



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

2015 ANNUAL REPORT

NB: This document was not published since TESDA opted to present/produce an Annual Report in AVP format.

INTRODUCTION

The year 2015 marks the twilight year of President Benigno Aquino III administration. Through the six year period under the leadership of Secretary Joel Villanueva, **2010-2015**, TESDA can boast continuous growth in terms of its physical output.

On this year year, TESDA was awarded the nationwide **ISO 9001: 2008 certification** and the impending recognition under the **Philippine Quality Awards (PQA)**. These high level recognition accentuates that the conduct and delivery of these programs are quality assured and compliant with the agency's policies and guidelines.

Most significant is that, the number of TVET graduates in the country hit the 2 million mark for the first time, **2,129,758** to be exact. It represents **93%** of the number of TVET enrollees on the same year. Among these graduates, more than **1.4** million undergo the required assessment and certification of which more than **91%** were found competent and were issued corresponding level of National Certificates.

Likewise, TESDA provided an alternative route to easier access to skills training services through the internet, the agency continued to develop/expand new courses/qualifications under the TESDA On-line Program (TOP). To date, there were **663,350 registered users** in **14 different courses** that are offered by TESDA for **FREE**.

Such growth indicated that more and more citizens of this country have gained employable skills from the **20,289** TESDA-UTPRAS registered skills training programs provided by the country's network of more than **4,315** public and private Technical Vocational Institutions. It is likewise notable that, the employability of our TVET graduates consistently rose from **60.9%** in **2011** to **65.4%** in **2014**.

This level of achievement of TESDA will not be possible if not for the active and sustained partnerships with different entities and institutions of government, business and industry and other stakeholders in the TVET sector. These partnerships resulted to development of new training standards, competency assessment, additional training resources, facilities and conduct of special training packages to distinct sectoral groups.

As we witness the advent of new and ever-changing technology in most work places and industry, the need to train and prepare job-ready skilled workers becomes a more daunting task both for the government/TESDA and our TVET providers. Dealing with this situation would require us to revisit existing policies and practices, huge capital outlay and investment from all concerned parties.

Henceforth, stronger and active collaboration between industry, government and training providers must be initiated and pursued vigorously. TESDA, as the lead government agency in TVET is confidently ready to face the challenge.



MFO 1: TESD Policy Services

TESDA is mandated to establish and maintain a planning process and formulate a national technical education and skills development plan in which the member-agencies and other concerned entities of the Authority at various levels participate. It shall provide data and analytical inputs to policy decision-making of the Authority on allocation of resources and institutional roles and responsibilities as embodied in the approved TESD plans.

Likewise, TESDA serves as the research and development arm of the government in the field of TVET. It shall also develop information systems, methodologies, curricula and program standards for TVET for guidance of all providers and stakeholders of the sector.

Policy Development and Formulation

TESDA facilitates the formulation of the National Technical Education and Skills Development Plan (NTESDP) which serves as the blueprint for the comprehensive development of the country's skilled workforce. This is anchored on the Philippine Development Plan.

Regional and provincial TESD plans are also formulated and implemented at the sub-national levels.

The formulation of N/R/P TESD Plans are formulated through established Technical Education and Skills Development Committees (TESDCs), a multi sectoral bodies created at the regional, provincial, district and local levels. They act as subsidiary to the TESDA Board and provide policy recommendations to improve efficiency, quality and relevance of TVET provision in their respective areas.

ACCOMPLISHMENTS:

On legislative related concerns, TESDA was actively involved in the approval of the Implementing Rules and Regulations of the Republic Act 10647 or Ladderized Education Act. It also initiated the Zonal Consultations in Mindanao to gather inputs for the crafting of Implementing Rules and Regulations of Republic Act 10650 or Open Distance Learning Act.

Meantime, it submitted two (2) TESDA key programs, TESDC and the Assessment and Certification, to be subjected to Regulatory Impact Assessment under the Department of Labor and Employment (DOLE).

It also created and submitted an on-line TVET Mapping of TESDA Technology Institutions (TTIs) to Department of Education for validation. The system provides latitude and longitude coordinates of TTIs including relevant and real time data. This data/information will then be converted into maps in ArcGIS software.

As aid in policy formulation, TESDA organized and conducted a Sectoral Industry consultation, in collaboration with DTI-BOI and the Philippine Chamber of Commerce and industry, for the Manufacturing and Service Sectors. The objective was to gather information on the skills requirements of the industry for 2015-2017.

	No. of Policies Developed and Issued or Updated and Disseminated		
	TARGET	ACTUAL ACCOMPLISHMENT	% OF ACCOMPLISHMENT
	832	1,251	150 %

A Study on the Employability of TVET Graduates (SETG) in 2015 was undertaken. The simultaneous nationwide surveys/interviews covered 15,063 TVET graduates. The results of the study serve as guidance of TESDA in the planning and policy-making of TVET programs.

Parallel to this, Employer's Satisfaction Survey was also conducted to evaluate the levels of satisfaction of the employers on the competencies and performance of TVET graduates in the workplace. It revealed that 72% of the employers were satisfied with the work and performance of their skilled workers.

In 2015, TESDA developed and disseminated Labor and Training Market Intelligence Reports (LTMIRs) on Agri-Fishery Mechanization and Development in Philippines Automotive Industry to 4,838 Technical Vocational Institutions (TVIs). The LTMIR serves as useful reference material for policy makers, school administrators and other stakeholders in the education and training sector.

No. of Tech-Voc Providers Provided with Labor Market Intelligence Report (LMIR)		
TARGET	ACTUAL ACCOMPLISHMENT	% OF ACCOMPLISHMENT
4,838	4,543	99%



In addition, a User’s Feedback Survey on the 2015 Policy Issuances/Guidelines of TESDA was conducted. The survey instruments were disseminated to all regional and provincial offices and TESDA Technology institutions. 93% were either very satisfied or satisfied with the given policy issuances and guidelines.

TESDA Information Systems and Technologies Upgraded

TESDA completed TESDA Information Systems Strategic Plan (ISSP), a 3-Year architectural blue print that maps the ICT direction of the agency for the period 2015-2017. It was developed and finalized in consultation with concerned offices of DOST and DBM.

ACCOMPLISHMENTS:

The TESDA ISSP was eventually approved for implementation by DBM on the 3rd quarter of 2015. With its approval, 871 laptops amounting to Php 34.84 million were delivered and distributed to TESDA personnel nationwide.

It also deployed a number of application systems bundled in the Corporate Intranet for the use and/or reference of the corporate TESDA. It includes the following:

- 1) wRMIS, 2) Online PMMS, BEDs and BFARs, 3) TechVoc Info and Updates, 4) File Sharing, Mailbox and Messenger and, 5) Internal Forms, Templates, Photos and Calendar.

It also designed the Online MIS-03-02, a web-based system to facilitate an organized collection, processing, analysis and dissemination of all TVET related data. The system is set for pilot implementation in selected regions in the mid of 2016.

Relative to the introduction and/or enhancement of IT systems and technologies, four (4) training/workshops were conducted to familiarize the concerned users or focal personnel.

Meantime, the corporate website of the agency was maintained and constantly improved by enhancing its design and contents in compliance to the requirement set by iGov. TESDA, as Point of Presence of iGov Phil Project, serves as hub for

internet connection utilizing the fiber optic for the different government agencies within the City of Taguig.



Training Regulations Review and Development

Training Regulations (TRs) refers to the document promulgated and issued by TESDA consisting of competency standards, national qualifications and training guidelines for specific sectors/occupations

Industry experts and organizations are tapped to provide inputs in the development process. In such manner, the TRs developed now captured/reflected industry skills requirements.

ACCOMPLISHMENTS:

TESDA continued and intensified work in the review of existing Training Regulations (TR) and competency-assessment tools (CATs), development of TRs and CATs for new priority qualifications, enhancement and facilitation of the utilization, deployment, and alignment and benchmarking of these TRs and CATs.

Efforts in the development and review covered a total of 125 TRs for 14 priority sectors, resulting to a total of 255 promulgated TRs as of yearend 2015.

Thirty two (32) qualifications with low utilization of TRs and CATs, in terms of registered programs and assessed workers/graduates, were referred to concerned industry sectors for updating or amendment if necessary. Amendments and updating were undertaken and completed for a total of 35 TRs and CATs. New TRs and CATs were developed for 9 qualifications.

In support of the moves toward ASEAN integration and global recognition of qualifications, TESDA continued the build-up of the on-line register of Philippine quality assured qualifications, including the benchmarking of TRs with those from selected countries.

It also actively participated in the implementation of the ASEAN Qualifications Reference Framework (AQRF), training and accreditation of master assessors and trainers under the tourism Mutual Recognition Arrangement (MRA).



MFO 2: TESD Skills Development Services

Conduct and delivery of TVET programs are provided by the network of public and private institutions through the following modes: institution-based; enterprise-based and community-based technology training programs.

The agency also established and administered training programs and systems that strengthened the capabilities of public and private institutions providing quality and cost-effective technical educational and skills development and related opportunities.

ACCOMPLISHMENTS:

In the year 2015, more than **2 million individuals (2,281,389) enrolled** in different TVET courses, of which **93% or 2,129,758 graduated** from various skills training programs which provided them employable skills.

TESDA training programs are **conducted** and delivered in different modes, namely; Institution-Based, Enterprise-Based and Community-Based Training programs.

INSTITUTION-BASED



These refer to the direct delivery or provision of TVET programs rendered by the public and private training institutions including TESDA Administered Schools. The programs are reviewed and registered with TESDA to ensure that they meet the minimum standards set by the industry.

Under the Institution-Based training program, **1,222,422 individuals enrolled, of which 1,166,613 or 95% graduated**. The training programs offered are TESDA-UTPRAS-Registered and conducted by accredited public and private Technical and Vocational Institutions.

There are **4,687** TVET providers nationwide, of which 4,251 are privately owned and 436 are public or government TVIs. The most number of TVIs are located in NCR- 22%; Region IV-A-14%; and, Region III- 11%.

	Number of Institution-Based Trainees		
	TARGET	ACTUAL ACCOMPLISHMENT	% OF ACCOMPLISHMENT
	1,222,422	1,166,613	95%



ENTERPRISE-BASED

These are training programs being implemented within companies or firms which are recognized as:

Apprenticeship Program

Refers to training within an enterprise involving a contract between an apprentice with an approved apprenticeable occupation. It aims to ensure the availability of qualified skilled workers based on industry needs and requirements.

Dual Training System (DTS)

This is an instructional delivery system of technical, vocational education and training that combines in-plant and in-school training based on a training plan collaboratively designed and implemented by an accredited DTS educational institution/learning center and accredited DTS participating establishments.

ACCOMPLISHMENTS:

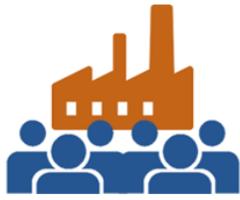
Under the Enterprise-Based mode, **95,098 were enrolled, of which 67% or 63,625 graduated**. This training program is within an enterprise involving a contract between an apprentice with an approved apprenticeable occupation. It aims to ensure the availability of qualified skilled workers based on industry needs and requirements.

There were **413 new apprenticeship and learnership programs registered** nationwide while 319 were restarted in 2015. This brings to a total of 1,700 registered programs as of 2015. From a total of **37,730 enrollees, 31,027 graduated** under this program.

Industry and labor sectors were consulted to seek inputs and comments for the enhancement/revisions of the final draft of the revised Implementing Guidelines of the Apprenticeship Program.

In the delivery of Dual Training Systems (DTS) Dualized Training Program (DTP), compliance audits were conducted in Regions III, IV-A and VII to ensure compliance.

As of 2015, there were 110 participating training providers, 228 accredited qualifications, 802 participating companies/establishments and 918 enrollees listed under these two programs.

	Number of Enterprise-Based / Apprenticeship Program Trainees		
	TARGET	ACTUAL ACCOMPLISHMENT	% OF ACCOMPLISHMENT
	95,098	63,625	67%

COMMUNITY-BASED



Skills training programs designed and/or packaged to respond to the need for skills training of a community specifically directed in promoting self-employment of the poor/underprivileged, OSYs, unemployed adults, marginalized and informal sectors.

ACCOMPLISHMENTS:

In 2015, TESDA embarked on two major community-based training packages, namely: Special Training for Employment Program or STEP and Bottom-Up Budgeting or BUB.

STEP is a **short-term** community-based training program that addresses specific skills needs of the community to generate employment through entrepreneurial, self-employment and service-oriented activities.

In 2015, 32,321 trainees enrolled under this program, of which 20,524 or 63% graduated. The graduates were provided with corresponding start-up tool kits for them to pursue or engage in livelihood or income generating activities.

	Number of trainees under STEP		
	TARGET	ACTUAL ACCOMPLISHMENT	% OF ACCOMPLISHMENT
	32,321	20,524	64%

On the other hand, **BUB** is a process through which priority projects are identified jointly by communities, citizens and their local government.

In **2015**, 32,321 enrolled in various skills training program, of **which** 99% or 32,110 graduated.

	Number of trainees under BUB		
	TARGET	ACTUAL ACCOMPLISHMENT	% OF ACCOMPLISHMENT
	32,579	32,110	99%

SCHOLARSHIPS



A scholarship program directed towards filling up the skills gaps and job requirements of priority industries and sectors with high employment demand, improving the reach of quality TVET to the grassroots. It encourages technical-vocational institutions to offer programs in higher qualifications catering to in-demand industry requirements.

TESDA provides various scholarship programs for specific industry sectors and groups, namely: the **Training for Work Scholarship Program or TWSP** and the **Private Education Student Financial Assistance or PESFA**.

Training for Work Scholarship Program (TWSP)



TWSP is a scholarship program directed towards filling up the skills gaps and job requirements of priority industries and sectors with high employment demand, improving the reach of quality TVET to the grassroots. It encourages technical-vocational institutions to offer programs in higher qualifications catering to in-demand industry requirements.

ACCOMPLISHMENTS:

In 2015, there were **277,337 TWSP enrollees**, or more than 132% of the target for the year.

Significantly, **239,721 scholars graduated** from different qualifications. The number of graduates is **127%** above target.

This scholarship program is directed towards filling up the skills gaps and job requirements of priority industries and sectors with high employment demand.

	Number of TWSP Subsidized Enrollees		
	TARGET	ACTUAL ACCOMPLISHMENT	% OF ACCOMPLISHMENT
	210,526	277,337	132%
	Number of TWSP Subsidized Graduates		
189,473	239,721	127%	

Private Education Student Financial Assistance (PESFA)

Established through Section 8 of RA 8545, the program aims to extend financial assistance to marginalized but deserving students in TVET courses as well as assist private institutions in their efforts by assuring a steady supply of enrollees to their course offerings.

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ACCOMPLISHMENTS:

There were **26,871 scholars** were enrolled under PESFA. This is **128%** above the target of **21,053**.

	Number of Enrollees under PESFA		
	TARGET	ACTUAL ACCOMPLISHMENT	% OF ACCOMPLISHMENT
	21,053	26,871	128%

TESDA ON-LINE PROGRAM



An alternative route to expand the reach of tech-voc is an online program.

The TOP is a program that offers FREE online Technical Vocational Education and Training (TVET) to Filipino citizens thru the use of internet. The program is created for students, OSYs, unemployed adults, workers, professionals; OFWs who would like to take TESDA courses at their own pace and at their own time at the comfort of their desktops or laptop computers.

ACCOMPLISHMENTS:

Under the TESDA-On Line Training Program, there were **663,350 registered users** in **14 different courses** that are offered by TESDA for FREE.

The program **was** created for students, OSYs, unemployed adults, workers, professionals, and OFWs who would like to take TESDA courses at their own pace and at their own time through the use of Internet.

Number of Additional Courses under TESDA On Line Program		
TARGET	ACTUAL ACCOMPLISHMENT	% OF ACCOMPLISHMENT
14	14	100%
Number of Registered Users Under TESDA On Line Program		
400,998	663,350	165%

New Learning Systems

In the advent of new and ever-changing technology in the workplaces and workshops, TESDA saw the need to find and introduce new training systems or methodologies to prepare our trainees to such environment. Hence, TESDA has engaged in research and studies to develop appropriate training arrangements in the immediate future.

Studies were made on Community-Based Training, Apprenticeship, In-company and In-service Training and Junior Factory. The aim was develop learning systems model that can be adopted by a TESDA Technology Institution or recognized training provider.



Career Guidance

Face with the challenge to address growing unemployment and underemployment of our labor force due to mismatch in job opportunities against available educated/trained workforce, TESDA embarked an aggressive approach to address the root cause of the problem.

TESDA implemented an intensive capacity building program to enhance the capacities of TVET Career Advocates (TCAs). A total of 58 TCAs were trained, in addition to the 103 TCAs capacitated in 2014. These include 16 Career Ambassadors, 31 RO/PO Focals and 11 Community Training and employment Coordinators (CTECs).

The training activity is part of TESDA's build-up as focal agency for the Career Ambassadors Program, a component of DOLE-led Career Guidance Advocacy Program (CGAP). The TCAs are expected to lead in the aggressive advocacy and promotion of TVET as career among the youth, unemployed and underemployed adults.



Capability in Training Curriculum Evaluation

Akin to the introduction and implementation of the Philippine Qualifications Framework (PQF), TESDA saw the need to prepare and engage both our technical personnel and trainers to appreciate the particulars in the development a training curriculum instead of just being at the receiving end.

TESDA conducted training of 44 TESDA RO/PO personnel to enrich their capacity to evaluate training curricula (including Diploma Level curricula), analyze a curriculum and its components.

Likewise, 282 participants attended workshops on the development of Contextual Learning Matrix (CLM). The CLM is a tool to analyze knowledge requirements of Competency Standards and content requirement of a curriculum. It contains detailed information about the learning outcomes with corresponding learning activities, based on the performance criteria of a particular job or Qualification.

A total of 60 curricula were evaluated and 36 toolboxes of unique qualifications/competencies were packaged for use by different Philippine Overseas Labor Offices (POLOs) under Department of labor and Employment (DOLE) in the assessment and certification of OFWs in their fields of specialization.



Trainers' Training

The program focuses on training technologies, approaches and methodologies and upgrading of skills to address the demand for skilled trainers and to prepare them for trainer certification including curriculum development.

TESDA conducts continuing training for trainers, administrators, supervisors and non-teaching personnel to improve and upgrade the delivery of technology-based instructions.

ACCOMPLISHMENTS:

For the last 10 years, 2005-2015, TESDA in collaboration with external training providers, continuously trained trainers from Saudi Arabia, by virtue of the signed MOU for cooperation in technical and vocational education and training between government of Kingdom of Saudi Arabia and the Republic of the Philippines. By 2015, a total of 725 Saudi Arabian trainers benefited from the training arrangement.

Similarly, TESDA conducted Leadership Training Program for 78 Principals of different educational institutions from the Republic of Bangladesh. The training, conducted in 3 batches at TESDA Women's Center, aims to enhance the competencies of the participants on the following areas: 1) institutionalization of

TVET systems and process, 2) leadership, change management, 3) promotion, advocacy and industry linkages, and 4) professional development of TVET experts.

On the local scene, NITESD-TESDA conducted a 3-batches training program on Moderation of CBTVET Experience 2003-2015. The objective was to ensure that all TVET managers and implementers have common understanding of CBTVET. A total of 221 participants attended the program.

On the other hand, TESDA held the "2015 Tagsanay Awards" to give due recognition to outstanding and exemplary performance of TVET trainers, both from public and private TVET providers. The 36 trainers nominated by TESDA Regional Offices were subjected to weeklong activities that include portfolio assessment, written examination, team activities and panel interview.

Mr. Rogelio C. Rambuyan of TESDA RTC-Tuguegarao was recognized as most Outstanding TVET trainer. The other awardees were Mr. Junjon L Santuyo (1st runner-up) of TESDA RTC-Mariveles, Michael C. Patan-ao (2nd runner-up) of Bridges Multi-Skills Training Center in Leyte, and Nestor R. Pascual (3rd runner-up) of Marcos Agro-Industrial School of Ilocos Norte.



Green Technology

On March 20, 2015, the inauguration of the new Green Technology Center (GTC) within TESDA complex was held. The construction of the GTC was funded by the Federation of Filipino Chinese Chamber of Commerce and Industry, Inc.

The GTC conducted 22 technical learning sessions and seminars, four product and technology exhibits and initiated table researches. A forum addressing climate change through green skills and green technologies was also held. It also engaged into partnerships with 87 public and private institutions/organizations advocating green technologies.

TVET Technology Research

In view of the findings that technology research and studies are lacking and a common weakness among TESDA Technology Institutions, the management saw it fit to prepare and enhance the capabilities of TTI officers and staff in this undertaking.

Hence, in partnership with Colombo Plan Staff College (CPSC), TESDA conducted an In-Country Program for 39 participants. The program generated technology research proposals and action plans on the promotion and advocacy of TVET technology researches. Ten (10) research proposals were provided with support funds after passing the set criteria.



Partnerships and Linkages

The challenge to address the ever growing demand for highly skilled and job-ready workforce by the different industries cannot be address by the government alone. It needs all the help and support of all concerned sectors and stakeholders. In order to provide real and timely government intervention to this concern, TESDA recognized the need to forge active collaboration and partnership with the industry and private sector, stakeholders and other concerned government institutions.

In 2015, TESDA established and sustained strategic partnerships and linkages with various stakeholders in TVET in the country. Through several partnership fora, it brought together leaders from various sectors. As a result, TESDA signed-up 13 partnership agreements with 15 various organizations and groups on skills training and TVET advocacy.

Furthermore, TESDA held a Dual Training Partnership Forum in collaboration with PCCI and German-Philippine Chamber of Commerce and Industry, Inc., German Cooperation and the K to12 Plus Project to advocate and promote wider participation in the implementation of Dual Training System in the country.

TESDA awarded plaques of recognition to 34 active and outstanding partners nationwide under the TESDA “Kabalikat Awards”. The award is meant to inspire and motivate TESDA partners to serve and promote TVET. It has three categories, namely: 1) institutional partners, 2) industry partners, and 3) LGU partners.

Likewise, the agency recognized 20 successful TVET graduates under the “Idols ng TESDA” who became successful for being self-employed or wage-employed.

The awardees were recognized during TESDA’s 21st Anniversary Celebration last August 2015 at TESDA Women’s Center, TESDA Complex, Taguig City.

TESDA-Coca-Cola STAR Program

STAR Program or Sari-sari Store Training & Access to Resources is a 12-week training program that aims to economically empower women beneficiaries by providing them the necessary skills, knowledge and attitude that will transform them into better and successful entrepreneurs. It includes: 1) access to training, 2) access to business resources, and 3) access to peer mentoring.

TESDA and Coca-Cola Phils in cooperation with various Local Government Units (LGUs), Micro-Finance Institutions and Non-Government Organizations (NGOs) empowered 9,503 women through the implementation of STAR Program. In addition, 34 participants were trained as trainers to sustain and expand the implementation of this program in NCR, Region III, VIII and XI.

The empowerment of these women was cited by President Benigno Aquino III when he graced the celebration of Women’s Month held at Mall of Asia on March 25, 2015. In his speech, he told them to continuously thrive and achieve success in their respective enterprises as he underscores their important role as engines of socio-economic development.

On the other hand, Mr. Muhtar Kent, the CEO of Coca-Cola International, attended and delivered an inspiring message on the graduation rites of the 1,000 women scholars during the TESDA 21st Anniversary Celebration on August 17, 2015 held at TESDA Central Office.

Solar Light Training

In view of the devastating effect to people and communities triggered by relentless natural disasters that includes widespread power shutdown, TESDA in collaboration

with NGOs and industry organizations initiated the conduct of training for the development of alternative lighting and power sources in disaster-prone areas.

TESDA conducted training on development of **Solar Night Light** to 40 students from FEU. The 30 solar night lights produced were distributed to Save the Tamaraw Project and victims of Typhoon Senyang in Mindoro Province.

Likewise, a Trainers' Training was conducted on **Solar Suitcase Installation and Technical Support** to 17 trainers from Regions IV-B, VIII and XII. They were eventually tapped to conduct the same program in the communities of Koronadal, Tacloban and Calbayog with 146 trainees. Twenty three (23) trainers were also trained in Palawan.



MFO 3: TESD Regulation Services

TESDA is the only public national organization for education that has been awarded ISO 9001:2008. TESDA joins other world-class organizations recognized for their quality management systems in place for putting premium in customers' satisfaction.

Competency Assessment and Certification



The Competency Assessment and Certification ensures that the TVET graduates and skilled workers have the necessary competence to perform the tasks consistent with the required standards in the workplace.

ACCOMPLISHMENTS:

TESDA exerted much effort to strengthen and expand its assessment and certification program, which is among its major programs. Studies were initiated on process cycle time to check if national certificates are issued within the prescribed 7-day period. Moreover, there was a study on mandatory assessment measure to ensure compliance to TESDA Circular No. 45, s. 2007 and DOLE GAA requirements.

Furthermore, compliance audit of assessment centers were conducted randomly to determine whether the assessment and certification process at the regional levels are compliant to existing policies and guidelines.

TESDA achieved a 91% certification rate of persons assessed. Out of the 1,424,814 served for assessment, 1,297,927 passed and were certified. It conducted the most successful National TVET Competency Assessment and Certification program with 103.88% accomplishment rate as compared to the previous years of implementation. This can be attributed to the intensive promotion and advocacy provided by TESDA Operating Units, coupled with strengthened coordination with industry and workers associations nationwide.

	Number of Skilled Workers Assessed		
	TARGET	ACTUAL ACCOMPLISHMENT	% OF ACCOMPLISHMENT
	1,239,954	1,424,814	115%
	Number of Skilled Workers Certified		
	8,737	8,608	99%

In 2015, TESDA introduced and brought On-Site Assessment and Certification program in the countries where there are big numbers of Filipino Domestic Workers or OFWs, namely: Hongkong, Singapore, Taiwan, Macau, Dubai, Qatar, Oman, Milan and London.

The program serves as catalyst for OFWs who wish to change careers for better employment, better pay and entrepreneurial opportunities based on their other skills and competencies. Being TESDA-certified provided advantage for work retention and promotion and other incentives. To date, 588 OFWs were assessed with 458 certified and 22 certified prospective assessors were identified in Dubai and Hongkong.

Parallel to the conduct of assessment and certification, TESDA initiated the continual improvement of its procedures manual to shorten the whole process. To ensure and maintain the quality implementation, TESDA conducted 2 batches of Calibration Program for Regional Expert Panel Members for TM 1, with 326 participants.

In addition, 8 Capability Building Programs for prospective Regional Lead Assessors on new/amended qualifications were conducted with 162 participants. The objective was to further expand the assessment and certification infrastructure in order to address the increasing demand relative to the implementation of K+12 program.

To ensure availability of services, TESDA continuously updates its database of 7,643 active accredited competency assessors. Likewise, there are 6,047 accredited competency assessment centers as of December 2015.

The Certification Office issued 678,300 blank National Certificates as per request of TESDA Regional Offices. 1,007 Plastic ID Cards were also released to 6 regions. Moreover, it released 13,087 National TVET Trainers Certificates (NTTC) to various TVET Trainers within the country plus 3,200 blank certificates to assist the processing and printing of (NTTC) by TESDA Regional Offices.

TVET Program Registration



Unified TVET Program Registration and Accreditation System (UTPRAS) is the quality assurance mechanism for the mandatory registration of technical-vocational programs with TESDA. Registration signifies compliance of the TVET Program in the following: curriculum design, qualifications of trainers, facilities, tools and equipment, based on the minimum standards specified in the Training Regulations.

It is a two-stage process of quality assurance. The first stage involves the mandatory REGISTRATION which entails full compliance with prevailing training standards. The second stage is monitoring for continuous compliance through conduct of compliance audit. All TVET programs offered to the public for a fee have to be registered with TESDA.

ACCOMPLISHMENTS:

In line with the continuous improvement of UTPRAS, TESDA in collaboration with CAPPTI conducted the 1st National Quality TVET Forum on September 9, 2015 at Mandaue, Cebu City. It was attended by 750 participants from public and private TVET providers, industry associations, TVET stakeholders and TESDA officials from all over the country. The forum highlighted the importance of quality management systems that can be adopted by TVET providers towards producing excellent graduates. The TESDA STAR Rating System of TVET was also launched during the forum.

Meanwhile, TESDA maintains closed monitoring of the registration and implementation of TVET programs to have real time data as inputs for policy /decision making, basis for technical assistance and provision of interventions when needed.

A total of **20,289** TVET programs were registered nationwide, covering 20 sectors with 248 qualifications. Tourism, Health, Social and Other Community Development Services (HSOCDS) and Information and Communication Technology sectors have the biggest number of registered qualifications/programs with 29%, 19% and 18% share, respectively.

Out of the 20,289 registered programs, 3,297 were new programs issued with Certificates of Program Registration. The others were migrated or re-registered due to change of name. Three thousand two hundred twenty three (3,223) TVET programs were closed in 2015, with Region V, Region III and Region IV-A having the most number.

	Number of New Programs Registered		
	TARGET	ACTUAL ACCOMPLISHMENT	% OF ACCOMPLISHMENT
	1,800	3,289	183%
	Number of Registered Programs Audited		
8,737	8,608	99%	

On the utilization of TESDA- promulgated Training Regulations by Sector, the construction sector recorded the highest percentage (14%) while TRs under HSOCDs (11%) and Metals and Engineering Sector (8%) ranked 2nd and 3rd respectively. On the other hand, TRs for Decorative Crafts, Footwear and Leather Goods and Pyrotechnics have no recorded utilization.

The Top 10 most utilized TRs in 2015 are the following: Food and Beverage Services NC II, Computer Hardware Servicing NC II, Housekeeping NC II, Programming NC IV, Bartending NC II, Bookkeeping NC III, SMAW NC II, Health Care Services NC II, Caregiving NC II, and Bread and Pastry production NC II.

Compliance Audit

TESDA conducted a compliance audit of 8,638 TVET programs that covered 98.9% of target for the year. Of the audited programs, 6,371 were found compliant, 44 non-compliant; and 2,223 closed programs. A total of 1% breaches were recorded.

TESDA STAR Rating System

TESDA initially applied/ utilized the STAR Rating System to the 23 TESDA Centers of Excellence (CentExes) as one way of assessing their current situation/condition. The objective of STAR Rating is to recognize the accomplishments, innovations and improvements that the TVIs have instituted beyond the minimum requirements set in the UTPRAS. It is intended to enhance the capability of TVET providers in delivering and managing quality TVET programs.

SUPPORT TO OPERATIONS

Higher Productivity and Efficiency of Personnel

TESDA Staff Development Programs (SDP) were aimed and implemented to attain higher level of efficiency and effectiveness of TESDA Officers and staff in carrying out their responsibilities in support to the mandate of the agency.

A total of 531 various levels of training programs were conducted and funded by the agency that benefitted a total of 5,472 officers and staff. Out of 531, 177 programs were conducted by TDI while 354 programs were implemented locally in the regions.

In particular, 75 Officials composed of TESDA Regional and Provincial Directors and TTI Administrators attended an Industry-Based Training Program sponsored by ITE Education Services Singapore, to improve the current systems of collaboration between TESDA and industry. The attendees were tasked to cascade their learnings and insights gained in the program through series of multiplier trainings in their respective areas.

Training programs on survey operation, basic statistics for research, management and leadership, performance and result management and supervisory programs were likewise undertaken.

The Foreign Scholarship Training Program (FSTP) received 518 program offers from various donor countries, of which only 294 programs were accepted and administered. Out of the 345 nominations received from different government institutions/agencies, 239 nominees were accepted by the donor countries.

AGENCY FINANCIAL PERFORMANCE, CY 2015

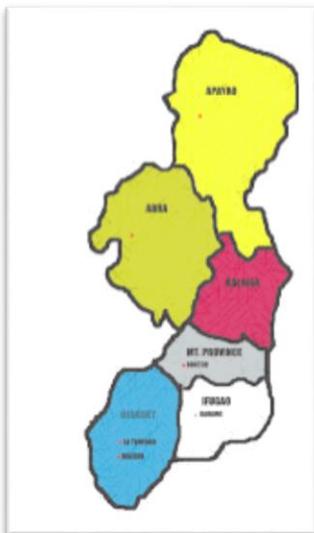
CY 2015 FINANCIAL PERFORMANCE			
Major Final Output	Budget Allocation	Utilized	% of Utilization
MFO 1: Technical Education and Skills Development Policy Services	49,172,000	48,554,246	98.74%
MFO 2: Technical Education and Skills Development Services	5,175,420,219	4,759,840,606	92.00%
MFO 3: Technical Education and Skills Development Regulation Services	123,594,260	118,617,532	95.97%
Sub-Total	5,348,186,479	4,927,012,386	92.00%
Support to Operations	18,437,740	14,788,899	80.21%
General Administrative Support Services	342,713,581	323,858,879	94.50%
Grand Total	5,709,337,800	5,265,660,165	92.00%

MAJOR ACTIVITIES AND INITIATIVES IN THE REGIONS

Over and above the approved targets to be accomplished and policies to be complied for the year, TESDA regional offices are challenged to respond to local issues and concerns in their respective service areas. It should be noted that each region has peculiar economic strength and weaknesses. More so, they have to deal and compliment to the plans and priorities of the local officials from national and local government units as far as TVET is concerned.

Over the years, TESDA officials in the regions has proven to have found the appropriate approaches and strategies in implementing nationally mandated programs and projects fitted to the local settings and/or priorities.

With due consultation and collaboration with local LGU official, TVET related activities, programs and projects are organized and implemented to respond and compliment to the need of each locality. Hence, TESDA has become a popular and favorite partner of local NGAs and LGUs in rendering service to people and communities.



TESDA-CAR

TESDA-CAR organized the Regional Industry Forum in Baguio City. It was attended by TESDA officials and representatives from various businesses and industries in CAR and nearby regions. In his keynote message, Deputy Director General for Operations, Atty. Teodoro Pascua challenged the participants to forge stronger skills training partnership with industries and sought the support of the industry in the implementation of Dual Training System, Apprenticeship Program, On-the-Job Training and Capacity Building, including direct investment on research and development projects.

Baguio City won the National Kabalikat Award in the Local Government Unit (LGU)-City Level. The award is given to TESDA partners that excelled in promoting and enhancing the technical-vocational education and training in their respective areas.

TESDA-CAR inaugurated its TESDA Baguio City Unit (BCU) last September 11, 2015. This satellite office was organized in line with the purpose of the rationalization plan of the agency to deploy personnel where they are most needed. The office is located at the BCSAT compound, Upper Session Road.

TESDA and DepEd jointly organized and conducted the “Get Your Gulay On! Grand Gulay Cook-off Challenge” held at the PFVR Gym. The competition aims to increase awareness among public schools and encourage school children to eat nutritious snacks from vegetables which are readily available in school gardens. It was participated by 10 teams from various technical-vocational institutions in the region.

Moreover, TESDA-CAR initiated and pushed for the integration of the TESDA-CAR Technology Institutions (TTIs) into one system. The initiative gained strong support from the CAR- Regional Development Council, top management of TESDA and the Cordillera Officials. Congressman Nicasio Aliping, Jr. of the Lone District of Baguio City sponsored House Bill 6713 that will establish the *Cordillera State Institute of Technical Education (CSITE)* which is now with the Lower House of Congress for further readings.



TESDA REGION II

TESDA Region II was awarded with the seal of Quality Management System following tough Internal Quality Audits made by TUV SUD team at the Isabela Provincial Office.

Its key officials also acted as a team and organized all necessary data, documents, and evidences to prove their readiness and determination to comply as demanded under the Philippine Quality Awards.

The 2015 Regional Skills Competition was held at Southern Isabela College of Arts and Trades (SICAT) Santiago City, Isabela with fourteen (14) trade areas of competition. The competition adopted the theme: “*Galing at Talino ng Rehiyon 2, Isapuso para sa Magandang Pagbabago*”.

Jobs Fairs were undertaken in Isabela province in collaboration with DOLE Isabela field office, NGAs and private companies. Applicants in various fields including TVET graduates, were screened to address the demand for workers of both local and overseas recruitment agencies.

On personnel level, Mr. Rogelio C. Rambuyan, a trainer in Electrical Installation and Maintenance NC II from RTC Tuguegarao became the proud national winner of this year’s TESDA Model Employee of the Year Award (TMEOYA) Category II. He also emerged as National Winner in the 2015 “Tagsanay Award” besting 35 contestants from all over the country. He also clinched minor awards such as Best in Portfolio and Best in Interview among others. He received a Plaque and cash prizes for both recognitions from Secretary Joel Villanueva during the 21st TESDA Anniversary Celebration held in TESDA Central Office.



TESDA REGION V

TESDA Regional Office V passed the Surveillance Audit on October 30, 2015 despite the hurdles in its preparation. It joined the TESDA Central Office and the rest of the Regional Offices nationwide to sustain its ISO 9001:2008 certification.

It conducted the 2015 Regional Skills Competition at Camarines Sur Polytechnic Colleges, Nabua and Regional Training Center-Pili with twelve trade areas of competition. The competitors came from the different TVET providers in the 6 provinces of Bicol Region. Camarines Sur won the over-all champion trophy.

The TESDA Regional Office together with PO Camarines Sur and TESDA Technology Institutions joined the Bicol Travel and Food Expo (BITFEX) held in Naga City during the celebration of the Feast of Peñafrancia. Student Chef Lyka Fabor and coach Angelica R. Canas of CASIFMAS Libmanan Campus bagged the third place in the culinary arts competition.

It also participated in the 2015 Holcim'Galing Mason Awards wherein three of its masons were declared among the Top 20 Semi-Finalists in the national competition. The three semi-finalists are all females. They were TWSP scholars who were part of the Training-Cum-Production in the construction of the TESDA Provincial Office in Camarines Norte.

In 2015, a Survey on the Employability of TVET Graduates (SETG) was also conducted in the region. The survey aims to determine the employment rate of TVET graduates and usefulness of the qualifications/trade area in their employment. Results of the SETG also measure effectiveness and relevance of TVET programs in the industry.

In honor of one of the fallen members of the SAF 44, PSI Max Jim R. Tria from the province of Catanduanes, TESDA offered skills training on Bread and Pastry Production NC II and Driving NC II to the men and women of Barangay Cabihian as requested by his father. According to him, this was the first ever skills and livelihood training conducted in their barangay. It was made possible by TESDA Catanduanes Provincial Office and the Cabugao School of Handicraft and Cottage Industries (CSHCI).



TESDA VII

TESDA Region VII, in partnership with Center for Healthcare Professions Cebu Inc. (CHP) conducted a 55-day training course on Housekeeping NC II for 22 Badjao students. The training program was held in a school located in Barangay Mambaling, a Badjao community. The instructors of CHP brought all their training materials and

held classes in the community to ensure that the Badjao students will complete the program. They were also taught how to write resumes, apply for work and conduct themselves in interviews.

They were the first ever graduates from the Badjao community who finished a TESDA registered program in the Philippines. According to CHP President Bernardo Restrificar, these Badjaos have come a long way and have shown that there is hope for the Badjao community. He wants to tell them that they are part of society, and that they have something to contribute. On the other hand, Ms. Hazel Torrefiel, head of the National Commission of Indigenous People, said they will help the Badjaos find jobs.



TESDA Region VIII

TESDA Region VIII conducted the Basic Entrepreneurship and Gender Sensitivity Training under the STAR Program funded by Coca-Cola Philippines. The 12-week training program aims to transform women who are sari-sari store owners into efficient entrepreneurs. It also provides access to product capital and store merchandising equipment as means to capacitate them in the operations of their sari-sari stores. About 250 women attended the program. They were identified and endorsed by USAID Tacloban City Field Operations Team.



TESDA IX

Together with concerned government agencies and industries, TESDA Region IX spearheaded the development of the Training Regulations in Rubber Production NC II and Rubber Processing NC II. These regulations serve as training guide to enhance productivity

of rubber and improve quality of rubber products in the region. The training regulations have been approved by the TESDA Board and now utilized by other rubber producing regions.

TESDA Region IX is among the government agencies at the forefront in the implementation of **Accelerated and Sustainable Anti-Poverty Program (ASAPP)**. This program aims to provide intervention to reduce the number of poor families, by 2016, in Zamboanga del Sur, one of the provinces with highest number of poor families in the country. Its three ASAPP covered municipalities are Aurora, Kumalarang and Mahayag.



TESDA Region X

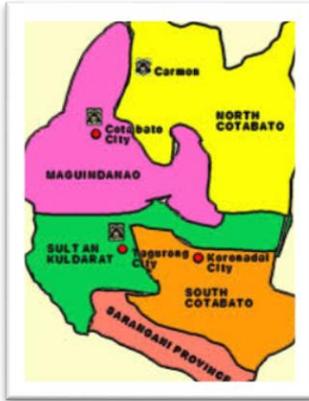
TESDA X organized two fora within the year. The first focused on Dual Training Systems (DTS) Partnership, in cooperation with Philippine Chamber of Commerce and Industry (PCCI), German Philippine Chamber of Commerce and Industry (GPCCI), K to 12 PLUS Project, Cagayan de Oro Chamber of Commerce and Industries, Inc. (Oro Chamber), and the Federation of Region X TVET Inc. (FORT).

The second dealt with TVET, with the attendance of about 200 Administrators and TVI representatives from its 5 provinces. RD Gaspar S. Gayona of TESDA Region XI was invited to serve as the Resource Speaker of the forum which presented updates and priorities in TVET, including the Philippine Qualification Framework (PQF).

Two memoranda of agreement were forged. One was with the Department of Social Welfare and Development (DSWD) for the livelihood training of 4Ps communities in Northern Mindanao, dubbed as “LEESD thru STEPPS, with 1,300 beneficiaries who are 18-40 years old. Another was with COHARA for the following projects: 1) industry immersion of 10 TVET trainers in one of the 5-star hotels in Cagayan de Oro City, to augment their knowledge and skills through actual exposure to high end systems and technology, which they can impart to their students, and, 2) re-training of 63 Room Attendants for them to be certified. The 1st batch was assessed and achieved 100% passing rate during the NATCAC assessment.

Moreover, it collaborated with Department of Trade and Industry for the implementation of the manpower capability building program for skills of 200 existing Flock Men and incoming workers in the poultry industry. The program intends to establish a training facility for Flock Men and other poultry-based workers.

There was also a Trainers Training on Rubber Production, with 30 trainers from TESDA Technology Institutions, TVET Institutions, URPA, LGUs, DA and DTI in cooperation with Department of Agriculture, United Rubber Producers Association (URPA) and Farmchild. This was to address the increasing demand for skilled workers in rubber production in the region.



TESDA Region XII

TESDA Region XII hosted the 14th Human Resource and Skills Development Summit with guiding theme “The TVET to TESD Journey: Multiple Path. It was held in Dakak Park and Beach Resort in Dapitan City, Zamboanga del Norte on September 3 to 5, 2015, with about 540 delegates all throughout Mindanao.

The summit served as forum for information exchange, advocacies, policy reforms and promoting quality TESD among TVET industry of Mindanao. The topics included issues and challenges surrounding the goals of technical vocational education and training, moving up to higher level TVET, quality skills training and education amidst the implementation of K to 12 and ASEAN integration.

Series of Provincial Skills Competitions were also conducted in the region. These are sought after events in the provinces because they showcase talent, craftsmanship and sportsmanship of students the TESDA way. They also serve as venue to recognize talents and skills of the students/trainees and workers.

The Provincial Government of Cotabato and Southern Christian College sponsored the skills competition (with eleven trade areas) during the “Kalivungan Festival 2015.” as part of the 101st Foundation Anniversary Celebration of North Cotabato. It was participated by 114 competitors coming from eight (8) different TVET institutions.

In Sarangani-General Santos City, TESDA XII hosted two major annual skills Olympics. The Mindanao Polytechnic Institute conducted their skills competition at the Veranza Mall, General Santos City.

Together with the LGU of Province of South Cotabato and the Association of Vocational Education and Training Institutions of South Cotabato (AVETSCo), it also conducted the Provincial Skills Competition that coincided with the celebration of the “T’nalak Festival” in South Cotabato.

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