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HOW WILL TVET CURRICULUM IMPLEMENTATION AND EVALUATION TRANSFORM, ADVANCE, AND INNOVATE IN THE POST-PANDEMIC ERA?: REFLECTIONS FOR THE PHILIPPINES

Richard DLC Gonzales, Ph.D.

Inno-Change International Consultants Inc.

*University of Santo Tomas Graduate School /
Cagayan State University /*

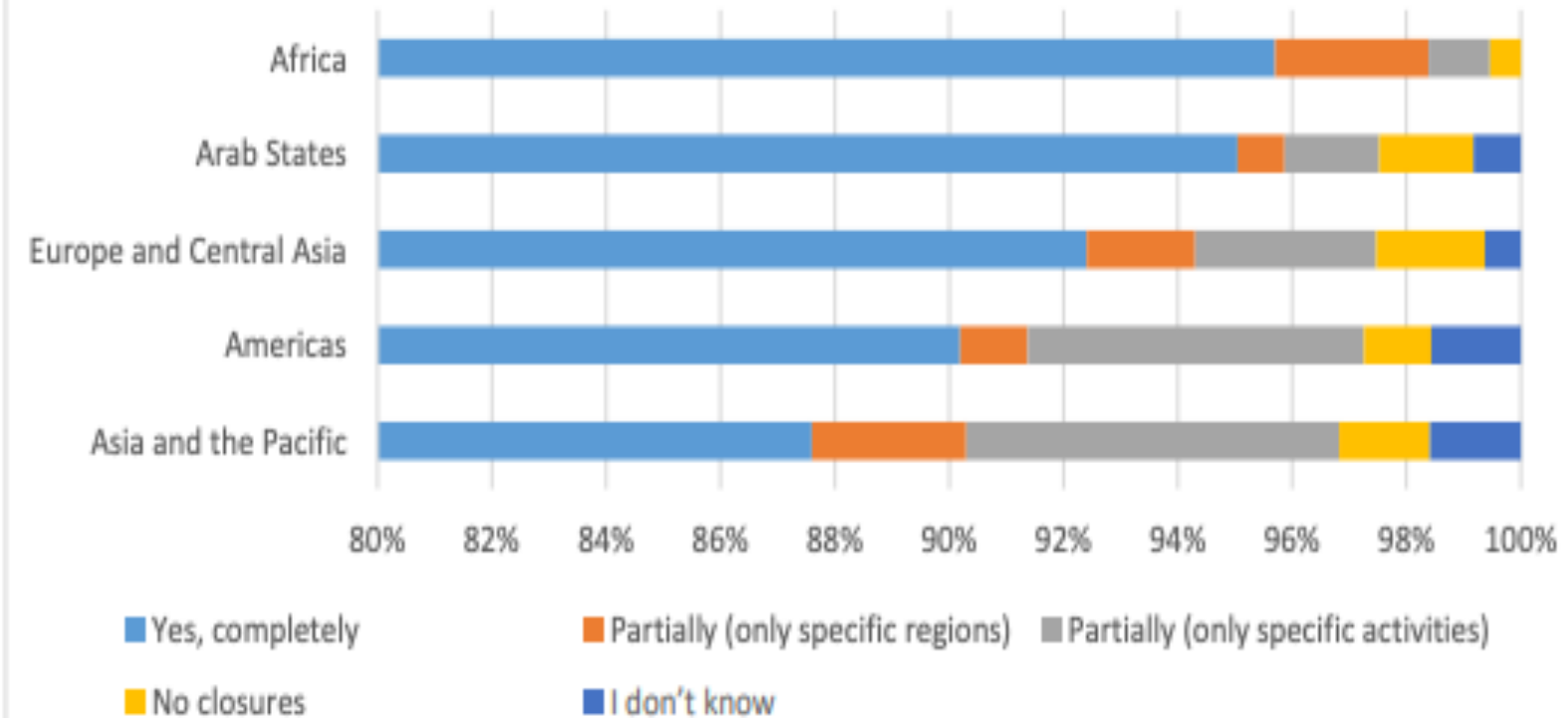
Philippine Normal University





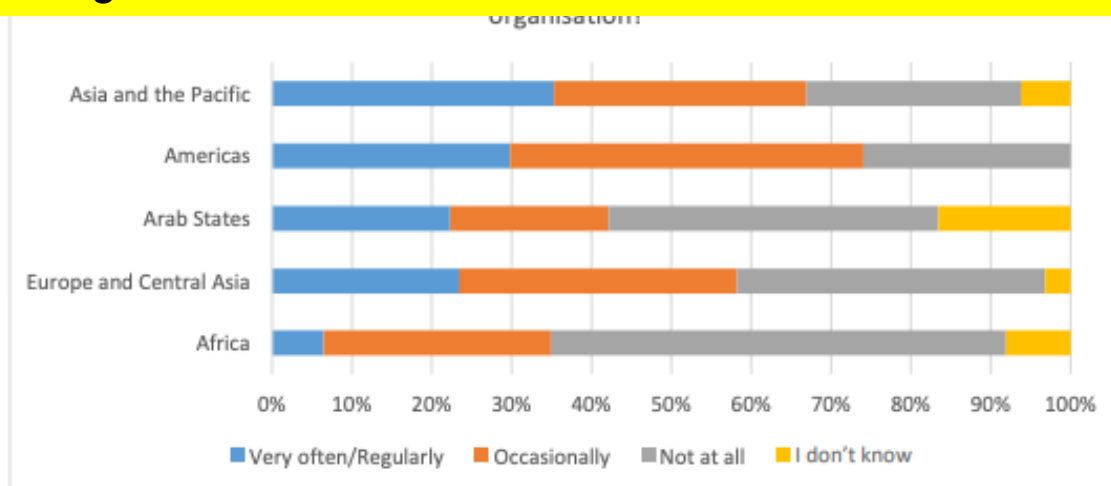
- The COVID-19 disruption to technical and vocational education and training (TVET) has been astounding.
- TVET particularly suffered from school closure as imparting and assessing practical skills are central for TVET and so hard to do remotely or online.
- The presentation describes some experiences of selected countries, how TVET halted skills development and assessment activities during the pandemic as well as how institutions postponed their certification systems.
- From these experiences, the presentation will provide insights on how the TVET curriculum implementation and evaluation in the Philippines will be transforming, advancing, and innovating in the post-pandemic era and remain steadfast for any further natural and contrived shocks.

Has your country closed TVET colleges or Training Centers?



Note: Africa (186 respondents); Arab States (121 respondents); Europe and Central Asia (158 respondents); Americas (255 respondents); Asia and the Pacific (629 respondents).

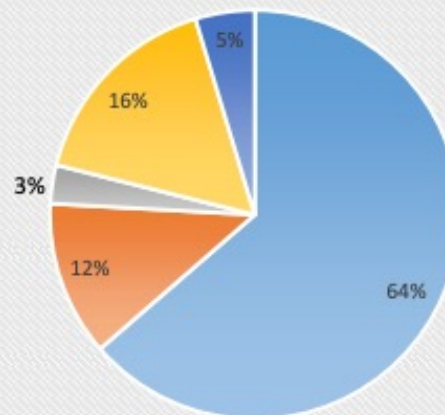
How often online and/or distance learning was used for courses and training before the COVID-19 pandemic in the scope of your organization?



Note: The results may be not representative by region and should be treated with caution: Asia and the Pacific (629 respondents); Americas (255 respondents); Arab States (121 respondents); Europe and Central Asia (158 respondents); Africa (186 respondents).



How is training provided in this period of the COVID-19 pandemic?



- Fully remote (online and/or offline distance learning, no face to face contact)
- Partially remote (a mixture of face to face, online and/or offline distance learning)
- No online or offline distance learning offered as we continue providing face-to-face training
- No online or offline distance learning is offered as we had to cancel all training due to the COVID-19 pandemic
- I don't know

Source: ILO-UNESCO-World Bank Online Survey, 2020

HOW TVET PERFORMED DURING THE COVID-19 PANDEMIC?

- TVET institutions became more resilient, creative and entrepreneurial.
- TVET introduced:
 - New assessment
 - Quality assurance
 - Teaching methods
- TVET upskilled its staff aligned with the new developments
- TVET created curriculum opportunities aligned with the employers.
- TVET reutilize what was already there, and maximized existing education principles.



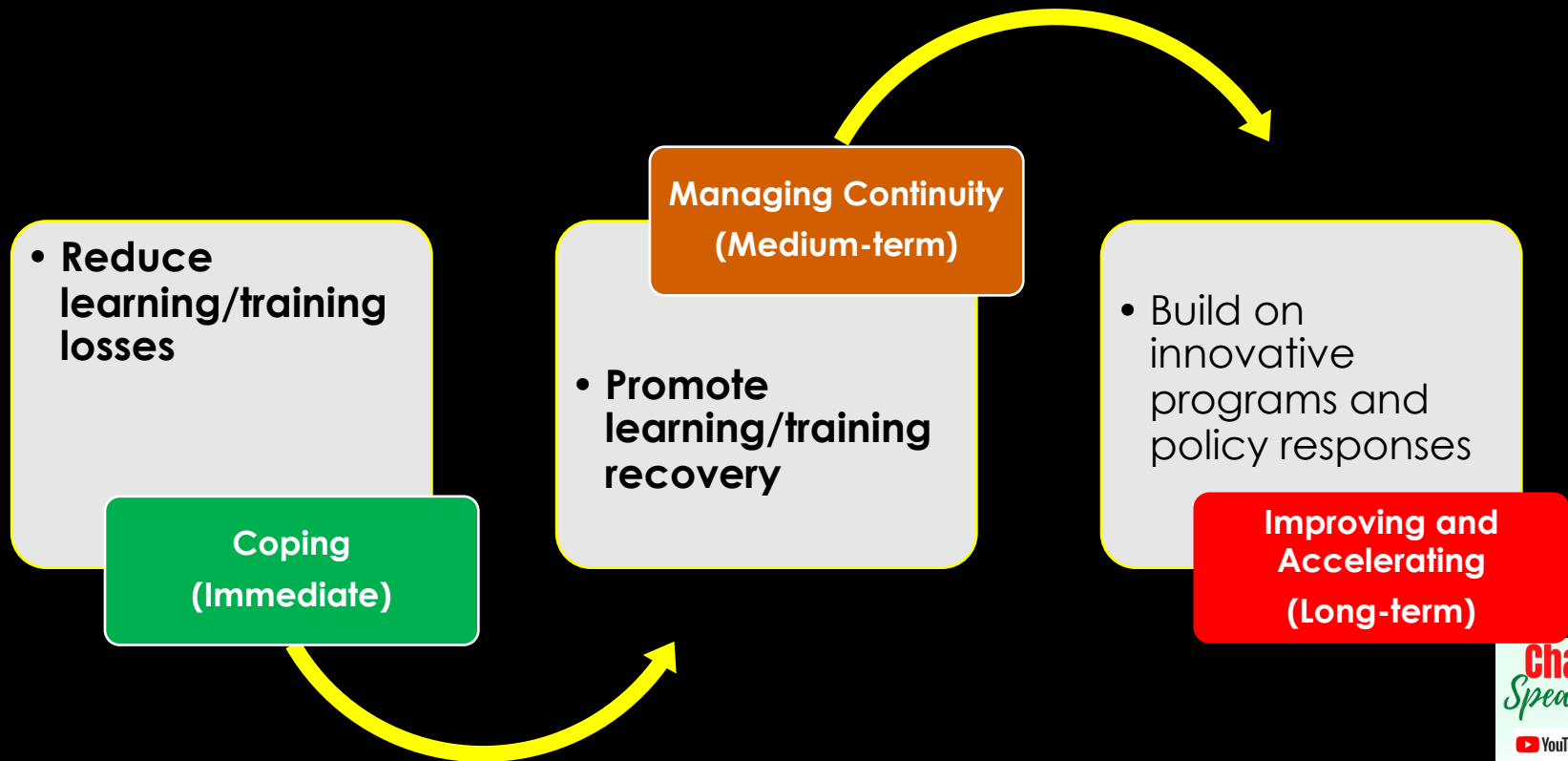
NEW OPPORTUNITIES THAT COVID-19 BROUGHT ABOUT FOR TVET

- New curriculum and commercial opportunities for TVET institutions.
- Better synergy with industries and employers.
- Policy development and review at institutional level.
- Encouraged student entrepreneurship and use of digital marketing in addition to traditional marketing tools.
- New and broader audiences and students through online tools, including social media.
- Direct engagement with local community partners
- Increased awareness and perception of TVET.



HOW TO TRANSFORM, ADVANCE, AND INNOVATE CURRICULUM IMPLEMENTATION AND EVALUATION IN THE POST-PANDEMIC ERA?

Develop/Re-design and introduce curriculum that:



TVET TO CONTINUE INTRODUCING AND ADVANCING DIGITAL TRANSFORMATION

- Develop new and enhance Learning Management Systems and Virtual Learning Environments (VLEs)
- Move from flexible and blended curriculum delivery and assessment modalities
- Orient key stakeholders on the benefits of online delivery
- Continue to upskill staff digital skills and other professional development opportunities
- Improve student digital skills, independent working ability and employability.
- Maintain better staff-student engagement and collaboration



HOW DO PHILIPPINE TVET TRANSFORM?

- TVET alignment with 4IR
- Centralized vs. Decentralized TVET curriculum
- Maximize the potential for national digital training program for TVET staff
- Perform internal review and audit of curriculum and assessment
- Prioritize the needs of rural TVET beneficiaries
- Use good pandemic-era best practices to develop better TVET curriculum and assessment.
- Develop engagement strategies with industries and employers.



A red speech bubble graphic with a white key icon in the center. The text 'Key Takeaways' is written in white, bold, sans-serif font. The word 'Key' is on the top line, the key icon is on the top line to the right of 'Key', and 'Takeaways' is on the bottom line.

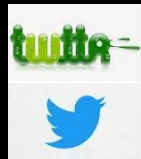
Key Takeaways

- While facing disruptions, TVET can play a critical role in the different stages of COVID-19 crisis.
- TVET can be well-placed to introduce and implement important skills required and needed for post-COVID-19.
- TVET's focus on practical skills generates certain challenges for ODL during and post-COVID.
- TVET can contribute to the economic rebound and build back better programs and skills development systems.

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[linkedin.com/in/richarddgonzales](https://www.linkedin.com/in/richarddgonzales)



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