



**Asia-Pacific
Economic Cooperation**

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The Philippine Education and Training System and the Technical and Vocational Education and Training Sector

Submitted by: Philippines




**Seminar on Youth Skills Development
Ningbo, China
17 February 2014**

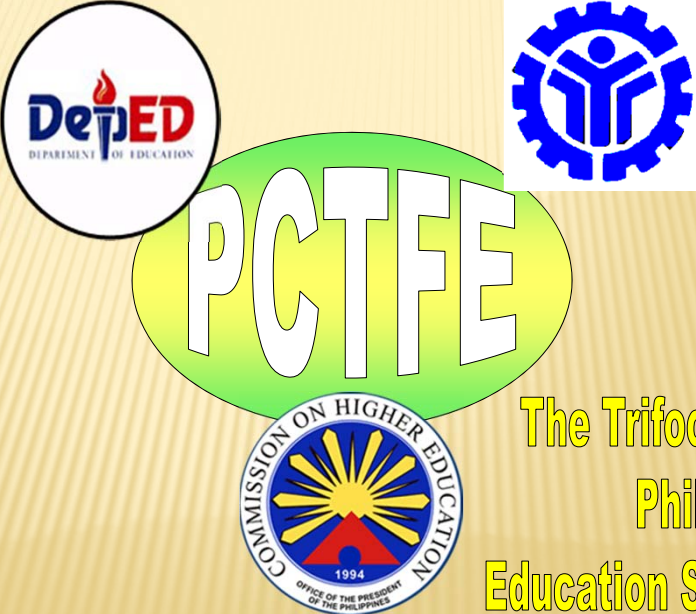


THE PHILIPPINE EDUCATION AND TRAINING SYSTEM AND THE TVET SECTOR

*Mabuhay and Welcome to the
PHILIPPINES*



- **Second largest archipelago** composed of **7,107 islands**
- **Three main island groups:** **Luzon, Visayas and Mindanao**
- **Capital City - Manila**
- **Land Area - 300,000 sq. km.**
- **It is divided into 17 Regions 85 Provinces, 117 Cities, 1,501 municipalities and 41,982 barangays**
- **The barangay is the smallest political unit into which cities and municipalities are subdivided**



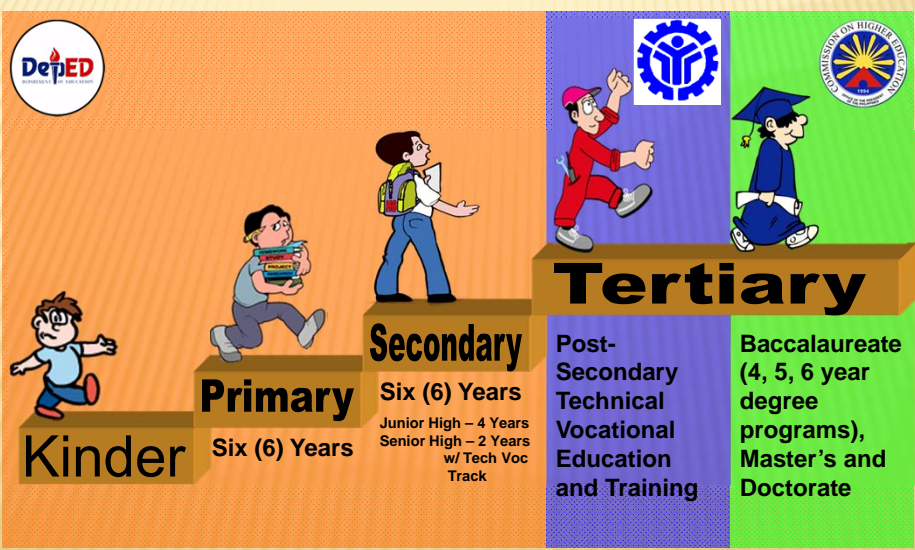
DepED
DEPARTMENT OF EDUCATION

PCTFE

COMMISSION ON HIGHER EDUCATION
OFFICE OF THE PRESIDENT OF THE PHILIPPINES
1994

The Trifocalized
Philippine
Education System

The Philippine Education System



DepED
DEPARTMENT OF EDUCATION

Kinder

Primary
Six (6) Years

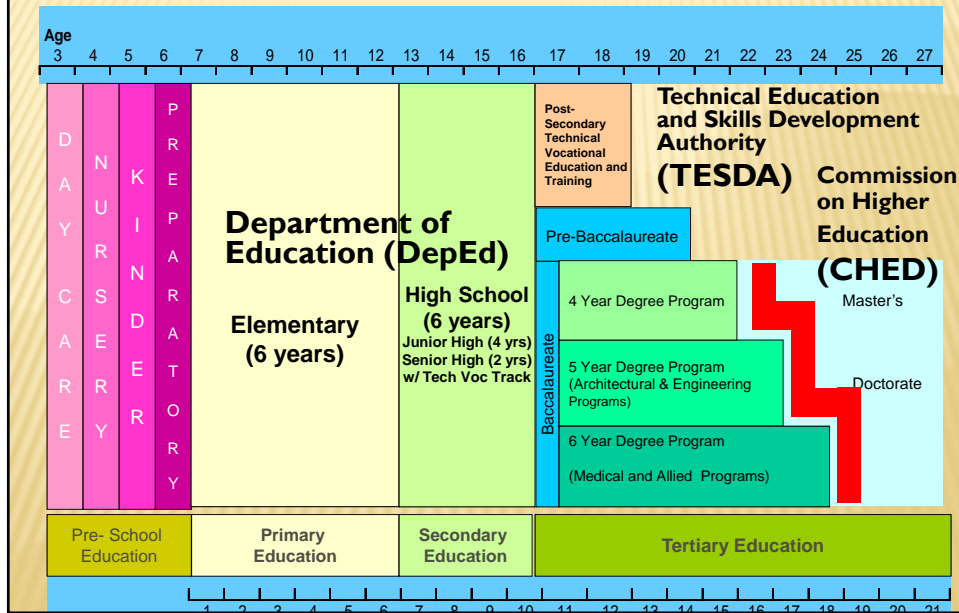
Secondary
Six (6) Years
Junior High – 4 Years
Senior High – 2 Years
w/ Tech Voc Track

Tertiary

Post-Secondary Technical Education and Training

Baccalaureate (4, 5, 6 year degree programs), Master's and Doctorate

Philippine Education System



TESDA LAW (RA 7796) *TESDA was created to manage and supervise technical education and skills development programs*

OUR MANDATE

The Technical Education and Skills Development Authority (TESDA) is the government agency tasked to manage and supervise technical education and skills development (TESD) in the country. It was created under RA No. 7796, otherwise known as the "Technical education and Skills Development Act of 1994." The said act integrated the function of the former National Manpower and Youth Council (NMYC), the Bureau of Technical Vocational Education of the Department of Education, Culture and Sports (BTVE-DECS) and the apprenticeship program of the Department of Labor and Employment (DOLE).



OUR VISION

TESDA is the leading partner in the development of the Filipino workforce with world-class competence and positive work values.



OUR MISSION

TESDA provides directions, policies, programs and standards towards quality technical education and skills development.

VALUE STATEMENT

We believe in demonstrated competence, institutional integrity, personal commitment and deep sense of nationalism.

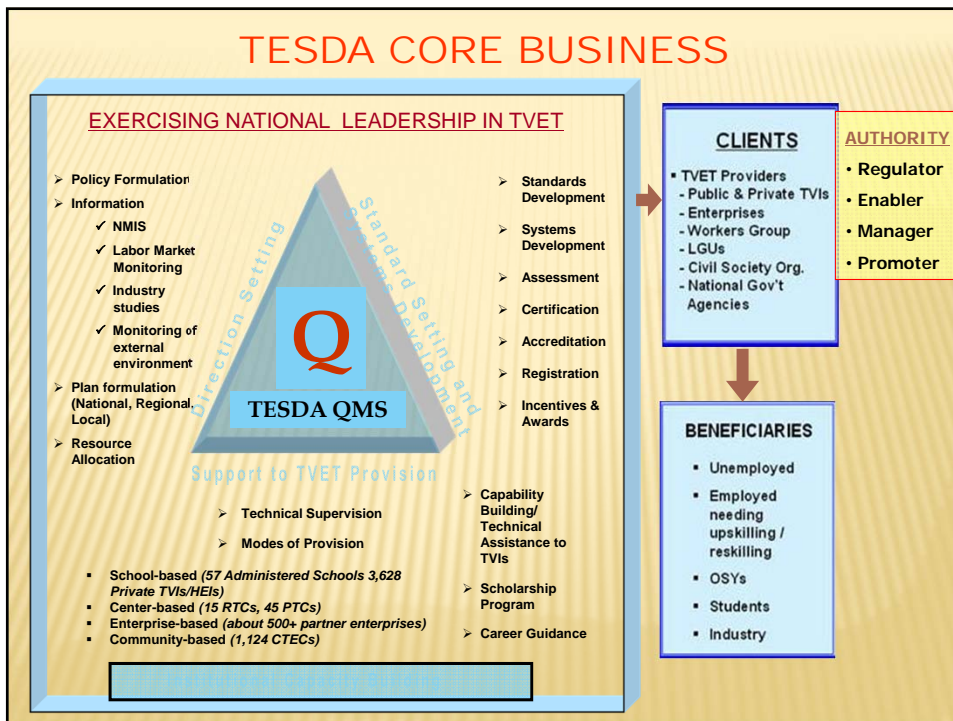
QUALITY POLICY

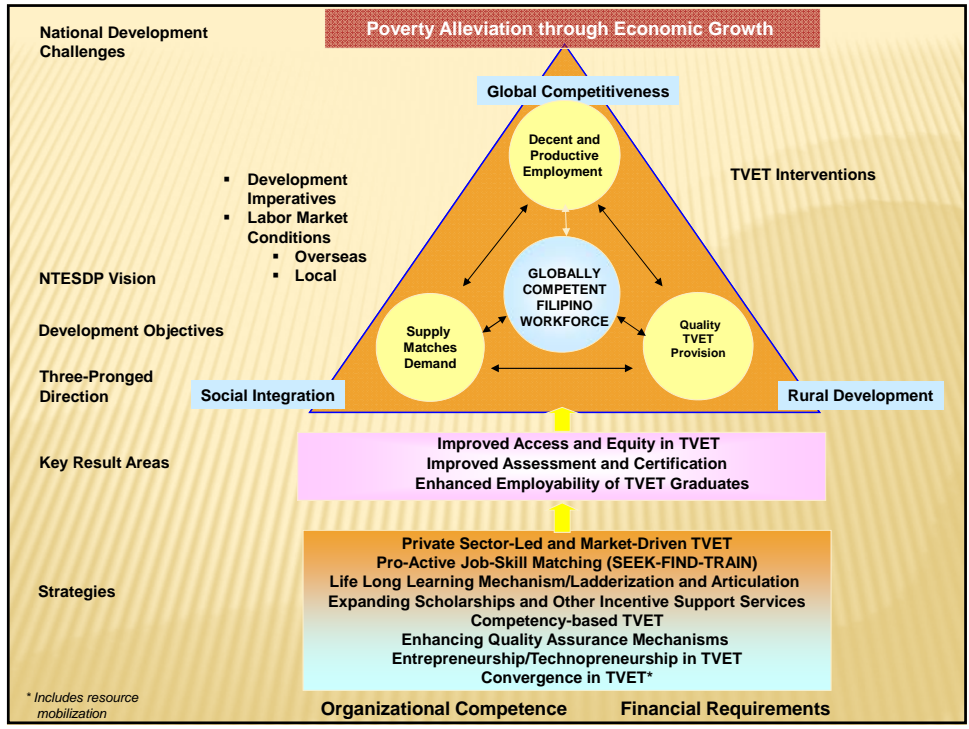
We measure our work by the satisfaction of the customers we serve.

TESDA TODAY

- ❑ A Central Headquarters; headed by a Secretary with a Cabinet rank, assisted by two Deputy Directors General
- ❑ Eight Executive Offices
- ❑ 17 Regional Offices and 85 Provincial/District Offices all over the country
- ❑ 121 Technology Institutes
 - 57 Schools
 - 60 Training Centers (45 PTC and 15 RTC)
 - Kor-Phil IT Center Quezon City
 - TESDA Women's Center
 - National TVET Trainers' Academy
- ❑ 4,427 employees including 1,300 trainers

TESDA CORE BUSINESS

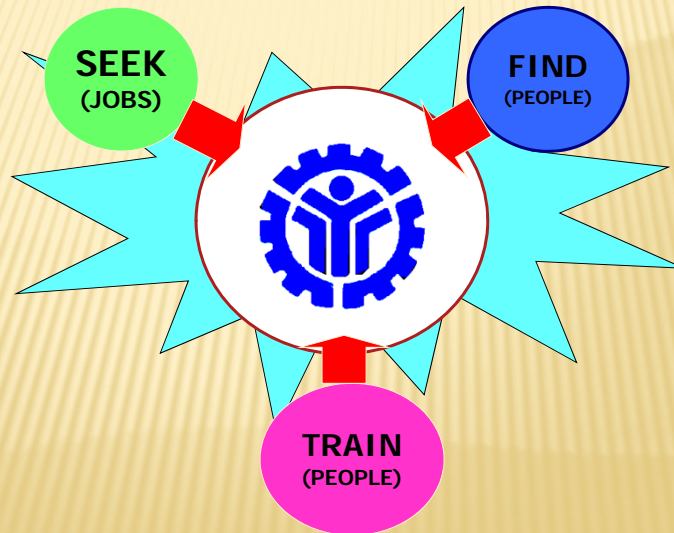




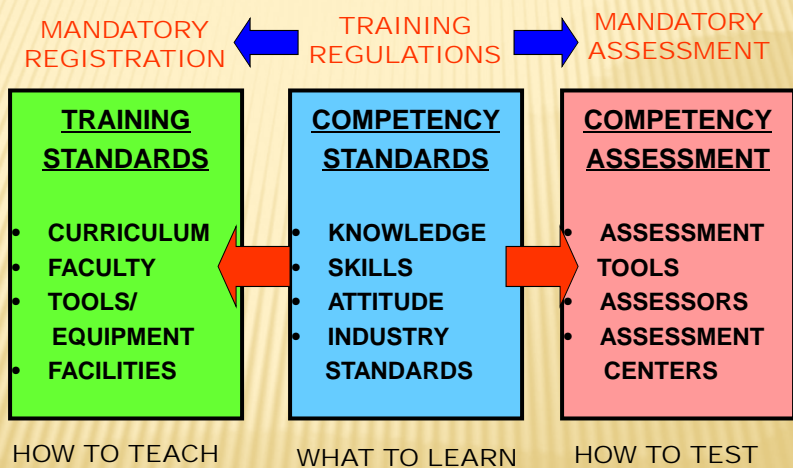
Priority Sectors

Sectors with Highly Critical Skills	Sectors with Critical Mass and Emerging Skills (Other Priority Sectors)
1. Agribusiness	1. Automotive
2. Business Processing Outsourcing	2. Decorative Crafts
3. Tourism	3. Electronics
4. Construction	4. Food and Beverages
5. Health	5. Footwear
6. Hotel and Restaurant	6. Furniture and Fixtures
7. Medical Tourism (Wellness Sector)	7. Health, Social and Other Community Services
8. Mining	8. HVAC/R
	9. ICT
	10. Land Transport
	11. Maritime
	12. Metals and Engineering

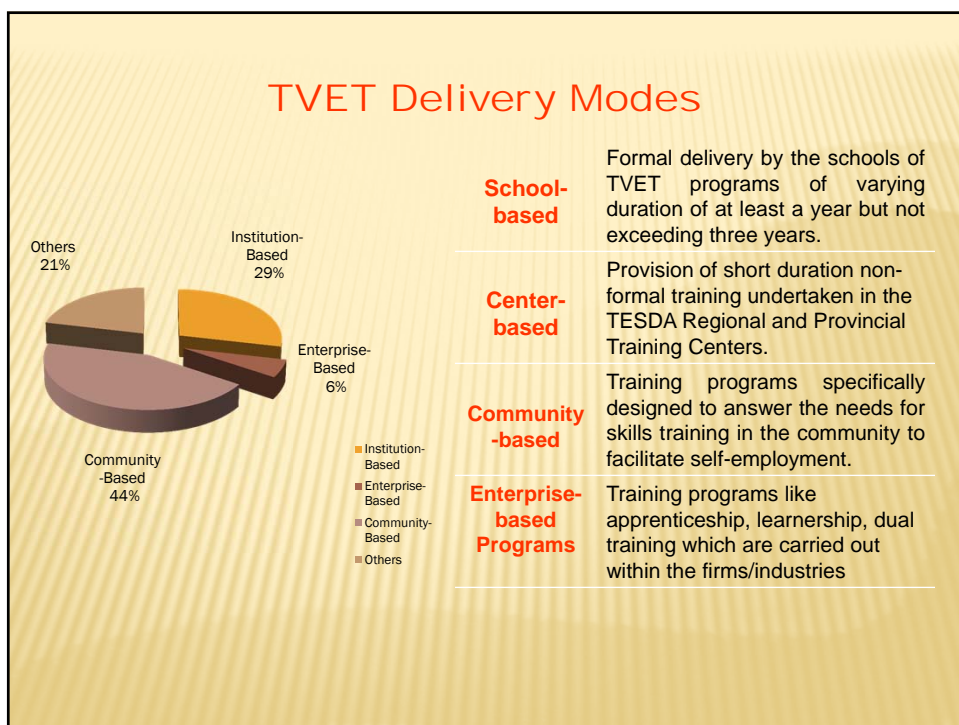
PRO-ACTIVE JOBS-SKILLS MATCHING PROCESS



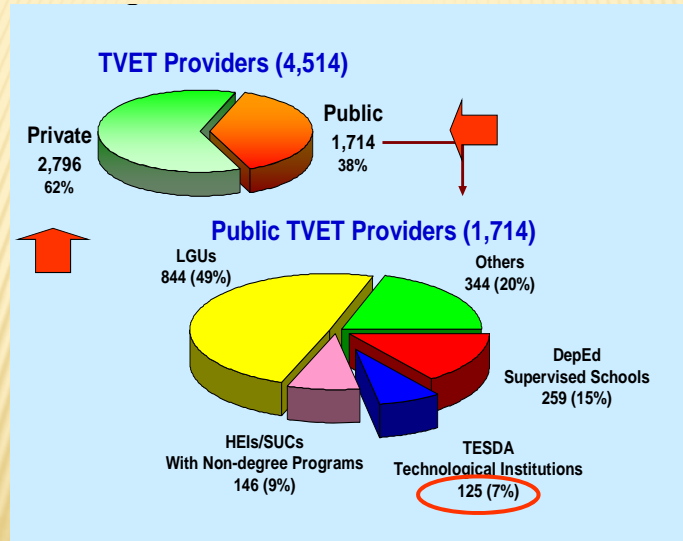
COMPETENCY-BASED TVET



LEVEL	PROCESS	RESPONSIBILITY	APPLICATION
NC I	A worker at this level performs routine and predictable tasks involving little or no latitude for judgments	Adhere to appropriate standards or specifications are usually involved	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
NC II	A worker at this level performs a prescribed range of functions involving known routines and procedures, where clearly identified choices and limited complexity applies	Work involves some accountability for the quality of outputs	Application at this level may involve individual responsibility or autonomy, or working with others as part of a team or group
NC III	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	Work involves understanding the work process, contributing to problem solving, and making decisions to determine the process, equipment and materials to be used	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
NC IV	A worker at this level performs a wide range of application in a variety of contexts most of which are complex and non-routine	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; evaluation and analysis of current practices and the devt of new criteria and procedures	Applications involve responsibility for the organization and performance of others



TVET Providers



PRIORITY PROGRAMS

*PROGRAM REGISTRATION

* ASSESSMENT AND
CERTIFICATION

*SCHOLARSHIP

*COMMUNITY BASED
TRAINING

Free Assessment Service of TESDA

under **NATCAC**

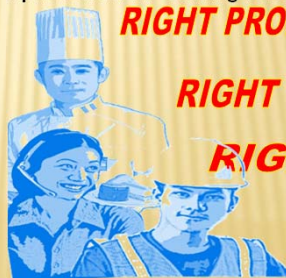
(National Competency Assessment and Certification)

TARGET:

500,000 assessed workers

(YP4SC) Youth Profiling for Starring Careers

The YP4SC Program is a complete guidance delivery system to help young Filipinos make right career choices, based on an objective assessment of their strengths and interests. It is designed to help young Filipinos identify the careers that will place them in "starring roles."



RIGHT PROFILE

RIGHT COURSE

RIGHT JOB



- The Graduate Tracer Study shows an average of **72% employment rate** of TVET graduates joining the Labor Force

- Graduates land jobs within a year after finishing course

Continuing Effort of the Philippines

- Directing HRD toward sustaining global competitiveness
- Ensuring quick response to specialized labor requirements

SPECIFIC CHALLENGES

- ✘ Expand Registration of Tech Voc courses in Connection with the K-12 Program of DepEd (Department of Education)
- ✘ Development of Polytechnic Institutions
- ✘ Adoption of partnership arrangement in the delivery of SUCs
- ✘ Development of Training Regulations
- ✘ Full implementation of Competency-based TVET
- ✘ Standard Implementing Guidelines

Maraming Salamat

Thank You

Hsieh hsieh

Merci.