

FUNTRODUCTION

ection 23 of the republic act 7796 provides that the Authority, the Technical Education and Skills Development Authority (TESDA) shall design and administer training programs and schemes that will develop the capabilities of public and private institutions quality cost effective. These shall include teacher's trainer's training.

On a TESDA board meeting in February 5 2004, Resolution no. 2004 03 known as "Adoption of Philippine TVET Trainer's Qualification Framework approved and adopted as purported to guide the development and recognition of qualifications of the trainers in the Technical-Vocational Education and Training (TVET) Sector.

As a consequence, The National TVET Trainers-Assessors Development Program was implemented in a four-phased mechanics of implementation that involved a series of activities designed to fully qualify TVET Trainers and allow for the acquisition of the Trainers qualification and accreditation as competency assessors.



Bilbao, Purita P. *The Teaching Profession*. Manila: Lorimar Publishing Co., Inc. 2006. Camarao, Fedeserio C. *Technology Education in the Philippines*, Manila: National Bookstore, 2002. Lucas, Maria Rita D and Brenda B. Corpus. *Facilitating Learning: A Metacognitive Process*. Manila: Lorimar Publishing Co., Inc. 2007. TESDA and CHEd Project Publications

The Philippine TVET Outlook 2005-2010, Technical Education and Skills Development Authority in Conjunction with the Commission on Higher Education, 2005 Republic acts, laws and executive order **Executive Order 358.** "To Institutionalize Ladderized Interface Between Technical-Vocational

Education and Training (TVET) and Higher Education (HE). September 15,2004.

Republic Act No. 7796, "An Act Creating the Technical Education and Skills Development Authority", August 25, 1994.

QUALIFICATION

LEVEL/TITLE

TQ IV

MENTOR/MASTER

TRAINER

TQ III

SENIOR TRAINER

TQ II

TRAINER II

TRAINOR QUALIFICATIONS FRAMEWORK
The Philippine Technical-Vocational Education and Training (TVET) Validation of Adult Educator's Competencies: Towards Total Quality

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The Philippine TVET Trainers Qualification Framework (PTTQF)

rainer qualification in the PTTQF is leveled from I to IV (from Trainer 1 to Mentor/Master Trainer). This qualification level is a combination of competencies in technology and methodology/professional streams. The technology levels follow the PTQF (Philippine TVET Qualification Framework), a system of assessment and certification for workers. Furthermore, a Trainer should have a National Certificate (NC) higher than the qualification level of the trade he/she is teaching. A TVET Trainer should be certified in at Least NC 2.

COMPETENCIES

TECHNOLOGY

Highest

Level

NC IV

NC III

Minimum

NC II

METHODOLOGY

TM IV

TM III

TMI

TM I (Entry)

TVET Trainers Development Competencies

(Trainer1), TQ II (Trainer2), TQ III (Senior Trainer) and TQ IV (Mentor/Master Trainer). The TWET Trainers Qualification Requirements competencies required in the qualification levels in TVET are a combination of technological and methodological competencies. The minimum technological competency required upon entry to PTTQF is National Certificate (NC) II.

TQ1. Trainer

The training module for TQ1 qualification is TM+. This training is

a combination of a trainers' (TM) and assessor's (AM) mastered the technological and methodological competencies methodologies with 6 units of (Core) competency (4 for TM) of TM I, II, and III along with these new core Competencies (1) and 2 for AM). The UCs for TM are (1) Plan Training Session, (2) Deliver Competency Based Training (CBT), (3) Conduct Prepare instructional Training Plans, (4) Manage Technology-

Competency Assessment, and (4) Maintain Training Facilities. Each candidate for TQ1 will be assessed and is required to acquire competency in AM which includes (1) Plan Assessment and (2) Conduct Assessment. A TQ I Trainer is qualified to teach in NCI and II.

TQ2. Trainer II

The second qualification level is TQ II.

Those teaching in NC II must at least have the Trainer II qualification. A TQ II trainer must have been practicing the four units of competency in TM+ and in addition to these he or she must have the following common competencies as (1) Perform Work Safely, (2) Use Audio Visual and Multimedia Equipment, (3) Use Personal Computer in Educational Technology, (4) Conduct Career Counseling Session, and (5) Conduct Feedbacking Session. Basic competency such as (1) Communicate with Individuals and Groups, (2) Work in Team Environments, and (3) Apply Work Ethics and Values. Note that TQ II trainers

TQ3. Senior Trainer

TMIII has seven units of competencies: (1) Prepare Training Programs, (2) Develop Training Curriculum, (3) Develop Instructional Materials, (4) Apply ICT in Training Delivery. (5) There are four qualifications in TVET trainer's training: TQ1 Design Assessment Tools, (6) Plan Competency Assessment,

> and (7) Organize Training Resources. It has four common Competencies: (1) Maintain Professional Competence, (2) Undertake TVET Research, (3) Practice Quality Management, and (4) Plan and Organize Work. Lead Learning Work Place communication, Lead Work Teams, and Solve Training Related Problems are TM III's basic competencies. TQ III trainers are qualified to teach NC II and must have NC III technological qualification.

TQ4. Mentor/Master Trainer

The highest Trainer qualification is TQ IV. A mentor/Master Trainer must have

Design Training Programs, (2) Prepare Project Proposals, (3)

Metamorphosis of a TVET Trainer

based Instructional Materials Development, (5) Supervise Maintenance of Training Facilities, (6) Develop Assessment System, (7) Assess Trainer Performance, (8) Communicate with Subordinates and Superiors, (9) Design Marketing and Promotion Program, (10) Supervise Instructional Delivery.

The Common Competencies are: (1) Maintain Professional Competence, (2) Undertake TVET Research, (3) Practice Quality Management, and (4) Plan and Organize Work. The Basic Competencies are (1) Utilize Specialist Communication Skills, (20 Develop Teams, and (Solve Training Related Problems. TQ IV Trainers are the only experts allowed to teach

Establishing a National Network of ACE Teachers/Trainers

o ensure the delivery of Job ready graduates, interventions aimed at enhancing the competencies of TVET trainers in both public and private TVET nstitutions have been designed. The TESDA Circular number 05, series of 2006 which state that TVET trainers who are already teaching tech-voc programs are given up to December 2007 to comply with at least TQ1 of the PTTQF has been circulated. Training programs are conducted to enable them to be certified in the trade area they are teaching as well as upgrade their teaching skills.

Qualifying the TVET trainers through the Philippine TVET Trainer Qualification Framework is one of the major challenges in TVET. A number of TESDA Memorandum, Orders and Advisories were issued to necessitate the certification and qualification of all of the 16,903 TVET trainers from public and private TVET institutions throughout the country. Beginning in 2006 a total of 4,000 trainers underwent the National TVET Trainers and assessors qualification program transforming these trainers from "No Training Regulation (NTR)" to "With Training Regulation (WTR)" status. To date, the current pool of TVET trainers, who are central in the delivery of TVET in the country, reached 16,903. Of the total, 1,300 (7.69%) are TESDA trainers who are currently manning TESDA's network of 121 technology institutes. The remaining 15,603 (92.31%) are employed in other public and private institutions.

In the premise that only 18% of the estimated TVET trainers have been trained as of December 2007, The National TVET Trainers Academy (NTTA) and the Competency Assessment and Certification Office fast tracked the Implementation of NTTAQP. As of December 2008 the Total of 8,112 (31%) has been Certified as TQ1/AQ1. By the 1sr quarter of 2009, The NTTAQP report showed that the figure has already reached 11,663 (68.99%). Hopefully by the end of this year, all of the 16,903 TVET instructor shall be certified TQ1/AQ1.