

NITESD INPUT TO 2017 PLANNING GUIDELINES

1. Training Program Implementation

Training program implementation by TESDA Technology Institutions is being monitored by the Regional Office as part of Area Management. The Regional Office will review, process, prepare and consolidate the reports pertaining to the Agency's commitments and submit to the concerned Offices at the Central Office such as NITESD, Planning Office and Certification Office. The TTIs have the following performance indicators:

- a. Enrollment, Assessed, Graduate and Certified (All modality such as regular, community based programs, TWSP, STEP, etc.)
 - No. of Enrollees
 - No. of Assessed
 - No. of graduates
 - No. of Certified
- b. Transparency of service and client service satisfaction (only for regular training programs)
 - Every year, all TTIs are required to submit their annual training plan for regular programs in the form of Training Calendars. TESDA Regional Directors as the Area Managers are expected to submit these plans to NITESD not later than 30th of January 2017.
 - Schedule of Training Implementation. Part of TTIs service commitment to its clients is their adherence to the training schedule that have been approved by their respective Area Managers. Each TTI is expected to run at least eighty percent (80%) of these training programs within one month of their original/approved schedule.
 - Another form of TTIs' good client service is providing quality service time to each client. Each TTI is expected to render at least an average of one hundred (100) training hours per trainee.
 - Quick response to every training application is another indicator of TTIs' quality service. Whether it is for enrollment, for referral or for appropriate action, TTIs are expected to provide timely action to at least ninety (90%) of the training applications coming-in to their respective offices.
 - Each TTI is expected to get and process client feedbacks.

2. Conduct of National Competency Assessment

- a. Mandatory National Competency Assessment

As per UTPRAS guidelines, programs with TR are expected to administer the national competency assessment of their trainees prior to graduation.
- b. National Competency Assessment for Walk-in clients

In order not to disrupt the training programs of the TTIs, they are advised to include in their planning guidelines the tentative schedule of national competency assessment for their walk-in clients for the whole year.

3. Building, Facility and Equipment Maintenance System (BFEMS)

In order for TTIs to provide quality service, it is imperative that they have established their own Building, Facility and Equipment Maintenance System.

- a. All TTIs are advised to create/re-activate a committee/team that will manage the planning and implementation of the annual maintenance activities of the center/school.
- b. Having an annual maintenance plan is a key to uninterrupted and quality training operations. All TTIs are required to submit to their respective Regional offices, their Annual Building, Facilities and Equipment Maintenance Plan. Furthermore, they are strongly advised to include in their maintenance plan the application of green technology.

4. Income Generating Project/Sariling Sikap Program

The Income Generating Project/Sariling Sikap Program is one of the financial/source that fund the TTIs could work on to gain and practice self reliance to enable them to help their beneficiaries. The IGP will be monitored so that we could guide and provide them capability programs that will enable them to efficiently and effectively manage their funds.

5. Technology Research

The need for Technology Research in our TTIs is very important for the quality and improvement of their operations and procedures. They need to institutionalize the culture of research for them to be able to cope up with global competitiveness and acquisition of quality awards.

- a. All TTIs are advised to establish/re-activate a research committee/team that will manage the research and development in their respective TTIs. Other functions of the team are to promote the conduct of technology research at the institutional level, establish research partners and sponsors and review and recommend advantageous research studies that will qualify and merit fitted National funding support.
- b. All TTIs are encouraged to submit technology research study that focus on innovation as entry to the Technology Research Forum tentatively scheduled on the 3rd quarter of the year.

6. Quality Management System

Part of the Agency's commitment to provide quality assured programs is its adoption of several quality awards systems such as APACC, STAR Rating System and East Asia Summit TVET Quality Assurance Framework (EAS TVET QAF) as quality management mechanisms for TTIs.

- a. TTIs are advised to create/re-activate a Quality Management Committee/Team that will lead the installation and maintenance of quality awards in their respective TTIs.
- b. All TTIs are required to subject their institution for APACC accreditations and their programs, systems and procedures to STAR Rating System. Furthermore, they are required to submit their annual quality management plan to their respective Regional Offices.
- c. All TTIs are encouraged to subject their systems and procedures to EAS TVET QAF

7. Institutional Development Plan (IDP)

In year 2000, all TESDA Training Institutions were directed to prepare and submit Five-Year (2001-2005) Institutional Development Plan. The main objective then was to strengthen the overall operation of the institutions and make the TTIs more attractive for devolution.

In 2010 the Office of the Deputy Director General in Field Operations issued another memorandum requiring the TTIs to revisit their accomplishments vis-a-vis the plan and to prepare new IDPs for the year (2011-2015) focusing on self-reliance through viable income generation projects.

Now that the 2011-2015 IDP implementation has lapsed the TTIs are expected to:

- Report what has been accomplished from the 2011-2015 IDP;
- Prepare new IDP for 2017-2022, The focus of the plan are as follows: (1) how will they improve their training programs breadth and depth (i.e. offering higher level courses/qualifications, offering wide range of interrelated qualifications at the same level or different levels); (2) Adoption of green technology in their curriculum and operation; (3) ensuring sustainable operations

8. Training and Development Program for TTI Staff

- a. The TTIs shall design and implement a capability building programs for their personnel:
 - Trainers:
 - No. of trainers trained on higher level and current technology thru Industry Immersion;
 - No. of trainers trained on higher level technology thru institution-based skills upgrading program; and
 - No. of trainers trained in TM Level II competencies
 - Non-teaching staff:
 - No. of Non-teaching staff trained
- b. The TTIs shall update the number of their accredited assessors.

9. Career Guidance and Advocacy Program

- a. The TTIs shall implement Career Guidance & Advocacy Program (CGAP) to prospective TVET students to provide them with career advising services and updated labor market information which will guide them in career selection.
- b. The career guidance and advocacy activities will include career profiling, career orientation, career talk, and career advising.
- c. The TTIs will be monitored and evaluated based on the following information:
 - Number of client profiled
 - Number of Career Orientations conducted
 - Number of Students who attended Career Orientation
 - Number of Career Talks conducted
 - Number of Students who attended the career talk
 - Number of Student provided with career advice
- d. TTIs and TTI shall submit a monthly report on the program and activities undertaken to the TESDA Regional Office for consolidation to be submitted to the NITESD.

10. Job Linkaging and Networking Services

- a. The TTIs are directed to conduct the program and activities provided in TESDA Circular No. 38 series of 2016 entitled “Establishing a Job Linkaging and Networking Services in Public and Private TVIs and TTIs.” The objectives of the Job Linkaging and Networking Services (JoLiNS) are to shorten the length of job search of graduates, provide practical information on job searching and establish a post training assistance to graduates and alumni.
- b. The program and activities of the Job linkaging and Networking Services will be delivered using the following platforms: Blue Desk, Information Education Communication, Networking and Linkaging, and Guidance and Training for Employment.
- c. The TTIs will be monitored and evaluated based on the following information:
 - *Blue Desk Platform*
 - Number of clients referred for job vacancies/opportunities
 - Number of clients referred for available scholarship slots
 - Number of TVET graduates link to government and non-government organizations for business development support (e.g., provision of initial capital, business consulting, etc.)
 - Number of developed Information Education Communication materials disseminated
 - Number of acquired Information Education Communication materials disseminated
 - *Guidance and Training for Employment Platform (GTEP)*
 - Number of entrepreneurship training programs conducted
 - Number of participants in entrepreneurship training programs
 - Number of participants in the Job Induction Program (JIP)
 - Number of employability and life skills trainings/seminars conducted
 - Number of participants in employability and life skills trainings/seminars
 - *Networking and Linkaging Platform (NLP)*
 - Number of partnership agreements forged with partners/employers for employment of graduates
 - Number of partnership agreements forged for dual training, apprenticeship program and other enterprise-based modalities
 - Number of clients linked to job fairs
 - *Information Education Communication Platform (IECP)*
 - Number of IEC materials with updated local and international Labor Market Information (LMI) developed
 - Number of IEC materials with updated local and international Labor Market Information (LMI) acquired
- d. TVIs and TTIs shall submit a monthly report on the program and activities undertaken to the TESDA Regional Office for consolidation to be submitted to the NITESD.

11. Drug Abuse Prevention and Post-Rehabilitation Programs

- a. The TTIs are directed to implement program and activities provided for in TESDA Circular No. 31 series of 2016 entitled, “Institutionalizing Drug Abuse Prevention and Post-Rehabilitation Programs in Public and Private TVIs and TTIs.”
- b. The TTIs shall provide an environment of drug abuse prevention through education and related activities; conduct skills training programs for fully-rehabilitated drug dependents; and provide skills training programs for the immediate family member of the drug dependent who is the head of the family while he/she is undergoing rehabilitation.

- c. The TTIs will be monitored and evaluated based on the following information:
 - Number of trainees oriented on Drug Abuse Prevention and Control through the TIP;
 - Activities conducted in observance of Drug Abuse and Control Week
 - Number of fully-rehabilitated drug dependents enrolled;
 - Number of fully-rehabilitated drug dependents graduated;
 - Number of fully-rehabilitated drug dependents certified;
 - Number of fully-rehabilitated drug dependent immediate family member enrolled;
 - Number of fully-rehabilitated drug dependent immediate family member graduated;
 - Number of fully-rehabilitated drug dependents immediate family member certified; and
 - Number of IEC for drug abuse and prevention disseminated.
- d. TVIs and TTIs shall submit a monthly report on the program and activities undertaken to the TESDA Regional Office for consolidation to be submitted to the NITESD.

12. Curriculum and Training Aids Development

- a. Curriculum developed/revised/updated

The TESDA Technology Institutions (TTI) shall develop/revise/update their curriculum for program implementation. The Regional Office shall monitor and submit to NITESD the results of their accomplishment.

- TTI program offerings shall be updated annually with the participation of industry experts
- Each TTI must develop at least 1 new curriculum for higher qualifications
- Curriculum developed/revised/updated shall be supported by Competency-Based Learning Materials

- b. Training Package Development Committee (TPDC) established

TESDA Administered Schools/RTCs shall establish a Training Package Development Committee (TPDC) for a particular priority qualification being offered.

- Regional Offices shall monitor the establishment of TPDC and report to NITESD.
- Outputs generated by TPDC (validated CLM, CBC, CBLM and e-learning Materials) shall be submitted to NITESD.

- c. Curriculum evaluation in support to program registration

The ROs are encouraged to tap the expertise of trainers trained on TM Level II core competencies by NTTA and ITEEs-TEMASEK, as resource persons in the evaluation of curricula.

- TTI curricula shall be evaluated by the resource persons concerned.
- The resource persons shall review and evaluate TTI curricula following the UTPRAS guidelines.
- Regional Offices shall monitor the activities of the resource persons and submit completion reports to NITESD.

- d. CBTVET Environment established

TTIs are required to establish the 9 learning environment of CBTVET in accordance to Circular No. 2, series of 2011. TTIs shall submit photographs as evidences of the actual setup of their 9 environment of CBTVET in their areas.