On the

Recommendations of the first Congress:

1. *Preparing the 21st Century Skilled Workforce thru Education Reforms*

2. *Developing the 21st Century Skilled Workforce: A Global Perspective*

3. *Skills for Green Jobs*

4. *Developing the 21st Century Learning Skills Thru ICT*

Preparing the 21st Century Skilled Workforce thru Education Reforms

Recommendation 1

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.

Executive Order No. 83 established the PQF National Coordinating Committee **headed by the Secretary of DepEd with DOLE Secretary, CHED Chairperson, TESDA Secretary and PRC Chairperson as members.**

Implementing Rules and Regulations issued **on December 17, 2012 signed by DepEd, DOLE, TESDA. Published at the Philippine Star on December 28, 2012 and on the Official Gazette on January 8, 2013.**

Executive Order No. 83

Four PQF - NCC Meetings Conducted

January 25, 2013:

Secretariat created from among TESDA, DepEd, CHED existing staff

TWGs created through PQF-NCC Resolution No. 2013-01 with the identified lead agencies :
- **Qualifications Register /TESDA**
- **Pathways and Equivalencies/CHED**
- **Quality Assurance/CHED**
- **Information and Guidelines/DepEd**
- **International Alignment/PRC**

March 14, 2013:
- **Review of the Descriptors Levels 6 to 8 were proposed by CHED**
- **Workplan of the Technical Working Groups**

May 27, 2013:
Updates on the Workplans of the Technical Working Groups

Executive Order No. 83

August 5, 2013:

• **Status Reports of TWGs:**
o **Qualifications Register**
   ▪ **Format of qualifications register using analysis of bookkeeping and accountancy**
   ▪ **Status of Review of Qualifications for Engineering Professions**
o **Pathways & Equivalencies**
   ▪ **Inventory of existing programs on equivalency (PEPT, ETEEAP, LEP, MRAs)**
o **Quality Assurance**
   ▪ **Inventory of QA systems**
o **Information & Guidelines**
   ▪ **PQF Logo, Brochure and Pamphlet on FAQs**
o **International Alignment**
   ▪ **Inventory of existing international agreements**

Recommendation 2

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.

- Sections 10, 11, 12, 17, 19 and 30 – TESDA to work with DepEd, CHED and other concerned agencies on:
  - Formulation and design of curriculum
  - Teacher education and training
  - Career guidance and counseling program
  - Career advocacy programs
  - Implementation mechanisms and strategies
  - Partnerships with HEIs and TVIs

- Per Section 31 of the IRR, DOLE constituted an inter-agency working group for Joint Administrative Issuance of the DOLE, DepEd, CHED and TESDA to ensure the sustainability of the private and public educational institutions, and the promotion and protection of the rights, interests and welfare of teaching and non-teaching personnel. Drafted and being subjected to tripartite consultation.

Recommendation 3

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.

- **IRR Rule VI "E-GASTPE Beneficiaries and Other Financing Arrangements with Private Educational Institutions and Non-DepEd Public Schools" 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.**

- **A study was undertaken to determine 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 including GASTPE provision to accommodate senior high school students in private HEIs during the transition years and to review government support to education beyond GASTPE**

Recommendation 4

Technical Vocational Institutions (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.

· **On June 2012, the Kto12 modeling started for selected high schools.**

· **TESDA Regional and Provincial Directors and some TVIs assisted some basic education schools participating in the K to 12 modeling**

· **TESDA and DepEd developed the learning modules, teacher guides and learning materials for the Technology and Livelihood Education (TLE) Basic Education Curriculum in 23 TLE Qualification Titles.**

Recommendation 5

TESDA shall continuously develop the infrastructure and strengthen its capacity towards higher level qualifications

- **Discussion/consultation with the electronics and ICT industry on the development of National Certificate V (Diploma) Qualifications**

- **Cross membership of TESDA and CHED technical panel members and officers in a number of discipline**

- **TESDA Tis are developing prototypes of higher level qualifications**

- **The review of the Training Regulations format is ongoing to highlight the required knowledge, skills and attitudes in line with the requirements of 21st century skills. Likewise, deployment of the TRs will be systematic and more focused to the needs of the users.**

- **Sectoral application of the Star Rating System shall be implemented within the year. The Mutual Recognition Arrangements for Tourism Professional will need early application to show quality assurance of the certificates that are being issued.**

Recommendation 6

TESDA and CHED shall pursue linkages with international bodies for comparability/ benchmarking and referencing of qualifications.

- The PQF Working Group on International Alignment, inventoried existing international agreements to determine the implications of the agreement to qualifications recognition.

- Continuing participation of TESDA in the DOT-sponsored regional briefing/orientation on ASEAN MRA on Tourism

- The ASEAN Qualifications Referencing Framework (AQRF) which provides ASEAN member states a model to reference their national Qualifications against.

- The ILO Scoping Study on Current Status of the Readiness of ASEAN member states to implement skills recognition within the region using the referencing framework of the AQRF.

- The ASEAN Mutual Recognition Arrangements for Professionals

- Standards for Training, Certification and Watchkeeping

- ASEAN Construction Federation

- International Engineering Alliance – Dublin Accord

- Preparations for the hosting of APEC High-Level Meeting on Human Capacity Building 2015

Recommendation 7

⭐ **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.**

- **In 2012, 12 Labor Market and Information Reports (LMIRs) were published and uploaded in the TESDA website; disseminated to the TESDA Regional Offices/Provincial Offices/Training Institutions**

- **For 2013 (first semester), two (2) LMIRs were published.**
    - **Priority Industries that Support Job Generation**
    - **Hot Skills for Hot Jobs**

Supply and Demand Skills Mapping conducted by ROs (I, II, III, IV-A, IV-B, V, VI, VII, VIII, IX, X, XI XII, Caraga, and CAR) for Agri-Business, IT/BPM, Electronics, Garments and Textiles, Health/Social and Other Community Development Services, Homestyle Products, HVAC, Construction/Infra, Logistics

Recommendation 8

Programs for emerging skills and higher level qualifications shall be purposively developed and supported through partnerships between and among TESDA, TVIs and industry.

- **Consultations with priority industries, (e.g., manufacturing, logistics, solar/renewable energy sector, IT/BPM) conducted and resulted to identification of Priority Qualifications for TR Development**

Recommendation 9

CHED and TESDA shall expand the implementation of the Ladderization Education Program (LEP) to other disciplines.

- CHED and TESDA are developing model curricula for:
    - Civil Engineering
    - Computer Engineering
    - Electrical Engineering
    - Dental Education
    - Optometry Education
    - Radiologic Technology
    - Hotel and Restaurant, Travel and Tourism Management
- Four (4) model curricula were already completed and approved.
    - Mechanical Technology - CMO 01 Series 2012
    - Medical Technology – CMO 41 Series 2012
    - Midwifery – CMO 05 Series 2013
    - Respiratory Therapy – CMO 21 Series 2013
- Representation in the House Committee hearings on the proposed House Bill Nos. 455, 1058, 1506 entitled "Institutionalization of the Ladderized Interface Between Technical Vocational Education and Training (TVET) and Higher Education

Skills for Green Jobs

Recommendation 10

TESDA shall continuously develop green skills for green jobs that will contribute to a green economy. Nearing completion is the TR on Solid Waste Services

Recommendation 11

TVIs shall pursue programs on green skills that are linked to climate change and the needs of their own environment.

Recommendation 12

The government and the private sector shall pursue education and training for sustainable development, green architecture and green occupations.

- Incorporated green skills concepts (e. g., environmental protection, 3Rs (reduce-reuse-recycle), organic agriculture, renewable energy, solid-waste management) into the Training Regulations:
- Partnership with ILO on the conduct of study on green skills and "greening" of basic and common competencies
- Shared TESDA best practices on green skills in various regional fora
- Inauguration of The Green Pavilion on October 3, 2013 to serve as production and exhibition facility inside the TESDA complex until December this year

Developing the 21st Century Learning Skills Thru ICT

Recommendation 13

The use of ICT shall be emphasized in training/teaching delivery by the trainers/teachers.

- Development of eight (8) online courses for the TESDA Online Program (TOP)
  - Computer Hardware Servicing   Basic Computer Operation (Intel Easy Steps)
  - Game Programming NC II   Room Attendant Servicing
  - Bus Boy Servicing   Valet Servicing
  - Waiter Servicing   Cellular Phone Servicing
  - Fruit Grower

- As of October 24, 2013, there are 137,190 registered users on the TOP Website and 23,526 enrolled students

- Blended learning programs at TESDA Women's Center

- Partnership of TESDA with Autodesk, Inc.

Recommendation 14

▰ **TESDA, industry and TVIs shall continuously endeavor to make ICT-related qualifications at par with the requirements of industry**

- Training Regulations (TRs) on Programming reviewed to international standards of Oracle, Java, .Net.
- The Contact Center Services, specially the FCCCA, is under review.

Recommendation 15

▰ **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.**

- Implementation of the Intel Digital literacy program
- Highlights of accomplishments: (as of October 24, 2013)
  o Eighty-two (82) Master Trainers trained
  o 38,498 trainees trained
  o 2,220 copies of Activity Books printed and disseminated to eTESDA Centers nationwide
  o Intel Easy Steps integrated to the TESDA Facebook page

Intel® Easy Steps
A Digital Literacy Program

A partnership program between Intel Philippines and TESDA which aims to realize a common vision to make technical education and skills development courses more available and accessible to Filipinos here and abroad through the Intel Easy Steps program. Easy Steps is an advanced platform that allows its participants to have a hands-on technological experience in order to gain the basic competencies in digital literacy. Its modules are designed to help users understand basic computer and web-based applications, such as graphics, word processing, spreadsheets, multimedia applications, internet search, email, instant messaging and collaborative documents, while teaching them how to utilize their computer skills in real-life situations including employment and entrepreneurship.