

Rethinking Technical Professional

Changing the Narrative of Philippine Education

2025 Philippine Education Conference

**Fr. Dindo Vitug, SDB
Dec. 4, 2025**



Who is Don Bosco?



St. John Bosco

SJB's mission was to help impoverished and abandoned boys and street children by providing them with a home, an education, and a trade.



2nd Industrial Revolution

A period of rapid industrial and technological advancement from the late 19th to the early 20th century (roughly 1870–1914), characterized by new innovations in steel, chemicals, electricity, and petroleum.



1951

The Salesian mission in the Philippines began in 1951. It is the continuing the work of St. John Bosco to "form good Christians and upright citizens," particularly among the poor and disadvantaged youth.



2017

The Don Bosco - One TVET Philippines is a network of 18 TVET centers spread across the country whose principal task is to continue and strengthen the mission of St. John Bosco to the underprivileged youth.



Rethinking Technical Professionals

- To think again about a plan, idea, or system with the goal of changing or improving it.
- To re-assess, re-evaluate, re-strategize in an era of VUCAD².

(Volatile, Uncertain, Complex, Ambiguous, Disruptive and Diverse)

RELEVANCE.

“

**The next generation of U.S.
Millionaires will be Plumbers
and Electricians.**



~ Jensen Huang,
NVIDIA, CEO



**Tech industry hiring for
grads drops 46% as bots
take junior roles**

What is the Future for TECH Professionals?



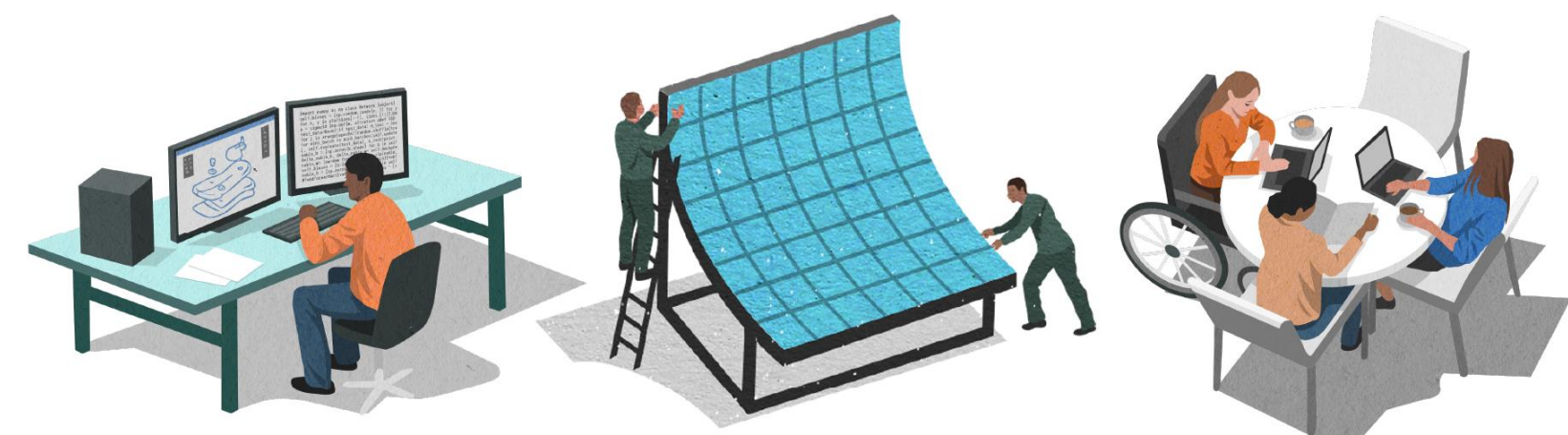
BURNING QUESTIONS

What are the **DRIVERS** in rethinking
Technical Education?

What are the **SKILLS** for a future-ready
TVET?

What are the **JOB**S in the future?

Five key labour-market drivers



Technological change

Green transition

Demographic shifts

Goeconomic fragmentation

Economic uncertainty

Source: World Economic Forum. (2025). *Future of Jobs Report 2025*.



Top 10 fastest growing skills by 2030

- 1. AI and big data
- 2. Networks and cybersecurity
- 3. Technological literacy
- 4. Creative thinking
- 5. Resilience, flexibility and agility
- 6. Curiosity and lifelong learning
- 7. Leadership and social influence
- 8. Talent management
- 9. Analytical thinking
- 10. Environmental stewardship

Cognitive skills Self-efficacy Working with others Management skills Technology skills Ethics

Note: The skills selected by surveyed organizations to be increasing most rapidly in importance by 2030.
Source: World Economic Forum. (2025). *Future of Jobs Report 2025*.

Fastest growing and declining jobs by 2030

↑ Top fastest growing jobs	↓ Top fastest declining jobs
1 Big data specialists	1 Postal service clerks
2 FinTech engineers	2 Bank tellers and related clerks
3 AI and machine learning specialists	3 Data entry clerks
4 Software and applications developers	4 Cashiers and ticket clerks
5 Security management specialists	5 Administrative assistants and executive secretaries
6 Data warehousing specialists	6 Printing and related trades workers
7 Autonomous and electric vehicle specialists	7 Accounting, bookkeeping and payroll clerks
8 UI and UX designers	8 Material-recording and stock-keeping clerks
9 Light truck or delivery services drivers	9 Transportation attendants and conductors
10 Internet of things specialists	10 Door-to-door sales workers, news and street vendors, and related workers
11 Data analysts and scientists	11 Graphic designers
12 Environmental engineers	12 Claims adjusters, examiners and investigators
13 Information security analysts	13 Legal officials
14 DevOps engineers	14 Legal secretaries
15 Renewable energy engineers	15 Telemarketers

Note: The jobs that survey respondents report the highest and lowest net growth (%) by 2030.

Source: World Economic Forum. (2025). *Future of Jobs Report 2025*.

Industry 4.0 has not yet made a major impact on employment levels. Nevertheless, there is already a show of signs on the changes in the structure and nature of jobs, with real and significant distributional effects.

Thus, skills will play a key role, benefiting high-skilled workers and those with technology-compatible skills, while lower-skilled workers whose tasks are more easily automated, run the risk of being left behind (ADB, 2021).

Key Challenges:

Government policy and regulatory frameworks

Preference for college graduates over TVET

Dismal private sector contribution in training

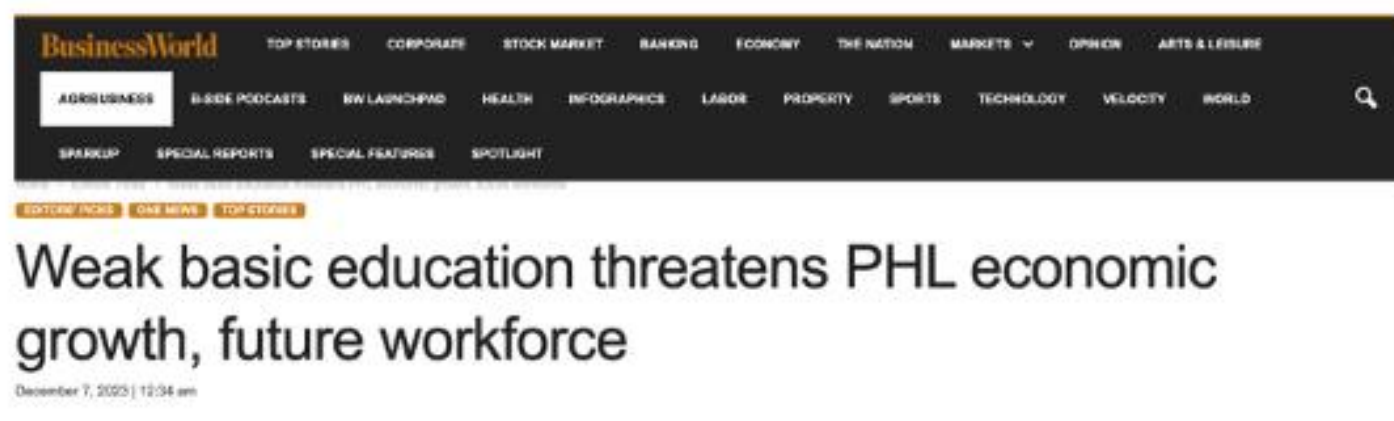
Limited resources allocated to TVET

Alignment of training offerings to skills demand

Shortages in essential technical and soft skills



Graduates can't find jobs, While industries can't find the right talent.



POLICY RECOMMENDATIONS:

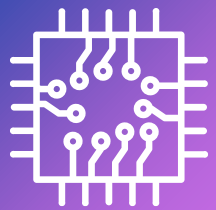
Employability of TVET graduates



Increase private sector involvement in training delivery and development.



Revamp training curricula development, delivery, certification, and assessment processes.



Introduce effective mechanisms to monitor and assess the employability and employment outcomes of TVET graduates.



Destigmatize potential bias against TVET graduates.

Policy Recommendations

Key Challenges

- Government policy and regulatory frameworks
- Limited resources allocated to TVET
- Preference for college graduates over TVET
- Alignment of training offerings to skills demand
- Shortages in essential technical and soft skills
- Dismal private sector contribution in training

Employability

Introduce effective mechanisms to monitor and assess the employability and employment outcomes of TVET graduates.

TVET Stigma

Destigmatize potential bias against TVET graduates.

Training Delivery

Revamp training curricula development, delivery, certification, and assessment processes.

Private Sector

Increase private sector involvement in training delivery and development.

How can TVET programs improve Employability?

1. The ability of TVET systems to meet key performance dimensions related to access, equity, quality, and relevance.

2. The productive (inter) actions among key stakeholders (e.g., learners, TVET institutions, and enterprises).

3. Strong foundations in terms of vision and strategic framework, governance, and funding and expenditure mechanisms.

HOW TO IMPROVE TECHNICAL EDUCATION?

- **Curriculum Responsiveness**
- **Industry Partnerships**
- **Trainer Development**
- **Flexible and Modular Training**
- **Soft Skills Integration**

How did Don Bosco Re-Frame Technical education through the years?



St. John Bosco



2nd Industrial
Revolution



1951



2017

MISSION. STRATEGY. SUSTAINABLE.

Strategic Plan (2026-2028)



Salesian Charism & Mission

A genuine commitment for the education of poor youth

Animation and Governance

The lead organization in the DB1TVET and TVET ecosystem.

Quality Systems

A benchmark and trailblazer in innovation, curriculum development, and research.

External Relations & Internationalization

A recognized organization in TVET locally and abroad.

Social Impact

A vanguard in impactful and transformative TVET among the poor and in local communities.

Sustainability

A resilient, adaptive, and transformational organization.

Quality Systems

Sustainability Plan (2023-2025)



A culture of Excellence and Perpetual learning through accreditation and certification

Tesda registered programs, Assessment centers, PCNC, Star, ISO 9001, ISO 45001, APACC

A vanguard in innovation, research, program development and curriculum development

Green programs, Diploma, community based, Dual education, EBET, Transnational, Customized Training with Industry

A systematic professional development program

Training of teachers and supervisors, Upgrading of qualifications (degree and non-degree), Local and international benchmarking

Regular monitoring and Compliance visits

Support structure to monitor and evaluate progress. IQA is a normal feature.

Updated set of manuals and procedures

Quality manuals and other relevant manuals are functional.



CULTURE OF EXCELLENCE

- Accreditation and Certification
- Diploma Programs
- Transnational Education
- Green Technologies
- Compliance and Monitoring
- International benchmarking
- Micro-credentialing
- Recognition of Prior Learning

External Relations

Sustainability Plan (2023-2025)



A driving force in promoting the Salesian mission and apostolate

Strong Don Bosco brand identity: TVET for underprivileged youth

An influential figure in the local, national, and international TVET ecosystem

Engage policy makers and decision makers in government, industry, academe, NGOs, etc.

An entrepreneurial and creative mindset in generating resources.

Establish and Identify revenue streams (Scholarship, OJT, Partnerships, consultancy, customized programs, etc.)

Expand and establish new partnerships

Brand promotion and visibility among prospective partners.



EXTERNAL RELATIONS & PARTNERSHIP

- Policy and Advocacy
- Dual Training
- Scholarship Grant
- Benchmarking
- Facilities Donation
- Exchange Program
- Customized Training Program
- International engagement

MAGIC !

Make Academia,
Government and
Industry
Collaborate!

MISSION
DRIVEN



TRUSTED
PARTNERS

Epilogue.

GLOBAL TVET FORUM 2025
BERLIN. GERMANY

We need influencers. We need champions at both the political and practical levels - an advocacy voice for TVET.

Borhene Chakroun
(UNESCO)



TVET is form of currency. It must maintain and increase its value through strong partnerships.

Catrin Hannken
(DDG VET)

Investing in skills is a strategic decision. Skills are a new form of diplomacy - they build trust.

Manuela Geleng
(European Commission)

THANK YOU



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