2016

TESDA

ANNUAL REPORT

DIRECTOR GENERAL'S MESSAGE

Road to Reform and Development

It is our privilege to report the highlights and outcomes that TESDA accomplished for the year 2016.

Leading this national government agency that has become immensely well-known around the country and in many parts of the world in terms of its technical-vocational education and training (TVET) system is indeed an honor and a big challenge.

TESDA is the lead government agency mandated to provide relevant, accessible, high quality and efficient technical education and skills development in support of the development of high quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and objectives.

With this mandate and in line with priority development agenda of the new administration, we have adopted the two-pronged strategy of TVET for global competitiveness and TVET for social equity and laid down the 17-point reform and development agenda which will guide the thrusts and priorities of TESDA in the next six (6) years.

During the last six months of 2016, in addition to our mandated programs and activities, we dedicated our time and resources to reach out to our countrymen who have been overlooked and underserved for the longest time. These include the People with Disabilities, Indigenous Peoples, the overseas Filipino Workers (OFWs), marginalized women, the drug dependents, inmates, among others, and most especially, the Muslim communities of Mindanao. To underscore and advocate these concerns, the agency adopted this tag line: *"Malasakit at Pagbabago – TESDA, Susi sa Kinabukasan".*

In our desire to ensure that the conduct of training funded under TESDA scholarship programs adheres to prescribed minimum standards, a nationwide technical audit was conducted in all TESDA-Registered TVET Programs offered by public and private training providers. This led to adjustment in timelines in the awarding and/or implementation of scholarship grants. Nonetheless, the effect/result of the audit procedures pressed the TVET institutions to be quality assured or be compliant to the criteria set by TESDA. A massive survey on Barangay Skills Needs was also done to open the scholarship opportunities to clients down to the barangays.

We conducted dialogues and regional, provincial and sectoral consultations with our stakeholders to listen to their concerns and get their valuable recommendations to improve the delivery of our programs and services.

The gains that we have achieved will not be feasible without the commitment and support of the TESDA officials and staff as well as our partners and stakeholders such as the industry associations and groups, TVET institutions, local government units and other government and non-government organizations.

We thank all of you and we look forward to another meaningful and productive year ahead of us.

Mabuhay!

SECRETARY GUILING "GENE" A. MAMONDIONG

I. JOURNEY TO CHANGE

2016 is a year of changes. Following the outcome of national elections in 2016, as dusk came upon the government of President Benigno Aquino III and a dawning age rises to the new administration under President Rodrigo Roa Duterte.

Despite the pervading circumstances, TESDA did not falter to serve and deliver its mandate, to provide relevant, accessible, high quality and efficient technical education and skills development of high quality Filipino middle-level manpower in the country.

The 1st Semester:

In 2016, the country finally adopted the 12-year basic education following the full implementation of K to 12 programs nationwide. This precipitated TESDA to push technical vocational education and training (TVET) to higher levels as prescribed under the Philippine Qualifications Framework (PQF). PQF is a system for the recognition of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers in the country. It aims to support the development of equivalencies that can provide access to different qualifications.

However, the shift to K to 12 has presented varied concerns to TESDA such as the need to reconsider definition of high school graduate. It should be noted that TESDA's programs are designed to cater to post–secondary graduates that comprised more than 50% of the annual agency training output. With strong reservations among parents and students over K to 12, there is still a huge estimate in the number of students who may not be able to pursue Senior High school for varied reasons.

Given those concerns, TESDA pursued the development of curriculum for bundled qualifications that can be offered as fallback for affected students. The refurbishing of TESDA Centers of Excellence and amalgamation of selected schools/training centers was also considered as one way to expand access and delivery of TVET. In addition, some Incubation Centers were built/set-up in several TTIs to develop and inculcate entrepreneurship among TVET graduates. During the year, new funds were allocated for technology researches for TESDA Technology Institutions (TTIs) to improve delivery of its training programs.

Likewise, TESDA was challenged to improve/upgrade its training facilities and training methodologies following the growing demand for new/higher level of skills among industries brought about by constant change of technology in many work places. More than the core skills, industries are seeking workers with new set of abilities that includes learning skills, literacy skills and life skills, the requisite of 21st century skilled workers.

The 2nd Semester:

Soon after assuming the leadership of TESDA in July 2016, Sec. Guiling A. Mamondiong, laid down the two-pronged policy strategy and initiated the 17-Point Reform and Development Agenda. This policy shift was aimed to give focus and expand the delivery of programs and services of the agency to the underserved groups/sectors/communities of the society and the country.

During the last six months of 2016, TESDA embarked on country-wide dialogues/fora with all concerned groups, stakeholders and local government officials. These activities provided an opportunity for TESDA and concerned leaders/officials in the private sectors and local government units to listen and discuss matters pertaining to TVET, policy directions and scholarship opportunities in TESDA.

In relation to the policy shifts, several strategic actions were undertaken to effect changes in the conduct and delivery of TESDA programs and services, namely:

- Introduced Tendering System and revised Implementing guidelines in the award and conduct of scholarship grants to ensure integrity and equitable distribution of grants to all TVET training providers;

- Conducted Skills Mapping in the Barangays throughout the country to determine type of skills training needed nationwide at community levels;

- Conducted Technical Audit of all UTPRAs-registered TVET programs offered by Technical Vocational Institutions all over the country to determine adherence to standards and capacity to deliver and conduct the program as prescribed;

- Strengthened partnership with industry and revitalization of Dual Training System (DTS) to expand access to training and train workers based on industry requirements and standards;

- Conducted ocular inspection to TESDA schools and training centers to ascertain status, extent of required renovation and/or upgrading of training facilities;

- Implemented dedicated training package for drug-dependents/surrenderees, inmates, returning OFWs, IPs and marginalized women to provide them new/additional skills that will pave the way for employment or for engaging in entrepreneurial activities to generate additional income for themselves and their families;

- Implemented reduction in the number of days (i.e. from 46 to 20) in the processing of TVET services, registration of programs and cycle time for assessment and certification (i.e. from 25 to 16) of TESDA services to hasten processes to cut/lessen waiting time, expenses and inconveniences;

- Accelerated the establishment of Farm Schools in the countryside; and

- Initiated and launched the Comprehensive Reform Development Agenda for ARMM and Conflict–Affected Areas in Mindanao to provide the much needed services, programs and projects to improve economy, lives and infrastructures in those areas;

In the last six months of 2016, TESDA saw and experienced major changes in the operational policies and strategies of the agency. Noteworthy is the shift on focus to serve and deliver agency programs and projects to the poor and underserved social groups of the country. TESDA is in for a new long journey, a journey that is set to a new path for TVET, a change that hopes to improve lives of more people in the communities for the better.

II. TURNING POINTS AND MILESTONES IN 2016

A. The Two-Pronged Policy Strategy

Upon the assumption of the new administration under President Rodrigo Roa Duterte, TESDA repositioned technical vocational education and training (TVET) and laid down a two-pronged strategy that supports his 10-point agenda. The policies are meant to address poverty and social inequity among the marginalized sectors of the society as well as the thrust towards global competitiveness. The two-pronged strategies are:

1. TVET for Global Competitiveness

In the light of the advent of trade and investment liberalization and facilitation, the need for Filipino workers to be globally competitive needs to be addressed. Thus, under this strategy, TESDA shall continuously pursue programs towards developing higher level qualifications, benchmarking standards internationally and adaptation of new technologies and innovations in line with the demands of industry and strengthening quality assurance.

2. TVET for Social Equity

This is based on the universal principle of social inclusion, and places people, particularly, those who are socially excluded and displaced into the mainstream of society, as beneficiaries and active participants in the development process. The social and spatial inequities need to be addressed to equip the poor with skills, knowledge and technology, not only to improve their employment and income generation, but also to enhance their productivity and social growth.

Secretary Guiling Mamondiong is joined by the other two education department heads, Chairman Particia Licuanan of CHED and Secretary Leonor Briones of DepEd at the press conference during the Education Summit held at SMX Convention Center. Sec. Mamondiong imparted the two-pronged strategy of TESDA to address poverty and social inequity among the marginalized sectors of the society

B. The 17-Point Reform and Development Agenda

The 17-point Reform and Development Agenda was introduced to give focus on the priority programs/activities/projects to be pursued by the agency for the next six-years.

These are concrete initiatives projected to improve access to TESDA services and mechanisms that will address persisting issues and concerns of our citizens in far-flung communities and social groups as far as TESDA programs are concerned.

The 17-Point Agenda are expected to evolve to higher level depending on the initial outcome/results of its implementation. Nevertheless, the different program agenda have already made positive and remarkable effect to TESDA's clientele during the last six months of its application, to wit:

1. Barangay-Based Scholarship Program

This program involves the empowerment of the barangay chairpersons in the identification and nomination of beneficiaries from among their constituents, regardless of political and religious affiliations to avail of free TESDA skills training and scholarship. It aims to provide equal opportunities for the greater number of people in the smallest government unit, the barangay.

TESDA forged partnership with Liga ng mga Barangay ng Pilipinas through MOA with its National President for the implementation of "Barangay Kasanayan para sa Kabuhayan at Kapayapaan (BKKK)" covering the 42,023 barangays nationwide

Sec. G.A. Mamondiong meet and greet the members of Liga ng mga Barangay in CALABARZON after their consultation meeting with TESDA Region IV-A at TESDA Central Office.

- *2,023* *barangays were surveyed to determine beneficiaries of the "Barangay Kasanayan para sa Kabuhayan at Kapayapaan (BKKK)";*

- *515,457* *individuals from different Barangays were processed for skills mapping;*

- *146* *City Mayors and* *81* *Governors expressed their support and assistance towards the success of the program.*

2. On-line Scholarship Application

To reduce time spent and inconveniences of clients/applicants for training and scholarships, TESDA introduced and installed the TESDA On-Line Application System in all the websites of TESDA field offices nationwide. Henceforth, any person who wants to inquire/apply for free skills training/scholarship can make his/her application on-line. It is also aimed at expanding and facilitating access to TESDA training and scholarship programs.

- *2,892* *applicants inquired and submitted their application for TESDA regular training and scholarship on-line.*

3. Walk-in Scholarship Application

Walk-in applicants in all TESDA Offices are accorded with prompt attention and proper guidance to ensure that their application for scholarship will be successful. Application procedures were likewise shortened to ease waiting time of walk-in applicants. The TESDA regional and provincial offices continue to receive applicants and referred them to nearest TVET institutions for enrolment/approval of their application.

- *32,430* *applicants inquired and submitted their application in various training programs directly to TESDA frontline offices in the regions*

4. Technical Audit of TVET Schools and Programs Registered under TESDA-UTPRAS

In addition to the regular compliance audit being conducted by the TESDA regional and provincial offices, a nationwide technical audit was conducted in all public and private TVET providers with programs registered with TESDA. The Technical Audit aimed to validate whether or not TESDA standards in terms of facilities, tools, and equipment required to deliver quality TVET programs are sustained. Likewise, the audit results will serve as basis for improvement and enhancement of policies and guidelines in the implementation of TVET programs.

- **6,529 or 86%** of the total target of **7,582** number of registered TVET programs were subjected to Compliance Audit;

- **16,453** or **99%** of **16,560** programs from **4,075** public and private TVIs underwent a Technical Audit. Continuing compliance of TVET providers to the standards set by industry ensures the fitness and capabilities of the training institutions in providing quality and relevant skills training programs.

The Technical Audit recorded 55% compliance rate. This constitute TVET programs that fell short of the required number of functional / operational tools, equipment, facilities or required trainers' qualification based on specifications in the TESDA Training Regulations. The result is far below the desired level, however, it has opened opportunities for improvement in the TVET quality management system.

The conduct of the Technical Audit underscored the need for strengthening monitoring and supervision of the TVET sector and enhancement of programs such as the Training for Work Scholarship Program. The results serve as basis in ensuring that the TVET Institutions tendering for the scholarship grants are well-equipped and have the absorptive capacity to provide quality training to TESDA scholars.

The results, likewise, provided opportunities to enhance the operating guidelines in the TESDA ISO certified processes, such as TVET Program Registration and Compliance Audit.

The TVET institutions with non-compliant programs were given 30 days to comply, otherwise, the programs will be closed. These shall be monitored for follow through action for TVIs to be compliant and eligible to participate in TESDA scholarship programs. Only TVIs with compliant programs are qualified to participate in the TESDA scholarship programs.

TESDA Technical auditors conducted nationwide spot inspection of facilities, equipment and tools of TVET Providers offering TESDA-UTPRAS Registered programs

5. Skills Training for Drug Dependents

This program was introduced as an outright support to President Duterte's war on illegal drugs. Under this program, TESDA offices nationwide will provide special skills training package to drug users who surrendered and will undergo rehabilitation under the PNPs Operation Tokhang. The conduct of training is implemented in collaboration with local officials, the PNP and DOH.

TESDA and PNP officials conducted orientation program to drug dependents enrolled under the government's reformation program. They are provided with different skills training program aimed to transform them to become drug-free and productive citizens of the country

For the last 6-months, TESDA had accomplished this much:

- *4,931 beneficiaries were provided with skills training in different regions;*

- *2,006 drug surrenderees (185 in CAR and 1,821 in R3) provided with orientation on skills training and services of TESDA, for their appreciation and future availment of these trainings;*

- *Voluntary drug testing of TESDA employees in all operating units;*

- *2 Capability Building Programs conducted re: Training Needs Assessment for Drug Dependents under the "Sagop Kinabuhi Program" in Region 11*

Other initiatives in support to war against illegal drugs:

- *6,454 participants attended learning sessions on Dangerous Drugs Prevention and Control at TESDA Central Office;*

- *13,476 participants attended symposia on Dangerous Drugs Prevention and Control;*

- *Integrated anti-drug related topics in Health and Safety Practices in some TVET Qualifications (Automotive, Bread and Pastry Production, Shielded Metal Arc Welding, Driving and Food Processing);*

- *Distributed and posted education materials on Dangerous Drugs Prevention and Control in various locations;*

- *Issuance of TESDA Circular institutionalizing drug abuse prevention and post-rehabilitation programs in public and private technical vocational institutions;*

- **_36_** _Regional Focal Persons and Regional/Provincial/ District Lead Trainers attended_ **_Capability Building Program_** _composed of Basic STI, HIV, and AIDS Education (PNAC Modules I, II, III, and IV) and Drug Abuse Prevention and Control._

The 36 Regional Focal Persons and Regional/Provincial/ District Lead Trainers underwent Capability Building Program that includes Basic STI, HIV, and AIDS Education (PNAC Modules I, II, III, and IV) and Drug Abuse Prevention and Control.

6. Special Skills Training for Individual and Family Enterprises

This program was conceived to entice individuals and families to acquire skills and knowledge that would allow them to engage in entrepreneurial activities to boost their income sources. TESDA believes that the provision of skills training and entrepreneurship to individuals and families will not only strengthen families as social institutions but also as economic foundations.

Discussions with program partners such as the Catholic Bishops Conference of the Philippines (CBCP) resulted to general agreement to collaborate to help poor families to engage in small family enterprises to help them get out of poverty.

- **_29,577_** _persons trained for them to become entrepreneurs for them to earn additional income._

7. Skills Training Program for Inmates and their Families

Special skills training arrangements for the inmates and/or any qualified member of their families. This is aimed at affording them the opportunity to become productive and earn income while in prison/jails and after their prison term.

Sec. G.A. Mamondiong lead the distribution of Certificate of Competency/Training and Start-Up Tool Kits to inmates who graduated from various skills training inside the prison facilities of BJMP-Makati. These skills training packages was organized and facilitated by TESDA-Makati.

- **1,546** inmates and some member of their families underwent various skills training for them to acquire competencies which will enable them to earn income when they join mainstream society.

8. OFWs Re-integration

This involves a distinct service and training package for OFWs who were stranded, displaced, retrenched or victims of maltreatment. The services include skills upgrading, assessment and certification needed to allow them to find new job opportunities and likewise help those who desire to upgrade their skills and knowledge for better career opportunities, TESDA undertook the following activities:

- **931** returning/displaced OFWs were provided various skills trainings, for them to have new jobs and earn income.

- Sent 3 Teams to Kingdom of Saudi Arabia to conduct Training Needs Assessment, skills profiling and orientation on TESDA training programs and services to stranded and displaced OFWs;

- Crafted a memorandum order outlining the urgency of 5,134 displaced OFWs profiled. They will be assisted by TESDA thru free skills training and assessment, enabling them to acquire additional competencies for reintegration to the labor force in the Philippines and abroad;

Team led by TESDA RD L. Macapili conducted on-site Training Needs Assessment, skills profiling and orientation on TESDA training programs and services to stranded and displaced OFWs in Riyadh, KSA

9. Special Skills Program for Indigenous Peoples (IPs)

This is to reach out to the indigenous peoples in their communities and provide them with skills training opportunities to make them economically productive.

- **10,393** *IPs from various tribes trained in different skills for them to acquire competencies and earn incomes.*

10. Expanded Program for Women and PWDs

TESDA organized special training programs dedicated to women and Persons with Disabilities for them to acquire appropriate skills and knowledge that will empower them to chart their economic growth and well-being.

Women trainees are accorded with special training privileges at TESDA Women's Center (TWC) located at TESDA Taguig Complex

- **34,467** *women were trained in various skills, for them to acquire competencies which will enable them to earn income.*

11. Continuing Program for TESDA Alumni

TESDA responds to the need for workers to be retrained, retooled and upgraded in their skills and knowledge due to constant change of systems and technology in the workplace.

Hence, TESDA invites all TESDA/Tech-Voc graduates to apply or enroll in new or higher level qualifications/training offered by TESDA and partner training institutions. In this manner, they are able to catch-up and deal with changes and challenges in the workshops. It is also a mechanism to buoy up workers to engage in lifelong learning and continuing skills enhancement.

- **1,689** *TESDA/TVET alumni were provided with skills upgrading in various skills training program;*

- *Two JOB KIOSKS installed at Regional Training Center and Baguio City School of Arts and Trades in Cordillera Autonomous Region (CAR), to provide relevant employment information for TESDA graduates;*

- *Issued as TESD Circular no.38, Series of 2016, entitled Establishing Job Linkaging and Networking Services in Public and Private TVIs;*

The participants and secretariat during the opening ceremony of Capability Building Program on Job Linkaging and Networking Services at Green Technology Center (GTC), TESDA Complex Taguig City

12. Global Access to/ On-line Database of TVET Graduates and Certified Workers

In consideration to the persistent request from industry, manpower agencies and international companies for list of TESDA/TVET graduates, and those assessed and certified, TESDA has further strengthened and enhanced the capacity of its website to accommodate expanded list and information of available TVET graduates and certified workers.

Initially, TESDA is building-up its database to include graduates and certified workers in the last five years. This will be in addition to the current information/data that is available in its website. It is expected that such information will be both beneficial to both parties. The employers will have more convenient access to job-ready workers while the skilled and certified workers will have opportunities to find/land in better paying jobs.

13. Strengthening Linkages with Agro-Industrial Sector

This encourages and attracts enrolment in agriculture related qualifications/courses and engagement in agricultural enterprise; TESDA reaches out and collaborates with agro-industry companies and Family Farms to develop training arrangement opportunities.

- **5** *MOAs with agro-industry companies were signed*

14. Strengthening Linkages with Foreign Skills Training Institutions

This involves the establishment of linkages with foreign skills training institutions and corporate entities within the context of mutual cooperation and collaboration on human resources development.

- *412 linkages with foreign institutions have been established*

- *Conducted Italian Language and Culture Training Program for dependents of OFWs in Italy under the bilateral agreement between Italian Ministry of Labour and Social Policies through Italia Lavoro and the Department of Labor and Employment (DOLE);*

- *Facilitated the travel to Italy of eight (8) trainers to undergo one (1) month training in Rome, Italy from October 22-November 20, 2016;*

- *Signed agreement with Ministry of Education, Culture and Sport (MECS) of the Kingdom of Spain, the Cervantes Institute, and the Spanish Agency for International Cooperation for Development (AECID) for the promotion and teaching of Spanish language and culture in TESDA programs;*

- *Conducted preparatory Japanese language training for nurses and caregivers per agreement between TESDA, POEA, Japan Embassy and Japan Foundation Manila.*

15. Strengthening Linkages with State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs)

This involves partnership and linkaging with public higher education training institutions for the offering of TVET programs. This is aimed at expanding the TVET capacity to accommodate the increasing demand for TVET opportunities, particularly by the marginalized sectors.

- *13 SUCs/LUCs (from TESDA-CAR, Region III and IV-A) forged partnership with TESDA on scholarship, skills training, assessment and certification;*

- *14,080 enrollees were documented from these partnerships;*

Established partnerships with: local universities (3 in CAR, 7 in R3, 1 each in Regions 5 and 7, 2 in R10); State Universities (1 in R1, 3 in R3, 8 in R5, 13 in R8, 1 in R9, and 4 in R10); and, colleges (4 in R5 and 1 in R10), as TVET training providers or assessment centers, especially for marginalized sectors;

Forged MOA with Mindanao State University System (thru its President Dr. Habib W. Macaayong) last July 21, 2016, as training provider of TVET programs (using TESDA prescribed standards) for Marginalized sectors in Mindanao;

16. Transparency

This provides the public ready access to information/data on the projects, programs and financial transactions of TESDA.

- *Names of scholars published in TESDA Websites for public knowledge;*

- *Transparency Seal in the TESDA Website regularly updated which contain salient information for customers'/ stakeholders' guidance*

17. Moral Renewal

This further inculcates moral values, ethical standards, particularly the negative effects of drug addiction, corruption; criminalities, poverty, divisiveness and disloyalty to the country with its integration in the curriculum.

- *Program design/concept on the broader context of values formation is under development for implementation in 2017;*

- *Introduced drug abuse prevention and control as topics during Training Induction Program for TVET trainees in all TESDA Technology Institutions*

C. Policy Development Services

These refer to goods and services that underscore TESDA's authority in technical vocational education and training. It proceeds from the principle that effective sector management requires robust plans and coherent policies. The policies provide direction and policies to what it should be, where it should be going and the priority programs and projects which should be implemented.

The TESDA Full Board Meeting in session. The TESDA Board is divided into five (5) committees, namely: Direction Setting (DS), Standards Setting and Systems Development (SSSD), Finance and Investment (FI), Support to TVET Provisions (STP) and Executive Committee (EXCOM)

The TESDA Board is the highest policy making body in TESDA that is responsible for formulating, continuing, coordinated and fully integrated technical education and skills development policies, plans and programs.

- **21** TESDA Board Resolutions have been promulgated focusing on skills / qualifications prioritization, Training Regulations, assessment fees, program policy guidelines as well as approval of contracts. These resolutions were generated out of the 47 board meetings that transpired in 2016.

  Some of the significant board resolutions include the following:

  - ✓ Approval of Training Regulations (TRs) for Agricultural Machinery Operation NC II, Chemical process Operations NC III, Slaughtering Operations (Large Mammal) NCII, and Slaughtering Operations (Swine) NC II
  - ✓ Prioritization of TR development for In-Company TM and Palm Oil Production
  - ✓ Approval of Assessment Fees for Pharmacy Services NC III, Mechatronics Servicing NC II, NC III and Mechatronics Servicing and Automation Servicing

NC IV, Motorcycle/Small Engine NC II, Medical Coding and Claims Processing NC III, Plumbing NC I, NC II, and NC III

✓ Revised Operational Guidelines of TDF
✓ Procurement of Starter Tool Kits for STEP in various qualifications
✓ Allowing the DG to Accept Deed of Donation of Lot from City Government of Pagadian
✓ Delegating power to enter, make and execute domestic and foreign contracts to DG

• **2,312** policies were developed, issued or updated and disseminated. The adopted policies are borne out of inclusive consultations from different stakeholders, organized bodies and counterparts at the national, regional and provincial levels especially through the Regional/Provincial TESD Committees (R/PTESDCs). The R/PTESDCs are the local level policy making bodies in TESDA.

• **93%** of TESD stakeholders rated policies issued by TESDA as good or better for them. This rating was a result of the survey conducted by TESDA-Planning Office.

• **4,436** copies of Labor Market Intelligence Report (LMIR) was published and distributed to Tech-Voc providers all over the country. The LMIR is published and issued by TESDA to provide insights on current trends, issues and challenges confronting TESD and the local and international labor market.

Copies of LMIRs published/issued by TESDA
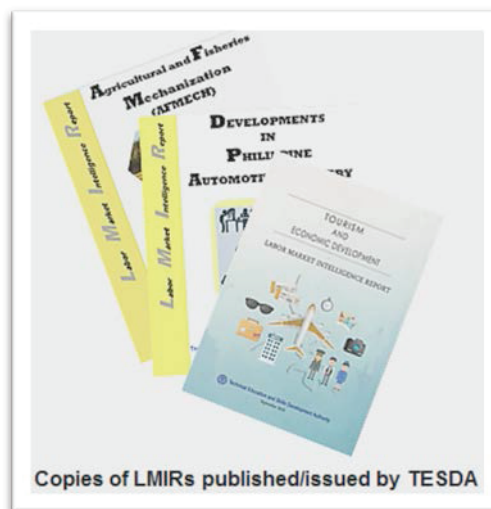
D. TESDA Scholarship Programs

These are set of skills training programs with special budget allocations under the GAA to develop and produce skilled workers precisely to spur and sustain economic activities of a particular sector, special groups or communities. These training programs include the following programs:

1. **Training for Work scholarship Program (TWSP)**

The **Php 2.2 billion** fund allocated for TWSP shall be used to support rapid, inclusive and sustained economic growth through course offerings to key employment generators in the area of agri-fishery, agri-business, agro-industrial, tourism, information technology, BPO management, semi-conductor and

electronics, automotive, other priority manufacturing industries, logistics, general infrastructure and new emerging sectors.

TWSP is directed towards filling up skills gaps and job requirements of priority industries and sectors with high employment demand. It is also meant to encourage TVIs to offer higher qualifications catering to in-demand industry requirements.

Considering the impact and popularity of TESDA scholarship program, Sec. G.A. Mamondiong wanted to ensure that scholarship funds are rightly spent and reach the more deserving clients and beneficiaries.

After thorough review of the systems and procedures under the Training for Work Scholarship Program (TWSP), the Tendering System in the awarding of scholarship allocations was introduced. More stringent criteria for training providers were laid down to include absorptive capacity, employment rate of graduates and utilization rate of past scholarship allocation.

In addition, the result of the Technical Audit was used in the selection of training providers. Only those TVIs with qualification offering that were found compliant to the standards set by the industry are qualified to participate in the Tendering System for TESDA scholarship slots.

Out of the total budget of **Php 2.2 billion** allocated in 2016, the remaining balance of **Php 626 million** was apportioned to all regions with more than **59,000** scholarship grants/slots released for distribution all over the country broken down as follows:

CY 2016 Training for Work Scholarship Program (TWSP)
Status of Request for Tenders

Region	Budget Allocation	No. of Approved RFTs	No. of Slots Based on Approved RFTs	Released Slots/SGs
NCR	57,433,360.00	83	4,545	4,545
CAR	28,236,370.00	88	2,762	2,762
I	30,234,520.00	173	4,219	4,219
II	30,018,950.00	82	2,469	2,469
III	43,400,820.00	126	5,655	5,655
IV-A	60,528,620.00	109	7,875	7,875
IV-B	29,175,120.00	96	3,064	3,064
V	37,852,430.00	246	5,738	5,738
VI	29,689,530.00	86	3,243	3,243
VII	30,037,410.00	55	3,909	3,909
VIII	38,072,650.00	230	5,486	5,486
IX	24,297,860.00	59	2,070	2,070
X	29,928,070.00	17	597	597
XI	39,578,110.00	99	4,746	4,746
XII	46,574,100.00	NB:53 RFTs for approval with corresponding slots of 2,862 51 RFTs for processing with corresponding slots of 2,533		
CARAGA	33,072,200.00	68	2,998	2,998
ARMM	38,396,440.00	36	1,225	NB: 56 RFTs for approval with corresponding slots of 1,025
TOTAL	626,526,560.00	1,653	60,601	59,376

2. **Skills Training for Employment program (STEP)**

The amount of **Php 566,245,000** shall be used for the conduct of community-based specialty training

3. **Bottoms-Up Budgeting (BUB)**

The amount of **Php 711,390,000** shall be used for BUB projects to be implemented by LGUs that have complied with the requirements of good financial housekeeping under the Seal of Good Governance and LGU Public Financial Management Improvement Program

4. **Private Education Student Financial Assistance (PESFA)**

The PESFA Program has been established through Section 8 of Republic Act No. 8545, otherwise known as the Expanded Government Assistance to Students and Teachers in Private Education (GASTPE) Act The program aims to extend financial assistance to marginalized but deserving students in technical-vocational education and training (WET) courses and to assist private institutions in their development efforts by assuring a steady supply of enrollees to their course offerings. PESFA budget allocation is integrated in the MOOE of TESDA Regional offices.

Scholarship Programs Physical Outputs, CY 2016:

- **209,882** scholars have enrolled in different priority programs/courses under the **Training for Work Scholarship Program or TWSP** of which **181,124** have already graduated at the end of the year 2016;

- **12,541** were already enrolled under the **Private Education Student Financial Assistance or PESFA**. By this reporting period, only **6,863** have already graduated;

- **21,270** target beneficiaries were enrolled to various skills training program under the **Skills Training for Employment Program (STEP)**. Though, only **18,147** have graduated from their respective training programs;

    The graduates of this program are provided with start-up tool kits after graduation. This should allow them to immediately engage in livelihood or entrepreneurship activities, thus, allow them to earn new/additional income for themselves and their families;

- **54,000** enrollees have been accepted and **42,665** have already graduated Under the **Bottoms-Up Budgeting Program or BUB**;

TESDA trainees who graduated under TESDA Special Training for Employment program (STEP) are provided with Start-Up Tool Kits right after graduation. The tool kits are to be used for self-employment or entrepreneurship activities thus allow them to earn new or additional income for themselves and their family

E. Training Delivery Systems

These refer to training services delivered by TESDA directly to external customers. TESDA creates opportunities for people to be responsible and become productive citizens. The need to provide and make accessible relevant TESD services compels TESDA to undertake direct training activities at the same time support training activities undertaken by other players/stakeholders in the TVET sector.

2,269,665 total of enrollees were trained in various TVET qualifications and a total of **2,151,236** graduated from the combined output of three training delivery modes used by TESDA, namely: 1) Institution-Based, 2) Enterprise-Based and Community-Based.

Delivery Modes	Enrolled	Graduates
Institution-Based Training	1,151,644	1,057,574
Enterprise-Based Training	72,458	67,080
Community-Based Training	1,045,563	1,026,582
TOTAL	2,269,665	2,151,236

Among the **2.2 million** enrollees, **258,826** enrollees were recorded or contributed by TESDA Training Institutions of which **236,452** have graduated from the different qualifications/courses they offered.

These trainees attended an average of **421** hours that is above the **356** target average training hours;

On the other hand, **15** different on-line courses under the **TESDA On-Line Program (TOP)** TESDA were developed in 2016. These courses are accessible and offered **FREE** through the TESDA website. **326,400** registered on-line users were recorded in the year 2016. This brings the total number of available TESDA Online Courses to 55 and the number of registered users to **937,557** persons.

The **TESDA Online Program** is an internet-based training program developed and designed to provide and expand access to TESDA TVET programs of individuals/persons who does not have time or opportunity to physically attend chosen training programs in a classroom/workshop environment due to workload or physical disabilities.

Employment Facilitation:

TESDA's concern to TVET students/trainees does not end in the provision of employable skills but to facilitate their employability. In the past years, TESDA established Blue Desks in every TESDA frontline office to entertain and provide job referrals and placements to its graduates.

In 2016, TESDA issued Circular No. 38, S. 2016, under which public and private TVIs were required to establish employment facilitation and networking services to facilitate job hunting for TVET graduates and alumni by providing them services and information to land jobs.

In addition, two (2) JOB KIOSKS were installed at Regional Training Center and Baguio City School of Arts and Trades in the Cordillera Autonomous Region, to provide relevant employment information for their graduates.

F. Assessment and Certification

Competency assessment and certification is one of the major mandates of TESDA. To ensure validity and integrity of the system, the implementation of the assessment and certification program is anchored on the Philippine TVET Competency Assessment and Certification System (PTCACS) and supported by quality assurance mechanisms certified under ISO 9001:2008.

The assessment and certification program gives recognition to the competence of an individual through a process of assessment, where evidence is collected to prove competency has been achieved.

- **1,512,233** skilled workers underwent assessment and certification.

- **1,387,985 or 92%** were certified after passing the assessment.

- **98%** of certified workers were issued with NCs/COCs within 7-days of their application.

- Reduced process cycle time in the competency assessment and certification from 25 to 16 days;

G. TVET Quality Assurance

G.1.   Development and Promulgation of Training Regulations

Training Regulations (TRs) refers to the document developed, promulgated and issued by TESDA consisting of competency standards, national qualifications and training guidelines for specific sectors/occupations.

- Development of New and Review (3-year old) of Training Regulations (TRs) thru industry consultation/engagement of technical experts panel from various sectors:

  - **8 Training Regulations** were developed/ reviewed with Phil. Bamboo Association, Association of Contractors and Equipment Lessors, Inc. (ACEL) and National Commission for Culture and the Arts (NCCA)

- Integration of the 21st Century Skills in the development of new framework for Basic Competencies in the Training Regulations:

  - **2 Competency Standards (CS) Validation Workshops** conducted two on Enhanced Basic Competencies integrating the 21st Century Skills

- Development of New/Review of Competency Assessment Tools (CATs): thru industry consultation/engagement of technical expert's panel from various sectors:

  - **3 CATs** developed/ reviewed with Association of Contractors and Equipment Lessors, Inc. (ACEL)

- Determination/ Formulation of assessment fees for Promulgated TRs:

  - **3 Public Hearings** conducted re Formulated Assessment Fees for 9 Qualifications

- Deployment of Newly Promulgated Training Regulations (TRs)/ Conduct of Zonal Orientation on the Deployment of Newly Promulgated Training Regulations (TRs) and Competency Assessment Tools (CATs):

  - **2 Batches** of Zonal Orientation in the Deployment of Newly Promulgated TRs and Developed CATs conducted

  - **9 Implementing Guidelines** (TESDA Circulars) developed and issued in the Deployment of Promulgated TRs and Developed CATs;

- Implementation of the Philippine Qualifications Framework (PQF): Updated PQF Qualifications Register in Agriculture and Fishery

- Alignment with Dublin Accord – CS/TRs aligned with Dublin Accord [Collaboration between TESDA and Philippine Technological Council (PTC)

G.2. Development and Strengthening Training Methodologies

- Capability build-up program for curriculum designers/developers and evaluators:

    - **38** trainers trained in the development of Curriculum for Bundled Qualifications to address the issue in the demand for workers equipped with employability skills for employment both here and abroad.

    - **69** UTPRAS focals from the Regional/Provincial TESDA Offices who are in charge of evaluating curriculum prior to program registration trained.

    - **34** participants trained in developing Contextual Learning Matrix (CLM), an instrument that provides the trainer or program developer with wider perspectives to determine the sufficient knowledge and practical application of the curriculum.

- **1** CLM in Pharmacy Services NC III developed.

- Capability build-up program for Librarians and Learning Resource Center (LRC) Focal Persons:

    - **23** librarians and LRC focal persons trained in management and maintenance of library and LRC.

- Skills upgrading through Industry immersion/additional trainings of trainers from TESDA Technology Institutions

    - **74 trainers** in Tourism qualifications from different TESDA Administered schools had two-week industry immersion in a prominent hotel;

    - **30 trainers** trained in Brazing process for Copper and other Metals Heat Treatment at the Metal Industry Research and Development Center, DOST;

    - **18 trainers** trained in Air-conditioning Inverter Installation and Servicing in Daikin;

    - **23 trainers** from Centex's trained in learning management systems

G.3. Program Registration and Accreditation

The **Unified TVET Program Registration and Accreditation System (UTPRAS)** is a two-stage process of quality assurance. The first stage involves mandatory registration of all TVET programs with TESDA in conformance with prescribed standards and the monitoring for continuous compliance through the conduct of Compliance Audit.

Compliance Audit is a tool for the independent examination of whether a TVET institution/provider is continuously complying with TESDA

requirements for TESDA registered TVET program in all Regional and Provincial Offices

- **6,529 or 86%** of the total target of **7,582** number of registered TVET programs were subjected to Compliance Audit;

- **16,453** or **99%** of **16,560** programs from **4,075** public and private TVIs underwent a Technical Audit. Continuing compliance of TVET providers to the standards set by industry ensures the fitness and capabilities of the training institutions in providing quality and relevant skills training programs.

H. Reinforcing TVET in Agriculture Sector

- **Accelerated Establishment of Farm Schools**

In compliance to **Republic Act No. 10618,** wherein DepEd, DAR, DA and TESDA are mandated to provide continuous technical skills training and provision of extension materials, TESDA is collaborating with said agencies in the establishment of Farm Schhols in all municipalities nationwide.

The Farm Schools will provide farmers and their families the opportunity to be trained and learn new TVET skills and other information that will help them increase farm productivity.

To date, TESDA has accomplished the following:

- ✓ Issued Implementing Guidelines on Project**: Accelerate Farm School Establishment under the TWSP** to promote sustainable agriculture and fishery productivity and rural development by providing access to TVET at the countryside through farm schools;

- ✓ Coordinated with Department of Agrarian Reform, Agricultural Training Institute, and Office of Sen. Cynthia Villar on the establishment of Farm Schools in all agricultural municipalities of the country;

- **103,513** out of **107,948** enrollees graduated in various training programs/packages under the agriculture and fisheries sector of which 47% are males and 57% are females.

I. Partnership and Linkages

In view of the constant change of technology in the production, manufacturing and delivery of goods, products and services including the continuous exodus of skilled and experienced workers to other countries, the government is challenged to address the emergent lack of skilled labor/workers in many industry sectors.

But TESDA cannot do it alone. It needs all the support it can get from the private sector, industry organizations and other interest groups to address the problem. After all, it is the industry, the economy that eventually benefits if there is an abundance of skilled workers in the country.

Notably in 2016, more groups and large/multinational companies have stepped forward and forged memorandum of agreement contributing to training and development of workers, namely:

- **Republic Chemicals, Inc.** forged a MOA on the training of TESDA Trainers on construction adhesives and sealants;

- **Procter and Gamble Phils.,** engaged TESDA to uplift lives of women enrolled in tech-voc courses in TESDA;

- **PNOC Exploration Corp.** initiated the conduct of community-based livelihood program such as Food Processing and Dressmaking in Zamboanga Sibugay;

- **MOA Signing With Liga ng mga Barangay sa Pilipinas**

    Taking a major step forward in implementing its new flagship program "Barangay Kasanayan para sa Kabuhayan at Kapayapaan" (BKKK), the Technical Education and Skills Development Authority (TESDA) signed a Memorandum of Agreement with the Liga ng mga Barangay sa Pilipinas.

    Under the agreement, TESDA will conduct skills needs surveys in barangays, analyze the results of these surveys, determine the skills training or livelihood programs most appropriate to the barangay residents, and coordinate with barangay officials on the conduct of skills training.

    The Liga ng mga Barangay, in turn, will assist in identifying the beneficiaries of the training programs, monitor the delivery of these programs, assist in promoting technical vocational education and training (TVET) within the barangay, and monitor the attendance of residents in the skills training programs.

- **MOA Signing With BJMP**

    The Technical Education and Skills Development Authority (TESDA) and the Bureau of Jail Management and Penology (BJMP) together signed a Memorandum of Agreement in a bid to give inmates a better chance of reintegrating into society.

Secretary Mamondiong discussed with BJMP official the arrangements stipulated in the MOA signed that will give special training packages to inmates of BJMP prison facilities.

The MOA formally cements plans to implement the "Integration through Skills Development" project, which aims to provide relevant training programs to inmates in district, city and municipal jails, who are serving sentences of 3 years and below, or those who are awaiting trial.

J. Conduct of THOUGHT LEADERS' FORUM

In order to generate more inputs and recommendations from concerned sectors and stakeholders TESDA organized the THOUGHT LEADERS' FORUM. Known industry leaders and partners, members of the academe including former TESDA officials were invited to the forum. The forum aims to gather bright minds and known personalities in the sector to guide/help TESDA management in addressing pressing TVET sector issues and concerns.

After the day-long workshop, the leaders and stakeholders recommended several action agenda for consideration, namely: 1) Scaling-Up of Technical Education, 2) International alignment of Philippine TVET Qualifications, 3) Philippine Qualifications Framework, and 4) Recognition of Higher TVET Education.

TESDA initiated a "Thought Leaders' Forum" as venue for round table discussions to addressing pressing TVET sector policy issues among TVET experts and key stakeholders to spin-off or generate policy recommendations.

The proposed measures include the following:

- Joint development of credit systems by CHED and TESDA;
- Work on existing legislation and practice on the ladderized education program;
- Set criteria for identification and define role of experts;
- Industry immersion of trainees;
- On-line verification of certified workers;
- Alignment of PQF Level IV and V in priority pilot programs;
- Mandatory industry partnership in implementation of TVET programs;
- Development of curriculum, assessment tools and certification mechanisms in different levels; and
- Scaling-up of technical education and diploma programs.

K. Regional Dialogues with Partners and Stakeholders in the Regions

In his desire to personally discover persisting issues and concerns in the TVET sector, Sec. G.A. Mamondiong, decided to have an organized personal dialogue with the stakeholders/partners in the different regions of the country. The activity also served as an opportunity for him to relay his plans, programs and strategic policies in the next six-years under the administration of President Rodrigo Duterte.

The dialogue also served as an occasion for both parties to listen and exchange ideas and suggestions that would help improve access, conduct and delivery of technical vocational education for the benefit of all concerned.

Among the inputs and recommendations generated from these consultations and Summits include:

- Inclusion of the 21st century skills in the curriculum and in compliance with international standards;
- Collaboration with local government, other agencies and organizations to widen the reach of TVET programs, particularly scholarships;
- Skills mapping to avoid mismatch;
- Rationalization of the cost of skills training and assessment;
- Equipment upgrading/ acquisition;
- Training regulations for new emerging industries;
- Absorptive capacity of TVIs;
- Establishment of additional government training centers; and
- Development of TESDA's in-house trainers and assessors

Secretary Mamondiong spent enormous time to consult and listen to the local officials and various groups from the different regions of the country. It was aimed to seek inputs and recommendations from partners and stakeholders to serve as guidance in charting the programs and policy directions of TESDA.

In Region I, Director General "Gene" Mamondiong met the TVET partners in the Ilocos-Pangasinan Region. More than 200 individuals representing the Regional/Provincial TESDCs, various TVIs, and Assessment Centers, partners from the industry and the National Line Agencies and the local media attended the dialogue and press conference hosted by TESDA Region I. He announced that 30,000 scholarship slots were allotted to Region I which can be availed of until the 2nd Quarter of 2017.

In Region VI, 425 guests and participants attended the launching. These were participated in by the heads/representative of NGAs, PNP, League of Municipalities, Liga ng mga Barangay, Community Training and Employment Coordinators (CTEC) and heads of the different Technical Vocational Education and Training (TVET) Institutions from the different provinces in Region VI.

In Region IX, a dialogue and press conference with Director General Mamondiong highlighted the Regional Consultation on TVET Reform and Development Agenda that was conducted in Zamboanga City on October 18, 2016.
The event was attended by 321 persons from the TVIs, industry partners, LGUs, NGOs, RLAs, TVET organizations, TVET policy makers, TESDA officials and personnel and media personalities and other stakeholders.

In Region XI, Director General "Gene" Mamondiong conveyed to the audience his desire that all barangays in the country will have easy access to the programs and services of TESDA to reduce poverty through access to the regional/provincial and TESDA Technology Institutions (TTI) websites and offices. The highlight of the event was his pronouncement of the allocated 35,000 scholarship slots for Region XI for 2016.

In Region XII, a total of about 95 participants coming from the Local Government Unit's leaders, Industry groups NGOs/POs, Indigenous Peoples, Informal Workers, Farmers, PWDs, and TVET Associations attended the dialogue held at the FB Hotel, Koronadal City. He also announced that 10,000 slots of scholarship were allotted to the region for the year.

He also mentioned that tentatively within the year, there will be a launching of the Comprehensive Reform and Development Agenda for ARMM and Armed-Conflict Afflicted Areas (Regions IX, X, and XII). This program will ensure equality in the distribution of government programs and services and shall promote socio-economic development.

At this instance, Sec. G.A. Mamondiong informed the audience of the scholarship slots he allocated to each region for awarding to beneficiaries in the last quarter of 2016 and Calendar Year 2017.

REGION	NUMBER OF SLOTS
NCR	60,000
CAR	30,000
I	30,000
II	30,000
III	30,000
IV-A	45,000
IV-B	30,000
V	30,000
VI	30,000
VII	30,000
VIII	30,000
IX	30,000
X	30,000
XI	35,000
XII	30,000
CARAGA	30,000
ARMM	60,000
TOTAL	590,000

Conducted countrywide Regional consultation meetings with various groups and local officials and presented the new thrust and directions of the agency

L. Promotion and Advocacy

TESDA INSTITUTIONAL AWARDS/EVENTS

- **KABALIKAT AWARD**

    Yearly, TESDA recognizes and confers awards to private companies, local government units, legislative partners, national government agencies and development partners cognizant of their good practices and contribution in the promotion and development of the country's skilled workers under the TESDA **"Kabalikat Award".**

2016 TESDA Kabalikat Awardees received their trophies and plaques during the 22nd Anniversary Celebration of TESDA held at the TESDA Central Office in Taguig City

In 2016, fourteen (14) partners were recognized during the 22nd anniversary celebration of TESDA broken down as follows: seven (7) LGUs, three (3) legislative partners, two (2) industry partners, and one (1) national government agency.

LGU Partners:
- City Government of Tabuk, Kaliga
- City Government of Olongapo
- Municipal Government of Piddig, Ilocos Norte
- Municipal Government of Tanay, Rizal
- Municipal Government of San Pascual, Masbate
- Municipal Government of Tagana-an, Surigao del Norte
- Provincial Government of Palawan

Legislative Partners:
- Office of Cong. Imelda Calixto-Rubiano, District of Pasay City
- Office of Cong. Arthur Yap, 3rd Congressional District of Bohol
- Office of Cong. Jose "PingPing" Tejada, 3rd Congressional District of North Cotabato\

Industry Partners:
- Oceana Gold, Region III
- Mega Global Corporation, Region IX

NGA Partner:
- DTI-Compostela Valley

- **IDOLS NG TESDA**

On the same occasion, TESDA also recognized outstanding graduates of tech-voc programs who have attained skills excellence and success in their chosen occupation and contributed to the economic growth in their communities. The recognition is dubbed as **"Idols ng TESDA".**

2016 "Idols ng TESDA" national and regional winners posed with their trophies and cash awards during the TESDA 22nd anniversary celebration in Taguig City

For the year 2016, twenty-one (21) "Idols ng TESDA" regional winners vied for the national level award in the self-employed and wage-employed categories.

The Regional winner from Region IV-A, **Mr. Roy T. Mallillin** was recognized as the national winner for self-employed category. And, **Mr. John Ralph C. Sandoval**, from Region XI, was declared national winner in the wage-employed category.

- ## TAGSANAY AWARD

This award gives recognition and incentives to trainers from private and public TVIs who have exceeded set requirements for TVET trainers. Aside from the stringent review of portfolios, he/she must have demonstrated competencies, innovative ideas, outstanding accomplishments and performed extra-ordinary deeds during the final stage of competition at national level.

In the 2016 series, 38 nominees from private and public TVIs participated in various group and individual undertakings to test/challenge their logic, balance, negotiation skills, courage, taste and ability to deal with surprises in the final stretch.

Ms. **RHEA CORINA B. MEJIA** of the Lyceum of the Philippines University – Batangas, who bested 37 other TVET trainers, was adjudged the **2016 Outstanding TVET Trainer** of the *Tagsanay* Award. Mejia was also awarded as the Best Trainer in Written Examination and Best Trainer in Innovative TIP Session. Meanwhile, Ms. **BERNADETH B. GABOR** of the Bataan Peninsula State University and Ms. **RUBIE A. ARROYO** of the Central Mindanao University (Best Trainer in Panel Interview and Best Trainer in Team Activities) were awarded the 1st Runner-Up and 2nd Runner-Up, respectively.

Ms. RHEA CORINA B. MEJIA of the Lyceum of the Philippines University – Batangas, adjudged the 2016 Outstanding TVET Trainer of the *"Tagsanay* Award" receives her trophy and cash award during the awarding ceremony for TESDA Tagsanay Award. Below are the 38 nominees from public and private TVIs who qualified and participated in the national competition.

- **INTERNATIONAL SKILLS COMPETITION**

TESDA led the Philippine Team in the **11th ASEAN Skills Competition**, Kuala Lumpur, Malaysia that won medals and recognition for the team.

The ASC is a biennial skills competition among the 10-member states of the ASEAN that began in 1996. The 11th ASEAN Skills Competition (ASC) was held in Kuala, Lumpur, Malaysia on September 19-29, 2016.

Likewise, TESDA headed the Philippine Team to the **9th International Abilympics** held at Bordeux, France on March 25-26, 2016 wherein they participated in nine (9) skills categories. Mr. Julius Rosario of Region XI was awarded Silver Medal and Medal of Excellence in the Waste Reuse Category.

Led the Philippine Team in the 11th ASEAN Skills Competition, Kuala Lumpur, Malaysia that won medals and recognition for the team.

Mr. Julius Rosario from Region XI garnered Silver Medal and Medal of Excellence in 9th International Abilympics held at Bordeux, France, posed with other members of the Philippine Delegation.

M. Quality Management Systems

Reduced Processing Time and Streamlined Procedures of Key Programs

To bring about faster results and services to its clients and partners, TESDA significantly reduced the number of days in the processing and/or facilitation of its primary functions and key services, to wit:

- Reduced process cycle time in TVET program registration from 46 days to 20 days;

- Reduced process cycle time in the competency assessment and certification from 25 to 16 days;

- Set-up the One-Stop Shop Service Center for OFWs at POEA to assist the need of OFWs applying for overseas job pertaining to assessment and certification documents issued by TESDA.

N. Initiated and Launched the COMPREHENSIVE REFORM AND DEVELOPMENT AGENDA (CRDA) for ARMM and Other Conflict Affected Areas in Regions IX, X AND XII

In response to the President's directive to bring to ARMM and other armed-conflict affected areas in Mindanao the programs and services of the national government, Secretary Mamondiong convened an inter-agency group to discuss and prioritize agency program commitments for the aforementioned areas. This meeting paved way to the conception of Comprehensive Reform and Development Agenda (CRDA) for ARMM and other conflict-affected areas.

The CRDA was also conceived for the purpose of eradicating poverty in ARMM and other conflict-affected areas in Regions IX, X and XII. It outlines the programs and projects intended to uplift the socioeconomic conditions of the people in the said regions and to be implemented from 2017 to 2022. The whole plan has three stages that identify different areas of improvement, namely: 1) basic needs, 2) infrastructure development, and 3) economic development.

Presentation of the initial outcome of the Comprehensive Reform and Development Agenda (CRDA) for ARMM and Conflict Affected Areas in Region IX, X and XII with stakeholders held at TESDA Central Office

- Launched simultaneously the implementation of various inter-agency programs under the CRDA on **28 October 2016**. President Duterte led the launching ceremony held at the ARMM Office of the Regional Compound, Cotabato City;

- Organized local summits to generate inputs and recommendations from local groups and stakeholders pertaining to infrastructure and economic development needs in their respective areas.

Spearheaded the launching and implementation of Comprehensive Reform and Development Agenda (CRDA) for ARMM and other Conflict-Affected Areas in Regions IX, X and XII.

LGU Officials, Provincial/City/Municipal Development Planning Officers, National Government Agencies, members of the academe and other stakeholders were the participants of the provincial summits held between November and December 2016.

II. ADMINISTRATIVE AND FINANCIAL REPORT

TESDA, through the TESDA Development Institute (TDI) continued to implement training and other interventions to further develop and enhance the quality, efficiency and effectiveness of its workforce. A strategic annual investment amounting to Php 20M has been allocated for the purpose.

Capability levels have improved across the organization through a focused approach on learning and development. A total of 1,998 officers and staff benefitted from these learning interventions.

Among the significant local in-house programs implemented in 2016 include:

- **Industry-Based Training Program (IBTP) for TTI Administrators and Industry Coordinators**.

  The IBTP is the third collaboration project among the ITE Education Services Singapore, TESDA and the TEMASEK Foundation. It was proposed for 75 Regional and Provincial Directors, TESDA Training Institutions (TTI) Administrators and Industry Coordinators (ICs) to respond to the need to improve the current system of collaboration undertaken by TESDA with the industry.

  As a commitment on the part of TESDA, a series of multiplier training on a 1:3 ratio was conducted.

- **Provincial Director's Development Program**

  It is aimed to prepare TESDA Provincial Directors to pursue higher levels of efficiency and effectiveness in carrying out the TESDA mandate at the local level;

- The immersion program for Central Office Division Chiefs was carried on to expose Central Office Division Chiefs to field operations relevant to their existing functions**;**

- Other programs have been implemented under the competitive allocation responding to human resource, procurement, financial and accounting management programs, records management, integrity, gender and development, green technology, concerning Persons With Disabilities, etc..

- Long Term scholarship programs, attendance to foreign scholarship programs and fellowships were also part of the interventions.

- **CSC-approved Strategic Performance Management System (SPMS)** is continuously being implemented to ensure that employee performance is linked to organizational performance. This also links performance management with other HR systems and ensure adherence to the principle of performance-based tenure and incentive system.

- **Program on Rewards and Incentive for Service Excellence (PRAISE)** has been institutionalized to provide both monetary and non-monetary rewards and incentives to recognize, encourage, and create a more productive, highly motivated and committed workforce.

- **TESDA Code of Conduct** has already been a way of life for TESDAns that instill discipline and ensure that the employees and officials perform with the right attitude, values and untainted credibility. This sets the guidelines and parameters for TESDA officials and employees to meet the highest standards of integrity and excellence in the performance of their duties as public servants.

- A total of ☐ **6,738,432,000** budget was allotted for general administration and support, support to operations, and operations, including locally-funded projects.

III. CHALLENGES AHEAD

After more than twenty years since it was established, TESDA led and brought the country's technical vocational education and training to the level that it is today which is proven and widely recognized as a wise career option for people to aspire. TVET graduates are in demand, it provides stable and good paying jobs that is capable to support and build a family to live a life that is simply comfortable.

In the last decade, the output/contribution of TESDA in the training and development of middle-level manpower in the country consistently went up. In fact, TVET graduates already reached past 2 million in its last year of its operation. Of course, these accomplishments will not be made possible without the active participation and support of the private sector, the industry and the private-owned training providers.

Through the years, skills development and training has become a potent tool of the government and private sector in reducing poverty incidence and criminality in the country. Graduates in various TVET qualifications/programs were found to have been gainfully employed faster compared to college graduates due to higher and constant demand for skilled and TESDA certified workers especially for overseas employment.

With the ISO certification and recognition from Philippine Quality Award under its name, there is no doubt that TESDA has proven to have delivered its mandate with dedication and motivation for quality and efficient service.

Even so, TESDA is facing bigger and more complex challenges ahead. Some of the most exigent factors and concerns TESDA has to deal with are as follows:

1. Demand for higher level of skills and knowledge due to advent of more modern and fast changing technology that has radically changed the settings and environment of workshops/workplaces in many industries;

2. Reactive and populist stance in development and provision of training and education to target client;

3. Comparatively lower government budget/investment in TVET;

4. Dearth investment in new/modern training centers for hard trades due to high capital requirement to build and equip such training facility;

5. Constant exodus of TVET trainers and highly skilled and experienced industry workers to other countries offering higher pay and better incentives;

6. Increasing immigration of foreign skilled workers into the country due to business and economic cooperation (globalization) between governments;

7. Limited interest of big industries to collaborate/open their factories to government/TESDA proposed training arrangement/packages;

8. Decreasing client base for TVIs due to integration of TVET in secondary education (K+12) and diminishing interest of present generation in agriculture related qualifications and career;

9. Persisting low regard/status of TVET in the Philippine education system; and

10. Lack of innovation in TVET and restrained upgrading and modernization of TVET centers and facilities.

IV. WAY FORWARD FOR TESDA/TVET: 2017-2022

1. Revisit and possibly set a new vision and mission for TESDA;

2. Roll-out approved curriculum for higher TVET qualifications (NC III, IV and V) as prescribed in the PQF;

3. Introduce advanced skills training program packages/arrangements that are more responsive to the need of new/expanded client-base (especially marginalized sectors or those identified in the 17-Point Reform and Development Agenda) of TESDA;

4. Identify and fill-up gaps in the conduct and delivery of TVET with CHED and DepEd;

5. Alignment of TVET qualifications/programs to international standards;

6. Amalgamation and modernization of facilities and equipment in TESDA schools and training centers;

7. Initiate more aggressive partnership with industry leaders and associations;

8. Aggressive promotion to elevate TVET to higher and highly regarded status in the country's education system;

9. Introduce technology-based system to ensure quality in the delivery and conduct of the different skills training program of TESDA; and

10. Promote a culture of excellence and professionalism to all personnel in all TESDA networks of operations.

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