

# IMPLEMENTING THE PHILIPPINE QUALIFICATIONS FRAMEWORK

*Role of TVET in Bridging Quality Education and the World of Work*

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# **Presentation Outline**

- A. Challenges in Education and Work**
- B. Why we need a PQF**
- C. Initiatives in PQF Implementation**
- D. Way Forward: Making the PQF Work**



“Skills are the new global currency. They are the foundation of innovation and the engine of industry. Skills are more valuable than oil, more enduring than gold, and more transformative than any technology.”

**Pres. FERDINAND “BONGBONG” MARCOS, JR.**

By 2030,

**170M Jobs**

globally will be created, offset by

**92M Jobs** to be Displaced

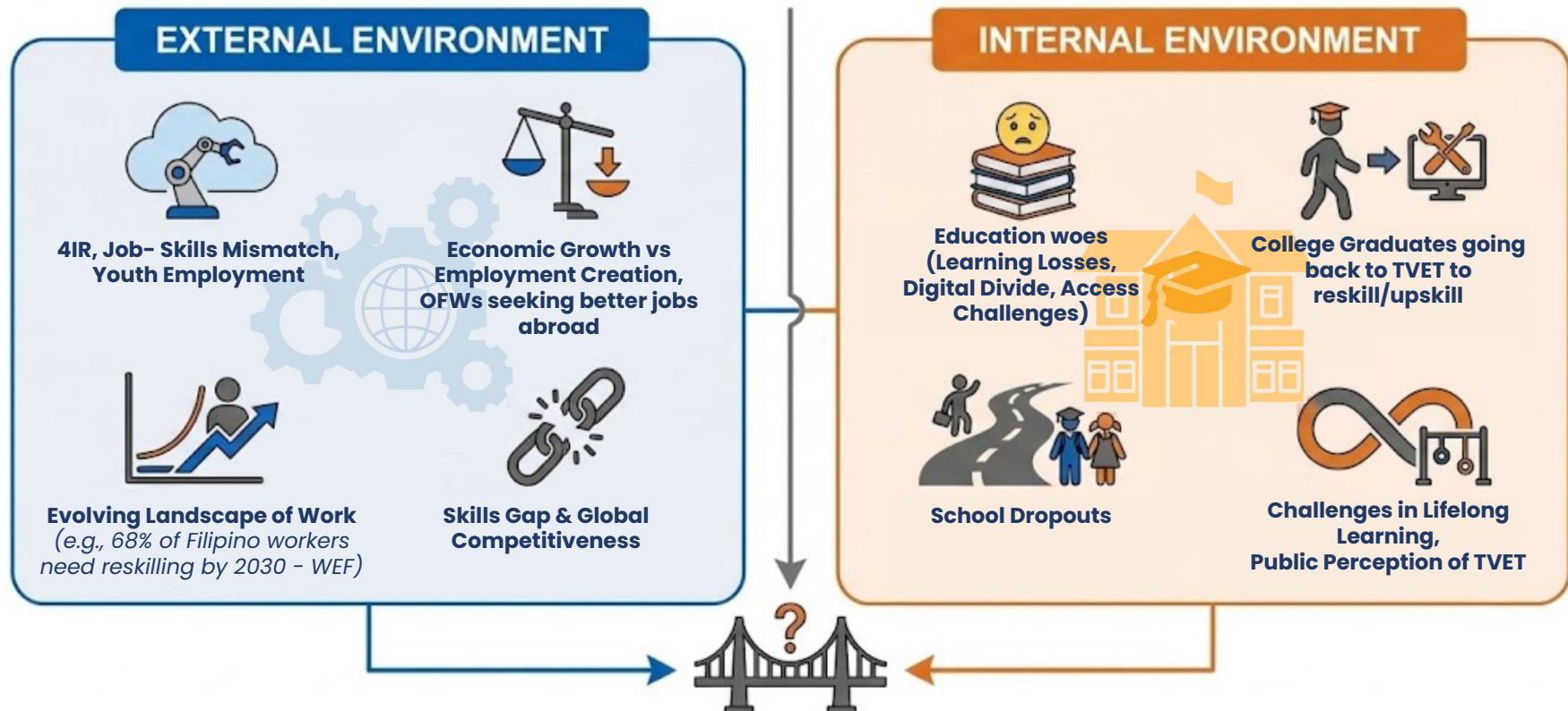
**38%**

of Filipino Workers core skills will change

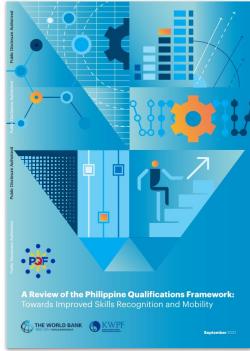
*(WEF Future of Jobs Report 2025)*



# Challenges in Education and Work



Addressing the Divide: Bridging Education and Employment



The **PQF** is critical for ensuring skills mobility and labor productivity as an integral part of the country's growth strategy.

It is essential for the "**transnational**" recognition of Filipino workers. Without the PQF, degrees or training certificates from the Philippines are often undervalued abroad (World Bank, 2021).

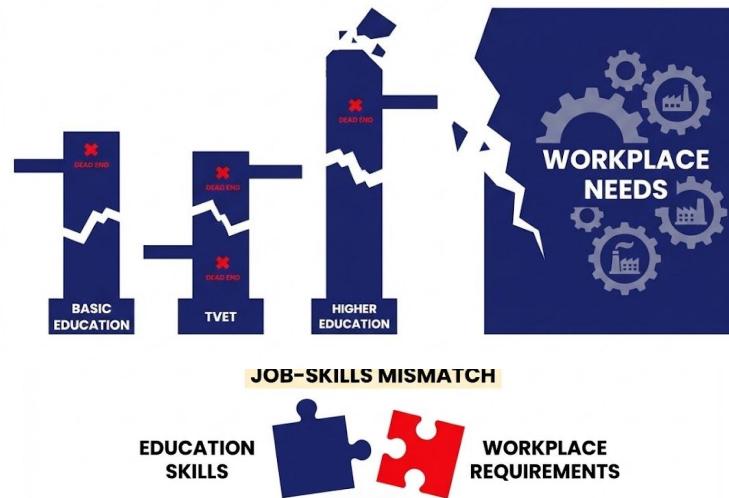


PQF is the **critical structural reform needed to solve the 'coordination failure' between education agencies** and to guarantee that **Filipino graduates meet globally recognized standards of competency.** (EDCOM 2, 2024)

The PQF serves as a **Bridge between education and employment**, **Reducing skills mismatches**, and **Equipping Filipinos with globally recognized qualifications** that enhance both **domestic productivity** and **international mobility** (World Bank, 2021).

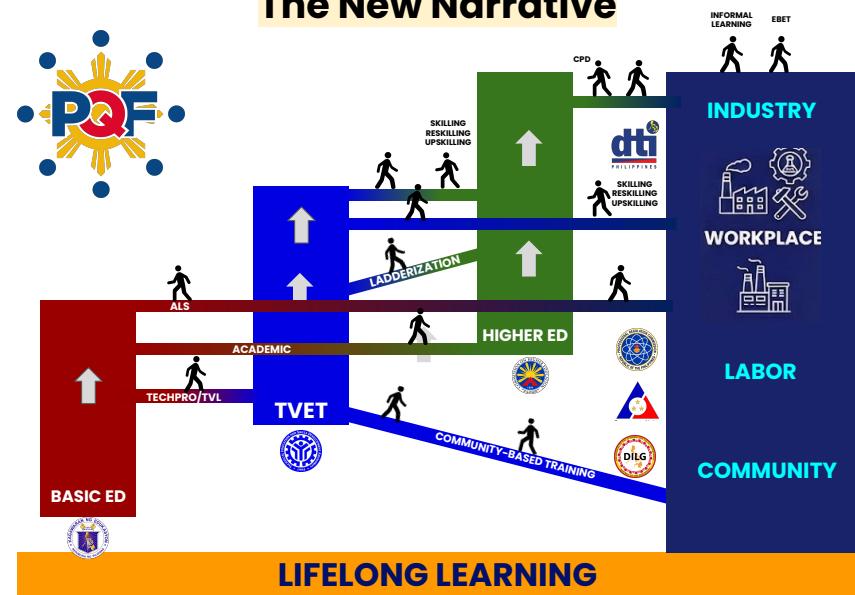
PQF is the central foundation in building pathways across Education And Lifelong Learning, and strengthening worker mobility in the country and abroad

### The Old Narrative



VS

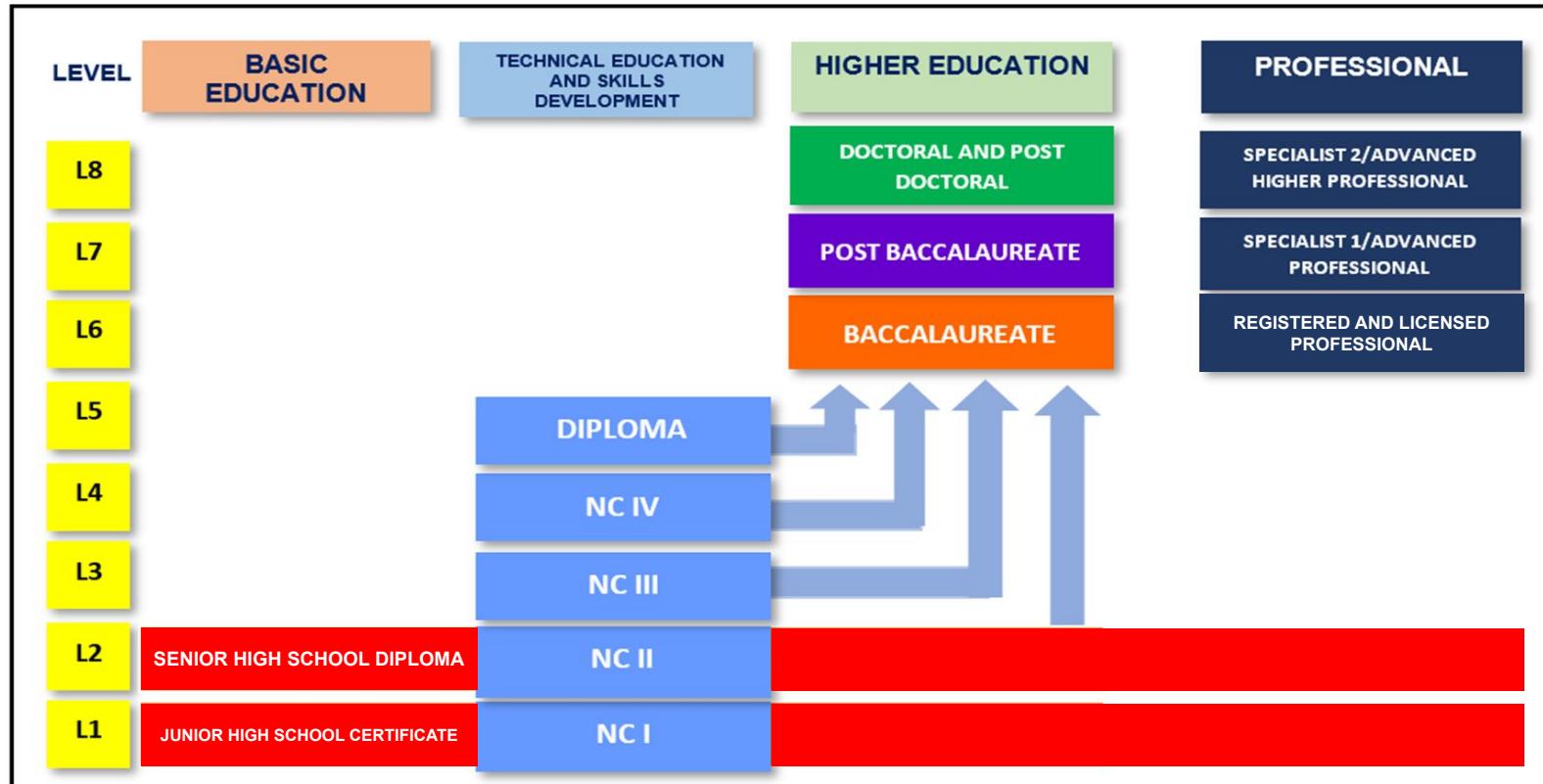
### The New Narrative



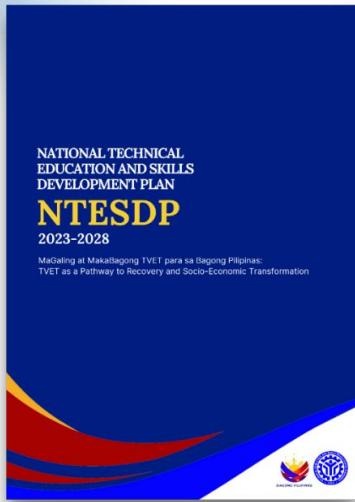
PQF as the **central foundation**, with **TVET** as a crucial component in creating **pathways between education and work**

# The Philippine Qualifications Framework (PQF)

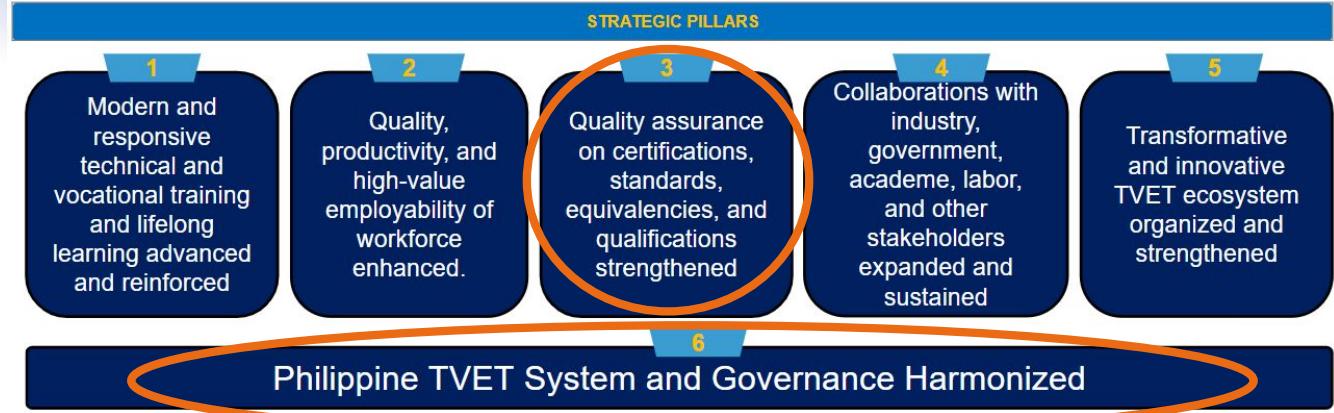
Republic Act No. 10968



As per PQF-NCC Resolution No. 2025-01 adopted on 10 January 2025, during the 12th PQF-NCC Meeting



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



<b>01</b>  <b>Access to TVET</b> Expand access to training programs through scholarships and free assessment, to enhance employability of TVET graduates	<b>04</b>  <b>Demand-Driven and Data-Driven TVET</b> Strengthen partnership with industry to align training programs with market needs, and enhance labor market intelligence and evidence-based TVET programming	<b>07</b>  <b>Global Competitiveness, and Good Housekeeping</b> Enhance global competitiveness of TVET graduates, by aligning TVET programs with international standards, improve internal processes to increase efficiency in program implementation
<b>02</b>  <b>Behavior and Mindset Change</b> Cultivate a dynamic organizational culture, instill growth mindset among internal and external stakeholders to enhance efficiency and quality of TVET programs, to change public perception of TVET as "second-rate" education	<b>05</b>  <b>Employment Outcomes</b> Enhance employability and facilitate employment and career progression of TVET graduates	<b>08</b>  <b>Harmonization with SHS Curriculum, Ladderization with Higher Education, and Lifelong Learning Pathways</b> Enhance employability of SHS graduates by integrating TVET standards in SHS curriculum, and enable multiple learning and career pathways through ladderization programs
<b>03</b>  <b>Competency Standards and TRs for New and Higher-Level Qualifications</b> Develop training courses for high-skill jobs, and promote workforce agility amidst a changing job market	<b>06</b>  <b>Flexible Learning, and Facilities</b> Enable different learning modalities and improve quality of TVET programs through immersive experience and use of adequate facilities and appropriate technology	

# TESDA programs and initiatives

GOVPH Home About PhQuaR Qualifications Publication Search

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

**PHQuaR Website**



 K-GALING

Key to Groundbreaking AI Learning for Instructional Network Generation

**AI Course Builder**



# TESDA programs and initiatives



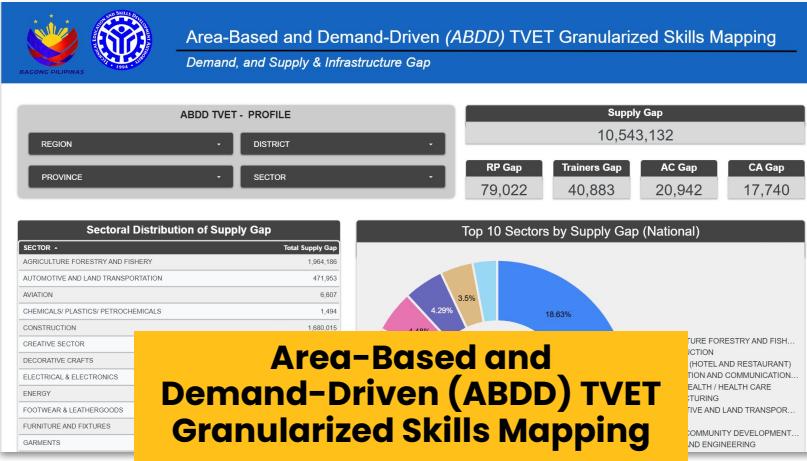
**Republic Act No. 12063**  
Enterprise-Based Education  
and Training (EBET) Act



[ REPUBLIC ACT NO. 12313 ]

AN ACT INSTITUTIONALIZING THE LIFELONG LEARNING DEVELOPMENT FRAMEWORK, BROADENING THE MANDATE OF THE PHILIPPINE QUALIFICATIONS FRAMEWORK - NATIONAL COORDINATING COUNCIL (PQF-NCC), AMENDING FOR THE PURPOSE REPUBLIC ACT NO. 10968, OTHERWISE KNOWN AS THE "PQF ACT", APPROPRIATING FUNDS THEREFOR AND FOR OTHER PURPOSES

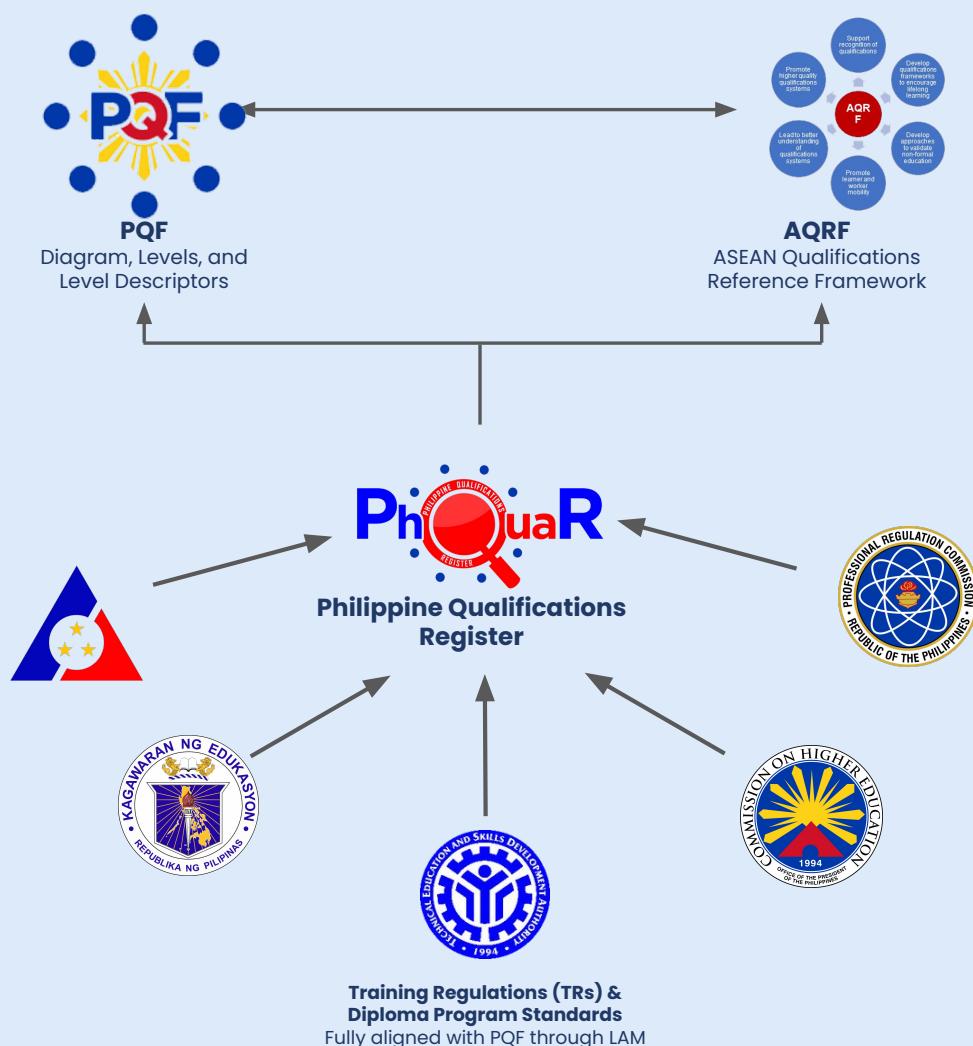
*Be it enacted by the Senate and House of Representatives of the*  
**Republic Act No. 12313**  
Lifelong Learning Development  
Framework (LLDF) Act



**Area-Based and  
Demand-Driven (ABDD) TVET  
Granularized Skills Mapping**



# Philippine Qualifications Register (PhQuaR)



# Building Educational and Career Pathways



## Micro-credentialing

### TESDA's Strategic Response

Targeted certifications for specific, in-demand skills.



#### Bridging Skill Gaps

Aligning TVET with labor market demands caused by emerging technologies/skills.



#### Portable Credentials

Enabling stackable and modular pathways for career advancement.



#### Demand-Driven TVET

Responding to regional needs and stakeholder requirements.

### Why Micro-Credentialing Matters



#### RAPID SKILL ACQUISITION

Empower individuals with rapid, targeted skill acquisition.



#### WORKFORCE RELEVANCE

Ensure workforce relevance in a dynamic global economy.



#### CONTINUOUS GROWTH

Promote lifelong learning and continuous career growth



#### FLEXIBLE ECOSYSTEM

Create a flexible and responsive learning ecosystem



#### AGILE WORKFORCE

Building a more agile, resilient, and skilled workforce.

**Micro-credentialing** provides a **flexible and modular approach to learning**, enabling workers to quickly gain industry-relevant skills and certifications that **boost employability** and **career growth**.

# Building Educational and Career Pathways



## Diploma Programs

**PQF Level 5 TVET Programs** that produce industry-ready technologists with strong applied technical competencies and 21st-century skills for a rapidly evolving work environment.



**844** Existing Recognized Diploma Programs  
(**190** newly recognized this 2025)



**7** Diploma Program Standards for Promulgation

- Hospitality (Supervision and Administration) Technology
- Travel and Tourism Operations (Supervision and Administration) Technology
- Culinary Arts (Supervision and Administration) Technology
- Restaurant Operations (Supervision and Administration) Technology
- Healthcare Technology
- Microelectronics Technology
- Semiconductor Assembly and Test Process Technology

Data Source: TESDA Qualifications and Standards Office (as of November 2025)

### Pathway for:



**Employment** – Ready for industry roles requiring applied technological expertise



**Lifelong Learning** – Seamless progression to higher education through credit transfer



**Career Progression** – Advancement into higher-level, supervisory, or technical leadership roles



**Self-Employment** – Ready to build and scale their own startups and enterprises

### Alignment with International Accreditation:



**Accreditation of Engineering Technology Diploma Programs with Sydney Accord**

# Building Educational and Career Pathways



## Ladderization and Philippine Credit Transfer System (PCTS)

CHED-TESDA JMC 01 S. 2023

### **IGs on PCTS signed by CHED and TESDA**

- Agrobiosystems Engineering
- Dental Hygiene and Doctor of Dental Medicine

### **IGs currently being finalized**

- Midwifery
- Nutrition and Dietetics
- Pharmacy

### **IGs currently being developed**

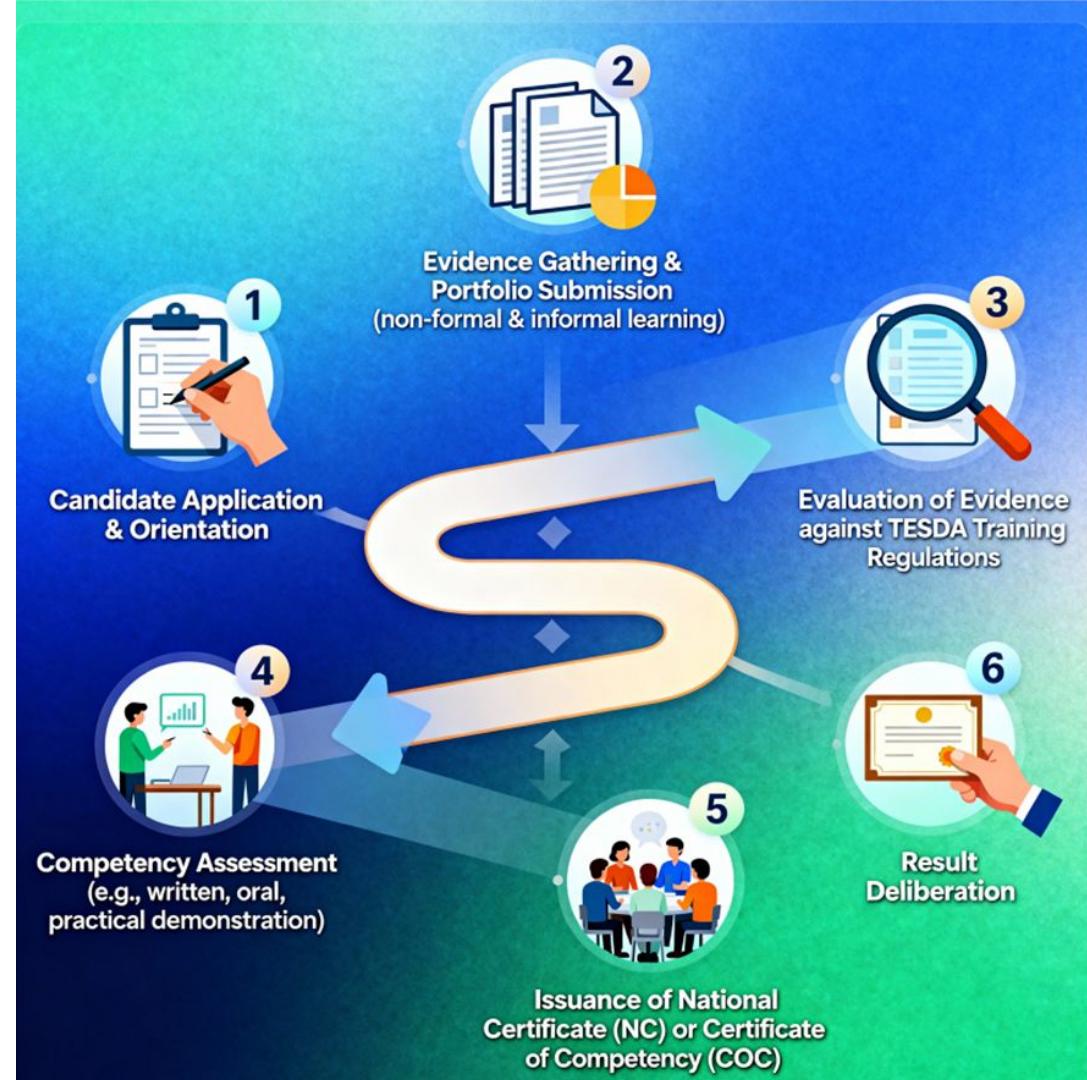
- Early Childhood Care and Development
- Radiologic Technology
- Engineering Programs

### **TESDA-led Initiative (Credit Arrangement on the Articulation and Credit Transfer of TVET Diploma Programs to Higher Education)**

- **427** PQF Level 5 Programs with Credit Arrangement to Higher Education Programs in sectors of Tourism, ICT, Agriculture, Health, Electrical and Electronics, and Automotive. (Institution-to-Institution Agreements)
- **Average of Six Semesters** worth of Credits are being credited

# Building Educational and Career Pathways

## Recognition of Prior Learning (RPL)



# International Alignment and Recognition



International  
Labour  
Organization

## Mutual Recognition of Skills

### Warehousing Services NC II



### HEO (Forklift) NC II





# THE WAY FORWARD

## in Operationalizing PQF through TVET



### FOUNDATION: Harmonization & Collaboration



Inter-education  
and agency  
forum and  
collaboration

### STANDARDS & FRAMEWORKS

Review of PQF  
Descriptors  
(NRC, Sec)



Building Skills  
Taxonomy  
(aligned with  
PSOC)



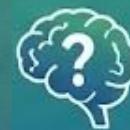
Aligning with  
Dublin, Sydney  
Accords



Vision of a  
National  
TVET  
University



VISION & DESTINATION



What do we  
do with AI?



Operationalized Skills  
Passport System  
(contribution to the whole  
education system)

Sa TESDA,  
**Kayang Kaya**





# THANK YOU

**Technical Education and Skills Development Authority (TESDA)**

Office the Deputy Director General for Policies and Planning

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*Sa TESDA,*  
**KayangKaya**