Technical Education and Skills Development Authority

STATUS OF PROGRAM/PROJECT IMPLEMENTATION
As December 2013

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
KRA 1: "Transparent, Accountable and Participatory Governance"			
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.	• TESDA Operating Units • DOLE	**In compliance with DOLE-PMT memorandum dated 29 August 2013 and IATF's MC No. 2013-01, the 2013 Reformulated OPCR of TESDA was forwarded to DOLE last December 16, 2013. Said OPCR also includes the agency's status of accomplishments as of November 2013.**
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	**2 LMIRs prepared and disseminated to COROPOTI** • **Hot Skills for Hot Jobs** • **Priority Industries that Support Job Generation** **10 additional LMIRs have been completed**

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Training Standards Development (i.e. Training Regulations, Competency-Based Curriculum, Competency Assessment Tools, etc.)	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.	Technical Vocational Institutions (TVIs) TVET Practitioners	**4 New TRs developed** **Development of 7 other TRs is ongoing** **34 CBCs were developed/reviewed for the year** **26 CATs developed**
National Technical Education and Skills Development Program (NTESDP)	The NTESDP 2011 - 2016 is the third cycle plan which serves as the guide for the major 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.	Technical Education and Skills Development Planners, Policy Makers, and other stakeholders	**Inputs to 2012 LEP progress report provided (based on NTESDP status) under 3 pillars:** • **Employment** • **Social Protection** • **Rights at Work** **NTESDP Progress Report as of December 2012 completed and disseminated** **National Techvoc Roadmap 2014-2016 prepared**
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	• TESDA Operating Units • e-Governance	**The Central Office Computing Goods and Network Rehabilitation Project was completed establishing a viable backbone for improving**

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	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.	Stakeholders	**the current IT network**
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).	• Students • Employers	**K to 12 Policy Brief prepared** **Consultative meeting conducted with DepEd re Entrepreneurial Based TLE Curriculum** **Inputs provided to the K to 12 Law and its IRR (eg. Rule on Career Advocacy)** **Qualification mapping for Junior and Senior HS for K to 12 (Grades 9-10 and 11-12)** **Participated in curriculum mapping and development of curriculum guides for Grades 11-12 in the following areas:** • **ICT** • **HE** • **Industrial Arts** • **Agri-Fishery Arts**

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Unique Learner Identifier (ULI)	The ULI aims to provide TVET students with unique identified that will facilitate tracking of their status from enrolment to employment; and to discourage "ghost trainees".	TVET Students	**Pilot testing of online ULI pending the procurement/ delivery of server**
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 near the entrance of 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	**TESDA received expanded ISO 9001:2008 certification last May 28, 2013 for Development of Training Regulations, Development of Competency-Based Curriculum Exemplars, and Development of Competency-based Assessment Tools** **TESDA ISO Certification for Program Registration and Assessment and Certification and Support Services now covers 51 sites in 8 regions (ROs I, III, IV-A, VII, VIII, XI, CAR and NCR)**
Quick Response Mechanism to	In line with TESDA's quality policy	General Public	**Quick response mechanisms to**

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Citizen's Feedback	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.		**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	**TESDA Efficiency and Integrity Development Plan (EIDP) 2013-2016 posted in TESDA website.** **The TESDA Integrity Pledge was signed and recited by TESDA officials and employees during the flag raising ceremony of the TESDA Anniversary celebration (last August 2013)**
KRA 2: " POVERTY REDUCTION AND EMPOWERMENT OF THE POOR AND VULNERABLE"			
Competency Assessment and Certification (*See Program Fact Sheet*)	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	• Students • Trainers of TVIs, LGUs, GAs, private enterprises with registered TVET programs, and DepEd trainers	• **1,096,009 persons assessed** • **973,673 persons certified** • **Achieved 88.83 % certification rate**

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	the productivity, quality and global competitiveness of the middle-level workers.	• Workers, industry practitioners, professionals, OFWs/Filipino expatriates, and career shifters who want to undergo competency assessment • Prospective competency assessors	
Trainers Development			
Trainers Training	Training and development of TVET Trainers aligned to industry requirements.		**5,943 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 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	TESD Trainers in public and private TVIs	**7,582 NTTCs issued within 2 weeks after receipt of applications**

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	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) *(See Program Fact Sheet)*	To strike a balance between TVET access and TVET efficiency by : • 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 • Enterprises • OSYs • Unemployed Adults • TVIs • NGOs	• **834,794 persons profiled for TVET Career** • **1,894,393 persons enrolled across all delivery modes** • **1,712,976 TVET graduates**
TVET Scholarship			
Training for Work Scholarship Program (TWSP) *(See Program Fact Sheet)*	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: • 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	• OSYs • Unemployed adults • TVIs • Companies in critical/priority sectors	• **101,299 TWSP scholar-beneficiaries monitored for 2013** *(Note: based on preliminary reports of PMO-Scholarships as of December 31, 2013)*

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	the quality of TVET programs by encouraging technical vocational institutions to offer programs for higher qualifications catering to in-demand industry requirements		
Private Education Student Financial Assistance (PESFA) (*See Program Fact Sheet*)	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". 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.	• OSYs • Unemployed adults • Private TVIs	• **24,183 PESFA scholar-beneficiaries monitored for 2013** *(Note: based on preliminary reports of PMO-Scholarships as of December 31, 2013)*
Cash for Training Program (C4TP)	C4TP is a joint program of TESDA and the Department of Social Welfare and Development that will run for 6 months, from December 2012 up to May 2013. The program will be implemented in two independent components, namely: Training for Wage Employment (Trabaho) and	OSYs Unemployed young people	• **64,282 enrollees monitored** • **61,114 graduates monitored** *(Note: based on preliminary reports of PMO-C4TP as of Dec. 31, 2013)*

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	Training for Self Employment (Hanapbuhay). For wage employment, training will be organized and conducted in a training institution with TESDA-registered program and graduates will be assisted in looking for jobs.		
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 provide facilities, tools and equipment to be used by the chosen community, to offer core training programs.	OSYs Unemployed Adults	**1 mobile van dispatched in 4 areas (ie Laguna, Q.C., Cavite, and Rizal)** **128 mobile training van graduates monitored**
KRA 3: "RAPID, INCLUSIVE AND SUSTAINED ECONOMIC GROWTH"			

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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 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.	Various sectors and stakeholders of education and training	**Registry of qualifications for Bookkeeping NC II and BS Accounting presented to PQF-NCC** **Consultative meeting conducted with PRC-PECE re proposed Diploma in Electronics Technology (Level V)** **5 Action Plans prepared** • **WG on Qualification Register** • **WG on Pathways and Equivalency** • **WG on International Alignment** • **WG on Information and Guidelines** • **WG on Quality Assurance**
Apprenticeship/ Learnership *(See Program Fact Sheet)*	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	• Enterprises • Apprentices • Learners	**68,473 Enterprise-Based Training-Apprenticeship graduates**

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	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.		
Job-Bridging Internship Program (JBIP) / Blue Desks *(See Program Fact Sheet)*	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	• **569,297 JBIP/Blue Desk clients referred/served** • **344,999 JBIP/Blue Desk clients hired**

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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 a training cum production approach.	DepEd Schools TVET graduates	**Under the CARAGA Production Site, a total of 45,876 armchairs have been produced. 40,134 armchairs were delivered to DepEd schools.** **Under the NCR Production Site, a total of 7,000 armchairs were produced. 5,000 of these armchairs were delivered to different DepEd schools.**

NOTE: *PEGACE figures are based on preliminary reports and still subject to ULI-filtering/EO validation*