



Making Reforms Work:
Quality Assurance and Demand-Driven
Strategy in the SHS Tech-Pro Track

Introduction and Context Setting: SHS TVL SITUATIONER

“Work-readiness” as a mandate from RA 10533

S. No. 3286
H. No. 6643

Republic of the Philippines
Congress of the Philippines
Metro Manila

Fifteenth Congress

Third Regular Session

Begun and held in Metro Manila, on Monday, the twenty-third
day of July, two thousand twelve.

[REPUBLIC ACT NO. 10533]

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

Be it enacted by the Senate and House of Representatives of the
Philippines in Congress assembled:

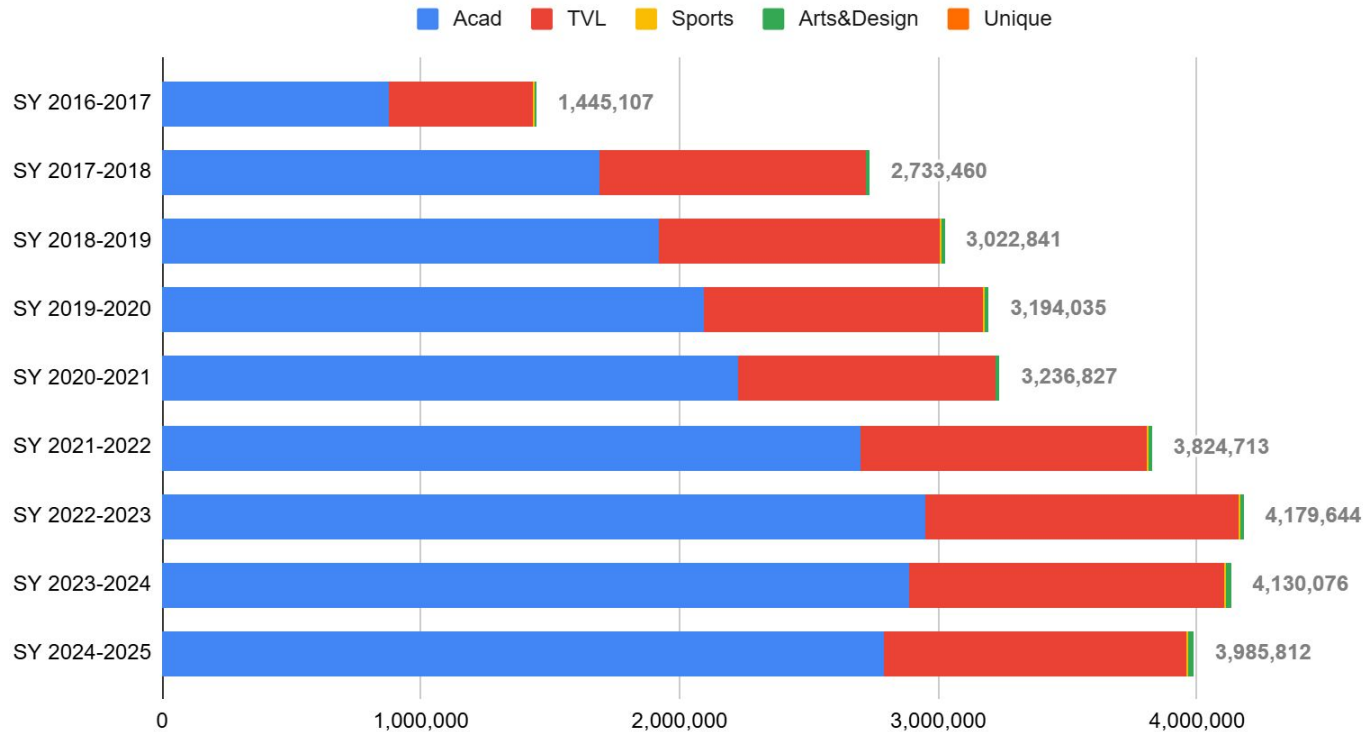
SECTION 1. *Short Title.* – This Act shall be known as
the “Enhanced Basic Education Act of 2013”.

SEC. 2. *Declaration of Policy.* – The State shall
establish, maintain and support a complete, adequate, and
integrated system of education relevant to the needs of the
people, the country and society-at-large.

Section 2 (b)

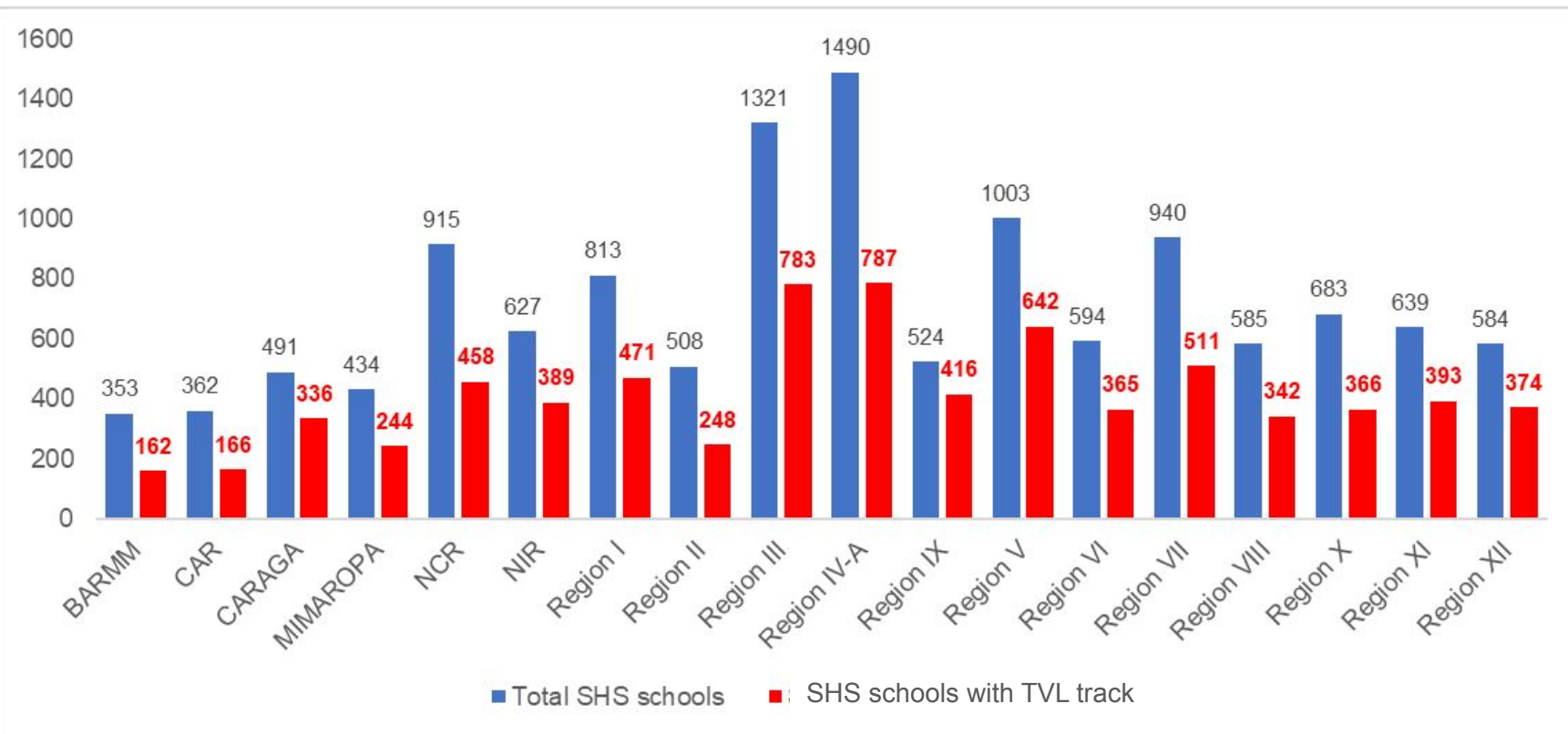
*Broaden the goals of high school education for
college preparation, **vocational and technical
career opportunities** as well as creative arts,
sports and **entrepreneurial employment** in a
rapidly changing and increasingly globalized
environment;*

On the average, 31.41% of SHS learners enroll in TVL.



A total of 7,453 schools offer SHS TVL.

This is equivalent to 57.93% of all SHS schools in the country.

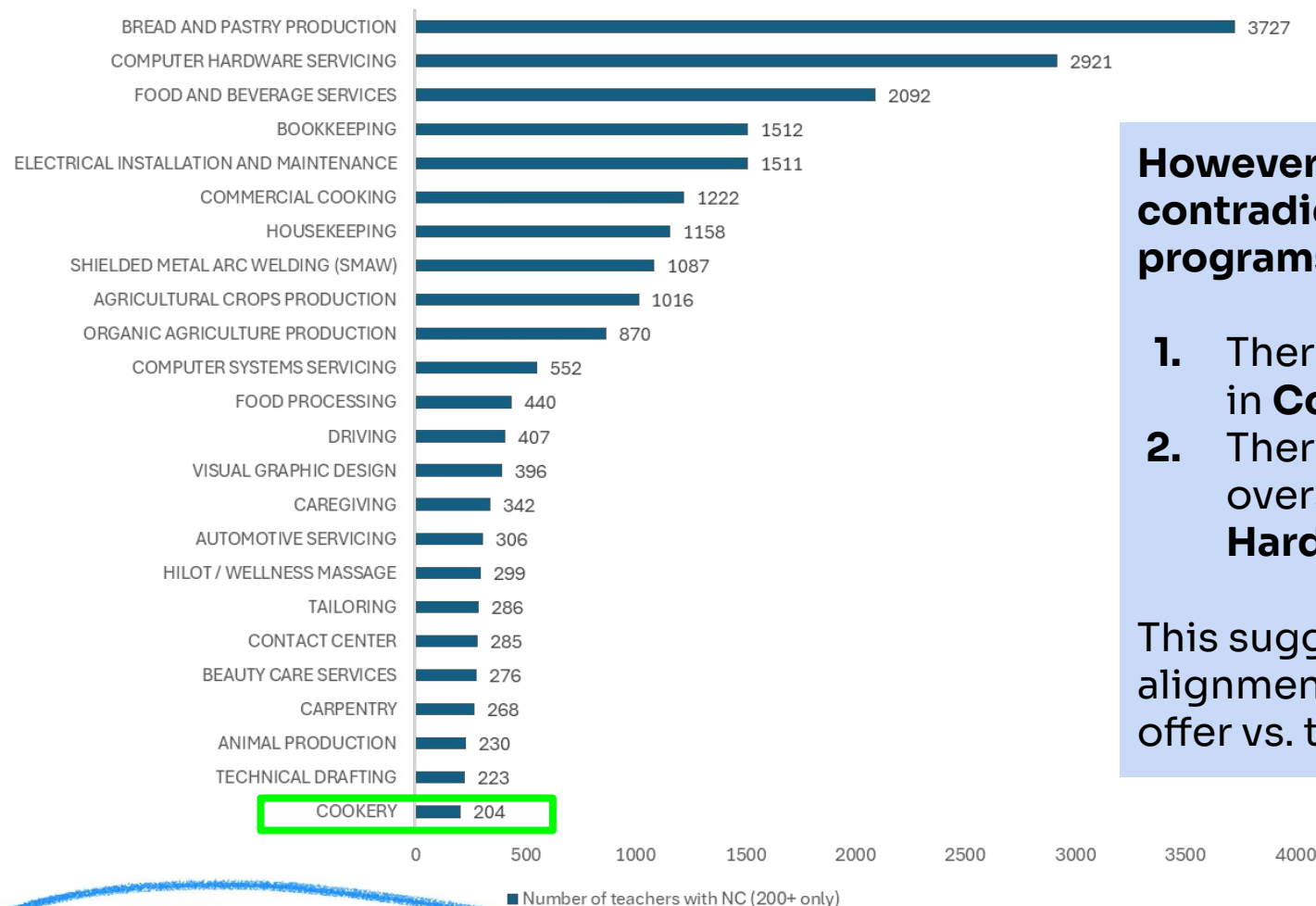




DepEd used to offer 118 TVL programs, but this has been streamlined to just 50 priority electives for SHS TechPro.

Half of our TVL schools offer **tourism-related** programs; this is followed by **ICT and electronics** programs

Most of the offerings are **TESDA-aligned** but are **NC II level only.**



However the teacher supply contradicts the data on top programs offered.

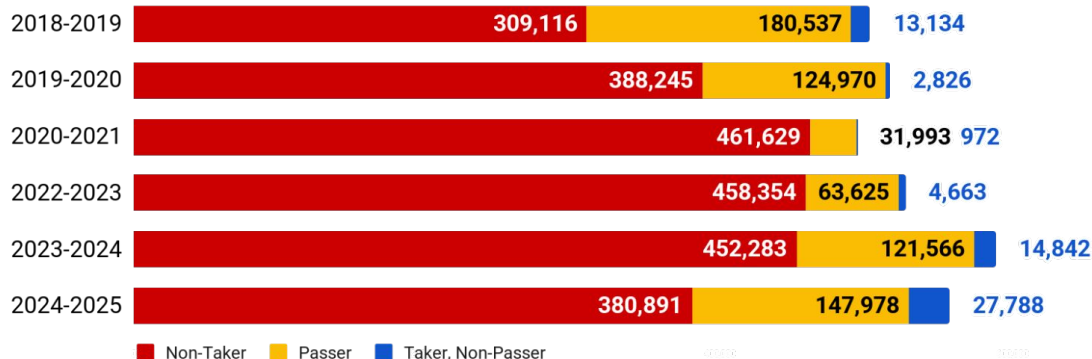
1. There is an undersupply in **Cookery NC II**
2. There is a possible oversupply in **Computer Hardware Servicing**

This suggests lack of alignment between what we offer vs. teachers we have.

Outcome slide 1: NC certified graduates across the years

- The number of SHS-TVL learners taking the national certificate assessment remains low, **averaging 21% since SY 2018-2019.**
- The low assessment rate was **partly attributed to the assessment cost**, which is paid for by the learners themselves.
- **There are few NC 3 and 4 programs available for continued upskilling of SHS-TVL graduates.**

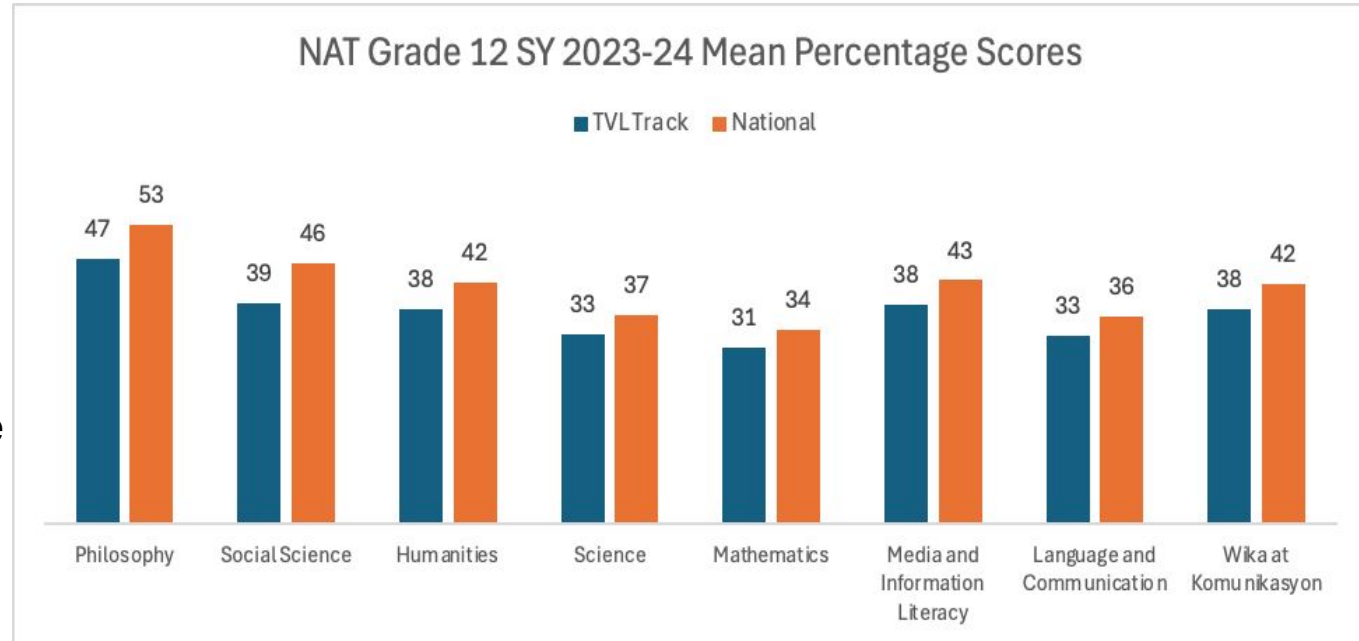
Share of Takers & Passers for SHS-TVL Track, G12



School Year	TVL Enrollment	Taker	% Taker (of Learners)	Passer	% Passer (of Takers)
2018-2019	502,787	193,671	38.52%	180,537	93.22%
2019-2020	516,041	127,796	24.76%	124,970	97.79%
2020-2021	494,594	32,965	6.67%	31,993	97.05%
2021-2022	508,233	NO DATA			
2022-2023	526,642	68,288	12.97%	63,625	93.17%
2023-2024	588,691	136,408	23.17%	121,566	89.12%
2024-2025	556,657	175,766	31.57%	147,978	84.2%

Outcome slide 2: Grade 12 NAT scores for TVL

- Grade 12 learners in the **TVL Track** are, on average, **underperforming** compared to the national average in core learning areas
- Largest difference is noted in **Social Science** (7 pts)



Outcome slide 3: Labor-market outcomes

Underemployment rate is highest among TVET graduates, while unemployment rate is high among SHS graduates.

Table 4: Labor Force Indicators by Educational Attainment Philippines, October 2022 (in percentage)

Indicator	Total	No Formal Schooling	Elem and HS	Senior HS Graduate	TVET Graduate	College Units	College Graduate	Post Graduate
Labor Force Participation	70.3	72.9	71.1	41.9	85.8	53.0	85.8	96.2
Employed	95.5	98.6	96.8	84.1	93.0	94.8	93.0	96.7
Unemployed	4.5	1.4	3.2	15.9	7.0	5.2	7.0	3.3
Underemployed	15.2	19.0	17.6	13.4	20.5	12.1	8.6	7.9

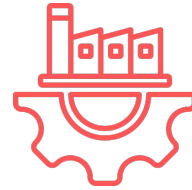
Pivot to “Technical Professional”

The Strengthened Senior High School pilot implementation as the jump off point for reform

Why call it the “Technical Professional” track?



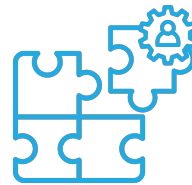
Emphasis on
Professional
Readiness



Industry
Alignment
& Higher
Certification



Elevate
Positive
Perception



Addressing
Employment
Gaps

The Strengthened Senior High School Program

Vision for the Reform

Streamlining tracks and subjects to enhance clarity and efficiency.



Expanding student choice to align education with individual aspirations

Enhancing employability by aligning education with industry needs.

Establishing stackable and seamless learning pathways for continued academic and career growth.



Key Features of the Strengthened Senior High School Program

1. Two tracks only: Academic & TechPro (previously TVL)
2. Five core subjects
3. Streamlined and updated electives
4. Updated time allotment
5. Choice of subject based on student exit and plans, not tracks

The Strengthened Senior High School Program

Harness the Totality of the Filipino

- Decongest the SHS curriculum
- Empower graduates for **employment**
- Enhance **work immersion program** for SHS learners
- Fund and support the **assessment and certification of our SHS-TVL graduates**



"Our system of education must be strategically calibrated to make sure that our youth are not only taught to become literate; but, it must also consciously develop them into problem-solvers, and into critical thinkers – hungry for success and ready for the future!"

- President Ferdinand Marcos, Jr. during his 3rd State of the Nation Address



The Strengthened Senior High School Program

STRUCTURE

① Two tracks only: Academic & TechPro (previously TVL)

Electives related to Arts & Design and to Sports will still be offered, but they will be categorized under the Academic track.

Current **4** Tracks

Academic
ABM STEM HUMSS GAS

Sports

Technical-Vocational-
Livelihood

Arts and Design



Pilot **2** Tracks

Academic

Technical Professional (TechPro)

The Strengthened Senior High School Program

SUBJECTS

2 Five core subjects

The core subjects have been streamlined, from 15 to 5, and aligned with GE subjects.

15 Current SHS Core Subjects

- Oral Communication
- Reading and Writing Skills
- 21st Century Literature from the Philippines and the World
- Media and Information Literacy
- Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino
- Pagbasa at Pagsuri ng Iba't-ibang Teksto Tungo sa Pananaliksik
- Personal Development
- Physical Education (Fitness, Sports, Dance, Recreational Activities)/HOPE
- General Mathematics
- Statistics and Probability
- Earth and Life Science (for STEM: Earth Science)
- Physical Science (for STEM: Disaster and Risk Reduction Management)
- Understanding Culture, Politics, and Society
- Contemporary Philippine Arts from the Regions
- Introduction to Philosophy of the Human Person/Pambungad sa Pilosopiya ng Tao

5 Core Subjects

-  Effective Communication / *Mabisang Komunikasyon*
-  Life and Career Skills
-  General Mathematics
-  General Science
-  *Pag-aaral ng Kasaysayan at Lipunang Pilipino*

Alignment with CHED GE Subjects

-  Purposive Communication
-  Understanding the Self
-  Mathematics in the Modern World
-  Science, Technology and Society
-  Readings in Philippine History

The Strengthened Senior High School Program

SUBJECTS



3 Streamlined and updated electives

The new subjects (electives) are grouped into the following clusters:

Clusters of Electives

Academic

- Arts, Social Sciences, and Humanities
- Business and Entrepreneurship
- Science, Technology, Engineering, and Mathematics (STEM)
- Sports, Health, and Wellness
- Field Experience

TechPro

- Aesthetic, Wellness, and Human Care
- Agri-Fishery Business and Food Innovation
- Artisanry and Creative Enterprise
- Automotive and Small Engine Technologies
- Construction and Building Technologies
- Creative Arts and Design Technologies
- Hospitality and Tourism
- ICT Support and Computer Programming Technologies
- Industrial Technologies
- Maritime Transport

Subjects are grouped into clusters to help schools efficiently organize teachers and learning resources. However, clusters are not the same as strands because schools are not required to offer all electives within a cluster, and students can choose electives across multiple clusters.

The Strengthened Senior High School Program

TIME ALLOTMENT

④ Updated time allotment

The time allotment for the core and electives have been revised to better meet the requirements of the curriculum.

Core
160 hrs
offered in one year/
two semesters

Academic Electives
80 hrs
in one semester

Field Exposure
160-320 hrs
in one semester

Gr11 TechPro Electives
320 hrs
in one year

Gr12 TechPro Electives
320 hrs
in one semester

Work Immersion
320-640 hrs

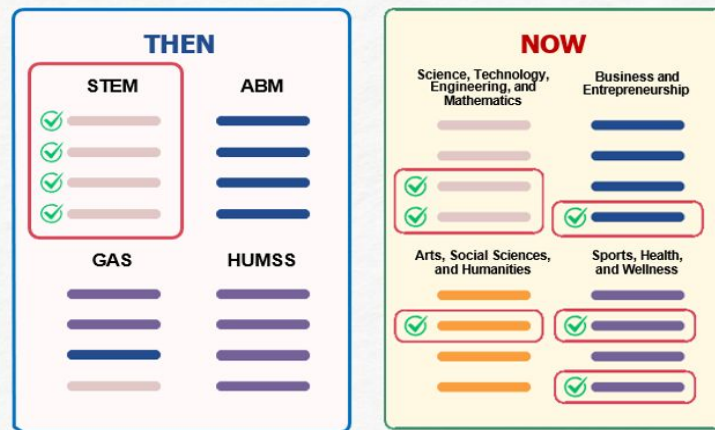
The Strengthened Senior High School Program

STRUCTURE

5 Choice of subject based on student exit and plans, not tracks

In the previous structure of the SHS curriculum, apart from the core subjects that are taken by all, students take applied and specialized subjects based on their track and strands.

In the new curriculum, students can take up any subject from any of the clusters of subjects offered by their school. Students may also take subjects from the other strand (i.e., TVL track, if they are in the Academic track, and vice-versa). This flexibility is called the “doorway option.”



50 Electives under SHS Techpro



TVL Specialization should be offered based on learners' preference, national and regional priorities, industry and school capacity (DO 54, s. 2022)

Aesthetic, Wellness, and Human Care

1. Aesthetic Services (Beauty Care) (NC II)
2. Barbering Services (NC II)
3. Caregiving (Adult Care) (NC II)
4. Caregiving (Child Care) (NC II)
5. Hairdressing Services (NC II)
6. Wellness Services (Hilot/Massage) (NC II)

Agri-Fishery Business and Food Innovation

1. Agricultural Crops Production (NC II)
2. Agro-Entrepreneurship (NC II)
3. Aquaculture (NC II)
4. Fish Capture (NC II)
5. Food Processing (NC II)
6. Organic Agriculture Production (NC II)
7. Poultry Production (Chicken) (NC II)
8. Ruminants Production (NC II)
9. Swine Production (NC II)

Artisanry and Creative Enterprise

1. Garments and Artisanry (NC II)
2. Handicrafts (Weaving) (NC II)

Automotive and Small Engine Technologies

1. Automotive Servicing (Electric Repair) (NC II)
2. Automotive Servicing (Engine and Chassis Repair) (NC II)
3. Driving and Automotive Servicing (Driving NC II and Automotive Servicing I)
4. Motorcycle and Small Engine Servicing (NC II)

Construction and Building Technologies

1. Carpentry (NC I and II)
2. Construction Operation (NC I and II)
3. Manual Metal Arc Welding (NC I and/or NC II)
4. Technical Drafting (NC II)

Creative Arts and Design Technologies

1. Animation (NC II)
2. Illustration (NC II)
3. Visual Graphic Design (NC III)

Hospitality and Tourism

1. Bakery Operations (NC II)
2. Events Management Services (NC III)
3. Food and Beverage Operations (NC II)
4. Hotel Operations (Front Office Services) (NC II)
5. Hotel Operations (Housekeeping Services) (NC II)
6. Kitchen Operations (NC II)
7. Tourism Services (NC II)

ICT Support and Computer Programming Technologies

1. Broadband Installation (NC II)
2. Computer Programming (.Net Technology) (NC II)
3. Computer Programming (Java) (NC III)
4. Computer Programming (Oracle Database) (NC III)
5. Computer Systems Servicing (NC II)
6. Contact Center Services (NC II)

Industrial Technologies

1. Commercial Air-Conditioning Installation and Servicing (NC III)
2. Domestic Refrigeration and Air-Conditioning Servicing (NC II)
3. Electrical Installation Maintenance (NC II)
4. Electronics Product Assembly and Servicing (NC II)
5. Mechatronics (NC II)
6. Photovoltaic Systems Installation (NC II)

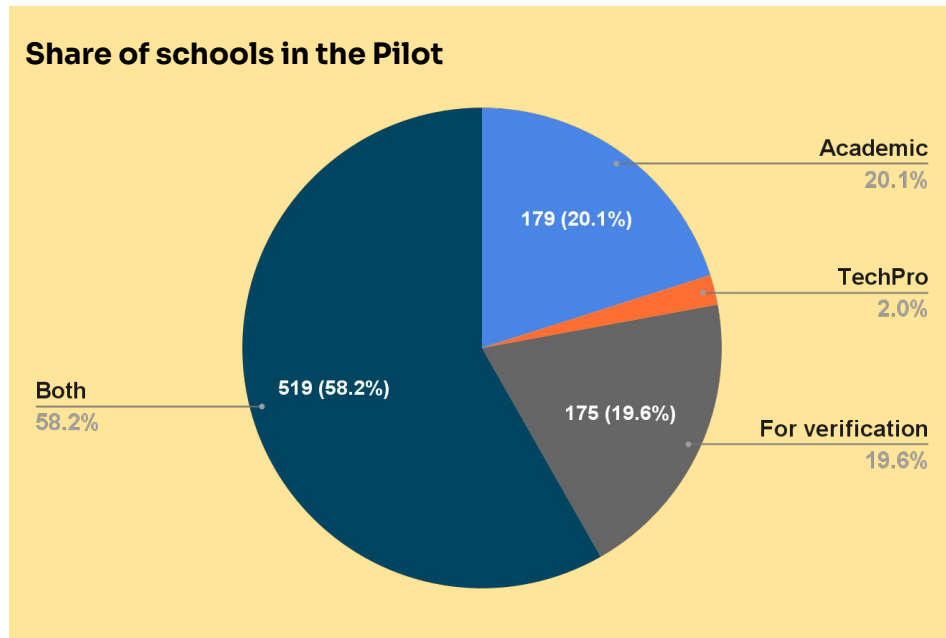
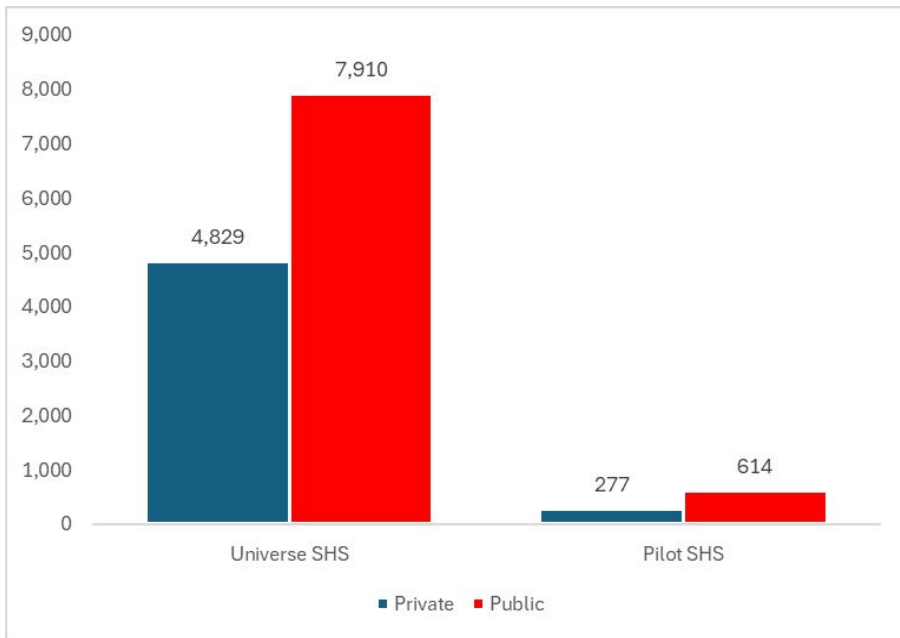
Maritime Transport

1. Marine Engineering at the Support Level
2. Marine Transportation at the Support Level
3. Ships Catering Services (NC I and/or NC II)

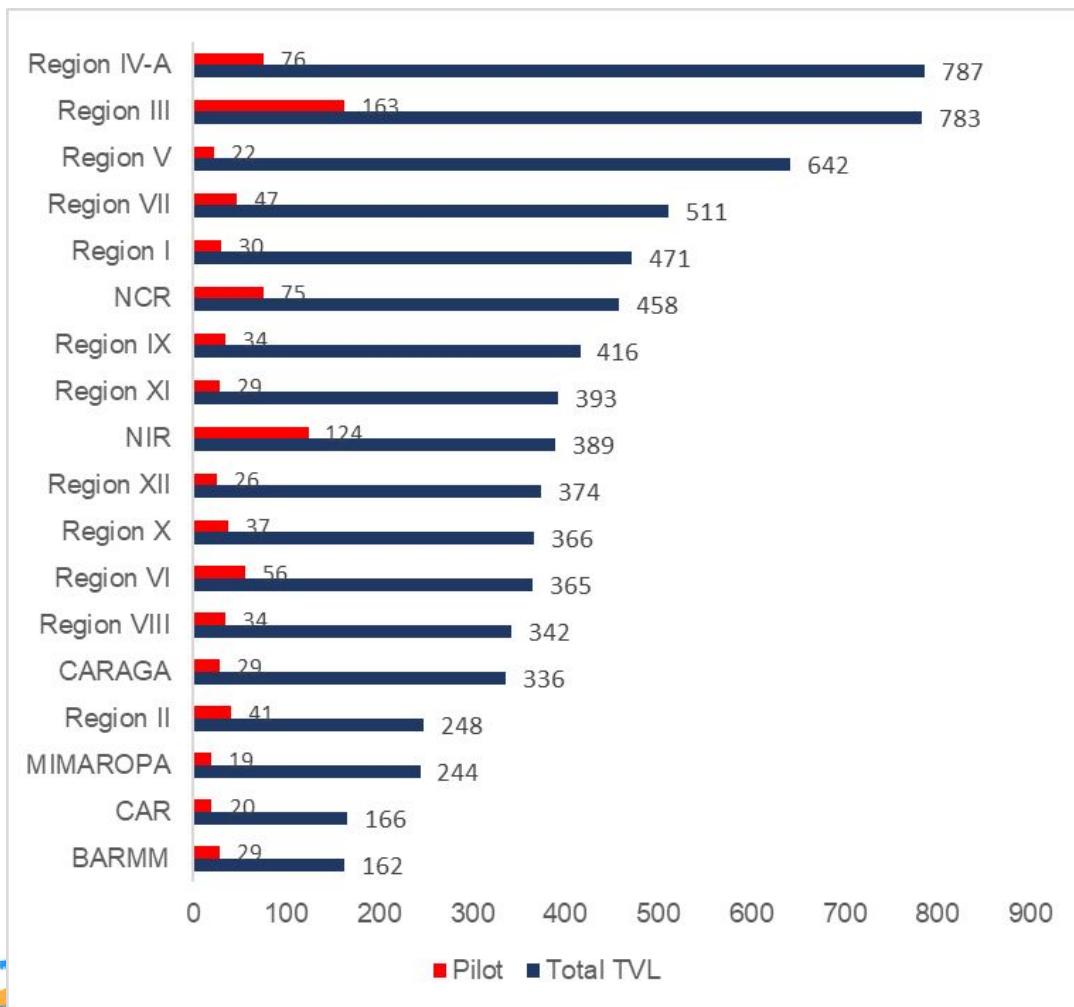
Electives for Development with TESDA

1. Barangay Health Services (NC II)
2. Dental Lab Tech Services (NC I)
3. Health Care Services (NC II)
4. Pharmacy Services (NC II)

The SHS pilot covers 7% of the total SHS schools, with majority offering both Acad and Techpro.



Data is from SY 2025-2026 LIS enrollment as of Sept. 18, 2025



7% of SHS TechPro schools are part of the pilot.

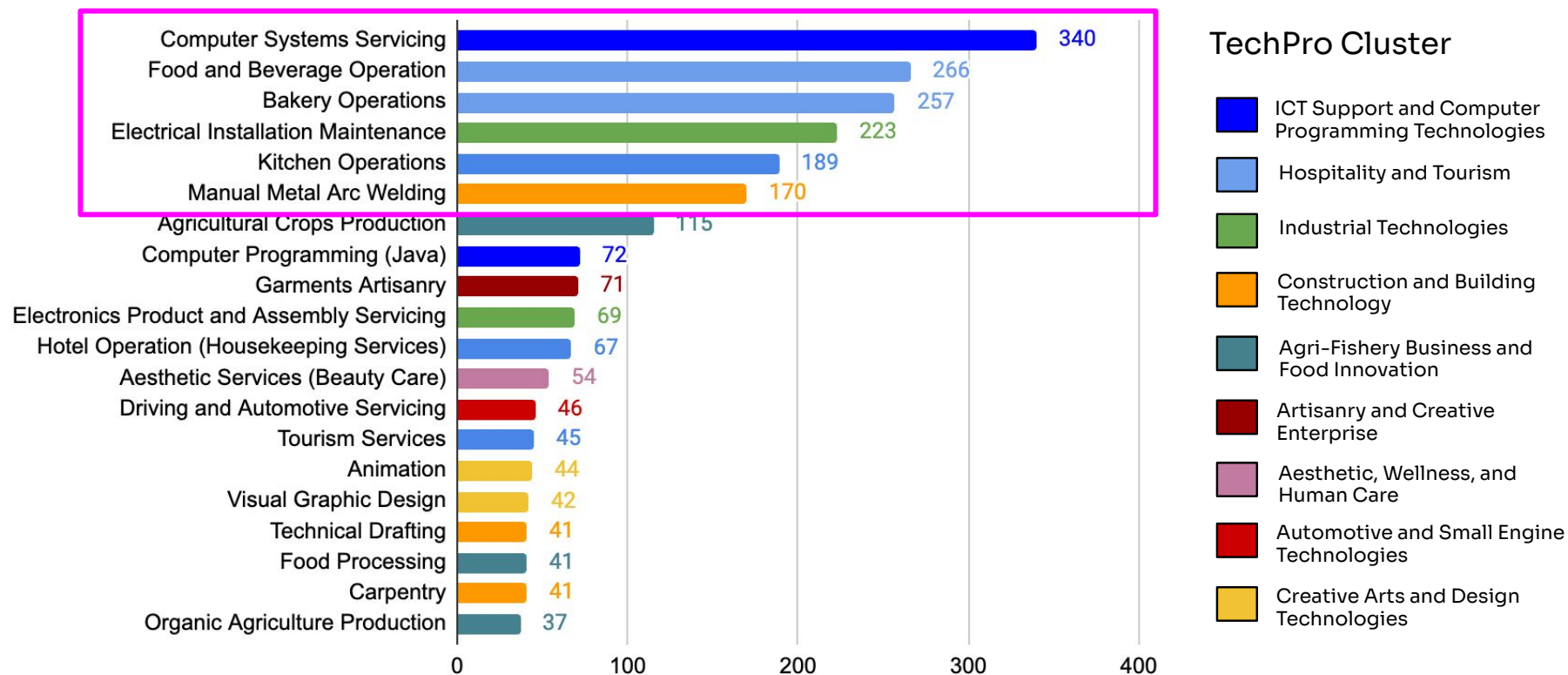
A total of 7,453 schools are offering TVL nationwide, while **537 schools are offering Techpro in the pilot.**

Breakdown of 537 SHS pilots offering TechPro, by Region

SHS Track Offering	I	II	III	IV-A	IV-B	V	VI	VII	VIII	IX	X	XI	XII	BAR MM	CAR	CAR AGA	NCR	NIR	Total
Acad	10	4	46	24	2	4	6	4	4	3	2	5	4	2	3	4	29	23	179
Acad and TechPro	18	30	88	34	11	15	42	23	23	25	30	13	21	1	15	11	39	80	519
TechPro	1	0	4	1	0	1	1	1	1	0	0	2	0	0	0	0	4	2	18
For Verification	1	7	25	17	6	2	7	19	6	6	5	9	1	26	2	14	3	19	175
Total Techpro	19	30	92	35	11	16	43	24	24	25	30	15	21	1	15	11	43	82	537

20-29 schools
 30-50 schools
 higher than 50 schools

Top 20 TechPro Electives in Pilot Schools



This lack of diversity is evident across regions .



Top 5 TechPro Electives per Region

Region I

1. Computer Systems Servicing
2. Food and Beverage Operation
3. Bakery Operations
4. Electrical Installation Maintenance
5. Kitchen Operations

Region II

1. Computer Systems Servicing
2. Food and Beverage Operation
3. Bakery Operations
4. Electrical Installation Maintenance
5. Agricultural Crops Production

Region III

1. Food and Beverage Operation
2. Computer Systems Servicing
3. Bakery Operations
4. Manual Metal Arc Welding
5. Electrical Installation Maintenance

Region IV-A

1. Bakery Operations
2. Computer Systems Servicing
3. Electrical Installation Maintenance
4. Food and Beverage Operation
5. Kitchen Operations

Region IV-B

1. Computer Systems Servicing
2. Bakery Operations
3. Food and Beverage Operation
4. Electrical Installation Maintenance
5. Agricultural Crops Production

Region V

1. Computer Systems Servicing
2. Electrical Installation Maintenance
3. Bakery Operations
4. Agricultural Crops Production
5. **Electronics Product and Assembly Servicing**

Region VI

1. Food and Beverage Operation
2. Kitchen Operations
3. Computer Systems Servicing
4. Electrical Installation Maintenance
5. Bakery Operations

Region VII

1. Computer Systems Servicing
2. Electrical Installation Maintenance
3. Manual Metal Arc Welding
4. Bakery Operations
5. Food and Beverage Operation

Data is from the 799 schools that answered the Training Needs Assessment Survey a/o Sept. 9, 2025

Top 5 TechPro Electives per Region (cont.)

Region VIII

1. Kitchen Operations
2. Electrical Installation Maintenance
3. Computer Systems Servicing
4. Bakery Operations
5. Food and Beverage Operation

Region IX

1. Computer Systems Servicing
2. Bakery Operations
3. Manual Metal Arc Welding
4. Electrical Installation Maintenance
5. Food and Beverage Operation

Region X

1. Computer Systems Servicing
2. Electrical Installation Maintenance
3. Food and Beverage Operation
4. Manual Metal Arc Welding
5. Bakery Operations

Region XI

1. Computer Systems Servicing
2. Food and Beverage Operation
3. Bakery Operations
4. Kitchen Operations
5. Manual Metal Arc Welding

Region XII

1. Computer Systems Servicing
2. Bakery Operations
3. Manual Metal Arc Welding
4. Food and Beverage Operation
5. Electrical Installation Maintenance

CARAGA

1. Computer Systems Servicing
2. Electrical Installation Maintenance
3. Bakery Operations
4. Food and Beverage Operation
5. Kitchen Operations

CAR

1. Bakery Operations
2. Electrical Installation Maintenance
3. Food and Beverage Operation
4. Computer Systems Servicing
5. Agricultural Crops Production

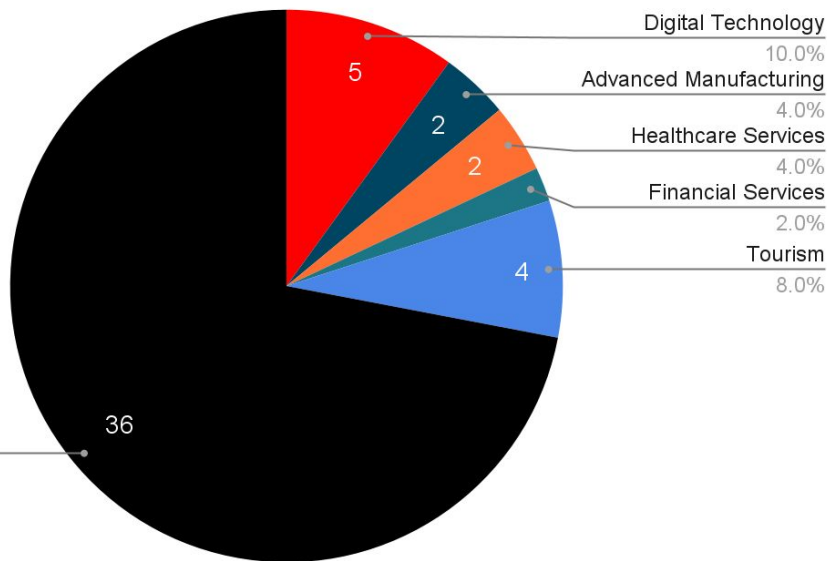
NCR

1. Computer Systems Servicing
2. Bakery Operations
3. Kitchen Operations
4. Food and Beverage Operation
5. **Computer Programming (Java)**

NIR

1. Computer Systems Servicing
2. Manual Metal Arc Welding
3. Kitchen Operations
4. Food and Beverage Operation
5. Electrical Installation Maintenance

Of the 50 Techpro electives, 14 align closely with the five priority clusters, with 17 more priority electives under WFD to build capacity for



Healthcare

1. Caregiving (Adult Care)
2. Caregiving (Child Care)

Digital Technology

1. Animation
2. Computer Programming (.NET Technology)
3. Computer Programming (Java)
4. Computer Programming (Oracle Database)
5. Computer Systems Servicing

Tourism

1. Events Management Services
2. Food and Beverage Operation
3. Hotel Operation (Housekeeping Services)
4. Tourism Services

Financial Services

1. Contact Center Services

Advanced Manufacturing

1. Electronics Product and Assembly Servicing
2. Mechatronics

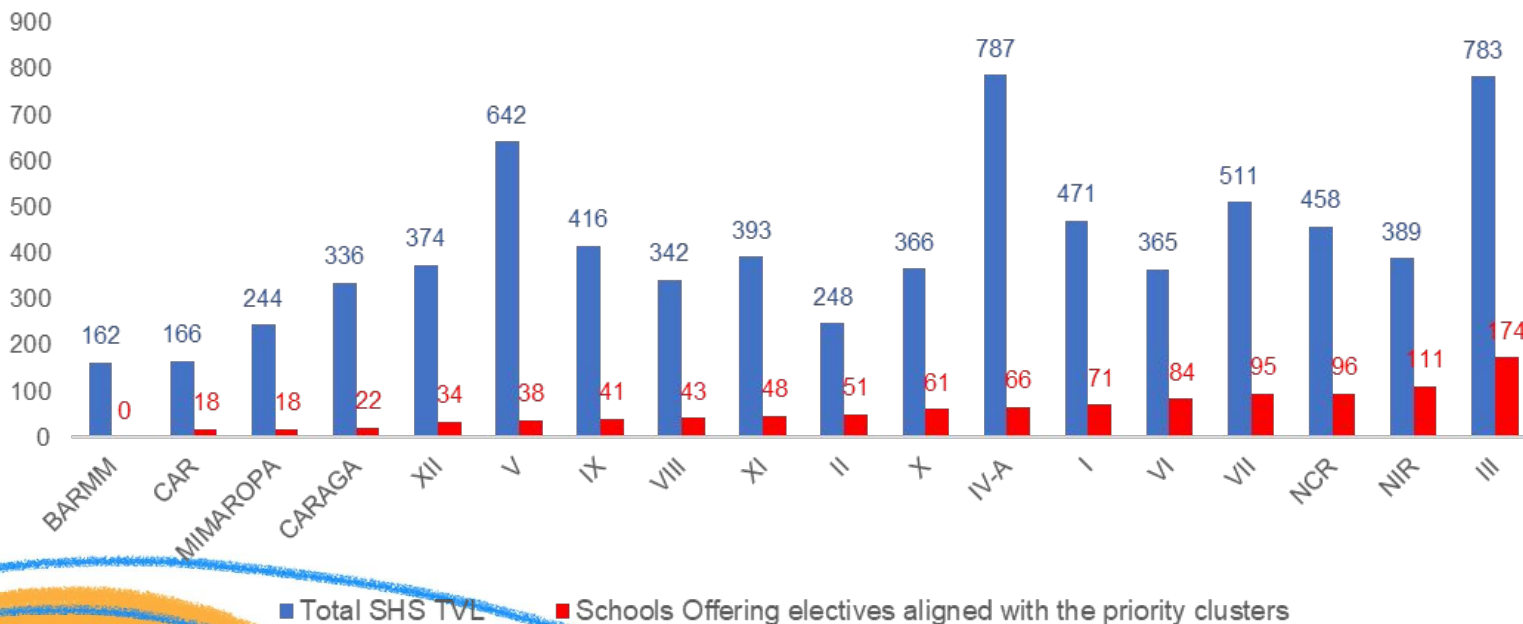
Other Priority Cluster Electives from the Workforce Development Plan



- 1. ECCD NC III**
- 2. Game Programming NC II**
- 3. Bookkeeping NC III**
- 4. Dental Hygiene NC IV**
- 5. Dental Technology NC IV**
- 6. Pharmacy Services NC II, III**
- 7. Medical Transcription NC II**
- 8. Emergency Medical Services NC III**
- 9. Electronics Products and Assembly NC II**
- 10. Semiconductor Front-end Operations NC II**
- 11. Semiconductor Back-end Operations NC II**
- 12. Mechatronics Servicing NC II, III, IV**
- 13. Tour Guiding Services NC II**
- 14. Tourism Promotion Services NC II**
- 15. Front Office Services NC II**

Currently, only 1,071 schools offer the electives aligned with the priority clusters of the workforce development plan.

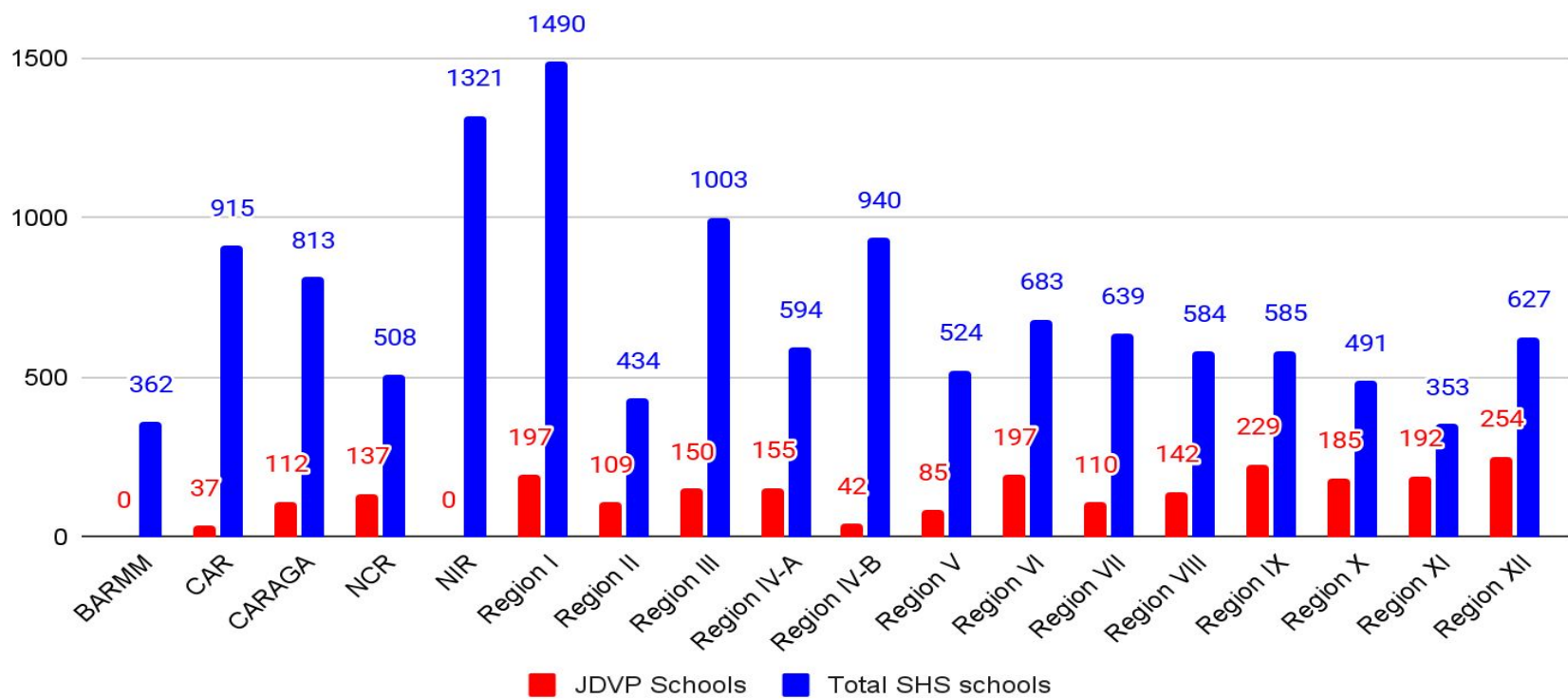
Majority of the electives align with **tourism** and **digital technology**.
Meanwhile, there are very few schools offering electives that align with **Advanced Manufacturing** and **Health**.



Expanding offerings in priority clusters through the Joint Delivery Voucher Program (JDVP)

What it is	A government tuition assistance program for Grade 12 students in public schools that cannot provide specialized Technical-Vocational-Livelihood (TVL) training.
How it works	<p>Eligible students receive vouchers to take their specialized TVL subjects at a partner institution.</p> <p>The Department of Education (DepEd) pays the partner institution directly, so students handle no money.</p>
Who can apply as partner institutions	Private schools, non-DepEd public senior high schools, and technical vocational institutions that offer the required TVL specializations can apply to become program partners.

Of 12,866 SHS schools, a total of 2,333 schools are JDVP recipients (18%), with most in Region 12, 9, 1, and 6.



What are the challenges in implementing JDVP?

1. **Lack of Sustained Quality Assurance & Monitoring:** Absence of a robust, continuous monitoring and evaluation mechanism. **For instance, program design between the DepEd SHS and the TVI.**
2. **High Cost of Specialized Training:** The cost of TVET varies significantly depending on the industry and specialization (e.g., mechatronics, automation). The amount of the voucher may not be sufficient to cover the full cost of these premium courses, which can limit students' choices to less expensive and sometimes less in demand specializations.
3. **Financial and Administrative Difficulties.** Delays in the release of funds to partner TVIs can create financial strain for them.
4. **Quality assurance challenges for both the DepEd schools and partner institutions.**

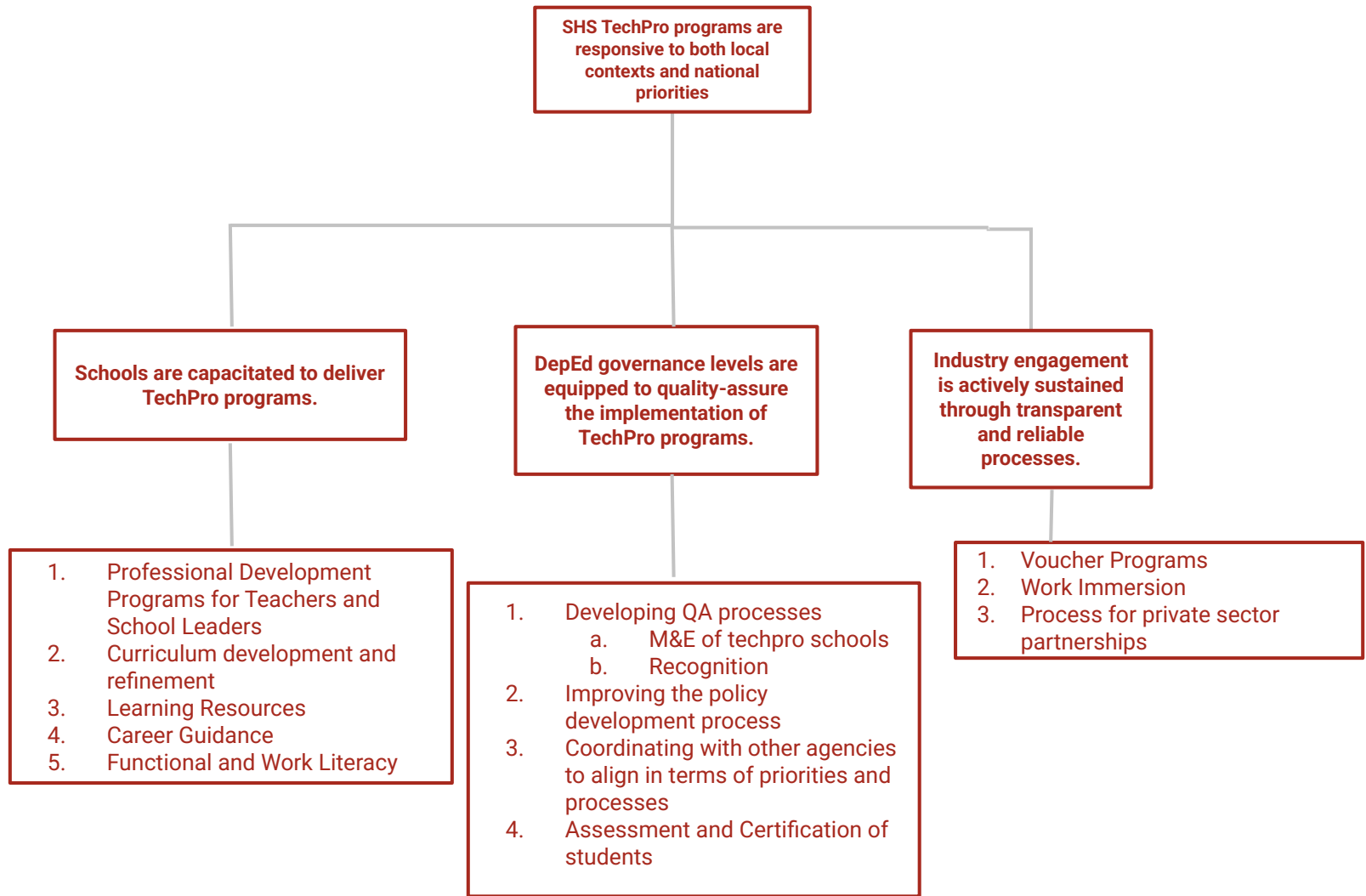
CORE REFORMS & INITIATIVES

The 3 Pillars of the Revitalized TechPro Program

**Capacity
Building**

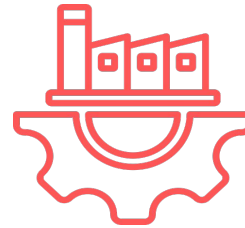
**Industry
Engagement**

**Quality
Assurance**



Partnership Vision

Create a sustainable pipeline of skilled learners from DepED feeder schools to Industries, ensuring alignment between TVET education and industry workforce needs across local communities.



The Strengthened SHS TechPro Track: Key Reforms Underway



**Quality Assuring
SHS TechPro**



**High-level Audit and
Review of all Basic Ed
TVET Programs**

The Strengthened SHS TechPro Track: Key Reforms Underway



Enhanced Work Immersion Program (EWIP) and Program Structure

The central reform is the **Enhanced Senior High School (SHS) Work Immersion Program (EWIP)**, developed to address the finding that the original 80-hour immersion was insufficient to make graduates job-ready.

- **Expanded Duration:** The minimum required industry-based training hours for the Tech-Pro Track have been significantly expanded to a range of **320 to 640 hours**. This extended duration provides a more realistic and in-depth professional experience, potentially spread over one to four months (based on an 8-hour workday).
- **Curriculum Integration:** The program will eventually integrate advanced concepts like **Artificial Intelligence (AI) and robotics** into the curriculum.
- **Target for Graduates:** The goal is to ensure graduates are qualified for **National Certification (NC) II and III certification** for immediate entry into the workforce. A key objective under the **Quality Basic Education Development Plan (Q-BEDP) 2025-2035** is increasing the percentage of passers in the NC assessments (baseline 89%).

The Strengthened SHS TechPro Track: Key Reforms Underway



Strategic Alignment and Placement

- **Industry-Driven Policy:** Work immersion competencies and tasks must be **co-developed with partner companies** to ensure relevance and alignment with actual industry requirements.
- **TESDA EBET:** The plan involves the eventual adoption of **TESDA's Enterprise-Based Training (EBET)** model to fully integrate students into the workplace, moving training from classroom simulation to actual industry operations.
- **Demand-Driven Strategy:** Immersion will be guided by **TESDA's Area-Based, Demand-Driven TVET Strategy** and the use of the **Board of Investment (BOI) GeoMaps** tool to match students to sectors where their specialization is genuinely in demand, addressing placement mismatch.
- **Electives & JDVP:** The **Joint Delivery Voucher Program (JDVP)** will be strengthened to subsidize high-quality instruction for Tech-Pro elective courses that are demand-driven and prioritized by the locality and nation.

The Strengthened SHS TechPro Track: Key Reforms Underway



Quality and Certification

- **TESDA MOA:** DepEd is leveraging a newly signed **Memorandum of Agreement (MOA)** with TESDA to quality-assure Tech-Pro programs and align competency standards with TESDA's Training Regulations, preparing students for NC assessments.
- **TechPro Teachers and School Leaders Upskilling:** DepEd is seeking the assistance of Colombo Plan Staff College (CPSC) to provide customized TVET training to program implementers at various school governance levels.
- **Centers of Excellence (COE):** DepEd is studying the establishment of Tech-Pro COEs to concentrate necessary resources, specialized equipment, and provide targeted program delivery in regions with clear workforce demand.
- **Credit Transfer System:** Ongoing work between CHED and DepEd on how SHS elective subjects can be credited into college courses preferred by the learner.

The Strengthened SHS TechPro Track: Key Reforms Underway



Key Partnerships

- **PCORP Pilot:** The Enhanced Work Immersion Program (EWIP) is piloted in partnership with the **Private Sector Advisory Council (PSAC)** and the **Private Sector Jobs and Skills Corporation (PCORP)**.
- **Industry Groups:** DepEd is engaging with the **PSAC** to secure support from major corporations and with the **Philippine Chamber of Commerce and Industry (PCCI)** to establish wide-ranging linkages with various businesses, including Small and Medium-sized Enterprises (SMEs).
- **Tatak Pinoy Alignment:** DepEd is proposing a **Deeper TVL–Industry Alignment** with co-developed curricula and expanded immersion with the BOI and DTI. This also involves using school infrastructure as regional **"Tatak Pinoy Hubs"** and establishing **Fab Labs/Student Innovation Labs** for product prototyping and youth entrepreneurship.

The Strengthened SHS TechPro Track: Key Reforms Underway



Industry-Specific Program Updates

A. Semiconductor and Electronics (S&E)

- DepEd is positioned as the lead agency for Basic Education, acting as the foundational feeder system for the S&E sector.
- Plans include developing additional **TechPro elective offerings** related to the semicon industry for SY 2026-2027.
- DepEd is committed to establishing **Semiconductor Centers of Excellence** across regions.
- Work immersion partnerships will be prioritized in regional manufacturing clusters.

B. Maritime Industry

- As of September 18, 2025, **8 schools are piloting** the Strengthened SHS with Maritime electives.
- **Future Directions** being pursued:
 - Development of a **Land Based Curriculum for Maritime**.
 - Inclusion of a **Basic Training Course Subsidy in JDVP**.
 - Issuance of **separate Work Immersion Guidelines** for SHS Maritime.
- A major challenge is the opposition from Licensed Manning Agencies (LMAs) to the Seagoing component for SHS learners due to a shortage of opportunities, and the high cost of Ship Familiarization (P11k-P20k) for learners.

Summary and Call to Action



1. **Commitment to Industry -Aligned Excellence:** CAN WE INVEST MORE IN HIGH-DEMAND TECH-PRO SPECIALIZATIONS (EG ADVANCED MANUFACTURING, HEALTHCARE, DIGITAL TECHNOLOGY) POSITIONING OUR SCHOOLS AS FEEDERS FOR PRIORITIZED , DEMAND DRIVEN ELECTIVES?
2. **Industry-Driven Quality:** HOW WILL WE MAKE INDUSTRY PARTNERS CO-DEVELOPERS OF THE CURRICULUM TO ENSURE GRADUATE COMPETENCY EXCEEDS MINIMUM TESDA and NATIONAL STANDARDS?
3. **Enterprise-based Training (EBET):** CAN WE MOVE TOWARDS ADOPTING AN ENTERPRISE-BASED TRAINING MODEL, MOVING WORK IMMERSION BEYOND TRADITIONAL MODELS AND TOWARD PRODUCTIVE, INDUSTRY-LEVEL OPERATIONS FOR TECH-PRO STUDENTS?
4. **Innovation and Entrepreneurship:** HOW CAN WE TRANSFORM OUR TECH-PRO FACILITIES INTO FUNCTIONING “INNOVATION HUBS” FOR PRODUCT PROTOTYPING & YOUTH ENTREPRENEURSHIP TO ELEVATE THE TRACK’S PUBLIC PERCEPTION?
5. **Higher Certification & Pathways:** WHAT ARE OUR IMMEDIATE PLANS TO OFFER HIGHER NATIONAL CERTIFICATION PROGRAMS IN TECHPRO AND ENSURE THAT THEIR PATHWAYS LEAD TO LIFELONG LEARNING OPPORTUNITIES?

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Nakadagdag ginhawa po sa akin ang free assessment na ito dahil hindi na po nahirapan ang aking mga magulang sa paghahanap ng malaking halaga upang pambayad sa training at assessment. **Sobrang laking tulong din po nito ng libreng assessment na ito sa mga tulad naming di gaanong nakakaluwag sa buhay na may pangarap na makapagtapos sa pag-aaral at makamtan din balang-araw ang kagin-hawaan sa buhay sa tulong ng Poong Maykapal.** Sana ay magpatuloy pa po ito para sa ibang kapwa naming mag-aaral na nangangarap ng magandang buhay.

JANET P. FAMOSO
GRADE 12

TVL Track: Organic Agriculture Production (NC II)



If we will align our mission,
we can transform lives.