LOCAL INITIATIVES ON SKILLS DEVELOPMENT AND EMPLOYMENT

ROSANNA A. URDANETA
Regional Director
Technical Education and Skills Development Authority (TESDA)
Region VII, Philippines

“the prime authority in TVET in the Philippines”
The Philippine Education System

Pre-School  Six (6) Years

Primary    Four (4) Years

Secondary  Post-Secondary

Tertiary   Technical Vocational
           Education and Training

Baccalaureate (4, 5, 6 year degree programs), Master’s and Doctorate
TESDA as the Authority

The Technical Education and Skills Development Authority (TESDA) is the government agency tasked to manage and supervise technical vocational education and training (TEK-BOK) in the country. It was created under RA No. 7796, otherwise known as the “Technical Education and Skills Development Act of 1994. "the prime authority in TVET in the Philippines"
VISION
TESDA is the leading partner in the development of the Filipino Workforce with world class competence and positive work values

MISSION
TESDA provides direction, policies, programs and standards towards quality technical education and skills development

VALUE STATEMENT
TESDA believes in demonstrated competence, institutional integrity, personal commitment and deep sense of nationalism
The Authority in Technical Education and Skills Development

NATIONAL ANTI-POVERTY COMMISSION (NAPC)
- Power of 6
- President’s 8 x ’08 Goals
- Ten Point Agenda/ BEAT THE ODDS
Tek-Bok Employment Rate: 48%

EDUCATION & TRAINING
(PTFE* for Policy and Program Coordination)

EMPLOYMENT
(DOLE** for Policy and Program Coordination)

ECONOMIC AND SOCIAL DEVELOPMENT
POVERTY ALLEVIATION
INCOME & PRODUCTIVITY
EMPLOYMENT FACILITATION

* Presidential Taskforce for Education
** Department of Labor and Employment

(LMI) Seek-Find-Train

BEST JOB FIT
TVET Performance Highlights

Enrollment and Graduates: 2002-2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>1,166,226</td>
<td>1,020,844</td>
</tr>
<tr>
<td>2003</td>
<td>1,318,088</td>
<td>1,006,561</td>
</tr>
<tr>
<td>2004</td>
<td>1,220,438</td>
<td>839,898</td>
</tr>
<tr>
<td>2005</td>
<td>1,683,382</td>
<td>1,354,344</td>
</tr>
<tr>
<td>2006</td>
<td>1,736,865</td>
<td>1,342,626</td>
</tr>
<tr>
<td>2007</td>
<td>2,142,414</td>
<td>1,702,307</td>
</tr>
</tbody>
</table>
### TVET Performance Highlights

**Assessment and Certification: 2002-2007**

<table>
<thead>
<tr>
<th>Year</th>
<th>Assessed</th>
<th>Certified</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>300,524</td>
<td>146,673</td>
</tr>
<tr>
<td>2003</td>
<td>232,062</td>
<td>109,468</td>
</tr>
<tr>
<td>2004</td>
<td>243,857</td>
<td>140,971</td>
</tr>
<tr>
<td>2005</td>
<td>271,151</td>
<td>135,304</td>
</tr>
<tr>
<td>2006</td>
<td>314,001</td>
<td>195,036</td>
</tr>
<tr>
<td>2007</td>
<td>398,711</td>
<td>293,219</td>
</tr>
</tbody>
</table>
GLOBALIZING THE WORLD OF WORK

GLOBALIZATION
ECONOMIC COOPERATION

• Trade Liberalization
• Investment Inflows
• Movement of Human Capital

Domestic Labor Market Supply / Demand

• Wider Employment Opportunities
• Demand for Quality, Competitive and Flexible Workers

HUMAN RESOURCE DEVELOPMENT
GLOBALIZING THE WORLD OF WORK

- Globalization
- Trade liberalization
- Information and communications technology
- International cooperation agreements

- President’s 8 by ’08 Goals
- Presidential Ten-point Agenda
  - 6 to 10 million jobs
- Industry Requirements
- Goal: Economic growth and stability
- Medium-term Philippine Development Plan
LOCAL INITIATIVES
1. PRESIDENT GLORIA MACAPAGAL ARROYO - TRAINING FOR WORK SCHOLARSHIP PROJECT (PGMA-TWSP)

The Project hopes to provide skills and competencies to job seekers through appropriate training programs that are directly connected to existing jobs for immediate employment and to empower private education and training institutions to offer relevant training programs that meet job requirements.
The project partners include TESDA, DOLE, and the Office of the President Adviser for Job Creation (OPAJC), private sector organizations, industry associations, labor unions and public and private education and training institutions.
PRESIDENT GLORIA MACAPAGAL ARROYO - TRAINING FOR WORK SCHOLARSHIP PROJECT (PGMA-TWSP)

Invigorating Constituents Assistance in Reinforcing Employment – (I-CARE)
1. PRESIDENT GLORIA MACAPAGAL ARROYO - TRAINING FOR WORK SCHOLARSHIP PROJECT (PGMA-TWSP)

- An employment rate of 44.7% was registered by PGMA-TWSP from 2006-2007.

BUDGET
2006-2007
P 1.06 Billion
2008
P 1 Billion
A LIVE CASE IN ACQUIRING SKILLS ... USING SKILLS TO REACH A DREAM

Mr. Cesar Pelarca
The Search for the President Ramon Magsaysay Outstanding Filipino Worker Award (PRMOFWA) is one of the most prestigious awards being given by Technical Education and Skills Development Authority (TESDA). The precursor of said award is the Laang Bisig Award started by the then National Manpower and Youth Council (NMYC) in 1976. Since TESDA is tasked to strengthen and promote the quality of technical education and skills development, the PRMOFWA was institutionalized thru Executive Order No. 411 issued on May 1, 1997 and was named after the late President Ramon Magsaysay Sr., who was once an automotive mechanic.
2. **A LIVE CASE IN ACQUIRING SKILLS . . . USING SKILLS TO REACH A DREAM**

With the late President Magsaysay as the model and inspiration, the Award focuses on giving recognition to successful TVET graduates who exemplifies the ideal true blue-collar worker/tech-voc practitioner. The chosen nominees achieved exemplary performance in the application of their respective competencies gained through tech-voc education and/or training and further empowered themselves by pursuing higher education, and gaining broader.
3. DUAL TRAINING SYSTEM

R.A. 7686 - DUAL TRAINING SYSTEM LAW

The Dual Training System (DTS) is a mode of training delivery which combines theoretical and practical training. It is called dual because learning takes places alternately in two venues: the school or training center and the company or workshop.
3. DUAL TRAINING SYSTEM

One of the schools in Cebu which is considered as a Dual Training System model is the Center for Industrial Technology and Enterprise Institute, Inc. They have established partnerships with several companies in Cebu and one of them is with LEAR, Inc.
3. DUAL TRAINING SYSTEM

Through the years, the DTS program of CITE has evolved. In 2000, the Center created a new program, the Industrial Skills Training Program (ISTP), to cater to the out-of-school youth and displaced workers. One of the courses developed was Production Technology. One of the best practices model is the CITE-Lear Corporation partnership in DTS. TESDA accredited the CITE-Lear training program in Production Technology course using the DTS concept.
3. DUAL TRAINING SYSTEM

The course was designed through Designing a Curriculum or DACUM. Lear provides 85% of the current minimum wage, medical check-up, meal subsidy, and Christmas package, among others. The program has a total of 2430 enrollees, with 1735 of these students undergoing in-plant training. The employment rate has reached 85%.

The CITE-Lear partnership’s success was shown as it was awarded as last year’s (2007) best DTS Model.
4. KASANAYAN AT HANAPBUHAY PROGRAM (KaSH)
4. KASANAYAN AT HANAPBUHAY PROGRAM (KaSH)

• A bridging mechanism to further enhance the government’s skills development and employment facilitation programs.

• This program is envisioned to provide new entrants to the labor force with the opportunity to acquire basic skills and work experience, which are of prime importance to employers in hiring new employees.
4. KASANAYAN AT HANAPBUHAY PROGRAM (KaSH)

• In addition, this shall serve as a venue for private companies to demonstrate their corporate social responsibility, as well as contribute to the development of the country’s human resources.
4. **KASANAYAN AT HANAPBUHAY PROGRAM (KaSH)**

One of the biggest industry in Cebu which is capable of accepting a considerable number of apprentices and generating employment in the province is Cebu Mitsumi, Inc.

Since its accreditation, it has enrolled 3,433 apprentices (female is 99.9% while male is 1%); Out of these, they were able to produce 313 graduates, absorbed 238 (75% absorption rate) with the rest still ongoing training.
Co-management or cooperative management is a concept where government and industry share equal responsibility in the delivery of the training function. The TESDA Law provided that the industry should take the lead in coming up with training programs that will make them participate in human resource development and produce workers whose skills match with industry requirements.
In 1998, the idea of partnering with industry associations was reinforced by the increasing demand of industry for quality of training graduates in TESDA-run regional training center (RTC) in Cebu.
5. CO-MANAGEMENT AT THE TESDA-RUN REGIONAL TRAINING CENTER IN CEBU

At present the following are the partners of TESDA RTC VII in the co-management.

• Metalworking Industry of the Phils. (MIAP) – Metalworking/Machining
• Automotive Service Association Inc. (ASAI) – Automotive Technology
• Institute of Electronics and Communication Engineers of the Phils. (IECEP) – Electronics and Information and Communications Technology
5. CO-MANAGEMENT AT THE TESDA-RUN REGIONAL TRAINING CENTER IN CEBU

At present the following are the partners of TESDA RTC VII in the co-management.

- Integrated Institute of Electrical Engineers (IIEE) – Electrical Technology and Automation
- Cebu Refrigeration and Air-conditioning Board (CRACIB) – Refrigeration and Airconditioning Technology
- Metaphil Corporation (Aboitiz Construction Group) – Welding (Construction)
5. CO-MANAGEMENT AT THE TESDA-RUN REGIONAL TRAINING CENTER IN CEBU

With the cooperation of the private sector, the following outcomes were attained:

• Increased productivity of workers trained in TVET system with emphasis on the Dual Training System
5. CO-MANAGEMENT AT THE TESDA-RUN REGIONAL TRAINING CENTER IN CEBU

With the cooperation of the private sector, the following outcomes were attained:

• Training resources were not limited to what government can provide but what industry can contribute to the training processes.
5. CO-MANAGEMENT AT THE TESDA-RUN REGIONAL TRAINING CENTER IN CEBU

With the cooperation of the private sector, the following outcomes were attained:

- Increased credibility of TESDA RTC 7 TVET training programs and technical competence of its graduates
5. CO-MANAGEMENT AT THE TESDA-RUN REGIONAL TRAINING CENTER IN CEBU

With the cooperation of the private sector, the following outcomes were attained:

• **Availability of technically competent and highly competitive industry managers and supervisors**
5. CO-MANAGEMENT AT THE TESDA-RUN REGIONAL TRAINING CENTER IN CEBU

With the cooperation of the private sector, the following outcomes were attained:

• Check and balance in training and skills assessment
5. CO-MANAGEMENT AT THE TESDA-RUN REGIONAL TRAINING CENTER IN CEBU

With the cooperation of the private sector, the following outcomes were attained:

- Check and balance in training and skills assessment
5. CO-MANAGEMENT AT THE TESDA-RUN REGIONAL TRAINING CENTER IN CEBU

As a result,

• The government resources were utilized in the pursuit of industry excellence through technical education and training;

• Greater access to government resource and opportunity to review and adapt curriculum to specific industry needs was achieved;
5. CO-MANAGEMENT AT THE TESDA-RUN REGIONAL TRAINING CENTER IN CEBU

• Opportunity to practice social responsibility through TVET;
• Greater opportunity to recruit the workers directly fitted to the job and wider perspective in developing quality and productivity in the industry.
MARAMING SALAMAT