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In the interest of the service and in line with the National Technical Education and Skills Development Plan (NTESDP) Vision on Vibrant Quality TVET for Decent Work and Sustainable Inclusive Growth, and with the Strategic Thrusts on TVET for Global Competitiveness & Workforce Readiness and TVET for Social Equity & Poverty Reduction, the following implementing guidelines are hereby adopted and shall be observed in the implementation of the TESDA Scholarship Programs under the New Normal.

I. SCOPE AND COVERAGE

These guidelines shall cover all existing scholarship programs of TESDA such as but not limited to Training for Work Scholarship Program (TWSP), Special Training for Employment Program (STEP), Private Education Student Financial Assistance (PESFA), Universal Access to Quality Tertiary Education (UAQTEA), Tulong Trabaho Scholarship Program (TTSP), and all other scholarship programs which shall come into existence regardless of the source of funds. The salient provisions of the corresponding TESDA Circular for each particular Scholarship Program that are not inconsistent with these guidelines shall also be adopted, if any.

II. RATIONALE

The National TESD Plan espouses the 2 – pronged Technical-Vocational Education and Training (TVET) directions for the next 5 years: 1) *TVET for Global Competitiveness and Job Readiness* and; 2) TVET for *Social Equity and Poverty Reduction*. TVET is being re-positioned to respond to the new challenges brought about by the local as well as global drivers of change which impact on how industries operate – streamlined business processes, use of global value chain, and adoption of high technology and information technology and mobile workforce. With the fast-paced and complex way of doing business, TVET has to respond to these challenges of addressing the diversified industry requirements and at the same time making sure that no one is left behind in TVET.

TESDA, together with the TVET sector, commits to address the issues, problems, and gaps culled from the lessons of the previous Plans in order for the sector to remain relevant. In sum, the NTESDP 2018-2022 aspires to pursue and achieve **Quality TVET for All**.

It is in this context that TESDA has been implementing scholarship programs such as **TWSP, STEP, PESFA, UAQTEA, and TTSP** to enhance TVET access and encourage technical education and skills development for the needed workers of key employment generating as well as emerging industries.

TESDA is determined to expand and strengthen its mandate, programs and services. It will reach out and serve new and more clients and partners to transform and improve the lives of the poor and underserved citizens of this country living true to its proclaimed policy "TESDA Abot Lahat".

III. DEFINITION OF TERMS

In order to provide a common frame of reference in understanding the key terminologies used in this circular, the following terms are hereby operationally defined:

1. **Absorptive Capacity - refers to the number of trainees that a TVI can accommodate in a whole year based on the training schedules prepared by the TVI depending on the available physical facilities, workshops, including the tools and equipment, and the number of qualified trainers. The submitted absorptive capacity of a TVI should be verified by the respective PO/DO that the use of facilities, tools, equipment, and trainers are not in conflict with the indicated training schedules.**

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2. **APACC or ISO 9001:2015 Certified TVIs** – are institutions with an internationally recognized seal of quality assurance.

3. **Barangay Development Programs** – skills training programs that cater to the specific needs of the marginalized and disadvantaged sector to ensure that rural employment generation is pursued in the communities.

4. **Biometric-Enabled Scholarship Registration System (BSRS)** - an online registration system that incorporates facial recognition biometric technology in the implementation of the TESDA Scholarship Programs involving the processes of learner registration, attendance monitoring, administration of training/assessment, and reporting.

5. **Disaster Response** - the provision of emergency services and public assistance during or immediately after a disaster to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people affected. Disaster response is predominantly focused on immediate and short-term needs and is sometimes called "disaster relief"

6. **Displaced workers** - refer to workers in the formal and informal sectors who became unemployed, or have lost their livelihood as a result of the closure of the establishment, economic crisis, retrenchment, termination, natural disasters/calamities. This also refers to workers who are temporarily laid-off, in floating status, or whose employment is permanently terminated due to authorized and/or other causes that are related to COVID-19 as assessed by the DOLE.

7. **Due Diligence** - an act or process of ensuring that all requirements are complied with.

8. **Enterprise-Based Training** – refers to TVET programs delivered by the enterprise which may be in-plant or stand alone or maybe linked with a training provider. These programs are offered to industry groups or to enterprise employees and individuals.

9. **Exaction of any unauthorized fees** - refers to the solicitation, in any manner, to students for payment of anything not included in the training costs reported to the Regional/Provincial Offices (RO/PO).

10. **Face - to - Face Learning (F2F)** - an instructor - led training in a traditional classroom setting *(TESDA Circular No. 104, s. 2019)*

11. **Flexible Learning** - the provision of a range of learning modes or methods giving learners greater choice of when, where and how they learn. *(Source: NCVER 2013, Australia)*

12. **Ghost Candidates for Assessment** - refers to persons who are listed/reported in the MIS-03-02 and in the Registry of Workers Assessed and Certified (RWAC) but did not attend the assessment as verified by TESDA.

13. **Ghost Trainees** - refer to persons reported to have attended a training solely for the purpose of obtaining payment of the corresponding scholarship allocation, but upon verification by TESDA are found out to be fictitious.

14. **Ghost Training** - refers to training reported as held solely for the purpose of obtaining payment of the corresponding scholarship allocation, but upon verification by TESDA was not actually conducted.

15. **Green Jobs** – refer to decent jobs that contribute to preserving or restoring the environment, be they in traditional sectors such as manufacturing and construction, or in new, emerging green sectors such as renewable energy and energy efficiency.

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16. **Learner's Portfolio** - a completion of academic works and other forms of educational evidence assembled for the purpose of (1) evaluating coursework quality, learning progress, academic achievement; (2) determining whether learners have met learning standards or other academic requirements for courses and graduation; (3) helping students reflect on their academic goals and progress as learners; and (4) creating a lasting archive of academic work products, accomplishments, and other documentation. (TESDA Circular No. 102, s. 2021)

17. **Industry Groups** - refer to any industry associations, industry boards, industry councils including those founded and funded by businesses that operate in a specific industry and recognized by TESDA in the national, regional, and provincial levels according to set guidelines, including industry-based aggrupations, and those that are duly authorized to receive scholarship funding from TESDA.

18. **Major Findings** – refer to adverse findings on a TVI, involving the commission of any act of fraud, falsification, dishonesty or gross negligence which results in any of the following: 1.) Ghost Training; 2.) Ghost Trainees; 3.) Ghost Candidate for Assessment; 4.) Shortened Training; 5.) Falsification on Training and Assessment Results and Documents; 6.) Exaction of Unauthorized Fees; 7.) Offering Unregistered Programs; 8.) Incomplete tools and equipment as required in the Training Regulations; 9.) Under-sized training facilities/workshop areas; and 10.) Unqualified trainers and/or unauthorized trainers.

19. **Multiple Availment** - refers to availing of two or more scholarship programs by a beneficiary.

20. **National Inspectorate for Scholarship Program (NISP)** – is a body organized to monitor/validate the implementation of various scholarship programs to ensure that these are in accordance with the guidelines set forth by TESDA.

21. **New and Emerging Competencies** – refer to knowledge, skills, and attitudes required by new and emerging technologies or enterprises in the industry without TESDA-promulgated Training Regulations (TRs) as determined and recommended by local and international industry bodies/associations resulting from local and international researches/studies, authenticated labor market information/publications, among others, that have current or forecasted employment opportunities. These include local in-demand competencies in the local industry that are not identified in key employment generators but have existing employment opportunities evidenced by job orders or authenticated job vacancies or assurance of employment from the industries.

22. **New Normal** - refers to the emerging behaviors, situations, and minimum public health standards that will be institutionalized in common or routine practices and remain even after the pandemic while the disease is not totally eradicated through means such as widespread immunization. These include actions that will become second nature to the general public as well as policies such as ban on large gatherings and compliance to the protocols set by the Inter-Agency Task Force for the Management of Emerging Infectious Diseases and TESDA that will continue to remain enforced.

23. **Personal/Health Protective Equipment** - equipment worn to minimize exposure to a variety of health hazards which may include, but not limited to, hand gloves, face mask, hand shields, etc.

24. **Qualification Map (QM)** – a document prepared based on the Scholarship Allocation Plan (SAP) or the skills training needs of a community or special clients which provides the details of the scholarship program/s to be funded for implementation..

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25. **Recognition of Prior Learning (RPL) -** refers to the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status, credit, or qualification. It is also defined as a process of identifying, documenting, assessing, and certifying formal, non-formal and informal learning outcomes against standards used in formal education and training. Thus, RPL provides an opportunity for people to acquire qualifications or credits towards a qualification or exemptions (from all or part of the curriculum, or even exemption from an academic prerequisite for entering a formal study program) without going through a formal education or training program.

26. **Regional Targets and Distribution Plan of Scholarship Budget Allocation (RTDPSBA) –** the distribution matrix of scholarship allocation of the Regions.

27. **Scholarship Allocation Plan (SAP) –** the document that describes the absorptive capacity of registered TVET providers, the in-demand qualifications/critical skills requirements and key employment generators that identify/capture the target number of scholarship training seats per industry/sector needed in an area (Region/Province) and the budgetary requirements to implement the scholarship program in the respective Region/Province.

28. **Scholarship Information System (SIS) -** a sub-module of the TESDA Training Management Information System (T2MIS) designed to efficiently process, evaluate and monitor the scholarship programs being implemented by TESDA. This is to fast-track the preparation and approval of the pertinent documents needed prior to the implementation of the program and automatically evaluate the TVET institutions if it is within the eligible requirements to conduct scholarship training.

29. **Scholarships Management Division (SMD) –** the office that takes the lead role in the planning, monitoring and evaluation of the various TESDA Scholarship Program, in close collaboration with the Executive, Regional, and Provincial Offices.

30. **Special Clients –** refer to special target beneficiaries to include: (1) **farmers and fishermen, (2) workers in the informal sectors, (3) migrant workers, (4) indigenous people and cultural communities, (5) women, (6) persons with disability, (7) senior citizens, (8) victims of calamities and disasters, (9) out-of-school youths, (10) urban poor.** Furthermore, special beneficiaries also cover solo parents and their children, OFWs and their dependents, drug surrenderees and their dependents, victims of human trafficking, wounded-in-action or killed-in-action AFP and PNP personnel and their dependents, returnees, inmates and detainees and their dependents, micro entrepreneurs and their dependents, members of cooperatives, internally displaced population, Not in Employment, Education, or Training (NEET), underemployed, and **other related or similarly situated clients.**

31. **STAR-rated Programs –** programs with recognized accomplishments, innovations and improvements that TVIs have instituted beyond the minimum requirements set in the Unified TVET Program Registration and Accreditation System (UTPRAS).

32. **Starter Toolkits –** set of tools and equipment related to the completed training program by a beneficiary which can be used for self-employment or entrepreneurial activities.

33. **Technical Vocational Institution (TVI) –** refers to an institution, whether public or private, offering TVET program/s. This shall include TESDA Technology Institutions, Public and Private TVIs, Higher Education Institutions (HEIs), State Universities and Colleges (SUCs), Local Colleges and Universities (LCUs), Training Centers, and enterprises offering registered or recognized TVET programs.

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34. **TESDA Online Program (TOP) -** an open educational resource that aims to make technical education more accessible to Filipino citizens through the use of information and communication technologies. TOP provides an effective and efficient way to deliver technical education and skills development services to a broader audience/wide range of users/all learners at a lesser cost. *(eTESDA)*

35. **TESDA Scholar** - refers to any qualified individual who has availed of the TESDA Scholarship Programs.

36. **TESDA Training Management Information System (T2MIS)** – a web-enabled platform to facilitate an organized collection, storage, processing, analysis and reporting on any TVET data analytics related to training, assessment and certification, and employment of graduates.

37. **TESDA Technology Institutions (TTIs)** – refer to schools/institutions, regional and provincial training centers that are under the management of TESDA. These include TESDA Regional Training Centers, TESDA Provincial Training Centers, TESDA Administered Schools (TAS), and TESDA-specialized centers (e.g., TESDA Women's Center, National Language Skills Center (LSC), etc.) .

38. **Training Plan -** a document which details the program/course outline through which a TVET program will be implemented which includes the training delivery modality, the learning outcomes, contents, and learning resources, among others. This shall serve as reference in implementing, monitoring, and evaluating the delivery of the TVET program.

39. **Training schedule** - a plan of training program implementation which shows the name of trainer, indicative date of start and end of training, indicative assessment date, number of training seats per batch, learning delivery mode and time of training whether morning, afternoon or evening session.

40. **TVET for Global Competitiveness and Workforce Readiness** – one of the strategic thrusts of the National TESD Plan 2018-2022 to prepare the TVET graduates and certified workers for higher qualifications and emerging skills that are matched with the requirements of the industry, hence, enhancing their job-readiness and productivity. The target clients under this strategy are the industry workers obtaining skills upgrading, new entrants to the labor force, TVET trainers and currently employed workers, among others.

41. **TVET for Social Equity** – aims to resonate the TESDA's commitment in supporting the basic and marginalized sectors and special clients in order to enable them to engage in gainful and productive economic activity.

IV. **SCHOLARSHIP FRAMEWORK**

In order to provide a common frame of reference on the key concepts surrounding TESDA Scholarship Programs and the various interrelated systems governing its operation and management, the following frameworks are established to facilitate a shared understanding between the scholarship program implementers, partners, and stakeholders:
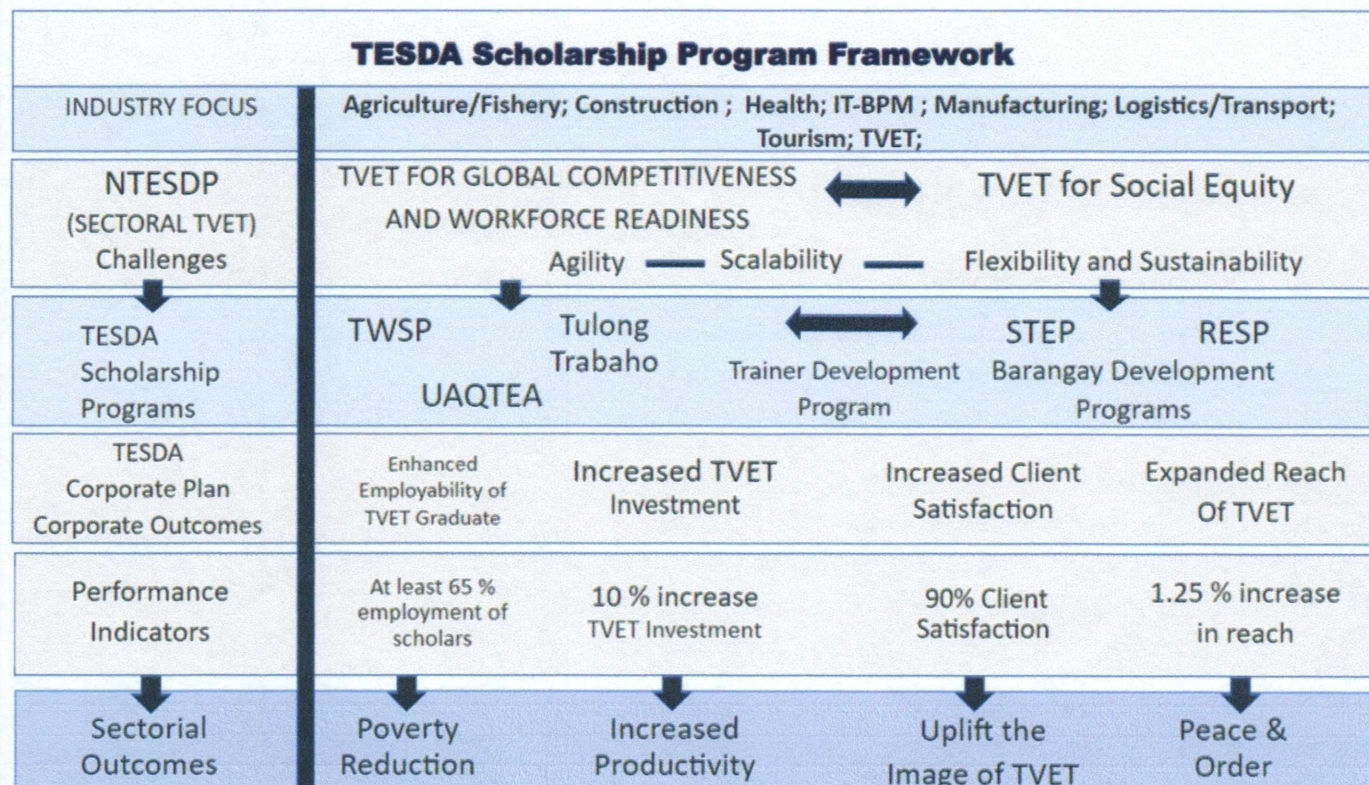
1. **TESDA Scholarship Program Framework**

The TESDA Scholarship Program Framework is a multi-layered representation of TESDA's strategies and programs in meeting the agency's primary goals and objectives.

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The TESDA Scholarship Programs shall be focusing on the provision of skilling, re-skilling or upskilling of workers needed by the priority or emerging industries as enshrined in the National TESD Plan. The first layer establishes the industries or the identified key employment generators that will be given focus and priority in the scholarship allocation. This shall be the basis in the development of the National Sectoral Target which determines the sectoral distribution of scholarship fund allocation and in mapping out the selection of program/qualifications that will be implemented for the year.

TESDA Scholarship Program Framework

INDUSTRY FOCUS	Agriculture/Fishery; Construction ; Health; IT-BPM ; Manufacturing; Logistics/Transport; Tourism; TVET;			
NTESDP (SECTORAL TVET) Challenges	TVET FOR GLOBAL COMPETITIVENESS AND WORKFORCE READINESS ⟷ TVET for Social Equity Agility — Scalability — Flexibility and Sustainability			
TESDA Scholarship Programs	TWSP Tulong Trabaho UAQTEA	⟷ Trainer Development Program	STEP Barangay Development Programs	RESP
TESDA Corporate Plan Corporate Outcomes	Enhanced Employability of TVET Graduate	Increased TVET Investment	Increased Client Satisfaction	Expanded Reach Of TVET
Performance Indicators	At least 65 % employment of scholars	10 % increase TVET Investment	90% Client Satisfaction	1.25 % increase in reach
Sectorial Outcomes	Poverty Reduction	Increased Productivity	Uplift the Image of TVET	Peace & Order

The next layer relates the Two-Pronged Strategic Thrust of TESDA and its three Strategic Responses to the Scholarship Programs of TESDA as its medium in achieving the NTESDP's objective of strengthening TVET. It identifies the Training for Work Scholarship Program (TWSP), Private Education Student Financial Assistance (PESFA), Free TVET and Tertiary Education Subsidy under the Universal Access to Quality Tertiary Education Act (UAQTEA), and the Tulong Trabaho as the programs that will advance the agency's thrust on TVET for Global Competitiveness and Workforce Readiness, while carrying out TESDA's advocacy on TVET for Social Equity through the Special Training for Employment Program (STEP), Special Skills Training Program (SSTP), and Rice Extension Services Program (RESP) under the Rice Competitiveness Enhancement Fund.

The effective delivery of these programs shall be the means in which the agency's Corporate Outcomes will be realized. These objectives to Expand Reach of TVET, Increase TVET Investment, Increased Client Satisfaction, and Enhanced Employability of TVET Graduates are further specified in the Performance Indicators Layer to quantify each outcome to measure the impact of the scholarship programs if these targets are met. The accomplishment of the foregoing is expected to pave the way for TESDA in achieving its ultimate goal of Peace & Order, Increased Productivity, Uplifting the Image of TVET, and Poverty Reduction.

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2. TESDA Seek-Find-Train-Assess-Certify-Employ Framework
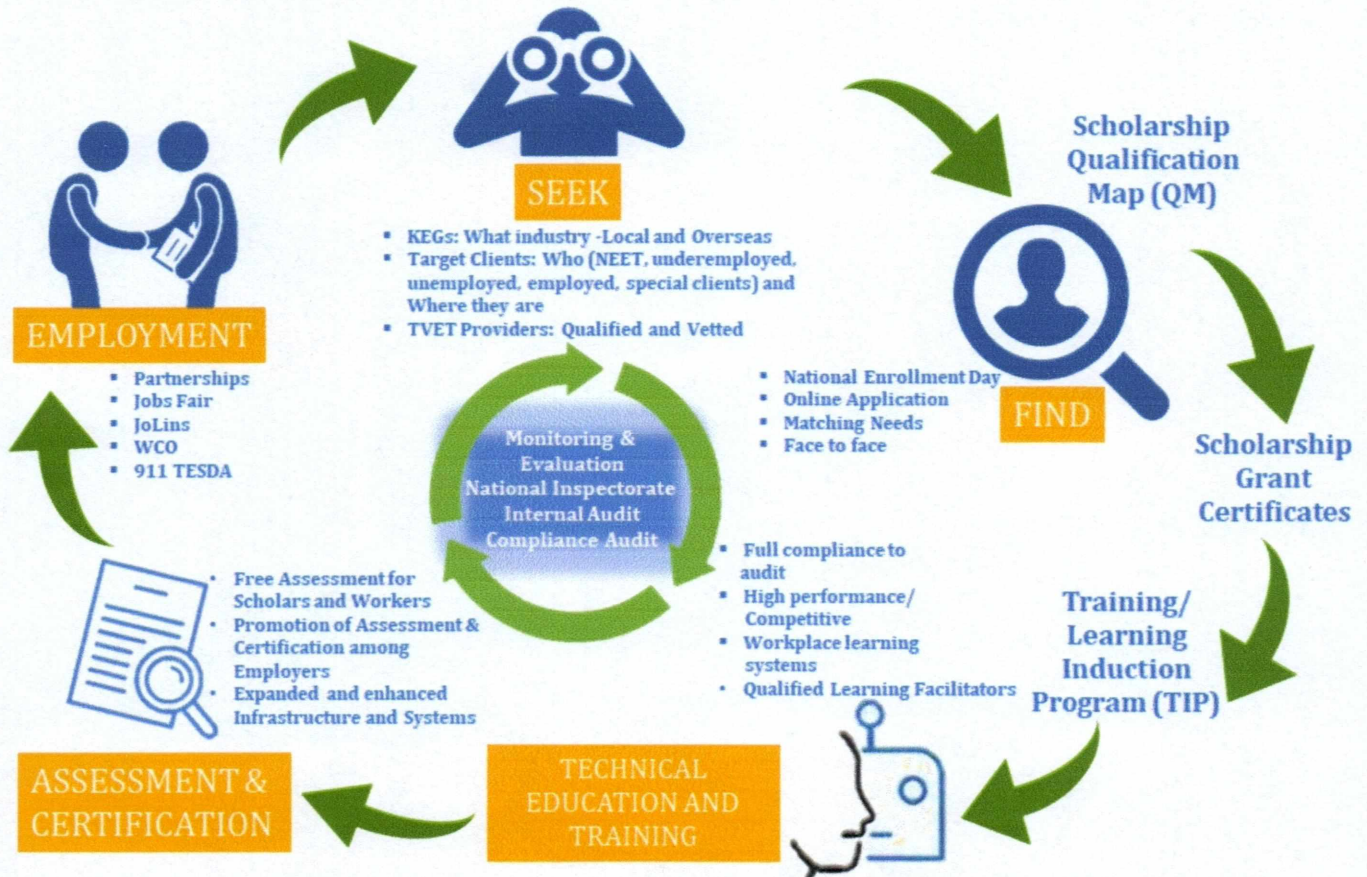
The TESDA Seek-Find-Train-Assess-Certify-Employ Framework describes the cycle which must be observed and the corresponding strategies to be employed during the course of planning, implementing, monitoring, and evaluating TESDA Scholarship Programs within the context of the agency's slogan "TESDA Abot Lahat". This extends TESDA's time-honored paradigm of Seek-Find-Train to further highlight the principal reason of the agency in awarding TESDA scholarship grants to beneficiaries which is to equip them with the necessary skills for employment or livelihood after the training.

Seek – 'Seek' stands for the pro-active approach in identifying the skills that are currently in demand and relevant through industry consultations or inter-agency collaboration, as well as in determining the population demographics of the target clients in a community. This also includes taking into account the number of qualified TVET Providers and vetting their absorptive capacity as one of the considerations in matching and mapping out the distribution of scholarship allocation among eligible TVIs through a demand-driven and client-focused method.

Find – this phase involves finding qualified and deserving beneficiaries of TESDA's scholarship programs through various modalities such as, but not limited to, walk-in (face-to-face) applications, online applications, National Enrollment activities, and other modes of availment.

Train – this is where the implementation shall take place after the TIP has been conducted and the SGCs have been issued upon approval of the qualification maps. Conduct of training can follow different modalities through recognized flexible learning systems. Mechanisms should be in place to ensure that the implementation adheres to the existing guidelines and procedures, and is compliant to the quality standards and training regulations of TESDA.

Assess – refers to the conduct of free assessment in programs/qualifications with Competency Assessment Tools (CATs) to determine whether a scholar or worker demonstrates competence in a given qualification as defined by its competency standards. This also includes the promotion of Assessment & Certification among employers, and conducting assessment as a means to expand the pool of trainers and assessors in support of enhancing TESDA's own infrastructure and systems.

Certify – for scholars or workers who have passed the Competency Assessment, they shall be issued a corresponding National Certificate (NC) signifying that they have achieved the required units of competency of a national qualification defined under the promulgated Training Regulations, or Certificate of Competency (COC) for individuals who were assessed as competent in a single unit or cluster of related units of competency.

Employ – It is imperative for TESDA to implement scholarship programs which lead to employment, whether it is through wage-employment or self-employment. As part of the enabling role of TESDA and to enhance employment of TVET graduates, the ROs/POs shall pursue the following:

1. Partner with enterprises, industry chambers and associations;
2. Encourage TVIs to be a member of the industry chambers and associations;
3. Encourage TVIs to adopt enterprise-based training delivery modes;
4. Encourage TVIs to register as school-based PESOs;
5. Converge and partner with government agencies, particularly on entrepreneurship and other non-wage employment programs (i.e. DTI's Go Negosyo, P3, DOLE's Livelihood Programs, etc.);
6. Intensify Job Linkaging and Networking Services (JoLiNS) and World Café of Opportunities (WCO); and
7. Adopt a project-based approach in community-based training.

In order to ensure that the entire process involved in the implementation of TESDA Scholarship Programs will be in accordance to TESDA's policies and procedures, continuous monitoring and evaluation in conjunction with the NISP, Interim Internal Affairs Service, and other concerned offices shall be institutionalized and observed throughout the Seek-Find-Train-Assess-Certify-Employ cycle.

V. PROGRAMS COVERED

1. TVET for Global Competitiveness and Workforce Readiness

In order to support rapid, inclusive and sustained economic growth, programs on identified priority industries and key employment generators such as agri-fishery/agri-business/agro-industrial, tourism, information technology-business process management (IT-BPM), semi-conductor and electronics, automotive, other priority manufacturing industries, logistics, general infrastructure, new and emerging sectors which include skills development for Green Jobs, and local in-demand qualifications, shall be offered. Programs which seek to provide individuals with demand-led skills and employability and help them overcome challenges to meet the demands of the changing nature of the workplace shall be prioritized, such as, but not limited to, the following:

1.1. Training for Work Scholarship Program (TWSP) - is a scholarship program which provides immediate interventions to produce the needed skilled and certified workers and fill-up the unfilled jobs in key industry sectors in the country. The **TWSP** seeks to support rapid, inclusive and sustained economic growth through course offerings in priority industries and key employment generators. The following programs are also covered by the TWSP:

1.1.1. Trainers Methodology (TM) Level I and Level II including Cluster of Competency/ies (CoC) of private and public TVIs shall be covered with scholarship;

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1.1.2. **Language Programs** offered by TESDA Language Skills Institutes (LSIs) and TTIs shall likewise be covered by scholarship

1.1.3. **Competency Assessment and Certification for Workers** (CACW) shall be covered and governed by existing guidelines;

1.1.4. **Enterprise-Based Training** through the Dual Training System (DTS) Program. The in-school training component shall be covered with scholarship;

1.1.5. **New and Emerging Competencies** shall be defined by the industry bodies/associations from the result of international and local researches, studies/labor market information/publications, among others, and recommended by the ROs concerned. This may include development for Green Jobs. Likewise, local in-demand qualifications including the regional and provincial priorities that are not identified as key employment generators may be covered provided there are existing employment opportunities as evidenced by job orders or authenticated job vacancies or assurance of employment (R/PTESDP). Project proposals are needed to be given scholarship funding.

1.2. **Private Education Student Financial Assistance (PESFA) –** one form of assistance to students in private education under RA 8645, otherwise known as "Expanded Government Assistance to Students and Teachers in Private Education Act ". The program seeks to extend financial assistance to marginalized but deserving students in post-secondary non-degree courses, promote TVET, contribute to the development of a competent skilled workforce and assist private institutions in their development efforts by assuring a steady supply of enrollees to their course offerings.

1.3. **Universal Access to Quality Tertiary Education (UAQTEA) -** a program established through Republic Act No. 10931 providing for free tuition and other school fees in State Universities and Colleges (SUCs), Local Universities and Colleges (LUCs) and state-run Technical Vocational Institutions (STVIs), establishing the Tertiary Education Subsidy and Student Loan Program (SLP), strengthening the Unified Student Financial Assistance System for Tertiary Education (UniFAST), and appropriating funds therefor.

1.3.1. **Free TVET in Post-Secondary State-Run TVIs (STVI)**

All Filipino learners who shall enroll in any TESDA-registered TVET program leading to a non-degree certificate or diploma (including bundled programs) offered by STVIs shall be eligible for the free TVET provision, provided that they comply with the admission and retention policies and existing residency rules of the STVIs

1.3.2. **Tertiary Education and Subsidy (TES)**

The TES program is established to benefit all Filipino learners who shall enroll in post-secondary TVET programs registered under TESDA and offered in all TESDA-recognized privately-run institutions, subject to prioritization and availability of funds, provided that they comply with the admission and retention policies and existing residency rules of the institutions.

1.4. **Tulong Trabaho Scholarship Program (TTSP) –** a scholarship program established through Republic Act No. 11230 which mainly aims to provide more innovative approaches to TVET linked to the requirements of industry to primarily address unemployment and job-skill mismatch through the delivery of Selected Training Programs (STPs) to qualified recipients. The coverage of STPs are as follows:

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1.4.1. **Programs/qualifications in Priority Sectors covered by existing Training Regulations;**

This will cover either a full qualification, bundled qualifications, Cluster of Competencies (COC) or Unit of Competency for programs/qualifications that are in high priority to critical skills shortages.

This shall cover programs/qualifications in sectors considered as Key Employment Generators or priority sectors/industries identified in the National Technical Education and Skills Development Plan.

1.4.2. **Unit of Competency, Cluster of Competencies, Modules;**

The program can be offered by specific module/s or unit/s of competencies and packaged as modularized programs from the supermarket of competencies adapted to the needs and circumstances of the existing workers.

1.4.3. **New and Emerging Skills/No Training Regulations;**

The Planning Office shall provide the updated list of the new and emerging skills requirements annually, including new updates based on results of the studies, roadmaps, etc. .

1.4.4. **Industry-specific and area-based skills requirements not covered by Training Regulations;**

The industry-specific and area-based skills requirements shall be proposed by companies, industry groups; and MSMEs.

1.4.5. **The list of STPs shall be determined as follows:**

1.4.5.1. The Planning Office, in consultation with the concerned TESDA Executive Offices, industry groups, and other stakeholders, shall review, consolidate and recommend the list of STPs for the approval of the TESDA Board based on the following considerations:

1.4.5.1.1. Latest issuances of Labor Market Intelligence Reports;

1.4.5.1.2. Quantitative and qualitative data on employment opportunities to be provided by the DOLE;

1.4.5.1.3. Quantitative and qualitative data on jobs and skills matching, as determined by TESDA;

1.4.5.1.4. The Human Resource Development Roadmaps; National Technical Education and Skills Development Plan (NTESDP); Joint Industry Roadmaps of the DTI, BOI, and the private sector; changes in technologies and emergence of new business models;

1.4.5.2. The list shall be updated as necessary or if there are new developments based on the industry roadmaps, results of studies, directives, issuances, area-based skills maps, R/PTESDC Resolutions on Priority Skills Requirements, and other relevant documents, as recommended by the Director General and approved by the TESDA Board.

1.5. **TESDA Overseas Scholarship Program** – pilot program to further support OFWs in enhancing their skills and find better, more decent jobs through the provision of quality training programs as well as assessment and certification to our OFWs.

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2. **TVET for Social Equity**

Social Equity Programs which shall adopt a needs-based and multi-skilling approach to provide people in communities the opportunity to engage in various activities to earn income shall be offered. The curriculum for these programs shall be developed to ensure that people in the communities become knowledge-skilled entrepreneurs. Social Equity Programs may include the following:

2.1. **Special Training for Employment Program (STEP)** - a community-based training program that seeks to address the specific skills needs of the communities and promote employment, through entrepreneurial, self-employment, and service-oriented activities. Under STEP, the training programs are generally short-term and shall use the cluster of units of competencies prescribed in the Training Regulations (TRs) promulgated by TESDA, wherever applicable.

2.2. **Rice Extension Services Program (RESP)** – a program under the Rice Competitiveness Enhancement Fund (RCEF) for teaching skills on rice crop production, modern rice farming techniques, seed production, farm mechanization, and knowledge/technology transfer through farm schools nationwide. The RESP is primarily governed by TESDA Circular No. 053, series of 2020.

2.3. **Barangay Development Programs** which cater to the specific needs of the marginalized and disadvantaged sector in the communities shall also be covered. Project proposals are needed to be granted scholarship funding under TWSP or STEP.

VI. SCHOLARSHIP BENEFICIARIES

1. **Target Beneficiaries**

TESDA Scholarship Programs seek to address the needs of prospective beneficiaries from industries, communities, and the Special Clients. Under the new normal, priority shall be given to special clients such as, but not limited to, the following:

1.1. Overseas Filipino Workers (OFWs);
1.2. Balik Probinsya, Bagong Pag-asa (BP2) Beneficiaries;
1.3. Target Clients of Barangay Development Programs;
1.4. Workers and Trainers in need of Upskilling and Retooling;
1.5. Displaced Workers due to COVID-19; and
1.6. Distressed Workers of MSMEs.

2. **Qualifications of Beneficiaries**

2.1. Filipino Citizen;
2.2. Age Requirements:
2.2.1. For TWSP, at least 18 years of age at the time he/she finishes the training program;
2.2.2. For STEP, Tulong Trabaho, and PESFA, at least fifteen (15) years old at the start of the training program;
2.3. For PESFA, must be at least high school graduate/high school completer, and with an annual family income of three hundred thousand (P300,000.00) and below.
2.4. For special clients, the minimum educational requirement of at least high school or Grade 10 will be relaxed for some selected training programs.
2.5. For UAQTEA, at least ten (10) years basic education, including those who graduated from high school through the Alternative Learning System, and other entry requirement as stipulated in Section III of existing Training Regulation;

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2.5.1. For TES under the UAQTEA, priority shall be given to:

    2.5.1.1. Learners included in the most recently updated DSWD Listahanan, if available.

    2.5.1.2. Learners not included in the updated DSWD Listahanan ranked according to their estimated per capita household income based on the submitted document/s of proof of income (e.g. Income Tax Return or DSWD Certificate of Indigency)

The prioritization shall not apply to leaners in the cities and municipalities with no existing SUCs, LUCs, and LGU run institutions.

2.5.2. Non-Eligibility to Free TVET and TES:

The following learners are not eligible to avail of Free TVET and TES benefits:

    2.5.2.1. For Free TVET:

        2.5.2.1.1. Learners who have obtained a bachelor's degree;

        2.5.2.1.2. Learners who are already holders of a certificate or diploma for a technical-vocational course equivalent to National Certificate Level III or higher, except if the learner intends to enroll in bundled courses or programs in Level IV or Diploma;

        2.5.2.1.3. Learners who fail in any public TVET course;

        2.5.2.1.4. Learners enrolled in TVET programs not registered/recognized under TESDA; and

        2.5.2.1.5. Learners who voluntarily opt out of the free TVET provision.

    2.5.2.2. For TES:

        2.5.2.2.1. Learners enrolled in TESDA-registered/ recognized programs in any TVI who availed of government-funded StuFaps other than Free TVET provision;

        2.5.2.2.2. Learners who did not undertake and/or qualify under the TVIs' screening/assessment procedure, or skills competency evaluation

        2.5.2.2.3. Learners enrolled in TVET programs not included in the Registry, subject to the transitory provisions in Section 57 of the IRR.

Learners who are NOT ELIGIBLE to avail of the Free TVET and TES benefits shall be charged the corresponding training cost and other training-related costs determined by the TESDA Board subject to the transitory provisions in Section 54 of the IRR

2.6. For Tulong Trabaho Scholarship Program:

2.6.1. **Qualifications for Individuals**

    2.6.1.1. Filipino citizens who are at least fifteen (15) years of age who are not employed, not in education, and not in training (NEET), to include displaced workers, and long-term unemployed;

    2.6.1.2. Employed workers who intend to develop and expand their current skills and training, except existing workers in enterprise-based companies or industries currently trained by their employers.

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2.6.1.3. Approval of List of Qualified Recipients for Individuals

2.6.1.3.1. Interested individuals seeking assistance from the Tulong Trabaho Fund can apply through the nearest TESDA Provincial/District Office (PO) or online through the TESDA Website.

2.6.1.3.2. The PO shall review the List of Applicants to determine qualified recipients and submit to the Regional Office.

2.6.1.3.3. The RO shall consolidate and submit the regional listing of applicants to the Director General through the ROMO-SMD for approval.

2.6.2. Qualifications for Industries

2.6.2.1. Industry groups recognized by TESDA under the Recognition of Industry Bodies (RIBs), establishment of Industry Boards;

2.6.2.2. Those industry groups with existing partnership or collaboration with TESDA through a Memorandum of Understanding/Agreement or any related engagement at the national or local levels;

2.6.2.3. Other industry groups and enterprises which shall be subject to review and approval of the Director General.

2.6.2.4. Approval of List of Qualified Recipients for Industries

2.6.2.4.1. Qualified Industry Groups and Companies/MSMEs shall submit their list of their nominees to the nearest PO/DO or directly to the RO. If submitted to the PO/DO, the PO/DO shall forward the submitted list of nominees to the RO.

2.6.2.4.2. The RO shall review the List of Nominees to determine qualified recipients.

2.6.2.4.3. The RO shall consolidate and submit the regional listing of nominees to the Director General through the ROMO-SMD for approval.

2.7. Other specific requirements as specified in the corresponding TESDA Circular covering the scholarship program, if any.

3. **Multiple Availment of Scholarship**

   3.1. **Multiple Availment of Scholarship shall be allowed as follows :**
       3.1.1. **The training shall be availed one at a time and not simultaneously.**
       3.1.2. **Any qualification is allowed except for those already completed by the scholar;**

   3.2. **Beneficiaries of scholarship and subsidy programs of other government agencies shall be allowed to avail of TESDA Scholarship Programs, provided that these government agencies allow their recipients to avail of other scholarship and subsidy programs in addition to what they are already receiving.**

   However, for purposes of ensuring the attendance of the scholar and no conflict in schedule will arise, the training under the TESDA Scholarship Program to be availed of must not coincide with the training/class under a scholarship/subsidy program of other government agencies.

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4. **Policy on Dropouts/Absences**

Scholars must have at least 80% attendance or must have passed the institutional assessment for at least 80% of the required units of competencies to qualify for completion of the training program. Otherwise, the trainee/learner shall be reported as dropout. Reasons for dropping-out should be provided in the T2MIS/BSRS and/or other reporting systems of TESDA.

In case that the scholar failed to provide valid reason/s for dropping out from the training, the scholar will be DISQUALIFIED from participating in any of the TESDA scholarship programs for three (3) years

VII. **SCHOLARSHIP BENEFITS**

1. Each scholar shall be entitled to the benefits prescribed by law and the entitlement must be strictly made in accordance with government accounting and auditing rules and regulations.

2. **In addition to free training and assessment, the following additional benefits are included:**
   2.1. **Training Support Fund (TSF);**
   2.2. **New Normal Assistance (one-time COVID-19 related expenses worth Php500.00 to cover either Health/Personal Protective Equipment (H/PPE) or internet/communication expense of the scholar);**
   2.3. **Workshop uniform allowance of P500 for for at least 3 pieces of standard TESDA uniform T-shirt**
   2.4. **Accident insurance coverage for a period of one (1) year;**
   2.5. **Book Allowance/Learning Materials Allowance (if applicable);**
   2.6. **Starter toolkits (if applicable); and**
   2.7. **Entrepreneurship training (if applicable).**

3. The approved standard fees based on the latest Schedule of Cost for TESDA Scholarship Programs shall strictly be applied. The TVI shall not exact any additional training fees from the beneficiaries.

4. For Qualifications and New/Emerging programs not covered by the approved Schedule of Cost:
   4.1. A project proposal that includes the proposed costing shall be prepared and used as basis in determining the approved program costing to be indicated in the Qualification Map.
   4.2. Allowable funding for each training proposal shall not exceed Php50,000.00 per capita cost.
   4.3. In case the per capita cost exceeds Php50,000.00, the TVI or training provider shall cover the additional expenses.
   4.4. The final cost of the proposed training program shall be subject to the approval of the Director General, based on the review and recommendation of the ROMO-SMD that will evaluate this proposal.

5. **The prescribed specifications for the workshop uniforms shall be provided by the ROMO. Training providers participating in the scholarship programs shall undertake to acquire the workshop uniforms with the prescribed design and specifications in advance. The allowance for the workshop uniforms shall be provided directly to the scholars. The allowance shall be used to acquire the prescribed set of workshop uniforms from the training provider where the scholar is enrolled.**

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6. Uniformed Personnel and scholars employed in the public sector shall not be entitled to Training Support Fund (TSF)[1].

   However, the scholars who are employed as Contract of Services and Job Orders shall be entitled to Training Support Fund (TSF) provided that the training is outside of work hours[2]

7. Eligible TESDA scholars shall be entitled to insurance coverage under the GSIS Group Personal Accident Insurance (GPAI) for a period of one (1) year following the procedures set forth in TESDA Circular No. 010, Series of 2021. TESDA Scholars enrolled under full-online delivery mode shall not be entitled to insurance coverage.

8. For scholarship programs that need Entrepreneurship Training such as STEP, RESP, PAFSE, and area-based project proposals, the scholars who already completed the related Entrepreneurship Training are no longer required to take this training program. Verification shall be made through the T2MIS database.

VIII.   IMPLEMENTATION MECHANICS

1. **Pre-Qualification of Participating TVI**

   1.1. The RDs and PDs shall exercise due diligence in pre-qualifying and evaluating the TVIs.

   1.2. The POs shall pre-qualify all participating TVIs using the Eligibility Requirements as follows:

   1.2.1. For TVIs with New Programs

   Program must be registered with, accredited, or recognized by TESDA;

   1.2.2. For TVIs with Existing Programs

   1.2.2.1. TVI is compliant based either on the latest applicable Audits (compliance, internal, on-the-spot) and results of the National Inspection (if included in the inspection) conducted by the NISP;

   Allocations of scholarship slots of TVIs pertaining to the programs with pending adverse audit/NISP findings must be withheld, until the same has been resolved in favor of the TVI. For other programs without any adverse findings, scholarship allocations may be given, provided that its implementation of scholarship programs shall be subjected to strict monitoring.

   1.2.2.2. The TVI must not be a subject of any unsettled **Notice of Disallowance (ND)**;

   1.2.2.3. The TVI must not be involved in an unlawful exaction of fees and/or unlawful offering of any program within the jurisdiction of TESDA;

   1.2.2.4. The TVI shall have complied with the mandatory assessment for the qualification/program in the immediately preceding year, in cases where such program has promulgated CATs; and

   1.2.2.5. The TVI is not the subject of more than ONE (1) valid and verified complaints.

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[1] Section 119, Rule XII of the 2017 Omnibus Rules on Appointments, and other Human Resource Actions. Revised 2018.

[2] Section 1 of Resolution 020790 on Policy Guidelines for Contract of Services

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2. **Consolidation of Absorptive Capacity**

   2.1. The PO shall invite the pre-qualified TVI to submit and encode its absorptive capacity through the Scholarship Information System (SIS).

   2.2. The POs shall verify the encoded Absorptive Capacity of a TVI and vetted training seats by:
   2.2.1. checking whether the vetted training program is registered or recognized by TESDA;
   2.2.2. checking whether the vetted training program is cleared with any compliance audit and NISP reports;
   2.2.3. conducting ocular inspection to check whether the encoded Training Schedules are valid and implementable; and
   2.2.4. checking pertinent documents to verify the listed trainers whether they are qualified to handle the training program with related NTTC.

   2.3. The POs shall update/consolidate the **TVI's Absorptive Capacity Inventory (Annex A)** through the SIS based on the verified Absorptive Capacity of the TVIs.

   2.4. The Provincial Directors shall certify and sign the TVIs Absorptive Capacity Inventory and shall also execute an Affidavit of Undertaking **(Annex A-1)**.

3. **Criteria for Selection of TVIs**

   The POs shall also prioritize the TVIs using the following Criteria for Selection:

   3.1. Absorptive Capacity;

   3.2. **Scholarship Slots Utilization Rate - must have already utilized at least seventy-five (75%) of the previously granted scholarship allocation under the qualification being applied for before the additional request can be granted.**

   3.3. Billing Submission Compliance Rate – must have submitted billing statements within seven (7) working days once the services had been rendered.

   Ninety-five percent (95%) Billing Submission Compliance Rate in a particular qualification previously granted and being applied for.

   3.4. Employment Rate – at least sixty-five percent (65%) employment of graduates within one (1) year after finishing a program in a particular qualification previously granted and being applied for. The report on employment rate shall be only for programs that have been completed within one (1) year prior to the new application for the same qualification; and

   3.5. Submission of the required reports is mandatory for the TVIs to be considered eligible.

4. **Preparation and Approval of the Scholarship Allocation Plan (SAP) and Qualification Map (QM)**

   To rationalize the allocation of the scholarship slots for TESDA Scholarship Programs, the SAP shall be prepared and used by the Regions/Provinces to distribute the training seats for scholarship among the TVET providers based on their absorptive capacity and available funds. Likewise, the SAP shall consolidate efforts to address priority skills covered in the Regional/Provincial TESD Plans and align it with the approved National Sectoral Target and respective Regional Sectoral Targets. The ROs/POs shall only consider TVIs who are eligible and whose programs passed the Criteria for Selection for inclusion in the SAP.

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4.1. In the preparation of the **Provincial/District Scholarship Allocation Plan (PSAP) (Annex B),** The POs shall match the vetted absorptive capacity of the TVIs with the area-based and demand-driven skills mapping and prioritization of skills requirements including new and emerging skills.

4.2. The ROs shall prepare the **Regional Scholarship Allocation Plan (RSAP) (Annex C)** based on the consolidated PSAP and the Regional Sectoral Target. The ROs shall also consider the absorptive capacity of the TVIs, the area-based and demand-driven skills mapping and prioritization of skills requirements; new and emerging skills; and the available latest Labor Force Participation Data for the region and each province. The ROs shall submit the prepared RSAP to the Director General for approval.

4.3. **Distribution of Scholarship Allocation**

4.3.1. The ROMO-SMD shall consolidate the RSAP of the ROs to prepare the National Sectoral Allocation Plan (NSAP). Based on the percentage share of each region in the NSAP and other scholarship parameters, the ROMO-SMD shall prepare and recommend the **Regional Targets and Distribution Plan of Scholarship Budget Allocation (RTDPSBA)** which shall be the basis in the distribution of the centrally-managed funds to the ROs in addition to their respective Regional Office Allocation;

4.3.2. Applying the **Principle of Area-Management**, the RDs shall consider the following in allocating the regional scholarship budget provided in the RTDSBA to the corresponding POs:

4.3.2.1. Two-Pronged Directions for Philippine TVET;

4.3.2.2. Regional Sectoral Target;

4.3.2.3. Area-Based Demand-Driven TVET and New & Emerging Skills;

4.3.2.4. Absorptive Capacity;

4.3.2.5. Training Delivery Modes;

4.3.2.6. Target Clients/Beneficiaries;

4.3.2.7. Equitable Distribution of Allocations to all qualified TVET providers; and

4.3.2.8. Special Allocation for TTIs.

4.3.3. **Special Allocation for Accredited TVET Programs and Quality-Certified Institutions**

4.3.3.1. TVIs with STAR-rated programs and/or accredited under the Asia Pacific Accreditation and Certification Commission (APACC) shall be prioritized and given additional batches corresponding to their STAR Rating or APACC Rating subject to absorptive capacity, which are as follows:

APACC	Additional Batches		STAR-rating	Additional Batches
Bronze	1 batch per TVI		1-STAR	1 batch per qualification
Silver	2 batches per TVI		2-STAR	2 batches per qualification
Gold	3 batches per TVI		3-STAR	3 batches per qualification

4.3.3.2. TVI Awardees of ISO 9001: 2015 Certified or recipients of Philippine Quality Awards (PQA) shall be given an additional one batch per TVI;

4.3.3.3. Preference shall also be given to Higher level qualifications (PQF Levels III to V);

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4.4. The Provincial QM **(Annex D)** shall be generated by the POs through the SIS based on the PSAP and RSAP. The POs shall ensure and verify the correctness of the Provincial QM generated through the SIS.

4.5. For programs/qualifications without standard costing, a project proposal **(Annex E)** shall be prepared by the project proponent/training provider in coordination with the TESDA Provincial Office. The project proposal shall then be encoded in the SIS in support of the QM and shall be submitted together with the relevant supporting documents as additional basis in the implementation of the program;

4.6. The ROs shall generate the Regional QM **(Annex F)** based on the verified Provincial QMs/Project Proposals through the SIS. The ROs shall check and verify that the Regional QM/Project Proposals is aligned with the RSAP and the Regional Sectoral Target;

4.7. The ROs shall download the checked and verified RQM/Project Proposal in the SIS for approval of the Regional Director.

4.8. The RQM/Project Proposal signed by the RD shall be uploaded to the SIS for submission to the ROMO-SMD.

4.9. The submitted RQM/Project Proposal shall be evaluated by the ROMO-SMD. The evaluated RQM/Project Proposal shall be endorsed for approval of the Director General through the ODDG-TESDO.

4.10. The COROPO and TVIs shall immediately be informed of the status of the QMs/Project Proposals through the SIS.

4.11. **Area-Based Skills/Qualifications**

4.11.1. TESDA RO/PO/DO/TIs may offer Area-Based Skills/Qualifications which are not covered by existing Training Regulations/Competency Standards as Community-Based Training Programs. Trainings may be conducted "Off-Campus" in the community/ies or on property/facility where the clients are situated such as construction sites, fish farms, agricultural farms, and other areas needing TESDA services.

4.11.2. Upon identification of the training needs in their area, TESDA Technology Institutions, in collaboration with the concerned TESDA Provincial/District Office, shall prepare a project proposal for this purpose which includes the proposed costing for the program. The submission and approval of the project proposal shall follow the procedures stated in Section VIII-D of these guidelines.

5. **Implementation of Scholarship Programs**

5.1. The POs/ROs or the concerned office shall assign the corresponding QM Number and QM Code of all PQMs/RQMs using the prescribed **Coding System for QMs (Annex G)**;

5.2. The ROMO-SMD shall immediately provide copies of the approved Regional QMs/Project Proposals and the corresponding Scholarship Grant Certificates (SGCs) to the ROs for distribution to the POs.

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5.3. The POs shall immediately notify the concerned TVI included in the approved Regional QM through a **Notice to Proceed (Annex H).**

5.4. A **Notarized Affidavit of Undertaking (AOU) (Annex I)** must be executed by the TVI before the TVI shall be allowed to implement the program, as follows:

5.4.1. If the TVI has not yet submitted a Notarized AOU for the current fiscal year, the POs shall request the TVI to submit a valid **Notarized Affidavit of Undertaking (AOU)** , copy of which shall be submitted to the PO **within ten (10) working days upon receipt of the Notice to Proceed;**

5.4.2. If the TVI has already submitted a Notarized AOU to the PO for the current fiscal year, the TVI can immediately proceed with the implementation of the program upon receipt of the Notice to Proceed; and

5.4.3. Participating TVIs with scholarship allocation must execute a new Notarized AOU for every fiscal year for submission to the POs.

5.5. The posting of available scholarship slots shall be made available in the TESDA official website, regional/provincial websites, social media pages (where applicable), or in conspicuous areas in each concerned TESDA Regional and Provincial Offices;

5.6. Participating TVIs must publicly post the scholarship slots granted to them in conspicuous areas and in the TVET implementor's website or social media pages. Participating TVIs shall also post a TESDA-prescribed signage informing the public that the TVI is a partner of TESDA in implementing TESDA Scholarship Programs;

5.7. The PO and the TVI shall schedule the conduct of the **Training Induction Program (TIP)** as follows:

5.7.1. The TIP must coincide with the first day of training;

5.7.2. The corresponding publication through either the following media (e.g. tv, print, radio, social media) shall be done;

5.7.3. The TIP shall be conducted using a standard format wherein the RD/PD or their authorized representative shall open the program and shall contain the following topics:

5.7.3.1. TESDA Secretary's Message to the Scholars;

5.7.3.2. Benefits from the scholarship programs of TESDA and modes of release of scholarship benefits;

5.7.3.3. Responsibilities of a TESDA scholar as stipulated in the Commitment of Undertaking;

5.7.3.4. Awareness and Safety Protocols on COVID-19 Pandemic. All participating institutions may use the free courses relevant to COVID-19 Management offered in the TOP;

5.7.3.5. Other requirements of the institution.

5.7.4. Conduct of TIP through Video or Online Conferencing may be adopted.

5.8. The TVI shall start the training programs within **ten (10) calendar days** from the indicative date of the start of training or within ten (10) calendar days from receipt of the Notice to Proceed (whichever is applicable) , except for force majeure or for reasons beyond the control of the TVI.

5.9. If the TVI failed to submit the Notarized Affidavit of Undertaking within ten (10) calendar days from initial receipt of the Notice to Proceed or if the TVI failed to commence within ten (10) calendar days from the indicative date of start of training, **the corresponding scholarship allocation of**

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the TVI may be subjected for reallocation upon recommendation of the Provincial/District Director through the resubmission of another QM.

5.10. All participating institutions with corresponding registration/recognition/accreditation documents shall be duly authorized to implement any of the flexible delivery modes covered in TESDA Circular No. 62, series of 2020.

5.11. For learners in flexible delivery modes[3], project-based learning[4], or for learners applying for Recognition of Prior Learning (RPL)[5], the following documents shall form part of the Learner's Portfolio:

5.11.1. Certificate of Achievement – issued to a learner for every module or unit of competency completed;

5.11.2. Certificate of Training – issued to a learner after completing all modules or units of competencies of the qualification-based TVET, including other institutional requirements;

5.11.3. Certificate of Recognition - issued to learners for the satisfactory completion of the project duly signed by the trainer and vocational instruction supervisor; and

5.11.4. Certificate of Completion (if applicable) – issued to learners for completing a TOP course and shall be recognized and given equivalent credit by the TVI;

5.12. The implementing TVI shall update the **Actual Training Schedules** within five (5) working days upon the start of the training programs in the official monitoring and reporting systems of TESDA. The conduct of the actual training shall be published on the official TESDA Facebook pages of the Regional Offices.

5.13. In order to ensure that the scholarship funds shall be effectively utilized, scholarship allocation may be realigned by the RO/PO/DOs through the resubmission of another QM due to certain conditions such as, but not limited to, the following:

5.13.1. NISP findings;

5.13.2. Closure of the TVI;

5.13.3. Lack of available trainers;

5.13.4. Insufficient number of interested applicants;

5.13.5. Time constraints in completing the training program within the year; and

5.13.6. Postponement due to force majeure (e.g. natural calamities, lockdown/community quarantine); and

5.13.7. Accumulation of unutilized slots.

IX. ASSESSMENT AND CERTIFICATION

1. The Regional and Provincial Directors shall ensure that the qualifications included in the TESDA Scholarship Programs Schedule of Cost shall have readily available accredited assessment centers and assessors preferably within the Region; and

2. In line with the TESDA policy on assessment and certification program, competency assessment shall be mandatory for qualifications with Training Regulations (TRs) with CATs.

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[3] TESDA Circular No. 062, s. 2020 - Guidelines in Implementing Flexible Learning in TVET

[4] TESDA Circular No. 102, s. 2021 - Guidelines on the Implementation of Project-Based Learning and Assessment in the Delivery of Competency-Based Training for TVET Programs

[5] TESDA Circular No. 090, s. 2021 - Implementing Guidelines on the Recognition of Prior Learning in TVET (RPL-TVET)

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3. Virtual Assessment and Portfolio Assessment may also be adopted under the New Normal for the qualifications covered under these modes of assessment. All TESDA field units shall promote these modes of assessment to qualified individuals, Overseas Filipino Workers, industry associations and companies in their respective areas. Applications for portfolio assessment can be submitted directly to the Certification Office or the nearest TESDA field offices.

X. ADMINISTRATIVE AND FINANCIAL PROCEDURES

1. For the **Centrally-managed funds**, a corresponding Sub-ARO and Notice of Transfer of Allocation (NTA) shall be released to ROs within ten (10) working days from the approval of the Qualification Maps (QMs) or Project Proposals.

2. **PESFA and TWSP RO Budget Allocation**

    The PESFA and TWSP RO budget allocation are incorporated in the regional budget as provided in the General Appropriations Act (GAA).

3. **Payment of Training Costs, Miscellaneous Fees, and/or Entrepreneurship Costs:**

    3.1. The total training costs, miscellaneous fees, and/or entrepreneurship costs shall be paid upon completion of the training programs, subject to the submission of the following verified documents:

    3.1.1. Billing Statements;
    3.1.2. Duly approved MIS-03-02 generated from Trainees' Profiles encoded in the T2MIS or BSRS;
    3.1.3. Daily Attendance Sheet for the duration of the training. (This may be generated from the Biometric-Enabled Scholarship Registration System (BSRS), if applicable); and
    3.1.4. TESDA copy of the SGCs duly signed by the concerned officials and beneficiaries. E-signature may be accepted provided that the ROs/POs have exerted due diligence in ensuring that:
    3.1.4.1. The electronic signature is the signature of the scholar to whom it correlates; and
    3.1.4.2. The electronic signature was affixed by the scholar with the intention of signing or approving the electronic document.

    3.1.5. For training programs conducted through flexible learning, project-based learning, or RPL, the following shall be submitted, in lieu of the daily attendance sheet:

    3.1.5.1. Learner's Achievement Monitoring Report **(Annex J)** duly signed by the Trainer, Training Supervisor, and School Administrator of the TTI/TVI or Certificate/s of Achievement given when the scholar completed and passed the institutional/modular assessment (This may be generated from the Biometric-Enabled Scholarship Registration System (BSRS), if applicable);
    3.1.5.2. Certification under Oath by the Head of the TVI that the scholar has completed the training **(Annex K)** ; and

    3.1.5.3. Other supporting documentary evidence, as applicable, demonstrating that the TVIs actually conducted the training and the actual number of scholars who attended the program, such as, but not limited to attendance sheets with the electronic signature of the scholars, and screenshots, gallery photos of learners or other relevant images related to the training conducted or actual training outputs produced during the performance of tasks/institutional assessment.

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3.2. Submission of the Billing Statement and the above-mentioned documents must be done within seven (7) working days from the completion of the program.

3.3. Rated reimbursement of training cost and other costs incurred by the TVET providers shall be based on the attendance of the trainees/learners clearly showing that the actual training was conducted by the TVI concerned and that the beneficiaries named in the attendance sheet actually attended the said training. The payment of the training cost per trainee/ learner shall be done as follows:

Total attendance per scholar	Rate per scholar
Less than fifty percent (< 50%)	The TVI shall not be entitled to any payment for that particular trainee/learner
Equal to or greater than fifty percent (≥50%) but less than eighty percent (<80%)	The TVI shall be paid 50% of the training costs for that particular trainee/learner
Equal to or greater than eighty percent (≥80%)	The TVI shall be paid one hundred percent (100%) of the training costs for that particular trainee/learner

3.4. The unutilized funds based on dropouts and unutilized scholarship slots may be accumulated as an available fund and can be utilized for the preparation of another Qualification Map.

3.5. For programs that were halted/stopped and can no longer resume classes due to force majeure (e.g. natural calamities, pandemic), TVIs may be provided with reimbursement under the principle of quantum meruit by providing equitable compensation to TVIs which have already mobilized resources to implement our scholarship programs. The payment of the total training cost per batch in the approved QM/Project Proposal shall be as follows:

Status of Training	Rate of Payment
The TTI/TVI has conducted the TIP.	The TTI/TVI may submit billing for payment of up to fifteen percent (15%) of the total training cost based on the number of enrolled scholars, as the same represents expenses incurred in the preparation of the training to be conducted. Proof that the Training Induction Program (TIP) has been conducted and the List of Enrollees shall be the supporting documents for payment.
The TTI/TVI has implemented the training program for less than (80%) of the total training duration.	The TVI may submit billing for payment on a pro-rated basis based on the actual number of hours rendered against the total nominal duration in the approved QM/Project Proposal.
The TTI/TVI has implemented the training program for at least eighty percent (80%) of the total training duration.	The TTI/TVI may submit billing for payment of up to one hundred percent (100%) of the total training cost (and all other applicable costs).

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4. **Payment of Assessment Cost:**

   4.1. The **Assessment Centers**/TVIs shall submit the corresponding Billing Statements within seven (7) working days after the conduct of the assessment. The Assessment Cost shall be paid upon submission of the following verified supporting documents:

   4.1.1. Billing statement; and
   4.1.2. Certified true copy of the RWAC stamped "received" by the POs.

5. **Payment of Training Support Fund/Living Allowance, Book Allowance, Instructional Materials Allowance, Cost of Workshop Uniform, and other Allowances**

   5.1. For PESFA and TWSP RO Allocation, One hundred percent of the fund for the allowances shall be downloaded by the TESDA ROs to the POs within five (5) working days upon approval of the Regional QMs or Project Proposals. For Centrally-managed funds, one hundred percent of the fund for the allowances shall be downloaded by the TESDA ROs to the POs within five (5) working days from receipt of the Sub-ARO and NTA.

   5.2. The Provincial Office (PO) shall release the allowance directly to the scholars/learners (or their authorized representative/s through an authorization letter executed by the scholars) as authorized by law and other issuances and subject to availability of funds, as follows:

   5.2.1. New Normal Assistance and workshop uniform allowance shall be released directly to the scholars in payroll form, banks, or through mobile wallet within ten (10) working days from the conduct of the TIP;

   5.2.2. The allowance for books/learning materials (if applicable) shall be released directly to the scholars in payroll form, banks, or through mobile wallet within ten (10) working days after the submission of the TVI of the Enrollment Report encoded in the T2MIS or BSRS;

   5.2.3. The POs shall adopt a *"No attendance, no allowance policy"*;

   5.2.4. For training conducted in any of the flexible learning delivery modes, 50% of the total Training Support Fund shall be given to the scholars within fourteen (14) days from the start of training, or 50% of the nominal duration of the training, whichever is applicable. Thereafter, the remaining TSF shall be released if the scholar has attended at least 80% of the nominal duration of the training;

   5.2.5. For training programs that will run for more than two (2) months, the TSF shall be paid as follows:

1st tranche	30% of the TSF	within fourteen (14) days from the start of the training
2nd tranche	40% of the TSF	after 51% of the nominal duration of the training
3rd tranche	30% of the TSF	if the scholar has attended at least 80% of the nominal duration of the training

   5.2.6. Payment of TSF shall be supported with a list of scholars who actually engaged in the training and are eligible to receive the same. Provided further, that the said list shall be certified under oath by the School Administrator upon its submission **(Annex L)**. The TVI shall also submit the Enrollment Report encoded in the T2MIS or BSRS. Non-compliance

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thereof shall not be considered as competent proof to support any claim for payment of TSF.

5.2.7. For Online Learning Delivery Modes, the monitoring of attendance shall be guided by the procedures of the BSRS or the following, whichever is applicable:

5.2.7.1. The TVIs shall have a Learning Management System (LMS) such as Moodle, Chamilo, Blackboard, A-tutor, and others.

5.2.7.2. The TVIs shall also allow communication between trainers and peers synchronously (i.e., google hangout, zoom, facebook live, podcast, facebook messenger, and others) and asynchronously (i.e., facebook page, online forum, streaming video comment sections, and others).

5.2.7.3. The scholars shall check in with their Trainer through the agreed mode of communication to record their actual time log (in and out); and reflect the same in the Learners' Achievement Monitoring Report.

5.2.7.4. No record of time log and accomplishment shall mean that the scholar did not attend the class. Thus, the scholar shall be recorded as absent on the said day.

5.2.7.5. The Learner's Achievement Monitoring Report, certified and approved by the Trainer and School Administrator, shall be submitted as a basis for payment of training cost and allowances.

5.2.8. The TSF, New Normal Assistance, Workshop Uniform Allowance, and Learning Materials Allowances which will be released directly to the scholars may be issued through any of the following modes of payment:

5.2.8.1. Cash payment in Payroll Form through the Designated Disbursing Officer;

5.2.8.2. Issuance of checks directly to the scholars;

5.2.8.3. Advice to Debit Account (ADA); or

5.2.8.4. Government banks or mobile wallets, upon availability;

The peculiarities of the area must be taken into consideration in choosing the mode and the schedule of payment of the allowances.

5.2.9. Acceptance/Receipt by the scholars of the TSF and all other allowances directly released to the scholars shall be supported by the documentary evidence as proof of receipt of the allowances by the scholars such as:

5.2.9.1. Duly signed payroll form;

5.2.9.2. Acknowledgment receipt;

5.2.9.3. List of successful transactions generated from the system of mobile wallet (GCash and Landbank); and

5.2.9.4. Other supporting documentary evidence (e.g., pictures of the scholars receiving the TSF) depending on the mode of payment.

6. **Payment of Learners' Accident Insurance**

6.1. TESDA, through its **Regional and Provincial Offices**, shall process and remit payment of the insurance premium on the GPAI coverage of the scholars in accordance with the Guidelines in the Availment of GSIS Group Personal Accident Insurance (GPAI) for TESDA Scholarship Programs under TESDA Circular No. 010, Series of 2021. Processing of the scholars' Accident Insurance must be prioritized.

6.2. Scholars must be registered for Accident Insurance **at least five (5) days** prior to the commencement of training as per MOA with GSIS.

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6.3. For the additional costs involving the GPAI, the following shall be observed:

6.3.1. The Documentary Stamp Tax (DST) rate shall be subject to the following schedule[6]:

Total Amount of Insurance	DST rate
Does not exceed Php100,000.00	Exempt
Exceeds Php100,000.00 but does not exceed Php300,000.00	Php20.00
Exceeds Php300,000.00 but does not exceed Php500,000.00	Php50.00
Exceeds Php500,000.00 but does not exceed Php750,000.00	Php100.00
Exceeds Php750,000.00 but does not exceed Php1,000,000.00	Php150.00
Exceeds Php1,000,000.00	Php200.00

The DST computation is based on the total sum insured regardless of the number of scholars.

6.3.2. The cost for DST per transaction and notary shall be charged against the administrative cost, while for scholarship programs without administrative cost may be charged to scholarship fund savings or the regular MOOE of RO/PO.

7. The **technical specifications of starter toolkits** shall be standardized at the National Level;

8. The ROs/POs shall release the starter toolkits to the scholars. Acceptance/Receipt by the trainee or their representative/s authorized under a Special Power of Attorney executed by the scholars shall be supported by an **Acknowledgment Receipt (Annex M)** duly noted by the concerned Provincial Director; and

9. The **Administrative Cost** shall be used for the mobilization and other-related administrative expenses in the implementation of the scholarship **programs** including the salary for Job Orders.

9.1. For centrally-managed scholarship programs with administrative cost, the corresponding amount for the POs shall be downloaded by the TESDA ROs within five (5) working days from receipt of the Sub-ARO and NTA.

9.2. For TWSP RO Allocation, the corresponding amount for the POs shall be downloaded by the TESDA ROs within five (5) working days upon approval of the Regional QMs or Project Proposals.

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[6] Section 183 of the Tax Code as amended and R.A. No. 10963 - Tax Reform for Acceleration and Inclusion (TRAIN) Law

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XI.   **SUPPORT MECHANISMS**

1.   **Certificate of Recognition**

1.1.   **Enterprise-based Training**

1.1.1. Industry groups, companies, and MSMEs who want to avail of the TESDA Scholarship Programs through enterprise-based training may submit the following Recognition requirements to the PO/DO for review and evaluation:

1.1.1.1. Letter of Application/Intent;

1.1.1.2. Business Registration (e.g. Department of Trade and Industry (DTI), Securities and Exchange Commission (SEC), Cooperative Development Authority (CDA), etc.);

1.1.1.3. Competency-Based Curriculum or Training Plan;

1.1.1.4. List and Profile of Trainers/Supervisors with at least six (6) months relevant experience as trainer or any appropriate trainer's certification;

1.1.2. Upon recommendation by the Provincial/District Director, the Regional Director shall issue the Certificate of Recognition (CoR) for the program/qualification being applied for.

1.2.   **Community-based Training**

All LGU-run TVIs, NGAs, NGOs and other government agencies offering CBT programs which shall be funded under the TESDA Scholarship Programs shall apply for a Certificate of Recognition for its Community-Based Training program and submit the following requirements to the TESDA Provincial Office in accordance with TESDA Circular No. 018, s. 2021[7]:

1.2.1. Program Title

1.2.2. Training Design

1.2.3. List of Recognized Community-Based Trainer/s

1.2.4. Training/Session Plan

1.2.5. List of Supplies, Materials, Equipment

1.2.6. Institutional Assessment

1.3.   **Diploma Programs**

The recognition of all PQF Level 5 (Diploma) Programs shall follow the registration procedures prescribed in the Omnibus Guidelines on TVET Program Registration[8]. All approved PQF Level 5 (Diploma Programs) shall be issued with a Certificate of Recognition for Diploma Program.

2.   **Standard Operating Procedures**

To institutionalize the quality management system and to ensure utmost customer satisfaction for all project stakeholders in the implementation of all TESDA scholarship programs, core processes of its implementation shall be documented to become Standard Operating Procedures. These processes are:

2.1.   Preparation and Approval of SAP & QM;

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[7] TESDA Circular No. 018, s. 2021 - Implementing Guidelines for Agile, Flexible, and Quality Assured Community-Based Training Program

[8] TESDA Circular No. 107, s. 2021 - Omnibus Guidelines on Technical Vocational Education and Training (TVET) Program Registration

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2.2. Issuance of Scholarship Grant Certificates;

2.3. Implementation Proper including Monitoring, Reporting, and Evaluation; and

2.4. Review of Costing/Scholarship Benefits;

3. **Schedule of Costs and Review of Costing**

To meet the objectives of the scholarship programs of TESDA, a schedule of costs per qualification shall be adopted. Per capita cost are based on the following cost factors: Variable Costs (consumables; utilities, facilities, equipment and tools maintenance; honoraria of trainers; and living allowance); and Fixed Costs (miscellaneous fees, national assessment fees, instructional materials, starter toolkits).

Considering the changing times and for proper delivery of services to the beneficiaries, the schedule of cost for qualifications covered shall be made flexible according to the existing conditions. The review must consider the adjustments arising from changes in macro-economic parameters particularly on the prevailing inflation rate as adopted by the Department of Budget and Management or the National Economic and Development Authority.

4. **Special Guidelines for Disaster Response**

4.1. To maximize the scholarship implementation in times of calamities, the scholarship slots of the TTIs joining the Regional Augmentation Teams can be implemented in the disaster-affected Regions following the existing guidelines on program registration[9], community-based training[10], and disaster response[11].

4.2. In times of calamities and/or upon activation of the Regional Augmentation Teams by the Director General, scholars from calamity-stricken areas shall be exempted from the minimum trainee entry requirements of the training program/qualification being implemented for purposes of disaster response, rehabilitation, or capacity building. The minimum documentary requirement to be submitted by scholars for enrollment shall be reduced to the submission of the Learner's Profile Registration Form.

4.3. The concerned TESDA POs shall ensure the immediate release of the Training Support Fund and all other benefits/allowances to the scholars from the disaster-affected areas. The peculiarities of the area must be taken into consideration in choosing the mode and the schedule of payment of the allowances.

4.4. Only trainers which exhibit no COVID-19 related symptoms and with no underlying medical condition or comorbidities shall be allowed to be deployed in the implementation of the scholarship program.

4.5. The Regional Directors, Provincial Directors, or the Team Leaders of the Regional Buddy Teams, in coordination with the affected regions, shall exercise their sound discretion in performing their official duties during a crisis or disaster setting, and shall have the freedom to decide on-the-job based on their assessment of the situation on the ground. This includes the type of intervention and the manner by which it will be implemented, either through community-based training, project-proposals, or other flexible delivery methods, whichever is applicable.

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[9] TESDA Circular No. 107, s. 2021 - Omnibus Guidelines on TVET Program Registration

[10] TESDA Circular No. 018. s. 2021 - Implementing Guidelines for Agile, Flexible, and Quality Assured Community-Based Training Program

[11] TESDA Circular No. 011-A, s. 2021 - Amended/Supplemental Guidelines for Disaster Response

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4.6. TESDA Scholarship Programs for disaster response shall be implemented through the following:

4.6.1. Institution-based Programs

4.6.1.1. The TTIs with institution-based programs may implement Extension Programs in the affected communities needing TESDA services. This may be done in partnership with LGUs, NGOs, and other partners. A Memorandum of Agreement (MOA) is required in case the training venue/facility is owned by another entity;

4.6.1.2. For purposes of disaster response, Extension Programs or Community-Based Training (CBT) Programs are allowed to be implemented in the affected buddy region by the augmenting region. The buddy regions concerned shall closely collaborate to ensure the proper implementation of the program. A project proposal for this purpose as indicated in Items B.ii, iii and iv of this Section shall be submitted for approval.

4.6.1.3. TTIs with institution-based programs are encouraged to register Mobile Training Programs (MTPs). Said MTPs are exempted from the guidelines requiring physical office in the area.

4.6.2. Area-Based Skills/Qualifications

4.6.2.1. TESDA RO/PO/DO/TIs may implement Area-Based Skills/Qualifications which are not covered by existing Training Regulations/Competency Standards as Community-Based Training Programs. The training may be conducted in the community/ies or in venue/facility where the clients are situated especially in the affected areas needing TESDA services.

4.6.2.2. Upon identification of the training needs in their area, TESDA Technology Institutions/Regional Augmentation Teams in collaboration with the concerned TESDA Regional/Provincial/District Office shall prepare a project proposal for this purpose which includes the proposed costing for the program.

4.6.2.3. Project proposals shall be submitted to the assisting Regional Office for evaluation and endorsement by the Regional Director. Project proposals endorsed by the Regional Director shall be submitted for approval of the Director General through the ROMO and ODDG-TESD Operations.

4.6.2.4. Approved project proposals shall be used as the basis in the implementation of the program.

5. Sharing of TVET Graduates' Data with Employers

5.1. To provide access for possible employment opportunities to our graduates, the CO/RO/PO shall endeavor to publish/post the number of the TVET Graduates with specific qualifications/competencies and/or essential skills in the official websites, social media pages, or newspaper of local circulation (where applicable);

5.2. Employers may submit requests relative to their need and/or demand for skilled workers to the TESDA ROs. For the sharing of TVET Graduates' Personal Information, the ROs in coordination with interested employers shall prepare and execute a Data Sharing Agreement in accordance with TESDA Circular No. 093, s. 2021[12].

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[12] TESDA Circular No. 093, s. 2021 - Guidelines on the Sharing of TESDA TVET Graduates' Personal Information with Employers

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XII. MONITORING AND EVALUATION

1. The ROMO-SMD with the concerned EOs shall jointly monitor and evaluate the physical and financial status of scholarship programs in the ROs/POs;

2. For the continual improvement of the implementation of scholarship policies and processes, the ROMO-SMD shall conduct regular inspection and operations audit;

3. The ROs/POs shall exercise due diligence in monitoring the training programs through the following:

   3.1. Photo or video documentation of actual trainings;
   3.2. On-the-spot inspection of ongoing trainings;
   3.3. Random compliance audit;
   3.4. Random calls to the trainees or graduates;

   The POs are required to conduct a monthly visit (on the spot inspection) to ensure the enrollees are attending and the required training durations are complied with;

4. The ROs/POs shall encode/update the data on the Physical and Financial Accomplishment Report of all TESDA Scholarship Programs in the official monitoring and reporting systems of TESDA every Friday, or as required by the Central Office.

5. The ROs/POs shall monitor the issuance of SGCs and shall submit to the ROMO-SMD the SGC Tracking Sheet every 5th day of the month. The PO Scholarship safely secures and stores unutilized SGCs to prevent damage or deterioration.

6. The ROs/POs shall ensure to reach the targets of one hundred percent (100%) scholarship budget utilization rate based on enrollment and GAA output indicators;

7. To strengthen the effective and efficient monitoring and checking of scholarship program implementation, the NISP shall form part of the monitoring mechanism.

8. Distribution and Monitoring of Starter Toolkits

   8.1. Upon receipt by the RO of the starter toolkits from the suppliers, the ROs shall conduct inspection of the delivered toolkits.
   8.2. The ROs shall issue the toolkits to the POs within fifteen (15) working days after the inspection;
   8.3. The POs shall record/update/maintain the stock cards of the Starter Toolkits received from the ROs;
   8.4. For Island Provinces, the suppliers shall provide the starter toolkits directly to the POs. The RO shall designate the authorized personnel from the PO who shall conduct the inspection of the delivered toolkits upon receipt from the suppliers;
   8.5. The PO Supply Officer shall coordinate with the PO Scholarship Focal for the schedule of the immediate distribution of toolkits to the beneficiaries;
   8.6. The PO Supply Officer shall release the toolkits to the identified graduates and have the Acknowledgement Receipt signed by the latter;
   8.7. The PO Supply Officer shall prepare an inventory of the unutilized/undistributed toolkits and submit the inventory report to the RO on or before January 15 of the succeeding year;
   8.8. The RO Supply Officer with the RO Scholarship Focal shall conduct a year-end physical count of the unutilized/undistributed toolkits based on the submitted inventory report of the PO Supply Officer on or before January 31 of the succeeding year;

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8.9. The ROs shall submit the inventory report of the unutilized/undistributed toolkits to the ROMO-SMD on or before February 15 of the succeeding year for consolidation and reporting to TESDA Management;

8.10. The ROMO-SMD in coordination with PD-AS and FMS shall reconcile and validate the inventory report submitted by the ROs within the first quarter of the succeeding year;

8.11. Unutilized/unclaimed starter toolkits due to reasons such as inability to locate the graduates after the training; trainees dropping out; and scholarship slots without enrollees shall be distributed as provided in the existing guidelines i.e. TESDA Circular No. 064, series of 2021;

8.12. The ROMO-SMD shall be responsible for the overall monitoring/distribution of the starter toolkits;

XIII.   VIOLATIONS AND SANCTIONS

Sanctions shall be imposed for violation of these guidelines in accordance with the provision of the UTPRAS as amended.

Subject to due process of law, the abovementioned violations shall also be a ground for the filing of appropriate charges such as Falsification and Swindling (*Estafa*) under the Revised Penal Code or from any other relevant laws by the proper aggrieved party. A Committee shall be created for this purpose.

TESDA personnel who will be proven to have taken part in violating these guidelines shall be subject to proper disciplinary action in accordance with the 2017 Rules on Administrative Cases in the Civil Service (RACCs).

TESDA also adheres to the requirements of the Data Privacy Act of 2012 and its related rules and regulations in the processing and security of personal information. Subject to the provisions in the Data Privacy Act, each TESDA Personal Information Controller/Processor shall be responsible for personal information under its control or custody, including information that has been transferred to a third party for processing.

XIV.   SEPARABILITY CLAUSE

If, for any reason, any part or provision of these guidelines is declared invalid or unconstitutional, any part or provision not affected thereby shall remain in full force and effect.

This Circular shall take effect as indicated and shall supersede all issuances inconsistent herewith.

SEC. ISIDRO S. LAPEÑA, Ph.D., CSEE
Director General

TESDA (PROVINCIAL OFFICE)
TVI's ABSORPTIVE CAPACITY INVENTORY

Name of TVI:

Sector	Qualification Titles	CTPR No.	Date Registered	Name of Trainer in the Program Registration Application	Name/s of Existing Trainers	NTTC for WTR Programs/TMC Number for NTR Programs	Validity of Trainer's Certificate	Annual Program Absorptive Capacity						Actual Absorptive Capacity for FY2022 Scholarship Programs				
								No. of Training Seats based on Facilities and Trainers			No. of Training Hours	No. of Batches per Year [1600/(l)]	Maximum Number of Training Seats [(k)* (m)]	No. of Batch in FY 2022	Total Number of Vetted Training Seats	Indicative Schedule of Training and Assessment		
								No. of Full Time Trainers	No. of Workshop/s	No. of Training Seats						Start	End	Assessment
(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)	(j)	(k)	(l)	(m)	(n)	(r)	(o)	(p)	(q)	(r)
	FCA																	

Submitted by: Reviewed by: Certified by:

_____   _____   _____
TVI Administrator/President   TESDA PO Scholarship Focal   Provincial Director

Date: _____   Date: _____   Date: _____

REPUBLIC OF THE PHILIPPINES
_____ S.S.

AFFIDAVIT

I, **(name of PD/DD)** , of legal age and with office address at _____, in accordance with TESDA Circular No. __, Series of 2022, on the Omnibus Guidelines for TESDA Scholarship Programs under the New Normal, do hereby certify that:

a. The TVI/TTI that has been given scholarship allocations has been pre-qualified in accordance with paragraph 1 Section VIII of TESDA Circular No. _____, s. 2022;

b. The Absorptive Capacity of the TVI/TTI has been verified and vetted in accordance with paragraph 2, Section VIII of TESDA Circular No. _____, s. 2022;

c. Scholarship allocations have been prioritized pursuant to the prescribed Criteria for Selection of the TVIs in paragraph 3, Section VIII of TESDA Circular No. _____, s. 2022;

I fully understand that any violation on my part of the foregoing undertaking shall result in the imposition of corresponding sanctions based on relevant laws, and issuances of TESDA.

I am executing this Affidavit to attest to the truth of the foregoing and for whatever other legal purposes it may serve.

IN WITNESS WHEREOF, I have hereunto affixed my signature this ___ day of _____ 2022 in _____, Philippines.

_____
(Name of Provincial Director)
Affiant

_____
(Name of Regional Director)
Administering Officer

Technical Education and Skills Development Authority
TESDA (Provincial Office)
Provincial Scholarship Allocation Plan (PSAP)

Province	Classification of Institution	Name of TVI	Sector	TVET Qualifications or Programs	No. of Scholarship Slots	Training Cost	National Assessment Fee	Annual Accident Insurance	Training Support Fund	Uniform Allowance	New Normal Assistance	Entrepreneurship Fee	Book Allowance	Cost of Miscellaneous and Other School Fees	Instructional Materials	Per Capita Cost (PCC)	Total Scholarship Cost	% Proportional Weight per Qualification	No. of Qualified TVET Providers	
																			WTR	NTR
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)
			Subtotal (Agriculture, Fisheries and Forestry):		-	-	-	-	-	-	-	-	-	-	-	-	-			
			Subtotal (Construction (General Infrastructure)):		-	-	-	-	-	-	-	-	-	-	-	-	-			
			Subtotal (IT-BPM (ICT)):		-	-	-	-	-	-	-	-	-	-	-	-	-			
			Subtotal (Health):		-	-	-	-	-	-	-	-	-	-	-	-	-			
			Subtotal (Logistics/Transport):		-	-	-	-	-	-	-	-	-	-	-	-	-			
			Subtotal (Manufacturing):		-	-	-	-	-	-	-	-	-	-	-	-	-			
			Subtotal (Tourism):		-	-	-	-	-	-	-	-	-	-	-	-	-			
			Subtotal (TVET):		-	-	-	-	-	-	-	-	-	-	-	-	-			
TOTAL:					-	-	-	-	-	-	-	-	-	-	-	-	-	-	0.00%		

Prepared by :

_____
PO Scholarship Focal

Date:_____

Recommended by:

_____
Provincial Director

Date: _____

Approved by:

_____
Regional Director

Date: _____

Technical Education and Skills Development Authority
TESDA (Regional Office)
Regional Scholarship Allocation Plan (RSAP)

Province	% Weight	Classification of Institution	Name of TVI	Sector	TVET Qualifications or Programs	No. of Scholarship Slots	Training Cost	National Assessment Fee	Annual Accident Insurance	Training Support Fund	Uniform Allowance	New Normal Assistance	Entrepreneur ship Fee	Book Allowance	Cost of Miscellaneous and Other School Fees	Instructional Materials	Per Capita Cost (PCC)	Total Scholarship Cost	% Proportional Weight per Qualification	RSAP's % Target Distribution
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
				Subtotal (Agriculture, Fisheries and Forestry):		-	-	-	-	-	-	-	-	-	-	-	-	-		
				Subtotal (Construction (General Infrastructure)):		-	-	-	-	-	-	-	-	-	-	-	-	-		
				Subtotal (IT-BPM (ICT)):		-	-	-	-	-	-	-	-	-	-	-	-	-		
				Subtotal (Health):		-	-	-	-	-	-	-	-	-	-	-	-	-		
				Subtotal (Logistics/Transport):		-	-	-	-	-	-	-	-	-	-	-	-	-		
				Subtotal (Manufacturing):		-	-	-	-	-	-	-	-	-	-	-	-	-		
				Subtotal (Tourism):		-	-	-	-	-	-	-	-	-	-	-	-	-		
				Subtotal (TVET):		-	-	-	-	-	-	-	-	-	-	-	-	-		
TOTAL: 0.00%						-	-	-	-	-	-	-	-	-	-	-	TOTAL: -	-	0.00%	

Submitted by:

_____
Regional Director

Date: _____

Endorsed by:

.

_____
Deputy Director General
TESD Operations

Date: _____

Approved by:

_____
Director General

Date: _____

Technical Education and Skills Development Authority
FY 2022 Training for Work Scholarship Program (TWSP)
PROVINCIAL QUALIFICATION MAP (PQM)

PQM Number:_____
(to be filled out by PO using the prescribed Coding System for QMs)

Region : _____
Province/District : _____

PQM Code	Name of TVI	Qualification Title/ Cluster of Competency	CTPR No.	No. of Slots (per Batch)	Indicative Date of Training and Assessment (per Batch)			COSTING								TOTAL AMOUNT								Remarks
					Start	End	Date of Assessment	Training Cost	National Assessment Fee	Annual Accident Insurance	Training Support Fund (PhP160.00/day)	Uniform Allowance	New Normal Assistance	Entrepreneur ship Fee	Per Capita Cost	Total Training Cost	Total National Assessment Fee	Total Annual Accident Insurance	Total Training Support Fund	Total Uniform Allowance	Total New Normal Assistance	Total Entrepreneurs hip Fee	Total Amount	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16=9+10+11+12+13+14+15)	(17=5*9)	(18=5*10)	(19=5*11)	(20=5*12)	(21=5*13)	(22=5*14)	(23=5*15)	(24=17+18+19+20+21+22+23)	(25)
															-									
															-									
															-									-
															-									-
															-									-
TOTAL:				-				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Prepared by :

_____
PO Scholarship Focal

Date: _____

Recommending Approval :

_____
Provincial Director

Date: _____

Approved by :

_____
Regional Director

Date: _____

Technical Education and Skills Development Authority
FY 2022 Special Training for Employment Program (STEP)
PROVINCIAL QUALIFICATION MAP (PQM)

PQM Number:_____
(to be filled out by PO using the prescribed Coding System for QMs)

Region :_____
Province/District :_____

RQM Code	Name of TVI	Qualification Title/ Cluster of Competency	CTPR No.	No. of Slots (per Batch)	Indicative Date of Training and Assessment (per Batch)			COSTING								TOTAL AMOUNT								Remarks
					Start	End	Date of Assessment	Training Cost	National Assessment Fee	Annual Accident Insurance	Training Support Fund (PhP160. 00/day)	Uniform Allowance	New Normal Assistance	Entrepreneur ship Fee	Per Capita Cost	Total Training Cost	Total National Assessment Fee	Total Annual Accident Insurance	Total Training Support Fund	Total Uniform Allowance	Total New Normal Assistance	Total Entrepreneurs hip Fee	Total Amount	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16=9+10+11+12+1 3+14+15)	(17=5*9)	(18=5*10)	(19=5*11)	(20=5*12)	(21=5*13)	(22=5*14)	(23=5*15)	(24=17+18+19+20+ 21+22+23)	(25)
															-								-	
															-								-	
															-								-	
															-								-	
															-								-	
															-								-	
															-								-	
															-								-	
															-								-	
															-								-	
TOTAL:				-				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Prepared by :

Recommending Approval :

Approved by:

_____
PO Scholarship Focal

_____
Provincial Director

_____
Regional Director

Date: _____

Date: _____

Date: _____

Technical Education and Skills Development Authority
FY 2022 Private Education Student Financial Assistance (PESFA)
PROVINCIAL QUALIFICATION MAP (PQM)

PQM Number:_____
(to be filled out by PO using the prescribed Coding System for QMs)

Region   :_____
Province/District   :_____

RQM Code	Name of TVI	Qualification Title/ Cluster of Competency	CTPR No.	No. of Slots (per Batch)	Indicative Date of Training and Assessment (per Batch)			COSTING								TOTAL AMOUNT								Remarks
					Start	End	Date of Assessment	Training Cost	National Assessment Fee	Annual Accident Insurance	Training Support Fund (PhP160.00/day)	Uniform Allowance	New Normal Assistance	Book Allowance	Per Capita Cost	Total Training Cost	Total National Assessment Fee	Total Annual Accident Insurance	Total Training Support Fund	Total Uniform Allowance	Total New Normal Assistance	Total Book Allowance	Total Amount	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16=9+10+11+12+13+14+15)	(17=5*9)	(18=5*10)	(19=5*11)	(20=5*12)	(21=5*13)	(22=5*14)	(23=5*15)	(24=17+18+19+20+21+22+23)	(25)
															-								-	
															-								-	
															-								-	
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															-								-	
															-								-	
															-								-	
															-								-	
															-								-	
TOTAL:				-				-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	TOTAL:	-

Prepared by :

_____
PO Scholarship Focal

Date: _____

Recommending Approval :

_____
Provincial Director

Date: _____

Approved by:

_____
Regional Director

Date: _____

Technical Education and Skills Development Authority
FY 2022 Tulong Trabaho Scholarship Program (TTSP)
PROVINCIAL QUALIFICATION MAP (PQM)

Region :_____

Province/District :_____

PQM Number:_____
(to be filled out by PO using the prescribed Coding System for QMs)

| RQM Code | Name of TVI | Qualification Title/ Cluster of Competency | CTPR No. | No. of Slots (per Batch) | Indicative Date of Training and Assessment (per Batch) | | | COSTING | | | | | | | TOTAL AMOUNT | | | | | | | Remarks |
					Start	End	Date of Assessment	Training Cost	National Assessment Fee	Annual Accident Insurance	Training Support Fund (PhP160.00/day)	Uniform Allowance	New Normal Assistance	Per Capita Cost	Total Training Cost	Total National Assessment Fee	Total Annual Accident Insurance	Total Training Support Fund	Total Uniform Allowance	Total New Normal Assistance	Total Amount	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15=9+10+11+12+13+14)	(16=5*9)	(17=5*10)	(18=5*11)	(19=5*12)	(20=5*13)	(21=5*14)	(22=16+17+18+19+20+21)	(23)
														-							-	
														-							-	
														-							-	
														-							-	
														-							-	
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														-							-	
														-							-	
														-							-	
														-							-	
														-							-	
TOTAL:				-				-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Prepared by :

_____
PO Scholarship Focal

Date:_____

Recommending Approval :

_____
Provincial Director

Date:_____

Approved by:

_____
Regional Director

Date:_____

Technical Education and Skills Development Authority
FY 2022 Universal Access to Quality Tertiary Education (UAQTE)
PROVINCIAL QUALIFICATION MAP (PQM)

PQM Number:_____
(to be filled out by PO using the prescribed Coding System for QMs)

Region _____ :
Province/District _____ :

RQM Code	Name of TVI	Title of Recognized Diploma Program	Resultant					Year	Semester	No. of Learners (per Batch)	Indicative Date of Training and Assessment (per Batch)			COSTING										TOTAL AMOUNT									Remarks
			Qualification 1	Qualification 2	Qualification 3	Qualification 4	Qualification 5				Start	End	Date of Assessment	Cost of Tuition	Cost of Miscellaneous and Other School Fees	Instructional Materials	Annual Accident Insurance	Training Support Fund (PhP100, 00/day)	Uniform Allowance	New Normal Assistance	National Assessment Fee	Per Capita Cost	Total Cost of Tuition	Total Cost of Miscellaneous and Other School Fees	Total Instructional Materials	Total Annual Accident Insurance	Total Training Support Fund	Total Uniform Allowance	Total New Normal Assistance	Total National Assessment Fee	Total Amount	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22=AF of 4,5,6, 7,8, if applicable)	(23=15+16+17+18+ 19+20+21+22)	(24=11*15)	(25=1*16)	(26=11*17)	(27=11*18)	(28=11*19)	(29=11*20)	(30=11*21)	(31=11*22)	(32=24+25+26+27+ 28+29+30+31)	(33)
																						-									-	
																						-									-	
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																						-									-	
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																						-									-	
																						-									-	
TOTAL:										-				-	-	-	-	-	-	-	-		-	-	-	-	-	-	-	-	-	

Prepared by :

_____
PO Scholarship Focal

Date: _____

Recommending Approval :

_____
Provincial Director

Date: _____

Approved by:

_____
Regional Director

Date: _____

Technical Education and Skills Development Authority
FY 2022 Rice Extension Service Program (RESP)
PROVINCIAL QUALIFICATION MAP (PQM)

PQM Number:_____
(to be filled out by PO using the prescribed Coding System for QMs)

Region   :_____
Province/District   :_____

RQM Code	Name of TVI	Qualification Title/ Cluster of Competency	CTPR No.	No. of Slots (per Batch)	Indicative Date of Training and Assessment (per Batch)			COSTING								TOTAL AMOUNT								Remarks
					Start	End	Date of Assessment	Training Cost	National Assessment Fee	Annual Accident Insurance	Training Support Fund (PhP160.00/day)	Uniform Allowance	New Normal Assistance	Entrepreneurship Fee	Per Capita Cost	Total Training Cost	Total National Assessment Fee	Total Annual Accident Insurance	Total Training Support Fund	Total Uniform Allowance	Total New Normal Assistance	Total Entrepreneurship Fee	Total Amount	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16=9+10+11+12+13+14+15)	(17=5*9)	(18=5*10)	(19=5*11)	(20=5*12)	(21=5*13)	(22=5*14)	(23=5*15)	(24=17+18+19+20+21+22+23)	(25)
															-								-	
															-								-	
															-								-	
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															-								-	
															-								-	
															-								-	
															-								-	
															-								-	
TOTAL:				-				-	-	-	-	-	-	-	-	-	-	-	-	-	-	**TOTAL:**	-	

Prepared by :   Recommending Approval :   Approved by :

_____   _____   _____
PO Scholarship Focal   **Provincial Director**   **Regional Director**

Date: _____   Date: _____   Date: _____

Region: _____   Date: _____
Province:
RQM Code No.:

PROJECT PROPOSAL

I.	**Name of the Project/Qualification Title:**	
	State the Name of the Project/Qualification Title, Sector	
II.	**Proponent's Name and Address:**	
	Contact Person:	
	Contact Details:	
	Training Provider's Name and Address (if different from above)**:**	
	Contact Person:	
	Contact Details:	

III.	**Schedule of Implementation of the Training Program**
	State the month, date and year

IV.	**Training Program Details**
	A. Training Program Duration: *(hours/days)*
	B. Training Venue:
	C. Training Program Design:
	D. Trainer:
	E. Learners' Profile:
V.	**Cost Breakdown:**

Particulars	Unit Cost	No of units/ Pax	Total Cost
A. Training Cost			
B. Assessment Fee			
C. Accident Insurance			
D. Training Support Fund			
E. Workshop Uniform			
F. New Normal Assistance			

GRAND TOTAL   :   (Total Cost of A + B + C + D + E + F) _____

PER CAPITA COST   :   (Grand Total/No. of Pax) _____

East Service Road, South Luzon Expressway (SLEX), Fort Bonifacio, Taguig City 1630
Land Line: (+632) 8888-5641 to 46 CP Number: (+63) 917-4794370 (text only) Telefax No.: (+632) 8893-2454
www.tesda.gov.ph , contactcenter@tesda.gov.ph

TESDAbot Lahat

VI. Project Rationale

Describe briefly the reason for proposing the project including its background. State its relevance on how will the project contribute to the goals of the agency and to the objectives of the TESDA Scholarship Programs. Justify its urgency in terms of the demand or needs of the industry/sector/area/target clientele.

VII. Expected Output:

Total Number Enrolled:
Total Number Graduates:
Total Number Assessed:
Certification Rate:
Employment Rate:

other expected output e.g.
anticipated outcome of training-cum-production, or other objectives related to improving productivity, enhancing 21st Century Skills, or product improvement/innovation/diversification.

VIII. Project Implementation Arrangements, Monitoring and Evaluation:

Describe briefly the implementation arrangement of the project, including responsibilities, training delivery schemes, coordination and monitoring mechanisms, reports to be submitted, and reporting timeline. It should clearly define the parameters for the achievement of objectives and project results as stated in the Project Rationale and Expected Output.

Prepared by: **Evaluated and Endorsed by:**

_____   _____

Project Proponent/   Regional Director
Training Provider

☐ **Approved**   ☐ **Disapproved**

SEC. ISIDRO S. LAPEÑA, PhD., CSEE
Director General

Technical Education and Skills Development Authority
FY 2022 (Scholarship Program)
REGIONAL QUALIFICATION MAP (RQM)

Region : _____

Contact No : _____ **E-mail Address:**_____ **RQM Number:**_____

Province	PQM Code	RQM Code	Name of TVI	Qualification Title/Cluster or Competency	No. of Slots	Total Amount	Remarks
TOTAL:					-	-	

Evaluated By: Endorsed By: Approved By:

_____   _____   _____
Regional Director   **Deputy Director General**   **Director General**
                                        TESD Operations

Date:_____   Date:_____   Date:_____

Coding System for Qualification Maps (QMs)

I.   Definition of Terms

Provincial QM (PQM) Number – A unique identifier assigned to one PQM prepared by the POs.
PQM Code – A unique identifier assigned to the qualification/s listed in a PQM.
Regional QM (RQM) Number – A unique identifier assigned to one RQM prepared by the ROs.
RQM Code – A unique identifier assigned to the qualification/s listed in an RQM.

II.   Procedures

FOR PROVINCIAL QMS

During the preparation of the PQM, the PO Scholarship Focal shall assign a PQM Number per submission in a given Scholarship Program starting from "PQM1" and a corresponding PQM Code per qualification in the PQM.

A. Assigning of the PQM Number:

PQM Submission Sequence					Fiscal Year					Scholarship Code					Region Code			Province Code	
1st Submission					2022					TWSP					Region I			Ilocos Norte	
P	Q	M	1	-	2	0	2	2	-	T	W	S	P	-	0	1		2	8

PQM Number Examples:

PQM submitted by POs	Equivalent PQM Number
First TWSP PQM submitted by PO Ilocos Norte	PQM1-2022-TWSP-0128
Second TWSP PQM submitted by PO Ilocos Norte	PQM2-2022-TWSP-0128
First STEP PQM submitted by PO Ilocos Norte	PQM1-2022-STEP -0128
First STEP PQM submitted by PO Ilocos Sur	PQM1-2022-STEP-0129

B. Assigning of the PQM Code:

Based on the PQM Number, a numerical sequence starting from "0001" shall be appended following a dash symbol ("-") at the end of the PQM number corresponding to each qualification listed in the PQM.

PQM Code Examples:

Programs listed in PQM1-2020-TWSP-0128	Equivalent PQM Number
Qualification No. 1	PQM1-2022-TWSP-0128-0001
Qualification No. 2	PQM1-2022-TWSP-0128-0002
Qualification No. 3	PQM1-2022-TWSP-0128-0003

C. Assigning the Diploma Code

1. To monitor the progress of learners under diploma programs, a Diploma Code shall be appended after a dash symbol ("-") to a given PQM Code.

2. The Diploma Code is a four-character code which corresponds to the year and semester being applied for, which are as follows:

Year		Semester	
1st year		1st semester	
1	Y	1	S

3. The PQM Code of a particular batch/class of learners shall be retained, while the Diploma Code shall vary depending on the year and semester being applied for.

First Year	- 1Y	First Semester	- 1S
Second Year	- 2Y	Second Semester	- 2S
Third Year	- 3Y	Summer	- 3S

4. For a new batch/class of learners under the Diploma Program, a new set of PQM Code shall be assigned based on the last assigned PQM Code.

PQM Code Examples for Diploma Programs:

Case A:

Batch of learners under PQM1-2022-UAQD-0128-1	Equivalent PQM Code for Diploma
First Year, First Semester	PQM1-2022-UAQD-0128-1-1Y1S
First Year, Second Semester	PQM1-2022-UAQD-0128-1-1Y2S
Second Year, First Semester	PQM1-2022-UAQD-0128-1-2Y1S

Case B:

Batch of learners under PQM1-2022-UAQD-0128-2	Equivalent PQM Code for Diploma
First Year, First Semester	PQM1-2022-UAQD-0128-2-1Y1S
First Year, Second Semester	PQM1-2022-UAQD-0128-2-1Y2S
Second Year, First Semester	PQM1-2022-UAQD-0128-2-2Y1S

Case C*:

Batch of learners under PQM2-2022-UAQD-0128-3	Equivalent PQM Code for Diploma
First Year, First Semester	PQM2-2022-UAQD-0128-3-1Y1S
First Year, Second Semester	PQM2-2022-UAQD-0128-3-1Y2S
Second Year, First Semester	PQM2-2022-UAQD-0128-3-2Y1S

*In "Case C", a second PQM was submitted to accommodate a new batch of learners. Note that the PQM Code numbering sequence did not reset to "1" (i.e. "PQM2-2022-UAQD-0128-**1**"), but instead followed the sequence of the PQM Code of the QM submitted in "Case B". As such, the PQM Code for this new batch is "PQM2-2022-UAQD-0128-**3**".

FOR REGIONAL QMS

The RO Scholarship Focal shall assign an RQM Number per submission in a given scholarship program starting from "RQM1". Upon consolidation of the PQM, the qualifications included in the RQM shall be assigned a new RQM Code.

A. Assigning of the RQM Number:

RQM Submission Sequence					Fiscal Year				Scholarship Code					Region Code		
1st Submission					2022				TWSP					Region I		
R	Q	M	1	-	2	0	2	2	-	T	W	S	P	-	0	1

RQM Number Examples:

RQM submitted by ROs	Equivalent RQM Number
First TWSP RQM submitted by Region I	RQM1-2022-TWSP-01
Second TWSP RQM submitted by Region I	RQM2-2022-TWSP-01
First STEP PQM submitted by Region I	RQM1-2022-STEP -01
First STEP PQM submitted by Region II	RQM1-2022-STEP-02

B. Assigning of the RQM Code:

1. Following the Region Code in the RQM Number, the Province Code shall be adjoined together with the Region Code to indicate the province wherein a qualification shall be implemented.

2. A numerical sequence starting from "0001" shall be appended following a dash symbol ("-") at the end of the RQM number corresponding to each qualification listed in the RQM regardless of which province it is under.

RQM Code Examples:

Programs listed in RQM1-2020-TWSP-01	Equivalent RQM Code
Qualification No. 1 submitted by PO Ilocos Norte	RQM1-2022-TWSP-0128-0001
Qualification No. 2 submitted by PO Ilocos Norte	RQM1-2022-TWSP-0128-0002
Qualification No. 1 submitted by PO Ilocos Sur	RQM1-2022-TWSP-0129-0003
Qualification No. 1 submitted by PO La Union	RQM1-2022-TWSP-0133-0004

C. RQM Code for Diploma Programs:

For Diploma Programs, the RQM Code shall follow the PQM Code for the particular Diploma Program assigned by the PO where the PQM originated from:

PQM Code for Diploma	Equivalent RQM Code for Diploma
PQM1-2022-UAQD-0128-1-1Y1S	RQM1-2022-UAQD-0128-1-1Y1S
PQM1-2022-UAQD-0128-2-1Y1S	RQM1-2022-UAQD-0128-2-1Y1S
PQM1-2022-UAQD-0129-1-1Y1S	RQM2-2022-UAQD-0129-1-1Y1S

For QMs prepared in the Central Office

The SMD Scholarship Focal shall assign an NQM Number per submission in a given scholarship program starting from "NQM1".

A. Assigning of the NQM Number:

NQM Submission Sequence					Fiscal Year				Scholarship Code					Region Code	
1st Submission					2022				RESP					Central Office	
N	Q	M	1	-	2	0	2	2	-	R	E	S	P	-	0	0

NQM Number Examples:

NQM submitted by CO	Equivalent NQM Number
First RESP NQM prepared	NQM1-2022-RESP-00
Second RESP NQM prepared	NQM2-2022-RESP-00
First TOSP NQM prepared	NQM1-2022-TOSP-00
Second TOSP NQM prepared	NQM2-2022-TOSP-00

B. Assigning of the NQM Code:

1. Following the Region Code in the NQM Number, the Province Code/Philippine Overseas Labor Office (POLO) ID shall be adjoined together with the Region Code to indicate the province/POLO wherein a qualification shall be implemented.

2. A numerical sequence starting from "0001" shall be appended following a dash symbol ("-") at the end of the NQM number corresponding to each qualification listed in the NQM regardless of which province/POLO it is under.

NQM Code Examples:

Programs listed in NQM1-2020-RESP-00	Equivalent NQM Code
Qualification No. 1 in Ilocos Norte	NQM1-2022-RESP-0028-0001
Qualification No. 2 in Ilocos Norte	NQM1-2022-RESP-0028-0002
Qualification No. 1 in Ilocos Sur	NQM1-2022-RESP-0029-0003
Qualification No. 1 in La Union	NQM1-2022- RESP-0033-0004

Programs listed in NQM1-2020-TOSP-00	Equivalent NQM Code
Qualification No. 1 in Rome	NQM1-2022-TOSP-0001-0001
Qualification No. 2 in Rome	NQM1-2022-TOSP-0001-0002
Qualification No. 1 in Abu Dhabi	NQM1-2022-TOSP-0069-0003
Qualification No. 1 in Japan	NQM1-2022- TOSP-0011-0004

III. Reference Codes

A. Scholarship Code

Scholarship Program	Scholarship Code
Training for Work Scholarship Program	TWSP
Special Training for Employment Program	STEP
Private Education Student Financial Assistance	PESF
UAQTEA Single/Bundled Programs	UASB
UAQTEA Diploma Programs	UAQD
Tulong Trabaho Scholarship Program	TTSP
Special Skills Training Program	SSTP

Rice Extension Services Program	RESP
Tsuper Iskolar	DOTR
TESDA Overseas Scholarship Program	TOSP
Competency Assessment and Certification for Workers	CACW
Barangay Kabuhayan Skills Training Program	BKST

B. Region Code

Region	Region Code	Region	Region Code
I	01	IX	09
II	02	X	10
III	03	XI	11
IVA	04	XII	12
IVB	17	NCR	13
V	05	CAR	14
VI	06	ARMM	15
VII	07	CARAGA	16
VIII	08	Central Office	00

C. Province Code

Province	Code	Province	Code
Region I - 01		**Region II - 02**	
Ilocos Norte	28	Batanes	09
Ilocos Sur	29	Cagayan	15
La Union	33	Isabela	31
Pangasinan	55	Nueva Vizcaya	50
Region III - 03		Quirino	57
Aurora	77	**Region IVA – 04**	
Bataan	08	Batangas	10
Bulacan	14	Cavite	21
Nueva Ecija	49	Laguna	34
Pampanga	54	Quezon	56
Tarlac	69	Rizal	58
Zambales	71		

Province	Code	Province	Code
Region IV-B MIMAROPA – 17		**Region V – 05**	
Marinduque	40	Albay	05
Occidental Mindoro	51	Camarines Norte	16
Oriental Mindoro	52	Camarines Sur	17
Palawan	53	Catanduanes	20
Romblon	59	Masbate	41
Region VI - 06		Sorsogon	62
Aklan	04	**Region VII - 07**	
Antique	06	Bohol	12
Capiz	19	Cebu	22
Guimaras	79	Negros Oriental	46
Iloilo	30	Siquijor	61
Negro Occidental	45	**Region IX -09**	

Region VIII - 08		Zamboanga Del Norte	72
Biliran	78	Zamboanga Del Sur (Zamboanga City)	73
Eastern Samar	26		
Leyte	37	Zamboanga Sibugay	83
Northern Samar	48	City of Isabela	97
Southern Leyte	64	Region XI - 11	
Samar (Western Samar)	60	Davao del Norte	23
Region X - 10		Davao del Sur	24
Bukidnon	13	Davao Oriental	25
Camiguin	18	Davao de Oro (Compostela Valley)	82
Lanao del Norte	35		
Misamis Occidental	42	Davao Occidental	86
Misamis Oriental	43	NCR - 13	
Region XII - 12		Manila	39
North Cotabato	47	PaMaMariSan	87
Sarangani	80	Quezon City	88
South Cotabato	63	MuntiParLasTaPat	76
Sultan Kudarat	65	PàsMak	75
Cotabato City	98	CaMaNaVa	74
CAR - 14		BARMM - 15	
Abra	01	Basilan	07
Apayao	81	Lanao del Sur	36
Benguet	11	Maguindanao	38
Ifugao	27	Sulu	66
Kalinga	32	Tawi-tawi	70
Mt. Province	44		
CARAGA - 16			
Agusan del Norte	02	Surigao del Norte	67
Agusan del Sur	03	Surigao del Sur	68
Dinagat Islands	85		

D. POLO ID

POLO NAME	POLO ID	POLO NAME	POLO ID
ABU DHABI	69	KUWAIT	19
ALKHOBAR	24	LEBANON	37
BAGHDAD	32	LIBYA	33
BAHRAIN	22	LONDON	40
BRUNEI	21	MACAU SAR	34
BRUSSELS	47	MADRID	5
CANADA	2	MALAYSIA	38
CANBERRA	94	MILAN	20
CYPRUS	48	NETHERLANDS	39
DUBAI	12	OMAN	8
GENEVA	29	OSAKA	31
GREECE	28	POLO-TORONTO	86
GUAM	16	QATAR	27
HONG KONG SAR	4	RIYADH	7
IRAN	17	ROME	1
JAPAN	11	SAIPAN	25
JEDDAH	18	SINGAPORE	23
JORDAN	43	SOUTH KOREA	6
KAOHSIUNG	14	TAICHUNG	41
KOBE	30		

Date of Document : _____

Date Received by TVI : _____

NOTICE TO PROCEED

Please be informed that the following programs in <u>(RQM Number)</u> have been approved by TESDA on _____:

No.	RQM Code	Qualification Title	Slots	Amount	Indicative Date of Training Start

The TVI may proceed with the implementation of the above – mentioned training programs within ten (10) calendar days from the indicative date of the start of training, or from receipt of this Notice (whichever is applicable). Otherwise, the scholarship allocation stated herein may be subjected for reallocation by this Office.

_____
Provincial/District Director

REPUBLIC OF THE PHILIPPINES)
(PLACE) S.S.

AFFIDAVIT OF UNDERTAKING

I,_____(Name)_____ of _____(Name of TVI)_____, with office address at _____(Address)_____, and as authorized by our Board of Directors to execute this Undertaking, a copy of the Secretary's Certificate of which is herewith attached and after having been sworn into oath in accordance with the law do hereby depose and say, that in accordance with the **OMNIBUS GUIDELINES FOR TESDA SCHOLARSHIP PROGRAMS UNDER THE NEW NORMAL** embodied in TESDA Circular No. _____ Series of 2022 issued on _____, hereby undertakes, commits **and warrants** the following:

1.   Promote TESDA Scholarship Programs in enhancing the competitiveness and productivity of the workforce through skills training programs;

2.   Ensure that each scholar shall undergo pre-qualification process in accordance with the industry pre-hiring requirements. All application forms should be properly and completely accomplished **with the latest Passport Size ID Photos of the Trainees duly attached**;

3.   Notify the qualified scholarship grantees **of their acceptance and the actual training schedule;**

4.   Ensure that scholars fully understand the provisions of their Commitment of Undertaking as stated in the Scholarship Grant Certificate;

5.   Shall **not exact additional fees** from the scholars;

6.   Conduct, in coordination with the Provincial Office, the **Training Induction Program before the conduct of any training**;

7.   Submit to the Provincial Office (PO) the Actual Training Schedules, as to the specific dates and time, including "On the Job Trainings" held outside of the school premises within **FIVE (5) CALENDAR DAYS** after the start of training. Said training schedules as submitted shall be **final and can no longer be amended unless force majeure occurs**. In said case however, the adjusted training schedules shall be submitted immediately one day after the occurrence of such an event;

8.   After the start of the Training Program, the Enrolment Report together with the name of their respective Trainers for each particular batch should be submitted to the Provincial Office within the maximum period of **twenty percent (20%)** of the training duration **(see attached schedule).**

      Likewise, the Terminal Report shall be submitted within seven (7) days calendar days after the end of the training period;

9. Motivate and nurture the scholars to maintain **one hundred percent (100%) completion** of the training program.

10. Exert effort to ensure a one hundred percent (100%) attendance of the trainees.

11. Comply with the documentary requirements for payment of the training and all other applicable costs based on the number of the scholars who have completed the training program, **as evidenced by the submitted attendance sheet, duly signed by the scholars and their respective trainers, or as supported by other documents in lieu of the attendance sheet.**

12. Immediately after the training, ensure that **one hundred percent (100%) of the scholars shall undergo the mandatory Competency Assessment** for Qualifications with Training Regulations (TR) with the corresponding Competency Assessment Tools (CATS), with accredited assessment centers and assessors for the successful graduates *(if applicable)*;

13. Institutionalize a functional Job Linkaging and Networking Services (JoLiNS) – a delivery platform to facilitate job hunting for TVET graduates and alumni by providing them services and information to land a job *(if applicable)*;

14. Institutionalize **effective monitoring system/database** to establish reliable status reports such as but not limited to employment reports of the scholars-graduates;

15. Comply with the requirements of TESDA on absorptive capacity, **sixty-five percent (65%) employment rate, and one hundred percent (100%) budget utilization rate;**

16. Ensure proper documentation of the training programs as to the conduct of training programs and attendance of trainees;

17. Comply with the requirements of the Data Privacy Act of 2012 on the processing and security of personal information;

18. **Allow TESDA Provincial Office reasonable time to conduct due diligence** in the examination of the submitted billing documents and verification of **at least twenty percent (20%) of the scholars** through random audit, by conducting personal calls or private messaging, and if necessary, face to face interviews, before any payment is made;

19. Provide TESDA *and the **Commission on Audit (COA)** access to the TVI in the conduct of on-the-spot random audits on the ongoing and completed TWSP/STEP/PESFA scholarship programs of the TVI. The subject of the inspection/audit are the TVI's compliance with TESDA's training regulations, TVET program registration, and guidelines of the scholarship programs, among others;

20. Submit a **comment and/or reply within seventy-two (72) hours** from receipt of the findings of any spot audit, compliance audit or COA audit in observance of our constitutional right to due process;

21. **Submit all other documents as may be required by TESDA and/or the COA, within the stated period;**

22. Moreover, I also warrant the following:

    a) *that as of the date of the signing of this Affidavit of Undertaking, the TVI that I represent is a juridical person, duly organized and validly existing under the laws of the Philippines and it has all requisite legal power and authority to execute, deliver and implement this Undertaking, and that I have been authorized to sign the same for and on its behalf;*

    b) *that the programs we implement are compliant based on technical audit report; that our TVI has valid Certificates of TVET Program Registration (CTPR) or Certificate of Registration (COR); has absorptive training capacity in terms of facilities, tools and equipment, and trainers, inclusive of existing/on-going scholarship programs with other government agencies and other funding organizations;*

    c) *that our TVI has not been subjected to any unsettled final and executory Notice of Disallowance (ND) involving any scholarship program of TESDA and that it has not been involved in any case of unlawful exaction of fees and/or unlawful offering of any program within the jurisdiction of TESDA (if applicable);*

    d) *that all documents, most especially the billing documents that we have submitted to TESDA* **are true and correct**, *and that in the event of any findings of falsification, forgery and/or misrepresentation, then the TVI that I represent and I shall be* **jointly and severally responsible** *and liable for the same.*

23. I fully understand that sanctions to our TVIs shall be **based on current guidelines for TESDA Scholarship Programs and UTPRAS guidelines.**

                                            NAME OF OFFICIAL
                                            President/Administrator
                                            Name of TVI

SUBSCRIBED AND SWORN TO before me in _____ this _____ affiant exhibiting to me his/her _____ **(Government ID) with ID number_____.**

Doc. No. _____
Page No. _____
Book No. _____
Series of _____

LEARNERS' ACHIEVEMENT MONITORING REPORT

Name of TVI:	**Northridge Institute of Business and Technology Inc.**
Program Title:	**Shielded Metal Arc Welding (SMAW) NC II**
Batch/Section:	**3rd**
Module Title:	**Repairing Welds**
Schedule:	**August 3-7, 2020**

No.	Name of Learners (Lastname, Firstname, MI)	LO 1: Mark/locate welds defects (8 hrs.)				LO 2: Prepare tools and equipment (8 hrs.)				LO 3: Remove defects (8 hrs.)				LO 4: Perform re-welding (12 hrs.)				Institutional Assessment (16 hrs.)
		Act 1	Act 2	Act 3	Test	Act 4	Act 5	Act 6	Test	Act 7	Act 8	Act 9	Test	Act 10	Act 11	Act 12	Test	
1.	Abo, Elmer, V.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
2.	Atienza, Geronimo, A.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						Not yet Competent
3.	Abelardo, Moses, I.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
4.	Bernardo, Richard, L.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				Not yet Competent
5.	Cuenca, Nelson H.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					Not yet Competent
6.	Delos Santos, Romeo, L.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				Not yet Competent
7.	Cruz, Maria, D.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
8.	Gonzales, Rowena, T.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
9.	Gurrea, Eduardo, R.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
10.	Jatico, Noel C.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				Not yet Competent
11.	Justimbaste, Rowell, O.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					Not yet Competent
12.	Kalaw, Pablo, A.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
13.	Kawa-kawa, Ralph, E.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Not yet Competent
14.	Labrador, Venus, J.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Not yet Competent
15.	Libres, Manuel, K.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Not yet Competent
16.	Luminarez, Emmanuel. L.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Not yet Competent
17.	Manacob, Laarni, G.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Not yet Competent
18.	Macario, Lemuel, G.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Not yet Competent
19.	Nuval, Leonardo, J.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
20.	Olivarez, Ireneo, U.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
21.	Palmares, Mario, N.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
22.	Pamaran, Henry, A.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
23.	Santos, Jose, H.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
24.	Tamayo, Pedro, U.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent
25.	Zurbano, Michael, K.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Competent

This is to certify that all entries in the above learners' achievement monitoring report are true and correct.

Prepared by: Checked by: Approved by:

Name of Trainer   Name of Instruction Supervisor   Name of Administrator

(REPUBLIC OF THE PHILIPPINES)
(PLACE) S.S.

CERTIFICATION OF COMPLETION OF TRAINING PROGRAM

I, _____(Name)_____ of _____(Name of TVI)_____, with office address at _____Address)_____, after having been duly sworn to in accordance with, do herein depose and state that the attached list of learners/scholars have completed the TESDA scholarship training program. This certification is being issued to facilitate the payment of training cost, miscellaneous fees, entrepreneurship cost, and other applicable costs.

IN WITNESS WHEREOF, I have hereunto set my hand this ____ day of _____, 20_____.

NAME OF OFFICIAL
President/Administrator
Name of TVI

SUBSCRIBED AND SWORN TO before me in _____ this _____ affiant exhibiting to me his/her _____**(Government ID)** **with ID number** _____.

Doc. No. _____ ;
Page No. _____ ;
Book No. _____ ;
Series of 202__.

(REPUBLIC OF THE PHILIPPINES)
(PLACE) S.S.

CERTIFICATION ON PAYMENT OF TRAINING SUPPORT FUND

We, _____(Name of Trainer)_____, and _____(Name of School Administrator)_____, of _____(Name of TVI)_____, with office address at _____(Address)_____, after having been duly sworn to in accordance with, do herein depose and state that the attached list of learners/scholars have engaged in the training program and are entitled to receive the Training Support Fund (TSF).

IN WITNESS WHEREOF, I have hereunto set my hand this ____ day of _____, 20_____.

NAME OF OFFICIAL
Trainer
Name of TVI

NAME OF OFFICIAL
President/Administrator
Name of TVI

SUBSCRIBED AND SWORN TO before me in _____ this _____ affiant exhibiting to me his/her _____(Government ID) **with ID number** _____.

Doc. No. _____ ;
Page No. _____ ;
Book No. _____ ;
Series of 202__.

ACKNOWLEDGEMENT RECEIPT
(Starter Toolkit)

I, _____, of _____
        (name of trainee)   (address)

and a trainee of _____ in _____
              (school/training provider)   (qualification/program)

which I attended on _____hereby acknowledge receipt of the following

starter toolkits issued by _____, as follows:
                              (TESDA Provincial Office)

List	Item	Quantity
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

_____   _____
Signature Over Printed Name of Trainee   **Date of Receipt of Starter Toolkit**
Contact Number: _____
Email Address:_____

Noted by:

_____
Signature Over Printed Name of Provincial Director