

ADDRESSING THE CHALLENGES OF BRINGING PHILIPPINE TVET TO THE 21ST CENTURY WORKPLACE



Irene Isaac

Deputy Director General

Technical Education and Skills Development Authority

The Philippines

This is not an ADB material. The views expressed in this document are the views of the author/s and/or their organizations and do not necessarily reflect the views or policies of the Asian Development Bank, or its Board of Governors, or the governments they represent. ADB does not guarantee the accuracy and/or completeness of the material's contents, and accepts no responsibility for any direct or indirect consequence of their use or reliance, whether wholly or partially. Please feel free to contact the authors directly should you have queries.



Challenges

QUALITY

aligning the current TVET provision with future skills requirements

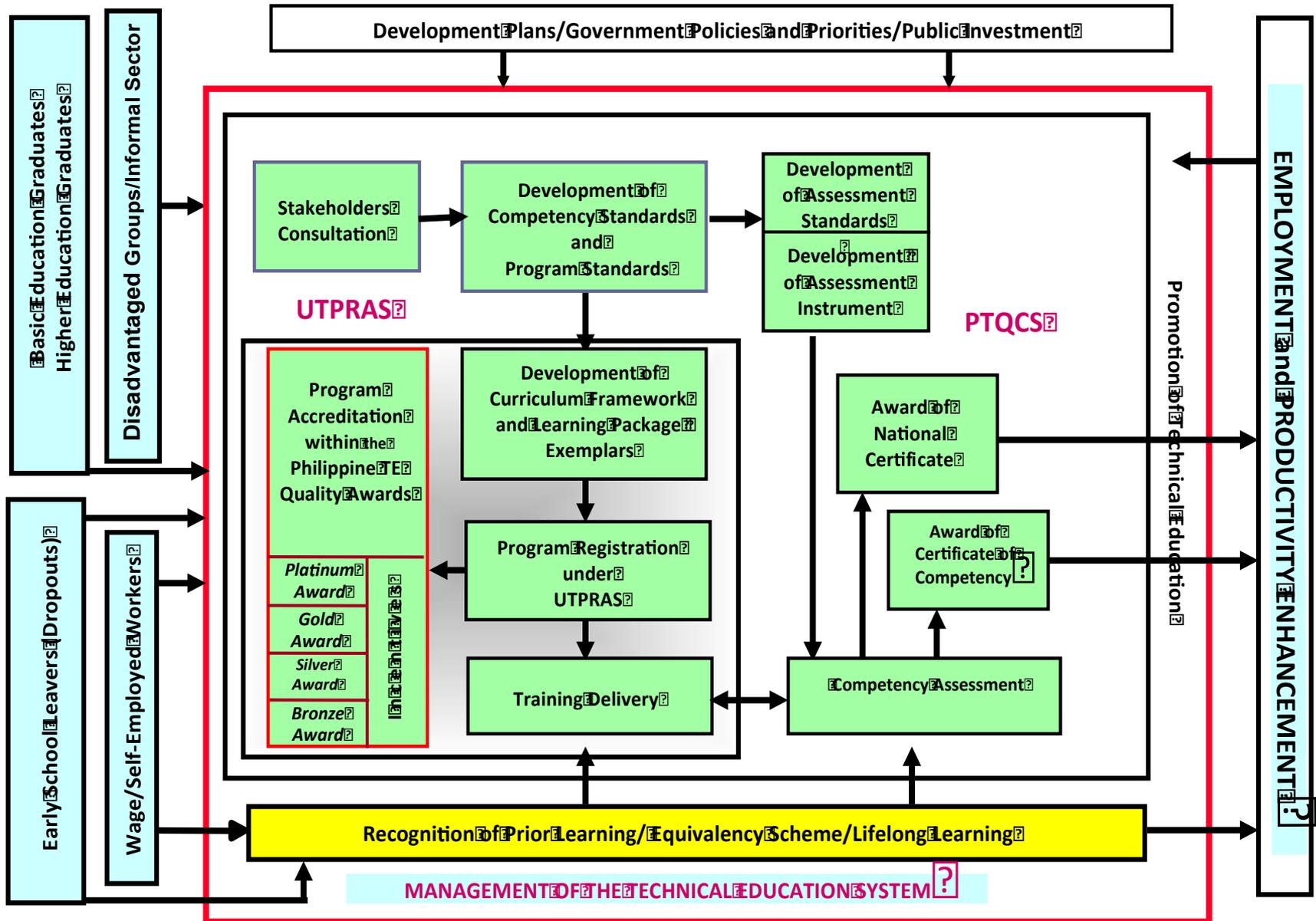
ACCESS

greater participation of all in the implementation and benefits of TVET

INNOVATION

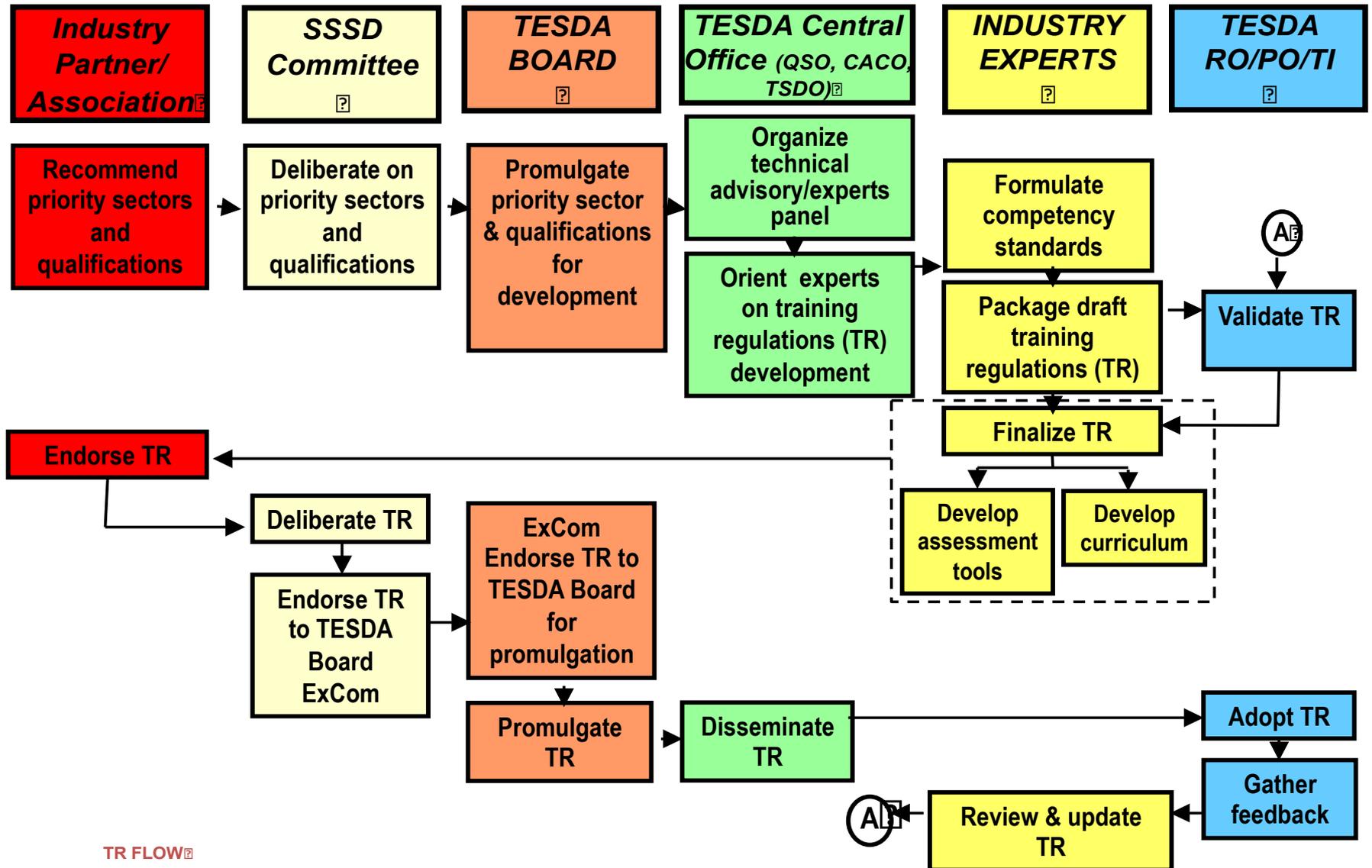
improvement of current TVET processes for greater effectiveness and efficiency

QUALITY ASSURED PHILIPPINE TECHNICAL EDUCATION SYSTEM



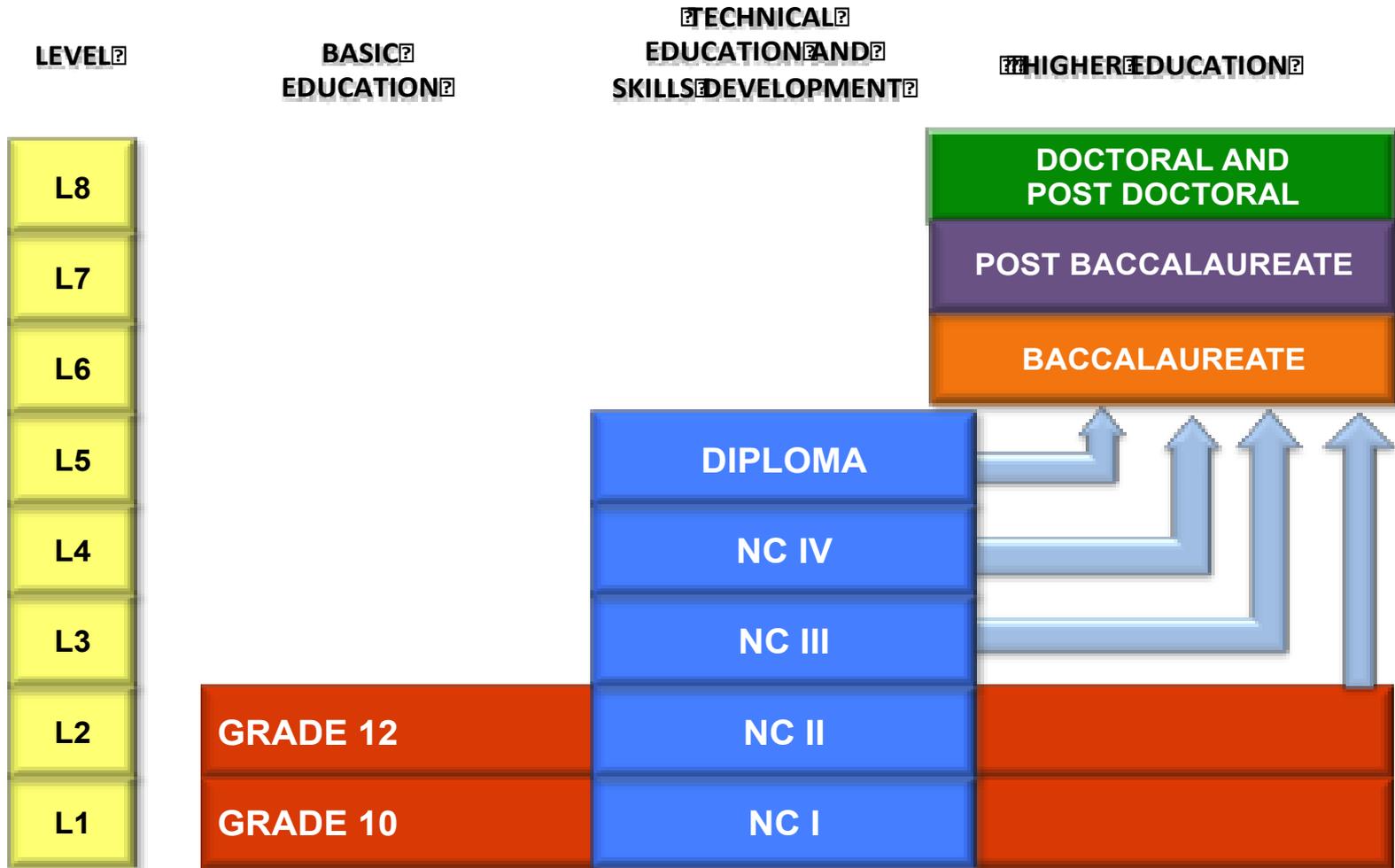


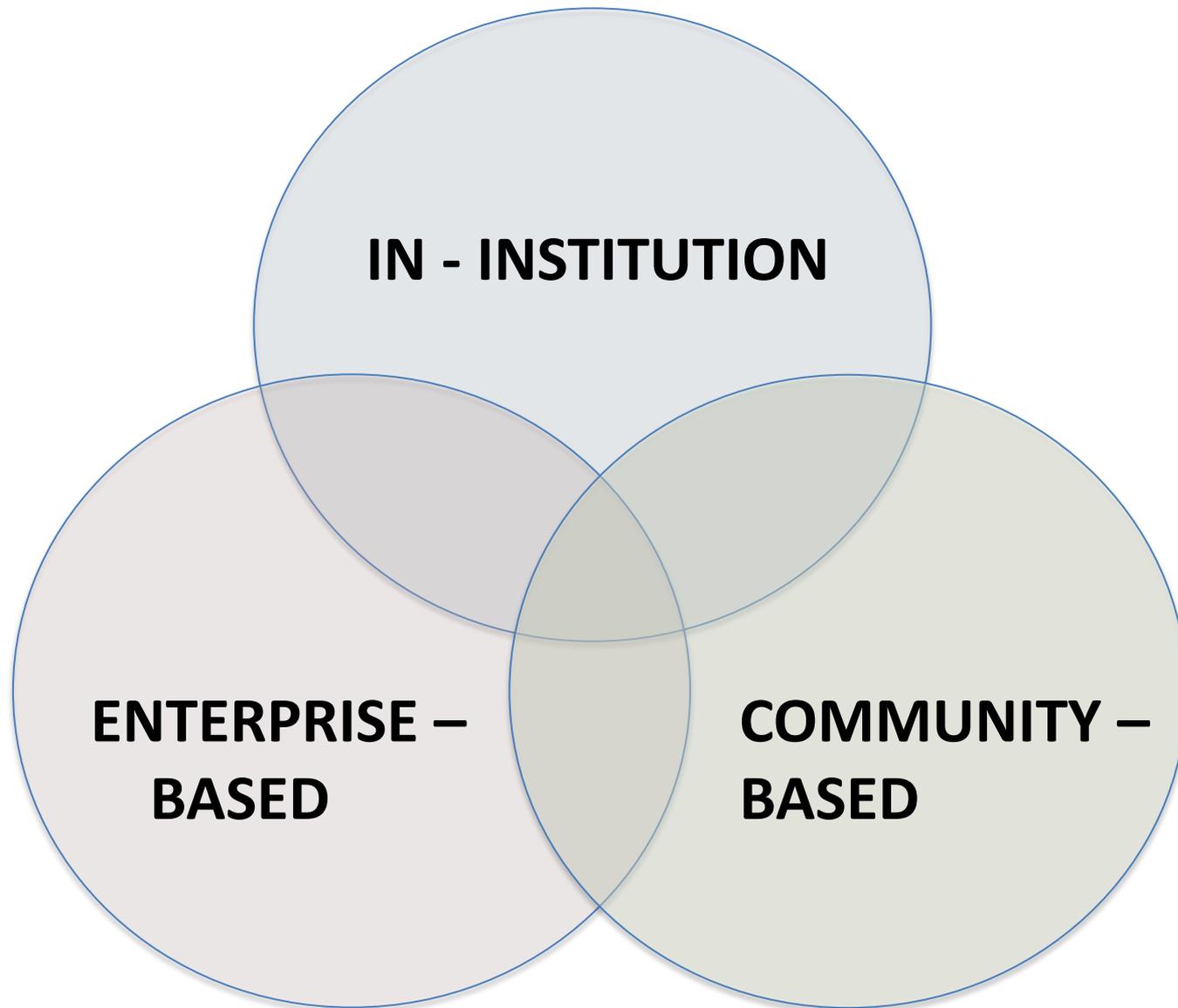
Training Regulations Development Process



TR FLOW

THE PHL QUALIFICATIONS FRAMEWORK





LEARNING PROVIDERS



. . . . technological skills coupled with creativity and innovation and adaptability to new technologies and opportunities.

. . . underpinning knowledge and skills for all the processes in the competency standards are being reviewed to adapt to the demand for workers who can show a wider knowledge base and at the same time, competencies in problem solving, critical thinking, innovation, communication including languages and are technology-savvy.

Research and Projects-based Learning

TRANSFORMATIONAL LEADERSHIP