

## INTRODUCTION

### It's all about our PEOPLE

TESDA-Isabela School of Arts and Trades is built on the energy and drive of its people. This year's Annual Report is all about capturing the dynamic quality that permeates workshops, laboratories, and building on campus. This year's winners of the TESDA Model Employee Award, our top teaching award, are among its many personifications. This resembles excellence, along with equally dedicated colleagues, have profoundly affected countless students.

The same can be said of the exciting, game-changing research taking place in our labs and in the field. The school is illuminating the link among and between external stakeholders catering technical training programs aiming to further skills of both civilian and military personnel of the Armed Forces of the Philippines and the Philippine National Police.

It was never clearer to me, however, how much TESDA-ISAT is powered by a relentless positive energy that we together continuously strive for better services and of better TESDA-ISAT. Through this years, we were able to hurdle together the test of times, for we still manage to stand together to plan and realize the school's vision. A manifestation of which is the continuous improvement of our programs and of our school facilities aiming to equal if not to surpass the requirement of today's immerging industries, dreaming to make every graduates equipped with world class competence.

On every page of this report, I will introduce you to the true inner workings of TESDA-ISAT, the engines that keep us running strong. You will see faces, smiles, curious and determined eyes, passionate hearts, and boundary-pushing minds. In short....**our people**.

## **MESSAGE FROM THE VOCATIONAL SCHOOL SUPERINTENDENT**

We strive for excellence in everything we do. We provide a learning environment that allows every student to thrive as an individual. Excellent performance is not an exception but an expectation at High. We see value in the positive psychology framework as a rubric for our success. We work hard to increase positive emotions in our school. We try to build greater engagement with the school by the wider school community – school staff, students, parents, friends. We support and encourage boys in their quest to develop respectful and fulfilling relationships with their peers, school staff and members of the community. We have a priority on recognizing and rewarding accomplishment at all levels. We teach our learners, not subjects. We want to inspire learning for its own sake by sharing our joy and modelling lifelong dedication to learning. We believe we have the leading school of. By 2017, our school intends to become a beacon for technical education, signaling how to facilitate flourishing in a post-secondary setting and guiding our learners away from dangers to their development.



As a successful learning community we need to surrender ourselves to the skills, judgements and actions of each other, in order to fashion a truly collaborative environment, replete with deconstructed classrooms and happily engaged in learning by doing. We are building capacity to operationalize future-focused earning skills: problem solving, evaluating, working in teams, communicating and creating and innovating. In order to maximize our gross collective wellbeing, we rely on a balance of pursuing competitive skills, collaborating with others to achieve worthwhile goals and gently urging out of their comfort zone to attempt new challenges. We aim to our learners to have goal lines but we set them side lines. We do exhort them to drive themselves towards personal best performance, but remind them always that achievement must be framed by procedural limits and ethical boundaries. Knowledge economy people need cutting edge competencies, imagination, fast reactions and a strong competitive streak. We focus on building these capacities and attributes in our students. Spirit can't be bought but can be built. Skills are practiced systematically in structured programs.

The development process is heavily affected by the level of psychological investment of time and energy by individuals, as determined by their goal awareness, motivation and volition. As students grow more autonomous their pursuit of excellence involves the self-organization, self-

regulation and ongoing adaptation of a complex system comprising the learners and their chosen courses, their teachers, their peers and the environment

Intensity and continuity of effort is important in talent development for students to maximize their potential during their training. After every training, competencies are developed and empowered by the process of training to become engaged, responsible, productive adults. They become adult individuals.

## **VISION, MISSION, GOALS**

**VISION-** This institution is a producer of globally competitive and disciplined workers responsive and contributory to the development of the country

**MISSION-** To provide excellent and world class technical-vocational education and training with integration of high moral standards for a viable workforce receptive to global needs

**QUALITY POLICY-** Quality workforce customer's satisfaction.

## **GOALS**

1. To provide quality and relevant technical vocational education and training.
2. To conduct research and development to enhance technology/instruction.
3. To implement extension programs and services to uplift and support the growth of the community.
4. To develop, operate and manage income generating projects.

## **CORE BUSINESS**

The institution is mandated to deliver the following functions namely;

### **Skills Training**

The institution utilizes the competency-based training delivery mode in all its programs with simulation practice, multi-media and supervised industry training.

### **Research and Development**

Survey results of researches conducted and monitoring of graduates are of great help in determining the employment and skills utilization rate of graduates.

### **Extension/Outreach**

This is an activity provided by the school to address livelihood skills/training needs of recipient communities.

**Income Generating Enterprises**

The training cum-production scheme is maintained by all qualifications to augment meager MOOE of the institution.

**Competency Assessment**

As an accredited assessment center it caters to all job ready applicants/workers wishing to avail national competency assessment and certification

# 2017 Accomplishments



## TVET DELIVERY

### Skills Training

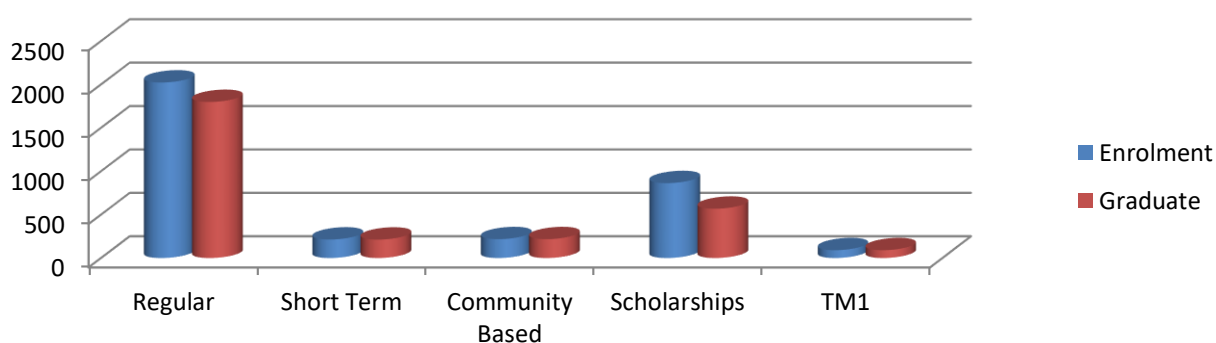
Relative to the school's mandated services and in consonance with its **vision** and **mission** of "producing globally competitive and disciplined workers responsive and contributory to the development of the country and to provide excellent and world class technical-vocational education and training with integration of high moral standards for a viable workforce receptive to global needs".

ISAT has trained qualified and have conferred graduates, as shown below:

PROGRAMS	ENROLMENT	GRADUATE
Regular	2022	1798
Short Term	213	212
Community Based	217	217
Scholarships	863	568
TM I	90	90
TOTAL	3405	2885

### Enrollment vs Graduate

It can be gleaned in the graph below that out of 3,405 total number of enrollees in all training modalities 2,885 of which graduated, meaning 84.72 % of the enrollees have satisfactorily completed and have attained the competency standards of a skilled worker. Thus, in the area of scholarship programs, there was a significant difference for a reason that the downloading of scholarship grants to TTI's were given on the last month of the year and so most of the training programs under scholarship are still on its implementation period.



## SCHOLARSHIP

To address the concern on equity and access to quality Tech-Voc Education and Training, ISAT has been implementing government and non-government scholarships and other student assistance programs in the different offerings.

The scholarship programs basically, aims to give poor but deserving students access to skills training and certification for the purpose of getting immediate employment. This year, 1087 trainees were recipients of this program.

TYPE OF SCHOLARSHIP	NO. OF ENROLEES
Training for Work Scholarship Program (TWSP)	1087
<b>TOTAL</b>	1087

## EMPLOYMENT MONITORING

In order to evaluate the effectiveness and relevance of the skills training programs of our school, monitoring of graduate employment is in place. This year, the school was able to monitor and track 1,087 graduates under the regular program who were gainfully employed six (6) months after completion of training.

SUMMARY OF EMPLOYMENT MONITORING FOR 2017	
# of wage employed TVET graduates tracked	768
# of self-employed TVET graduates tracked	331
<b>TOTAL</b>	1099

Additionally, out of the 1099 employed TVET graduates, 107 of which were employed through guidance placement services program of the school.



## COMPETENCY ASSESSMENT AND CERTIFICATION

The assessment and certification system is a process that determines whether a graduate or a worker can perform to the standards expected in the workplace based on defined competency standards. Assessment and certification ensures the productivity, quality and competitiveness of Filipino workers in the global market.

### CERTIFICATION RATE:

ISAT Graduates: 96%

Walk-In Clients: 86 %

Industry workers: 85%

ISAT is an accredited assessment center in the following qualifications:

Automotive Servicing NC I

Automotive Servicing NC II

Motorcycle Small Engine Servicing NC II

Driving NC II

Driving NC III

Electrical Installation and Maintenance NC II

Electrical Installation and Maintenance NC III

Plumbing NC II

Technical Drafting NC II

Carpentry NC I

Masonry NC II

Electrical Product Assembly and Servicing NC II

Computer System Servicing NC II

RAC Servicing (Dom RAC) NC II

Transport RAC Servicing NC II

RAC (PACU-CRE) Servicing NC III

Shielded Metal Arc Welding NC II

Machining NC II

Bartending NC II

Bread and Pastry Production NC II

Cookery NC II

Commercial Cooking NC III

Food & Beverage Services NC II\

Front Office Services NC II

Housekeeping NC II

Housekeeping NC III

Dressmaking NC II

Tailoring NC II

Beauty Care NC II

Beauty Care (Nail) NC II

Hairdressing NC II

Domestic Work NC II

Caregiving NC II

Security Services NC I

Security NC II

Massage Therapy NC II

## SUMMARY RESULT OF ASSESSMENT ACCORDING TO TYPE OF CLIENT

For 2017, a total of 9,827 ISAT graduates, Walk-in and Industry Workers have undergone the competency assessment in ISAT, of which 8,984 have successfully meet or even surpass stipulated standards per qualification. Below are tables comprehensively showing the assessment and certification result for 2017:

Sector	ISAT Graduates			Walk-in			Industry Workers		
	Assessed	Certified	%	Assessed	Certified	%	Assessed	Certified	%
Automotive	615	598	97	753	746	99	251	244	97
Construction	178	178	100	173	163	94	72	72	100
Electronics	269	259	96	1048	801	76	133	108	81
Garments	132	123	93	144	134	93	18	12	67
Human Health	118	105	89	275	204	74	122	100	82
HVACR	141	141	100	128	122	95	45	45	100
Metals & Engineering	325	297	91	312	307	98	40	39	98
Social & Community Dev	220	211	96	111	66	51	70	66	94
Tourism	849	807	95	1401	1059	76	132	112	85
TM I	91	90	99						
<b>TOTAL</b>	<b>2,938</b>	<b>2,809</b>	<b>96</b>	<b>3818</b>	<b>3293</b>	<b>86</b>	<b>797</b>	<b>680</b>	<b>85</b>

Thus, the table below summarizes the number of assessed and certified by the school including its certification rate.

Type of Client	Assessed	Certified	Certification Rate
ISAT Graduates	2938	2809	96
Walk-in	3818	3293	86
Industry Workers	797	680	85
<b>TOTAL</b>	<b>7553</b>	<b>6782</b>	<b>90</b>

## STUDENT SERVICES

Body sustenance is vital for growth and development particularly during training. Due to the swelling number of enrollees, ISAT had started building state-of-the-art buildings namely the Cent Ex Building and Hotel to cater the increasing number of enrollees and the technical demand of training to get abreast with the industry requirement. Procurement of tools and equipment needed for instruction had also been prioritized over the year.

## CAREER GUIDANCE



Bhelynda A. Gonzales, the school's guidance counselor, conducts career guidance advocacy which promotes the school's programs and offerings.

Furthermore, the school believes in the idea of growing new leaders; thus the existence of the Central Student Government gave power to the studentry to lead their fellow and somehow initiate projects for their own consumption. For C.Y 2017 the CSG was able to realize

and started the building of the covered path walk from the front gate to the Tourism building.

ISAT recognizes that well-planned and organized career guidance services are necessary for its stakeholders, and for the nation as a whole thus, it implements the Youth Profiling for Starring Career (YP4SC). It is a multi-component career guidance program designed to help students choose intelligently what course or qualification to pursue in their basic and intermediate education. It includes aptitude and job interest assessment, labor market information, education and training information, career profiling, and career counseling.

Aside from high school students as its primary target, YP4SC is also being delivered to out-of-school-youth, unemployed adults, military personnel seeking technical vocational training prior to their retirement and to workers who would like to pursue a career in either degree or blue collar occupations. This year, ISAT has provided 1, 400 career profiling through internet and local network based YP4SC assessment and of which, 320 trainees underwent the National Career Achievement Test (NCAE) in high school. Likewise, it has also provided 452 to career counseling clients.

## **GENDER AND DEVELOPMENT PROGRAM**

ISAT's 2017 GAD plan and programs blueprints the GAD related activities, projects and programs which aim to address various gender equality issues and improvements in the economic and social status of women. The school recognizes that the implicit, actual and potential gender biases



should be removed in the workplace. In view of this, ISAT holds activities that emphasize the equal rights and opportunities given to women. The school continues to internalize the essence of GAD among its clients, trainers and staff to bring out clear views on the grey areas of GAD programs so that in the end women will have zeal and confidence [as they undergo training and as they seek employment.

ISAT GAD plan continue to provide equal training, certification and employment service accessible to its clienteles, without bias to gender or disabilities. In fact, the doors of the male dominated courses have already been opened to female like, Automotive, SMAW, EIM and EPAS

## **SOCIAL MARKETING AND ADVOCACY**



Training Instruction Supervisor attending a radio guesting at 864 DWSI, discussing the different programs offered by the school.

ISAT as a TESDA Training Institute (TTI) contributes to TESDA's social marketing and advocacy campaign for its flagship programs which aim to increase and improve public's perception on technical-vocational education and skills development and patronage

of technical vocational qualifications.

To help spread the word about TESDA programs, reach-out to grassroots, youth and workers in need of skills training and certification for employment, ISAT

had been actively distributing fliers, brochures, posted banners, streamers/tarpaulins, and conducted Career Guidance Orientation programs in the different parts of the province.

ISAT has also increased its presence through social media ([www.tesdaisat.edu.com.ph](http://www.tesdaisat.edu.com.ph))[www.facebook.com/tesdaisat](https://www.facebook.com/tesdaisat)) as a means for information dissemination and feedback mechanism.

Furthermore, the Vocational School Superintendent together with his Vocational Instruction Supervisors had attended several radio guesting to increase the awareness of possible clients about the programs offered by the school.

## **LINKAGES**

The institution like any other TVET Provider has to continuously build a strong relationship and collaboration with any other institutions, industries, GO's AND NGO's for its OJT programs and other sectors of the society that can help achieve its tasks. It has to explore and identify linkage development that will redound to the fulfillment of its mission and vision

# STAFF DEVELOPMENT PROGRAM

## Monday Convocation



**START THE WEEK RIGHT.** The Vocational School Superintendent having his talk during Monday convocation.

This activity is being undertaken every Monday of the week after the flag raising ceremony where a teacher or staff is assigned as speaker. The teacher or staff has to select a topic on current events, entertainment, medical breakthroughs, trivia, etc. (any topic under the sun) that will give information,

entertainment, clarification or enlightenment or add knowledge to the students, as well as, the trainers.

A host qualification handles the activity and is responsible in the conduct of the program. Likewise, the host group has to give intermission number/s that will add spice to the program the program.

The activity is a way to direct the week on updates to be given by the Superintendent or the school's supervisor, at the same time the program showcases God-given talents of trainees through their performances.

## Trainings and Seminars Attended

No. of Trainers	Title of Training	Conducted/Sponsored
3	Capability Building Program for Current and Prospective Regional Expert Panel Members (REPMs)	TESDA-Central Office
1	Calendar Year 2018 Regional Budget Consultation	DBM-RO2
1	Workshop on Price Derivation of Tools and	TESDA-Central Office



	Equipment	
2	Capability Building Programs for Prospective Regional Expert Panel	TESDA-Central Office
1	Training Program on Higher Qualification Course Offering	TESDA-Central Office
4	Calendar Year 2017 Work and Financial Planning Workshop	TESDA-RO2
2	Capability Building Program for Prospective Regional Expert Panel Members (REPMs)	TESDA-Central Office
1	National Workshop on Programs in PQF Level 5	TESDA-Central Office
6	Trainers Skills Upgrading Program on Tourism Qualification	NTTA
2	Regional Workshop on Programs in PQF Level 5	TESDA-RO2
1	2017 National Midyear Convention and PICE Membership	PICE
1	2 <sup>ND</sup> PAGBA Quarterly Seminar	TESDA-Central Office
1	Workshop on the Finalization of the Price Derivation for the Procurement of CentEx 23 Tools and Equipment	NTTA
24	<b>TOTAL</b>	

### Employee and Trainees Health and Wellness thru “Hataw”

This activity includes cardio-vascular exercises such as simple workouts like belly dancing (zumba), tae-bo and other simple exercises, during the first hour of every Wednesday. Originally, the activity is done every Friday, but it was moved



**DRIBBLE THE BALL.** Trainees playing basketball, a part of their 'Work in Team Environment'.

during Wednesdays to give enough time for the students to enjoy the dancing and sports activities until late in the afternoon.

After the “hataw”, the program continues with the sports activities where employees and trainees have their own team. The games which can be played by the different teams includes: basketball, volleyball (men and women), badminton, table tennis, chess etc.



A zumba dance class is set while the sports activities are going-on to give break to trainees and teachers who are not inclined to sports.

ISAT family believes that physical and mental fitness is essential in the total development of an individual. The school sustained this by providing sports facilities that can help the trainees as well as trainers enhance their physical capabilities namely basketball court, volleyball court, football, badminton, table tennis, dart , chess etc. Creating such opportunities develops respectful relationship

within the school community and it also provides the skills needed of the future blue-collar workers and leaders.

### **BFP and PDRRMC Conducts Disaster and Emergency Preparedness**



Natural and manmade disasters always take those off- guard, it is for this reason that the institution in cooperation with the Bureau of Fire Protection (BFP) based at the City of Ilagan, and the Provincial Disaster Risk and Reduction Management Council (PDRRMC) of Isabela conducted a separate emergency preparedness activities in fire drill and earthquake drill, respectively. The activities were done to increase the awareness and the responsiveness during calamities like fire, flood, earthquake and the like.

The team conducted briefing and lectures before the trainees and staff performed the actual drill.



## **SCHOOL CHRISTMAS PROGRAM**

A joyful celebration of the birth of Jesus Christ was held through a Christmas Program celebration last December 21, 2017. The activity included employee having fun in parlor games, singing and dancing where it strengthens ties as each one played, competed and laughed together with our visitors headed by our Regional and Provincial Director and immediate staff. Prizes handed to all staff and winners of parlor games were cash prizes in lieu of the usual exchanging of gifts courtesy of the institution.

## **MANAGEMENT COMMITTEE**

**IGMEDIO S. CASTICON, CESE**  
Vocational School Superintendent

**EDWIN P. MADARANG**  
Vocational Instruction Supervisor

**FERINES P. CRISTOBAL**  
Vocational Instruction Supervisor

**MA. ELENA A. NARCISO**  
Vocational Instruction Supervisor

**CHRISTOPHER A. DAQUIL**  
School Registrar

**IGMEDIO S. CASTICON, CESE**  
Quality Assurance Manager

## **ADMINISTRATIVE SERVICES DEPARTMENT**

**IGMEDIO S. CASTICON, CESE**  
Vocational School Superintendent

**EXEQUIEL C. BALLESTEROS**  
General Services Officer

**CHRISTOPHER A. DAQUIL**  
School Registrar

**JHON KEVIN S. BRUNO**  
Accountant

**FEMIA V. CALACSAN**  
CAC Focal

**ROSEMARIE A. ANDRES**  
Disbursing Officer

**NOEMI S. GOMEZ**  
Records Officer

**JASON S. AGCAOLI**  
Supply Officer

**MARIE SUSAN B. VINOYA**  
Records Officer

**MARK JOSEPH Q. DIAZ**  
Personal Officer Designate

**MARIE SUSAN B. VINOYA**  
Records Officer

**STEVEN JOE S. BAUTISTA**  
Records Officer

**FRANCES A. BARUT**  
Records Officer

## **INSTRUCTIONAL SERVICES DEPARTMENT**

**EDWIN P. MADARANG**  
Vocational Instruction Supervisor

**FERINES P. CRISTOBAL**  
Vocational Instruction Supervisor

**MA. ELENA A. NARCISO**  
Vocational Instruction Supervisor

### **Automotive Land Transport**

**OSCAR G. LIMON**  
Associate Professor I

**EDGAR M. LACISTE**  
Instructor I

**BHENREY N. ANDRES**  
Instructor I

**LIXPER B. BELENO**  
Instructor I

**REY G. GAVICA**

Instructor I

**Construction**

**ELMER A. BARTOLOME**

Instructor I

**RICHGIEL CHEYNARD VINARAO**

Instructor I

**Electronics**

**ABEL T. FRANCISCO**

Instructor I

**FRANCIS S. NARAG JR.**

Instructor I

**RODELIO B. TINAZA**

Assistant Professor I

**HVACR**

**RICHGIEL CHEYNARD VINARAO**

Instructor I

**EDWIN P. MADARANG**

Associate Professor III

**Metals and Engineering**

**JADE AUDIN B. GAGNO**

Instructor I

**Tourism**

**FERINES P. CRISTOBAL**

Associate Professor III

**MELCHORA P. OLIVERA**

Assistant Professor ii

**MA. ELENA A. NARCISO**

Associate Professor III

**ROWENA ABELLERA**

Assistant Professor III

**LEONA S. CAYAPAN**

Instructor I

**LUISA CLAVERO**

Instructor II

**KATRINA AMORE MADARANG**

Instructor I

**ALPHA S. GARSUTA**

Instructor I

**Garments**

**REMAR ABELLA**

**Health, Social and Community Services**

**BHELYNDA A. GONZALES**

Associate Professor I

**ELSA A. MUNSAYAC**

Assistant Professor IV

**ALMA TORRES**

Assistant Professor IV

**ARLENE B. PAGA**

Instructor I

**Basic Competencies**

**MARILOU E. GABRIEL**

Instructor II

**MARITY S. ZULEUTA**

Instructor II

**ANGELICA G. LAGUA**

School Librarian

# ISAT HISTORICAL BACKGROUND

**1908** The Isabela was founded by the American Teachers, the Thomasites, sent to Isabela. Later called Isabela Trade School, it began as an intermediate school for boys, offering woodworking as a shop work. It started on a one-story building located in Centro, Ilagan, Isabela.

**1910** A tobacco warehouse at the western part of Ilagan was rented as school house.

**1919** A semi-permanent building was constructed and used as a school house at the western part of the then Isabela High School.

**1924** The school opened its first secondary course with 30 students taking woodworking.

**1928** The school became a complete secondary trade school and held its first commencement exercises.

**1937** The Isabela Trade School became independent from the Isabela High School.

**1945** When Cagayan Valley was liberated from the World War outbreak and after closing for four years, the school reopened its training for the students.

**1954** Pres. Ramon Magsaysay allocated a 7.2 hectare lot in Calamagui 2nd, Ilagan, Isabela and received funds for the construction of six classrooms.

**1957** Through Congressman Delfin Albano, the Provincial Trade School was converted to a national school renamed as Isabela School of Arts and Trades.

**1958** The school opened its doors to female students offering garments and food trades courses. In the same year, the Isabela Provincial Board conveyed the old Provincial Jail Building for the school.

**1960** The school began to offer two-year technical courses: Furniture & Cabinet Making and Building Construction.

**1963** The first School Superintendent, Pedro Obien, headed ISAT. A

reshuffling of Superintendents took place on the same year and Supt. Leoncio T. Manarang replaced Supt. Obien.

**1965** Automotive Technology and Electronics Technology courses were opened by the school for student trainings.

**1966** The Administration Building was constructed. It was later annexed with three classrooms.

**1971** The first batch of BS Industrial Education students graduated from ISAT.

**1972** Superintendent Bonifacio Arzadon took over the stewardship of the school.

**1978** A consortium disintegrated ISAT's college department and gave birth to the Isabela State

University. ISAT retained the secondary level's management through the then Principal Manuel Q. Damasco.

**1979** Principal Solomon G. Dela Cruz took the leadership in ISAT. He spearheaded the development of the physical facilities and instructional services of the school.

**1985** Alejandro T. Simon was promoted as the Principal of ISAT

**1989** After a comprehensive evaluation and approval of DECS, the school started offering post-secondary non-degree courses.

**1990** A satellite school of ISAT (now the San Antonio Agricultural High School) was opened.

**1996** ISAT became a CHED supervised institution.

**1999** The school's faculty had undergone an evaluation for NBC 461, in preparation for the new staffing pattern of CHED supervised institutions.

**2000** Joint DECS-TESDA memo circular no. 1 was issued in consonance with the special provision #19 of the 1997 General Appropriation Act (GAA) Commission effecting the transfer of ISAT's administration to TESDA. Subsequently, TESDA allocated some of its

buildings, and the lot where the structures stand, for the secondary programs to be administered by the Department of Education (DepEd ISAT).

**2003** The ISAT Annex Campus at San Felipe, Ilagan, Isabela was established.

**2004** A two classroom building was constructed thru the initiative of SANLAKAS Party List and Mrs. Flora A. Santos, the National Treasurer.

**2005** Supt. Alejandro T. Simon retired from government service. ISAT was led by its new Acting School Head, then ROD Chief, Igmedio S. Casticon.

**2006** The school vigilantly piloted principles and procedures of Competency Based Training Delivery. The workshops were started to be finished with the necessary tools and equipment for the proper implementation of CBTESD. In the same year, the academic building had a major renovation.

**2007** The facilities of the school were improved: the Automotive Workshops, the Welding and Machining workshops and the Administrative Services Building were repaired. The concreting of the school's main road was started. The school was also benefitted by the TESDP fund with a new HVACR Building. The school started offering the Household Services Workers NC II and Caregiving NC II courses. It also started implementing the Pangulong Gloria Scholarship Program. Then Acting School Head, Igmedio S. Casticon, was officially appointed as the Vocational School Superintendent of ISAT.

**2008** The ISAT eTESDA Center was established. The school's website ([www.tesdaisat.net](http://www.tesdaisat.net)) was launched on November 28, 2008. The school was a recipient of TESDP HVACR training equipment worth 3 million pesos.

**2009** The Central Office donated to the school several used equipment including a Mitsubishi Lancer, several lathe machines and other training tools.

**2010** The data-based systems purposely used for Assessment and Certification and Enrollment were developed and were launched on January, 2010. This facilitated the filing and reporting of accurate records. The construction of the Tourism Building was completed. It now houses



Commercial Cooking, Bartending and Food & Beverage Services qualifications which are temporarily housed at the first floor and the Administrative Services Department at the 2nd floor.

**2011** The stalls located at the perimeter fence of the institution which were occupied for almost a decade were demolished through the efforts of the DPWH. Hopefully this frontage which gave unpleasant sight for a long time will turn into a scenic view that will contribute to the beautiful scenery of the campus.

**2012** The mezzanines of Dressmaking and RAC NC II workshops whereas rehabilitated

**2013** Infrastructure reconfiguration started like the construction of construction of prayer room and mezzanine of Computer workshops, installation of two KVA power transformers and rehabilitation of power lines, repainting of Dressmaking and CHS workshops, acquisition of welding machines in SMAW NC II, Putting up of initial perimeter fences to safeguard our students and facilities.

**2014** Significant gains were made in the institution's infrastructure and physical plant improvement, among the noticeable accomplishment were the student "aka kalapaw" canteen, fabrication of whole basketball board/court, concreting and widening of roads linking the gate and the Administrative office, leveling and compacting of school ground and construction of retaining wall fronting the admin office, continuation of construction of gate construction and perimeter front and rear fences.

**2015** The workshops of Hairdressing and Beauty Care NC II at the back of the Tourism building and an expansion workshop at the back of the Bread and Pastry building was .

constructed and occupied including the workshop of Automotive Servicing NC II. The perimeter gate was also completed. Offering of migrated courses in EPAS NC II, CSS NC II, FBS NC II, BAR NC II, ATS NC I and II, HSK NC II, and DOM RAC NC II was effected. Procurement of equipment especially in

the Automotive Servicing, Electronics and Computer System Servicing NC II and others was realized. The school was also included in the list of TESDA CENTEXES paving the way for the inclusion of the institution to attend training/moderation intended for TESDA TTI Centexes. The TM I offering of the institution was also evaluated by the NITESD personnel of TESDA Central Office. Consequently, It was also visited and evaluated using the STAR rating employed by the TESDA Central Office for TTI Centexes which the school hurdled because of the collaborative TEAM efforts exhibited by all the staff resulting to the attainment of its multifarious outputs.

**2016.** TESDA-ISAT's fervor desire to be nationally recognized had been realized through the 2015 TESDA Model Employee of the year in the person of Edwin P. Madarang. Madarang hailed the vigor through hard work poured in by him and school as well. For this year, the school were able to respond to the growing population and modernization program of the school, several infrastructures and other development projects worth millions of pesos were being undertaken. Thus, the visit of TESDA Secretary Guiling Mamondiong made the highlight for this year's accomplishments.

**2017.** Aiming of bringing TESDA services directly to the people and is aimed at expanding access to training opportunities ISAT were able to register nine (9) Mobile Training Programs targeting to reach even remotest barangays of the province. This year also marks recognition when the school's vocational school superintendent was awarded as 2017 TESDA Model Employee for Administrator's Category (Category III). Additionally, the school was also 2 STAR Rated by the Star Rating Program of TESDA. Construction of the school's hotel also commenced this year's infrastructure project, to get abreast with the trends of the industry particularly on its Tourism courses.

## Casticon hails 2016 TESDA MODEL Employee



To recognize the outstanding and exemplary performance of TESDA trainers and administrators, the National Institute for Technical Vocational Education and Training (NITVET) 'TESDA Model Employee of the Year Award' (TMEOYA) as TESDA envisioned to give recognition to the importance and contributions of the personnel of technical vocational institutions nationwide on August 23, 2017.

Thus, Igmadio S. Casticon ISAT's Vocational School Superintendent, known for his dedication and commitment as a school head and was deliberately chosen the region's honor award committee to represent Region in this year's 2017 TMEOYA for Category (Administrator's Category).

"We hail the vigor and hard work poured in by our trainers all over the country. We give special recognition and incentives to a number of them for exceeding the set requirements for TVET trainers and demonstrating competencies beyond expectations", TESDA Director General Guilling A. Mamondiong said.

The award was an offshoot of the commemoration of the World Teachers' Day last October 2017. TESDA, as a UNEVOC (International Centre for Technical Vocational Education and Training) Center in the Philippines, joined UNESCO and the rest of the world in commemoration of the World Teachers' Day and enjoined public and private technical vocational institutions to celebrate the event. Thus, the awarding was part of the 23<sup>rd</sup> TESDA Founding Anniversary.

## **77<sup>th</sup> Cadre Battalion forges MOA with ISAT**



With the fervor desire to smartly respond to crisis situations and relief operations and other public safety services the 77<sup>th</sup> Cadre Battalion of the 5<sup>th</sup> Infantry Star Division initiated partnership with TESDA-Isabela School of Arts and Trades through a Memorandum of Agreement (MOA) duly represented by COL JOSE ARN M REAL, for 77<sup>th</sup> Battalion and Igmedio S. Casticon for TESDA-ISAT on May 2, 2017 at Camp Melchor F. Dela Cruz, Barangay Upi, Gamu, Province of Isabela.

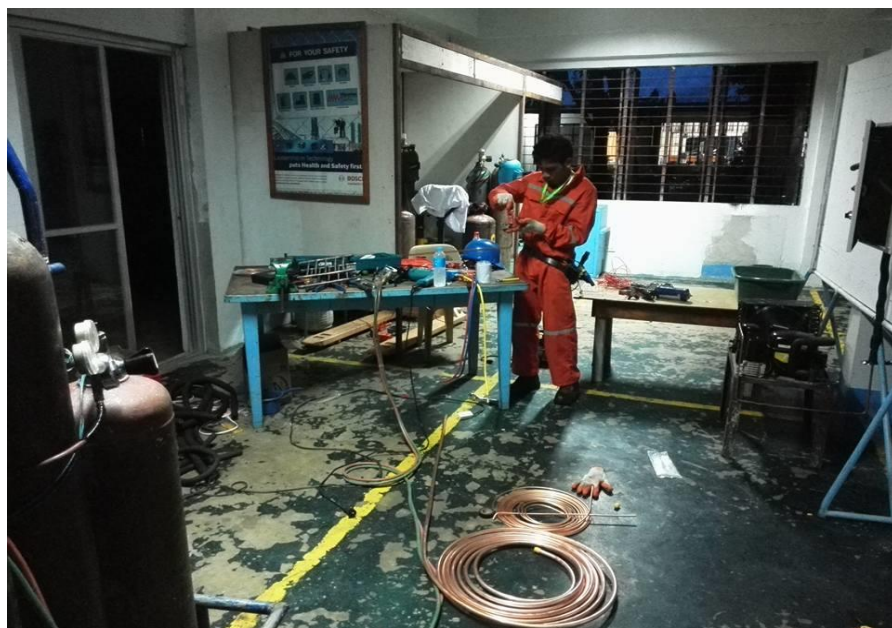
The MOA of the two parties, 77<sup>th</sup> Battalion and TESDA-ISAT, covers exchange of services wherein TESDA-ISAT will schedule various skills training programs for cafgu and enlisted.

“This endeavor shows oneness for the advancement of our organization, especially on the aspects of resources management, learning and growth of both cafgu’s and enlisted personnel” said COL JOSE ARN M REAL. “No doubt the active support of community populace is the reality to obtain our objective in the preservation of peace and order” he added.

Thus, having additional skills are useful both in military endeavors and as added source of living especially for the cafgus.



## **Bolar, Obrero, Guzman, Salazar: snatch ticket to 2017 Zonal Skills Competition**



ISATians in the persons of John Paul C. Guzman (Refrigeration and Airconditioning), Arnel P. Obrero (Beauty Care) and Mark Allen M. Salazar (Cooking), Jaymark M. Bolar (Electrical Installation and Maintenance NC II) landed on the coveted slots in the 2017 Regional Skills

Competition (RSC) on September 14-15, 2017 at Southern Isabela School of Arts and Trades, Santiago City, Isabela. The RSC is their gateway in attending the 2017 Zonal Skills Competition.

Among the four participating provinces in the entire Region 02 with four participants in each category, the three landed first place in their own respective trade areas. Furthermore, Ana Marie Febrero (Automotive Servicing ), Jonathan Rico ( Information Network Cabling), May Bacanay (Ladies'/Men's Hairdressing) were adjudged second place.

Weeks before the contest, the participants were exposed to extensive trainings which were in congruence to their respective trade areas.

“Indeed, in the parlance of skills competition, these young skilled future workers have proven themselves. I’ve seen how eager they were in learning the concepts they have to learn, and I’ve witnessed how decisive they were in applying the tips fed to them by their coaches”, said Rowena D. Abellera, Cooking coach.

In an interview, the participants who made it to the next ladder admit that they owe a lot from their coaches who were Rowena D. Abellera, Arlene Bagunu, Elmer A. Bartolome and Edwin Madarang respectively. “We hope that our winning will serve as an inspiration to our fellow trainees”, the four quoted.