Technical Education and Skills Development Authority

STATUS OF PROGRAM/PROJECT IMPLEMENTATION
As of 1st Quarter 2013

PROGRAM/PROJECT	BRIEF DESCRIPTION/ RATIONALE	BENEFICIARIES	STATUS OF IMPLEMENTATION/ ASSESSMENT REPORT
KRA 1: "Transparent, Accountable and Participatory Governance"			
Strategic Performance Management System (SPMS)			
TESDA OPCR	In line with TESDA's participation in the pilot implementation of the CSC Strategic Performance Management System (SPMS) TESDA established its Performance Management Team (PMT) and has come up with its Office Performance Commitment and Review (OPCR) form for 2012.	• TESDA Operating Units • DOLE	**2012 TESDA OPCR with self-rating submitted to DOLE. Validation is ongoing. Required documentary evidences were submitted to DOLE for validation purposes.**
Public-Private Partnership			
Labor Training Market Information Reports (LTMIRs)	The LTMIR provides insights on current trends, issues and challenge available in the local and international labor markers. The LTMIR may focus on the training trends and/or demand of labor and employment.	Technical Education and Skills Development Planners, Policy Makers, and other stakeholders	**Consultations ongoing**
Training Standards Development (i.e. Training Regulations, Competency-Based Curriculum,	The program aims at developing standards that will align middle-level skills qualifications with the industry standards. The competency standards	Technical Vocational Institutions (TVIs) TVET Practitioners	• **Development of TR for Maritime Sector is ongoing (i.e. Ship Catering Services NC I, NC**

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Competency Assessment Tools, etc.)	shall be the bases in assessing the qualifications of the middle-level skilled workers through the competency assessment and certification.		II, and NC III) • **New CBC developed for Printing Sector (Sheet Fed Offset Press Operating NC II)**
National Technical Education and Skills Development Program (NTESDP)	The NTESDP 2011 - 2016 is the third cycle plan which serves as the guide for the major players in technical vocational education and training (TVET) for the courses of action that need to be undertaken to address the skills requirements of the industry and the economy.	Technical Education and Skills Development Planners, Policy Makers, and other stakeholders	**Monitoring of NTESDP 2011-2016 implementation is ongoing**
Information System Strategic Plan (ISSP)	The ISSP refers to a three (3) to five (5) year computerization framework of an agency which describes how the organization intends to strategically use ICT in pursuit of its mission and functions. A written expression of how an agency intends to use ICT to support its data processing and decision-making processes.	• TESDA Operating Units • e-Governance Stakeholders	**Central Office Computing Goods and Network Rehabilitation Project implementation is ongoing**
K to 12	K to 12 means Kindergarten and the 12 years of elementary and secondary education. Kindergarten refers to the 5-year old cohort who undergoes a standardized Kinder curriculum. Elementary education refers to primary	• Students • Employers	• **Consultative meeting conducted with DepEd re Entrepreneurial Based TLE Curriculum** • **Participated in K to 12 Steering Committee Meetings, Policy**

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	schooling that involves 6 years of education (Grades 1-6) while secondary education refers to four years of junior high schools (Grades 7-10 or HS Year 1-4) and two years of senior high school (Grades 11-12 or HS 5-6).		**Fora and Legislative Hearings**
Unique Learner Identifier (ULI)	The ULI aims to provide TVET students with unique identified that will facilitate tracking of their status from enrolment to employment; and to discourage "ghost trainees".	TVET Students	**Pilot testing of online ULI pending the procurement/ delivery of server**
Citizen's Charter	In compliance with the Anti-Red Tape Act (ARTA), Citizen's Charter defines the frontline services offered by TESDA and the standards of their implementation.	General Public	**Citizen's Charter on frontline services are posted near the entrance of TESDA Operating Units**
ISO Certification	In line with the thrust for good governance by the Aquino administration, TESDA has embarked on its quality journey for its systems and processes.	General Public TESDA Operating Units	• **Surveillance audit of TESDA CO and 3 ROs ISO 9001:2008 certified in 2 Core Processes (i.e Program Registration; and Assessment and Certification) was conducted last Dec. 2012** • **Relative to the expansion of the ISO Certification to cover Standards Dev't. Processes and additional 5 ROs, Internal Quality Audits were conducted**

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Quick Response Mechanism to Citizen's Feedback	In line with TESDA's quality policy which measures the worth of the organization by the satisfaction of the customers it serves, various approaches are utilized to secure and respond to Citizens' feedbacks and clarifications/queries.	General Public	**Quick response mechanisms to Citizens' feedbacks and queries are continuously maintained, such as the TESDA website, entries to the Director General's facebook account, face-to-face encounters with the Public Assistance Counter Officer, Call Center Unit, and SMS or calls to TESDA Hotline.**
TESDA Efficiency and Integrity Board	In line with Department Order No. 109 series of 2011, TESDA established its Efficiency and Integrity Boards. The Boards aim to promote efficiency and integrity in the organization by formulating a comprehensive Integrity Development Action Plan (IDAP),and monitoring the observance of the Code of Conduct of employees, among others.	General Public	**TESDA IDAP preparation ongoing**
KRA 2: " POVERTY REDUCTION AND EMPOWERMENT OF THE POOR AND VULNERABLE"			
National TVET Competency Assessment and Certification (NATCAC)	The NATCAC is a national synchronized conduct of competency assessment and certification for free in identified demand. It aims to expand client's access to assessment and certification, and to strengthen the scale and	Industry Sectors Workers OFWs	**NATCAC is tentatively scheduled 2nd Quarter of 2013**

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	popularity of the TESDA assessment and certification program through a purposive advocacy to raise people's awareness of the program.		
Competency Assessment and Certification	The program aims at assessing and certifying the competencies of the middle level skills workers. The assessment process is done to confirm that a graduate or worker can perform to the standard expected in the workplace based on the defined competency standards. This ensures the productivity, quality and global competitiveness of the middle-level workers.	TVET graduates Workers	**137,028 persons assessed** **123,921 persons certified** **Achieved 90.43% certification rate**
Trainers Development			
Trainers Training	Training and development of TVET Trainers aligned to industry requirements.		**TVET Trainers training ongoing**
Trainers Certification	The assessment and certification of TVET Trainers aims to qualify and certify the current pool of trainers to raise the bar of Trainer/Assessor qualification in the areas of technology and methodology for quality assurance. To attain the appropriate National TVET Trainer Certificate (NTTC) Level I or II,	TESD Trainers in public and private TVIs	**1,414 NTTCs issued less than two (2) weeks after receipt of application**

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	the trainer must acquire NC Level of the qualification appropriate in the programs being handled but not lower than NC II; and acquire the Trainers Methodology Certificate (TMC) I or II.		
Proactive Job-Skills Matching Process (Seek-Find-Train) Technical Vocational Education and Training (TVET)	TVET involved three modalities: institution-based; enterprise-based; and community based.	Industry Sectors OSYs Unemployed Adults	• **72,466 persons profiled for TVET Career** • **211,803 persons enrolled across all delivery modes** • **165,550 TVET graduates**
TVET Scholarship			
Training for Work Scholarship Program (TWSP)	The TWSP is a direct financial intervention in the provision of training programs to supply highly critical skills and competencies needed by the economy, particularly by industries, or those directly connected to existing jobs for immediate employment.	Critical /Priority Sectors TVET students	• **39,401 scholarship slots (from 2013 funding) approved for implementation in 17 regions and Central Office based TWSP** • **Program monitoring for TWSP under the 2012 continuing appropriations ongoing**
Private Education Student Financial Assistance (PESFA)	PESFA was established through Section 8 of Republic Act No. 8545, otherwise known as "Government Assistance to Students and Teachers in Private Education Act (GASTPE)". The program offers educational grants to qualified and deserving students in post-secondary programs in private institutions.	TVET Students	• **9,293 scholarship slots (from 2013 funding) approved for implementation in 7 regions** • **Program monitoring for PESFA under the 2012 continuing appropriations ongoing**

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Cash for Training Program (C4TP)	C4TP is a joint program of TESDA and the Department of Social Welfare and Development that will run for 6 months, from December 2012 up to May 2013. The program will be implemented in two independent components, namely: Training for Wage Employment (Trabaho) and Training for Self Employment (Hanapbuhay). For wage employment, training will be organized and conducted in a training institution with TESDA-registered program and graduates will be assisted in looking for jobs.	OSYs Unemployed young people	• **Of the total 65,730 C4TP target beneficiaries, 6,698 Trabaho and 12,545 Hanapbuhay trainees were monitored** *(Note: Per PMO-C4TP Status Report as of April 11, 2013)*
Park and Train Mobile Training Plus	The program aims to deliver technical vocational training programs to a community by means of a Mobile Training Classroom (MBC) that is attached to a prime mover. The objective is to create converging efforts among major players in TVET provisions, specifically LGUs, NGAs, and the civil society towards corporate social responsibility, empowerment, governance and community development interventions. The program also aims to provide individuals easy accessibility and	OSYs Unemployed Adults	• **1 mobile van dispatched in 4 areas** • **128 mobile training van graduates monitored**

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	affordability to TESDA's programs and services; and provide facilities, tools and equipment to be used by the chosen community, to offer core training programs.		
KRA 3: "RAPID, INCLUSIVE AND SUSTAINED ECONOMIC GROWTH"			

Philippine Qualification Framework (PQF)	The PQF defines the level of educational qualifications and sets the standards for all education outcomes that are aligned with the standards of industry. It will facilitate pathways and equivalencies to assist people to move easily and readily between the different education and training sectors. It will also facilitate workers employability and mobility as qualifications can be benchmarked with standards of other countries.	Various sectors and stakeholders of education and training	• **Consultative meeting conducted with PRC-PECE re proposed Diploma in Electronics Technology (Level V)**
			• **Participated in two (2) PQF-NCC Meetings resulting to the following outputs:**
			  ➢ **Issuance of PQF-NCC Resl. No. 2013-01 Creating the PQF-NCC Working Groups and Defining their functions; and**
			  ➢ **PQF-NCC Resolution No. 2013-02 drafted on the Revision of the Descriptors for Levels 6-8 prepared and forwarded to Dir. Birung for comments**

TESDA Specialista Technopreneurship Program (TSTP)	The TSTP is one of the TESDA responses to the limited employment opportunities available on wage employment. The TSTP is designed to	• Certified workers/ persons • Communities in general	**Evaluation of 2012 program implementation is ongoing.**

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	facilitate employment for group of certified workers/ persons to get into productive undertakings through the provision of services in demand in the community.		
Apprenticeship/ Learnership	Apprenticeship is a training and employment program involving a contract between an apprentice and an employer on an approved apprentice-able occupation. Generally, it aims to provide a mechanism that will ensure availability of qualified skills workers based on industry requirements. The period of apprenticeship covers a minimum of four (4) months to a maximum of six (6) months while that of learnership covers a maximum of three (3) months. Only companies with approved and registered apprentice-ship and learnership programs can hire apprentices and learners.	• Enterprises • Apprentices • Learners	**4,947 Enterprise-Based Training-Apprenticeship graduates**
Job-Bridging Internship Program (JBIP) / Blue Desks	The program aims to provide assistance to both overseas and locally displaced workers, their dependents and other job seekers for employment and/or skills training and re-training thru Internship Program. The activity is endeavored to provide the target	Displaced workers, their dependents and other job seekers	• **48,228 JBIP/Blue Desk clients referred/served** • **18,447 JBIP/Blue Desk clients hired**

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	beneficiaries job placement; scholarship slots; skills internship program; and /or livelihood assistance by participating agencies.		
KRA 5: "INTEGRITY OF THE ENVIRONMENT AND CLIMATE CHANGE ADAPTATION AND MITIGATION"			
P-Noy Bayanihan Furniture Production Project	The project is a collaborative effort of four government agencies (PAGCOR, DENR, DepEd, and TESDA) to provide the educational sector with armchairs and other school furniture by utilizing confiscated logs and lumbers while providing livelihood opportunities to communities where the furniture production sites are located through a training cum production approach.	DepEd Schools TVET graduates	**Under the NCR Production Site, a total of 2,500 knockdown pieces were produced from the raw materials delivered.**

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