** <br> • **647,469 TVET graduates** |
| **TVET Scholarship** | | | |
| Training for Work Scholarship Program (TWSP) | 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. | Critical /Priority Sectors TVET students | • **16,160 TWSP scholar-beneficiaries monitored for 2013** <br><br> *(Note: based on preliminary reports of PMO-Scholarships)* |
| 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 (GASTPE) Act". <br> 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. | • TVET Students | • **2,898 PESF scholar-beneficiaries monitored for PESFA** <br><br> *(Note: based on preliminary reports of PMO-Scholarships)* |

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| Cash for Training Program (C4TP) | 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 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. | OSYs Unemployed young people | • **52,854 enrollees monitored** <br> • **36,613 graduates monitored** <br><br> *(Note: Per PMO-C4TP Status Report as of June 28, 2013)* |
| **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 | OSYs Unemployed Adults | **1 mobile van dispatched in 4 areas (ie Laguna, Q.C., Cavite, and Rizal)** <br><br> **128 mobile training van graduates monitored** |

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| | 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. | | |
| **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 | Consultative meeting conducted with PRC-PECE re proposed Diploma in Electronics Technology (Level V)<br><br>Participated in three (3) PQF-NCC Meetings resulting to the following outputs:<br>• Issuance of PQF-NCC Resl. No. 2013-01 Creating the PQF-NCC Working Groups and Defining their functions;<br>• PQF-NCC Resolution No. 2013-02 drafted on the Revision of the Descriptors for Levels 6-8 prepared; and<br>• List of PQF-NCC and WG members prepared for transmittal to concerned agencies<br>• Minutes of 3rd PQF-NCC meeting<br>• PQF FAQs |

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| Apprenticeship/ Learnership | 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 apprentice-ship and learnership programs can hire apprentices and learners. | • Enterprises<br>• Apprentices<br>• Learners | 25,033 Enterprise-Based Training-Apprenticeship graduates |
| 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 | • 219,873 JBIP/Blue Desk clients referred/served<br>• 129,923 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 | **Under the CARAGA Production Site, a total of 27,353 armchairs and 6,833 knockdown pieces have been produced. 24,363 armchairs were delivered to DepEd schools.** *(Note: per ASSAT production update as of June 30, 2013)* **Under the NCR Production Site, a total of 2,500 knockdown pieces were produced from the raw materials delivered.** |

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