

Comments on Senate Bill No. 6 “*An Act Creating the Department of Technical Education Training and Certification, Providing for its Powers, Structure and for Other Purposes*”

Prepared by Aniceto C. Orbeta Jr.¹

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The organizational structure of TESDA may indeed be a hindrance in delivering on its mandate. Thus, clarifying its organizational character may help solve the issue. The recent transfer of TESDA from the DOLE to DTI and back to DOLE may indicate this confusion. This bill proposes to do that.

There is, however, a natural conflict of putting a regulator (referee) and a provider (player) of technical training in one institution. This gives the institution an undue advantage over other providers, such as private training institutions.² The regulatory powers of the DTETC are listed Section 7.4 – 7.7. Yet Section 22 also provides the power to establish Technical Education and Training Centers. These schools and centers will compete with private training institutions subject to their regulatory powers. Therefore, we propose the removal of that training delivery functions from the proposed department.

An important function of a regulator is to produce timely, reliable, and detailed monitoring information about the sector. This detailed information will be useful not only for the regulator but also for households deciding where to send their children for the technical vocational education they desire. But, unfortunately, this appears to be not explicitly specified among its functions.

With the rapidly changing labor market and continuing challenge of enhancing the participation of the private sector in training, one of the important functions of the DTETC is to experiment and evaluate various training delivery, financial payment, and engagement of the private sector schemes under ever-changing conditions³. Building capacity to do this vital function is critical but appears not explicitly included.

¹ Dr. Aniceto C. Orbeta Jr., President, Philippine Institute for Development Studies

² Orbeta and Esguerra (2016) “The National System of Technical Vocational Education and Training in the Philippines: Review and Reform Ideas” PIDS DP 2016-07 (<https://www.pids.gov.ph/publication/discussion-papers/the-national-system-of-technical-vocational-education-and-training-in-the-philippines-review-and-reform-ideas>)

³ Ibid, and Orbeta(2021) “Vocational Education and Training in the Philippines,” in Lorraine Symaco and Martin Hayden (eds.) International Handbook on Education in South East Asia. Springer (2022)