

A Review of the Technical-Vocational-Livelihood Track of the Philippine K to 12 Curriculum: Industry Readiness of Food and Beverage Services and Bread and Pastry Production Students

Anna Marie B. De Belen

Email: annamarie.debelen@deped.gov.ph

Master Teacher 1

Mariano Marcos Memorial High School

Manila, Philippines

Abstract

The K to 12 programs in the Philippines, introduced through the Enhanced Basic Education Act of 2013, aims to align the country's education system with international standards by extending basic education from ten to twelve years. A key component of this reform is the Technical-Vocational-Livelihood (TVL) track, which equips students with specialized skills essential for employment. This paper examines the role of the K to 12 program in revolutionizing Philippine education, focusing on the Food and Beverage Services and Bread and Pastry Production specializations. These programs blend theoretical knowledge with practical training, preparing students for careers in the growing food and hospitality industries. However, challenges such as unequal resource distribution and limited industry partnerships hinder the full realization of the program's potential, particularly in underserved regions. Despite these obstacles, the TVL track has gained recognition as a legitimate career pathway, with graduates emerging as well-rounded, employable professionals. By addressing existing challenges and promoting stronger industry collaborations, the K to 12 program can continue to enhance the country's workforce, driving both individual success and national development.

I. Introduction

Historically, the standard education span in the Philippines was limited to just ten years, significantly shorter than that of many other countries around the world. This limited timeframe often left students inadequately prepared for the rigors of college or the realities of the job market. Many graduates entered higher education without having developed essential skills. Consequently, they faced substantial challenges in adapting to more demanding academic environments or in securing quality employment immediately after graduation (Orbeta et al., 2018).

Recognizing the urgent need for reform, the Philippine government enacted Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013. This landmark legislation transformed the Philippine educational system by expanding the basic education curriculum from ten to twelve years. The primary goal of this reform was to align the Philippine education system with international standards, enhancing its competitiveness on a global scale (Alonzo, 2015). By extending the basic education cycle, the law aimed to provide students with better educational experience that would better equip them for future challenges.

At the heart of this educational reform is the K to 12 program, which not only extends the number of years of basic education but also aims to enhance the quality of instruction across all levels. This shift is particularly vital in a rapidly evolving job market that increasingly demands specialized skills and competencies, both locally and globally. To compete on a comparable basis with global competitors, Filipino teachers and learners operate to reach international standards in response to calls for regionalization and globalization (Maglaya, 2021).

II. The Rise of Technical-Vocational Education

The introduction of the Senior High School (SHS) program as part of the K to 12 curriculum has significantly transformed the framework of education in the Philippines by allowing students to select specialized tracks that align with their skills, interests, and career aspirations. One of the most prominent of these tracks is the Technical-Vocational-Livelihood (TVL) strand, which is designed to equip students with practical, industry-specific skills

essential for today's job market (Ongkiko, 2013). Among the most sought-after specializations within the TVL track are the Food and Beverage Services (F&B) and Bread and Pastry Production programs. These programs provide students extensive training in culinary arts, customer service, and food preparation, ensuring that they are well-prepared not only for immediate employment but also for potential further studies in the culinary field. The curriculum is carefully crafted to combine theoretical knowledge with hands-on experience, allowing students to engage directly with the materials and techniques they will encounter in their future careers (Agbing, 2024).

At the core of the K to 12 program, particularly through the TVL track, is the goal of producing graduates who are not just academically proficient but also well-rounded and ready for the workforce. The program emphasizes a shift from a traditional content-based approach to a more competency-based learning model. In this framework, students gain hands-on experience and develop skills that are directly aligned with industry standards (Dizon et al., 2019). This innovative approach prepares students to meet the evolving demands of both local and global job markets, nurturing a new generation of skilled workers who are adaptable and capable of thriving in diverse environments. The inclusion of technical-vocational training marks a significant departure from the conventional focus on purely academic subjects, providing students a broader range of career pathways and opportunities for growth.

Traditionally, Filipino families have shown a strong preference for academic tracks, often guiding their children toward college education as the primary route to success. Technical-vocational courses were frequently perceived as fallback options rather than viable paths for a fulfilling career. However, the implementation of the Enhanced Basic Education Act of 2013 has catalyzed a shift in this mindset, opening the eyes of both students and parents to the vast opportunities available within technical-vocational education. The SHS program's emphasis on the TVL track has highlighted the potential for success in fields that require specialized skills, allowing these tracks to gain recognition as legitimate and promising career pathways. As the demand for skilled workers continues to grow, both in the Philippines and abroad, technical-vocational education is increasingly viewed as a critical component of a well-rounded educational experience that can lead to sustainable and rewarding employment (Jaca, 2022).

III. Food and Beverage and Bread and Pastry Programs

The Food and Beverage Services and Bread and Pastry Production specializations under the Technical-Vocational-Livelihood (TVL) track are carefully designed to equip students with a blend of theoretical knowledge and practical skills that are essential for success in the food and hospitality industries. The curriculum offers extensive hands-on training in various areas, including food preparation, kitchen management, customer service, and baking techniques. This well-rounded approach is critical, as the food and hospitality sectors are among the fastest-growing industries worldwide, creating a substantial demand for skilled professionals. By the time students complete these programs, they emerge well-prepared to enter the workforce, having gained not only the necessary technical expertise but also the confidence to apply their skills in real-world settings (Petancio, 2020).

A distinguishing feature of the TVL track is its emphasis on establishing strong industry partnerships. Through work placements and internships, students are given the crucial opportunity to gain real-world experience in their chosen fields. This practical exposure is vital for several reasons; it enables students to build professional networks and acquire practical knowledge that extends beyond the confines of the classroom. Such experiences also enhance their employability, as many companies prefer to recruit individuals who have demonstrated their capabilities in a work environment. Consequently, graduates from the Food and Beverage and Bread and Pastry programs are highly sought after by employers, particularly within the rapidly expanding food and hospitality sectors, where skilled workers are in great demand (Galbraith & Mondal, 2020).

The success of these specialized programs is evident in the academic and professional achievements of their graduates. Research conducted by Sanchez (2023) indicates that TVL graduates, especially those specializing in culinary arts, are exceptionally well-prepared for employment. The hands-on training and real-world experiences they receive during their Senior High School years equip them with technical skills that are highly valued in the job market. Moreover, these graduates exhibit adaptability—a key trait in today's ever-changing job market, where flexibility and the capacity to take on diverse roles are paramount. This ability to adjust to various situations enhances their prospects for career advancement, making them valuable assets to any organization.

Beyond their technical proficiency, graduates of the TVL programs in Food and Beverage and Bread and Pastry also possess essential soft skills that significantly enhance their effectiveness in the workplace. Skills such as communication, teamwork, and problem-solving are critical in the service industry, where positive interactions with customers and collaboration with coworkers are fundamental to daily operations. The training provided in the SHS program actively promotes the development of these interpersonal skills, enabling students to engage effectively with

clients and colleagues alike. As a result, graduates not only become more adept in their roles but also emerge as appealing candidates for potential employers, who increasingly prioritize these competencies (Rodil & Briones, 2022).

Furthermore, recent research conducted by Alejandro and Bucad (2024) reinforces the notion that TVL graduates are well-prepared across various domains. Their study found that students specializing in Food and Beverage and Bread and Pastry excelled in personal, social, communication, and technical skills. This broad skill set enables graduates to thrive not only in entry-level positions but also in more advanced roles as they progress in their careers. By providing a well-rounded educational experience, the K to 12 program effectively equips students to manage the challenges of the modern job market, ensuring that they are not just prepared for their first job but are also positioned for long-term career success and growth.

IV. Challenges and Opportunities

While the Food and Beverage (F&B) and Bread and Pastry programs within the Technical-Vocational-Livelihood (TVL) track have garnered success and recognition, several challenges persist, particularly in underserved regions of the Philippines. One of the primary obstacles is the uneven distribution of resources across schools. In rural areas or regions with limited access to educational funding, students often encounter outdated facilities and a shortage of essential equipment. This disparity negatively impacts the quality of hands-on training, limiting students' ability to practice the skills they are expected to master. The lack of adequate training environments undermines the potential of these programs, making it difficult for students to meet industry standards and compete with their peers from more well-equipped institutions (Cias, 2024).

Additionally, the availability of industry partnerships, which is crucial for providing students with real-world work experiences, is another area of concern. In many areas, schools struggle to establish meaningful connections with local businesses or industry leaders, depriving students of valuable internships and on-the-job training opportunities. Without this crucial exposure, students may graduate without having gained the practical experience that can give them an edge in the job market (Hora et al., 2020). Strengthening these industry connections, is essential for leveling the playing field and ensuring that all students, regardless of their geographic location, receive a better education that includes practical, hands-on experience.

Thus, by addressing these challenges and seizing the opportunities for improvement, the F&B and Bread and Pastry programs can continue to thrive and contribute significantly to the success of the K to 12 TVL track, providing students with the skills and experiences needed to succeed in the competitive food and hospitality industries.

V. Conclusion

The implementation of the K to 12 program, particularly through its Technical-Vocational-Livelihood (TVL) track, has been a transformative force in the Philippine education system. By extending the basic education cycle and providing specialized programs like Food and Beverage Services and Bread and Pastry Production, the program provides students with a more comprehensive and practical skill set. This shift has aligned the education system with both local and global industry standards, preparing graduates to meet the demands of an ever-evolving job market. Through competency-based learning and hands-on experience, the K to 12 program equips students not only with academic knowledge but also with the practical skills needed for immediate employment or further studies.

However, the success of the K to 12 program is not without its challenges. Issues such as the uneven distribution of resources and limited industry partnerships in some areas pose significant barriers to the full realization of its goals. These obstacles can undermine the quality of education and the preparedness of students, particularly those in underserved regions. Addressing these challenges through investments in infrastructure, teacher training, and stronger industry collaborations is essential for ensuring that all students have equal access to quality education and opportunities for success.

Despite these hurdles, the opportunities presented by the K to 12 program are vast. By continuously updating curricula and promoting stronger partnerships with local industries, the program can further enhance the employability and competitiveness of its graduates. The shift in societal perception, from viewing technical-vocational education as a fallback option to recognizing it as a viable and promising career pathway, emphasizes the program's potential to revolutionize the Philippine education system. In the long term, the K to 12 program, particularly the TVL track, holds the promise of producing a highly skilled, adaptable workforce capable of thriving in various industries, thereby contributing to the nation's economic growth and development.

References

1. Agbing, M. (2024). Bridging the Gap in the Academe-Industry Acquired Skills: Basis for Developing Supplementary Materials in Food and Beverages Services NC II. scimatic.org. <https://doi.org/10.5281/zenodo.13218858>
2. Alejandro, R., & Bucad, M., Jr. (2024). READINESS OF TECHNICAL VOCATIONAL AND LIVELIHOOD (TVL) STUDENTS OF SIMPUCAN NATIONAL HIGH SCHOOL. *Studies in Technology and Education*, 3(1), 72–79. <https://doi.org/10.55687/ste.v2i2.68>
3. Alonzo, R. I. (2015). Understanding the K to 12 Educational Reform. <https://journals.upd.edu.ph/index.php/pssr/article/view/5260>
4. Cias, M., (2024). Performance and Perception of Technology-Vocational-Livelihood Track Students on Cookery through Project-Based Learning. *Psychology and Education: A Multidisciplinary Journal*, 23(8), 1058-1071. <https://doi.org/10.5281/zenodo.13328836>
5. Dizon, R. L., Calbi, J. S., Cuyos, J. S., & Miranda, M. (2019). Perspectives on the Implementation of the K to 12 Program in the Philippines: A Research Review. <https://www.ijires.org/index.php/issues?view=publication&task=show&id=548>
6. Galbraith, D., & Mondal, S. (2020). The Potential Power of Internships and the Impact on Career Preparation. Retrieved from <https://eric.ed.gov/?id=EJ1263677>
7. Jaca, C. A. (2022). Hybrid collaborative model of technical-vocational-livelihood (TVL) track in senior high school in the Philippines. Retrieved from <https://www.voced.edu.au/content/ngv%3A92993>
8. Hora, M. T., Chen Z., & Her P. A (2020). Problematizing college internships: Exploring issues with access, program design and developmental outcomes. https://www.researchgate.net/publication/341293930_Problematizing_college_internships_Exploring_issues_with_access_program_design_and_developmental_outcomes
9. Maglaya, R. (2021). *The Philippine public school's climate and culture: A reflective view*. Johnny and Hansel Publications. <https://jandhpublications.com/the-philippine-public-schools-climate-and-culture-a-reflective-view/>
10. Ongkiko, R. M. P. G. (2013). Bridging the Gap: Enhanced Basic Education through K-12. <https://www.worldservicesgroup.com/publications.asp?action=article&artid=5735>
11. Orbeta, A. J. C., Ortiz D. a. P., Ortiz, M. K. P., Lagarto, M. B., & Potestad, M., V. (2018). Senior High School and the Labor Market: Perspectives of Grade 12 Students and Human Resource Officers. Retrieved from [https://ideas.repec.org/p/phd/dpaper/dp_2018-49_\(revised\).html](https://ideas.repec.org/p/phd/dpaper/dp_2018-49_(revised).html)
12. Petancio, J. a. M. (2020). Concepts in Context for Technical-Vocational and Livelihood Track Mathematics Curricular Enhancements. *The Normal Lights*, 14(2). <https://doi.org/10.56278/tnl.v14i2.1656>
13. Rodil, F. M., & Briones, E. O. (2022). Acquired Skills and the Competencies in Bread and Pastry Production of Grade 11 TVL Senior High School Students. *International Multidisciplinary Research Journal*, 4(2), 212–222. <https://doi.org/10.54476/3403074>
14. Sanchez, A. (2023). Employability of Grade 12 Technical Vocational Livelihood (TVL) Graduates from Schools in Highly Industrialized Districts of Laguna. Retrieved from <https://ejournals.ph/article.php?id=21654>