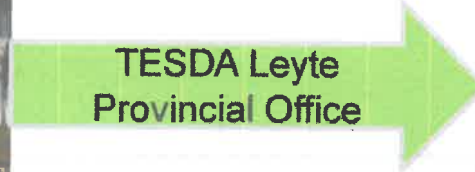


TESDA in Eastern Visayas (R8) :



TESDA Regional Office No. VIII



TESDA Leyte
Provincial Office



109 TVET Providers

39 Assessment Centers

District	TVIs	Farm Schools	HEIs	TTIs	LGU Run	Foundation-Run	Assessment Centers	Total
1 st	18	12	6	1	1		17	55
2 nd	6	8		1			3	18
3 rd	2	1		1			3	7
4 th	14	14	3		2	1	11	45
5 th	7	7	2		2		5	23
Total	47	42	11	3	5	1	39	148



Objectives of the Presentation



- To briefly orient the Sangguniang Panlalawigan Members/Board Members on the Background/History of technical-vocational education (TVE) and TESDA's Mandate ;

To seek endorsement from Sangguniang Panlalawigan Members, by passing of a Resolution and/or Ordinance for the establishment and institutionalization of an LGU-Run TESD Training Center and/or TVET support in the Leyte Province, and Providing Funds Therefor, through inclusion in the Annual Investment Program/Plan **to implement various skills trainings/qualifications** toward livelihood/productivity and **global** employment of its constituents.

Briefly orient/update on the Philippine Education System today





10-POINT AGENDA

of
SECRETARY
SUHARTO T. MANGUDADATU, Ph.D.
TESDA Director General

1. TESDA sa Barangay
2. Review of TESDA training regulations
3. Prioritize TVET to meet the demand of the industry or the locality of a certain area
4. Compliance and enhanced monitoring
5. Promote a more efficient and easier way of registering and applying for TESDA scholarship programs
6. Promotion of rural enterprise and area development through TVET
7. Youthpreneurship or youth entrepreneurship
8. TESDA Industry Exchange Program
9. HALAL TVET that would open an opportunity to tap the HALAL business world
10. Strengthening and regeneration of internal structure of the agency



Background of Technical-Vocational Education (TVE) in the Philippines



1927: Vocational Act of 1927

- Technical-Vocational Education (TVE) was first introduced to the Philippines through the enactment of **Commonwealth Act No. 3377**, or the Vocational Act of 1927.

June 3, 1938

- The National Assembly of the Phils. passed the Commonwealth Act No. 313 which provided for the establishment of regional/national vocational trade schools of the Phils School of Arts and Trades type, as well as regional/national agricultural high schools of the Central Luzon Agricultural High School type, effectively providing for the establishment of technical-vocational schools around the country.

June 22, 1963

Passage of RA No. 3742, "An Act Creating a Bureau of Vocational Education, Defining its Functions, Duties and Powers and Appropriating Funds Therefor", which provided the creation of a Bureau of Vocational Education (BVE). The creation of the BVE led to the abolishment of the Vocational Education Division of the Bureau of Public Schools. The BVE was created with the purpose of *strengthening, promoting, coordinating, and expanding the programs of vocational education undertaken by the Bureau of Public Schools*. It was also created for the purpose of *enhancing the socio-economic programs of the Philippines through the development of skilled manpower in agricultural, industrial and trade-technical, fishery and other vocational courses*.

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Background of Technical-Vocational Education in the Philippines



December 8,
1966

- The Manpower Development Council (MDC) was created by virtue of E.O. No. 53, issued by the Former President, Ferdinand E. Marcos. The MDC was tasked with developing an **integral long-term manpower plan** as a component of the **overall social and economic development plan**. Targets which were to be established by the said manpower plan were to be used by the Department of Education and the Budget Commission in programming public investments in education and out-of-school-youths (OSYs)

1969

- The Manpower Development Council (MDC) was eventually replaced by the **National Manpower and Youth Council (NMYC)**, which was created by virtue of R.A. No. 5462, or the Manpower and Out-of-School Youth (OSY) Development Act of the Philippines. The NMYC was placed under the **Office of the President** and was charged with establishing a...



Background of Technical-Vocational Education in the Philippines



1969
(Cont'n.)

National Manpower Skills Center under its authority and supervision for demonstration and research in accelerated manpower and youth training.” It was also tasked in establishing the “regional and local training centers for gainful occupational skills” as well as adopting employment promotion schemes to channel unemployed youth to critical and other occupations.” R.A. 5462 was eventually repealed by Presidential Decree No. 422, otherwise known as the Labor Code, on May 1, 1974.

September
29, 1972

Former President Marcos issued **Presidential Decree No. 6-A**, or the **“Educational Development Decree of 1972”**, which highlighted the government’s educational policies and priorities.



Background of Technical-Vocational Education in the Philippines



1972
(Cont'n.)

The Decree (PD No. 6-A or the “Educational Development Decree of 1972”) also provided for the establishment and/or operation, upgrading or improvement of technical institutes, skills training centers, and other non-formal training programs and projects for OSYs and the unemployed in collaboration with the programs of the **National Manpower and Youth Council (NMYC)**

In 1975

Reorganization of DECS led to the abolishment of the **Bureau of Vocational Education (BVE)**, along with the **Bureau of Public Schools** and the **Bureau of Private Schools**. In their place, the



Bureau of Elementary Education, the **Bureau of Secondary Education**, and the **Bureau of Higher Education** were established. The responsibilities of the Bureau of Vocational Education were absorbed by the newly established **Bureau of Secondary Education**.

Background of Technical-Vocational Education in the Philippines



1982

The Education Act of 1982 paved the way for the creation of the Bureau of Technical Vocational Education (BTVE);

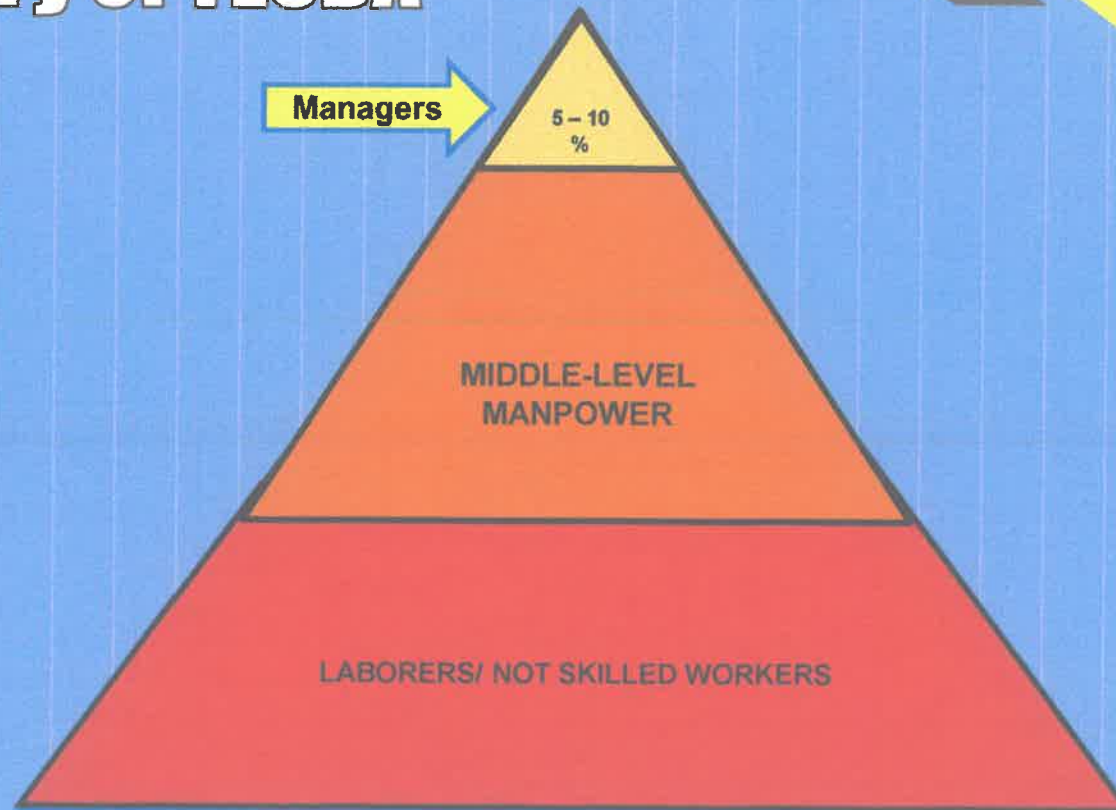
The BTVE was under the DECS

Years
BEFORE
1990

Various challenges in education sector was experienced wherein graduates did not match with what the industry needs, “OSYs should have proper guidance and appropriate programs for them had to be focused . . .”



History of TESDA



Why TESDA



- **June 17, 1990** - Congressional Commission on Education or EDCOM was established by a Joint Resolution of the Eight Philippine Congress, to Review and Assess the Philippine Education, introduced by the late Senator Edgardo Angara;
- **August 14, 1990** – President Corazon Aquino approved the creation of the Congressional Committee on Education (EDCOM), mandated to submit a report that would lay down the **agenda for educational reform** in the country.

Why TESDA?



- **EDCOM Report of 1991**, submitted to Congress, President Corazon C. Aquino and the nation, the report entitled **"Making Education Work, An Agenda for Reform"**

Laws were passed to

Trifocalize the education sector in the Phils.

- **The Commission on Higher Education (CHED)**
- **The Technical Education and Skills Development Authority (TESDA)**
- **The Department of Education (DepEd)**
-to bring about clear program focus, realistic plans and targets, and rational allocation of resources



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

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The TESDA



- The Technical Education and Skills Development Authority (TESDA) was established through the enactment of [Republic Act No. 7796](#) otherwise known as the "Technical Education and Skills Development Act of 1994", which was signed into law by President Fidel V. Ramos on **August 25, 1994**. This Act aims to encourage the **full participation** of stakeholders and **mobilize the industry, labor, local government units** and **technical-vocational institutions** in the skills development of the country's human resources.



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

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TESDA came from a Tripartite Government Agencies .



- The defunct National Manpower and Youth Council (NMYC) ;
- Office of the Apprenticeship of the Department of Labor and Employment (DOLE) ; and
- Bureau of Technical-Vocational Education (BTVE) of the Department of Education (DepEd) or formerly, the Department of Education, Culture and Sports (DECS).



TESDA's Vision/Mission and Value Statement :



Vision

The transformational leader in the technical education and skills development of the Filipino workforce”.

Mission

TESDA sets direction, promulgates relevant standards, and implements programs geared towards a quality-assured and inclusive technical education and skills development and certification system.

Value Statement

We believe in demonstrated competence, institutional integrity, personal commitment, culture of innovativeness and a deep sense of nationalism



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

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TESDA's Quality Policy



" We measure our worth by the satisfaction of the customers we serve "

through

Strategic Decisions
Effectiveness
Responsiveness
Value Added Performance
Integrity
Citizen focus
Efficiency



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

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TESDA in Eastern Visayas (R8) :



TESDA Regional Office No. VIII

6 Provincial Offices

14 TESDA
Technology
Institutions

TESDA Leyte PO (Tacloban)
TESDA Biliran P.O. (Naval)
TESDA Southern Leyte PO (Maasin)
TESDA W.Samar PO (Catbalogan)
TESDA Eastern Samar PO
(Borongan)
TESDA Northern Samar PO
(Catarman)

Southern Leyte (1 TT/TC) :
1) Provincial Training Center
(PTC, Maasin, Bontoc, San
Ricardo)

Biliran (2 TTIs: TAS and TC) :
1) Cabucgayan National School
of Arts and Trades (CNSAT,
Cabucgayan)
2) Provincial Training Center
(PTC, Naval, Biliran)

Leyte (3 TTIs : TAS & TC) :
1) Regional Training Center
(RTC, Tacloban)
2) Provincial Training Center
(PTC, Jaro, Leyte)
3) Calubian National Vocational
School (CNVS, Calubian, Leyte)



TESDA in Eastern Visayas (R8) :



TESDA Regional Office No. VIII



6 Provincial Offices

14 TESDA
Training
Institutions

TESDA Leyte PO (Tacloban)
TESDA Biliran P.O. (Naval)
TESDA Southern Leyte PO (Maasin)
TESDA W.Samar PO (Catbalogan)
TESDA Eastern Samar PO
(Borongan)
TESDA Northern Samar PO
(Catarman)

Eastern Samar (4 TTI s: TAS & TC):

- 1) Balangiga National Agr'l. School (BNAS, Balangiga)
- 2) Samar National School of Arts and Trades (SNSAT, Taft)
- 3) Arteche National Agr'l. School (ANAS, Arteche)
- 4) Provincial Training Center (PTC, Guiuan)

W. Samar (1 TTI) :

- 1) Provincial Training Center, (PTC, Calbayog City)

Northern Samar (3 TTI s: TAS & TC):

- 1) Balicuatro College of Arts and Trades (BCAT, Allen)
- 2) Las Navas Agro-Industrial School (LNAIS, Las Navas)
- 3) Provincial Training Center (PTC, Catarman)



TESDA in Eastern Visayas (R8) :



TESDA Regional Office No. VIII

TESDA Leyte
Provincial Office



109 TVET Providers

39 Assessment Centers

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5th	7	7	2		2		5	23
Total	47	42	11	3	5	1	39	148



What is TVET?



Technical Vocational Education and Training

- the education or training process involves the study of technologies and related sciences in addition to general education
- acquisition of practical skills relating to occupations in various sectors of economic life and social life
- comprises formal* and non-formal**

*organized programs as part of the school system

** organized classes outside the school system



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Importance of TVET?



TVET [Non-Formal Education]

- includes education opportunities, even outside school premises, that facilitate achievement of specific learning objectives for particular clientele who cannot avail of formal education
 - ✓ Out-of-school youths
 - ✓ Unemployed adults
 - ✓ PDL, OFWs (returning and repatriated) IPs
 - ✓ Marginalized people

What and Who is CTEC?



Community
Training
and
Employment
Coordinator

Employee of the local government unit trained by TESDA as focal person and designated by the Local Chief Executive, in implementing Community-Based Training and Enterprise Development (CBTED) programs and extending TESDA's services to the grassroot level.

Role of CTEC in the LGUs



- Act as the LGU focal person or Ambassador for Technical Education Skills Development.
- Formulate training plans for the LGUs.
- Organize orientations and the conduct of training enrollment fairs.
- Identify and mobilize training beneficiaries.
- Coordinate with TESDA in the implementation of TESD programs.
- Advocate TESDA's programs, projects and services.

Establishing and Institutionalizing Fund Support for TVET in LGUs

Purpose :

- Ensure TVET is regularly funded in the local development funds and included in the local/investment development plan thru the Seal of Good Local Governance, through DILG and/or the provincial councils ;
- Create a position/designate a permanent person who will man the Provincial TESD Training Center and/or manage the TVET implementation in the Province of Leyte, thru the Community Training and Employment Coordinator (CTEC).

Establishing and Institutionalizing Fund Allocation for TVET (Technical-vocational Education and Training) in the Provincial Government of Leyte

Pathway 1 : Establishment of an LGU-Run Training Center, and Providing Funds Therefor

Pathway 2 : Institutionalize Support for TVET through Creation and Institutionalization of a TVET Council/Board, and Providing Funds Therefor



Establishing and Institutionalizing Fund Allocation for TVET (Technical-vocational Education and Training) in LGUs

Pathway 1 : Establishment of an LGU-run Training Center

- Passing of a Board Resolution and/or Ordinance for the establishment of an LGU-run Training Center to Offer Technical-vocational education and training (TVET) programs/courses, and Providing Funds Therefor;



Pathway 1 : Establishment of an LGU-run Training Center

Passing of a Resolution and/or Ordinance for the establishment of an LGU-run Training Center to Offer Technical-vocational education and training (TVET) programs/courses, and Providing Funds Therefor;

Process :

- Organize people to man (manage and operate) the Center
- Inventory of current LGU's facilities (site/building, equipment, etc)
- Assess facilities vis.a.vis Training Regulations of TESDA
- Search/train trainers/would-be trainers with TESDA public and private institutions



Ormoc Manpower Training Center

6.2K likes • 0 following



Pathway 1 : Establishment of an LGU-run Training Center

Passing of a Resolution and/or Ordinance for the establishment of an LGU-run Training Center to Offer Technical-vocational education and training (TVET) programs/courses, and Providing Funds Therefor;

Process :

- Provide/procure required training equipment, supplies, materials, etc.
- Search/train trainers/would-be trainers with TESDA public and private institutions
- Seek guidance from TESDA Provincial Office technical staff in registering the TVET programs/courses.



Ormoc Manpower Training Center

62K likes · 0 following



Pathway 1 : Establishment of an LGU-run Training Center

Passing of a Resolution and/or Ordinance for the establishment of an LGU-run Training Center to Offer Technical-vocational education and training (TVET) programs/courses, and Providing Funds Therefor;

Process :

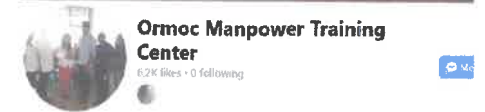
- ❖ Approved Board (SP/SB) Resolution and/or Ordinance to offer qualifications/programs
- ❖ Compliance on the Program Registration Requirements, such as :

A. Corporate and administrative Documents

- Letter of Application/Intent
- Sangguniang Panglalawigan Resolution and/or Exec. Ordinance
- Proof of Lot and Building Ownership
- Current Fire Safety Certificate

B. Curricular Requirements

- Competency-based Curriculum
- List of Equipment
- List of Tools
- List of Consumables/Materials
- List of Instructional Materials/Library Holdings
- List of Physical Facilities
- List of Off-Campus Physical Facilities
- Shop Layout of Training Facilities



Ormoc Manpower Training Center

62K likes · 0 following



Pathway 1 : Establishment of an LGU-run Training Center

Passing of a Resolution and/or Ordinance for the establishment of an LGU-run Training Center to Offer Technical-vocational education and training (TVET) programs/courses, and Providing Funds Thereof;

Process : Compliance on the Program Registration Requirements, such as :

C. Faculty and Personnel

- List of Officials
- List of Trainers
- List of Non-teaching Staff

D. Program Guidelines

- Schedule of tuition fees and payments
- Documented grading system
- Entry Requirements for the program
- Rules on attendance

E. Support Services

- Health services
- Job Linkaging and Networking Services
- Community Outreach Program/s (optional)
- Research Program/s (optional)



Ormoc Manpower Training Center

424 likes · 0 following



Pathways : Establishing and Institutionalizing Fund Allocation for TVET
(Technical-Vocational Education and Training) in the Provincial Government of Leyte

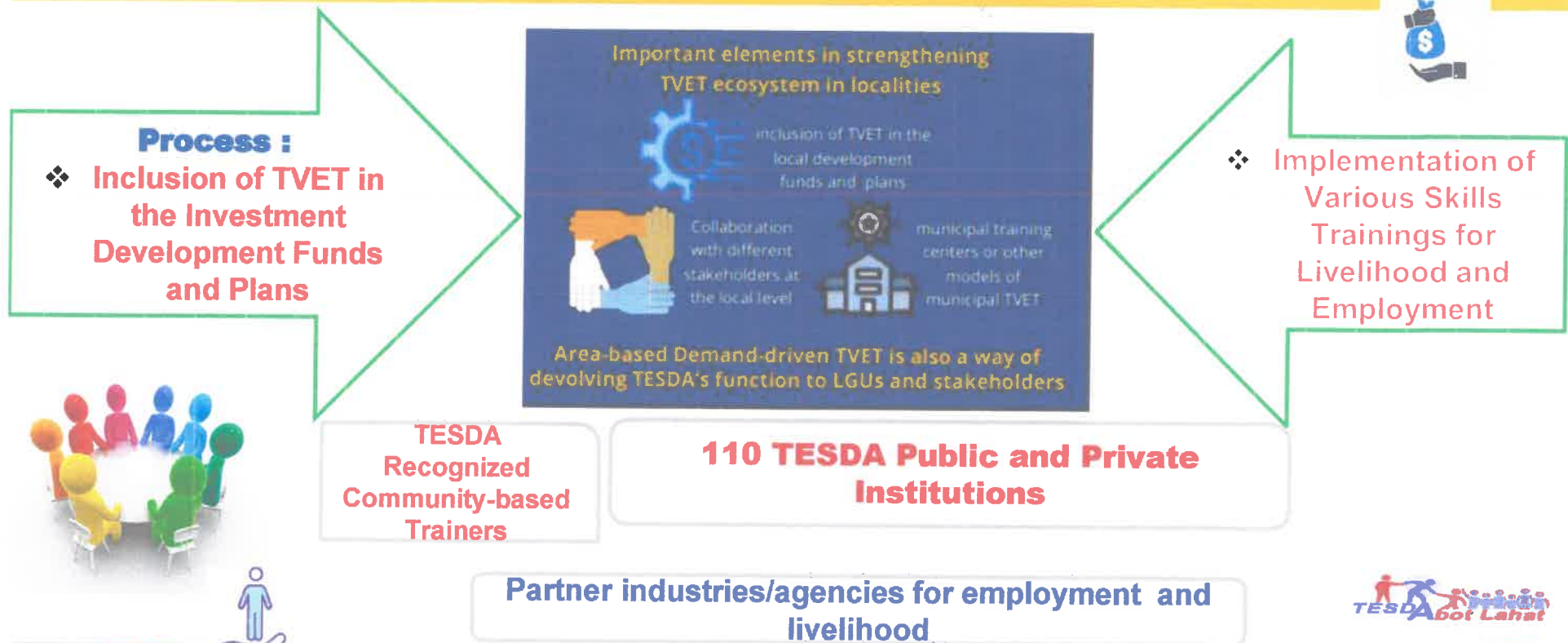
Pathway 2 : Institutionalize Support for TVET

- Passing of a Board Resolution and/or Ordinance for the Creation/Establishment and Institutionalization of TVET Council, and Providing Funds Therefor.



Pathway 2 : Institutionalize Support for TVET

Passing of a Resolution and/or Ordinance for the Creation/Establishment and Institutionalization of TVET Council/Committee and Providing Funds Therefor



CTEC



Ways Forward :

Provincial Gov't. of Leyte to:

- Approve a Board Resolution /Ordinance on the Establishment of LGU run Training Center
- Allocation of funds
- Designate Community Training and Employment Coordinators (CTECs)
- Inventory of existing infrastructure, facilities and equipment
- Identification of skills requirement of the community
- Capacity Building of CTECs and potential trainers and other staff to man the training center in partnership with TESDA
- **Registration of program and offering of community based trainings.**

TESDA Technology Institutions to:

- Existing TESDA Training Institutions, particularly the TAS (TESDA Administered Schools) are going to offer higher qualifications gearing to 3- Year Diploma Programs or Courses (like 3 Year Diploma in Agriculture Technology, Diploma in Hotel and Restaurant Services)
- Produce technologist and supervisors
- Strengthen industry partnership





DEPED | TESDA | CHED | PRC | DOLE

Philippine Qualifications Framework

The Philippine Qualifications Framework - It is a collaborative program by the Department of Education (DepEd), Technical Education and Skills Development Authority (TESDA), Commission on Higher Education (CHED), Professional Regulation Commission (PRC) and Department of Labor and Employment (DOLE).



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DEPED | TESDA | CHED | PRC | DOLE

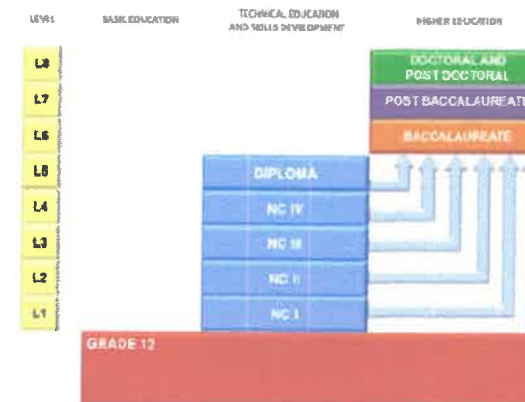
Philippine Qualifications Framework

What is PQF?

The **Philippine Qualifications Framework** describes the levels of educational qualifications and sets the standards for qualification outcomes. It 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.

[Learn More](#)

The PHL Qualifications Framework



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

PQF Quick Facts



WHAT	It is a reference-system of national standards of qualifications earned by individuals educated and trained in the Philippines.
WHO	It is governed by the PQF National Coordinating Council (PQF NCC) composed of the Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), Professional Regulations Commission (PRC) and Department of Labor and Employment (DOLE).
FOR	It is for employers, workers, teachers and learners, parents and governments who wish to understand Philippine qualifications and compare them with others.
WHY	Its objective is to establish national standards and levels of qualifications to assist and support academic and worker mobility and to address jobskills mismatch.
HOW	It outlines what an individual has learned and can do based on qualification type, levels and degrees of competency.



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

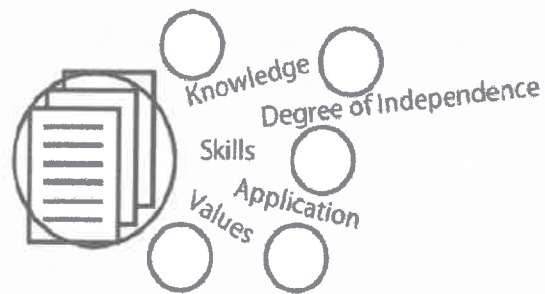
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DEPED | TESDA | CHED | PRC | DOLE

Philippine Qualifications Framework



What is a Qualification?

Qualification refers to the formal certification that a person has successfully achieved specific learning outcomes relevant to the identified academic, industry or community requirements. A Qualification confers official recognition of value in the labor market and in further education and training.



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DEPED | TESDA | CHED | PRC | DOLE

Philippine Qualifications Framework



Features



Quality Assurance



Qualifications Register



Pathways and Equivalencies



International Alignment



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DEPED | TESDA | CHED | PRC | DOLE

Philippine Qualifications Framework

Who Will Benefit?



**LEARNERS
WORKERS
PROFESSIONALS**



**EMPLOYERS
INDUSTRY**



ACADEME



GOVERNMENT



ALL FILIPINOS



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The Philippines Qualifications Framework (PQF)



Ms. Yasmin Ann I. Pimentel
Technical Education and Skills Development Authority
PQF-NCC Interim Secretariat

Statement of Purpose



Objectives of Consultation

1. Present to the general public the proposed revision in the PQF Diagram (inclusion of the JHS Certificate for PQF Level 1 and SHS Diploma for PQF Level 2, and Professional qualifications) and proposed PQF-NCC Permanent Secretariat
2. Gather the public's comments, suggestions, and validation for its eventual adoption and implementation.
3. Increase awareness of the PQF and other PQF-related programs



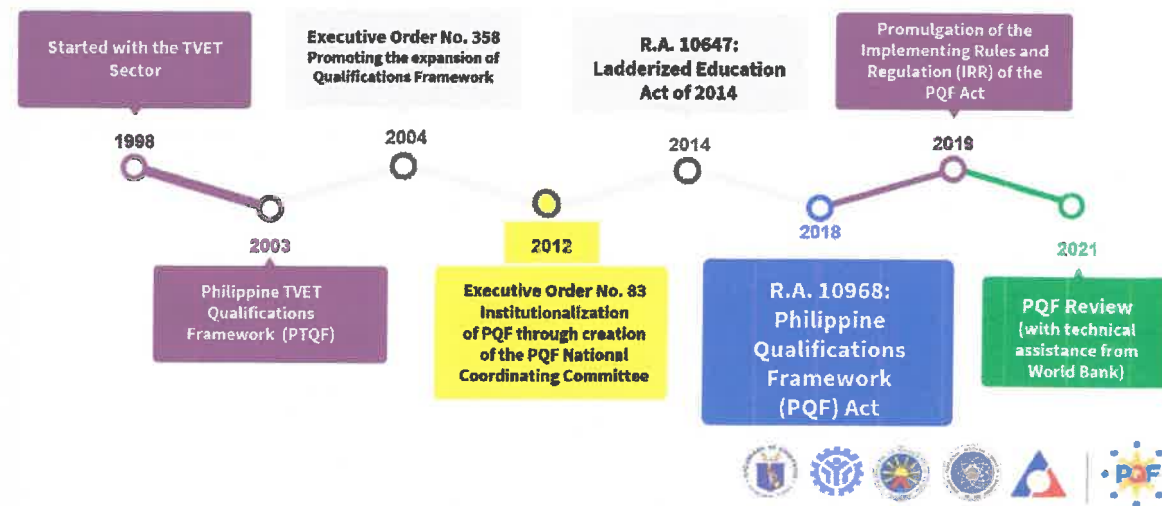
August 2, 2023 Consultation



The Philippines Qualifications Framework (PQF)



PQF: ORIGIN AND DEVELOPMENT



The Philippines Qualifications Framework (PQF)

Qualifications Register Working Group Lead Agency: TESDA



DEPED | TESDA | CHED | PRC | POLE
Philippine Qualifications Register

Register of Qualifications

Qualification Code	Qualification	Issued to	Level	Authority Granting Agency	Instrument (PSO/CMO/Board Resolutions)	Date of Authorization
APR-0105	Apprentice (Carpentry)	The right technical ability to work in the various of occupations that a person has acquired in the grade level of apprentice carpenter, through a course of study in the field of carpentry.	Level 1	TESDA	TESDA Board Resolution No. 200-15	8 April 2005
APR-0106	Apprentice (Welding)	The right technical ability to work in the various of occupations that a person has acquired in the grade level of apprentice welder, through a course of study in the field of welding.	Level 1	TESDA	TESDA Board Resolution No. 200-15	14 April 2005

➤ Continues to update and enhance the content of the Philippine Qualifications Register (PhQuaR) issued and awarded by mandated government authorities.

The Philippines Qualifications Framework (PQF)



Qualifications Register Working Group Lead Agency: TESDA



GOVERNMENT Home News/Events/Qualifications Publications

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PhQuaR Philippine Qualifications Register

Register of Qualifications

Search Qualifications

Filter

Qualification Code	Qualifications	Description	Level	Authority Granting Agency	Instrument (PSD/CMO/Board Resolution)	Date of Authorization
ALLPQ001 - 1st Level NC I		The ALLPQ001 (1st Level NC I) is a qualification that a person must attain in the possession of the skills, knowledge, and attitude at the primary level.	1	TESDA	TESDA Board Resolution No. 2005-15	04/20/2005
ALLPQ002 - 1st Level NC II		The ALLPQ002 (1st Level NC II) is a qualification that a person must attain in the possession of the skills, knowledge, and attitude at the primary level in the industry sector.	1	TESDA	TESDA Board Resolution No. 2005-16	04/20/2005

➤ Continues to update and enhance the content of the Philippine Qualifications Register (PhQuaR) issued and awarded by mandated government authorities.



The Philippines Qualifications Framework (PQF)



DIR. JOCELYN DR ANDAYA
Department of Education

**REVISION OF THE PQF DIAGRAM:
Inclusion of Basic Education
(JHS Certificate & SHS Diploma)
in PQF Levels 1 and 2**



The Philippines Qualifications Framework (PQF)



DepED **MATATAG** **TESDA**

DEPED'S POSITION ON THE
**PHILIPPINE QUALIFICATIONS
FRAMEWORK (PQF) LEVELS**

JOCELYN DR ANDAYA
Director IV, Bureau of Curriculum Development



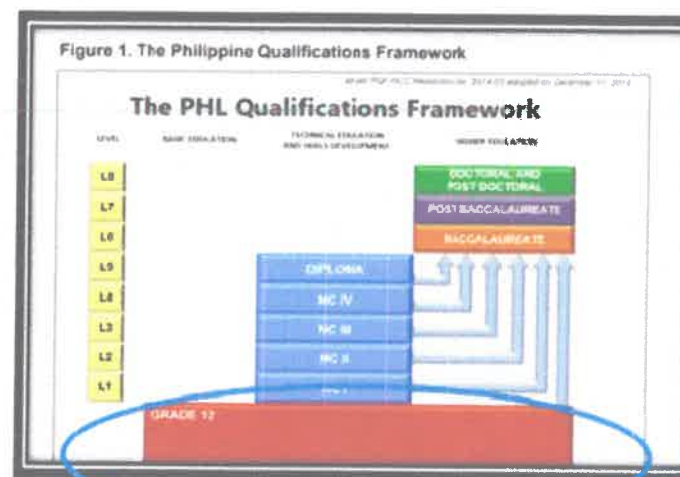
The Philippines Qualifications Framework (PQF)



DEPED'S POSITION ON THE
PHILIPPINE QUALIFICATIONS
FRAMEWORK (PQF) LEVELS

What is the issue?

Basic education completion does **not** correspond to any of the levels in the **Philippine Qualifications Framework**.



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

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Ways Forward for TESDA



- **Continues collaboration of the PQF-TWG member agencies to lay down the education policies towards socio-economic development of the country;**
 - **Harmonization of curriculum and scholarship vouchers between and among education/government agencies;**
- **Classification of technical-vocational institutions**



The Congressional Commission on Education (EDCOM)



• **EDCOM Report of 1991**, submitted to Congress, President Corazon C. Aquino and the nation, the report entitled **"Making Education Work, An Agenda for Reform"**

Laws were passed to

Trifocalize the educational system into three :

- **The Commission on Higher Education (CHED)**
- **The Technical Education and Skills Development Authority (TESDA)**
- **The Department of Education (DepEd)**
-to bring about clear program focus, realistic plans and targets, and rational allocation of resources



EDCOM I

What is EDCOM 2

The Second Congressional Commission on Education

The **Second Congressional Commission on Education (EDCOM II)** is a national Commission created through Republic Act 11899, tasked to undertake a **comprehensive national assessment and evaluation** of the performance of the Philippine education sector.

It is composed of lawmakers from both the Senate and House of Representatives, and is guided by an **Advisory Council**, and assisted by the **Technical Secretariat**, under the direction of Executive Director **Dr. Karol Mark Yee**.

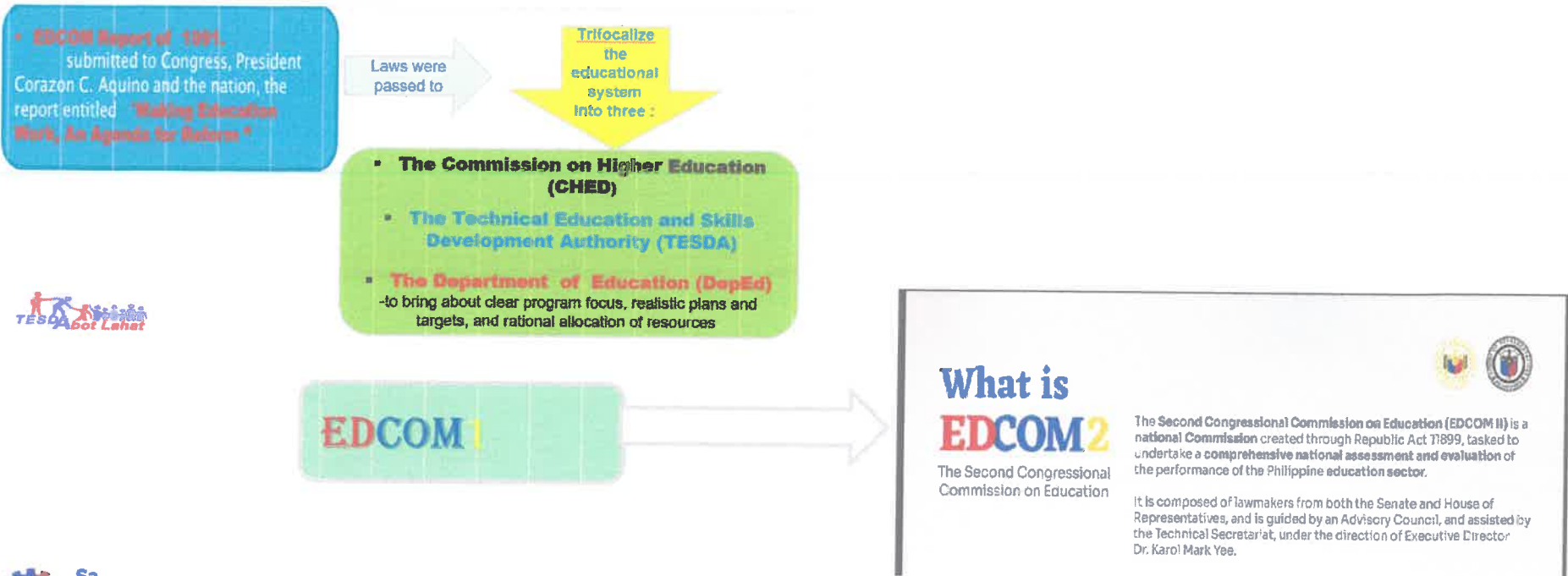


TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

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Ways Forward :



What is EDCOM2

The Second Congressional
Commission on Education



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Why Now?

The Philippines' **learning poverty** ranks among the highest in the Asian region, at

90.9%

-the worst among ASEAN countries.¹

The Philippine Education Sector faces a **learning crisis**.

9 in 10

Filipinos aged 10 years old need to be taught how to read and to develop their reading comprehension.

80%

of Filipino learners have not reached the global minimum competency levels for education.

We scored the
lowest

in reading, and second lowest in math and science among the 79 participating countries².

World Bank (2022). *The State of Global Learning Poverty*.
OECD (2019). *Programme for International Student Assessment*

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

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What is EDCOM2

The Second Congressional
Commission on Education



Co-Chairpersons

The commission is composed of ten members, with five members from the Senate and five members from the House of Representatives:



**Senator Sherwin T.
Gatchalian**



**Senator Francis G.
Escudero**



**Congressman Roman T.
Romulo**



Congressman Mark O. Go

Members



**Senator
Sonny M.
Angara**



**Senator
Pia S.
Cayetano**



**Senator
Joel J.
Villanueva**



**Congressman
Jose Francisco
B. Benitez**



**Congressman
Khalid Q.
Dimaporo**



**Congressman
Pablo John F.
Garcia**



What is EDCOM2

The Second Congressional
Commission on Education

Technical Secretariat and the Executive Director

The Commission's Technical Secretariat, headed by Executive Director Dr. Karol Mark Yee, provides technical and administrative support to the Commission in the exercise of its powers and performance of its functions.



Dr. Karol Mark Yee
Executive Director

Advisory Council

RA 11899 also created an Advisory Council to provide the Commission with expert assistance and advice. The council is composed of recognized experts from different sectors.

FOR ACADEME



Fr. Bienvenido Nebres, S.J.
Professor and Former President
Ateneo de Manila University



Dr. Maria Cynthia Rose Bautista
Former Vice President for
Academic Affairs
University of the Philippines

FOR INDUSTRY



Mr. Alfredo Ayala
President
People Group of Schools



Dr. Chito Salazar
President and CEO
PHINMA Education / Philippine
Business for Education

FOR GOVERNMENT AGENCIES



Ms. Rhodora Angela Ferrer
Executive Director
Private Education Assistance Committee (PEAC)



Secretary Irene Isaac
Former Director General
Technical Education and Skills
Development Authority (TESDA)

FOR LOCAL GOVERNMENT



Mayor Victor Ma. Regis Sotto
Pasig City



Mayor Maria Laarni Cayetano
Taguig City

FOR CIVIL SOCIETY ORGANIZATIONS



Ms. Maria Olivia Lucas
President
E-Net Philippines



Dr. Milwida Guevara
Executive Director
Synergiea Foundation, Inc.

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

www.tesda.gov.ph



What Happened Before: The First EDCOM

The First Congressional Commission on Education was convened in 1991. It cited the deteriorating quality of Philippine education, and attributed it to the country's low investment in education compared to Asian neighbors. EDCOM succeeded in the "trifocalization" of basic education, splitting the education function among three government agencies: DepEd, CHED, and TESDA.



The Next Three Years: EDCOM 2

In the next three years of EDCOM 2's legal lifespan, the Commission will formulate priorities, discover educational benchmarks, synthesize insights, and propose legislative bills and policies to help uplift the Philippines' education sector.

Standing Committees



Early Childhood Education and Development & Basic Education



Technical Vocational Education and Training & Lifelong Learning



Higher Education & Teacher Education and Development



Governance and Finance

We look forward to the next steps to revitalize the Philippine Education Sector.
Panahon na para #ItaasAngAntas ng Edukasyon!

5th Floor, Senate of the Philippines,
GSIS Bldg., Financial Center,
Diokno Blvd., Pasay City

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EDCOM2
The Second Congressional
Commission on Education

Sa
TESDA
Lingap
ng **Masipahan**

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THANK YOU



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MEMORANDUM OF AGREEMENT

KNOW ALL MEN BY THESE PRESENTS:

This Memorandum of Agreement is entered into this _____ by the **PROVINCIAL GOVERNMENT OF LEYTE**, a local government unit, established and existing under the laws of the Philippines, with office address at the New Capitol Building, Palo, Leyte, herein represented upon the authority of the Sangguniang Panlalawigan by virtue of Resolution No. _____ series of 2024 dated _____ by **HON. CARLOS JERICO L. PETILLA**, in his capacity as Governor, hereinafter referred to as the "FIRST PARTY"

- and -

The **TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY**, Regional Office No. VIII, a Branch of the government agency created by virtue of Republic Act No. 7796, with office address at Brgy. Abucay, Tacloban City through the **TESDA Leyte Provincial Office**, with office address at Trece Martires Street, Tacloban City represented herein by **VIVIAN E. ABUEVA, M.M.,CSP**, and hereinafter referred to as the "SECOND PARTY"

WITNESSETH

WHEREAS, under Section 16 of the Local Government Code of 1991 mandates LGUs to exercise the powers expressly granted, those necessarily implied therefrom, as well as powers necessary, appropriate or incidental for its efficient and effective governance, and those which are essential to the promotion of the general welfare;

WHEREAS, the First Party within its territorial jurisdiction shall ensure and support, among other things, the preservation and enrichment of culture, promote health and safety, enhance the right of the people to a balanced ecology, encourage and support the development of appropriate and self-reliant scientific and technological capabilities, improve public morals, enhance economic prosperity and social justice, promote full employment among its residents, maintain peace and order, and preserve the comfort and convenience of the inhabitants;

WHEREAS, the First Party strongly support that education and technical trainings in various sectors play a vital role in elevating the income and employment of its constituents, thus, prompting it to create a scholarship program for technical-vocational education and skills trainings/development for its constituents;

WHEREAS, the Second Party is a national government education agency mandated by law through Republic Act 7796 to provide relevant, accessible, high quality and efficient technical education and skills development in support to the development of high-quality Filipino middle-level workforce, responsive to, and in accordance with the Philippine development goals and priorities;

WHEREAS, the Second Party, pursuant to its mandate supports partnership arrangements with public and private institutions and enterprises, and recognizes the active participation of the various stakeholders in the quality delivery of technical education and skills development through **institution-based, community-based** and enterprise-based delivery modes;

WHEREAS, the Second Party, as a government education agency has existing public and private technical-vocational institutions (TVIs) with programs duly registered under the Unified TVET (technical-vocational education and training) Program Registration and Accreditation System (UTPRAS) and accredited under the Philippine TVET Competency Assessment and Certification System (PTCACS):

WHEREAS, the First Party and the Second Party intend to establish and institutionalize the scholarship programs for technical-vocational education and training (TVET) in various courses/qualifications of the different sectors (e.g. agri-fishery, construction, health, tourism, information and communication technology (ICT), metals and engineering, creative sectors, etc.) deemed priority and in-demand for livelihood, productivity and increased income entirely to elevate the standard of living of Leyteños;

NOW THEREFORE, for and in consideration of the foregoing premises by mutual covenants and undertaking herein set forth, the parties hereto, for themselves, their successors and assigns, mutually agree to the following terms and conditions:

I. General Warranties and Undertakings of Parties: Both Parties hereto agree that:

1. General Welfare shall be the utmost consideration in the provision of the scholarship programs for technical and vocational courses;
2. Parties shall adhere to existing laws, rules and regulations pertaining to the implementation of the program;
3. Parties shall perform their respective undertakings under this Agreement without need of demand and pursuant to the authorities hereby given:

II. Specific Responsibilities of the Parties:

A. The First Party shall:

1. Provide funds for the following technical-vocational education and training (TVET) expenses:

A.1 For institution based (with programs registered by TESDA under the Unified TVET Program Registration and Accreditation System or UTPRAS).

- Provide the training costs, assessment fees (for programs with Training Regulations), and training support fund (allowances) of the scholar-beneficiaries that the Provincial Government of Leyte has chosen and selected, in accordance with the standard rates under the Schedule of Costs of TESDA Scholarship Programs.

- Identify the qualifications of the beneficiaries in accordance with the skills needs and skills priorities of the province;
- Disburse funds in accordance to the approved (by Governor) Qualification Map of the Provincial Government of Leyte and subject to applicable laws, rules and regulations;
- Disburse funds intended for the Training Cost to the identified public/private TVI that implemented the scholarship programs, subject to the submission of the following verified supporting documents, among others namely:
 - a. Billing Statement
 - b. Duly approved MIS 03-02-/Terminal Report generated from Trainees Profile in the T2MIS (Management Information System of TESDA)
 - c. Daily Attendance Sheets for the duration of the training (generated from the T2MIS), and in accordance with the following:

TOTAL ATTENDANCE PER SCHOLAR	RATE PER SCHOLAR
Less than 50% (< 50%)	The TVI shall not be entitled to any payment for that particular trainee/learner
Equal to or greater than fifty percent (≥ 50%)	The TVI shall be paid 50% of the Training Costs for that particular trainee/learner
Equal to or greater than eighty percent (≥ 80%)	The TVI shall be paid one hundred percent 100% of the Training Costs for that particular trainee/learner

- Disburse funds for the Assessment Fees (for training with Training Regulations) to the Assessment Center upon submission of the following verified supporting documents:
 - a. Billing Statement; and
 - b. Certified Copy of the Registry of Workers, Assessed and Certified (RWAC) stamped “received” by the TESDA Palawan Provincial Office
 - c. Attendance Sheet during Assessment

- Facilitate the release of training support fund (allowances) to the scholar beneficiaries, within three (3) days after the submission of the Billing Statement by the implementing TVI, subject to the verified supporting documents:
 - a. Billing Statement
 - b. Duly approved MIS 03-02-/Terminal Report generated from Trainees Profile in the T2MIS (Management Information System of TESDA)
 - c. Daily Attendance Sheets for the duration of the training (generated from the T2MIS)

A.2 For Community-Based Training (CBT)

- a. Provide funds necessary for the effective and efficient implementation of community-based training (CBT) programs needed and/or in-demand by the community, for livelihood and/or global employment ;
- b. Collaborate with TESDA Leyte Provincial Office for the qualified trainer/trainers to implement the program and for other technical assistance deemed necessary for the conduct of training/s.
- c. Refer/recommend qualified applicants for trainers training to institutionalize implementation of skills trainings in the province.

B. The Second Party shall:

1. Connect the First Party to the technical-vocational institutions (TVs) in the province with programs registered and accredited by TESDA under UTPRAS and PTCACS, respectively;
2. Provide the Lists of Public and Private TVIs with Registered Programs/Courses and TESDA Recognized Community-based Trainers in the province, for the first Party's Scholarship Programs in all delivery modes;
3. Submit the Qualification Map to the First Party, in accordance to the skills/qualifications and TVIs' identified by them (First Party) to implement the technical education and skills development (TESD);
4. Recommend and identify the public/private TVI which the FIRST PARTY may engage with for the implementation of the Scholarship Program and to ensure the quality delivery of training;
5. Closely monitor the implementation of the scholarship programs, and ensure complete documentation of the scholarship program through the T2MIS (management information system) of TESDA;
6. Assist the First Party in the Opening and Closing Program with the public/private TVI; and
7. Submit to the First party a Year-end Report on the Scholarship Programs implemented.

III. EFFECTIVITY

This Memorandum of Agreement (MOA) shall take effect immediately upon signing of the parties and shall be terminated on _____.

IV. AMENDMENT OF MEMORANDUM OF AGREEMENT.

The parties may agree to modify, alter, change or amend the terms of this Agreement for a more efficient and effective implementation of the Program;

V. TERMINATION OF MEMORANDUM OF AGREEMENT.

Should the Memorandum of Agreement (MOA) be terminated by one Party, steps shall be undertaken to ensure that the termination is not prejudicial to any program of activity undertaken within the framework, nor contrary to the objectives of this Agreement.

IN WITNESS WHEREOF, the PARTIES hereby affixed their signatures this ____ day of _____, 2024.

**PROVINCIAL GOVERNMENT
OF LEYTE :**

**TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY (TESDA) –
LEYTE PROVINCIAL OFFICE :**

Represented By:

Represented By:

CARLOS JERICO L. PETILLA
Provincial Governor

VIVIAN E. ABUEVA
Provincial Director

SIGNED IN THE PRESENCE OF:

WILSON S. UY
Board Member
Chairman, Education Committee

MARK PAUL G. BUTAD
Supvsg. TESD Specialist

ACKNOWLEDGEMENT

REPUBLIC OF THE PHILIPPINES }
CITY OF TACLOBAN } S.S.

BEFORE ME, a Notary Public for and in the City of Tacloban, this _____, personally appeared:

<u>Name</u>	<u>Competent Evidence of Identify</u>
CARLOS JERICHO L. PETILLA	_____
VIVIAN E. ABUEVA	_____

Made known to me to be the same persons who executed the foregoing instrument and hereby acknowledged to me that the same is their free and voluntarily act and deed.

This instrument consisting of six (6) pages, including this page on which this acknowledgement is written refers to a Memorandum of Agreement and has been signed by the parties and sealed with my notarial seal.

WITNESS MY HAND AND NOTARIAL SEAL, at the place on the date first written above.

Doc. No. ____;
Page No. ____;
Book No. ____;
Series of 2023.