



Technical Education and Skills Development Authority

ANNUAL REPORT

20 21



MANDATE

The Technical Education and Skills Development Authority (TESDA) is the government agency tasked to manage and supervise technical education and skills development (TESD) in the Philippines. It was created by virtue of Republic Act 7796, otherwise known as the “Technical Education and Skills Development Act of 1994”. The said Act integrated the functions of the former National Manpower and Youth Council (NMYC), the Bureau of Technical-Vocational Education of the Department of Education, Culture and Sports (BTVE-DECS) and the Office of Apprenticeship of the Department of Labor and Employment (DOLE).

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.

VALUES STATEMENT

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

QUALITY POLICY

“We measure our worth by the satisfaction of the customers we serve.”

To achieve this, we commit to comply with applicable requirements and continually improve our systems and processes through:

*S*trategic Decisions

*E*ffectiveness

*R*esponsiveness

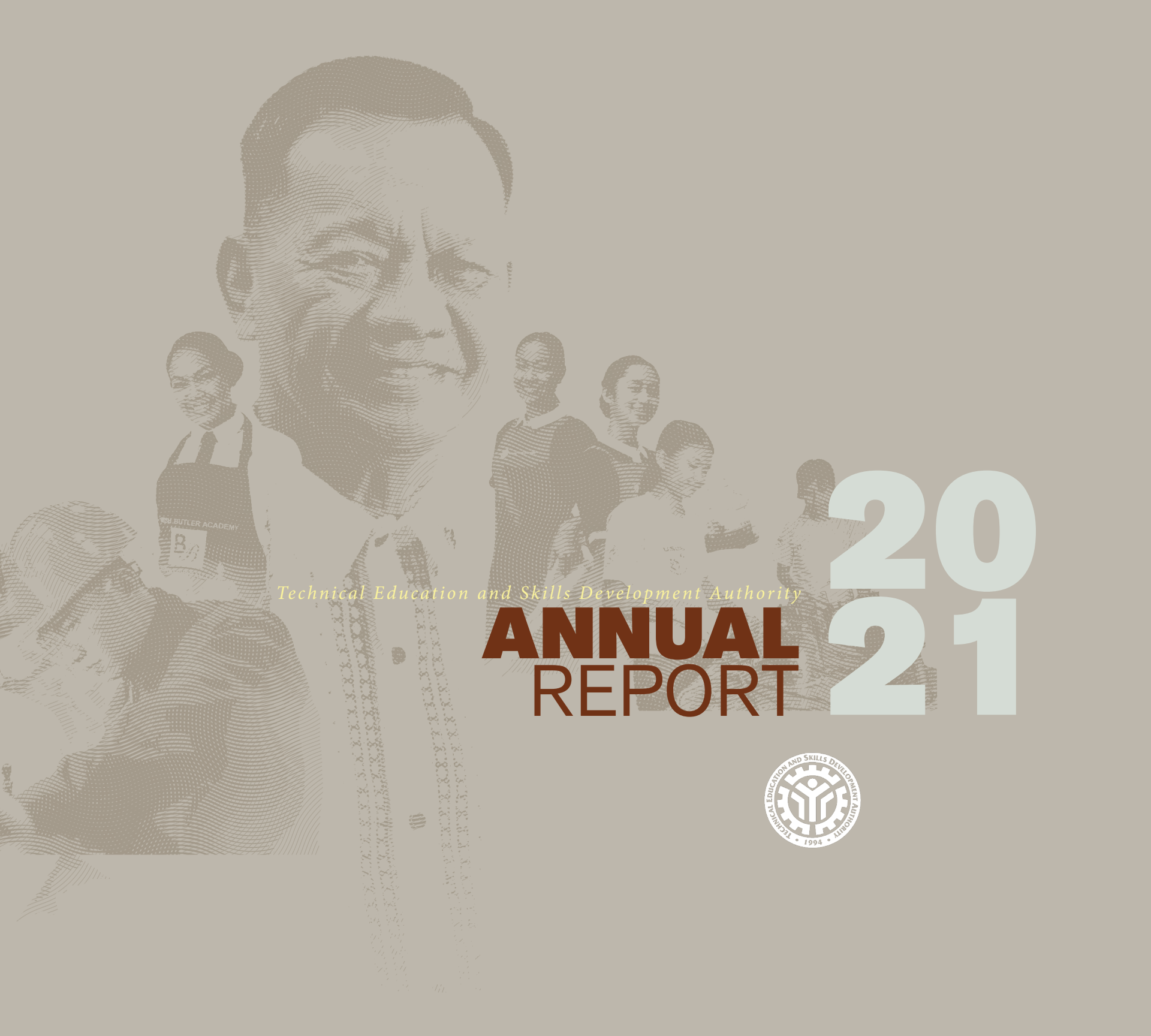
*V*alue added performance

*I*ntegrity

*C*itizen focus

*E*ffectiveness





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The DTI SECRETARY'S MESSAGE

The Department of Trade and Industry (DTI) congratulates the hard-working men and women of the Technical Education and Skills Development Authority (TESDA) on another fruitful year of service to the public, specifically in the skills development of the country's human resources.

For the past years, TESDA has gone beyond skills training and certification, engaging in various convergence efforts along with other organizations to enhance the economic condition and education of our kababayans.

As an attached agency of DTI, TESDA has been a reliable partner of the national government in providing employment and livelihood opportunities through the upskilling and retooling of the Filipino workforce. Despite the persisting challenges of the pandemic, TESDA has made significant strides in improving the quality of Technical-Vocational Education and Training (TVET) being implemented in the country through its two-pronged strategy on global competitiveness and workforce readiness, as well as social equity and poverty reduction.

For the past years, TESDA has gone beyond skills training and certification, engaging in various convergence efforts along with other organizations to enhance the economic condition and education of our kababayans. And while we continuously work to expedite our country's recovery, these efforts will pave the way for our nation's dynamism

as we position the Philippine TVET on the international stage and harness its unlimited potential for income generation and career development. Moreover, this will enhance our country's resiliency even as we take advantage of opportunities in digital transformation in the 4th Industrial Revolution.

Indeed, your guiding principle of "TESDA Abot Lahat" has been a true measure of your organization's determination to make TVET more inclusive and accessible. As you reflect on your performance and achievements in the past year, may the lessons of the past encourage you all to do even better service. Together, let us continue to bring a message of hope to the Filipino people as we realized President Rodrigo Roa Duterte's vision of creating a more comfortable and more prosperous life for all Filipinos.

Thank you and mabuhay!


RAMON M. LOPEZ
Department of Trade and Industry (DTI) Secretary



The **SECRETARY'S MESSAGE**

The year 2021 remained a challenging period for everyone. Amid the upheaval, the government exerted its efforts to bring about a whole-of-society approach towards the safe reopening of socio-economic activities in the country. The Technical Education and Skills Development Authority wasted no time in doing its share to jumpstart the nation's recovery. I am proud to say that we concluded the year more certain than ever of TESDA's significant role in developing and harnessing the potentials of the communities through skills development of the Filipinos. This 2021 Annual Report is a testament to our collective hard work and dedication to empower the lives of our kababayans.

Despite the disruptions that persisted, we managed to focus on delivering our mandate. Because of Oplan TESDA Abot Lahat: TVET Towards the New Normal, the agency's main strategic plan to be able to adapt to the new normal amid and post pandemic, TESDA thrived and remained relevant. The conduct of flexible training remained unhampered. Because of its readiness, TESDA was able to adapt to the different community quarantine shifting from one level to another. Be it institution-based or community-based training, our frontline services continued. Our commitment to serve, together with our valued partner tech-voc institutions nationwide, resulted in the skilling of more than one million Filipinos through the blended learning delivery.

Even our online learning platform, the TESDA Online Program was kept updated and was even expanded to address the need for upskilling of those who opted for online learning.

In our continued pursuit of strategic thrust, "TVET for social equity and poverty reduction", our services were expanded, ensuring our special clients are given the appropriate training programs and livelihood interventions and assistance, especially those in the geographically isolated and disadvantaged areas (GIDAs).

Apart from the services brought to the GIDAs, we made sure that our repatriated overseas Filipino workers (OFWs) and displaced workers in the country are given the proper assistance so they can reskill themselves for economic recovery. Thousands of repatriated OFWs, including their dependents retooled themselves with various skills enabling them to start a new job or a livelihood.

Driven by another strategic thrust, "TVET for global competitiveness and workforce readiness", our policies and programs were revisited and modified as needed. We reshaped our systems to make sure that we get the job done in this recovery period.

TESDA's local and international cooperation were also intensified. Our presence in the ASEAN region continued to be reinforced through the Philippine-led ASEAN TVET

Council (ATC). This year, the ATC, through TESDA, successfully organized the council's first meeting, and the workshops on the ATC Work Plan and Organizational Development.

More partnerships were also forged with both the public and private sectors as we push for area-based and demand-driven TVET. We know that they are part and parcel in ensuring that the human resource we are developing are truly responsive and relevant.

For 2022, we will continue upgrading our services, with particular attention to our information technology infrastructure. With an advanced IT system in place, we can further improve our organizational efficiency.

I take this opportunity to express my sincerest gratitude to all our partners for believing and trusting in our Agency. Without your confidence in us, there would be holes left unfilled.

This is also an excellent time to thank each and every TESDAn. Had it not for our collective determination, the need for skills development of our many kababayans would have been compromised. I salute each and everyone in TESDA!

Sec. ISIDRO S. LAPEÑA, Phd., CSEE
Director General
Technical Education and Skills Development (TESDA)

The **SECRETARY'S PAGE**



Upgrading The
'TESDA ABOT LAHAT'
INFRASTRUCTURE



Sec. Isidro Lapeña is joined by Urdaneta City Mayor Jello Parayno during the inauguration of the PTC-Urdaneta in Pangasinan last July 22, 2021. PTC-Urdaneta is among the several PTCs that had been established by TESDA in a bid to bring the Agency's services closer to the people.

“It is not giving to those who have already. It is to give more to those who do not have much in life, those belonging to the lower strata of society.”

This was one of the statements of Secretary Isidro Lapeña in his assumption speech as Director General of the Technical Education and Skills Development Authority (TESDA) last 2018. As the TESDA chief, he championed the guiding principle, “TESDA Abot Lahat”.

To reach the marginalized and those living in the farthest communities, he vowed to establish at least one training center in every province of the country.

Since then, TESDA has been upgrading its infrastructure by building training centers in

different parts of the country.

This year, two Provincial Training Centers were established by TESDA in the Island Garden City of Samal (IGACOS) and Kidapawan City.

PTC-Kidapawan in Cotabato Province is situated in a 5,000 square meter lot, inside the Provincial Capitol in Barangay Amas, donated by the Provincial Government of Cotabato headed by Governor Nancy Catamco.

On the other hand, the one-storey PTC-IGACOS was built inside a one-hectare land

donated by the Local Government of IGACOS being headed by Mayor Al David Uy.

Also, for 2021, five Regional TVET Innovation Centers are being constructed in Luzon and Mindanao, in addition to the three existing Innovation Centers in Cebu, Zamboanga Sibugay and Northern Samar.

With the establishment of more Provincial Training Centers, Secretary Isidro Lapeña is convinced that TESDA can reach out to more Filipinos across the country.

By December 2021, the total number of existing and newly established TESDA Training Centers in the country soared to 183:

5
Specialized
Training Centers

57
TESDA
Administered Schools

15
Existing Regional
Training Centers (RTC)

42
Existing Provincial
Training Centers (PTC)

1
Existing District
Training Center (DTC)

54
Newly Established/
Recognized PTCs

1
Newly Established/
Recognized RTCs

6
Newly Established/
Recognized DTCs

2
Provisional Regional
Training Team

Note: This does not cover training centers in Bangsamoro Autonomous Region in Muslim Mindanao



The **SECRETARY'S PAGE**

Empowering Its Own:

INITIATIVES FOR PERSONNEL WELFARE

Aside from customer satisfaction, every organization needs a competitive and efficient human resource to ensure the quality of services they are providing and to deliver responsive and relevant programs.

With this, TESDA, being the government agency tasked to manage and supervise technical education and skills development in the Philippines, is continuously empowering and looking after the welfare of its own personnel.



MAKING TESDANS PROTECTED VS. COVID-19

As the coronavirus disease 2019 (COVID-19) continue to hit the country, TESDA still prioritizes its employee's health and welfare. Secretary Isidro Lapeña also advocated for vaccination and encouraged all personnel to get protected and avail of free vaccines provided by the government. To make COVID-19 vaccination available to all TESDAns, he created a Technical Working Group (TWG) for the efficient implementation of the vaccination drive. The medical team of the Central Office arranged a meeting with the doctors of the Department of Health (DOH) for the vaccination process and strategies. The management also coordinated with the IATF-EID for the mass vaccination of TESDAns at Camp Aguinaldo in Quezon City.

The vaccination commenced on June 28. By December 31, 2021, 90.51% of the agency's total personnel nationwide have received COVID-19 jabs.

A facility was also arranged in the TESDA complex in a move to help personnel who would be needing a place for isolation or quarantine, as directed by the TESDA chief. The medical team of the Central Office attends to the needs of those accommodated in the isolation and quarantine facility. TESDA's regional and provincial offices followed suit and had put up their own facilities.

Likewise, the agency regularly distributed health/safety kit containing alcohol, facemasks, face shield, and vitamins and provided free shuttle services to employees who are reporting physically to the Central Office.

VACCINATED PERSONNEL

665

REGULAR AND JOB ORDER PERSONNEL
(from the Central Office)



Agency Vaccination Rate 2021

6,070

REGULAR AND JOB ORDER PERSONNEL
(from the regional/provincial centers and TESDA Administered Schools)



WORKFORCE TRAININGS

TRAININGS

EMPLOYEES TRAINED

33 > **3,456**

IN-HOUSE TRAININGS

120 > **1,301**

EXTERNAL PROVIDER TRAININGS

57 > **191**

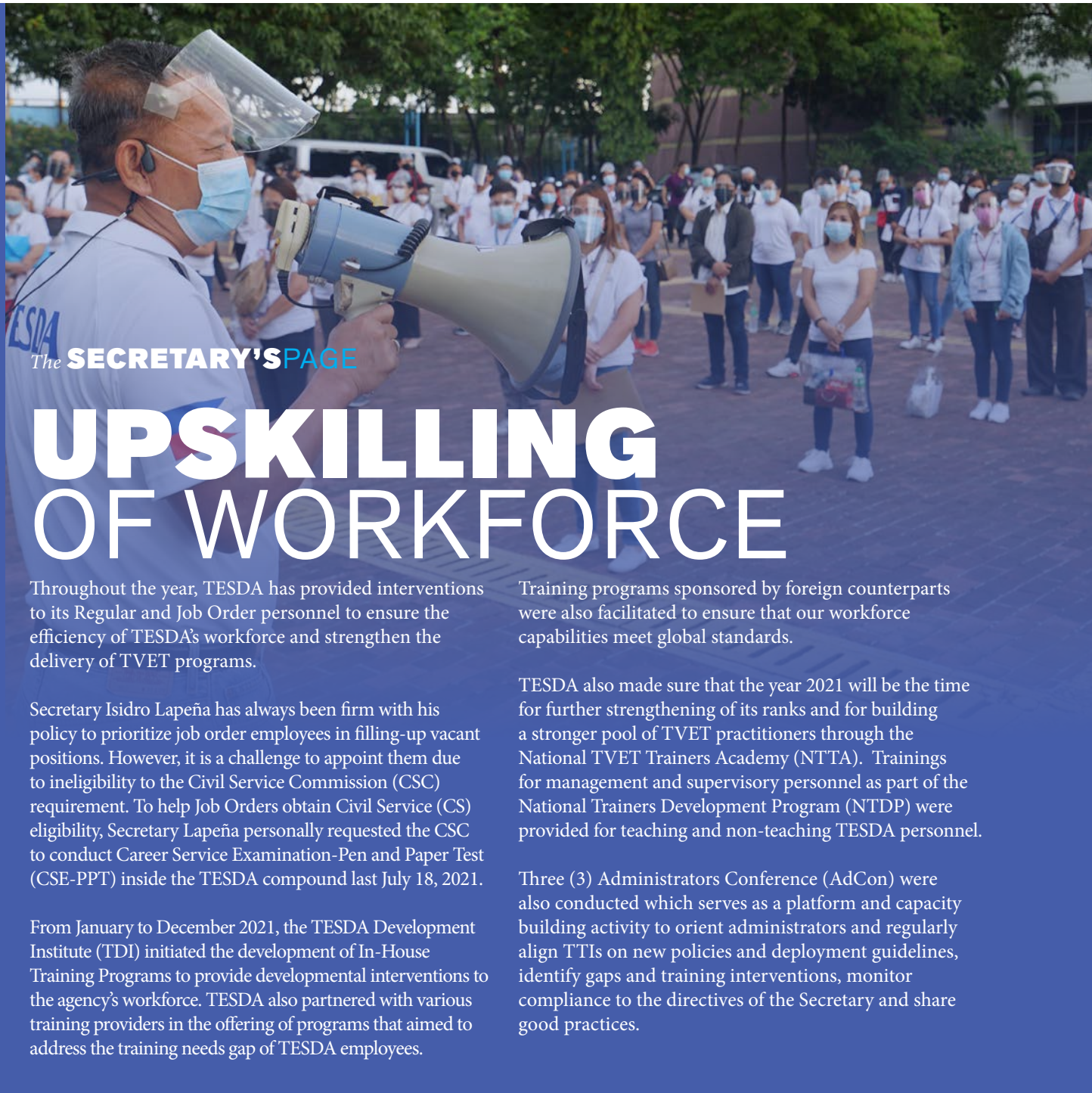
FOREIGN TRAININGS

356

CIVIL SERVICE EXAMINEES

42

PASSERS
(40 CS-Professional / 2 CS-Sub-professional)



The **SECRETARY'S PAGE**

UPSKILLING OF WORKFORCE

Throughout the year, TESDA has provided interventions to its Regular and Job Order personnel to ensure the efficiency of TESDA's workforce and strengthen the delivery of TVET programs.

Secretary Isidro Lapeña has always been firm with his policy to prioritize job order employees in filling-up vacant positions. However, it is a challenge to appoint them due to ineligibility to the Civil Service Commission (CSC) requirement. To help Job Orders obtain Civil Service (CS) eligibility, Secretary Lapeña personally requested the CSC to conduct Career Service Examination-Pen and Paper Test (CSE-PPT) inside the TESDA compound last July 18, 2021.

From January to December 2021, the TESDA Development Institute (TDI) initiated the development of In-House Training Programs to provide developmental interventions to the agency's workforce. TESDA also partnered with various training providers in the offering of programs that aimed to address the training needs gap of TESDA employees.

Training programs sponsored by foreign counterparts were also facilitated to ensure that our workforce capabilities meet global standards.

TESDA also made sure that the year 2021 will be the time for further strengthening of its ranks and for building a stronger pool of TVET practitioners through the National TVET Trainers Academy (NTTA). Trainings for management and supervisory personnel as part of the National Trainers Development Program (NTDP) were provided for teaching and non-teaching TESDA personnel.

Three (3) Administrators Conference (AdCon) were also conducted which serves as a platform and capacity building activity to orient administrators and regularly align TTIs on new policies and deployment guidelines, identify gaps and training interventions, monitor compliance to the directives of the Secretary and share good practices.

NATIONAL TRAINERS DEVELOPMENT PROGRAM

TRAINERS METHODOLOGY LEVEL I

14
Provincial and District Directors

59
Administrators

LEADERSHIP TRAINING COURSE

181
Administrators

14
Provincial and District Directors

44
TTI Administrators

STEM RELATED TRAINING

160
Trainers

TRAINING COST COMPUTATION WORKSHOP

22
Non-Teaching Personnel

CAPABILITY PROGRAMS

73
TTI Administrative/
Non-Teaching Personnel

95

Regional Lead Trainers (RLTs)
*on newly developed Competency Standards
and promulgated Training Regulations*

95

Master Trainers
on 21st Century Skills Training

INCREASING THE WORKFORCE

To ensure TESDA is capacitated to deliver its mandate with the right number of workforce, the agency has been coordinating with the Department of Budget and Management (DBM) for the remaining 284 positions to complete the requested 996 plantilla positions. It can be recalled that in 2019, Secretary Isidro Lapeña requested the President for 996 additional positions which were subsequently approved during the 39th Cabinet meeting on July 1, 2019. Out of the 996 positions, 702 had been approved by the DBM.

Despite the tough challenge in implementing human resource policies and guidelines, TESDA has managed to adapt by conducting virtual interviews and deliberation to continuously fill up its vacant positions.

421
NEWLY HIRED
EMPLOYEES

830
PROMOTED
EMPLOYEES



The **SECRETARY'S PAGE**

TESDA-ISRAEL AGROSTUDIES PARTNERSHIP PRODUCES

NEXT GENERATION PINOY FARMERS

Since taking over the helm of TESDA, Secretary Isidro Lapeña has been advocating for the prioritization of agriculture-related qualifications and training, primarily to bolster the country's initiatives for food security. Likewise, the Secretary has also emphasized the need to encourage more Filipino youth to engage in agriculture to ensure a sufficient number of next generation farmers who are equipped with updated agri-related knowledge and skills, and who are proficient in using the latest farming technologies.

Carrying out this strategy and initiative, TESDA has found a valuable training partner in the Agrostudies, an international training center that provides agri-related training programs in Israel to students from developing countries worldwide. Established with support from the Israeli Ministry of Foreign Affairs and Ministry of Agriculture, Agrostudies' programs focus on capacity building through practical and professional knowledge transfer.

Through a Memorandum of Understanding between TESDA and Agrostudies signed on December 16, 2020 as well as Memoranda of Agreement between TESDA and seven

participating state universities and colleges (SUCs) signed last December 22, 2020, the agency facilitated the training of 401 individuals in the 2020-2021 training season.

In his message during the send-off ceremony for the first batch of Filipino Agrostudies scholars, Lapeña said, "Israel has one of the best agricultural technologies in the world and you are the fortunate ones who will be able to learn and apply it here in order to help not just your family but your province, your region and eventually the whole country."

Another 400 individuals in the ongoing 2021-2022 training season started their studies in Israel in the latter part of 2021. These scholars include trainers and employees of various TESDA Technology Institutions, the National Commission on Indigenous Peoples, Department of Agriculture - Agricultural Training Institute, Bataan Peninsula State University, Bulacan Agricultural State College, Pampanga State Agricultural University, Pangasinan State University, Tarlac Agricultural University, Cotabato Foundation College of Science and Technology, and Isabela State University.

The 11-month training program exposes the Filipino delegates to advanced studies and training in various agricultural areas which include horticulture (irrigation technologies, vegetable farming and greenhouses, fruit trees farming, postharvest science, plant protection, and advance agriculture under international standards), animal science (dairy cattle farming, poultry farming, swine, beef cattle farming, sheep farming, aquaculture, and apiculture), and entrepreneurial initiative.

As the end goal of the training program is for the participants to transform ideas to reality, upon their return to the country, the scholars are required to implement the agriculture business plan they had formulated under the guidance of their Israeli tutors.

TESDA's persistent promotion and advocacy of agriculture training in the country has proven to be a stroke of foresight on the part of Secretary Lapeña's administration, as his previous directive for TESDA's offices and training centers to establish their own mini organic farms yielded food products that came to good use during the COVID-19 community quarantines in 2020 which temporarily crippled the country's food supply chains.

Compassionate service: REACHING OUT to Typhoon Odette victims

In a bid to contribute to strengthening the government's response to natural calamities, disasters, or any other untoward incidents, TESDA launched 'TESDAmayan' this year as one of the agency's banner programs.

It is an initiative that aims to assist affected residents through relief operations, reconstruction by way of training cum-production, and other skills and livelihood training as they struggle to get back on their feet.

Secretary Lapeña emphasized that TESDA embraces the distinct sympathetic nature of the Filipinos, who are always ready to help their kababayans in distress.

In its launch, TESDA offices, training institutions, and partners also organized community pantries all over the country wherein harvests from their established mini-organic farms were shared with their communities amid the pandemic.

After Typhoon Odette hit six regions across the country in December this year, the spirit of TESDAmayan was widely felt as non-affected regions were tapped to act as 'buddies' to the affected ones, and together, they started a training-cum-production initiative to reconstruct damaged houses and other structures.

Community-based trainings were also conducted with livelihood activities, feeding programs, and donation drives.

Meanwhile, around 500 individuals who have lost their jobs because of the pandemic were listed as pilot beneficiaries of the Malasakit Training Program of TESDA launched November 17, 2021, in partnership with the office of Senator Bong Go.

The beneficiaries are from the CaMaNaVa - Caloocan, Malabon, Navotas, Valenzuela; PaMaMariSan - Pasig, Mandaluyong, Marikina, San Juan; and Quezon City Districts of the National Capital Region.

Senator Go commended TESDA for coming up with the program which signifies the compassionate service of the government for its people.

"I am happy that TESDA has adopted the word, 'Malasakit' in its quest to improve the lives of our fellow Filipinos in need," Go said.

In 2020, at the onset of the pandemic, Secretary Lapeña also ordered the regular operation of all TESDA Malasakit Help Desks in international airports amid the pandemic to welcome and serve the returning Overseas Filipino Workers (OFWs) who are in search of new skills and opportunities in the country.



The **SECRETARY'S PAGE**

*Serving Filipinos
Amid Pandemic*

TESDA GAINS HIGH APPROVAL & TRUST RATINGS

*“We measure our worth by the satisfaction
of the customers we serve.”*

This is stated in the Technical Education and Skills Development Authority's (TESDA) Quality Policy. Because of this, the agency made a commitment to provide its customers fast and efficient service they deserve.

This 2021, TESDA's services were reflected in the series of survey conducted by the independent pollster PUBLiCUS Asia. In its First, Second, Third and Fourth Quarter PAHAYAG Survey, TESDA maintained high approval and trust ratings among government agencies.

“I also thank our kababayans for their continuing trust and support to TESDA. I assure you that we will remain steadfast in delivering the services you need especially during this health crisis.”

The first quarter publication of PAHAYAG survey which was conducted from March 20-29, TESDA topped the approval rating at 62.1 percent, followed by the Armed Forces of the Philippines (AFP) at 60.1 percent and the Department of Social Welfare and Development (DSWD) at 13.9 percent. TESDA also placed second in the trust ratings at 42.8 percent among the national agencies, following the AFP at 43.9 percent.

Further, according to the 2021 PAHAYAG Second Quarter Survey, TESDA placed second in both approval and trust ratings with 65 percent approval rating and 45 percent trust rating. The survey was conducted during the period of July 13-19, 2021.

Likewise, the third quarter publication of the PAHAYAG Survey showed that TESDA maintained its high approval and trust ratings. The agency has also ranked second in high approval ratings with 62.7 percent and second among the most trusted agencies with 42.7 percent trust rating. The survey was done during the period of October 11-18, 2021.

Also, for the 2021 PAHAYAG Fourth Quarter Survey, TESDA again placed second in both approval and trust ratings with 67.7 percent and 46.1 percent, respectively. Its approval rating was up by five percent from its 3rd quarter rating.

Despite the onslaught of the coronavirus pandemic which began in early 2020, TESDA still fulfilled its commitment to serving the learners by making its training delivery responsive to the “new normal” situation.

According to Secretary Isidro Lapeña, TESDA’s high ratings may be attributed to its advocacy of helping the displaced workers through up-skilling or re-skilling for re-employment. The agency was also seen at the forefront of creating small livelihood opportunities amid the high number of joblessness.

At the height of the COVID-19 last year, TESDA launched and intensified several projects catering to displaced workers, OFWs, indigenous peoples, and former rebels. It reached out to the impoverished communities with numerous programs initiated by its regional offices nationwide, varying from agriculture to construction-related and other tech-voc trainings. The agency was also quick to request the Inter-Agency Task Force on Emerging and Infectious Diseases (IATF-EID) to approve the resumption of some of its training and assessment activities previously affected by the imposition of stricter quarantine levels. The agency also intensified its TESDA Online Program (TOP). It was during the quarantine when an unprecedented number of enrollees took place. From its launching in 2012 up to December 2021, the TOP now has more than three million registered users. It also added more online courses.

When the pandemic began, the agency was also in the foreground in producing and distributing face masks, face shields, protective body suits, sanitizers and disinfectants to uniformed personnel, health workers and other frontliners.

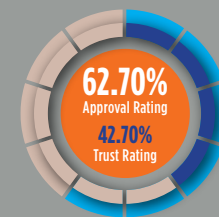
Secretary Lapeña credited the hard work, bravery and commitment of every TESDA personnel for the high ratings the agency has received.



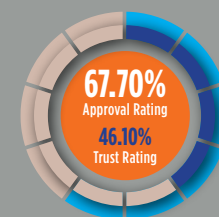
First Quarter Rating 2021



Second Quarter Rating 2021



Third Quarter Rating 2021



Fourth Quarter Rating 2021

Source: PAHAYAG Survey Results of Publicis Asia



MORE THAN A **MILLION** FILIPINOS FINISH TESDA TRAINING

TESDA reached a milestone this year by recording more than a million individuals who graduated in various training courses.

According to the 2021 TVET Output of the agency, most of the graduates took training courses under Agriculture, Forestry and Fishery; Tourism (Hotel and Restaurant); and Social, Community Development, and Other Services Sectors.

These sectors are the workforce of the country that contributes to food security and addresses the unemployment in this time of the pandemic.

The beneficiaries of various TESDA scholarship trainings are composed of Indigenous People (IPs), the unemployed, out-of-school-youth, persons with disabilities, persons deprived of liberty, women, rebel returnees, drug surrenderers, and the Overseas Filipino Workers (OFWs), among others. One of these OFW-beneficiaries is Ivy De Guzman of Bataan, a former OFW who returned to the country and decided to establish her own farm with her family. She

studied Agricultural Crop Production NC II and is now the president of Pita Farmers' Association.

“If they really want to earn, farming is a good option. They can communicate with TESDA because they have trainings to offer,” De Guzman said in a TESDA Abot Lahat Nationwide interview last March 27, 2021.

As the Chairperson of the Poverty Reduction, Livelihood, and Employment Cluster of the National Task Force to End Local Communist Armed Conflict (NTF-ELCAC), Secretary Isidro Lapeña also visited the far-flung communities to empower the IPs and the former rebels and bring back their trust to the government. Among his directives is to ensure the implementation of the Barangay Development Program in the priority barangays identified by the NTF-ELCAC.

Tourism is also one of the hardest-hit sectors during the pandemic. Fortunately, some TESDA graduates are using unique ideas to earn.

Jeron Tanglaw, a public school teacher and a part-time book writer in Tanauan, Batangas, decided to take Barista NC II during the start of a pandemic to expand his skills and fulfill his passion for coffee making. He has transformed his first coffee cart into a coffee shop, making him a popular and rising entrepreneur in their area.

“I generated income more than I have expected and was able to create jobs for people in this pandemic. I was able to show that TESDA graduates are competent, skilled and life ready,” he said in an interview with the TESDA Public Information and Assistance Division last May 2021.

With the guidance and directives of Secretary Lapeña, various efforts and initiatives were made to ensure that TESDA's mandate will still be delivered despite the challenges – that is to provide relevant, accessible, high-quality and efficient technical education and skills development.



Accomplishment Report as of December 31, 2021

TOTAL TVET OUTPUT

1,240,099
ENROLLED

634,799
ASSESSED

1,157,189
GRADUATES

583,987
CERTIFIED

TRAINING BY DELIVERY MODE

INSTITUTION-BASED
TRAINING

572,688
ENROLLED

526,357
GRADUATES

ENTERPRISE-BASED
TRAINING

84,057
ENROLLED

86,004
GRADUATES

COMMUNITY-BASED
TRAINING

583,354
ENROLLED

544,828
GRADUATES



Sec. Isidro Lapeña during the launch of the training programs on Organic Agriculture Production and Photovoltaic Systems Installation in Sitio Ilihan, Brgy. Marahan, Marilog District, Davao City. Sitio Ilihan is a GIDA and a beneficiary of TESDA-led PRLEC programs.



BARANGAY DEVELOPMENT PROGRAM

81
PRE-IMPLEMENTATION

337
OFF-GROUNDING

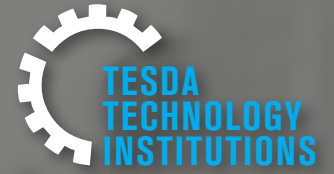
230
SUSTAINING

153
SUSTAINABLE

1
EXIT STAGE

TOTAL OF
BARANGAYS SERVED: **802**

Communities and Local Government Units Services Deputy Director General Gabriel Luis Quisumbing during a site visit in Barangay Balocawe, Matnog, Sorgoson, a recipient of Barangay Development Project under the PRLEC.



401,405
ENROLLED

369,395
GRADUATES



**TRAINING
REGULATIONS
& COMPETENCY
ASSESSMENT TOOLS
DEVELOPMENT**

313

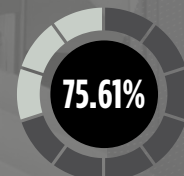
Training Regulations
Promulgated

301

Competency Assessment
Tools Developed

493

Diploma Programs
Recognized



**EMPLOYMENT RATE
OF TVET GRADUATES**

*(Based on the partial result of the 2021 Study
on the Employment of TVET graduates)*

SPECIAL CLIENTS

Former Rebels

9,702

8,436

Drug Dependents/
Surrenderers

8,410

7,826

Indigenous People and
Cultural Communities

130,993

119,306

Persons Deprived of Liberty
and their Families

10,703

9,500

Build! Build! Build!

154,443

147,145

Returning/Repatriated OFWs

14,170

13,226

Agrarian Reform Beneficiary

9,393

9,995

Family Members of KIA/WIA

2,078

1,928

4Ps Beneficiary

60,816

55,686

Wounded-in-Action AFP
& PNP Personnel

667

655

TOTAL

401,375

373,703

■ ENROLLED
■ GRADUATES

NUMBER OF TVET PROVIDERS

4,098

Private

246

Public

199

TTIs

4,543

TOTAL

REGISTERED TVET PROGRAMS

15,399

With Training Regulations (WTR)

1,902

No Training Regulations (NTR)

17,301

TOTAL

ACCREDITED ASSESSMENT CENTERS

6,556

Qualification

1,376

Institution

ACCREDITED COMPETENCY ASSESSORS

12,616

Qualification

7,263

Individual

ACCREDITED TVET TRAINERS

36,408

Qualification

20,826

Individual



SCHOLARSHIP PROGRAMS

TWSP
Training for Work
Scholarship Program

223,488
ENROLLED

152,222
GRADUATES

**Universal Access
to Quality Tertiary
Education Act
(UAQTEA)**

46,030
ENROLLED

17,910
GRADUATES

PESFA
Private Education Student
Fund Assistance

11,722
ENROLLED

10,691
GRADUATES

**Tulong Trabaho
Scholarship Program
(TTSP)**

47,145
ENROLLED

17,519
GRADUATES

STEP
Special Training for
Employment Program

80,637
ENROLLED

54,155
GRADUATES

**Rice Extension
Services Program
(RESP)**

51,893
ENROLLED

42,114
GRADUATES

Barangay Kabuhayan Skills Training Program (BKTSP)

502
ENROLLED

162
GRADUATES

COMPLIANCE AUDIT

Program Registration

5,385
Registered
programs audited

4,904
Audited TVET programs
compliant to TESDA,
industry, and industry
standards and
requirements

Assessment and Certification

4,426
Qualifications
Audited

4,172
Audited
Qualifications
Compliant to
TESDA's Policies
and Guidelines



“We hope to come up with a comprehensive work plan that provides a clear framework for coordination between the different players in TVET, as well as a basis for policy recommendations, programs, and activities that will improve our respective TVET systems.”

– Sec. Isidro Lapeña, Welcome Remarks, ATC Work Plan Development Workshop

As the regional, inter-sectoral body tasked with the coordination, research and development and monitoring of regional education programmes to support the advancement of tech-voc education and training (TVET) in the region, the ASEAN TVET Council has organized major activities this year, starting off with its first meeting last March 10, 2021.

Organized by TESDA, the virtual meeting highlighted the acceptance of Singapore as ATC Vice-chair, the endorsement of the Rules of Procedure of ATC, and the agreement on the development of the ATC work plan, in which the Council identified the following six (6) priority areas: market-responsive workforce, research, TVET image, quality assurance, qualification of TVET professionals, and TVET implementation and financing.

The inaugural meeting was attended by the ATC Focal Points and representatives from education, labour and economic ministries of ASEAN Member States, ASEAN Confederation of Employers (ACE), ASEAN Trade Union Council (ATUC), ASEAN Future Workforce Council (AFWC), Southeast Asian Ministers of Education Organization (SEAMEO) Secretariat, and SEAMEO Regional Centre for Technical and Vocational Education and Training (VOCTECH).

ASEAN TVET COUNCIL PUSHES FOR TVET ADVANCEMENT

THE ATC WORK PLAN DEVELOPMENT

In a bid to further the ATC's goals, TESDA with the support of the ASEAN Secretariat and Regional Cooperation Programme in Technical and Vocational Education and Training (RECOTVET), hosted the workshop on the development of the ATC Work Plan on June 15-16 via videoconference.

The ATC Work Plan 2021 to 2030 anchors on existing ASEAN frameworks including the ASEAN Declaration on Human Resource Development for the Changing World of Work, ASEAN Comprehensive Recovery Framework, and the sectoral work plans of labour, education, and economic sectors.

The said Work Plan and the Rules of Procedure have been endorsed and adopted by the ATC focal points, and the ASEAN Education Ministers Meeting (ASEM), ASEAN Labour Ministers Meeting (ALMM), and ASEAN Economic Ministers Meeting (AEM), and were also noted by the ASEAN leaders during the 38th ASEAN Summit last October 26, 2021.

THE ATC WORKPLAN 2021-2030

OUTCOME 1

Strengthened labour-market orientation of TVET through the effective use of labour market information and leadership of business and industry in TVET

OUTCOME 2

Improved digital readiness, resilience to disruptions, and adaptability of TVET systems to emerging trends

OUTCOME 3

Enhanced capacity of TVET personnel, including political-decision makers, managers, teachers, instructors, and trainers at schools and in companies

OUTCOME 4

Improved image and status of TVET and increased demand for initial and continuous TVET programmes in and across ASEAN Member States (AMS)

OUTCOME 5

Sustained and effective ATC as an institution in the region

OUTCOME 6

Harmonized TVET policies or frameworks to improve whole ASEAN TVET environment

KICK-OFF WORKSHOP ON THE ATC ORGANIZATIONAL DEVELOPMENT

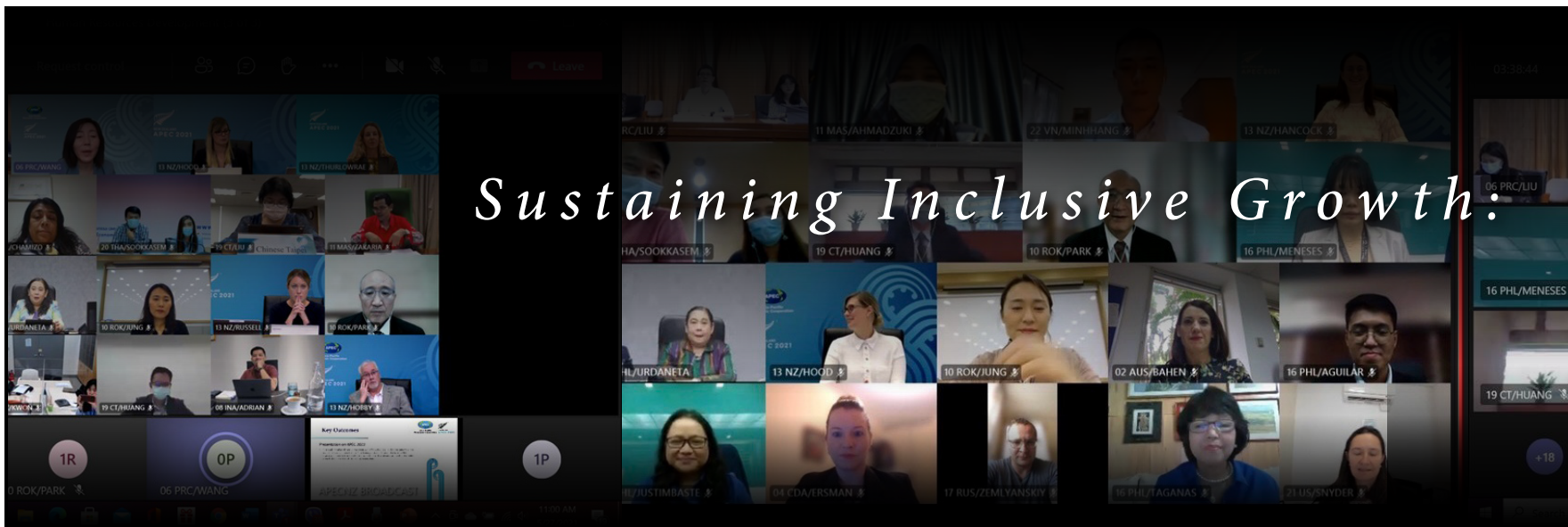
In response to the ATC Work Plan Outcome 5 on sustained and effective ATC as an institution in the region, the ATC Organizational Development (OD) workshop was convened on November 16-17, 2021 via videoconference. The workshop served as a harmonization platform to clarify the roles of focal points as key player, strengthen cohesiveness, and promote development of the Council.

Attended by the 64 delegates of ATC Focal Points from education, labour and economic ministries of ASEAN Member States, the workshop affirmed the regional work of ATC, its future policy focus, and programmatic initiatives:

- Consider the level of development of each AMS in prioritizing national and regional actions and to leverage on existing TVET regional knowledge platforms in sharing of expertise and research and development findings.
- Balance the needs of the region and those of AMS and to ensure that no duplication of existing initiatives and approaches in identifying the priorities of ATC.
- Consider the importance of stakeholders' analysis and engagement according to the Terms of Reference (TOR) and identify the ASEAN Member States' action items and corresponding timeline based on the outcomes of the workshop.



The ATC Chair, Sec. Isidro S. Lapeña with the ATC focal points from education, labor and economic sectors and non-government members, ACE, AFWC, ATUC and SEAMEO Secretariat during the ATC Inaugural Meeting held on 10 March 2021.



TESDA continues to play an active role in the Asia Pacific Economic Cooperation (APEC) through the Human Resources Development Working Group (HRDWG). In fact, one of the agency's key officials, Deputy Director General for Policies and Planning Rosanna A. Urdaneta sits as the duly elected HRDWG Capacity Building Network (CBN) Coordinator for 2021-2022.

The HRDWG was established in 1990 to play an important role in building the human capacity in the Asia Pacific. As the Coordinator, the TESDA is responsible for promoting human capacity building on skills development, human resource management and vocational training by providing technical guidance on the development and the implementation of APEC projects and initiatives of all 21-member economies related to capacity building and ensuring their active participation.

Last May 20-27, 2021, the annual HRDWG Meeting was conducted. In between those sessions was the two-day Capacity Building Network meeting attended by

fourteen (14) member economies: Australia, Canada, People's Republic of China, Indonesia, Republic of Korea, Malaysia, New Zealand, Peru, the Philippines, the Russian Federation, Chinese Taipei, Thailand, United States, Vietnam. Together with the APEC HRDWG Lead Shepherd Professor Dong Sun Park from South Korea, and the APEC Secretariat Liu Zhongzhen, the CBN Meeting was chaired by the CBN Coordinator, DDG Rosanna Urdaneta and CBN Co-Chair, Ms. Rebekah Hood from New Zealand.

During the Concluding HRDWG Plenary Meeting on May 27, DDG Urdaneta presented the outcomes of the said virtual HRDWG CBN Meeting.

The development of the CBN Roadmap was discussed in the meeting as proposed by the CBN Coordinator. The CBN Roadmap framework was adapted from the presentation of Dr. Chun of Chinese Taipei and outlined as follows: New Mindset, Digital Capacity, Re-skill, and Re-style.

TESDA is responsible for promoting human capacity building on skills development, human resource management and vocational training



APEC CAPACITY BUILDING NETWORK

CBN ROADMAP

To further facilitate knowledge sharing, skills development, human resource management, and vocational training programs and services that contribute towards post-pandemic recovery and a more resilient and inclusive Asia-Pacific Community, and conforming to the HRDWG Strategic Plan 2021-2025, a CBN Roadmap was developed relevant to APEC Framework on Human Resources Development in the Digital Age and APEC Services Competitiveness Roadmap (ASCR) Implementation Plan 2016-2025. The roadmap aims to ensure that the quality of skills and competencies meets the supply chain demands of the region. Member countries such as Singapore, Australia, Chinese Taipei, Canada and Mexico provided valuable comments and suggestions in the final draft prior to its endorsement to the HRDWG Lead Shepherd and APEC Secretariat for approval in 2021.

“After careful consideration, and in support of TESDA’s thrust towards the internationalization of Philippine TVET, we are pleased to transmit the nomination of Ms. Rosanna A. Urdaneta, Deputy Director General for Policies and Planning, as CBN Coordinator for 2021-2022.”

– Sec. Isidro S. Lapeña | April 05, 2021

Engaging DEVELOPMENT

TESDA maintains its close collaboration with international development organizations in ensuring the provision for quality and inclusive technical – vocational education and training (TVET). For the past years, the agency has been actively working with the International Labour Organisation (ILO) with funding support from the United Kingdom government for the Skills for Prosperity (SfP) Programme and the U.S. Agency for International Development (USAID) for the Opportunity 2.0 project. These two significant multi-year projects aim to respond to development challenges in the country through TVET. The agency is also a recipient of a Technical Assistance (TA) from the Asian Development Bank (ADB) for the TVET Sector Study and the World Bank (WB) for the Review of the Philippine Qualifications Framework (PQF). These two studies provide empirical evidence on the state of the TVET system in the light of labor market challenges and policy recommendations on strengthening the TVET System.

SKILLS FOR PROSPERITY (SfP) PROGRAMME

The SfP is implemented by the ILO with the generous support of the government of the United Kingdom. Last February 10, 2021, Sec. Isidro S. Lapeña, and then British Ambassador to the Philippines, Her Majesty’s Ambassador Daniel Pruce, signed the Memorandum of Understanding which formally seals and strengthens the

commitment of both governments to ensure TVET’s inclusivity through the SfP.

The SfP targets the enhancement of the country’s capacity to increase inclusive, mutually beneficial economic development resulting from greater employability and productivity by enabling policies and practices that ensure cost-effectiveness, access, and sustained quality of TVET anchored on the four pillars of Equity, Quality, Relevance, and Cost-effectiveness. Each pillar targets specific outcomes to support the TVET sector. The major strategy is enhancing the capacity of policy makers, staff of relevant ministries and technical agencies in the areas relevant to the program’s outcomes. Notable accomplishments include the Report on the Gender Equality and Social Inclusion (GESI) in TVET, conduct of forums and workshops on the review of TVET and LMI systems and developing multi-party partnerships, initial review on existing system of assessment and certification using digital technologies, conduct of review of the Philippine lifelong learning practices and public-private partnerships in TVET, and skills development as basis for identifying potential partners for pilot programs.

USAID OPPORTUNITY 2.0

The Opportunity 2.0 is a 5-year, USD37.5 million program funded by the USAID and implemented by the Education Development

Center (EDC). Opportunity 2.0 aims to strengthen second-chance education programs for vulnerable out-of-school youth (OSY) in the Philippines. The program collaborates and works with national and local systems supporting youth in order to provide 180,000 youth with the skills and opportunities to improve their education, employment, and livelihood outcomes. TESDA is among the Implementation partners of this project along with the Department of Education and other partners such as SEAMEO-INNOTECH, Philippine Business for Education (PBED), Voluntary Service Overseas (VSO), Accenture, and Catholic Relief Services (CRS).

IMPLEMENTATION SITES FOR THE O2 PROJECT

1. Luzon: Angeles City, Quezon City, Valenzuela City, and Legazpi City
2. Visayas: Cebu City and Tagbilaran City
3. Mindanao: Cagayan de Oro City, Zamboanga City, Isabela City, Davao City, Cotabato City, and General Santos City.

Opportunity 2.0 works with the Philippine government to assist youth in addressing barriers to lifelong learning and professional success through a systems approach program of providing work-based learning, entrepreneurship opportunities, and training that is relevant and responsive. For TESDA, the program aims to target 65,000 OSYs enrolled in TESDA-supported activities, 600 TVET

PARTNERS

for quality TVET

trainers trained and TESDA administration and support staff oriented.

For 2021, the project developed the TVET Trainers Inventory Report. Likewise, a total of 374 sets of Work Readiness Modules on 21st Century Skills for NC I and NC II were distributed to the TESDA Master Trainers who completed the training, TESDA Training Institutions, and to the TESDA executive offices.

Lastly, TESDA was part of the research report on “The Impact of COVID-19 on Opportunities for Out-of-School Youth in the Philippines” under the USAID Opportunity 2.0 and Accenture collaboration. The report provides insights and practical suggestions to those working toward development of out-of-school youth skills and employment opportunities.

The Sfp and Opportunity 2.0 are significant projects aimed to create and promote sustainable development through TVET.

ADB TVET SECTOR STUDY: TVET IN THE PHILIPPINES IN THE AGE OF INDUSTRY 4.0

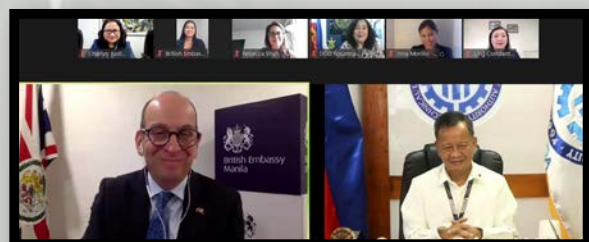
The TVET Sector Study, produced through strong partnership and collaboration between TESDA and the Asian Development Bank (ADB) provides objective, empirical, and detailed analyses of TESDA and Philippine

TVET in the Philippines. In essence, it examines how well we have been performing and suggests how we can best move forward.

The paper study is a key part of TESDA’s mission to scale up the provision of skills training opportunities for the benefit of the Filipino people and the economy, and to ensure a better-prepared and resilient Philippine TVET sector. Likewise, it provides details on the assessment of the Philippine TVET sector in the context of the Fourth Industrial Revolution and the changing demand for labor, especially with the coronavirus disease (COVID-19) pandemic, which has amplified the importance of TVET in the upskilling and reskilling of our workforce.

The study also provides substantive recommendations for successful TVET provision such as strengthening TVET governance, institutionalizing of communication channels between the three Philippine education agencies, boosting TVET enrollment in priority sectors, intensifying industry engagements, and leveraging TVET for the post-COVID-19 economic recovery.

The TVET Sector Study was virtually launched on 23 March 2021 where it was attended by ADB and TESDA Officials as well as representatives from the academe and industry sectors.





Supporting Philippine Development Goals & Priorities through
AREA-BASED AND DEMAND-DRIVEN TVET

One of the TVET program delivery reforms is the Area-Based and Demand-Driven TVET (ABDD-TVET) promulgated by the TESDA Board on May 11, 2021 and disseminated thru TESDA Circular No. 42 s. 2021. Although the ABDD-TVET focuses on the critical needs of the industries and employers in the area, the Agency remains heavily guided by the government’s national goals and priorities. Said reform is the direct translation of TESDA’s strategic and purposive response for “agility and flexibility”, addressing global competitiveness while, at the same time, opening the door of opportunities for social inclusion.

The implementation of the ABDD-TVET is divided into three (3) phases. Phase 1 took place from April to July 2021 composed of the conduct of the orientation program and a series of Facilitator’s Course on the governing policies/issuances per implementation process. A Learning Management System was developed solely for the ABDD-TVET and is offered through the TESDA Online Program for the implementers’ review guide and reference. The orientation and facilitator’s course was attended by the Regional Directors, Provincial/District Directors, Officers-in-Charge, Regional Operation Division Chiefs, UTPRAS & Enterprise-Based Training (EBT) Focals and Trainers Methodology (TM) 1 Regional Lead Trainers.

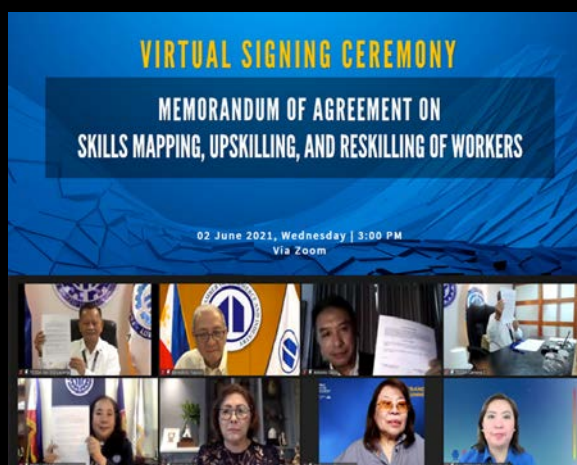
The Phase 2, from August to December 2021, covered the immersion activities where the regional and provincial offices conducted the actual implementation of each of the major processes as supervised by the concerned Executive Office. A Work Instruction for each ABDD-TVET process was also developed to better assist the regional and provincial offices in the facilitation and implementation of the program.

Meanwhile, Phase 3, or the performance assessment of facilitators shall commence in 2022. This last phase will focus on sessions in which the regional and provincial offices shall be evaluated by the executive offices based on the conduct of the actual implementation.

In consonance with the spatial strategy espoused by ABDD-TVET, TESDA is fortifying its allies on the ground through the Technical Education and Skills Development Committees (TESDCs). The TESDCs with representatives from the academe, industry, labor, government and critical sectors is the integrating body for all TVET-related concerns at the local level and serve as the review/advisory body of the TESDA Board and the focal body on regional/provincial TVET matters. The identification of the roles of other key players in the ABDD-TVET ecosystem is needed for its implementation with the TESDCs having a complementary role in the process to ensure their distinctive functions and authority in the implementation of the framework.

TESDA aligned its strategies by adapting the skills mapping concept for the identification of skills requirements and the anticipation of change in the labor market that translates to new and emerging skills. In the skills mapping process, all provincial offices shall identify existing skills requirements and anticipate possible skills requirements for the next three (3) years based on the various industry and stakeholders’ needs. Results of Skills Needs Anticipation (SNA) process form part of the skills requirements as it forecasts new and emerging skills of the sector five to ten years onwards. For the new and emerging skills, a Labor Market Intelligence Report (LMIR) in support of the new and emerging skills requirements shall be developed. It shall be validated by the industry and approved/endorsed by the provincial TESD Committee. The regional offices shall then consolidate it to come up with the Regional Skills requirements.

DETERMINING CURRENT AND FUTURE SKILLS REQUIREMENTS: SKILLS NEEDS **ANTICIPATION**



THE ABDD-TVET pilot implementation in Region III was made possible in partnership with the Philippine Chamber of Commerce and Industry (PCCI) and the Alay Buhay Community Development Foundation Inc. A ceremonial MOA signing was conducted last 2 June 2021 attended by TESDA Secretary Isidro S. Lapeña, PhD, CSEE, PCCI President Ambassador Benedicto V. Yujuico and Alay Buhay Chair Mr. Anton Sayo. The PCCI-Alay Buhay-TESDA tripartite project hopes to reskill and upskill existing workers of the local chambers under the PCCI North Luzon Sector in order to assist both companies and workers to reduce the impact of the pandemic through the conduct of skills mapping process.

Anticipating skills needs is an important element in order for TVET to be able to act with agility in keeping up with advancements in the industry. Understandably, the TESDA adopted the Skills Needs Anticipation (SNA) approach, as one of the identified strategies in the 2018-2022 National Technical Education Skills Development Plan (NTESDP), in particular, employing the Workplace Skills and Satisfaction Survey in various industry sectors.

The results of the surveys are considered in the conduct of the area-based and demand driven TVET, specifically in the conduct of the skills mapping and identification of area-based priority skills requirements.

In partnership with the International Labour Organization (ILO), TESDA piloted the SNA project in the Construction and Information Technology-Business Process Management sectors. The SNA is done to capacitate Philippine TVET in anticipating skills requirements and to make it more responsive to the changes in labour market demands. Other SNA partners include the Philippine Constructors Association, Inc. (PCA), the IT Business Process Management (IBPAP), Philippine Statistical Research Institute (PSRTI) and the Institute for Labor Studies (ILS).

Through the SNA output, the Agency has included the identified skills requirements in the national skills map that covers sectoral skills requirements and has been used as reference in the development of new programs, review of existing training regulations and prioritization of the scholarship allocation.

The documented SNA implementation process was further articulated in a manual which the ILO Philippines helped finalized. The SNA Manual was launched during the Web Conference last December 8, 2021 to serve as a guide for TESDA and other partner industries in the conduct of similar processes for other sectors.

NAVIGATING THE NEW NORMAL

In Skills Competition

The coronavirus disease 2019 (COVID-19) has not just changed the landscape on how to deliver quality technical vocational education and training (TVET) but also the way events and competitions are being held. The pandemic challenged people to innovate and be more creative in the way meetings, preparations and competitions were conducted online.

The country’s skills competition this year was no different. Through WorldSkills Philippines and National Organizing Committee chaired by Deputy Director General Lina Sarmiento,

TESDA was able to pull off the 2021 Philippine National Skills Competition (PNSC) through the in-person, virtual, hybrid mode of competition.

As part of the preparation for 2021 PNSC, Secretary Isidro Lapeña on December 1 formally opened the countdown to the 2021 PNSC at the TESDA Central Office Lobby, Taguig City. Aside from the countdown, the official Audio-Visual Presentation of the 2021 PNSC which featured the Regional Skills Competition was launched.

Region III topped the national skills competition after garnering nine gold, three silver, and seven bronze medals. The 2021 PNSC ran from December 13 to 16 and featured over 200 competitors nationwide.

In his speech during the awarding ceremony held on December 16, Secretary Isidro Lapeña expressed hope that competitors would be able to further understand the importance of their skills and the value of continuous learning.



(From top L-R) Competitor Darwin F. Marcelo, gold medalist for Web Technologies; Regional Director Balmyrson M. Valdez; and expert/trainer Mr. Percian Joseph C. Borja. (Front) Sec. Isidro Lapeña (M) leads the PNSC 2021 Awarding Ceremony with Deputy Directors General Lina C. Sarmiento (L) and Aniceto "John" Bertiz III (R).

“I know that this competition has given everyone the inspiration to level up with TESDA. I encourage you all to promote skills development among your peers,” he said.


The participants competed in the skills areas such as Electrical Installation; 3D Digital Game Art; Beauty Therapy; Carpentry; Mechanical Engineering CAD; Plumbing and Heating; Refrigeration and Air Conditioning; Electronics; Fashion Technology; Hairdressing; Information Network Cabling; IT Network Systems Administration; IT Software Solutions for Business; Mechatronics; Wall and Floor Tiling; Welding; Automobile Technologies; Landscape Gardening; Prototype Modelling; Cooking; Restaurant Services; Bakery; Cabinet making; Joinery; and Hotel Reception.

Other skills areas were CNC Milling; CNC Turning; Cybersecurity; Optoelectronic Technology; Plastic Die Engineering; Bricklaying; Patisserie and Confectionery; Floristry; Mobile Robotics; Renewable Energy; Car painting; Plastering and Drywall Systems; Web Technologies; and Graphics Design Technology.

Aside from medals and certificates, gold medal winners have also received P30,000 while Silver and Bronze medalists received P20,000 and P15,000, respectively. This is the first time that winners are given cash incentives. Secretary Isidro Lapeña expressed his gratitude to the TESDA Board for approving the resolution which authorizes the granting of cash prizes to the winners, the first in the history of TESDA’s national skills competition.

Selected gold medal winners of the competition will undergo further rigorous training to prepare them as the country’s representatives in the upcoming 46th WorldSkills Competition in Shanghai, China in 2022.

The 46th WorldSkills Competition will feature over 1,400 competitors from more than 60 countries and regions, competing in over 60 skills. WorldSkills Competitions create a global platform to help young people who want to change their lives and the fortunes of their communities and societies.



Secretary Isidro Lapeña expressed hope that competitors would be able to further understand the importance of their skills and the value of continuous learning.



‘EBT TO THE MAX’

PUSHING FOR MORE ENTERPRISE-BASED TRAINING PROGRAMS

With the Agency’s shift in policy direction from being a supply-driven to area-based and demand-driven, TESDA pushes a more intensified promotion of the Enterprise-Based Training (EBT) Program through the implementation of “EBT to the Max.”

Spearheaded by the Office of the Deputy Director General for Partnerships and Linkages under DDG Aniceto Bertiz III, the EBT to the Max operationalizes the projects, programs and activities to maximize industry participation in TVET. The plan focuses on the intensified promotion and marketing of EBT programs in order to enhance the visibility of the Agency’s initiatives on building partnerships with companies and industry groups.

Owing to the launch of EBT to the Max, several meetings and forum were held to entice more industries to go into enterprise-based training programs. For 2021, TESDA forged new partnerships with 313 companies and 19 industry groups. These partnerships were mostly focused on skills training.

Also, among the highlights of this program is the establishment of regional industry boards in order to expand industry participation in the governance of TVET. These are independent, quadripartite industry-led bodies composed of representatives of workers, employers, educators and government.

As of December 2021, a total of 53 Regional Industry Boards are already being worked-out by TESDA. Of these, ten (10) industry boards were already recognized

by TESDA and 24 are already in the process of securing recognition from the Agency.

Recognized IBs from regions III, IV-A, VII and NCR represent the sectors of construction, information and communication technology (ICT), garments and agri-fishery in their respective regions.

Continuing initiatives to partner with corporate foundations, companies and other industry groups are envisioned to result to an increase in the 530 EBT implementers of TESDA nationwide.

For 2021, through various training delivery modes, a total of 58,680 individuals graduated from the EBT program.



Trainees under the EBT program undertaken by Don Bosco TVET Center in Tondo Manila with partner company from the automotive industry, Mitsubishi, are provided high-quality training in an actual industry set-up.



In a bid to help advance the Philippine dairy sector through skills upgrading of dairy farmers and trainers, Secretary Isidro Lapeña signed a Memorandum of Agreement with the National Dairy Authority on July 26, 2021. Witnessing the signing ceremony are Deputy Directors General Aniceto Bertiz III, Rosanna Urdaneta and Lina Sarmiento.

STRENGTHENING TESDA'S ROLE IN TVET ECOSYSTEM

Through Modernization and Innovation

Upholding the importance of continuous improvement, TESDA strengthens its institutional capacity to help upgrade the TVET ecosystem and make it more effective and efficient for sustained relevance. As part of ensuring the socio-economic congruence of tech-voc, TESDA is embarking on several complementary and multi-year modernization and innovation projects. These are envisioned to facilitate the enhancement and upgrading of TVET services by investing in TESDA Technology Institutions (TTIs) to be at par with global standards.

THE TESDA INNOVATION CENTERS

In a bid to give the TTIs the competitive advantage in producing a world-class workforce, TESDA has started the construction of Regional TVET Innovation Centers (RTICs). In 2021, three (3) new Innovation Centers were established in Regions VII, VIII, and IX. These RTICs aim to provide our TTIs with the platform for authentic learning environment, innovations, and entrepreneurial learning. Guided by the TVETPH 4.0 Framework, RTICs are sites to equip learners with industry-standard skill sets with STEM knowledge, 21st Century, and other essential skills to become job-ready workers.

TESDA
INNOVATION
CENTER



The Innovation Centers are strategically located in Regional Training Center-Cebu, in Balicuatro College of Arts and Trades, Northern Samar, and in Zamboanga Sibugay Polytechnic College.

Included in the success strategy of the RTICs is the close engagement with relevant stakeholders from the industry, academe and government. Innovation centers are designed to become incubation, experimental research and development hubs and facilitate entrepreneurship education that includes product pitching and student business center operation.

SUPPORTING INNOVATION IN THE PHILIPPINE TECHNICAL AND VOCATIONAL EDUCATION TRAINING SYSTEM

TESDA is inching closer to realizing one of its major interventions in preparing human capital to face the challenges of the 4IR, paradigm shifts, and disruptions through the Supporting Innovation in the Philippine Technical and Vocational Education Training System (SIPTVETS) Project to be funded through an Asian Development Bank (ADB) loan. The total project cost is USD 117.3 million with USD100 million loan proceeds and USD17.3 million from the Philippine government.

The fact-finding mission for the project was held from June 17 to July 6, 2021. It was attended by ADB and TESDA officials as well as government oversight agencies from the Department of Finance, the Department of Budget Management, the Department of Trade and Industry, and the National Economic Development Authority. TESDA has submitted the final feasibility report to the NEDA Investment Coordination Committee (ICC) Secretariat on September 23, 2021. The project proposal has been reviewed by the ICC Technical Board and was submitted to the ICC Cabinet Committee for endorsement and approval.



The SIPTVETS aims to strengthen the institutional capacity of TESDA as the authority in tech-voc to strategize and sustain the TVET ecosystem to produce high-caliber, job-ready skilled workers. The Project supports the country’s economic priorities and development agenda including the National Employment Recovery Strategy (NERS) of the government to mitigate the impact of the Covid-19 pandemic.

THE TESDA CENTERS OF EXCELLENCE IN MODERN MANUFACTURING TECHNOLOGY (CEMMT)

Another model in innovation development through technology research and training is the Centers of Excellence in Modern Manufacturing Technology (CEMMT). The CEMMT is envisioned to provide basic, intermediate and advanced skills programs for workers and would-be workers in the modern manufacturing sector. To ensure that CEMMTs will continue to develop productive and globally competitive trainers and workforce, the Equipment Repair and Retrofitting project of zonal centers was reactivated covering the regional training centers (RTC) in Baguio, Batangas, Talisay, Cebu, Korphil, and in New Lucena Polytechnic College.

The project aims to restore each zonal center into a productive state particularly in the development of a prototype solution to restore/rehabilitate the basic Computer Numerical Control (CNC) Machines (Milling and Lathe). This includes the development of a maintenance manual, the repair of 80% of the basic CNC Machines, and capacitating of trainers and maintenance personnel and administrators in the operation and maintenance of CNC machines and in sustainability planning.

The Trainers Skills Upgrading Program (TSUP) in CNC (Milling and Lathe) Operations and CNC Repair, Retrofitting, and Maintenance have been conducted with ten (10) trainers equipped with skills in CNC Milling Machine Operations NC II, CNC Lathe Machine Operations NC II, and Computer-Aided Design and Computer-Aided Machining (CAD/CAM) NC III, while sixteen (16) trainers were trained in CNC Repair, Retrofitting, and Maintenance.



PURSUING **GLOBAL COMPETITIVENESS** AND **WORKFORCE READINESS** THROUGH **DIPLOMA PROGRAMS**

“Looking at the experience of Germany, an individual need not be a baccalaureate degree holder in order to work. The role of TVET in Germany is so predominant. I believe that the country, through TESDA, can do the same,”

– Sec. Isidro S. Lapeña

Secretary Isidro Lapeña has been strongly pushing for the development of more Diploma programs to further enable the TESDA to produce rightfully skilled workforce who can respond to the requirements of the industry. This is also aligned with his standing directive to establish Innovation Centers across the country.

The Agency has so far developed Diploma programs following the Philippine Qualifications Framework (PQF) Level 5 descriptors. As of 2021, TESDA has a total of 493 Diploma programs. With this, we can expect that more operators, technicians and technologists will be produced.

The PQF, as a national policy, prescribes the learning outcomes in each level of education. It provides a reference system for national standards of qualifications to support academic

and worker mobility, and address jobs-skills mismatch. As part of the trifocalized education system in the country, TVET is well situated in the PQF levels 1 to 5.

Looking at the experiences of other countries such as Germany, TVET is widely recognized and respected as a major pillar of the education system and as a key driver for the country’s economic development. Following the agency’s ‘adapt and adopt’ strategy, Secretary Lapeña expressed his admiration for Germany’s model of TVET being regarded as a viable option for education and training.

Benchmarking with other countries is being pursued to align engineering-related TVET qualifications with the requirements of the Dublin and Sydney Accords to ensure that graduates of accredited programs are internationally recognized.

The TESDA Administered Schools (TAS) play a very important role in strengthening TVET by offering more Diploma programs. The institution-based training delivery mode shall be the priority of TAS. This, however, does not preclude the agency from offering short-term courses.

To continuously build the TVET ecosystem and its role in the whole education and training continuum, the Agency has also issued the Packaging Rules for the development of Diploma programs through TESDA Circular No. 119 s. 2020. It set the minimum requirements, competency standards, learning arrangements, and assessment and certification process necessary to develop such programs.

GREENING TVET THE TESDA WAY

TESDA has always adapted the whole-of-nation approach to help address the perennial problems of the country. During recent years, the Agency saw its potential in promoting a sustainable circular economy where finite resources are reused, remanufactured and recycled with the help of the industry, other government agencies, innovators, and the society.

The need to contribute to this model leading to sustainable development is especially crucial as the country repeatedly confronts natural disasters that affect the lives and the livelihood of the Filipino people. More than ever, TVET is strategically positioned to promote to learners the value of a circular economy while also greening its processes to lessen its carbon footprint.

Issued in 2018, the TESDA Circular No. 58, “Implementing Guidelines for Greening the TVET System” still stands and remains relevant to this day. Covering the entire technical-vocational education and training (TVET) system in the country, the policy adapted the five components of UNESCO-UNEVOC’s whole-of-institution approach of Green Jobs/Skills, Green Policies, Green Competency Standards/Training Regulations, Green Institutional Culture, and Green Community. The TESDA Technology Institutions (TTIs)

were put to the challenge of creating and imbibing a green culture, putting into practice sustainable skills, knowledge, and attitude to develop projects that are environmentally-friendly.

Here, we can see the green models from our TTIs in Regions VII, IV-B and X which set the examples of how green practices can be applied in technical-vocational education and training (TVET). The ingenuity of TESDA Technology Institution (TTI) trainers are demonstrated in these latest innovative outputs made from the reuse and recycling of unserviceable equipment in their institutions to develop green solutions and practice green skills.

THE MINI BRINE TANK ICE MAKER

The Regional Training Center (RTC) in Cebu flexed its resourcefulness in the development of a Mini Brine Tank Ice Maker. Repurposing and retrofitting compressors found in the RTC from the Refrigeration and Air Conditioning department, the development of the ice maker exhibits the mastery and application of skills by our tech-voc institutions.

While the ice maker is not a novelty invention, it would greatly help small-scale and ordinary fishermen who need to keep their catch as fresh as possible while out in the sea. With the decline in near-shore fish resources, fishermen are forced to go on longer fishing ventures. It is important that they keep their harvest fresh for a longer time through proper storage with consistent cold temperature. Nylon or styrofoam coolers are usually used but they are only good for 12 to 24 hours. This does not also guarantee the appropriate temperature for the harvest. With the ice maker, the production of ice on board is kept steady ensuring the maintenance of the temperature for the seafood. The size of the ice maker is small enough for smaller fishing vessels to have them aboard.

Recognizing the benefits of the innovation, the mini-ice maker has been donated to the government of Bohol through Gov. Arthur C. Yap to help Bohol fishermen.

PIPE BEVELING MACHINES

TESDA Regions IV-B and X prove that sustainable measures need not be expensive or complicated. In trying to make their institutions effective and efficient and at the same time inculcating a green mindset to their learners, the two regions produced pipe beveling machines from scrap materials.

TTI trainers from the said regions fabricated and assembled recycled materials to make pipe beveling more efficient. The fabricated machine supports training by allowing trainees more time to practice and master welding competencies that would have otherwise taken their time if disc grinders were used. Aside from saving time, the beveling machine is also less expensive and consumes less oxygen acetylene gas and electricity.



On October 18, 2021, Provincial Director Winifredo D. Salas (left), officially turned over the ice maker made by TESDA Regional Training Center-Cebu to Bohol Vice Governor Rene L. Relampagos (right). This machine was developed by TESDA to help the fisherfolk preserve their catch and increase their earnings.

The Mini Brine Tank Ice Maker of Region VII and the pipe beveling machines of Regions IV-B and X are simple yet effective projects that serve as models for greening the TVET system by reducing energy and material consumptions, minimize waste and exemplify a green mindset. These illustrate the critical yet practical thinking of our TTI trainers. These further demonstrate the application and relationship of STEM (science technology engineering mathematics) skills, green skills and technology skills through technology research. These best practices showcase the role tech-voc plays in our communities, economy, and in our pursuit for sustainability.

To support and promote these green innovations, Secretary Isidro Lapeña has instructed the development of manuals for the use of other TTIs so they can replicate such practices across the country.

Across the islands and in the face of continuing environmental issues and challenges the TTIs channeled their efforts to actively green the tech-voc system and develop practices that will serve as models for the sector and their immediate communities.



TESDA ONLINE PROGRAM

*as of Dec. 31, 2021

129
ONLINE COURSES

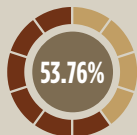
914,647
REGISTERED USERS

1,111,408
ENROLLMENT

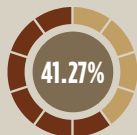
988,149
COMPLETERS

73,341
OFWs /DEPENDENTS

3,589,776
TOTAL ACCUMULATED USERS
(Since 2012)



FEMALE ENROLLES



MALE ENROLLES

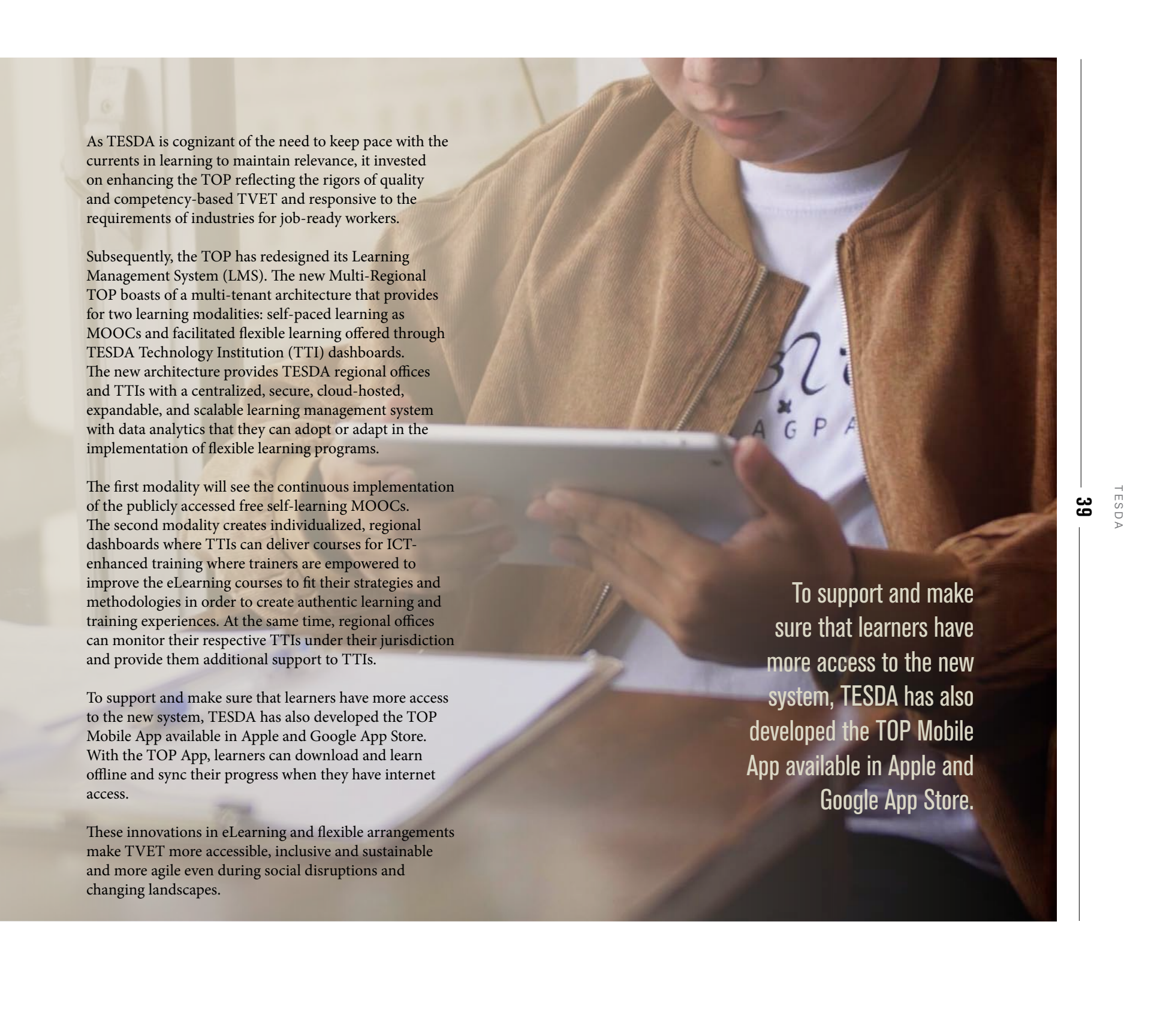
Expanding the TESDA ONLINE PROGRAM

Online learning and upskilling significantly played important roles as people around the world embrace the new normal. Digitalization has also accelerated as a way for the education and training sector to respond to the challenges brought about by the pandemic.

The year 2021 once again showed how the TESDA Online Program (TOP) helped in the online learning of Filipinos, with millions enrolling in the program. The eight-year old e-learning platform has continued to attract learners and workers from all walks of life, giving access to quality massive open online courses (MOOCs) for tech-voc education and training that are useful for employment, livelihood, and even for lifelong learning.

As the year ended, the TOP served an additional 914,647 registered users while the platform accounted for 988,149 completers. Hundreds of thousands of Overseas Filipino Workers and their dependents also enrolled this year. Since its establishment in 2012, a total of 3,589,776 users have accessed the platform. As of December 31, 2021, the TOP offers 129 online courses for free.

To further support the TOP and promote eLearning for TVET, the Agency has forged partnerships with different organizations such as the International Labour Organization, UNESCO-UNEVOC, the US Embassy in Manila, USAID, the Asia Foundation, Coca-Cola, among others.

A close-up photograph of a person wearing a brown corduroy jacket over a white t-shirt. The person is looking down at a tablet computer they are holding with both hands. The background is slightly blurred, showing what appears to be a desk or table with some papers. The lighting is warm and focused on the person and the device.

As TESDA is cognizant of the need to keep pace with the currents in learning to maintain relevance, it invested on enhancing the TOP reflecting the rigors of quality and competency-based TVET and responsive to the requirements of industries for job-ready workers.

Subsequently, the TOP has redesigned its Learning Management System (LMS). The new Multi-Regional TOP boasts of a multi-tenant architecture that provides for two learning modalities: self-paced learning as MOOCs and facilitated flexible learning offered through TESDA Technology Institution (TTI) dashboards. The new architecture provides TESDA regional offices and TTIs with a centralized, secure, cloud-hosted, expandable, and scalable learning management system with data analytics that they can adopt or adapt in the implementation of flexible learning programs.

The first modality will see the continuous implementation of the publicly accessed free self-learning MOOCs. The second modality creates individualized, regional dashboards where TTIs can deliver courses for ICT-enhanced training where trainers are empowered to improve the eLearning courses to fit their strategies and methodologies in order to create authentic learning and training experiences. At the same time, regional offices can monitor their respective TTIs under their jurisdiction and provide them additional support to TTIs.

To support and make sure that learners have more access to the new system, TESDA has also developed the TOP Mobile App available in Apple and Google App Store. With the TOP App, learners can download and learn offline and sync their progress when they have internet access.

These innovations in eLearning and flexible arrangements make TVET more accessible, inclusive and sustainable and more agile even during social disruptions and changing landscapes.

To support and make sure that learners have more access to the new system, TESDA has also developed the TOP Mobile App available in Apple and Google App Store.



BRIDGING THE EDUCATION GAPS

PURSUING LIFELONG LEARNING AND ENSURING FLEXIBILITY

TESDA continues to develop mechanisms to offer technical education and skills development in the different stages of education and work paths. Whether it be skilling, reskilling or upskilling, the Agency is always on its toes to create opportunities that will benefit the different circumstances of people, making education inclusive and ensuring quality TVET for all.

THE PHILIPPINE CREDIT TRANSFER SYSTEM (PCTS)

As one of the education agencies under the trifocalized education system, TESDA actively ensures in making the Philippine educational system viable, recognized and accredited globally. A Technical Working Group (TWG) on Credit Transfer was created as provided under Republic Act No. 10968, s.2018 or the Philippine Qualifications Framework (PQF).

Composed of the Commission on Higher Education, the Technical Education and Skills Development Authority (TESDA), Department of Education, Department of Labor and Employment (DOLE) and the Professional Regulation Commission (PRC), the TWG's goal is to formulate the Philippine Credit Transfer System (PCTS) to support the process of aligning the Philippine national standards to regional and international educational systems

and to establish a credit transfer scheme that bridges existing gaps within the education sector.

To jumpstart the PCTS implementation, TESDA designed a three-year action plan covering 2021 to 2023 that includes the finalization and issuance of PCTS, the development of Guidelines on Credit Transfer and Equivalencies for the Piloted Disciplines/Industry Sectors, to include implementation and monitoring.

FLEXIBLE LEARNING DELIVERY

From the start of the pandemic, TESDA has been at the forefront of ensuring the continuity of education through the Flexible Learning Delivery (FLD). From the traditional delivery mode, the FLD offers alternatives to face-to-face (F2F) training not just to comply with the restrictions of the pandemic but to respond to the various needs of individuals, industries and communities. FLD is composed of online, blended, distance, F2F, and the combination of distance and F2F learning modalities.

As of December 2021, there are already 1,906 programs offered by TESDA Technology Institutions (TTIs) implementing FLD, 130 of which are Online, 1,444 through Blended, 45 are through F2F, 3 are through Distance, and 284 through the combination of Distance and F2F.

MICRO-CREDENTIALS AND RECOGNITION OF PRIOR LEARNING IN TVET

Synonymous with contemporary living is the requirement to be fast and flexible, and TESDA has been pushing to make TVET accessible for people from different walks of life. As the authority in tech-voc which connects people with the industries, TESDA has issued two (2) policies that makes TVET more responsive to individual contexts.

For 2021, the Implementing Guidelines on Recognition of Micro-Credentials for Lifelong Learning and Upskilling/Reskilling of Learners in TVET (TESDA Circular No. 048, s. 2021) and the Implementing Guidelines on the Recognition of Prior Learning (RPL) in TVET (TESDA Circular No. 090, s.2021) were issued. Micro-credentialing offers learners the potential to build a portfolio of skills transferable across jobs and at the same time, allows for modular training for targeted skilling of workers. On the other hand, the RPL is a mechanism that formally recognizes academic achievement, work exposures, and prior life learning aligned with the competencies contained in various TVET programs.

EMBODYING A RESEARCH ANCHORED AND DRIVEN TVET

National TESD Research Agenda (NTRA)

In support of TESDA's mandate on the implementation and conduct of research in TVET, TESDA formulated the National TESD Research Agenda (NTRA) 2017-2022, in accordance with Section 14 of the Republic Act No. 7796, or the TESDA Act of 1994, and the directions of the National Technical Education and Skills Development Plan, as the "research and development arm of the government" in the pursuit of relevant researches and studies in aid of policy and decision making in technical education and skills development.

The Agency launched this year's Call for Research Proposals last May to June 5, 2021 with key focus areas on TVET for Global

Competitiveness, TVET for Social Equity, Qualifications, Standards and Management, Support to TVET Provision, and TVET Trends/ Developments/ Issues. A total of 73 proposals were submitted with 13 policy research and 60 technology research proposals received.

To widely disseminate the 2020 completed policy and technology TVET researches and to seek relevant policy and innovative recommendations from different stakeholders, a web conference was conducted last 17 November 2021 with the theme, "Steering the Way to a Better TVET through Research." Studies presented are those conducted

under the NTRA, through the negotiated partnership with the Philippine Institute for Development Studies (PIDS) under the TESDA – Philippine Business for Education (PBEd) Memorandum of Understanding (MOU), and from the TESDA Technology Research and Development Exchange (TRADE) Journal.

TESDA, as the transformational leader in the technical education and skills development of the Filipino workforce, values the culture of innovativeness and demonstrated competence as it actively forwards and strengthens its research agenda for sustainable development in the TVET sector.



Poverty Reduction: **RAISING INDIGENOUS PEOPLE'S COFFEE INDUSTRY**

Secretary Isidro Lapeña has always stressed the need for the agency's training programs to be relevant and accessible, with no one being left behind, reflective of the Agency's strategic thrust for social equity and poverty reduction. As such, under his leadership, the Technical Education and Skills Development Authority (TESDA) continues to forge partnerships with the private sector to deliver quality technical vocational education and training (TVET) to Filipinos, especially those living in remote areas.

On May 19, TESDA and Nestlé Philippines signed a Memorandum of Agreement (MoA) to upskill workers and trainers in the agriculture sector through the TESDA registered Coffee Production Level II Program. This progressive Robusta coffee production training program provides enterprise-based competency training in coffee farming to aspiring agripreneurs, particularly smallholder farmers and indigenous people.

Through this program, TESDA trains trainers for effective conduct of the curriculum; and provide a scholarship

fund under TESDA's Program on Accelerating Farm School Establishment (PAFSE) so that eligible farmers can enhance their knowledge and skills in planting, maintaining and harvesting coffee. Moreover, enrollees learn to adopt an entrepreneurial approach in managing small farm operations of one to 10 hectares, and gain the skills to effectively market their coffee beans to buyers such as Nestlé.

For its pilot phase, the Coffee Production Level II program is being offered to farmers located in Bukidnon and Sultan Kudarat where 80 percent of the country's coffee is grown. TESDA granted a Technical Vocational Education and Training (TVET) Certificate to Nestlé's Bukidnon Integrated Coffee Center (BICC) to serve as the hub for all coffee production training to be conducted for farmer-beneficiaries sponsored by TESDA scholarships. More beneficiaries are set to undergo training in 2022.

Secretary Lapeña congratulated the coffee farmers in Sultan Kudarat and Bukidnon who have finished Coffee Production Level II training.



“Congratulations to the graduates and to those who will graduate in the future. I hope that the knowledge and skills you gained from the training will increase your coffee yields and help improve our country's coffee production,” Secretary Lapeña said.

Their training in Coffee Production Level II, which lasts for 176 hours or 25-days, is being done through a combination of face-to-face and distance learning where they can learn about modern coffee growing and entrepreneurship.

The curriculum is based on proven competency standards developed by Nestlé with the assistance from TESDA. Course content was derived from Nestlé's Better Farming Practices for Robusta production, along with modules from the Farmer Business School for Coffee jointly developed by Nestlé and GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit) for Project Coffee+, an agripreneurship initiative of the NESCAFÉ Plan.

Secretary Lapeña had also said that he is looking forward that this scholarship program will reach more coffee farmers in the country.



“We are hoping to implement this in some other parts of the country where coffee farming is the main source of income. We commit to bring all the necessary interventions and support to coffee farmers, workers and farm owners, and ensure their success and continuous productivity through increased yields of quality coffee beans.”



COFFEE PRODUCTION LEVEL II GRADUATES

**as of December, 2021*

198
BUKIDNON FARMERS

250
SULTAN KUDARAT FARMERS



TOP TRAINING COURSES OF OFWs/DEPENDENTS



1 ENTREPRENEURSHIP

2 BREAD & PASTRY PRODUCTION

3 DRIVING

4 DOMESTIC WORK

5 CAREGIVING

OFWS/DEPENDENTS SKILLS TRAINING OUTPUT

Enrollees
29,167

Graduates
27,452

Assessed
10,944

Certified
10,341



'TESDA ABOT LAHAT ANG OFWS'

“I ask the TESDA to come up with special training programs to retool our OFWs so they can find employment opportunities here at home.”

*– President Rodrigo Roa Duterte
2020 State of the Nation Address
July 27, 2020*

Being one of the top priorities of TESDA, Secretary Isidro Lapeña, in 2020, ordered the creation the ‘TESDA Abot Lahat ang OFWs’, the flagship program for Overseas Filipino Workers (OFWs), focused on the upskilling and retooling of repatriated OFWs and their dependents. This year, through this special program, outbound OFWs are also given attention and needed assistance.

For 2021, the number of OFWs and their dependents who have enrolled in various training courses reached 29,167.

About 27,452 of them have finished their training; 10,944 were assessed; and 10,341 have already received their National Certificates.

Outbound domestic workers are also TESDA’s important OFW clients for training, assessment and certification.

Secretary Isidro Lapeña believes that they are the most vulnerable not only when they are deployed to their

employers, but also while still in the country, where they have to spend much time and resources just to be employed overseas.

“It is for this reason that it is imperative to make our services accessible to our domestic workers by expanding and strengthening our infrastructure on assessment centers where they can be assessed. They should not travel far just to undergo competency assessment “ he said.

There are regions where the established TTI-Assessment Centers are not accessible to clients from the other parts of the region.

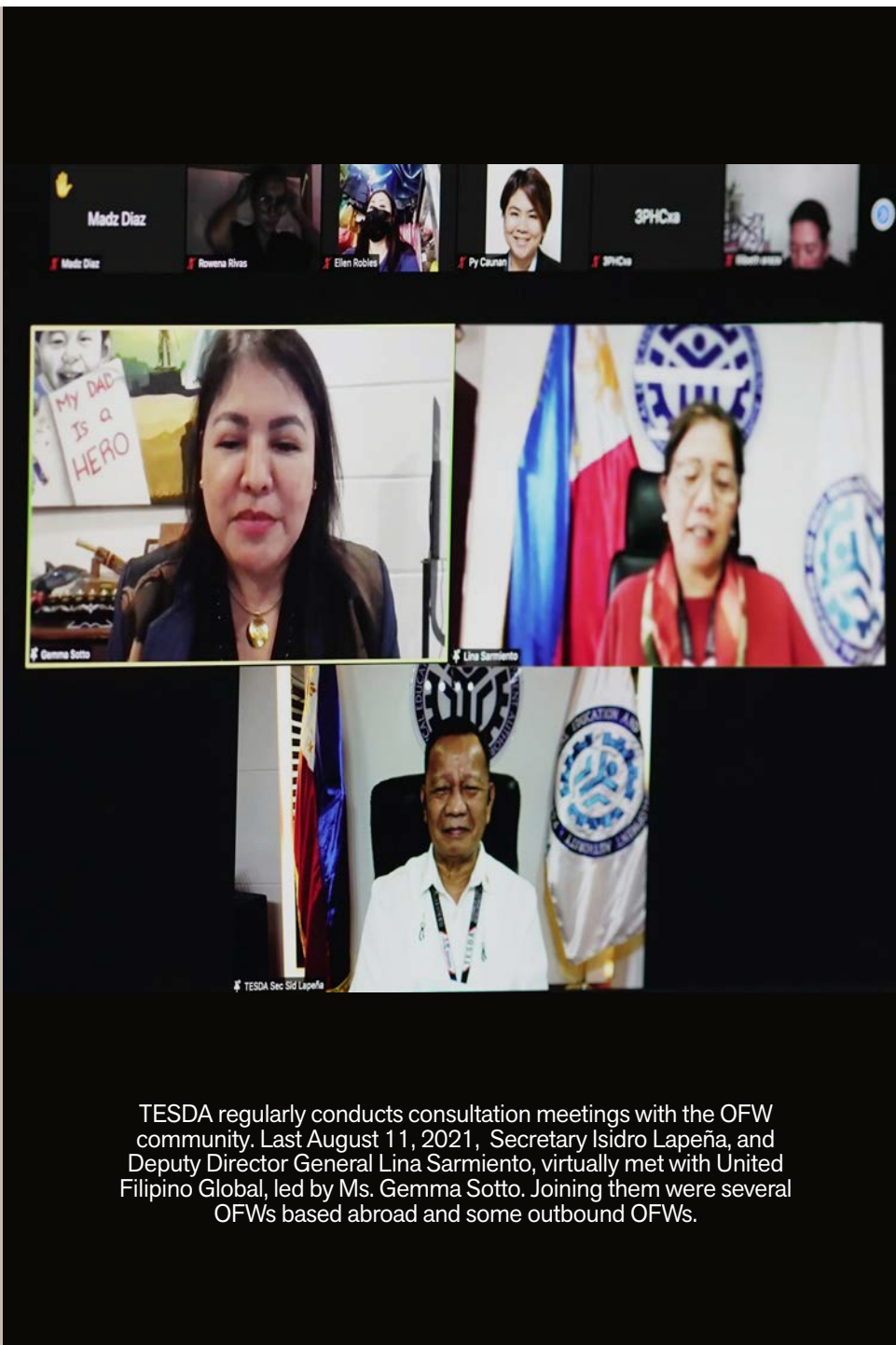
With this, the TESDA chief directed all regional and provincial directors about the agency’s commitment to train and assess outbound domestic workers through the establishment of additional training institutions and assessment centers for Domestic Work NC II.

Lapeña has always reminded all Regional and Provincial Directors about the importance of establishing sufficient assessment centers to cater to the demand for competency assessment in Domestic Work NC II.

As of 31 December 2021, the number of Domestic Work NC II Accredited Assessment Centers in 16 regions increased to 117 wherein 69 are TESDA Technology Institutions (TTIs) and 48 are Private Assessment Centers.

The Domestic Work NC II Assessment Centers which have the most numbers of assessed and certified skilled workers are in Region IV-A (CALABARZON), having Jacobo Z. Gonzales Memorial School of Arts and Trades with a total of 4,960 assessed and 4,629 certified, and Quezon National Agricultural School with a total of 4,197 assessed and 3,988 certified.

Meanwhile, as of December 2021, there are 18 TESDA Technology Institutions actively offering training on Domestic Work NC II nationwide.



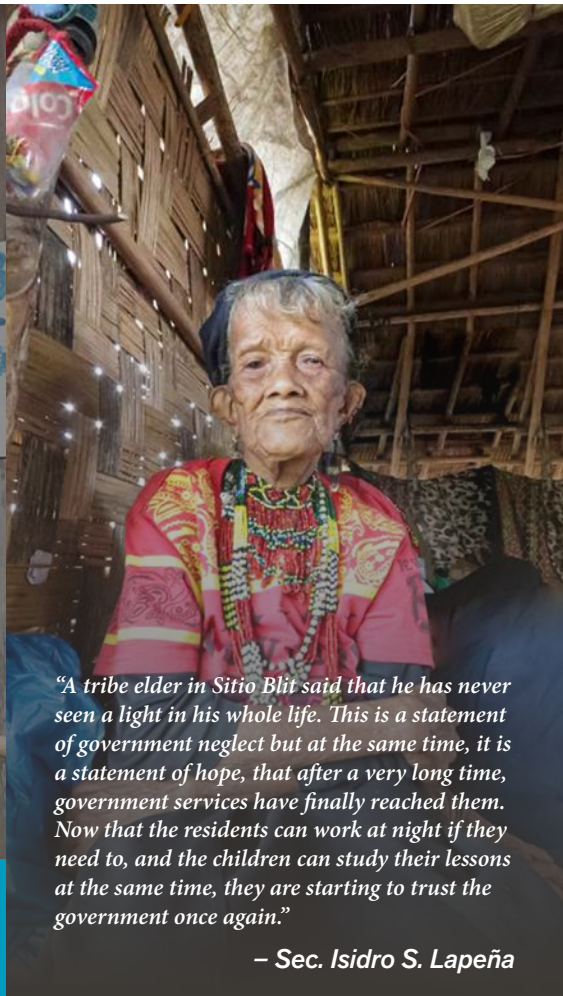
BEST PRACTICES

A photograph of a woman holding a baby under a corrugated metal roof. The scene is dimly lit, with a bright light source creating a lens flare effect. The woman is wearing a light-colored top. The background shows the structural elements of the roof and some foliage.

LIGHTS OF HOPE AND EMPOWERMENT



"Bong Salamat" means "Thank you very much." in the tribe's local dialect.



"A tribe elder in Sitio Blit said that he has never seen a light in his whole life. This is a statement of government neglect but at the same time, it is a statement of hope, that after a very long time, government services have finally reached them. Now that the residents can work at night if they need to, and the children can study their lessons at the same time, they are starting to trust the government once again."

– Sec. Isidro S. Lapeña

As part of its mandate, being the lead agency of the Poverty Reduction, Livelihood, and Employment Cluster (PRLEC) of the National Task Force to End Local Communist Armed Conflict (NTF-ELCAC), TESDA was able to formulate a template of intervention in Geographically Isolated and Disadvantaged Areas (GIDAs).

Initially, the agency trains the residents of a remote GIDA with Photovoltaic Systems Installation NC II, provides them with bulbs and solar panels and lets them install these in their own houses as their first project.

In Region XII, this kind of intervention is known as Project TALA (TESDA Alay ay

Liwanag at Asenso), a project which started in 2019 and it continues as of writing. It was first implemented in Sitio Blit, in Barangay Ned, Lake Sebu, South Cotabato, followed by other remote communities in SOCCSKSARGEN.

In 2021, a total of 3,216 residents were trained by TESDA Region XII, under Regional Director Rafael Abrogar II. They were thankful that with TESDA's initiative, they finally felt the services of the government.

When he was given the chance to talk to the people of Sitio Blit, TESDA Secretary Isidro Lapeña found out that it was the first time for most of the residents to see a light bulb after 70 long years.

After providing light to remote communities, TESDA with PRLEC member agencies follows it up with livelihood and agriculture-related trainings. Where applicable, the establishment of an enterprise center follows where residents can display and sell their products and boost their local economy.



Farm to Market **THE ALABEL FOOD HUB STORY ON FOOD SECURITY**

When the coronavirus disease 2019 (COVID-19) pandemic hit the country in March 2020, uncertainties alarmed the Filipinos as millions were left unemployed and some government services were hampered due to the worldwide lockdown.

Local quarantine restrictions did not stop the Technical Education and Skills Development Authority (TESDA) to continue its initiatives to achieve food security and help end insurgency as they have been providing skills training on agriculture to farmers, former rebels, and indigenous people (IPs).

In the midst of the pandemic in June 2020, TESDA Region XII launched the Project IPEACE (Indigenous People as Empowered Agripreneurs towards a Collective End) as its banner program under the Poverty Reduction, Livelihood and Employment Cluster (PRLEC) of the National Task Force to End Local Communist Armed Conflict (NTF-ELCAC).

The PRLEC, chaired by TESDA Secretary Isidro Lapeña, is one of the 12 Lines of Efforts of the NTF-ELCAC. It was created under Executive Order No. 70, signed by President Rodrigo Duterte, which institutionalized the whole-of-nation approach in addressing the root causes of insurgency towards obtaining inclusive and sustainable peace.

Project IPEACE aims to capacitate the IP communities and conflict-affected areas by increasing their agricultural productivity and transforming them into integrated food production sites to ensure food security in their areas. Under this project, TESDA trains the IPs on organic crops and livestock production courses such as Agricultural Crops Production, Organic Agriculture Production, Animal Production, among others, for them to maximize their land resources towards attaining self-reliant, resilient and sustainable communities.

TESDA-XII was able to train 3,395 residents of far-flung communities this year in the provinces of South Cotabato, Sarangani, Cotabato Province, and Sultan Kudarat.

Because of PRLEC's thrust to reduce poverty especially in IP communities through improving the production in agriculture, it initiated the establishment of an LGU-led Food Hub at Brgy. Alegria in Alabel, Sarangani Province on April 22, 2021.

The Alabel Food Hub, a subproject under Project IPEACE, serves as a market outlet, locally known as "bagsakan" for the producers and farmers in the barangay and nearby areas to give them a better price for their produce. Fresh and affordable products of the growers and farmers ranging from vegetables to livestock are displayed and sold in the food hub regularly once a week.

Some of these products are organically produced by the farmers out of the trainings provided by TESDA such as Organic Agriculture Production NC II.

Last August, in his report to President Duterte, Secretary Lapeña vowed to continue prioritizing the agriculture sector to achieve food security in the country.

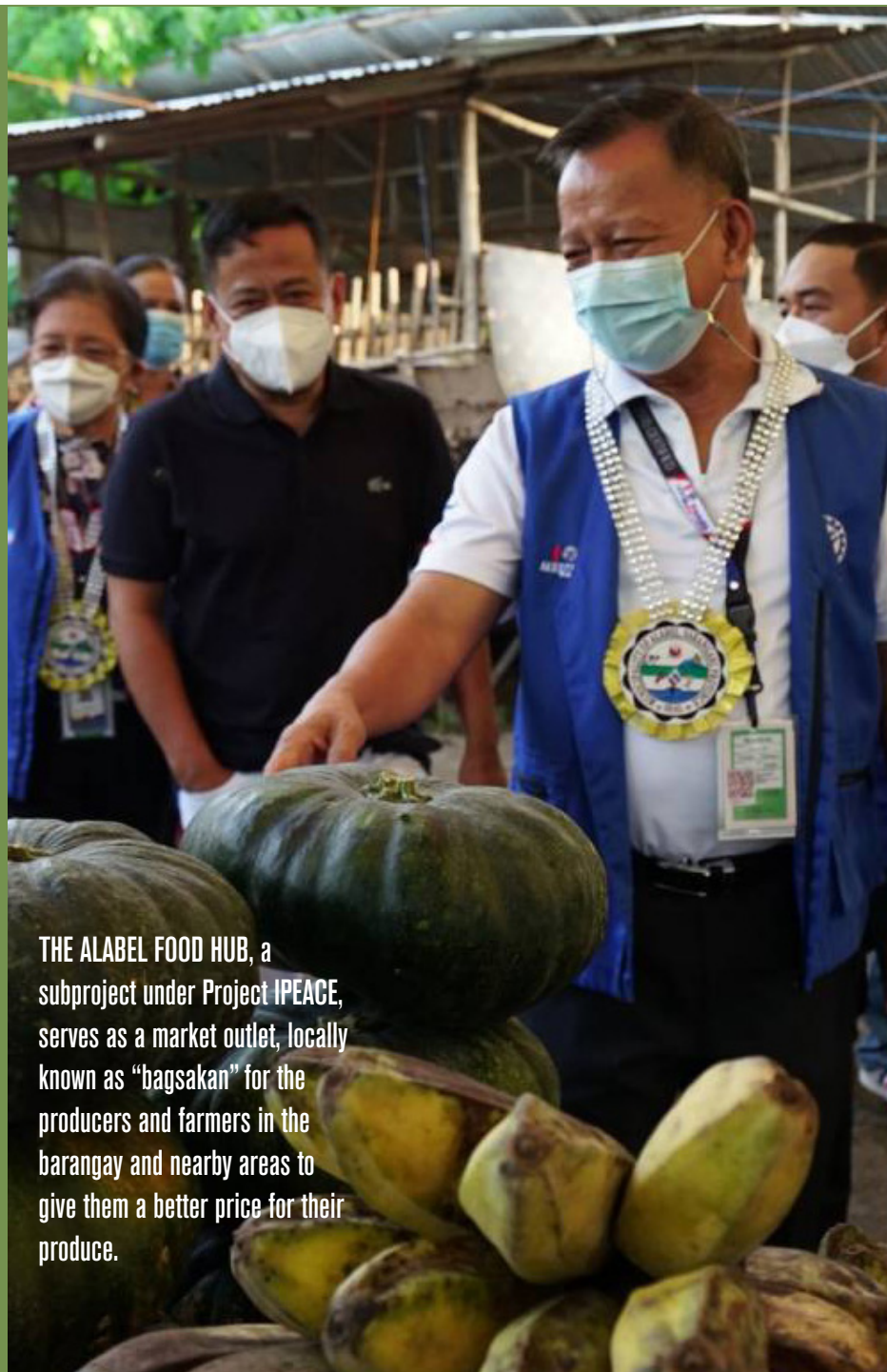
"Nais ng TESDA na suportahan ang food security ng bansa. Kaya mayroon din po tayong training on agricrop at livestock production para maturuan ang mga komunidad na maging productive ang kanilang mga lupain. Dahil dito, nagkaroon sila ng kakayahan na makapag-produce ng kanilang sariling pagkain," he had said.

As of December 28, the food hub has accumulated a total income of ₱1,339,190.90 since its opening.

The Alabel Food Hub is the first of its kind in SOCCSKSARGEN and PRLEC plans to replicate this in other provinces of the region.

In his visit to the food hub last July 1, Secretary Lapeña lauded the initiative.

The TESDA chief is also serving as the Cabinet Officer for Regional Development and Security for Region XII (Central Mindanao) which is composed of four provinces: Cotabato, South Cotabato, Sultan Kudarat, and Sarangani.



THE ALABEL FOOD HUB, a subproject under Project IPEACE, serves as a market outlet, locally known as "bagsakan" for the producers and farmers in the barangay and nearby areas to give them a better price for their produce.

COVID RESPONSE

ACCELERATING STRATEGY FOR RECOVERY

As the COVID-19 pandemic persisted, the national government put in place various mechanisms to mitigate the negative impact of the crisis. A whole-of-society approach was pursued in order to bring about a more coordinated response to address the challenges of the pandemic.

BAYANIHAN TO RECOVER AS ONE

To reduce the negative impact of the pandemic, various forms of assistance, subsidies, and other forms of socioeconomic relief were put in place under Republic Act No. 11494 otherwise known as the 'Bayanihan to Recover as One' law.

By virtue of the Bayanihan Law, some government agencies, including TESDA, were provided with funds to come up with programs to support the socio-economic well-being of the Filipinos.

With the continuing initiatives of the Agency from the enactment of the law in September 2020 up until June 2021, TESDA was able to serve 92.5% or 66,691 enrollees

out of the 72,125 approved scholarship slots. Of the said number, 92.6% or 61,743 successfully graduated from their training.

TESDA prioritized the distribution of scholarship grants to Filipinos who were displaced from work, Overseas Filipino Workers (OFWs) who were repatriated or returned to the country during the pandemic, and the beneficiaries of the Balik-Probinsya Program.

THE NERS TASK FORCE

While the individual efforts of various government agencies were continuously implemented, the unemployment rate of the country continued to fluctuate. With this, the National Employment Recovery Strategy (NERS) Task Force was established by the national government to pursue a whole-of-society approach and fast-track the country's socio-economic recovery. The Department of Trade and Industry chairs the task force while TESDA and the Department of Labor and Employment sit as co-chairs.

It was established after the ceremonial signing of a Joint Memorandum Circular and after its presentation to the President during the 52nd Cabinet meeting on February 2021.

The NERS Task Force, composed of 20 agencies, was ordered by the President to develop the national government's master plan for the recovery of the country's labor market.

On May 1, 2021, in time for the National Labor Day, the NERS Task Force conducted a Job Summit which brought together over 500 employers and worker groups represented by over 2,000 participants.

Last June 2021, President Rodrigo Roa Duterte signed the Executive Order No. 140 series of 2021, further strengthening the NERS Task Force and the master plan it created.

Under the EO 140, the NERS Task Force laid down its plans for 2021-2022. Anchored on the Updated Philippine Development Plan 2017-2022 and ReCharge. PH, the NERS was tasked to (1) create a policy environment that encourages the generation and improved access of employment, livelihood and training opportunities; (2) improve employability, wellness

and productivity of workers and take advantage of the opportunities in the labor market under the new normal; and (3) provide support to existing and emerging businesses to preserve and create employment.

Under the task force's 8-point employment recovery agenda, the Agency was also tasked to lead the retooling and reskilling of workers. With this, TESDA committed its support through the various scholarship programs such as Training for Work Scholarship Program (TWSP), Private Education Student Financial Assistance (PESFA), Special Training for Employment Program (STEP), Barangay Kabuhayan Skills Training Program (BKSTP), and Universal Access to Quality Tertiary Education Act (UAQTEA).

The Agency also committed scholarships under Tulong Trabaho Law, Rice Extension Services Program, Tsuper Iskolar and the Skills Training for Employment/Entrepreneurship Program (STEEP).

Over 700,000 Filipinos have received assistance and support from the programs and services of the NERS Task Force member agencies this year.

The NERS Task Force, composed of 20 agencies, was ordered by the President to develop the national government's master plan for the recovery of the country's labor market.



(From left to right) DTI Secretary Ramon Lopez, DOLE Secretary Silvestre Bello III, and TESDA Secretary Isidro Lapeña join the Labor Day commemoration this year at a vaccination site in Palacio de Maynila, City of Manila, to encourage the Filipino workforce, including the Overseas Filipino Workers, to be vaccinated against COVID-19.



Sec. Isidro Lapeña receives the PRIME Level II/Bronze recognition from Dir. Laura D. Mangorangca, Director II, Civil Service Commission Field Office during the ceremonial awarding held at the TESDA Central Office. With him is (from left) Director IV Juliet O.Orozco, Chief of Services for Administration and Deputy Director General for Policies and Planning Rosanna A. Urdaneta.

PRIMING FOR HR EXCELLENCE

The Technical Education and Skills Development Authority (TESDA) continuously strives to be recognized for the Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME –HRM), a mechanism instituted by the Civil Service Commission that empowers government agencies by developing their human resource management competencies, systems, and practices toward HR excellence.

PRIME-HRM covers the following facets of Human Resource such as Recruitment Selection, and Placement; Learning and Development; Performance Management; and Rewards and Recognition.

TESDA, with the determined directive of the Director General – believing in the principle of People Excellence for Service Excellence – has started its initiative in applying for PRIME accreditation since June 30, 2019.

The Central Office, through the Administrative Service, and the Regional Offices have responded to this challenge, eventually gaining positive results.

On November 24, 2021, the Civil Service Commission (CSC), in a resolution, conferred the PRIME-HRM Maturity Level II to the TESDA Central Office.

Six other regional offices were also granted the PRIME Level II/Bronze Award. These are TESDA Regions VI, VII, VIII, X, XI, and XII. Meanwhile, TESDA Region IX was recommended for PRIME Level II/Bronze Award while TESDA Regions III, IV-A, and Region IV-B were recognized for obtaining Maturity Level II in Recruitment, Selection, and Placement. The rest of the TESDA regional offices had submitted the required evidence requirements pending their Onsite Assessment.

Being conferred the Bronze Award means that TESDA has reached Level II of HR maturity, which signifies that the HR systems are process defined and documented. Furthermore, this means that standard operating procedures are established and characterized by goal-oriented decision-making.

Other than being granted Level II maturity, the Bronze Award shall give TESDA a freer hand in processing recruitment and appointment, being authorized to take final action on appointments which allows streamlined processes in filling up job vacancies.

Other than that, TESDA will now have exclusive membership to a Community of Learners who shall have access to digital learning resources and other developmental opportunities as may be available. In addition, the HRMOs shall be recommended for a scholarship grant or Civil Service Commission’s certification program.

QUALITY MANAGEMENT TOWARDS **THE NEW NORMAL**

The restrictions and abrupt changes brought about by the pandemic pushed people and organizations to adjust to the new normal and alter the way transactions are made. This proved crucial in ensuring that TESDA Quality Management System (QMS) remains responsive as the agency operates under the so-called new normal.

Strictly adhering to quality audit, the Agency pursued the conduct of remote audit for both external and internal audits this year. The audits are performed to assess the effectiveness of the Agency's documented QMS according to the ISO 9001 Standards and TESDA's documented procedures. This is also done to provide feedback and identify opportunities for improvement on QMS implementation.

The sustained Nationwide ISO 9001:2015 Certification of TESDA is a testament of the Agency's commitment to quality.

Aside from the remote audit, the agility of the agency's QMS is also demonstrated in the conduct of management review meetings, calibration sessions and trainings to capacitate the personnel on ISO 9001 concepts and other QMS related training programs.

To measure the effectiveness of various online training, participants were asked to take the online assessment tools.

Meanwhile, as TESDA continues to pursue the Philippine Quality Award (PQA), the highest National Award for Total Quality Management, five employees from different operating units were trained on the preparation of PQA Application Report. The online training was conducted by Development Academy of the Philippines (DAP) with the Department of Trade and Industry-Center for Industrial Competitiveness (DTI-CIC).

**PARTICIPANTS
TO THE
QMS TRAINING**

ISO 9001:
2015 Awareness

1,367

Internal
Quality Audit

148

Pre-IQA Forum
and Calibration

245

Risk Management
Calibration

223

**TOTAL
TRAINED**

1,983



Secretary Isidro Lapeña inspects the Command Center of TESDA-Region VI as Regional Director Jerry Tizon explains more about the facility.

Ensuring Integrity in the New Normal
**ARRANGEMENTS
 IN ASSESSMENT
 AND CERTIFICATION**

As the Technical Education and Skills Development Authority (TESDA) embarks on the structural phase of the “OPLAN TESDA Abot Lahat: TVET Towards the New Normal,” the Agency had introduced improvements responsive to the new normal, in the areas of assessment and certification - among the Agency’s major frontline services. Safeguarding and ensuring the integrity of these processes continue to be among the top priorities of TESDA.

COMMAND CENTERS: PROVIDING TRANSPARENCY IN MONITORING ASSESSMENT

In line with the directive of Secretary Isidro Lapeña, the TESDA is taking more concrete steps to safeguard the integrity of the assessment and certification process through the establishment of Command Centers in all Regional and Provincial Offices.

It can be recalled that in 2020, the TESDA chief directed the field offices to establish Command Centers in their respective areas where closed-circuit television (CCTV) of Assessment Centers (ACs) can be monitored anytime, particularly during the conduct of assessment. This was done to ensure that the competency assessment being conducted complies to the TESDA procedures, requirements and standards.

Data showed that as of November 26, 2021, the Command Centers at the regional level has reached 97.7% or 6,376 ACs with CCTVs. At the provincial level, 84 out of 83 provinces have their Command Centers, achieving 99% completion rate.

ENHANCING CAPABILITY OF REGIONAL LEAD ASSESSORS

With the directive of the TESDA chief to expedite and increase the number of accredited competency assessors in qualifications with promulgated Training Regulations (TRs), a series of Capability Building Programs (CBPs) for prospective Regional/Provincial Lead Assessors (RLAs) in identified qualifications were conducted.

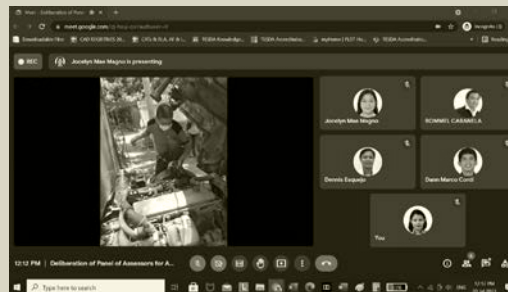
Adapting to the new normal, assessments were conducted through virtual and blended modes (virtual and face to face). For 2021, CBPs were conducted in 24 various qualifications under the following sectors: Construction; Health; Tourism; Automotive and Land Transport; Information and Technology; and Social Community and Other Services. A total of 28 RLAs were trained, 26 were assessed and 23 were certified.

VIRTUAL PORTFOLIO ASSESSMENT

In the continuing effort to address the demand for assessment and certification from various stakeholders, especially the workers and OFWs amid the pandemic, the TESDA reinforced the implementation of online and virtual Portfolio Assessment.

Portfolio assessment involves the evaluation of the competence of the candidates through pieces of documentary evidence that can be submitted and verified via email, Google Sheet, or Google Drive. Virtual deliberations are done via video conferencing.

This year, 1,395 applied for portfolio assessment. 801 qualified applicants were assessed and 767 were certified, achieving a certification rate of 95.76%.



Portfolio assessment involves the evaluation of the competence of the candidates through pieces of documentary evidence that can be submitted and verified via email, Google Sheet, or Google Drive. Virtual deliberations are done via video conferencing.

DIGITIZING THE NATIONAL CERTIFICATES

To address the issue of fake certificates reportedly being peddled online, the Agency started issuing e-Certificates in select TESDA Technology Institutions (TTIs) in TESDA-NCR in August this year. During the pilot run, a total of 1,493 e-Certificates were issued to competent candidates. This is still parallel to the issuance of the traditional paper-based National Certificates. This will soon be rolled out in more areas.

TESDA SEAL OF INTEGRITY

With the assessment and certification as one of the major pillars of the Agency, the TESDA Seal of Integrity for Assessment Centers was also established in recognition of Accredited Assessment Centers which consistently adhered to TESDA operating procedures and quality management principles in the conduct of assessment. It is anchored on the ASEAN Guiding Principles for Quality Assurance of Competency Assessment and Certification System and aligned with the requirements of the ISO 17024 Standard for Certification of Persons.

TESDA capped the year with a Pre-Capability and Capability Building Program conducted last December 1 and 16, 2021, attended by 138 and 177 participants from interested Assessment Centers, respectively. Attendance to the capability program is a requirement in applying for the Seal of Integrity.



TESDA

2021

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