

**1st National Technical Education and
Skills Development (TESD) Congress**
Le Pavillon, Metrobank Avenue, Metropolitan Park,
Roxas Boulevard corner EDSA Extension, Pasay City

“Investing in the 21st Century Skilled Filipino Workforce”

STATUS/UPDATES ON THE RESOLUTION

RECOMMENDATIONS/ COURSES OF ACTION	STATUS	EO Concerned
1. On Preparing the 21st Century Skilled Workforce thru Education Reforms		
<ul style="list-style-type: none"> • There shall be a PQF National Coordinating Committee (PQF-NCC) composed of TESDA, DepEd, CHED, DOLE and PRC that will work closely with the industry associations to define/describe the details of the Philippine Qualifications Framework across sectors; 	<ul style="list-style-type: none"> • EO No. 83 s. of 2012 entitled <i>“Institutionalization of the Philippine Qualifications Framework (PQF)”</i> was signed by the President on October 1, 2012. Section 2 of the EO provides for the establishment and composition of the PQF-NCC to be headed by the Secretary of DepEd with DOLE, CHED, TESDA and PRC as members. • The IRR was signed by DepEd, DOLE, TESDA, CHED and PRC on December 17, 2012 and was published at the Philippine Star on December 28, 2012 and on the Official Gazette on January 8, 2013. • Four (4) PQF-NCC meetings were held (January 25, March 14, May 25 and August 5, 2013). • Five (5) Working Groups were already organized to work on the details of the PQF implementation and have accomplished the following: <ol style="list-style-type: none"> 1. Qualifications Register <ul style="list-style-type: none"> ▪ Format of qualifications register prepared ▪ Qualifications for Accountancy was identified and prioritized in partnership with the Philippine Institute of Certified Public Accountants (PICPA) ▪ Qualifications for Engineering professions being reviewed 2. Pathways and Equivalencies <ul style="list-style-type: none"> ▪ Inventory of Existing Programs on Equivalency: <ul style="list-style-type: none"> • Philippine Education Placement Test (PEPT) 	PO

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	<ul style="list-style-type: none"> • Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) • Ladderized Education Program (LEP) • Mutual Recognition Arrangements (MRAs) <p>3. Quality Assurance</p> <ul style="list-style-type: none"> ▪ Inventory of QA Systems <p>4. Information and Guidelines</p> <ul style="list-style-type: none"> ▪ PQF Logo, Brochures and Pamphlet on Frequently Asked Questions (FAQs) prepared <p>5. International Alignment</p> <ul style="list-style-type: none"> ▪ Inventory of Existing International Agreements, to wit: • Multilateral <ul style="list-style-type: none"> ▪ WTO-GATS ▪ IMO-STCW • Plurilateral <ul style="list-style-type: none"> ▪ ASEAN-Australia-New Zealand Free Trade Agreement (AANZFTA) ▪ ASEAN Qualifications Reference Framework ▪ APEC • Regional <ul style="list-style-type: none"> ▪ ASEAN Coordinating Committee on Services and MRAs ▪ ASEAN Plus ▪ ASEAN – EU FTA ▪ ASEAN-Korea FTA ▪ ASEAN-China FTA ▪ ASEAN-India FTA ▪ ASEAN-Japan FTA • Bilateral <ul style="list-style-type: none"> ▪ Philippine-European Union Cooperative Partnership Agreement ▪ Philippine–Japan Economic Partnership Agreement ▪ Trans Pacific Partnership 	
<ul style="list-style-type: none"> • TESDA shall encourage the creativity and innovativeness of TVIs in curriculum development and training delivery consistent with the broad 	<ul style="list-style-type: none"> • The TR Framework is currently being reviewed with the aim of making the TRs more user-friendly and easy to implement particularly Section 3 (Training Standards). Likewise, competency-based learning materials (CBLMs) are being developed for the 	QSO

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framework of the Competency -based TESD Standards;	<p>newly promulgated TRs.</p> <ul style="list-style-type: none"> • Partnership with ILO on the advancement of basic competencies for NC V level was forged. 	
<ul style="list-style-type: none"> • TESDA, TVIs and industry shall collaborate to develop and implement training, assessment and certification for higher level qualifications; 	<ul style="list-style-type: none"> • Discussion with the Electronics industry on the development of TR for Level 5 still on-going 	QSO
<ul style="list-style-type: none"> • TESDA and DepEd shall issue joint policies defining the role and participation of private HEIs and TVIs in the K to 12 program underscoring their indispensable role in the delivery of TVET specialization in Grades 11 and 12; 	<ul style="list-style-type: none"> • RA 10533 or the “Enhanced Basic Education Act of 2013” was signed into law last May 15, 2013. • The K to 12 IRR was signed by the DepEd Secretary, CHED Chairperson and TESDA Director General on September 4, 2013. • Pursuant to Sec. 31 of the IRR, DOLE formed an inter-agency technical working group for the formulation of DOLE-DepEd-TESDA-CHED Joint Administrative Issuance on Labor and Management Rights. <ul style="list-style-type: none"> a) Two (2) TWG meetings (Sept. 11 and 18, 2013) were already convened resulting in the following: <ul style="list-style-type: none"> ▪ Estimates of the number of HEI personnel that will be affected (85,000); ▪ Estimates of the number of subject teachers for senior high school curriculum; ▪ SSS, PhilHealth, CSC and Pag-Ibig shall review their policies on how to extend assistance on the affected workers (i.e. contributions, membership, availment of benefits) 	PO
<ul style="list-style-type: none"> • DepEd shall extend the benefits of the Education Service Contracting (ESC) scheme under the GASTPE law to private HEIs or TVIs that can provide TVET tracks for Senior High School; 	<ul style="list-style-type: none"> • Rule VI of the K to 12 IRR entitled “<i>E-GASTPE Beneficiaries and Other Financing Arrangements with Private Educational Institutions and Non-DepEd Public Schools</i>” provides for the criteria, forms and amount of assistance to cover the extension of E-GASTPE benefits to those who completed junior high school in public or private high schools enrolling in senior high school. 	

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	<ul style="list-style-type: none"> A study undertaken last April to August 2012 determined the financial implications (government, implied costs to households and private education) and the options for financing of the K to12 Basic Education model that will be adopted. The financial study also looked into the GASTPE provision to accommodate senior high school students in private HEIs during the transition years and to review government support to education beyond GASTPE. 	PO
<ul style="list-style-type: none"> TVIs shall participate in the modeling and implementation of the TVET specialization in Grades 11 and 12 through curriculum development and training infrastructure as well as in actual training delivery; 	<ul style="list-style-type: none"> Prior to the implementation of the Senior High School (SHS), a research and development process is being implemented for the Senior High School “Modeling Program” with selected public Tech Voc Institutions (TVI’s) and general secondary school as participants or “Model schools” for Grades 11 and 12. The school modeling started last June 2012 for selected model high schools. <p>The following TVIs are participating in the K to 12 modeling:</p> <ol style="list-style-type: none"> Bondoc Peninsula Agricultural School Cabugcayan National School of Arts and Trades Philippine Women’s College (PWC)-Davao Bukig National Agricultural and Technical School <ul style="list-style-type: none"> TESDA together with DepEd developed the learning modules, teacher guides and learning materials for the TLE Basic Education Curriculum in 23 TLE Qualification Titles: <ol style="list-style-type: none"> Automotive Servicing Mechanical Drafting Computer Hardware Servicing Horticulture Shielded Metal Arc Welding Consumer Electronics Servicing 	OTTI QSO

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	7. Aqua Culture 8. Dressmaking NC II/Tailoring 9. Masonry 10. Caregiving 11. Household Services 12. Agri Crop Production 13. Commercial Cooking 14. Carpentry 15. RAC Servicing (Dom-RAC) 16. Electrical Installation and Maintenance 17. Bread and Pastry 18. Tile Setting 19. Beauty Care (Nail Care Services) 20. Food (Fish) Processing 21. Animal Production 22. Plumbing 23. Handicraft	
<ul style="list-style-type: none"> Emphasize higher order thinking skills (HOTS) such as critical thinking, problem solving, ICT skills; and 	<ul style="list-style-type: none"> Partnership with ILO on the development of additional basic competencies for NC V qualifications on-going 	QSO
<ul style="list-style-type: none"> Strengthen contextual learning/teaching in Science and Math. 	<ul style="list-style-type: none"> These are being studied in the current review of the TR Framework, particularly the portion of the units of competency on related/underpinning knowledge and skills. 	QSO OTTI
2. On Developing the 21st Century Skilled Workforce: A Global Perspective		
<ul style="list-style-type: none"> TESDA shall continuously develop the infrastructure and strengthen its capacity towards higher level qualifications; 	<ul style="list-style-type: none"> For implementation in 2013 to develop TRs for the National Diploma level or level 5 of the PQF Discussion with Electronics industry on-going 	QSO
<ul style="list-style-type: none"> Education and training institutions shall inculcate the global mindset and cross-cultural human values; 	<ul style="list-style-type: none"> The basic and common competencies in the TRs, particularly for TM I and TM II have incorporated competencies relating to global mindset and cross-cultural human values. 	CACO/QSO
<ul style="list-style-type: none"> TESDA and CHED shall pursue linkages with international bodies for comparability/ benchmarking and 	<ul style="list-style-type: none"> This is part of the work program of the Philippine Qualifications Framework (PQF) Working Group on International Alignment. To date, inventory of existing international arrangements 	QSO

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referencing of qualifications;	<p>was done.</p> <ul style="list-style-type: none"> • ASEAN MRA on Tourism was already agreed <ul style="list-style-type: none"> ▪ TESDA is participating in the DOT-sponsored regional briefing/orientation on ASEAN MRA on Tourism for tourism stakeholders 	
<ul style="list-style-type: none"> • DOLE, thru BLE and POEA, shall provide easier access to labor market information particularly on job prospects from the employer sector and workforce trends by updating such information through the Internet; 	<ul style="list-style-type: none"> • 12 LMIRs published for the year 2012 and were uploaded in the TESDA website and disseminated to the ROPOTIs, to wit: <ol style="list-style-type: none"> 1. Highlights of the October 2011 LFS Profile of the Inactive Unemployed, & Employers in Own Family-Operated Farm or Business; 2. Philippines: Back in the Game 3. Metals and Engineering Sector: Supply & Demand in Computer Numerical Control (CNC) Machine Operation and Other Related TVET Qualifications. 4. The Global Competitiveness Report 2012-2013 5. Moving Towards One Vision, One Identity, One Community – ASEAN Vision 2015 (<i>An excerpt from the ASEAN Economic Blueprint</i>) 6. The Millennium Development Goals (MDGs): Are we up to the Tasks? 7. Decent Work Country Profile: The Philippines 8. Information Technology-Business Process Outsourcing (IT-BPO) 9. Construction 10. Tourism 2012: Its More fun in the Philippines 11. Solid Waste Management 12. Labor, Employment and TVET Statistics • For the first semester of 2013, two (2) LMIRs were published. <ol style="list-style-type: none"> 1. Priority Industries that Support Job Generation 2. Hot Skills for Hot Jobs • TESDA Skills Demand and Supply Mapping on-going • POEA uploads the list of Job Orders in the Website • The BLE maintains the registry of job 	PO

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	vacancies and job applicants to facilitate job matching through the Phil-JobNet.	
<ul style="list-style-type: none"> The government shall work with the private sector in establishing mechanisms for research and development towards the development of higher level skills; 	<ul style="list-style-type: none"> TESDA is conducting continuing discussions with the Professional Regulation Commission (PRC) together with accredited professional organizations (APOs) and industry associations under the DOLE convergence program to identify higher-level (Level 5 in the PQF) qualifications included under the regulated professions. 	PO
<ul style="list-style-type: none"> Programs for emerging skills and higher level qualifications shall be purposively developed and supported through partnerships between and among TESDA, TVIs and industry; 	<ul style="list-style-type: none"> Industry consultations with priority industries, i.e. manufacturing, logistics, solar/renewable energy sector, IT/BPM, Identified Priority Qualifications for TR Development <ol style="list-style-type: none"> 1. Chemical – Process Production Operator Laboratory Technician 2. Logistics – Warehouse Operations Materials Handling Equipment Operations Transport – Related Activities 	PO
<ul style="list-style-type: none"> CHED and TESDA shall expand the implementation of the Ladderization Education program to other disciplines. 	<ul style="list-style-type: none"> House Bills entitled “Institutionalization of the Ladderized Interface between Technical Vocational Education and Training (TVET) and Higher Education were already deliberated at the House Committee on Higher and Technical Education. TESDA already provided its comments/inputs on the bills especially on the status/updates on the Philippine Qualifications Framework. 	TSDO
3. On Skills for Green Jobs		
<ul style="list-style-type: none"> TESDA shall continuously develop green skills for green jobs that will contribute to a green economy; 	TESDA green initiatives are being carried out mainly through the formulation of training regulations (TRs) and competency-based curricula (CBCs) for the various	QSO, PO, OTTI

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<ul style="list-style-type: none"> • TVIs shall pursue programs on green skills that are linked to climate change and the needs of their own environment; • The government and the private sector shall pursue education and training for sustainable development, green architecture and green occupations. 	<p>priority qualifications in TVET. TESDA has incorporated a number of green skills, concepts and qualifications in its TRs (e. g., environmental protection, 3Rs (reduce-reuse-recycle), organic agriculture, renewable energy, solid-waste management). These are developed in close partnership with the academe and industry.</p> <ul style="list-style-type: none"> • Developed TRs incorporating green competencies like: <ul style="list-style-type: none"> ○ Photo-Voltaic (PV) Systems Design NC III ○ PV Systems Installation NC III ○ PV Systems Servicing NC III ○ RAC [Package-Type Air-conditioning Unit (PACU)/Commercial Refrigerant Equipment (CRE)] Servicing NC II ○ RAC (Window AC/Domestic Ref) Servicing NC I ○ Ice Plant Refrigeration Servicing NC III ○ Transport RAC Servicing NC II ○ Pest Management (Vegetables) NC II ○ Automotive Servicing NC III ○ Landscape Installation and Maintenance (Softscape) NC II ○ Deck Seafaring NC I ○ Deck Seafaring NC II ○ Deck Seafaring NC III ○ Engine Seafaring NC I ○ Engine Seafaring NC II ○ Engine Seafaring NC III ○ Marine Electricity NC II ○ Organic Agriculture Production NC II • Solid waste TRs for development • Partnership with ILO on the conduct of study on green skills and “greening” of basic and common competencies 	
4. On Developing the 21st Century Learning Skills Thru ICT		
<ul style="list-style-type: none"> • The use of ICT shall be emphasized in training/teaching delivery by the trainors/teachers; 	<ul style="list-style-type: none"> • Development of blended learning programs with TESDA TTIs • Development of TESDA online courses • Training of trainers on Autodesk Inventor 	OTTI e-TESDA

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<ul style="list-style-type: none"> • TESDA, industry and TVIs shall continuously endeavor to make ICT-related qualifications at par with the requirements of industry; • Education and training providers shall expand the implementation of ICT competency across all sectors with the end in view of equipping the workers with 21st century skills 	<ul style="list-style-type: none"> • Review of TRs on Programmer and IT-BPO qualifications • Implementation of the Intel Digital literacy program 	<p>QSO e-TESDA</p>