**TESDA**

# CY 2018

# PLANNING

# GUIDELINES

**Purposive.**
**Effective.**
**Inclusive.**

**TECHNICAL**
**EDUCATION AND**
**SKILLS**
**DEVELOPMENT**
**AUTHORITY**

*"Serbisyong Ramdam at Kapaki-pakinabang"*

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# 2018 PLANNING GUIDELINES

## PURPOSIVE. EFFECTIVE. INCLUSIVE
### *"Serbisyong Ramdam at Kapaki-pakinabang"*


## I.      THE PLANNING FRAMEWORK

For the new directions and a higher level of priorities espoused by the 4th cycle of the National TESD Plan, the 17-Point TESDA Reform and Development Agenda, coupled with the directions of the national (PDP and Ambisyon 2040) and international (UN's SDG) development goals, TESDA has to adapt to the new challenges, risks and opportunities brought about by the global and local drivers of change which impact on TVET. TESDA has to be more relevant, effective and efficient in addressing the new demands and expectations of the industries and at the same time attend to the diversified needs of its target clients.

Ultimately, TESDA will be measured on its mandate to ensure that TESD interventions will be able to increase or enhance the employability of its intended clients, the TVET graduates and/or workers. To achieve its vision to be the "transformational leader in TVET", TESDA must re-position and re-think its strategic responses and consider the "contribution of value" from all of its activities to intended results.

The transition of TESDA's quality management system attuned to the requirements of the ISO9001:2015 requires that the organization must adopt a systematic approach to controlling and managing risks to achieve its organizational targets and objectives. Risk Management is a key feature in all of TESDA's core processes to mitigate or control the negative impact of the identified risks and maximize the realization of opportunities.

For the next 5 years, TVET is realigned to address 3-pronged directions: TVET for global competitiveness, TVET for social equity, and in the middle of the TVET continuum is TVET for job-readiness. TESDA, as the Authority in TVET, is expected to respond accordingly to the requirements of its clienteles/stakeholders it serves. The policies, programs and services have to follow these directions/responses:

1.  **"AGILITY" for TVET for Global Competitiveness**
2.  **"SCALABILITY" for TVET for Job-Readiness**
3.   **"FLEXIBILITY and SUSTAINABILITY" for TVET for Social Equity**

**"AGILITY" as the Response for "TVET for Global Competitiveness"**

For high end industries in the global and local arena which move in "galloping" and "sprinting" steps to keep up with the technological advancements and connected world of work, TVET has to be "agile" in order not to lose its relevance. Effective skills anticipation and matching future skills for future of work, based on high quality labor market information and use of tools, can link education, training and employment. This hopes to encourage partnerships and cooperation to deliver TESD relevant to the workplace and respected by employers. Policies and regulations can be less restrictive and flexible to engage more private-sector-led TESD. Provision of incentives and rewards would help generate wider industry support and commitment. Technical assistance and capability building interventions shall be provided to industries for IT-BPM, green jobs etc. to enable them to perform their role as TVET partner.

Expanding and purposively directing scholarships and other training assistance to critical and hard-to-find skills and higher technologies is another strategy to keep TVET more agile.

**"SCALABILITY" as the Response for TVET "for Job-Readiness"**

For the industries with steady growth and would need massive hiring of people at entry level, TVET has to check its "scalability" and capacity to keep pace with the massive skills requirements of industries in sectors like Construction, Tourism, Agriculture and Metals. There is a need to increase and build up TVET capacity, both horizontally and vertically. Strategies would focus on the horizontal expansion of TVET capacity by increasing the training seats available in the TVET institutions to be able to produce more skilled workers. The vertical expansion of TVET shall cover development and delivery of programs for more qualifications at higher levels of technologies and qualifications.

**"FLEXIBILITY and SUSTAINABILITY" as the Response for "TVET for Social Equity"**

Under this direction, TVET is addressing the informal economy and how it will be linked to the formal economy through "inclusive business" strategy. Convergence and inclusivity are the main focus. Policies and regulations have to be "flexible" and "less restrictive" since most of the TVET beneficiaries here, mostly coming from the disadvantaged sector, are not high school graduates and after enskilling, they cannot be employed unless small and family or social enterprises will absorb them. Special skills training programs must be designed to respond to the specific needs of the beneficiaries. Other national government agencies like DSWD, DOLE and DTI, among others, are also source of training outputs.

**TESDA, in all of these reforms, has to lead in the transformation of the whole TVET sector anticipating the sophisticated demands of the industries and the diversified requirements of its clients.**

**TESDA's programs and services for 2018 have to be Responsive, Purposive, and Inclusive as no one is left behind in TESD, to retain its RELEVANCE and AUTHORITY in TVET.**

**2018 PLANNING FRAMEWORK**
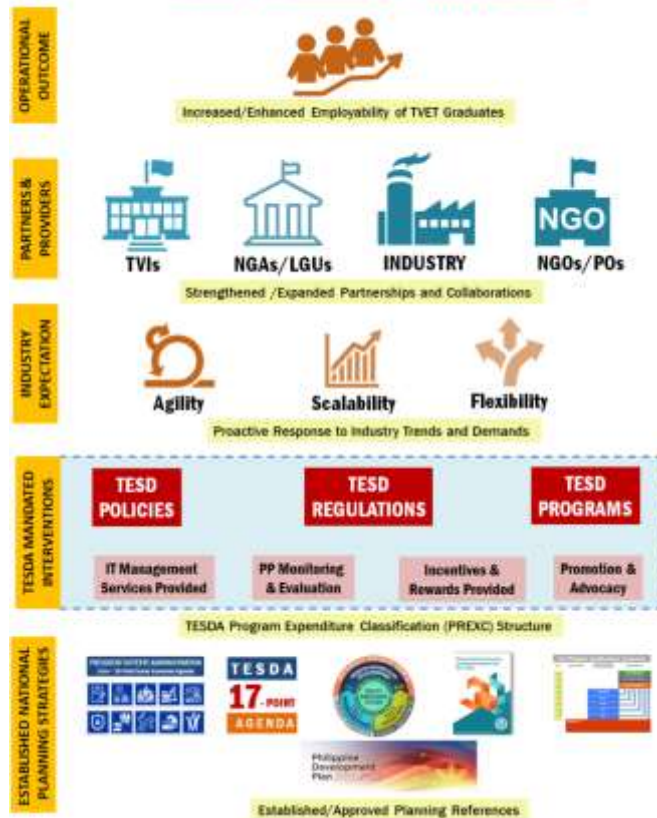
## II.    The PREXC

Starting 2018, TESDA will use the DBM-approved outcome-based and results-based indicators to conform with the Program Expenditure Classification (PREXC) of the Department of Budget and Management.   Under the PREXC, agency budgets, target outputs and outcomes are presented by major program (not major final outputs or MFOs) that are linked with budgets, strategies and intended results.

The DBM-approved PREXC structure includes major programs:

1) <u>TESD Policy Program</u> – Refers to programs and projects that will provide clear direction to the TVET sub- sector and guidance to the diverse TVET players in the advancement of its program implementation. This includes the formulation, updating and implementation of national, regional and provincial TESD Plans which serve as the blueprint for TVET at various levels as well as the formulation of relevant and specific policies and guidelines on critical issues and concerns that promote quality and relevant TVET, and consequently ensure the development of high quality Filipino middle-level manpower. Other support programs include Labor Market Intelligence Reports, conduct of researches / studies, fora and industry consultations to capture timely, accurate and relevant information.

2) <u>TESD Regulatory Program</u> – Refers to programs and projects that provide regulation of Technical Vocational Education and Training (TVET) processes and systems and set competency standards towards quality assurance in TVET provision and competency assessment and certification and ensure high quality and competitive TVET graduates and workers. Specific programs include Program Registration and Compliance Audit (including Inspectorate audit for scholarship programs), Assessment and Certification, Development of

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Competency Standards and Training Regulations, APACC Accreditation and STAR Rating Awards, among others.

3) <u>TESD Program</u> – Refers to programs that involve capacitating TESDA's partners and Technical Vocational Education and Training (TVET) providers with skills and competencies which will enhance the efficient and effective management and operations of Technical Education and Skills Development (TESD) delivery and competency assessment. Specific programs and projects include the different training modalities, Scholarship (TWSP, PESFA, STEP, PAFSE, and Universal Access to Quality Tertiary Education), Trainers Development Program, Assessors/AC Managers Development Program, TTI Management and Supervision, Capability Building Programs for partners (such as TESD members, CTECs, LGUs/NGOs, TVET Providers/Managers and Industry Partners) Installing of QMS in TVET Institutions, and Facilitating employment of TVET graduates.

In support to the efficient and effective delivery of programs and services are the General Administration Services (General Management & Supervision, Administration of Personnel Benefits) and Support to TESD Operations which include management of IT services, monitoring and evaluation of projects, provision of incentives and rewards and promotion and advocacy.

## NEW TESDA RESULTS-BASED LOGICAL FRAMEWORK
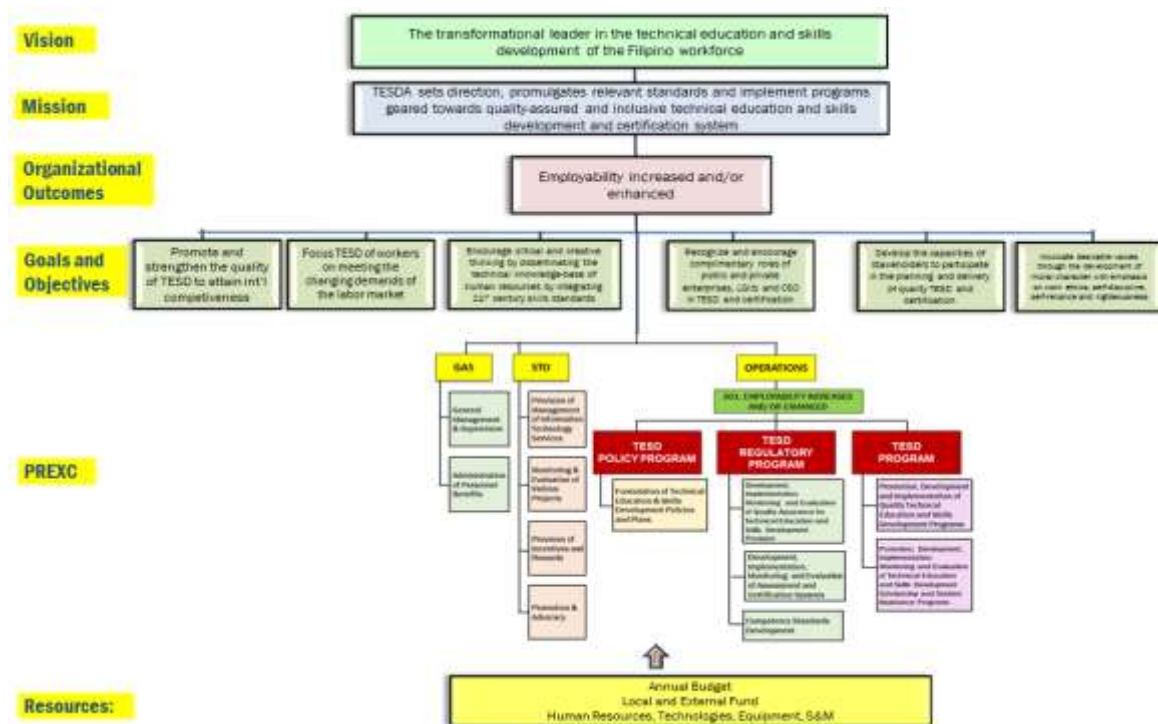


The Office Performance Commitment and Review (OPCR) of every operating unit shall adopt the approved PREXC programs and indicators as mandatory requirements for performance review. Other results-based indicators not covered in the PREXC framework can be included as long as they are necessary outputs and contributes to the achievement of intended outcome indicators of PREXC.

Similarly, the Individual Performance Commitment and Review shall be prepared based on the approved OPCRs of each operating unit.

All concerned offices/officials shall keep tab of the progress of programs/projects to ensure that specific targets particularly those indicated in the GAA 2018 are fully achieved or surpassed.

The allocation of resources and program packages/services shall be prioritized based on the critical employment generating sectors identified in the TESD plans and at the same time addressing the requirements of special and marginalized groups.

All operating units are required to conduct respective area planning and targeting based on the national and local TESD plans. Monthly monitoring of accomplishments based on the approved OPCRs shall be done at all levels. Units with low accomplishments after the first semester of the year are required to submit Catch-Up Plans.

## III.    GENERAL PLANNING PARAMETERS

TESDA is expected to respond appropriately to the requirements of its key clients, the industry and employers which are the ultimate users of TESD graduates. The following matrix shall serve as guide to TESDA management and staff to behave and interact accordingly with its external clients. Similarly, TESDA, as an organization, shall continue to be a caring and developmental organization with culture of innovativeness and institutional integrity.

| TVET Directions | Behavior of the Industry/ Partners | Clients | Characteristics of the Expected Responses from TESDA |
|---|---|---|---|
| TVET for Global Competitiveness | "Agile"<br><br>- Fast changing<br>- High Technology<br>- Global in nature<br>- Future skills in future jobs | - High-end industries – IT-BPM, logistics, auto/land transport, green economy<br>- Industries with global network services<br><br>- OFWs, returning OFWs<br>- Workers needing skills upgrading<br>- Career shifters<br>- Students of higher level qualifications | - Agile<br>- Future-looking<br>- Facilitating rather than regulating<br>- Engaging with industry partners |
| TVET for Job-Readiness | "Scalability"<br><br>- Industries with steady growth<br>- Massive employment<br>- Entry-level skills requirements<br>- Local industries<br>- Key employment generators | A. Support to Build, Build, Build Program<br>B. KEGs – construction, tourism, agribusiness, wholesale and retail, health and wellness, automotive/ transport<br><br>C. Secondary graduates<br>D. K12 graduates<br>E. OSYs<br>F. Unemployed<br>G. Career shifters | H. Relevant<br>I. Regulating and facilitating<br>J. Responsive and accessible<br>K. Collaborating |

| TVET for Social Equity | "Flexibility"<br><br>a. Micro and small industries<br>b. Informal economy | 1) Support to Marawi Rehab<br>2) Support to Mindanao CRDA<br>3) Social/family enterprises<br>4) Agribusiness<br><br>5) Informal workers<br>6) Marginalized groups<br>7) Uneducated/unskilled workers | 8) Flexible<br>9) Responsive and Accessible<br>10) Converging and collaborating<br>11) Enterprising |
|---|---|---|---|

## A. TESD Policy Program

### A.1 TESD Plans and Policies

1. The approval, promotion and advocacy of the National Technical Education and Skills Development Plan (NTESDP) 2017-2022 which serves as blueprint for the implementation of TVET in the country shall be purposively pursued. In line with this, TESDA shall formulate/enhance operational policies and strategies that will facilitate and/or support the delivery or conduct of plans, activities and targets indicated in the NTESDP 2017-2022.
2. The Regional and Provincial TESD Plans shall similarly be used as basis and guide for TVET implementation at sub-national level. TESDA Regional Offices shall ensure that the plans and targets of their respective TESDPs are observed and carried out consistent to the intents of the NTESDP 2017-2022.
3. The Regional and Provincial TESD Committees shall be capacitated to serve as the policy recommendatory body on TVET at the local levels. Policy coordination and linkages with the TESDA Board as its subsidiary body shall be strengthened. The ROs/POs shall regularly convene their respective TESDCs to perform its roles and functions.
4. The 3rd Independent Review Panel to assess TESDA performance shall be convened upon appointment of the members by the President. All operating units shall provide their support to the work of the IRP 3.
5. The development of policies and guidelines shall be harmonized and rationalized to through the establishment of a systematic and coordinated mechanism. A system of development, review and monitoring of policies and guidelines shall be implemented.

### A.2. Researches, Evaluation and Labor Market Information

1. Timely LMIRs, researches and studies shall be pursued using the National TESD Research Agenda 2018 to 2022. As part of labor market monitoring, the ROs/POs are encouraged to also prepare local level LMIRs.
2. Adoption of the improved PSALM approach using the Skills Needs Anticipation for projecting and prioritizing future skills shall be pursued.
3. Incentives shall be given to Innovation and Technology Researches.
4. The formulation of TESD policies, programs and programs shall be formulated evidence-based or based on research-based studies.

5. Capacity building programs related to researches, monitoring and evaluation, statistics and related topics shall be implemented through various modalities – in-house and public offering.

## A.3.  Internationalization of TVET

1. International cooperation and networking shall be pursued through bilateral and multilateral partnerships and arrangements in accordance with the TESDA's mandate and Philippine diplomatic relations and commitments, such as: benchmarking/comparability & development of standards & curriculum, development of higher level qualifications, strengthening of assessment & certification system, capability building and research.
2. Active participation in International cooperation fora shall be pursued through the East Asia and Asia-Pacific regional groups such as, but not limited to: the Association of Southeast Asian Nations (ASEAN), the Asia-Pacific Economic Cooperation (APEC), the ASEAN-Australia-New Zealand Free Trade Agreement (AANZFTA), Asia – Europe Meeting (ASEM), the Regional Comprehensive Economic Partnership (RCEP), and the East Asia Summit (EAS), Brunei-Indonesia-Malaysia-Philippines East Asia Group Area (BIMP-EAGA), among others.
3. Partnerships will also be pursued with development partners and funding agencies, such as the Asian Development Bank (ADB), World Bank (WB), Islamic Development Bank (IDB), International Labor Organization (ILO), International Organization for Migration (IOM), United Nations Educational, Scientific and Cultural Organization (UNESCO), Japan International Cooperation Agency (JICA), Korea International Cooperation Agency (KOICA), BIBB, among others.
4. Establish presence in countries with most number of OFWs to provide client-centered delivery of service – onsite assessment and certification, accreditation of assessors, linkage/partnership with at least one counterpart in other countries, joining at least one quality assurance network.

## B.  TESD Regulatory Program

## B.1.  Training Regulations / Competency Standards Development

1. To ensure quality TESD, all program development processes of TESDA shall employ industry standards as the minimum requirements and international standards as necessary.
2. The development and implementation of higher level and Diploma level qualifications shall be prioritized and accelerated, in collaboration with various industry associations and training providers. By the end of the year, each province shall have registered at least 1 Diploma program aligned with PQF level 5 descriptor.
3. "Adapt and adopt" policy shall be pursued in the development of competency standards/TRs, particularly for high-end technologies, higher level qualifications using the available off-the-shelf competency standards developed by industries, multi-bilateral agencies and international development partners;
4. ROs/POs are encouraged to develop/propose new or emerging competency standards/TRs, particularly those that are distinct in their regions
5. Shorten/accelerate the process cycle time in the prioritization of qualifications/TRs development
6. Test item-banks for relevant qualifications/TRs shall be developed to enhance the integrity fortification of CATs and assessment and certification process.

7. New assessment methodologies shall be explored to effectively assess the Core, Common and Basic Competencies integrated with 21st Century Skills. Likewise, it shall pursue vendor-based certification particularly for the integration of 21st Century Skills;

8. A system and process to strengthen operationalization of Recognition of Prior Learning (RPL) shall be initiated through the development of CATs in Portfolio Assessment. The development of guidelines for recognition of prior learning and equivalency scheme on training and industry experience shall be initiated.

9. The development and promulgation of TR for Master Assessors, i.e. Assessor of Trainers and Assessors shall also be pursued.

10. The ROs/POs shall be involved in the identification of priority qualifications, validation of new and amended/updated TRs, validation of new and amended/updated CATs, and conduct of public hearings on proposed competency assessment fees;

11. Zonal deployment of newly promulgated TRs and their corresponding CATs and assessment fees to selected ROs shall be initiated;

12. Continuously pursue to benchmark competency standards (CS) with other countries' skills or competency standards towards enhanced labor mobility and mutual recognition arrangements (MRA) among ASEAN member-countries and other countries, Dublin and Sydney Accords, among others.

13. TESDA shall pursue the development and implementation of a system of equivalency and credit transfer, in collaboration with the Commission on Higher Education in line with the implementation of the Ladderized Education Law and the PQF. It shall actively engage in the implementation of the Philippine Credit Transfer System project.

14. TESDA shall actively participate in the implementation of the Philippine Qualifications Framework (PQF), including alignment to the ASEAN Qualification Referencing Framework (AQRF). In particular, it shall operationalize the PQF Technical Working Groups (TWG) within TESDA. The PQF homepage and Qualifications Register in the TESDA website shall be continuously enhanced, including the database system in compliance with the AQRF Referencing Guidelines. It shall work closely with CHED for the submission of the Philippine Referencing Report to the ASEAN Secretariat.


**B.2.   Quality Assurance of TVET Provision and Competency Assessment and Certification**

1. Apply flexible approaches in program registration, accreditation of assessors and assessment centers, without compromising quality, to enhance access to, ensure scalability, agility and sustainability of quality TVET programs.

2. Pursue initiatives to promote quality assurance in TVET programs by advocating compliance to policies and guidelines on Program Registration, APACC accreditation and STAR Rating System for TVET Programs. The EAS TVET Quality Assurance Framework shall be integrated in the STAR Rating System. Compliance audit, including technical and inspectorate audit for scholarship programs shall be strengthened and regularly conducted.

3. All graduates of WTR programs with assessment tools should undergo assessment.

4. Regional Directors shall ensure that TVET institutions work towards building and enhancing their capabilities and capacities to be APACC accredited and STAR - rated TVET programs.

5. Engage stakeholders in consultations and dialogues in the development, review and amendment/revision of policies and implementing guidelines on assessment and certification, program registration, accreditation and compliance audit for continual improvement in the delivery of quality assured TVET programs.

6. Implement requirements for qualifications covered by MRA, e.g., Tourism qualifications.

7. Strengthen monitoring and evaluation of core processes to minimize non-conforming products and services.

8. Capacitate the internal and external stakeholders through continuous conduct of capability building programs, in cooperation with Regional Offices and industry associations.
9. Develop accelerated system for accreditation of Regional Lead Assessors (RLAs), Provincial Lead Assessors (PLAs), Assessment Centers; and certification of qualified trainers, in coordination with QSO and NITESD. To do this, the following activities will be undertaken:

   a. Conduct RLA within three months upon deployment of Competency Assessment Tools;
   b. Conduct inventory of existing higher qualifications without RLAs;
   c. Acceleration of conduct of CBPs for RLAs in 2018 adopting other strategies, e.g., collaboration with ROs and industry associations in the conduct of CBPs for RLAs;
   d. Facilitate review of guidelines for various programs such as the Mobile Training Program, Capability Building Program for RLAs, and Regional Expert Panel Members.

10. Establish linkage/ partnership with at least one counterpart in other countries, and join at least one quality assurance network.
11. Pursue industry immersion of trainers specially for tourism qualifications in coordination with the National Steering Committee for the ASEAN MRA for TPs.
12. Skills competition at the local, national and international levels shall be given attention. Efforts shall be made to upgrade the standing of the Philippines in international competitions, particularly through improved standards and curricula, facilities and equipment and trainers capacity.


## C. TESD Program

## C.1. TVET Delivery

1. TESDA shall continuously exert and expand its effort to ensure "inclusive and quality TVET for all".
2. Regional Target Setting
   a. Regional training targets shall be determined based on the maximum accomplishment level during the last three years (2015-2017) with due consideration of the labor force situation and economic status (whether industrial growth area or low income regions with high poverty incidence) and other distinct profile of the region. The local TESD plans and Skills Priorities Plan as well as the economic and socio-demographic indicators of the area will be used as guide or reference for setting the targets. These include such indicators as Gross Value Added (GVA), Gross Regional Domestic Product (GRDP) and Employment.
   b. The training delivery mix can be derived from the number of existing training providers in the area:
      i. Institution-based - TVIs, TTIs, SUCs, HEIs, LUCs
      ii. Enterprise-based - companies implementing apprenticeship, learnership, companies doing in-house training (DTS and DTP as part of Institution-based training shall be also be monitored)
      iii. Community-based – LGU-run skills training programs, TVIs including TTIs doing outreach programs, other skills training programs of national government agencies
   c. The product/service mix per region will differ depending on the economic capacities and situation of the region. The regions will be guided with the

identified strategies of the region and national TESD plans considering the key employment generators and at the same time addressing the requirements of areas where there is high poverty incidence.

    d. For progressive and industrialized regions, the enterprise-based training programs such as the apprenticeship and learnership program, including the DTS and DTP shall be strengthened and vigorously pursued to increase the share of the EBT output from the existing 5% share of the total training output. The national target for EBT shall be increased to 10% of the total training target estimated at 210,000 graduates. The ROs and POs shall set their targets for EBT based on the number of establishments in their area and other relevant indicators and shall purposively increase their targets to reach the target share.

3. TESDA shall render extra attention and consideration to the poor, marginalized and underserved sectors of the society for its regular skills training and scholarship packages.

4. TESDA shall observe gender equality in the design and implementation of its skills training programs.

5. TESDA shall promote/highlight training and employment opportunities in the agricultural sector, emerging green jobs and future skills.

6. TESDA shall work closely with industry associations to establish more industry-government training schemes and collaborations to produce more job-ready workers.

    a. Establish Institutional Arrangements with Industry Boards (IBs) or Industry Association (IAs)

    b. Review the implementation strategies and strengthen database on Enterprise-based Training. The list of apprenticeable trades shall also be reviewed and expanded.

    c. Undertake massive advocacy campaigns through industry consultation/fora to promote and further increase engagement of industry players in TVET delivery.

7. Strengthen and deepen partnership with industry and encourage the establishment / maintenance of industry boards / industry training councils to assist TESDA in the various concerns related to TVET such as but not limited to skills requirements, standards development, training delivery and capacity building.

8. Expand and pursue training opportunities for the marginalized sectors and linkages with government technical vocational schools and state universities and colleges offering TVET programs.

9. When the regional targets for training and assessment do not total to the national targets, the ROs/POs shall be consulted on the re-allocation/adjustment of targets to meet the committed national target.

10. The target training mix, mechanisms and parameters shall be on a rolling plan basis and will be continuously reviewed and updated to achieve a more robust process.


**C.2.  Scholarship Programs**

1. TESDA shall extend/provide scholarship assistance to qualified and deserving individuals willing to undergo training and be productive as workers or entrepreneurs in critical sectors.

2. The Training for Work Scholarship Program (TWSP) which targets the skills development for wage employment in industries and the Special Training for Employment Program (STEP) which readies the communities to become productive through self-employment or entrepreneurs shall follow the sectoral distribution as follows:

        i.     Construction – 25%
       ii.     Agri/fishery – 22%
      iii.     Manufacturing – 20%
      iv.     IT-BPM – 15%
       v.     Tourism – 10%
      vi.     New and Emerging Industries – 5%
     vii.     Logistics – 3%

3. To address the TVET for Social Equity, the scholarship program (STEP) shall cover not only free training cost and assessment, but also includes provision of allowance and starter tool kits to promote social enterprises, self-employment and service-oriented activities in the community.

4. To fully support the Build, Build, Build program of the government, both scholarship programs (TWSP and STEP) shall be used to produce a pool of workers needed for the massive infrastructure projects of the government.

5. The full implementation of the Universal Access to Quality Tertiary Education shall be done through the implementation of TTI programs.

6. To assist in the promotion of sustainable agriculture and fishery productivity and rural development, a separate scholarship will be implemented through the Program on Accelerating Farm School Establishment (PAFSE), in close coordination with the Department of Agriculture –Agriculture Training Institute (DA-ATI) and the Department of Agrarian Reform (DAR). The special technical assistance program on PAFSE shall be charged to TWSP funds.

7. Provision of free competency assessment and certification for workers under the CACW (Competency Assessment and Certification for Workers) shall be continued in a bigger scale – increased funds and increased total targets, and to be funded through the TWSP funds.

8. Returning and interested OFWs shall be provided with free skills training, retooling or skills upgrading for reintegration - new employment or putting up business.

9. There will be an authorized 1% Administrative Cost from the approved TWSP funds.

10. PESFA or the Private Education Student Financial Assistance (PESFA) shall also be provided through offering higher level TVET programs such as Diploma program.

11. The SMO shall issue the specific guidelines on all scholarship programs, including the regional allocation.


## C.3.    Other Programs

1. The TESDA Online Program (TOP) shall be implemented and monitored as an alternative mode of TVET delivery. For 2018, the priority programs are continuous development of Courseware, institutionalization of TOP through TTIs, advocacy and capacity building programs for TOP implementers (trainers and developers).

2. The Barangay Skills Needs Survey, as one of the sources of beneficiaries for TESDA scholarship programs, shall be continued and shall be promoted and advocated to the LGUs through the CTECs.

3. The Community Training and Employment Coordinators (CTECs) shall be revitalized and organized at the municipal and barangay levels, respectively. Close collaboration with the DILG and the Leagues of Cities, Municipalities and Barangays shall be pursued. Capacity building programs for CTECs shall also be implemented.

4. To facilitate and enhance the employability of TVET graduates, TVET career talk, career guidance, purposive conduct of job fairs for TVET graduates shall be implemented and pursued by all RO and POs/DOs, in coordination with the Department of Labor Employment and PESOs/CTECs of LGUs;

5. Capacitate stakeholders to become partners of TESDA in delivering key services through provision of capability building programs in cooperation with the regional offices.
6. **Expand Trainers Development Program, through the National TVET Trainers Academy (NTTA) and its zonal centers, including regional and provincial initiatives. The ROs/POs shall ensure the participation of the TVET trainers in their respective areas in the programs of NTTA. The NTTA Training Calendar issued for this purpose shall be adhered to.**


**C4. Management and Supervision of TESDA Technology Institutions**

1. The Regional Directors, in their role as area manager shall lead in the achievement of the targets for TTIs as follows:

   a. Formulate and implement its Institutional Development Plan aligned with the local and national strategies and directions.
   b. Provision of learning in the schools/ centers, with the enterprises (OJT/SIT, DTS/DTP), and for the communities (technology-based community programs, mobile training, online learning, etc.)
   c. **Relevance** of programs and services to needs of the locality and responsive regional and national directions and priorities. Supportive to this is the conduct of research towards localized LMI (labor market information),
   d. Promote care for environment, nationalism, awareness and prevention of drug addiction and HIV/AIDS.
   e. Regular updating of **curricula** aligned to the PQF descriptors, 21$^{st}$ Century skills and provision of safety to the environment. Conduct of GREEN activities including, but not limited to, tree planting, solid waste management, 3Rs, etc.
   f. In partnership with other TTIs/TVIs or HEIs, endeavor the design and offering of higher level qualifications including but not limited to NC-III, bundled qualifications, and even PQF Level 5 programs.
   g. For the trainers and learners to enroll and utilize relevant modules and learning materials available in the TESDA Online Programs (TOP).
   h. **Learning Facilitators Development Program** both for teaching and non-teaching personnel, including compliance to the Industry Work Experience Requirement, thru implementation of, *among others*, the Regional Program for Industry Immersion of Trainers (Quality RPIIT).
   i. Allocate at least 5% of their respective budgets for maintenance and management of their respective facilities, tools and equipment.
   j. Compliance to quality and transparency of programs and services thru sustained accreditation in APACC and the TESDA STAR Rating System.
   k. **Technology Researches** are conducted conscious of Industry 4.0, supportive of innovation in training delivery, enhancing instruction, incubation of technology, and enterprises.
   l. Implementation of Regular Training Programs January-June 2018 and the Universal Access to Quality Tertiary Education Act (UAQTEA) for July 1-December 31, 2018).

## IV.    TESDA PERFORMANCE MEASURES

The TESDA performance shall be assessed based on the target indicators set on the GAA FY 2018 and the specific program indicators for other priority programs and projects.

### A.  GAA FY 2018 Indicators (Based on PREXC)

| ORGANIZATIONAL OUTCOME: Employability Increased and/or Enhanced | | |
|---|---|---|
| Organizational Outcomes/Performance Indicators | Baseline | 2018 Target |
| **TECHNICAL EDUCATION AND SKILLS DEVELOPMENT POLICY PROGRAM** | | |
| **Outcome Indicators** | | |
| 1.  Percentage of stakeholders who rate policies/plans as good or better | 93% | 93% |
| **Output Indicators** | | |
| 1.  Number of National, Regional/Provincial TESD Plans formulated/updated | 98 | 1 National Progress Report |
| **Sub-programs** | | |
| • TESD Plans<br>• Policies<br>• Research and Studies<br>• Labor Market Intelligence Report (LMIR) | | |
| **TECHNICAL EDUCATION AND SKILLS DEVELOPMENT REGULATORY PROGRAM** | | |
| **Outcome Indicators** | | |
| 1.  Percentage compliance of TVET programs to TESDA, industry, and industry standards and requirements | 71% | 85% |
| 2.  Percentage of TVET graduates that undergo assessment for certification | 84% | 85% |
| 3.  Percentage of TVET programs with tie-ups to industry | | 42% |
| **Output Indicators** | | |
| 1.  Percentage of registered accredited TVET programs audited | 95% | 100% |
| 2.  Percentage of skilled workers issued with certification within 7 days of their application | 70% | 90% |
| 3.  Number of consultations, orientations and workshops for development of competency standards/training regulations | | 200 |
| **Sub-programs** | | |
| • Unified TVET Program Registration and Accreditation System (UTPRAS)<br>• Competency and Training Standards<br>• Competency Assessment and Certification | | |
| **TECHNICAL EDUCATION AND SKILLS DEVELOPMENT PROGRAM** | | |
| **Outcome Indicators** | | |
| 1.  Percentage of graduates from technical education and skills development scholarship programs that are employed | | 65% |
| **Output Indicators** | | |
| 1.  Number of graduates from technical education and skills development scholarship programs | 188,884 | 232,633 |
| 2.  Number of training institutions / establishments / assessment centers provided with technical assistance | 5,497 (4,012 TVIs & 1,485 ACs) | 5,771 (4,211 TVIs & 1,560 ACs) |
| 3.  Number of TESDA Technology Institutions graduates | 231,859 | 231,859 |
| **Sub-programs** | | |
| • TESD Delivery<br>• Capability Building Programs and Technical Assistance provided for TESD partners<br>• Trainer's Development Program<br>• Scholarship Program | | |

**B. Matrix of PREXC Indicator Definitions**

| Program/Subprogram | Output/Outcome Indicators | Definition/Description | Means of Verification | Monitoring Mechanism |
|---|---|---|---|---|
| **Program 1:**<br><br>Technical Education and Skills Development **(TESD) Policy Program**<br><br>**Objective:**<br><br>Provision of clear direction to the TVET sub-sector and guidance to the diverse TVET players in the advancement of its program implementation | **Output Indicator**<br><br>1. Number of National, Regional / Provincial TESD Plans formulated / updated | A Technical Education and Skills Development (TESD) plan is a sectoral development plan which provides directions, sets goals, and provides strategies for the sustainable development of skilled workforce based on broader development policies and key employment generators of a particular area (provincial, regional and national levels) and covers a 6-year period.<br><br>The plan also includes annual targets or key performance indicators of priority programs and services and annual investment requirements to achieve the development goals and objectives for the whole TVET sector.<br><br>All regional, provincial, district and national operating units are required to monitor the implementation and accomplishments of the set targets every year within the plan period.<br><br>Mid-Term Plan is likewise prepared to update and/or calibrate targets and policies in the NTESDP in response to political/economic conditions. | Monthly monitoring of accomplishments through the OPCR (Office Performance Commitment and Review)<br><br>Submission of a copy of the plans with cover memo and resolutions<br><br>Annual Updating of Report Cards | The monthly monitoring of accomplishments at the provincial/district level has been consolidated through the regional offices.<br><br>The Central Office through the Planning Office regularly collects updates from the Regional and Executive Offices on the status of accomplishments based on the OPCR and Report Cards.<br><br>Mid-year review of the semestral monitoring scorecard of the plan implementation is updated regularly. |

| Program/Subprogram | Output/Outcome Indicators | Definition/Description | Means of Verification | Monitoring Mechanism |
|---|---|---|---|---|
| | **Outcome Indicator**<br><br>1. Percentage of stakeholders who rate policies/plans as good or better | This refers to the number expressed in percentage of the fraction/ratio of the number of actual respondents to the total number of stakeholders in the operating units who are provided with survey questionnaire/s to determine the usefulness of the policies/plans implemented issued/implemented by TESDA. | Filled up questionnaires from the operating units<br><br>Filled up questionnaires from online survey<br><br>Monthly monitoring of OPCRs<br><br>Monthly monitoring of online survey reports | TESDA regional and provincial offices account for the deployment and retrieval of questionnaires to target respondents in their respective area/s.<br><br>Set out questionnaires are retrieved and sent back to Central Office through PRED-PO wherein information/ data are tabulated and analyzed. |
| **Program 2:**<br><br>Technical Education and Skills Development **(TESD) Regulatory Program**<br><br><br>**Objective:**<br><br>Regulation of Technical Vocational Education and Training (TVET) processes and systems and set competency standards | **Output Indicators**<br><br>1. Percentage of registered TVET programs audited | This refers to the number expressed in percentage of the fraction/ratio of number of registered TVET programs of Technical Vocational Institutions (TVIs) that go through compliance audit over the total number of registered programs targeted for audit for the year.<br><br>The compliance audit is being conducted by composite team from TESDA Regional District/Provincial Offices on a periodic basis. | Duly signed compliance audit reports<br><br>Summary of audited programs<br><br>Closure reports<br><br>Monthly monitoring of OPCRs | Processed audit reports are submitted by the Regional Office to the Certification Office (CO) at TESDA Central Office wherein the results are reviewed and validated.<br><br>ROs consolidate the submissions from the POs/DOs for submission to CO |

| Program/Subprogram | Output/Outcome Indicators | Definition/Description | Means of Verification | Monitoring Mechanism |
|---|---|---|---|---|
| towards quality assurance in TVET provision and competency assessment and certification and ensure high quality and competitive TVET graduates and workers | 2. Percentage of skilled workers issued with certification within 7 days of their application | This refers to the number expressed in percentage of the fraction/ratio of the number of skilled workers who were issued with corresponding National Certificate (NC) or Certificate of Competency (COC) within one (1) * day of their application against the total number of certified workers who were issued Certificates.<br><br>*Revised Process Cycle Time (PCT)* | Tracking Sheets<br><br>Consolidated monthly reports of Tracking Sheets<br><br>Monthly monitoring of OPCRs | The regional offices consolidate reports from the provincial/district offices for submission to TESDA Certification Office. |
| | 3. Number of consultations, orientations and workshops for development of Competency Standards/Training Regulations | This refers to the number of organized consultations and workshops involving concerned government entities, industry experts or industry associations and academe for the development of Competency Standards (CS) and the corresponding Training Regulations (TRs) for new and emerging trades and reviewing and updating of existing TRs. | Documentation/Minutes of Meeting/Discussions containing results of consultations and workshops<br><br>Monthly monitoring of OPCR of Qualifications Standards Office (TESDA CO EO) | The Qualifications and Standards Office follows standard operating procedure in developing TRs. |
| | **Outcome Indicators**<br><br>1. Percentage compliance of TVET programs to TESDA, industry and industry standards and requirements | This refers to the number expressed in percentage of the fraction/ratio of the number of programs/qualifications offered by TVIs found compliant against standards set by the Training Regulations. | Duly signed compliance audit reports<br><br>Closure reports<br><br>Monthly monitoring of OPCRs | Processed audit reports are submitted by the Regional Office to the Certification Office (CO) at TESDA Central Office wherein the results are reviewed and validated.<br><br>ROs consolidate the submissions from the POs/DOs for submission to CO |

| Program/Subprogram | Output/Outcome Indicators | Definition/Description | Means of Verification | Monitoring Mechanism |
|---|---|---|---|---|
| | 2. Percentage of TVET graduates who undergo assessment for certification | This refers to the number expressed in percentage of the fraction/ratio of the number of TVET graduates who undergo national competency assessment and certification against the total number of monitored TVET graduates.<br><br>Not all TVET programs/ qualifications, however, have available assessment tools. | Monthly monitoring of OPCRs<br><br>Registry of Workers Assed and Certified (RWAC) Reports<br><br>Terminal Reports (MIS-02) | The Certification Office requires all regional and provincial offices outright submission of all assessment and certification conducted using a computer-assisted/generated system.<br><br>The result/lists of passers are likewise posted in the TESDA website for information of all concerned. |
| | 3. Percentage of TVET programs with tie-ups with industry. | This refers to the number expressed in percentage of the fraction/ratio of number of TVET programs implemented with active collaboration/support from industry and/or private companies. | MOAs signed and/or joint endeavors organized or initiated between TESDA offices and industry partners and stakeholders.<br><br>Monthly monitoring of OPCRs | The Partnerships and Linkages Office requires submission of periodic reports on all signed MOAs and joint undertakings carried by all TESDA offices nationwide. |
| **Program 3:**<br><br>Technical Education and Skills Development **(TESD) Program**<br><br>**Objective:**<br><br>Capacitating TESDA's partners and Technical Vocational Education and Training (TVET) providers with skills and competencies which will enhance the efficient and | **Output Indicators**<br><br>1. Number of graduates from technical education and skills development scholarship programs | This refers to number of students/trainees who graduated from any TVET qualifications/courses categorized and funded under the scholarship programs of TESDA.<br><br>TESDA's scholarship programs include TWSP, PESFA, STEP, universal access to quality tertiary education under TVET. | Enrollment and Terminal Reports<br><br>Monthly monitoring of OPCRs | The RO/PO oversees the implementation of TESDA scholarship programs. They also prepare and submit all required periodic reports and outcomes to the regional office for transmittal to Scholarships Management Office at Central Office.<br><br>All operating offices update accomplishments through OPCRs |

| Program/Subprogram | Output/Outcome Indicators | Definition/Description | Means of Verification | Monitoring Mechanism |
|---|---|---|---|---|
| effective management and operations of Technical Education and Skills Development (TESD) delivery and competency assessment | 2. Number of training institutions / establishments / assessment centers provided with technical assistance | This refers to any form of technical assistance provided/extended by any TESDA office to training institutions, assessment centers, industry-based training provider/s for improvement or strengthening their capacities to deliver/conduct TVET programs to their own clients/partners. | Monthly monitoring of OPCRs | CO monitors and consolidates all accomplishments, with the help of the Regional Offices through OPCRs. |
| | 3. Number of TESDA Technology Institutions (TTIs) graduates | This refers to the number of students/trainees who graduated from any qualification/courses offered by the TESDA Technology institutions nationwide. | Enrollment and Terminal Reports<br><br>Monthly monitoring of OPCRs | The TESDA MIS provides the system and platforms that capture and validate all training accomplishment reports submitted by TTIs nationwide.<br><br>TTIs submit periodic training accomplishment reports to their respective Provincial Office/s. These reports are consolidated and forwarded by the concerned Regional office for transmittal to TESDA CO using computer-assisted reporting platforms/systems or OPCR |
| | Outcome Indicator<br><br>1. Percentage of graduates from technical education and skills development scholarship programs that are employed | This refers to the number expressed in percentage of a fraction/ ratio of surveyed graduates of technical education and skills development scholarship programs who were employed at the time of the survey to the total respondents. | Filled-up survey instruments<br><br>Results from the study reports | The TESDA Planning Office conducts regular survey and study on the employability of TVET graduates as a means to monitor and assess the efficiency and effectiveness of TVET provision based on the |

| Program/Subprogram | Output/Outcome Indicators | Definition/Description | Means of Verification | Monitoring Mechanism |
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| | | | | employment outcomes of its graduates.<br><br>Survey is done through personal interview of the sampled graduates or key informants using structured questionnaire approved by the Philippine Statistics Authority (PSA).<br><br>Planning Office generates and publishes the results of the study every year. |

| Characteristics of the Expected Responses from TESDA | Success Indicators / Key Results Areas | Performance Indicators | EOs | ROs/POs / DOs | Risk/ Opportunities | ROs Comments |
|---|---|---|---|---|---|---|
| Agility | **TESD Policy Program**<br><br>1. Development of timely LMIRs, researches and studies using the identified National TESD Research Agenda 2018 to 2022 with possible funding sources through the TESDA Development Fund. | • No. of LMIRs<br>• No. of Researches/ Studies/Technology Researches<br>• % Utilization of NTRA Funds<br>• No. of industry consultations implemented*<br>• No. of partners assisted*<br>• TESDCs maintained/strengthened<br>  - No. of meetings<br>  - No. of TESDC Resolutions<br>  - % of TESDC Resolutions endorsed to the TESDA Board<br>  - Capability building programs for the TESDC members | /<br>/<br><br>/<br>/<br>/<br><br><br><br><br><br>/ | X<br>/<br><br>X<br>X<br>/<br><br>/<br>/<br>/<br><br>/ | • Non-availability of budget<br>• Irrelevant information<br>• Mismatch<br>• No available jobs for graduates<br>• Unavailability of references<br>• No available sources of information<br>• irrelevant programs<br>• no available employment | • Affirm<br>• Affirm<br>• Affirm<br>• Affirm<br>• Affirm<br>• Affirm |
| | 2. Use of Skills Needs Anticipation for projecting and prioritizing future skills for the whole TVET sector | • Operations Manual developed<br>• Capacity Building Program for Planners Implemented<br>• No. of POs/DOs utilizing the Manual<br>• No. of industry consultations held* | /<br>/<br><br>/<br>/ | /<br>X<br><br>/<br>/ | | |

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| | 3. Incentives for Innovation and Technology Researches | • Expand existing system for incentivizing partners (for next year institutionalization)<br>• No. of innovation and technology researches conducted<br>• No. of partners assisted/given incentives* | /<br><br>/<br><br>/ | X<br><br>/<br><br>/ | | • Delete RO<br>• Add partners (industry and LGU) |
| | 4. Conduct of international Benchmarking and comparability and implementation of PQF/AQRF | • No. of consultations/orientations held<br>• No. of partners given assistance | /<br>/ | /<br>/ | • more investment for government<br>• low turnout of enrollees | • Affirm |
| | 5. Approval and deployment of TESD Policies | • Percentage of stakeholders who rate policies/plans as good or better | / | / | • Wrong programming | • Affirm |
| | 6. Operationalization of the TESD plans (inc IDPs) and inclusion of strategies for "TVET for global competitiveness" | • No. of plans formulated/updated and implemented* | / | / | | • Affirm |
| | 7. Membership to World Skills International and ASEAN | • Participation in the WSI/WS ASEAN<br>• No. of curriculum/standards aligned with WSS | /<br>/ | /<br>/ | • No financial support from TESDA<br>• No access to international curriculum/standards<br>• Non infusion of new technologies | • Add<br><br>• Add<br><br>• Add |

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| | TESD Regulatory | | | | |
| | 8. Engagement of private sector and existing industry associations/industry bodies/industry council in setting competency and training standards | • No. of consultations, orientations and workshops conducted* <br>• No. of industries engaged/assisted* <br>• No. of programs (training delivery and assessment) developed <br>• Percentage of TVET programs with tie-ups to industry* | / <br><br> / <br>/ <br><br> / | X <br><br> X <br>X <br><br> X | | • Affirm <br><br>• Affirm <br>• Amend (change the term CS/TRs) <br>• Affirm |
| | 9. Promotion of training and employment opportunities in emerging green jobs and future skills | • No. of higher level qualifications registered (institution, company, online) <br>• No. of companies/industries given assistance* | / <br><br><br> / | / <br><br><br> / | | • Affirm |
| | 10. Engagement and leadership of industries in the assessment and certification of workers | • No. of industries engaged in assessment and certification <br>• No. of persons assessed and certified <br>• No. of assessors/ACs accredited <br>• Percentage of skilled workers issued with certification within 7 days of their application* | / <br><br> / <br>/ <br> / | / <br><br> / <br>/ <br> / | • Low acceptance of TESDA certification <br>• Mismatch of skills <br>• Irrelevant/low standards | • Affirm |
| | TESD Program | | | | |
| | 11. Implementation of higher level qualifications and diploma programs | • No. of persons trained <br>• No. of persons graduated <br>• No. of persons given scholarship <br>• Percentage of graduates of scholarship that are employed* | / <br>/ <br>/ <br>/ | / <br>/ <br>/ <br>/ | | • Amend (separate implementation of higher level and EBT) |
| | 12. Implementation of | • Increased EBT programs for | / | / | | • Add |

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| | EBT programs for high end, emerging/future skills | high end, emerging/future skills | | | | |
| | 13. Enhanced capability of partners and TTIs for future skills | • No. of partners/ persons trained/assisted<br>• No. of programs implemented/facilitated<br>• No. of partners with technical assistance*<br>• No. of TTI graduates/trainers | /<br>/<br>/<br>/ | /<br>/<br>/<br>/ | | • Add<br>• Add<br>• Add<br>• Add |
| **Scalability** | TESD Policy Program | | | | | |
| | 14. Conduct of researches/employers survey/LMIRs/rapid appraisal studies for key economic sectors | • No. of LMIRs<br>• No. of Researches/ Studies/Technology Researches<br>• % Utilization of NTRA Funds<br>• No. of industry consultations implemented*<br>• No. of partners assisted* | /<br>/<br>/<br>/<br>/ | X<br>/<br>X<br>X<br>/ | | • Affirm<br>• Affirm<br>• Affirm<br>• Affirm<br>• Affirm |
| | 15. Formulation and deployment of policies addressing to the requirements of the target industries | • Percentage of stakeholders who rate policies/plans as good or better<br>• No. of TESDCs maintained/strengthened | /<br>/ | /<br>/ | | • Affirm<br>• Affirm |
| | 16. Operationalization of the TESD plans (inc IDPs) and inclusion of strategies for "TVET for global | • No. of plans formulated/updated and implemented* | / | / | | • Affirm |

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| | competitiveness" | | / | / | | • Affirm |
| | 17. Alignment of TESD programs to PQF and AQRF | • No. of consultations/orientations held<br>• No. of partners given assistance | /<br>/ | /<br>/ | | • Affirm<br>• Affirm |
| | 18. Implementation of Universal Access to Quality Tertiary Education | • No. of consultations/orientations held<br>• No. of partners given assistance | /<br>/ | /<br>/ | | • Affirm<br>• Affirm |
| TESD Regulatory Program | | | | | | |
| | 19. Engagement of private sector and existing industry associations/industry bodies/industry council in setting competency and training standards | • No. of consultations, orientations and workshops conducted*<br>• No. of industries engaged/assisted*<br>• No. of programs (training delivery and assessment) developed | /<br><br>/<br>/<br><br>/ | X<br><br>X<br>X<br><br>X | | • Affirm<br><br>• Affirm<br>• Amend (change the term CS/TRs |
| | 20. Promotion of training and employment opportunities for key employment generating industry sectors | • Percentage of TVET programs with tie-ups to industry*<br>• No. of registered programs (institution and company, mobile and online)<br>• No. of learning materials developed and utilized<br>• Percentage compliance of TVET programs to TESDA, industry standards and requirements*<br>• Percentage of registered programs audited (a year after issuance of CTPR)<br>• No. of companies/industries given assistance* | /<br><br>/<br><br><br>/<br><br>/<br><br><br>/<br><br><br>/ | /<br><br>/<br><br><br>/<br><br>/<br><br><br>/<br><br><br>/ | | • Affirm<br><br>• Affirm<br><br><br>• Affirm<br><br>• Affirm<br><br><br>• Affirm<br><br><br>• Affirm |

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| | 21. Expansion of the assessment and certification infrastructure, through:<ul><li>Collaboration with ROs for conduct of RLAs</li><li>Development of TR for Master Assessor</li><li>Increase companies and TVIs that serves as assessment venues</li></ul> | <ul><li>No. of persons assessed and certified</li><li>Percentage of TVET graduates that undergo assessment and certification*</li><li>Percentage of skilled workers issued with certification within 7 days of their application*</li><li>No. of assessors and ACs accredited</li><li>No. of CATS deployed</li><li>No. of RLAs conducted</li><li>No, of companies/TVIs recognized as assessment venues</li></ul> | /<br>/<br><br>/<br><br>/<br>/<br>/<br>/<br>/ | /<br>/<br><br>/<br><br>/<br>/<br>x<br>x<br>/ | | <ul><li>Affirm</li><li>Affirm</li><li></li><li>Affirm</li><li></li><li>Affirm</li><li>Affirm</li><li>Affirm</li><li>Affirm</li></ul> |
| | 22. Expansion of the Free Assessment and Certification for Workers, through on-site assessment | | | | | |
| | 23. STAR-rated programs or APACC Accreditation awarded to partners | <ul><li>No. of partners given STAR-award or APACC accreditation</li></ul> | / | / | | |
| TESD Program | | | | | | |
| | 24. Adoption of the sectoral distribution for the allocation of the Scholarship<ul><li>Construction –</li></ul> | <ul><li>Percentage of graduates from scholarship programs that are employed *</li><li>No of graduates from scholarship programs*</li></ul> | /<br><br>/<br>/ | /<br><br>/<br>/ | | <ul><li>Affirm</li><li></li><li>Affirm</li><li>Affirm</li><li>Affirm</li></ul> |

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| | 25%<br>▪ Agri/fishery – 22%<br>▪ Manufacturing – 20%<br>▪ IT-BPM – 15%<br>▪ Tourism – 10%<br>▪ New and Emerging industries – 5% | • No of implementers given assistance<br>• No. of TTI graduates*<br>• Percentage of scholarship fund allocated for existing workers | / | / | | • Add |
| | 25. Implementation of Universal Access to Quality Tertiary Education | • Percentage of graduates from scholarship programs that are employed *<br>• No of graduates from scholarship programs*<br>• No of implementers given assistance<br>• No. of TTI graduates* | /<br><br>/<br>/<br>/ | /<br><br>/<br>/<br>/ | | • Affirm<br><br>• Affirm<br>• Affirm<br>• Affirm |
| | 26. Increased total training delivery output of EBT from 5% to 8 to 10% | • No. of persons trained<br>• No. of companies implementing EBT | /<br>/ | /<br>/ | | • Affirm<br>• Affirm |
| | 27. Identification of training delivery mix from the network of existing training providers in the area, like:<br>• Institution-based - TVIs, TTIs, SUCs, HEIs, LUCs, LGUs with registered programs | • Rationalized target setting for training delivery mix<br>• Percent increased from 2017 accomplishment/target level<br>• No. of persons enrolled and trained<br>• No. of TTI graduates* | /<br><br>/<br>/<br>/ | /<br><br>/<br>/<br>/ | | • Affirm<br><br>• Affirm<br>• Affirm<br><br>• Affirm<br>• Affirm |

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| | • Enterprise-based - companies implementing apprenticeship and learnership, in-company training for DTS/DTP, companies doing in-house training | | | | | |
| | 28. Expansion of the Trainers Development Program | • No. of trainers trained in higher qualification<br>• Increased no of trainers given assistance | /<br>/ | /<br>/ | | • Affirm<br>• Affirm |
| **Flexibility** | TESD Policy Program | | | | | |
| | 29. Conduct of researches/employers survey/LMIRs/rapid appraisal studies for key economic sectors | • No. of Researches/ Studies/Technology Researches<br>• No. of industry consultations implemented*<br>• No. of partners assisted* | /<br><br>/<br>/ | /<br><br>/<br>/ | | • Affirm<br>•<br> |
| | 30. Formulation and deployment of policies addressing to the requirements of the target industries | • Percentage of stakeholders who rate policies/plans as good or better<br>• No. of TESDCs maintained/strengthened | /<br>/ | /<br>/ | | • Affirm<br>• Affirm |
| | 31. Formulation of TESD plans with strategies and priority | • No. of plans formulated/updated and monitored*<br>• No. of partners given assistance* | /<br><br>/ | /<br><br>/ | | • Affirm<br><br>• Affirm |

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| | programs to address social equity | | | | |
| | TESD Regulatory Program | | | | |
| | 32. Engagement of private sector and existing industry associations/industry bodies/industry council in setting competency and training standards | • No. of consultations, orientations and workshops conducted*<br>• No. of industries engaged/assisted*<br>• No. of programs (training delivery and assessment) developed<br>• Percentage of TVET programs with tie-ups to industry* | /<br><br>/<br>/<br><br>/ | X<br><br>X<br>X<br><br>X | | • Affirm<br><br>• Affirm<br>• Amend (change the term CS/TRs)<br><br>• Affirm |
| | 33. Promotion of training and employment opportunities for informal economy through convergence | • No. of social enterprises established<br>• Percentage compliance of TVET programs to TESDA, industry standards and requirements*<br>• Percentage of registered programs audited (a year after issuance of CTPR)<br>• No. of companies/industries/ partners/ NGAs/ LGUs given assistance*<br>• No. of persons assessed and certified<br>• Percentage of TVET graduates that undergo assessment and certification*<br>• Percentage of skilled workers issued with certification within 7 days of their application* | /<br>/<br><br><br>/<br><br>/<br><br>/<br>/<br><br>/ | /<br>/<br><br><br>/<br><br>/<br><br>/<br>/<br>/ | | • Affirm |
| | 34. Expansion of the assessment and certification | • No. of persons assessed and certified | /<br>/ | /<br>/ | | • Affirm<br>• Affirm |

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| infrastructure, through:<br>▪ Collaboration with ROs for conduct of RLAs<br>▪ Development of TR for Master Assessor<br>▪ Increase companies and TVIs that serves as assessment venues | • Percentage of TVET graduates that undergo assessment and certification*<br>• Percentage of skilled workers issued with certification within 7 days of their application*<br>• No of assessors and ACs accredited<br>• No. o of CATS deployed<br>• No. of RLAs conducted | /<br><br>/<br>/<br>/<br>/ | /<br><br>/<br>/<br>X<br>X | | • Affirm<br><br>• Affirm<br>• Affirm<br>• Affirm<br>• Affirm |
| 35. Expansion of the Free Assessment and Certification for Workers, through on-site assessment | | | | | |
| **TESD Program** | | | | | |
| 36. Implementation of flexible awarding and training arrangements and convergence and collaboration with existing family enterprises or agribusiness companies for possible | • Percentage of graduates from scholarship programs that are employed *<br>• No of graduates from scholarship programs*<br>• No of implementers given assistance<br>• No. of TTI graduates | /<br><br>/<br>/<br>/ | /<br><br>/<br>/<br>/ | | • Affirm<br><br>• Affirm<br>• Affirm<br>• Affirm |

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| | employment and increase productivity of target clients | | | | |
| | 37. Use of convergence and collaboration in the training delivery of existing family enterprises or agribusiness companies for possible productivity of target clients | • No. of persons graduates monitored<br>• No of partnership arrangements forged<br>• No. of TTI graduates* | /<br>/<br>/ | /<br>/<br>/ | • No possible partners to establish family enterprise<br>• Lack of interest of those from the basic sectors<br>• Lack of customized learning materials for the basic sector<br>• Limited/lack of partners/support groups for convergence | • Affirm<br>• Affirm<br><br>• Affirm |

# V.    ORGANIZATIONAL PLANNING PARAMETERS

## A. SUPPORT TO OPERATIONS

### A.1.    Quality Management System (QMS)

1. Quality Management System (QMS) shall be mainstreamed in all levels of operations.
2. Quality, integrity and prompt delivery of service shall be observed at all times by all TESDA personnel.
3. All quality indicators like the process-related targets (like PCTs of SOPs) and customer-related indicators will be set by the concerned Executive Offices and process owners. These quality indicators will be harmonized in the OPCRs and will be included in the IPCRs/CESPES.
4. All operating units (CO, RO, PO/DO, TTIs) are required to institute/establish Quality Circle teams eg. NCR's SWIFT or System for Work Improvement Team or CALABARZON's WINGS or Work Improvement Network Guide System.

### A.2.    Managing the Agency Information Technology Services

1. By 2018, TESDA aims to reach higher level of e-Government evolution from Transactional presence (stage 3) to Connected Presence (Stage 4) through
   a.  Network expansion (wireless network)
   b.  Development of Information System: TESDA Mission Critical Information Systems
   c.  Regional Website Integration
   d.  Network upgrade of Regional Offices
2. TESDA shall cause to upgrade and/or refurbish existing IT infrastructures of the agency at national and regional level to improve monitoring, reporting and processing of information and data generated by different offices and operating units nationwide;
3. The T2MIS shall be continuously enhanced and shall be fully utilized by all operating units at the central, regional and provincial levels.
4. All program/process owners and users shall actively participate and support the development of the appropriate information system and applications that will help hasten processing and protection of TVET information and data;
5. All operating units shall initiate events and activities that will help improve digital literacy and competence of their respective staff.

### A.3.    Monitoring and Evaluation Systems and Procedures

1. Regular and timely submission of performance reports, TVET enrolment and graduates and other required reports shall be strictly observed.
2. The summary of monthly accomplishment reports shall be submitted to management and disseminated to all operating units.
3. TESDA shall exert effort to introduce improved monitoring and reporting systems to achieve accurate and real time data/information through the use of technology. All operating units shall use the online reporting through the TESDA Organizational Performance Monitoring and Reporting System (OPMRS).
4. The printing and publication or posting of processed, consolidated and analyzed information and data for information and reference of all concerned shall be done regularly.

5. All Area Managers (Regional Directors/Provincial/District Directors) shall ensure accuracy, consistency and completeness of all required reports.
6. The existing Corporate Information Systems shall utilize the following methods of official communication, reporting facility and sharing of files/documents:
   a. E-mail (tesda.gov.ph);
   b. Corporate Intranet (File Sharing);
   c. TESDA Organizational Performance Monitoring and Reporting System; and
   d. TESDA Training Management Information System (T2MIS).
7. Synchronized Planning Activities:

| Activity | Date |
|---|---|
| Planning Workshop | January 16-18, 2018 |
| Dissemination of 2018 Planning Guidelines | January 29, 2018 |
| Submission of Regional and Executive Offices' 2018 OPCR | February 12, 2018 |
| Review/Assessment/Feedback/Affirmation by Concerned Office/s of the submitted OPCR | February 19-23, 2018 |
| Endorsement of validated OPCRs to the concerned DDGs for final review and endorsement to the Director General | February 26, 2018 |
| Endorsement of signed OPCR to the Director General | March 2, 2018 |
| Approval of OPCRs by the Director General | March 5, 2018 |
| Distribution of approved/signed OPCR to the concerned offices | March 7, 2018 |
| Preparation and submission of IPCRs based on approved OPCR | 30 days upon receipt of the approved OPCR |

### A.4.    Provision of Incentives and Rewards

1. TESDA shall introduce and/or establish recognition and rewards for outstanding accomplishment and contributions in different levels and categories;
2. All local awards and recognition programs and mechanisms shall be officially recognized as additional basis or stepping blocks for higher/national awards;
3. Concerned Office shall develop a Points System as mechanism or basis to provide incentives or reward to TESDA employees who have shown exceptional character, courage and honesty in the performance of his duties as public servant;

### A.5.    Promotion and Advocacy

1. TESDA shall undertake a purposive multi-media information campaign to inform the public and entice the target partners, clients and beneficiaries on the value and opportunities of TVET programs served by TESDA;
2. TESDA shall allocate ample fund for a serious and dedicated information campaign;

3. All Program and Process Owners shall be required to develop and implement a distinct communication plan for their respective PAPs. However, the plan must be consistent or aligned to the main concept that will be rolled out by TESDA on a corporate level;

4. A Corporate Identity Program shall be rolled out to set and define the standard color, design and layout of TESDA corporate materials being produced and published by all TESDA offices and operating units.

5. TESDA shall participate and/or organize major events and activities that will help promote TESDA's mandate and advocacies, particularly in promoting TVET as a preferred choice among the young people. The TESDA Idol and similar programs shall be continuously implemented to highlight success stories of TVET graduates.

## A.6. Corporate Events and Undertakings

To manage a coordinated conduct of high-level conferences, workshops and consultation activities and to maximize and/or expand the purpose or subjects covered of their official attendance/travel to such activity, the conferences/events shall be organized and rationalized. A Calendar of Events shall be published and updated regularly.

In terms of Directorate meetings, the following schedule shall be observed:

| Activity/Event | ATTENDEES | Frequency/Planned Schedules |
|---|---|---|
| National Directorate Conference General Agenda:<br>- Policies and Planning<br>- Operations<br>- Partnerships<br>- Communities and Local Government | All CO-ExCom Members<br>All Regional Directors<br>All Heads of CO-PMOs<br>TESDA-ACE representative | Quarterly |
| National and Provincial Directorate Conference | All ND members and All PDs and OIC-PDs | Twice a year |
| MYPA/YEPA (coinciding with ND) | All CO-ExCom Members<br>All Regional Directors<br>All Heads of CO-PMOs | July & December 2018 |

## A.7. Partnerships and Collaborations

1. TESDA shall continuously pursue to establish more partnership/collaboration with industry, private corporations, local and international organization to generate additional resources, funds and facilities to help expand provision and delivery of skills training programs and other TESDA services;

2. TESDA shall reach-out and collaborate with special groups and organizations representing the poor, marginalized and underserved social groups as a means to organize and provide them skills and knowledge needed to overcome poverty and deprivation to government's social services;

3. Recognition and awards for partners shall be continuously pursued such as the Kabalikat Awards, etc. New and innovative mechanisms to encourage more partners to work and collaborate with TESDA shall also be developed.

### A.8.  TESDA Knowledge Management

1. An effective TESDA Knowledge Management System will be established and institutionalized to harness and optimize the use of the organization's knowledge assets and translate these to useful information for decision making.
2. TESDA management shall initiate the set-up of physical facility and IT infrastructure that will house and/or secure information, documents and paraphernalia bearing corporate importance.
3. Capacity building programs for TESDA employees on Knowledge Management and use of KM digital tools will be pursued.
4. The TESDA Knowledge Management Hub facility will serve as showcase and storage facility for past and present information, data and objects that represents stories and history of TESDA.

## B. GASS

### B.1.  General Management and Supervision

1. TESDA shall aggressively pursue to be accredited/recognized by international accreditation bodies at national and regional level;
2. TESDA shall ensure and inculcate to all TESDA offices and personnel the delivery of prompt and quality services to all clients and partners;
3. TESDA shall develop and produce printed and web-based materials that underscores practice/observance of safety, integrity and prompt services for information and guidance of TESDA offices and employees;

### B.2.  Administration of Personnel Benefits

1. TESDA shall abide to promptly provide all due benefits to TESDA personnel that are legal and provided by law subject to availability funds;
2. TESDA shall exert effort to continuously nurture healthy and cooperative relationship with the different union chapters of TESDA-ACE nationwide.
3. Participants, attendees and observers of high level/national/international fora, events and engagements shall prepare outright a 1-2 page briefer or factual report on the proceedings, results, commitments or actions carried out for monitoring and information of the concerned office/s. This document is over and above the standard documents/reports required by the office concerned;

| General Administration and Support Services (GASS)* | Success Indicators |
|---|---|
| Integrity Development Plan | • Posted at the TESDA website the latest status of complaints and cases filed against officials and employees of the agency on or before the 5th day of the month after the end of the reference quarter<br>• 100% of the TESDA Efficiency and Integrity Development Plan (EIDP) programs/projects for 2018 implemented as scheduled |

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| | • 100% SALN (including e-copies) of all staff submitted to oversight agencies by April 30, 2018 |
| Strategic Performance Management System | • 2018 OPCR submitted to oversight agencies by end of March 2018<br>• Annual OPCR Accomplishments with self-ratings submitted to Planning Office by January 15, 2018<br>• OES-PES / IPCR 2018 commitments (1st and 2nd Sem) submitted to HRMD / FASD by end of April 2018 (after receipt of the approved OPCR commitments)<br>• OES-PES / IPCR 2018 commitments to include QMS related Success Indicators<br>• IPCR accomplishments submitted to HRMD / FASD on the 1st week of August 2018 for the first semester rating and 1st week of February 2019 for the second semester rating |
| Financial Management (Fund Utilization) | • Allotted funds for priority programs/projects/activities (P/P/A) and commitments of TESDA (where Obligation BUR = total obligation/total allotment) utilized 100%<br>   ○ 1st quarter – 16%<br>   ○ 2nd quarter – 34%<br>   ○ 3rd quarter – 25%<br>   ○ 4th quarter – 25%<br>• Notice of Cash Allocation (NCA) for various programs/projects/activities (P/A/P) utilized (where Disbursement BUR = NCA/Obligation)<br>   ○ 1st quarter – 100%<br>   ○ 2nd quarter – 100%<br>   ○ 3rd quarter – 100%<br>   ○ 4th quarter – 100%<br>• Monthly Statement of Appropriations, Allotment, Obligations and Balances (SAAOB) report using FAR No. 1 template submitted to oversight agencies not later than the 10th working day after the reference month<br>• Quarterly Budget and Financial Accountability Reports (BFAR) submitted to oversight agencies not later than the 25th day after the reference quarter<br>• Quarterly report of actual income submitted to oversight agencies not later than the 5th working day of the month following the reference month |
| Financial Accountability | • Cash Advances liquidated/settled within the prescribed period and submitted the following accounts to oversight agencies not later that the 15th day of the month following the reference quarter:<br>   ○ Due from Officers and Employees<br>   ○ Advances to Officers and Employees<br>   ○ Advances for Operating Expenses (if applicable)<br>   ○ Advances to Special Disbursing Officers (if applicable)<br>   ○ Advances for Payroll<br>*NOTE: Requirements for the granting of PBB include liquidation of cash advances within the prescribed period.* |

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| | *Failure to do so will mean disqualification from receiving the PBB.* |
| Compliance to COA Observations | • Status report on 100% compliance on actions taken on COA recommendations submitted to oversight agencies every 5th day of the month following the reference quarter (March, June, September and December)<br>• Quarterly reports submitted to oversight agencies every 5th day of the month following the reference quarter<br> ○ 100% Settlement of Suspensions within the prescribed period (within 90 days)<br> ○ Appeal on Notices of Disallowance (if any) submitted to COA within the prescribed period (within 6 months) |
| Selection and Recruitment | • Issued appointments to 80% of CO/ROPO/IU vacant positions as of end of December 2017 by the end of December 31, 2018<br> - For Salary Grades 1-17 (To be processed at ROPO/IU level) = 398 vacant positions as of end of December 2017<br> - For Salary Grades 18 and above (To be processed at CO level) = 138 vacant positions as of end of December 2017 |
| Learning and Development | • Programs for 2017 (not implemented) and 2018 (per TNA Result) under the Workforce Training and Investment Plan implemented by the end of December 2018<br>• 100% application documents for foreign scholarship training processed and endorsed to sponsoring organization by end of December 2018. |
| | • Teambuilding exercises conducted every 2 years<br>• Study tour / "lakbay aral", for purposes of QMS benchmarking, with prior approval by the Director General, implemented as required. |
| FOI Manual | • 100% of Requests for information requested through FOI provided, subject to provisions of People's FOI Manual and its exceptions. |
| Agency Procurement Compliance Performance Indicator (APCPI) | • APCPI submitted on or before March 31, 2018 as mandated by law.<br>• Training for regional procurement focals on APCPI conducted by end of January 2018. |
| Transparency Seal and Compliance | • 100% compliance with Transparency Seal requirements in accordance with 2018 General Appropriations Act (GAA), IATF Memorandum Circular 2015-1, and other Joint Circulars and Memorandum that may be issued by agencies in authority:<br> ○ Agency's mandates and functions, names of its officials with their position and designation, and contact information<br> ○ Approved budgets and corresponding targets immediately upon approval of 2018 GAA<br> ○ Modifications made pursuant to the general and |

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| | special provisions in 2018 GAA<br>e.g.<br>- TWSP Requirement: posting of the list of scholars with e-signatures for a period of 3 years<br>- STEP Requirement: list of programs implemented, list of names and address of trainees<br>o Annual Procurement Plan (APP) for Common Used Supplies and Equipment (CSE) and non-CSE<br>o posting of contracts awarded and the name of contractors/suppliers/consultants – every procurement activity<br>o Budget and Financial Accountability Reports, pursuant to COA and DBM J.C. No. 2014-1 dated July 1, 2014<br>o Annual Reports on the status of income authorized by law to be retained and/or used and be deposited outside of the National Treasury, which shall include the legal basis for its retention and/or use, the beginning balance, income collected and its sources, expenditures and ending balances for the preceding fiscal year<br>o System Ranking of Delivery Units and Individuals<br>o Quality Management System Certified by international certifying body or Agency Operations Manual<br>o Status of Cases (if applicable), as required under Administrative Order No. 340, s. 2013:<br>    ▪ Pending Cases<br>    ▪ Released Decision<br>    ▪ Cases with Entry Judgement<br>o Net Worth of Officials, as required under CSC Republic Act No. 6713<br>o Status report on the COA findings and recommendations |
| ARTA Requirements | • Posting in conspicuous places and on TESDA website of Citizen's Charter for frontline services<br>• Presence of the following:<br>  - Anti-fixer poster<br>  - Manned Public Assistance Counter<br>  - Courtesy lanes for elderly, differently-abled, and pregnant women<br>  - No noon break poster<br>  - Smoke-free poster<br>  - Designated smoking areas |
| Foreign Travels | • Pursuant to the January 3, 2018 Memorandum from the Executive Secretary, official foreign travel of all government officials and personnel shall only be allowed if it satisfies three (3) minimum criteria:<br>    a) The purpose of the trip is strictly within |

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| | <ol type="a" start="2"><li>the mandate of the requesting government official or personnel;</li></ol>b) the projected expenses for the trip are not excessive; and<br>c) the trip is expected to bring substantial benefit to the country.<br><br>• Foreign personal or private travel without cost to the government shall only be allowed if appropriate travel authorization is obtained from his/her agency, has accomplished the requisite leave forms and his/her absence shall not hamper the operational efficiency of the office, a certification shall be issued by the head of concerned office with regards to latter<br>• Quarterly report submitted to OP, through the Executive Secretary, on all travel authorities issued for official and personal foreign trips of TESDA officials and personnel |
| Cash-based budget system rather than an obligation based budget system | • Pursuant to the GAA FY 2018, all 2018 obligations shall be disbursed within 2018 to fully execute the budget to deliver goods and services<br>• One year obligations is supported by one year cash appropriations. |
| Rental of Office Space | • The fees for rental of office space should be based on the classification of where the building is being rented, e.g. 1st class, 2nd class, etc and should not exceed the prevailing rates within that area<br>• To address this, concern, ROPOs presently renting office space shall arrange to secure its own permanent office either thru lot donation or "lease to own" scheme similar to that adopted by Region XI<br>• Those with acquired lot donations shall work on the titling of the property. |
| Environment and Occupational Safety and Health (EOSH) Plan | • OSH Action Plan to be formulated by end of 1st quarter of 2018 |

**PERFORMANCE MEASUREMENT AND MANAGEMENT SYSTEM (PMMS)**

**Technical Education and Skills Development Authority**

**OFFICE PERFORMANCE COMMITMENT AND REVIEW**

I, _____, (Designation/Position), (Office) commits to deliver and agree to be rated on the attainment of the following targets in accordance with the indicated measures for the period January to December 31, 2018.

| RATING SCALE | |
|---|---|
| | 5 - Outstanding    (Extraordinary level of achievement) |
| | 4 - Very Satisfactory  (Performance exceeded expectations) |
| | 3 - Satisfactory (Performance met expectations ) |
| | 2 - Unsatisfactory (Performance failed to meet expectations) |
| | 1 - Poor    ( Performance was consistently below expectations) |

| P/A/P | Success Indicators (Targets + Measures) | Allotted Budget (in P'000) | Operating Unit Accountable | Accomplishments (as of _____) | Self-Rating | Validated Rating | Remarks (for validation purposes) |
|---|---|---|---|---|---|---|---|
| **Technical Education and Skills Development Policy Program** | | | | | | | |
| TESD Polices and Plans | Number of policies developed and issued or updated and disseminated | | ROPO/ Planning Office/ National Institute for Technical Education and Skills Development/ QSO/ Certification Office/ Partnerships and Linkages Office/ Administrative Service/ Financial and Management Services/ TESDA Board | | | | |

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|---|---|---|---|---|---|---|---|
| | 93% of stakeholders who rate policies/plans as good or better * | | ROPO/ Planning Office/ National Institute for Technical Education and Skills Development/ QSO/ Certification Office/ Partnerships and Linkages Office/ Administrative Service/ Financial and Management Services/ TESDA Board | | | | |
| | Percentage of policies that are updated, issued and disseminated in the last three (3) years | | ROPO/ Planning Office/ National Institute for Technical Education and Skills Development/ QSO/ Certification Office/ Partnerships and Linkages Office/ Administrative Service/ Financial and Management Services/ TESDA Board | | | | |
| | Number of National, Regional/Provincial TESD Plans formulated/updated | | ROPO/ Planning Office | | | | |
| | Monitoring of Plan Implementation prepared and submitted to Planning Office | | ROPO/ Planning Office | | | | |
| Labor Market Information Report/ Research Studies | Number of LMIRs published and disseminated to COROPO, TechVoc providers and other stakeholders | | ROPO / Planning Office | | | | |
| | Number of Researches/ Studies/ Technology Researches | | ROPO/ Planning Office/ National Institute for Technical Education and Skills Development/ QSO/ Certification Office/ Partnerships and Linkages Office/ Administrative Service/ Financial and Management Services/ TESDA Board | | | | |
| | Number of research/es developed for National Technology Research Agenda (NTRA) | | ROPO / Planning Office | | | | |
| Innovation and Technology Researches | Existing system for incentivizing partners expanded | | National Institute for Technical Education and Skills Development | | | | |
| | Number of innovation and technology researches conducted | | ROPO/ National Institute for Technical Education and Skills Development | | | | |
| | Number of partners assisted / given incentives | | ROPO/ National Institute for Technical Education and Skills Development | | | | |
| TESD Committees | TESDCs maintained and strengthened | | ROPO / Planning Office | | | | |
| | Number of meetings conducted | | ROPO / Planning Office | | | | |
| | Number of TESDC Resolutions | | ROPO / Planning Office | | | | |
| | % of TESDC Resolutions raised to the TESDA Board | | ROPO / Planning Office | | | | |

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|---|---|---|---|---|---|---|---|
| | Capability building programs for TESDC members conducted | | ROPO / Planning Office | | | | |
| Skills Needs Anticipation | One (1) Manual/Guidelines developed and disseminated | | Planning Office | | | | |
| | Capacity building programs for planners implemented | | Planning Office | | | | |
| | Number of POs/DOs utilizing the manual | | ROPO/ Planning Office | | | | |
| | Number of industry consultations held | | ROPO/ Planning Office | | | | |
| Implementation of Philippine Qualifications Framework/ ASEAN Qualifications Referencing Framework | Number of consultations/orientations conducted | | ROPO/ QSO | | | | |
| | Number of partners given assistance | | | | | | |
| Implementation of Universal Access to Quality Tertiary Education | Number of consultations/orientations conducted | | ROPO/ National Institute for Technical Education and Skills Development | | | | |
| | Number of partners assisted | | | | | | |
| Participation to the World Skills Competition | Regional Skills Competition conducted | | ROPO/ ODDG TESDO | | | | |
| **Technical Education and Skills Development Regulatory Program** | | | | | | | |
| TVET Program Registration and Accreditation | Number of new programs registered | | ROPO / Certification Office | | | | |
| | Number of new programs registered under Enterprise-based Training | | ROPO / Certification Office | | | | |
| | Number of STAR rated programs/APACC accreditation recognized | | ROPO / Certification Office | | | | |
| | 100% of registered accredited TVET programs audited * | | ROPO / Certification Office | | | | |
| | 85% compliance of TVET programs to TESDA, industry standards and requirements * | | ROPO / Certification Office | | | | |
| | 42% of TVET programs with tie-ups to industry * | | ROPO / Partnerships and Linkages Office | | | | |
| Competency Assessment and Certification | Number of skilled workers assessed for certification | | ROPO / Certification Office | | | | |
| | 85% of TVET graduates that undergo assessment for certification * | | ROPO / Certification Office | | | | |
| | 90% of skilled workers issued with certification within seven (7) days of their application * | | ROPO / Certification Office | | | | |
| | 85% of graduates in programs with training regulations certified within five (5) days after graduation | | ROPO / Certification Office | | | | |
| | Number of industries engaged in assessment and certification | | ROPO / Certification Office | | | | |

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|---|---|---|---|---|---|---|---|
| | Number of assessors accredited | | ROPO / Certification Office | | | | |
| | Number of assessment centers accredited | | ROPO / Certification Office | | | | |
| | Number of CATS deployed | | Certification Office | | | | |
| | Number of RLAs conducted | | Certification Office | | | | |
| Development of Training Regulations | Number of TRs reviewed / updated / developed | | Qualifications and Standards Office | | | | |
| | Number of Competency Standards/ TRs developed for higher qualifications | | | | | | |
| | Number of consultations, orientations and workshops for development of competency standards/training regulations | | | | | | |
| Promotion of Emerging Green Jobs and Future Skills | Number of higher level qualifications registered (institutions, companies and online) | | ROPO / Qualifications and Standards Office | | | | |
| | Number of companies / industries assisted | | | | | | |
| **Technical Education and Skills Development Programs** | | | | | | | |
| | Number of TTI enrollees | | ROPO / Planning Office | | | | |
| | Number of TTI graduates * | | ROPO / Planning Office | | | | |
| | 65% graduates from technical education and skills development scholarship programs that are employed * | | ROPO / Planning Office | | | | |
| | Average number of training hours per trainee | | ROPO / National Institute for Technical Education and Skills Development | | | | |
| | Percentage of TTI training applications acted upon within two (2) weeks | | ROPO / National Institute for Technical Education and Skills Development | | | | |
| | Number of training institutions/establishments/assessment centers provided with technical assistance * | | ROPO / Certification Office | | | | |
| **Scholarship Programs** | Number of graduates from technical education and skills development scholarship programs * | | ROPO / TESDA Scholarships - PMO / Administrative Service / Financial Management Services | | | | |
| Training for Work Scholarship Program (TWSP) | Number of TWSP subsidized enrollees | | ROPO / TESDA Scholarships - PMO / Administrative Service / Financial Management Services | | | | |
| | Number of TWSP subsidized graduates | | | | | | |
| Special Training for Employment Program (STEP) | Number of enrollees | | ROPO / TESDA Scholarships - PMO / Administrative Service / Financial Management Services / Certification Office | | | | |
| | Number of graduates | | | | | | |

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|---|---|---|---|---|---|---|---|
| Private Education Student Financial Assistance (PESFA) | Number of enrollees | | ROPO / TESDA Scholarships - PMO / Administrative Service / Financial Management Services / Certification Office | | | | |
| | Number of graduates | | | | | | |
| Institution-based Training Program | Number of enrollees | | ROPO / Planning Office | | | | |
| | Number of graduates | | | | | | |
| Enterprise-based/Apprenticeship Program | Number of enrollees | | ROPO / Partnerships and Linkages Office | | | | |
| | Number of graduates | | | | | | |
| | Number of companies implementing Enterprise-Based Training | | | | | | |
| Community-based Training Program | Number of enrollees | | ROPO / Planning Office | | | | |
| | Number of graduates | | | | | | |
| Trainers Development Program | Number of TVET trainers trained ( TM) | | ROPO / National Institute for Technical Education and Skills Development | | | | |
| | Number of TVET trainers provided with skills upgrading | | | | | | |
| | Number of trainers trained in higher qualifications | | | | | | |
| ICT enabled Systems - TESDA Online Program | Number of additional courses | | e-TESDA PMO | | | | |
| | Number of additional registered users | | e-TESDA PMO | | | | |
| **Other Priority Programs** | | | | | | | |
| Skills Training for Drug Dependents | Number of persons trained | | ROPO/ ODDG TESDO | | | | |
| Special Skills Training for Individual and Family Enterprises | Number of persons trained | | ROPO/ ODDG TESDO | | | | |
| Skills Training Program for Inmates and their Families | Number of persons trained | | ROPO/ ODDG TESDO | | | | |
| OFW Re-integration | Number of persons trained | | ROPO/ ODDG PL | | | | |
| Expanded Program for Women and PWDs | Number of persons trained | | ROPO / ODDG PP | | | | |
| Special Skills Training for Indigenous Peoples | Number of persons trained | | ROPO/ ODDG PL | | | | |
| **Support to Operations** | | | | | | | |
| Communication Program | 2018 Communication Plan for major programs/activities developed and rolled out | | ROPO / Public Information Unit | | | | |
| | Fourty-eight (48) press releases developed/disseminated | | ROPO / Public Information Unit | | | | |

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|---|---|---|---|---|---|---|---|
| | 100% of requests for TV appearances/radio guestings/ interviews accommodated | | ROPO / Public Information Unit | | | | |
| | On demand upon request, accommodation/conduct of press briefings/media coverage | | ROPO / Public Information Unit | | | | |
| | 1 exhibit/job fair participated-in/conducted every quarter | | ROPO / Public Information Unit | | | | |
| 2017 Annual Report | 2017 Annual Report prepared, submitted and disseminated | | COROPO / Planning Office | | | | |
| Gender and Development | 2020 GAD Plan and Budget and 2018 GAD Accomplishment Report of Central Office prepared by TWG, reviewed by TWC, and endorsed to PCW thru GMMS not later than end of March 2019 | | COROPO / TESDA Women Center | | | | |
| | 2020 GAD Plan and Budget and 2018 GAD Accomplishment Report of Regional Offices prepared by TWG, reviewed by TWC, and endorsed to PCW thru GMMS not later than end of March 2019 | | COROPO / TESDA Women Center | | | | |
| Establishment of a Quality Management System (QMS) | ISO certification sustained and/or upgraded (ie. ISO 9001:2015) | | ROPO / Certification Office / Qualifications and Standards Office / Administrative Service / Financial Management Services / National Quality Management Committee | | | | |
| Citizens Charter/Anti-Red Tape Act (ARTA) Implementation | At least 90% client satisfaction rate on Quality of Services and Quality of Facilities achieved | | COROPO / Administrative Service | | | | |
| | 100% of client satisfaction feedback / complaints / recommendations acted upon as prescribed per process | | COROPO / Administrative Service | | | | |
| ARTA Requirements | Posting of conspicuous places and on TESDA website of Citizen's Charter for frontline services | | COROPO / Administrative Service | | | | |
| | Presence of the following: <br> - Anti-fixer poster <br> - Manned Public Assistance Counter <br> - Courtesy lanes for elderly, differently-abled and pregnant women <br> - No noon break poster <br> - Smoke-free poster <br> - Designated smoking areas | | COROPO / Administrative Service | | | | |
| Cash-based budget system (rather than an obligation based budget system) | Pursuant to the GAA FY 2018, all 2018 obligations shall be disbursed within 2018 to fully execute the budget to deliver goods and services | | COROPO / Administrative Service | | | | |
| | One year obligations is supported by one year cash appropriations | | COROPO / Administrative Service | | | | |
| Rental of Office Space | The fees for rental of office space should be based on the classification of where the building is being rented (e.g. 1st class, 2nd class, etc. and should not exceed the prevailing rates within that area | | COROPO / Administrative Service | | | | |

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| | To address this concern, ROPOs presently renting office space shall arrange to secure its own permanent office either thru lot donation or "lease to own" scheme similar to that adopted by Region XI | | COROPO / Administrative Service | | | | |
| | Those with acquired lot donations shall work on the titling of the property | | COROPO / Administrative Service | | | | |
| Environment and Occupational Safety and Health (EOSH) Plan | OSH Plan to be formulated by end of 1st quarter of 2018 | | COROPO / Administrative Service | | | | |
| Development of Information Systems | TESDA Mission Critical Information Systems developed | | Planning Office | | | | |
| | Network Connectivity expanded | | Planning Office | | | | |
| Website / Information System Maintenance (Central Office/ Regional/ Provincial Offices) | Website content / periodic reports posted / updated | | Planning Office | | | | |
| **General Administrative Support Services (GASS)** | | | | | | | |
| Integrity Development Plan | Posted at the TESDA website the latest status of complaints and cases filed against officials and employees of the agency on or before the 5th day of the month after the end of the reference quarter | | Administrative Service | | | | |
| | 100% the EIDP programs/projects implemented as scheduled | | Administrative Service | | | | |
| | 100% of Statement of Assets, Liabilities, and Net Worth (SALN) of all staff and officials submitted to oversight agencies by 30 April 2018 | | ROPO/ Planning Office/ National Institute for Technical Education and Skills Development/ Certification Office/ Partnerships and Linkages Office/ Administrative Service/ Financial and Management Services/ | | | | |
| Strategic Performance Management System | 2018 Agency OPCR submitted to oversight agencies | | Planning Office | | | | |
| | 2018 Office Performance Commitment and Review (OPCR) prepared and submitted | | ROPO/ Planning Office/ National Institute for Technical Education and Skills Development/ Certification Office/ Partnerships and Linkages Office/ Administrative Service/ Financial and Management Services | | | | |
| | Annual OPCR Accomplishments with self-ratings submitted to the Office PMT | | ROPO/ Planning Office/ National Institute for Technical Education and Skills Development/ Certification Office/ Partnerships and Linkages Office/ Administrative Service/ Financial and Management Services | | | | |

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| | IPCR 2018 (commitments) submitted to the office PMT 30 calendar days after receipt of approved OPCR commitments | | ROPO/ Planning Office/ National Institute for Technical Education and Skills Development/ Certification Office/ Partnerships and Linkages Office/ Administrative Service/ Financial and Management Services | | | | |
| | IPCR accomplishments submitted to the Office PMT on the 4th week of August for the first semester (evaluation with preliminary rating) and 2nd week of February for the second semester (with annual IPCR rating) | | ROPO/ Planning Office/ National Institute for Technical Education and Skills Development/ Certification Office/ Partnerships and Linkages Office/ Administrative Service/ Financial and Management Services | | | | |
| | Summary of IPCR ratings submitted within 30 calendar days upon receipt of approved OPCR rating (covering accomplishment in the previous year) | | ROPO/ Planning Office/ National Institute for Technical Education and Skills Development/ Certification Office/ Partnerships and Linkages Office/ Administrative Service/ Financial and Management Services | | | | |
| Financial Management (Fund Utilization) | Allotted funds for priority programs/projects/activities (P/P/A) and commitments of TESDA (where Obligation BUR=total obligation/total allotment) utilized 100%<br>    1st quarter - 16%<br>    2nd quarter - 34%<br>    3rd quarter - 25%<br>    4th quarter - 25% | | COROPO/ Financial and Management Services | | | | |
| | Notice of Cash Allocation (NCA) for various programs/projects/activities (P/A/P) utilized (where Disbursement BUR = NCA/Obligation)<br><br>    1st quarter - 100%<br>    2nd quarter - 100%<br>    3rd quarter - 100%<br>    4th quarter - 100% | | ROPO/ Financial and Management Services | | | | |
| | Monthly Statement of Appropriations, Allotment, Obligations and Balances (SAAOB) report using the FAR no. 1 template submitted to oversight agencies not later than the 10th working day after the reference month | | ROPO/ Financial and Management Services | | | | |
| | Quarterly Budget and Financial Accountability Reports (BFAR) submitted to oversight agencies not later than the 25th day after the reference quarter | | ROPO/ Financial and Management Services | | | | |
| | Quarterly report of actual income submitted to oversight agencies not later than the 5th working day of the month following the reference month | | ROPO/ Financial and Management Services | | | | |
| Financial Accountability | Cash Advances liquidated / settled within the prescribed period and submitted the following accounts to oversight agencies not | | COROPO/ Financial and Management Services | | | | |

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| | later than the 15th day of the month following the reference quarter:<br>  - Due from Officers and Employees<br>  - Advances to Officers and Employees<br>  - Advances for Operating Expenses (if applicable)<br>  - Advances to Special Disbursing Officers (if applicable)<br>  - Advances for Payroll<br><br>NOTE: Requirements for granting of PBB include liquidation of cash advances within the prescribed period. Failure to do so will mean disqualification from receiving the PBB | | | | | |
| Compliance to COA Observations | Status report on 100% compliance on actions taken on COA recommendations submitted to oversight agencies every 5th day of the month following the reference quarter (March, June, September and December) | | ROPO/ Financial and Management Services | | | |
| | Quarterly reports submitted to oversight agencies every 5th day of the month following the reference quarter<br>  - 100% Settlement of Suspensions within the prescribed period<br>    (within 90 days)<br>  - Appeal on Notices of Disallowance submitted to COA within<br>    the prescribed period (within 6 months) | | ROPO/ Financial and Management Services | | | |
| HRD Interventions<br>(Recruitment and Selection) | Issued appointments to 80% of vacant positions by end of December 2018<br><br>  - For Salary Grades 1-17 (To be processed at ROPOTI level)<br>   = 398 vacant positions as of end of December 2017)<br>  - For Salary Grades 18 and above (To be processed at CO<br>   level) = 138 positions as of end of December | | ROPO/ Administrative Service | | | |
| Learning and Development | Programs for 2017 (not implemented) and 2018 (per TNA Result) under the Workforce Training and Investment Plan implemented by end of December 2018. | | ROPO/ Administrative Service | | | |
| | Teambuilding exercises conducted every 2 years | | ROPO/ Administrative Service | | | |
| | Study tour/ "*lakbay aral*", for purpose of QMS benchmarking, with prior approval by the Director General, implemented as required | | ROPO/ Administrative Service | | | |
| Freedom of Information (FOI) Manual | 100% of request for information requested through FOI provided, subjected to provisions of People's FOI Manual and it's exception | | ROPO/ Administrative Service | | | |
| HRD Interventions<br>(Capacity Building of Staff) | Training opportunities to 80% of staff provided by end of December 2018 | | ROPO/ Administrative Service | | | |
| | Programs for 2018 under the Workforce Training Development Plan implemented by end of December 2018 | | ROPO/ Administrative Service | | | |
| | Career Development and Succession Plan approved by end of June 2018 | | ROPO/ Administrative Service | | | |
| | 100% application documents for foreign scholarship training processed and endorsed to sponsoring organization by end of December 2017 | | ROPO/ Administrative Service | | | |

| Agency Procurement Compliance Performance Indicator (APCPI) | Agency Procurement Compliance Performance Indicator (APCPI) submitted on or before December 1, 2018 as mandated by law. | | ROPO/ Administrative Service | | | | |
|---|---|---|---|---|---|---|---|
| | Training for regional procurement focals on APCPI conducted by end of January 2018. | | ROPO/ Administrative Service | | | | |
| Transparency Seal Compliance | 100% compliance with Transparency Seal requirements in accordance with 2017 General Appropriations Act (GAA), IATF Memorandum Circular 2015-1, and other Joint Circulars and Memorandum that may be issued by agencies in authority: | | Financial and Management Service/ Administrative Service/ Planning Office | | | | |
| | - Agency's mandates and functions, names of its officials with their position and designation, and contact information. | | Administrative Service | | | | |
| | - Approved budgets and corresponding targets immediately upon approval of 2018 GAA. | | Financial and Management Service | | | | |
| | - Modifications made pursuant to the general and special provisions in GAA 2018<br><br>  - TWSP requirement: posting of the list of scholars with e-signatures for a period of 3 years.<br>  - STEP requirement: list of programs implemented, list of names and addresses of trainees | | Financial and Management Service | | | | |
| | - Annual Procurement Plan (APP) for Common used Supplies and Equipment (CSE) and non-CSE | | Administrative Service | | | | |
| | - Posting of contracts awarded and the name of contractors/suppliers/consultant - every procurement activity | | Administrative Service | | | | |
| | - Major program and projects categorized in accordance with the 5 KRAs under EO 43, s. 2011 and their target beneficiaries | | COROPO / Planning Office | | | | |
| | - Status of implementation of said programs/projects and project evaluation and /or assessment reports - every end of quarter. | | COROPO / Planning Office | | | | |
| | - Budget and Financial Accountability Reports, pursuant to COA and DBM J.C. No. 2014-1 dated July 1, 2014 | | COROPO / Financial and Management Service | | | | |
| | - Annual Reports on the status of income authorized by law to be retained and/or used and be deposited outside of the National Treasury, which shall include the legal basis for its retention and/or use, the beginning balance, income collected and its sources, expenditures and ending balances for the preceding fiscal year | | Financial and Management Service | | | | |
| | - System Ranking Delivery Units and Individuals | | Administrative Service | | | | |
| | - Quality Management System Certified by international certifying body or Agency Operations Manual | | National Quality Management Committee | | | | |
| | - Status of Cases (if applicable), as required under Administrative Order No. 340, s. 2013: | | Administrative Service | | | | |

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|---|---|---|---|---|---|---|---|
| | - Pending Cases<br>- Released Decision<br>- Cases with Entry Judgement | | | | | | |
| | - Net Worth of Officials, as required under CSC Republic Act No. 6713 | | Administrative Service | | | | |
| | - Status report on the COA findings and recommendations | | Financial and Management Service | | | | |
| | Sub-Total (P'000) | GASS | | | | | |
| | Sub-Total (P'000) | STO | | | | | |
| | Sub-Total (P'000) | OPNS | | | | | |
| | Sub-Total (P'000) | Other Priority Programs | | | | | |
| | TOTAL | | | | | | |

**Final Average Rating**
**Adjectival Rating**

| Submitted by: | Endorsed by: | Approved by: |
|---|---|---|
| | | |
| Regional Director | Deputy Director General | Director General |

With comments/observations: