PHILIPPINE POSITION PAPER

Future Skills Needs Anticipation

Presented During the 1st Expert Meeting UNESCO by
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Mariflor Liwanag, Director, TESDA
Core Messages

1. SNA as part of the Philippine TESD Plan for 2017-2022
2. Combined Methodology for Future Skills Needs Assessment
   1. PSALM (existing) + SNA
3. Expected Outputs of SNAs
4. Data Sources
5. Way Forward
National TESD Plan (endorsed by the NEDA Board)
Skills Priorities, Anticipation | Strategies | Policies | Programs, Interventions | Training Targets | Investment Requirements

Regional and Provincial TESD Plans

Inputs to the TESD Plans

Provincial and Regional Consultations
TVET for Global Competitiveness

Workers that need Skills Upgrading
- Students of Higher Level Qualifications
- OFWs, Retired
- Unemployed

TVET for Workforce Readiness

Senior High School Students under TVL
Grade 10 Completers who will go thru SHS
Out of School Youth

TVET for Social Equity

Informal Workers
Indigenous Peoples
Farmers, Fisherfolk
Drug dependents, Rebel Returnees
PWDs
Displaced OFWs with low level skills
Victims of Abuse, Disasters
Underemployed
Unemployed
The National Technical Education and Skills Development Plan 2017-2022

Workers that need Skills Upgrading
Students of Higher Level Qualifications
Returning OFWs
Unemployed

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3 Focus Points for Philippine TVET

Agility
Keeping pace with the industries
- Be “agile” to retain its relevance
- Less restrictive policies and regulations
- Engaging the private industries to lead
- Directing scholarships to hard-to-find skills

Scalability
Training in large numbers for large-scale skills demand
- Keep pace with the massive skills requirements of steady-growth industries
- Build up TVET capacity (increase training seats, development of higher level qualifications)

Flexibility and Sustainability
Adapting to different areas and opportunities
- Flexible policies and regulations
- Special skills training programs
PSALM (Policy-oriented, Sector-Focus, Area-Based Labor Market)

- **Policy-oriented** because they explicitly call for the setting up of TESD priorities in the light of all public policies that affect TESD.

- **Sector-focused** because they concentrate on economic sectors and industries that are key and crucial to the development of a given geographical area.

- **Area-based** because they are designed as a “bottom-up” approach in determining local skills needs and promote active participation of stakeholders at local levels.

- **Labor-market driven** because they require honest-to-goodness labor market analyses of shortages in identified critical stages.
PSALM Basic Steps

1. Determine the geographic area coverage
2. Identify the key economic sectors and industries
3. Determine the critical job skills in key economic sectors and industries
4. Determine any possible shortage among the critical job skill
5. Gain consensus and commitment on identified skills priorities
6. Publish and disseminate information on skill priorities to the general public
GLOBAL DRIVERS OF CHANGE

- Technology and innovation
- Globalization of markets
- Demographic changes
- Climate change
- Increasing education attainment
- Changes in work organization

SKILLS NEEDS ANTICIPATION
For High-End Industries
TESDA SKILLS ANTICIPATION WAY

PSALM SKILLS ANTICIPATION FRAMEWORK

- M/E Tracer Studies IES
- SNA+ PSALM
- TESD Policies
  - TESD Regulatory
  - TESD Program
- Investment on Future Skills for Future Work
- QUALITY
  - A
  - P
  - D
  - C

The National Technical Education and Skills Development Plan 2017-2022
Outputs

- Provincial/Regional/National Skills Priorities
- Provincial/Regional/National Skills Priorities Plan (with targets and funding requirements)
- Sectoral Future Priority Skills
- Sectoral Future Skills Investment for Future of Work
Data Sources

- 2009 Philippine Standard Industrial Classification
- 2012 Philippine Standard Occupational Classification
- Philippine Statistics Authority
- Department of Trade and Industry
- Department of Labor and Employment
- Industry Associations like Business Process Outsourcing Association of the Philippines
Way Forward
### Major Insights and take-aways, Additional Findings

<table>
<thead>
<tr>
<th>Major Insights</th>
<th>Additional Findings</th>
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<tbody>
<tr>
<td>21\textsuperscript{st} Century Skills in the Curriculum, TRs or as Stand-alone Programs</td>
<td></td>
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<tr>
<td>Credit Transfer System between TESDA and CHED, Institutions of Learning, Reconciling Learning Outcomes</td>
<td>No school offering Die-Making, Die Casting, Tool &amp; Die Engineering Tech, etc. TESDA needs to assist the M&amp;E sector to sustain; need of critical skilled workers in the M&amp;E. What happens now?</td>
</tr>
<tr>
<td>No/Few TVET Providers to conduct training and assessment on in-demand training regulations due to high capital investment</td>
<td>No school offering Die-Making, Die Casting, Tool &amp; Die Engineering Tech, etc. TESDA needs to assist the M&amp;E sector to sustain; need of critical skilled workers in the M&amp;E. What happens now?</td>
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1. Major insights and take aways? What can you add to the findings based on your own sectoral experiences?

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<td>• Separate mechanism for rapid-changing industry jobs (high-end, new jobs/skills) to fast-track development of Training Regulations</td>
<td>• Automotive industry can cope for now (Toyota), if demand rises, taxes should be reduced</td>
</tr>
<tr>
<td>• Industries can have own in-house standards within TESDA framework</td>
<td>• Master technicians needed</td>
</tr>
<tr>
<td>• Shorter process in development of training regulations esp in high level or fast-paced industries</td>
<td></td>
</tr>
<tr>
<td>• TESDA to follow international standards</td>
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<tr>
<td>TR development (automotive) is taking time due to validation in Luzon, Visayas, Mindanao</td>
<td>TESDA to assist in investing in training workers so industry can hire more</td>
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<td>Revitalize partnerships, MOA with industries</td>
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<td>• Partnership with CompTIA to develop Cyber Security curriculum</td>
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## 2. Priority Programs

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<th>Sector</th>
<th>In-demand</th>
<th>Obsolete, dwindling</th>
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<tr>
<td>ICT</td>
<td>Medical Billing and Coding</td>
<td>Transcriptionist</td>
</tr>
<tr>
<td></td>
<td>2D, 3D Animators (but tech has impact)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additive Manufacturing (3D Printing)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cyber Security (Cyber Security Curriculum in partnership with CompTIA)</td>
<td></td>
</tr>
<tr>
<td>Electronics, Manufacturing</td>
<td>Wearables, Self-Drive Cars, Internet of Things (IoT), Robotics</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Nurses in Contact Centers, Nurses providing remote healthcare</td>
<td></td>
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<tr>
<td>Automotive</td>
<td>Automotive Maintenance (currently being developed, focusing on maintenance)</td>
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## 2. PRIORITY INDUSTRIES/JOBS

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| Metals & Eng. | • Certification Scheme for Welders (they own certifications but can’t perform competencies required)  
                • Underwater Welding (develop new TR)  
                • Review/integrate TRs, curriculum with international standards |                     |
### 3. Strategies and policies should the government and the private sector undertake to make the program successful

<table>
<thead>
<tr>
<th>Proposed Priority Programs</th>
<th>Strategy</th>
<th>Responsible Agency / Org / Sector</th>
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<td>Industry-led Assessment and Certification</td>
<td>Consider recognition of certification from industries; collaboration with industries, Higher Ed on conduct of assessment, certification</td>
<td>TESDA</td>
</tr>
<tr>
<td></td>
<td>Privatizing the assessment and certification or accreditation of industry/companies to conduct self-administered assessment and certification</td>
<td>TESDA, industries</td>
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<tr>
<td></td>
<td>TESDA to adopt/accept industry standards and certify on the basis of those standards</td>
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<td>Regulating accreditation of industry associations for industry-led assessment and certification</td>
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<td>Mutual recognition of certifications</td>
<td>Mutual recognition of certifications (TESDA certificates and industry certificates)</td>
<td>TESDA, industries</td>
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<tr>
<td></td>
<td>Use of portfolio assessment</td>
<td></td>
</tr>
<tr>
<td>Increasing industry participation</td>
<td>More incentives for the reformed apprenticeship bill (EBT modality) and other ways that the EBT can be implemented to attract companies</td>
<td>Legislators, TESDA</td>
</tr>
<tr>
<td>Re-issuing scholarship vouchers</td>
<td>Engage industry associations in the implementation of scholarship training, police and monitor industry members</td>
<td>TESDA, industry</td>
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<tr>
<td></td>
<td>Review scholarship guidelines</td>
<td>TESDA, industry</td>
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3. Strategies and policies should the government and the private sector undertake to make the program successful

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<td>EBT Registration</td>
<td>Industries to register their training programs with TESDA under the Enterprise-Based Training (EBT) modality for support/scholarship funding from TESDA, esp. priority industries</td>
<td>Industry</td>
</tr>
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<td></td>
<td>Partnership with Technical Vocational Institutions (TVIs) for accreditation of certification</td>
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4. How should the various stakeholders work together to ensure a more successful cooperation and coordination?

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<th>Recommendation</th>
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<td>Develop a system/mechanism for harmonization of available funds with industry</td>
<td>TESDA and industry</td>
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<td>Boost dissemination of information to the industry</td>
<td>TESDA</td>
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<td>Conduct of Industry Awareness Forum</td>
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Maraming Salamat Po!