

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

Major Programs and Projects Classified According to Three Key Result Areas as of December 2017

Program/Project	Description/Rationale
KRA 1: "Transparent, Accountable and Participatory Governance"	
TESDA Office Performance Commitment and Review (OPCR)	In line with Civil Service Commission (CSC) Memorandum Circular No. 6, Series of 2012, TESDA's Strategic Performance Management System (SPMS) is a mechanism that links employee performance with organizational performance. The OPCR summarizes the targets, performance measures, budget and responsibility centers of the agency. It also serves as basis for individual performance targets and measures to be prepared in the Individual Performance Commitment and Review (IPCR).
Labor Market Intelligence Reports (LMIRs)	LMIRs provides insights on current trends, issues and challenges confronting TESDA and the local and international labor market, both demand and supply.
Training Standards Development Training Regulations Competency Based Curriculum Competency Assessment Tools	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 middle-level skilled workers or TVET trainees/graduates through the competency assessment and certification.
National Technical Education and Skills Development Plan (NTESDP)	The NTESDP is a sectoral development plan which provides directions, sets goals, and provides strategies for the sustainable development of skilled workforce based on broader development policies and key employment generators of a particular area (provincial, regional and national levels) and covers a 6-year period.
Information System Strategic Plan (ISSP)	The ISSP is a three (3) year architectural blueprint which maps the ICT direction of the agency. This is a DBM requirement for the approval of the budget for ICT programs and resources within the period.
K to 12 Program	This program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS]) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship.

Citizen's Charter	In compliance with the Anti-Red Tape Act (ARTA) of 2007, TESDA displays its service standards in the form of information billboards posted at the main entrance of offices or at conspicuous places, and in the form of published materials that detail the procedure to obtain a particular service, the person(s) responsible for each step, the maximum time to conclude the process, the document(s) to be presented by the customer, the amount of fees, and the procedure for filing complaints. The Citizen's Charter provides information on the services offered by TESDA to the public.
Service Charter	In compliance with the Anti-Red Tape Act (ARTA) of 2007, TESDA displays its service standards in the form of information billboards posted at the main entrance of offices or at conspicuous places, and in the form of published materials that detail the procedure to obtain a particular service, the person(s) responsible for each step, the maximum time to conclude the process, the document(s) to be presented by the customer, the amount of fees, and the procedure for filing complaints. The Service Charter provides information on the services offered by TESDA to its officials and employees.
ISO Certification	In compliance with EO 605 dated February 23, 2007 directing the adoption of the ISO 9001:2000 Quality Management Systems as part of the implementation of a government-wide quality management program, TESDA has embarked on its quality journey towards ISO 9001 certification for its core processes of program registration, assessment and certification, and development of standards. TESDA acquired its first ISO 9001:2008 certification in 2012 and is currently working towards its re-certification under ISO 9001:2015 standard.
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.
TESDA Efficiency and Integrity Board	In line with Department Order No. 109, series of 2011, TESDA established its Efficiency and Integrity Board. The Board aims to promote efficiency and integrity in the organization by formulating a comprehensive Efficiency and Integrity Development Plan (EIDP), and monitoring the observance of the TESDA Code of Conduct of employees, among others.

KRA 2: "Poverty Reduction and Empowerment of the Poor and Vulnerable"	
Competency Assessment and Certification	A program that aims at assessing and certifying the competencies of the middle-level skilled workers through Philippine TVET Competency Assessment and Certification System (PTCACS).
Trainers Training	Trainers Training is the training and development of TVET Trainers aligned to industry requirements.
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 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>TVET Scholarship</i>	
Training for Work Scholarship Program (TWSP)	The TWSP is a program intervention directed towards meeting the job requirements of priority industries and sectors. It aims to provide skills and competencies to job seekers through appropriate training programs that are directly connected to existing jobs for immediate employment. This is also supportive of the government's thrust of rapid, inclusive and sustained economic growth.
Private Education Student Financial Assistance (PESFA)	The program that will afford education grants to deserving students in private post-secondary non-degree TVET course in line with the skills requirements of the priority sectors identified in the National Technical Education and Skills Development Plan; a financial assistance program for incoming freshmen enrolled in private schools in priority courses deemed necessary for national development.
Special Training for Employment Program (STEP)	STEP is a community-based specialty training program that addresses the specific skills needs of the communities and promote employment, particularly through entrepreneurial, self-employment and service-oriented activities. Training programs offered are generally short-term or modules based on the Training Regulations promulgated by TESDA.

Institution-Based Programs	TVET Program in Technical Vocational Institutions (TVIs), State Universities and Colleges (SUCs), Local Colleges and Universities (LCUs), Higher Education Institutions (HEIs), TESDA Technology Institutions (TTIs), and in training centers such as Local Government Unit (LGU)-manpower centers, Regional Training Centers (RTCs), and Provincial Training Centers (PTCs).
Enterprise-Based Training/Apprenticeship Programs	Training programs being implemented within companies/firms. These programs can be apprenticeship or learnership.
Community-Based Programs	Short term programs conducted by non-government organizations (NGOs), local government units (LGUs), training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts, etc. These programs can also be Mobile Training Program (MTP).
Park and Train Mobile Training Plus	The program aims to deliver technical vocational training programs to a community by means of a Mobile Training Classroom (MBC) that is attached to a prime mover. The objective is to create converging efforts among major players in TVET provisions, specifically LGUs, NGAs, and the civil society towards corporate social responsibility, empowerment, governance and community development interventions. The program also aims to provide individuals easy accessibility and affordability to TESDA's programs and services; and to provide facilities, tools and equipment to be used by the chosen community, to offer core training programs.
KRA 3: "Rapid, Inclusive and Sustained Economic Growth"	
Philippine Qualification Framework (PQF)	The PQF is a national policy which describes the levels of educational qualifications and sets the standards for qualifications outcomes. It is a quality assured national system for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers of a certain country.

Job-Bridging Internship Program (JBIP) / Blue Desks	One of the structures of the TESDA's Job Linkaging and Networking Services which provides frontline service such as: 1) client inquiries on the job vacancies/opportunities, scholarships and TVET programs; 2) disseminate Labor Market Information (LMI) using digital and printed materials using IECs; 3) establish linkages with government such as PESO, DOLE or public employment office and private organizations for LMI and employment services and others; 4) establish and maintain database of client served and profiled; 5) provide Post-training Career Advising and other similar activities; and (6) refer and/or link TVET graduates to government and non-government organizations for business development support.
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