THE PHILIPPINE TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) SYSTEM
President Gloria Macapagal-Arroyo strongly articulated that education is a top priority of her administration. The 2004-2010 Medium Term Philippine Development Plan (MTPDP) best encapsulated in the Ten-point agenda of “BEAT THE ODDS” emphasizes two areas that the Technical Vocational Education and Training (TVET) sector should focus on: contribute to job creation and the delivery of basic training and education services for all the Filipino people.

The President Gloria Macapagal-Arroyo Training for Work Scholarship Program (PGMA-TWSP)

To expand access to TVET and respond to critical skills requirements in various sectors such as Health, ICT, Tourism, Agri-Fishery, Mining, Construction, Aviation and Decorative Industries, this scholarship program was launched by the President in May 2006. The program likewise assists TVET providers in redirecting their programs to skills that are most needed by the economy. The program is in line with the government’s efforts on eradicating poverty and addressing the problem on unemployment created by skills mismatch.

The Ladderized Education Program (LEP):

On September 15, 2004, President Arroyo issued Executive Order No. 358 entitled “To Institutionalize a Ladderized Interface between Technical-Vocational Education and Training (TVET) and Higher Education (HE)” which aims to provide the mechanism that bridges the gap between TVET and higher education. Ladderized education provides empowerment as it offers the Filipino youth opportunities to liberate themselves from poverty, helplessness and hopelessness.

- balanced budget
- education for all
- automated elections
- transportation and digital infrastructure
- terminate hostilities with the MILF and NPA
- heal the wounds of EDSAs I, II and III
- electricity and water for all
- opportunities for livelihood and ten million jobs
- decongestion of Metro Manila
- develop Subic and Clark
Welcome to the PHILIPPINES!

The PHILIPPINES is the world’s largest archipelago second to Indonesia. It is located at the heart of Southeast Asia. Its unique location has made the country the commercial, cultural and intellectual hub of Asia.

The Philippines is the third largest English-speaking country in the world. The country is divided into three major island groups: Luzon, Visayas, and Mindanao. It has 17 regions, 79 provinces, 117 cities and 1,501 municipalities and 41,982 barangays.

Its capital city, Manila, is located in Luzon, the largest and most populated island of the country. Manila just like the other cities of the country, is a showcase of different cultures that every enterprising tourist might be attracted to.

The geographical structure of the country is proven advantageous to travelers. The Philippines is likewise readily accessible from the travel capitals of the world. Traveling time from Manila to Hongkong is an hour and 50 minutes, Singapore, 3 hours and 10 minutes; Bangkok, 3 hours and 50 minutes and 4 hours and 50 minutes to Tokyo.

The two official languages in the Philippines are Pilipino and English. English is widely used as a medium of instruction in higher education. There are also various dialects spoken by majority of the Filipinos such as Tagalog, Cebuano, Waray, Ilocano, Bicolano, Pampango, among others.

Based on the 2000 census, the country has a population of 76.5 million. Some 83% are Catholic, 15% are Muslims and the rest are Buddhists and other denominations.

The Philippines has a tropical climate with relatively abundant rainfall and gentle winds. There are three seasons: the wet or rainy season from June to October, the cool, dry season from November to February, and the hot, dry season from March to May.
The Philippines is a republic with a **presidential form of government** which has three (3) branches: executive, legislative, and judiciary. The highest authority of the government is the president who is elected for a six-year term. At present, the country’s President is Gloria Macapagal-Arroyo. The legislative branch of the government is bicameral in nature. It consists of the Senate and the House of the Representatives. The judicial branch, on other hand, which consists of systems of courts is headed by a Supreme Court.

**President Gloria Macapagal-Arroyo** in her 2006 State of the Nation’s Address (SONA), presented the concept of the “**super regions**”. She noted the importance of grouping selected regions and provinces by their economic strengths to stimulate economic development and make the country in step with rest of its Asian neighbors.

- **Northern Luzon Agribusiness Quadrangle**, composed of Regions I, II, Cordillera Administrative Region (CAR), and the northern part of the provinces of Aurora (north of Baler), Tarlac (north of Tarlac City), Nueva Ecija (north of Cabanatuan City), and Zambales (north of Subic);

- **Luzon Urban Beltway** composed of the National Capital Region (NCR), Region IV-A, the provinces of Bulacan, Bataan, Pampanga, Mindoro, Marinduque, and the southern parts of the provinces of Tarlac, Zambales, Aurora and Nueva Ecija;

- **Central Philippines** composed of Regions V, VI, VII and VIII, and the provinces of Romblon, Palawan, and Camiguin, and the Island of Siargao;

- **Agribusiness Mindanao** composed of Regions IX, X except Camiguin, XI, XII, Caraga except Siargao, and the Autonomous Region of Muslim Mindanao (ARMM); and

- **Cyber Corridor** which traverses the above “super” regions from Baguio to Cebu and Davao.

*Source: www.gov.ph  
  www.nso.gov.ph*
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A. The Philippine Education and Training System

The education and training system in the Philippines embraces formal and non-formal education. Formal education is a sequential progression of academic schooling at three levels, namely, elementary, secondary and tertiary education. The first level involves compulsory 6 grades in public schools and 7 grades in some private schools in addition to optional pre-school program. The second level corresponds to 4 years of high school, the pre-requisite of

![Philippine Education System](image_url)

Figure 01: The Philippine Educational System

which is the completion of the elementary level. The third level is tertiary education consisting of higher education and post-secondary schooling. Higher education is divided into collegiate, masters and doctorate levels in various programs or disciplines. Post-secondary schooling consists of 2 or 3-year non-degree programs.
Non-formal education, which includes the acquisition of knowledge even outside school premises, is aimed at attaining specific learning objectives for particular clientele, especially the out-of-school youth or adult illiterates who cannot avail of formal education. An example is the functional literacy program for non-literate and semi-literate adults which integrates basic literacy with livelihood skills training.

A. 1. The Congressional Commission on Education

On June 7, 1990, Congress passed joint resolution No. 2 establishing a Congressional Commission on Education, known as the EDCOM, to review and assess the education and manpower training system of the country in order to: (a) enhance the system’s internal capability to satisfactorily implement the constitutional provision on education; (b) provide the system with the necessary financial and other infrastructural support; (c) strengthen its linkages with all sectors concerned with human resource development; and (d) assist education in achieving its sectoral goals and targets through strategies consistent with the nation’s development perspective. The assessment covered the non-formal and formal educational system in both public and private schools at all levels.

The EDCOM studies reveal that the quality of the country’s education is declining continuously: (1) Elementary and high-schools are failing to teach the competence the average citizen needs to become responsible, productive and self-fulfilling. (2) College and technical vocational education are not producing the manpower we need to develop our economy. (3) Graduate education is mediocre and does not generate research-based knowledge needed to create more jobs and raise the value of production.

In general, the EDCOM concluded that the decline is due to two major reasons: (1) the government is not adequately investing in our education system, and (2) the education system is poorly managed.

In response to these findings, the EDCOM recommended the "trifocalization" of the management of the country’s educational system to address the issue of focus and effectiveness. This is the core of the educational reforms in the Philippines.
Basic Education, consisting of elementary and secondary levels, is managed by the Department of Education (DepEd) through the passage of RA 9155 or Governance of Basic Education Act on August 2001;

Technical-Vocational Education and Training is the jurisdiction of Technical Education and Skills Development Authority (TESDA) as mandated by RA 7796 otherwise known as the TESDA Act signed into law on August 25, 1994; and

Higher Education involving community colleges, universities and specialized colleges is the domain of the Commission on Higher Education (CHED) established through the enactment of RA 7722 or Higher Education Act on May 18, 1994.

At present, education policies and programs are integrated and rationalized through the National Economic Development Authority (NEDA) and the National Anti-Poverty Commission (NAPC).

A. 2. TVET in the Philippines

The EDCOM believed that the technical vocational education and training (TVET) sub-sector should be made more responsive to the dynamic changes in the local labor market particularly with the ongoing structural adjustments and the changing patterns of trade and competition in the world economy.

The fundamental challenge in responding to the changing policies and opportunities within the TVET sub-sector is an understanding of the TVET sub-sector itself. 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 acquire new competencies to enhance employability, improve productivity, or facilitate career shift.

A. 2.1. TVET Clientele

A report from DepEd on the typical progression of pupils indicates a huge TVET market. Out of 100 pupils entering Grade I, only 66 will graduate from Grade 6. Out of the 66 elementary graduates, 58 will enter secondary education. Forty-three will graduate from high
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 (OFWs) who decide to remain in the country are also clients of TVET through the government’s Reintegration Program. Likewise, currently employed persons who want to upgrade their skills or acquire new skills are provided TVET services.
A.2.2 The Delivery Modes

For the year 2005, the TVET capacity from the four delivery modes was registered at **1.35 million graduates**. About 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. Enterprise-based programs like apprenticeship, learnership and dual training programs contributed 7.5% to the total annual output. Other government agencies conducting mostly community-based programs contributed 22% to the output.

A. 2. 3. TVET Delivery Networks

The training and development of the Filipino workforce for skilled employment is provided mostly by the private sector. There are 4,510 TVET providers in the country, 62% (2,786) of which are private and 38% (1,714) public. The public TVET providers include the 121 TESDA Technology Institutions 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 Government Col-
leges which offer non-degree programs to their constituents. DepEd-supervised schools and other government agencies also provide skills training programs.

B. TESDA as the Authority in TVET

B. 1. 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”.

This mandate calls for the establishment of a Quality-Assured Philippine Technical Education and Skills Development (TESD) System which stipulates that programs and services are Relevant, Efficient, Accessible, Cooperative and consensual, and of High-Quality (REACH-Q).

**Relevant** to the needs of the clients, the industries and the prevailing structure of market incentives.

**Efficiency** calls for creative arrangements and cooperation where the graduates find jobs after training at least cost.

**Accessible** to employment opportunities, to higher education and lifelong learning opportunities.
Cooperative and consensual thrives on institutional arrangements with private and public sector partnerships and collaboration.

High-Quality where the primary customer benefits directly from TESD services and where the skills needs of industry are adequately met.

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

**Direction Setting**
Central to TESDA’s role as an authority and national leader in TVET is to provide a clear sense of direction and program priorities thru policies and plans for the TVET sector.

**Standards Setting and Systems Development**
TESDA is responsible for ensuring quality in all aspects of TVET. The key element is **standards** that serve as benchmarks against
which performance of workers and students are measured through assessment and certification.

**Support to TVET Provision.**
TESDA strengthens its provision of reasonable supervision over private technical and vocational schools in accordance with the existing *Manual of Regulations for Private TVET Institutions*. TESDA ensures that TVET programs are compliant to promulgated standards and that appropriate TVET opportunities are available from both public and private TVET providers. Focus is also given in building the capability and capacity of TVET providers including the Local Government Units (LGUs). Career guidance and scholarships are made available to enhance access and equity to quality TVET opportunities.

**Institutional Capacity Building**
Institutional Capacity Building is necessary to build competencies of TESDA’s manpower along varying expertise and technical activities in direction setting, standards setting and systems development, and support to TVET provision responsibilities. This also involves installation of the **TESDA Quality Management System** at all levels and improving the efficiency and effectiveness of the different systems and processes in the organization.
TESDA, as the **authority in TVET**, performs the multi-faceted roles as **regulator, enabler, manager and promoter** of TVET.

**TESDA as Regulator**
Situated at the core of TESDA’s identity as an Authority, the role of a regulator entails the supervision of the registration and accreditation of TVET programs, development and establishment of a national system of competency standards, assessment and certification, and overseeing, harmonizing and ensuring quality of all TVET efforts.

**TESDA as Enabler**
TESDA’s enabling role covers provision of services to enhance the capacity of TVET stakeholders and partners. This includes capability building on program and curriculum development for TVET institutions, the facilitation in the availment of grants and financial assistance, continuing development of TVET trainers and administrators to enhance the capability of partners to better manage TVET in the schools, training centers, the enterprises and the communities.

**TESDA as a Manager**
As one of TESDA’s primary roles, managing TVET entails providing leadership and direction, preparation of a comprehensive plan, ensuring availability of resources to implement the plan, and monitoring the performance of TVET.

**TESDA as a Promoter**
Promoting TVET to the level of international competitiveness involves the provision of incentives and conferment awards to encourage TVET partners and institutions to provide quality technical education and skills development opportunities, implementing a system of resource allocation and funding of scholarship grants to programs responsive to skills development needs of the economy, and in partnership with the private sector holding and participation in national and international skills competitions.
Figure 06: Organizational Structure (As of September 2005)
B.2. The TESDA Structure

TESDA is composed of the TESDA Board and a 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), and the 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 Technology Institutions, TVET Systems Development Office, Corporate Affairs Office, Competency Assessment and Certification Office.
and Office of the Chief of Services for Administration. There are 17 Regional, 79 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 57 TESDA-administered schools and four (4) specialized training centers, namely, TESDA Women’s Center (TWC), Kor-Phil Quezon City, TESDA Training Center Taguig Complex Enterprise (TTCTE) and the National TVET Trainers’ Academy (NTTA).

TESDA, with its network of 121 Technology Institutions, continues to provide direct training in cases when: private TVET provision is not present or not enough; the cost of private TVET provision is not affordable; and the quality of the private TVET provision is wanting. Consistent with the TESDA Board Resolution of progressive devolution, continuous interventions to enhance the capabilities of the LGUs and the private sector are undertaken.

TESDA has a manpower complement of 4,278 personnel spread out from the central office to the various regions of the country.
Section 21 of Republic Act 7796 stipulates that TESDA shall formulate a comprehensive development plan for middle-level manpower which came to be known as the National Technical Education and Skills Development Plan (NTESDP). The First Cycle NTESDP was formulated for the period 1999-2004 while the Second Cycle NTESD Plan covers the years 2005-2009.

A. Major gains from the First Cycle NTESDP 2000-2004

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 in terms of access, relevance, quality and equity.

Access

An 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 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 60% and an average skills utilization rate of 67% among the TVET graduates surveyed a year after completing the course.

Quality

The TVET reforms initiated in 1998, specifically the installation of a quality-assured Philippine TESD system, 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, there are 13,098 TVET programs registered through TESDA’s Unified TVET Program Registration and Accreditation System (UTPRAS). The competency assessment and certification system was likewise strengthened during the plan period to provide a more efficient system of assessing the competencies of workers and TVET graduates.

From 2000-2004, there 40 Training Regulations were developed which served as benchmarks for quality TVET.

Equity

Equity and access have been a twin concern in education and training for many years. To address this, TESDA implements scholarship and other student financial assistance programs such as the Private Education Student Financial Assistance (PESFA). For the period 2000-2004, fifty-five thousand two hundred (55,200) youth were benefited by the scholarship program. Efforts toward 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.
B. The Second Cycle NTESDP 2005-2009

B. 1. Plan Framework

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 the continuous enhancement of competencies through building up of capabilities for skills training on global competitiveness and positive work ethics. Industry supports this process by pursuing institutional human resources development programs for its workers.

**Quality TVET Provision**

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

**Supply Matches Demand**

The provision of training programs is 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 to improved access and equity in TVET, improved assessment and certification, and enhanced employability of TVET graduates.

**Improved Access and Equity in TVET**

Opportunities are made available and affordable to all clients including, but not limited to, special clientele groups as women, differently-abled persons, and indigenous people, among others. Relevant and timely information on training opportunities are made available to prospective beneficiaries.
Figure 07: NTESDP Framework (2005-2009)
**Improved Assessment and Certification**

There is 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**

TVET graduates have greater access to domestic and overseas employment or have improved prospects for entrepreneurial and self-employment endeavors.

**B. 2. 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 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 ser-
serves are 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 and parents make the right career choices based on an objective assessment of their strengths and interests which provide the information on what work puts 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 appropriate competencies can be acquired. In the end, the students and parents are equipped adequately in making the right career decision leading to a greater job fit and greater value to education and training investment.

B.3. NTESDP vis-à-vis the National Development Plan, TESDA Corporate Plan, HRD Plan and QMS Plan

The 2nd Cycle NTESDP 2005-2009, anchored on the Medium-Term Philippine Development Plan 2005-2010, ensures the availability and quality of skilled manpower especially in the identified priority sectors of the country. It provides the overall direction for the TVET sector in general and for TESDA as the authority in the TVET sector, in particular. The critical role of TESDA in ensuring that the
goals and targets of the NTESDP are achieved is amplified in the **TESDA Corporate Plan**. It spells out the major strategies and programs of TESDA to strengthen its identified organizational competencies and capacity in the management of the TVET sector.

TESDA’s **Human Resource Development (HRD) Plan** responds to the need to develop the competencies of TESDA personnel in line with organizational competencies that the Authority must possess to accomplish the corporate directions.

The **Quality Management System (QMS) Plan** provides the platform by which all programs and activities must be implemented within the context of a quality-assured system.
TVET in the Philippines is **Competency-based** adherent to the following principles:

- Training is based on curriculum developed from the competency standards;
- Learning is modular in structure;
- Training delivery is individualized and self-paced;
- Training is based on work that must be performed;
- Training materials are directly related to the competency standards and the curriculum modules;
- Assessment is based on the collection of evidence of the performance of work consistent to the industry-required standards;
- Training is based on both on- and off-the-job components;
- Allows for recognition of prior learning (RPL) or current competencies;
- Training allows for multiple entry and exit; and,
- Approved training programs are nationally-accredited.

The continuous development of quality assurance systems and procedures supportive of such principles ensures that TVET produces job-ready Filipino workers meeting the requirements of the local and international labor markets.

**A. The Philippine National Qualifications Framework (PNQF)**

The PNQF was developed to establish a unified national system covering all recognized qualifications in the country. It encompasses all levels of education from the completion of the high school diploma, to certificates for initial entry to the workplace, to doctoral degrees.
Figure 11: Philippine National Qualifications Framework

Philippine Technical Vocational Education and Training System 22
Table 02: Philippine TVET Qualification Framework (PTQF) Descriptors

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>PROCESS</th>
<th>RESPONSIBILITY</th>
<th>APPLICATION</th>
</tr>
</thead>
<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>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
</tr>
</tbody>
</table>

The Philippine TVET system has transited from an occupation/trade orientation which adopted the National Occupational Skills Standards (NOSS) to Regional Model of Competency Standards (RMCS) and the **Philippine TVET Qualification Framework (PTQF)**. The PTQF was formally established in 2003 defining four qualification levels. However, it is open to defining higher qualifications based on the requirements of the industry.
The PNQF serves as the framework in identifying the ladderization pathways, entry and exit points in qualification progressions available to students from basic education, TVET, to higher education.

The PNQF is meant to further serve the following purposes:

- Establish a coherent, national and internationally-benchmarked structure of all qualifications awarded in the Philippines;
- Clearly identify all quality-assured qualifications in the Philippines;
- Ensure that all qualifications are determined and competencies are arranged for job platforms;
- Enhance and build on the international recognition of Philippine Qualifications and to support the mobility of skilled workers through the comparability and mutual recognition of skills and qualifications across countries.

B. Training Regulations

Training Regulations (TRs) are developed in consultation with industry and promulgated by the TESDA Board.

The TRs contain the national qualification, competency standards, training standards, and assessment and certification arrangements. These spell out the parameters for ensuring quality in the delivery of a TVET program. They also serve as the bases for competency assessment and certification, registration and delivery of TVET programs, and development of curriculum and assessment instruments.

Currently, there are 72 Training Regulations covering 14 priority sectors, promulgated and rolled out for adoption by the TVET providers. Sixty-two (62) Training Regulations are for development in 2006.
C. The Unified TVET Program Registration and Accreditation System (UTPRS)

To ensure quality of all TVET programs, TESDA established the Unified TVET Program Registration and Accreditation System (UTPRS), a regulatory mechanism by which TVET programs are quality-assured. All providers offering TVET programs are mandated to comply with a set of standards for TVET provision. This process involves compulsory registration of programs in compliance with the standards prescribed in the TR and competency-based system. TVET program registration takes into consideration compliance to standards in the following: the curriculum design, the qualification of trainers, facilities and tools and equipment. As of December 2005, there were already 13,098 TVET programs registered nationwide.

A component of UTPRAS is voluntary accreditation which refers to the process of assessing and upgrading the quality of TVET programs through self-evaluation and external assessment by a TESDA-recognized accrediting body. The system provides multi-level accreditation status and public recognition and conferment that a TVET program meets the standards set beyond the minimum requirements of program registration.

D. Assessment and Certification System

The Competency Assessment and Certification System, a major pillar in TESDA’s authority role, is among the essential quality assurance mechanisms in TVET. It ensures that TVET graduates and skilled workers have the necessary competence to perform the tasks consistent with the required standards in the workplace. It involves the process of gathering evidence through a range of evidence gathering methods not limited to observation, questioning, demonstration, third party report, portfolio and written test to prove possession of competencies according to industry standards.

Attainment of all competencies in the qualification warrants a worker a National Certificate (NC) at a particular qualification level. A Certificate of Competency (COC), however, is a proof of possession of a particular competency but falling short of a national qualification.
The system requires the accreditation of assessors, assessment centers/venues, development of assessment tools, qualification of TVET trainers as assessors, recognition/accreditation of National Assessment Boards (NABs) across various sectors, among others.

Training Regulations are supported by 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 sectoral assessment by the industry. 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, the organization of National Assessment Boards (NABs) is being pilot-tested in tourism services, community and health services, information and communication technology (ICT), and agribusiness sectors.

TESDA, however, has the sole authority to issue National Certificate (NC) or Certificate of Competency (COC) as provided for by Sec. 22 of the TESDA Law "...All certificates relating to national trade skills testing and certification system shall be issued by the Authority through the TESDA Secretariat."

Every successful assesseee in the National Assessment and Certification Program is issued a PHILIPPINE QUALIFICATIONS PASSPORT. In addition to the current competencies, this document captures the employment and training history of a skilled Filipino worker.

The management and access to information on the Competency Assessment and Certification Program through the Registry of Workers Assessed and Certified (RWAC) is enhanced with TESDA installing the Assessment Information Management System (AIMS), an on-line information system on certified and job-ready Filipino workers.
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 existence of very strong links between TVET and higher education.

As a strategic response, 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. In essence, ladderized education is an empowering tool as 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 land a job and earn income.

While there are no structural and systems changes, the LEP provides for portability of competencies across levels for harmonization of qualifications. More State Universities and Colleges (SUCs) and private Higher Education Institutions (HEIs) are expected to ladderize their programs. For School Year 2006-2007, the program has been rolled out by TESDA and CHED in eight (8) priority disciplines.

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

The list of priority disciplines will be expanded in the future as deemed appropriate by TESDA and CHED. At present, LEP adopts the *embedded TVET qualifications scheme* that provides entry and exit towards job-platforms in identified ladderized degree programs.

**B. Scholarship Programs**

There are three scholarship programs TESDA currently implements. 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)**

Supportive of equity and access in private TVET provision, TESDA, since 1997, implements the Private Education Student Financial Assistance (PESFA). 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.

**President Gloria Macapagal-Arroyo Training for Work Scholarship Project (PGMA-TWSP)**

The PGMA-TWSP is designed to directly intervene in the provision of training for highly critical skills, and, to encourage private TVET providers to redirect their training programs to skills that are most needed by the economy. The President provided an initial P500M
to fund 100,000 scholarship grants to high school graduates, employed but ready for a career change, underemployed/unemployed, with or without experience and ready to undergo training in selected priority sectors covered in the National Manpower Summit and other sectors with identified highly critical skills requirements, namely; Business Process Outsourcing (BPO)/Cyberservices, Agriculture-Business, Aviation, Construction, Medical Tourism (Wellness Sector), and Metals and Engineering.

Technical Education Skills Development Project (TESDP)

Under the TESD Project, a loan package funded by Asian Development Bank, there are two scholarship programs, namely: the Jobs-Directed Scholarship Program (JDSP) and ADB-TESDP Scholarship Program. These programs aim to provide poor but deserving youth access to technical-vocational education and training in both public and private TVET institutions. To date, around 25,000 persons have been provided scholarships. The program will culminate in 2007 when the ADB project will be completed.

C. Gender and Development in TVET

Gender and Development (GAD) in TVET does not only involve provision of special training programs for women in non-traditional trades, but extends even beyond mainstreaming gender concerns in all institutions and programs for the TVET clientele. GAD in TVET supports of the Second Cycle NTESDP and other strands of the Philippine Framework Plan for Women (FPW) 2005-2010 including economic empowerment of women, protection and fulfillment of human rights, and promotion of gender-responsive governance.

Over the years, TESDA leads in GAD mainstreaming efforts in the TVET sector focused towards building awareness on gender equality to increase participation of women in TVET, gender sensitivity training, gender-based program/project planning and gender analyses, among others.

As a result, there are increasing opportunities for females to enter non-traditional trades such as automotive and welding trades.
TESDA, through its network of Technology Institutions, 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 (TWC) was established. It serves as the National Vocational Training and Development Center for Women to empower women through skills training and entrepreneurship development, gender sensitive policies, programs and projects in partnership and collaboration with public and private organizations and institutions in the Asia-Pacific region. To ensure rationalized planning and implementation of GAD mainstreaming efforts, the TESDA GAD Committee was organized with membership representing all operating units of the organization.
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 national 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 maintains a Registry of Workers Assessed and Certified (RWAC), a depository of information about the workers specifically in terms of their competencies that fit the requirements to the job market.

Certification Rate

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<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>
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<td>39,208</td>
<td>122,453</td>
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<td>63.70</td>
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Table 03: Data on Assessment, Certification and Certification Rate: 2000-2005

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

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

B. Employment of TVET Graduates

The ultimate outcome of skills training is employment, whether in wage employment or self-employment. 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 OPPORTUNITIES IN TVET

The increasing recognition of TVET’s role in the development of the national economy yields various opportunities particularly 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. The current pool of TVET trainers in the country is estimated at 22,000. Of the total, 1,300 or 6% are TESDA trainers currently manning TESDA’s network of 121 technology institutions. The remaining 20,700 (94.1%) are trainers employed by other public and private TVET providers. There is the need to expand the pool of quality trainers 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 a development program for trainers. A number of initiatives has been adopted in response to this. First is the adoption of the Philippine TVET Trainers Qualifications Framework (PTTQF). Each Trainer Qualification

<table>
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<tr>
<td>TQ IV MENTOR/MASTER TRAINER</td>
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<tr>
<td>TQ III SENIOR TRAINER</td>
<td>NC IV Minimum</td>
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<td>TQ II TRAINER II</td>
<td>NC III Minimum</td>
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<tr>
<td>TQ I TRAINER I</td>
<td>NC II Minimum</td>
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Figure 12: Philippine TVET Trainers Qualification Framework
(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 initially for 4,000 trainers in 2006. This covers 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 implementing Ladderized Education Programs in SY 2006-2007.

Expanding the Capacity of Private TVET Institutions through Scholarships

Another major opportunity is expanding the capacity of private TVET institutions through scholarships. It makes the TVET system highly accessible to poor but deserving Filipinos who need economic empowerment through the acquisition of competencies that meet job requirements.

One of TESDA’s current strategies is pursuing partnerships with national and local officials through financial sharing schemes wherein the financial sponsorship of legislators and local government executives are combined with TESDA’s counterpart to benefit more constituents.

Global competitiveness

The rapid pace of globalization pressures nations to be competitive in order to survive. Globalization and liberalization equates to freer and borderless movement of capital, knowledge and human resources among countries, rapid changes in technology and the way work is organized and executed. While this changing global climate poses as a huge challenge to the survival of Filipino workforce in the international market, it yields various opportunities. Among others, 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 calls for a stronger labor market intelligence and technology
development “watch” since the development of skilled workers requires a pro-active stance and cannot be done instantaneously. Lastly, it encourages transformation of the Filipino workforce to be knowledge-based and adaptable to changing skills and competency requirements of the domestic and global markets.

In essence, globalization ushers in a greater TVET market. But a TVET market that thrives on quality per industry requirements and innovative resource management and partnerships to augment limited resources, to be cost-efficient, equitable and accessible.
TVET in the Philippines is facing more challenging issues that pressure the sector to innovate and be competitive.

**Pursuit of 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 are actively pursued through bilateral arrangements with other countries. This redounds to greater opportunities for enhanced mobility of the Filipino worker across occupations and labor markets. It likewise guides the development and validation of competency standards for skills and qualifications in the country towards greater job fit aligned to industry requirements and international benchmarks.

**Expansion of Strategic Partnerships in TVET**

TESDA continuously pursues expansion and strengthening of its domestic and international networks and alliances. These strategic alliances with international partners include the General Organization for Technical and Vocational Training (GOTEVOT) of Kingdom of Saudi Arabia (KSA), the UNEVOC Network, the Association of Southeast Asian Nations (ASEAN), International Labor Organization, and the governments of Canada, Libya and Japan, among others. These partnerships provide opportunities for exchange of ideas, expertise and unique practices.
Annex 01

Ladderized Education Program

Agriculture

The regular B.S. Agricultural Technology College Degree Program is a straight four-year course with only one entry-point and one exit point. A person arrives at no job platforms under this regular College Degree Program, and if you stop schooling for one reason or another, you slide down the pipe and go right back to the bottom where you started.

In contrast, the Ladderized Program in Agricultural Technology provides many job platforms in agriculture. A person can start with tech-voc training in Agricultural Crops NCI, and find employment as a Farm Laborer (Job Platform A at year 1 on timeline), moving up to Horticulture NCII to work as a Farm Aide (Job Platform B at year 2 in the timeline).

A person can now progress to the tech-voc course Animal Production NCII and work as a Poultry and Livestock Raiser (Job Platform C at year 3 on the timeline), and then proceed to Agricultural Crops NCIII to work as an Independent Agronomist or Farmer (Job Platform D at year 4 on the Timeline). Finally, he/she can enroll in the tech-voc course Horticulture NCII and step up to the next job platform E to become an Independent Horticulturist of Farmer. With barely a year of schooling left after obtaining five (5) tech-voc qualifications, you can proceed to 3rd year in the Agricultural Technology Degree Program and become an accomplished Agricultural Entrepreneur by capitalizing on the skills gained from the different job platforms. The person can opt to work or study as he/she arrives at each job platform, or combine work and study as one goes up the ladder. At end of seven years, although it may have taken a person longer to finish college, he/she will emerge a more competent, more experienced and skilled worker than one who opted to enroll in the regular degree program.

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

The traditional B.S. Nursing Degree Program is likened to the “tubo” at the left side of the Timeline. There are no exit points along the way, which means that a person must finish the four (4)-year course before he/she can land a Nursing job (see Year 5 of the Timeline). Learning is mostly theoretical, particularly in the first 2 years of college. If the person does not finish the degree program, he/she does not have the specific job qualifications that will enable him/her to find employment.
Ladderized Education Program
AGRICULTURE: 7-Year Timeline
The Ladderized B.S. Nursing Program, however, enables a person to identify the qualifications that can be earned at specific exit points. It provides the qualifications to reach the first job platform as a Caregiver (Platform A, between 0-1 Year on the Timeline at the right side) and a Nursing Aide (Platform B, between 1-2 Years on the Timeline), giving the opportunities to work, or even combine work with study. With the initial qualifications earned, a person can move up the ladder to reach Job Platform C and work as a Midwife (beginning Year 3 on the Timeline).

While working as a Midwife, a person may enter the Gateway (beginning Year 4 on the Timeline) to the B.S. Nursing Degree Program as a 2nd Year student. Finishing a ladderized Nursing program that are combined with relevant work experiences leaves a person as a highly competent and experienced nurse that can increase leverage in the employment market.

**ICT - B.S. in Information Technology**

The traditional BS Information Technology College Degree Program has no exit points along the way, meaning a person has to finish the four (4) years of schooling to reach the first job platform as an IT Professional.

The Ladderized BS Information Technology timeline allows one to reach various job platforms as he/she finishes each tech-voc course. A person can start by enrolling in the tech-voc course PC Operations NC I and then take Competency Assessment to obtain a National Certificate. His/Her NC I qualification will allow him/her to reach a job platform where he/she can work as a Clerk/Database Encoder.

As a person moves to other tech-voc courses in the ladder, he/she ascends to successive job platforms and find employment as a Customer Service Technician (see platform B on the timeline), and Programmer (Platform C). The person can work every time he/she reaches a Job Platform and then study some more, or study and work at the same time. There is an open Gateway that will allow one to move on to the 3rd Year Level of the BS Information Technology College Degree Program while working as a Programmer (Job Platform C).

In sum, given the same length of time (in this case, seven years), an IT professional who has graduated from the Ladderized BS Information Technology Program is better-off than the traditional BSIT College graduate because he/she has acquired invaluable work experience at different ICT Job Platforms along the way.
Philippine Technical Vocational Education and Training System
Maritime – B.S. in Marine Transportation and B.S. in Marine Engineering

The regular BS Marine Engineering and BS Marine Transportation College Degree Programs take four (4) uninterrupted years to complete. The Ladderized BS Marine Engineering and BS Marine Transportation Programs allow you to be trained in Engine or Deck Ratings (National Certificates I and II), and to find employment either as a Wiper or Engine Utility Man (for Engine Ratings) and Deckhand or Ordinary Seaman (for Deck Ratings). At this point, a person reaches job platform A (years 1-2 on the Timeline).

Then he/she can advance in the tech-voc Engine and Deck Ratings Course, moving from National Certificate I (NC I) to NC III, arriving at various job platforms in the Engine and Deck Departments of sea-going vessels. More importantly, there is a gateway open to move on to the Officer’s Course in the College Degree Program.

A person can choose to work, earn and study, or work and study at the same time when he/she is on the ladder. At the end of seven (7) years, it shall have taken him/her a longer time to finish the BS Marine Engineering or BS Marine Transportation Program, but having reached several job platforms along the way, a person will emerge better, more experienced and more competent graduate than one who chooses to go through College under a regular Degree Program.

Tourism – B.S. in HRM; B.S. in Travel Management; B.S. in Tourism

Enrolling in the straight or traditional B.S. Hotel and Restaurant Management (BSHRM) College Degree Program will take four (4) years of college education. One ascends a Job Platform only after graduation. And yet, despite four (4) years of uninterrupted study, a person starts at entry level jobs in hotels.

In contrast, enrolling in the Ladderized BSHRM Program will provide a person several job platforms. One can start by enrolling in the Tech-Voc course Housekeeping NC II. After completing the course, he/she can take and pass Competency Assessment, thus ascending to a Job Platform (see Year 1 of the Timeline) and working initially as a Room Attendant, Chamber Maid, Public Area Attendant, Valet Runner, Dry Cleaner, Washer or Butler. While working, a person gains the experience and become highly competent in the job.

As a person moves up the Ladderized Program, it qualifies him/her to take more Tech-Voc Courses and ascend successively to many Job Platforms. From Cook/Pastry Worker (Job Platform B on the Timeline), Busboy/Waiter
(Job Platform C), Reservations Clerk/Front Office Agent Job Platform D) up to bartender (Job Platform E). The different competencies acquired leading to various job platforms make a person multi-skilled and give him/her the flexibility to move across jobs within the hotel and restaurant industry. After reaching each Job Platform, one can continue studying, or work and study at the same time. More importantly, there is an open Gateway to proceed to the BSHRM Degree Program after Job platform E, without having to repeat what was learned in the Tech-Voc courses. One may even opt to enter the College Degree Program as early as when he/she reaches Job Platform A. Graduating from the Ladderized Program will prepare a person better for the top management positions as a Hotel Manager, positions which most in the industry reach only after acquiring experience at various job platforms (which a person already passed along the way up the ladder).

**Criminology – B.S. in Criminology**

The traditional BS Criminology degree Program will take four years to finish. If a person stops at any time in College (pipe), a person slides down to the point where he/she started and will find it difficult to land a job.

The Ladderized BS Criminology Program allows one to achieve two job platforms, starting as a Security Guard (Job Platform A at year 1 on the timeline) and moving on to Body Guard or Security Escort (Job Platform B at Year 2). There is a Gateway (Year 2 on the timeline) to pursue BS Criminology after finishing the tech-voc courses Security Services NC I and NC II.

A person can continue to study after each job platform or be a working student while pursuing his/her BS Criminology Degree. At end of six years of six (6) years, though it may have been taken him/her longer to finish College compared to the student of the regular BS Criminology Program, the person has ascended to at least two (2) Job Platforms, earned money and acquired valuable work experience already.

**Technical Teacher Education**

The regular Technical Teacher Education Degree Program is one which a student can complete in four (4) uninterrupted years. This Degree Program has only one entrance and one exit point. A student reaches his first job platform only after graduation from college. If he/she stops at any point in the program, he/she slides down the pipe and back to the point where he/she started. The Ladderized BTTE Program shows the different tech-voc Automotive Servicing Programs (NC I and NC IV) a student can take on the way up the ladder. By passing the National Competency Assessment for each, he/she can reach four (4) job platforms where he/she
TECHNICAL TEACHER EDUCATION: 7-Year Timeline

- 1st Year: Technical Teacher Education
- 2nd Year: Technical Teacher Education
- 3rd Year: Technical Teacher Education
- 4th Year: Technical Teacher Education

Job Platforms:
- Job Platform A: Junior Mechanic
- Job Platform B: Senior Auto Technician
- Job Platform C: Master Auto Technician
- Job Platform D: Technical Teacher Education

Salary Ranges:
- P15,000 - P20,000 Monthly
- P9,000 - P12,000 Monthly
- P6,000 - P9,000 Monthly
- P5,500 - P8,500 Monthly

Ladderized Education Program

Philippine Technical Vocational Education and Training System
can find employment as a Junior Mechanic, Automotive Service Technician, Auto-Electrician/Auto Motor Aircon and Underchassis Technical and Master Automotive Technician/Independent Repair Shop Owner.

Graduates of the Ladderized BTTE Program may take longer to finish their degree compared to the traditional BTTE College graduate, but they emerge with distinct advantages by arriving at different job platforms, earning money and acquiring work experience as they advance. They also acquire mastery of “what” to teach as they move on to the “how” or teaching methodology in the 3rd year and 4th year level of the College Degree Program.

Engineering- B. S. Mechanical Engineering

The regular B.S. Mechanical Engineering Degree Program, shown as a pipe at the left side of the Timeline, will take five years to finish. In this case, the learning is mostly theoretical. Anything less will not provide the qualifications, and of course, no job platforms. A person arrives at the first job platform only after graduation from the regular Degree Program.

The Ladderized B.S. Mechanical Engineering Program provides a person the qualifications and the job opportunities to work as Machinist or Lathe Operator possessing intermediate skills (Job Platform A, beginning Year 1 of the Timeline).

The Ladderized B.S. Mechanical Engineering Program can further provide a person advanced skills in Machining and Lathe Operations (Job Platform B, beginning Year 2 of the Timeline). As a person becomes more competent or skilled in his/her trade, the income also increases. There is a Gateway to move to the B.S. Mechanical Engineering Degree Program, if one decides to pursue Engineering studies (beginning Year 4 of the Timeline). A person can work or study or combine work and study upon reaching any of these job platforms. Having graduated with a Mechanical Engineering Degree in the Ladderized Engineering Program (at Year 7 in the Timeline), a person now possesses more engineering technology skills in view of his/her experiences in machining and lathe operations.
Philippine Technical Vocational Education and Training System
Annex 02

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"DEVELOPMENT EFFORTS IN THE PHILIPPINE TECHNICAL VOCATIONAL EDUCATION AND TRAINING (TVET) SECTOR": SECRETARY AUGUSTO BOBOY SYJUCO

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SECRETARY AUGUSTO BOBOY SYJUCO, the 6th Director General of the Technical Education and Skills Development Authority (TESDA), is a staunch advocate of technical education and skills development. In a period of barely two years at the helm of TESDA, he has revolutionized TVET and provided it with paradigm shifts to arrest poverty and counter structural unemployment in the Philippines. He has institutionalized the proactive job-skill matching process and laid the cornerstone for President Gloria Macapagal-Arroyo’s Ladderized Education Program (LEP) to bring the Filipino dream of college education and world class jobs within the reach of the masses of poor Filipinos to provide them better life and a more secure future. He also initiated the implementation of the Youth Profiling for Starring Careers (YP4SC), a comprehensive career guidance program, directed the formulation of the national tech-voc agenda and mainstreamed TVET concerns in national policy making.

Prior to Secretary Syjuco’s assumption as Director General of TESDA, he was elected Congressman for the 2nd District of Iloilo Province for two terms from 1998 to 2004. During his term, he authored two major legislations, namely: Republic Act No. 9189 (Overseas Voting Act) and Republic Act No. 9225 (Philippine Citizenship Retention and Reacquisition Act). He served as Chairman of the House Committee on Suffrage and Electoral Reforms, Senior Vice Chairman for the House Committee on Good Government and Chairman of the Agriculture Sector of the Committee on Appropriations.

In 1996, Secretary Syjuco was appointed by then President Fidel V. Ramos as member of the Board of Directors of the Development Bank of the Philippines where he also served as the Chairman of the Development Bank of the Philippines Management Corporation. Before joining the government, Secretary Syjuco held high level positions in various companies and corporations in the country. At the age of 28, Secretary Syjuco reached the peak of his career when he was elected Vice President in the 1971 Constitutional Convention (ConCon). He was the 10th youngest of the 320 delegates in the ConCon. His remarkable leadership and intellect has earned him the admiration of then President Diosdado Macapagal who took him as member of the President’s personal 5-person “Think Tank” on crucial matters in the affairs of the ConCon.

Secretary Syjuco was the principal author and sponsor of the 1971 Constitution’s Article 13, Accountability of Public Officers, Sandiganbayan (Anti Graft) and Tanodbayan (Ombudsman) which were also adopted by the 1986 Constitutional Commission.
The Secretary’s passion and dedication to public service and excellence was sowed during his student years at the University of the East (UE) where he served as the President of the UE Student Government from 1962-1963 and concurrently served as the National President of the Conference Delegates’ Association of the Philippines (CONDA), one of the three national student organizations at that time. He was Chairman of the UE delegation to the National Union of Students of the Philippines (NUSP) Annual Conference in 1962. He also held positions in other student organizations like, UE Senior Executive Council, UE International Friendship Organization (PIFO) and UE Alpha Phi Omega. His good sense of leadership earned him the Service Award and Outstanding Scholarship and Leadership Award by the UE Senior Executive Council and the UE Junior Assembly, respectively. He was also a recipient of the 1963 Most Outstanding Graduate Award by the Board of Trustees of the UE, Top 63 Graduates Award by the UE Alumni Association and the UE Nominee for the Ten Outstanding Students of the Philippines (TOSP) in 1963.

The Secretary was awarded Outstanding Congressman of the 11th Congress by Graphic Magazine. He was likewise a Paul Harris Fellow conferred by the Rotary Foundation of the Rotary International in 1997 and a Public Service Awardee in 1971. A person who believes in a balanced and well-lived life, Secretary Syjuco is involved in various socio-civic, political and cultural organizations that invoke and deepen his understanding of humanity, politics and reality of life. He is a member of various organizations that include Lakas NUCD, Unlad Makati, Heritage of Cebu Foundation, Isaac Walton League of America, National Rifle Association, Art Association of the Philippines, Tagipuson Foundation and Tawu Kag Duta Foundation, among others.


Very recently, Secretary Syjuco was conferred the Doctor of Humanities in Public Service (Honoris Causa) by the Lyceum Northwestern University and the Doctor in Industrial Technology by Eulogio Amang Rodriguez Institute of Science and Technology. He finished Master of Business Administration (MBA) from the Wharton School, University of Pennsylvania in USA. He graduated cum laude from the University of the East with the degree in Bachelor in Business Administration in 1963.

Secretary Syjuco is married to Judy Jalbuena Syjuco, who is currently serving as Congresswoman for the 2nd District of Iloilo.
Prior to government service, **DEPUTY DIRECTOR GENERAL MILAGROS DAWA-HERNANDEZ** was part of the academe. From 1968-1975, she was a college instructor at the St. Louis University in Tuguegarao, Cagayan. As faculty, she was instrumental in the establishment of the University’s Department of Engineering.

Her career in public service began when she became Supervising Manpower Development Officer of the former Region II National Manpower and Youth Council (NMYC) in 1975. She climbed the organizational ladder, moved through higher positions and assumed greater responsibilities in a short period of time. She served as Manpower Development Chief for NMYC in 1976, Region II NMYC Regional Director in 1978, Executive Director on concurrent capacity in 1984 and Deputy Director General for Policy and Planning of TESDA in 1995.

Among her many notable accomplishments in regional operations is the acquisition of a 2-hectare site for the then NMYC regional office at Tuguegarao, Cagayan and the construction of the 2,000 sq.m. administration building through a “building cum training cum earning” scheme. With her leadership in the sectoral policy and planning development cluster of TESDA, the agency operationalized a considerable number of programs and projects.

She was assigned overseas as Labor Attaché at the Philippine Embassy in Tokyo, Japan from 1993 to 1995. There she administered DOLE policies and programs to ensure the general welfare and protection of the overseas Filipino workers.

For a period of ten months, she was cross-posted as Deputy Administrator of the Overseas Workers Welfare Administration (OWWA) where she spearheaded the agency’s re-engineering process. She led the formulation of the OWWA Omnibus Policies and the new agency structure. She was instrumental in the development and institutionalization of systems and procedures that support the reform agenda.

Last 01 July 2004, she re-assumed her post at TESDA as Deputy Director General for Policy and Planning which, in the current interim structure, is called Sectoral TVET. She chaired the TESDA Core Change Management Team (CMT) that worked on the rationalization plan of TESDA under EO 366. Likewise, as the agency’s Quality Management System focal, she aggressively pursues excellence and quality TVET management.

She is a Civil Engineer by profession and pursued additional courses in education, economics and finance. She attended, among other local and over-
seas training, the Strategic Business Economics Program at the University of Asia and the Pacific and Senior Managers in Government Program and the Special Program on Workforce Education and Development at the Harvard University - John F. Kennedy School of Government, Manpower Development Planning and Training at the ILO in Turin, Italy and the Senior Executive Program on Managing Innovation in Canada as CIDA Fellow. Specialized programs such as those organized by the Career Executive Service Board (CESB), Development Academy of the Philippines, UNDP-ILO and PMAP are also among those she attended. On top of these academic credentials is her learning curve in the areas of HRD management, financial management, public administration and international networking. These prepared and seasoned her into a hardworking public official. She is a full-fledged Rank II Career Executive Service Officer.

As an active advocate of technical education and skills development, she has also been part of the Philippine Delegation as chair and member to various international fora such as the ASEAN, APEC-HRD, BIMP-EAGA, ILO, UNESCO, ASEM, among others. She is the Philippine APEC Education Network Focal of the Philippine-APEC HRD Working Group.
### List of 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>
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<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of Discrimination Against Women</td>
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<tr>
<td>CHED</td>
<td>Commission on Higher Education</td>
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<tr>
<td>DA</td>
<td>Department of Agriculture</td>
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<tr>
<td>DAT</td>
<td>Diploma of Agricultural Technology</td>
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<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>
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<tr>
<td>DepEd</td>
<td>Department of Education</td>
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<tr>
<td>DILG</td>
<td>Department of Interior and Local Government</td>
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<tr>
<td>DOLE</td>
<td>Department of Labor and Employment</td>
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<tr>
<td>DOST</td>
<td>Department of Science and Technology</td>
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<tr>
<td>DTI</td>
<td>Department of Trade and Industry</td>
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<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>
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<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>RWAC</td>
<td>Registry of Workers Assessed and Certified</td>
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<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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<td>TESDA</td>
<td>Technical Education and Skills Development Authority</td>
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<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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<tr>
<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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</table>
References

TESDA Board Resolutions

TESDA Board Resolution No. 2005-18, Approving the Provisional Assessment Fees By Qualification, 2006
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


TESDA Women’s Center


**On-line Resources**

TESDA. “Programs: TESD System.”


This is TESDA’s pro-active job-skills matching stance. It shall:

1. SEEK the jobs through labor market intelligence to determine the competency requirements of the job;
2. FIND the right people with the right competencies for the job; and
3. TRAIN the right people for the right jobs.
As a result, there will be the BEST JOB-SKILLS FIT.