

TABLE OF CONTENTS



The Cover

The cover showcases the expanded clients now being served by TESDA. This is in response to the directives of the President Rodrigo Duterte... to reach-out and bring the government services to the communities especially to the underserved citizens/ sectors of the society who have difficulty accessing the existing programs and services of the government. Hence, TESDA delivered its services to the clients we serve especially the Indigenous People (IPs), drug dependents, inmates, women, OFWs and victims of natural and man-made disasters.

TESDA is mandated to develop, strengthen and render quality and vibrant Technical Vocational Education and Training (TVET) in the country. The skills and knowledge it provides to the Filipinos give them outright hope and confidence to find jobs and/or engage in a business enterprise shortly after their training, assessment and certification.

2017 TESDA Annual Report

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Special thanks to all inputs provided by all TESDA- EOs, ROs, and Operating Units

TESDA VMO	ii
MESSAGE FROM THE CABINET SECRETARY	iii
MESSAGE FROM THE SECRETARY	iv
INFOGRAPHICS	vi
MFO I: TESD POLICY SERVICES	1
MFO II: TESD SERVICES	15
MFO III: TESD REGULATORY SERVICES	25
PARTNERSHIPS, LINKAGING AND CAPACITY-BUILDING	33
TVET: CHANGING LIVES FOR THE BETTER	42
KEY TESDA OFFICIALS	49

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TESDA VISION, MISSION, GOALS and OBJECTIVES, VALUES STATEMENT and COMPETENCIES

VISION

The transformational leader in the technical education and skills development of the Filipino workforce

MISSION

TESDA sets direction, promulgates relevant standards and implements programs geared towards a quality-assured and inclusive technical education and skills development and certification system

GOALS AND OBJECTIVES

- Promote and strengthen the quality of technical education and skills development to attain international competitiveness
- Focus technical education and skills development of workers on meeting the changing demands of the labor market
- Encourage critical and creative thinking by disseminating the technical knowledge base of human resources by integrating 21st century skills in the standards to produce world-class workforce
- Recognize and encourage the complimentary roles of public and private institutions, enterprises, LGUs and CSOs, in technical education and skills development and certification
- Develop the capacities of stakeholders to participate in the planning and delivery of quality technical education and skills development and certification systems
- Inculcate desirable values through the development of moral character with emphasis on work ethics, self-discipline, self-reliance and nationalism

VALUES STATEMENT

We believe in demonstrated competence, institutional integrity, personal commitment, culture of innovativeness, and a deep sense of nationalism

CORE COMPETENCIES

- Technical Education
- Skills Development
- Competency Assessment and Certification

MESSAGE



Office of the President of the Philippines

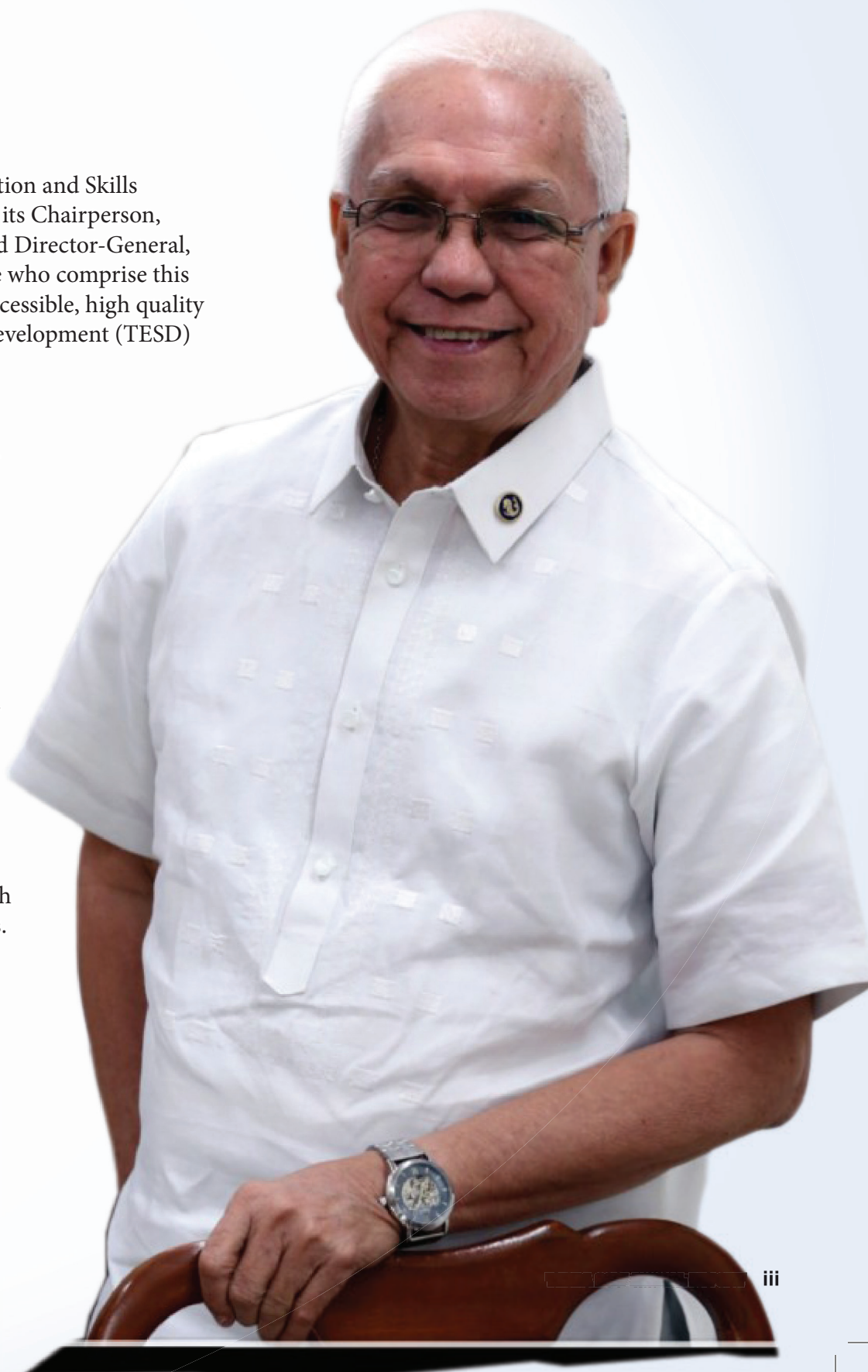
I wish to congratulate the Technical Education and Skills Development Authority (TESDA), led by its Chairperson, DOLE Secretary Silvestre H. Bello III; and Director-General, Secretary Guiling Mamondiong and all those who comprise this agency, for their commendable delivery of accessible, high quality and efficient technical education and skills development (TESD) sessions for the past year.

In ensuring learning and development opportunities for all, TESDA has undertaken initiatives to enhance and improve the quality of technical education, and made these programs accessible to the people, especially those in the marginalized sector. I laud you for your substantial contribution to this administration's efforts in ensuring that Filipinos from all walks of life receive the relevant skills and knowledge to make them more competent and productive members of society.

As we continue to reach new heights in TESD in the Philippines, I enjoin TESD to continue working towards ensuring quality and standards across all programs ran by both government TESD providers and institutions. Through cooperation between the public and the private sectors, the TESD sector can further achieve our goals for the sector, our people, and the nation.

Congratulations and Mabuhay! Padayon!

LEONCIO B. EVASCO, JR.
Cabinet Secretary



MESSAGE



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

Firstly, I would like to thank President Rodrigo A. Duterte for giving me the opportunity to once again serve the government as Director General of TESDA.

After a year and half of serving this agency, I take pride of our achievements in surpassing most of our targets set for the year. I am proud and thrilled of the services that we provide. Once enrolled, students and trainees in TVET already see glitters of hope as they undergo training. In a few months or less after they graduate and gets certification, they get employed. Outright, their lives begin to change for the better.

At the rate we are doing, more and more TVET graduates see brighter days ahead. What more can you ask for? TVET is SERVICE at its finest!

Bit by bit, changes overwhelmed TESDA in 2017. Internally, TESDA successfully pursued and complied to complete the Stage I and Stage 2 certification audit to secure TUV SUD certification upgrade with ISO 9001:2015. We successfully completed technical audit of TVET programs that resulted to upgrade and/or closure of non-compliant programs. These twin developments assure our clients and partners of the quality service TESDA delivers.



MESSAGE

After we conducted a wide-ranging consultations and dialogues with various groups and LGUs around the country, TESDA reviewed to refocus its policies and implementation strategies to address and serve the many underserved sectors and communities in the country. In 2017, TESDA rolled-out training packages of training programs and projects dedicated for special groups. As we went along, more private and government entities were collaborating with TESDA to implement and deliver program where they are needed most.

The crafting of the roadmap for the TVET sector for the next five years commenced through the 4th cycle of the National Technical Education and Skills Development Plan (NTESDP) 2017-2022 which defines the major directions and strategies towards quality TVET for all, reducing poverty and promoting social equity.

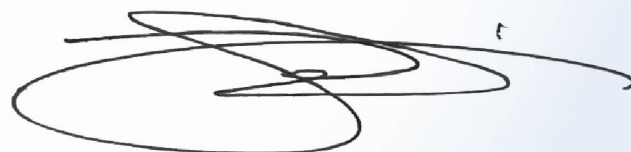
Our efforts and undertakings were not confined to local and national concerns; TESDA must remain in sync with global development pertaining to TVET. TESDA made giant strides in 2017. TESDA hosted international visits/exposure visits, missions and bilateral discussions on TVET with government officials, dignitaries, cooperating agencies, and delegations from industry, industry associations and international organizations of

various countries. The agency initiated for the creation of the ASEAN TVET Development Council to intensify cooperation among ASEAN Member States towards the development of the region's TVET sector. Furthermore, we reactivated our membership to the World Skills International and actually participated during the 44th world skills competition in Abu Dhabi.

Despite the significant endeavors we made, TESDA is facing bigger challenges ahead. Technical education has to step-up and be agile in addressing the world of work abetted by new and smart technologies. Coupled with this is the imperative need to be flexible and responsive to the need of both the growing local industries and the social economy, for smarter and competent workforce. The client base has expanded to include all Filipinos in varying economic status with focus on the marginalized and informal sector.

We need to prepare, plan ahead and do things one step ahead to remain relevant. We need all the support, the assistance, the information we can get from our partners in the industry and international organizations.

We need you!



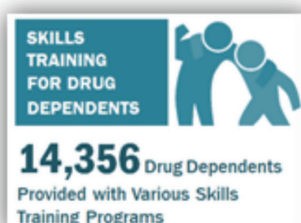
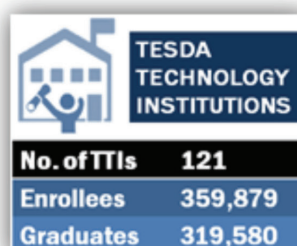
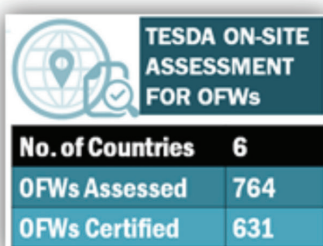
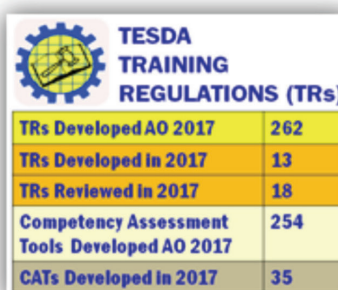
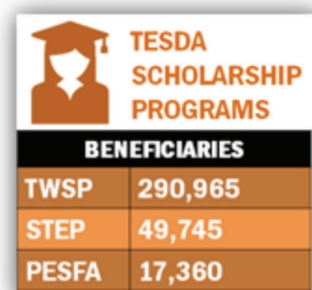
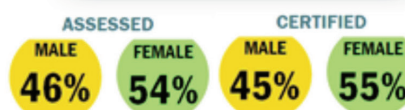
SECRETARY GUILING "GENE" A. MAMONDIONG
Director General

TESDA DELIVERS IN 2017

Mga Serbisyon Ramdam at Kapaki-Pakinabang



ENROLLEES/GRADUATES



2017 Financial Report

Status of Financial Accomplishments of TESDA for FY 2017						
Expense Class	(Adjusted) Appropriation FY 2017 GAA	Allotment	Obligation	Disbursement	BUR a/	DUR b/
	(In Thousand Pesos)					
Personnel Services (PS)	2,157,000	1,993,000	2,028,000	2,009,000	101.76	100.80
Maintenance & Other Operating Expenses (MOOE)	4,812,000	5,030,000	4,699,000	3,486,000	93.42	69.30
Capital Outlay (CO)	154,000	149,000	93,000	81,000	62.42	54.36
TOTAL	7,123,000	7,172,000	6,820,000	5,576,000	95.09	77.75

Budget Utilization of TESDA Across the Major Final Outputs (MFOs)						
MFO/ PAPs	Appropriation	Allotment	Obligation	Disbursement	BUR	DUR
	(In Thousand Pesos)					
MFO1: TESD Policy Services	42,421	42,545	40,544	40,344	100.00	84.83
MFO2: TESD Services c/ - TESDA Training Institutes	6,140,293	6,220,193	6,149,030	4,939,109	98.86	79.40
- TWSP	830,530	883,234	864,297	844,994	97.86	95.67
- PESFA	2,415,000	2,415,000	2,306,996	1,996,988	95.53	82.69
- STEP	200,000	200,000	198,202	140,668	99.10	70.33
- STEP	908,730	906,328	906,328	294,435	100.00	32.49
MFO3: TESD Regulation Services	91,021	82,495	82,219	60,577	99.67	73.43
TOTAL	6,273,735	6,345,233	6,271,793	5,040,030	98.84	79.43

- Total adjusted appropriation of TESDA was Php7.123 billion, with released allotment in the amount of Php7.172 billion. Obligations incurred were Php6.820 billion with disbursed amounts at Php5.576 billion. Over-all BUR is 95.09% while the DUR is 77.75%.
- In terms of the budget utilization of TESDA across the Major Final Outputs (MFOs), i.e., the services mandated to primarily deliver to the general public external clients through the implementation of programs, activities and projects,.
- Reference of data reported the consolidated Financial Accountability Reports (FARs) from the Central Office, Regional Offices and TESDA Training Institutes (TTIs).
- The overall percentages of BUR and DUR for the three (3) MFOs 98.84 and 79.43, respectively.
- Since the validity of appropriations for FY 2017 is only one (1) year, only those obligated in the previous year are considered for payments for the current year.

The Filipino Skilled Worker

Dedicated. Confident. Innovative. Highly Skilled.



Bartender



Food Server



Machinist



Plumber

Gets your business running. Keeps our lives moving.

MFO I: TESD Policy Services

Under Major Final Output (MFO) 1, TESDA is mandated to formulate, issue or update relevant and specific policies, plans and guidelines on critical issues and concerns that promote quality and relevant TVET, and consequently ensure the development of high quality Filipino workers.

Towards the end of the year, the agency almost doubled its accomplishment and achieved 185% of its target. Top performers were Regions IV-B (679%), III (393%), I (383%), IX (346%), XI (329%), VIII (289%), VII (221%) and X (211%). On the other hand, Regions with low levels of accomplishments were CARAGA (33%) and ARMM (39%).

In the development of these policies, TESDA conducted researches, studies and organized fora and industry consultations to generate timely, accurate and relevant information from the stakeholders. Those information/data served as bases in crafting corresponding policies and actions. In 2017, TESDA undertook various initiatives to introduce and/or revised policies aimed to strengthen the TVET sector.

On customer satisfaction focus, TESDA Central Office regularly conducts survey among key officers and officials at the operational level to seek feedback over the formulated policies issued by the agency for the given year. The survey conducted in 2017 disclosed satisfaction rating of 94% to various guidelines/circular released for CY 2017.



Globalization of Philippine TVET

Strides beyond borders

In the recent years, TESDA elicited wide interest among ASEAN and other countries within the region as a benchmark on system's reforms on program registration, training delivery, assessment and certification system and trainers' development.

In 2017, TESDA hosted 35 international visits/exposure visits, missions and bilateral discussions on TVET with government officials, dignitaries, cooperating agencies, and delegations from industry, industry associations/organizations of various countries.

The visiting countries include Nepal, Bangladesh, Indonesia, Australia, Turkey, United Kingdom, Canada, China, India, Timor Leste, Cambodia, Austria, Japan, Namibia, USA, South Africa, Vietnam and Lao PDR. The hosting activities provided venues for exchange of ideas and experiences between TESDA and those visiting countries.

Also, TESDA provided inputs/concurrence to 28 projects/action plans that strengthened its commitments with international organizations and harmonized Philippine TVET position in the international arena. Parallel to these engagements, TESDA submitted project proposals for possible funding by international or multilateral agencies on programs involving industry in training delivery; TVET and labor market information system; and capability building for higher qualifications. TESDA was invited in international fora to share its experience in quality assurance in TVET, assessment and certification, and online TVET.

The agency, through the initiative of Sec. Gene, provided for the creation of the



ASEAN TVET Development Council to intensify cooperation among ASEAN Member States towards the development of the region's TVET sector. The Council is projected to provide a forum for exchange of views and best practices on skills development; and support promising initiatives to raise the quality of skills and competencies towards the development of a world-class ASEAN workforce.

The initiative was discussed with ASEAN counterparts in Brunei, Cambodia, Indonesia, Lao PDR, Myanmar, Thailand, Singapore and Vietnam. It was also presented to the ASEAN Senior Officials Meeting on Education (SOM-ED), Asia-Europe (ASEM) Education Ministers Meeting and the 31st ASEAN Leaders' Summit in November 2017.



On the other hand, TESDA pursued international partnerships and agreements with organizations like ASEAN, APEC, ASEM, IOM and East Asia, among others. Such undertakings provided opportunity for TESDA to acquire or learn information on new trends, best practices, learning systems and applications related to TVET in the global arena. This served as input and benchmark in the TESDA policy-making and program implementation.



Comprehensive Reform Development Agenda

The first concrete Step Aim to Unlock Full Potentials of Mindanao

The inception of the Comprehensive Reform Development Agenda (CRDA) aimed to bring socio-economic justice and prosperity for the 12.4 million Filipinos in Mindanao.

Mindanao's problems-the multitude of their root causes and effects-have been dissected much in the halls of government, in academic journals and in the media, in bilateral and multinational dialogues and negotiations, and international forums and conferences.

Much have also been proposed in terms of solutions-short term, medium term, and long term-in some of these proposals have been started or carried out as cure, but unfortunately, Mindanao continuous to wallow in abject poverty and to be driven by animosity and armed conflict.

Thus, when Secretary Guiling A. Mamondiong took the helm as Director General of TESDA, one of the first official acts he initiated was to convene an inter-agency discussion on the socio-economic problems facing Mindanao



and to integrate the commitments by various national government agencies for ARMM and the conflict-affected areas in Region 9, 10 and 12 to alleviate and finally, solve these problems.

The inter-agency discussions led to a series of meetings, regional consultations and provincial summits that culminated to the launching of the Comprehensive Reform Development Agenda (CRDA) in October 2016. President Duterte himself led the launching.

"I was conscious and aware of these problems. I understand fully well these problems that beset Mindanao, for I am a Muslim Mindanao. I was born and grew up in Mindanao. But of course, I believe the socio-economic well-being of the peaceful but affected people of Mindanao cannot be tied-up to the success or failure of the government's peace efforts. They, too, have the right to the socio-economic liberation and prosperity even in the midst of protracted armed conflict".

A product of multi-sector consultations



and extensive dialogues, the CRDA is the framework that will serve as guide to relevant NGAs and local government units in the delivery of integrated plans, programs and projects in the said Mindanao regions from 2017-2022.

President Duterte's vision to bring to ARMM and other armed conflict areas the programs and services of the national government" is the clearest and most telling statement yet about previous failed attempts to turn things over in Mindanao.

The CRDA framework comes into three phases. The pre-operating phase consists of identifying public and private resources, plans and programs of national, regional, and local government agencies, and future resource needs. The second phase was the identification of the organizational delivery systems, the CRDAs operating mechanisms that will turn CRDA plans into tangible and concrete outputs. The third phase is sectoral outputs and outcomes.

There are three critical intervention areas under the CRDA with corresponding strategies and key result performance indicators to measure development outcomes, namely: 1) social services; 2) infrastructure development; and 3) economic development.

The ultimate outcome of the CDRA is to achieve economic prosperity and well-being, enhance wealth creation and hasten poverty alleviation in identified conflict-affected areas, in order to realize a lasting and genuine peace in Mindanao.



PQF: Embracing Higher Level TVET

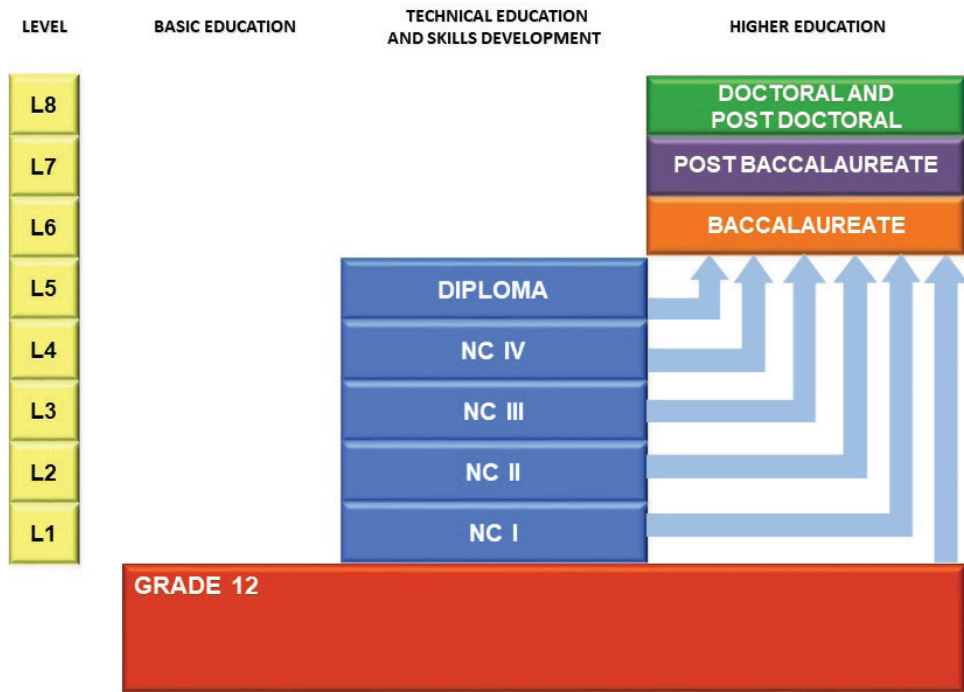
Pushing for Quality and Higher Skills Standards

The Philippine Qualifications Framework (PQF) is a national policy which describes the levels of educational qualifications and sets the standards for qualification outcomes. It is a quality-assured national system for the development, recognition and award of qualification based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers of a certain country.

It was established with the following objectives: 1) To adopt national standards and levels for outcomes of education; 2) To support the development and maintenance of pathways and equivalencies which provide access to qualifications

as per PQF-NCC Resolution No. 2014-03 adopted on December 11, 2014

The PHL Qualifications Framework





and assist people to move easily and readily between the different education and training sectors and between these sectors and the labor market; and, 3) To align the PQR with the international qualifications framework to support the national and international mobility of workers through increased recognition of the value and comparability of Philippine qualifications.

TESDA serves as the PQR National Coordinating Committee (PQR-NCC) Secretariat which serves as focal point of other member agencies which includes DepEd, CHED, PRC and DOLE.

In 2017, the PQR-NCC updated the Philippine Qualifications Register (PhQuR), the national database of quality-assured qualifications. It contains information on the qualifications and their corresponding competency standards, learning outcomes and the authorized licensing and certification arrangements.

They also worked on the passage of the proposed law on the PQR that led to the promulgation of RA 10968 entitled “Institutionalizing the PQR, Establishing the PQR NCC and Appropriating Funds”.

In addition, the secretariat facilitated the Philippine hosting of the

2nd ASEAN Qualification Reference Framework (AQR) Committee Meeting as part of the activities of the 2017 Philippines Chairmanship of the ASEAN Summit coinciding with the 50th Anniversary of ASEAN;

Likewise, TESDA joined the Philippine delegation to the 3rd National Qualification Framework Phase IV Workshop - AQR Committee Meeting in Kuala Lumpur, Malaysia together with representatives from DepEd, CHED and PRC. Likewise, TESDA hosted the Consultation Meeting with Stakeholders re: PQR/AQR including the Philippine Contractors Association.

Developing Quality-Assured Training Regulation

Making Competency Standards in Sync with Industry-Needs

The Training Regulations (TRs) are TESDA-promulgated document that prescribes the minimum requirements for offering TVET programs. It contains the competency-based curriculum, training delivery requirements, instructional materials and competency assessment arrangements. It defines the competency standards for a national qualification and how such qualification can be gained, assessed and be given recognition.

In 2017, TESDA completed the mandatory review and updating of current Training Regulations (TRs) and Competency Assessment Tools (CATs), developed new ones, and deployed the newly promulgated TRs and CATs. A total of 18 TRs were reviewed and updated while 13 TRs for new qualifications were developed. These TRs were reviewed and promulgated by members of TESDA Board. In addition, 35 Competency Assessment Tools (CATs) were developed. CATs are the instruments used in evaluating the performance of graduates.

The process of developing the TRs and CATs follow a quality assurance system that actively involves TVET stakeholders from the industry, academe and labor sector. The industry experts are engaged in the different stages of development by providing the competency requirements and standards of work for a specific qualification in the industry they represent.

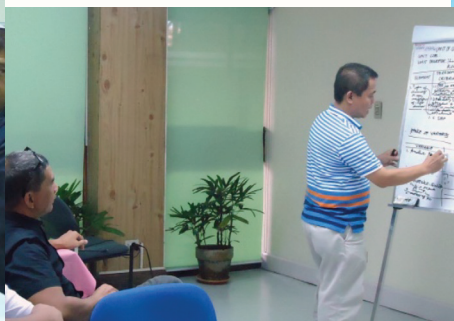
And to provide better and harmonized understanding of TRs and CATs, TESDA organized Zonal Orientations on TRs and CATs of Newly Promulgated Training Regulations for TESDA regional and provincial focals. The orientation is expected to contribute in safeguarding the authenticity

of the system, and avoid misinterpretation of the TRs and CATs. Industry experts who were involved in the development of these documents served as the resource persons.

On the other hand, assessment fees for forty-five (45) qualifications were updated, approved and promulgated by TESDA Board. Together with the members of the TESDA Board, the technical experts and QSO staff went through the cyclical 7-step process of determining the assessment fees. This included the conduct of zonal public consultations in Luzon, Visayas and Mindanao.

In 2017, TESDA collaborated with various national government agencies in the development of TRs which are peculiar to their operations. The agencies includes Department of Agriculture (DA), for Agri-Fisheries Mechanization, the National Statistics Office (NSO) on standards and curricula on Census and Data Collection and Building Information Modeling (BIM), Department of Environment and Natural Resources (DENR) on the development of competency standards on Coastal Resources Management, the LMB/DENR and Geodetic Engineers/ GEPI, on the review and updating of the TRs on land surveying, and DAR, on agro-entrepreneurship training for agrarian-reform beneficiaries.

In addition, TESDA in partnership with the National Commission for Culture and Arts (NCCA) developed TRs on traditional/indigenous arts and crafts and theater/movie production, the Cooperative DA and co-op federations on competency-based training for co-op board members and officers. TESDA also worked with the LGUs on Coco Coir Net Installation.



National Technical Education and Skills Development Plan 2017-2022:

Laying Down 5-Year TVET Action Plans Today

As stated in the Technical Education and Skills Development Act of 1994, TESDA is directed to formulate a comprehensive development plan for Filipino workers within the framework of national development plan for optimum allocation, development and utilization of skilled workers for economic and social growth.

In 2017, the agency initiated a number of national consultations and research activities that would help shape and define the contents and coverage of the National Technical Education and Skills Development Plan (NTESDP), 2017-2022.

Based on the gathered inputs, analysis and projections, the 2017-2022 NTESDP is challenged to identify and laydown strategies and interventions from the government and stakeholders to ascertain and provide the skills requirements of the Philippine labor force that is projected to reach 44.9 million by 2022.

Under such circumstances, being the lead agency in TVET development and promotion, TESDA has to lay down policies and strategies to attain agility, scalability, flexibility and sustainability of TVET programs and outcomes.

Likewise, the NTESDP should be able to present programs and projects that will respond to threats and challenges that have beset college and TVET graduates seeking specific occupations. These include low employability, propensity to seek employment overseas, fast-changing technology in work places, lack of facilities and modern equipment in training centers and non-compliance to training standards. Over and above these, some certain sectors are being left behind from economic development for lack of access to quality training and education.

TESDA and the TVET sector is dared to come up with more information, pro-active strategies, programs and resources to address both the global competitiveness and job-readiness of TVET for future skills and demands of local industries and at the same time consider the social equity issue of non-inclusion of marginalized and vulnerable populace of the society.



RA 10931: Universal Access to Quality Tertiary Education Act

Setting the Groundwork for Free TVET

There are too many Filipinos who miss the opportunity to have better lives because of poverty. Students stay out of school because it is too expensive for them to take up a college course or a technical-vocational program.

With the passage and signing of RA 10931 or the “Universal Access to Quality Tertiary Education Act” (UAQTEA) in August 2, 2017 and approval of its Implementing Rules and Regulations on November 2017, everyone can now afford to go to school. The UAQTEA has four components: free higher education, free TVET, tertiary-education subsidy and the student-loan program.

Under TVET component of the law, a student can avail of TVET through Free TVET in State-run TVIs (STVIs), Tertiary Education Subsidy (TES) for private TVIs, and student loans under the Unified Student Financial Assistance System for Tertiary Education (UniFAST). Particularly, availment in STVIs covers TESDA Technology Institutions (TTIs) and registered TVET programs under the Unified TVET Program Registration and Accreditation System (UTPRAS) offered in SUCs, LUCs, and LGU-run training centers.

On the part of TESDA, the TESDA Board issued a resolution approving the Schedule of Costs for each TVET qualification to guide the smooth implementation of the TVET component of the law. The approved resolution recognized provisions of tuition and other training-



R.A. 10931 was sponsored in the Senate by Senators Aquino and Escudero and co-sponsored by Senators Angara, Recto, Villanueva, Ejercito and Legarda.

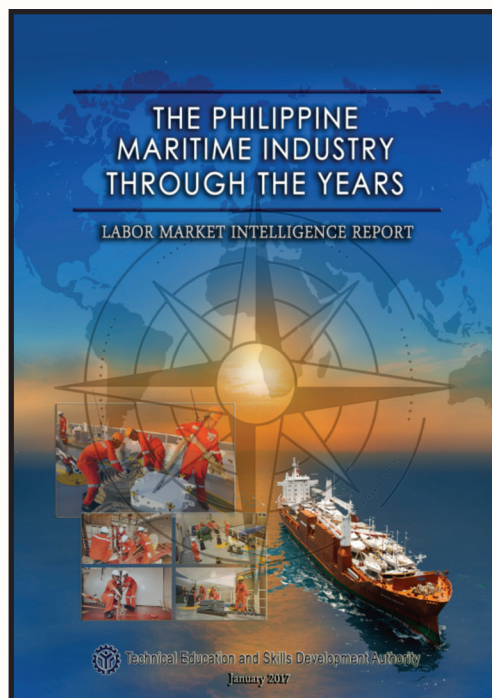
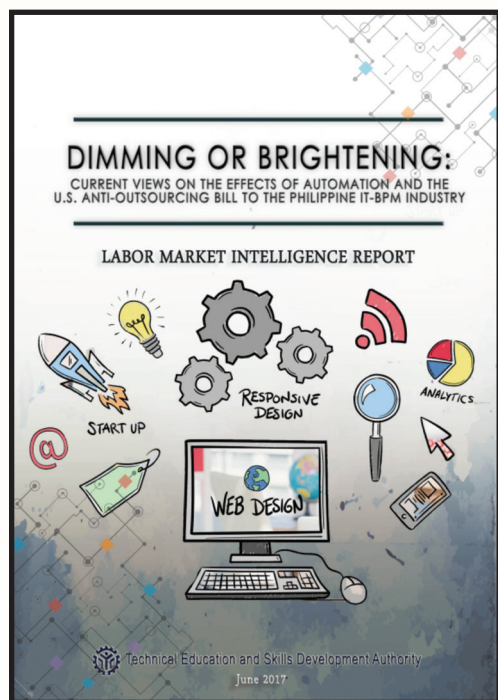
related fees, consumables, cost of utilities, cost of facilities, equipment and tools maintenance, honorarium of trainers, living allowance (transportation of Php160/day or Php3,500/month board and lodging), miscellaneous fees, National Competency Assessment fee, instructional materials allowance, and starter toolkits within the average of Php8,000.

The UAQTEA is considered a major education reform of the Duterte Administration. Both Houses of Congress have agreed to provide the appropriate amount required to implement the law.



Research Initiatives and Undertakings

Initiating Research-based Policies for More Relevant Programs



In pursuit of the formulation of research-based policies, TESDA conducted several research initiatives which included the National Research TESD Agenda (NTRA) 2018-2022, 2017 Study on the Employability of TVET Graduates (SETG) and the conduct of the Fora on TVET-related initiatives.

Likewise, TESDA participated in the conduct of research in the Participation of Women in TVET and the Impact of On-the-Job-Training on Employment and Earnings of the Dual Training System in the Philippines (IES DTS). The agency also partook in the revision of the Philippine Standards Classification of Education (PSCED).

The PSCED is a detailed classification of all educational levels in the Philippine educational system, which aims to integrate the different classification schemes being used by the various agencies. For the revised PSCED, TESDA pushed for clear and pronounced Philippine TVET aligned with the Philippine Qualifications Framework..

In 2017, TESDA developed and published Labor Market Information Report (LMIR) on Maritime, Construction and IT-BPO.

On the other hand, TESDA reviewed and attuned its industry prioritization in support to the Build, Build, Build Project of President Rodrigo Roa-Duterte. This triggered the engagement of TESDA field offices to provide skills training on construction-related qualifications. Scholarship allocation for the sector was also expanded to guarantee the availability of funding support. This initiative aimed to create 100,000 and more jobs in the construction sector.

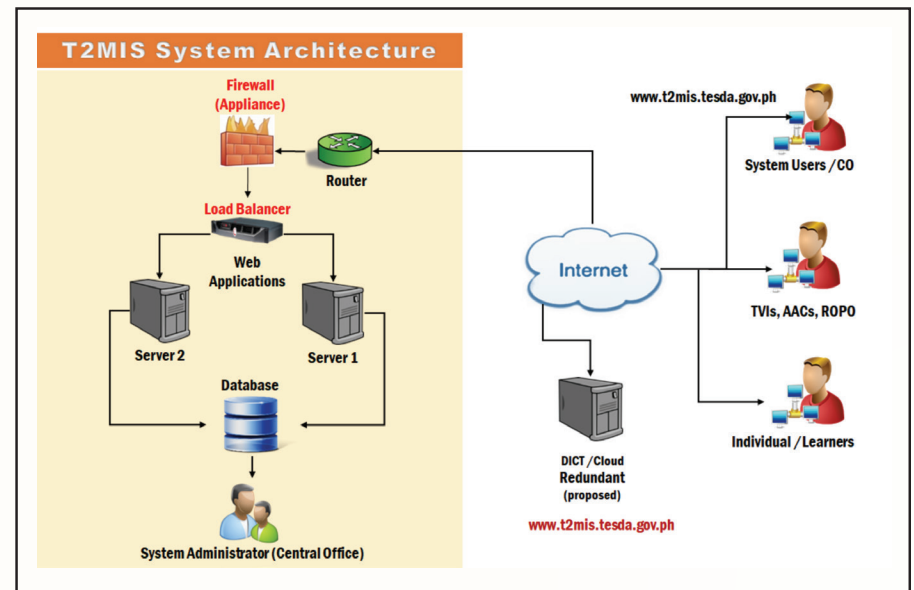
Monitoring Systems Improvement Initiatives

Generating Timely, Efficient and Effective Program and Projects Data and Information

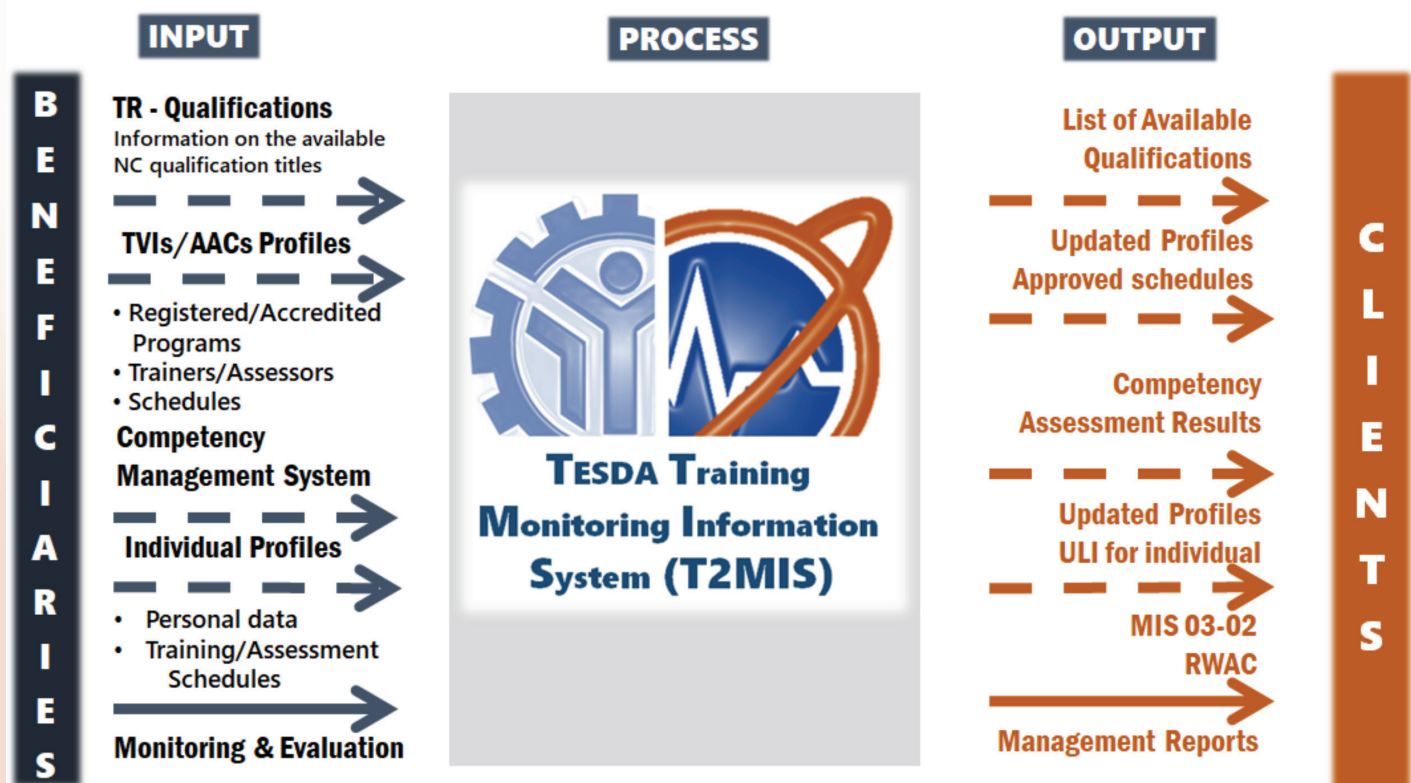
In 2017, TESDA further improved its monitoring systems to provide timely, efficient and effective sharing and integration of Monthly Performance Monitoring Report or data by enhancing the MIS-03-02 to T2MIS. Moreover, TESDA developed and submitted to DICT the ISSP architectural blue print that maps the ICT direction of the agency for the year 2018-2020.

In addition, the agency prepared documents for bidding to acquire/install Unified Communication, Network Expansion and Wireless Network Administration Systems. These systems will allow TESDA to conform to the Medium-Term Information and Communications Technology Harmonization Initiative (MITHI).

MITHI is an e-Government and ICT support initiative that aims to harmonize and ensure interoperability among ICT-related resources, programs, and projects across the government.



T2MIS SYSTEM CONTEXT DIAGRAM (Level 0)



The TESDA Board and the R/PTESDCs

Setting More Relevant TVET Policies and Directions

The TESDA Board is the highest policy-making body of TESDA. It is composed of eight (8) representatives from the Government Sector, six (6) from the Labor Sector, four (4) from the Employer Sector, two (2) from the Business and Investment Sector, and two (2) from the Education and Training Sector.

In 2017, a total of fifty (50) meetings by various committees were held wherein fifty eight (58) Board Resolutions were recommended and approved. Likewise, thirty nine (39) Board Resolutions were approved on new and amended training regulations, assessment fees and policies that were published in newspapers of national circulation.



Among the significant Board Resolutions approved includes the institutionalization of entrepreneurship in TVET programs, promulgation of the reformulated TESDA Mission, Vision, Goals and Objectives, Values Statement and Core Competencies and Schedule of Costs to Implement the TVET Portion under R.A. 10931 or the Universal Access to Quality Tertiary Education Act.

On the other hand, the TESDA Board approved the regional assignments of its members to shepherd the Regional/ Provincial Technical Education and Skills Development Committees (R/PTESDCs). This mechanism aims to establish a close collaboration between the TESDA Board and the local TESDCs in the country. It is expected to improve the listening posts for policy makers at national and local levels through direct sharing of information and feedbacks.

TESDA established Technical Education and Skills Development Committees (TESDCs) at the regional and provincial levels to coordinate and monitor the delivery of all skills development activities by the public and private sectors in all regions and provinces in the country. These Committees serve as an avenue where different local TVET concerns affecting the implementation of TESD programs and other related activities are discussed and resolved. The TESDCs are expected to focus and work towards strengthening their stakes in policy matters in the regional and local levels.

The RTESDCs has 11 members while PTESDCs has 7 with representations from TESDA, industry/employer, labor, TVET institutions and any critical sector/economic activity in the area.

In 2017, the TESDCs all over the country submitted 260 resolutions on various concerns pertaining to TVET in their respective cities/provinces/regions. Majority of the resolutions focused on orchestrating and steering skills development activities towards meeting the economic development goals at the regional and provincial levels. TESDC Work plans and status reports were also submitted to TESDA Central Office.

Relative to this, the TESDA Central Office received ninety eight (98) new nominations as members of the committees. Membership to TESDC requires review and concurrence of the TESDA Board. By end of December 2017, fifty six (56) nominees were already issued their appointments.

The Filipino Skilled Worker

Dedicated. Confident. Innovative. Highly Skilled.



Gets your business running. Keeps our lives moving.

MFO II: TESD Services

This mandate includes the number of graduates who graduated from the various TVET qualifications/courses funded under regular and scholarship funds of TESDA conducted by established training providers all over the country. These training programs/ services are delivered in three major training delivery modes, namely: 1) Institution-Based, 2) Enterprise-based and 3) Community-Based.

In 2017, the TVET sector recorded a total of 2,298,744 enrollees where Community-based Training (CBT) covered the largest share of the output with 1,165,628 output, followed by Institution-based Training (IBT) or school-based outputs with 1,059,818 and the Enterprise-based Training (EBT), mainly from the apprenticeship programs monitored, totaled to 73,298.



Institution-Based Training

A total of 1,059,818 students/trainees were enrolled in 3,966 recognized TVET institutions (3,625 private and 341 public) nationwide. However, only 872,721 graduated from the different TVET courses/qualifications. There were 15,243 registered TVET programs in the country AO 2017.

Enterprise-Based Training

This type of training program is training and employment program that aims to provide a mechanism that will ensure availability of qualified skilled workers based on specific industry requirements. Some are practical training on-the-job for approved learnable occupations.

Under this training delivery mode, the total number of enrollees was 73,298 or 99% of the target for the year. The number of graduates reported was 66,665 or 100% of the annual target;



Community-Based Training

This program is primarily addressed to the poor and marginalized groups, those who cannot access, or are not accessible by formal training provisions. The program goes further than just mere skills training provision. It is purposively designed to catalyze the creation of livelihood enterprises that shall be implemented by the trainees immediately after the training. Likewise, it is designed to assist partner agencies such as LGUs, NGOs, people organizations and other agencies organizations with mission to help the poor get into productive undertakings to help themselves and their communities.

The total number of enrollees was 1,165,628 or 135% of the target for the year. The number of graduates, on the other hand, was 1,126,311 or 145% level of accomplishment.



CY 2017 TRAINING OUTPUT BY DELIVERY MODE						
REGION	INDUSTRY-BASED		ENTERPRISE-BASED		COMMUNITY-BASED	
	ENROLLED	GRADUATES	ENROLLED	GRADUATES	ENROLLED	GRADUATES
▪ CAR	30,040	29,090	873	944	20,193	20,663
▪ Region I	75,003	67,539	4,288	4,589	73,855	73,088
▪ Region II	33,252	31,321	1,845	1,922	38,139	37,784
▪ Region III	130,706	140,393	11,732	11,055	111,121	105,303
▪ Region IV-A	158,599	147,242	28,429	25,702	135,148	131,790
▪ Region IV-B	55,187	51,085	1,904	1,797	63,724	63,240
▪ Region V	51,071	22,632	171	147	48,131	46,082
▪ Region VI	74,222	53,127	3,706	3,498	90,077	86,712
▪ Region VII	64,503	41,854	4,240	3,729	75,333	70,424
▪ Region VIII	55,407	38,846	611	1,218	51,614	50,011
▪ Region IX	29,990	27,516	1,896	2,089	54,573	54,420
▪ Region X	61,798	31,632	1,801	1,797	60,164	59,612
▪ Region XI	29,298	19,597	796	736	86,515	85,164
▪ Region XII	38,748	30,681	2,357	2,415	64,674	64,665
▪ NCR	140,068	117,796	7,689	4,173	144,479	129,190
▪ CARAGA	21,157	11,747	960	854	36,516	36,794
▪ ARMM	10,769	10,623		0	11,372	11,369
TOTAL	1,059,818	872,721	73,298	66,665	1,165,628	1,126,311

TESDA Online Program (TOP)

This program was initiated and institutionalized by TESDA as a means to provide and/or expand access of its clients to TESDA FREE training services.

The TESDA Online Program offers free Technical Vocational Training and Education (TVET) thru the internet. It aims to provide opportunities to everyone to acquire skills and improve their chances of getting better jobs, or upgrade their skills.

The online courses are designed to be taken at the learners' pace and at their own time. There is no limit to the number of times learners go through the modules, they may return

as many times as they want until they gain mastery. After finishing the course, the learners may proceed to take the national assessment in any TESDA accredited assessment centers. If they pass, they will be issued with Certificate of Competency (CoC), or a National Certificate (NC) corresponding to the skills they learned or acquired.

As of December 2017, the TESDA online Program offers fifty nine (59) different qualifications. Its registered users have reached 1,114,445 since it was launched in 2011. . In 2017 alone, 176,888 users have registered under this program.

TESDA Scholarship Programs

Over the years, the three (3) different TESDA scholarship packages continued to generate positive impact to the lives of the poor and the underprivileged from the urban and rural communities of the country. These scholarship programs are intended to address equity and access of target groups/sectors by providing them direct financial assistance/ subsidy in their chosen TVET training program. More importantly, it aims to attract more students/youth; unemployed adults to enroll in TVET courses to generate more job-ready skilled workers in industry sectors providing higher employment opportunities.

Studies conducted covering the beneficiaries of the program in the past years revealed that employment of TWSP scholars was 65.7% while STEP graduates were higher at 74%. The higher recorded employment rate for STEP graduates can be attributed to the provision of corresponding start-up tool kits of the course they attended. The kits are provided once they graduate from the program. This allowed them to further hone their skills thus making them more job-ready workers. Others opted to become entrepreneurs or self-employed.

TESDA SCHOLARSHIP PROGRAMS				
Program	Approved Slots	Target Enrollees	Enrolled	% Accomplishment
TWSP	320,937	322,000	290,965	90.36
STEP	61,625	66,651	49,745	74.64
PESFA	20,059	11,111	17,360	156.24



In 2017, a total of 290,965 students/trainees or 90% of target were enrolled of which 137,169 graduated under the Training for Work Scholarship Program (TWSP). The allocated fund for TWSP was increased by 9% from 2.2B in 2016 to 2.41B in 2017.

Under the Special Training for Employment Program (STEP), of the total 61,625 slots approved, only 49,745 or 75% were utilized. At the end of the year, about 16,366 already graduated from the program.



PESFA, the third scholarship program of TESDA, registered a total of 17,360 enrollees or 156% of the set 11,111 target for the year. However, only 4,736 students were reported to have graduated from the program as of December 2017.

PESFA PHYSICAL ACCOMPLISHMENT REPORT CY 2017					
Region	Target		No. of Slots Approved	Accomplishment	
	Enrolled	Graduates		Enrolled	Graduates
▪ NCR	208	187	310	310	21
▪ CAR	161	145	294	294	209
▪ I	469	422	220	220	25
▪ II	369	332	613	577	70
▪ III	619	557	1,201	1,172	273
▪ IV-A	640	576	1,349	1,214	651
▪ IV-B	468	421	960	960	400
▪ V	1,232	1,109	2,419	1,308	269
▪ VI	1,090	981	2,125	2,065	765
▪ VII	982	884	1,812	1,812	345
▪ VIII	1,002	902	2,020	2,020	247
▪ IX	650	585	1,386	1,054	528
▪ X	681	613	1,203	1,063	156
▪ XI	568	511	1,074	1,074	65
▪ XII	828	745	1,472	1,144	444
▪ CARAGA	509	458	787	787	177
▪ ARMM	635	572	814	286	91
Total	11,111	10,000	20,059	17,360	4,736

TWSP PHYSICAL ACCOMPLISHMENT REPORT CY 2017					
Region	Target		No. of Slots Approved	Accomplishment	
	Enrolled	Graduates		Enrolled	Graduates
▪ NCR	52,246	47,021	49,937	46,194	15,477
▪ CAR	5,564	5,008	5,256	4,987	3,371
▪ I	18,036	16,232	18,523	18,518	13,433
▪ II	9,385	8,446	10,356	8,015	4,383
▪ III	42,757	38,481	41,972	41,006	19,327
▪ IV-A	41,781	37,603	44,657	42,261	24,513
▪ IV-B	11,491	10,342	12,135	12,135	5,744
▪ V	14,661	13,195	17,159	14,276	5,737
▪ VI	23,778	21,401	23,637	16,754	8,741
▪ VII	22,242	20,018	20,900	20,900	7,639
▪ VIII	9,592	8,632	10,129	10,104	5,260
▪ IX	7,907	7,116	7,632	6,900	4,627
▪ X	21,771	19,594	21,699	15,047	9,100
▪ XI	20,750	18,675	21,633	21,633	4,855
▪ XII	12,036	10,833	10,475	7,240	3,069
▪ CARAGA	7,449	6,052	4,233	4,995	1,893
▪ ARMM	555	499	604	-	-
Total	322,000	289,148	320,937	290,965	137,169

STEP PHYSICAL ACCOMPLISHMENT REPORT CY 2017					
Region	Target		No. of Slots Approved	Accomplishment	
	Enrolled	Graduates		Enrolled	Graduates
▪ NCR	6,989	6,290	6,292	6,055	85
▪ CAR	1,153	1,038	1,153	1,153	805
▪ I	2,987	2,688	2,987	2,987	2,515
▪ II	865	779	865	579	175
▪ III	6,867	6,180	6,867	6,482	2,785
▪ IV-A	9,994	8,995	9,812	8,326	2,578
▪ IV-B	3,426	3,083	3,426	3,426	1,260
▪ V	6,763	6,087	6,763	3,054	475
▪ VI	6,095	5,486	5,547	2,661	808
▪ VII	3,872	3,485	3,872	3,872	1,340
▪ VIII	2,538	2,284	2,538	2,538	863
▪ IX	2,552	2,297	2,361	2,239	814
▪ X	7,710	6,939	3,715	1,623	630
▪ XI	2,083	1,875	1,888	2,120	90
▪ XII	2,133	1,920	2,012	1,144	701
▪ CARAGA	1,568	1,411	1,428	1,407	442
▪ ARMM	109	98	99	79	-
Total	67,704	60,934	61,625	49,745	16,366

TESDA Technology Institutions (TTIs)

TESDA Technology Institutions (TTIs) are at the forefront in the conduct and delivery of TESDA training programs and related services. There are 122 TTIs all over the country. They are composed of 56 TESDA Administered Schools (TAS), 18 Regional Training Centers (RTCs), 45 Provincial Training Centers and 3 Specialized Training Centers.

In 2017, the TTIs have a combined 359,879 enrollees and 319,580 graduates. These outputs were about 140% above the 257,621 target enrollees for the year.

Likewise, a weeklong TTI Administrators' Conference was held on May 2017 in Davao City. The conference objectives served as forum to discuss and clarify TTIs operational guidelines, the TTIs Institutional Development Plans (IDP) 2017-2022, Facilities and Equipment Maintenance systems (FEMS) and quality journey.

The conference also provided an opportunity for the 112 participating Administrators to learn and benchmark the operations of Lupon School of Fisheries (LSF), the country's first recipient of the Gold Level Award from Asia Pacific Accreditation and Certification Commission (APACC). On the same occasion, it was announced that Puerto Princesa School of Arts and Trades (PPSAT) became second Gold Level awardee among TTIs. Certificates of Recognition were also issued to TTIs who have shown exemplary performance during the conference.

TESDA TECHNOLOGY INSTITUTIONS (TTIs) 2017 ACCOMPLISHMENT REPORT				
REGION	ENROLLEES		GRADUATES	
	TARGET	ACCOMP	TARGET	ACCOMP
▪ CAR	8,787	9,926	7,908	9,609
▪ Region I	34,849	37,444	31,364	37,134
▪ Region II	11,246	16,267	10,121	15,370
▪ Region III	18,657	28,059	16,791	26,784
▪ Region IV-A	28,269	37,032	25,442	32,852
▪ Region IV-B	5,704	41,215	5,134	39,233
▪ Region V	20,019	22,500	18,017	10,941
▪ Region VI	21,303	35,090	19,173	33,330
▪ Region VII	18,474	22,401	16,627	19,057
▪ Region VIII	23,128	24,789	20,815	21,894
▪ Region IX	12,437	13,335	11,193	12,449
▪ Region X	15,450	21,217	13,905	18,245
▪ Region XI	12,779	13,106	11,501	11,946
▪ Region XII	6,638	7,656	5,974	6,516
▪ NCR	7,562	13,911	6,806	12,641
▪ CARAGA	9,576	12,303	8,618	8,088
ARMM	4,132	3,628	3,757	3,491
TOTAL	257,621	359,879	231,859	319,580



Skills Training for Internally Displaced People

Helping-out Disaster Victims to Rise above Ruins and Despair

When the national government declared war against the rebel groups who occupied Marawi City, thousands of families were evacuated in different evacuation facilities in nearby areas outside the city. The displacement of the residents from their homes, income and properties led to a distraught situation in the evacuation centers.

Secretary Mamondiong who is from Marantao, a municipality located a few minutes' drive to Marawi City, immediately mobilized and led TESDA to provide

a helping hand to the residents who fled from the raging battle. The immediate action taken by TESDA-Lanao del Norte Provincial Office was to extend relief assistance by providing drinking water, snacks, relief assistance, free call and text to all networks.

Realizing that the war will be a protracted engagement, TESDA rolled out special training packages and other assistance to keep the people busy and productive in the midst of the situation. These programs included Massive Skills Training Program for Internally-Displaced Persons, Mobile Training Laboratories (MTL), and TESDA Emergency Program for TVET Trainers and Special Training for Family Enterprise.

Between August-December 2017, TESDA Provincial Office was able to organize and conduct 112 various training packages which directly benefited about 3,120 affected evacuees. The skills training program include food processing, massage therapy, baking and pastry production, beauty care and handicrafts making and many more.

On the other hand, TESDA was tasked to provide support in the rehabilitation and recovery of the Yolanda-affected communities thru skills training in construction qualifications and other livelihood skills training programs for wage and self-employment. Priority was given to affected victims in relocated sites set by the National Housing Authority (NHA) and those who are already staying in permanent housing projects established by non-government organizations.

It received a special fund allocation under the Yolanda Rehabilitation and Recovery Program (YRRP) amounting to PhP 262 million to cover Regions IV-B, VI, VII and VIII. Under the program, participants received P100 per day to cover for the food and transportation expenses. The trainees/ participants were also entitled to FREE tuition fee on technical and entrepreneurship training, FREE assessment fees and training tool kits.

As of December 2017, a total of 17,623 beneficiaries from the four affected regions were provided with various livelihood skills training program.



Strengthening TESDA National Language Skills Institute (NLSI)

Expanding Language Training as Tool for Global Competitiveness

The NLSI was first established on July 31, 2007 as a government intervention to further enhance the competitiveness and marketability of Filipino job-ready workers thus provide them better employment opportunities in the global labor market.

In 2017, the TESDA National Language Skills Institute (NLSI) accepted 1,069 enrollees of which 986 graduated from its different language training programs. The free language skills training programs have been funded through the TESDA Training for Work Scholarship Program (TWSP).

During its 10th year anniversary celebration, Secretary Guiling Mamondiong's announced that all LSI sites in the country shall be strengthened and expanded to include other language courses - German, Russian, French, Bahasa, Vietnamese and Mandarin (Taiwan) in response to the TESDA's strategy on "TVET for Global Competitiveness"



COKE-TESDA Sari-Sari Store Training and Access to Resource (STAR) Training Program

Promoting Better Perspective and Business Practices among Women



First introduced in CY 2011, the Coke-TESDA STAR training is a 12-week Basic Entrepreneurship and Gender Sensitivity Training which covers appropriate delivery of key business and gender messages.

Importantly, the program provides an opportunity for women engaged in business to learn and have direct access to training, resources/financing and peer mentoring. It also aims to inculcate better perspectives and business practices that are meant to improve their management styles and business income.

In CY 2017, out of 66,272 enrollees, 50,720 successfully graduated in the program. These programs were conducted in coordination with STAR Program partners in various convergences in Metro Manila, Cebu, Western Visayas, Davao City, Bukidnon and Cagayan de Oro City.

In addition, the e-TESDA developed an online training for STAR Program wherein more than seven thousand users have enrolled or accessed the online training and 1,166 have actually completed the said training.

To date, 106,718 women have already benefitted under this program since it was introduced in 2011.

TVET skills empowers YOU

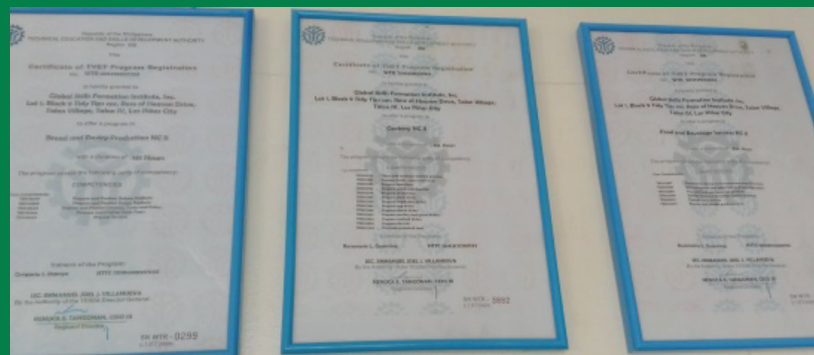
to challenge and overcome barriers to live a dynamic life



MFO III: TESD Regulatory Services

Technical Education and Skills Development Regulations Services is aligned with Standards Setting and Systems Development. These include Unified TVET Program Registration and Accreditation System (UTPRAS) and Competency Assessment and Certification (CAC).

These mandated program safeguard both the trainees/students and industry of the quality and integrity of the training services provided by the agency to its clients and partners. Corresponding TESDA certifications are only issued to training providers and TVET graduates who complied and/or passed the set standards and systems as prescribed and approved by TESDA and industry.



Assessment and Certification

Providing the Tools to Enhance Workers' Quality and Employability

The demands for skilled and competent workers have steadily gone up over the years both in the local and international labor market. Henceforth, the National Certificate being issued by TESDA has become the most highly sought government issued document both by workers and employers because it provides stated affirmation on the level of competencies of its holder in a particular qualification.

Remarkably, the system of assessment and certification program of TESDA has become a model or benchmark among other countries.

In 2017, TESDA recorded 1.3 million TVET graduates and workers who went through the assessment procedure. And 1.2 or 93% of them passed and were issued corresponding National Certificates by TESDA.

Given the challenge, TESDA initiated new strategies to expand and improve access of our TVET graduates and workers to the program and pushed the quality, employability, and competitiveness to higher level. In particular, TESDA launched Competency Assessment





and Certification for Workers (CACW). This program aimed to encourage industry workers to undergo assessment and certification as a means to assess their level of competencies. It also allows them to obtain corresponding National Certificate from TESDA which they can use to seek higher or better job opportunities.

In addition, TESDA has accredited new assessment centers and assessors all over the country in order to assist the agency in the implementation and conduct of its assessment and certification program. By the end of 2017, there were 1,585 active assessment centers and 6,188 assessors that covered about 11,801 qualifications.

Parallel to the expansion of the assessment and certification infrastructure, TESDA-CO accelerated the assessment of Lead Assessors (LAs) and trained prospective Lead Assessors on how to use the Competency Assessment Tools (CATs). Together with Lead Assessors are tasked to multiply in their respective regions. The technical and administrative capabilities of the regional and provincial focals assigned under this program were also enhanced. A total of 256 Lead Assessors were trained, assessed and certified for eleven (11) qualifications, to wit:

- Milking Operations NC II
- Sugarcane Production NC II
- Pharmacy Services NC III

- Agro Entrepreneurship NC III
- Agro Entrepreneurship NC II
- EIM NC II
- EIM NC III
- Rice Machinery NC II
- Drying and Milling Plant Servicing NC III
- Reinforcing Steel Works NC II
- Trainers Methodology NC I

In addition to the conduct of assessment and certification for TVET graduates and workers, TESDA also performs assessment and certification of TVET trainers who took the Trainers Methodology Level I course. The assessment is conducted by Regional Expert Panel Members (REPMs).

2017 Performance Level: ASSESSMENT & CERTIFICATION				
Region	Target	Assessed	Target	Certified
CAR	30,590	37,392	26,002	33,881
Region I	83,647	85,741	71,100	79,032
Region II	31,153	35,243	26,480	32,530
Region III	176,865	120,631	150,335	110,990
Region IV-A	173,883	189,307	147,801	172,480
Region IV-B	34,520	54,129	29,342	50,649
Region V	80,897	70,646	68,762	58,567
Region VI	62,544	65,340	53,162	59,464
Region VII	70,668	75,755	60,068	71,011
Region VIII	66,682	51,335	56,680	45,400
Region IX	39,034	38,710	33,179	34,941
Region X	19,507	36,410	16,581	33,576
Region XI	73,361	57,906	62,357	54,024
Region XII	45,313	46,178	38,516	41,318
NCR	397,525	416,121	337,896	407,635
CARAGA	20,652	22,551	17,554	18,950
ARMM	17,973	4,502	15,277	3,829
TOTAL	1,424,814	1,407,897	1,211,092	1,308,277
% Accomplishment)		(99%)		(108%)
Certification Rate: 93%				

TESDA Onsite Assessment Program for OFWs

Increasing the confidence of OFWs for wider/ higher career opportunities overseas

The TESDA Onsite Assessment Program (TOAP) is one of the service packages provided by TESDA in the delivery of its assessment and certification program. It aims to provide opportunity for the Overseas Filipino Workers (OFWs) to acquire TESDA/government issued certification

or recognition of the level of their technical skills and knowledge, thereby giving OFWs better employment opportunities. The TOAP targets the OFWs in vulnerable occupations such as the Domestic Workers.

The conduct of these service packages

was institutionalized by virtue of the Joint Circular issued by DOLE, TESDA and OWWA on April 2015. Since it is the TESDA-OAP Team that goes to the target foreign country, the OFWs are accorded the opportunity to undergo assessment and certification process and secure an NC while in the country



where they are working.

After the successful preliminary conduct of TOAP in 2017, the TESDA team visited DOLE POLO offices in six (6) countries, namely: Hongkong, Singapore, Jeddah, Kuwait, Riyadh and UAE. They received about 764 OFW applicants who underwent actual assessment and 631 of them were certified and issued corresponding NCs.

Likewise, TESDA took the opportunity to engage Filipino organizations and training providers based in those countries to forge partnerships and collaboration aimed to help more

OFWs to secure skills recognition thus improve their chance for better career and income.

The conduct of TOAP posed a big challenge to TESDA and POLO because each host country has distinct environment coupled by varying factors, namely: 1) Availability of qualified TESDA/TVI accredited assessors for requested qualification/s to a particular set schedule, 2) Limited tools and equipment to be used for the actual assessment, 3) Availability of peculiar/raw supplies and materials to be used in the actual assessment in the host country; 4) Limited space/facilities for assessment, and 5) Schedule of

preparations and actual assessment is restricted during day-offs of the OFWs which is on weekends only.

To address such challenges, TESDA pushed for the accreditation of local/ Filipino training providers and training and accreditation of assessors in the host countries and maintained closer linkage with POLOs and Filipino organizations/institutions that provide training.



TESDA Unified TVET Program Registration and Accreditation System (UTPRAS)

Ensuring Delivery of Compliant and Quality TVET by TVIs

The Unified TVET Program Registration and Accreditation System (UTPRAS) is the quality assurance mechanism for the mandatory registration of technical-vocational programs with TESDA. Registration signifies compliance of the TVET program with the minimum requirements/standards set by TESDA.

There were 8,979 new registered programs recorded in 2017. Remarkably, TESDA ARMM posted the highest number of newly registered program which was 535% above of their set target for the year.

TESDA field Offices are tasked to conduct periodic compliance audits, to check/ensure that TVIs continuously adheres to the requirements and policies as prescribed by TESDA. The audit covers review of curricular requirements, faculty and personnel, tools, equipment, facilities and support services thus ensuring compliance to the minimum standards set by TESDA.

Despite the conduct of periodic compliance audit, Secretary Mamondiong ordered a nationwide technical audit of all TESDA-UTPRAS registered programs/qualifications. The audit aims to ensure that only compliant and quality TVET programs can participate in the scholarship grants. The audit was completed in 2017.

As a result, 9,140 (50%) of the 18,288 registered programs were covered by the technical audit, only 8,205 were found compliant to the set minimum standards. This also led to the closure of 7,102 (38%) programs due to various violations found during the audit. Likewise, those TVIs found with marginal deficiencies were ordered to address those findings within a specified period.



The 1st TESDA STAR Awards

Recognizing TVIs Adherence to Quality-Assured TVET

The STAR Rating System was introduced by TESDA in 2016.

It aims to provide recognition of TVET programs conducted by a TVI that surpassed the set minimum requirements as defined under the TESDA-Unified TVET Program Registration and Accreditation System (UTPRAS). It is a means to check the stage of implementation of TVIs in aligning their respective TVET programs to the EAS TVET Quality Assurance Framework.

Specifically, the system recognizes the accomplishment and improvement instituted by the TVI in furtherance

of quality-assured TVET. The system of review includes the following: 1) program governance and management, 2) curriculum and program delivery, 3) support services, and 4) program performance measures.

The review and judging of STAR Rating System is lodged with the National Board of Judges composed of independent members who deliberates on the program and confer awards to the successful program applicants.

The first STAR Award was held at Crown Plaza Manila Galleria Hotel, Quezon City on October 27, 2017. The

award has three (3) levels of categories, namely: 1) One (1) STAR, 2) Two (2) STARS, and 3) Three (3) STARS. There were two (2) programs awarded

with 3-STARS, 33 programs were awarded with 2-STARS Awardee and 35 programs received One (1) STAR.

The recognition accorded to the awardees is expected to motivate TVIs to improve their program delivery and aspire for more and higher level of awards in their program offerings. This will likewise trigger interest among students, trainees and workers to enroll and be trained in those programs because they are assured quality of its delivery.

On the same occasion, TESDA recognized two of its administered schools, the Lupon School of Fisheries (LSF)-Region XI and Puerto Princesa School of Arts and Trades (PPSAT)-Region-IV-B, for being recipients of Gold Level Award from Asia Pacific Accreditation and Certification Commission or APACC.



TVET
produced the **SKILLS** of
MEN and **WOMEN** needed to
BUILD. BUILD. BUILD.
a **NATION.**



Partnerships, Linkaging and Capacity- Building

TESDA is mandated to establish strategic and sustainable partnerships and linkages with industry groups, government and NGOs, basic sectors and other TVET stakeholders. In this regard, TESDA conducts researches to aid policy-making, develops and administers monitoring and evaluation systems, develops incentive programs to encourage active participation of partners. It also initiates promotional activities to help realize its mission and vision.



Vigorous Partnership with Industries and Special Groups

Serving the Skills Need of Specific Sectors and Groups through Partnership

In 2017, TESDA forged more than ten (10) MOAs with government agencies, NGOs, private companies and industry organizations that included PNOC-EC, NEA, PCCI, FFFCCI, Coca-Cola-FEMSA, Robinsons Land Corp., PEZA, NCDA, NCIP, NPC, HRVCB, DTI, CSC and many more. These agreements primarily provide training scholarships and related assistance that addresses special/specific training needs of their respective constituencies. On the other hand, industry partners assisted TESDA by allowing the use of its facilities and resources thus allowing TESDA to serve its clients more conveniently.



Consultations and Cooperation

Bridging the Gaps in TVET Delivery



Driven with a purpose to bridge the gap in the delivery of technical vocational education and training (TVET) between TESDA and public TVIs, TESDA initiated the conduct of zonal consultations with state universities and colleges (SUCs) and local universities and colleges (LUCs) in Luzon, Visayas and Mindanao.

The consultation sessions were divided to tackle three major concerns besetting TVET involving the SUCs and LUCs, namely: 1) program development and delivery, 2) faculty/trainers accreditation, and 3) infrastructure requirements.

The issues tackled under program delivery included ladderized program, curriculum, credit transfer and advocacy. On the other hand, issues raised under faculty/trainers accreditation were equivalency system, trainers, TM certificates and certification and complementation. Pertaining to the infrastructure requirements, issues discussed included required equipment and facilities and budget requirement and procurement of such.

The zonal consultation provided an opportunity for TESDA and officials of the LUCs and SUCs to discuss and ventilate their respective concerns pertaining TVET delivery. In the end, it was agreed that further consultation meetings should be organized iron out and resolve varying concerns for the benefit of all parties. In addition, TESDA conducted consultative meetings with Agro-industries in Regions IV-A, IX and XII.

Separate consultation meetings were also initiated with stakeholders from the five priority sectors (metals and engineering, tourism, agri-fishery, utilities and pharmacy) and construction sector.

The TESDA-NTTA Academy

Steps-up TVET Trainers Development

The Technical Education and Skills Development Authority (TESDA) launched the National TVET Training Academy (NTTA) while other organizations signed the memorandum of understanding on trainers development during simple ceremonies held in Marikina City.

Secretary Guiling “Gene” A. Mamondiong together with

Hon. Marcelino R. Teodoro, Mayor of Marikina City and Hon. Bayani F. Fernando, Congressman 1st District, Marikina City led the launching ceremony.

The NTTA is the unit of TESDA tasked with the special function of providing trainers development program in response to the demand for quality trainers who will manage and implement the TVET system in the

Philippines. The Trainer Development Program is a response to the high demand for quality trainers among training TVET providers in the country. The training programs to be implemented are categorized as executive, supervisory, and teaching personnel development programs.

The program will likewise address the need to upgrade the institutional or organizational competencies of TVIs as measured by EAS TVET QAF, Star Rating and APACC and enhance the competencies of Administrators, Supervisors, Teaching and Non-Teaching Staff based on the Competency Standards defined by the HRMD-AS of TESDA and the PTTQF TM Level I – IV.

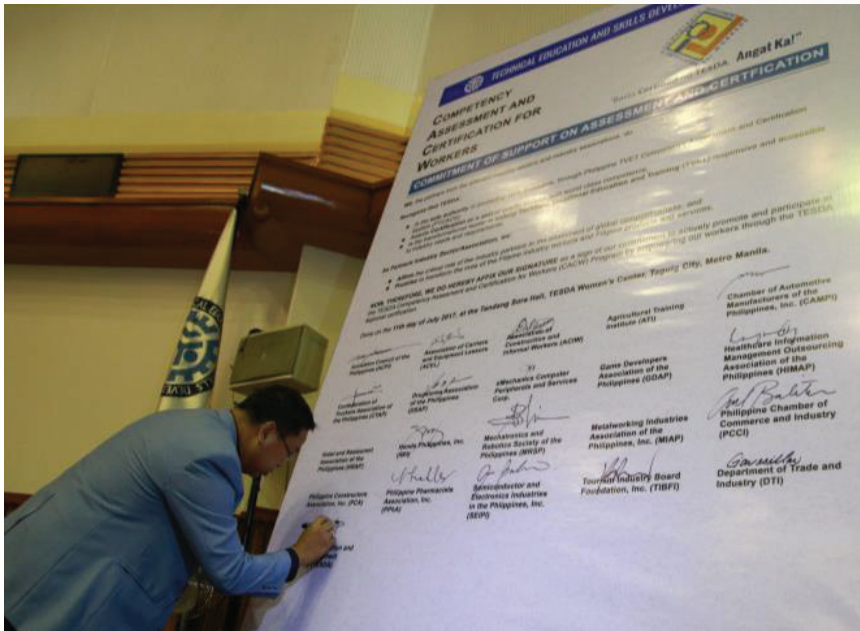
Groups that signed the MUO with TESDA were the Colombo Plan Staff College, International Labor Organization, and Daikin Airconditioning Philippines.

The NTTA has its beginning in 1982 when the National Center for Technical Education and Staff Development (NCTESD) was created as a component of the Technical Education Project of the Philippines (TVEP) and as a semi-autonomous unit of Marikina Institute of Science and Technology (MIST), now Marikina Polytechnic College, under the Department of Education, Culture and Sports.



CACW: Free Assessment to Workers

Basta Certified ng TESDA, Angat Ka!



The Technical Education and Skills Development Authority (TESDA) launched the free assessment and certification to industry workers to inform them about the importance of Competency Assessment and Certification System (CACW) of the agency. The program adopts the theme “Basta Certified ng TESDA, Angat Ka”.

TESDA Director General, Secretary Guling “Gene” Mamondiong encouraged all industry workers who still have not undergone assessment and have no certification from the agency to avail of the CACW program.

The CACW program aims to provide 51,900 free assessment slots until December 2017. Among those included in the program are workers/ industry practitioners/professional/ career shifters; prospective industry assessors; PWDs; public utility vehicle (PUV) drivers; trainers of private and public technical-vocational institutions (TVIs) and overseas Filipino workers (OFWs).

Various organizations and government agencies expressed their to support the CACW program includes the Philippine Chamber of Commerce and Industry (PCCI), Honda Philippines, Inc.; Philippine Constructors Association (PCA), , Confederation of Truckers Association of the Philippines (CTAP), Metalworking Industries Association of the Philippines (MIAP), Philippine Pharmacist Association, Inc. (PPhA), Drugstore Association of the Philippines (DSAP), Tourism Industry Board Foundation, Inc. (TIBFI), Animation Council of the Philippines, Inc. (ACPI), Hotel and Restaurant Association of the Philippines (HRAP), Game Developers Association of the Philippines (GDAP), Department of Agriculture (DA), Semiconductor and Electronics Industries of the Philippines, Inc. (SEIPI), Association of Carriers and Equipment Lessors (ACEL), Mechatronics and Robotics Society of the Philippines (MRSP), Café Ysabel, Chamber of Automotive Manufacturers of the Philippines, Inc. and Department of Trade and Industry (DTI).



Institutional Awards

Recognizing outstanding contributions and commitment in the promotion of TVET

The Kabalikatan Awards is conferred upon institutions, private business establishments, local government units, national government agencies and development partners that have demonstrated good practices in technical education and skills development, advocacy, promotion and have contributed to the development of workers' qualification and competencies, either in the form of training scholarships, donation of training machinery, tools and equipment or supplies and materials, recruitment and placement assistance and other relevant support services.

For 2017, 14 partners nationwide were conferred under the Kabalikatan Awards. It included nine (9) LGUs, one (1) from industry, one (1) National Government agency, two (2) legislative partners and one (1) development partner.

The Idols ng TESDA is a search that aims to bestow recognition to outstanding TVET graduates and to celebrate success in their career. The TESDA Idols has two categories—one for the self-employed and one for the wage-employed with winner selected from the provincial/district, regional and national levels. Each region is allowed to endorse one winner to each category to vie for the national level awards.

The nominees to Idols ng TESDA should be able to demonstrate a high productivity index, technical competence, maturity, adaptability and flexibility. They must be also exemplars of the universal values of integrity, discipline and love for family, enjoyment of work and commitment to community building.

In 2017, TESDA conferred awards to two (2) National winners, one (1) self-employed and one (1) wage-employed, four (4) runners-up and twenty-one (21) regional winners.

Tagsanay Awards gives recognition and incentives to

trainers from private, public TVIs and TESDA Technology Institutions who have exceeded the set requirements for TVET trainers and demonstrated competence beyond expectations. Nominees in this award undergo stringent selection and elimination process starting from the provincial level culminating in the week-long national selection process. In the final stage, logic, balance, negotiation skills, courage, taste and ability to deal with surprises are tested and evaluated. Individual portfolios are also carefully scrutinized. For the 2017 Tagsanay Awards, 29 candidates vied for the national awards.



Capability Building of Partners and Stakeholders

Sharing TESDA's Expertise and Experience to Partners to Deliver Quality TVET

- TESDA conducted seven (7) batches of capability building for existing Regional Expert Panel Members (REPMs) and prospective REPMs. This program is aimed to expand the number of REPMs in the country and likewise ensure the quality and integrity of certification for TM Level I trainers-assessors.
- TESDA held the 2nd National Quality TVET Forum with the theme "Philippine TVET: Journey towards Achieving International Quality Standards". The event gathered more than 700 participants from different parts of the country. Various speakers and resource persons, all coming from TVET and related sectors, graced the event and shared their expertise to the attendees.
- TESDA conducted a customized program on Enhancement of Competency Assessment and Certification System for National Skill Testing Board (NSTB) officials of Nepal. It also hosted a successful study visit on the conduct of assessment by officials from Laos People Democratic Republic for the Tourism sector.
- TESDA conducted a capability building program for 136 TVET Career Advocates. Out of this number, 14 were designated as Career Ambassadors. As Career Ambassadors, they were trained to effectively promote technical vocational education and training. Alongside, they are expected to influence career decision-making habits of young Filipinos through useful career tips and advice for correct career decisions and choices.
- TESDA conducted a National Workshop on Programs in PQF Level 5 in Davao City to develop uniform understanding of the PQF Level 5 Programs through orientation on the Framework (contains array of learning outcomes aligned to the specifics of the descriptors of PQF Level 5, each mindful of corresponding 21st Century Skills). Also, the national workshop served as a venue for sharing of best practices or experiences of selected institutions for pilot.
- TESDA conducted National Training of Trainers on Skillspreneurship in Marikina City. It is a step towards the institutionalization of entrepreneurship in TVET programs. The participants were briefed on how to use

the online materials and the LMS for blended learning and development of skillspreneurship modules. The 97 trainers who attended the program are directed to conduct the same training to other trainers in their respective regions/centers as a multiplier strategy.

- TESDA conducted Regional Sensitivity Training in Basic Sign language Course for TTI Trainers in Regions III, V, VII, IX and X.





TESDA Rejoins World Skills Competition

An International Benchmarking Strategy for Quality TVET



together young people, industry, government, education, and institutions from all over the world, to promote the benefits of and need for skilled trade professionals. The aims of the competition include demonstrating the advantages of learning a vocational skill, and encouraging 'parity of esteem' between vocational and academic qualifications.

Due to funding constraint, TESDA opted to prepare and participate only in two trade areas, the Web Design and IT Software Solutions for Business. This limited participation was an opportunity for TESDA to reengage itself to the environs and challenges of participating in world skills competition.

Nonetheless, both competitors, Mr. Jananie M. Dimacaling for Web Design and Mr. Joven H. Hayagan for IT Software Solutions for Business were awarded Medallion of Excellence in Abu Dhabi. The awards are additional achievement to the bronze and gold medal they respectively garnered in

The conduct of Skills Olympics and participation of TESDA in international skills competitions is stipulated in Section 30 of R.A. 7796 to promote quality skills development in the country.

In 2017, the Philippines, through TESDA, rejoined the WorldSkills International as an active member after 14 years hiatus in this world event. The

reactivation of its membership paved way for its actual participation to the 44th World Skills Competition held in Abu Dhabi on October 2017. It should be recalled that TESDA also rejoined the ASEAN Skills Competition (ASC) during the 2012 competition after its non-participation in the 2006, 2008 and 2010 series.

World Skills Competition brings

their participation to the China International Skills Competition.

Over and above the medals and accolades it provides to our competitors, the participation and exposure of TESDA in international competitions affords the agency the highest benchmark as basis to further advance its training delivery, operational strategies and policies to achieve the level of excellence we desire for our trainees, trainers and workers. The event also provides TESDA to have glimpse of the most advanced workshops training tools, equipment and technical innovations used and/or practiced by trainees and workers of most progressive economies of the world all in one roof.

In preparation for the participation to international skills competitions, TESDA led the organization and conduct of provincial and regional skills competitions nationwide in 2017. The events were participated by students/trainees from different technical vocational schools/ institutions in the provinces/ regions. The winners in the provinces vied for the regional skills competition and eventually towards the national skills competition. Gold medal winners at national level undergo further skills training and qualifying competitions to determine team of competitors who will represent the country in the international skills competition.



TVET: Changing Lives for the Better



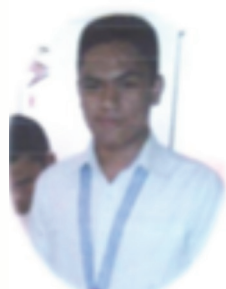
HEINRICH MAPATOT OMLAAN, is a member of the Mansaka community. Mansaka is considered one of the eighteen indigenous ethnolinguistic Lumad groups in Mindanao. Much of Mansaka life revolves around gold mining as it does for most people living in this area. The valley itself is rich in copper and gold ore.



After he graduated in high school, his dreams to pursue college education shattered due to financial constraint. But he never loses hope. He took entrance examination at the Compostela Valley Scholarship Program (CVSP) together with other 60 IPs where he was the lone passer. He was enrolled at TESDA KorPhil Diploma in Welding Technology.

He participated in the recent Regional Skills Competition where he bested other 14 competitors. This earned him the right to compete in the Zonal Skills Competition representing Region XI. He was awarded Gold medal in that Zonal Competition. Soon, he will compete in the forthcoming Philippine National Skills Competition wherein he will have the chance to join the Philippine Team to the ASC in 2018. This only proves that any member of the IP has the capacity to shine if accorded with the right education and training.

MR. MILBERT BECHAYDA, a BSED graduate failed in his application to be a teacher because he does not have an NC II certificate from TESDA. He availed of the TWSP scholarship for Computer Systems Servicing (CSS) NC II and Trainers Methodology I offered by TESDA Capiiz. For a few months, he was hired as trainer for CSS NC II at ASLA. With his added credentials, he passed the interview from DepEd and he is now working as full time teacher in a government high school.



The TWSP scholarship he attended allowed him to earn additional credentials and confidence for him to get hired as a full time teacher by DepEd.

CHEF MARIO FULIGA, 34, a native of Dao Capiiz. Due to poverty, he tried his luck in Iloilo City where he experienced a difficult life because he has no permanent place to live. To survive, he drives a pedicab or tricycle for him to earn a living,



Fortunately, a family allowed him stay in their house and enticed him to enroll in Electronic Services at Iloilo City Community College. He was hired by PECO as a lineman. But he was uncomfortable with his work. Thus, he decided to enroll in Commercial Cooking NC II at KRYZ Vocational and Technical School.

After graduating, he worked as a dishwasher at Days Hotel in Iloilo City. Through hard work and determination, he was promoted to prep crew and later as junior chef. Mario is now the Pastry Chef, handling all the cold meals preparations of the hotel.



MARLYN ROSAL, 55, a widower from San Jose, Angeles City, Marlyn needs to work doubly hard as a dressmaker for her children. She's been looking for extra work to augment her income to make both ends meet. While she knows how to bake, she is unable to do it right. Hence, she went to the City Hall to inquire available training in baking to hone her interest. Luckily, there was a training program between TESDA and WCCAS. She enrolled in Pastry Making.

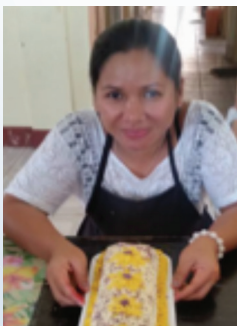
During her training, she learned all the fundamentals of baking. After she finished her training, she started selling her baked pastries to her neighbors and offered her products to a pastry shop nearby. They liked it. She started with 10 boxes and soon enough it went up to 40 boxes. Motivated by the initial success of her baked pastries, she offered her products to different offices and restaurants in the city and she now accepts constant orders from them.

Her life changed a lot for the better after she attended that training. Due to the rising demand, she employed an assistant to help her baked the different baked products ordered by her regular clients.



MR. RAMON T. TABINAO, of Capas, Tarlac is a graduate of Electrical Installation Maintenance NC II at TESDA-Concepcion Vocational School.

The training he went through at TESDA-CVS changed his life immensely. He is now working as a Lead Electrician. With his job, he was able to send his other siblings to school, helped his financial hard up family. Occasionally, they have recreation and relaxation activities. He was also bought some home appliances and more than enough food in the table. His life now is far more comfortable.



LISANE MEDINA MONTESA, 38, is a Registered Nurse. She once worked at a clinic in Manila but she returned to her province when a job opened at Tablas Island District Hospital as an OPD Nurse. Nene loves to cook and bake. She even dreamt of enrolling in culinary arts and putting up a small business. But she was not able to pursue them due to lack of knowledge and equipment.

Upon learning that TESDA has scholarship grant for the Municipality of San Agustin, she grabbed the chance and enrolled in Bread and Pastry Production NCII. She learned a lot from the training and wanted to learn more. She was awarded as one of the outstanding students. Nene is now selling her baked goods and pastries through a social media account while yearning to open a bakery in their town.



JOJO VALEN B. GADUANG, hails from Sta. Marcela, Apayao. He was not able to continue his studies after graduating his primary education. At a young age, he worked as helper at RENZ Motor Parts and Services, a motorcycle repair shop, earning Php 150.00 a day. As the number of motorcycle owners grew, demand for in-shop and on-call repairs increased. He soon recognized that the knowledge and experience he gained from his work are no longer in sync to the demands of their customers.

One day, he overheard that the local government of Sta. Marcela are recruiting trainees for Small Engine Servicing under the Barangay Kabuhayan Skills Training Program of TESDA. He signed up with permission from his employer. During the training, he learned the correct way of performing motorcycle troubleshooting as well as the right attitude towards work. They were also trained how to handle customers and start a business.

He finished his training in Preventive Maintenance on Motorcycle Mechanical and Electrical System and passed the assessment and certified competent by TESDA. This boosted his confidence in handling customers. He gained more customers and displayed better work attitude which made his employer too proud of him. He is now a regular employee of the shop earning Php 450.00 a day.



AQUILES CUEVAS COLONIA, is a member of Higa-onon tribe living in kalabugao, Impasug-on, Bukidnon. Though he graduated from high school, Aquiles has no plan or vision to continue studies because his parents will not be able to afford it since they are simply destitute farmers. Fortunately, his cousin, an alumnus of TESDA- Kinoguitan National Agricultural School (KNAS) visited their barrio and encouraged him to avail of free education at KNAS.

Despite being discouraged by his family to pursue education and ask him to stay and help in farming, he enrolled and graduated a 3-year Diploma in Agricultural Technology at KNAS Agriculture Crop Production. He proved to his detractors that studying made him more knowledgeable about farming and more confident in dealing with people.

He was offered a job even before his graduation in 2017. He was nervous during the interview but he knew he will overcome because he had enough knowledge acquired from school and industry training. He is presently employed as a Livestock Supervisor at Binahon Agro-Industry Farm in Lantapan, Bukidnon.

Moving-up to ISO 9001:2015

Aiming for more efficient delivery and improved customer satisfaction



In 2012, second Batch of TESDA operating units were awarded its ISO 9001:2008 certification. In 2015, TESDA received the certification for the whole agency.

In 2017, five years after receiving said certification, TESDA embarked the journey to attain ISO 9001:2015. This new certification puts greater emphasis on leadership engagement, helps address organizational risks and opportunities in a structured manner, uses simplified language and common structure and terms, addresses

supply chain management more effectively, and, more user-friendly for service and knowledge-based organization.

Last year, TESDA implemented series of capability-building program to prepare the agency to move to higher standard of international certification. The activities included awareness and calibration of various documents on processes and procedures. Series of training were also conducted on internal Quality Audit, Risk-Based Thinking, Coaching and Lead Auditors' Training.

As part of the transitional roadmap, the internal quality audit aligned with ISO 9001:2015 standards was conducted across all TESDA operating units. This was followed by the identification and implementation of correction and corrective action. Subsequently, a management review was initiated.

Towards end of the year 2017, TESDA successfully completed the Stage I and Stage 2 certification audit, the TUV SUD Auditors recommended TESDA's ISO 9001:2015 Certification.



TESDA Declares: Corruption-Free and Drug-Free

Contribution to President Duterte's Commitment to Change

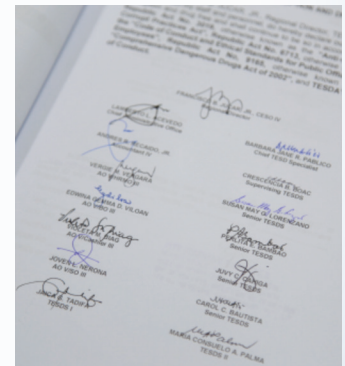
In the occasion of celebrating the 23rd year anniversary of TESDA on August 2017, Secretary Guiling Mamondiong led TESDA officials and rank and file employees in committing to make TESDA Corruption-Free and Drug-Free agency. This commitment serves as the agency's contribution to President Duterte's administration's war on corruption and illegal drugs. The signed document was presented to President Duterte during his visit in TESDA.

Prior to this declaration, Secretary Mamondiong directed the conduct of random drug test among TESDA employees nationwide. Likewise, he ordered the conduct of technical audit of training facilities of the different qualifications offered by all public and private training providers

accredited under TESDA-UTPRAS. In 2017, there were 15,714 registered programs offered by 4,062 training providers.

The random drug-testing yielded negative drug addiction among TESDA employees. Meanwhile, the technical audit conducted in 2017 covered 12,275 qualifications. The result of technical audit revealed, that 8,205 or 78% were found compliant. Those qualifications found non-compliant were ordered closed while qualifications with minor deficiencies were granted definite period to comply.

These twin directives of Secretary Mamondiong assure the public that TESDA is confident of itself to be corruption-free and drug-free government agency.



TESDA Builds-Up Quality Workforce

Quality Begins Within

In 2017, TESDA conducted 109 staff development programs that were attended by a total of 3,019 officials and employees representing 72% of its workforce. Of the total attendees, 2,973 attended local-in-house organized programs while 46 employees were recipient of foreign staff development programs.

The different staff development programs were identified and conducted to prepare/strengthen the agency workforce in the transition of its quality management system to ISO 9001:2015. The staff development includes integrity development and moral recovery, leadership development and demystifying organization for higher performance. Likewise, training programs were also conducted based on training needs analysis to help set in place the agency's staff succession plan for imminent vacancies in the next five years.

During the year, TESDA-HRMD re-launched their enhanced TESDA Human Resource Hub, one year after it was initially launched in 2016. The hub is a dedicated internet-based service platform accessible for TESDA

employees. It provided pertinent information about the organization and personnel. The hub also serves as venue for discussion; submission of HR related reports and other HR related request.

a Certificate of Compliance from the Task Force AO 25 for its consistent adherence to transparency and full disclosure of information posted under the Transparency Seal in the agency website.

On the other hand, TESDA received



Key TESDA Officials



TESDA Central Office Officials



**Secretary Guling
"Gene" A. Mamondiong**
Director General



Rosanna A. Urdaneta
*Deputy Director General
Policies And Planning*



Rebecca J. Calzado
*Deputy Director General
Partnership And Linkages*



Atty. Diosdado Padilla
*Deputy Director General
Communities and Local
Government Units*



Alvin S. Feliciano
*Deputy Director General
TTESD Operations*



Ma. Susan P. Dela Rama
*Executive Director
Certification Office*



Imelda B. Taganas
*Executive Director
Qualifications and
Standards Office*



Elmer K. Talavers
*Executive Director
National Institute for TESD*



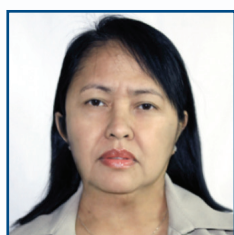
Marissa G. Legaspi
*Executive Director
Planning Office*



Luz Victoria G. Amponin
*Executive Director
Partnership and Linkages
Office*



Pilar G. De Leon
*Director IV
Chief of Services for
Administration*



Ma. Magdalena P. Butad
*Director IV
Financial and Management
Services*



Ma. Angelina M. Carreon
*Assistant Executive Director
Planning Office*



Sonia S. Lipio
*Director -in-Charge
Scholarship Management
Office*



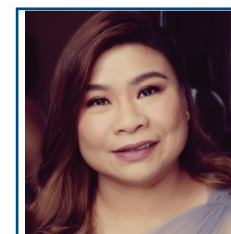
Cariza A. Dacuma
*Director III
ODDG-TESDO*



Jovencio M. Ferrer
*Director III
FEMU*



John D. Simborios
*Director III
NISP*



Atty. Imelda T. Ong
*Division Head
Legal Office*



**Atty. Mamarico L.
Sansarona, Jr.**
*Board Secretary
TESDA Board*

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Cenon M. Quirubin
Regional Director
TESDA-NCR



Efren F. Pinol
Regional Director
TESDA-CAR



Francisco B. Jucar
Regional Director
TESDA-Region I



Dante J. Navarro
Regional Director
TESDA-Region II



Andrew A. Bido
Regional Director
TESDA-Region III



Nenuca E. Tangonan
Regional Director
TESDA-Region IV-A



Carlos C. Flores
Regional Director
TESDA-Region IV-B



Clea M. Omega
Regional Director
TESDA-Region V



Florencio F. Sunico, Jr.
Regional Director
TESDA-Region VI



Conrado G. Bares
Regional Director
TESDA-Region VII



Toni June A. Tamayo
Regional Director
TESDA-Region VIII



Lorenzo G. Macapili
Regional Director
TESDA-Region IX



Edgar A. Sales
Regional Director
TESDA-Region X



Gaspar S. Gayona
Regional Director
TESDA-Region XI



Rafael Y. Abrogar
Regional Director
TESDA-Region XII



Ashary A. Banto
Regional Director
TESDA-CARAGA



Omarkhayyam I. Dalagan
OIC-Regional Director
TESDA-ARMM

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Sec. Guiling A. Mamondiong
TESDA



Sec. Leonor M. Briones
DepEd
Co-Chairperson



Sec. Ramon M. Lopez
DTI
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Sec. Emmanuel F. Piñol
DA



Usec. Eduardo M. Año
DILG



Sec. Fortunato T. Dela Pena
DOST



Comm. Prospero E. De Vera, III, DPA
OIC, CHED



Mr. Isidro Antonio C. Asper
FFW



Atty. Bayani G. Diwa
NCL



Mr. Ramon De Leon
NUWHRAIN



Ms. Carmen M. Solinap
TUCP



Mr. Rogelio J. Chavez, Jr.
NLTC



Dr. Danilo C. Lachica
SEIPI/PSHS/FPHC



Dr. Leonida Bayani-Ortiz
PCW/PRC



Dr. Maria Paloma B. Papa
EWMCI/SIA/MWDFI



Engr. Emmanuel P. Juaneza
GIOC/YGC

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Ms. Patricia C. Dalmas,
RN, MAN, MBA
AHTC GRI/HSLC/
TEVSAPHIL



Dr. Guimba B. Poingan
MSU



Consul General Fernando T. Lising
Republic of Poland/UPLI



Ms. Mary C. Ng
FFCCCII/H&EMC/
MMIMC

BUSINESS AND INVESTMENT SECTOR