



Technical Education and Skills Development Authority

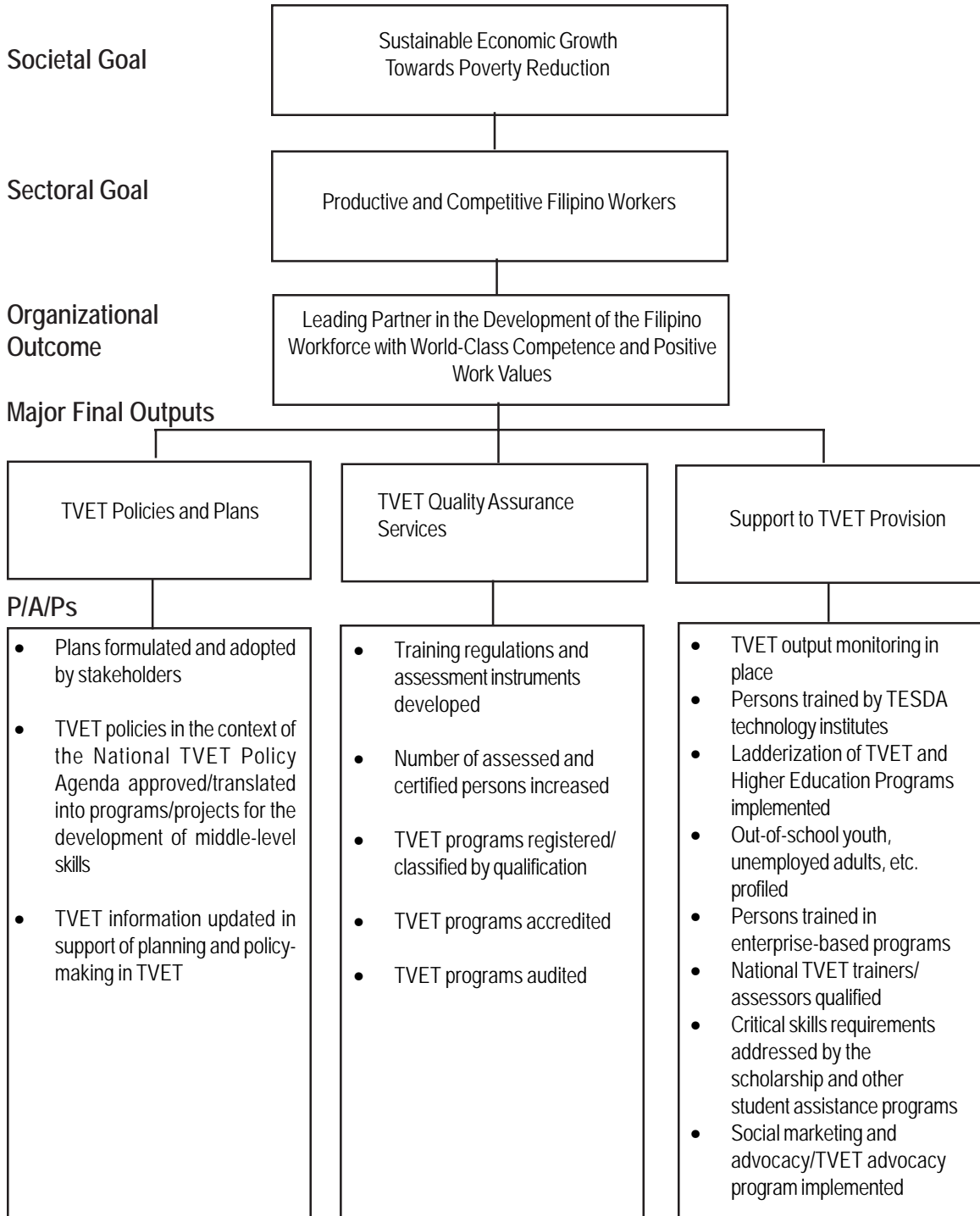
Legal Basis

Republic Act No. 7796 (August 25, 1994), the “Technical Education and Skills Development Act of 1994”, established the Technical Education and Skills Development Authority (TESDA) from the merger of the National Manpower and Youth Council (NMYC) of the Department of Labor and Employment (DOLE), the Bureau of Technical and Vocational Education (BTVE) of the Department of Education, Culture and Sports (DECS), and the Apprenticeship Program of the Bureau of Local Employment (BLE) of the DOLE.

Mandate

The Technical Education and Skills Development Authority (TESDA) formulates manpower and skills plans; sets appropriate skills standards; tests, coordinates, and monitors manpower policies and programs; and provides policy directions and guidelines for resource allocation for the TVET (technical, vocational, educational, training) institutions in both the private and public sectors. It manages and supervises technical education and skills development in the Philippines and mobilizes the full participation of industry, labor, technical and vocational institutions, local governments, and civil society for skilled manpower development programs.

LOGICAL FRAMEWORK (TESDA)



PERFORMANCE MEASURES AND TARGETS
(Amounts in Thousand Pesos)

Particulars	FY 2008	FY 2009	FY 2010
	Amount/Actual	Amount/Target	Amount /Target
MFO 1			
TVET POLICIES AND PLANS	112,869	177,237	155,808
Formulation/Updating of TESD Plans			
Number of TESD Plans formulated/ updated/ monitored	NTESDP 2005-2009 assessed/updated	NTESDP 2005-2009 implementation monitored	NTESDP 2010-2014 Framework formulated
	21 RTESDPs updated/published	25 RTESDPs implementation monitored	17 RTESDPs formulated
	29 PTESDPs updated/implemented	85 PSPs updated	85 PTESDCs formulated
	TESDA Corporate Plan implemented	TESDA Corporate Plan updated	TESDA Corporate Plan 2010-2014 rolled- out
		SURGE- TESDA Program implemented	SURGE- TESDA Program implemented
Policy Development/ Formulation in the context of the National TVET Policy Agenda			
Type and number of policies adopted/ translated into programs/projects (TESDA Board Resolutions, Regional and Provincial TESDC Policy Agenda, Research Agenda)	297 TESDCs resolution accounted: 88 RTESDC 209 PTESDC	326 TESDCs resolution accounted: 117 RTESDC 209 PTESDC	326 TESDCs resolution accounted: 117 RTESDC 209 PTESDC
	18 National Policies/Resolutions approved	18 National Policies/Resolutions approved	18 National Policies/Resolutions approved
	2008 TVET Policy Agenda approved	2009 TVET Policy Agenda approved	2010 TVET Policy Agenda approved
Labor Market and Education and Training Market Studies and other Researches and Evaluation			
Number of TVET situationers and other statistical reports/researches conducted/ updated	2005 IES published		
	2008 Impact Evaluation Study conducted	2008 Impact Evaluation Study finalized/published	

Particulars	FY 2008	FY 2009	FY 2010
	Amount/Actual	Amount/Target	Amount/Target
	4 LMIRs	6 LMIRs	6 LMIRs
	16 Regional LMIRs	16 Regional LMIRs	16 Regional LMIRs
	8 Prov'l LMIRs	85 Prov'l LMIRs	85 Prov'l LMIRs
	Semestral TVET	Semestral TVET	Semestral TVET
	Statistical Reports	Statistical Reports	Statistical Reports
Installation and operationalization of information systems	2 information systems installed and operationalized	2 information systems installed and operationalized	Upgrading of COROPOT1 Information System for realtime monitoring
Annual Employment Rate of TVET graduates in the ROPOT1 service area	55% employment rate	60% employment rate	60% employment rate
MFO 2			
TVET QUALITY ASSURANCE SERVICES	913,878	963,222	1,022,582
Development of Competency Standards/Training Regulations (TRs)			
Number of Training Regulations developed	32 TRs developed	32 TRs developed	32 TRs developed
Number of Competency Assessment Tools (CATs) developed	32 CATs developed	32 CATs developed	32 CATs developed
Development of Competency-Based Curriculum (CBC)			
Number of CBCs developed	32 CBCs	32 CBCs	32 CBCs
Unified TVET Programs Registration and Accreditation System (UTPRAS)/ TVET programs			
TVET programs registered classified by qualification level	5,000 programs registered/maintained	5,000 programs registered/maintained	900 new programs registered 5,000 programs maintained
No. of Registered Programs Audited for Compliance	821 Registered Programs Audited for Compliance	939 Registered Programs Audited for Compliance	939 Registered Programs Audited for Compliance
Competency Assessment and Certification System			
No. of Persons Assessed and Certified	559,308 persons assessed	615,239 persons assessed	676,763 persons assessed
	419,481 persons certified	461,429 persons certified	507,572 persons certified
Number of assessment centers accredited	460 assessment centers accredited	460 assessment centers accredited	460 assessment centers accredited
Accredited Assessment Centers and Assessors			
Number of Competency Assessors (CAs) trained and accredited	2,500 CAs trained and accredited by qualifications	3,000 CAs trained and accredited by qualifications	3,500 CAs trained and accredited by qualifications

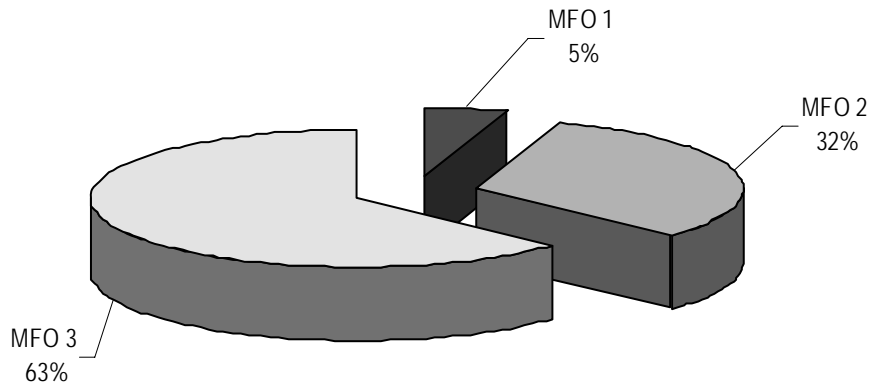
Particulars	FY 2008	FY 2009	FY 2010
	Amount/Actual	Amount/Target	Amount/Target
MFO 3			
SUPPORT TO TVET PROVISION	3,205,117	2,443,532	1,972,277
Pro-Active Jobs Skills Matching Process (SEEK+FIND+TRAIN)			
No. of TVET graduates monitored across all delivery modes	747,313 enrolled by TVET sector 747,313 graduates by TVET sector	822,045 enrolled by TVET sector 822,045 graduates by TVET sector	934,000 enrolled by TVET sector 934,000 graduates by TVET sector
Scholarship and other Student Assistance Programs			
Number of PESFA scholars	31,868 PESFA slots	31,868 PESFA slots	31,868 PESFA slots
Number of Jobs-Directed Scholars			
No. of PGMA scholars	182,429 enrolled 151,343 graduates 72,160 employed (48%)	176,200 enrolled 146,180 graduates 67,650 employed (46%)	100,000 enrolled 100,000 graduates 60,000 employed (60%)
Ladderization of TVET and Higher Education Programs (EO 358)			
Number of institutions adopting ladderized programs in 8 disciplines	8 Model curricula updated (with the issuance of EO 694 TIs not required to submit to TESDA)	LEP implementation monitored/evaluated (compliance audit)	LEP implementation monitored and evaluated
Youth Profiling for Starring Career (YP4SC)			
Number of high school students and out-of-school youths served	277,600 4th year high school students and OSYs profiled	300,000 4th year high school students and OSYs profiled	300,000 4th year high school students, OSYs, and other clients profiled
Number of profiling systems developed	1 PC-based e-Profiling System developed		Demand-Driven Occupational Skills Competency Assessment and Response (DD OSCAR) developed and pilot tested in 3 Municipalities (new project)
TVET TRAINERS DEVELOPMENT			
National TVET Trainers/ Assessors Qualification Program (TQ1/ AQ1)			
Number of TVET trainers qualified/certified (TQ1/ AQ1) monitored	1 Career Guidance Plan reviewed/ implemented 6,000 trained under the PGMA- Nat'l. TVET Trainers/ Assessors Qualification Program (NTTAQP)	1 Career Guidance Plan reviewed/ implemented 6,000 trained under the PGMA- Nat'l. TVET Trainers/Assessors Qualification Program	6,000 trained under the Nat'l. TVET Trainers/ Assessors Qualification Program (NTTAQP)
Total	4,231,864	3,583,991	3,150,667

FY 2010 MFO BUDGET

By MFO/By Expense Class (In thousand pesos)

Particulars	PS	MOOE	CO	TOTAL	% Share
MFO 1: TVET Policies and Plans	69,837	85,971	-	155,808	5%
MFO 2: TVET Quality Assurance Services	544,837	477,745	-	1,022,582	32%
MFO 3: Support to TVET Provision	644,300	1,327,977	-	1,972,277	63%
TOTAL	1,258,974	1,891,693	-	3,150,667	100%
% Share	40%	60%	-	100.00%	

By MFO (Total Budget = P3,150,667,000)



By Expense Class (Total Budget = P3,150,667,000)

