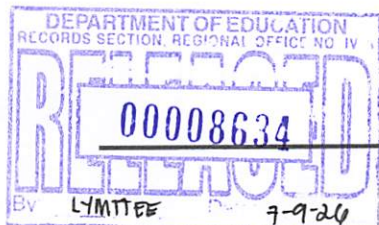




Republic of the Philippines
Department of Education
REGION IV-A CALABARZON



CLMD-RM-2026-412



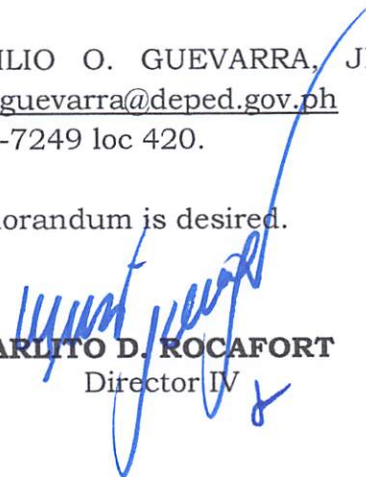
Regional Memorandum
No. 412 s. 2026

23 June 2026

**TECHPRO GEARS: THE STRATEGIC AND INNOVATIVE
INTERVENTION TO ENHANCE THE SKILLS AND JOB
READINESS OF TECHPRO LEARNERS
IN CALABARZON**

To **Schools Division Superintendents**

1. Anchored on the Regional Development Plan (RDP) 2023-2028 Midterm Update, and laser focused on aligning and contributing to DepEd's goal in Empowering Graduates fit for Employment, Entrepreneurship or Higher Education as reflected in Outcome 5 of the Quality Basic Education Development Plan (Q-BEDP) of 2025-2035, this Office, through the Curriculum and Learning Management Division (CLMD) introduces its Regional Strategic and Innovative Program titled **"TechPro GEARS."**
2. The program ultimately aims to increase employability, expand employment opportunities, and achieve shared labor market governance within CALABARZON Region by equipping SHS-TechPro learners with TESDA certifiable industry skills and giving them the opportunity to land in a job.
3. The attached enclosures are the Program Design and Monitoring Tool.
4. For clarification and queries, contact VIRGILIO O. GUEVARRA, JR., Education Program Supervisor at virgilio.guevarra@deped.gov.ph or VIERNALYN M. NAMA, Chief, CLMD at (02) 8681-7249 loc 420.
5. Immediate and widest dissemination of this Memorandum is desired.


CARLITO D. ROCAFORT
Director IV

ROC3



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Republic of the Philippines
Department of Education
REGION IV-A CALABARZON

TECHPRO GEARS: The Strategic and Innovative Intervention
to Enhance the Skills and Job Readiness of
TechPro Learners in CALABARZON

I. RATIONALE:

Anchored on the country's long-term vision of a Matatag, Maginhawa, at Panatag na Buhay or the Ambisyon Natin 2040, the Regional Development Plan (RDP) 2023-2028 Midterm Update, and laser focused on aligning and contributing to DepEd's goal in Empowering Graduates fit for Employment, Entrepreneurship or Higher Education as reflected in Outcome 5 of the Quality Basic Education Development Plan (Q-BEDP) of 2025-2035, this Office, through the Curriculum and Learning Management Division introduces its Regional Innovative Program titled **TechPro GEARS**.

With the intention of boosting CALABARZON's Economic Growth and Development by producing competent learners with a job ready and certifiable industry skills. The **TechPro GEARS** shall serve as a key strategic program to address the industry-academe mismatch and shall increase income earning ability by increasing employability and expand employment opportunities.

II. INTRODUCTION:

In the context of DepEd CALABARZON, **TechPro GEARS** symbolize connection, collaboration, efficiency, transformation, and harmonization of common institutional goals. **TechPro GEARS** is a key strategy and an innovative intervention to address the industry-academe mismatch in CALABARZON by working closely together with TESDA and DOLE.

The program ultimately aims to increase employability, expand employment opportunities, and achieve shared labor market governance within CALABARZON Region by equipping SHS-TechPro learners with TESDA certifiable industry skills and giving them the opportunity to land in a job. **TechPro GEARS** focuses on the quality teaching-learning process in various components and sectors by intensively utilizing the Instructional Design Framework (IDF) and Enhanced Work Immersion scheme. As a support

system, there are five (5) pillars that serves as foundational support to the teaching process.

1. **Contribute to National and Regional Development Goals**

Guided by the principles of learner-centeredness, relevance, disaggregation, and localizations; the SHSs in CALABARZON shall offer courses that are aligned with the national and local development plans. Schools shall ensure that learners develop relevant and certifiable skills needed by the established industries and local community, (DO 54, s. 2022, Guidelines on the Selection of Senior High School Technical-Vocational-Livelihood Specializations).

Specifically, the goal is to prepare learners to be job ready and to identify the total percentage of SHS applicants who landed for a job / ready to be hired as a result of the Job Fair that will be conducted by DepEd, DOLE, PESO, other Government Agencies, business and industry partners.

2. **Skills Enhancement of Teachers**

Teacher's skills shall be refined and upgraded through regular collaborative expertise sessions, training and assessment for TESDA National Certificate Level II, training in Trainers Methodology Level I and expansion of Competency Assessor.

3. **The Alignment of Institutional Goals and Targets**

The School Improvement Plans (SIP), Annual Implementation Plan (AIP) and the Division Educational Development Plan (DEDP) shall be aligned with the Goals and Targets of the Regional Educational Development Plan (REDP) of having 90% percent passing rate in TESDA NC II in SY: 2025-2026 with a regular increment of 1% increase every school year until SY: 2030-2031. Furthermore, SDOs shall Identify schools to establish and maintain a fully functional Assessment Center.

4. **Rewards and Recognition**

SDOs shall provide an opportunity for our teachers, non-teaching staff, and administrators to be recognized for their individual and/or collaborative efforts in ensuring that TechPro learners achieve 100% passing rate during the assessment. Moreover, the schools shall recognize the learners who received TESDA NC II Certification.

Capitalizing on social media, SDOs shall ensure that a quality assured video advocacy material shall be prepared and uploaded online to achieve maximum promotion of **TechPro GEARS**, free quality assured TESDA NC II assessment, establishment of Assessment Centers, and expansion of Competency Assessors.

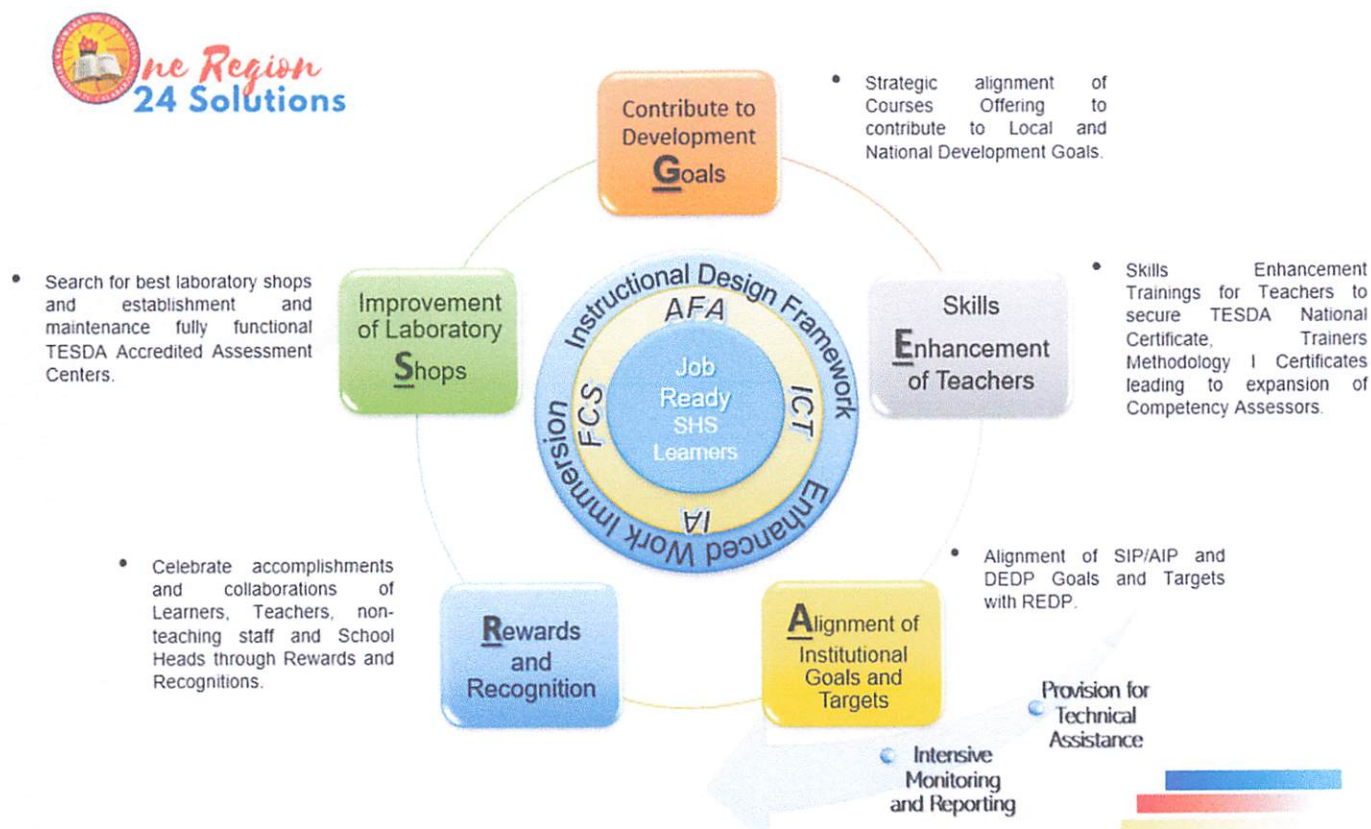
5. **Improvement of Laboratory Shops**

The design of the laboratory shops should be similar to the design of the shops in the industry, it should contain relevant and sufficient learning

tools and equipment (LTE), and the laboratory shops should be free from risks and hazards.

SDO shall lead the conduct of an annual search for the best EPP, TLE, RFS, SPTVE and TechPro laboratory rooms. Furthermore, SDOs shall improve laboratory shops through transfer without cost.

The Strategic Frame Work of TechPro GEARS



Overarching the five (5) pillars are the (a) Provision for Intensive Technical Assistance, and (b) Regular Monitoring and Reporting. These two components shall ensure that the desired result through a quality process shall be achieved.

Finally, Inter-agency collaboration with TESDA and DOLE shall be maintained to collaborate in various projects and activities such as Teachers Training, Job-Fair and Quality Assured Assessment for learners.

III. Key Activities in each Pillars

1. Contribute to National and Regional Development Goals

The objective is to ensure that the courses offering in the schools are aligned and contributory to the national and local economic development goals. The process shall adhere to DO 54 s. 2022 to wit:

- Study enrollment data per specialization.
- Conduct survey with Junior High School learners.
- Conduct internal school assessment to identify the laboratory rooms, tools and equipment, faculty and learning resources.

- d. Conduct a study of the local development plans to identify the specialization to contribute to the growth of the local economy, generate highest employment and can accommodate the learners in work immersion and employment.
- e. Study the national priorities from national development plans.
- f. Prepare documents and submit to CID for evaluation and ocular inspection.
- g. Approval of Regional Office signed by the Regional Director.

2. Skills Enhancement of Teachers

Capacity building and enhancement of teacher's skills shall play a crucial role in learner's attainment of TESDA certifiable skills. These are the activities under skills enhancement pillar.

- a. School Heads shall lead the EPP, TLE, RFS, SPTVE and TechPro teachers to intensify collaborative expertise sessions in order to gain more strategies in teaching, technical skills and relevant experiences.
- b. Guide EPP, TLE, RFS, SPTVE and TechPro teachers to undertake free online TESDA trainings and free onsite trainings and assessments to secure TESDA NC II. Teachers are also encouraged to have multiple NCs within the same sector or across multiple sectors.
- c. School Heads and Education Program Supervisors shall take the initiative in leading the TechPro Teachers to undertake Trainers Methodology I training and assessment. Furthermore, SDOs are required to expand the number of Competency Assessors in priority course/electives in their local community and Provinces.

3. The Alignment of Institutional Goals and Targets

*Senior High Schools with TechPro electives and Schools Division Offices are **required** to align their expected end outputs, performance indicators and target, reflected in their School Improvement Plan (SIP) and Division Education Development Plan (DEDP) respectively with the Regional Education Development Plan (DEDP) to wit:*

Expected End Outputs	Performance Indicator
Strengthened inter-agency partnership for learner's competency assessment readiness	- Number of Joint TESDA-DepEd strategic planning and performance review sessions conducted regionwide.
	- No. of regional monitoring and coordination meetings conducted for competency assessment of learners
Improved access to assessment centers for learners	- No of SDOs conducted TVL specializations mapping against TESDA accredited Assessment Centers
	- Number of TESDA accredited assessment centers in public schools aligned with DepEd SHS offerings in the region.
	- Number of SDOs receiving technical assistance on assessment center establishment and maintenance.

Strengthened information systems to support evidence-based decision-making and program improvement.

- Number of SDOs utilizing the regional monitoring template for learner's participation and passing rates.
- Number of accuracy rate of submitted NC data from SDOs to the Regional Office.

4. Rewards and Recognition

Rewards and recognitions reshape the culture of an organization, it boosts employees' engagements and motivations thus leading to organizational improvement. Some of the commendable accomplishments of learners, non-teaching staff, teachers, and school heads to be recognized are:

- a. **TechPro learners** who successfully passed the TESDA National Assessment.
- b. **Non-teaching staff, teachers and School Heads** who established and maintained a fully functional Assessment Centers for at least 2 years.
- c. **EPP, TLE, RFS, SPTVE and TechPro Teachers** who have been recognized by TESDA as an active Competency Assessors for two (2) years and supports the implementation of TechPro GEARS.
- d. **EPP, TLE, RFS, SPTVE and TechPro Teachers** who have been recognized by TESDA as a graduate of Trainers Methodology level II training with relevant certification.
- e. **School Heads and TechPro Teacher/s** who consistently produces 100% NC II passing rate of all enrolled learners for the past two (2) consecutive years.
- f. **School Heads and TechPro Teacher/s** who successfully guided all their learner-applicants to land in a job (Hired on the Spot and or Nearly Hired) during Jobs Fair or any related job seeking activities.
- g. **Assistant Principals and School Heads** with highly effective **TechPro GEARS** implementation in their school resulting to 100% TESDA NC II passing rate of all enrolled TechPro learners and establishment and maintenance of fully functional Assessment Center.

5. Improvement of Laboratory Shops

Learning Tools and Equipment (LTE) and standardization of Laboratory Shops are pivotal in the formation and mastery learner's skills.

- a. Schools shall strengthen collaboration and partnership with stakeholders and relevant government agencies in the establishment and maintenance of a fully functional Assessment Center.
- b. SDOs shall develop a mechanism to conduct a Division wide search for the best laboratory shops in the Elementary, Secondary and Senior High School level.

- c. SDOs shall spearhead the inventory of LTE and shall conduct transfer without cost to ensure equity and optimization of learning tools and equipment across the division.

6. Program Monitoring, Evaluation, and Data Governance

The Regional Office, through the Curriculum and Learning Management Division (CLMD) and the Quality Assurance Division (QAD), shall conduct regular monitoring of **TechPro GEARS**. The regional monitoring team is tasked with collecting, analyzing, and reporting implementation data to provide strategic recommendations to Schools Division Offices (SDOs) and schools, thereby driving continuous program improvement and maximizing learning outcomes.

The Schools Division Office, through the Curriculum Implementation Division (CID), shall conduct regular school-level monitoring and data collection. The CID is responsible for establishing and maintaining a centralized database to guarantee data integrity, accuracy, and security, enabling strong analytics for informed, data-driven decision-making.

Each participating school shall implement **TechPro GEARS** and maintain a comprehensive, localized database. This repository must track critical program metrics, including but not limited to: faculty qualifications, learning tools and equipment inventories, employment tracking of graduates, and a registry of learners who have attained a National Certificate (NC) starting from School Year (SY) 2023–2024.

4. Technical Assistance

To drive strategic improvements in school performance, the Curriculum Implementation Division (CID), through the Education Program Supervisor (EPS) for EPP/TLE/SPTVE/RFS/TechPro, shall provide regular and systematic technical assistance to schools. This targeted intervention aims to optimize TESDA NC II assessment passing rates, facilitate the establishment and maintenance of accredited Assessment Centers, expand the pool of certified Competency Assessors, and ensure comprehensive student readiness prior to job fair placements.

Concurrently, the CID TechPro EPS is directed to formulate a comprehensive Action Plan strictly aligned with the targets of the Regional Education Development Plan (REDP) and the **TechPro GEARS** pillars. The plan shall be submitted to the Regional Director, through the Curriculum and Learning Management Division (CLMD) Chief, for review and approval.

The Curriculum Implementation Division (CID) shall systematically document all activities relative to the implementation, monitoring, and provision of technical assistance. This shall serve as the primary Means of Verification (MOVs) in preparation for the monitoring and evaluation (M&E) to be conducted by the Regional Office.

II – Indicators of TechPro GEARS

Direction: Put a check Mark on the appropriate column using the rating scale below.

Fully Evident: Indicator is fully met with complete, verifiable documentary evidence

Partially Evident: Indicator is partially met; implementation is on going or lacks comprehensive documentation.

No Evident: No evidence of planning, implementation or documentary evidence.

Indicators	YES		NO	Suggested MOV	Remarks
	Fully Evident	Partially Evident	Not Evident		
Contribute to National and Regional Development Goals					
Conducted a study of enrollment data per specialization.				Enrollment Data from Planning / Data base	
Conducted survey with Junior High School learners.				Survey forms, result and analysis.	
Conducted an internal school assessment of laboratory rooms, tools and equipment, faculty, and learning resources.				Internal assessment result.	
Courses offered are aligned with national and local economic development plans to maximize learner employability.				Plans of the local Government Unit. Analysis of offerings against the plans of the local Government	
Evaluated the national priorities from development plans.				Plans of the National Government	
Evaluation documents were prepared, submitted to the CID.				Evaluated documents and Report of Ocular Inspection.	
Elective/Courses Offered have SO.				Document showing approval of the Regional Office	
Prepared mechanisms to track SHS job fair				Documentation Report Memorandum	

applicants who are hired on the spot or ready to be hired.					
Skills Enhancement of Teachers					
School Heads lead intensified, regular collaborative expertise sessions for EPP, TLE, RFS, SPTVE, and TechPro teachers				Report Documentation School Memorandum	
Teachers are guided to undertake free online/onsite TESDA training and assessments for NC II				Report Documentation School Memorandum Certificates	
Teachers are encouraged and supported to secure multiple National Certificates (NC) across sectors				Report Documentation School Memorandum Certificates	
EPSs / School Heads lead teachers to undergo Trainers Methodology Level I (TM I) training and assessment.				Report Documentation School Memorandum Certificates	
SDO / Schools has initiatives to expand the number of certified Competency Assessors in priority courses/electives.				Report Documentation School Memorandum Certificates	
Alignment of Institutional Goals and Targets					
The School Improvement Plan (SIP) and Annual Implementation Plan (AIP) / DEDP are fully aligned with the REDP targets (90% passing rate in TESDA NC II with 1% incremental increase starting SY: 2025-2026.				DEDP and SIP/AIP Reports Division / School Memorandum	
Participated in joint TESDA-DepEd strategic planning and performance review sessions.				Reports Documentation Action Plan	

Conducted TVL specialization mapping against TESDA-accredited Assessment Centers.				Report Documentation	
Identified, established, and maintained fully functional Assessment Centers aligned with SHS offerings.				TESDA Accreditation / Certificate Documentation	
With a secured and easy to access database containing all relevant/necessary data/information of EPP, TLE, RFS, SPTVE, and TVL/TechPro.				Database	
Prepared an action plan to increase the percentage of accomplishment and passing rate of learners NC II; increase the number of certified teachers and other important actions aligned with TechPro GEARS.				Action Plan	
Rewards and Recognition					
Implemented a school-level system to recognize TechPro learners who successfully pass the TESDA National Assessment.				Report Documentation School Memorandum	
Implemented a Division level system to recognize non-teaching staff, teachers and school heads in the establishment of AC, trainings and certification and Competency Assessor.				Report Documentation Division Memorandum	
Prepared and uploaded online quality-assured video advocacy				Quality Assured Advocacy Video uploaded in various	

materials to maximize promotion of TechPro GEARS with endorsement of learners, teachers, DepEd leadership and various stakeholders.				Social Media platforms with TechPro GEARS label.	
Improvement of Laboratory Shops					
Laboratory shops are designed similarly to industry standards and are verified free from risks and hazards.				Reports Documentation Improved Layout of Shops	
Laboratory shops contain sufficient and relevant Learning Tools and Equipment (LTE).				Inventory of Learning Tools and Equipment Reports	
Participated in or prepared for the annual Division-wide search for the best laboratory rooms.				SIP/AIP School Memorandum Documentation Reports	
Conducted an inventory of LTE and implemented "transfer without cost" to optimize equipment equity.				Inventory of Learning Tools and Equipment Reports, Transfer report	
Monitoring and Evaluation					
The Division Office / School maintains a centralized database tracking teacher qualification, LTE inventory, historical learner NC certifications (from SY 2023-2024), and job placement logs.				Database starting SY: 2023-2024 JDVP Report NC II Assessment Report Documentation	
Technical Assistance					
The CID EPS in TechPro has a comprehensive action plan aligned with REDP targets and TechPro GEARS pillars submitted to the Regional Office				Action Plan aligned with TechPro GEARS and REDP Targets	

Evidence of regular technical assistance from the CID Supervisor to the Schools targeting NC II passing rates and Job Fair preparation.				Supervisory Plan Technical Assistance Plan Reports Documentation	
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Significant Findings:

Best Practices:

Monitoring Official:

 Signature over Printed Name and Position
Conforme:

 Signature over Printed Name and Position



Republic of the Philippines
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REGION IV-A CALABARZON

Monitoring Tool for TECHPRO GEARS

I- Profile

SDO: _____ Tel Nos.: _____
Name of School: _____ School ID: _____

Electives	Enrolment	Electives	Enrolment
Add rows in necessary			

Number of TechPro Teachers _____
Number of TechPro Teachers with NC _____
Number of TechPro Teachers with TM I _____
Number of TESDA Competency Assessor _____

Electives	Laboratory Shop (with/without)	Sufficient LTE (Please check)	Insufficient LTE (Please check)
Add rows in necessary			

Number of Learners with NC II

Electives	Number of Takers	COC	Passers	Percent Passing Rate (No. of Passers / Total No. of Takers)
Add rows in necessary				

Number of Learners landed in a Job during Job Fair

Electives	Number of learners Joined in the Job Fair	No. of learners Nearly Hired	No. of learners Hired on the Spot	Name of Industry / Company
Add rows in necessary				

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Courses offered are aligned with national and local economic development plans to maximize learner employability.				Plans of the local Government Unit. Analysis of offerings against the plans of the local Government	
Evaluated the national priorities from development plans.				Plans of the National Government	
Evaluation documents were prepared, submitted to the CID.				Evaluated documents and Report of Ocular Inspection.	
Elective/Courses Offered have SO.				Document showing approval of the Regional Office	
Prepared mechanisms to track				Documentation Report	

SHS job fair applicants who are hired on the spot or ready to be hired.				Memorandum	
Skills Enhancement of Teachers					
School Heads lead intensified, regular collaborative expertise sessions for EPP, TLE, RFS, SPTVE, and TechPro teachers				Report Documentation School Memorandum	
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Participated in joint TESDA-DepEd strategic planning				Reports Documentation Action Plan	

and performance review sessions.					
Conducted TVL specialization mapping against TESDA-accredited Assessment Centers.				Report Documentation	
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Implemented a Division level system to recognize non-teaching staff, teachers and school heads in the establishment of AC, trainings and certification and Competency Assessor.				Report Documentation Division Memorandum	
Prepared and uploaded online				Quality Assured Advocacy	

quality-assured video advocacy materials to maximize promotion of TechPro GEARS with endorsement of learners, teachers, DepEd leadership and various stakeholders.				Video uploaded in various Social Media platforms with TechPro GEARS label.	
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submitted to the Regional Office					
Evidence of regular technical assistance from the CID Supervisor to the Schools targeting NC II passing rates and Job Fair preparation.				Supervisory Plan Technical Assistance Plan Reports Documentation	

Significant Findings:

Best Practices:

Monitoring Official:

 Signature over Printed Name and Position
Conforme:

 Signature over Printed Name and Position