

**Bridging Innovation and Learning in TVET (BILT)  
Learning Forum  
24-26 October 2023 | Bonn, Germany**

# Impulse talks: Regional Excellence in TVET

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# What makes TVET Relevant?

## Attractiveness of TVET?

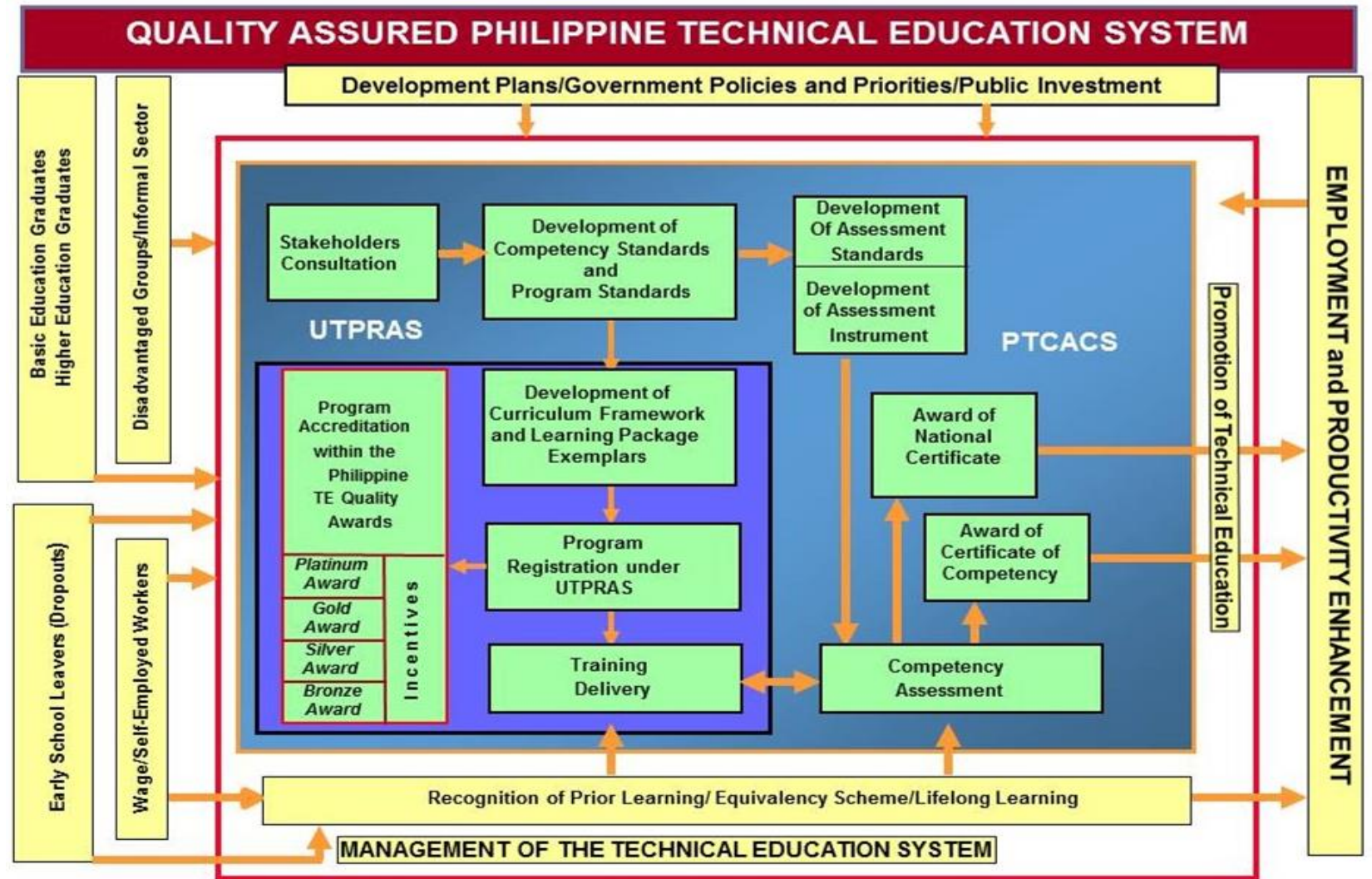
## What are the measures of excellence in TVET?

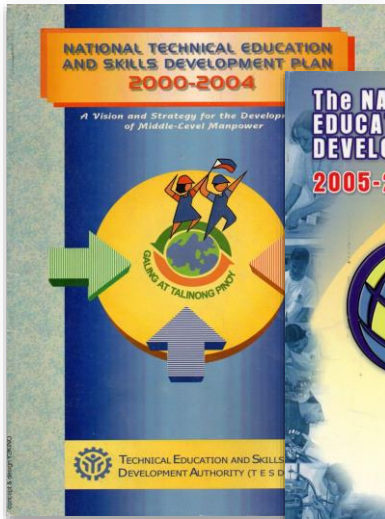


# Adherence to quality-assured PH TESD system ensures TVET programs offered nationwide are in compliance with the standards set by TESDA

## 3 major components

1. Development of Competency Standards and Training Regulations
2. Program Registration under Unified TVET Program Registration And Accreditation System (UTPRAS)
3. Assessment and Certification System under the Philippine TVET Competency Assessment and Certification System (PTCACS)





1st Cycle  
NTESDP 2000-2004

*“Galing at Talinong Pinoy”  
A Vision and Strategy for the Development of Middle-Level Manpower*



2nd Cycle  
NTESDP 2005-2009

*Global Competencies,  
Global Opportunities*



3rd Cycle  
NTESDP 2011-2016

*Developing the 21st Century Skilled Filipino Workforce*



4th Cycle  
NTESDP 2018-2022

*Vibrant Quality TVET for Decent Work and Sustainable Inclusive Growth*



5th Cycle  
NTESDP 2023-2028

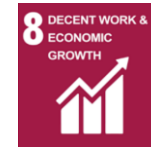
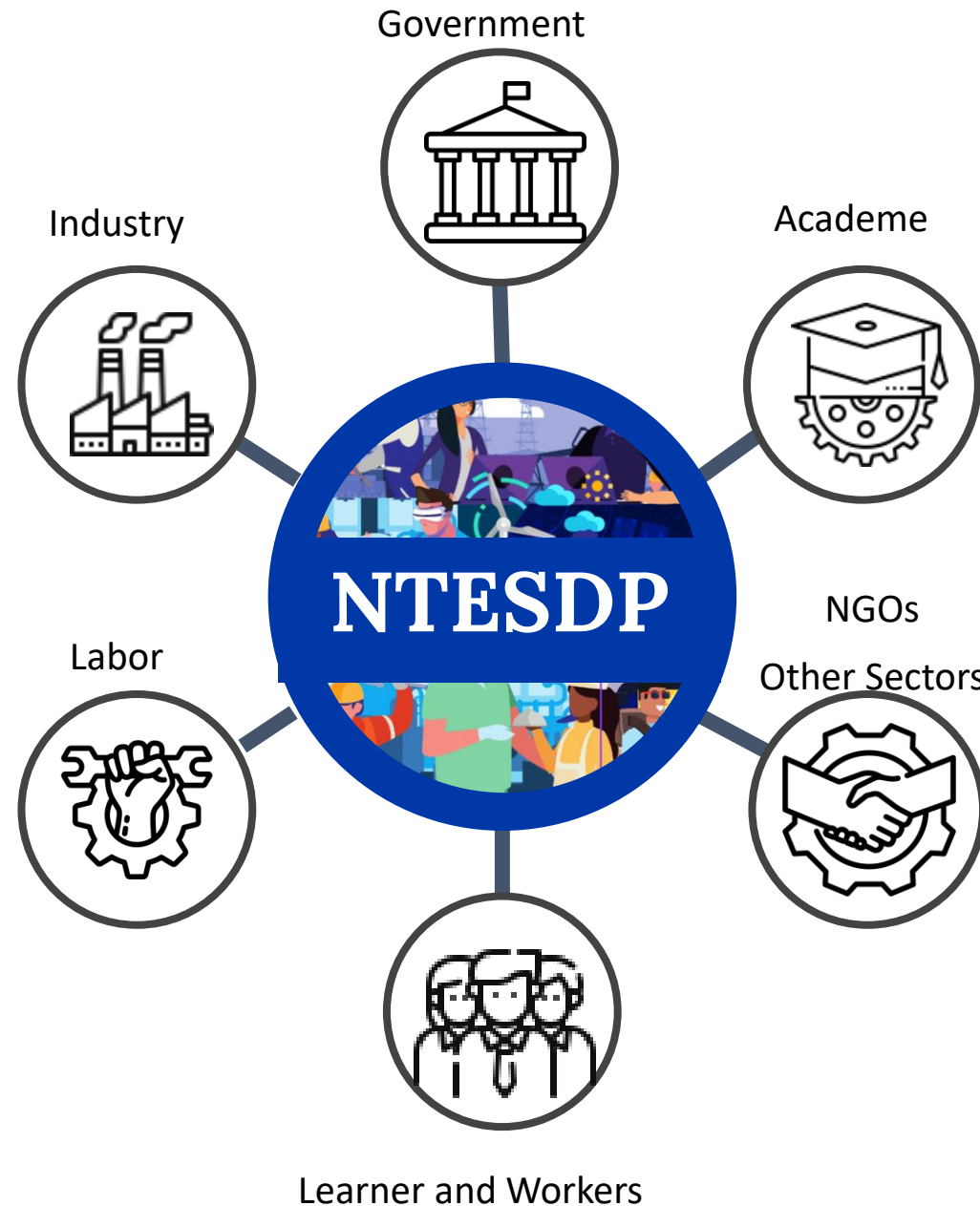
*Globally Recognized Philippine TVET as a Catalyst for Education and Lifelong Learning, Workforce, and Socio-Economic Transformation*

# National Technical Education and Skills Development Plan

## Legal Basis:

### Sec. 21 of R.A. 7796

The Sectoral Plan for Technical Vocational Education and Training (TVET) that serves as a guide and reference for TVET actors and leaders in coming up with relevant policies and programs for the sector



Philippine Development Plan

Labor and Employment Plan

Sectoral Plans

Industry Roadmaps

TVET Sector Study and Other TVET Studies

Legislative Reforms

Local/International Trends

Tech Advancements  
Demographic Trends  
Migration  
Blue and Green Economy

# The National Technical Education and Skills Development Plan (NTESDP) 2023-2028

## VISION

Globally Recognized Philippine TVET as a Catalyst for Education and Lifelong Learning, Workforce, and Socio-Economic Transformation

## MISSION OF THE SECTOR

To promote, provide, and support accessible, inclusive, equitable, relevant, and high quality TVET

## STRATEGIC PILLARS

1

Modern and responsive technical and vocational training and lifelong learning advanced and reinforced

2

Quality and productivity of workforce enhanced

3

Quality assurance on certifications, standards, equivalencies, and qualifications strengthened

4

Collaborations with industry, government, academe, labor, and other stakeholders expanded and sustained

5

Transformative and innovative TVET ecosystem organized and strengthened

6

Philippine TVET System and Governance Harmonized

Area-based Demand-driven TVET

## **Employers' Satisfaction Survey**

The Employers' Satisfaction Survey (ESS) serves as one of the monitoring and feedback mechanisms to evaluate the quality of TVET programs and support accountability and performance of the system by determining the employer's satisfaction with the performance of TVET graduates in the workplace.

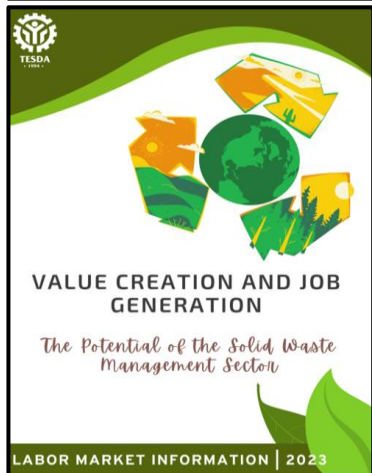
## **Skills Need Anticipation: Workplace Skills and Satisfaction Survey**

The conduct of the Workplace Satisfaction survey is one of the methodologies used in anticipating future/emerging skills requirements. The results of the Skills Needs Anticipation process aims to provide information to TVET stakeholders about potential future skills needs and imbalances so that proper actions can be taken by major actors - government, TVET providers, employers, and parents or trainees.

# TESDA Labor Market Inform Reports and TVET Brief/s



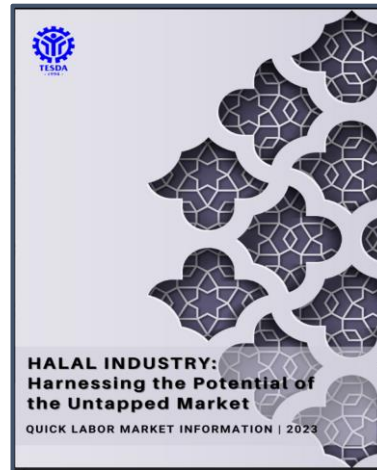
## GREEN SKILLS FOR GREEN JOBS 2.0



## VALUE GENERATION CREATION & JOB GENERATION: THE POTENTIAL OF SOLID WASTE MANAGEMENT SECTOR



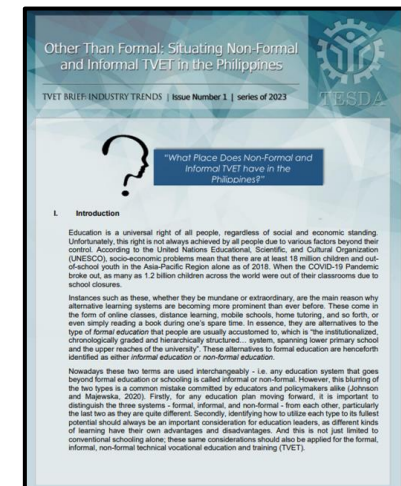
## SUBWAY PROJECT



## HALAL INDUSTRY



## PROMOTION OF LOW CARBON URBAN TRANSPORT SYSTEMS IN THE PH (LCT) PROJECT



## SITUATING NON-FORMAL & INFORMAL TVET IN THE PH



Policy formulation

Resource allocation

Policy Planning

Role of  
Policymakers in the  
implementation of  
TVET

Partnerships &  
Collaboration

Advocacy &  
Awareness





# ASEAN TVET COUNCIL

The ASEAN TVET Council coordinates regional initiatives on the following priority areas:



**Developing a Market-responsive Workforce**



**Strengthening Quality Assurance**



**Capacity Building of TVET Professionals**



**Improving the Image of TVET**



**Implementing and Financing TVET**



**Conducting Research**

# The ASEAN TVET Council Work Plan 2021–2030



## OUTCOME 1

**STRENGTHEN LABOUR-MARKET ORIENTATION THROUGH EFFECTIVE USE OF LABOUR MARKET INFORMATION AND INSTITUTIONALIZED COOPERATION AND LEADERSHIP OF BUSINESS AND INDUSTRY IN TVET**

**1.1** Enhanced Labour market information systems and skills forecasting for the 4IR and other emerging trends

**1.2** Increased participation of business and industry in standards development and training delivery through defined/established public-private cooperation formats/mechanisms (e.g. skills training, apprenticeships, dual training, and internships)

**1.3** Strengthened research and innovation in TVET

# The ASEAN TVET Council Work Plan 2021–2030



## OUTCOME 2

**IMPROVED DIGITAL READINESS, RESILIENCE TO DISRUPTIONS, AND ABILITY OF TVET SYSTEMS AND TVET INSTITUTIONS TO ADAPT AND RESPOND TO EMERGING TRENDS**

**2.1** Approaches for lifelong education and skills development, re-skilling, upskilling and soft skill, with a view to be adaptable to new technologies, changing demand and future of work

**2.2** Enhanced digital competencies/capacities of TVET systems and TVET institutions / skills development centres inemploying alternative/flexible modes of TVET delivery, including assessment and certification



# The ASEAN TVET Council Work Plan 2021–2030



## OUTCOME 3

**ENHANCED CAPACITY OF TVET PERSONNEL (POLITICAL DECISION - MAKERS, MANAGERS, TEACHERS, INSTRUCTORS, AND TRAINERS AT SCHOOLS, CENTERS AND IN COMPANIES)**

**3.1** Regional or international exchange programmes for TVET personnel (e.g., political decision-makers, managers, teachers and trainers at schools and in companies)

**3.2** Strategies to attract the competent teachers, instructors, and trainers to join in TVET



# The ASEAN TVET Council Work Plan 2021–2030



## OUTCOME 4

### IMPROVED IMAGE AND STATUS OF TVET AND INCREASED DEMAND FOR INITIAL AND CONTINUOUS TVET PROGRAMMES IN AND ACROSS AMS

- 4.1 Promote lifelong learning and adoption of Recognition of Prior Learning
- 4.2 Promotion of TVET as a viable choice of education through demonstration of earning potentials and career development
- 4.3 Promotion of quality assurance
- 4.4 Promote up-skilling and reskilling for all



# The ASEAN TVET Council Work Plan 2021–2030



## OUTCOME 5

### SUSTAINED AND EFFECTIVE ATC AS AN INSTITUTION IN THE REGION

5.1 ATC organizational development process

5.2 Establishment of ATC digital platform for cooperation, knowledge exchange (researches), and sharing of best practices

5.3 Communication Plan for Advocacy

# The ASEAN TVET Council Work Plan 2021–2030



## OUTCOME 6

### HARMONIZED TVET POLICIES/FRAWORKS TO IMPROVE THE WHOLE ASEAN TVET ENVIRONMENT

#### 6.1 Promotion of mutual recognition and skills

##### 6.1.1 Strategies for harmonization and development and dissemination of regional standards

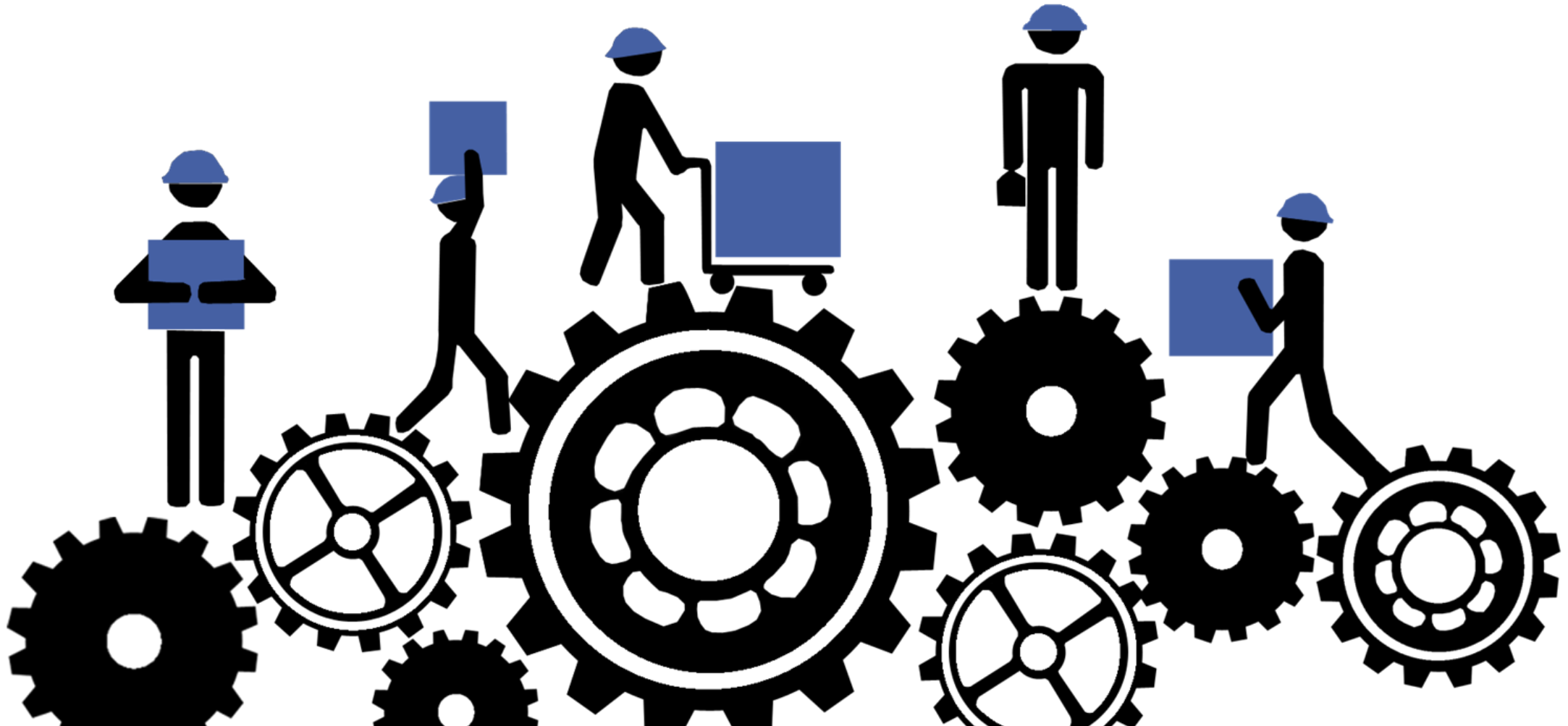
6.1.2 Sharing information about the network of TVET qualification framework, accreditation, and assurance agencies, as well as information about TVET institutions and accredited training programs to support mutual recognition of TVET qualifications among AMS

#### 6.2 Promotion of skills competition (e.g., ASEAN Skills Competition) as a mechanism to align skills and qualifications in the ASEAN





TVET is a WISE INVESTMENT



# Thank You!

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