TVET Country Profile

PHILIPPINES

June 2019

Compiled in collaboration with SEAMEO VOCTECH & Technical Education and Skills Development Authority (TESDA), Philippines.

Contents

TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC's online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

Acknowledgements

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UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589.

Statistics[1]

General information

Category	Indicator	Statistics (2017)
Demographic	Total population[2]	104.900.000
	Population growth (annual %)[2]	1.5%
	Median age of population	24.1 (2015)
	Population aged 15-24 years	19,994 (2016)

Category	Indicator	Statistics (2017)
Socio-economic	GDP growth (annual %)[2]	6.7%
	GDP per capita (current US$)[2]	2989.00
	Unemployment rate (%)[3]	2.6 %
	Youth literacy rate, population 15-24 years, both sexes (%)	99.4% (2016)

Participation in education by level and by programme orientation

Category		Gross enrolment ratio (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)		98.0% (2017)		101.7% (2016)	
Secondary education, all programmes	Lower secondary (ISCED 2)	86.0% (2017)	92.1 (2013)	93.3% (2016)	50.1% (2016)
	Upper secondary (ISCED 3)		77.3% (2013)		52.4% (2016)
Tertiary education, all programmes (ISCED 5-8)		35.3% (2017)		40.3% (2017)	

Category		Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education, all programmes	Lower secondary (ISCED 2)	-	-	-	-
	Upper secondary (ISCED 3)		-		-

Indicator	Both sexes (%)	Percentage of students who are female (%)
Percentage of students in tertiary education enrolled in short cycle education (ISCED 5)	6.5% (2014)	45.4% (2014)

Education finance

Category	Indicator	Statistics
Expenditure	Government expenditure on education as % of total government expenditure (%)	13.2% (2009)
	Expenditure on secondary and post-secondary non-tertiary vocational education as % of total government expenditure (%)	29.7 (2009)

Type of institutions (2012)[4]

Type of institution	Education level	Organization responsible	Number of institutions
Public and private TVET schools	ISCED 4	TESDA	4,540 (90% private, 10% public)
Apprenticeship and learnership programmes	ISCED 4	TESDA	777

Other useful statistics related to TVET and skills development (2017)

Number of TVET trainers	Statistics	Source
Male	2,249	TESDA
Female	1,919	TESDA

TVET Enrollees and Graduates by year (2014-2016)

Year	Enrolment	Graduates
2014	2,033,471	1,785,679
2015	2,281,389	2,129,758
2016	2,269,665	2,151,236
Total	6,584,471	6,066,673

Source: TESDA - Highlights of TVET Trends 2014-2016

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[1] Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). http://uis.unesco.org/
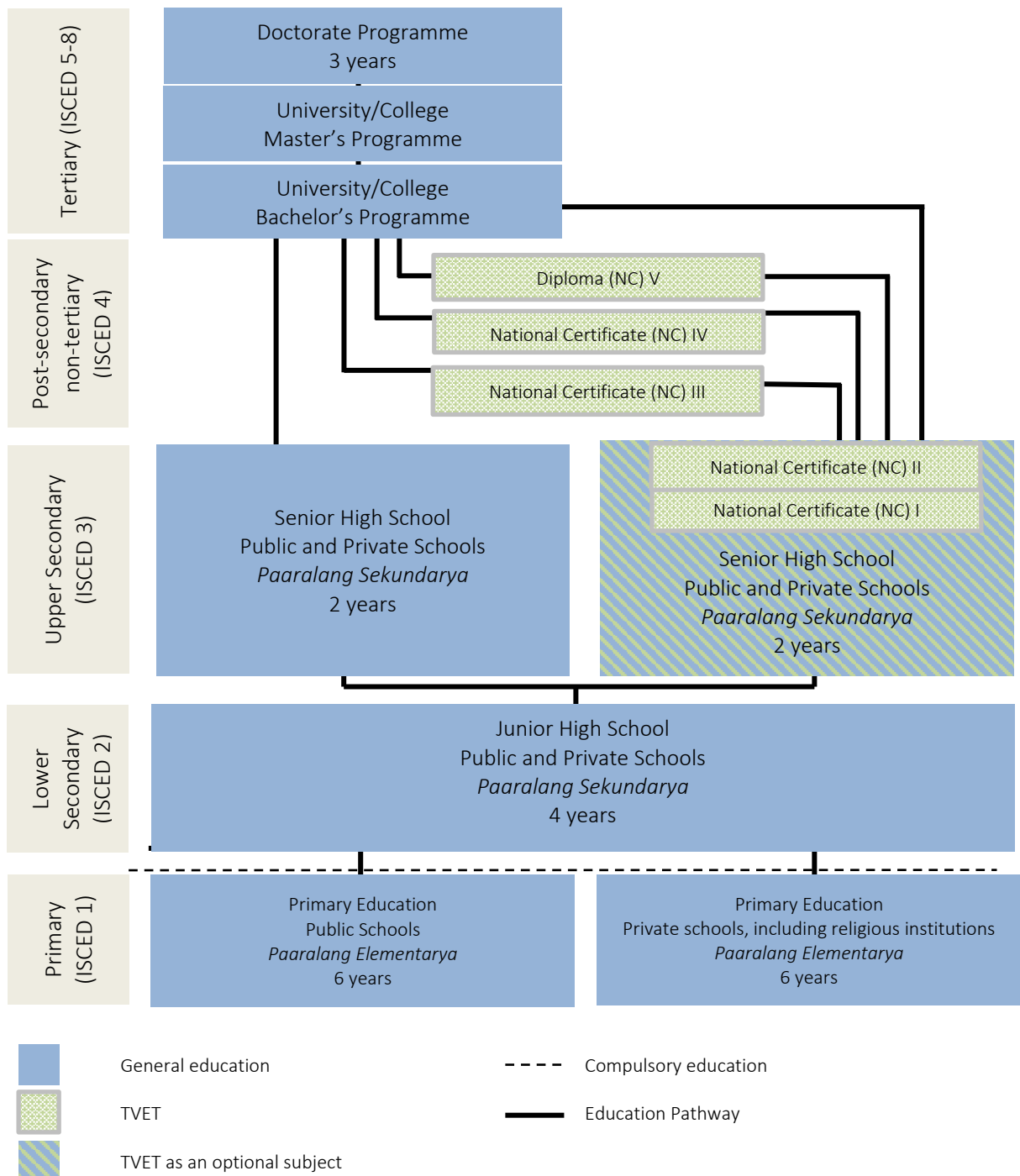[2] World Bank. World Development Indicators. https://data.worldbank.org; CIA World Factbook (youth 15-24). https://www.cia.gov/index.html
[3] International Labour Organization. ILOSTAT - ILO database of labour statistics. www.ilo.org/ilostat
[4] Compiled by the Technical Education and Skills Development Authority, Philippines.
[0] Other Sustainable Development Goal 4 thematic indicators at http://sdg4monitoring.uis.unesco.org/

1. TVET system

TVET in the Philippines education system[5]

ISCED Level	Diagram
Tertiary (ISCED 5-8)	**Doctorate Programme** 3 years — **University/College Master's Programme** — **University/College Bachelor's Programme**
Post-secondary non-tertiary (ISCED 4)	Diploma (NC) V · National Certificate (NC) IV · National Certificate (NC) III
Upper Secondary (ISCED 3)	**Senior High School** Public and Private Schools *Paaralang Sekundarya* 2 years — National Certificate (NC) II · National Certificate (NC) I · **Senior High School** Public and Private Schools *Paaralang Sekundarya* 2 years
Lower Secondary (ISCED 2)	**Junior High School** Public and Private Schools *Paaralang Sekundarya* 4 years
Primary (ISCED 1)	**Primary Education** Public Schools *Paaralang Elementarya* 6 years · **Primary Education** Private schools, including religious institutions *Paaralang Elementarya* 6 years

Legend:

- ◼ General education
- ▦ TVET
- ▨ TVET as an optional subject
- ┄┄ Compulsory education
- ▬▬ Education Pathway

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[5] Compiled by UNESCO-UNEVOC International Centre. Please note that the Philippine education system is undergoing some major changes and is restructuring its TVET access as well. Updated information on this process can be found here http://pqf.gov.ph/Home/Details/16.

Formal TVET system

The formal TVET system in the Philippines is structured as follows:

Technical-Vocational Livelihood programmes are offered at the upper secondary education level (ISCED 3).	
Duration:	2 years
Admission requirements:	No special requirements / Completion of lower secondary education
Taught in:	Senior high schools
Students can obtain the National Certification (NC) I+II in TVET programmes. After successfully graduating from senior high school, they receive certificates of graduation or high school diploma (Katibayan/Katunayan) and can proceed to technical/vocational schools/institutes.	

TVET programmes are offered at the post-secondary non-tertiary level (ISCED 4)	
Duration:	A few weeks up to 3 years
Admission requirements:	Entrance exam after successfully completed secondary school
Taught in:	Technical and vocational schools/institutes
Programmes vary from a few weeks up to 3 years. Students can take TESDA administered examinations to receive a certificate or diploma. *After 1 year, graduates receive a certificate, after 2 years, the qualification will be a certificate of proficiency and after 3 years, a diploma can be achieved. If students study for 4 years, they receive a Bachelor's degree.* Depending on the course and workload, students can obtain NC III-IV (Diploma). With any of these certifications, they can move on to higher education and the credit they have gained throughout their TVET education can count towards the pursued degree.	

TVET programmes are offered at the tertiary sector (ISCED 5-8).	
Duration:	4 years
Admission requirements:	Bachelor's degree
Taught in:	Universities
Graduates can proceed to pursue the Master's and Doctorate programmes.	

Non-formal and informal TVET systems

The Technical Education and Skills Development Authority (TESDA), local government units (LGUs) and non-governmental organizations (NGOs) offer non-formal TVET programmes. Some examples include:

Programme:	Centre-based programmes
Ministry/organization responsible:	TESDA
Target audience:	Not specified
Admission requirements:	Not specified
Qualifications received:	Not specified. There are 15 regional and 45 provincial training centres.

Programme:	Community-based training programmes
Ministry/organization responsible:	LGUs and NGOs
Target audience:	Poor and marginalised groups without access to formal education due to low skills and limited financial resources
Admission requirements:	Not specified
Qualifications received:	The programmes teach skills that will facilitate self-employment.

Programme:	Enterprise-based programmes
Ministry/organization responsible:	TESDA in cooperation with companies
Target audience:	Not specified
Admission requirements:	Not specified
Qualifications received:	These programmes are split in 3 categories, namely the apprenticeship programme, the learnership programme, and the dual training system (see below).

The 3 categories of the enterprise-based programmes aim to provide on-the-job education for the workforce in order to match the skills required for the labour market. Apprenticeship programmes last 4-6 months, learnership programmes last up to 3 months and the organizations who want to hire apprentices or trainees need to be accredited with TESDA. The dual training system (DTS) seeks to institutionalize the apprenticeship programmes and the on-the-job-training modalities to provide a TVET based educational approach.

Several other programmes are in place to target specific groups, including the poor and marginalized, persons with disabilities, indigenous people, women (esp. victims of abuse), returning overseas Filipino workers (OFWs), farmers/fisherfolk, the unemployed and underemployed, citizens in conflict-afflicted areas as well as inmates.

2. TVET strategy and key policy documents

The overarching short-term and long-term objective of Technical and Vocational Education and Training (TVET) in the Philippines is to ensure national development through accelerated human capital development by providing lifelong learning opportunities for all.

The following key documents help guide the development of TVET in the Philippines.

Name of document	BP 232 – Education Act
Date entered into force	1982
Website link	http://t1p.de/4ruk

Key points and objectives

The Education Act is the framework for the establishment of an integrated system of education. It specifies the aims of the educational system as follows:

- Provide general education that assists individuals in the unique ecology of their own society;
- Train the economy's human resources in the middle-level skills required for the economy's development;
- Develop professions that will produce capable Filipino people who can take a lead in the advancement of knowledge and improve the quality of human life, and;
- Respond effectively to the changing needs and conditions of the economy through educational planning and the evaluation system.

Name of document	RA 7796 – The TESDA Act
Date entered into force	August 25, 1994
Website link	http://t1p.de/0hq6

Key points and objectives

The Congressional Commission for Education (EDCOM) was created through the Philippine Congress' Act of Enactment of the Joint Resolution No. 2 in 1990. Its main objective was to review and assess the education and human resources training system of the nation. EDCOM's assessments resulted in numerous recommendations, e.g. the need for the establishment of another government agency that would function to develop and oversee matters of TVET in the country. The TESDA Act followed EDCOM's recommendation and created the Technical Education and Skills Development Authority (TESDA). TESDA is mandated to provide relevant, accessible, high quality and efficient technical vocational education and training opportunities for the Filipinos to meet the skills requirements for economic and social development.

Name of document	RA 10533 – The Enhanced Basic Education Act
Date entered into force	2013
Website link	http://t1p.de/ozwh

Key points and objectives

The Enhanced Basic Education Act is popularly known as the *K to 12 Programme*. It covers kindergarten and twelve years of basic education – six years of primary schooling, four years of junior high school and two years of senior high school. By adding two years to the current educational system, the programme aims to provide mastery of skills for lifelong learners and prepare them for career opportunities. It also contextualizes lessons and learning materials for the students, as concepts will be explained in the context of the local culture and with the use of the mother tongue in the region. The enhanced basic education curriculum also prepares graduates of this educational programme to acquire middle-level skills that will allow them to enhance further opportunities in the global market.

Name of document	RA 10647 – The Ladderized Education Act
Date entered into force	2014
Website link	http://t1p.de/x401
Key points and objectives	

The Ladderized Education Act institutionalizes a Ladderized Education Program (LEP) which would formalize a system of accreditation and interface between and among the economy's technical vocational institutions and higher educational institutions. The law allows TVET graduates to proceed to college to pursue a degree without having to take the course programme all over. Units shall be credited from a technical or vocational course to a college degree programme.

Name of document	RA 10771 – Philippine Green Jobs Act
Date entered into force	2016
Website link	https://www.senate.gov.ph/republic_acts/ra%2010771.pdf
Key points and objectives	

The Green Jobs Act promotes the creation of "green jobs" and employment that contributes to preserving or restoring the quality of the environment in the agriculture, industry or services sector. The law also mandates the Department of Labor and Employment (DOLE) to coordinate with other government agencies in formulating a National Green Jobs Human Resource Development Plan on the expansion, enhancement and utilization of the labor force, both in the private and public sector.

Name of document	RA 10931 – The Universal Access to Quality Tertiary Education Act
Date entered into force	2016
Website link	http://t1p.de/nc0v
Key points and objectives	

The Universal Access to Quality Tertiary Education Act provides free tuition and other school fees in state and local universities and colleges as well as state-run technical-vocational institutions. It also establishes the Tertiary Education Subsidy and Student Loan Programme and strengthens the Unified Student Financial Assistance System for tertiary education, thereby expanding the chances for students to pursue their education further.

Name of document	RA 10968 – The Philippine Qualifications Framework (PQF) Act
Date entered into force	2017
Website link	http://t1p.de/c3wt
Key points and objectives	

The law establishes the PQF which shall describe the levels of educational qualifications and set the standards for qualification outcomes. The PQF is a quality assured national system for the development, recognition and award of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers of the country.

Name of document	National Technical Education and Skills Development Plan (NTESDP) 2018-2022
Date entered into force	2017
Website link	http://t1p.de/24im

Key points and objectives

The NTESDP envisions a "Vibrant Quality TVET for Decent Work and Sustainable Inclusive Growth." It aims to mobilize, galvanize and strengthen the TVET Sector in order to attain two strategic directions: Global competitiveness and workforce readiness as well as social equity for workforce inclusion and poverty reduction.

Specifically, the objectives stated in the NTESDP 2018-2022 are to:
- Create a conducive and enabling environment for the development and quality service delivery of the TVET sector in order to produce work-ready, globally competitive, green economy workers imbued with 21st century skills;
- Prepare the Philippine workforce for the challenges posed by the Fourth Industrial Revolution as it ushers in new jobs not yet in the marketplace that make existing ones obsolete;
- Assure industries with high economic and employment growth potentials are provided the required quantity of quality workforce;
- Directly and more vigorously address workforce needs of the basic sectors in order to achieve greater social equity and economic inclusion; and
- Implement values and integrity in the conduct and delivery of TVET in the whole sector and progressively align their programs and course offerings with global standards, especially in critical or priority sectors of the Philippine economy.

Key Performance Indicators (KPIs) include: Increased enrolment in TVET, quantity of assessed individuals, increased certification rate, quantity of TVET graduates granted with scholarships, and employment rate. All KPIs are aligned with regional development goals.

3. Governance and financing

Governance

In the Philippines, the authority responsible for TVET at the state level is **the Technical Education and Skills Development Authority (***Pangasiwaan sa Edukasyong Teknikal at Pagpapaunlad ng Kasanayan,* **TESDA)**. All management and supervision of TVET is lodged with it. Moreover, the adoption of the quality-assured TVET System and implementation of the competency-based TVET system are some of the major decisions taken by the agency (see Chapter 5). Serving at the forefront of Philippines' TVET, TESDA is responsible for both managing as well as supervising the Philippines' Technical Education and Skills Development (TESD). The underlying ethos of TESDA is to be the 'transformational leader in the technical education and skills development of the Filipino workforce'. In this context, TESDA sets direction, promulgates relevant standards, and implements programmes geared towards a quality-assured and inclusive technical education and skills development and certification system. The **Central Office of the Philippine Department of Education** provides the policy directions and implementing guidelines to serve as guides in the delivery of TVET programmes and services at the regional and provincial levels.

TESDA is a merger of the former National Manpower and Youth Council (NMYC) which was in charge of the informal/non-formal TVET delivery; the Bureau of Technical Vocational Education (BTVE) of the former Department of Education, Culture and Sports (BTVE-DECS), in charge of formal TVET; and the Apprenticeship Division of the Department of Labour and Employment that implemented the apprenticeship programme. TESDA is mandated by law to provide relevant, accessible, high quality and efficient technical education and skills development in support of the development of high quality Filipino middle-level workforce responsive to and in accordance with Philippine development goals and priorities.

The TESDA authority is composed of both the Board and the Secretariat. The board is the highest policy-making body and includes key stakeholders of the whole TVET sector. It is responsible for the promulgation of continuing, coordinated and fully integrated technical education and skills development policies, plans and programmes. The board consists of twenty-two members, the majority (fourteen) comes from the private sector: six from employers and industry, six from labour and two from private technical vocational institutions, thereby also representing the public-private partnership. There are currently eight government departments which represent areas related to technical education and skills development, namely, Department of Labour and Employment (DOLE), Technical Education and Skills Development Authority (TESDA), Department of Interior and Local Government (DILG), Department of Trade and Industry (DTI), Commission on Higher Education (CHED), Department of Education (DepEd), Department of Agriculture (DA), Department of Science and Technology (DOST).

The TESDA Secretariat is responsible for the development and implementation of the policies. Since 2016, it is headed by the Director General (with a Cabinet rank) Sec. Guiling A. Mamondiong who exercises general supervision and control over TESDA's technical and administrative personnel.

Financing

TVET in the Philippines is being funded through various sources, such as:
- National Government through the Annual General Appropriations Act (GAA);
- Industry/Employers;
- Local government units;
- Student fees;
- Contributions/Donations from ILO, ADB, World Bank, etc.

The GAA sets the general parameters on how funds will be allocated and defines programmes and services for which the funds can be allocated. The utilization of contributions and donations are usually defined by the respective donors.

The TVET system is financed through public and private funds. Between 2006 and 2010, 46.5% of TVET funding originated from public and 53.5% from private sources.

Public TVET programmes are funded through the following agencies:
- Technical Education and Skills Development Authority (TESDA), which funds a network of TESDA Technology Institutions;
- Local Government Units (LGU), which fund short-courses in TVET;
- Department of Interior and Local Government (DILG);
- Department of Agriculture (DA); and
- Department of Social Welfare and Development (DSWD).

Funding for private TVET initiatives are derived from the following sources:
- Fees paid by trainees for their TVET course;
- Companies which fund apprenticeships, training programmes and offer allowances to trainees; and
- NGOs which run training courses and provide funding for training institutions.

4. TVET teachers and trainers

In 2017, TESDA launched the National TVET Trainers Academy (NTTA) to oversee the development of trainers in the Philippines.

The Trainer Development Programme is a response to the demand for quality trainers who will manage and implement the TVET system in the Philippines. It will address the need to upgrade the institutional or organizational competencies of technical and vocational institutions (TVIs) as measured by the East Asia Summit TVET Quality Assurance Framework (EAS TVET QAF), the TESDA Star Rating System and the Asia Pacific Accreditation and Certification Commission (APACC). The programme shall enhance the competencies of administrators, supervisors, teaching and non-teaching staff based on the competency standards defined by the Human Resource Management Division – Administrative Services (HRMD-AS) of TESDA and the Philippine TVET Trainers' Qualification Framework (PTTQF) Trainers' Methodology (TM) Level I–IV.

The training programmes are categorized as executive, supervisory, and (non-) teaching personnel development:

- Executive Development Programme – TVI administrators;
- Supervisory Development Programme – TVI instruction supervisors;
- Teaching Personnel Development Programme – TVI trainers providing instruction in classrooms or workshops;
- Non-Teaching Personnel Development Programme – personnel who perform functions in support of the training delivery and provide student support services, including guidance counsellor, librarian, etc.

Private sector cooperation, in addition to representatives' involvement at the TESDA board, is supported through the consultation and involvement of industry experts in the development of training regulations, which includes competency standards, training standards, and assessment and certification arrangements.

5. Qualification system and quality assurance

National Qualifications Framework (NQF)

The Philippine Qualifications Framework (PQF) Act was passed in 2017. According to this document, the framework consists of the following levels:

Level	Qualification
L1 - TVET	NC I
L2 - TVET	NC II
L3 - TVET	NC III
L4 - TVET	NC IV
L5 - TVET	NC V - Diploma
L6 – Higher Education	BA (Baccalaureate)
L7 – Higher Education	MA (Post-Baccalaureate)
L8 – Higher Education	Doctoral and post-doctoral

The PQF describes the levels of educational qualifications and sets the standards for qualification outcomes. This national system ensures the comparability of the development, recognition and certification of qualifications based on standards of knowledge, skills and values acquired in different ways and methods by learners and workers of the country.

The PQF National Coordinating Committee (NCC) Technical Working Group (TWG), which was established to develop and implement the PQF, is composed of the following:

- Qualifications Register (led by TESDA)
- Information and Guidelines (led by DepEd)
- Quality Assurance (led by CHED)
- Pathways and Equivalencies (led by CHED)
- International Alignment (led by PRC)

The PQF relates to the ASEAN Qualifications Reference Framework (AQRF), a common referencing framework or a translation device that enables comparison of qualifications across ASEAN Member States (AMS). It addresses education and training sectors that incorporate informal, non-formal and formal learning and promotes lifelong learning. Furthermore, it provides the basis to which all National Qualifications Framework (NQF) relate. The AQRF broadens the understanding of the national qualifications systems of AMS for people from other ASEAN countries and from outside the ASEAN region.

The referencing process aims to:
- Describe a common structure for linking NQFs to the AQRF;
- Ensure that the linking process undertaken is robust and transparent;
- Provide a common reporting structure for the referencing reports.

The specific objectives of TVET policy are to:
- Assure guidance and counselling, planning, coordination, monitoring and evaluation of TVET activities;

- Provide theoretical and practical trainings in all sectors matching with the needs of enterprises and international standards;
- Satisfy quantitative and qualitative needs of priority sectors by training required work force for the relevant qualification areas;
- Provide the graduates with required skills for profession i.e. ensure their employability and develop their ability to learn with autonomy during their professional life without any forms of discrimination and prepare them for self-employment; and
- Develop work values and attitudes of individuals towards professionalism expressed in quality, efficiency, creativity, adaptability, commitment, responsibility, and accountability.

Quality assurance

TESDA is the sole accreditation and certification body for TVET. It encompasses two systems that seek to uphold the quality in TVET, namely the Unified TVET Programme Registration and Accreditation System (UTPRAS) and the Philippine TVET Competency Assessment and Certification System (PTCACS). These systems provide a quality management system for programme registration, assessment and certification, and the development of Training Regulations (TRs) as well as Competency Assessment Tools (CATs).

UTPRAS provides a quality assurance mechanism through the mandatory registration of TVET programmes with TESDA, which includes regular compliance audits, and the voluntary accreditation of TVET programmes and institutions by an accrediting body. The registration of TVET programmes signifies compliance with the minimum requirement stipulated in the TESDA training regulations.

PTCACS determines whether the graduate or worker can perform to the standards expected in the workplace based on the defined competency standards. Certification is provided to those who meet the competency standards, thereby ensuring the productivity, quality and global competitiveness of middle-level workers.

6. Current reforms and policy discussion

TVET in Philippines will follow a a two-pronged approach: TVET for Global competitiveness and Workforce Job-Readiness, and TVET for Social Equity.

TVET for global competitiveness seeks to ensure that the training regulations, curriculum, and school facilities and equipment comply with global standards. The targeted beneficiaries include workers that need skills upgrading, students of higher level qualifications, overseas Filipino workers, and the unemployed. Similarly, TVET can prepare senior high students under the TVL track. Grade 10 graduates who fail to complete senior high, as well as out-of-school youth are also targeted for workforce job-readiness by providing them with the required competencies to prepare them for the world of work.

Secondly, TVET shall provide social equity. This is based on the universal principle of social inclusion, and places people, particularly those who are socially excluded and displaced (such as informal workers, indigenous peoples, farmers, fishers, drug dependents, rebel returnees,

persons with disabilities, displaced OFWs with low-level skills, victims of abuse, human trafficking, and disasters) into the mainstream of society.

Challenges

According to TESDA, the Philippines are facing the following challenges to the TVET system:

Provide workers with skills for Industry 4.0	The Fourth Industrial Revolution will accelerate the convergence of industrial and information technology and will pervade all facets of human activities. In addition, the growing clamour for 21st century skills needs to be addressed by implementing a more sophisticated and advanced education and employment environment.
Skill workforce for demand of priority industries (NTESDP)	The eight priority industries identified by the NTESDP are forecast to generate higher economic value and much larger employment markets. They would require roughly six million quality workers in the six years of the planning period. TVET programmes can support the goal of meeting the huge demand for a skilled and conscientious workforce by providing quality training and education in the required sectors.
Include workers who were left behind	Deliberately and affirmatively address the workforce who have been excluded and left behind by a fast growing Philippine economy largely focused on major urban areas and the formal employment sector. Workers from the basic sectors have not been able to take advantage of the high economic growth rate because the leading industry employment generators did not induce multiplier effects, meaning they had limited linkages to the rest of the economy and produced little trickle-down effects. TVET programmes will provide additional training for these workers to upgrade their skills.

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