The Philippine Technical Vocational Education and Training (TVET) System

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I. INTRODUCTION

a. The Philippine Education and Training System

The education system in the Philippines embraces formal and non-formal education. It is closely related to the American mode of education but differs in the number of school years as other countries have 12 years basic education. In the country however, elementary education is composed of 6 years and secondary education is 4 years which together with the tertiary education comprise the formal education system.

On the other hand, non-formal education includes education opportunities, even outside school premises, that facilitate achievement of specific learning objectives for particular clienteles, especially the out-of-school youths or adult illiterates who cannot avail of formal education. An example is functional literacy programmes for non-literate and semi-literate adults which integrate basic literacy with livelihood skills training.

i. The Congressional Commission on Education

The Congress enacted in 1990 Joint Resolution No. 2 creating the Congressional Commission for Education or EDCOM to review and assess the education and manpower training system of the country inclusive of formal and non-formal educational system in both public and private.

The EDCOM concluded that the different levels/categories of education should be managed separately so that the specific needs of each category can be identified and well attended to for effective and
efficient implementation. Thus, the trifocalization of the management of the country’s educational system paved way for the following changes:

**Basic Education** was subsequently changed to Department of Education (DepEd) through the passage of RA 9155 or Governance of Basic Education Act on August 2001.

**Technical-Vocational Education** became the jurisdiction of Technical Education and Skills Development Authority (TESDA) as legally mandated through RA 7796 otherwise known as the TESDA Act which was signed into law on August 25, 1994; and

**Higher Education** involving tertiary education in community colleges, universities and specialized colleges became the domain of the Commission on Higher Education (CHED) which was established through the enactment of RA 7722 or Higher Education Act on May 18, 1994.

### ii. TVET in the Philippines

At present, TVET provides education and training opportunities to prepare students and other clients for employment. It also addresses the skills training requirements of those who are already in the labor market and would need to upgrade or develop new competencies to enhance employability and improve productivity.

#### 1. TVET Clientele

A report from DepEd on the typical progression of pupils indicates a huge market that needs TVET. Out of 100 pupils entering Grade I, only 66 will graduate from Grade 6. Out of the 66 elementary graduates, 58 will enter first year, 43 will graduate from high school and the remaining 15 will join the ranks of out-of-school youths. Out of the 43 high school graduates, 23 will enroll in 1st year college, 10 will get tech-voc education and 10 will drop out.

The potential clientele of TVET includes primarily the high school graduates, secondary school leavers, college undergraduates and graduates who want to acquire competencies in different occupational fields. Other potential clientele of TVET are the unemployed persons who are actively looking for work. These include the displaced workers who lost their jobs because of closure of establishments, retrenchment or laying-off of workers due to economic and other related reasons. Returning overseas Filipino workers who decide to discontinue working abroad are also clients of TVET as well as those currently employed who want to upgrade their skills or acquire new skills.

#### 2. The Delivery Modes

There are four basic modes of training delivery. In the year 2005, 24.68% of TVET graduates came from the formal school-based programs, 4.82% was contributed by center-based non-formal training programs, a large 41% came from community-based programs leading to livelihood and self-employment opportunities and enterprise-based programs like apprenticeship, learnership and dual training programs contributed a 7.5% to the total annual output. Other government
agencies conducting mostly community-based programs contributed 22% to the output.

3. TVET Delivery Networks

The training and development of the Filipino workforce for skilled employment is provided mostly by the private TVET institutions. There are 4,510 TVET providers in the country today, 62% (2,786) of which are private and 38% (1,714) are public. The public TVET providers include the 121 TESDA Technology Institutes composed of 57 schools, 15 Regional Training Centers, 45 Provincial Training Centers and 4 Specialized Training Centers. Other public TVET providers include State Universities and Colleges (SUCs) and local colleges offering non-degree programs; DepEd supervised schools, LGUs, and other government agencies providing skills training programs.

b. TESDA as the Authority in TVET

i. Mandate and Core Business

“TESDA is mandated to provide relevant, accessible, high quality and efficient technical education and skills development in support of the development of high quality Filipino middle level manpower responsive to and in accordance with the Philippine development goals and priorities.”

Figure 04: TVET Providers

Given its mandate, TESDA envisions to be the leading partner in the development of the Filipino workforce with world-class competence and positive work values. Its mission on the other hand is to provide direction, policies, programs and standards towards quality technical education and skills development. TESDA has also a quality policy which states that, “We measure our worth by the satisfaction of the customers we serve.”

Figure 05: TESDA Core Business

To facilitate the delivery of its mandate, TESDA defines its Core Business which is comprised of three planks: Direction Setting, Standard Setting and Systems Development and Support to TVET Provision.

The core business defined further TESDA’s role as authority, enabler, manager and promoter of TVET which primarily involves ensuring sufficient provision of skilled workers and technicians to meet international work standards as well as the needs of local enterprises and ensuring access to technical education for the greater majority of the Filipinos.”
ii. **Structure**

TESDA is composed of the Board and the Secretariat. Together, they constitute TESDA as an authority. The TESDA Board is the highest TVET policy-making body represented by public-private partners that work together for the benefit of its constituents. The Secretariat serves as its technical and administrative support.

- **The Board**

  The TESDA Board is responsible for the promulgation of continuing, coordinated and fully integrated technical education and skills development policies, plans and programs. The Board now has twenty (23) members. Majority (15) comes from the private sector: seven (7) from employers and industry, six (6) from
labor and two (2) from private technical vocational institutions. Eight (8) government departments represent areas related to technical education and skills development, namely, Department of Labor and Employment (DOLE) which sits as the chair of the Board, Technical Education and Skills Development Authority (TESDA), Department of Interior and Local Government (DILG), Department of Trade and Industry (DTI), Commission on Higher Education (CHED), Department of Education (DepEd), Department of Agriculture (DA), Department of Science and Technology (DOST).

- **The Secretariat**

The TESDA Secretariat is the development and implementing arm of the Authority. It is headed by a Director General (with a Cabinet rank) who exercises general supervision and control over TESDA’s technical and administrative personnel.

Assisting the Director General are two Deputy Directors General – one responsible for field operations and one responsible for policy and planning. The Chief of Services for Administration assists the Director General in the area of finance and administration. The functions of the Secretariat are being undertaken by eight (8) Executive Offices each headed by an Executive Director, namely: Planning Office, Qualifications and Standards Office, Regional Coordination Office, Office of TESDA Institutions, TVET Systems Development Office, Corporate Affairs Office, Competency Assessment and Certification Office and Office of the Chief Services for Administration. There are 17 Regional, 85 Provincial and 6 District Offices each headed by a Regional Director and a Provincial/District Director, respectively. In addition, there are 15 Regional and 45 Provincial Training Centers and 3 specialized training centers, namely, TESDA Women’s Center (TWC), Kor-Phil Quezon City and National TVET Trainer’s Academy (NTTA).

TESDA has a manpower complement of 4,278 personnel spread out from the central office to the various regions of the country.

### II. NATIONAL TECHNICAL EDUCATION AND SKILLS DEVELOPMENT PLAN (NTESDP)

#### a. Major gains from the First Cycle NTESDP

Part of TESDA’s major functions as the overall manager of the TVET sector is the formulation of a comprehensive plan for the development of skilled manpower in the country. In 1999, TESDA, through consultation with major stakeholders in TVET from the public and private sectors, formulated the First Cycle National Technical Education and Skills Development Plan (2000-2004) to guide the development efforts in the whole TVET sector. The assessment of the Plan implementation showed major gains in the sector for the past 5 years in terms of access, relevance, quality and equity.

- **Access**

Increasing trend in TVET enrolment and number of graduates was noted for the period 2000-2004. In 2000, TVET graduates from the various delivery modes were recorded at only 340,111. It reached 839,898 by the end of 2004 which represents a 147% increase from the 2000 figure. This is attributed to the expanding capacity in TVET provision as manifested in the increased number of TVET providers from 1,768 in 2000 to 4,510 in 2004.

- **Relevance**

The responsiveness of TVET programs can be measured in terms of employment and skills utilization rates of TVET graduates. The graduate tracer studies conducted in 2000 and 2004 showed an average employment rate of 61% and an average skills utilization rate of 67% among the TVET graduates who were surveyed a year after completing TVET course.

- **Quality**

The TVET reforms initiated in 1998 are directed towards ensuring quality in TVET programs and outputs. These include the mandatory registration of all TVET programs/course offerings in accordance with the standards set. As of end of 2005, 13,098 TVET programs were registered through TESDA’s Unified TVET Program Registration and Accreditation System. The assessment and certification program was likewise strengthened during the plan period to provide a more efficient system of assessing the competencies of TVET graduates. The assessment and certification system is directly anchored on the developed competency and training standards. While a slow pace was noted in terms of the development of the assessment and certification system, the initiatives undertaken nevertheless provided the strong foundation for the enhanced system currently being implemented.

- **Equity**

Equity and access have been a twin concern in education and training for many years. To address this,
TESDA has been implementing scholarship and other student financial assistance programs such as the Private Education Student Financial Assistance (PESFA). Efforts towards mainstreaming TVET at the local level to assist the local government units in the provision of more training opportunities to their constituents are also undertaken.

While significant gains were noted, the overall assessment of the Plan implementation also points out some areas of gaps which need to be addressed. All these provided the background on which the 2nd Cycle NTESDP was crafted in 2005.

b. The Second Cycle NTESDP 2005-2009

i. Plan Framework

![NTESDP 2005-2009 Framework](image)

- **Development Objectives**

  **Decent and Productive Employment**

  This means that sufficient productive employment is available and workers have full access to income earning opportunities. Essential to decent employment is a continuous enhancement of competencies through building up of capabilities for skills training on global competitiveness and positive work ethics. Industry shall support this process by pursuing their institutional human resources development programs for their workers.

  **Quality TVET Provision**

  Standards on systems, processes and procedures among TVET providers will be applied accordingly to ensure quality graduates/workforce.

  **Supply Matches Demand**

  The provision of training programs will be guided by adequate and timely labor market information, both in terms of quantity and quality set by industries, especially in critical occupations and in areas where there is high demand.

- **Key result areas**

  Envisioning a globally competent Filipino workforce, the 2nd Cycle NTESDP commits for improved access and equity in TVET, improved assessment and certification, and enhanced employability of TVET graduates.
**Improved Access and Equity in TVET**

Opportunities shall be made available and affordable for all clients to include but not limited to special clientele groups like women, differently-abled persons, and indigenous people, among others. Relevant and timely information on training opportunities will be made available for prospective beneficiaries.

**Improved Assessment and Certification**

There shall be an increased number of TVET graduates with verified/validated competence to perform a particular skill according to quality standards defined by industry. Moreover, the registry of certified job-ready TVET graduates is readily available to prospective employers, both for local and overseas employment.

**Enhanced Employability of TVET Graduates**

This is the environment where TVET graduates have improved access to employment domestic and overseas. Graduates will also have improved prospects for entrepreneurial and self-employment endeavors.

**ii. The Seek-Find-Train Paradigm**

The NTESDP takes as one of its major strategies, the pro-active skills matching process called Seek-Find-Train which involves three key components: i) **SEEK** local business opportunities, and jobs through domestic and international labor market intelligence to pinpoint the exact requirements of the job market, ii) **FIND** the right people fit for the jobs, and iii) **TRAIN** the right people for the available jobs using quality standards developed in consultation with industry. Programs and support services shall be provided such that the education and training sector effectively contributes to putting people to work and keeping them employed, either wage-employed or self-employed.

This paradigm becomes more meaningful and strategic through the **Youth Profiling for Starring Careers (YP4SC)** program, a complete guidance delivery system to help young Filipinos make the right career choices based on an objective assessment of their strengths and interests which provide the information on what work will place them in a “starring role”. This information is coupled with updates on what job and employment opportunities are and will be in demand; and information on education and training choices where the job can be learned. In the end, the students and parents are equipped adequately in making the right career decision. Ultimately, it will lead to a greater job fit and greater value to education and training.

**iii. NTESDP vis-à-vis the National Development Plan and TESDA Corporate Plan, HRD Plan and QMS Plan**

The NTESDP lends very strong support to the Medium-Term Philippine Development Plan 2005-2010 particularly in terms of ensuring the availability and quality of skilled manpower especially in the identified priority sectors of the country.

The NTESDP provides the overall direction for the TVET sector in general and for TESDA as the manager...
of the sector. The critical role of TESDA in ensuring that the goals and targets of the NTESDP are achieved is amplified in the TESDA Corporate Plan. The TESDA Corplan spells out the major strategies and programs of TESDA to strengthen its capacity in the management of the TVET sector. Among the strategies is the continuous capability building of TESDAns from both the executive/managerial and staff levels through further education and training and other forms of capability building. The Quality Management System (QMS) Plan provides the platform by which all programs and activities must be implemented thus ensuring program implementation within the context of a quality system.

III. TVET QUALITY ASSURANCE MECHANISMS

All efforts and programs of TESDA for the TVET sector are designed and implemented within the context of a quality-assured TVET system. This is to ensure that TVET produces job-ready Filipino workers meeting the requirements of the labor markets at the local and international grounds.

a. The Philippine National Qualifications Framework

The PNQF has been developed to establish a coherent national and internationally benchmarked structure for all qualifications awarded in the Philippines. The PNQF covers all levels of formal education from the completion of the high school diploma; to certificates for initial entry to the workplace through to doctoral degrees. All qualifications listed on the PNQF are quality assured so that there may be national and international confidence not only in their academic and skill standards, and their vocational relevance, but also in the quality of teaching, assessment and the valid awarding of the officially recognized Philippine national qualification.

b. Training Regulations

The Training Regulations (TRs) are being developed in consultation with industry leaders and promulgated by the TESDA Board. The training regulations consist of the competency standards, training standards and assessment and certification arrangements. They serve as the bases for the development of curriculum and instructional materials and competency assessment packages for competency-based technical education and skills development. They spell out the over-all parameters by which programs are qualified and registered. The development of TRs takes into consideration four (4) essential components of training delivery: the curriculum, the qualification of trainers, the tools and available equipment and training facilities. Currently, there are 72 Training Regulations promulgated and rolled out for adoption by the TVET providers. Sixty-two (62) Training Regulations are for development in 2006.

c. The Unified TVET Programs Registration and Accreditation System (UTPRAS)

The Unified TVET Programs Registration and Accreditation System (UTPRAS) is a regulatory mechanism by which TVET programs are quality-assured by TESDA. All providers offering TVET
programs are mandated to comply with the set of standards for TVET provision. This process involves compulsory registration of programs in compliance with the standards prescribed in TR and competency-based system; and voluntary accreditation. As of December 2005, there were already 13,098 programs registered nationwide.

d. Assessment and Certification System

Assessment and certification system is among the essential quality assurance mechanisms in TVET. It is the process of evaluating the TVET graduates and skilled workers if they have the necessary competence to perform the tasks to the required standards in the workplace. This mechanism provides the evidence whether compliance to standards and competency requirements have been achieved.

The assessment and certification system involves over-arching components such as the accreditation of assessors, development of assessment tools as essential part of training packages, qualification of TVET trainers as assessors, recognition/accreditation of National Assessment Boards across various sectors, among others.

All programs with training regulations are provided with competency assessment tools specifically designed to measure the effectiveness of training delivery. These tools consist of 1) self-assessment guide, 2) assessment agreement, 3) written examination, 4) assessor’s guide and 5) marking sheets.

Efforts are continually being done to effect assessment by sectoral boards from the private sector. Formal agreements are entered into by TESDA with industry associations to empower them to manage the competency assessment processes in their own sphere of influence. Currently, organization of National Assessment Boards is being pilot tested in the area of tourism services, community and health services, information and communication technology and agriculture and fisheries.

As to issuance of certificates, unlike in other countries, TESDA issues national certificates to persons who have attained competence in all units of competency comprising a national qualification. The qualifications are aligned with specific skills levels as defined in the National Qualification Framework. The present NQF defines four (4) certificate levels for TVET—National Certificate Levels I, II, III and IV.

IV. ENHANCING EQUITY AND ACCESS IN TVET

a. Ladderized Education Program (LEP)

The changes and developments in the work patterns and skills demand in various industries, including the emerging ones, necessitate the need for a very strong

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<tr>
<th>LEVEL</th>
<th>PROCESS</th>
<th>RESPONSIBILITY</th>
<th>APPLICATION</th>
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<tbody>
<tr>
<td>NC I</td>
<td>A worker at this level performs routine and predictable tasks involving little or no latitude for judgments</td>
<td>Adhere to appropriate standards or specifications are usually involved</td>
<td>Assignments are usually made by a supervisor or a worker at a higher level who gives simple instructions and makes clarifications or suggestions when necessary</td>
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<td>NC II</td>
<td>A worker at this level performs a prescribed range of functions involving known routines and procedures, where clearly identified choices and limited complexity applies</td>
<td>Work involves some accountability for the quality of outputs</td>
<td>Application at this level may involve individual responsibility or autonomy, or working with others as part of a team or group</td>
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<td>NC III</td>
<td>A worker at this level performs a wide range of skilled operations at a high level of competence involving known routines and procedures. The work context involves some complexity in the extent and choice of options available</td>
<td>Work involves understanding the work process, contributing to problem solving, and making decisions to determine the process, equipment and materials to be used</td>
<td>Application at this level may involve individual responsibility or autonomy, and/or may involve some responsibility for others. Participation in teams including team or group coordination may be involved</td>
</tr>
<tr>
<td>NC IV</td>
<td>A worker at this level performs a wide range of application in a variety of contexts most of which are complex and non-routine</td>
<td>Work involves some leadership and guidance when organizing activities of self and others as well contributing to technical solutions of a non-routine or contingency nature. Work at this level also requires evaluation and analysis of current practices and the development of new criteria and procedures</td>
<td>Applications involve responsibility for the organization and performance of others</td>
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Table 02: PTQF Descriptors
The link between TVET and higher education.

As a strategy to remedy this, President Gloria Macapagal Arroyo issued Executive Order 358 entitled “To Institutionalize a Ladderized Interface between Technical-Vocational Education and Training (TVET) and Higher Education (HE)”. The purpose of Ladderization is to open pathways of opportunities for career and educational progression of students and workers. Specifically, it intends to create a seamless and borderless education and training system that allows mobility in terms of flexible entry and exit into the educational system. In essence, ladderized education is an empowering tool because it provides options or choices to a wider range of clientele on when to enter and to exit in the educational ladder. More importantly, it creates job platforms at every exit and provides the student an opportunity to get a job and earn income.

While there will be no structural and systems changes, the ladderized system provide for portability across levels for harmonization of qualifications. Through active advocacy, it is expected that more State Universities and Colleges (SUCs) are encouraged to ladderize their programs. At present, the program has been rolled out by TESDA and CHED for the Academic Year 2006-2007 covering eight (8) priority disciplines.

- Agriculture and Fisheries
- Health and Medical Services
- Information and Communication Technology
- Maritime
- Tourism/Hotel and Restaurant Management
- Criminology
- Education
- Engineering

The list of priority disciplines shall be expanded in the future based on the needs and the recommendation of the Technical Panels on Ladderization.

b. Scholarship Programs

There are three scholarship programs TESDA is currently implementing. These programs direct the choices of careers to the critical skills requirements of in-demand jobs in the labor market. The programs also allow for equity through a socialized distribution of the opportunities made available through government subsidies

- Private Education Student Financial Assistance (PESFA)

Since 1997, TESDA has been implementing this program. Scholarship slots are distributed equitably to the 212 congressional districts in the country based on the number of high school graduates of the prior year and the provincial poverty index. In addition to passing an aptitude test administered by TESDA, the scholars are pre-qualified on the basis of their family income and average grade in high school. TESDA has since provided opportunities to 138,000 poor but deserving Filipino youth through this program.

- PGMA Training for Work Scholarship Project (PGMA-TWSP)

This project is designed to directly intervene in provision of training for highly critical skills, and, to encourage private TVET providers redirect their training programs to skills that are most needed by the economy. Scholarship grants are in short courses specifically in the business process outsourcing (BPO) industry and other industries with highly critical skills such as Agri-Business, Aviation, Construction, Cyber Services, Medical Tourism (Wellness Sector), and Metals and Engineering.

- Technical Education Skills Development Projects (TESDP)

These refer to two scholarship programs, namely: the Jobs-Directed Scholarship Program (JDSP) and ADB-TESDP Scholarship Program are being implemented by TESDA under a loan package funded by Asian Development Bank for the past two years. Similar to the PESFA, these programs aim to provide poor but deserving youth access to tech-voc education. To date, around 25,000 persons have been provided scholarships. The program will culminate in 2007 when the ADB will be completed.

d. GAD in TVET

The commitment on the Convention on the Elimination of Discrimination Against Women (CEDAW) and Beijing Platform for Action (BPA) requires the Philippine government, as a signatory to these conventions, to ensure the equal access of women and men at all levels of education, skills development and training.

Over the years, TESDA has endeavored to lead in the gender mainstreaming efforts in the TVET sector. Gender and Development (GAD) concerns were incorporated in TESDA’s activities from planning to monitoring and evaluation. There are increasing opportunities for females to enter non-traditional trades such as automotive and welding trades, among others. TESDA offers a variety of training courses and programs for women and men.
In 1991, with the assistance from the government of Japan, the TESDA Women’s Center was established. It serves as the National Vocational Training Center for Women through which TESDA facilitate provision of skills training and interventions for the empowerment of women. The organization of TESDA GAD Committee and the continuing partnership with various stakeholders are also among the efforts of TESDA to address the issues of women and mainstream their concerns in TVET.

V. THE TVET OUTCOMES

a. Certification of Skilled Workers

As an evidence of achievement of prescribed skills standards and competencies and quality TVET provision, TVET graduates are issued national certificate of competency upon passing the competency assessment. Hence, this certificate serves as proof that the person is a job-ready skilled worker. For easy access of the certified Filipino workers, TESDA installed a Registry of Certified Workers (RWAC), a depository of information about the workers specifically in terms of their competencies that fit the requirements to the job market.

- Certification Rate

From 2000 to 2005, there were 162,888 Filipino workers subjected to national competency assessment and 90,154 getting certified, or annual average certification rate of 55%.

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<tr>
<td>Assessed</td>
<td>90,472</td>
<td>185,399</td>
<td>158,305</td>
<td>111,251</td>
<td>207,918</td>
<td>223,984</td>
<td>162,888</td>
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<tr>
<td>Certified</td>
<td>57,628</td>
<td>144,746</td>
<td>68,529</td>
<td>39,208</td>
<td>122,453</td>
<td>108,361</td>
<td>90,154</td>
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<tr>
<td>Certification Rate</td>
<td>63.70</td>
<td>78.07</td>
<td>43.29</td>
<td>35.24</td>
<td>58.89</td>
<td>48</td>
<td>55</td>
</tr>
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</table>

Table 04: Data on Assessment, Certification and Certification Rate: 2000-2005

Source: Registry of Workers Assessed and Certified (RWAC): 2000-2005

b. Employment of TVET Graduates

The ultimate outcome of skills training is employment, whether in paid employment or self-created jobs. Tracer studies have been conducted to measure the absorption of TVET graduates into the mainstream labor market. The latest study shows that overall employment rate of graduates joining the labor force is 60%.

VI. THE MAJOR CHALLENGES

With the increasing recognition of TVET’s role in the development of the national economy, the major challenges confronting TVET are in the area of increasing access to and quality of TVET.

- Massive National TVET Trainers / Assessors Qualification Program

The TVET trainer is central to the delivery of various TVET programs in the country. To date, the current pool of TVET trainers in the country is estimated at 22,000. Of the total, 1,300 or 6% are TESDA trainers who are currently manning TESDA’s network of 121 technology institutes. The remaining 20,700 (94.1%) are employed in other public and private TVET institutions. There is the need to expand the pool of experts particularly in critical or priority trades.

More than increasing the trainers in number, the greater challenge is ensuring their quality. Indeed, this calls for an intensive implementation of an assessment program for Trainers. A number of initiatives have been adopted in response to this. One is the adoption of the Philippine TVET Trainers Qualifications Framework (PTTQF). Each Trainer Qualification (TQ) is a combination of a competency level in technology (a particular National Certificate level) and an appropriate competency level in the Training Methodology (TM). Second is the recent effort of TESDA to embark on a National TVET Trainers and Assessors Qualification Program. A total of 4,000 trainers will undergo the program in 2006. This consists of 1,300 TESDA trainers and the remaining 2,700 trainers from institutions with programs progressing from No Training Regulation (NTR) to With Training Regulation (WTR) status as well as those who will implement Ladderized programs starting SY 2006-2007.

- Expanding the Capacity of Private TVET Institutions through Scholarships

The other major challenge is expanding the capacity of private TVET institutions through scholarships. It makes the TVET system highly accessible to poor but deserving Filipinos who require and need economic empowerment through the acquisition of competitive competencies that meet job requirements. In response to this challenge, the existing scholarship programs of TESDA are being expanded by pursuing partnership especially through financial sharing scheme with national and local officials. The encouraging
response of national and local officials brings TVET opportunities to an increasing number of beneficiaries.

- Global competitiveness

The rapid pace of globalization pressures nations to be competitive in order to survive. This ushers the freer permeability of human resources among countries. While it poses as a huge challenge to the survival of Filipino workforce in the global market, it yields various opportunities. This challenge pushes for the continuing development and replenishment of manpower in order to ensure that there are workers of the right quality and right quantity for jobs that are made available at any given instance. Further, it urges for a stronger labor market intelligence and technology development. Lastly, it encourages transformation of the Filipino workforce to be knowledge-based and adaptable to shifting skills or even occupations.

- Relevance, equity, accessibility and cost-efficiency of TVET

In pursuits of relevant, accessible, equal and cost-efficient TVET, TESDA will gear up to raise the capacity of TVET by being more innovative in managing its resources and tapping more partners that could augment the limited resources, and satisfy the demands of the industries in terms of skills and competency requirements by sharpening labor market intelligence and subsequently use the updated labor market information in developing and re-engineering training programs.

VII. FUTURE DIRECTIONS

TVET in the Philippines is facing more challenging issues that pressures TESDA to innovate and be competitive. The nature of TESDA’s responses is of course conditioned by these push factors.

- Pursuit for Comparability of Competencies and Mutual Recognition of Skills and Qualifications (MRSQ)

In response to the call for global competitiveness, it is imperative that comparability and mutual recognition of skills and qualifications shall be actively pursued. TESDA is actively pursuing this through its bilateral engagements as the mutual recognition of skills and full qualifications is achieved through harmonious partnerships and arrangements with several countries. This provides for greater opportunity for the Filipino workers as it enhances worker mobility. It will likewise guide the development and validation of quality standards for skills and qualification in the country to make our workers adaptable to the global labor market. It would further push the call for the institutionalization of relevant, accessible and quality TVET provision.

- Expansion of strategic partnerships in TVET

TESDA will continually pursue to expand and strengthen its domestic and international networks and alliances to support private sector-led and market-driven TVET. These strategic alliances with international partners such the General Organization for Technical and Vocational Training (GOTEVOT) of KSA, the UNEVOC Network, the Association of Southeast Asian Nations (ASEAN), International Labor Organization, the governments of Canada, Libya and Japan, among others are synergic and mutually beneficial in essence. Through sharing and learning from each other, organizations will learn to imitate, innovate or invent ideas and practices towards further enhancing their programs and services.

- Directing the Human Resource Development toward sustaining a competitive Filipino workforce

Human Resource Development connotes the quality formation of human capabilities towards socio-economic development. This strategy essentially puts premium to competitiveness in terms of quality, quantity and productivity of the Filipino workforce. This entails the whole gamut of initiatives and reforms needed in the TVET system from raising its capacity, institutionalizing quality, to expanding its alliances, among others. This is one best strategy to quickly respond to the labor requirements especially of the new and emerging markets.
References

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TESDA Board Resolution No. 2003-05, Adoption of the Philippine TVET Qualifications Framework, dated March 13, 2003

TESDA Circulars

TESDA Circular No. 21 s. 2006, General Guidelines on the Implementation of Assessment and Certification Program under the Philippine TVET Qualification and Certification System (PTQCS), 2006


Publications


On-line Resources

TESDA. “Programs: TESD System.”
Annexes

Annex 01: Model Curricula for Ladderized Education Program

Agriculture

The Bachelor of Agricultural Technology (BAT) is the model ladderized curriculum for agriculture. Originally, this was already intended as a ladderized curriculum, the first two years of which is the Diploma of Agricultural Technology (DAT). Under E.O. 358, a ladderized interface was done which will satisfy both the standards of TESDA as contained in the Training Regulations (TR) and the Policies, Standards and Guidelines (PSG) of CHED.

Health – B.S. in Nursing (through Midwifery)

The development of the model ladderized curriculum in Bachelor of Science in Nursing (BSN) used as a reference the CHED Memorandum Order (CMO) No. 30, series of 2001 – “Updated Policies and Standards for Nursing Education.” It followed the same process undertaken in the development of the BAT model curriculum. This curriculum has three exit points, namely: Caregiver NC II, Healthcare Services NCII and Midwifery before a student finishes the full BS Nursing degree.
The development of the model ladderized curriculum in Bachelor of Science in Information Technology (BSIT) made use of the CHED Memorandum Order (CMO) No. 25, series of 2001 – “Revised Policies and Standards for Information Technology Education (ITE) “, as its basic reference. The curriculum was designed with three exit points namely: PC Operations NC II, Computer Hardware Servicing NCII and Programming NC IV before a student finishes the full BS in Information Technology.

Under this discipline, there were two (2) programs selected as model curriculum for ladderization namely, Bachelor of Science in Marine Engineering (BSMarE) and Bachelor of Science in Marine Transport (BSMT). For Marine Engineering, only the Engine Seafaring NC II was embedded within the degree, thus, an exit point is provided in the 1st year/2nd semester after a 2-month on-board training. As for Marine Transport, only the Deck Seafaring NC II was lodged in the program, thus, an exit point is provided in 1st year/2nd semester after a 2-month on-board training.
Tourism – B.S. in HRM; B.S. in Travel Management; B.S. in Tourism

Three degree programs were considered as model curriculum -- Bachelor of Science in Hotel and Restaurant Management (BSHRM) with five exit points: Housekeeping NC I, Food and Beverage Services NC II, Commercial Cooking NC II, Front Office NC II and Bartending NC II; Bachelor of Science in Travel Management (BSTrM) with two exit points: Commercial Cooking NC II and Travel Services NC II; and Bachelor of Science in Tourism Management (BSTM) with two exit points: Tour Guiding NC II and Commercial Cooking NC II.

Criminology – B.S. in Criminology

The development of the model ladderized curriculum in Bachelor of Science in Criminology used the CHED Memorandum Order (CMO) No. 42, series of 1998 – “Revised Policies and Standards for Criminology Education.” This curriculum has two exit points namely: Security Services NC I and Security Services NC II.
Annex 02: Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ASEAN</td>
<td>Association of Southeast Asian Nations</td>
</tr>
<tr>
<td>ATI</td>
<td>Agricultural Training Institute</td>
</tr>
<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of Discrimination Against Women</td>
</tr>
<tr>
<td>CHED</td>
<td>Commission on Higher Education</td>
</tr>
<tr>
<td>DA</td>
<td>Department of Agriculture</td>
</tr>
<tr>
<td>DAT</td>
<td>Diploma of Agricultural Technology</td>
</tr>
<tr>
<td>DBE</td>
<td>Department of Basic Education</td>
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<tr>
<td>DECS</td>
<td>Department of Education, Culture and Sports</td>
</tr>
<tr>
<td>DepEd</td>
<td>Department of Education</td>
</tr>
<tr>
<td>DILG</td>
<td>Department of Interior and Local Government</td>
</tr>
<tr>
<td>DOLE</td>
<td>Department of Labor and Employment</td>
</tr>
<tr>
<td>DOST</td>
<td>Department of Science and Technology</td>
</tr>
<tr>
<td>DTI</td>
<td>Department of Trade and Industry</td>
</tr>
<tr>
<td>EDCOM</td>
<td>Congressional Commission for Education</td>
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<tr>
<td>GAD</td>
<td>Gender and Development</td>
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<tr>
<td>GOTEVOT</td>
<td>General Organization for Technical and Vocational Training</td>
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<tr>
<td>ILO</td>
<td>International Labor Organization</td>
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<tr>
<td>JDSP</td>
<td>Jobs-Directed Scholarship Program</td>
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<tr>
<td>LEP</td>
<td>Ladderized Education Program</td>
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<tr>
<td>MRSQ</td>
<td>Mutual Recognition of Skills and Qualifications</td>
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<tr>
<td>NTR</td>
<td>No Training Regulation</td>
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<tr>
<td>NTESDP</td>
<td>National Technical Education and Skills Development Plan</td>
</tr>
<tr>
<td>PESFA</td>
<td>Private Education Student Financial Assistance</td>
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<tr>
<td>PGMA-TWSP</td>
<td>President Gloria Macapagal-Arroyo-Training for Work Scholarship Program</td>
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<tr>
<td>PNQF</td>
<td>Philippine National Qualifications Framework</td>
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<tr>
<td>PTQF</td>
<td>Philippine TVET Qualifications Framework</td>
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<tr>
<td>RMCS</td>
<td>Regional Model Competency Standards</td>
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<tr>
<td>RWAC</td>
<td>Registry of Workers Assessed and Certified</td>
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<tr>
<td>SFT</td>
<td>Seek-Find-Train</td>
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<tr>
<td>SUCs</td>
<td>State Universities and Colleges</td>
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<tr>
<td>TESDA</td>
<td>Technical Education and Skills Development Authority</td>
</tr>
<tr>
<td>TR</td>
<td>Training Regulations</td>
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<tr>
<td>TVET</td>
<td>Technical Vocational Education and Training</td>
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<td>TWC</td>
<td>TESDA Women’s Center</td>
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<td>UTPRAS</td>
<td>Unified TVET Programs Registration and Accreditation System</td>
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<tr>
<td>WTR</td>
<td>With Training Regulation</td>
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<tr>
<td>YP4SC</td>
<td>Youth Profiling for Starring Careers</td>
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