



# TESDA *Policy Brief*

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Planning Office, TESDA

## TechVoc Policy Implications of the K to 12: Enhanced Basic Education

### I. Background

Republic Act No. 10533 Series of 2012, An Act Enhancing the Philippine Basic Education System by Strengthening its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes, to be known as the “Enhanced Basic Education Act of 2013”, was signed by President Benigno S. Aquino III on May 15, 2013.

Together with Republic Act No. 10157, An Act Institutionalizing the Kindergarten Education into the Basic Education System and Appropriating Funds Therefor, basic education in the country is now known as the K to 12, which includes Kindergarten and 12 years of elementary and secondary education. This was identified as one of the administration’s education agenda. This is best captured in the statement of President Benigno S. Aquino II, which reads:

“We need to add two years to our basic education. Those who can afford pay up to fourteen years of schooling before university. Thus, their children are getting into the best universities and the best jobs after graduation. I want at least 12 years for our public school children to give them an even chance of succeeding.” President Benigno S. Aquino III

### II. The K to 12 Program

The K to 12 Enhanced Basic Education Program will follow the K-6-4-2 model. The Kindergarten will be administered to five-year old pupils, Elementary schooling covering Grades 1 to 6 to 6 to 11 year old

pupils; Grades 7 to 10 to 12-15 year old Junior high school students and Grades 11 to 12 to 16-17 year old senior high school students. It is expected that graduates of high school who will take the TechVoc track will be equipped with employable competencies when they exit Grades 10 and 12.

The senior high school that consists of additional two (2) years is aimed at achieving the following:

- Consolidate academic skills and competencies and allow in-depth specialization for students depending on the occupation/ career track they wish to pursue;
- Skills and competencies relevant to the job market.

It is the right of the Filipino youth to have quality basic education and as such this is provided by government for free, in public schools; and subsidized in private schools through the Education Subcontracting Scheme (ESC).

In K to 12, those who will go through the 12-year program will get an elementary diploma (6 years), a junior high school diploma (4 years), and a senior high school diploma (2 years). A full 12 years of basic education will eventually be required for entry into tertiary level education.

With the implementation of K to 12 the Philippines will produce holistically developed learners who have 21st century skills and are prepared for higher education, middle-level skills development, employment and entrepreneurship.

### III. The Enhanced Basic Education Act and the corresponding Implementing Rules and Regulations capturing the provisions on TVET

RA No. 10533, Enhanced Basic Education Act	Implementing Rules and Regulations
<b>Sec. 5. Curriculum Development</b>	<b>Rule II. Curriculum</b>
<p>The DepEd shall formulate the design and details of the enhanced basic education curriculum. It shall work with CHED to craft harmonized basic and tertiary curricula for the global competitiveness of Filipino graduates. To ensure college readiness and to avoid remedial and duplication of basic education subjects, the DepEd shall coordinate with the CHED and <b>TESDA</b>.</p>	Section 10.1. Formulation and Design
	<p>Pursuant to Section 5 of the Act, the DepEd shall formulate the design and details of the enhanced basic education curriculum. The DepEd shall work with the CHED and <b>TESDA</b> to craft harmonized basic, tertiary and technical-vocational education curricula for Filipino graduates to be locally and globally competitive.</p>
<b>Section 6. Curriculum Consultative Committee</b>	Section 11. Curriculum Consultative Committee
<p>There shall be created a curriculum consultative committee chaired by the DepED Secretary or his/her duly authorized representative and with members composed of, but not limited to, a representative each from the CHED, the <b>TESDA</b>, the DOLE, the PRC, the Department of Science and Technology (DOST), and a representative from the business chambers such as the Information Technology – Business Process Outsourcing (IT-BPO) industry association. The consultative committee shall oversee the review and evaluation on the implementation of the basic education curriculum and may recommend to the DepED the formulation of necessary refinements in the curriculum.</p>	<p>Pursuant to Section 6 of the Act, a Curriculum Consultative Committee shall be created, to be chaired by the DepEd Secretary or his/her duly authorized representative, and with members composed of, but not limited to, a representative each from the CHED, <b>TESDA</b>, DOLE, PRC, the Department of Science and Technology (DOST), and a representative from business chambers such as the Information Technology – Business Process Outsourcing (IT-BPO) industry association. The Consultative Committee shall oversee the review and evaluation of the implementation of the enhanced basic education curriculum and may recommend to the DepEd the formulation of necessary refinements in the curriculum.</p>
<b>Section 7. Teacher Education and Training</b>	<b>Rule III. Teacher Qualifications, Training and Continuing Professional Development</b>
<p>To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepED and the CHED, in collaboration with relevant partners in government, academe, industry, and nongovernmental organizations, shall conduct teacher education and training programs</p>	<p>To ensure that the enhanced basic education program meets the demand for quality teachers and school leaders, the DepEd, CHED, and <b>TESDA</b> shall conduct teacher education and training programs, in collaboration with relevant partners in government, academe, industry, and non-governmental organizations. Such professional development programs shall be initiated, conducted and evaluated regularly throughout the year to ensure constant upgrading of teacher skills.</p>
<b>Section 8. Hiring of Graduates of Science, Mathematics, Statistics, Engineering and Other Specialists in Subjects With a Shortage of Qualified Applicants, Technical-Vocational Courses and Higher Education Institution Faculty.</b> Notwithstanding the provisions of Sections 26, 27 and 28 of Republic Act No. 7836, otherwise known as the “Philippine Teachers Professionalization Act of 1994”, the DepED and private education institutions shall hire, as may be	Section 13. Hiring of Other Teachers.

RA No. 10533, Enhanced Basic Education Act	Implementing Rules and Regulations
relevant to the particular subject.	
(b) Graduates of technical-vocational courses to teach in their specialized subjects in the secondary education: Provided, That these graduates possess the necessary certification issued by the <b>TESDA</b> : <i>Provided, further, That they undergo appropriate in-service training to be administered by the DepED or higher education institutions (HEIs) at the expense of the DepED;</i>	13.2. Graduates of technical-vocational courses to teach in their specialized subjects in the secondary education; Provided, That these graduates possess the necessary certification issued by <b>TESDA</b> ; <i>Provided, further, That they undergo appropriate in-service training to be administered by the DepEd or HEIs at the expense of the DepEd. The DepEd shall provide administrative support to private educational institutions for the in-service training of their teachers on the enhanced basic education curriculum."</i>
<b>Sec. 9. Career Guidance and Counselling Advocacy.</b>	<b>Rule V. Career Guidance and Counselling Advocacy</b>
To properly guide the students in choosing the career tracks that they intend to pursue, the DepED, in coordination with the DOLE, the <b>TESDA</b> and the CHED, shall regularly conduct career advocacy activities for secondary level students. Notwithstanding the provisions of Section 27 of Republic Act No. 9258, otherwise known as the "Guidance and Counselling Act of 2004, career and employment guidance counsellors, who are not registered and licensed guidance counsellors, shall be allowed to conduct career advocacy activities to secondary level students of the school where they are currently employed; <i>Provided, That they undergo a training program to be developed or accredited by the DepEd.</i>	Sec. 17. Career Guidance and Counseling Programs
	Consistent with Section 9 of the Act, to properly guide the students towards becoming productive and contributing individuals through informed career choices, the DepEd, in coordination with the DOLE, <b>TESDA</b> , CHED, PRC, NYC, industry associations, professional associations, and other relevant stakeholders, shall pursue programs that expose students to the world and value of work, and develop the capability of career counselors and advocates to guide the students and equip them with the necessary life skills and values.
	<p>Section 19. Career Advocates</p> <p>Notwithstanding the provisions of Section 27 of Republic Act No. 9258, otherwise known as the "Guidance and Counseling Act of 2004," career advocates shall be allowed to conduct career advocacy activities for secondary-level students of the schools where they are currently employed; Provided, That they undergo appropriate capacity building programs developed and implemented by the DepEd, in coordination with the DOLE, <b>TESDA</b>, CHED, PRC, NYC, student organizations, industry associations, guidance and counseling associations, professional associations, and other relevant stakeholders.</p> <p>Career advocacy may be conducted by career advocates and peer facilitators. Consistent with Section 9 of the Act, career advocates refer to career and employment guidance counselors who are not registered and licensed guidance counselors. Career advocates include homeroom advisers and teachers of all learning areas who will implement career advocacy activities. Peer facilitators are secondary-level students trained to assist career advocates in implementing career advocacy activities.</p>

RA No. 10533, Enhanced Basic Education Act	Implementing Rules and Regulations
<b>Section 12. Transitory Provisions</b>	<b>Rule VII. Transitory Provisions</b>
<p>The DepED, the CHED and the <b>TESDA</b> shall formulate the appropriate strategies and mechanisms needed to ensure smooth transition from the existing ten (10) years basic education cycle to the enhanced basic education (K to 12) cycle. The strategies may cover changes in physical infrastructure, manpower, organizational and structural concerns, bridging models linking grade 10 competencies and the entry requirements of new tertiary curricula, and partnerships between the government and other entities. Modeling for senior high school may be implemented in selected schools to simulate the transition process and provide concrete data for the transition plan.</p> <p>To manage the initial implementation of the enhanced basic education program and mitigate the expected multi-year low enrolment turnout for HEIs and Technical Vocational Institutions (TVIs) starting School Year 2016-2017, the DepED shall engage in partnerships with HEIs and TVIs for the utilization of the latter’s human and physical resources. Moreover, the DepED, the CHED, the <b>TESDA</b>, the TVIs and the HEIs shall coordinate closely with one another to implement strategies that ensure the academic, physical, financial, and human resource capabilities of HEIs and TVIs to provide educational and training services for graduates of the enhanced basic education program to ensure that they are not adversely affected. The faculty of HEIs and TVIs allowed to teach students of secondary education under Section 8 hereof, shall be given priority in hiring for the duration of the transition period. For this purpose, the transition period shall be provided for in the implementing rules and regulations (IRR).”</p>	Section 30. Implementation Mechanisms and Strategies.
	<p>Pursuant to Section 12 of the Act, the DepEd, CHED and <b>TESDA</b> shall formulate the appropriate strategies and mechanisms needed to ensure smooth transition from the existing ten (10) years basic education cycle to the enhanced basic education program. The strategies may cover, among others, changes in physical infrastructure, human resource, organizational and structural concerns, bridging models linking secondary education competencies and the entry requirements of new tertiary curricula, and partnerships between the government and other entities. Modeling for Senior High School (SHS) may be implemented in selected schools to simulate the transition process and provide concrete data for the transition plan following the guidelines set by the DepEd. The results of the SHS modeling program may be considered in the nationwide implementation of the SHS program in School Year 2016-2017.</p>
	Section 30.1 Partnership with HEIs and TVIs.
	<p>To manage the initial implementation of the enhanced basic education program and mitigate the expected multi-year low enrolment turnout for the HEIs and TVIs starting School Year 2016-2017, the DepEd shall engage in partnerships with the HEIs and TVIs for the utilization for the latter’s human and physical resources, and issue relevant guidelines on such partnerships. Moreover, the DepEd, CHED, <b>TESDA</b>, TVIS and HEIs shall coordinate closely with one another to implement strategies that will ensure the academic, physical, financial, and human resource capabilities of HEIs and TVIs to provide educational and training services for graduates of the enhanced basic education program to ensure that they are not adversely affected. The faculty of HEIs and TVIs allowed to teach students of secondary education under Sector 8 of the Act, shall be given priority in hiring for the duration of the transition period.</p>
Section 30.3. Effects of Initial Implementation of the Enhanced Basic Education Program on Industry Human Resource Requirements	
<p>The DOLE, CHED, DepEd, <b>TESDA</b> and PRC, in coordination with industry associations and chambers of commerce, shall develop a contingency plan, not later than the start of School Year 2015-2016, to mitigate the effects of the enhanced basic education program with respect to a potential reduction or absence of college graduates to meet the human resource</p>	

RA No. 10533, Enhanced Basic Education Act	Implementing Rules and Regulations
	<p>requirements of industry. The plan shall contain mitigation strategies for industries to adjust their employment policies as deemed necessary and expedient, and may include the adoption of other relevant programs or appropriate qualifications.</p> <p><b>Section 31. Labor and Management Rights</b></p> <p>In the implementation of the Act, including the transition period, the rights of labor as provided in the Constitution, the Civil Service Rules and Regulations, Labor Code of the Philippines, and existing collective agreements, as well as the prerogatives of management, shall be respected. The DOLE, DepEd, CHED and <b>TESDA</b> shall promulgate the appropriate joint administrative issuance, within sixty (60) days from the effectivity of this IRR, to ensure the sustainability of the private and public educational institutions, and the promotion and protection of the rights, interests and welfare of teaching and non-teaching personnel.</p> <p>For this purpose, the DOLE shall convene a technical panel with representatives from the DepEd, CHED, <b>TESDA</b> and representatives from both teaching and non-teaching personnel organizations, and administrators of the educational institutions.</p>
<p>Approved : May 15, 2013</p> <p>(signed)  <b>BENIGNO S. AQUINO III</b>  President of the Philippines</p>	<p>Approved: September 4, 2013</p> <p>(signed)  <b>BR ARMIN A. LUISTRO FSC, Secretary, DepEd</b>  <b>DR. PATRICIA B. LICUANAN, Chairperson, CHED</b>  <b>SEC. JOEL J. VILLANUEVA, Director General, TESDA</b></p>

#### IV. Implications of the K to 12 Program to Tech Voc

The passage of the Enhanced Basic Education will undeniably impact on technical vocational education and training (TechVoc). TESDA has a vital role to play. Some are as follows:

1. The introduction of TechVoc education in Grades 7 and 8 to all junior high school is the exploratory phase where common competencies such as *use hand tools, perform mensuration and calculation, interpret plans and drawings, perform shop maintenance and practicing occupational health safety* will be included in the curriculum. TESDA's standards and learning materials are integrated in the curriculum of
2. Grades 7 and 8 to expose the students before they decide on the different career tracks. One of the four (4) tracks is TechVoc, with qualifications at the levels of National Certificate (NC) I and II shall be taken in Grades 9 to 12. This will ensure that students taking the TechVoc track have employable skills when they exit Grade 10 ( for NC I) and Grade 12 (for NC II).
3. Basic education schools (public and private) that will offer the TechVoc track may establish their own facilities/workshops or adopt partnering schemes according to the guidelines that will be agreed upon by both DepEd and TESDA.

Partnering with Technical Vocational Institutions (TVIs) for the use of the workshops/laboratories, trainers, provision of senior high school program, and other arrangements shall be pursued between and among DepEd schools and TVIs.

At the onset, TESDA needs to develop doable policies and strategies in support to the K to 12 program and considerably address challenges to TechVoc. As this necessitates major implications to the whole Philippine education system, the following are inputs for consideration:

1. Ensure relevance of the outcomes of the education system to labor market. TechVoc qualifications will have to be responsive to area demand for employability. TESDA and DOLE shall provide these Labor Market Information (LMIs) for DepEd's consideration. DepEd and TESDA field offices will have to work together to identify the possible TechVoc qualifications to be offered in Grades 9 to Grade 12, on a per province basis, at the very least. These should be mapped out based on estimates on the number of students per grade level per qualification. The mapping shall take into consideration the possible TVIs that the DepEd schools can partner with.
2. Assure quality by setting standards for program content and program providers. The Training Regulations shall serve as inputs or guide to the curriculum to be developed by DepEd. The challenge for TESDA is to improve efficiency in developing training standards that are area-based and sector-specific.
3. Sustain value by establishing standards and processes for assessment and certification for high school students, in collaboration with DepEd. The number of completers of Grade 10 and Grade 12 shall have to be estimated to ensure responsiveness and timeliness of the assessment and certification system.
4. Assist DepEd in expanding the pool of certified technology and livelihood education (TLE) trainers. The magnitude of trainers to be provided intervention for trainers qualification will be necessary inputs to the Trainers' capability development programming. DepEd shall provide TESDA the appropriate number and type of trainers required.
5. Use of elearning or blended learning to increase access to quality TechVoc program. Alternative learning systems including the training of facilitators of learning shall be implemented by DepEd, in collaboration with TESDA.
6. Design and implement career advocacy program that will effectively help students and their parents to decide on the different career tracks of the high school program.
7. Development of higher level qualifications to provide progression choices for high school graduates to move towards middle-level/TechVoc careers. Also, since NC I and NC II are integrated in K to 12, the post-secondary levels NC III, IV, and Diploma of the Philippine Qualifications Framework (PQF) shall have to be pursued.

