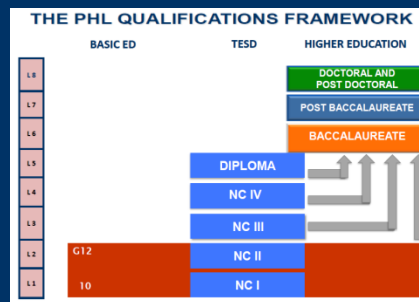


Technical and Vocational Education and Training in the Philippines

NATIONAL EDUCATION SYSTEM

- The education system in the Philippines is managed by three government agencies:
 - Department of Education (DepEd)** - K to 12 Program which covers Kindergarten and 12 years of basic education (six years of elementary education, four years of Junior High School, and two years of Senior High School);
 - Technical Education and Skills Development Authority (TESDA)** - post-secondary technical and vocational education and training; and
 - Commission on Higher Education (CHED)** - higher education.
- Students in senior high school level can choose among three tracks as specialisation: Academic; Technical-Vocational-Livelihood; and Sports and Arts.
- The Academic track includes three strands: Business, Accountancy, Management (BAM); Humanities, Education, Social Sciences (HESS); and Science, Technology, Engineering, Mathematics (STEM).



PQF and TVET

- Embedded in the education system is the Philippine Qualifications Framework (PQF) which has 8 levels. Levels 1-5 (National Certificate I-IV and Diploma) are TVET qualifications and Levels 6-8 (Baccalaureate, Post Baccalaureate, and Doctoral and Post Doctoral Degrees) are higher education qualifications.
- TESDA awards National Certificate I-IV and Diploma to those who pass the competency assessment for all the competencies required in a qualification level or Certificate of Competency if only a competency or a cluster of competencies in a qualification is achieved.
- National Certificate I and II are offered in the Technical-Vocational-Livelihood track of Basic Education Programme of DepEd.
- TVET qualifications are also offered as an integral or articulated component of the Ladderized Bachelors Degree programmes in CHED's eight priority disciplines : engineering, agriculture, education, health, maritime, criminology, hotel and restaurant management/tourism and ICT.

ISSUES IN TVET

Quality issues

- Internationalisation of skills
- Skills supply dominance retention
- Job and skill mismatch
- Philippine Development Plan's 10 competitive industries medium-term skill requirements
- Skilled workers migration

Equity and access issues

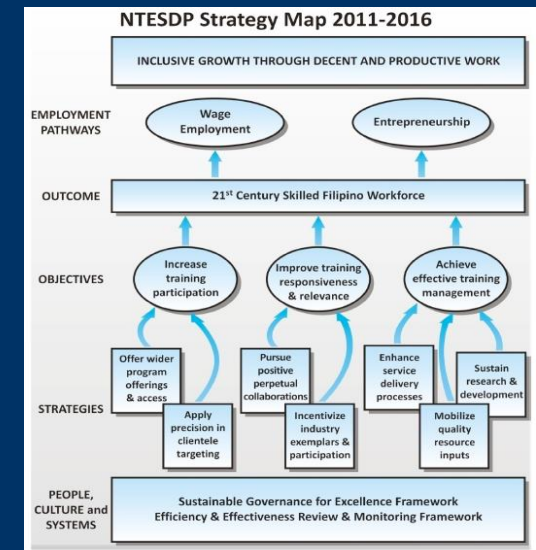
- Skills training access for workers with special concerns
- Skills training in reintegration
- Upskilling in the agricultural sectors
- Skills demand overseas vs. local demand

Innovation issues

- Greening skills
- Technology-biased skills
- HOT (High Order Thinking) skills

NTESDP Strategy Map: Developing the 21st Century Skilled Filipino Workforce

- Faced with global and domestic challenges and a changing economic environment, and in response to the human resource development requirements of the Philippine Development Plan and Labor and Employment Plan, the **National Technical Education and Skills Development Plan (NTESDP) for 2011-2016** envisions a 21st Century Skilled Filipino Workforce.
- The 21st century Filipino skilled workforce as defined in the plan is characterized by the following:
 - technically competent
 - innovative and creative
 - knowledge-based, with higher order thinking skills
 - with foundational life skills
 - in pursuit of lifelong learning opportunities
 - possessing desirable work attitudes and behavior



Sources:

- Technical Education and Skills Development Authority. (2011). *Investing in the 21st Century Skilled Filipino Workforce: The National Technical and Skills Development Plan 2011-2016*. Retrieved November 17, 2012, from www.tesda.gov.ph/.../NTESDPFinal%20asofSept29_1_pg1-40.pdf
- Official Gazette of the Philippines (No Date). *The K to 12 Basic Education Program*. GOVPH. Retrieved August 8, 2015 from <http://www.gov.ph/k-12/>

