

# TESDA ANNUAL REPORT 2014



INSTITUTION-BASED  
TRAINING PROGRAM



ENTERPRISE-BASED  
TRAINING PROGRAM



COMMUNITY-BASED  
TRAINING PROGRAM



SCHOLARSHIPS AND  
STUDENT ASSISTANCE



Training  
Regulations



Competency  
Assessment and  
Certification



Apprenticeship  
Program



Training for Work  
Scholarship Program



Trainers  
Upgrading



United TVET Program  
Registration and  
Accreditation System



Dual Training  
System



Private Education  
Student Financial  
Assistance



Philippine National  
Skills Competition



TESDA  
On-Line program



Partnership and  
Linkages



Bottoms-Up  
Budgeting



Trainers  
Development



Training Systems  
Development



Training Curriculum  
Development



Special Training  
for Employment



Career  
Guidance



Staff Development  
Training



Pinoy Bayanihan  
Project

## TABLE OF CONTENTS

FOREWORD .....	Page 5
MFO 1 TESD Policy Services .....	Page 7
MFO 2 TESD Skills Development Services .....	Page 11
MFO 3 TESD Regulations Services .....	Page 18
Other Institutional Programs and Projects .....	Page 23
Actions at the Frontline .....	Page 33

# TESDA ANNUAL REPORT 2014

			
INSTITUTIONBASED TRAININGPROGRAM	ENTERPRISE-BASED TRAINING PROGRAM	COMMUNITY-BASED TRAINING PROGRAM	SCHOLARSHIPS AND STUDENT ASSISTANCE
			
Training Regulations	Competency Assessment and Certification	Apprenticeship Program	Training for Work Scholarship Program
			
Trainers Upgrading	United TVET Program Registration and Accreditation System	Dual Training System	Private Education Student Financial Assistance
			
Philippine National Skills Competition	TESDA On-Line program	Partnership and Linkages	Bottoms-Up Budgeting
			
Trainers Development	Training Systems Development	Training Curriculum Development	Special Training for Employment
			
Career Guidance	Staff Development Training	Pinoy Bayanihan Project	

PERFORMANCE INDICATORS	ACCOMPLISHMENT
Number of trainees	257,621
Average number of training hours per trainee	356 average training hours/trainee
Number of graduates who are employed six (6) months after completion of training	70,366
Percentage of training applications acted upon within two (2) weeks	87.87%
Percentage of graduates certified within 5 days after graduation	82%
Percentage of training programs that are delivered within one month of the original plan	51.98%
Number of TWSP subsidized enrollees	203,706 *
Number of TWSP subsidized graduates	181,717 *
Number of STEP trainees/enrollees	48,599 *
Number of PESFA trainees	28,019 *
Number of BuB trainees	34,565
Number of trainees of Yolanda Affected Areas	27,721
Number of Institution-Based trainees	1,028,005
Number of Enterprise-based Training Program trainees	69,138
Number of additional courses in ICT enabled Systems - TESDA Online Program	14
Number of registered users	353,824

PERFORMANCE INDICATORS	ACCOMPLISHMENT
Number of policies developed and issued or updated and disseminated	1,919
Percentage of stakeholders who rate policies as good or better	92%
Percentage of policies that are updated, issued and disseminated in the last three (3) years	80%
Number of TRs updated, developed and implemented	112
Number of TESD Plans formulated/ updated	16 RTESDPs and 1 NTESDP
Number of TechVoc Providers provided with LMI Reports	4,500 LMIRs Disseminated to Regions/POs/ TVIs
PQF - Registry of Qualifications per Sector	4 Qualifications Register developed (Dentistry, Tourism, Engineering and Maritime)

TVET PROFILE BY REGION					
REGION	NO. OF REGISTERED PROGRAMS	NO. OF TVET PROVIDERS	NATIONAL SHARE	TYPE/OWNERSHIP	
				PRIVATE	PUBLIC
NCR	3,650	955	21%	919	36
Region IV-A	2,603	659	14%	629	30
Region III	2,128	453	10%	414	39
Region VII	1,566	390	8%	350	40
Region I	1,480	276	6%	245	31
Region V	1,411	275	6%	232	43
Region X	1,007	216	5%	190	26
Region VI	761	198	4%	167	31
Region XI	713	186	4%	172	14
Region XII	916	179	4%	173	6
Region IX	1,090	153	3%	130	23
Region VIII	655	138	3%	104	34
CAR	481	128	3%	112	16
Region IV-B	573	117	3%	94	23
Region II	486	98	2%	76	22
CARAGA	428	93	2%	66	27
ARMM	327	77	2%	68	9
<b>TOTAL</b>	<b>20,275</b>	<b>4,591</b>		<b>4,141</b>	<b>450</b>

TVET Program Registration and Accreditation	
Number of new programs registered	5,670 newly registered programs
Percentage of accredited schools with accreditation condition breaches detected in the last three (3) years	8% breaches
Percentage of applications for program registration acted upon within 1 week of submission	91.3%
Registered Programs Audited	7,838
Competency Assessment and Certification	
Number of skilled workers assessed for certification	1,187,469
Number of persons certified	1,064,157
Percentage of accredited workers in employment 3 months after accreditation	70%
Percentage of skilled workers issued with certification within 7 days of their application	81%

**T**he year 2014 was marked by the introduction of programs and projects conforming to the development goals and needs of the country. Effective implementation of those programs/projects was made possible through the active support of the Regional and Provincial Offices, TESDA Technology Institutions, local government units, technical-vocational schools (both public and private) and other government agencies.

TESDA continuously provides relevant, accessible, high quality and efficient technical education and skills development towards high quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities.

Together with TESDA, are various industry sectors, particularly private enterprises, which are direct participants in providing technical education and skills development opportunities and immediate beneficiaries of trained and skilled work force.

TESDA intensified its efforts in contributing quality jobs generation through its quality-assured techvoc delivery, assessment and certification systems. In terms of enrolment, 2,033,417 were recorded in 2014. Of these 1,581 trainees/students enrolled in private TVET providers. The remaining 237,136 enrolled in public Technical Vocational Institutions (TVIs). For the first time, output/accomplishment for graduates, assessed and certified hit more than a million mark in 2014.

Through the years, employment of techvoc graduates increased steadily to 65.4%. This means that TVET graduates gets jobs easily.

Consistent to the national policy of utilizing the budget towards the achievement of desired outcomes, as well as greater transparency and accountability in public spending, TESDA herein presents its actual accomplishments based on the approved MFOs as indicated in the GAA 2014.



**SEC. JOEL VILLANUEVA**  
Director General





# Setting a Responsive Environment for TVET



## **POLICIES AND PLANS DEVELOPMENT**

TESDA is mandated to establish and maintain a process of formulating a national technical education and skills development plan in which member-agencies and other concerned entities of the Authority at various levels participate.

Likewise, TESDA develops information systems, curricula and competency standards for TVET to guide all providers and stakeholders of the sector.

For the year 2014, TESDA developed, updated and disseminated 1,919 policies. These policies were intended to enhance, correct and strengthen administrative and operational concerns affecting the conduct and delivery of TVET in the country. It is noteworthy to mention that 92% of our stakeholders rated these policies either good or better, higher than the target of 80%.

In the regions, sixteen (16) Regional Training and Skills Development Plans were formulated and/or updated. Likewise, the National Technical Education and Skills Development Plan (NTESDP) were updated to adopt/adjust the targets of TESDA Road Map for the year 2014-2016. The NTESDP serves as the blue print for the comprehensive development of the country's workforce.

To provide updated information on trends and demands in the labor market, TESDA have developed, published and disseminated Labor Market Intelligence Reports (LMIRs) to 4,500 TVET partners. The data and information provided in the LMIR were gathered from industry sources and inputs generated through discussions among stakeholders in the TVET sector.



**JOSHUA D. MINA**

ASC 2014 Gold Medalist  
Mechanical Engineering Design CAD



## **TRAINING REGULATIONS**

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

The year 2014 is a banner year for Qualifications and Standards Office (QSO) by continuously developing and updating of competency standards and assessments tools. A total of 112 Training Regulations (TRs) were reviewed and updated. In particular, 24 new TRs were developed, 78 TRs were reviewed and 10 TRs were promulgated by TESDA Board. To ensure that the TRs capture industry skills requirements, industry experts and organizations are consulted to provide expertise and inputs in the development process.

Sixteen (16) new Competency Assessment Tools (CATs) were developed while 16 more were reviewed and updated. Another 14 CATs were validated and finalized. A total of 24 CATs were already deployed to TESDA regional and provincial offices for adoption. In addition, QSO builds-up test item banks for nine (9) qualifications.

Moreover, TESDA developed Register of Qualifications in four (4) sectors, namely: Dentistry, Tourism, Engineering and Maritime. The Register provides listing of TVET courses/ qualifications offered by TESDA for the information and guidance of trainers, educators and trainees. This is compiled and combined together with the listings of parallel degree courses offered by CHED and other Higher Education Institutions.



**JOSHUA F. LIZARDO**

ASC 2014 Medallion for Excellence  
Cooking









## Providing Skills Training Where it Matters: Skills Training Programs

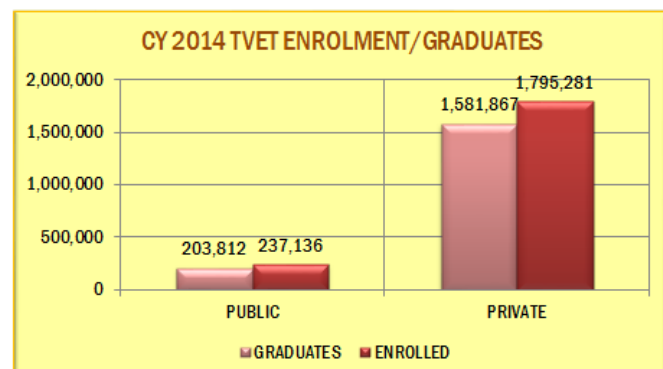
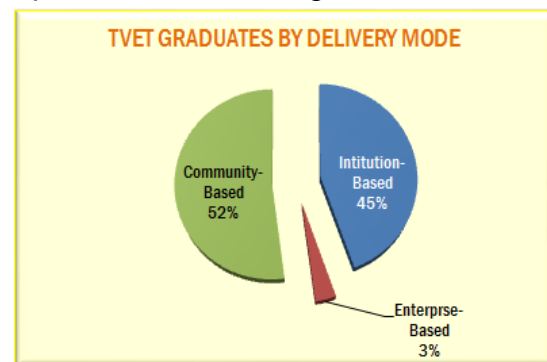
**W**ith the emergent popularity of TVET in previous years, TESDA responded by providing the skills training needed by industry, community, various groups of workers and sectors in the country. Hereafter, TESDA introduced new or modified TVET programs catering to clients demands and needs.

Likewise, the agency established and administered training programs and systems to strengthen the capabilities of public and private training institutions. These training programs included trainers' training, skills training for entrepreneurship and technology development, cost effective training in occupational trades and related fields of employment particularly in disadvantaged sectors.

TESDA delivers and/or conduct its training programs in three different delivery modes which are rendered by either private or public training providers, namely: 1) Institution-Based Training Programs, 2) Enterprise-Based Training Programs, and, 3) Community-Based Training Programs. In 2014, 2,033,417 enrollees were recorded in these different training delivery modes and were able to produce 1,785,679 graduates.



**KARLOS EMMANUEL A. BUTED**  
ASC 2014 Competitor  
Restaurant Services

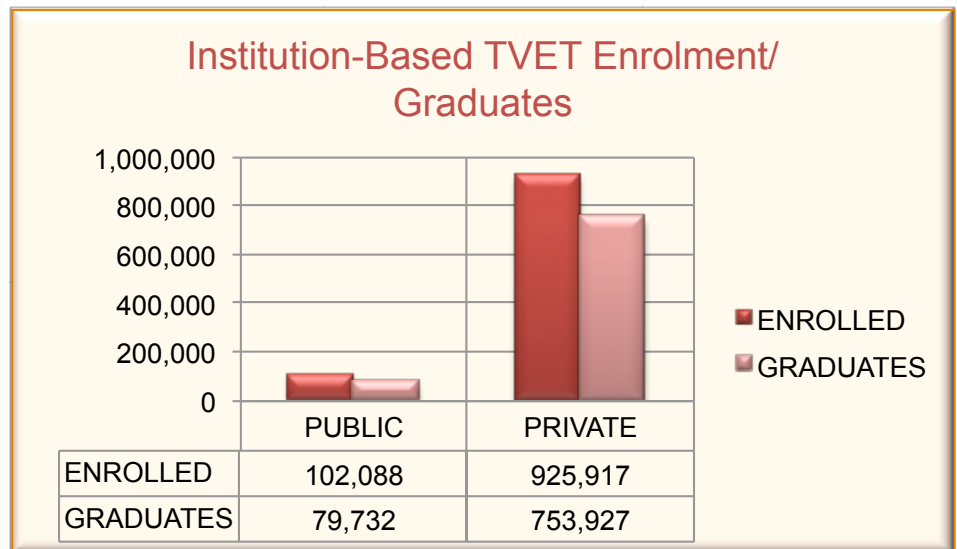




## INSTITUTION-BASED TRAINING PROGRAMS

These refer to direct delivery or provision of TVET programs rendered by the public and private institutions including TESDA Administered Schools. As of 2014, there are 4,591 TVET Institutions with 20,275 registered programs under TESDA-UTPRAS. Of the total number of TVIs, 4,141 are private-owned while the remaining 450 are public/government-owned TVIs.

In 2014, a total of 833,659 graduates were produced under this delivery mode.



**CHRISTIAN RAY C. CALLO**  
ASC 2014 Competitor  
Welding



## ENTERPRISE-BASED TRAINING PROGRAMS

These training programs are implemented by accredited TVIs in collaboration with industry/ private companies.

Under the Apprenticeship Program, 968 apprenticeship and learnership programs were registered nationwide. As of the last update of the 68,982 apprentices enrolled, 57,334 graduated. Top performers were Regions III, IV-A and IX contributing 31.32%, 21.84% and 6.78%, respectively, to the total TVET graduates.

On the same year, TESDA lobbied for the approval of the reformed apprenticeship bill after consultations with representatives from industry and labor sectors. Inputs to the final draft of the revised implementing guidelines were solicited.

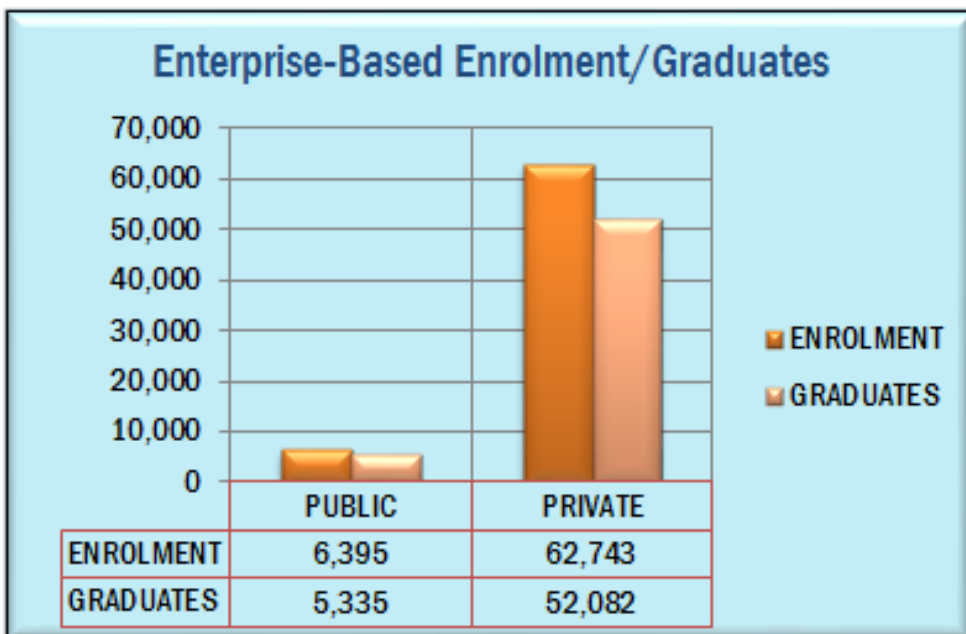
Meanwhile, 89 technical-vocational institutions participated in the implementation of Dual Training System (DTS) while 350 were given accreditation. DTS is an instructional delivery system of technical-vocational education and training that combines in-plant and in-school training based on a training plan collaboratively designed and implemented by an accredited dual system educational institution/training center and accredited dual system participating establishments. The duration of the in-school and in-plant training under this system shall not be more than the duration of the registered program of the TVI.

On the other hand, 22 TVIs conducted Dualized Training Program (DTP) while 278 companies were accredited under this training arrangement. Dualized DTP is a TVET program that combines in-plant and in-school training based on a training plan collaboratively designed and implemented by a TVI and its partner establishment with DTS Accreditation.

The duration of the in-school and in-plant training under this system shall not be more than the duration of the registered program of the TVI. The program meets all the requirements provided for under the DTS Law, except for the prescribed payment of the training allowance to the student/trainee.



**ANGELICA A. RATALLO**  
ASC 2014 Competitor  
Hairdressing





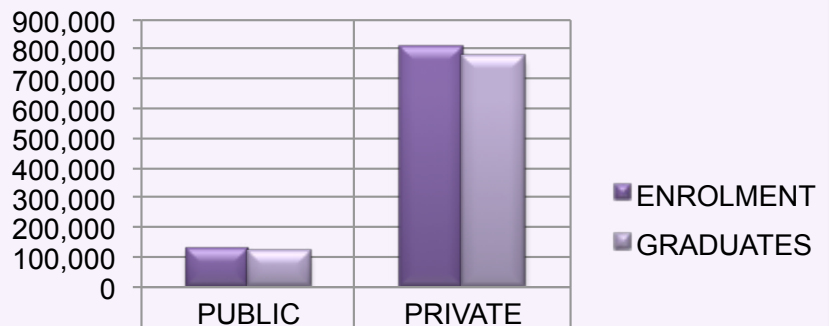
## COMMUNITY-BASED TRAINING PROGRAMS

These are skills training programs designed and/or packaged to respond to the need for skills training of a community specifically directed in promoting self-employment of the poor/underprivileged, OSYs, unemployed adults, marginalized and informal sectors.

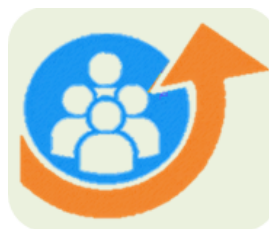
In 2014, TESDA introduced the Bottom-up Budgeting Program (BUB) and Special Training for Employment Program (STEP). They were implemented to strengthen and expand the existing Community-Based Training Program of the agency.



Community-Based Enrolment/Graduates



ENROLMENT	128,653	807,621
GRADUATES	118,745	775,858



## BOTTOM-UP BUDGETING (BUB)

Bottoms-Up Budgeting (BUB), formerly called Grassroots Participatory Budgeting, covers priority community projects jointly identified by the local government unit and the residents. The program benefitted 34,565 trainees in 2014.

**PERCIAN JOSEPH C. BORJA**  
ASC 2014 Competitor  
Web Design



## **SPECIAL TRAINING FOR EMPLOYMENT PROGRAM (STEP)**

Special Training for Employment Program (STEP) is a short-term community-based training program that addresses specific skills need of the community to generate employment through entrepreneurship and service-oriented activities. It grants free tool kits, daily allowance and entrepreneurship training to the participants. There were 48,599 trainees in 2014.



## **SCHOLARSHIP AND STUDENT ASSISTANCE PROGRAMS**

To further address equity and access to deserving TVET enrollees, TESDA offers different scholarship programs for the different groups and/or industry across all regions in the country.



## **THE TRAINING FOR WORK SCHOLARSHIP PROGRAM (TWSP)**

The Training for Work Scholarship Program (TWSP), which provides free training and assessment, is directed towards filling up the skills gaps and job requirements of priority industries and sectors with high employment demand. It encourages tech-voc institutions to offer programs in higher qualifications catering to high industry demand. There were 203,706 enrollees vis-à-vis 181,717 graduates in 2014.



## **PRIVATE EDUCATION STUDENT FINANCIAL ASSISTANCE (PESFA)**

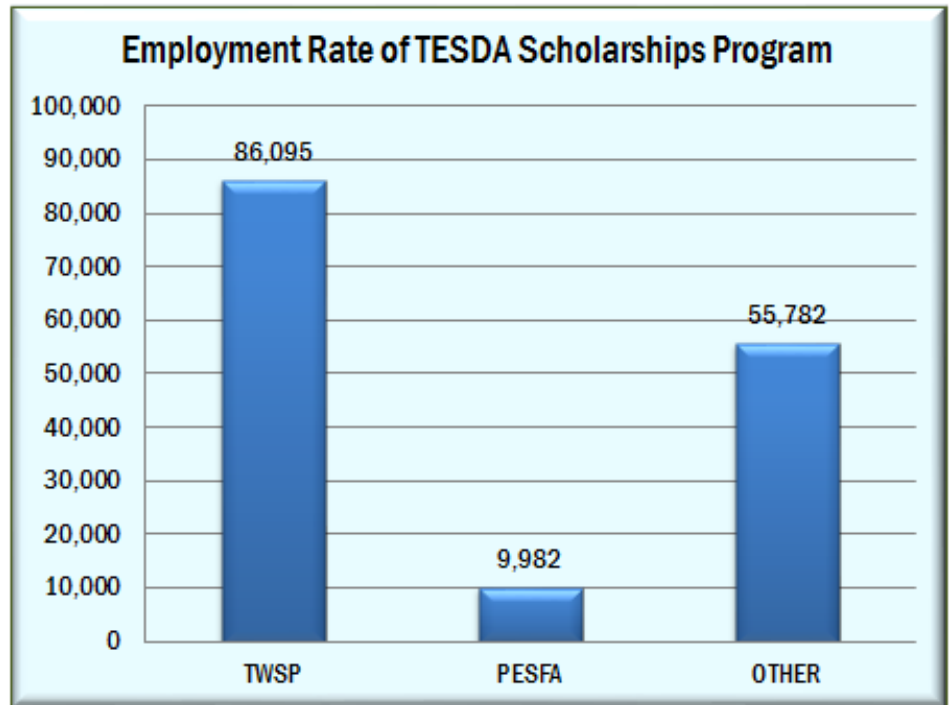
The Private Education Student Financial Assistance (PESFA),



**GINO A. EULATIC**  
ASC 2014 Competitor  
Electrical Installation

established through Sec.8 of RA 8545, aims to extend financial assistance (in terms of free training and assessment + training allowance) to marginalized but deserving students in TVET courses. There were 28,019 beneficiaries in 2014.

Among the types of scholarships, TWSP beneficiaries registered the highest employment rate of 71.9 %, while PESFA beneficiaries recorded 56.6%.



**TESDA ON-LINE PROGRAM (TOP)**

Recognizing the impact, popularity and easier access of people to internet, TESDA developed and introduced the TESDA On-line Program (TOP). The program was created for students, OSYs, unemployed adults, workers, professionals, OFWs who would like to take TESDA courses at their own pace and time in the comfort of their homes or places.

The TOP will provide access to those who are seeking opportunity to get relevant skills for in-demand jobs. As of this time, the TOP offers 29 different courses/qualifications. At the end of 2014, it has registered 353,824 users, 106,775 of which are based overseas. The program is offered FREE.

**JESSICA P. PABON**  
ASC 2014 Medallion for Excellence  
Fashion Technology





## **TRAINERS DEVELOPMENT**

The Training of Trainers (TOT) is a program which aims to continuously equip TVET trainers with new training technologies, approaches and methodologies attuned to current industry demands, and practices. The NITESD conducted series of training programs which included the TM level I training and industry immersion.

In 2014, a total of 8,556 trainers were monitored to have completed the program on TM Level I of which 4,382 were certified and issued TM Certificates. As of December 2014, there are 7,656 TVET trainers issued with numerical ID as a means to account warm bodies of certified trainers nationwide.

Under the industry immersion program, 12 trainers graduated from Toyota Motor Philippines while nine (9) trainers graduated at the Aristocrat Restaurant.

Moreover, the NITESD implemented two batches of Trainers Training under the Trainers Training Program for Technical Vocational Training Corporation (TVTC) for the Kingdom of Saudi Arabia. It was made in collaboration with MFI Foundation, Inc. and FNRI-DOST. A total of 78 participants graduated in five different courses. In addition, a 10-day Training and Study Program for Competency-Based and Assessment Implementers was also conducted to 20 participants from People's Republic of Bangladesh.



**MICHELLE D. NAVARO**  
MARK JASON B. TORIO  
ASC 2014 Medallion for Excellence  
Mechatronics





# Ensuring Quality Standards in Training Delivery

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

Through these key programs, TESDA became the only public national organization for education that has been awarded ISO 9001:2008. TESDA joins other world-class organizations recognized for their quality management systems and puts premium in customers' satisfaction.



## COMPETENCY ASSESSMENT AND CERTIFICATION

The Competency Assessment and Certification (CAC) is one of the major pillars of TESDA. It serves to elevate the status and professionalize skilled occupations. Passing the competency assessment confirms that a graduate or a worker of a particular qualification can demonstrate or perform the standards of competence expected at the workplace. To ensure validity and integrity of the system, the implementation of the assessment and certification is anchored to Philippine TVET Qualification and Certification System (PTQCS) and supported by quality assurance mechanisms which are certified in ISO 9001: 2008.

In 2014, there were 1,187,469 skilled workers assessed for certification of which 1,125,273 of them passed and issued corresponding national certification.

In its desire to secure recognition and high regard of the industry on the integrity of the assessment and certification process of the agency, the Certification Office embarked on a continual improvement of the current quality assurance mechanisms. In particular, the Procedures Manual was enhanced on the following: 1) Competency Assessment, 2) Issuance/Renewal/Replacement of NC and COC, 3) Compliance Audit, 4) Accreditation of Competency Assessors, and 5) Accreditation of Competency Assessment Centers.



**REYMARK S. DE MAYO**

ASC 2014 Medallion for Excellence  
Beauty Therapy

Alongside with this, review and inputs from program implementers, assessment center managers and competency assessors from the regions and provincial offices were considered and incorporated in the documents.

Likewise, the Certification Office issued new implementing guidelines on the following: 1) assessment and certification of TVET Trainers for TM I, 2) Issuance of NC/COC Plastic Card, 3) Conduct of NATCAC Program, and 4) Assessment and Certification of TLE Teachers of DepEd.

This Office also conducted capability Building Program to strengthen implementations and clarify issues and concerns. The CO-CARES were implemented to consult Regional Directors and Focals to discuss trends, gaps and issues in the implementation of assessment and certification. In an Assessment Calibration on Ship's Catering Services, Cookery was initiated. It provided an opportunity to clarify issues and concerns in the assessment process among Competency Assessors and Regional CAC Focals.

On September 2014, Moderation of Regional Expert Panel on Trainers Methodology was conducted which resulted to calibration and re-issuance of their appointments as REP members. Another capability building was conducted among Regional Lead Assessors on New and Amended Qualifications Expand Infrastructures. The activity addressed the gap brought about by the implementation of K+12 Program, particularly the assessment of DepEd TLE teachers and assessment of high school graduating students of WTR-registered programs.

#### Overseas Filipino Workers On-Site Assessment

In collaboration with DOLE, TESDA brought the Competency Assessment and Certification to the countries where one huge number of OFWs. The activity provided opportunity for OFWs to acquire National Certificates (NCs) issued by TESDA. Said certificates became a vital documents for OFWs in seeking higher paying or additional job opportunities overseas.

In the last quarter of 2014, the pilot implementations were conducted in Hongkong and Dubai has the following results:

COUNTRY	TRADE AREA	# ASSESSED	# CERTIFIED
Hongkong	Food & Beverage Services NC II	33	17
	Housekeeping NC II	17	8
Dubai	Food & Beverage Services NC II	11	6
	Beauty Care NC II	14	14
	Hairdressing NC II	7	2
	Massage Therapy NC II	23	21
	Hilot (Wellness Massage NC II)	1	1
	Visual Graphics Design NC II	14	11
	Technical Drafting NC II	44	31



**LEMUEL C. ENDAYA**

ASC 2014 Medallion for Excellence  
Refrigeration and Air Conditioning



## TVET PROGRAM REGISTRATION

The Unified TVET Program Registration and Accreditation System (UTPRAS) is a two-staged process of quality assurance for all TVET programs. The first stage involves mandatory registration which entails full compliance with prevailing training standards. The second stage is the monitoring for continuous compliance through periodic compliance audit.

All TVET programs offered to public for a fee have to be registered with TESDA. Registration signifies compliance of the TVET Program in the following: curriculum design, qualifications of trainers, facilities, tools and equipment, based on the minimum standards specified in the Training Regulations.

As of 2014, there were 5,670 newly registered programs. On applications for program registration, 91.3% were acted upon within 1 week of submission.

An integral part in program registration is the monitoring of registered programs for continuous compliance to standards through the conduct of compliance audit. This is done one year after the program is registered and once every two years thereafter.

In 2014, a total of 7,838 programs were audited. 5,717 were found compliant; 1,085 are non-compliant; 1,036 were ordered closed.

The CO also conducted workshops among UTPRAS Focal Provincial Directors, ROD Chiefs and UTPRAS Focals of all TESDA Regional Offices. It aims to identify strategies for the reduction of detected breaches in the audited programs of TVIs and solicit inputs for the improvement of the procedures manual for program registration.

As a result, breaches of audited programs were reduced from 28% to 8%; the program registration Process Cycle Time (PCT) was also reduced from 45 days to average of 21 days; and 90% of applications were acted upon within one (1) week.



**GLENN CHRISTOPHER B. SILANG**  
**JEMUEL GERISON B. ISNEC**  
ACS 2014 Competitors  
Industrial Automation



ASSEMBLY OF SOLAR STREET LAMPS

**SIGNING OF MEMORANDUM OF AGREEMENT**  
BETWEEN  
ASSOCIATION OF FILIPINO CHAMBERS OF COMMERCE  
AND INDUSTRIES, INC. (APCCI)  
AND  
TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY  
(TESDA)  
January 24, 2014

MR. EMMANUEL JOEL A. VILLANUEVA  
Director General, TESDA

MR. DANTE M. ABANDO  
President, APCCI



## Partnerships and Collaborations

Section 26 of Republic Act No, 7796 provides that TESDA shall “establish effective and efficient institutional arrangements with industry boards and such other bodies or associations to provide direct participation of employers and workers in the design and implementation of skills development schemes, trade skills standardization and certification and such other functions in fulfillment of the Authority’s objectives”.

Pursuant to the above mandate, the National Technical Education and Skills Development Plan 2011-2016 identified the need to forge new alliances and strengthen existing partnerships with key stakeholders to expand the reach and capacity and improve the relevance of TVET in the country.

The TESDA 2014 Roadmap, on the other hand, spelled out the importance of engaging industry in the provision of tech-voc services to hone the skills of the country’s workforce. Likewise, the establishment of strategic and sustainable partnerships and linkages with relevant stakeholders is also on top of the agenda to expand their participation and access to the agency’s programs and services at all levels.

The agency has long been forging various types of arrangements with industry associations, companies, national government agencies, non-government organizations and international organizations. This is being done at national, regional, provincial and institutional level. While there have been many MOAs/MOUs signed by the various TESDA units with several partners, no consolidated report or documentation on these has ever been written, nor a standard reporting system or database for the same has been established.

Relative to this, the Partnerships and Linkages Office (PLO) conducted an inventory of the existing partnerships for the period 2010-2014. PLO developed a database and rolled this out to the different TESDA offices to gather information about the partnerships. Copies of the MOAs/MOUs were also collected to



**RENANTE M. GUSTILLO**  
2014 Idols ng TESDA Awardee  
Region XI

# OTHER INSTITUTIONAL PROGRAMS AND PROJECTS

gather other relevant data. For 2014, TESDA has forged an all-time high of 260 partnerships with various organization and groups.

To give recognition to TESDA's partners and outstanding tech-voc graduates, PLO conducted the 2014 Search for Kabalikat Awardees as well as the Idols ng TESDA. Thirty (30) nominees from LGUs, industry and institutions were screened for the Kabalikat Award and 12 nominees for Idol ng TESDA. National winners were chosen and awarded their plaques and cash prizes during the anniversary celebration of the agency in August 2014. Declared national winners were the following:

## KABALIKAT AWARDS



KABALIKAT AWARDS		
CATEGORY	AWARDEE	REGION
Industry	Delta Earthmoving, Inc.	Region II
Institution	Phil-Nippon Technical College, Inc.	Region XI
LGU (Municipality)	Municipal Government of Masinloc	Region III
LGU (City)	City Government of Candon	Region I



## IDOLS NG TESDA

IDOLS NG TESDA		
CATEGORY	AWARDEE	REGION
Wage-Employed	Cristina G. Reyes	Region I
Self-Employed	Rhea Corina B. Mejia	Region IV-A

Given the new role to be performed by PLO and the need to enhance the skills of TESDA staff on the establishment of partnerships with stakeholders, the training program on Productive Meetings, Winning Successful Negotiations and Customer Service Excellence was conducted for 30 central and regional office participants.

To enable the staff to develop and implement programs for Persons with Disability, PLO facilitated the participation of a 12-man

### ARNEL S. RUBIO

2014 Idols ng TESDA Awardee  
Region II



team to the Training Program on the Development of Disability-Inclusive TVET in the Philippines in Brisbane, Australia. Likewise, PLO facilitated the training of 40 Persons with Visual Impairment on Massage Therapy.



## TATAK TESDA

In 2014, the first Tatak TESDA Video-Making Contest was launched. The contest invited TVET graduates to send self-produced videos featuring their TVET success stories. The contest intended to document and recognized success stories of TVET graduates

whose testimonials were used to promote and generate awareness of TESDA TVET programs and services.

The contest has two categories, namely: individual category and school category. A total of 148 entries were received from all over the country. A 3-phase selection/review process was applied to determine the top 10 entries for each category. Awarding ceremony of the contest's grand prize winner and three special awards was held during the 2014 Labor Day Celebration at PAGCOR Theater in Parañaque City.



## CAREER GUIDANCE

In 2014, TESDA served as the focal agency in the training of Regional Career Ambassadors thru the Career Guidance Advocacy Program under the Cabinet Cluster for Human Development and Poverty Reduction. Relative to this, the NITESD trained an initial pool of 16 Regional Career Ambassadors and 33 Career Advocates. They were trained to work in tandem to render career guidance talks and convocations. A total of 54,481 students attended the career guidance talk provided by the Career Ambassadors and Advocates during the DepEd Career Guidance Week.



**BAYONA S. BAON**  
2014 Idols ng TESDA Awardee  
Region X



## TRAINING SYSTEMS DEVELOPMENT

The NITESD also provided the groundwork to identify the TESDA Technology Institutions that will be transformed into Centers of Excellence (CenTex). Twelve (12) TTIs were initially listed and declared as the new CenTexes. These TTIs shall be the priority to receive upgraded tools and equipment package to serve as source/model of best practices and innovations in TVET.



## CURRICULUM DEVELOPMENT

A training program on Curriculum Evaluation was conducted to 105 UTPRAS Focals of the Regional Offices. It was meant to develop and enhance capability in evaluating training curriculum, thus reduce the process cycle time in the review of documents for program registration under UTPRAS.

In support to the K-12 program of DepEd, TESDA participated in the development and review of Curriculum Guides and the finalization of Learners Manual and Trainers Guide for TechVoc track/ A total of 34 TLE subjects were developed.



## PINOY BAYANIHAN

A joint collaboration of TESDA, PAGCOR, DENR and DepEd, this aims to address the country's basic education huge backlog of school armchairs utilizing the confiscated logs and lumber. As of December 2014, the project accomplished the following:



**CATALINO B. ABELLERA**  
2014 Idols ng TESDA Awardee  
Region I

- 12,912 armchairs was produced at TESDA-NCR Production Site
- 10,000 armchairs were delivered to 19 DepEd schools in NCR
- 46,621 armchairs were produced by Agusan del Sur School of Arts and Trades (ASSAT). It was delivered to 320 DepEd schools in CARAGA Region



## QUALITY ASSURANCE

TESDA maintained ISO 9001:2008 certification in Program Registration, Assessment and Certification, Development of Training Regulations and Development of Competency Assessment tools. It also expanded this certification in 8 Regional Offices.

The ISO 9001:2008 Certification of TESDA is an assurance of integrity and quality in the delivery of technical and vocational education and training (TVET) programs and services, thus ensuring the satisfaction of TESDA customers/clients.

In 2014, as part of continual improvement, IS) 9001:2008 Certification in the core processes of Unified TVET Program Registration and Accreditation System (UTPRAS) and Assessment and Certification was expanded to cover all TESDA Regional/ Provincial/District offices. The development of standards such as Training Regulations and Competency Assessment Tools was likewise covered.

A preponed-repeat-expansion audit was conducted in 22 sites (TESDA Operating Units) by TUV SUD PSB Phils., a third-party certification body, to merit TESDA's ISO 9001:2008 certification. Surveillance audit shall follow in 2015 and 2016.



**CRISTINA G. REYES**  
2014 Idols ng TESDA Awardee  
Region I



### **STAFF DEVELOPMENT PROGRAMS**

The 2014 SDP was undertaken in response to the training needs survey conducted in 2013 apportioned for implementation until 2015. Likewise, new programs were introduced purposely to enhance employees' competence in their current position/assignments.

A total of 1,683 employees attended various programs organized/coordinated by TESDA Development Institute (TDI). Likewise, 1,579 employees completed attendance to various programs conducted by various Executive and Regional Offices. In addition, 199 applicants were pre-screened and accepted in various short-term non-degree courses under foreign training/scholarship.

In general, TESDA achieved at least 90% of its targets in the delivery of outputs in 2014.



### **SKILLS COMPETITIONS**

Under Section 30 of R.A. 7796, TESDA is mandated to conduct skills competition which aims to promote quality skills development in the country and with the view of participating in international skills competitions with the active involvement of private industries.

After the conduct of provincial and regional skills competitions led by TESDA Regional Offices nationwide, the Philippine National Skills Competition (PNSC) was held on April 6-11, 2014. The PNSC 2014 was jointly hosted by NCR, Region IV-A and Region III. The competitions were held in different areas/institutions in the said regions.

More than a hundred competitors belonging in sixteen (16) different trade areas vied for medals and recognition.





Region III emerged as the overall champion among the participating regions.

For the 10th ASEAN Skills Competition (ASC), the Philippines participated and competed in sixteen (16) out of twenty three (23) trade areas of competition. This was conducted at the Vietnam National Convention Center in Hanoi, Vietnam last October 19-29, 2014.

MR. JOSHUA D. MINA from CLSU-CTC, Nueva Ecija, the competitor for Mechanical Engineering Design-CAD reaped a GOLD MEDAL. The competing tandem of MR. CHRISTOPHER B. SILANG and MR. GERSON S. ISNEC from MFI Foundation, Inc., Pasig City, earned a BRONZE MEDAL in Industrial Automation.

Other members of the Philippine Team were awarded the Medallion of Excellence after achieving CIS points beyond the 500 scale marks, namely:

- MR. MARK JASON B. TORIO and MS. MICHELLE D. NAVARRO, the competing tandem for Mechatronics;
- MR. ERIZZ FRANCIS C. TOLENTINO, competitor for IT Solutions for Business;
- MR. KEITH A. BEJA, competitor for Electronics;
- MR. REY MARK S. DE MAYO, competitor for Beauty Therapy;
- MS. JESSICA PABON, competitor for Fashion Technology;
- MR. JOSHUA F. LIZARDO, competitor for Cooking; and
- MR. LHEMUEL C. ENDAYA, competitor for Refrigeration and Air-Conditioning.

The Philippines rejoined the biennial skills competition in 2012 where it garnered one (1) Bronze Medal and three (3) Medallions of Excellence after skipping three (3) competitions conducted in 2006, 2008 and 2010.





## **TESDA Women's Center: GADtimpala Awardee**

**T**he Philippine Commission of Women (PCW) hailed TESDA Women's Center (TWC) as one of the country's most gender-responsive government agency during the women's month celebration held at Diamond Hotel in Manila on March 28, 2014. On this occasion, TWC was awarded the GADtimpala bronze award besting other thirteen government agencies.

## **TESDA-NCR: Strengthens Partnership with Industries**

In June 18, 2014, the TESDA-NCR convened around 200 human resource managers from various industries in Metro Manila for an industry forum on the Dual Training System (DTS) and the apprenticeship program. It was held at AFP Commissioned Officers Club, Camp General Emilio Aguinaldo, Quezon City.

The forum dubbed "Dual Training System (DTS) and Kasanayan Sa Hanapbuhay (KaSH): Industry-based Training for Better Employment" focused on the big role of industries in shaping the TVET graduates to become the competent workers needed for their companies. This is a bid to ensure the readiness of technical vocational (tech-voc) graduates for jobs, encouraging private companies to open their doors for either dual training system and/or apprenticeship.

This was also anchored on the TVET Industry Forum organized by the region in 2013, in which there was a commitment to strengthen public-private partnership in tech -voc, and improve the quality of training -- from hard to soft skills, and to include higher order thinking skills. TESDA Secretary Joel Villanueva graced the event.

## **TESDA-CAR: Industry and LGU Partnership**

TESDA CAR and City Government of Baguio forged an agreement wherein the City Government will extend Php 5 million to BCSAT. It will be used to expand the training facilities, enhance

the capability of trainers and upgrading of its equipment. These activities are meant to sustain the competitiveness of Baguio City School of Arts and Trades as a Center of Excellence in Tourism Services.

## **TESDA Region I: “Pamaskong Pangkabuhayan”**

TESDA Regional Office organized the “Pamaskong Kabuhayan” at CSI Stadia in Dagupan City, with the attendance of TESDA scholars, trainees, graduates and other stakeholders from all over Region I. The ceremonial awarding of starter tool kits to graduates/beneficiaries of the Grassroots Participatory Budgeting (GPB) serve as highlight of the ceremony.

The graduates under the GPB were provided starter tool kits to further hone their skills and engage in a livelihood or entrepreneurial activity thereby allowing them to earn additional income. It is intended for them to become productive citizens and contribute to the economic growth of their respective communities.

## **TESDA Region III: Big Win in National and International Skills Competitions**

The year 2014 has been a great year for Region III in the area of skills competition. During the 2014 Philippine National Skills Competition (PNSC), the region bagged ten (10) golds, one (1) silver and bronze medal, and two (2) Diplomas of Excellence.

Eight (8) of the gold medalists from Region III eventually became members of the Philippine Team who represented the country and competed in the 10th ASEAN Skills Competition (ASC) held in Hanoi, Vietnam. The lone gold medal won by the Philippine Team was earned by Mr. Joshua Mina, a student of CLSU-CTC Foundation of Nueva Ecija. He competed in Mechanical Engineering Design-CAD.

## **TESDA Region IV-A: APACC Silver Level Accreditation Granted to PPSAT**

Motivated by its aspiration to continuously render quality TVET education, the Puerto Princesa School of Arts and Trades (PPSAT) in Palawan, finally received the Silver Level Accreditation Status



**KING PUAL B. GABERTAN**  
2014 Idols ng TESDA Awardee  
Region III

from the ASIA Pacific Accreditation and Certification Commission (APACC) last April 14, 2014. It was first awarded by APACC of Bronze Level in 2011.

## **TESDA Region V: Graduates Constructs Day Care Center**

Taking advantage of the skills training package under the Special Training for Employment Program (STEP), TESDA-Sorsogon and LGU-Sorsogon City, the office of the 1st Congressional District of Sorsogon and the provincial Office of Social Welfare and Development Office, jointly collaborated for the construction of the Day Care Center in Guinlajon, Sorsogon City.

The Day Care Center is being built through training-cum-production scheme utilizing the trainees of four TVET Qualifications, namely: Carpentry NC II, Masonry NC II, Tile Setting NC II and Electrical Installation NC II. It will rise in a 32 square meters land area which can accommodate up to eighty (80) students in a given session.

## **TESDA Region VI: Livelihood Competition in “Pana-ad sa Negros Festival”**

TESDA Negros Occidental organized a Livelihood Skills Competition during the “Pana-ad sa Negros Festival”. The week-long celebration, which draws local and foreign tourists showcased the best in Negros Occidental.

The competition area included Cookery, Dried Flower Arrangement, Table Skirting, Cake Decoration, Flair Tending, and Fruits and Vegetable Carving. Students/trainees from the different cities and municipalities in Negros Occidental participated in this event.

## **Region VII: Skills Training and Emergency Employment towards Recovery (STEER) Program**

In response to the calamity brought about by 7.3 magnitude earthquake that rocked and left thousands of residents in Bohol



**EDLYN P. CASAL**  
2014 Idols ng TESDA Awardee  
Region VII

homeless and devastated, TESDA Region VII launched the Skills Training and Emergency Employment towards Recovery (STEER) Program. STEER Program is a skills training program designed to help the victims rebuild their own houses and at the same time give them emergency employment while recovering from the loss of their homes and income.

Eight hundred (800) persons from different towns of Bohol underwent training in carpentry, Plumbing, Masonry, and Electricity. Utilizing the training-cum-production scheme, twenty-six houses were built and were given to affected families. The STEER is now being replicated by other government agencies and entities in the private sector.

## **TESDA Region IX: Provincial Skills Competition in “Saulog 2014”**

The TESDA Provincial Office in collaboration with the Local Government of Zamboanga del Norte, staged a Provincial Skills Competition in Dipolog City during its 62nd founding anniversary celebration.

The competition areas included Table Skirting, Table Setting, Napkin Folding, Floral Arrangement and Bartending with Flaring. The competitors were students/trainees from Dipolog School of Fisheries (DSF), Dipolog City of Institute of Technology (DCIT) and Jose Rizal Memorial State University JRMSSU). DCIT was proclaimed as the overall champion.

## **TESDA Region X: Northern Mindanao TVET Labor Market Information System**

TESDA R10 initiated a project dubbed as RX Skills Supply Mapping aimed to track down the employment status of NC II holders and link them to the employers.

The project was implemented in two-phases. The first phase covered the survey of TVET skilled workers while the second phase required the establishment of TVET Labor Market Information System (LMIS).

The RXTVETLMIS website was realized through a collaborative



**RONNIE L. ABAO**  
2014 Idols ng TESDA Awardee  
CARAGA

partnership between TESDA X and a private IT company. To ensure sustainability of the project, an LMI Council was organized.

## **TESDA Region XI: RTC KorPhil Davao Incubation Center**

The RTC KorPhil Davao secured approval of the proposed construction of Technology Business Incubation Center for Agricultural Machinery and Food Processing. The incubation center is envisioned to serve as a business hub and a showroom for agricultural machinery and technologies development, production, fabrication and entrepreneurship.

## **TESDA Region XII: Road Safety Advocacy Campaign**

TESDA XII entered into a MOA with LTO, PNP and Manpower Cooperatives in Polomolok, South Cotabato to support the implementation of the Road Safety Project in the said municipality.

TESDA conducted training to 1,436 tricycle drivers to contain the growing number of vehicular accidents in Polomolok. Road Safety, Road Courtesy, and Defensive Driving were taught. A separate training session was also conducted for motorcycle drivers and workers from business entities in the area.



**GINA C. FAIGAO**

2014 Idols ng TESDA Awardee  
Region IV-B

