

Technical Education and Skills Development Authority

STATUS OF PROGRAM/PROJECT IMPLEMENTATION As of August 2014

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
<i>KRA 1: "Transparent, Accountable and Participatory Governance"</i>			
Strategic Performance Management System (SPMS)			
TESDA OPCR	In line with TESDA's participation in the pilot implementation of the CSC Strategic Performance Management System (SPMS) TESDA established its Performance Management Team (PMT) and has come up with its Office Performance Commitment and Review (OPCR) form for 2012 and the succeeding years.	<ul style="list-style-type: none"> • TESDA Operating Units • DOLE 	<ul style="list-style-type: none"> - 100% of all TESDA operating units submitted the OPCR - Reformulated OPCR for re-submission
Public-Private Partnership			
Labor Training Market Information Reports (LTMIRs)	The LTMIR provides insights on current trends, issues and challenge available in the local and international labor markers. The LTMIR may focus on the training trends and/or demand of labor and employment.	Technical Education and Skills Development Planners, Policy Makers, and other stakeholders	<p>Disseminated twelve (12) issues of LMIRs to the Regions and distributed to all entities and TVET institutions concerned. The twelve (12) issues/topics are as follows:</p> <ul style="list-style-type: none"> - Priority Industries that Support Job Generation - Hot Skills for Hot Jobs - Competitiveness of Cities - ASEAN MRA on Tourism - Skills Demand and Supply

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			<ul style="list-style-type: none"> Mapping - Manufacturing - Electronics - Chemical - Furniture - ASEAN Socio-Cultural Community Blueprint - Logistics - Hard-to-fill Jobs
<p>Training Standards Development (i.e. Training Regulations, Competency-Based Curriculum, Competency Assessment Tools, etc.)</p>	<p>The program aims at developing standards that will align middle-level skills qualifications with the industry standards. The competency standards shall be the bases in assessing the qualifications of the middle-level skilled workers through the competency assessment and certification.</p>	<p>Technical Vocational Institutions (TVIs) TVET Practitioners</p>	<ul style="list-style-type: none"> - 66 existing TRs reviewed and evaluated. Based on the findings these TRs generated zero enrollment and assessment result from the MIS and RWAC reports. These TRs will not be subjected to review and updating. - 11 Reviewed, validated and finalized TR for promulgation: <ol style="list-style-type: none"> 1) Plumbing NC I 2) Plumbing NC II 3) Plumbing NC III 4) Pharmacy Services NC II 5) Construction Painting NC II 6) Tourism Promotion Services NC II 7) Food Processing NC I 8) Food Processing NC II 9) Mechatronics NC II 10) Mechatronics NC III 11) Mechatronics NC IV
<p>National Technical Education and Skills Development Program</p>	<p>The NTESDP 2011 - 2016 is the third cycle plan which serves as the guide for the major</p>	<p>Technical Education and Skills</p>	<p>- Updated NTESDP 2014-2016 drafted.</p>

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(NTESDP)	players in technical vocational education and training (TVET) for the courses of action that need to be undertaken to address the skills requirements of the industry and the economy.	Development Planners, Policy Makers, and other stakeholders	– For further review.
Information System Strategic Plan (ISSP)	The ISSP refers to a three (3) to five (5) year computerization framework of an agency which describes how the organization intends to strategically use ICT in pursuit of its mission and functions. A written expression of how an agency intends to use ICT to support its data processing and decision-making processes.	<ul style="list-style-type: none"> • TESDA Operating Units • e-Governance Stakeholders 	ISSP 2015-2017 submitted to MITHI Steering Committee
K to 12	K to 12 means Kindergarten and the 12 years of elementary and secondary education. Kindergarten refers to the 5-year old cohort who undergoes a standardized Kinder curriculum. Elementary education refers to primary schooling that involves 6 years of education (Grades 1-6) while secondary education refers to four years of junior high schools (Grades 7-10 or HS Year 1-4) and two years of senior high school (Grades 11-12 or HS 5-6).	<ul style="list-style-type: none"> • Students • Employers 	On TESDA's participation/ assistance on Curriculum Development: <ul style="list-style-type: none"> – Final Review of the Curriculum Guides, Teacher's Guides, and Learning Materials for Grade 10 – Quality Circle Review of all Curriculum Guides, Teacher's Guide and Learning Materials on identified areas for Grade 4 and 10 (Sept. 18-Oct.7, 2014) – Eight (8) TESDA curriculum writers attended the Writeshop for Senior High School curriculum on selected qualifications (Sept.29-Oct.3, 2014) – DOLE conducted regional

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			consultation on the impact of K-12 with the teaching and non-teaching personnel of the tertiary institutions.
Citizen's Charter	In compliance with the Anti-Red Tape Act (ARTA), Citizen's Charter defines the frontline services offered by TESDA and the standards of their implementation.	General Public	Citizen's Charter on frontline services are posted/updated near entrances of all TESDA Operating Units
ISO Certification	In line with the thrust for good governance by the Aquino administration, TESDA has embarked on its quality journey for its systems and processes.	General Public TESDA Operating Units	8 additional regions (ROs I, III, IV-A, VII, VIII, XI, CAR and NCR) undergoing ISO certification process
Quick Response Mechanism to Citizen's Feedback	In line with TESDA's quality policy which measures the worth of the organization by the satisfaction of the customers it serves, various approaches are utilized to secure and respond to Citizens' feedbacks and clarifications/queries.	General Public	Quick response mechanisms to Citizens' feedbacks and queries are continuously maintained, such as the TESDA website, entries to the Director General's facebook account, face-to-face encounters with the Public Assistance Counter Officer, Call Center Unit, and SMS or calls to TESDA Hotline.
TESDA Efficiency and Integrity Board	In line with Department Order No. 109 series of 2011, TESDA established its Efficiency and Integrity Boards. The Boards aim to promote efficiency and integrity in the organization by formulating a comprehensive Integrity Development Action Plan (IDAP), and monitoring the observance of the Code of Conduct of employees, among others.	General Public	1st Semester Report on Complaints and cases against officials and employees and EIDP submitted to DOLE

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KRA 2: " POVERTY REDUCTION AND EMPOWERMENT OF THE POOR AND VULNERABLE"			
Competency Assessment and Certification	The program aims at assessing and certifying the competencies of the middle level skills workers. The assessment process is done to confirm that a graduate or worker can perform to the standard expected in the workplace based on the defined competency standards. This ensures the productivity, quality and global competitiveness of the middle-level workers.	<ul style="list-style-type: none"> • Students • Trainers of TVIs, LGUs, GAs, private enterprises with registered TVET programs, and DepEd trainers • Workers, industry practitioners, professionals, OFWs/Filipino expatriates, and career shifters who want to undergo competency assessment • Prospective competency assessors 	<ul style="list-style-type: none"> • 584,912 persons assessed • 529,568 persons certified
Trainers Development			
Trainers Training	Training and development of TVET Trainers aligned to industry requirements.		<ul style="list-style-type: none"> • 1,764 TVET Trainers trained
Trainers Certification	The assessment and certification of TVET Trainers aims to qualify and certify the current pool of trainers to raise the bar of Trainer/Assessor qualification in the areas of technology and methodology for quality	TESD Trainers in public and private TVIs	<ul style="list-style-type: none"> • 2,941 Trainers Qualified for NTTC

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	assurance. To attain the appropriate National TVET Trainer Certificate (NTTC) Level I or II, the trainer must acquire NC Level of the qualification appropriate in the programs being handled but not lower than NC II; and acquire the Trainers Methodology Certificate (TMC) I or II.		
Proactive Job-Skills Matching Process (Seek-Find-Train) Technical Vocational Education and Training (TVET) <i>(See Program Fact Sheet)</i>	To strike a balance between TVET access and TVET efficiency by : <ul style="list-style-type: none"> • identifying job opportunities in the local and overseas market (Seek); • Identifying the persons with the right aptitude to undergo the required training (Find); and • Conducting the appropriate training (Train) 	Industry Sectors <ul style="list-style-type: none"> • Enterprises • OSYs • Unemployed Adults • TVIs • NGOs 	<ul style="list-style-type: none"> • 558,663 persons profiled for TVET Career • 1,293,279 persons enrolled across all delivery modes • 1,084,858 TVET graduates
TVET Scholarship			
Training for Work Scholarship Program (TWSP)	The TWSP is intended to operationalize the President's commitment to invest in order to reduce poverty and build national competitiveness. It specifically aims to: <ul style="list-style-type: none"> • ensure the availability of qualified workforce to fill the skills gap particularly in high demand industries; • improve the reach of quality TVET to the grassroots; and • contribute to the upgrading of the quality of TVET programs by encouraging technical vocational 	<ul style="list-style-type: none"> • OSYs • Unemployed adults • TVIs • Companies in critical/priority sectors 	169,280 approved number of slots Accomplishment: <ul style="list-style-type: none"> • 57,027 enrollees • 36,635 graduates

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	institutions to offer programs for higher qualifications catering to in-demand industry requirements		
Private Education Student Financial Assistance (PESFA)	<p>PESFA was established through Section 8 of Republic Act No. 8545, otherwise known as "Government Assistance to Students and Teachers in Private Education (GASTPE) Act".</p> <p>The program aims to extend financial assistance to marginalized but deserving students in technical-vocational education and training (TVET) courses and to assist private institutions in their development efforts by assuring a steady supply of enrollees to their course offerings.</p>	<ul style="list-style-type: none"> • OSYs • Unemployed adults • Private TVIs 	<p>26,351 approved number of slots</p> <p>Accomplishment (partial report):</p> <ul style="list-style-type: none"> • 8,607 enrollees • 2,117 graduates
Special Training for Employment Program (STEP)	<p>The program is a community-based specialty training program that will address the specific skills needs of the community, and promote employment, particularly through entrepreneurial, self-employment and service-oriented.</p> <p>To provide skills training opportunities for the beneficiaries in the barangays/communities to make them employable and productive.</p>	All Filipino citizens at least fifteen (15) years old at the start of the training program	<ul style="list-style-type: none"> - Selection and recruitment of Beneficiaries on-going - Bidding and procurement of toolkits on-going
KRA 3: "RAPID, INCLUSIVE AND SUSTAINED ECONOMIC GROWTH"			
Philippine Qualification Framework (PQF)	The PQF defines the level of educational qualifications and sets the standards for all education outcomes that are aligned with the standards of industry. It will facilitate pathways and equivalencies to assist people	Various sectors and stakeholders of education and training	<ul style="list-style-type: none"> • Developed draft Qualifications Register for: <ul style="list-style-type: none"> - Dentistry - Tourism

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	to move easily and readily between the different education and training sectors. It will also facilitate workers employability and mobility as qualifications can be benchmarked with standards of other countries.		<ul style="list-style-type: none"> • Presented to NCC the revised draft homepage-web for qualifications register on : <ol style="list-style-type: none"> 1) Cookery NC II 2) BS-HRM 3) BS Hospitality Mgt 4) BS Tourism Mgt 5) BS Travel Mgt • On-going review & inputting of data/information of TVIs/HEIs for tourism sector to database • Updated Homepage web-base for Qualifications
Apprenticeship/ Learnership	Apprenticeship is a training and employment program involving a contract between an apprentice and an employer on an approved apprentice-able occupation. Generally, it aims to provide a mechanism that will ensure availability of qualified skills workers based on industry requirements. The period of apprenticeship covers a minimum of four (4) months to a maximum of six (6) months while that of learnership covers a maximum of three (3) months. Only companies with approved and registered apprentice-ship and learnership programs can hire apprentices and learners.	<ul style="list-style-type: none"> • Enterprises • Apprentices • Learners 	37,990 enrollees 24,960 graduates

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Job-Bridging Internship Program (JBIP) / Blue Desks	The program aims to provide assistance to both overseas and locally displaced workers, their dependents and other job seekers for employment and/or skills training and re-training thru Internship Program. The activity is endeavored to provide the target beneficiaries job placement; scholarship slots; skills internship program; and /or livelihood assistance by participating agencies.	Displaced workers, their dependents and other job seekers	<ul style="list-style-type: none"> ● 245,367 Blue Desks Clients served ● 159,147 clients hired
KRA 5: "INTEGRITY OF THE ENVIRONMENT AND CLIMATE CHANGE ADAPTATION AND MITIGATION"			
P-Noy Bayanihan Furniture Production Project	The project is a collaborative effort of four government agencies (PAGCOR, DENR, DepEd, and TESDA) to provide the educational sector with armchairs and other school furniture by utilizing confiscated logs and lumbers while providing livelihood opportunities to communities where the furniture production sites are located through training cum production approach.	DepEd Schools TVET graduates	<ul style="list-style-type: none"> ● 2 production sites monitored ● 53,676 armchairs produced and was delivered to 317 schools in NCR and CARAGA