



International
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► Comparability assessment of qualification systems between Sri Lanka and the Philippines



- ▶ **Comparability assessment of qualification systems between Sri Lanka and the Philippines**

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Foreword

The ILO Country Office in Sri Lanka and the Maldives through its Safe Labour Migration Programme seeks to support the Government of Sri Lanka's global and regional commitments on safe labour migration, including through the adoption of regional and global best practices.

The globalization of education and training and the increasing mobility of individuals across borders have highlighted the importance of having a comparable qualification system between countries. Sri Lanka and the Philippines, both vibrant nations with unique educational landscapes, would greatly benefit from a compared qualification system. The comparison of qualifications is essential due to several factors that necessitate a comprehensive understanding and recognition of educational credentials. Both countries have unique educational systems, and credentialing frameworks, making it crucial to assess the comparability of qualifications. The comparability of the systems would be both beneficial to these countries. The rationale for this comparability study rests upon five key factors: education and training mobility, mutual recognition, educational collaboration, fair employment opportunities, and international recognition and accreditation.

In line with the objectives of the 'Colombo Process', a regional consultative process, this study attempts to understand Sri Lankan qualifications framework or system vis-a-vis the Philippine qualification system by assessing the comparability of qualifications in specific disciplines or sectors; identifying the differences and similarities in the educational system and its structure, training, assessment and certification system and as well as the credit transfer mechanisms; evaluating the equivalency of degrees and certifications for employment and further education purposes; and recommending strategies to enhance the recognition and comparability of qualifications between Sri Lanka and the Philippines.

This comparison lays the foundation for effective partnerships, harmonized standards, and increased opportunities for individuals in both countries.

The ILO is honoured to have facilitated this regionally important study under the guidance of the Ministry of Education of Sri Lanka, the Tertiary and Vocational Education Commission of Sri Lanka, the Technical Education and Skills Development Authority of the Philippines and with financial assistance from the Government of Switzerland.

Joni Simpson

Country Director

ILO Country Office for Sri Lanka and the Maldives

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► List of acronyms

A&C	Assessment and Certification
A/L	Advanced Level
ABM	Accountancy, Business and Management
AC	Assessment Center
ADL	Activities of Daily Living
AETI	Automobile Engineering Training Institute
ALS	Alternative Learning System
ALS-EST	Alternative Learning System - Education and Skills Training
AMS	ASEAN Member States
APACC	Asia Pacific Accreditation and Certification Commission
AQRF	ASEAN Qualifications Reference Framework
AR	Augmented Reality
ASEAN	Association of Southeast Asian Nations
ATI	Advanced Technological Institutes
BIM	Building Information Modelling
BLAs	Bilateral Labour Agreements
BLS	Bureau of Labour Statistics
BOL	Bureau of Labour
BPBH	Balik Pinay Balik Hanapbuhay
BSEE	Bachelor of Science in Electrical Engineering
BSIT	Bachelor of Science in Industrial Technology
CA	Competency Assessor
CAAP	Civil Aviation and Authority of the Philippines
CACW	Competency Assessment and Certification for Workers
CAGR	Compound Annual Growth Rate
CATs	Competency Assessment Tools
CEDAW	Convention on Elimination of All Forms of Discrimination Against Women
CGTTI	Ceylon - German Technical Training Institute
CHED	Commission on Higher Education
CO	Certification Office
CoC	Certificate(s) of Competency
CoD	Countries of Destination
CoO	Countries of Origin
CoTs	Colleges of Technology
COVID-19	CoronaVirus Disease of 2019
CPA	Caregiver of the Philippines Association
CS	Competency Standards
CSOs	Civil Society Organizations
DepEd	Department of Education

DMW	Department of Migrant Workers
DOL	Department of Labour
DOLE	Department of Labour and Employment
DTET	Department of Technical Education and Training
EHRC	Electricity Human Resources Canada
EQF	European Qualifications Framework
EQF-LLL	EQF- Lifelong Learning
ETEEAP	Expanded Tertiary Education Equivalency and Accreditation Program
FAS-SBMT	Financial Awareness Seminar- Small Business Management Training
GAS	General Academic
GCC	Gulf Cooperating Countries
GCE	General Certificate of Education
GDP	Gross Domestic Product
GEP	Globalization and Economic Policy Centre
GoSL	Government of Sri Lanka
HEIs	Higher Education Institutions
HKQF	Hongkong Qualifications Framework
HUMSS	Humanities and Social Science
HVAC	Heating, Ventilation, and Air Conditioning
IADL	Instrumental Activities of Daily Living
ICT	Information and Communication Technology
ICTAD	Institute of Construction Training and Development
IET	Institute of Engineering Technology
ILO	International Labour Organization
IN	India
IoT	Internet of Things
IRR	Implementing Rules and Regulations
ISCO	International Standard Classification of Occupations
ISO	International Organization for Standardization
ITUM	Institute of Technology, University of Moratuwa
JHS	Junior High School
KSA	Kingdom of Saudi Arabia
LAM	Level Alignment Matrix
LDAP	Livelihood Development Assistance Program
LET	Licensure Examination for Teachers
LFEAs	Licensed Foreign Employment Agencies
MARINA	Maritime Industry Authority
MFEPW	Ministry of Foreign Employment Promotion and Welfare
MOE	Ministry of Education
MOHE	Ministry of Higher Education
MOLFE	Ministry of Labour and Foreign Employment

MRAs	Mutual Recognition Arrangements
MY	Malaysia
NAB	National Apprentice Board
NAC	National AQRF Committee
NAITA	National Apprentice and Industrial Training Authority
NAP	National Action Plan
NC	National Certificate
NCC	National Coordinating Council
NEC	National Education Commission
NITESL	National Institute of Technical Education of Sri Lanka
NPME	National Policy on Migration for Employment
NQF	National Qualification Framework
NRCO	National Reintegration Center for OFW
NSP	National Skills Passport
NTR	No Training Regulation
NTTC	National TVET Trainers Certificate
NVQF	National Vocational Qualifications Framework
NVQs	National Vocational Qualifications
NYSC	National Youth Services Council
NZQF	New Zealand Qualifications Framework
O/L	Ordinary Level
OAP	Overseas Assessment Program
OHS	Occupational Health and Safety
OJT	On-the-Job Training
OSL	Overseas Sri Lankan
OSYC	Out-of-School Children
OWF	Overseas Filipino Worker
OWWA	Overseas Workers Welfare Administration
PCTS	Philippine Credit Transfer System
PEX	Cross-Linked Polyethylene
PH	Philippines
PMI	Plumbing Manufacturers International
POEA	Philippine Overseas Employment Administration
POLO	Philippine Overseas Labour Offices
PQF	Philippine Qualifications Framework
PRBs	Professional Regulatory Boards
PRC	Professional Regulation Commission
PSGs	Policies, Standards and Guidelines
PSPE	Philippine Society of Plumbing Engineers
PTCACS	Philippine TVET Competency Assessment and Certification System
QATESD	Quality Assured Technical Education and Skills Development

QFs	Qualification Frameworks
QMS	Quality Management System
QSO	Qualifications and Standards Office
RPL	Recognition of Prior Learning
RQATs	Regional Quality Assurance Teams
RQF	Regional Qualifications Frameworks
RWAC	Registry of Workers Assessed and Certified
SAQRF	South Asia Qualifications Reference Framework
SCQF	Scotland Credit and Qualifications Framework
SEC	Securities and Exchange Commission
SHS	Senior High School
SL	Sri Lanka
SLBFE	Sri Lanka Bureau of Foreign Employment
SLIATE	Sri Lanka Institute of Advanced Technical Education
SLMP	Safe Labour Migration Programme
SLQF	Sri Lanka Qualifications Framework
SME	Small and Medium-sized Enterprises
SPECS	Society of Philippine Electrotechnical Contractors and Suppliers
SPIMS	Sa Pinas Ikaw ang Ma'am at Sir
SSD	State Ministry of Skills Development
STAR	System for TVET Accreditation and Recognition
STCW	Standards of Training, Certification and Watchkeeping for Seafarers
STEM	Science, Technology, Engineering, and Mathematics
TESDA	Technical Education and Skills Development Authority
TIBFI	Tourism Industry Board Foundation, Inc.
TOS	Table of Specifications
TR	Training Regulation
TVE	Tertiary and Vocational Education
TVEC	Tertiary and Vocational Education Commission
TVET	Technical and Vocational Education and Training
TVIs	TVET Institutions
UAE	United Arab Emirates
UGC	University Grants Commission
UK	United Kingdom
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNIVOTEC	University of Vocational Technology
UoVT	University for Vocational Technology
US	United States
USD	United States Dollar
VTA	Vocational Training Authority
WTR	With Training Regulation

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- Tourism Industry Board Foundation, Inc. (TIBFI)
- Philippines Society of Master Plumbers and Plumbing Engineers (PSMPE)
- Society of Philippine Electrotechnical Contractors and Suppliers (SPECS)
- Tourism Industry Skills Council (TISC)
- Ceylon-German Technical Training Institute (CGTTI)
- Sri Lanka Institute of Tourism and Hospitality Management (SLITHM)
- Construction Industry Skills Council (CISC)

The complete list of participants in the project is attached as Appendix 1.

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qualifications (Caregiving, Housekeeping, Electrical Installation and Plumbing) and for assessment study and comparability of government services for migrant workers in the Philippines and Sri Lanka.

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This report was prepared by ILO International Consultants, Ms Imelda B. Taganas and Mr Conrado G. Bares with technical assistance from Mr Oscar C. Ruma Jr.

Executive summary

1. Purpose and methodology

The main objective of the study was to do a comparative assessment of the qualifications systems of the Philippines and Sri Lanka in general and to zoom the comparability to four qualifications, namely Caregiving, Housekeeping, Electrical and Plumbing. This was done largely through gathering of secondary data from published documents of TVET mandated agencies of the Philippines (TESDA) and Sri Lanka (TVEC); industry consultations and focus group discussions in both countries involving stakeholders such as industry councils/associations, trade experts, the academe, government agencies and the relevant institutions involved in development of skilled manpower and technicians. A final validation process was conducted face to face in Colombo, Sri Lanka with participants from various stakeholders. The same validation process was conducted in the Philippines with participants from various stakeholders including government agencies.

Comparability assessment of the National Qualifications Framework (the PQF and NVQF) was also included in the study including the comparability assessment of Regional Qualifications Framework (AQRF and SAQRF).

2. Labour market prospects

Assessment of global market prospects for the four qualifications points to growing employment opportunities. For caregiving, because of the fast ageing/greying population especially in Europe, North America and highly developed countries in Asia and Middle East. For housekeeping, because of pent up demand as a result of the COVID-19 pandemic and the renewed interest in global tourism. For electrical and plumbing because of the ageing skilled workers and technicians who mostly belong to the baby boomers' generation and the declining interest of the new generation to take on technical and vocational trades. These trends along with the new and emerging technologies in the said trades is expected to create increasing demand for skilled Labour in said qualifications.

3. Labour migration policies

Labour migration policies of both countries are treading the same path with the ultimate goal of providing greater welfare for the migrants and their respective families. Both countries continuously improve their respective mechanisms to do just that, with the Philippines putting under one roof (the Department of Migrant Workers), all the programs and services for OFW, and Sri Lanka which came up with a comprehensive medium plan (National Action Plan on Migration for Employment 2023-2027) for the OSL.

4. Education system/National qualifications framework

The education systems of both countries are similar in many aspects. Both starts at early childhood education and that the basic education last for 13 years, that is from kindergarten to senior high school. In Sri Lanka, graduates of junior high school proceed to senior high school (GCE O/L) level or grade 10-11 and at the end of grade 11, one need to take an examination to enter the senior high school level (GCE A/L) which is grade 12-13. The senior high school (GCE A/L) serves as the entrance examination to proceed to tertiary/college education. In PH, there is no tract which requires passing in order to enter college education but there are institutions of higher learning which requires passing an examination in order to enroll in the concerned university/college.

One noticeable difference between the TVET system of the two countries is that in Sri Lanka, the peak of the TVET tract, which is comprised of seven levels, is a degree program in technology, while in the Philippines wherein TVET tract is comprised of five levels, the peak is a diploma program. Another is that in Sri Lanka, NVQ 5 (diploma) and NVQ 6 (Advanced Diploma) are assigned number of units, whereas in PH there is no units assigned to any level of TVET from level 1 to 5. Also in PH, the qualification framework has already combined the TVET and Higher Education with a total of 8 levels, levels 1 to 5 are for TVET and levels 6 to 8 are for higher education. Several programs however, from higher education, such as associate degree, still populates level 5. In Sri Lanka, the process of converging the NVQF which has 7 levels and SLQF which has 12 levels is not yet complete.

5. Competency standards framework, competency standards development, curriculum, and competency assessment tools development

The competency standards frameworks of PH and SL are comparable. Framework of both includes Basic, Core and Elective. PH however has common competency category which is absent in SL. Since SL has 7 levels in its NVQ, the supervisory functions can be found in level 6 and 7, whereas in PH, the supervisory functions are lodged at levels 3, 4 and 5.

The process of coming up with Competency Standards in both countries is similar, which is heavily industry participated/consulted and follows robust process of development and packaging with provisions for regular review and updating. In SL though, relevant curriculum is developed at the national level and deployed to the schools/centers for implementation, while in PH, the curriculum is done by the institutions themselves which they attached to the documents for program registration and approval of TESDA. It is the reverse when it comes to the development of competency assessment tools (CATs). In PH, the development of CATs is at the national level and deployed to the accredited assessment centers scattered nationwide for implementation in coordination with TESDA provincial offices. In SL, the development of competency assessment tools is taken care of by the institutions/trainers, where assessment is done largely by module which becomes the basis for doing the formative assessment. The formative assessment forms part of the summative assessment at the end of the learning process. The summative assessment is designed and implemented by a panel of two external assessors. Same process is done by all institutions offering the same qualifications in SL rendering it national in scope.

6. Competency standards for the four qualifications

The competency standards of both countries in the four qualifications are reasonably comparable with few notable exceptions. For instance, in the area of caregiving, PH has no competency units in “post- natal care for mother” and “administer subcutaneous injections” and SL has no competency units for “contribute to workplace innovation” and “respond to difficult/challenging behavior”. For housekeeping, SL has no competency units for “dealing/handling intoxicated guests.” In electrical trade, PH has no competency units in “Internet of Things” and in plumbing trade, PH has no competency units in “steam pipe system” “compressed air system”, “gas supply”, “fire hydrant pipes” and “fire safety sprinkler system”. Other minor differences can also be found when the two systems are put side by side. All things considered though, including the fact that both countries have established quality management systems in each process, notably ISO, PH and SL competency standards are largely comparable.

7. Assessment and certification system and issuance of certification

Both countries implement strict quality assurance system of each competency assessment and certification process. Steps of such process may not be exactly the same but the ultimate objective of both is to ensure

that the graduates of their respective educational/ training system will be able to acquire the expected competencies needed by the industries or the learning outcome.

In the area of assessor development and accreditation, PH conducts a Trainers/Assessors Methodology Course, one major portion of which is how to conduct competency assessment. The course itself is nationally designed and institutions, including TESDA institutions have to seek registration in order to open the course to the public. Assessor must apply for accreditation at TESDA as assessor in one or more than one trade if he is qualified. TESDA likewise conducts training/calibration for Lead Assessors to ensure uniform implementation of new/updated nationally promulgated competency assessment tools. In the case of SL, the UNIVOTEC, conducts an assessors' training program, admission to this training includes practical/ work experience in the relevant trade area. Graduates will be registered as assessor for a nominated scope of assessment. The scope will specify the field, and the NVQ level within that field, for which they are registered to assess.

On the accreditation of assessment centers in PH, TESDA implements a detailed process just like in the registration of programs of institutions wanting to open certain program. In SL, it is the TVEC which delegate the assessment to a provider which have been vetted previously to provide the training.

Assessment proper in PH starts with the request from the training provider (normally after training completion) to the TESDA provincial office. TESDA sets the date after considering all the factors in the assessment, especially the availability of assessor. Once the specific date is set, the assessor and TESDA representative (who bring the assessment instrument) proceeds to the designated accredited assessment center. The assessor conducts the assessment while TESDA representative is just around to attend to issues or problems that may arise during the assessment. The assessment which normally involves 10 candidates per qualification per day-batch, should be finished at the end of the day. In SL case, the delegated institutions shall seek the approval of TVEC for the selected assessors and the appointment of specialist assessors should it becomes necessary. In selected qualifications an island-wide knowledge assessment may be appropriate, in which case an assessment is conducted in the delegated centers island-wide. After which, a pre-assessment is conducted where the final assessment is to be conducted, to determine the candidates' readiness to take the final assessment which should be conducted from 3 to 30 days from the date of the pre-assessment. Both countries adhere and implement RPL considering industry experience and learnings acquired through non-formal and informal education and skills training.

The principles of marking are detailed in each country's assessment package. Such principles are manifested/centered on the evidence gathering process during the conduct of the assessment or during the formative and summative assessment in the case of SL. For both countries, the judgement as competent or not competent rest mostly on the part of assessors.

Both countries implement an online database system where the profiles of successful candidates can be verified.

8. National qualifications framework

Based on the detailed analysis on the Comparability of the PQF and the NVQF which is focused on the TVET sector, are generally comparable. These are in: 1) clear mandate on responsible bodies to manage the Qualifications Framework; 2) the domains of the PQF and the NVQF 3) the use of learning outcomes in the development of curricula and assessment tools; 4) policies for qualifications and scope of the framework, i.e., on the inclusion of non-formal and informal learning, designed to support mobility and the provision and recognition of lifelong learning; 5) both qualifications frameworks/systems are underpinned by quality assurance systems and processes in the development of qualifications/competency standards and assessment tools, accreditation/registration of programs, accreditation of assessors and trainers, accreditation of assessment centers and issuance of qualifications. The mandated agencies in the issuance of qualifications are defined in the Manuals of Operations; 6) in flexibility in terms of training pathways and equivalency that allows students to progress from TVET to higher education.

The PQF and NVQ levels and descriptors are basically comparable at levels 1 and 2. However, at level 3 onwards, the descriptors are not comparable. The PQF Level 3 already includes responsibility for others (supervisory), while the NVQ Level 3, the domain descriptor is still working “under general supervision. PQF levels 4 and 5 (Diploma) domain descriptors are already in the level of management and leadership, while the NVQ levels 4 and 5, the domain descriptors are still under “broad guidance and evaluation” and no leadership responsibility. The NVQ leadership domain descriptors are at level 6 and 7. Unlike the NVQ, the PQF has no levels 6 and 7 for TVET qualification.

9. Regional qualifications framework

Based on the analysis of comparability of the AQRF and the SAQRF, both regional qualifications frameworks are generally comparable in: 1) Purpose/Objectives with focus on promotion of mobility of learners and workers, recognition of qualifications and quality assurance in qualifications systems; 2) Governance and Structure: Comparable, with two (2) levels of governance structure; 3) Scope: both are enabling tool/ translational instrument to enable comparisons of NQFs/national qualifications system; 4) Principles of voluntary engagement in the referencing process of the member states; 5) Quality Assurance - both have strong focus on quality assurance criteria, systems and process to provide trust and confidence that the quality requirements are fulfilled; 6) Use of Learning Outcomes: - both RQFs recognizes the importance of learning outcomes as basis for assessing qualifications attained. However, there is no deeper explanation on the concept of learning outcomes in the SAQRF; 7) Domains, Levels and Descriptors: both RQFs have the same 8-levels but with different domains and descriptors; 8) Referencing Process: - the referencing process and its objectives are defined in both RQFs; 9) Referencing Criteria- Comparable in some referencing criteria, however, with differentiation in some referencing criteria. While the AQRF has 11- referencing Criteria and SAQRF has 7-Referencing Criteria; 10) Credit System: both RQFs indicated provisions for credit system; 12) Involvement of International Experts- however, there is no detailed explanation on provision on the SAQRF, though it is included in the SAQRF Criteria for Referencing; 13) Important Roles of Regional Observers - however, there is no detailed explanation on provision on the SAQRF, though it is included in the SAQRF Criteria for Referencing.

There are criteria in the AQRF which are not present in the SAQRF, i.e. 1) Linking NQF to the RQF and RQFs to other RQFs – there is no specific provision for linking the SAQRF with NQFs and other RQFs, though Indicated in the Objectives; 2) Structure of the Referencing Report: Not indicated in the SAQRF.

Recommendations:

Based on the analysis findings, the following recommendations are submitted for consideration by the Philippines (through TESDA) and Sri Lanka (through TVEC and other concerned agencies):

1. Competency Standards:

- 1.1. Explore incorporating missing competencies: Both countries should explore including missing competency standards found in the other country's system. Revise existing standards, if necessary, with industry input.
- 1.2. Review for new technologies: The Philippines should prioritize reviewing and updating Training Regulations in Electrical Installation and Maintenance (EIM) and Plumbing to address technological advancements and industry practices, incorporating relevant competencies like Internet of Things (IoT) for EIM and new systems for plumbing.

2. Curriculum Development and Deployment:

- 2.1. Pilot national curriculum in the Philippines: The Philippines may consider piloting a national curriculum for TVET and compare graduates with those from the existing system.

3. Quality Assurance of Assessment and Certification:

- 3.1. Sri Lanka to explore national assessment packages: Sri Lanka may consider developing national assessment packages based on the National Qualifications Framework (NQF) for consistency in assessment processes.

4. Skills Passport System:

- 4.1. Fast-track implementation in the Philippines: The Philippines should prioritize implementing the Skills Passport System for learner and worker benefit.

5. Credit Transfer Mechanism:

- 5.1. Fast-track implementation in the Philippines: The Philippines, through TESDA and CHED, should expedite the development of a credit transfer system to recognize competencies for future learning.

6. National Qualifications Framework (NQF) Comparability:

- 6.1. Sri Lanka to consider single NQF: Sri Lanka might consider merging their two separate NQFs (higher education and TVET) into one framework encompassing all education sectors.
- 6.2. Degree program for TVET in the Philippines: The Philippines might explore adding degree programs for TVET within their NQF, potentially enhancing the sector's prestige.

7. Regional Qualifications Framework (RQF) Comparability:

- 7.1. The AQRF and SAQRF are generally comparable.
- 7.2. The SAARC member states may consider the fast-tracking development of Referencing Guidelines similar to the AQRF Referencing Guidelines dated August 2020 published in the ASEAN Secretariat website

8. Labour Migration Policies:

- 8.1. Both countries to continue improving: Both countries should remain committed to improving policies for migrant workers (OFWs and OSLs). The Philippines should enhance collaboration with local government units, and Sri Lanka should foster closer connections between institutions serving migrant worker families. Sri Lanka should prioritize the implementation of National Policy on Migration for Employment (NPME) and its National Action Plan 2023-2027.

9. WorldSkills International Competition:

- 9.1. Benchmarking with WorldSkills Occupational Standards (WSOS): Both countries can utilize WSOS for benchmarking competency standards, reflecting global industry practices.
- 9.2. Sri Lanka's participation: Sri Lanka may consider participating in the Asian or International WorldSkills competition and observe the Philippines' hosting of the 2025 ASEAN Skills Competition for benchmarking and development purposes.

10. Bilateral Cooperation:

- 10.1. TESDA and TVEC colLabouration: Signing a cooperation agreement between TESDA and TVEC could facilitate knowledge exchange, best practice sharing, mutual skills recognition, and other beneficial endeavors.

Literature review

This project delves on the comparability of Qualifications system of the Philippines and Sri Lanka which straddles the educational systems, National Qualifications Frameworks, Competency standards development, curriculum development, competency assessments tools and other related activities. The end in view is to determine whether the two countries have many commonalities to say that the qualifications system of the two countries are reasonably comparable. Thence, possible cooperation in education, skills training and employment can be pursued.

The literature is rather scarce when it comes to the “comparability” of qualifications system that run through the whole spectrum from National Qualifications Framework (NQF) down to the specific occupation or qualification. However, there are substantial number of “referencing” activities that happened and are happening around the world between NQFs of two countries and between NQFs and Regional Qualifications Frameworks (RQFs) and/or meta-framework like the European Qualifications Framework (EQF). In many instances the terms comparison and referencing are used interchangeably though there is a slight distinction between the two. Referencing is a “process that results in **the establishment of a relationship** between the levels of national qualifications frameworks and the robustness of the quality assurance systems that underpin the education and training systems. Referencing seeks to make a statement about the broad compatibility of qualifications frameworks, without adjustments to either of the qualification frameworks being made”¹.

Comparability on the other hand is used to express a clear distinction from the formal process of “referencing” European NQFs to the EQF. The comparability **does not establish formal links between** the Third Countries NQFs and the EQF or European NQFs. While there is a slight distinction there are also similarities thus, “comparability is also aimed to **generate trust**, by an analysis of the Third Countries NQFs and the EQF principles. Comparability requires an equivalent level of transparency and documentation, particularly in relation to key features such as the use of learning outcomes and quality assurance.”² Trust is dependent on the technical reliability of learning outcomes at national level and transparent procedures used in referencing. However, it is also dependent on a consensus among stakeholders and the way the consensus is rooted in custom and practice. Thus, the referencing process embraces both objectivity and consensus as elements of trust.³ Transparency and trust in qualifications are essential pre-conditions for the portability, progression, and recognition of qualifications nationally and internationally. Most if not all countries seek to optimize trust and transparency so that qualifications can better support economic and social policies such as skills supply to the Labour market, lifelong learning, and social inclusion.⁴

Referencing facilitates transparency and provides reliable information on the comparability of the national frameworks in both countries doing the referencing, validating the credibility and robustness of each countries’ qualification systems, including knowledge, and understanding of the various quality assurance processes supporting the qualifications frameworks. Referencing provides a systematic basis for improving mutual trust and understanding of recognition of qualifications, supporting the ability of employers, educational institutions, and other stakeholders to make judgements about the value and comparability of a particular qualification in practice.

The referencing process includes structural and technical analysis and comparison of key concepts, detailed analysis of level descriptors of both frameworks, and contextual and social matching. The structure and technical comparison provided an initial view, but for some framework levels, further research was required to make a more comprehensive comparison. A contextual and social effects matching process which examined the place of qualifications of certain levels within their national contexts was used to deepen the comparison.⁵

¹ Referencing of the Australian and New Zealand Qualifications Frameworks

² Referencing to the EQF and comparability with EQF, 2021

³ Referencing NQF levels to EQF, 2023

⁴ NQF reflections and trajectories

⁵ Referencing Report of Hong Kong QF and the New Zealand QF

In a bilateral context, referencing is a well-tested holistic process that includes not only a technical comparison of the structure of the two frameworks under review, their outcomes descriptors at each level and the qualifications that populate them, but also a detailed consideration of the underpinning governance structures and quality assurance arrangements of each framework. Comparing qualifications frameworks through a referencing process facilitates the international recognition of the qualifications listed on those frameworks.⁶

The most referenced RQF and is dubbed as meta-framework is the European Qualifications Framework (EQF) having 38 countries that are referenced to it. The ASEAN Qualifications Framework (AQF) has also been referenced to by four of its ten member states (ASEAN Secretariat). Countries that have done referencing and comparability with each other are Australia and New Zealand, Hongkong and New Zealand, Scotland and Bahrain, Scotland and Hongkong, and Ireland and New Zealand. Malaysia and New Zealand also did comparability, but it was focused on degree levels (Bachelor's, Masters and Doctoral). Same comparability on higher education was concluded with the Philippines and New Zealand.

There are also few comparative analyses like the EQF and the New Zealand QF, the Hongkong QF and EQF-Lifelong Learning (EQF-LLL), and the Australian QF and the EQF-LLL. In those studies, it was established that EQF was comparable to the NQF of the said countries using the internationally defined principles below. In almost all cases of referencing and comparison, the following principles were observed:⁷

- ▶ The roles and responsibilities of the two agencies (NQF Authority in both countries) are clear and transparent;
- ▶ There are links between the qualification levels of both frameworks;
- ▶ The frameworks are based on learning outcomes and, where these exist, credit systems and the recognition of credit;
- ▶ The policies and procedures for the inclusion of qualifications on the frameworks are clear and transparent;
- ▶ Underpinned by quality assurance and are consistent with international quality assurance practice;
- ▶ The comparison/referencing process shall involve international experts

Globally, there are over 150 countries implementing and/or developing NQFs⁸ at different stages and at least 16 Regional Qualifications Frameworks which include EQF, AQRF, Gulf Qualifications Framework, and the South Asia Qualification Reference Framework (SAQRF).

Some of the key findings in the referencing and comparability exercises were; that there are clear link or substantial comparability between countries' NQFs and between NQFs with EQF. However, there are some qualification levels that are not matching such as in the case of New Zealand and Hongkong, where the comparison of the NZQF and the HKQF demonstrates that there are clear links in the levels between the qualification frameworks (except for NZQF level 8, where there is no agreement on comparable level).⁹

In the case of Australia and New Zealand, levels of said countries' QFs are broadly comparable; and that reference of these countries with the EQF, was found to be compellingly similar. In the referencing activities of Ireland and New Zealand, it was determined that there was no comparable level on the NZQF to that of the Ireland National Framework of Qualification at levels 1 and 2 and that level 8 of NZQF was not fully comparable with any particular level of Ireland's QF.

In the referencing of Bahrain and Scotland, there is a correspondence between the levels of the Bahrain's NQF and the Scotland Credit and Qualifications Framework (SCQF) for all levels in the frameworks except for SCQF level 1 which finds no match with the Bahrain NQF. The SCQF levels sometimes match more than

⁶ Referencing Report of HKQF and NZQF

⁷ HKQF and NZQF referencing report

⁸ UNESCO's work in the recognition of qualifications and competences transnationally

⁹ NZQF and HKQF referencing report

one level in the Bahrain framework, this may be a consequence of the fact that the SCQF has more levels than the Bahrain framework.¹⁰

For Hongkong and Scotland referencing, there was no match for Scotland QF's level 1 and 2 but all the rest are said to be either good fit or best fit. Where a significant match can be ascertained across all domains of the level descriptors and the qualification types between the two frameworks, it is defined as "Good Fit." In cases where it is not possible to identify exact matches between the levels of the two frameworks, it is defined as "Best Fit" based on a balance of all the relevant factors.¹¹

The comparative analysis process included structural and technical analysis and comparison of key concepts, detailed analysis of level descriptors of both frameworks, and contextual and social matching. The structural and technical comparison provided an initial view, but for some framework levels, further research was required to make a more comprehensive comparison. A contextual and social effects matching process which examined the place of qualifications of certain levels within their national contexts was used to deepen the comparison.¹²

There were rare instances where referencing involves comparing specific qualifications. One such case was the selection and piloting of ten trades in the construction and agriculture sectors of three countries (Ghana, Nigeria and Togo). The trades were selected for comparison because of their relevance for migrant workers and for skills demand in the three countries. These countries are characterized by significant population movement and a widespread use of migrant workers in a number of trades and types of work, including in the construction and agriculture sectors.¹³ The comparison touched on the NQF, QF levels, Occupational Standards, training standards, assessment and certification and quality assurance.

In 2017, the International Labour Organization (ILO) commissioned a study under its project on "Enhanced recognition of skills and reduced vulnerability of Sri Lankan construction workers in selected GCC countries- UAE and Kuwait". In the study which was titled "Mapping of Skills Assessment Procedures, Certification Standards and Equivalencies (between Sri Lanka, UAE, and Kuwait in identified occupations of the construction industry) the existing skills certification requirements and standards in Sri Lanka, was mapped against the skills required by countries of destination such as United Arab Emirates (UAE) and Kuwait. As part of the study the TVEC framework of Sri Lanka was compared with several international meta-frameworks well accepted in UAE and Kuwait, employing Benchmarking and Referencing as methodology.

The referencing study showed that Sri Lanka's NVQF-TVEC qualification standards at the entry level were broadly comparable with some of the international meta-frameworks that are widely accepted in UAE and Kuwait. On the side of the Country of Destination however, it was found that new migrant workers would need 2 to 6 months of further On-the-Job training to come up to the expectant level of skills by employers and that Labour market outcomes could be improved by better implementation of the TVEC framework. In all the occupations covered, there were specific recommendations pertaining to areas for practical skills improvement and areas for theoretical improvement.

A similar study initiated by ILO Bangkok, through a project "Mutual Recognition of Skills" in cooperation with the government of South Korea, was conducted in selected ASEAN member countries, notably Thailand and the Philippines wherein comparability of Qualification Framework, Occupational standards, assessment and certification system and quality assurance system of Warehousing and Forklift Operation qualifications was made. It was found that the Qualification frameworks of both countries are generally comparable. However, there were minor differences in the levelling of competency standards and some approaches/methodologies to assessment.¹⁴

¹⁰ Bahrain and Scotland referencing report

¹¹ Hongkong and Scotland referencing report

¹² NZQF and EQF referencing

¹³ Towards Mutual Recognition of Skills in the Agriculture and Construction Sectors: Final Report

¹⁴ Towards Mutual Recognition of Skills Comparative Analysis of National Competency and/or Skills Standards and Quality Assurance Mechanisms in the Development of Competency Standards and Competency Assessment Tools and Competency Assessment and Certification Systems on Warehouse and Forklift Operations, Final Report: Philippines and Thailand

This study of comparability of PH and SL qualifications system is similar to the study of PH and Thailand in many ways. Aside from comparing the education and qualification systems of both countries, it will dig deeper into the details of the various qualifications subsystems to include units of competency, assessment and certification process, curriculum design and quality assurance of assessment tool, the assessment process, as well as trainers, and assessors. The focus of comparison are the following qualifications- Caregiving, Housekeeping, Electrical Installation and Plumbing.

A. Introduction/Background

1. About the project:

In line with the wider objectives of the International Labour Organisation (ILO) component of the Safe Labour Migration Programme (SLMP) in Sri Lanka, supported by the Swiss Agency for Development and Cooperation (SDC) Global Programme, and to support the government of Sri Lanka's commitment on Safe Labour Migration, through effective implementation of the Government of Sri Lanka's National Policy on Migration for Employment and the related Sub-Policy and National Action Plan on Return and Reintegration, one of the three (3) outcomes of the project is “fostering fair and ethical recruitment, **skills recognition and certification**, and strengthening service delivery by state officials, through strategic initiatives which will be driven by the stakeholders themselves” and through the adoption of regional and global best practices.

The globalization of education and training and the increasing mobility of individuals across borders have highlighted the importance of having a comparable qualification system between countries. Sri Lanka and the Philippines, both vibrant nations with unique educational landscapes, could greatly benefit from a compared qualification system. The comparison of qualifications is essential due to several factors that necessitate a comprehensive understanding and recognition of educational credentials. Both countries have unique educational systems, and credentialing frameworks, making it crucial to assess the comparability of qualifications. The comparability of the systems would be both beneficial to these countries. In particular, it enhances:

- 1.1. **Education and Training Mobility.** In an increasingly globalized world, individuals often seek educational opportunities and employment prospects beyond their home countries. Sri Lankan and Filipino students and professionals may aspire to study or work abroad. Understanding the comparability of qualifications is vital for facilitating student exchanges, employment opportunities, and career advancements.
- 1.2. **Mutual Recognition.** Establishing a system of mutual recognition of qualifications benefits both Sri Lanka and the Philippines. Such recognition allows individuals with qualifications from one country to have their credentials acknowledged and accepted by the other country's educational institutions, professional bodies, and employers. This mutual recognition streamlines processes related to admission, employment, licensure, and further education.
- 1.3. **Educational Collaboration.** Educational institutions, such as universities and colleges, often establish partnerships, joint programs, and academic exchanges. Comparing qualifications is essential to ensure compatibility between academic curricula, credit transfers, and degree equivalencies. This collaboration promotes academic mobility, knowledge exchange, and international academic standards.
- 1.4. **Fair Employment Opportunities.** Understanding the comparability of qualifications helps promote fairness in employment opportunities. By recognizing the equivalence of qualifications, employers in Sri Lanka and the Philippines can assess and hire candidates from each other's countries based on their educational backgrounds and expertise, enabling a level playing field for individuals seeking international employment.
- 1.5. **International Recognition and Accreditation.** Comparing qualifications between Sri Lanka and the Philippines contributes to enhancing the international recognition and accreditation of educational institutions in both countries. Recognized accreditation bodies can assess and verify the quality and standards of education provided by institutions, fostering confidence among students, employers, and other stakeholders.

This comparison lays the foundation for effective partnerships, harmonized standards, and increased opportunities for individuals in both countries.

As part of the project kick-off, on October 19, 2023, Mr Nihal Ranasingha, Secretary, Ministry of Education of Sri Lanka, with the Ms W K Himali Athaudage, Additional Secretary, (SSD) State Ministry of Skills Development, Vocational Education, Research and Innovation, Ministry of Education and Dr Janaka Jayalath, Deputy Director General (DDG), Tertiary and Vocational Education Commission (TVEC) officials of TVEC, met with TESDA Officials led Mr Vidal D. Villanueva III, Deputy Director General (DDG) for Special Concerns, to further strengthen the collaboration with TESDA. The visit highlighted the interest of the Sri Lankan Officials on Labour mobility of Filipino workers and cited the Philippines' strong global position of Filipino Overseas Workers such as in the health sector.

Said visit was followed by series of technical consultations with TESDA and TVEC Officials and technical staff with the ILO Country Office for Sri Lanka and the Maldives Project Coordinator and ILO Consultants, to agree on the qualifications for comparability¹⁵. As discussed, and agreed upon, the basis of selecting the qualification is "the most-in-demand job" for Overseas Filipino Workers (Table 1). The four (4) qualifications agreed by TESDA and TVEC Officials are:

- ▶ Health Sector: Caregiving (*pre identified during the visit of Minister of MoE*);
- ▶ Tourism: Housekeeping;
- ▶ Construction: Electrical Installation and Plumbing

Further technical consultations with TESDA and TVEC officials¹⁶ for final review of the project outputs. Validation workshops with concerned industry associations/sectoral skills councils and other stakeholders were conducted with end view of getting their valuable inputs in the comparability assessment of the Philippine and Sri Lankan Qualifications Framework, competency standards development, skills recognition and assessment and certification system¹⁷. Technical orientation meeting was likewise conducted by the ILO Consultant to compare the policies, programs and services of the Philippines and Sri Lanka on migration and reintegration of overseas workers.¹⁸

¹⁵ Nov 6, 2023 meeting with TVEC Officials and SL TVEC Officials and ILO consultants and Nov 24, 2023 meeting of TESDA officials and MOE and TVEC Officials

¹⁶ January 3, 2024

¹⁷ January 11, 2024, Validation Workshop was conducted in Colombo and February 5, 2024, Validation workshop in the Philippines

¹⁸ January 5 meeting of ILO Consultant with Philippines DMW on the Labour and migration policy of PH

► Table 1. Most demanded jobs abroad for overseas Filipino workers (OFW)¹⁹

SECTOR	JOB
Healthcare Sector	1. Nurses 2. Doctors 3. Medical Technologists 4. Therapists 5. Caregivers
Construction Sector	1. Welders and Flame cutters 2. Plumbers 3. Electricians 4. Earthmoving Machine Operators 5. Riggers 6. Pipe Fitters 7. Structural erectors 8. Motor vehicle mechanics 9. Sheet metal workers 10. Carpenter joiners and parquetry 11. Bricklayer stonemasonry 12. Tile setters
Hospitality Sector/Tourism Sector	1. Waiters 2. Front Desk and Concierge 3. Chefs and Cooks 4. Hotel Managers and Supervisors 5. Bartenders 6. Baristas 7. Housekeepers

2. Project objectives

The objectives of the assessment will attempt to understand Sri Lankan Qualifications Framework or system vis a vis the Philippine Qualification Framework or system. In particular, It:

- 2.1. Assess the comparability of qualifications in specific disciplines or sectors.
- 2.2. Identify the differences and similarities in the educational system and its structure, training, assessment and certification system and as well as the credit transfer mechanisms.
- 2.3. Evaluate the equivalency of degrees and certifications for employment and further education purposes.
- 2.4. Recommend strategies to enhance the recognition and comparability of qualifications between Sri Lanka and the Philippines.

¹⁹ Philippine Overseas Employment Agency, Deployment per Skill, 2019 (pre-pandemic period)

3. Scope of work and methodology

The Comparability Assessment will employ the following methodologies:

- 3.1. Literature review: Gather relevant documents, reports, and studies on the educational systems of Sri Lanka and the Philippines.
- 3.2. Expert consultations: Interviewing education experts, officials, and stakeholders from both countries to gain insights and expertise. To culminate the consultation process, a blended (face- to-face and online) validation process with industry experts, academe and other stakeholders were conducted in Movenpick Hotel in Colombo on January 11, 2024 and online validation was held in Manila on February 5, 2024.
- 3.3. Comparative analysis: Analysing the qualifications frameworks, curriculum structures, and assessment methodologies of Sri Lanka and the Philippines.
- 3.4. Case studies: Examining specific instances of individuals seeking recognition of qualifications between the two countries.
- 3.5. Data Collection through:
 - 3.5.1. The use of data and information such as educational databases, official documents, and academic research, considering the ethics and guidelines in data collection.
 - 3.5.2. Interviews to gather primary data including interview for learners and workers for case studies
 - 3.5.3. Validation workshops and Focused Group discussions

B. Overview of sector (brief profile and prospects)

The following profile and prospects of the four qualifications under the study is an attempt to put some face to the shape of the global demand for the graduates or skilled workers in the said qualifications and the new and emerging technologies that may have profound effects on the development of competencies in Labour sending countries like the Philippines and Sri Lanka. This portion relied heavily on available sources of information wherever they can be found such as from news articles, studies, blogs, reports, policy briefs, official source of statistics like the US Bureau of Labour Statistics, Occupational Outlook, and other sources. This portion quoted liberally from the said sources just to paint a picture of what holders of the qualifications may face in their journey to find employment in accordance to their preparation and how it may look like in the future. Easily, in all the qualifications in this study, the role of technology is critical in shaping how countries will respond in terms of the needed policies, systems, infrastructure, and institutions to embrace the technologies and produce skilled workers who are responsive to the Labour market demand.²⁰

1. Profile and prospects for caregivers

1.1. Scope/Concept of the competency

The nearest classification of Caregiver in the International Standard Classification of Occupation (ISCO) is the Personal Care workers in Health services. Its main function is to provide personal care and assistance with mobility and activities of daily living to patients and elderly, convalescent, and disabled people in healthcare and residential settings. The tasks performed usually include: assisting patients with mobility, personal care, and communication needs; sterilizing surgical and other instruments and equipment; observing and reporting concerns to the appropriate medical or social service workers; preparing examination and treatment and participating in planning the care of individuals.

The O*NET or Occupational Information Network (The United States' primary source of occupational information. Valid data are essential to understanding the rapidly changing nature of work and how it impacts the workforce and U.S. economy. From this information, applications are developed to facilitate the development and maintenance of a skilled workforce.) has similar job title- Personal Care Aides, with similar if not the same functions. Such functions include providing personalized assistance to individuals with disabilities or illness who require help with personal care and activities of daily living support (e.g., feeding, bathing, dressing, grooming, toileting, and ambulation). May also provide help with tasks such as preparing meals, doing light housekeeping, and doing laundry. Work is performed in various settings depending on the needs of the care recipient and may include locations such as their home, place of work, out in the community, or at a daytime nonresidential facility.²¹

In the WorldSkills Competition, a close occupation to caregiving is the Health and Social Care Practitioner. Per determination of WorldSkills, the Health and Social Care Practitioner "offers a range of support to individual clients and their family and has a continuing responsibility to work professionally and interactively with the client to ensure their holistic care needs are met. While the health and social care practitioner may work directly for the client they are normally employed by an organization within the health and social care sector. The health and social care practitioner work in diverse environments, including the homes of clients, hospitals, community day care, and residential and nursing homes. He or she manages health, physical, and psychosocial well-being, support of growth and development, caring and rehabilitation."²²

²⁰ ISCO 08

²¹ O*NET online

²² Worldskills Occupational Standards

Health caregiving refers to the provision of care and support to individuals with medical needs, disabilities, or chronic illnesses. The caregiving market includes a range of services and products that support individuals and their families in managing their health and well-being. The market is growing rapidly due to an **aging population** (which according to United Nations estimate individuals aged 65 years and above is expected to increase from 703 million in 2019 to 1.5 billion in 2050), **increasing prevalence of chronic diseases** such as diabetes, cardiovascular disease, and respiratory disease which according to the World Health Organization were the cause of 60 per cent of all deaths worldwide, and **rising demand for personalized care** meaning that patients and their families are increasingly seeking personalized care that is tailored to their specific needs and preferences. Geographically, the market is segmented into North America, Europe, Asia Pacific, Latin America, and Middle East and Africa. North America accounted for the largest share of the market in 2020 due to the presence of major market players and the high prevalence of chronic diseases in the region.²³

As a matter of reporting and analysis, the global health caregiving market is segmented by service type, by end user and region. The service type is further segmented into daily **essential activities** (meals, home, and personal care, home repair, home delivery, transportation services), **health and safety awareness** (health vital alerts, diet and nutrition, medication management, personal safety monitoring, telehealth), **care coordination** (care planning, care professional engagement, records and benefits management, recovery support), **transition support** (home retrofit service, long-term care insurance planning, long-term care provider referral, legal assistance, hospice/funeral planning), **social well-being** (digital inclusion, life enrichment and empowerment, community networking, life companion, caregiver quality of life.) The end user market is further segmented into **geriatric population, disabled population, neonatal and pediatric population**.²⁴

1.2. Labour market prospects

Care workers are the faces and hands of paid care service provision. The global care workforce includes care workers in care sectors (education and health and social work), care workers in other sectors, domestic workers, and non-care workers in care sectors, who support care service provision. Care employment is a significant source of employment throughout the world, particularly for women. In total, the global care workforce numbers 381 million workers (249 million women and 132 million men). These figures represent 11.5 per cent of total global employment, or 19.3 per cent of global female employment and 6.6 per cent of global male employment. In most places, the larger the care workforce as a proportion of total employment, the more prevalent are women among its numbers. Approximately two-thirds of the global care workforce are women and this proportion rises to over three-quarters in the Americas and in Europe and Central Asia.²⁵

Care work makes all other work possible. It is also the fastest-growing sector of work in the world — projected to add 150 million jobs by 2030. The global care economy — the paid and unpaid Labour related to caregiving such as childcare, elder care, and domestic chores — is a critical sector that enhances economic growth, gender equity, and women's empowerment. Care work is regarded as economically valuable but globally undervalued. Globally, women and girls contribute more than 70 per cent of total global caregiving hours (paid and unpaid) and perform more than 75 per cent of unpaid care work.²⁶

Caregiving jobs are in demand globally as the population ages and the need for assistance with daily tasks and medical care increases. In the United Kingdom (UK) alone the prediction is that there will be 2.6 million by 2037, bringing the total number of caregivers to almost 9 million. Some of the popular destinations for caregiver jobs includes Canada, United Kingdom, United States, Australia, and Japan.²⁷

²³ Global health caregiving market report, OpenPR, February 23, 2023

²⁴ Health Caregiving Market Analysis, Coherent market insights, June 2023

²⁵ Care Work and Care Jobs, ILO

²⁶ The Global Care Economy, Global Health and Gender policy Brief, April 22, 2023

²⁷ LinkedIn

According to the US Bureau of Labour Statistics (BLS) cited by O*NET, employment of caregiver/ personal care aides for 2022 was 3.715 million in the US alone with projected growth of 9 per cent or higher for the period 2022-30.

In the US, around 20 million seniors and people with disabilities require a long-term services and support and most of them want services provided at home or in the community as opposed to institution. Approximately 800,000 older Americans needing subsidized care are on the waiting lists because of the lack of available workers while direct support professionals attending to adults has an average national turnover rate of 43 per cent in 2019.²⁸

Japan's aging population became an opportunity for employment of health and care workers coming from the Philippines. Based on the data compiled by GMA Integrated News Research, Japan has reached a record-high population of senior citizens in recent years. In 2020, one in every four individuals in Japan is aged 65 years old and above, representing 28.9 per cent of its population or 36.21 million. On the other hand, the child population of 0-14 years old totaled 14.78 million or 11.8 per cent of its population. Learning Nihongo or the Japanese language is one of the biggest challenges for Filipino caregivers pursuing employment in Japan. This challenge is being responded to by the Technical Education and Skills Development Authority (TESDA) which provides a free training on Japanese language (Nihongo) proficiency for Japan bound caregivers and other related workers. From 2009 to 2023, there were 3,372 Filipino nurses and caregivers deployed to Japan through the Japan-Philippines Economic Partnership Agreement.²⁹

Migrant caregivers in Palestine/Israel area estimated to be around 60,000 to 100,000 came from Philippines, Nepal, Sri Lanka, and India with smaller number from Moldova, Bulgaria, Romania, and Hungary. Before the pandemic, the Philippines was sending around 11, 300 caregivers annually (from 2015 to 2019) to such destination as Saudi Arabia, Israel, and Taiwan.³⁰

In 2022, a special delegation from Israel visiting Sri Lanka has assured the Minister of Labour and Foreign Employment, that their country will offer 2000 job opportunities for female caregivers from Sri Lanka. The delegation indicated that their country is ready to give opportunities to up to 8000 qualified workers annually from Sri Lanka. The delegation also pointed out the importance of accelerating the recruitment process for caregiver jobs. The Sri Lankan government assured the delegation that only those who meet the relevant qualifications will be recruited for training. Here, the Israeli delegation informed the Minister that Sri Lankan workers with English language proficiency, who have received professional training, will always get the opportunity for Israeli employment opportunities.³¹

One market aberration is being observed though and that is some practices happening in some Asian countries whereby the functions/role of caregivers are added to the roles of domestic workers. Here, the responsibility of providing such care has shifted from family members to local and migrant domestic workers. Adult children who cannot live with their parents often hire migrant domestic workers, typically from southeast Asian countries such as Indonesia and the Philippines, to help to care for their parents in addition to handling household tasks. Consequently, the basic tasks of domestic workers, once limited to cleaning and cooking, have now expanded to include caring for older people. However, employers are often unclear regarding job standards and expectations for caregiving tasks, and domestic workers who care for older adults tend to have longer working hours and poorer psychological wellbeing than those without caring duties.³²

The Health Caregiving market in the U.S. is estimated at US\$30 Billion in the year 2020. China, the world's second largest economy, is forecast to reach a projected market size of US\$50.5 Billion by the year 2027 trailing a CAGR of 14.7 per cent over the analysis period 2020 to 2027. Among the other noteworthy geographic markets are Japan and Canada, each forecast to grow at 7.8 per cent and 9.7 per cent respectively over the 2020-2027 period. Within Europe, Germany is forecast to grow at approximately 8.8 per cent CAGR.³³

²⁸ The Caregiver Shortage: Which States are doing Best? Sean Marchese, June 19, 2023

²⁹ GMA news online, February 18, 2023

³⁰ POEA

³¹ Israel agrees to recruit 2000 female caregivers from Sri Lanka, adaderama.lk, February 17, 2023

³² A long overdue recognition: domestic workers as caregivers for older people in Asia, Andrian Liem, et al, 2023

³³ Global Health Caregiving Industry -market trends and drivers, GlobeNewswire, Dec 16, 2020

1.3. New and emerging technologies

Human Labour is at a premium. And technology, despite its manifest benefits, will never entirely replace the human connection offered by professional caregivers in ensuring the mental, emotional, and physical health of the world's aging population. Now is the time to start elevating caregiving as an integral, recognized, and respected segment of the workforce, improving lives, and driving economic growth for the future.³⁴

Technology on the other hand, will greatly benefit the caregiving sector. It is expected to create positive disruption in the industry. Laura Sands, professor at the Center for Gerontology at Virginia Tech says that technology will play a big role in helping people stay in their homes, and apps and online tools for family caregivers will be widely adopted. Technology is a key solution to keeping seniors at home and helping them live independently.

Many caregiving services providers are designing their own apps to make caregiving services efficient and highly facilitative. One such caregiving services (Oscar Senior) devised their own family apps that run on any Android and iOS tablet or smartphone making communication quick and easy between caregivers and their wards. Also, by adding ordering services to the app such as a taxi service, online grocery shopping and care visits, these can all be taken care of with a few clicks. If any issues should arise, the app's admin (a caregiver or a family member) can remotely help their senior.

Connecting to caregivers and family online is a quintessential solution for seniors to maintain independence and good mental health. They can choose to video call, text, share photos, useful links, and documents. This opportunity reduces loneliness and mental decline in seniors thanks to more frequent family and caregiver contact. Caregiving is an ever-changing landscape as global demographics change. We need to adapt to the current needs of our elderly citizens. Seniors may need practical care with taking medication and housework. They may need a lift to their physiotherapist or just a simple walk outside.³⁵

In fact, the present technologies, including medication management apps, the hoist systems, and apps that store and manage medical records can be beneficial to all the end users, not just the seniors. The implications of these technologies in the development of caregivers are far-reaching especially in development of competency standards and curriculum design and training delivery.

The role of technology in easing the burden of caregiving is transformative and continually evolving. From simplifying medication management to providing emotional support and facilitating remote monitoring, technology empowers caregivers to navigate their responsibilities with greater efficiency and confidence. As we embrace the digital age, caregivers can leverage these apps and gadgets to enhance the quality of care provided to their loved ones and, equally importantly, prioritize their own well-being in the process. The future of caregiving is undeniably intertwined with the evolution of technology, promising a new era of support and empowerment for caregivers worldwide.³⁶

2. Profile and prospects for electrician

2.1. Scope/Concept of the competency

The occupation- Electrical engineering technicians is classified under the Physical and Engineering Science Technicians of ISCO 08. Its main function is to perform technical tasks to aid in electrical engineering research and in design, manufacture, assembly, construction, operation, maintenance and repair of electrical equipment, facilities, and distribution systems. Also, under ISCO 08, the occupation- building and related electrician is categorized under Electrical Equipment Installers and repairers whose main task is to install, maintain and repair electrical wiring systems and related equipment and fixtures. The O*NET

³⁴ Building the Caregiving Workforce our Aging World Needs, Global Coalition on Aging, July 2021

³⁵ Current Trends in Caregiving, Oscar Senior, May 28, 2019

³⁶ Navigating Caregiving Challenges: How Technology Unveils a New Era of Support for Family Caregivers Caring for their Loved Ones, Aditya Pawar, Team CarePal, November 17, 2023

online similarly indicate that the main task of electrician is to install, maintain, and repair electrical wiring, equipment, and fixtures; ensure that work is in accordance with relevant codes. May also install or service street lights, intercom systems, or electrical control systems. In the WorldSkills Competition, the area of Electrical Installation is always included in the trade being competed upon. As per WorldSkills definition of function, the electrician works internally or in teams, and the homes of customers and on small and major projects. They will plan and design, select and install, commission, test, report, maintain, fault find, and repair systems to a high standard. Work organization and self-management, communication, and interpersonal skills, problem solving, flexibility and a deep body of knowledge are the universal attributes of the outstanding electrician.

2.2. Labour market prospect

According to the US Bureau of Labor Statistics employment of electrician for 2022 was 762,600 in the US with a projected growth of 5 per cent to 8 per cent for 2022-2023. Projected job openings for 2022-2032 is 73,500. But in one estimate, the U.S. Bureau of Labor Statistics projects growth of electrician jobs by 9.1 per cent from 2020 to 2030, which is higher than the 7.7 per cent growth rate expected for all other occupations. Of all the industries relying on electricians, construction could be hit the hardest by a shortage, because it already employs the highest number of electricians and its expected growth rate over that same period is 9.9 per cent.

The global electrical services market size was valued at USD 326227.73 million in 2022 and is expected to expand at a CAGR (Compound Annual Growth Rate) of 5.08 per cent during the forecast period, reaching USD 439145.27 million by 2028.³⁷

According to the Pew Research Center, early retirement of electricians increased in 2020 and 2021, spurred in part by COVID-19. While that trend is slowly passing, with the Bureau of Labour Statistics predicting more workers in 2030 than in 2020, the fact remains that by 2030, all baby boomers will reach age 65 or beyond, draining the pool of qualified electricians.³⁸

Compounding this exodus is the lack of interest in skilled Labour among the millennial and Gen Z populations. More than 75 per cent of high school and college students want to work in technology, and are more likely to attend college than pursue a skilled Labour job. The desire for jobs with flexible hours and potential for remote work often steers them away from trade jobs.³⁹

The industry needs to do more than merely replace departing baby boomers. Because electricity consumption is growing as technology focuses on vehicles, devices, and buildings reliant on electric power, electrician jobs are growing exponentially.⁴⁰

Pre- pandemic job projections based on 2019 data predicted there needs to be 808,000 electricians by 2030. While the need for electricians continues, more recent estimates have dialed back that number to 795,700. As the BLS stated, "Demand is the key determinant in explaining future jobs".⁴¹

The increase in demand is largely driven by an increase in devices, buildings and vehicles that rely on electricity. From 2021 to 2022 alone, total electricity consumption in the U.S. is expected to grow by 1.4 per cent. People are using more electricity than before, and more electricians are needed to install and maintain these electrical systems.⁴²

In answer to the looming shortage, recruitment at the high school level, scholarships to vocational schools, apprenticeships and skilled Labour staffing agencies are a few of the tactics being incorporated to encourage an influx of new electricians.⁴³

³⁷ Electrical Services Market Size, latest trends, Industry Dynamics, and SWOT analysis by 2030, LinkedIn, Sept 20,2023

³⁸ Lori Lovely Electrical Contractor, February 1, 2023

³⁹ Ibid

⁴⁰ Ibid

⁴¹ Ibid

⁴² Ibid

⁴³ Ibid

There are various reasons why electricians are dwindling. One of which is that experienced electricians are retiring as part of the normal cycle of employment but some are premature departures. The COVID-19 was said to have accelerated the retirement of many baby boomers. By 2030 all baby boomers are expected to leave the Labour force. The problem is that younger generations are not interested in the skills trade. Young adults are interested in enrolling in two or four- year college or university courses instead of attending trade school or finding an apprenticeship.⁴⁴

Because we are so reliant on electricity, gadgets and technology, electricians have their work cut out for them. When the power goes out in an office building, store or home, an electrician is promptly called to come out for a repair. Not only are electricians needed to make fast repairs and even to help complete construction projects, they are vital to maintenance, factory work and working with alternative power sources. According to the US Bureau of Labor Statistics (BLS), alternative power generation – such as solar and wind – will require more electricians for installation and linking these alternative power sources to homes and power grids over the coming decade.⁴⁵

The path to becoming an electrician can be much more affordable than four-year colleges and other post-secondary education programs. By choosing to become an electrician, you might avoid accumulating the massive amount of debt that many of today's college students face after graduation.

Most electricians learn through four- or five-year apprenticeship programs, but some start by attending technical schools. Apprentices still have some classroom instruction but typically receive 2,000 hours of paid on-the-job training. Most states require electricians to pass a test and be licensed, and some may require electricians to take continuing education courses to maintain their licenses.

The shortage of electricians is not limited to the United States. Austria, Belgium, Finland, Germany, and the United Kingdom all report shortages of electricians. A study from the not-for-profit Electricity Human Resources Canada (EHRC) projects that 20,500 new employees will be needed in Canada in the electrical industry by 2022 to keep the lights on.

The United Kingdom's shortage of electricians is forcing wages higher there. The average salary for an electrician rose 5 per cent in 2019 from the previous year.

Electrician might not be the first job that comes to mind when considering working abroad, but the demand for these skills means it is becoming a more popular foreign employment option.

2.3. New and emerging technologies

Smart technology is one force fueling the demand for electricians. But it is also requiring a new breed of electrician — one trained in increasingly complex, integrated systems.

Smart home devices include everything from keyless door locks opened with fingerprint scanners to internet-connected light bulbs that turn on and off by voice command — all controlled remotely by smartphone or computer. Home builders are increasingly incorporating smart features into homes, and as the technology becomes more affordable, consumer demand is expected to increase. Forward-thinking electricians are in a prime position to introduce the idea of smart home technology to their customers.

The move to more energy-efficient electricity and renewable energy means does not necessarily mean lower demand for electricians. Renewable energy is already the fastest-growing source of new U.S. electricity generation.

The solar industry in particular offers opportunities that are well-suited to licensed electrical contractors' expertise. The industry relies on power that requires the skills of an electrician with solar-specific training, Patrick D. Bateman, director of policy and market development for the Canadian Solar Industries Association.⁴⁶

⁴⁴ State of the Electrician Shortage in 2022, new data on the impact of COVID-19, January, 2022

⁴⁵ Lincoln Tech blog

⁴⁶ Cited in Shortage of Electricians Leads to Shockingly High Salary Potential and Opportunities, Christine Laue, Payscale, oct 25, 2019

Not all technicians who install solar panels are electricians and vice versa. Because solar panels must be wired into a homeowner's electrical supply, some states require solar technicians to be licensed electricians as well. That dual training could be good news for your paycheck — solar photovoltaic installers trained as electricians can make significantly more than their counterparts without electrician training, according to the BLS. Research by the Brookings Institution also shows that working as an electrician with greener energy sources could result in “more green” in your pocket. A clean energy job can equal an 8 per cent to 19 per cent increase in income, according to the research.⁴⁷

The last few years in the electrical industry have been dominated by shifts in technology, particularly relating to ‘smart’ buildings and sustainable practices. Some trends have been propelled by the changes in working practices, particularly around remote-working and the use of cloud-based, collaborative automation.

Here are the latest notable trends we expect to see in the electrical industry for 2024: growth of **prefabrication** in the construction industry wherein prefabricated electrical components such as panel builds and lighting packages are being integrated into modular center skids, build by construction firms; **integration of renewable energy** which will result in more demand for energy-saving resources and sustainably made components and will augur developing grid interconnections that enable surplus renewable energy to be stored or shared; the rise of **electric vehicles and new infrastructure** which means a growing need for accessible charging solutions and grids that are more robust, adaptable and capable of handling the increased demand; **smart homes and internet of things (IoT)** which means that there will be an increased demand for electrical businesses to carry out ‘smart’ installations in both the private residential and commercial sector; collaborative, **cloud-based project management tools** that will help in the efficient management of works.⁴⁸

There is mountain of reasons why the world needs and will always need electrician: the demand for electrical energy will continue to increase as the population grows; there is a shortage of skilled Labour while the need for it increase; older electrical workers will need to be replaced; utility companies will require fresh ideas which according to World Economic Forum there will be “shift from centralized power plants to the decentralization of electricity, meaning that energy now is generated, stored and distributed closer to where it is used”; more people will have access to more energy sources which according to sources some 2 billion people worldwide live without access to any source of reliable energy.⁴⁹

While the role of the technician, in maintaining and fixing electrical equipment, might remain the same, the **nature of the electrical technology** that they work with is very likely to change over time. What is more, is that the skills and expertise needed to do the job can change with those electrical technology trends, as well.

The following development will provide a glimpse into the future of electrical technology by exploring the latest trends and innovations anticipated for the remainder of the year and 2024. It will cover cutting-edge advancements in the electrical industry and offer insights for electricians to stay informed and prepared for upcoming changes within their careers: a) **Widespread adoption of greener lighting solutions** which offer lower energy use and better-quality lighting; b) **Wireless power transfer technology** which is capable to transmit electrical energy from a power source to a device without the need for wires to connect them, by using time-varying electromagnetic fields. This technology has uses for the smart homes, electric cars, wearables, and in remote areas where access to grid is not always easy; c) **Lighting that affords more control**, not only for higher efficiency but for luminance control. Control can be through both voice command or app-controlled lighting. These systems are becoming a lot more popular in the modern household especially to their connection with smart home hubs; d) **Wearable technology** such as those devices that have safety or life-saving capabilities at work or at home (e.g., health monitoring, alert for emergencies, and the like; e) **New generation of electrical wiring** such as retrofitting old wiring system

⁴⁷ Shortage of Electricians Leads to Shockingly High Salary Potential and Opportunities, Christine Laue, Payscale, oct 25, 2019

⁴⁸ 5 Notable Electrical Industry Trends, Countfire, 2023

⁴⁹ 5 Reasons Why the World Needs more Great Electricians, Karen Godin, June 12, 2019

to be at the level of new standards, installing new systems, and continuing to expand networked areas and also increased reliance on data centers; **Electric vehicles** becoming popular and the infrastructures (e.g., charging stations) that will come alongside them.⁵⁰

As technology advances, so does the **electrical construction industry**. New innovations are constantly emerging, making the job of electricians and contractors easier and more efficient. The following are the latest technology in the electrical field that electricians and other related workers should be following to stay up-to-date in the industry: a) **Building Information Modelling (BIM)**, a software that allows electrical contractors to create digital representations of buildings and their systems, capable of identifying and solving problems before they occur thereby saving time and money on the job site; b) **Prefabrication**, a process where electrical components are manufactured off-site and then assembled on-site. This new tech for electrical construction allows for faster construction times and reduces waste on the job site. It also increases safety by reducing the amount of electrical work that needs to be done by electrical trades at heights or in confined spaces; c) **Wireless Technology**, which is becoming increasingly popular in the electrical construction industry. Wireless sensors and controls can be used to monitor electrical systems and provide real-time data on performance and energy usage. This technology allows for more efficient energy use and can help to identify potential problems before they become major issues. This ties closely to another new technology for electricians: the Internet of Things (IoT), something that is tied to smart homes and smart buildings. d) **Augmented Reality (AR) technology**, which is being used in the electrical construction industry to improve safety and efficiency. AR glasses can provide workers with real-time information about the job site, such as the location of electrical systems and potential hazards. This technology can also be used for training, allowing workers to practice complex tasks in a virtual environment. e) **Renewable Energy** sources, such as solar and wind power, are becoming more prevalent in the electrical construction industry. Contractors are using new technology to design and install these systems, which can provide cost savings for building owners and reduce carbon emissions. Additionally, energy storage technology is being developed to allow for the use of renewable energy sources even when the sun is not shining or the wind is not blowing.⁵¹

3. Profile and prospects for plumber

3.1. Scope/Concept of the competency

The occupation-Plumber is classified as Plumbers and Pipe fitters which is under the minor group of Building finishers and related trade workers of ISCO-08. The plumber's main function is to assemble, install, repair, and maintain pipe systems, drains, gutters, ducts and related fittings and fixtures for water, gas, drainage, sewerage, heating, cooling, and ventilation systems, and for hydraulic and pneumatic equipment. In the O*NET, plumber is lump together with pipefitter and steamfitters with similar functions as indicated in the ISCO-08. Plumbing and Heating is a mainstay trade in the biennial WorldSkills Competition.

The word plumbing comes from the Latin word "plumbum" which means lead. It refers to installations that were once made from lead. Today, it refers to the whole system of piping, the various conduits, and devices for the distribution of drinking water, heating, and water waste disposal. The plumber is the professional to whom one turns for all plumbing work. He works on everything from water supply, gas connection, sanitation, roofing (rainwater), drainage, mechanical services (heating, cooling, and ventilation), fire protection and irrigation. Plumbers are also known as pipe fitters, gas fitters or steam fitters.

⁵⁰ The Future of Electrical Technology: Exploring the Newest Trends, National Technical Institute, November 13, 2023
⁵¹ Electrical Construction Technology Trends to Follow, Cache Valley Electric, 2022

3.2. Labour market prospects

The US Bureau of Labour Statistics indicated that for 2022 there were 482,700 plumbers in the US and with a projected job openings of about 42,600 for 2022-2032, with a growth rate of 2 per cent to 4 per cent annually. Other estimates put the plumbing industry CAGR (Compound Annual Growth Rate) to be at 4.2 per cent in 2025. In 2021, the US plumbing and HVAC industry was estimated to have a market value of 144.3 billion dollars. In the same year there were 537,672 plumbing businesses in the US. Interestingly, about 2.3 per cent of the plumbing workforce in the US in the same year was female plumbers. As an indication of an ever-present plumbing jobs, research yielded that approximately 15 per cent of homes in the US have a water leak making plumbing repair a significant market and that 60 per cent of plumbing jobs were in the residential sector.⁵²

The U.S. Bureau of Labour Statistics (BLS)'s most recent data indicate that the job outlook for plumbers is expected to improve by 5 per cent over the following ten years. Finding suitable Labour will be a big challenge for plumbers, given that industry-specific growth surpasses employment norms. This issue is particularly concerning because an increasing segment of the population is approaching retirement age; by 2024, the percentage of workers over 55 will increase to about 25 per cent. Additionally, it might take years to complete the substantial training and apprenticeship programs the market requires, making it crucial for plumbers to prioritize employee retention.⁵³

The plumbing industry's market size based on revenue in 2022, according to IBISWorld, is \$128.7 billion. Plumbing is the seventh-highest ranked construction sector by market size and has increased faster than any other construction sector overall.

The demand for plumbers is acute and global. In the US, the Home Builders Institute's Construction Labour Market Report Spring 2021 found 55 per cent of builders reporting plumber shortages. The US Bureau of Labour Statistics estimates there will be 48,600 plumber, pipefitter, and steamfitter vacancies in the country each year between now and 2031. "As we look ahead to modernizing America's water infrastructure and delivering greater water efficiency across the country, we face a significant shortage of plumbers that is getting worse every year," explains Kerry Stackpole, FASAE CAE, CEO & Executive Director, Plumbing Manufacturers International.

Similar stories have emerged from Australia through to Europe, where plumbers – among other tradespeople – are becoming a scarce commodity. The transition to greener, more efficient technologies and systems is also stretching the talent pool, particularly in the plumbing sector.

In the UK, for example, a recent report from the Social Market Foundation identifies that huge numbers of plumbers will be needed to install new home heating technology to help meet emissions targets. In this way, plumbers have an important opportunity to shape a more sustainable world, helping to sell and install greener technologies.

Like many professions, most of the plumbing workforce in their prime working age – between their mid-20s and early 50s. But this core body is shrinking. The reasons for this decline vary by market. In part, it is due to aging populations. Alongside this, the younger generation entering the workforce have negative associations with hands-on work in some economies. This also means that businesses previously passed down through family generations are dying out. A lack of funding for training opportunities is also a contributing factor, with many schools placing little emphasis on careers in skilled trade.⁵⁴

A spike in home improvements over the last few years contributed in part to the growth in the plumbing industry as homeowners made upgrades and replaced existing equipment. In fact, according to the Plumbing Manufacturers International (PMI), the repair, re-pipe and renovation markets are expected to continue to grow as consumers decide to stay in their homes and invest in their current properties.⁵⁵

⁵² Lorena Castillo, Gitnux Market Data Report 2024, December 16, 2023

⁵³ What is the Global Market Size of Plumbing, Ujjwal Parwal, Rational Stat, July 7, 2023

⁵⁴ Plugging the Plumber Shortage, Lixil global

⁵⁵ Why are Plumbers Always in Demand, who, what, why? BBC news magazine

The demand for Plumbers continues to rise in many countries. Aside from the US, other countries are experiencing shortage of plumbers like, UK, Canada, Australia, New Zealand to name just a few. In the UK, specifically the UK skills index 2023 reveals that there is an alarming skills gap in the construction industry with over 70,000 new plumber recruits needed by 2023. In the UK 80 per cent of plumbing businesses were small and medium-sized businesses. Similarly, other trades like electricians, carpenters and bricklayers are experiencing shortages. In fact, in the whole construction industry of UK, almost a million new recruits are needed to keep pace with the demand. In terms of per centage rise in skills shortages, it was estimated to be from 29 per cent to 55 per cent in 2021 and 2022. Accordingly, the skills gap might derail the UK government's housebuilding target of 300,000 new homes per year. The skills gap in trades is being exacerbated by an ageing workforce, an exodus of EU workers post-Brexit, and the cost-of-living crisis which when combined will create a perfect storm for the industry.⁵⁶

The recent shortage in the supply of plumbers in the UK was partly due to the expansion of higher education which drew people away from skilled trades. Apprenticeship schemes became less prevalent and there was a lag before higher education colleges stepped into the role. "It is very indicative of how the economy is doing because demand for plumbing services rises when the economy is doing well," says Peter Wright, an associate professor in Labour economics at Nottingham University's Globalization and Economic Policy Centre (GEP).⁵⁷

The UK government is ramping up the number of completed construction apprentices to avoid the skills gap worsening and encourage younger generations to consider a career in trades.⁵⁸

In Canada, there is an expected shortage of plumbers over the period 2022-2031. The number of job openings over this period is estimated to be 12,600. On the other hand, jobs seekers are estimated to be around 10,200. In 2021, employed plumbers was estimated to be around 54,700. Plumbers in Canada usually requires college or vocational education or apprenticeship training. In 2021, estimated median age of workers in Canada was 36.6 years and estimated median age of retirement of 64 years old.⁵⁹

In Australia, 22 per cent of plumbing workforce is composed of Apprentices. This statistic is significant in the context of plumbing industry statistics because it highlights the importance of apprenticeships in the plumbing industry. Apprenticeships are essential for the industry to ensure that the workforce is well-trained and knowledgeable in the latest plumbing techniques and technologies. Furthermore, apprenticeships provide an opportunity for young people to gain valuable experience and skills in the plumbing industry, which can help them to secure a successful career in the future.⁶⁰

Plumbers are also in high demand in Australia. Employment in this trade is projected to grow by 2.2 per cent per year over the next five years. As of 2021, there were over 71,000 plumbers working in Australia. Ongoing construction projects, such as the Melbourne Metro and the Perth City Link, are contributing to the high demand for plumbers. Much of Australia's plumbing infrastructure is aging, and this means that there is a higher demand for plumbers to repair and replace old pipes, fixtures, and appliances.⁶¹

3.3. New and emerging technologies

As in the other sectors, technology advancement is also pervasive in the plumbing sector, which may have bearing on the supply and demand for plumbers. Such plumbing technology trends include not only the fixtures but also the plumbing tools. Smart technology requires special tools for more straightforward and less invasive ways to detect and fix problems. For example, infrared technology can see leaking pipes, and a portable high-definition camera can inspect drainage systems.

⁵⁶ Ibid

⁵⁷ Ibid

⁵⁸ Demand for Plumbers set to soar as trade sector vacancies hit record high, Chartered Institute of Plumbing and Heating Engineering, July 3, 2023

⁵⁹ Occupational Outlook for Plumbers, Canadian Occupational Projection System, November 16, 2021

⁶⁰ Lorena Castillo, Gitnux Market Data Report 2024, December 16, 2023

⁶¹ The Top 5 in-Demand Trades in Australia, HLH Group, April 6, 2023

Other technology trends include greywater systems, smart pipe systems, and telematics. This helps boost productivity and the company's bottom line by providing excellent customer service and quality of work.⁶²

Modern plumbing technology is reshaping the industry's functions, and plumbers need to learn them. These technologies include superior filtration systems such as reverse osmosis, activated carbon, and ultraviolet light. It also includes touchless plumbing fixtures to conserve water, leak detectors, and remote-control systems on a smartphone or tablet.⁶³

Plumbers also need to know modern technology in the software for marketing, booking calls, managing contracts, and generating invoices. They should also know how to get online reviews, facilitate easy online payment options, have a social media presence, use instant messaging, and handle any negative reviews. Tech-savvy millennials want to use technology in every aspect of their lives, including home and commercial plumbing fixtures. Advanced plumbing technology has become an integral part of how plumbers do business.⁶⁴

Advancements include smart pipes that raise an alarm when there is a leak, tankless water heaters, and LED lights in toilet bowls. Plumbing technologies for troubleshooting and repair; plumbers use waterproof cameras and tablets to provide reliable, cost-effective, and high-quality services. Technology is also making the job of a plumber easy and safe.⁶⁵

Plumbers are embracing smart technology and are recommending that homeowners use high-tech devices to detect water leaks. Today's first-time buyers are often millennials who grew up with mobile phones and can deftly use an app to help detect a leak and immediately call a plumber to take care of the issue before it becomes a huge problem.⁶⁶

There is also a boom in smart plumbing fixtures, which not only make home life more convenient but also help homeowners to conserve water and energy. According to Grandview Research, smart plumbing fixtures will be valued at \$6.6 billion by the year 2027. These fixtures include voice-activated faucets, smart shower heads, smart irrigation systems, smart toilets, and Wi-Fi water filtration.⁶⁷

Plumbers are also employing cutting-edge technology, such as infrared equipment to detect leaks, trenchless pipe equipment to repair sewer lines, and portable, high-definition cameras to inspect drainage systems. The COVID pandemic has accelerated the desire for touchless plumbing products and designs to mitigate pathogen spread in both new commercial construction and remodeling, particularly in public restrooms.⁶⁸

Greywater plumbing systems are becoming increasingly popular, as they can help the environment, reduce water waste, and save homeowners money. According to the Water Wise Group, greywater systems can help a homeowner save up to 40,000 gallons of water each year. In California, homeowners can save more than \$220 a year with a greywater system.

Tankless water heaters have also grown in popularity, as they are energy efficient, inexpensive, and simple to install. Additionally, according to Grandview Research, the U.S. market for solar water heaters is expected to grow by 8.1 per cent through 2025.⁶⁹

As with other construction sectors, the plumbing industry faces a Labour shortage. According to the National Association of Home Builders' Spring 2021 Construction Market Report, there was a 55 per cent shortage of available plumbers last year. An aging skilled workforce will only serve to exacerbate the shortage if younger generations do not enter the sector. The Better Business Bureau estimates that by 2024 the per centage of plumbers over the age of 55 will reach nearly 25 per cent.⁷⁰

⁶² The Future of Plumbing-trends to watch out for in 2023, New England Institute of Technology, February 13, 2023

⁶³ Ibid

⁶⁴ Ibid

⁶⁵ Ibid

⁶⁶ The Plumbing Industry, Gaslamp

⁶⁷ Ibid

⁶⁸ Ibid

⁶⁹ Ibid

⁷⁰ Ibid

Plumbing companies need to create a culture designed to attract and retain talent in order to get more candidates into the pipeline and on the job to meet the industry's employment forecasts and replace retirees.⁷¹

Environmental concerns continue to be a major trend in the trades, and plumbing is no exception. Reducing water usage is a national focus, particularly in areas prone to droughts. In response, many plumbers are leveraging technology to reduce energy usage and improve the efficiency of their operations. Trending technology in plumbing includes: tankless water heaters which heat only what is needed which result in 25 per cent energy savings; greywater recycling systems which is designed to capture water for reuse for watering plants and related purposes, thus reducing overall water demand; smart pipe system which uses sensors to determine whether there is a leak within the pipes thus preventing serious pipe damage; infrared technology which can detect leaks and excess moisture within plumbing systems and determine the source of such problem.

Apart from utilizing technology to minimize energy usage and boost efficiency, plumbers have also begun implementing various digital elements to enhance their services and provide a more seamless customer experience. Such elements include introducing online tools (e.g., websites and mobile applications) for scheduling appointments, sending personalized emails, and offering various ways to pay invoices (e.g., cashless payment options). As more customers leverage the internet to select services, it has become increasingly important for plumbers to establish an online presence. Plumbers must work to ensure they receive positive online reviews and promote brand awareness. After all, even one bad review can lead to lost business.⁷²

These technologies will definitely impact on the curriculum, specifically in developing basic and common competencies, tools and equipment, trainers' qualification, assessors, entry requirements of trainees and other schools' facilities.

Other Plumbing Technologies that are expected to dominate the landscape of plumbing are:⁷³

- 1) **Tankless water heaters**, or on-demand water heaters, remain highly popular for good reason, as this plumbing technology can save households substantial energy costs every year, according to the U.S. Department of Energy. Traditional storage water heaters are larger and store up to 80 gallons of heated water. This leads to wasted energy as the unit keeps unused water hot. By contrast, smaller, tankless water heaters heat the water as it passes through the device, at a rate of 2 to 5 gallons per minute. Homeowners also save over the life of the appliance, as most tankless water heaters last more than 20 years—compared to 10 to 15 years for a storage water heater, according to the US Department of Energy.
- 2) **Hot Water Recirculation**. Instead of wasting water by letting cold water run through the pipes until it is hot, a hot water recirculating pump gives you hot water quickly, right when you want it. Plumbers install this plumbing technology on both tankless and storage tank water heaters, although the pumps can be installed near faucets, too. Pumps with a timer mean you can schedule it to shut off, making hot water instantly available during peak usage. Unused water remains in the tank to prevent waste.
- 3) **Smart Pipe Technologies**. Gone are the days of homeowners coming home and unexpectedly finding a flooded laundry room or basement. New water pipe technology will offer leak detection for anything from a dripping toilet or a burst water pipe, and sends alerts to a smartphone, guarding against unexpected water damage. Depending on the device, smart pipe technologies monitor temperature and humidity, monitor water flow and usage, or completely shut off the home's water supply in the event of an emergency.

⁷¹ Ibid

⁷² Plumbing: Industry Overview and Trends to watch, November 17, 2023, Agency Forward

⁷³ 12 New Plumbing Technology Trends to know for 2023, Stephanie Figy, Service Titan, August 4, 2023

- 4) **Advanced Faucets.** A few years ago, did voice-activated faucets seem like cutting-edge plumbing technology? Now commonplace, these devices give homeowners myriad options for hands-free kitchen and bath faucets. Control on command through a digital voice assistant, these advanced faucets deliver precise amounts of water exactly when needed, and allow water to be turned on or off without touching the handle. Touchless faucets using motion sensors, once found only in commercial settings, are another advanced option now readily available for your customer's home or business.
- 5) **Smart Shower Heads.** New products for plumbing also include a more luxurious shower. Smart showers offer convenient options, responding to the sound of voice (or preset settings) to start or end a shower. Water temperature and steam features can be customized for each household member. Other advanced options focus on energy-saving features. Water can be reduced when the user steps away from the shower head, or the user can pause all water flow. Devices can also monitor water consumption.
- 6) **Smart Water Heaters.** Since heating water accounts for about 20 per cent of a home's energy usage, it makes sense to look for ways to save. Smart water heaters can be remotely turned on or off so the unit wastes no energy by heating water when no one is home. These smart plumbing products also use water temperature information and water consumption patterns to make sure the water heater is ready when needed. Homeowners who want high-tech plumbing and heating features on their water heaters but do not want to change out their appliances can find smart devices to install directly on their existing water heaters.
- 7) **Smart Irrigation Systems.** Sprinkler systems, which traditionally rely on timers to irrigate the lawn and garden, now operate more intelligently. Green plumbing technology means sprinkler controllers use data from sensors and weather forecasts to deliver water at the right time. When considering this latest plumbing technology, it is important to keep in mind what type of irrigation system is used, such as a hose-based or underground sprinkler system, and how many zone configurations are needed. As with any smart device, different smart sprinkler controllers offer varying features, so homeowners need to know their irrigation needs and watering schedules before making a decision.
- 8) **Greywater systems** are growing in popularity, as homeowners become more environmentally and budget-conscious. In drought-prevalent areas of the country, conserving water is a dire concern. The average family uses more than 300 gallons of water each day, with toilets and showers using the most water, according to water usage statistics from the Environmental Protection Agency. A surprising 50 per cent to 80 per cent of a building's water consumption falls into the greywater category, meaning it can be reused for other purposes. Greywater plumbing systems use water from tubs, washing machines, and other areas where it makes no contact with waste. This water is filtered or treated, depending on the greywater system, and is reused for flushing toilets, washing clothes, or irrigating plants.
- 9) **Apps to Boost Your Plumbing Business.** From building and sharing estimates and accepting payments in the field to building efficient driving routes or simplifying pipe measurements and layout, plumbing apps equip plumbing field technicians with tools at their fingertips to manage their work more efficiently, communicate more effectively, and deliver better service to their customers. Chat features save time, decrease miscommunication, and leave a time-stamped record when questions arise. Plus, customers appreciate being in the loop to confirm their jobs or receive notifications when techs are on the way to their homes. Once at the job, plumbers can build multi-tiered estimates with a few clicks. Then using Presentation Mode, they can hand the tablet over to their customers to view the good-better-best estimates, along with product images, explainer videos, and detailed product information. And the cloud-based system ensures price books remain up to date, so techs present only the latest stock availability and price information in their estimates.
- 10) **Advanced Toilets.** As nearly everything becomes automated, consumers expect more of the most humble fixtures in their homes. New plumbing technology means more features in the bathroom,

such as water-saving smart toilets that automatically open, flush, or cleanse. Other advanced toilet features include heated seats, air drying, and motion-activated night lights to eliminate fumbling in the dark. Consumers seek smart plumbing products not only because of comfort, but also because they offer increased hygiene and water conservation.

- 11) **WiFi Water Filtration.** High-tech plumbing technology enables monitoring of whole-house water filtration systems so homeowners can check water usage and receive smartphone alerts in the event of a water leak or a running faucet. The technology allows users to remotely shut off water from anywhere. For these features to work, a WiFi signal must be at the filter location. Similar tracking features are also available for select water softeners.
- 12) **Plumbing Software.** Software solutions built specifically for service business in the plumbing industry offer tools to streamline or automate daily tasks, including scheduling jobs, managing customer data, estimating project costs, tracking inventory, communicating with customers, and more ultimately improving efficiency and profitability

Still, the skilled plumbing technician is the greatest asset to any plumbing company. Although with all the new plumbing innovations, the industry is still growing faster than we can keep up with, our professional plumbers are shrinking. The older generation of plumbers is retiring from the trade, and very few are replacing them. Annual growth from 2014 to 2019 is up 1.7 per cent, and industry employment is up to 510,042. It was reported in 2012 that there were 386,900 plumbers, and the industry would grow by 21 per cent from 2012 to 2022. That prediction is right on track.⁷⁴

The plumbing industry has always been evolving. For example, in the 60s and before it was galvanized steel pipes then, we moved to copper for the last 40 to 50 years. Copper was a welcomed relief from steel pipes. It was lightweight and easier to install. It did not take long for copper to become the go-to piping for many years, and today, plumbers still use copper for many applications. However, as we move into the 21st, there are new plumbing technologies for new home construction and home re-piping called century Cross-Linked Polyethylene (PEX). PEX has revolutionized the way we re-pipe home. For many of the same reasons, copper was such a hit, PEX is now the new standard. Again, providing easy installation, lower cost than copper, and is lightweight.⁷⁵

Plumbing technology continues to grow even with newly redesigned tools; for example, the plumber's snake is now more potent, with highly specialized bits for every type of clog. Video camera technology is unthinkable compared to where it was just a few short years ago. Ultimately, the demand for efficiency will continue, and the plumbing industry will continue developing new products for more innovative plumbing. Even still, the fact remains nothing can replace a skilled plumber.⁷⁶

All of the developments enumerated above points to three profound factors that will impact on the supply of plumbers all over the world. One is the ageing plumbers who have been the backbone of the sector for decades. This generation of seasoned plumbers belong to the baby boomers' group who in few years will all be retiring. It is good if they have at least trained or found replacement even for themselves (especially for self-employed) thereby sustaining the business. The other is the tendency of the new generations to shun TVET anchored occupations and prefer professional career and career in the ICT sector. That in and of itself is not bad since there are also demand in that sectors especially higher-level ICT like programming and machine learning and the like. This situation is a double whammy for the plumbing trades. The third is the introduction of modern technology to the sector. Depending on how policy makers will shape this up, this factor has the promise of making the plumbing occupation cool or sexy thereby attracting the new generations. There should be effective image building for the plumbing trade especially targeting the new generations. This could be accompanied by ways to improve the access to education/training and apprenticeship programs.

⁷⁴ Plumbing Technologies are Transforming the Plumbing Industry, Big B's Plumbing, December 1, 2022

⁷⁵ Ibid

⁷⁶ Ibid

4. Profile and prospects for housekeeping services

4.1. Scope/Concept of the competency

The occupation- housekeeper for hotel is one of the occupations classified under cleaning and housekeeping supervisors in offices, hotels, and other establishments of ISCO 08. Its main function is to carry out housekeeping functions in order to keep clean and tidy the interiors, fixtures, and facilities in these establishments. O*NET on the other hand, includes it under maids and housekeeping cleaners, which performs any combination of light cleaning duties to maintain private households or commercial establishments such as hotels and hospitals, in a clean and orderly manner. Duties may include making beds, replenishing linens, cleaning rooms and halls, and vacuuming. In terms of economic sector, the housekeeping job is under the broad category of hotel, catering and tourism/ hospitality trade. Unfortunately, in the area of hospitality trades, only restaurant services and hotel reception areas are included in the biennial WorldSkills Competition. Housekeeping was not up for competition in the said global event.

Housekeeping has traditionally been seen as a low-skilled, low-wage job. However, this is no longer the case. The industry is now valuing employees with higher levels of education and training. The traditional model of housekeeping, where employees are responsible for cleaning an entire home from top to bottom, is also changing. Consumers are now demanding more personalized services. They want their homes cleaned in a way that fits their lifestyle and budget.⁷⁷

Important players in the industry includes the hotel industry, which provides for the majority of jobs for housekeepers and set the standards for the profession; the property management companies which maintain contract with hotels to provide housekeeping services; the housekeeping equipment manufacturers and the cleaning chemicals and supplies companies.⁷⁸

The definition of housekeeping services has changed in the last few years. Until a few years ago, it primarily referred to cleanliness. But nowadays, some new aspects have also made their way into its definition. These include removing waste materials, maintaining floors and halls, and ensuring the tidiness of work areas. The top housekeeping service trends that companies embrace for the fulfilment of these tasks includes: usage of automated solutions; green cleaning products; undivided attention to safety protocols like wearing mask and social distancing as a lingering practice sparked by the COVID pandemic.⁷⁹

4.2. Labour market prospects

The services sector is huge in Sri Lanka and the Philippines. The two economies can be considered as service economy. In Sri Lanka almost 60 per cent of the GDP is accounted for by the Services sector and tourism, where the housekeeping occupations are located, around 403,000 both direct and indirect employment, was created in 2019, or before the COVID pandemic.

The tourism sector has been identified as a priority industry that is capable of making an above average contribution towards the economy in the overall GoSL national plan, and as a driver with significant potential for inclusive growth, particularly if supported by an effective skills development system. It has been ranked as a 'high priority' industry as it has the capability to boost the economy through mass scale employment creation through both large corporations and SMEs (the latter in both the formal and informal economies), foreign exchange earning capacity, strong sectoral linkages (particularly with agricultural production), regional and rural development and the ability to bring about ethnic harmony among the communities through the interactions brought about by tourism related activities³¹. Total

⁷⁷ Ibid

⁷⁸ Ibid

⁷⁹ Latest Trends in Housekeeping Services, Tuskers India, LinkedIn, February 24, 2023

tourist arrivals have increased from 0.5 million tourist arrivals in 2010 to an anticipated 2.2 million in 2016. The hotel and restaurant sub-sector has recorded the fastest growth among all sectors with a post-conflict growth of 112 per cent between 2009 and 2012. The tourism industry generates annually USD1.4 billion, is the fourth largest foreign exchange earner and has created employment for around 160,000 people. However, the sector suffers from several challenges: insufficient trained personnel in tourism and hospitality; weak SME sector; inadequate diversification of product offering and promotion activities; and inequitable role of women.⁸⁰

The GoSL is currently working on a new national tourism strategy but is committed to expanding tourism-based enterprises and services island wide as well as distributing economic benefits of tourism to a larger cross-section. The tourism sector on the eastern flank of Sri Lanka, which was a popular destination prior to the conflict, is widely acknowledged as largely untapped with beautiful beaches and wildlife. But there is a pressing need for the inclusive growth potential along the tourism value chain to be leveraged through a comprehensive planning approach to unlock the broad-based economic growth opportunities available to hitherto disadvantaged groups. Polonnaruwa district is already a destination for tourism, forming part of the cultural triangle. However, significant potential remains to diversify and improve the tourism experience and to increase the inclusion of poorer people in the tourism value chain. With the change in government in Sri Lanka last year, for the first time there is now a dedicated Ministry of Tourism and recognition that the 'boom' in tourism needs to be supported by a clear national value proposition and a coordinated implementation plan to achieve strategic goals. The new Ministry is currently working with a tourism unit in the Prime Minister's office on a vision statement and national Tourism Master Plan.⁸¹

Travel and tourism have long been a critical part of the world economy, and a sizeable component of the global workforce. The World Travel & Tourism Council estimates that in 2019 (pre-pandemic) travel and tourism globally accounted for 1 in 4 jobs created, 3 per cent of all jobs and 3 per cent of global Gross Domestic Product (GDP). It declined in 2020 but bounced back in 2021 and 2022. A survey of American Hotel and Lodging Association found that 97 per cent of hotels are experiencing staffing shortage and 49 per cent rated the shortage as severe. In Europe, the world Trade and Tourism Council estimates that 1 in 9 hospitality vacancies will remain unfilled.

According to the US Bureau of Labour Statistics as cited by O*NET online, the employed housekeepers was 1.239 million employees in 2022 in the US. The projected job openings for 2022-2030 is around 175,700.

Prior to 2020, the global tourism sector had experienced six decades of almost constant growth and diversification. In 2019, the tourism sector was one of the world's fastest growing and largest economic sectors, with travel and tourism contributing US\$8 trillion to the global economy, representing 10.4 per cent of global gross domestic product (GDP). Growth in travel and tourism continued to outpace most other economic sectors, with GDP growth of 3.5 per cent in 2019, behind only information and communication and financial services. Activity in the sector accounted for 8 per cent of total exports and 27.4 per cent of global services exports (ILO).

In 2019, travel and tourism accounted for 334 million jobs worldwide, directly, or indirectly, accounting for 10.6 per cent of total global employment. Some 1 in 10 jobs worldwide and 1 in 4 of all newly created jobs were in the rapidly growing tourism sector. For every 1 newly created job, nearly 1.5 additional jobs were created through the indirect or induced effect on tourism-related economic activity. Of these jobs, the accommodation and food services subsectors alone provided employment for 144 million workers worldwide (4.6 per cent of total global employment), approximately 44 million of which were own-account workers. However, the sector is characterized by a high incidence of informality due in part to its seasonality, combined with weak regulation, enforcement, and Labour organization.⁸²

⁸⁰ Sri Lanka Skills for Inclusive Growth, 2016

⁸¹ Ibid

⁸² The future of Work in the Tourism Industry: sustainable and safe recovery and decent work in the context of the covid-19 pandemic, April, 2022

The travel and tourism sector contributed 7.6 per cent to global GDP in 2022 with around 22 million new jobs created in the same year. As of 2023, there was roughly 187,000 hotels worldwide and as of April that year the occupancy rates in hotels was 66 per cent. In 2020, the largest market for hospitality was the Asia-Pacific region followed by North America. The hospitality industry is one of the fastest-growing industries in the world. It grew faster than every other sector except manufacturing in 2018. It is expected to grow at a CAGR of 16.13 per cent until 2028.⁸³

In the UK, 2.53 million people were employed in the UK hospitality industry in March 2020. The number of workers in the industry fell by around 90,000 during the Covid-19 pandemic. In February 2022, there were 166,000 job vacancies in hospitality, representing 7.8 per cent of all UK job vacancies. Currently, 11 per cent of the UK hospitality jobs are vacant.⁸⁴

As of June 2023, the hospitality industry in the US (valued at \$4.1 trillion in 2022) employs 16.5 million people. Leisure and hospitality accounted for around 232,000 new hires in June 2023, nearly half of all private sector new hires that month (497,000). Seventy nine per cent (79 per cent) of US hotels reported staffing shortages in January 2023. Twenty two per cent (22 per cent) indicated the issue was 'severe'. The industry is expected to grow at a CAGR of 16.13 per cent until 2028, with a projected worth of \$9.95 trillion.⁸⁵

In India, the hospitality industry is growing and currently accounts for 7.5 per cent of India's GDP. In 2020, 39 million tourism jobs were created in India, accounting for 8 per cent of the total workforce. This is expected to further increase by 2025 as the country is intending to built 220 new airports. The highest numbers of foreign tourists visiting India in August 2022 were from Bangladesh, the USA, UK, Australia, and Canada. The growth rate of hospitality in India is positive, with hotel sector revenue expected to show an 8.29 per cent CAGR from 2023 to 2027. The market volume of the Indian hotel sector is projected to reach \$10.53 billion by 2027.⁸⁶

The greatest barriers to growth in 2023 according to European leaders are rising cost and inflation (83 per cent), skilled Labour shortage (83 per cent), increased staff cost (76 per cent) and interest rate rises (74 per cent).⁸⁷

As could be regarded as standard, Housekeepers are typically expected to clean 10-20 rooms in an average 8-hour shift. As such, housekeepers only have around 20-30 minutes to clean each room. The type of cleaning will also affect the time taken - cleaning after checkout will take longer than stayover cleaning. Larger rooms (like suites) will also take longer to clean.⁸⁸

4.3. New and emerging technologies

Housekeeping is not exempted from technology improvement. It is in fact evolving to meet the needs of homeowners and businesses. For instance, robotic vacuum cleaners and mops, self-cleaning surfaces, and other technologies brought about by smart home technology are already here with us. As cleaning technology continues to evolve, so does the housekeeping industry. There are many new career opportunities emerging for those who are interested in keeping up with the latest trends and technologies.⁸⁹

There are current housekeeping trends that can help improve the hotel industry. They include: the shift towards sustainable and eco- friendly ways of doing things; housekeeping software solutions; triple sheeting; use of anti-wrinkle textiles; air purifier technology; featuring housekeeping prominently within

⁸³ World Travel and Tourism Council, Statista, UNWTO and various sources as cited by Amber Pearson- The latest hospitality statistics updated Aug 2023, Unilever Pro

⁸⁴ Ibid

⁸⁵ Ibid

⁸⁶ Ibid

⁸⁷ Ibid

⁸⁸ Ibid

⁸⁹ The Future of Housekeeping Industry, Yasir Mohamed Elhadi, LinkedIn, November 18, 2022

a hotel's marketing effort; use of voice technology; robotic housekeeping teams such as robotic vacuum cleaners; translation software for understanding of different languages; design elements for increased efficiency; and mobile check-in and check-out for reception staff and alerting housekeeping staff to help in rooms turnover.⁹⁰

These technologies will have bearing on how learning institutions will design the curriculum and the investments that will go with it in terms of facilities and equipment. For some which may have already simulation rooms and counters, infusion of the new technologies is all that is needed. Trainers and assessors may need to be upgraded or re-skilled however and the assessment tools that will be used.

⁹⁰ The Latest Housekeeping Trends to Optimize Your Hotel Business, Martijn Barten, REVFINE, December 24, 2023

C. Labour migration policies of Philippines and Sri Lanka

1. Philippines labour migration policies

In 2019 it was estimated that there were 272 million international migrants. In recent decades international migration has drawn the attention of many governments, and has influenced Labour policies and development goals. In a UN report (2019), it is noted that the crucial linkages between migration and development are recognized in a series of landmark agreements adopted by the United Nations Member States, the most recent being the 2030 Agenda for Sustainable Development adopted in 2015 (Transforming our world 70/1), and the Global Compact for Safe, Orderly and Regular Migration, endorsed in December 2018. The Philippines has an estimated population of 108 million. The country is among the top ten origin countries with the largest diaspora populations. According to the Commission of Filipinos Overseas (CFO), the stock estimates of Filipinos residing and working abroad (as of 2013) is around 10.2 million in more than 200 destination countries and territories. This figure shows three categories of migrants - 4.8 million permanent migrants (immigrants, naturalized citizens and permanent residents); 4.2 million temporary Labour migrants; and 1.2 million irregular migrants.⁹¹

1.1 Major legislations and agencies for OFW

The Philippines has a long history of Labour migration spanning more than 50 years. The Department of Labour (DOLE) is in the forefront of developing and safeguarding the country's Labour resources. Its mandate includes promotion of gainful employment opportunities and optimize the development and utilization of the country's manpower resources, advances the welfare of workers by providing just and humane conditions and terms of employment, and maintains industrial peace by promoting harmonious, equitable, and stable employment relations. It has exclusive authority in the administration and enforcement of Labour and employment laws.

Under the umbrella of the DOLE are various bureaus and attached agencies with special expertise and programs for domestic and Overseas Filipino Workers (OFWs). Among the agencies attached to the Department which has bigger role as far as the OFW's are concerned are the Philippine Overseas Employment Administration (POEA) and the Technical Education and Skills Development Authority (TESDA) which was attached to the Department of Trade and Industry (DTI) a few years back but maintains strong coordination with the DOLE where it was previously attached. The POEA was integrated into the newly created Department of Migrant Workers (DMW) by way of Republic Act 11641 signed into law in December 30, 2021, along with other institutions under the DOLE, in a move to further focus the services for the OFW's.

Prior to the creation of DMW, the primary agency mandated to mainly promote and monitor overseas employment is the Philippine Overseas Employment Administration (POEA). Created in 1982, it assumed its role to regulate private sector participation in the recruitment and overseas placement of workers through licensing and registration processes. While its mandate suggests a primary role in monitoring employment, POEA's main function is also central in the protection of rights to fair and equitable employment practices of workers. The administrative agency to oversee the social and welfare services of Filipino migrant workers is the Overseas Workers Welfare Administration (OWWA), formerly the Welfare and Training Fund for Overseas Workers (WTFOW), established in 1977. The passage of RA 8042 or the

⁹¹ Facts and perspective: women's Labour Migration from the Philippines, 2020

"Migrant Workers and Overseas Filipinos Act of 1995" deepened the mandate of OWWA to include the repatriation of workers in cases of emergency or calamities and the establishment of a monitoring center for returning migrant workers. One of OWWA's core programs focuses on reintegration, comprised of psycho-social and economic services which includes community-based livelihood projects, skills trainings, credit facilitation and lending. In 2016, the government enacted Republic Act 10801, which launched a new charter reinforcing OWWA to manage the funds from member contributions (US \$25 per contract paid by OFWs) and interest from investments.⁹²

One significant feature of the administrative framework, which is highly important for OFWs, is the Philippine Overseas Labour Offices (POLOs). POLOs are established in a few countries in each region except in Africa. POLOs are managed by Labour attachés to provide on-site assistance to OFWs with Labour and welfare cases. Other functions include information gathering and Labour market research on overseas employment requirements, and promoting the overall welfare of Filipino workers through socio-cultural activities and programs to help them reintegrate to Philippine society. The Technical Education and Skills Development Authority (TESDA), holds a key role in managing the country's technical education and skills development. TESDA formulates Labour force and skills plans and sets appropriate standards and tests.⁹³

The new DMW becomes the primary agency under the Executive Branch tasked to protect the rights and welfare of Overseas Filipino Workers (OFWs), regardless of status and the means of entry into the country of destination. It is tasked to formulate, plan, coordinate, promote, administer, and implement policies, and undertake systems for regulating, managing, and monitoring the overseas employment of Filipino workers and reintegration of OFWs, while taking into consideration the national development plans and programs formulated by the National Economic and Development Authority (NEDA). It is also tasked to promote the empowerment and protection of Filipinos working overseas by empowering and training them to gain appropriate skills and by ensuring access to continuous training and knowledge development.⁹⁴

The new Department absorbed all the powers, functions, and mandates of the Philippine Overseas Employment Administration (POEA); the Office of the Undersecretary for Migrant Workers' Affairs (OUMWA) of the Department of Foreign Affairs; the International Labour Affairs Bureau (ILAB) and all Philippine Overseas Labour Offices (POLO) under DOLE; the National Maritime Polytechnic (NMP) under DOLE; the National Reintegration Center for OFWs (NRC) under the Overseas Workers Welfare Agency (OWWA), and the Office of the Social Welfare Attaché (OSWA) under the Department of Social Welfare and Development (ibid). The OWWA becomes an attached agency of DMW and the OWWA Board is now chaired by the DMW Secretary instead of the DOLE secretary. The OWWA manages the OFW Welfare Fund which is funded by the OFW's themselves.⁹⁵

In a sense the whole government delivery structure/mechanisms, institutions, functions, programs, and services that has something to do with the OFWs and their families are now put under the charge of DMW.

In the present scheme, there is only one attached agency of the DMW – the Overseas Workers Welfare Administration (OWWA) - which is in charge of developing and implementing projects and programs for the welfare of OFWs and their families in accordance with its Charter, as stipulated in Section 20 of the Department of Migrant Workers Act. The OWWA has the following strategic objectives: Ensure timely and adequate social protection programs and services for OFWs and their families (sector outcome); and social protection for OFWs Enhanced (organizational outcome).⁹⁶

The social protection and welfare of OFW is primordial concern of the DMW. Out of the five programs under the DMW, the Social Protection and Welfare for OFWs Program by the OWWA will receive the highest allocation for 2024 amounting to **P10.79 billion (78.0 per cent)**. Apart from the two subprograms on training and scholarship grant and membership promotion, nearly all of the budget is allocated for welfare services with 99.2 per cent share. This subprogram includes the following services: In **Country/On-site**

⁹² Ibid

⁹³ Ibid

⁹⁴ Agency Budget Notes, FY 2024, Congressional Policy, and Budget Research Department

⁹⁵ Ibid

⁹⁶ Ibid

Workers Assistance; Pre-Departure Education Program (Pre-Departure Orientation Seminar and Language & Culture Familiarization Program); Repatriation Program; Reintegration Program; and Social Protection Benefits to include disability and death Benefits, MEDPlus, and Welfare Assistance Program.⁹⁷

The creation of the DMW underscored the Philippines' reliance on international migration and remittances—which comprised about 9 per cent of the country's gross domestic product (GDP) in 2023—to drive economic growth. Even as domestic unemployment has returned below 5 per cent, after hitting a high of more than 17 per cent in 2020, workers have ached to return overseas and secure the higher wages available abroad. OFWs also have been eager to recoup lost income, especially if they depleted their savings during the pandemic. After shrinkage in 2020, annual GDP growth reached more than 7 per cent in 2022, in part due to the resumption of Labour migration. This may not be a surprise, given the dire straits of the first year of the pandemic, when central bank officials were desperate for Filipinos abroad to send money.⁹⁸

1.2 Relevant labour statistics

At least 1 million Overseas Filipino Workers (OFWs) were newly deployed or redeployed every year from 2006 through 2019, a figure that increased to an average of 1.9 million during the 2016-19 period. The COVID-19 pandemic marked a sharp turning point. Only about 550,000 OFWs were deployed in 2020, rising slightly to 676,000 in 2021. Labour migration was tested like never before during the global public health crisis, which chilled international and internal movements worldwide and threatened the notion of emigration as a development strategy.⁹⁹

The International Labour Organization defined international migrant workers as migrants of working age, who during a specified reference period, were in the Labour force of the country of their usual residence, either in employment or unemployment. Meanwhile, **Labour migration is the movement of persons from their home to another location for employment.** Based on the 2019 Survey on Overseas Filipinos conducted by the Philippine Statistics Authority (PSA), a total of 2.2 million Overseas Filipino Workers (OFWs) worked abroad between April and September 2019, 97 per cent of whom were overseas contract workers. The most preferred destination of OFWs was Saudi Arabia, followed by the United Arab Emirates, Hongkong, and Taiwan.¹⁰⁰

Most OFWs were engaged in elementary occupations (39.6 per cent). Others were service and sales workers (18 per cent) and plant and machine operators and assemblers (12.2 per cent). Only a small percentage were technicians and associate professionals (8.7 per cent) and professionals (8.5 per cent). The rest were craft and related trade workers (8.1 per cent). Daquio (2016) found that prospective migrants are open to paying their recruiters high fees for jobs even in the low-skilled segment, such as domestic service and construction Labour, to work overseas. Most of them took loans from personal networks such as family and friends, and most repaid their loans through remittances. Tabuga (2017) saw in her research that people who perceive their living conditions as dismal are more likely to manifest and undertake concrete actions toward international migration. In comparison, those who feel more satisfied with their living conditions are less likely to form migration aspirations.¹⁰¹

Global remittances sent to the Philippines via formal channels have grown more than fivefold since 2000, reaching an estimated USD 38 billion as of 2022, according to the World Bank. Remittances represented more than 9 per cent of the Philippines' gross domestic product (GDP). The **Philippines represents the fourth-largest global recipient of remittances after India, Mexico, and China.**¹⁰²

⁹⁷ Ibid

⁹⁸ The Philippines Landmark Labour Export and Development Policy enters the new generation, J. M. Opiniano and A.P. Ang, Migration Policy Institute, January 3, 2024

⁹⁹ Ibid

¹⁰⁰ Labour Migration, SERP- P News, September 2021

¹⁰¹ Ibid

¹⁰² Filipino Immigrants in US, Caitlin Davis and Jeanne Batalova, Migration Policy Institute, August 8, 2023

Employment abroad and remittances are prominent features of the Philippine Labour market. Approximately 12 per cent of Philippine household report having at least one member who was or is an overseas Filipino worker (OFW) according to the National Migration Survey in 2018. In 2019, about 2 million migrants (close to 5 per cent of workers in the Labour force) left the country, some of whom will join over 12 million Filipino diaspora around the world. Remittances marked about 10 per cent of GDP in 2019. While the pandemic prompted the repatriation of more than 0.5 million OFWs and caused disruptions in outmigration flows to about a little over 0.5 million in 2020, the level of remittances as a per centage of GDP remained stable and provided much needed cash flows to the struggling economy. The prospect for the continued demand for Filipino workers abroad seems promising.¹⁰³

1.3 The national reintegration full-cycle program of the new DMW

The new DMW immediately buckle down to work following effectivity of their mandate in 2022. It formulated a **National Reintegration Full -Cycle Program** which is anchored on the following guiding principles are as follows:

- ▶ **Republic Act 11641** or the DMW Act which mandated the development and implementation of a full cycle comprehensive national reintegration program for documented and undocumented OFW's, which shall be embedded in all stages of migration beginning from pre-deployment, on-site during employment and upon return, whether such return is voluntary or involuntary. The National Reintegration Center for OFW's (NRCO) serves as the lead office of the Department's National Reintegration Program.
- ▶ The reintegration program is aligned to the mantra of DMW as the **"Tahanan ng OFW"** or Home of the OFW.
- ▶ **Philippine Development Plan 2023- 2028** to develop a comprehensive pathway for returning OFWs and National Action Plan on Sustainable, Gender Responsive Return and Reintegration as per the Global Compact on Migration Objective 21

As per the ILO-UN Women Safe and Fair Program, there are six pathways of OFWs upon their return as follows: **a) Employment in the Philippines; b) Skills development and continuing education; c) Enterprise, Business, or Investment in the Philippines; d) Survivor of VAW/CBV, Trafficking, Abuses, Diseases, OSH, Accidents; e) Retirement in the Philippines; f) Re-Migration (work abroad again) or those who are not ready to reintegrate in the Philippines.**

The Department also formulated a Five-Year Roadmap which is dubbed as **6P's**. The first P stands for **Profiling** of the OFWs (Reintegration Management System, Skills Inventory, Integrated Systems). The second P represents **Process on Reintegration** Requirements and Data Banking (Reintegration Advisor and Referral Pathway, Monitoring and Evaluation). The third P pertains to **Programang Alalay** para sa OFWs (PAPO) which includes Skills Training, Livelihood Program, Financial Literacy and Inclusion, Career Certification, Micro-credentialling, etc. The fourth P refers to **Profit-Oriented** Savings Mapping which includes Savings Fund and Investment Opportunities such as Pag-IBIG Fund MP2, BSP's PERA and SSS WISP. The fifth P is about Products and Services Market for OFWs.¹⁰⁴ The last P is for **Partnership** and Network Building Program (National Reintegration Network).

The Full Cycle Reintegration Services is divided into three stages; **Pre-Deployment, On- site during employment and upon return.**

The **Pre-Deployment** includes the following services for OFWs and their families; Pre-Migration Orientation Seminar (PMOS) and Financial Planning. The following topics are discussed: weighing the economic and social cost and benefit of migration, preparing self and family for work abroad, nurturing family relations, goal setting, smart spending, borrowing, and paying off debt, saving and computing savings goal, partners in the road to successful migration and reintegration; Pinansyal na Talino at Kaalaman (PiTaKa) wherein

¹⁰³ Philippines Jobs Report, WB, KWPF, February, 2023

¹⁰⁴ Marketing Advocacy of OFW Products, E-Commerce

Financial Literacy and Inclusion is tackled; Cooperativism, in cooperation of the Cooperative Development Authority.

The **On-Site During Employment** stage, the following services are extended to the OFW's on-site: Alternative Learning System (ALS) Gabay Dunong para sa OFWs; Entrepreneurship Training and Mentoring (ALSE-OF-LIFE); Reintegration and Financial Planning/Inclusion (OWWA reintegration preparedness training); Jobs/business and investment opportunities; Skills Training and Skills Upgrading for employment and business (TESDA NC/CHED SPLE); Self Awareness/Self-Care Empowerment; Migration and Financial Planning/inclusion. The same services are extended to the families left behind in the country plus the Smart Child E-Habilin.

Upon return, the following services are extended to the OFWs and their families: Jobs/ business and investment opportunities; skills training and skills upgrading for employment and business (iFWD Ph., Balik bayan isa turismo); Financial Literacy and Inclusion; Start and improve your business training and mentoring (Kapatid Mentor Me program); Access to Grants and Loans (Small Business Corp); Access to Market and Technology; Access to Social Services (Pambansang Pabahay Para sa Pilipino Housing program, Pag-ibig Fund MP2 and Shelter Financing; Access to psychosocial support; Access to cultural intervention; On-the-spot Reintegration Intervention for OFWs and Next-of-Kin (ORION); Local Employment Facilitation.¹⁰⁵

The **Current Reintegration Programs and Services for the OFWs are:**

1. Livelihood Development Assistance Program (LDAP) where livelihood assistance of P10,000 is extended to undocumented OFW returnees.
2. Balik Pinay Balik Hanapbuhay (BPBH) program where livelihood assistance of P10,000 is extended to distressed female OFW returnees.
3. Sa Pinas Ikaw ang Ma'am at Sir (SPIMS) where employment facilitation is extended to OFW who are Licensure Examination for Teachers (LET) passers, in coordination with the Department of Education.
4. Financial Awareness Seminar- Small Business Management Training (FAS-SBMT)
5. Tulong Puso (Tulong Pangkabuhayan para sa Pag-unlad ng Samahang OFWs) where financial grant ranging from P150,000 to P1 Million is made available to support OFW groups (SEC registered cooperatives and associations). This is funded by OWWA Capital Fund.
6. BaliKabayanihan Program which includes: One-stop -shop reintegration information service; pre-migration orientation and financial planning; financial literacy and inclusion; reintegration planning and mentoring; psychological counselling; training of micro-business; training on start and improve your business; coaching and mentoring of OFW entrepreneurs; livelihood and skills training; training of trainers. This is also funded by the OWWA Capital Fund.

Previous public and private efforts to improve the country's performance in foreign employment has resulted in favorable commentaries and citations by other countries and multilateral agencies.

The following is taken from the World Development Report 2023 of World Bank which cited the Philippines for its proactive and integrated approach to migration:

The Philippines offers an instructive example of a proactive, integrated policy approach to migration. Its migration system evolved from the 1970s to its current structure spanning the entire migration life cycle—from pre-deployment to eventual return and reintegration. Its elements include the following:

Bilateral Labour agreements. The Philippines entered into 54 bilateral Labour agreements (BLAs) to provide better conditions for emigrants. For example, the BLA with Saudi Arabia and other Gulf Cooperation Council (GCC) countries for household service workers abolished placement fees to reduce migration costs and included a model contract enshrining certain rights and protections. It permitted the establishment of

¹⁰⁵ Construction Industry, PAMM

a minimum wage. The BLA also accompanied broader reforms to better equip workers with technical skills and knowledge. Enforcement of these agreements requires ongoing efforts by both destination countries and the Philippines.

Preparation of migrants. The government has put in place programs to develop potential migrants' skills in line with the demands in the global market. The Technical Skills and Development Authority (TESDA) trains more than 800,000 graduates a year. Education in selected occupations in high demand globally, such as nursing, has also been expanded. This approach has positive spillovers for the domestic Labour market because some graduates from these programs do not migrate. In parallel, the government provides pre-departure orientation programs to inform migrants about the risks and benefits of migration and Labour rights and safety measures, as well as information specific to the destination. Recently, the Philippine government began requiring financial literacy training for all prospective overseas workers. The recent inclusion of this pilot financial literacy class in the orientation programs increased the likelihood of having a bank account among some migrants. Lessons from these pilots will need to be reflected in broader efforts beyond the pilot phase.

Protection of migrants. The Philippines aims to engage with workers while they are overseas through its Philippine Overseas Labour Offices (POLOs). These offices assist with Labour protection, training, and general support. In addition, the Philippines has established a Post Arrival Orientation Seminar that imparts information about the destination country and, in some exceptional circumstances, resource centers that can serve as shelters for women migrant workers in need. To further protect workers and their households, the government requires that they be covered by insurance, which is generally the responsibility of the employer or recruiter, but there are gaps in such health insurance coverage as exposed during the COVID-19 pandemic.

Cost of remittances. Remittances are important determinants of investment in health and education in the Philippines, especially for children. The costs of sending remittances to the Philippines from other countries in the region are among the world's lowest because of efforts by the government and the private sector to develop digital platforms and expand information on remittance services. Investments in education have also increased thanks to private sector innovations that allow lenders to designate remittances for specific purposes. And yet despite the significant development impacts of remittances, gaps remain, particularly for children whose parent or caregiver goes abroad. Households relying on remittances may face uninsured shocks from abroad, such as a pandemic.

Support to returning migrants. To maximize the economic potential of returning migrants, the government implements programs to support their reintegration into the Labour market, which includes providing information about return and opportunities to gain skills while abroad. The government also offers business training and loans or grants for entrepreneurship. However, uptake of these supportive efforts has been low—just 4 per cent of returnees. Seventy per cent of returning migrants still report having difficulty finding a satisfactory job. The government has continued to expand these efforts, especially during the COVID-19 pandemic.

Institutional arrangements. The Philippine Development Plan 2017–2022 aimed to mainstream migration, facilitate temporary movements, and support migrants' return. The new Philippine Development Plan (2023–28) focuses on returning migrants' reentry into the economy, and on the management of social impacts, including through health and psychosocial services to migrants' children. To ensure coherence among all interventions, the government has merged several agencies to form the cabinet-level Department of Migrant Workers to support migrants and their families prior to departure, while abroad, and upon return. In addition, the government recently resuscitated the right of migrants overseas to vote for senators and party-list representatives as a way to get their voice heard.¹⁰⁶

¹⁰⁶ Ang and Tiongson (2023), cited in World Development Report, 2023

2. Sri Lanka labour migration policies

2.1 Major legislations and agencies for OSL

Sri Lanka's foray into Labour migration started in the 1970's almost at the same period as that of the Philippines. Sri Lanka created a ministry-level institution in 2007 that focuses on ensuring the welfare of migrant workers and increasing their ability to find suitable employment abroad. The Ministry of Foreign Employment Promotion and Welfare (MFEPW) oversees the Sri Lanka Bureau of Foreign Employment (SLBFE), which regulates recruitment agencies, attends to complaints from migrant workers and conducts orientation and training programs (Labour Migration from Colombo Process Countries, Good practices, Challenges, and way forward, International Organization for Migration.) The SLBFE was previously under the Ministry of Labour until 2007 when it was transferred to the MFEPW.

Sri Lanka is one of the largest Labour sending countries in South Asia at present. The stock of Sri Lankan workers in other countries is estimated over 1.9 million people in 2010. The estimated supply of migrant workers in 2010 is equivalent to 23.8 per cent of the total Labour force in Sri Lanka.¹⁰⁷

Sri Lanka's National Labour Migration Policy which was implemented in 2008 under the supervision of Ministry of Foreign Employment Promotion & Welfare encourages migration as a method of employment, which provides higher incomes for poor households and boosts the country's foreign exchange earnings. Nevertheless, Migrant workers in Sri Lanka do not fall into the purview of existing Labour laws that govern within the country. The existing legislation that applies to these workers is the Sri Lanka Bureau of Foreign Employment Act No 21 of 1985 amended by Act No 4 of 1994 and Act No 56 of 2009 which provides for all categories of migrant workers. It is the primary piece of legislation that applies to Sri Lankan workers migrating for overseas employment. The Sri Lanka Bureau of Foreign Employment Act No 21 of 1985 which repealed the Foreign Employment Agency Act No 32 of 1980, provides for all categories of migrant workers. The primary function of the SLBFE Act No 21 of 1985 is to establish the Sri Lanka Bureau of Foreign Employment and provide for its functions which are set out in the detailed objectives and general powers. The Act confers upon the SLBFE the legal mandate to be the governing authority for Sri Lanka's migrant Labour force and to act as the lead agency for overseas employment administration. The SLBFE, set up in 1986 operates as a semi government body and receives its power, duties, and obligations from the SLBFE Act No. 21 of 1985.¹⁰⁸

When considering the International Legal Framework on Migratory Workers, the only international instrument that Sri Lanka has acceded with regard to Migratory workers is the International Convention on the Protection of the Rights of all Migrant Workers and Members of their Families which was adopted in 1990. However, Sri Lanka has ratified the Convention on Elimination of All Forms of Discrimination Against Women (CEDAW) and has formulated Sri Lanka Women's Charter in 1993 subsequently. Even though Sri Lanka has ratified The Convention on the Protection of the Rights of all Migrant Workers and Members of their Families the law has yet to be amended following the ratification.¹⁰⁹

In Sri Lanka, SLBFE Act No. 21/1985, amended by Act No. 4 of 1994 and Act No. 56 of 2009, is the primary legislation that deals with foreign employment. The provisions of this act apply to the recruitment of Sri Lankans for employment outside the country. The Sri Lanka Bureau of Foreign Employment (SLBFE), the foremost organization in regulating the foreign employment industry, was established in 1985 under this act and receives its power, duties, and obligations from the same act. In 2007, for the first time, a separate Ministry of Foreign Employment was established in Sri Lanka in recognition of the significant contribution made by Sri Lankan migrant workers to the national economy. At present, the subject of foreign employment is under the purview of the Ministry of Labour and Foreign Employment. The Government of

¹⁰⁷ Reforms on Sri Lanka Bureau of Foreign Employment Act number 21 of 1985, Ekangi Praveena Muhandiram, University of Colombo, Sri Lanka

¹⁰⁸ Ibid

¹⁰⁹ Ibid

Sri Lanka formulated its first policy on Labour migration, the National Labour Migration Policy, in October 2008. Subsequently, the Ministry of Labour and Foreign Employment has taken steps to formulate the new policy and named it as National Policy on Migration for Employment (NPME) and a National Action Plan 2023-2027 for fulfilling Sri Lanka's commitment and responsibility toward new developments in the global and local context, including international conventions, regional consultative processes, the Sustainable Development Goals, and the Global Compact for Safe, Orderly and Regular Migration.¹¹⁰

The responsibility for implementing migration policies is shared among several government ministries. The Department of Immigration and Emigration under the Ministry of Internal Affairs is responsible for managing the movement of people to and from the country, including the issuance of visas and travel documents. The Ministry of Labour & Foreign Employment implements Labour emigration policies and coordinates its work with, among others, the Sri Lankan Overseas Missions under the Ministry of Foreign Affairs, for the provision of consular protection and assistance services to Sri Lankan migrant workers. Sri Lanka has several inter-ministerial coordination bodies that deal with different migration issues, and in doing so, enhance horizontal policy coherence and reduce overlapping efforts. These coordination bodies include the National Border Management Committee, the National Advisory Committee on Labour Migration, the National Steering Committee on Return and Re-integration for Labour Migrants, the National Anti-Human Trafficking Task Force, the National Coordination Committee on Readmission, and the Program Advisory Committee on Safe Labour Migration. To enhance vertical policy coherence, the Ministry of Public Administration and relevant ministries operate with decentralized administrative structures on various migration issues.¹¹¹

Prior to the new National Action Plan on Migration for Employment 2023-2027, the National Labour Migration Policy of 2008 is the official policy framework that guides emigration for Sri Lankans' employment in other countries and associated processes. The Policy includes strategies to harness the benefits of Labour migration with a view to accelerating development in the country while protecting migrant workers' rights and well-being. A legislative framework is in place to regulate the foreign employment of Sri Lankans under the authority of a dedicated statutory body, the Sri Lanka Bureau of Foreign Employment, and the overall direction of the Foreign Employment Minister. The Sri Lanka Bureau of Foreign Employment publishes annual statistics on nationals who are employed abroad. Migration data are also produced by the Department of Census and Statistics through the Census of Population and Housing, which includes questions on the population living abroad temporarily by country of origin, age, and sex, as well as the non-national population in Sri Lanka by country of birth, age, and sex. The Department of Immigration and Emigration keeps a record of entries, transits, and exits of Sri Lankan nationals and non-nationals.¹¹²

Overall, the national policy aims to promote opportunities for all men and women to engage in migration for decent and productive employment in conditions of freedom, equity, security, and human dignity. It is intended to do so through the institution of policies, laws, regulations, services and facilities for migrant workers and their families. **Special emphasis is laid on the development of skills as a main and effective means of protection for migrant workers** and their families. The policy is developed in three sections; namely, governance of the migration process, **protection and empowerment** of migrant workers and their families, and **linking migration and development processes**.¹¹³

The second section of the said Policy document pertains to the protection and empowerment of migrant workers and their families. The State, having the primary responsibility for the protection of migrant workers and their families, undertakes to protect and empower migrant workers and their families in all three stages of the migration process. These stages are **pre-departure** (from decision-making to training to preparation for migration), **in-service** (workers in employment and families left behind) and **return and reintegration** (with consideration for reintegration, acceptance, and appreciation).¹¹⁴

¹¹⁰ Migration in Asia: Changing profile Labour and process, 2023

¹¹¹ Migration Governance Snapshot: Sri Lanka, IOM, 2018

¹¹² Ibid

¹¹³ Labour Migration Policy, Sri Lanka, 2008

¹¹⁴ Ibid

2.2. Relevant labour statistics

Just like the Philippines, Sri Lanka is active in sending workers to foreign shores. Sri Lanka contributes to an estimated two million Labour migrants working overseas with an annual outflow of 200,000 persons, mostly targeting the Middle East and European regions. Their contributions form the **largest source of foreign exchange earnings, which constitutes 8.8 per cent of the country's GDP, which is a very near per centage of foreign exchange to GDP as that of the Philippines.** Since Labour migration in Sri Lanka is mainly driven by high inflation, low per capita income, unemployment, underemployment, indebtedness, and lack of access to resources, leading the process of securing a job abroad resulting risks and challenges. Many migrants are scattered within their villages, individually driven with lack sufficient information on their rights and duties, not prepared for their reintegration upon returning home. As a result, an average of 5000 annual cases are filed by the migrants to seek their rights where most of them are unsolved for a prolonged period of time.¹¹⁵ As a per centage share of the total population SL migrant workers or the Overseas Sri Lankan (OSL) constitute over 9 per cent of its population similar to that of the Philippines.

2.3. National policy on migration for employment and national action plan 2023-27

In 2015, there was a recognition for specific need of returning migrants that lead to the formulation of a Sub-policy on Return and Reintegration of Overseas Sri Lankan (OSL). In 2017, after ten years of implementing the National Labour Migration Policy of 2008, it was decided that a review of its implementation was necessary. The review led to the formulation of the five- year **National Action Plan on Migration for Employment, 2023-2027.**

The Plan revolve around the decent work ethos zeroing in on three pivotal arenas: namely Investment, Innovation, and Inclusion. The Minister of Labour and Foreign Employment, in his message, emphasized that “Our vision transcends the immediate benefits of remittances. Instead, we perceive migration for employment as an investment in our collective future. Our aspirations include leveraging the prowess of Overseas Sri Lankan (OSL), spurring innovation via digital technologies, **precise skills matching**, and enhancing information management.” He continued by saying that the Plan delineates core policies aimed at amplifying governance, fortifying rights, and welfare provisions for migrant workers, **creating robust frameworks for skills development**, and positioning employment migration as a cornerstone of our national development strategy.

Stated in the executive summary of the National Policy on Migration for Employment and National Action Plan 2023-2027, the core Policy areas under it are as follows:

- (a) **Governance of Labour migration** to promote decent and productive employment, which has its Policy objective: “Sri Lanka benefits from a well governed Labour migration sector that promotes decent, safe and productive employment.” The strategies under this Policy area are formulated to ensure an institutional landscape that is effective and efficient in the governance of migration for employment within the legislative and regulatory framework stipulated nationally and internationally. Such compliance will ensure conforming to international standards and promote decent work principles: rights at work, employment promotion, social protection, and social dialogue. The strategies also include coordination among development sectors to facilitate Policy coherence, collaborative planning and budgeting, joint implementation, and monitoring of the NAP. Recognizing the importance of a fair and ethical recruitment system, a separate strategy is incorporated to strengthen the ongoing procedures and introduce a grading system to evaluate Licensed Foreign Employment Agencies (LFEAs)
- (b) **Secure rights and protection of migrant workers** and ensure well-being of their families, has its Policy objective: “Sri Lanka strengthens all rights of migrant workers ensuring protection, social

¹¹⁵ Embassy of Switzerland to Sri Lanka and the Maldives Mobilization of Migrants to Form Self Help Groups in Sri Lanka

security and wellbeing of migrant workers and their families in all stages of Labour migration.” This core Policy area affirms the need to facilitate “orderly, safe, regular and responsible migration” as outlined in SDGs 8.8 and 10.7 and in other UN Conventions. The strategies under this core Policy area aim at well-coordinated service delivery, promoting dignity of migrant workers and ensuring protection and security and collaborative multisectoral response mechanism. Social security is considered as a right of migrant workers and their families. Under this Policy area, a specific strategy is developed to facilitate the empowerment of migrant workers, their societies, and build alliances among the Civil Society Organizations (CSOs), trade unions and employers working to realize the rights of migrant workers.

- (c) **Promotion of employment opportunities for skilled and semi-skilled migrant workers** in local and global economies aims at fulfilling the Policy objective: “Sri Lanka facilitates its Labour force to effectively access global Labour market opportunities and benefit from better socio-economic gains.” The recent trends in the global Labour market show an increased demand for skilled Labour, especially in knowledge-based economies. The local Labour force needs to be up-skilled to meet such global demands and benefit from employment opportunities. Therefore, the emphasis of the strategies under this core Policy area is to strengthen the institutional framework for skill development. The strategies promote collaboration with the foreign employment sector, standardize the national qualification frameworks in par with regional and international frameworks, and proactively support the Recognition of Prior Learning (RPL) of returnee migrant workers and their skill certification. The strategies under this core Policy area include new technologies in the skill development industry and focus on diversification of job opportunities for the Sri Lankan Labour force.
- (d) **Enhance benefits of migration and its nexus with national development** has outlined the Policy objective as: “Sri Lanka effectively positions migration for employment as; a productive sector in the development of the country.” Labour migration has the potential to deliver a triple win for Countries of Destination (CoD): it contributes to economic growth through the provision of Labour, skills, and ideas and for Countries of Origin (CoO), the movement of women and men across borders, reduces unemployment pressures and increases remittances. In overcoming the challenges of the current economic crisis, foreign employment is identified as a high potential sector. Thus, the fourth core area includes key activities to strategically incorporate migration for employment as a key area in national plans and budgets. Considering the importance of reintegration of migrant returnees, the sub policy and national action plan for return and reintegration (NAPRR) is to be amalgamated to this policy and ensure effective implementation. The other two strategies under this core area are linked to remittance management and promoting engagement of Overseas Sri Lankans (OSL) in the development of the country. Sri Lanka stands to benefit from the social and professional diversity of OSLs by tapping into their expertise and resources and has planned to setup institutional framework for the same. Each core Policy area is detailed into strategies, outcomes, outputs, with key performance indicators for a five- year period starting from 2023 under the overall responsibility and coordination by Ministry of Labour and Foreign Employment.

In summary, the two countries-Philippines and Sri Lanka, after more than fifty years of gaining good and bad experiences from sending workers abroad and after decades of finetuning and adjustment to the obtaining conditions (socio-economically and politically), locally and internationally, are now at the stage where they can probably say with certain degree of confidence that they have the tools to adjust to what is happening in the Labour migration arena and that they can effectively adjust to the evolving processes because of their experiences. They may not be exactly at the same level but certainly their present policies and performance may converge at some point in the near future. Meanwhile it is worth noting and worth monitoring how both countries will navigate the field with “newer” mechanism- for the Philippines by putting all policies and services **under one roof- the DMW** and for Sri Lanka by consolidating policies and services **into a comprehensive National Policy and Action Plan on Migration for Employment**.

D. Comparability of education system

This section provides an overview of the Philippine Education System and the Sri Lanka Education system with emphasis on TVET for possible educational collaboration to promote academic mobility and knowledge exchange. The section also discusses equivalencies and credit transfer mechanisms.

1. The Philippines education system¹¹⁶

The Philippine education and training system cover both formal and non-formal education and training and recognizes prior learning (Figure 2). It is tri-focalized by law into basic, technical vocational and higher education under three different agencies: the Department of Education (DepEd) headed by a Cabinet Secretary for basic education; the Technical Education and Skills Development Authority (TESDA) headed by a Director General for technical vocational education and training; and the Commission on Higher Education (CHED) under the Office of the Philippine President headed by the Chairperson of a collegial body of five Commissioners. A fourth Agency, the Professional Regulation Commission, grants registration and licenses to graduates of tertiary education and a few non-baccalaureate programs.

► Figure 1. The Philippine education and training system

Normal Age	Sector/Governing Agency	Academic Qualifications by formal education providers/POF Level	TVET Qualification provided by institutes, Enterprises, communities/ POF Level	Illustrative Examples of Non-Formal Programs	Interface of formal, non-formal and Informal qualifications
24up	Higher Education Commission on Higher Education (CHED)	Doctoral/L8		- Extension Programs - Certificates courses - Continuous Professional Development Programs (CPDs)	Expended Tertiary Education Equivalence and Accreditation Program (ETEEAP)
22 up		Master's/L7			
22 up		Post-Bac diploma.L6			
18 and up		Bachelor's degree/L6 Diploma, Associate Degrees/L5			
15 and up	Technical Vocational Education Technical Educational and Skills Development Authority (TESDA)		National Certification (NC) NC I, II, III, IV and Diploma/L1 to L5	Community-based trainings	Philippine Technical Vocational Education and Training Competency Assessment and Certification Systems (PTCACS)
16-17	Basic Education Department of Education (DepEd)	Senior High School diploma <u>Tracks</u> : - Academic Strands - Science, Technology, Engineering, Mathematics (STEM) - Humanities and Social Sciences (HUMSS) - Accountancy and Business Management (ABM) - General Academic Studies (GAS)* - Technical vocational Livelihood (TCL)*** - Sports - Arts and Design		Programs under Alternative Learning Systems (ALS)**	Philippine Education Placement Test (PEPT)
12-15		Junior High School Certificate			
6-11		Elementary Certificate			
5		Kindergarten			

The Philippines' formal education is a progression of academic schooling from Kindergarten to Grade 3 (Primary School) for learners aged 5 to 8; Grades 4 to 6 (Intermediate School) for learners 9 to 11 years old; Grades 7 to 10 (Junior High School) for 12 to 15-year-old learners; and Grades 11 to 12 (Senior High School) for 16 and 17-year-old learners; to technical vocational education and training (TVET) and/or higher education for those 18 years of age and above.

¹¹⁶ AQRF Referencing Report of the Philippines: https://pqf.gov.ph/Uploads/PH_per_cent20AQRF_per_cent20Referencing_per_cent20Report_per_cent20Final.pdf

1.1. Basic education

Governance and structure

The Department of Education (DepEd) fulfills its basic education regulatory mandate under Republic Act (RA) 10533: Enhanced Basic Education Act of 2013. Its supervisory and regulatory functions are carried out through officials at the Central Office, Regional Directors, Superintendents, Education Supervisors and Principals. The DepEd subscribes to School-based Management. While curricular freedom at the basic education level is limited for the public schools directly under its wings, the Department grants some level of autonomy to school heads in managing their schools—e.g., adopting innovative teaching methodologies, resource generation, and teacher development programs.

Basic education serves as the foundation of the Philippine Qualifications Framework. The current basic education system (K to 12 reform) consists of the 13-year four-stage program: Primary School (including Kindergarten); Intermediate School, Junior High School and Senior High School. The Senior High School (SHS) Curriculum, in particular, requires students to choose one of four tracks: 1) Academic, 2) Arts and Design, 3) Sports, and 4) Technical Vocational Livelihood. The academic track is further subdivided into four strands: 1) Accountancy, Business and Management (ABM); 2) Science, Technology, Engineering, and Mathematics (STEM); 3) Humanities and Social Science (HUMSS); and 4) General Academic (GAS). A Senior high school learner who passes the appropriate assessment on the TVL track can earn an NC I, II or III. It is important to note that while Senior High School offers tracks and four strands within the Academic Track, SHS graduates—regardless of tracks—can gain admission to Baccalaureate degree programs.

Apart from the K to 12 reform, Philippine basic education has made the paradigm shift to lifelong learning and a learning outcomes-based approach at the level of policy and professional teacher standards and is currently refining its implementation in the classroom.

1.2. Technical vocational education and training (TVET)

Governance and structure

TESDA is the agency mandated by law (Republic Act No. 7796) to: 1) promote and strengthen the quality of technical education and skills development programs in order to attain international competitiveness; 2) focus technical education and skills development on meeting the changing demands for quality middle-level manpower; 3) encourage critical and creative thinking by disseminating the scientific and technical knowledge base of middle-level manpower development programs; 4) recognize and encourage the complementary roles of public and private institutions in technical and skills development and training systems; and 5) inculcate desirable values through the development of moral character with emphasis on work ethic, self-discipline, self-reliance and nationalism.

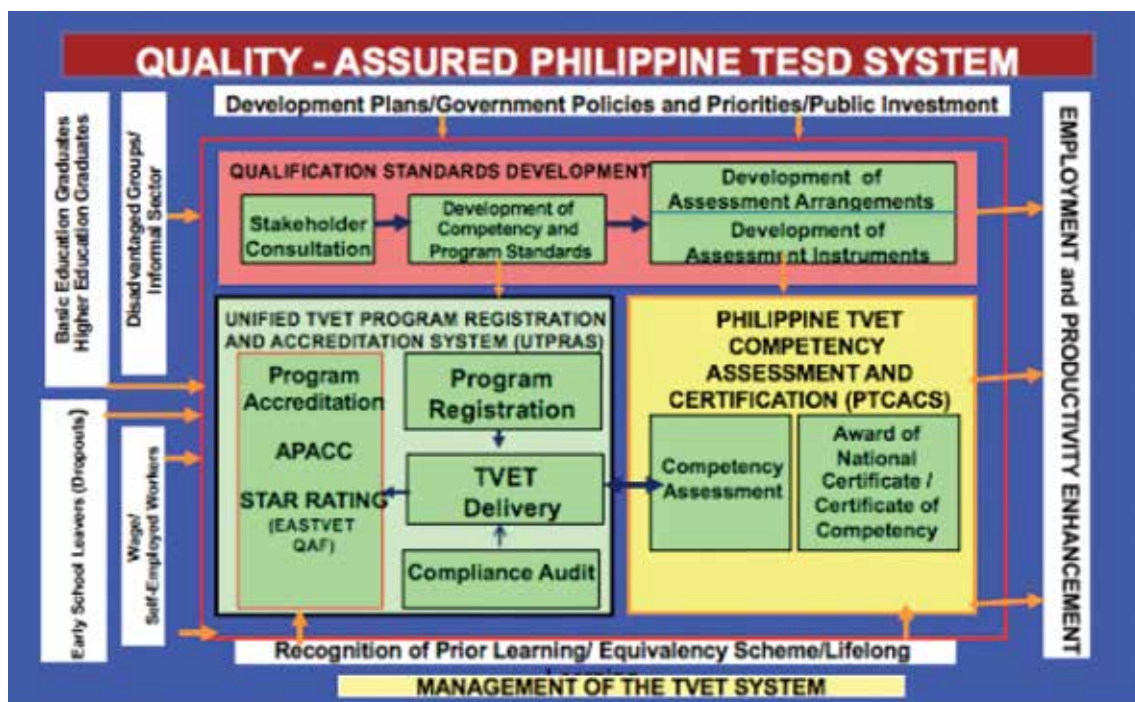
The Philippine TVET is a competency-based education and training system strategically designed to meet Labour-market demand and provide unskilled Filipinos opportunities for decent employment and personal advancement. The system subscribes to the principles of lifelong learning and recognition of prior learning by recognizing learning outcomes achieved through formal, informal and non-formal modalities. The qualifications and the skills formation programs are designed in modular form to provide the needed flexibility that allows the packaging of programs according to present and future needs, ease of amendment and an incremental approach to volume and size while addressing the minimum requirements for a qualification.

The Philippine TVET system is reflected in the Quality Assured Technical Education and Skills Development (QATESD) Framework (Figure 2). It is guided the National Technical Education and Skills Development Plan anchored on national priorities as spelled out in the Philippine Development Plan, in the Investment Priorities Plan, Industry Roadmaps; current Labour market information; and customer needs. National

development priorities spelled out in the national plans form the basis for the TESDA Board to draw up the national TVET policies and priorities.

The quality assurance system is the center piece of TVET management to provide trust and confidence specially to its regulatory functions over education and training programs and over the assessment and certification of competencies of Filipinos. The Framework also works under the principles of industry / employer driven TVET to ensure relevance and absorption into the economy of the TVET process outputs. Under this system, priority qualifications are identified by industry groups, and experts from these groups provide input into the development of standards and training regulations. Industry groups are members of TESDA Committees that participate in planning and monitoring of programs in the field.

► Figure 2. Philippine quality assured TESD system framework ¹¹⁷



There are three (3) major components of the Quality Assured TESD system :¹¹⁸

1. Qualification standards development

As a competency-based system, Philippine TVET operates on the basis of competency standards developed by industry experts and accepted as an official document after the promulgation of the TESDA Board and subsequent publication in the Philippine Official Gazette. The Competency Standards, together with the training standards and the assessment and certification arrangements for each qualification are packaged into Training Regulations (TR) that are published in national newspapers and uploaded in the TESDA Website. The development of competency assessment tools (CATs) as with the development of Competency Standards, the development and deployment of TRs are governed by quality-assured procedures which are ISO 9001:2015 certified.

2. TVET Program registration and accreditation system

In the Philippines, TVET Programs are registered with TESDA based on the nationally promulgated Training Regulations and those developed by TESDA regional/provincial offices in accordance with the regional/

¹¹⁷ Benchmarking Report of the Philippines to the ASEAN Guiding Principles on Quality Assurance

¹¹⁸ <https://asean.org/wp-content/uploads/2012/05/Benchmarking-Report-of-the-Philippines-to-ASEAN-Guiding-Principles1.pdf>

provincial Labour market supply and demand and skills priorities plan. The Training Regulations include competency standards, training standards, assessment arrangements and assessment tools. The training standards define the requirements, in terms of facilities, tools and equipment, curriculum and trainer requirements. TVET Program Accreditation is a system of recognizing TVET programs that have exceeded the minimum requirements of program registration set by TESDA.

3. Philippine TVET competency assessment and certification system (PTCACS)

The PTCACS defines a national, comprehensive and flexible certification system for technical vocational education and training (TVET). It adopts a competency-based approach focusing on units of competency that set the standards for knowledge, attitudes and skills requirements of a particular job. It implements the quality assured procedures the assessment of competencies including the methods, the marking and grading, the accreditation of providers, the monitoring of providers activities, the training and accreditation of assessors, the monitoring of the activities and decisions of the assessors; the awarding of certificates and credentials by the competent authority; and the collation and management of data on assessment and certification by the competent authority.

TVET is delivered in the form of training programs that are provided by private and public institutions including TESDA Training Institutions and the following academic and government agencies such as: State Universities/Colleges; Local Universities/Colleges; other government Agencies with Skills Training Program. TVET institutions/training providers are encouraged to develop their own curriculum based on the competency standards/Training Regulations. Adherence to the competency standards, issued under specific Training Regulations, is the minimum requirement for the design and authorization of any TVET training program.

To ensure greater access, TESDA, through its Centers and designated providers, continues to undertake direct training provisions with four training modalities: school-based, center-based, enterprise-based and community-based. Enterprise-based training is carried out through the Dual Training System/apprenticeship, while community-based training is done in collabouration with Local Government Units.

1.3. Higher education

Governance and structure

Mandated to oversee the higher education sector, CHED is headed by the Chairperson of a collegial body of five (5) Commissioners, all of whom must have had at least 10 years of experience in a higher education institution. (Per wording of RA 7722). At the Central level, CHED is supported in its policy-making function by 16 Technical Panels representing different clusters of related disciplines—i.e., natural sciences and mathematics, social sciences and communications, humanities, computing sciences, humanities, management, etc.—and Technical Committees focusing on 96 disciplines and open education programs. A total of 516 duly appointed experts from academe, the Professional Boards for regulated Professions, professional associations and industry constitute the Technical Committees and Technical Panels. CHED policies are implemented by regional offices headed by Regional Directors, who, in turn, are assisted in their program assessment, monitoring and evaluation work by Regional Quality Assurance Teams (RQATs) of academic experts and local representatives from industry who are vetted by CHED.

Degree and non-degree programs at the undergraduate or graduate levels are provided by 1,906 higher education institutions (HEIs), excluding the satellite campuses of State Universities and Colleges. These institutions may be differentiated by type of ownership, mandate and relative autonomy, among others.

In terms of ownership, the HEIs are classified either as state-owned or private. Public institutions, in turn, consist of State Universities and Colleges created by legislation and their satellite campuses; Local Universities and Colleges which are established through the ordinance of Local Government Units to serve their communities and other special HEIs like the Philippine Military Academy, Philippine Public Safety College and the Philippine Defense College.

Apart from acquiring undergraduate degrees, passing the licensure examination is an additional requirement for graduates of disciplines regulated by the Professional Regulation Commission. Without a license, such graduates are not eligible to work in their chosen regulated profession in the Philippines. Through the various Professional Regulatory Boards (PRBs), PRC regulates the practice of 43 professions in the Philippines. Insofar as PRC's issuance of a professional license is publicly recognized as certifying that those granted the license have successfully achieved specific learning outcomes that would allow them to demonstrate the full independence necessary to practice their professions in the Philippines—and in other countries that now require PRC licensure of Filipino professionals—the license has effectively been considered an added qualification to the baccalaureate degree for the technical and above enumerated professional fields. To ensure the alignment of the licensure examination with CHED's program Policies, Standards and Guidelines (PSGs) for regulated disciplines/professions, a member of the Professional Boards sits on the CHED Technical Committee for a particular regulated discipline and, in this capacity, participates in the formulation of the draft CHED Policies Standards and Guidelines, which are subsequently subjected to a series of stakeholder consultations prior to CHED approval and publication in the government's Official Gazette or in a newspaper of general circulation.

1.4. Equivalency of degrees and certifications for employment and further education purposes and lifelong learning

In the Philippine context, Equivalency refers to a process that involves assigning credits to the competencies demonstrated by a learner through assessment, thereby providing entry points to different levels of qualifications the purpose of which is to provide opportunities to the learner to continue to learn and to re-enter the educational and training programs at various higher levels without retaking courses on which a learner has already demonstrated competence and knowledge.¹¹⁹

Lifelong learning pertains to all learning activities undertaken throughout life, which result in improving knowledge, know-how, skills, competencies and/or qualifications for personal, social and/or professional reasons, but which could be credited towards formal qualifications in the formal system. Lifelong learning is underpinned by the mandates of the 6 educational agencies involved in the PQF: DepEd, TESDA, CHED, PRC, the Civil Aviation and Authority of the Philippines (CAAP) and Maritime Industry Authority (MARINA). It is also the central mandate in Republic Act 10647: An Act Strengthening the Ladderized Interface between the Technical Vocational Education and Training and Higher Education. Republic Act 10968 or the PQF Act states as an objective of the PQF “to support the development and maintenance of **pathways and equivalencies** that enable access to qualifications and to assist individuals to move easily and readily between the different education and training sectors and between these sectors and the Labour market.”¹²⁰

1.4.1. Equivalency in basic education¹²¹

The Department of Education, while veering away from the use of the ‘non-formal’ and replacing it with ‘alternative learning,’ administers an expanded Alternative Learning System (ALS) for Out-of-School Youth and adult learners with a corresponding system of accreditation and equivalency.

The ALS was institutionalized in the year 2001 with the enactment of Republic Act 9155 (“An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture and Sports as the Department of Education, and for other purposes.”). Section 2 of the said Act states, thus: “it is hereby declared the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino Children a free and compulsory education in the elementary level and free education in the high school level. Such education shall also include alternative learning system for out-of-school youth and adult learners. It shall be the goal of basic education to provide them with skills, knowledge, and values

¹¹⁹ IRR of RA10968, PQF Law

¹²⁰ AQRF Referencing Report of the Philippines

¹²¹ Philippine Referencing Report to AQRF

they need to become caring, self-reliant, productive, and patriotic citizens.” The Act also defined ALS as a parallel learning system to provide a viable alternative to the existing formal education instruction. It encompasses both the non-formal and informal sources of knowledge and skills.

Targets of the ALS are adults and Out-of-School Children (OSYC) in special cases. Adults are Filipinos age 18 years old and above who were not able to begin or continue basic elementary or secondary education in formal school. OSYC refer to children in the official age who are not enrolled in elementary or secondary school due to special cases such as economic, geographic, political, cultural, or social barriers, including learners with disabilities or conditions, indigenous people, children in conflict with the law, learners in emergency situation, and other marginalized sectors.

ALS takers will be trained by ALS teachers using different approaches appropriate to the situation such as face to face classes, on-line and blended or any other combinations. The learning activities primarily use modules which contains the learning activities and pre and post assessment with supplementary text or non- text materials. After the learning activities, the learners will now be assessed using the Accreditation and Equivalency (A&E) test. Passers will be given certificates which certifies their competencies as comparable graduates of the formal education system (ALS, DepEd). Passers can then a) enroll in college as first year students, subject to admission policies and requirements of the accepting institutions, b) take skills development training programs or c) enroll in senior high school at any public or private school subject to admission requirements.

The screening process includes determination of functional and basic literacy, review of prior learning, self-assessment, and interview counselling with ALS-EST teacher. The results of the screening will determine the appropriate starting level for the learner-whether basic literacy, elementary or secondary. For the skills component, the screening is based on various criteria corresponding to the nature, complexity, and prerequisites of the skills training program the learner wishes to take. If applicant-learner is 15 to 17 years old, he will be assigned to a program for up to Junior High School (JHS) level. If he is 18 years old and has previously completed JHS through formal education or previous version of ALS/ ALS-EST he may be assigned to a program of Senior High School equivalency. Completers will be able to take the A&E as well as the appropriate National Certificate (NC) of TESDA¹²². Post- program options include a) entry back to formal school, b) higher education, c) middle or higher- level skills training, d) employment and, e) entrepreneurship.

The new ALS variant- the ALS-EST which underwent pilot implementation recently, has two components, the education, and the skills training component. The law which was just promulgated on December 23, 2020, caters to children and youth aged 6 to 17 years old who are out-of-school youth and have not completed basic education whether unemployed or employed and adults 18 years old and above who have not finished basic education. A distinction of ALS-EST is its systematic integration of skills training component to the standard academic interventions in ALS. The ALS-EST implementing schools combine the ALS K to 12- curriculum with their Technical-Vocational-Livelihood offerings.¹²³

1.4.2. Equivalency in TVET

Equivalency in TVET is implemented through assessment and certification and recognition of prior learning (RPL). It is a process of **formal assessment** of a learner’s knowledge and skills, gained through previous non-formal or informal learning, to determine the achievement of learning outcomes for the purpose of awarding credit towards a qualification. **RPL assessment** is undertaken by accredited institution by TESDA. While RPL is intended to assess evidence from non-formal and informal learning, previous formal learning may also be considered as part of the assessment if no credit transfer arrangement is available to the learner. RPL provides a mechanism for learners to negotiate with institutions to for the achievement of learning outcomes through prior learning. The outcome of an RPL assessment may be admission to a qualification, subject to the admission requirements of the admitting institutions or towards recognition of components of a second qualification.

¹²² Ibid

¹²³ ALS-EST Handbook for Implementers

The assessment and certification (A&C) of TESDA can be availed of by just anybody who honestly believes that he is competent in the trade area he wants to be certified on. The self- assessment guide helps the applicant determine his level of readiness to take the A&C. If he indeed is ready upon the assessment and judgment of the assessor, then he will be allowed to take the A&C process. The result will determine if he is competent and deserving to be given the full NC or only competent in certain portions of the whole NC level, in which case, he will only be awarded Certificate(s) of Competency (CoC) on that particular part(s) of the test. There is existing quality-assured process for accreditation of Assessment Center and Certified Assessor as well as the actual assessment process itself which ensures that the whole A&C activities and all its components are quality and integrity fortified.

TESDA has implemented Special Programs on Assessment and Certification/RPL specifically targeted at industry workers, overseas Filipino workers and portfolio assessment¹²⁴. These are:

1. Free competency assessment and certification for workers (CACW) program

In 2016, TESDA issued the Implementing Guidelines on Competency Assessment and Certification for Workers (CACW) Program to increase the acceptance of the National Certificate (NC) by the industry, encourage industry workers and the companies to appreciate the value of the TESDA Competency Assessment and Certification System. The program is specifically for workers currently employed or engaged in livelihood jobs, who are NOT YET Certificated to enhance the competitiveness, employability, and productivity of industry workers; and to upgrade the qualification of existing workers, trainers, and assessors to a higher level of qualification¹²⁵. Beneficiaries of the program also include returning or displaced Overseas Filipino Workers (OFWs) and OFWs currently working who want to be TESDA certified and accredited as trainer and competency assessor. The program is funded by the TESDA Training for Work Scholarship Program (TWSP). Since the program was implemented, TESDA provided annual fund of PhP 30M (US\$ 600,000). In 2019, the budget was increased to PhP 47.8M (US\$ 956,000) and was reduced to PhP 17.5M (US\$ 350,000) due to covid-19 pandemic. In 2021, the budget was increased to PhP 27.7M (US\$ 554,000)¹²⁶.

2. Overseas assessment program (OAP) for OFWs

The program was launched in November 2014 to support the goal of bringing the Filipino overseas workers out of low skilled, low paying and oppressive service work and assist them to land in higher skilled, better paying and decent work. The aim is to provide our workers with credentials for uncertified competencies they acquired from work. Those who have related work experience and/or training are qualified to take the assessment. It's accessible, expanding and could be life-changing for Filipino skilled workers abroad. The assessment schedules are conducted in coordination with the Philippine Overseas Labour Offices (POLOs) and the Overseas Workers Welfare Administration (OWWA) of the Department of Labour and Employment (DOLE).

Through consultation with DOLE, OWWA TESDA and various stakeholders, a Joint Circular on Implementing Guidelines on the Conduct of Overseas for OFWs was issued on April 2016. Such Circular was amended in 2019 to meet the increasing demand for skills upgrading and assessment and certification of the OFWs. The Joint Circular specifically covers the overseas TVET program registration, the assessment and certification process (including the training and assessment readiness profiling of OFWs), accreditation of competency assessors and assessment centers¹²⁷, all processes of which are ISO 9001:2015 certified. Since the OAP's implementation in 2014, the program has certified OFWs in Kingdom of Saudi Arabia (KSA), United Arab Emirates (UAE), Qatar, Kuwait, Singapore and Hongkong, mostly for Domestic Workers and some caregivers and those in technical occupations. One of the guiding principles of the Joint Circular is the adoption of principle of RPL, i.e., recognition of learning derived from experience even without formal training.

¹²⁴ ILO Study on Recognition of Prior Learning as Instrument for Employment, Progression, Reintegration and Lifelong Learning: A Review of RPL in the Philippines, unpublished

¹²⁵ TESDA Circular No.11 and 11A series of 2016 dated March 16, 2016 and TESDA Circular No. 31, series of 2017 dated June 14, 2017

¹²⁶ TESDA Certification Office

¹²⁷ Joint Circular No.01, series 2019 between DOLE, OWWA and TESDA on Implementing Guidelines in the Conduct of Overseas Training, Assessment and Certification for OFWs

At the initial stage of implementation in 2014, TESDA utilized its available budget to fund the OAP. In 2015, TESDA provided the fund of PHP 2.5M (US\$ 50,000); PHP 2.8M (US\$ 56,000) in 2017; PHP 4M (US\$ 80,000) in 2018 and an increased fund of PHP 4.5M (US\$ 90,000) in 2019. There was no OAP conducted in 2016 and due to covid pandemic, the program was suspended in 2020-2022¹²⁸.

3. Portfolio assessment

TESDA's implementation of portfolio assessment started with in 2000 with the Seafarer Ratings (deck and engine ratings). However, the Maritime Industry Authority (MARINA) is now the mandated authority for the implementation and enforcement of training and certification for seafarers (International Convention on Standards of Training, Certification and Watchkeeping for Seafarers (STCW) as embodied in Republic Act 10635 MARINA STCW Act of 2014 dated March 13, 2014).

TESDA likewise implemented the portfolio assessment in 2013 for Ships' Catering Services NCI (messman) and Ships' Catering Services NCII (ships' cook), the competency standards of which are benchmarked with the standards covered by the Maritime Labour Convention (MLC) of 2006. It allowed for portfolio assessment of seafarers who have at least 18 months of sea experience as cook¹²⁹.

An amended Training Regulations/Competency Standards for the Ships' Cook (NC III) was promulgated by the TESDA Board on October 1, 2014 corresponding implementing guidelines was issued by TESDA on deployment of the TR and conduct of assessment and certification. It likewise allowed for portfolio assessment for those who have at least 3 months relevant experience as Cook, Assistant Cook or Catering Personnel¹³⁰.

TESDA released in 2018, an Implementing Guidelines on the implementation of Portfolio Assessment leading to RPL within the Assessment and Certification System to standardize the system of portfolio assessment to strengthen the TVET assessment and certification system. Specifically, the objectives are for development a credible and cost-effective portfolio assessment system and monitor and evaluate implementation and impact of the portfolio assessment with the end-view of continual improvement of the assessment and certification process¹³¹. A corresponding Operating Procedures was issued by TESDA on 21 May 2020¹³². For 2020-2021 TESDA provided funds of PHP2.55M (US\$51,000) for portfolio assessment¹³³.

Currently, TESDA is implementing E-Portfolio Assessment for the local workers, wage and self-employed, OFWs with relevant work experience and experts/professionals who are trained and have appropriate and relevant work experience. Panel Assessors composed of three (3) members are industry experts who helped develop the Training Regulations and the Competency Assessment Tools. The E-Portfolio Assessment adopts Google Digital Tools for document uploading, sharing, scoring/rating, and online deliberation.

Recent TESDA Policies/Implementing Guidelines on Assessment and Certification System and RPL/RCC related Issuances:

a) RPL in TVET institutions

On October 20, 2021, TESDA issued an Implementing Guidelines on RPL in TVET. The system shall be the mechanism in awarding certificates of achievement to individuals applying for recognition of prior learning wanting to gain technology-based qualification or TVET program. Specific learning achievements from any of the education and learning pathways shall be evaluated against the learning outcomes of a module of a qualification or a TVET program. The evaluated learning achievement shall be awarded equivalent certificates of achievement or training without the need for the learner applicant to attend formal training. This allows articulation of qualifications within the TVET system in the PQF. The RPL in TVET system is one of the two (2) pathways of the RPL that institutionalizes RPL in the TVET system and

¹²⁸ TESDA Certification Office

¹²⁹ TESDA Circular No.12 series of 2013: Implementing Guidelines on the Conduct of Competency Assessment and Certification for Ship's Catering Services NCI and NCII issued on August 19, 2013

¹³⁰ TESDA Circular No.11 series of 2015: Implementing Guidelines on Deployment and Conduct of Assessment and Certification for Ships' catering NCIII issued March 5, 2015

¹³¹ TESDA Circular No. 47 series of 2018: Implementing Guidelines on the Implementation of Portfolio Assessment Leading to RPL within the TESDA Assessment and Certification System issued on 29 June 2018

¹³² TESDA Circular No.059 series of 2020: Operating Procedures on the Conduct of Portfolio Assessment

¹³³ TESDA Certification Office

completes lifelong learning in the country's educational system. The other pathway is existing assessment and certification system wherein acquired knowledge and skills through non-formal, informal learning or work experience are recognized to acquire qualification.

Specifically, it aims to: 1). Institutionalize RPL among public and private technical vocational institutions (TVIs); 2). Provide the TVIs with the mechanism and clear procedures in implementing RPL; and 3). Provide learner/s the opportunity to recognize their prior formal, non-formal, and informal learnings and experiences towards gaining a formal qualification. To ensure quality of delivery provision system, eligibility requirements of TVET Institutions (TVIs) to implement RPL are indicated in this Circular, e.g., that the TVI must have any of the following accreditation or certification: a). Asia Pacific Accreditation and Certification Commission (APACC) accreditation; b). International Organization for Standardization (ISO) certification; c). System for TVET Accreditation and Recognition (STAR) rated program; d). Certification from any reputable Quality Management System (QMS) accrediting bodies¹³⁴.

b) Adoption of the industry-based assessment and certification system

To promote certification among industry stakeholders and push for the active participation of industries in assessment and certification, TESDA issued the guidelines on the adoption of the industry-based AC system. Industry-based assessment shall be implemented with direct participation of Industry Board (a quadripartite independent body represented by employers, Labour, learning institutions and government) in the design and implementation of skills development schemes, trade skills standardization and certification as mandated by Section 26 of the TESDA Law. Industry-based assessment and certification programs, through the Industry Boards, are expected to facilitate agile, flexible and quality-assured assessment and certification of workers in priority sectors and address the skills requirements of the industries. The pilot implementation shall be in sectors with recognized Industry Body or Industry Board/Association, as follows¹³⁵: Logistics; Information and Communications Technology; Tourism; and Construction Sector.

c) Recognition of micro-credentials for lifelong learning and Upskilling/Reskilling of learners in TVET

Micro-Credentialing offers a new and more effective, and relevant way of certifying a portfolio of skills, recognizing small and discrete learning, as well as credentialing existing knowledge and skills that are transferable across jobs in order to navigate the future of work. Having Micro-Credentials, the graduates and/or workers have the potential to develop a portfolio of skills that are transferable across jobs in order to navigate the future of work. The employers, on the other hand, will have the ability to select the workers they need, as the type and level of workers' skills are recognized easily by employers. As such, there is a need for TESDA to create a system and new model in the education and training system for micro credentialing that shall ensure the ready supply and availability of competent learners and skilled workers to support the current and emerging skills of the workforce that will ultimately benefit the Philippine economy in general. With this rationale, TESDA issued the Implementing Guidelines on Recognition of Micro-credentials (also termed as nano degrees, badges, or stackable micro-degrees) in May 2021.¹³⁶

d) Skills passport system

The Skills Passport is envisioned to contain the comprehensive TVET portfolio of each Filipino certified worker which would reflect all of the qualifications/competencies that an individual has acquired throughout their learning journey. The Skills Passport System shall be established to provide back-end support to the adoption of the Recognition of Prior Learning (RPL) and provide additional mechanisms for Filipinos to get certified for employment or for career advancement in the context of lifelong learning. The TESDA Skills Passport is a digital/physical card which contains the basic information of a TVET learner/

¹³⁴ TESDA Circular No. 090 series of 2021 Implementing Guidelines on RPL in TVET issued October 20, 2021

¹³⁵ TESDA Circular No. 083 series of 2021 Guidelines on the Adoption of the Industry-based Assessment and Certification System issued October 15, 2021

¹³⁶ TESDA Circular No. 0948 series of 2021 Implementing Guidelines on Recognition of Micro-Credentials for Lifelong Learning and Upskilling/Reskillings in TVET issued on May 19, 2021¹⁷⁷

skilled worker. It also contains a scannable QR code which links to the Skills Passport Portal which provides access to the various features of the Skills Passport System. The TESDA Skills Passport may be presented or used by TVET learners/Skilled Workers for the following purposes¹³⁷:

- i. Lifetime Government-Issued Identification Card;
- ii. Facilitate Recognition of Prior Learning;
- iii. Portfolio Assessment;
- iv. Scholarship availment;
- v. Micro-credentialing; or
- vi. Employment

Currently, TESDA is in development of the online portal for the Skills Passport System. The World Bank facilitated a meeting with TESDA and the developers of SunBird-RC from India which developed VaxCert. PH. A partnership is being explored wherein SunBird-RC is offering their open-source skills credentials platform to TESDA for possible adoption in its Skills Passport System.

1.4.3. Equivalency in higher education

a) The expanded tertiary education equivalency and accreditation program (ETEEAP)

In higher education, equivalency is implemented through the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP).

The ETEEAP is an alternative education program that allows working professionals, but were either unable to finish their college education or were completely unable to step into college for various reasons, to earn a bachelor's degree without going through traditional schooling methods. It took effect by virtue of Executive Order Number 330 which was signed by President Fidel V. Ramos on May 10, 1996. The program is being managed by the Commission on Higher Education (CHED) and implemented by deputized colleges and universities who applied to offer the program (ETEEAP Merging Skills and Academics).

Applicants to ETEEAP must be Filipino citizens whether inside the country or in other parts of the world, with at least high school diploma or the PEPT (Philippine Educational Placement Test) equivalent to the first year of college, at least 25 years old and must have an aggregate five years industry experience in the field where the applicants are intending to enroll. Additionally, they must be able to show proof of proficiency, capability and thorough knowledge in the field being applied for equivalency (CHED).

Applicants, who are mostly working in the industry undergoes screening to determine to what college or year level their industry experiences are equivalent to. If say, one applicant's aggregate experience, plus other qualifications (which are backed up by documents) is equivalent to the third- year level of a four-year course he is pursuing, then he will only have to take the remaining units of the course. The screening process though involves a lot of effort on the part of the applicants. The unit of the deputized school, which oversee RPL actively assist the applicants on the preparation of requirements and the process on how to go about it. One of the important documents being required in ETEEAP is the National Certificate of TESDA as evidence of his experience in industry.

1.4.4. Credit Transfer System Mechanisms

To pursue the implementation of the PQF, working groups (WG) were established one of which is the Pathways and Equivalencies headed by CHED with memberships from TESDA, PRC, DepEd and DOLE, one the main functions of which is to develop a National System of Credit Transfer.

One of the major programs being implemented by the WG is the Philippine Credit Transfer System (PCTS)

¹³⁷ Guidelines in the Implementation of the Skills Passport System TESDA Circular 079 s 2021 dated September 6, 2021

that needs to be implemented by the CHED and TESDA. Recently, the CHED and TESDA, pursuant to the Implementing Rules and Regulations (IRR) of RA No. 10647 (Ladderized Education Act) and RA No. 10968 (PQF Law). On April 25, 2023, CHED and TESDA issued a Joint Memorandum Circular No. 1, series of 2023, "Philippine Credit Transfer System: Interface between Technical Vocational Education and Training (TVET) and Higher Education Qualifications".

The PCTS provides the framework for learner progression through the PQF levels. It will benefit the Philippine education and training system through the creation of more a seamless system of progression from basic education to TVET and higher education that will accelerate in producing the supply of more TESDA certified agricultural and biosystems engineering operators and technicians and agricultural and biosystems engineers needed by the Philippine agriculture, fishery and forestry sector. The PCTS will further facilitate the implementation of the National Agricultural and Biosystems Engineering Career Progression and Specialization Program mandated by Section 34 of RA No. 10915 (Philippine Agricultural and Biosystems Engineering Act of 2016).

Much work has gone, for instance, into the development of the Philippine Credit Transfer System (PCTS) to provide pathways between TVET and higher education. As of this writing, the WG is in the process of finalizing the implementing guidelines on PCTS for three (3) pilot qualifications in each in Agriculture, Tourism and Dentistry, albeit have not yet completed the process of public hearings and approval. Being in transition to the full implementation of major education reforms bears profound implications for PQF implementation. The state of the changes in the curriculum and program standards of higher education is a case in point.

2. The education system of Sri Lanka¹³⁸

The overall current education system of Sri Lanka consists of the following four subsectors:¹³⁹

1. Early childhood care and education;
2. School education which consists of primary and secondary level of education in which the span is 13 years (from grades 1 to 13) starting from age 5 to 18 years and at present age 5-16 is compulsory;
3. Tertiary and university education; and
4. Vocational and technical education.

General education governance and structure

Education in Sri Lanka is a decentralized subject managed by both central government and the 9 provincial councils with shared responsibility under the 13th amendment to the constitution of Sri Lanka. The Ministry of Education (MoE) and three national level agencies; Department of Examinations, Department of Education Publications and National Institute of Education are operating at the central level. In addition, teacher education institutes and national schools are directly administered by the MoE. There are nine (9) Provincial Education Authorities (PEAs) and are responsible for delivering the needs of students in the school education system. Having realized that quality and equitable access to primary and secondary education for all children is essential for the economic and social development, Sri Lankan government has established 10,175 government schools all over the country in which around 4 million students enjoy free education (MoE, 2018).¹⁴⁰

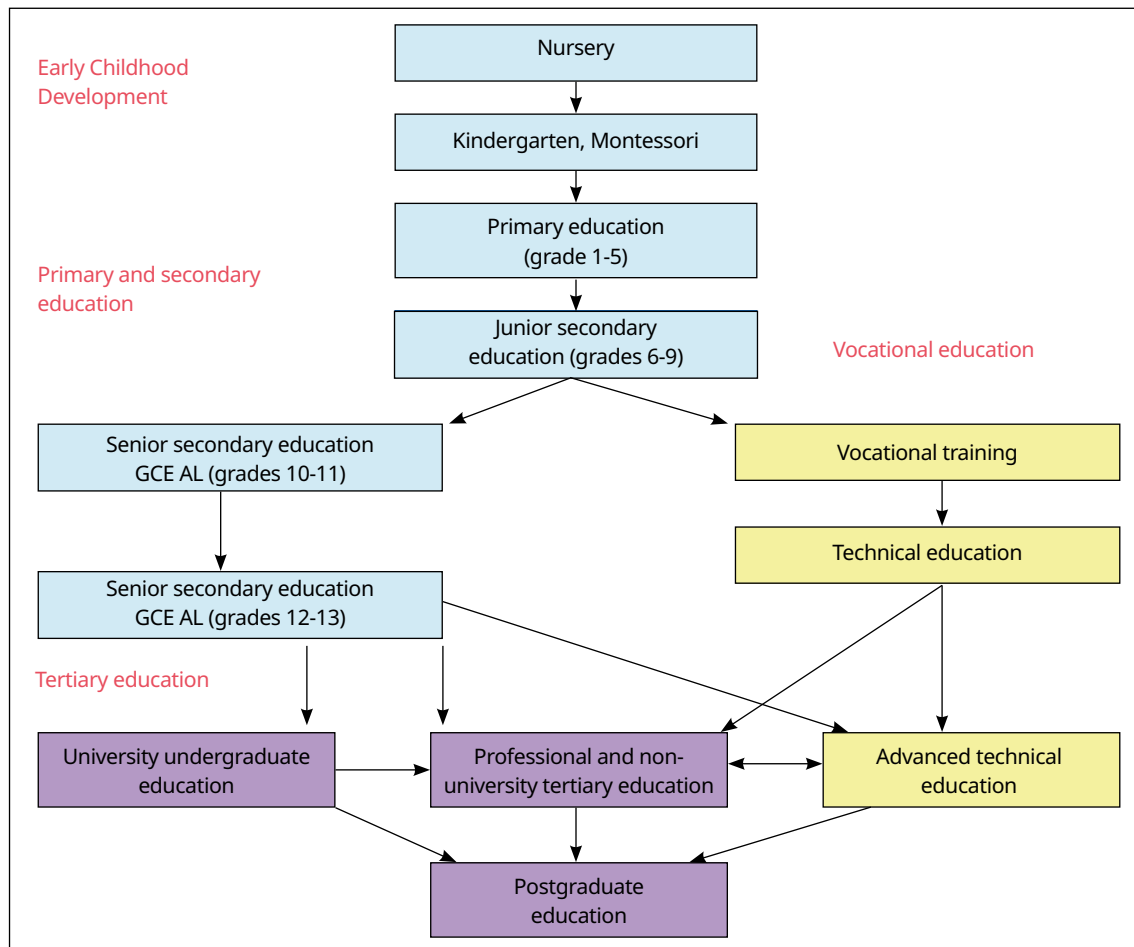
¹³⁸ National Report Sri Lanka: Regional Cooperation in the field of Recognition among Asian Countries published on September 2022

¹³⁹ Sri Lanka: General Education Sector Development Plan (2020 - 2025), Revised: May, 2020

¹⁴⁰ https://planipolis.iiep.unesco.org/sites/default/files/ressources/sri_lanka_general-education-sector-development-plan-2021-2025.pdf

The national education policy is formulated on the recommendations of the National Education Commission (NEC) established under an Act of Parliament. The Commission functions under the Presidential Secretariat and it submits its recommendations to the President. The government after consideration of these recommendations declares national policy on education. Educational reforms are formulated based on these policy recommendations.¹⁴¹

► **Figure 3. General organization structure of the education system in Sri Lanka** ¹⁴²



2.1. Early childhood education¹⁴³

Children aged 4 and 5 years attend child centers known as pre-schools. The pre-schools themselves are unregulated and not standardized, they are maintained by local government authorities, community organizations and the private sector. With a lack of technical guidance, they are unable to provide consistency in content or quality across different parts of the country.

2.2. Primary education

Primary education starts at the age of 6 and lasts for five years (Grades 1-5) and at the end of this period, there is an optional scholarship examination conducted by the Department of Examinations to award bursaries to deserving children and to select students for placement in prestigious secondary schools.

¹⁴¹ National Report Sri Lanka: Regional Cooperation in the field of Recognition among Asian Countries published on September 2022

¹⁴² National Report Sri Lanka: Regional Cooperation in the field of Recognition among Asian Countries published on September 2022

¹⁴³ National Report Sri Lanka: Regional Cooperation in the field of Recognition among Asian Countries published on September 2022

2.3. Junior secondary level education

After primary education, the junior secondary level (referred to as middle school in some schools) lasts for 4 years (Grades 6-9) followed by 2 years (Grades 10-11) of the senior secondary level which is the preparation for the General Certificate of Education (G.C.E) Ordinary Level (O/Ls). At the junior secondary level, the child will begin to learn through a subject based curriculum that replaces the integrated curriculum offered in the primary education. From grade six onwards pupil's work is assessed through different evaluation procedures including written tests and observation of practical work. From grade six onwards students are given the option to study selected subjects in the English medium. They can select any subjects other than History and Religion to study in English if there is a competent teacher in the school.

2.4. Senior secondary level education

After completing the four-year junior secondary level at grade 9, students proceed to GCE O/L class at grade ten. This course is of two years duration and at the end the students sit a public examination, the GCE O/L. The curriculum consists of six core subjects and three or four optional subjects selected from several groups of subjects. Students who are pursuing tertiary education must pass the G.C.E O/Ls to enter the collegiate level to study for other 2 years (grades 12-13) to sit for the G.C.E Advanced Level (A/L). Students who pass in six subjects with first language (Sinhala or Tamil), mathematics and three subjects at credit or higher level in the GCE O/L examination qualify to follow the GCE A/L course. This examination is held at the end of the general education stage at grade 11. Approximately 500,000 school students sit for this examination annually. Approximately 60 per cent of students qualify to proceed to GCE A/L grade.

The GCE AL course is of two years duration and constitutes the final stage of secondary education. There are four broad streams: Science, Commerce, Arts and Technology and the students are expected to decide the stream in which they wish to pursue their education and select the three subjects accordingly. Sri Lankan G.C.E (A/L) is comparable to the UK qualification of GCE standard on a subject-for-subject basis. On successful completion of this exam, students can move on to tertiary education, therefore the GCE A/Ls is the university entrance exam in Sri Lanka.

2.5. Technical and vocational education

Governance and structure

Sri Lanka's TVET system is characterized by a multitude of agencies including training providers of public and private sectors, standards and curriculum development agencies and a regulatory body operating under the purview of the Ministry of Education, to wit:

1. Tertiary and Vocational Education Commission (TVEC) - Tertiary and Vocational Education Commission (TVEC) as the apex body, was established in 1991 under the provisions of Tertiary and Vocational Education (TVE) Act No. 20 of 1990. It was functioning under the purview of the Ministry of Vocational Training and Rural Industries up to December 1999. The Presidential Task Force on Technical Education and Vocational Training recommended enhancing the capacity and capabilities of the TVEC through its report published in 1998. Accordingly, the Commission was re-established in December 1999 as a body corporate with additional powers for undertaking research and fund allocation under the provisions of the TVE Act No. 50 of 1999. The **general objectives of the Commission** as set out in section 3 of the Act No. 20 of 1990 are:
 - (a) Policy development, planning, co-ordination and development of the Tertiary Education and Vocational Education at all levels in keeping with human resource needs of the economy;
 - (b) Development of a nationally recognized system for granting of Tertiary Education awards and Vocational Education awards including certificates, and other academic distinctions; and

- (c) Maintenance of academic and training standards in institutes, agencies and all other establishments providing Tertiary Education and Vocational Education.

The Ministry of Skills Development and Vocational Training is responsible for the development of TVET policies. It established the Tertiary and Vocational Education Commission (TVEC) which is involved in policy formulation, planning, quality assurance, coordination and the development of tertiary and vocational education. Members of the TVEC include employer associations and private sector entrepreneurs, providing a forum for the private sector to contribute towards developing policies and programmes. The Ministry of Skills Development and Vocational Training implements TVET related policies and programmes in collaboration with national agencies, provincial councils, and Zonal Education Office and Divisional Officers.¹⁴⁴

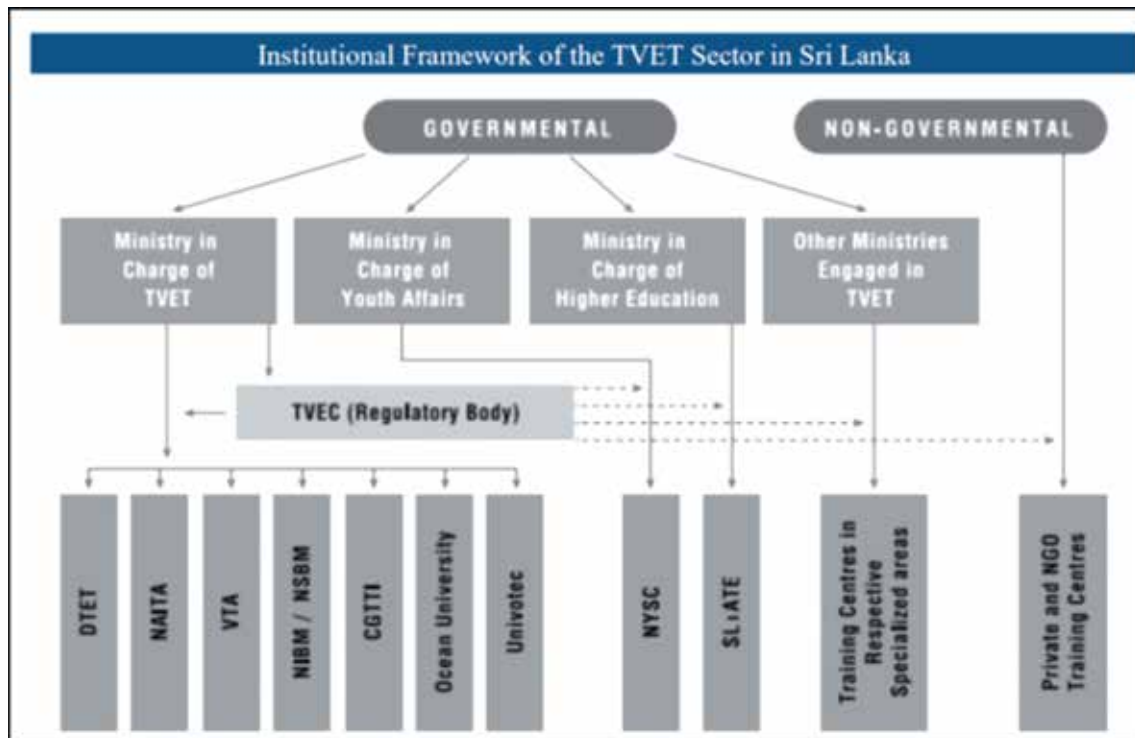
2. National Apprenticeship and Industrial Training Authority (NAITA) - The NAITA functions as the leading agency in providing apprenticeship training/enterprise-based training modality throughout the country. It manages three (03) national training institutes viz. Apprenticeship Training Institute (ATI), Automobile Engineering Training Institute (AETI) and Institute of Engineering Technology (IET). NAITA also functions as competency standards development agency.
3. The University for Vocational Technology (UoVT) - was established in 2008 by the parliamentary Act of No.31 of 2008 with the purpose of providing education at degree level for those who come through NVQ system as well as those who work in industry and wish to acquire degree level education (NVQ level 7-degree equivalent qualifications). It also functions as curriculum development agency.
4. National Institute of Technical Education of Sri Lanka (NITESL) -The National Institute of Technical Education of Sri Lanka (NITESL), established under Act No. 59 of 1998, performs the functions of teacher training and curriculum development activity for the TVET sector, provides training at the certificate and diploma level, and conducts degree level programs. It was made a faculty of the UoVT as per the provision of the UoVT Act.
5. Department of Technical Education and Training (DTET) operates a network of 39 Technical Colleges throughout the country of which nine (09) Colleges have been upgraded as Colleges of Technology (CoTs) to offer diploma level courses leading to National Vocational Qualifications. DTET runs a network of Technical Colleges and Colleges of Technology with courses NVQ level 1-6.
6. Vocational Training Authority of Sri Lanka (VTA) - Established by Act No. 12 of 1995, the VTA has a network of vocational training centers with NVQ level courses range in from levels 1-6. It has a special focus on training youth in rural areas.
7. National Youth Services Council (NYSC) – NYSC was established in 1970 under the National Youth Services Council Act. Its primary mission is to guide Sri Lankan youth, empowering them to reach their fullest potential while contributing to the economic and social upliftment of the country. The NYSC plays a crucial role in inculcating self-reliance among young people and directing them toward achieving their goals.
8. Sri Lanka Institute of Advanced Technical Education (SLIATE): Established by Act No. 29 of 1995, SLIATE provides training towards higher National Diploma and Diploma Level Qualifications. SLIATE has been focusing on fostering Advanced Technical Education at post-secondary level. It is mandated to establish Advanced Technological Institutes (ATI) in every province for technological education. At present it manages and supervises 11 ATIs and 7 ATI Sections. Its Chief Executive Officer is the Director General while each ATIs and ATI sections are headed by a Director and an Academic Coordinator, respectively.

¹⁴⁴ https://unevoc.unesco.org/wtdb/worldtvtdatabase_lka_en.pdf; Sri Lanka TVET Profile

In addition, a set of other state agencies provide training in different areas of training such as:

- (a) Institute of Technology, University of Moratuwa (ITUM): established by Ordinance No. 3 of 2000, under the University Act No. 16 of 1978, ITUM primarily conducts the National Diploma in Technology course, which was previously conducted by the Faculty of Engineering of the University of Moratuwa.
- (b) University of Vocational Technology (UNIVOTEC) - established in 2008, under the University of Vocational Technology Act Number 31 of 2008, the University of Vocational Technology has the same legal and academic status as any other national university in Sri Lanka. According to Section 6 and 7 of the Public Administration Circular No. 16/92, dated 13.03.92, issued by the Ministry of Education, the degrees awarded by University of Vocational technology are treated as equivalent to degrees awarded by any other University under the purview of the University Grants Commission, and the universities listed in Association of Commonwealth Universities, and / or in the international handbook of Universities.
- (c) Ceylon – German Technical Training Institute (CGTTI), presently operating under the Ministry of Youth Affairs and Skills Development, is the main institution for the training of automobile-related technicians.
- (d) Training institutions attached to public sector agencies whose primary responsibility is not training. Some of these institutions are:
 - i. Institute of Construction Training and Development (ICTAD)
 - ii. Farm Machinery Training Institute, Department of Agriculture.
 - iii. Gem and Jewelry Research and Training Institute
 - iv. Ceylon Electricity Board Training Centre
 - v. Sri Lanka Telecom Training Centres
 - vi. Sri Lanka Railway Technical Training Centre
 - vii. Sri Lanka Port Authority – Mahapola Training Institute
 - viii. National Institute of Plantation Management
 - ix. National Institute of Health Sciences
- (e) Non-state sector training providers

Private sector establishments in the industry provide industry-specific TVET courses for their own workers as well as outsiders in different occupations. Registered private and NGO sector training institutions also play a key role in providing TVET in the country. Figure 4 depicts a schematic diagram of the TVET system in Sri Lanka, as of end of 2023.

► Figure 4. Schematic diagram of Sri Lanka's TVET system as of end 2023¹⁴⁵

With the introduction of the NVQ Framework in 2005, the TVEC will have a substantially larger role to play as the regulator, facilitator and the standards setter in the TVET sector. TVEC as a regulatory body has established registration of TVET institutions and accreditation of training programs to maintain a credible quality assurance for the TVET sector. Being the quality assurance and regulatory body for TVET in Sri Lanka, the TVEC is geared to fulfill its mandate through seven (07) main goals:

1. Formulate, review, update and implement robust TVET policies & Strategies
2. Develop and maintain information systems in order to facilitate TVET activities
3. Liaise with industry for obtaining industry inputs for TVET development
4. Expand and maintain National Vocational Qualifications (NVQ) system
5. Establish and maintain credible systems for quality assurance of delivery of TVET In Sri Lanka
6. Establish and maintain credible systems for quality assurance of assessment of candidates for award of NVQs (in all modes)
7. Effective management of human and financial resources and develop institutional capacity of the TVEC as the apex body.

2.6. Higher education¹⁴⁶

Sri Lanka's higher education system comprises three major types of institutions: (i) universities and other higher education institutions functioning under the Ministry of Higher Education, (ii) universities and other higher education institutions functioning under other government ministries, and (iii) private universities and other private higher education institutions.

¹⁴⁵ https://www.tvec.gov.lk/wp-content/uploads/2024/02/Strategic_plan_2024_2028.pdf

¹⁴⁶ Innovative Strategies in Higher Education for Accelerated Human Resource Development in South Asia: Sri Lanka (<https://www.adb.org/sites/default/files/publication/185628/strategies-higher-education-sri.pdf>)

The Ministry of Higher Education (MOHE) is entrusted with the responsibility of formulating policies and strategies for universities, graduate level higher education institutions, advanced technological institutes, and other affiliated institutions. Its head, the minister of higher education, is responsible for the general direction of higher education and for the implementation of the Universities Act 1978. The minister has the power to issue written directions necessary for the implementation of national policy in matters such as finance, university enrollment, and the medium of instruction; and to order the investigation of the activities or administration of any higher education institution.

Under the MOHE is the University Grants Commission (UGC), which oversees higher education institutions around the country. The UGC was established by the Universities Act No. 16 of 1978. Its main functions are:

- a) planning and coordination of university education so as to align it with national policy;
- b) allocations to higher education institutions of the funds voted by Parliament for university education, and the control of expenditure by each institution;
- c) maintenance of academic standards in higher education institutions;
- d) regulation of the administration of higher education institutions; and
- e) regulation of student admissions at each higher education institution.

Institutional development activities such as the establishment of new faculties, departments, schools, and centers have to be carried out by the minister of higher education on the recommendation of the UGC. The universities do not have the freedom to create faculty or nonacademic staff positions. It is the UGC that has the power of creating such posts, based on requests and justifications offered by the individual universities. Such requests also need to be approved by the central treasury's management.

The UGC also has the authority to determine the courses to be offered; the degrees, diplomas, and academic distinctions to be awarded; and the external degree programs (distance education) to be conducted by higher education institutions. This is done in consultation with the governing authority of the relevant institution.

2.7. Equivalency of degrees and certifications for employment and further education purposes and lifelong learning

2.7.1. Recognition of prior learning in TVET

Recognition of Prior Learning is a process that recognizes a learner's current competencies which may have been achieved through means that include any combination of formal or informal training and education, work experience or general life experience. Recognition of uncertified learning may be combined with any formal certification to enable assessment decisions to be made. The national vocational qualifications system recognizes prior learning based on national competency standards and determine the extent to which an individual has achieved the required competencies for partial or total completion of a national vocational qualification. The NVQSL Provides RPL only up to NVQ level 4.

Recognition of prior learning is accessible to anyone with relevant competencies achieved through means mentioned earlier that can be validated against the national competency standards. In the absence of any formal training, the minimum industrial exposure requirement to become eligible for RPL is stated in the relevant NVQ circulars. Prior learning can be acquired from:

- (a) The workplace
- (b) Life experience
- (c) Self-directed study certificated study
- (d) Formal uncertified learning

- (e) Informal or undocumented understudy/mentoring schemes
- (f) In-service training
- (g) Distance education or open learning
- (h) Community-based education
- (i) Overseas education, training or experience

The TVEC is the authority for granting permission to institutions to conduct RPL assessments, if and when such national needs arise. Only establishments that have been formally accredited by the TVEC may seek permission to conduct RPL. Each training institution conducting RPL assessments shall appoint an RPL Coordinator who will coordinate all RPL related activities. An establishment that wishes to conduct RPL assessments shall apply to the TVEC with sufficient evidence of staffing, policies and procedures as well as the necessary infrastructure and resources. The application to the TVEC shall specify the scope of RPL assessments the institution is planning to conduct and provide documentary evidence of the following:

- i. A written commitment to the principles of the recognition of prior learning
- ii. Licensed assessors and administrators who have undergone appropriate training to deal fairly and sensitively with candidates
- iii. That internal policies and systems allow timely and accurate decisions as well as reasonable/accessible fees
- iv. That candidate support policies guarantee the right of appeal
- v. Willingness to join in partnership with local and regional establishments in order to provide required pathways to candidates and workers.
- vi. Information on any formal articulation and equivalence arrangements with other establishments

In RPL, the experienced candidates are expected to submit work evidences preferably in a portfolio at the final assessment. Since 2020, online tools have been introduced for easy regulation of thousands of courses and students for assessment quality assurance which all the providers shall comply. CBA Assessors Pool remains the main resources base which is maintained by the TVEC for conducting final assessments and viva voce in diploma courses. Automated assessment scheduling has been introduced in 2020 to be able to appoint assessors independently for final assessments.

TVEC NVQ Circular 02/2021 detailed the procedures and conditions for awarding NVQs through RPL mode (Implementing e-RPL System). The purpose of the Circular is to streamline the process of awarding National Vocational Qualifications (NVQs) Levels 1-4 craft level certificates through RPL mode (e-RPL) and to improve current pace of processing of the RPL.

The Circular indicated the NVQ qualification parameters, the candidates' eligibility (work experience), the assessment of current competencies, a specific provision for migrant workers and persons with disabilities, minimum age requirements for candidates, instructions to the assessment center, the automated assessment scheduling system linked with the RPL system, filling up of competency gaps, RPL assessment fee, submission of applications, process cycle time and candidate's on-line tracking of application in the TVEC website. The candidates' RPL step by step self-submission portal is readily accessible.¹⁴⁷

2.7.1.1. The national skills passport (NSP)

The National Skills Passport (NSP) is linked with the national RPL platform through which a skilled worker can apply via the system, namely (i) the submission of proof of competence, (ii) verification for their authenticity, (iii) assessment and evaluation by the assessor, and (iv) certification and issuance of the passport. The NSP has a system of documentation, which will ensure that the skills, expertise and

¹⁴⁷ https://nvq.gov.lk/e_rpl_external/erpl_ext_index.php

experience of a worker is recorded in a methodical manner, both within and across sectors. The NSP is a tripartite project introduced in Sri Lanka by the Tertiary and Vocational Educational Commission (TVEC) of the Ministry of Skills Development, Employment and Labour Relations, together with The Employers' Federation of Ceylon (EFC) and the ILO. The main purpose of the NSP is to assist returnee migrant workers, and workers within Sri Lanka, to obtain formal recognition of the skills acquired through hands-on experiences and informal employment. The NSP is an access point to finding a job and gaining trainings for re-skilling, re-tooling and upskilling. The NSP comes in the form of a smart card issued to a skilled worker who is deemed to have the competence in the qualification(s) applied for. The smart card is connected to a dedicated online portal (www.nsp.gov.lk), which connects different stakeholders such as employees, employers, qualification bodies and labour market intermediaries. The NSP smart card carries a QR code for convenient online search and verification.¹⁴⁸

2.7.1.2. Nano qualifications

National qualifications shall be awarded for a unit or set of units a candidate successfully completes either in pre-employment training or the recognition of prior learning pathway. These "Nano qualifications" makeup the full qualifications once the candidate completes successful assessment of all relevant units of a qualification package of a given occupation/trade. The TVEC shall issue a national certificate in recognition of such qualification which shall be fed to the national database of qualifications maintained by the TVEC.¹⁴⁹

2.7.2. RPL in higher education¹⁵⁰

The University Grants Commission (UGC) issued the Circular 05/2021 dated April 07, 2021 on RPL, Credit Transfer and Lateral Entry in the Context of SLQF 2015. The Circular indicated the mechanism for formal arrangements for RPL that enable the universities to offer students advanced placement on a given course of study, based on evidence of prior learning in subject areas relevant to the course of study. It allows the credit awarded by one HEI to be recognized, quantified and included in the credit requirement for a program delivered by another HEI or between programs offered by the same HEI.

The Circular stated policies and requirements on the eligibility/non-eligibility of the students for RPL, the guidance on the implementation of credit transfer mechanism specifically on transfer of grades, evaluation of transcripts, arrangements for credit transfer and course exemption, the explanation on key terminology used in the system, limits of credits, credit application form, similarity requirements for evidence, responsibility of candidates and the HEIs, process cycle time and avenues for appeal.¹⁵¹

At present in Sri Lanka there is a lack of official recognition of non-formal and adult education. Although Sri Lanka has a separate desk for non-formal education, it does not reach the above-mentioned communities, particularly women. Women are most disadvantaged in these programmes. Even vocational education facilities in the country are inadequate to meet the needs of female and male school leavers. Aside from the apprenticeship programme, vocational education has few linkages with the labour market (Shadow Report 2001). The government's adult education programmes are considered as constituting part of formal education, simply because primary school teachers conduct these programmes in school buildings, even though there exists no special training for these teachers. NGOs also conduct adult education programmes, which include programmes dealing with reading and writing, health, income generation and family planning. However, most of these programmes tend to be directed to individuals rather than to disadvantaged communities as a whole.

¹⁴⁸ RPL for Migrant Workers in Asia, Webinar Report https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_757257.pdf

¹⁴⁹ NVQ Operations Manual, March 2021

¹⁵⁰ https://www.eugc.ac.lk/qac/downloads/circulars/Circular05_2021.pdf

¹⁵¹ Institutionalising lifelong learning Creating conducive environments for adult learning in the Asian context: <https://unesdoc.unesco.org/ark:/48223/pf0000152977>

Non-Formal Adult Education as a signatory to the Hamburg Declaration, the Sri Lankan government has taken some steps to implement adult education through the Ministry of Education. It has created a separate unit called the Non-Formal Education Unit, with a separate unit and a director. Under this unit, literacy, technical and preferential classes are conducted in selected schools in the evening or during weekends for youth and adults. According to the 1999 annual report 736 literacy classes, 1281 technical classes, and 513 preferential classes were conducted all over the island (Ministry of Education 1999). In the Central province, with 75 per cent Tamils and the majority of plantations, 32 literacy classes and 202 technical and preferential classes were conducted by the non-normal unit. However, only five literacy classes and 27 technical classes were conducted in the plantation schools. Dressmaking, screen-printing and flower making are the classes taught to the young persons. The total beneficiaries are 227, of which 29 are male. Apart from this, several non-governmental organisations are conducting literacy classes and some skill training programmes in the plantation area.

2.7.3. Recognition of TVET qualifications for university education at diplomas, degree and pg levels through SLQF

Sri Lanka Qualifications Framework (SLQF) has been developed in 2012 and revised in 2015 in order to bring all formal qualifications awarded in general and tertiary education within one qualifications system in Sri Lanka. The SLQF integrates the NVQ framework developed and implemented by the Tertiary and Vocational Education Commission. SLQF provides pathways for upward mobility and lateral mobility between SLQF and NVQ frameworks.

2.7.4. Credit transfer system mechanism

Sri Lanka Qualification Framework (SLQF) has prescribed the volume of learning at each level in terms of credits. In the SLQF credit system, the student workload of a study program is defined as 1500 notional learning hours per academic year. The notional learning hours include direct contact hours with teachers and trainers, time spent in self-learning, preparation for assignments, carrying out assignments and assessments. The need to undertake any or all of these will be considered when a credit is being allocated to a course unit or a module, when the syllabus is designed. It is understood that the combination of learning activities may vary from one course unit or module to another. The minimum number of credits per course unit or module is one. The number of credits per course unit or module should be indicated by whole numbers.

One credit is considered equivalent to fifty notional learning hours for a taught course, Laboratory studies course or field studies/clinical work. In case of industrial training, including time allocated for assessments and in case of research, as well as time allocated for literature survey, one credit is considered equivalent to a minimum of one hundred notional hours. Learning outcomes must be assessed by valid and reliable methods of assessment. Credits must be earned by students after successful completion of the work required and appropriate assessment of learning outcomes.

Every qualification type of Levels 1 - 12 on the SLQF has a credit value allocated to each of its component parts and to the whole qualification (Table 2).

► Table 2. Minimum volume of learning required for each Level of SLQF

SLQF level	Qualifications awarded	Minimum volume of learning for the award
12	Doctor of Philosophy / MD with Board Certification / Doctor of Letters / Doctor of Science	Minimum 3 years of fulltime or equivalent time of original research after SLQL 6 or above
11	Master of Philosophy	Minimum 2 years of fulltime or equivalent time of original research after SLQL 6 or above
10	Masters with course work and a research component	60 credits after SLQL 5 or 6 including a research component of minimum 15 credits
9	Masters by course work	30 credits after SLQL 5 or SLQL 6
8	Postgraduate Diploma	25 credits after SLQL 5 or SLQL 6
7	Postgraduate Certificate	20 credits after SLQL 5 or SLQL 6
6	Bachelors Honours	120 credits after SLQL 2, of which 90 credits after SLQL3, of which 60 credits after SLQL 4, of which 30 credits after SLQL 5
5	Bachelors	90 credits after SLQL 2, of which 60 credits after SLQL 3, of which 30 credits after SLQL 4
4	Higher Diploma	60 credits after SLQL 2 of which 30 credits after SLQL 3
3	Diploma	30 credits after SLQL 2
2	Advanced Certificate (GCE A/L or equivalent)	
1	Certificate (GCE O/L or equivalent)	

In TVET, the following credit mechanisms is being implemented for NVQ levels 5,6,7: ¹⁵²

The units of competence considered for NVQ Levels 5 and 6 are assigned a Credit value in addition to a Level. The Degree at level 7 is based on the Curricula prepared in terms of learning outcomes. The Credit System used in the Sri Lankan NVQ system for NVQ levels 5, 6 and 7 is the European Credit Transfer and Accumulation System (ECTS). The number of notional hours per credit ranges from 20 to 30 in the ECTS, whereas in Sri Lanka, 25 notional hours are considered to be one credit. As this is a student-centered system based on the student workload required to achieve the objectives of a higher education programme, objectives are preferably specified in terms of learning outcomes and the competencies to be acquired.

Similar to the ECTS, the Sri Lankan credit system is based on the principle that 60 credits measure the workload of an average full-time student during one academic year. In the Sri Lankan credit system, the student workload of a full-time study programme is defined as 1500 notional hours per year. The number of notional hours includes direct contact time with teachers and trainers ("Directed Learning"), time spent in studying and doing assignments ("Self - Directed" or "On -Task" learning), and time spent on assessments.

Notional learning time can then be expressed in terms of credits where 01 credit point is equivalent to 25 notional learning hours (1500/60). Credits can only be earned after successful completion of the work required and appropriate assessment of learning outcomes. Thus, qualifications at NVQ Levels 5, 6 and 7 require the learner to earn a specified number of credits at specified levels in a training programme in order to qualify for the qualification. One academic year may consist of two semesters. Each semester having 20 weeks and thus one academic year consists of 40 weeks.

¹⁵² NVQ_Operation_Manual_2021_new.pdf

In summary, the similarities and differences of the PH and SL education and credit transfer system are as follows:

1. Similarities:
 - a) Both countries have similar educational structures with stages like early childhood care, primary, secondary, and tertiary.
 - b) The basic education duration is roughly similar (13 years in both).
 - c) Both have vocational and technical education (TVET) systems.
2. Differences:
 - a) There are slight variations in the breakdown of stages, especially in the primary and secondary levels.
 - b) Sri Lanka has a national exam after 11th grade that determines university entrance.
 - c) Sri Lanka's TVET system has assigned credits to qualifications, while the Philippines uses "nominal duration" in hours.
 - d) Assessment methods differ – Philippines has national assessment tools, while Sri Lanka uses a combination of internal and external assessment with emphasis on student performance throughout training.
3. Credit Transfer:
 - a) Sri Lanka's credit system facilitates easier transfer between TVET and higher education.
 - b) The Philippines lacks a formal credit system for TVET, making transfer more challenging.
 - c) Recent guidelines in the Philippines aim to implement credit transfer using learning outcomes.
4. Governance:
 - a) Both countries have dedicated ministries/departments for education and TVET sectors.
5. Overall:

While the Philippines and Sri Lanka share some similarities in their education systems, there are key differences in structure, assessment methods, and credit transfer mechanisms. Both countries are exploring ways to improve credit transfer between TVET and higher education.

E. Comparison of national qualification frameworks

NQF is an instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels¹⁵³ and is underpinned by quality assurance and can help lifelong learning system to enhance transparency, comparability and recognition of qualifications within and across countries, and how one can progress from one level to another, within and across occupations or industrial sectors and even across vocational and academic fields.¹⁵⁴

This section will provide overview of the NQFs of the Philippines and Sri Lanka and compare the main aspects of their NQFs as these will have a great impact on the characteristics of their education systems in general and TVET subsystem in particular, the knowledge and skills acquired throughout the lifelong learning process. The comparability can create mutual trust and better understanding of the PQF and the SLQF/NVQF that can enhance opportunities for future cooperation between the Philippines and Sri Lanka such as possible mutual recognition of skills (MRS) or qualifications identified in this assessment study in the near future for both countries to support mobility of learners and workers.

The comparability assessment shall focus on the TVET qualifications levels and descriptors of the PQF and the NVQF. The PQF and the NVQF were compared using the following set of principles:¹⁵⁵

- A. **Principle 1:** The roles of the responsible bodies for the PQF and NVQF are clear and transparent.
- B. **Principle 2:** Comparability of PQF and NVQF and their levels (comparison of domains, levels and descriptors; based on principle of best fit due to the different nature of the frameworks)
- C. **Principle 3:** The PQF and NVQF are based on learning outcomes.
- D. **Principle 4:** Policies for qualifications and the scope of the framework, which qualifications are covered by framework, and non-formal and informal learning.
- E. **Principle 5:** Both qualifications frameworks are underpinned by quality assurance principles.

To manage these differences, a comparative analysis requires the use of a 'best-fit' approach. Applying the 'best fit principle' requires judgement on balance of the weight of information. Furthermore, the decision on 'best-fit' is usually based on collective professional judgements of stakeholders.

Principle 1: The roles of the responsible bodies for the PQF and NVQF are clear and transparent.

This principle looks at the key bodies or entities that are responsible for PQF and NVQF governance, a clearly defined responsibility, transparent and accessible.

The PQF - National Coordinating Council is the responsible body for governance of the PQF. The SQLF is managed by the SLQF National Committee.

¹⁵³ ILO (SED) 2007, Global; <https://unevoc.unesco.org/home/TVETipedia+Glossary/filt=all/id=333>

¹⁵⁴ Source: <https://unesdoc.unesco.org/ark:/48223/pf0000260363>

¹⁵⁵ Comparative Analysis of the Australian Qualifications Framework and the European Qualifications Framework for Lifelong Learning: Joint Technical Report, 2016

1. The philippine qualifications framework (PQF)¹⁵⁶

The Philippine Qualifications Framework (PQF) was established through an Executive Order No. 83 in 2012 and eventually legislated in 2018 through RA 10968: "An Act Institutionalizing the Philippine Qualifications Framework (PQF), Establishing the PQF-National Coordinating Council PQF-NCC and Appropriating Funds Therefor". The PQF-NCC was established to harmonize and promote a seamless education and training system and is composed of the following:

- Chairperson: The Secretary of the DepEd
- Members: The Secretary, DOLE
- The Secretary, CHED
- The Director General, TESDA
- The Chairperson, PRC
- One (1) representative of the economic sector
- One (1) representative of the industry sector

The PQF-NCC has the following powers and functions:

1. To harmonize qualification levels across basic, technical vocational and higher education;
2. To align education standards and learning outcomes with the level descriptors contained in the PQF;
3. To promote the PQF and its elements, including the principles, key features, definitions and terminologies, structures and governance arrangements, and provide information and guidelines in the implementation of the PQF;
4. To rationalize the quality assurance mechanisms in Philippine education;
5. To develop and rationalize pathways and equivalencies;
6. To maintain the national registry of qualifications;
7. To ensure the international alignment of the PQF with the qualification framework of other countries or regions;
8. To create technical working groups in support of the development and implementation of the PQF;
9. To represent the country in international fora or negotiations in line with qualifications agreements and arrangements;
10. To review and update the PQF;
11. To submit to the Office of the President, the Senate and the House of Representatives an updated report of the progress and accomplishments in relation to the PQF; and
12. To perform such other functions that may be related to the implementation of the PQF.

TESDA, is the interim Technical Secretariat of the PQF-NCC and has initiated the review of the PQF with technical assistance from the World Bank to provide policy recommendations to strengthen PQF design, implementation, and utilization. A full-blown report: PQF A Review of the Philippine Qualifications Framework: Towards Improved Skills Recognition and Mobility was published by the World Bank in September 2021.

TESDA manages the implementation of the TVET subsector sector of the PQF Levels 1-5.

¹⁵⁶ AQRF Referencing Report of the Philippines: [https://pqf.gov.ph/Uploads/PH\(per cent20AQRF per cent20Referencing per cent20Report per cent20Final.pdf](https://pqf.gov.ph/Uploads/PH(per cent20AQRF per cent20Referencing per cent20Report per cent20Final.pdf)

2. The sri lankan qualifications framework (SLQF)¹⁵⁷

The SLQF is a nationally consistent framework for all higher education qualifications offered in Sri Lanka. The SLQF applies to all higher education institutions (HEIs) both public and private, which provide post-secondary education. The **SLQF integrates the NVQF developed by the TVEC** and the pathways of lateral mobility between the vocational education sector and the higher education sector have also been identified. The SLQF helps in the recognition of accredited prior learning in order to facilitate the vertical mobility within the higher education system. The SLQF is managed by the SLQF National Committee and is composed of the following:¹⁵⁸

- Chairman: Additional Secretary, Ministry of Higher Education
- Members: One representative of the CVCD)
 - Director General, SLIATE
 - One representative, QAAC Division of the UGC
 - Director General, TVEC
 - Chairman UGC
 - Deputy Project Directors HETC
 - (Coordinator of the SLQF National Committee)

The NVQF initiative was implemented in 2005 through two skills development projects supported by the Asian Development Bank (ILO, 2010b). The main goal of the first project, the Skills Development Project which ran from 2001, to 2007, was 'developing NVQF infrastructure and capacity'. Its other aims included 'the development of an accreditation system, assessor training and certification, the expansion of the National Trade Testing Programme and the establishment of a quality management system' (ILO, 2010a, p. 25). The second project, called the Technical Education Development Project (2006-2010), aimed to 'set up review systems for the skill standards developed in the earlier project'.¹⁵⁹

The TVEC is the statutory organization responsible for managing the NVQF, determining occupations for skills standards development, developing national skills standards, awarding certificates to trainees and registering assessors' certifications.

Principle 2: Comparability of PQF and NVQF and their levels (comparison of domains, levels and descriptors; based on principle of best fit due to the different nature of the frameworks)

The underlying principle for the comparability of both the PQF and the NVQF is that the processes and outcomes themselves are transparent, relevant and generate trust, enabling the comparison of the frameworks and the levels within each framework

The Philippine Qualifications Framework (PQF)

The PQF describes the eight-levels of educational qualifications and sets the standards for qualification outcomes and provides the structure for qualifications and progression within and among the three (3) education subsectors. The PQF is a quality assured national system which seeks to create a unified education highway where students could move seamlessly from one level of the education system to the next (from basic education to technical education to higher education) and from the non-formal and informal (recognition of prior learning and the like) to the formal system. It allows for easier access and flexibility in entry into and exit from the system.

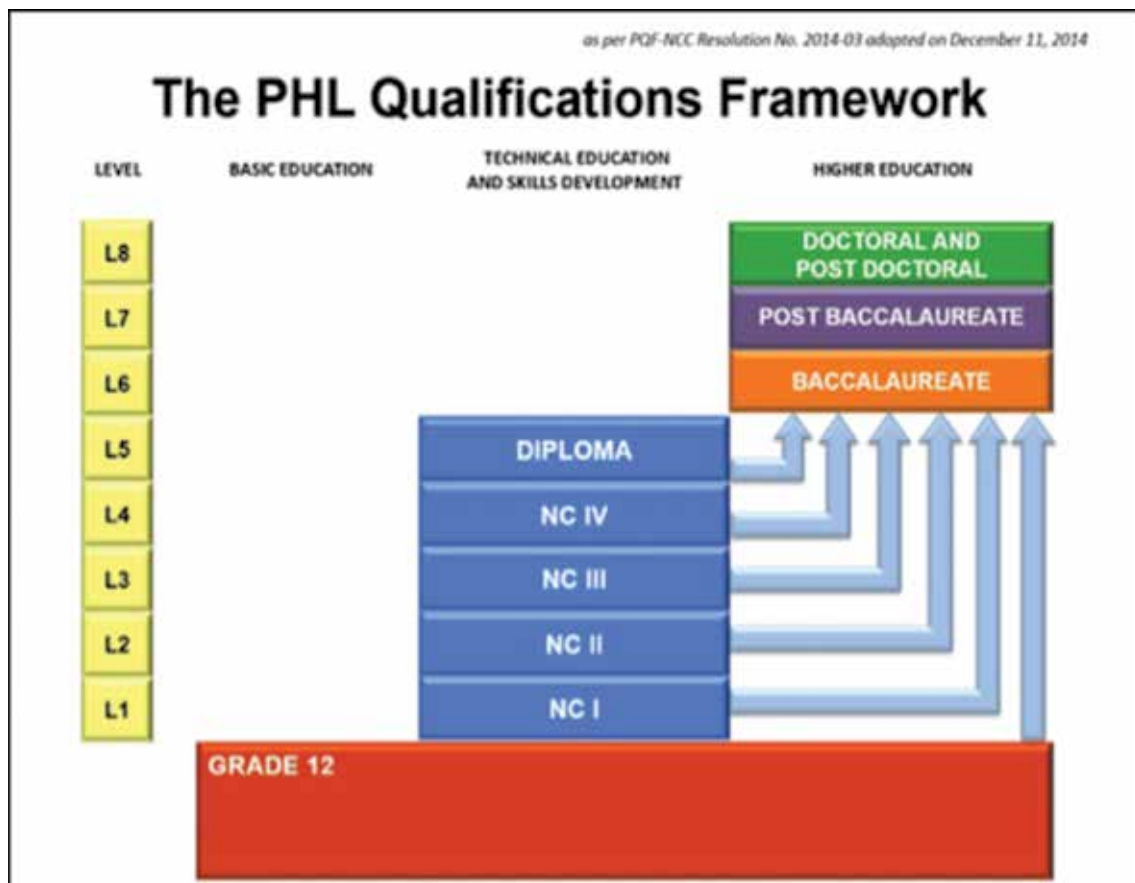
¹⁵⁷ SLQF Updated version Sept 2015, published by: The World Bank funded, Higher Education for Twenty First Century (HETC) Project of the Ministry of Higher Education

¹⁵⁸ SLQF updated 2015

¹⁵⁹ <https://uil.unesco.org/fileadmin/keydocuments/LifelongLearning/en/SriLanka.pdf>

The PQF eight (8) levels of qualifications are differentiated by descriptors of expected learning outcomes along three domains: knowledge, skills, and values; application; and degree of independence which corresponds to the sub-systems of the education and training system. For example, the Technical Education and Skills Development Authority (TESDA) sub-system covers National Certificates (NC) I through IV corresponding to the first four levels while the Commission on Higher Education Sub-system covers Baccalaureate, Post-Baccalaureate Diploma, Master's, and Doctorate degrees that correspond to Levels 6 to 8. Level 5 (Diploma Level) straddles the technical education and skills development sector and the higher education sector in the PQF. To date, while a PQF review is underway, there is consensus among stakeholders in pertinent government agencies that Level 5, is confined to Diploma in the TVET sector and covers Associate degrees (Associate Degree Diploma) in higher education. In ladderized programs, TESDA diplomas constitute the qualification for the next stage in the ladder towards higher education qualifications. Figure 5 is the diagram of the PQF.

► **Figure 5. The PHL Qualifications Framework**



The Sri Lankan qualifications framework (SLQF)

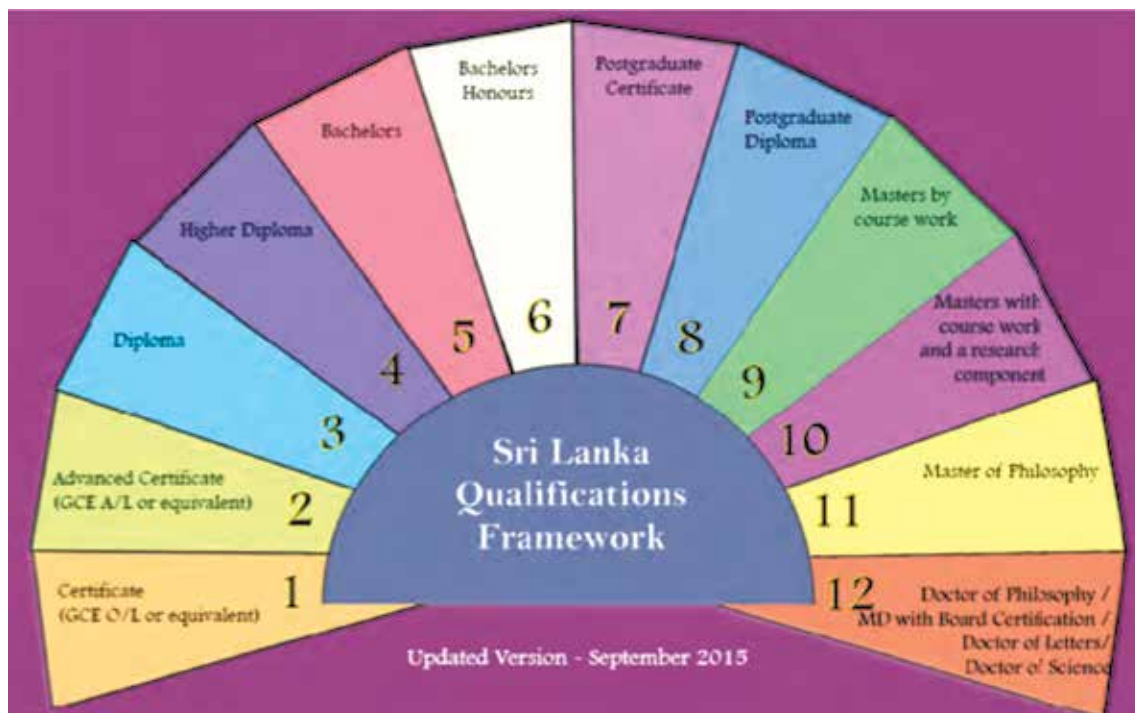
The SLQF is a nationally consistent framework for all higher education qualifications offered in Sri Lanka. The SLQF applies to all higher education institutions (HEIs) both public and private, which provide post-secondary education. It recognizes the volume of learning of students and identifies the learning outcomes that are to be achieved by the qualification holders. The SLQF comprises twelve levels and the descriptors of each of these levels are comprehensively defined.

The SLQF integrates the National Vocational Qualifications Framework (NVQF) developed by the Tertiary and Vocational Education Commission (TVEC) and the pathways of lateral mobility between the vocational education sector and the higher education sector have also been identified. The SLQF helps

in the recognition of accredited prior learning in order to facilitate the vertical mobility within the higher education system.

The SLQF consists of twelve levels. The demand for learning outcomes and complexity of learning increase with each level. The first two levels (levels 1-2) are senior secondary level education qualifications and the next four levels (levels 3-6) are undergraduate qualifications. The other six levels (levels 7-12) are postgraduate qualifications. The levels are not necessarily directly related to the years of study. Figure 6 is the diagram of the SLQF.

► Figure 6. The Diagram of the SLQF



Different slqf levels with higher education qualification types and comparable levels of NVQF

The comparable NVQF and SLQF levels have been recognized on the basis of significant similarities in the learning outcomes stated under respective level descriptors in the two frameworks by a panel of experts. Degree level qualification (NVQ 7) is benchmarked to internationally accepted standard for a Bachelor degree (SLQF Level 5). Nonetheless, the proportion of cognitive outcomes and psychomotor outcomes may differ in the two qualifications, especially in qualifications below SLQF 2 (NVQ 4). Further, the attributes of two qualification holders, below the degree level, at comparable SLQF and NVQ levels may differ. Figure 7 is the diagram of different SLQF levels with higher education qualification and comparable levels of NVQF.

► Figure 7. Diagram of SLQF levels with Higher Education and Comparable Levels of NVQF

SLQF Level	Qualification awarded	Comparable NVQ Levels
12	Doctor of Philosophy / MD with Board Certification/Doctor of Letters/Doctor of Science	
11	Master of Philosophy	
10	Masters with course work and a research component	
9	Masters by course work	
8	Postgraduate Diploma	
7	Postgraduate Certificate	
6	Bachelors Honours	
5	Bachelors	7
4	Higher Diploma	6
3	Diploma	5
2	Advanced Certificate (GCE A/L or equivalent)	4
1	Certificate (GCE O/L or equivalent)	3
		2

The levels of the PQF and the NVQF are defined by descriptors and domains in terms of learning outcomes. The PQF has three domains namely: Knowledge, Skills and Values; Application and Degree of Independence. The NVQF likewise has three (3) domains: Knowledge, Skills and Attributes; Tasks and Procedures; and Accountability.

The PQF and NVQF levels and descriptors are basically comparable at levels 1 and 2. However, at level 3 onward, the descriptors are not comparable. The PQF Level 3 already includes responsibility for others (supervisory), while the NVQF Level 3, the domain descriptor is still working “under general supervision. The PQF levels 4 and 5 (Diploma) domain descriptors are already in the level of management and leadership, while the NVQF levels 4 and 5, the domain descriptors are still under “broad guidance and evaluation” and no leadership responsibility. The NVQF leadership domain descriptors is at level 6 and 7. Unlike the NVQF, the PQF has no levels 6 and 7 for TVET qualification. The detailed comparability of the levels and descriptors and domains of the PQF (TVET sector) and the NVQF is summarized in Table 3.

► Table 3. Comparability of Domains and levels Descriptors PH and SL

Level	AMS	DOMAINS		
1	PH	Knowledge, Skills, Values	Application	Degree of Independence
		Knowledge and skills that are manual or concrete or practical and/or operational in focus.	Applied in activities that are set in a limited range of highly familiar and predictable contexts; involve straightforward, routine issues which are addressed by following set rules, guidelines or procedures.	In conditions where there is very close support, guidance or supervision; minimum judgment or discretion is needed.
	SL	Knowledge, Skills and Attributes	Tasks and Procedures	Accountability
		- Knowledge: Recall in a narrow range of areas - Practical skills: Basic practical skills - Problem Solving: Not critical - Information management	- Contexts: Closely defined -highly structured and self-referenced; - Processes: Limited in range; repetitive and familiar; established and predictable; perform a sequence of routine tasks; given clear direction. - Roles and functions: Limited range of roles.	- Autonomy: Directed activity - under close supervision - Output: Externally monitored - Quality: Externally monitored
2	PH	Knowledge, Skills, Values	Application	Degree of Independence
		Knowledge and skills that are manual, practical and/or operational in focus with a variety of options.	Applied in activities that are set in a range of familiar and predictable context; involve routine issues which are identified and addressed by selecting from and following a number of set rules, guidelines or procedures	In conditions where there is substantial support, guidance or supervision; limited judgment or discretion is needed.
	SL	Knowledge, Skills and Attributes	Tasks and Procedures	Accountability
		- Knowledge: Range of knowledge applied - Practical skills: Range of skills applied - Problem solving: Known solutions to familiar problems. - Information management: Assess and record information from various sources, readily available information.	- Foundation of competencies in a limited range of predictable and structured contexts. - Processes: Clear choice of routine responses; able to prioritise tasks by selecting from known solutions. - Roles and functions: Coordination may be involved if working with a team	- Autonomy: Some discretion and judgment about possible actions. - Output: With some responsibility for quantity. - Quality: With some responsibility for quality - under general supervision and quality control.

Level	AMS	DOMAINS		
3	PH	Knowledge, Skills, Values	Application	Degree of Independence
		Knowledge and skills that are a balance of theoretical and/or technical and practical. Work involves understanding the work process, contributing to problem solving; and making decisions to determine the process, equipment and materials to be used.	Applied in activities that are set in contexts with some unfamiliar or unpredictable aspects; involve routine and nonroutine issues which are identified and addressed by interpreting and/or applying established guidelines or procedures with some variations.	Application at this level may involve individual responsibility or autonomy, and/or may involve some responsibility for other. Participation in teams including team or group coordination may be involved.
	SL	Knowledge, Skills and Attributes	Tasks and Procedures	Accountability
		• Knowledge with depth in some areas – some relevant theoretical knowledge • Practical skills: A broad range of skills • Problem solving: A range of known responses to familiar problems • Information management: Interpretation of available information	• Processes: A significant choice of procedures prioritizing of multiple tasks	• Autonomy: Directed activity with some autonomy – under general supervision • Output: Achieving outcomes within time constraints • Quality: External quality checking
4	PH	Knowledge, Skills, Values	Application	Degree of Independence
		Knowledge and skills that are mainly theoretical and / or abstract with significant depth in one or more areas; contributing to technical solutions of a non-routine or contingency nature; evaluation and analysis of current practices and the development of new criteria and procedures.	Applied in activities that are set in a range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects; involve largely non-routine issues which are addressed using guidelines or procedures which require interpretation and/or adaptation.	Work involve some leadership and guidance when organizing activities of self and others.
	SL	Knowledge, Skills and Attributes	Tasks and Procedures	Accountability
		• Knowledge: More complex range of competencies, knowledge and understanding. Informed judgment. • Practical skills: Wide range of technical or scholastic skills • Problem solving: Apply solutions to a defined range of unpredictable problems. A range of sometimes innovative responses to concrete but often unfamiliar problems. • Information management: Analytical interpretation of information	• Contexts: Variety of familiar and unfamiliar contexts. • Processes: Considerable choice of procedures; prioritizing tasks to optimise output. • Roles and functions: Some discretion and judgment for both self and others in planning.	• Autonomy: Under broad guidance and evaluation • Output: Take responsibility for own outputs • Quality: Specified quality standards

Level	AMS	DOMAINS		
5	PH	Knowledge, Skills, Values	Application	Degree of Independence
		Knowledge and skills that are mainly theoretical and / or abstract with significant depth in one or more areas; contributing to technical solutions of a non-routine or contingency nature; evaluation and analysis of current practices and the development of new criteria and procedures.	Applied in activities that are set in a range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects; involve largely non-routine issues which are addressed using guidelines or procedures which require interpretation and/or adaptation.	Work involves some leadership and guidance when organizing activities of self and others.
	SL	Knowledge, Skills and Attributes	Tasks and Procedures	Accountability
		• Knowledge: Broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. • Practical skills: Wide range of specialised skills • Problem solving: Apply solutions to a defined range of unpredictable problems. A range of sometimes innovative responses to concrete but often unfamiliar problems. • Information management: Evaluate information, using it to forecast for planning or research purposes.	• Contexts: Variety of routine and non-routine contexts • Processes: Transfer and apply creative skills to a range of situations • Roles and functions: Judgment required in planning and selecting equipment, services techniques and work organisation for self and others	• Autonomy: Self-directed and sometimes directive activity within broad general guidelines or functions • Output: Take responsibility for own outputs • Quality: Specified quality standards
6	PH	Knowledge, Skills, Values	Application	Degree of Independence
		Knowledge and skills that are mainly theoretical and / or abstract with significant depth in one or more areas; contributing to technical solutions of a non-routine or contingency nature; evaluation and analysis of current practices and the development of new criteria and procedures.	Applied in activities that are set in a range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects; involve largely non-routine issues which are addressed using guidelines or procedures which require interpretation and/or adaptation.	Work involve some leadership and guidance when organizing activities of self and others.

Level	AMS	DOMAINS		
	SL	Knowledge, Skills and Attributes	Tasks and Procedures	Accountability
		• Knowledge: Generate ideas through the analysis of information and concepts at an abstract level. • Practical skills: Command of wide ranging, highly specialized technical, creative or conceptual skills. • Problem solving: The formulation of appropriate responses to resolve both concrete and abstract problems. • Information management: Reformatting and evaluation of a wide range of information.	• Roles and functions: Diagnose, design and execute judgments across a broad range of technical, management, research or scholastic functions. Significant judgment in planning, designing, technical and supervisory functions related to products, services, operations or processes	• Autonomy: Complete accountability for determining and achieving personal and/ or group outcomes.
7	PH	Knowledge, Skills, Values	Application	Degree of Independence
		Knowledge and skills that are mainly theoretical and / or abstract with significant depth in one or more areas; contributing to technical solutions of a non-routine or contingency nature; evaluation and analysis of current practices and the development of new criteria and procedures.	Applied in activities that are set in a range of contexts, most of which involve a number of unfamiliar and/or unpredictable aspects; involve largely non-routine issues which are addressed using guidelines or procedures which require interpretation and/or adaptation.	Work involve some leadership and guidance when organizing activities of self and others.
	SL	Knowledge, Skills and Attributes	Tasks and Procedures	Accountability
		• Knowledge: Systematic and coherent body of knowledge - review, consolidate, extend and apply the knowledge and techniques learned. • Practical skills: Command of highly specialised technical or scholastic and basic research skills across a major discipline –academic skills and attributes necessary to comprehend and evaluate new information, concepts and evidence from a range of sources.	• Processes: Transfer and apply creative skills to a range of situations • Roles and functions: Significant high-level judgment required in management functions, including resourcing.	• Level 7 has greater accountability than Levels 1-6.

Principle 3: The PQF and the NVQF are based on learning outcomes

Learning outcomes are statements of knowledge and skills, for example, what a graduate is expected to know, understand and be able to do as a result of learning. Learning outcomes are used to describe both the levels and qualifications which are part of the qualification's framework. They ensure that qualifications

are transparent and standard across the education and training sectors and that users of the frameworks and qualifications understand qualification outcomes.¹⁶⁰

The use of learning outcomes are the metrics of credits and progression within the system. It supports national and international mobility, encourages lifelong learning, and builds the workforce confidence by providing a standard for the recognition of certificates and licenses that individuals may move and progress through.

The PQF law Implementing Rules and Regulations defines “Learning outcomes are clear statements of what a learner can be expected to know, understand and/or do as a result of a learning experience assessment of the national and international comparability of qualifications and part qualifications. The underpinning principle of the Philippine Qualifications Framework and the level descriptors is applied competence, which is in line with the outcomes-based theoretical framework adopted in the Philippine context. The shift to learning outcomes-based education which occurred much earlier in the TVET sector proceeded alongside the curricular revisions in basic and higher education.

The TVET learning outcomes in the form of units of competencies are packaged as Training Regulations and submitted by the industry associations to the TESDA Board for approval and promulgation. The development of the qualification/training regulations that constitute the TVET standards goes through a validation process involving independent academic, Labour, and industry stakeholders who are not involved in the process of developing the Training Regulations.

NVQF qualifications are based on national competency standards which are identified by industry stakeholders. **Curricula are centrally developed and are based on specified learning outcomes.** Levels are assigned to units of competency standards according to the complexity of learning demands and degree of responsibility that the learner is obliged to take on. The TVEC National competency standards are designed to be effective for performance in a particular industry sector or occupation. Competency standards focus on what is expected from a worker in the workplace rather than on the learning process. Emphasis is placed on the ability to carry out a task within a given context and to transfer and apply skills, knowledge and attitudes to new situations and environments.

Principle 4: policies for qualifications and the scope of the framework, which qualifications are covered by framework, and non-formal and informal learning.

The PQF and NVQF both covers the vocational education and training qualifications acquired through formal, non-formal and informal learning. Both frameworks include policies regarding the recognition of informal learning and are both designed to support mobility and the provision and recognition of lifelong learning

The TVET subsector of the covers recognition of prior learning (RPL). It is a process of formal assessment of a learner’s knowledge and skills, gained through previous non-formal or informal learning, to determine the achievement of learning outcomes for the purpose of awarding credit towards a qualification. RPL assessment is undertaken by accredited institution by TESDA. While RPL is intended to assess evidence from non-formal and informal learning, previous formal learning may also be considered as part of the assessment if no credit transfer arrangement is available to the learner. RPL provides a mechanism for learners to negotiate with institutions to for the achievement of learning outcomes through prior learning. The outcome of an RPL assessment may be admission to a qualification, subject to the admission requirements of the admitting institutions or towards recognition of components of a second qualification. **The details of the RPL System is discussed in details on pages 78 of this Report.**

In NVQF, the system of RPL is implemented that recognizes a learner’s current competencies which may have been achieved through means that include any combination of formal or informal training and education, work experience or general life experience. Recognition of uncertified learning may be

¹⁶⁰ Comparative Analysis of the Australian Qualifications Framework and the European Qualifications Framework for Lifelong Learning: Joint Technical Report, 2016

combined with any formal certification to enable assessment decisions to be made. The national vocational qualifications system recognizes prior learning based on national competency standards and determine the extent to which an individual has achieved the required competencies for partial or total completion of a national vocational qualification. The NVQSL Provides RPL only up to NVQ level 4. **The details of the system is discussed in details on pages 77 of this Report.**

Principle 5: Quality Assurance – both qualifications frameworks are underpinned by quality assurance principles

This principle deals with the quality assurance arrangements underpinning each qualifications framework.

Quality assurance system of TVET programs in Philippines

The Philippine TVET system is reflected in the Quality Assured Technical Education and Skills Development (QATESD) Framework. It is guided the National Technical Education and Skills Development Plan anchored on national priorities as spelled out in the Philippine Development Plan, in the Investment Priorities Plan, Industry Roadmaps; current Labour market information; and customer needs. National development priorities spelled out in the national plans form the basis for the TESDA Board to draw up the national TVET policies and priorities.

The quality assurance system is the center piece of TVET management to provide trust and confidence specially to its regulatory functions over education and training programs and over the assessment and certification of competencies of Filipinos. The Framework also works under the principles of industry / employer driven TVET to ensure relevance and absorption into the economy of the TVET process outputs. Under this system, priority qualifications are identified by industry groups, and experts from these groups provide input into the development of standards and training regulations. Industry groups are members of TESDA Committees that participate in planning and monitoring of programs in the field. There are three (3) major components of the Quality Assured TESD system **which are ISO 9001:2015 certified:**

1. Qualification Standards development and development of Competency Assessment Tools based on nationally promulgated qualifications standards.
2. TVET Program Registration and Accreditation System - In the Philippines, TVET Programs are registered with TESDA based on the nationally promulgated Training Regulations and those developed by TESDA regional/provincial offices in accordance with the regional/provincial Labour market supply and demand and skills priorities plan.
3. Philippine TVET Competency Assessment and Certification System (PTCACS) - The PTCACS defines a national, comprehensive and flexible certification system for technical vocational education and training (TVET). It implements the quality assured procedures the assessment of competencies including the methods, the marking and grading, the accreditation of providers, the monitoring of providers activities, the training and accreditation of assessors, the monitoring of the activities and decisions of the assessors; the awarding of certificates and credentials by the competent authority; and the collation and management of data on assessment and certification by the competent authority.

The Philippines (through TESDA) piloted the ASEAN Guiding Principles for Quality Assurance ASEAN Guiding Principles for Quality Assurance and Recognition of Competency Certification Systems with Malaysia and Indonesia. With this experience, TESDA implemented the TESDA SEAL adopting the ASEAN Guiding Principles for Quality Assurance and Recognition of Competency Certification Systems and anchored on the ISO 17024 requirements. TESDA is now in the advance stages of preparation for application for certification in ISO 17024.

TESDA system subscribes to the Asia Pacific Accreditation and Certification Commissions (APACC) as it requires all its administered schools to undergo APACC accreditation. There are TESDA Administered schools which are awarded with Platinum, Gold, Silver and Bronze accreditation by the APACC.

Quality assurance system of TVET programs in Sri Lanka

The quality assurance policies and processes of the TVEC promote a high quality TVET sector in Sri Lanka, responsive to the requirements of industry, learners and other stakeholders. The Tertiary and Vocational Education (TVE) Act No 20 of 1990 and TVE (Amendment) Act No 50 of 1999 have mandated the TVEC to establish systems for maintaining standards and quality assurance of tertiary and vocational education, training institutions and programs.

In the implementation of the NVQ system, quality assurance is an important feature and training providers will have to establish their own quality management systems acceptable to the TVEC. Training providers are registered, accredited and audited by the TVEC on regular basis. The NVQF Manual is a roadmap to ensure the quality in all the processes established for national vocational qualifications system. This manual assists all stakeholders to understand and implement the National Vocational Qualifications framework adhering to national quality standards. The manual is being used by officers in the industry and public, private and non-governmental training agencies participating in TVET sector. It will be a valuable reference for those who wish to collaborate with the NVQ system. It is also useful to industry and professional groups wishing to collaborate with the TVEC for the development of human resources as per the dynamic socio-economic needs of the country.

The TVEC established and has been implementing a three-tier quality assurance system in the TVET sector. The three tiers are:

1. **Registration of TVET institutions** - According to the Tertiary and Vocational Education (TVE) Act No 20 of 1990, all TVET institutions are required to be registered with the TVEC by achieving the standard specified by the TVEC to enter the TVET education and training market. CHAPTER III of TVE Act describes the legal requirement of registration. They need to be properly established and organised with the explicit intention of offering education and training services.
2. **Accreditation of TVET courses to award NVQ certificates** - In the Technical and Vocational Education and Training (TVET) system, accreditation is the formal recognition of a course by the Tertiary and Vocational Education Commission in accordance with the National Vocational Qualifications Framework of Sri Lanka. (NVQSL) To obtain accreditation for a course a training institution needs to satisfy certain essential requirements. These include the ability/capability of the institution to deliver the training to a satisfactory level of quality, and availability of resources needed. Accreditation is considered as a quality assurance measure and a useful management tool for continuous improvement of a training course or training institution. Therefore, it is considered to be one of the primary methods for maintaining and improving standards of education and training.
3. **Installation of Quality Management Systems** - At the time of registration, or at least during the first year of operation, there must be in place a coherent quality management system within the institution, of policies and procedures, with mechanisms for evaluation that ensure the continued relevance, appropriateness and effectiveness of the education and training services offered.

The TVEC will be the certifying body for QMS and it shall take the following measures to facilitate the installation of QMS in training centers.

- a) Develop, print and circulate a Quality Management System Handbook
- b) Make the heads and senior staff aware of QMS and train Management representatives on preparation of Quality Manual
- c) Evaluate Quality Manuals and give feedback to improve them to acceptable level.
- d) Train the internal quality audit teams of the training centers on internal quality auditing.
- e) Train and maintain a pool of lead auditors and get approval for an appropriate payment scheme for them.
- f) Develop an application form and other documents required for implementation of QMS.

- g) Conduct certification audits and surveillance audits of QMS installed in training centers and award QMC certifications.

► Table 4. summarizes the comparability of the PQF and the NVQF.

Main aspects of NQFs comparison	Philippines	Sri Lanka
Principle 1: The roles of the responsible bodies for the PQF and NVQF are clear and transparent.	Technical Education and Skills Development Authority (TESDA) is the agency mandated by law (Republic Act No. 7796) to manage the TVET sector in the Philippines.	The Tertiary and Vocational Education Commission (TVEC) is the apex body in the technical and vocational education and training sector under the provisions of the Tertiary and Vocational Education Act No 20 of 1990.
Principle 2: Comparability of PQF and NVQF and their levels (comparison of domains, levels and descriptors; based on principle of best fit due to the different nature of the frameworks)	PQF with eight (8) level qualifications with Levels 1-5 for TVET qualifications The PQF eight (8) levels of qualifications are differentiated by descriptors of expected learning outcomes along three domains: knowledge, skills, and values; application; and degree of independence which corresponds to the sub-systems of the education and training system.	SLQF with twelve (12) level Qualifications with Levels 1-7 for TVET Qualifications The SLQF integrates the National Vocational Qualifications Framework (NVQF) developed by TVEC and the pathways of lateral mobility between the vocational education sector and the higher education sector have also been identified. The SLQF helps in the recognition of accredited prior learning in order to facilitate the vertical mobility within the higher education system. The NVQF likewise has three (3) domains: Knowledge, Skills and Attributes; Tasks and Procedures; and Accountability.
Principle 3: The PQF and the NVQF are based on learning outcomes	The TVET learning outcomes in the form of units of competencies are packaged as Training Regulations and submitted by the industry associations to the TESDA Board for approval and promulgation. The development of the qualification/ training regulations that constitute the TVET standards goes through a validation process involving independent academic, Labour, and industry stakeholders who are not involved in the process of developing the Training Regulations.	NVQF qualifications are based on national competency standards which are identified by industry stakeholders. Curricula are centrally developed and are based on specified learning outcomes. Levels are assigned to units of competency standards according to the complexity of learning demands and degree of responsibility that the learner is obliged to take on. The TVEC National competency standards are designed to be effective for performance in a particular industry sector or occupation. Competency standards focus on what is expected from a worker in the workplace rather than on the learning process. Emphasis is placed on the ability to carry out a task within a given context and to transfer and apply skills, knowledge and attitudes to new situations and environments.

Main aspects of NQFs comparison	Philippines	Sri Lanka
Principle 4: Policies for qualifications and the scope of the framework, which qualifications are covered by framework, and non-formal and informal learning	The TVET subsector of the covers recognition of prior learning (RPL). It is a process of formal assessment of a learner's knowledge and skills, gained through previous non-formal or informal learning, to determine the achievement of learning outcomes for the purpose of awarding credit towards a qualification.	In NVQF, the system of RPL is implemented that recognizes a learner's current competencies which may have been achieved through means that include any combination of formal or informal training and education, work experience or general life experience.
Principle 5: Quality Assurance – both qualifications frameworks are underpinned by quality assurance principles	The Philippine TVET system is reflected in the Quality Assured Technical Education and Skills Development (QATESD) Framework.	The quality assurance policies and processes of the TVEC promote a high quality TVET sector in Sri Lanka, responsive to the requirements of industry, learners and other stakeholders. The Tertiary and Vocational Education (TVE) Act No 20 of 1990 and TVE (Amendment) Act No 50 of 1999 have mandated the TVEC to establish systems for maintaining standards and quality assurance of tertiary and vocational education, training institutions and programs.
Qualification Awarded and Mandated Agency Awarding Body (TVET Qualifications)	Levels 1-4: National Certificates Post-Secondary awarded by TESDA Level 5: TVET Diploma awarded by TESDA;	Levels 1-4: National Certificate awarded by TVEC; Maximum 30 credits assigned at level 3 and 4 Level 5-6: National Diploma and Higher National Diploma respectively awarded by TVEC; 40 credits of level 5 or above; 40 credits of level 6 or above Level 7: Bachelor's Degree of Equivalent (for TVET) awarded by UNIVOTEC

Main aspects of NQFs comparison	Philippines	Sri Lanka
Flexibility of training pathways	RA No. 10647 (Ladderized Education Act of 2014): Ladderized education refers to the harmonization of all education and training mechanisms that allow students and workers to progress between technical-vocational and higher education programs, or vice-versa. It opens opportunities for career and educational advancement to students and workers. It creates a seamless and borderless education and training system that will allow transfers in terms of flexible entry and exit between technical-vocational and higher education programs in the post-secondary school educational system; RA 10968 PQF Law likewise mandated the concerned agencies to develop and recognize pathways and equivalencies.	Progression Pathways and Recognition and Validation of Non-Formal and Informal Learning Sri Lanka's NVQF has been developed with a view towards integrating technical and/or vocational and higher education (further levels may be added in future). All three sectors of the education system – general education, higher education and TVET – have been subject to reforms in order to accommodate the formation of progression pathways across the various sectors. The framework allows for an interface with secondary education and provides pathways for holders of TVET qualifications to proceed to higher education. NVQF qualifications are designed to allow trainees to enter and exit the system at different stages with qualifications at different levels. The University of Vocational Technology (UNIVOTEC) was established to provide pathways to higher education for TVET students who are unable to enter conventional universities. Students who have achieved the relevant qualifications at levels 5 and 6 can proceed from national diploma to degree programs. Those with level 6 qualifications are eligible to receive appropriate credit transfers towards a degree programs determined by UNIVOTEC
Pedagogical approach	Competency-Based Training delivery and Competency-based Assessment and Certification System	Competency-Based Training delivery and Competency-based Assessment and Certification System
NQFs status of referencing with the Regional Referencing Framework (AQRF; SAQRF)	The PQF has been referenced with AQRF ¹⁶¹	SAQRF for approval among Member States

In summary, based on the detailed analysis from the “Comparability of Levels and Descriptors (Table 3)” and the “Summary of Comparability of the PQF and the NVQF (Table 4)”, the qualifications frameworks are generally comparable.

1. In terms of responsible bodies to manage the Qualifications Framework, both the PQF and NVQF have specific mandates, the PQF is managed by the PQF-National Coordinating Council, and the SLQF (which integrates the NVQF) is managed by the SLQF National Committee. Specific for the TVET sector, TESDA is the agency mandated by law (Republic Act No. 7796) to manage the TVET sector in the Philippines and TVEC is the apex body in the technical and vocational education and training sector under the provisions of the Tertiary and Vocational Education Act No 20 of 1990.

¹⁶¹ https://asean.org/wp-content/uploads/2017/03/AQRF-Referencing-Report-of-the-Philippines-22-May-2019_FINAL2.pdf

2. The domains of the PQF and the NVQF are comparable. The PQF has three domains: knowledge, skills, and values; application; and degree of independence which corresponds to the sub-systems of the education and training system. The NVQF likewise has three (3) domains: Knowledge, Skills and Attributes; Tasks and Procedures; and Accountability.
3. The PQF and NVQ levels and descriptors are basically comparable at levels 1 and 2. However, at level 3 onwards, the descriptors are not comparable. The PQF Level 3 already includes responsibility for others (supervisory), while the NVQ Level 3, the domain descriptor is still working "under general supervision. There are PQF levels 4 and 5 (Diploma) domain descriptors are already in the level of management and leadership, while the NVQ levels 4 and 5, the domain descriptors are still under "broad guidance and evaluation" and no leadership responsibility. The NVQ leadership domain descriptors is at level 6 and 7. Unlike the NVQ, the PQF has no levels 6 and 7 for TVET qualification.
4. The use of learning outcomes in the development of curricula and assessment tools, the PQF and the NVQF are comparable as they are based on the learning outcomes.
5. In terms of policies for qualifications and scope of the framework, i.e., on the inclusion of non-formal and informal learning, the PQF and NVQF are comparable. Both frameworks include policies regarding the recognition of informal learning and are both designed to support mobility and the provision and recognition of lifelong learning. The PQF and NVQF both covers the vocational education and training qualifications acquired through formal, non-formal and informal learning.
6. All qualifications frameworks/systems are underpinned by quality assurance systems and processes. The PQF and NVQF quality assurance systems are comparable. Both has quality assured systems and processes in the development of qualifications/competency standards and assessment tools, accreditation/registration of programs, accreditation of assessors and trainers, accreditation of assessment centers and issuance of qualifications. The mandated agencies in the issuance of qualifications are defined in the Manuals of Operations.
7. Both the PQF and the NVQF has comparable system in flexibility in terms of training pathways and. For the PQF, this is equally discussed in RA No. 10647 (Ladderized Education Act of 2014): Ladderized education refers to the harmonization of all education and training mechanisms that allow students and workers to progress between technical-vocational and higher education programs, or vice-versa. For the NVQF, all three sectors of the education system – general education, higher education and TVET – have been subject to reforms in order to accommodate the formation of progression pathways

F. Comparison of ASEAN qualifications reference framework (AQRF) and South Asia qualifications reference framework (SAQRF)¹⁶²

Regional Qualifications Frameworks (RQF) are qualifications frameworks agreed by a number of countries or national organizations with a common agenda for economic, labour or educational cooperation and they aim to strengthen trust. RQFs benefits include:

1. Connecting national standards among participating nations;
2. Building confidence in their universality;
3. Referencing and aligning local qualifications with those in other countries;
4. RQF equivalency can serve as a passport to international mobility

Individuals looking for jobs and learning opportunities abroad can benefit from regional frameworks as their qualifications are made easier to understand and compare beyond their borders. RQFs can turn qualifications into passports for jobs and studying abroad. There is an expectation that RQFs can facilitate mobility and migration, creating better opportunities for migrants and verifiable information sources for the recognition of qualifications for recognition bodies, employers and training providers.

All RQFs agree on providing common solutions for developing, registering and assuring qualifications. Seventeen (17) RQFs initiatives exist at some stage of development around the world. Many are in early stages, which makes comparison difficult. They all seem to strive to develop, register and establish quality assurance qualifications.

This section attempts to compare the AQRF and the SAQRF which are in different stage of development. Status of development of the two (2) regional qualifications framework, below:

- A. The AQRF completed and endorsed by the ASEAN Member States in 2015, was an important milestone in ASEAN Community building through facilitating movement of skilled Labour within ASEAN. ASEAN is actively implementing the AQRF through the AQRF Committee established in 2017. The processes include referencing national qualifications framework and quality assurance systems against the AQRF have commenced in increasing number of AMS. The Philippines, Malaysia, Indonesia and Thailand have referenced their National Qualifications Framework with the AQRF.
- B. The SAQRF was completed and in the process of endorsement by the SAARC Member States. The Ministers of Education and Minister of Labour of Sri Lanka already signed the endorsement of the SAQRF.

The AQRF and SARQF were compared based on the following parameters:

- I. Elements of Regional Qualifications Framework
 - a. Purpose/Objectives
 - b. Governance and Structure
 - c. Scope
 - d. Principles
 - e. Quality Assurance

¹⁶² Source: Mapping The Latest Developments In Regional Qualifications Frameworks (RQFs) https://www.etf.europa.eu/sites/default/files/2021-05/regional_qualifications_frameworks_en.pdf

II. Components (Technical Specifications)

- a. Learning Outcomes
- b. Domains, Levels and Descriptors
- c. Referencing Process
- d. Referencing Criteria
- e. Credit System

Comparative analysis of the AQRF and SAQRF detailed in Appendix 2¹⁶³ is summarized as follows:

1. Purpose/Objectives: Comparable, with focus on promotion of mobility of learners and workers, recognition of qualifications and quality assurance in qualifications systems
2. Governance and Structure: Comparable, with two (2) levels of governance structure:
 - a. National AQRF Committee (NAC)/National SAQRF Committee; and
 - b. Technical Committee (AQRF Committee and SAQRF Technical Committee)

However, in the AQRF the ASEAN Economic Ministers/ASEAN Education Ministers/ASEAN Labour Ministers oversees the work of the AQRF Committee which is not indicated in the SAQRF.

3. Scope: **Comparable** – the AQRF is an enabling tool to allow comparisons of qualifications among AMS; SAQRF acts as a common reference framework and functions as a translation instrument to enable comparisons of national qualifications framework/s or systems across the South Asian MS.
4. Principles: **Comparable** – Both RQFs subscribe to the principles of voluntary engagement in the referencing process of the member states; does not require a member state to change or adjust its national qualifications systems which allows respect to a member state's specific structures and unique processes to ensures the country's responsiveness to national priorities
5. Quality Assurance: **Comparable** – both RQFs have strong focus on quality assurance criteria, systems and process to provide trust and confidence that the quality requirements are fulfilled.
6. Use of Learning Outcomes: **Comparable** – both RQFs recognizes the importance of learning outcomes as basis for assessing qualifications attained. However, there is no deeper explanation on the concept of learning outcomes in the SAQRF.
7. Domains, Levels and Descriptors: Both RQFs have the **same 8-levels but with different domains and descriptors**. The 8-level AQRF have the following domains: 1) Knowledge and Skills and 2) Application and Responsibility while the 8-level SAQRF have the following domains: 1) Knowledge; 2) Skills and 3) Application (Problem Solving and Responsibility and Autonomy).
8. Referencing Process: **Comparable** - The referencing process and its objectives are defined in both RQFs. However, there is no specific provision on the referencing process such as stages in the referencing process, pre-condition for referencing in the SAQRF.
9. Referencing Criteria: **Comparable** in some referencing criteria, however, with differentiation in some referencing criteria. While the AQRF has 11- referencing Criteria and SAQRF has 7-Referencing Criteria, only the following criteria which are in AQRF are not included in the SAQRF, to wit: a) The basis in agreed standards of the national framework or qualifications system and its qualifications is described; b) All certification and awarding bodies are encouraged to indicate a clear reference to the appropriate AQRF level on new qualifications certificates, diplomas issued.
10. Linking NQF to the RQF and RQFs to other RQFs – **Not Comparable** - There is no specific provision for linking the SAQRF with NQFs and other RQFs, though Indicated in the Objectives.

¹⁶³ Source: ASEAN Qualifications Reference Framework (AQRF) Referencing Guideline August 2020 (<https://asean.org/wp-content/uploads/2017/03/AQRF-Referencing-Guidelines-2020-Final.pdf>); ASEAN (2015): ASEAN Qualifications Reference Framework, ASEAN Secretariat: Jakarta http://aanztfa.asean.org/uploads/docs/AQRF/ASEAN_Qualifications_Reference_Framework_January_2016.pdf

11. Credit System: **Comparable** – Both RQFs indicated provisions for credit system.
12. Involvement of International Experts: **Comparable** – However, there is no detailed explanation on provision on the SAQRF, though it is included in the SAQRF Criteria for Referencing.
13. Important Roles of Regional Observers: **Comparable** – However, there is no detailed explanation on provision on the SAQRF, though it is included in the SAQRF Criteria for Referencing.
14. Structure of the Referencing Report: **Not Comparable** – Not indicated in the SAQRF.

G. Comparison of competency standards frameworks

In a more competitive global skilled Labour market, comparability of Competency Standards Framework is an important consideration in the process of comparability assessment of qualifications systems and recognition of qualifications to facilitate the mobility of workers and learners. The need to improve the quality and effectiveness of training systems and the increasing mobility of skilled workers have been the main driving forces behind the need to develop new approaches to skills recognition together with new skills standards. There are very few tools available to help countries make these challenging reforms.¹⁶⁴

Skill standards developed in different countries have levels or hierarchies used to group the skills defined. In the Asia Pacific region these are usually based upon occupational classification structures and the particular qualification framework for that country. However, both of these vary considerably across the Asia-Pacific region and worldwide in terms of the number of occupational definitions, levels of qualifications, and terminology used. For example, common references to concepts such as **'basic'** or **'advanced'** are used as occupation or qualification descriptors in a number of countries but the definition of these terms is not consistent internationally. The following table is an example of a common approach to identifying a hierarchy of skills that could be applied across any sort of work environment. This example has eight levels but the same principles apply to frameworks with a greater or lesser number of levels: (source: ILO Guidelines for Development of Regional Model Competency Standards (RMCS))

Competency standards are a set of benchmarks that define the skills, knowledge and attributes people need to perform a work role. They are developed in consultation with industry, in order to ensure they reflect the needs of the workplace. These standards are primarily used to develop and implement training, to assess the outcomes of training, and to assess the level of a person's existing skills and competencies. Competency standards are primarily developed as assessment tools. They define the skills, knowledge, and attributes people need to perform a work role. Competency standards can also be used to:

1. informing curriculum design;
2. as the basis for national and international benchmarking of qualifications;
3. recognizing skills, often known as RPL; and
4. planning career progression

The component of the Competency Standards is:¹⁶⁵

- a) unit title
- b) description
- c) elements
- d) performance criteria
- e) evidence guide
- f) critical skills and essential knowledge
- g) range statement

¹⁶⁴ APEC Project Research Report: The Report of Survey of Comparability and Benchmarking of Competencies and Qualification

¹⁶⁵ https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-Bangkok/documents/publication/wcms_496514.pdf: Updated guidelines for development of Regional Model Competency Standards

The TESDA CS Framework consist of Basic competencies, Common competencies, Core competencies and Elective competencies, described below:

- I. **Basic Competencies** are the competencies required for all qualification levels in all industry sectors. They are the units of competency that every worker must possess. The Philippines
- II. **Common Competencies** refer to the units of competency required of workers in a particular sector. These are sector-specific but not as specialized or highly technical in nature as the core competencies.
- III. **Core Competencies** are specialized units of competency required of workers that are unique in a particular area of work. They are sector-specific and may pertain to a stream of technology or specialty job within a particular industry/sector.
- IV. **Elective Competencies** are additional units of competency that are useful but not absolutely necessary for enhancing the mobility/employability of a person. These competencies are considered important in the performance of the job and may be drawn from among the units of competency in the TRs promulgated for other sectors).

TESDA CS each unit of competency has specific unit code, title, descriptor, elements, required knowledge, required skills, performance criteria and range of variables. The CS is packaged as Training Regulations (TRs) promulgated by the TESDA Board which include sections on curriculum design, trainee's entry requirements, trainers' and assessors' qualifications, list of tools, equipment and facilities requirements and assessment and certification arrangements. All TRs have accompanying Competency Assessment Tools (CATs) used for national assessment of learners and workers.¹⁶⁶

The TVEC endorsed CS framework includes:

- A. Basic Employability Competency Units: These are generic competency units including soft skills which are required by all employees in order to perform functions effectively in the workplace.
- B. Employability competency Units: These are generic competency units which are required by all employees to perform functions effectively in the workplace. These include those generally referred to as soft skills. For example: problem solving and decision making.
- C. Core competencies:
- D. Elective Competency Units: These units focus on specific areas of the sector or on related areas from other sectors. The option is given to select elective units in addition to the compulsory core units in order to specialize in a particular area.

The units of Competency in the standard developed have the following mandatory components: Unit title, Unit level, Credit value (only for Levels 5 and 6), Unit descriptor, Unit code, Elements of competence, Performance criteria, Range statement (Relevant Work area and work functions), Elaboration of Terms in Performance Criteria, Critical aspects, Machinery, Equipment, tools and materials, Relevant /standard documents. Assessment guide. Underpinning skills and Underpinning knowledge. These are packaged as "Training Packages".¹⁶⁷

Analysis: The CS components of the Philippine and Sri Lanka are comparable. However, the CS framework of Sri Lanka has no structure for common competencies. The basic competencies and common competencies, however are listed as "supermarket of competencies" and are packaged in specific qualifications as necessary. The comparability of the CS Framework of the Philippines and Sri Lanka are summarized in Table 5.

¹⁶⁶ TESDA Board Resolution on CS Framework: (TESDA Board Resolution No. 2014 dated April 30, 2014

¹⁶⁷ NVQ_Operation_Manual_2021_new.pdf

► Table 5. Comparability of competency standards framework

Philippines competency framework	Sri Lanka competency framework
➤ Basic Competency ➤ Common Competency ➤ Core Competency ➤ Elective ☐ Unit Code ☐ Unit Descriptor ☐ Element ☐ Performance Criteria ☐ Range of Variables ☐ Curriculum Design ☐ Nominal Duration ☐ Tools and Equipment, facilities, Supplies and Materials ☐ Evidence Guide ● Critical Aspects of Competency ● Resource Implications ● Methods of Assessment ● Context for Assessment ☐ Required Knowledge ☐ Required Skills	➤ Basic Competency ➤ Core Competency ➤ Elective ☐ Unit title ☐ Unit descriptor ☐ Unit level ☐ Unit code ☐ Elements of competence ☐ Performance criteria ☐ Range statement (Relevant Work area and work functions) ☐ Elaboration of Terms in Performance Criteria ☐ Critical aspects ☐ Machinery, Equipment, tools and materials ☐ Relevant /standard documents ☐ Assessment guide ☐ Underpinning skills, Underpinning knowledge and Attitudes

H. Comparison of curriculum design frameworks

In the Philippine TVET system, curriculum for each promulgated TRs are developed by the TVET institutions and is one of the TESDA requirements in registering TVET programs. The curriculum design framework is in Section 3 of the TESDA promulgated TRs which become the basis of TVIs to develop their own curriculum. TESDA develops the capability of the TVET institutions in curriculum development through its Training Methodology II (TMII) where one of the competencies is “curriculum development”.

In the Sri Lanka TVET system, curriculum is nationally developed for each promulgated Nationally Competency Standards (NCS). The Institute which developed the relevant NCS, may develop competency based national curricula with the concurrence of the TVEC, for the unified national TVET system and submit to the TVEC for endorsement. The TVEC shall make arrangements to validate CBT curricula developed through NAITA and NAITA shall submit it to the relevant NITAC for validation. Upon receipt of validated curricula, the TVEC shall endorse them accordingly. The National CBT curriculum shall indicate the following assessment guides as per each module for assessing knowledge, skills and attitudes during the “continuous assessment process” (formative assessment) which is a vital component in competency-based training delivery.

► **Table 6. Comparability of Competency Based Curriculum Framework**

Philippines competency based curriculum framework	Sri Lanka competency based curriculum framework
❑ Unit of Competency ❑ Learning Outcomes ❑ Learning Activities ❑ Methodology ❑ Assessment Approach ❑ Nominal Duration	❑ List of Modules ❑ Module Structure (Semester-wise) ❑ Mapping of NCS Units and Curriculum Modules ❑ Module Descriptors ❑ Module Descriptors ❑ Module Title ❑ Module Code ❑ Module Type ❑ Relevant Units of Competencies ❑ Pre-Requisites ❑ Module Aim(s) ❑ Learning Outcomes ❑ Learning Content / Topics ❑ Resource Requirement ❑ Prescribed and Recommended References ❑ Suggested Teaching - Learning Activities ❑ Assessment and Weightings ❑ Duration

I. Comparability of the competency standards of the Philippines and Sri Lanka (template 1):

1. Health care sector – caregiver

1.1. PH: Caregiving NC II vs SL: Care Giver - N85S015 (2023 version)

The Philippines CAREGIVING NC II Qualification consists of competencies that a person must achieve to provide care and support to infants/toddlers, provide care and support to children, foster social, intellectual, creative and emotional development of children, foster the physical development of children, provide care and support to elderly, provide care and support to people with special needs, maintain healthy and safe environment, respond to emergency, clean living room, dining room, bedrooms, toilet and bathroom, wash and iron clothes, linen, fabric, prepare hot and cold meals. A person who has achieved this Qualification is competent to be a:

- A. Caregiver of an infant / toddler
- B. Caregiver of a child
- C. Caregiver of an elderly
- D. Caregiver of people with special needs

The Sri Lanka Caregiver as defined in the NCS has the occupation of Caregiver at NVQ Level 3 has the following occupational definition: In providing health care to the people at institutional level or at community level, there are various sectors involved in the process. Screening, investigating, diagnosing, treating of the people are the basic such areas in the health sector as far as the patient care is concerned. The most critical or the most sensitive steps of this health care system is at the contact point of the patient.¹⁶⁸

Comparing the two (2) Competency standards reveal the following:

1. The SL NCS has units for “Assess the clients”, “Prepare Plan”, Elements in “Administer subcutaneous injections” and “Administer subcutaneous injections” which are not present in PH Caregiving TRs;
2. The following competencies are present in PH Caregiving TRs but not in SL NCS, for which after the validation process, SL indicated that henceforth, they will incorporate in the revision of the NCS:
 - 2.1. Practice career professionalism
 - 2.2. Respond effectively to difficult/challenging behavior
3. All other units of competencies/elements are comparable.

Note: The detailed Comparability Matrix is attached as Appendix 5.

1.2. PH: Caregiving (clients with special needs) NC II vs SL: child care & therapy assistant (special needs) - N85S029 NVQ Level 04

The Philippine CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II Qualification consists of competencies that a person must achieve to participate in the implementation and monitoring of client's care plan, provide assistance and support to clients with special needs, recognize healthy body systems and apply

¹⁶⁸ Care Giver - N85S010

Comparability of the competency standards of the Philippines and Sri Lanka (template 1):

medical terminology, provide care to clients with special needs, assist in administering medications to clients with special needs, provide care and support to clients with special needs, respond to emergency situations, provide immediate care and support to children with special needs, and provide immediate care and support to adults and elderly with special needs. A person who has achieved this Qualification is competent to be a:

- A. Caregiver for people with special needs
- B. Caregiver for children with special needs
- C. Caregiver for adults and elderly with special needs

The Sri Lanka Child Care & Therapy Assistant (Special Needs) - N85S029 NVQ Level 04 has the occupational definition: of A person who is involved in the process of giving care and therapy including education to children with special needs under instructions, while accepting the child and helping the child in a holistic manner (physically, mentally, emotionally and socially). Providing Child care and therapy are facilitated by certain character traits (eg: creative, empathetic, patient, kind etc.), skills, knowledge, and an emotional connection with the child.

Comparing the two (2) Competency standards reveal the following:

All units of competencies/elements are comparable, except for the following:

1. There are elements in the SL NCS, "Develop adaptational abilities of the child" and "Develop Eco-sensitivity" which are not found in the PH TRs.
2. The Unit "Prepare teaching learning activities" is in SL NCS but not in the PH TRs

Note: The detailed Comparability Matrix is attached as Appendix 6

1.3. PH: Caregiving (Elderly) NC II vs SL: Caregiver (Elder) - N85S022) NVQ Level 04

The PH CAREGIVING (ELDERLY) NC II Qualification consists of competencies that a person must achieve to develop the ability to recognize aging process, participate in the implementation and monitoring of client's care plan, perform caring skills, perform specialty care procedures and assist clients in administering medication. A person who has achieved this Qualification is competent to be: Caregiver for Elderly.

The SL Caregiver (Elder) - N85S022) NVQ Level 04 has the following occupational definition: A person who provides holistic care for elders in home care settings/institutional settings and help elderly clients for their Activities of Daily Living (ADL), Instrumental Activities of Daily Living (IADL) and other special care needs while maintaining companionship and supporting them to enhance physical, social, mental and spiritual wellbeing.

Comparing the two (2) Competency standards reveal the following:

All units of competencies/elements are comparable, except for the following:

1. The SL NCS has the elements "Purchase goods and obtain services" and Handle expenses of the elder" which are not found in the PH TRs.
2. The SL NCS "Administration of medication", includes "Administer insulin (using insulin pen)" which is not present in the PH TRs.
3. The Competency "Respond effectively to difficult/challenging behavior" is present in the PH TRs and not in the SL NCS, for which the SL indicated that they will update in their revision.

Note: The detailed Comparability Matrix is attached as Appendix 7

1.4. PH: Caregiving (Grade schooler to adolescent) NC II vs SL: Child care giver - N85S024

The PH Caregiving (Grade Schooler to Adolescent) NCII consists of competencies to provide assistance and care to personal needs of grade schooler, foster physiological needs and cognitive development of grade schooler, foster physical growth and development of grade schooler, respond to emergency for grade schooler, foster physical growth and development of adolescent, promote developmental tasks for adolescent and respond to emergency for adolescent. A person who has achieved this Qualification is competent to be: Caregiver for grade schooler (6-12 years old) and Caregiver for Adolescent (13-19 years old).

The SL Child Caregiver - N85S024 has the following occupational definition: A person who involving the Caregiving process of helping child to in a "holistic" (physically, mentally, emotionally, and socially) manner. Child Caregiving is facilitated by certain character traits, emotions, skills, knowledge, time, and an emotional connection with the child.

All units of competencies/elements are comparable, except for the following:

1. The SL Child Caregiver has a unit on "Care of a Child with Special Needs" which is not included in the PH Caregiving (Grade Schooler to Adolescent) NCII.
2. In the SL Child Giver, the element "Supervise the subordinates and trainees" is not included in the PH Child Caregiver NCII. The PH PQF Level descriptor for Level 2(NCII) is not for supervisory job qualifications.
3. The unit of competency (basic) "Contribute to workplace Innovation" which is in the PH TRs is not included in the SL NCS, which the SL will update in their revision.

Note: The detailed Comparability Matrix is attached as Appendix 8

1.5. PH: Caregiving (Newborn to pre-schooler) NC II vs SL: Maternal and infant care giver - N85S026 NVQ Level 04

The PH Caregiving (Newborn to Pre-Schooler) NC II consists of competencies to participate in the implementation and monitoring of newborn's care plan, perform caring skills for newborn, recognize newborn's growth and development, participate in the implementation and monitoring of infant's care plan, provide physical needs, care and support to infant, foster social, intellectual and emotional development of infant, participate in the implementation and monitoring of toddler's care plan, perform caring skills for toddler, recognize growth and development of toddler, participate in the implementation and monitoring of preschooler's care plan, perform caring skills for pre-schooler and recognize growth and development of preschooler. A person who has achieved this Qualification is competent to be:

- A. Caregiver for Newborn (0-4 weeks)
- B. Caregiver for Infant (1 month to 1 year old)
- C. Caregiver for Toddler (1-3 years old)
- D. Caregiver for Pre-schooler (3-5 years old)

The SL NCS Maternal and Infant Care Giver - N85S026 NVQ Level 04 has the following occupational definition: A person who "Promoting, Preventing, therapeutic or rehabilitation facility of care for the mother and infant and is qualified to work as Maternal & Infant Care Giver.

Comparability of the competency standards of the Philippines and Sri Lanka (template 1):

Comparing the units of competencies/elements reveal that the PH and SL CS are comparable, except for the following:

1. On the SL Unit "Attend domestic affairs of the client", the elements "Purchase goods and obtain services" and "Handle expenses" are not included in the PH TRs.
2. The PH TRs did not include competencies "Care for the mother" and "Post-natal care for the mother" which are included in the SL NCS.
3. The SL NCS include the elements "Administer subcutaneous injections" and "Give Per Rectum (P.R) drugs" which are not present in the PH TRs.
4. The PH TRs includes the following units of competencies which the SL indicated to include in their revision:
 - 4.1. Contribute to workplace innovation
 - 4.2. Exercise efficient and effective sustainable practices in the workplace
 - 4.3. Respond effectively to difficult/challenging behavior
 - 4.4. Develop the ability to recognize newborn's growth and development
 - 4.5. Develop the ability to recognize toddler's growth and development
5. The following units are available in PH TRs Caregiving (Newborn to Pre-Schooler) NC II, and not available in SL NCS Maternal and Infant Care Giver - N85S026 NVQ Level 04. However, SL indicated that there is a separate NCS for these:
 - 5.1. Participate in the implementation and monitoring of preschooler's care plan
 - 5.2. Develop the ability to recognize preschooler's growth and development

Note: The detailed Comparability Matrix is attached as Appendix 9

2. Construction sector – electrician

The Packaging of Competencies/Qualifications is different as shown in Table 17. The SL packaging of competencies has three- Levels 2, 3 and 4. Level 2 of SL is titled Electrician-Assistant which has separate packaging and which has no direct equivalence in PH NC. The marked difference between level 2 of PH and level 2 of SL is the term "Assist", otherwise the kind of activities or works are similar. In PH level 2, workers have already knowledge to install electrical systems in residential and commercial buildings. In SL context level 2 mainly do assisting function.

PH Packaging of competencies/qualifications has Levels 2, 3, and 4 and follows the PQF levels and descriptors

2.1. PH: Electrical Installation And Maintenance NC II vs SL: Electrician – assistant - E40S010 NVQ Level 2

The PH Electrical Installation and Maintenance NC II Qualification consists of competencies that a person must achieve to enable him/her to install and maintain electrical wiring, lighting and related equipment and systems where the voltage does not exceed 600 volts in residential houses/buildings. A person who has achieved this Qualification is competent to be:

- A. Building Wiring Technician
- B. Residential /Commercial-Wiring Technician
- C. Maintenance Technician

A person that completes the SL Electrician – Assistant - E40S010 NVQ Level 2 is competent to be an: Electrical-Assistant

Comparing the two (2) Competency standards reveal the following:

1. The presence of CS for Assistant Electrician in SL system.
2. Assistant Electrician as a qualification, is absent in PH but the CS for such is included in EIM NC 2 of PH.
3. Though in reality graduates of EIM NC 2 may take a position or start as helper or assistant in the business establishment upon entry.

Note: The detailed Comparability Matrix is attached as Appendix 10

2.2. PH: Electrical installation and maintenance NC III vs SL: Electrician - E40S001

The PH Electrical Installation and Maintenance NC III consists of competencies that a candidate must achieve in order to obtain a national certificate for this qualification as specified by TESDA requirements. This particular set of competencies excludes core technical competencies required for related highly specialized vocational skilled workers such as linemen, substation technicians, electrical motors/ generators repair technicians, etc. A person who has achieved this Qualification is competent to be:

- A. Industrial Electrician
- B. Electrical Lineman
- C. Electrical Foreman

The SL Electrician - E40S001 has the following occupational definition: A person who is competent in electrical wiring of buildings, fixed electrical machines and related equipment and install new electrical components / installations, maintain and repair of existing electrical components / installations. Person who completes this qualification is qualified to work as an electrician.

Comparing the two (2) Competency standards all units of competencies/elements are comparable, except for the following

1. One major difference in Electrical is the absence of the competency standards pertaining to Internet of Things (IoT) in the PH CS.
2. The competency standard of IoT is present in the Electrician CS of SL.
3. This can be explained by the fact that SL Competency Standards for Electrician is newer than that of PH.

Note: The detailed Comparability Matrix is attached as Appendix 11

2.3. PH: Electrical installation and maintenance NC IV vs SL: Electrician - E40S001 (Q3, Q4, Q5, NVQ Level 4)

The PH Electrical Installation and Maintenance NC IV consists of competencies that a candidate must obtain a national certificate for this qualification as specified by TESDA requirements. This particular set of competencies excludes core technical competencies required for related highly specialized vocational skilled workers such as linemen, substation technicians, electrical motors/ generators repair technicians, etc. A person who has achieved this Qualification is competent to be:

Comparability of the competency standards of the Philippines and Sri Lanka (template 1):

- A. Electrical Foreman
- B. Supervising Technician
- C. Electrical Supervisor

The SL Electrician - E40S001 has the following occupational definition: A person who is competent in electrical wiring of buildings, fixed electrical machines and related equipment and install new electrical components / installations, maintain and repair of existing electrical components / installations. Person who completes this qualification is qualified to work as an electrician.

An observable difference is the absence of supervisory competency units in the SL CS while it is present in PH level 4. It can be explained by the fact that supervisory functions in SL are exercised at the higher levels, levels 5 and 6.

Note: The detailed Comparability Matrix is attached as Appendix 12

3. Construction sector – Plumbing

In the Plumbing qualification, the same observation was noticed in terms of structuring of CS of both countries, SL having no explicit classification as to the CS being basic, common, or core. In any case, the core competencies of both countries are comparable, at least for those CS that are present in both. There is however a big gap in the case of PH CS. It has no CS for steam pipe system, compressed air system, fire hydrant pipes and hose reels, gas supply, garden water supply system, and fire safety sprinkler system. Again, this can be explained by the fact that SL CS is newer which also means that PH needs to update its CS in Plumbing.

The packaging of basic competencies and core competencies in SL resulted in the following occupations- Plumber assistant, Plumber, Industrial Plumber (Gas), Industrial Plumber all in NVQ level 3, and Industrial Plumber at NVQ level 4. In the case of PH, the packaging is simply Plumber 1, Plumber 2, and Plumber 3.

3.1. PH: Plumbing NC I vs SL: Plumber - E41S001 NVQ Level 3

The PH Plumbing NC I Qualification consists of competencies that a person must achieve in installing a single plumbing unit which includes one unit each of water meter, water closet, lavatory, shower with single point water heater and kitchen sink. It also includes installing floor drains and faucets. Person who completes this qualification is qualified to work as Plumber I.

The SL Plumber - E41S001 has the following occupational definition: Plumbers are responsible for the installation, modification, maintenance, and repair of plumbing fixtures for drainage and water systems. A person who has achieved this Qualification is competent to be:

- A. Plumber Assistant
- B. Plumber

Note: The detailed Comparability Matrix is attached as Appendix 13

3.2. PH: Plumbing NC II vs SL: Industrial plumber - E41S002

The PH Plumbing NC II Qualification consists of competencies that a person must achieve in installing multiple units of plumbing system with multi-point hot- and cold-water lines for medium-rise buildings. It also includes plumbing repair and maintenance work. Person who completes this qualification is qualified to work as Plumber II.

A person that completes the SL Electrician – Assistant - E40S010 NVQ Level 2 is competent to be:

- A. Industrial Plumber (plumber gas)
- B. Industrial Plumber (NVQ Level 3, NVQ Level 4)

Note: The detailed Comparability Matrix is attached as Appendix 14

3.3. PH: Plumbing NC III vs SL: Industrial plumber - E41S002

The PH Plumbing NC III Qualification consists of competencies that a person must achieve in installing simple and complex plumbing systems including centralized and storage type of water heater system for high-rise buildings. He/she leads, supervises and works with the team. Person who completes this qualification is qualified to work as Plumber III.

A person that completes the SL Electrician – Assistant - E40S010 NVQ Level 2 is competent to be:

- A. Industrial Plumber (plumber gas)
- B. Industrial Plumber (NVQ Level 3, NVQ Level 4)

Note: The detailed Comparability Matrix is attached as Appendix 15

4. Tourism sector – Housekeeping

4.1. PH: Housekeeping NC II vs SL: Room attendant - H55S002 (1st Revision) NVQ Level 03, Butler - H55S026 NVQ Level 4, Housekeeping services - H55S007 (June 2023)

The PH Housekeeping NC II Qualification consists of competencies that a person must achieve to prepare guest rooms, clean public areas and equipment, provide housekeeping services, provide valet services, handle intoxicated guest, and laundry linen and guest clothes to a range of accommodation services. A person who has achieved this Qualification is competent to be:

- A. Junior Cleaner
- B. Assistant Cleaner
- C. Assistant Public Area Cleaner
- D. Cleaner
- E. Public Area Cleaner
- F. Attendant
- G. Room/Cabin Attendant/Room Maid
- H. Laundry Attendant
- I. Housekeeping Attendant
- J. Butler

The SL Room Attendant - H55S002 has the following occupational definition: Room Attendant is the person, who performs routine duties in cleaning and servicing of guest rooms under supervision of housekeeping/floor supervisor. Person who completes this qualification is qualified to work as a Room Attendant (NVQ level 03).

Comparability of the competency standards of the Philippines and Sri Lanka (template 1):

The SL Butler - H55S026 has the following occupational definition: A person who provides personalized and specialized services to guests in exclusive properties. He is the single point contact to provide and take care of guest with a degree of service excellence and style associate with indulgence and opulence from arrival to departure. Person who completes this qualification is qualified to work as a Butler (NVQ Level 04)

The Housekeeping Services - H55S007 has the following occupational definition: Housekeeping Services include five occupations which include Public Area Attendant, Uniform Room Attendant, Linen Room Attendant, Laundry Valet and Desk Attendant. Each service person relevant to the particular occupation has their duties and responsibilities. A person who has achieved this Qualification is competent to be:

- i. Public Area Attendant (NVQ Level 3)
- ii. Uniform Room Attendant (NVQ Level 3)
- iii. Laundry Valet (NVQ Level 3)
- iv. Linen Room Attendant (NVQ Level 4)
- v. Desk Attendant (NVQ Level 4)

In Housekeeping, the competencies are generally categorized into four (4), namely: 1) room cleaning; 2) public area cleaning; 3) Laundry and Linen cleaning/handling; 4) Lost and Found. All these are present in both the PH and SL Competency Standards, though at different NQ levels.

The PH NC 3 and NC4 (Supervisory and Managerial Level respectively) has no equivalent Qualifications in the SL Qualification Packages. The SL packaging of competencies has no Level 2, only NVQ Levels 3 and 4. The PH Packaging of competencies/qualifications has Levels 2, 3, and 4 and follows the PQF levels and Descriptors.

SL CS on ROOM ATTENDANT - H55S002 (1st Revision)) NVQ Level 03 and (BUTLER - H55S026) NVQ Level 4 are just of units of competency in PH Housekeeping NC II.

Comparing all the available PH Housekeeping TRs and all SL NVQ Levels 3 and 4, reveal the following:

1. The SL NCS has no equivalent competency on "Deal with/handle intoxicated guests.
2. The following competencies are not present in SL NCS:
 - 2.1. Develop and update industry knowledge
 - 2.2. Observe workplace hygiene procedures
 - 2.3. Perform workplace and safety practices

Please see Appendix 16 for the detailed comparability matrix

4.2. PH: Housekeeping NC III vs SL: Housekeeping services - H55S007 (June 2023)

The PH Housekeeping NC III Qualification consists of competencies that a person must achieve to deliver and supervise housekeeping service operations in Tourism and hospitality related enterprises. A person who has achieved this Qualification is competent to be:

- A. Housekeeping Supervisor
- B. Public Area Supervisor
- C. Linen/Uniform Supervisor
- D. Laundry Supervisor
- E. Floor Supervisor

The Housekeeping Services - H55S007 has the following occupational definition: Housekeeping Services include five occupations which include Public Area Attendant, Uniform Room Attendant, Linen Room Attendant, Laundry Valet and Desk Attendant. Each service person relevant to the particular occupation has their duties and responsibilities. A person who has achieved this Qualification is competent to be:

- i. Public Area Attendant (NVQ Level 3)
- ii. Uniform Room Attendant (NVQ Level 3)
- iii. Laundry Valet (NVQ Level 3)
- iv. Linen Room Attendant (NVQ Level 4)
- v. Desk Attendant (NVQ Level 4)

Comparing the two (2) Competency standards reveal the following:

1. The SL NCS has no basic competencies based on the validated matrix as follows:
 - 1.1. Lead workplace communication
 - 1.2. Lead small teams
 - 1.3. Apply critical thinking and problem-solving techniques in the workplace
 - 1.4. Work in a diverse environment
 - 1.5. Propose methods of applying learning and innovation in the organization
 - 1.6. Use information systematically
 - 1.7. Evaluate occupational safety and health work practices
 - 1.8. Evaluate environmental work practices
 - 1.9. Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs)
 - 1.10. Receive and resolve customer complaints
 - 1.11. Work cooperatively in a general administration environment
 - 1.12. Maintain quality customer/guest service
 - 1.13. Roster staff
 - 1.14. Control and order stock
 - 1.15. Prepare and deliver training sessions
 - 1.16. Plan, conduct and evaluate staff performance assessment

Please see Appendix 17 for the detailed comparability matrix

4.3. PH: Housekeeping NC IV vs SL: No equivalent CS

The PH Housekeeping NC IV Qualification consists of competencies that a person must achieve to manage a team of housekeeping and laundry service staff for guests in hotels, motorist inn, restaurants, clubs, canteens, resorts, luxury liner and other establishments offering housekeeping services within the company's established standards. Specifically, it includes competencies on planning and scheduling routine maintenance, repairs of physical assets; planning and managing housekeeping services for guests; managing lost and found procedures; managing inventory, storage and issuance of linen and uniform; and managing laundry / valet service. A person who has achieved this Qualification is competent to be:

- A. Housekeeping Assistant Manager
- B. Housekeeping Manager

Comparability of the competency standards of the Philippines and Sri Lanka (template 1):

- C. Head Housekeeper
- D. Assistant Housekeeper Administrator
- E. Assistant Executive Housekeeper
- F. Laundry Manager

There is no equivalent SL NCS for the PH Housekeeping NCIV

Please see Appendix 18 for the detailed comparability matrix

Summary on the Comparability of Units of Competency/Elements in the Philippine TRs and Sri Lanka NCS:

Four (4) specific qualifications were analyzed for comparability: Caregiving, Electrical Installation, Plumbing, and Housekeeping.

1. General Findings:

- a) The qualifications are generally comparable, but some differences exist due to:
- b) New technologies: e.g., Internet of Things (IoT) in Electrical Installation.
- c) Evolving industry practices: e.g., plumbing systems and housekeeping practices.
- d) International conventions: e.g., ASEAN Mutual Recognition Arrangements (MRA-TP) in Housekeeping.

2. Specific Differences:

2.1 Caregiving:

- a) Sri Lankan NCS includes post-natal care, drug provision, and domestic affair management, not covered in the Philippine TRs.
- b) Philippine TRs include basic and common competencies like workplace innovation, sustainability, and child development, which Sri Lanka plans to incorporate.

2.2 Electrical Installation:

- a) Philippine TRs lack competencies related to IoT, but an update is ongoing in collaboration with industry associations.

2.3 Plumbing:

- a) Philippine TRs need upgrading to include competencies in gas, steam, sprinkler systems, compressed air, and fire hydrants.

2.4 Housekeeping:

- a) Both systems align with MRA-TP standards, but the Philippine system has higher supervisory and managerial levels (NCIII & NCIV) with no equivalent in Sri Lanka.
- b) Specific competencies differ between the two systems, for example, handling intoxicated guests is not covered in the Sri Lankan NCS.

3. Overall:

While there is a general level of comparability, ongoing revisions and adaptations to new practices and technologies highlight the need for ongoing dialogue and collaboration between the Philippines and Sri Lanka to ensure continued alignment and recognition of qualifications in specific disciplines.

J. Comparative analysis in the development of competency assessment tools (Template 2):

Template 2 summarized the detailed comparative analysis on quality assurance mechanism in the development of competency assessment tools. The details are attached as Appendix 19.

For the Philippines, TESDA develops competency-based assessment tools (CATs) from the nationally promulgated Competency Standards packaged as Training Regulations (TRs) developed with the industry experts, representatives from the academe, Labour sectors and other stakeholders. The TRs specifically the performance criteria, elements, required knowledge, required skills and range of variables are made reference to form the evidence requirements checklist. The evidence requirement checklist is part of the evidence plan of competency assessment tool. In the evidence plan, the list of things the candidate must be able to do or know to show that he is able to perform the work activity described in the unit of competency. Ways on how evidence will be collected are identified in the evidence plan. The evidences are collected during observation and oral questioning, written test, interview, demonstration, third party and portfolio evidence.¹⁶⁹

The process of development of TRs and CATs and national their deployment process follows a quality assured system which are ISO 9001:2015 certified. The CATs Package consist of:

1. Self-Assessment Guide (SAG),
2. Assessors Guide,
3. Instructions to Candidates,
4. Written Test,
5. Answer Sheet
6. Rating Sheets
7. Competency Assessment Results Summary (CARs)

For Sri Lanka, Assessment Guides are indicated in the national competency-based training (CBT) curriculum per each module for assessing knowledge, skills and attitudes during the “continuous assessment process” (formative assessment) which is a vital component in competency-based training delivery. The development group and National Industrial Training Advisory Committee (NITAC) have to decide the requirement of assessing the knowledge part by a written test separately or at the final assessment stage.

Assessment guidelines in the national CBT curriculum for levels 1 to 4 shall be used for “formative assessments” **during the institutional training phase** and as well as in **the industrial attachment phase**. For NVQ levels 5 and 6, guidance is provided in the module descriptors as to the expected learning outcomes, modes of assessment and their weightings. Formative and summative assessments are conducted based on the learning outcomes of the modules. Training Providers shall centrally manage course based formative assessments and the TVEC conducts summative **assessments**.

Usually, a number of pieces of evidence are collected and submitted by a candidate to demonstrate how he / she can apply the skill, knowledge and attitudes. This is sometimes referred to as a “portfolio” or set of evidence which may include one or more of the following:

- A. Trainees’ progress record book
- B. Test and exam results
- C. Product/s produced

¹⁶⁹ Development and Deployment of Competency Assessment Tools (TESDA-OP-QSO-02)

Comparative analysis in the development of competency assessment tools (Template 2):

- D. Testimonials from work supervisors
- E. Evidence of successful completion of training courses
- F. Verified work experience
- G. Results of direct observation by an assessor
- H. Project reports, assignments carried out
- I. Photographs, video clips etc.
- J. Certificates, awards, medals and other credentials
- K. Any other relevant authentic evidence which supports to qualification

Criterion referenced assessment assumes that the assessment decision is based upon a collection of evidence gathered over a period of time (Evidence based judgment) rather than on one event, such as a test or exam. A combination of formative and summative assessment shall be used in order to reach a decision on an assessment. To facilitate the process, the assessor may use the following assessment guidelines and materials:¹⁷⁰

- I. Outlines for candidates to guide them in collecting their evidence
- II. Self-Assessment guide
- III. Test items and specifications if required
- IV. Instructions to candidates
- V. Assessment guides for assessors
- VI. Record keeping instruments for recording the formative and summative assessments results

Using Template 2, the development of competency assessment tools was compared on the basis of the following parameters:

- a) Testing Design
- b) Percentage of Knowledge, Skills, and Attitude (KSA)
- c) Testing Passing Condition (Knowledge, Skill)
- d) Type/Number/Time of Knowledge and Skill Testing
- e) Assessee Qualification (Candidate Qualification)
- f) Assessee (Candidate) Task for Testing
- g) Supplies and Materials
- h) Tools and Equipment
- i) Skill Assessment Criterion, Sub Criterion, Aspect, Weight Factor in Marking Form
- j) The Number of Questions for Knowledge Test

The results of the comparability on the quality assurance mechanisms in the development of **Competency Assessment Tools** of the Philippines and Sri Lanka based on the above parameters is described below.

¹⁷⁰ NVQ Operations Manual, 2021 March

1. Testing design

A. Caregiving

1. For the Philippines for **all Caregiving qualifications**, the National Certificates may be attained through:
 - 1.1. Demonstration of competence through project-type assessment covering all required units of qualification; or
 - 1.2. Accumulation of Certificates of Competency (COCs)
2. For Sri Lanka, test designed are defined in the “Assessment conditions” section of the Competency Standards. The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.

The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.

B. Electrical installation

1. For the Philippines for EIM NCII, EIM NCIII, the National Certificates the candidate must demonstrate competence in all the units (full qualification). For EIM NC IV, the Certificates may be attained by candidates who have acquired Certificates of Competency (COCs) in all the required units of competency (full qualification) or Accumulation of certificates of competency (COCs).
2. For Sri Lanka, test designed are defined in the “Assessment conditions” section of the Competency Standards. The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.

C. Plumbing

1. For the Philippines, all Plumbing qualification (NCII, NCIII and NCIV), National Certificate (NC) is issued when a candidate has demonstrated competence through project-type assessment covering all the units of competency.
2. For Sri Lanka, test designed are defined in the “Assessment conditions” section of the Competency Standards. The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.

D. Housekeeping

1. For the Philippines, Housekeeping qualifications NCII is issued when a candidate has demonstrated competence through covering all the required core units of qualifications or accumulation of Certificates of Competency. For NCIII and NCIV, a National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification.
2. For Sri Lanka, test designed are defined in the “Assessment conditions” section of the Competency Standards. The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.

2. Per centage of knowledge, skills, and attitude (KSA)

A. Caregiving

1. For the Philippines, assessment for all caregiving qualifications is by demonstration with oral questioning; Knowledge is measured during oral questioning; Attitude is observed during the demonstration with oral questioning.
2. For Sri Lanka, assessment is a combination of formative and summative assessment shall be used in order to reach a decision on an assessment; Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.

B. Electrical installation

1. For the Philippines, assessment for EIM NC II, knowledge is measured by written test and during oral questioning; Written tests consist of 3 sets (30 items each); Demonstration with Oral Questioning; Attitude is observed during the demonstration with oral questioning.

For EIM NCIII, knowledge is measured by written test and during oral questioning; Written tests consist of 3 sets (20 items each); Demonstration with Oral Questioning; Attitude is observed during the demonstration with oral questioning

For EIM NCIV: knowledge is measured by written test and during oral questioning; Written tests consist of 3 COC (15 items each COC); Demonstration with Oral Questioning; Attitude is observed during the demonstration with oral questioning.
2. For Sri Lanka, assessment is a combination of formative and summative assessment shall be used in order to reach a decision on an assessment; Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.

C. Plumbing

1. For the Philippines, Plumbing NC I and NCII, assessment is by demonstration with Oral Questioning; Knowledge is measured during oral questioning; Attitude is observed during the demonstration with oral questioning.

For NC III knowledge is measured by written test and during oral questioning; Written tests consist of 3 sets (20 items each set); Demonstration with Oral Questioning. Attitude is observed during the demonstration with oral questioning.
2. For Sri Lanka, assessment is a combination of formative and summative assessment shall be used in order to reach a decision on an assessment; Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.

D. Housekeeping

1. For the Philippines, Housekeeping qualifications NCII, NCIII, NCIV, assessment is by demonstration with Oral Questioning; Knowledge is measured during oral questioning. Attitude is observed during the demonstration with oral questioning.

2. For Sri Lanka, assessment is a combination of formative and summative assessment shall be used in order to reach a decision on an assessment; Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.

3. Testing Passing Condition (Knowledge, Skill)

A. Caregiving

1. For the Philippines, skill is rated satisfactory or not-satisfactory by the assessor. The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning.
2. For Sri Lanka : Assessment Judgment in knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards; In formative competency assessment, judgment shall be recorded as 'Competent' or "Not Yet Competent" against each task in the Trainee's Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules;

In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as "Competent" or "Not Yet Competent" against each performance criterion /expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements).

B. Electrical installation

1. For the Philippines, for all EIM qualifications, skill is rated satisfactory or not-satisfactory by the assessor. The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning.
2. For Sri Lanka : Assessment Judgment in knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards; In formative competency assessment, judgment shall be recorded as 'Competent' or "Not Yet Competent" against each task in the Trainee's Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules;

In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as "Competent" or "Not Yet Competent" against each performance criterion /expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements).

C. Plumbing

1. For the Philippines, for all plumbing qualifications, skill is rated satisfactory or not-satisfactory by the assessor. The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning.

2. For Sri Lanka : Assessment Judgment in knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards; In formative competency assessment, judgment shall be recorded as 'Competent' or "Not Yet Competent" against each task in the Trainee's Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules;

In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as "Competent" or "Not Yet Competent" against each performance criterion /expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements).

D. Housekeeping

1. For the Philippines, for all housekeeping qualifications, skill is rated satisfactory or not-satisfactory by the assessor. The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning.
2. For Sri Lanka : Assessment Judgment in knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards; In formative competency assessment, judgment shall be recorded as 'Competent' or "Not Yet Competent" against each task in the Trainee's Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules;

In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as "Competent" or "Not Yet Competent" against each performance criterion /expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements).

4. Type/Number/Time of knowledge and skill testing

A. Caregiving

1. For the Philippines, in all caregiving TRs, assessment is by demonstration with oral questioning (7 hours).
2. For SL, Assessment is by skills demonstration and MCQs have to be answered by Candidates through on-line.

B. Electrical installation

1. For the Philippines, for EIM NC, assessment consist of written test (1 hour) with 3 sets of tests of 30 items per set and demonstration with oral questioning (7 hours). For EIM NCIII, assessment consist of written test (1 hour) with 3 sets of tests of 20 items per set and demonstration with oral questioning (7 hours). For EIM NCIV, assessment is by Cluster of Competency (3CoCs) which consist of written test (1 hour) with 15 items per CoC and demonstration with oral questioning (7 hours).
2. For Sri Lanka, all electrical installation assessment is by Written test and Skills demonstration.

C. Plumbing

1. For the Philippines, for Plumbing NC I and NCII, assessment is demonstration with oral questioning (7 hours). For Plumbing NCIII, there is a written test of 3 sets with 20 items each set. Practical test is by demonstration with oral questioning (7 hours).
2. For Sri Lanka, assessment for all Plumbing qualifications is by skills demonstration.

D. Housekeeping

1. For the Philippines, all Housekeeping qualifications, assessment is by demonstration with oral questioning (7 hours).
2. For Sri Lanka, assessment for all Housekeeping qualifications is by skills demonstration.

5. Assessee qualification (Candidate Qualification)

A. Caregiving

1. For the Philippines Caregiving NC II, the following are qualified to apply for assessment and certification:
 - 1.1. Graduates of formal, non-formal and informal including enterprise-based training programs
 - 1.2. Experienced Workers (wage employed or self-employed)
2. For other Caregiving qualifications, the following are qualified to apply for assessment and certification:
 - 2.1. Experienced workers (wage employed or self-employed) who gained competencies in providing caregiving services for at least two (2) years within the last five (5) years.
 - 2.2. Graduates of WTR-registered program, NTR-registered programs or formal/non-formal/informal including enterprise-based trainings related to all qualifications.
3. For Sri Lanka Caregiving, students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment.

B. Electrical installation

1. For the Philippines, the following are qualified to apply for assessment and certification for EIM NCII, III and IV:
 - 1.1. Graduate of formal, non-formal and informal including enterprise-based education/training programs/courses
 - 1.2. Experienced Workers (wage employed or self-employed)
2. For Sri Lanka electrical installation qualifications, students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted

and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment.

C. Plumbing

1. For the Philippines, the following are qualified to apply for assessment and certification for Plumbing NCI, II, III.
 - 1.1. Graduate of formal, non-formal and informal including enterprise-based education/training programs/courses
 - 1.2. Experienced Workers (wage employed or self-employed)
2. For Sri Lanka plumbing qualifications, students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates.

D. Housekeeping

1. For the Philippines, the following are qualified to apply for assessment and certification for Housekeeping NCII:
 - 1.1. Graduates of formal, non-formal and informal including enterprise-based training programs
 - 1.2. Experienced Workers (wage employed or self-employed)
2. For Housekeeping NCIII and NC IV, the industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following:
 - 2.1. Entry requirements for candidates
 - 2.2. Evidence gathering methods
 - 2.3. Qualification requirements of competency assessors
 - 2.4. Specific assessment and certification arrangements as identified by industry
3. For Sri Lanka Housekeeping qualifications, students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates.

6. Assessee (Candidate) task for testing

1. For the Philippines, for all caregiving, electrical installation and maintenance, plumbing and housekeeping qualifications, Specific Instruction for the candidates focusses on execution of the practical test.
2. For Sri Lanka, Instructions to candidates are included in the assessment package.

7. Supplies and materials

1. For the Philippines Assessment Tools for all caregiving, electrical installation and maintenance, plumbing and housekeeping qualifications, complete list, specification, and quantity of supplies and materials are indicated on the Assessors Guide. (Oscar, please recheck in the appendix... this should be s/M in the matrix).
2. For Sri Lanka, Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates.

8. Tools And Equipment

1. For the Philippines Assessment Tools for all caregiving, electrical installation and maintenance, plumbing and housekeeping qualifications, complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide.
2. For Sri Lanka availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment

9. Skill assessment criterion, sub criterion, aspect, weight factor in marking form

1. For the Philippines for all caregiving, electrical installation and maintenance, plumbing and housekeeping qualifications, assessment is done either in full qualification/competency or accumulation of unit of competencies.
2. For Sri Lanka Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.

10. The number of questions for knowledge test

A. Caregiving

1. For the Philippines for all caregiving qualification, there is no written test.
2. For Sri Lanka Assessments fifty (50) MCQs have to be answered by the candidates through online.

B. Electrical installation

1. For the Philippines, written test is for 1 hour. The number of varies per qualification:
 - 1.1. EIM NCII: Written test (1 hour); 3 sets (30 items each)
 - 1.2. EIM NCIII: Written test (1 hour); 3 sets (20 items each)
 - 1.3. EIM NCIV: Written test (1 hour); 3 COC (15 items each COC)
2. For Sri Lanka, all electrical installations qualifications have written test.

Comparative analysis in the development of competency assessment tools (Template 2):

C. Plumbing

1. For the Philippines there is no written test for Plumbing NC I and NCII. For Plumbing NC III, written test is for 1 hour with 3 sets of 20 items each set.
2. For Sri Lanka, there is no written test for all plumbing qualifications.

D. Housekeeping

1. For the Philippines there is no written test for all housekeeping qualifications.
2. For Sri Lanka, there is no written test for all housekeeping qualifications.

K. Comparability of the quality assurance mechanisms in the competency assessment and certification systems of the Philippines and Sri Lanka (Template 3)

Both countries implement strict quality assurance system of each competency assessment and certification process. Steps of such process may not be exactly the same but the ultimate objective of both is to ensure that the graduates of their respective educational/ training system will be able to acquire the expected competencies needed by the industries or the learning outcome. The processes and activities of competency assessment flows out of or derived from the competency standards that the industry helped formulated. Both countries painstakingly come up with their respective competency standards for the four qualifications under the study. The template 3 details are attached as Appendix 20.

1. Quality checking of the exam (knowledge, skill)

Maybe the core difference of the competency assessment system/process of the two countries lies in the process of development of the competency assessment tools (CATs) or instrument. In the PH case, the development of CATs is lodged at the shoulders of industry experts and the academic experts involved in the concerned qualifications. As in the case of competency standards development, CATs development is done at the national level. After the competency standards are firmed up by the industry, the development of CATs follows. Both processes are facilitated by TESDA. Validation/simulation of the CATs ensues. The validators are technical experts who were not involved in the development of the concerned CATs. The CATs are then submitted to the TESDA Board for approval. Once approved, it sets out series of activities down the line which include implementing guidelines, formal deployment to stakeholders at the national and local levels, accreditation of assessors and assessment centers and the conduct of the assessment and certification proper itself. The CAT should apply to all graduates of all institutions in the particular qualification for which the CAT was made for. Other interested takers like industry workers or school leavers can take the assessment, or practically anybody who thinks that they can hurdle the assessment. The CATs in the PH case can be said to be external to the institutions/schools/ training centers.

In PH case, the design of the curriculum that is based on the Competency Standards (CS), is the concerned of the individual institutions. It is up to them to "interpret" the CS as they see fit and transform them into modules and learning contents. The role of TESDA, with the help of academic experts is to provide some guide in the form of curriculum framework and/ or curriculum exemplar. The trainers run the show and must monitor the progress of the learning of the students through progress monitoring report and other tools. The trainers also conduct periodic assessment of the learning of the trainees. The performance of the trainees/students inside the schools/centers while under training will not factor in during the assessment. One trainee may perform very well during training but may not be judged competent during the assessment (this rarely happen though and being not competent maybe traced to other factors). Under normal circumstances, trainees that perform well during training are judged competent by the assessor. The thing being conveyed here is that performance of trainees during training is not given weight/point by the assessor during the assessment. Being judged competent is entirely based on the performance of the trainees during the assessment. Of course, on the part of the trainees, their performance during learning period or class duration can reflect on their performance during the actual assessment.

In SL case, the curriculum is a "companion" document of the competency standards. That is to say, the curriculum is designed at the national level together with the CS and after the required and strict processes of its development, the schools are expected to implement them as designed. The institutions through their respective trainers are expected to then transform the curriculum into learning modules

complete with learning aims, learning outcomes and the required competencies (knowledge, Skills, and Attitudes). The trainer/teacher is also responsible for the development of the assessment matrix and mode of assessment. The performance of the trainees is meticulously recorded by the teacher/trainer. This form part of the continuous assessment of the performance of the trainees from which the formative assessment is based. At the end of the formal learning period, a summative assessment is done. The design and execution of the summative assessment, however, is done by external assessors (panel of 2) approved by TVEC. A 50 per cent mark is required for the formative assessment before proceeding to the summative assessment. A mark of 40 per cent in the summative assessment is required to proceed to the viva voce portion. After said processes, the assessors can now decide whether the candidate who underwent the process can be pronounced as competent or not competent.

In a nutshell, the development of CS in both countries are industry-based, developed at the national level and is national in scope. In the area of curriculum development, PH lodged it to the individual school with just some guidance in terms of a curriculum framework and curriculum exemplar (i.e., sample curriculum). In SL case, curriculum is nationally developed alongside the CS. The school transform these into modules with aims, outcome and required competencies. When it comes to the CATs, PH do the design at the national level and let the accredited assessment centers, scattered nation-wide implement the assessment proper in coordination with the local (provincial) offices of TESDA. In SL case, the institution/trainer take charge of the formative assessment through the trainees' performance in all the modules and an external panel of two experts do the summative portion of the assessment. Results of the formative, summative and viva voce assessment are the basis of the assessors to judge whether the candidate/ trainees are competent or not competent. As the saying goes, "the same tree bears the same fruit" so, there may be differences in curriculum development and CATs development processes, but considering that they are rooted in the CS and that the industries behind their respective CS development are exposed to global standards and practices, the results of assessment must be reasonably comparable.

2. Assessor qualification

In the area of assessor development and accreditation, PH conducts a Trainers Methodology Course, major portion of which is how to conduct competency assessment. The course itself is nationally designed and institutions, including TESDA institutions have to seek registration in order to open the course to the public. In PH case a trainer can be assessor and an assessor can be a trainer. The only cardinal rule is that a trainer must not be involved in the assessment of his own student, for obvious reason. Assessor must apply for accreditation at TESDA as assessor in one or more than one trade if he is qualified. There is specific process of accreditation and requirement for accreditation of assessor (can be found in the template appended to this paper)

In the case of SL, the UNIVOTEC, conducts an assessors' training program, admission to this training includes practical/ work experience in the relevant trade area. Graduates will be registered as assessor for a nominated scope of assessment. The scope will specify the field, and the NVQ level within that field, for which they are registered to assess. A specific procedure is followed for one to become a registered assessor, which include some form of "practice" such as taking part in the assessment of 25 candidates with an appointed assessment panel.

3. Assessor certificate

In PH it is termed as "loading" that is, candidate assessor is required to conduct assessment to a number of trainees for assessment under the watchful eyes of a seasoned assessor. Depending on the candidate assessor's performance he/she will be recommended as an assessor. Elaborate requirements to become an assessor and requirements in conducting assessment are in the details appended to this paper.

Systems and practices of both countries are similar though, like for instance an assessor is required to possess assessor's registration level of at least one level higher that the candidates he will conduct an

assessment on. TVEC is responsible in maintaining a register of authorized assessors and for distributing information to training providers, delegated assessment centers and industry of the availability of qualified assessors.

4. Assessment centre

Accreditation of assessment centers in PH follows a detailed process just like in the registration of programs of institutions wanting to open certain program. There is submission of documentary requirements, ocular inspection of the applicant assessment center, which include the tools and equipment, and other facilities. Verification whether applicant assessment center has the required assessors and staff and management capability is also done. In SL, it is the TVEC which delegate the assessment to a provider which have been vetted previously to provide the training.

5. Schedule of testing, who is responsible for preparing, and ratio of assessor per assessee (candidate)

Assessment proper in PH starts with the request from the training provider (normally after training completion) to the TESDA provincial office. TESDA sets the date after considering all the factors in the assessment, especially the availability of assessor. Once the specific date is set, the assessor and TESDA representative (who bring the assessment tools) proceeds to the designated accredited assessment center. The assessor conducts the assessment while TESDA representative is just around to attend to issues or problems that may arise during the assessment. Some qualifications have written test or knowledge test but for the majority of the qualifications only practical test is involve. The assessment which normally involves 10 candidates per day-batch, should be finished at the end of the day. The results, which is called competency assessment result summary (CARS) should be at the TESDA provincial office the following day.

In SL case, the delegated institutions shall seek the approval of TVEC for the selected assessors and the appointment of specialist assessors should it becomes necessary. In selected qualifications an island-wide knowledge assessment may be appropriate, in which case an assessment is conducted in the delegated centers island-wide. After which, a pre-assessment is conducted where the final assessment is to be conducted, to determine the candidates' readiness to take the final assessment which should be conducted from 3 to 30 days from the date of the pre-assessment.

6. Principle for marking, subjective method for assessor

The principles of marking are detailed in each country's assessment package. Such principles are manifested/centered on the evidence gathering process during the conduct of the assessment or during the formative and summative assessment in the case of SL. The judgement as competent or not competent rest entirely on the part of assessors. Such judgement had passed through levels of the assessors' evaluation of the candidates' performance against the performance criteria of each task or modules.

7. Management information, quality assurance mechanisms -from competency standards development, assessment and certification system, and data management per AGP on QA

The management information system of both countries had long been established but following the principle of continuous improvement, upgrading, and updating is a regular undertaking. Such system of both countries, which include registry of institutions, programs, trainers, assessors, assessment centers,

assessed and certified workers are ISO certified (ISO 9001:2015). TESDA in addition, implemented the TESDA SEAL adopting the ASEAN Guiding Principles for quality assurance and recognition of competency certification system and anchored on ISO 17024 requirements. TESDA is now in advance stage of preparation for application in ISO 17024. Also, together with Malaysia and Indonesia, the PH has participated in the pilot implementation of ASEAN Guiding Principles. Many TESDA Administered Institutes are awardees of the APACC (Asia-Pacific Accreditation Council).

In SL, in addition to TVEC's system being ISO certified, TVEC has developed QMS based on ISO 9001:2008, Guidelines for the application of ISO 9001:2008 in Education. The National Vocational Qualifications Framework of Sri Lanka Operations Manual is published to ensure uniform implementation. SL-TVEC continue active liaison with the industry in recognition of the industry's crucial role in determining existing and emerging technologies that will heavily influence Occupational Standards development.

L. Case studies

The cases presented below are actual cases or actual experiences of workers from PH and SL whose qualifications fall under the four qualifications under study except Plumbing. Names of the persons interviewed were disguised. Per interview at least in the case of those coming from the PH, the desire to really work overseas is strong. All of them are thankful of the competencies and certifications that they acquired and attributed their modest success to their respective training.

There are a lot of commonalities among the workers interviewed; for instance, they all came from poor families, which can validate that indeed TVET is the fastest way to the stomach (TVET is short-term and the one that face the industry closest, employment is faster). All of the workers interviewed are hungry for more learnings and willing to accept any kind of work so long as it is legal. Some of them tried higher education but the forced of circumstances led them to TVET which then became their key to employment. The cases illustrates that there is no guaranteed straight career path. One worker trained as housekeeper but found work as caregiver and domestic worker before finally working as housekeeper. Most of them did not experience difficulties or hassles in going to their country of destination. One worker however, experienced a long waiting time (5-6 months) to process necessary paper. A worker was hired directly by the employer, two have dependent visa, courtesy of their respective husbands who were already at the country of destination. One interviewee said that it was the manning agency that facilitated all the requirements to work abroad.

Out of the four workers interviewed from SL one is planning to work overseas. One interesting case in SL is the entrepreneur or would be entrepreneur (since the father is still running the business). This will somehow ensure that there is continuity of the business when the father decides to retire. At least there will be someone who will replace the founder of the enterprise. The cases also highlight the importance of the On-the-Job component of training and that of being certificated to gain entry into employment and from there, confidently perform one's job. Another interesting case is one from SL, a woman whose interest is in plumbing trade, which is a rarity especially in plumbing. This illustrates the effectiveness of gender advocacy programs which is also espoused by the ILO.

Most of the workers said that their employers value experience and certification at the entry level except for one which did not require certification from country of origin but rather gave training to the worker which include sign language as it is critical to her nature of work. At least three of them said that their respective companies have in-house training programs, where updating of skills happened as brought about by new technologies.

1. Philippines

1.1. The story of Angel

Angel is 43 years old and is a mother of three, the eldest of whom is 24 years old and the youngest is 18 years old as of the time of interview (January 2, 2024). She trained in housekeeping course in 2015 in one of the Technical Education and Skills Development Agency schools in the northern part of the country. That was her post- secondary course. She applied to work in Cyprus as a direct hire caregiver and was required by the Accredited Assessment Center in Manila to take the Domestic Work NC 2 (DW NC2) assessment. The said NC became her passport to work as caregiver in Cyprus. Her contract in Cyprus lasted for two years. After Cyprus she became idle for a little while, then the COVID-19 struct. After the pandemic she worked as Domestic Worker/housekeeper in Saudi Arabia.

In July 2021, Angel applied as tourist in South Korea (S.K.). She did not encounter difficulty in securing Visa since her husband is already working in South Korea and accordingly already qualified to

nominate one close relative. She found an office/clerical job in an insurance company in S.K. which lasted for two years. Only recently (almost two months ago) she found job as a housekeeper in one big hotel in Busan, S.K. which she said to be paying better than the domestic work and caregiver but the work is much difficult.

In her recent job as a housekeeper, the standard is 15 rooms to be cleaned up in 6 hours duty. But being new to the job, she can only accomplish around half of the target. She has a seasoned co-worker who has been working for five years in the same hotel which can easily clean 15 rooms in one shift. She is positive that she can do the same given a little more time of experience.

When asked whether she can apply all the competencies she learned in the housekeeping course that she attended, the reply is yes, and all the competencies learned are hundred per cent applicable. When queried about the difficulty of assessment in housekeeping that she took after the training, the only aspect of the assessment that she said she found difficulty about was the time limit of executing the test and some of the oral questions while performing the actual test. According to her, she did not attend the pre-departure orientation usually given by POEA, but was only required to fill up the necessary forms.

1.2. The story of Gerard

Gerard, 39 years old, who came from one of the remotest islands in the Philippines is not foreign to hard life as many Filipinos are. He found himself enrolling in a Hotel and Restaurant Management course in one of the schools in Metro Manila. However, because of limited financial resources he dropped out after a year of study.

Determined as he is, he looked for job and landed a job in one of the country's fast-food chain as utility man. He worked in two to three more fast food chains (Jollibee, KFC, Chowking) in succession in a span of 6 years, working as janitor, waiter, dishwashing and practically every work in a fast-food chain set-up. While working he found time to attend waitering and barista training course of TESDA. After the training he took the assessment and passed it. He was subsequently issued National Certificates (NC) 2 in both the qualifications.

After a while, he applied in the Kingdom of Saudi Arabia (KSA) and he landed a housekeeping job in one of the government schools there- the Institute of Public Administration. His experience as overall utility man in the three fast-food chains that he had worked in plus the National Certificates of TESDA, were the main reason why he was accepted. His job in KSA was so relevant to his training preparation. In his work, he serves as a 'Tea-Man' in the morning and housekeeper in the afternoon. The normal work schedule is from 6am to 6pm, 5 days a week, but portion of it is treated as overtime and therefore being paid with a premium. In his housekeeping function he is assigned 15 small office rooms for the officials/VIP of the school, which he found just right compared to being a housekeeper in a hotel where the standard for cleaning is around 16 rooms in 3 to 4 hours.

Salary in his present job is quite satisfactory according to him and even during the COVID-19 pandemic he continued in his work. In eight years, that he has been working in the Kingdom, he was able to build a house and purchased land for his future family.

As many of Overseas Filipino Workers do, he also plans to find a better job. In few months he will be returning home for short vacation but plan to use the time to renew his two NC's and enroll in Barbering program and be a certified barber. Since his future wife was already in Canada, he will move in there to join his girlfriend. Armed with multiple NC's he is confident that Canada will accept him to work as a migrant worker. According to him his National Certificates and the experience that he acquired are his greatest 'assets' to remain competitive and be eventually successful in life.

1.3. The story of Ronica

Ronica is currently working in London as a Facilitator. The work is basically that of a caregiver but presumably because of a more positive connotation of the word facilitator which is to assist, the title facilitator is used, which more or less implies that the patient largely does it on his/her own with only little or no facilitation or assistance from others.

Ronica was a former flight attendant in Air Emirates and has been a caregiver for 8 years in Dubai and now working as facilitator in London for around two and a half years. She trained in Caregiving course for six months in one of TESDA's registered schools in the province of La Union. She was top of their caregiving class and is a certified Caregiver.

The work setting in her current job is actually that of a school operation, whose students were mostly with physical handicap and are wheelchair bound. The school admits students whose age is from 18 to 20 years old. Many of the students have cerebral palsy, autistic, with hearing problems and the like. The students are taught basic life skills by the school which lasted for three years. Students may opt to stay inside the facilities of the school (live-in) or may opt to go home everyday (live-out). Staying inside the school facilities cost more than staying out. The school is just like a regular school with facilities such as computer rooms, acting room, dancing room, gymnasium, swimming pool, playground and camping area.

Ronica works 37 hours every week. Students are assigned to the facilitator for their mobility inside the school and the facilitator ensures adherence to activity and meal plan. Special teachers handle the class. While the class is on-going, the facilitators are just nearby to give the assistance to the students if necessary. A meal plan is prepared for each student and the facilitator must stick to it. Students who are capable to eat by themselves are let to do it. As much as practicable, the students are let on their own with less physical assistance (less touch or no touch policy), but facilitators are just around if needed.

According to her, the National Certificate that she got in the Philippines was not required by the United Kingdom (UK). She was given training in UK which includes British sign language, and how to operate the appropriate equipment which are mainly for hoisting purposes. Whereas before, patient mobility requires much physical exertions on the part of the caregiver, now because of the hoist system the work of a caregiver or in this case facilitator, has become easier physically. That is not to say that the caregiving course she received from her home country is not useful, in fact it is very useful according to her, especially in terms of the concepts, theories and knowledge about biology, anatomy, physiology, and related learnings. In any case, the special trainings she received in the UK can be considered as additional and/or updating.

Ronica did not encounter difficulties in going to UK for work since her husband is already working in UK. She was given a dependent Visa to work in the said country.

1.4. The story of Rowel

Rowel worked for over 20 years in a cruise ship and became an executive housekeeper. He actually took up BS Marine Transportation in college but job along that course was long in coming. His Aunt who was then working at a five-star hotel in Manila (Mandarin Hotel) encouraged him to join her in the hotel and so after the job orientation and few hours of job-related instruction he was ready to become a room attendant. He was 23 years old when he became room attendant in 1993 and that was the beginning of his long journey to become executive housekeeper. Since Mandarin Hotel chain has hotel in Hongkong he decided to try his luck to transfer to Mandarin hotel, Hongkong. It was to be short-lived however, because at that time Hongkong was to be handed over to mainland China, which affected his employment status, he did not fully anticipate. He became jobless at that time and began exploring the possibility of working in a cruise ship.

He returned home and approached Magsaysay Lines which is a known manning agency for the shipping industry in the country and also a known training provider to maritime related trades. Since he has already intensive experience in housekeeping duties in hotels, the training provided by the agency was mainly along safety at sea. His National Certificate in Housekeeping from TESDA (NC 2) was material but focus of employers was largely on the experience. According to him NC 2 is crucial when one is entering industry for the first time. The agency undertook much of the requirements for working abroad including the necessary training and obtaining Visa, without cost to the applicants.

After less than a year he found job as utility steward in the ship- Star Pisces (with 700 guest rooms) and within two years he was promoted as housekeeping supervisor. He worked in several cruise ships plying the Southeast Asia and Australian waters. Sizes of ships in terms of number of guest rooms ranged from 350 to 935 rooms. In 2012 he became acting assistant executive housekeeper. In May 2013, he became the assistant executive housekeeper and after a month he was promoted as the executive housekeeper. Under his supervision was a hundred plus housekeeping staff attending to linen, public areas, and rooms. The standard of performance in the cruise ship is tight. One housekeeper is responsible for cleaning 25 rooms in two to three hours period. Such standard is much tighter than the standard of performance in the hotel which is from 15 to 18 rooms in five to six hours. The staff need to work smartly in order to do the job.

Although he was already earning six-digit compensation per month, in peso, he was attracted as most of us do to a much higher salary, in fact in his case the offer is more than double his compensation at that time. He jumped ship so to speak but boarded another. Since the travel/shipping industry was one of the highly affected industries during the COVID-19 pandemic he was forced to return home as the company had to temporarily stop operation. He was among the throngs of Overseas Filipino Workers who elected to be repatriated because of the pandemic. He received financial assistance amounting to P20,000 from the Overseas Workers Welfare Administration (OWWA) and a much smaller amount from the Local Government Unit.

Because of his extensive experience, he was constantly at the radar of his former bosses. In fact, a new company is in the offing and his former boss has already indicated that he will be put on board. While waiting for the next employment aboard cruise ship, he busied himself in the local tourism/hotel industry. He is currently the housekeeping supervisor of hotel DCCO, a new hotel with 54 rooms in Dumaguete city, Philippines and at the same time teaching hospitality management program in one of the local colleges with TESDA registered programs in housekeeping and other hospitality courses. Most of his students are TESDA scholars (training fee is shouldered by the government). Rowel is now 52 years old, with two kids, one just graduated from college and one is still in high school. He still wants to work abroad but intimated that if a good job can be found locally then he is willing to stay put to be with his family. He is wanting to take the higher-level NC 3 and NC 4 which are the right certification levels to his level of experience. In this case, a portfolio assessment would be appropriate where necessary documents will be prepared, presented, and evaluated by a panel of assessor and make judgment to grant the appropriate NC.

He is convinced that getting NC will definitely help in the pursuit of employment especially for the first timers or those without experience yet. Once you already have substantial experience, the employer will focus on such experience for hiring and for promotion purposes. In the companies that Rowel have been a part of, they all have in-house training programs and he serve as one of the trainers. In-company training or workplace training is critical and should be a part of the company's overall strategy. He emphasized that effective trainers should have industry experience. Without it, training would become half-baked and therefore inefficient especially from the point of view of the government who may be shouldering the cost.

1.5. The story of Dacs

Dacs, as he wants to be called was a product of TESDA's Electrical Technology program (a two- year program), the predecessor of the current Electrical Installation and Maintenance programs of several levels. He was a college undergraduate before taking the Electrical Technology course. He enrolled in Electrical Technology course as a TVET scholar. He is a holder of several National Certificates from TESDA namely; Building Wiring Installation NC 1 and NC 11, and Industrial Electrician. These national certificates plus his experience enabled him to take the Registered Master Electrician board examination and passed. He is an active and practicing Registered Master Electrician, a regulated profession in the Philippines. He was also eligible to enter the government service because of TESDA's equivalency program before.

Dacs has extensive experience locally and abroad as Electrical Technician. His expertise brought him to such countries as Sudan, Democratic Republic of Congo, and Dubai. He is now residing in Dubai and working in Emirates Central Cooling System Corporation as Electrical Technician. He attributed his success in his career to his Trainer who is still connected with TESDA and is now the Electrical experts and coach who regularly trains TESDA graduates to compete in Electrical Installation in the WorldSkills Competition. All the competences he learned from the program are all relevant to his current occupation according to him. He added, by way of suggestion that TESDA's programs should give equal attention to developing the communication skills of trainees, especially the English language. Communication is very important especially when one is working abroad and when co employees are coming from other countries.

He encountered no difficulty in certification process. However, the waiting time during deployment was quite long, which is from 4 to 6 months especially if one had to pass through a registered deployment agency. He suggested a fast tract process and a one-stop shop for Overseas Filipino Workers (OFW), which is now a reality with the creation of the Department of Migrant Workers which took under its umbrella all the government agencies involved in deploying OFW's.

From the time he graduated from TESDA up to now, there are a lot of things that Dacs learned and continue learning to upgrade his skills to respond to the newer technologies in wiring installation to include BMS or Building Management System and SCADA or supervisory control and data acquisition. He was lucky to have employer who prioritize upgrading skills of staff. He is constantly communicating with his trainer in TESDA and exchange ideas and new learnings. Dacs is now receiving six -digit monthly compensation in peso.

2. Sri Lanka

2.1. The story of Sheva

CASE STUDY TITLE: Like Father, Like Son: Inspiring and Aspiring Entrepreneur

Sheva (not his real name), is a young entrepreneur who completed his training and certificated in Domestic Industrial Electrician Wiring NVQ Level 4.

At his early age, Sheva took interest and gained inspiration from what his father was doing, as a freelance electrician. This is one of the reasons for Sheva's enrolling in electrical related training program in Vocational Training Authority (VTA) Center in Colombo. Part of Sheva's training program is on-the-job training (OJT) which he took in a big construction company. During this period, he was also exposed in different areas in business management and operation.

From a freelance electrician, Sheva's father, established the family-owned electrical contracting company in 2014. The company is registered under the Colombo Industry Development Authority (CIDA) which regulate registration and grading of construction contractors. One of the requirements

of CIDA is that all contractor's technical people must be qualified/certificated/licensed. For this reason, it was but a necessity for Sheva to know the technical aspects and the "ins-and-out" of electrical contractors' business. Thus, he enrolled and get himself certificated in Domestic Industrial Wiring NVQ Level 4 to help in the family-owned growing business. The company has on-going contract with Colombo City Center Mall and Residences, one of the biggest chain malls in Colombo.

With Sheva now, as one in the helm of their family business, he plans to continue his study to achieve NVQ Diploma Level 5 certification to better assist in expanding the family business in electrical contracting.

2.2. The story of Sharon

CASE STUDY TITLE: I will be successful and fulfill my dreams in my country

Sharon (not her real name), is a young mother with two (2) children who took up training and get certificated in Caregiving NVQ Level 3. She said working now in a caregiver hospital in Colombo is a fulfilling job for her, while raising her two (2) kids. Alternatively, her parents took care of her kids while she is at work.

She said it was easy to get a job after her one (1) year training including on-the-job (OJT). She has deep appreciation for her free training and assessment provided to her by VTA Center. She is currently earning SLR50,000 (approximately US\$160). She said she knows better working opportunities abroad particularly in Canada and Israel and would like to seek employment abroad in the near future. With her NVQ level 3 Certificate in Caregiving and passion, she believes she can be hired in overseas employment that will eventually help her family and her country.

2.3. The story of Nishanta

CASE STUDY TITLE: I will be successful and fulfill my dreams in my country

At the age of 23, Nishanta (not his real name), currently works as Room Attendant (Housekeeper) in Taj Samudra Hotel, one of the 5-star hotels in Sri Lanka.

He studied in Vocational Training Authority (VTA) Center in Colombo in Room Attendant and get certificated in NVQ Level 03. He undertook his on-the-job training (OJT) for six (6) months in one of the hotel chains of Taj Samudra Hotel. After completing his studies and got his NVQ Level 3 certification, he was immediately absorbed by the hotel in the pre-opening of the said hotel with a starting salary of SLR50,000 (approximately US\$160) per month. Nishanta was very appreciative of his free training and assessment provided by the VTA. His NVQ Level 3 Certificate as Room Attended became his stepping stone in getting a permanent job in the hotel where he had his OJT. He is now earning SSLR80,000 per month (approximately US\$250) per month which is higher than the minimum wage of SRL70,000 (approximately US\$219).

He wants to pursue further education in Diploma in Hospitality Management. While he knows that he has also better opportunities in overseas employment, he said he wants to stay and work in Sri Lanka as he believes that with his knowledge and skills with right attitude and perseverance, he can achieve his dreams in his homeland.

2.4. The story of Prisha

CASE STUDY TITLE: Mainstreaming Gender in TVET

Mainstreaming gender in TVET in (non-traditional occupations) is one key policies of TVEC which is included in its “National Strategy on TVET Provision for Vulnerable People in Sri Lanka”. Plumbing is one occupation which is still dominated by male.

A young female, Prisha (not her real name), aspiring to pursue her career in plumbing has just completed her training in VTA Center including on-the-job training in December 27, 2023. She believes that while her chosen career is a male dominated profession, she has high hopes that with her training and certification, she will be given equal employment opportunities by the construction companies in Sri Lanka and that the government would assist her in land a job.

Likewise, while she knows that there is a great demand for overseas employment for plumbers, she said her priority is to get a decent job and wants to pursue her career in Sri Lanka. She has no interest in working abroad and reiterated her mission in life of becoming successful in her home country.

M. Summary of analysis/findings

1. Labour market demand of specific qualifications and migration policies of Philippines and Sri Lanka:

- 1.1. There is substantial global demand for Caregivers, Housekeepers, Electricians and Plumbers especially in the US, Europe, Middle East, Australia, Canada and some parts of Asia and Southeast Asia such as Singapore, Hongkong and Taiwan
- 1.2. There is increasing outflow of workers from PH and SL post pandemic. It is expected to be back at the level just before the pandemic.
- 1.3. The Philippines and Sri Lanka are seriously and meticulously introducing reforms in the Labour migration front through policies, programs, services, and institutions such as putting all OFW services and programs under one roof- the DMW in the case of Philippines and the development of comprehensive long-term plan (National Action Plan on Migration for Employment 2023-2027) for OSL (Overseas Sri Lankan) in the case of Sri Lanka.

2. Comparability of units of competency/elements in the Philippine TRs and Sri Lanka NCS:

Four (4) specific qualifications were analyzed for comparability: Caregiving, Electrical Installation, Plumbing, and Housekeeping.

2.1. General Findings:

- a) The qualifications are generally comparable, but some differences exist due to:
- b) New technologies: e.g., Internet of Things (IoT) in Electrical Installation.
- c) Evolving industry practices: e.g., plumbing systems and housekeeping practices.
- d) International conventions: e.g., ASEAN Mutual Recognition Arrangements (MRA-TP) in Housekeeping.

2.2. Specific Differences:

2.2.1. Caregiving:

- a) Sri Lankan NCS includes post-natal care, drug provision, and domestic affair management, not covered in the Philippine TRs.
- b) Philippine TRs include basic and common competencies like workplace innovation, sustainability, and child development, which Sri Lanka plans to incorporate.

2.2.2. Electrical Installation:

- a) Philippine TRs lack competencies related to IoT, but an update is ongoing in collaboration with industry associations.

2.2.3. Plumbing:

- a) Philippine TRs need upgrading to include competencies in gas, steam, sprinkler systems, compressed air, and fire hydrants.

2.2.4. Housekeeping:

- a) Both systems align with MRA-TP standards, but the Philippine system has higher supervisory and managerial levels (NCIII & NCIV) with no equivalent in Sri Lanka.
- b) Specific competencies differ between the two systems, for example, handling intoxicated guests is not covered in the Sri Lankan NCS.

2.3. Overall:

While there is a general level of comparability, ongoing revisions and adaptations to new practices and technologies highlight the need for ongoing dialogue and collaboration between the Philippines and Sri Lanka to ensure continued alignment and recognition of qualifications in specific disciplines.

3. Comparing education systems and credit transfer in philippines and sri lanka:

3.1. Similarities:

- a) Both countries have similar educational structures with stages like early childhood care, primary, secondary, and tertiary.
- b) The basic education duration is roughly similar (13 years in both).
- c) Both have vocational and technical education (TVET) systems.

3.2. Differences:

- a) There are slight variations in the breakdown of stages, especially in the primary and secondary levels.
- b) Sri Lanka has a national exam after 11th grade that determines university entrance.
- c) Sri Lanka's TVET system has assigned credits to qualifications, while the Philippines uses "nominal duration" in hours.
- d) Assessment methods differ – Philippines has national assessment tools, while Sri Lanka uses a combination of internal and external assessment with emphasis on student performance throughout training.

3.3. Credit Transfer:

- a) Sri Lanka's credit system facilitates easier transfer between TVET and higher education.
- b) The Philippines lacks a formal credit system for TVET, making transfer more challenging.
- c) Recent guidelines in the Philippines aim to implement credit transfer using learning outcomes.
- d) Governance:
- e) Both countries have dedicated ministries/departments for education and TVET sectors.

3.4. Overall:

While the Philippines and Sri Lanka share some similarities in their education systems, there are key differences in structure, assessment methods, and credit transfer mechanisms. Both countries are exploring ways to improve credit transfer between TVET and higher education.

4. Comparing Philippine and Sri Lankan qualifications frameworks:

4.1. Comparing Levels:

- a) The Philippine Qualifications Framework (PQF) has eight levels, while the Sri Lanka Qualifications Framework (SLQF) has separate structures for higher education (12 levels) and vocational education (National Vocational Qualifications Framework, NVQF, with 7 levels).
- b) This analysis focuses on the PQF TVET subsector (Levels 1-5) compared to the NVQF (Levels 1-7).

4.2. Similarities:

- a) Both frameworks share comparable domains (e.g., knowledge, skills, and values).

4.3. Differences:

- a) Level Descriptors: PQF Levels 3 and 4 (supervisory and managerial) differ from NVQF levels 5 and 6.

4.4. Higher Levels:

- a) PQF TVET subsector lacks equivalents for NVQF Levels 6 (advanced diploma) and 7 (bachelor's degree in technical education).
- b) NVQF Levels 5 and 6 utilize credit points to measure learning volume, while the PQF TVET subsector lacks a developed credit system.

4.5. Referencing:

- a) PQF is already referenced to the ASEAN Qualifications Reference Framework (AQRf).
- b) SLQF's referencing to the South Asian Qualifications Framework (SAQRf) is not yet formally established.

4.6. Overall:

While both frameworks share similarities in domains, differences exist in level descriptors, higher level availability, and credit systems. Additionally, their referencing to regional frameworks holds varying degrees of formality.

5. Comparability of ASEAN Qualifications Reference Framework (AQRf) and the South Asia qualifications reference framework (SAQRf):

The AQRf completed and endorsed by the ASEAN Member States in 2015, was a milestone in ASEAN Community building through facilitating movement of skilled Labour within ASEAN. The Philippines, Malaysia, Indonesia and Thailand have referenced their National Qualifications Framework with the AQRf.

The SAQRf was completed and in the process of endorsement by the SAARC Member States. The Ministers of Education and Minister of Labour of Sri Lanka already signed the endorsement of the SAQRf.

Generally, the AQRf and SAQRf are comparable, on the objectives, governance and structure, scope, principles, quality assurance principles, use of learning outcomes, levels, descriptors and domains, referencing process and referencing criteria (in some aspects). However, on linking the NQFs with regional framework, there is no specific provision on the SAQRf. Also, on the Structure of the Referencing Report, this is not indicated in the SAQRf.

6. Evaluating equivalency of degrees and certifications mechanisms for equivalence:

Both the Philippines (PH) and Sri Lanka (SL) have established mechanisms to assess and acknowledge the equivalency of degrees and certifications for employment and further education purposes. These mechanisms include:

- a) Assessment and Certification (TESDA): (Philippines) Evaluates non-formal and informal learning experiences, issuing certifications at appropriate levels. These certifications can be used for job applications or pursuing higher qualifications.
- b) Alternative Learning System (ALS): (Philippines) Offers assessment through the Assessment and Equivalency Test (AET) to determine the competency level of individuals who haven't gone through formal education. Based on the results, they can be:
 - c) Mainstreamed into the formal system: If their level aligns with existing stages (e.g., senior high school completers receiving a diploma). This diploma can be used for further education or employment requiring a high school diploma.
 - d) Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP): (Philippines) Assesses work experience and awards equivalency based on the National Qualifications Framework (NQF). This can allow individuals to skip certain levels in formal education (e.g., proceeding to the fourth year of college if experience is equivalent to the first three years).
- e) Recognition of Prior Learning (RPL): Both PH and SL utilize RPL principles to recognize and certify the value of prior learning experiences gained outside formal education. However, SL limits RPL awards to NVQ level 4, whereas the Philippines has no such restriction.

Overall:

While both countries have established mechanisms for assessing and acknowledging equivalency, some differences exist. The Philippines offers broader application of RPL and a wider range of equivalency pathways through its various programs.

N. Recommendations

Based on the analysis findings, the following recommendations are submitted for consideration by the Philippines (through TESDA) and Sri Lanka (through TVEC and other concerned agencies):

1. Competency standards:

- 1.1. Explore incorporating missing competencies: Both countries should explore including missing competency standards found in the other country's system. Revise existing standards, if necessary, with industry input.
- 1.2. Review for new technologies: The Philippines should prioritize reviewing and updating Training Regulations in Electrical Installation and Maintenance (EIM) and Plumbing to address technological advancements and industry practices, incorporating relevant competencies like Internet of Things (IoT) for EIM and new systems for plumbing.

2. Curriculum development and deployment:

- 2.1. Pilot national curriculum in the Philippines: The Philippines may consider piloting a national curriculum for TVET and compare graduates with those from the existing system.

3. Quality assurance of assessment and certification:

- 3.1. Sri Lanka to explore national assessment packages: Sri Lanka may consider developing national assessment packages based on the National Qualifications Framework (NQF) for consistency in assessment processes.

4. Skills passport system:

- 4.1. Fast-track implementation in the Philippines: The Philippines should prioritize implementing the Skills Passport System for learner and worker benefit.

5. Credit transfer mechanism:

- 5.1. Fast-track implementation in the Philippines: The Philippines, through TESDA and CHED, should expedite the development of a credit transfer system to recognize competencies for future learning.

6. National qualifications framework (NQF) comparability:

- 6.1. Sri Lanka to consider single NQF: Sri Lanka might consider merging their two separate NQFs (higher education and TVET) into one framework encompassing all education sectors.
- 6.2. Degree program for TVET in the Philippines: The Philippines might explore adding degree programs for TVET within their NQF, potentially enhancing the sector's prestige.

7. Regional qualifications framework (RQF) comparability:

- 7.1. The AQRF and SAQRF are generally comparable.
- 7.2. The SAARC member states may consider the fast-tracking development of Referencing Guidelines similar to the AQRF Referencing Guidelines dated August 2020 published in the ASEAN Secretariat website

8. Labour migration policies:

- 8.1. Both countries to continue improving: Both countries should remain committed to improving policies for migrant workers (OFWs and OSLs). The Philippines should enhance collabouration with local government units, and Sri Lanka should foster closer connections between institutions serving migrant worker families.

9. Worldskills international competition:

- 9.1. Benchmarking with WorldSkills Occupational Standards (WSOS): Both countries can utilize WSOS for benchmarking competency standards, reflecting global industry practices.
- 9.2. Sri Lanka's participation: Sri Lanka may consider participating in the Asian or International WorldSkills competition and observe the Philippines' hosting of the 2025 ASEAN Skills Competition for benchmarking and development purposes.

10. Bilateral cooperation:

- 10.1. TESDA and TVEC collabouration: Signing a cooperation agreement between TESDA and TVEC could facilitate knowledge exchange, best practice sharing, mutual skills recognition, and other beneficial endeavors.

Appendices

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Appendix 2: Comparability matrix: AQRF and SAQRF

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
A.Elements of Regional Qualifications Framework		
1. Purpose/ Objectives	The purpose of the AQRF is to enable comparisons of qualifications across AMS that will: 1.Support recognition of qualifications 2.Encourage the development of qualifications frameworks that can facilitate lifelong learning 3.Encourage the development of national approaches to validating learning gained outside formal education 4.Promote and encourage education and learner mobility 5. Promote worker mobility 6. Lead to better understanding of qualifications systems 7.Promote higher quality qualifications systems The AQRF will support and enhance each ASEAN Member State's national qualifications framework or qualifications system while providing a mechanism to facilitate comparison, transparency and higher quality qualifications systems. This is achieved through: 1.A process of peer learning across AMS, for example in design and operation of qualifications systems 2.A better understanding of a Member State's national qualifications system, for example by making it clearer to those in other AMS 3.Applying quality processes used in other AMS The AQRF will link the ASEAN NQFs or qualifications systems and become a part of the ASEAN's mechanism for recognition of its qualifications against other regional qualifications systems.	The SAQRF is a common reference framework that aims to enhance regional understandings of South Asian Member States' national qualifications frameworks or systems. The purpose of the SAQRF is to: 1.promote the recognition of qualifications; 2.promote the mobility of learners and workers; 3.promote transparency of national qualifications frameworks or systems and associated quality assurance mechanisms; 4.promote recognition of all forms of learning, including formal, non-formal, and informal learning; 5.encourage and facilitate lifelong learning through the support of national qualifications frameworks; 6.strengthen regional identity and facilitate other regional initiatives; and 7.provide a link to other regional qualifications frameworks internationally.

¹⁷¹ Source: ASEAN Qualifications Reference Framework (AQRF) Referencing Guideline August 2020 (<https://asean.org/wp-content/uploads/2017/03/AQRF-Referencing-Guidelines-2020-Final.pdf>); ASEAN (2015): ASEAN Qualifications Reference Framework, ASEAN Secretariat: Jakarta http://aanztfa.asean.org/uploads/docs/AQRF/ASEAN_Qualifications_Reference_Framework_January_2016.pdf

¹⁷² South Asia Qualification Framework (SAQRF), being circulated with South Asia Member States for signature; Draft SAQRF Guidelines V. 03/08/2023, This document provides background information for MS (Note: the document is envisaged not to be public)

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
2. Governance and Structure	Roles of National and Regional Bodies in the Referencing Process • The AQRF Committee: At the regional level, there is an AQRF Committee, a high-level executive committee and be regarded as an authority in its decision making. It engages with the complex policy and technical issues arising from the implementation of the AQRF and the evolution of a regional qualifications framework. The AQRF Committee: 1. Oversees the referencing process; 2. Undertakes peer-review of the referencing reports submitted by Member States, and offers advice on how they might be made more transparent and trusted. 3. Is responsible for building the zone of trust and providing transparency to the public by providing transparency through regular updates of its meeting to the relevant ministerial tracks (of trade, labour, and education) as well as publication of endorsed Referencing Reports to the public; 4. Assess whether the AQRF Referencing Report meets the 11 Referencing Criteria. If not, it should advise how they could be met • The ASEAN Economic Ministers/ ASEAN Education Ministers/ ASEAN Labour Ministers - Oversees the work of the AQRF Committee • AQRF Secretariat (based in the ASEAN Secretariat) Functions: 1. To serve as the regional coordinating point on AQRF. 2. To provide administrative support to the AQRF Committee including servicing meetings and maintaining repository of information and decisions of the AQRF Committee, as well as information sharing with relevant stakeholders e.g. SEAMEO. 3. To assist the AQRF Committee in promoting AQRF including drafting communication strategies and maintaining the AQRF website. 4. To inform the AQRF Committee of funding/ development partners interested in supporting AQRF and support in the design and/or implementation of regional projects as required.	The SAQRF recognizes two committees: 1. The SAQRF Technical Committee; and 2. The National SAQRF Committee (NSC). 2.1. The oversight of the SAQRF is managed by the SAQRF Technical Committee. This committee shall: 2.1.1. provide high-level technical advice and engage with policy issues arising from the implementation of the SAQRF; 2.1.2. foster collaboration among the MS; 2.1.3. facilitate the resolution of issues with agreements on common approaches and understanding culminating in briefing papers and guidelines; 2.1.4. promote the SAQRF and quality assurance of educational services within its MS; 2.1.5. monitor the implementation of the SAQRF; 2.1.6. provide for the consideration of referencing reports and confirm whether the report meets the SAQRF referencing criteria; 2.1.7. facilitate capacity development of MS in terms of national qualifications frameworks and quality assurance; and 2.1.8. promote the SAQRF in the international education and training community. 3. Each Member State shall have one vote and nominate their representative. The Chair and Vice-Chair shall be determined from the list of MS on an alphabetical basis and rotated every two years, with the Vice-Chair continuing as the Chair for the following two years. Decision-making processes shall be based on consensus. Further arrangements and protocols are stipulated in the decisions made by the Technical Committee.

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
	• National AQRF Committee (NAC) - is the body that interfaces between the national policymaking bodies and qualifications agencies on one hand, and with the AQRF Committee on the other hand. The chairpersonship of the NAC is an important role. The chairperson may become a public face of the referencing process. In some Member States, this will be best seen as a government figure, possibly from the ministry of education. In other Member States, the preference is for a person independent of government to chair the panel, possibly the leader of a non-government organisation or an industry leader. The membership of the NAC is the remit of the Member States. The composition of the NAC should include representatives of the stakeholders listed above. These members should be selected based on their expertise and the role to be undertaken. The NAC: 1. Considers information and issues from the AQRF Committee, and is the single source of national information provided to the AQRF Committee on the progress of its referencing to the AQRF. 2. Should be the representative of the main stakeholders in the qualification systems in the Member State (within the constraints of keeping membership to a manageable level). The discussions in the NAC can be considered to be well informed, expert and cognisant of policy positions in the Member State. 3. Will be responsible for the referencing report, although not necessarily be responsible for writing the report or conducting the referencing process. 4. Is responsible for all aspects of the national link with the AQRF, including the referencing process. Its role includes guiding the referencing process and the referencing outcome (i.e. the level-to-level linkage and the referencing report). The terms of reference (TOR) of the NAC can vary according to each Member State's preferred arrangements. Generally, the NAC responds to the following TOR:	4. The National SAQRF Committee (NSC) acts as the interface between the SAQRF Technical Committee and the Member State. Membership is determined by the Member State. The NSC is responsible for 4.1. updating and reporting to the SAQRF Technical Committee on changes and progress in qualifications systems within its own country; 4.2. developing a nationally agreed roadmap for referencing; 4.3. steering and guiding the referencing process; and 4.4. ensuring the quality of the referencing milestones and outcomes and producing an endorsed report. 5. A SAQRF Secretariat supports the functions of the SAQRF Technical Committee. Notes: There is no specific provisions on Stakeholders' and sectoral bodies

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
	1. To discuss the most effective ways to reference to the AQRF and promote its use for national and international recognition and comparability of qualifications standards as well as the alignment of qualifications standards and frameworks. 2. To consider the design of a referencing process that will inspire trust in the qualifications and qualifications framework in the Member State. 3. To discuss and agree on a provisional level-to-level linkage between the NQF and the AQRF. 4. To consider the results of a national consultation on the provisional linkage and amend the proposal if necessary. 5. To approve a draft referencing report to be submitted to the AQRF Committee for review. 6. To consider the discussion of the referencing report during the reviewing process of the AQRF Committee, and to agree on any amendments. • Stakeholders and Responsible Bodies The referencing process should include all education and training sectors (e.g. schools, higher education, vocational education and training and other adult learning) according to the AQRF principles. The engagement of a full range of sectors and corresponding educational sector groups has proven to be a key factor in making regional frameworks, such as the AQRF, a success. Some Member States may proceed with a partial or sectoral referencing of their NQF to the AQRF first. For example, the higher education qualifications framework (QF) or the QF for the VET sector may be referenced. If the NQF does not include qualifications from a full range of educational sectors, it is nevertheless useful to communicate formally with stakeholders from the sectors that do not have qualifications in the NQF. This is especially the case when the long-term goal of the NQF is for it to become inclusive of all qualifications to correspond with the breadth of scope of the AQRF.	

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
3. Scope	1. As a regional common qualifications reference framework, the AQRF is an enabling tool to allow comparisons of qualifications among AMS. The AQRF is an eight-level regional qualifications reference framework that aims to address all education and training sectors, from basic to the most advanced skill-level. To support life-long learning, the AQRF goes beyond formal learning to cover informal and non-formal learning. 2. The AQRF encourages the use of learning outcomes as the basis of qualifications. Learning outcomes focus on the results of learning (i.e. knowledge, skills, competence, etc.) rather than inputs (i.e. length of study, number of credits, etc.). Learning outcomes support the transfer of qualifications, including credit transfer and recognition of non-formal and informal learning.	The SAQRF: 1. acts as a common reference framework and functions as a translation instrument to enable comparisons of national qualifications framework/s or systems across the South Asian MS; 2. aims to be a neutral influence on national qualifications framework/s or systems in MS that does not impinge on national sovereignty; and 3. acknowledges all forms of learning across all educational services.
4. Principles	The AQRF is developed based on agreed understanding between AMS. The framework's nature of neutral influence on NQF or national qualifications systems (NQS) does not require a country to change or adjust its national qualifications systems. This also allows the AQRF to respects a country's specific structures and unique processes to ensures the country's responsiveness to national priorities. Engagement to the AQRF is on voluntary basis, and a country can decide when to do so.	The SAQRF: is based on common understandings among the MS in relation to educational services. 1. promotes the transparency, comparability, transferability, and recognition of qualifications. 2. encourages lifelong learning, the recognition of prior learning, and credit transfer processes or systems. 3. is based on a hierarchy of learning outcomes with increasing levels of learning complexity to facilitate better understanding of different national qualifications frameworks or systems and their qualifications. 4. does not replace or define national qualifications framework/s or systems in MS or describe specific qualifications. Instead, specific qualifications should only be referenced to the SAQRF by way of the relevant national qualifications framework/s or system. 5. allows for voluntary engagement of MS to determine when they will undertake the referencing process. The SAQRF and referencing process should be implemented in accordance with each Member State's laws, policies, and practices.

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
		6. allows MS to revise and update their referencing reports as their national qualifications frameworks or systems may change over time. 7. shall be reviewed and evaluated in consultation with MS and other relevant regional stakeholders, and updated, if necessary.
5. The Concept of Best-Fit	When using the concept of best-fit to link the levels between frameworks, it is important to be mindful that the qualifications in these levels are not necessarily equal or equivalent, or carry the same value. Qualifications at the same level may vary in knowledge, skills and competencies, as well as the volume of learning and the routes to learning and the opportunities for permeability and progression The application of the best-fit concept would be most needed where there are differences in the categories and dimensions used for structuring level descriptors, particularly in the number of levels in an NQF and the AQRF. For the sake of confidence in the decisions made about level-to-level linkages, it is important to explain in full how best-fit is used, and why the best-fit is the best level-to-level fit. These decisions have to be explicitly elaborated in the referencing report, by indicating where the best-fit decision differs from what some stakeholders considered to be perfect-fit. Some questions may be useful to guide the description of best-fit in referencing reports: • Is the expression of level descriptors in the NQF suitable for the use of best-fit (i.e. the coverage of knowledge, skills and competence, or the level of detail)? • What are the major differences in the scope of the NQF level descriptors compared to those in the AQRF? For instance, are there additional elements like description of personal value, key competences, or aspects of self-management? • Where does a broad consideration of text in the two sets of level descriptors suggest a linkage between NQF levels and the AQRF levels? • Is there a potential difference between the technical approach referencing (i.e., text analysis) and the expected referencing based on the opinion of stakeholder groups (i.e., a social approach)?	No specific provision in the SAQRF

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
	- What evidence and sources were available to support the decision-making about level-to-level referencing? - Have stakeholder groups approved the best-fit outcomes? Is the evidence of consultation with stakeholders available? - Is there evidence to demonstrate that the final referencing decision is based on collective professional judgements of stakeholders?	
6. Quality Assurance	1. Quality assurance (QA) is a component of quality management to provide confidence that the quality requirements are fulfilled (ISO 9000: 2005, Clause 3.2.11). QA underpins the very foundation of the AQRF as a regional common qualifications reference framework to deepen the understanding, confidence and zone of trust in the NQF or NQS of countries across ASEAN. To promote QA in education and training across the region, ASEAN developed a set of agreed principles and broad standards to support the AQRF. 2. Principles and Standards of QA - Functions of the registering and accrediting agencies - Systems for assessment of learning and issuance of qualifications - Regulation of the issuance of certificates Based on the AQRF, a country is required to refer to one or more established QA frameworks which would be used as the benchmark to evaluate the QA systems for the relevant education and training sectors. One key aim of the AQRF is to build trust in qualifications issued across Member States in ASEAN. As such, the framework is underpinned by a set of agreed quality assurance (QA) principles and broad standards related to: - the functions of the responsible approving agencies; - systems for the assessment of learning and the issuing of qualifications; and - regulation of the issuance of certificates The AQRF requires Member States to refer to one or more established QA frameworks as the basis for the agreed QA principles and broad standards. These frameworks would be used as the benchmark for evaluating the QA systems for the relevant education and training sectors. The referencing process also requires referencing AMS to describe their education and training QA systems.	- Trust in a Member State's qualifications that are part of a national qualifications framework or system is essential for supporting the mobility of learners and workers within and external to the region. Quality assurance of qualifications, and the provision of the qualifications through educational service providers, is critical to engendering trust. - Quality assurance, in relation to educational services, is a set of mechanisms established by competent bodies to assure the quality of qualifications and the provision of these qualifications to provide confidence to stakeholders. The MS are responsible for setting the quality requirements and outcomes for quality assurance. - The referencing process requires the MS to not only reference their national qualifications framework/s or system, but also to describe the quality assurance mechanisms linked to their qualifications. They have agreed to a set of quality assurance criteria. - The quality assurance criteria to be considered in the referencing process are as follows: Quality assurance criteria All qualifications should be quality assured to build trust in their design, development, and provision. In consideration of the MS context and circumstances, these quality assurance criteria apply to educational services within the MS's qualifications system. The quality assurance of qualifications should: - involve competent bodies that operate with clear and transparent governance arrangements; - be based on clear, transparent, and measurable objectives, quality standards, rules, or guidelines;

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
		3. address the design of qualifications and the application of learning outcomes; 4. promote the recognition of all forms of learning by minimizing barriers, if any; 5. provide for fair and valid assessments of the learning outcomes, including certification; 6. address the quality of the provider and their provision of qualifications, including internal and external review; making the findings of external reviews public; 7. involve relevant stakeholder groups in key aspects of quality assurance; 8. be underpinned by a continuous improvement approach involving decisions that are informed by feedback, data, and research; 9. involve competent bodies carrying out their own internal and external evaluations, as they deem fit; 10. be fit for purpose, appropriately resourced, and sustainable; and 11. be enhanced through national and international linkages and cooperation.
B. Components (Concept/Technical Specifications)		
1. Learning Outcomes	The AQRF is a hierarchy of levels of complexity of learning which use learning outcomes as the metric. Thus, the level descriptors in the AQRF use learning outcomes to facilitate comparisons of and links between qualifications and qualifications systems across Member States in ASEAN. The concept of learning outcomes is about what someone knows and can do after their learning. Learning outcomes are increasingly used in describing curricula, qualifications specifications, assessment processes and NQF level descriptors. Learning outcomes are also of value in the work setting. For example, learning outcomes are used in occupational standards, job profiles, and recruitment and appraisal schemes. Guidance settings, such as in writing course and job search details, and job adverts, also value learning outcomes. Last but not least, learning outcomes are valued in the personal context, for example in writing curriculum vitae (CV) and describing job experience.	One of the principles of SARQF is based on a hierarchy of learning outcomes with increasing levels of learning complexity to facilitate better understanding of different national qualifications frameworks or systems and their qualifications As indicated in the Glossary of Terms, "Learning outcomes are statements regarding what a learner knows, understands, and is able to do on completion of a learning process. Within the SAQRF, learning outcomes are described in terms of knowledge, skills, and application (responsibility and autonomy)." Note: There is no deeper explanation on the concept of learning Outcomes except those mentioned above.

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
	The learning outcomes approach is used in the different educational sectors in different Member States to varying degrees at the level of individual qualifications, standards, assessment criteria, curricula, etc. Therefore, the process of describing the referencing would be different from one Member State to the other and from sector to sector. Some Member States will find it necessary to reference to the AQRF on the basis of both inputs and outcomes since in most practical situations both measures are considered. Programme specifications can be supplemented with outcome information, for example: • Competency-based systems can be supplemented with input information, such as the duration of an apprenticeship, internship or attachment programme. • Assessment or evaluation methods can use input for completion of programmes, and outcomes for objective or external assessment or evaluation. • Recruitment processes can use both inputs for the time a person has worked with reputable employers) and outcome information for qualifications and proofs of competence. The task of referencing qualifications levels that are not expressed in terms of learning outcomes will require a different approach. It is critically important that the stakeholders agree on the linkages between the types of national qualifications and their corresponding NQF and AQRF level descriptors, and to produce evidence to support a referencing position. When learning outcomes are not available for matching with an NQF or AQRF level, the technical process of referencing would inevitably be weakened, and there would be no textual analysis. The emphasis shifts to standards that are not written in terms of learning outcomes, such as common progression routes from qualifications to qualifications, and entry requirements for study at specific levels. The views of stakeholders would become more important. This social aspect of referencing and the consultations on the referencing outcomes will need to be taken more seriously in the referencing process.	

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
2. Domains, Levels and Descriptors	The AQRF level descriptors provide a reference point for the levels in NQF and National Qualification Systems (NQS). To facilitate the referencing process, the AQRF is based on broad description for each of the eight (8) hierarchical levels of complexity of learning outcomes. The level descriptors encompass the notion of competence, which is the ability that extends beyond the possession of knowledge and skills. However, it is worth noting the value ASEAN holds in personal and ethical competence as measures to assess an individual's capacity to acquire and apply knowledge to act skillfully and work effectively in different settings and context, as well as to demonstrate responsibility and accountability. Considering the diversity of the region, attributes such as attentiveness, inter-cultural awareness, active tolerance and embracing diversity are highly appreciated. The levels and descriptors are attached as Appendix 3.	1. The level descriptors, based on the notion of competence, use the following domains: knowledge, skills, and application. 2. Knowledge is defined as the “body of facts, principles, theories, and practices related to a field of work or study. In the context of the SAQRF, knowledge is described as theoretical, factual, or technical”. 3. Skills is defined as the “ability to apply knowledge and use know-how to complete tasks and solve problems.” In the context of the SAQRF, skills are described as “cognitive (involving the use of logical, intuitive and creative thinking) and/or practical (involving manual dexterity and the use of methods, materials, tools and instruments).” 4. Application is defined in terms of the types of tasks, problems, or issues to be resolved in a field of work or study, and the ability of the learner to apply the knowledge and skills autonomously and with responsibility. 5. The level descriptors assume that the: a. level of learning outcomes incorporates those in the lower levels; and b. domains at one level are interpreted together to provide an understanding of the level of learning complexity. The level and descriptors are attached in Appendix 4
3. Referencing Process	Referencing is a process that establishes the relationship between the eight levels on the AQRF and the levels on an NQF or NQS of individual AMS. The objectives of the referencing process are: 1. to describe a common structure for linking NQFs to the AQRF 2. to ensure that the linking process undertaken is robust and transparent 3. to provide a common reporting structure for the referencing reports Referencing to the AQRF will improve the understanding of the levels of a NQF or NQS, and the qualifications that are situated on these levels, across participating AMS. To undertake referencing to the AQRF, AMS are required to submit an AQRF Referencing Report responding to the 11 AQRF Referencing Criteria⁵ for the AQRF Committee's consideration.	Referencing criteria and obligations 1. The aim of any referencing process is to promote understanding and engender trust in a Member State's qualifications within a national qualifications framework or system. To provide a consistent approach to referencing, the MS have agreed to the following: a. the referencing process culminates in a referencing report; b. the Member State's referencing report provides a response against each referencing criterion; and c. the referencing obligations clarify key processes and outcomes following the completion of the referencing process, ensuring that referencing reports are shared with MS's stakeholders and are readily accessible.

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
	Managing the Referencing Process 1. Stages in the Referencing Process A Member State can design the referencing process in a way that suits its normal procedures and institutional structures. Regardless of the design, the process will involve eight stages. - Set up the relevant body or bodies at a national level to manage the referencing process. - Develop a proposal for the level-to-level linkages between the NQF and the AQRF. - Carry out national consultations with relevant stakeholders on the basis of the proposal. - Write the referencing report responding to the 11 AQRF referencing criteria, taking into account the outcomes of national consultations and the views of international expert(s). - Ensure the relevant responsible body or bodies within the referencing AMS approve the referencing report. - Present the referencing report to the AQRF Committee with a subsequent discussion, including peer-review from other AMS. - Provide clarification and further evidence to questions and comments from the AQRF Committee. - Update the referencing report whenever changes in the NQF and in the relationship between the NQF and the AQRF occur. 2. Pre-conditions for Referencing Prior to conducting a formal referencing process involving stakeholders, it is necessary to ensure that the conditions are favorable for a successful outcome. For example, the AQRF is in the public domain, its key concepts are generally understood, and the development of work related to the underpinning concepts (i.e. learning outcomes) is underway. Some pre-conditions to determine the readiness of a Member State to undertake a formal referencing process include: The AQRF is seen in the Member State as an enhancement to regional cooperation. There is a process underway to disseminate and examine the perceptions and value (or otherwise) of the AQRF.	2. In addition, the MS have agreed to the role of the SAQRF Technical Committee and the National SAQRF Committee in the referencing process. The referencing process requires that each Member State form a National SAQRF Committee (NSC) of key stakeholders to coordinate the referencing process. Note: There is no specific provision on the referencing process such as stages in the referencing process, pre-condition for referencing.

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
	b) Capacity building is underway with regard to understanding and using of the AQRF, including the creation of an official portal and a level of consultation with various agencies and bodies. c) Governance and management structures are in place or being formulated. This includes determining the responsible body for referencing and setting up the competent committees. d) QA in the qualifications system is effective. Review the current quality assurance systems to include the use of learning outcomes and NQFs. e) Links with other contexts for QA are clear. Consider how national quality assurance systems, for example, the standards for programme design, interface with the AQRF structure and principles. f) There is an enhanced awareness of complementary projects, such as Mutual Recognition Arrangements (MRAs) and other alignments. Understand the interdependence of the AQRF with those relevant projects, which need to be scoped and understood. Creating the right conditions for a referencing process can take time. In some respects, the activities listed above are ongoing process to ensure that the AQRF makes a positive impact on the portability and quality of qualifications. Some Member States may consider these pre-conditions as a barrier to carrying out a referencing process in the short-term. It is, however, the responsibility of each Member State to determine if the pre-conditions are in place before initiating a referencing process.	
4. Referencing Criteria	The AQRF eleven (11) Referencing Criteria are: 1. The structure of the education and training system is described. 2. The responsibilities and legal basis of all relevant national bodies involved in the referencing process are clearly determined and published by the main public authority responsible for the referencing process. 3. The procedures for inclusion of qualifications in the NQF or for describing the place of qualifications in the national qualifications system are transparent	The SAQRF seven (7) Referencing Criteria are: 1. The structure and profile of the broader education and training system is described, including an overview of the national qualifications system and its national qualifications framework/s. 2. The quality assurance mechanisms for educational services are integral to the national qualifications framework/s or system, and are consistent with the quality assurance criteria.

¹⁷³ ASEAN QUALIFICATIONS REFERENCE FRAMEWORK (AQRF) REFERENCING GUIDELINE, August 2020

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
	4. There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the AQRF. 5. The basis in agreed standards of the national framework or qualifications system and its qualifications is described. 6. The national quality assurance system(s) for education and training refer(s) to the national qualifications framework or system are described. All of the bodies responsible for quality assurance state their unequivocal support for the referencing outcome. 7. The process of referencing has been devised by the main public authority and has been endorsed by the main stakeholders in the qualifications system. 8. People from other countries who are experienced in the field of qualifications are involved in the referencing process and its reporting. 9. One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the competent national bodies and shall address separately and in order each of the referencing criteria. 10. The outcome of referencing is published by the ASEAN Secretariat and by the main national public body. 11. Following the referencing process all certification and awarding bodies are encouraged to indicate a clear reference to the appropriate AQRF level on new qualifications certificates, diplomas issued.	3. Qualifications are based on the principles of learning outcomes, which inform the recognition of all forms of learning and credit systems (where they exist) within the national qualifications framework/s or system. 4. The process for inclusion of qualifications in the national qualifications framework/s (or describing the place of qualifications within the qualifications system) is clear and transparent. 5. There is a clear and demonstrable link between the qualification levels of the national qualifications framework/s or system and the level descriptors of the SAQRF. 6. The legitimacy and responsibilities of all relevant competent bodies involved in the referencing process are clear and transparent. The referencing report has been prepared and endorsed by the Member State's National SAQRF Committee (NSC), and any relevant legitimate competent bodies. It is endorsed as being an accurate representation of the relevant quality assurance mechanisms, provisions, and practices. The referencing report shall include these endorsements. 7. The referencing process involves two international experts from two different countries (internal or external to the region) to support and assist the development of trusted outcomes. The referencing report shall include a written statement from each of the international experts.
5. Linking NQF to the RQF and RQFs to other RQFS	For AMS with an NQF, the AQRF referencing process identifies the best fit of levels of the NQF in a broad sense to that of the AQRF. For AMS without an NQF, referencing process identifies the best fit for national qualifications types or key qualifications to the level of AQRF. In both cases, the referencing process confirms whether the accrediting and registering agencies meet the agreed quality principles and broad standards underpinning the AQRF. An AMS may also embark on a referencing process to the AQRF in a selective and staggered manner according to national priorities and resources. However, it is worth to note that the strength and usefulness of the AQRF depends on comprehensive trusted referencing processes.	No detailed explanation on provision on the SAQRF, though Indicated in the Objectives

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
	The referencing process is embedded in a single report, that is the AQRF Referencing Report, in response to the 11 AQRF Referencing Criteria. The referencing process should ideally involve the relevant stakeholders, and the AQRF Referencing Report shall be approved by them before submitting to the AQRF Committee for consideration.	
6. Credit System	Credit or amount of learning: There is no specification for credit or amount of learning defined in the AQRF. However, such a measure could facilitate comparisons across AMS that is complementary with the goals of regional qualifications frameworks. Member States could develop a credit or amount of learning measure within their own NQF and utilize this measure for recognition purposes.	Credit systems: 1. Credit systems help learners progress in their learning and assist their transfers across qualifications, qualifications systems, and countries. Credit systems allow learners to accumulate and transfer credit related to learning outcomes. 2. The SAQRF encourages MS to develop credit systems within their own context, and it supports a link with a future regional credit system.
7. Involvement of International Experts	Through the development and implementation of the AQRF, opportunities were created for international exchanges and cooperation in the forms of meetings and discussion of the emerging framework. International experts from non-ASEAN countries could contribute and engage in exchanges by being invited to take part in the referencing process. Such involvement and engagement may include: i. offering advice on the transparency of the referencing process and external benchmarks for levels, and ii. communicating the referencing outcomes to an international audience. iii. It is the decision of the referencing AMS on how to best use international experts. It is useful for referencing AMS to indicate the reasons and motivation to involve and engage international experts from non-ASEAN countries in their referencing process.	No detailed explanation on provision on the SAQRF, though included in the Criteria for Referencing.
8. Important Roles of Regional Observers	Using observers from another ASEAN Member State(s) is a unique feature of the AQRF referencing process. This is to facilitate and enhance mutual trust, as well as build capacity within the region. At least one representative from other AMS shall be invited to participate in the referencing process.	No detailed explanation on provision on the SAQRF, though included in the Criteria for Referencing

Parameters	AQRF ¹⁷¹	SAQRF ¹⁷²
	The decision about how to best use ASEAN observers depends on the referencing AMS. Similar to the engagement of an international expert, it would be useful for referencing AMS to indicate their reasons and motivation for inviting the ASEAN observers. It is also helpful for the ASEAN observers to be provided with a briefing and relevant document that will help them better understand the qualifications system, as well as the motivation and intention to undertake the referencing process. Opportunities to meet the main national stakeholders are also important to help the ASEAN observers understand and appreciate the different perspectives.	
9. Structure of the Referencing Report	The referencing report should contain all relevant information on the results of the referencing of national qualifications levels to the AQRF, and to refer to further resources for evidence including the QA system. Minimum structure of the report is as follows: 1. Introduction • Status of the referencing report (e.g., edition) • Executive summary - o Summary of the level-to-level referencing process results to meet the 11 AQRF referencing criteria - o Description of the preparation of the referencing report - o Statement of approval of the referencing report by stakeholders involved in the process 2. Response to the 11 AQRF Referencing Criteria 3. Annexes • List of stakeholders involved in the referencing process and preparation • Reviews from stakeholders and statement from international experts and observers from other AMS • Mapping of NQF to the AQRF 4. Glossary 5. References	Not indicated the SAQRF

Appendix 3: The AQRF level descriptors

Level	Knowledge and Skills	Application and Responsibility
8	- is at the most advanced and specialised level and at the frontier of a field - involve independent and original thinking and research, resulting in the creation of new knowledge or practice	- are highly specialised and complex involving the development and testing of new theories and new solutions to resolve complex, abstract issues - require authoritative and expert judgment in management of research or an organisation and significant responsibility for extending professional knowledge and practice and creation of new ideas and/or processes
7	- is at the forefront of a field and show mastery of a body of knowledge - involve critical and independent thinking as the basis for research to extend or redefine knowledge or practice	- are complex and unpredictable and involve the development and testing of innovative solutions to resolve issues - require expert judgment and significant responsibility for professional knowledge, practice and management
6	- is specialised technical and theoretical within a specific field - involve critical and analytical thinking	- are complex and changing - require initiative and adaptability as well as strategies to improve activities and to solve complex and abstract issues
5	- is detailed technical and theoretical knowledge of a general field - involve analytical thinking	- are often subject to change - involve independent evaluation of activities to resolve complex and sometimes abstract issues
4	- is technical and theoretical with general coverage of a field - involve adapting processes	- are generally predictable but subject to change - involve broad guidance requiring some self-direction and coordination to resolve unfamiliar issues
3	- includes general principles and some conceptual aspects - involve selecting and applying basic methods, tools, materials and information	- are stable with some aspects subject to change - involve general guidance and require judgment and planning to resolve some issues independently
2	- is general and factual - involve use of standard actions	- involve structured processes - involve supervision and some discretion for judgment on resolving familiar issues
1	- is basic and general - involve simple, straightforward and routine actions	- involve structured routine processes - involve close levels of support and supervision

Appendix 4: The SQRF level descriptors

	Knowledge	Skills	Application	
			Problem solving	Responsibility and autonomy
	Learning outcomes include:	Learning outcomes include:	Learning outcomes include the ability to:	Learning outcomes include the ability to:
8	Knowledge that is at the most advanced frontier or field and at the interface between fields Creation of new knowledge or practice	Most advanced and specialized skills and techniques including synthesis and evaluation	Solve critical problems in research and / or innovation, and to extend and redefine knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, and scholarly and professional integrity Demonstrate sustained commitment to the development of new ideas or processes at the forefront of a context, including research
7	Highly specialized knowledge (some of which is at the forefront of a field) as the basis for original thinking and/or research A critical awareness of issues within a field and at the interface between different fields	Specialized skills demonstrating mastery in research and / or innovation	Develop new knowledge and processes to solve highly complex problems, and to integrate knowledge from different fields in research or innovation	Manage and modify contexts that are complex, unpredictable and require new strategic approaches Take responsibility for contributing to professional knowledge and practice and / or for reviewing the strategic performance of others
6	Advanced knowledge in a field involving a critical understanding of theories and principles	Advanced skills demonstrating proficiency and innovation	Solve complex and unpredictable problems in a specialized field	Manage complex technical or professional activities or projects Take responsibility for decision-making in unpredictable contexts, and for managing professional development of individuals or groups
5	Comprehensive and specialized, factual, and theoretical knowledge within a field, and an understanding of the boundaries of that knowledge	A comprehensive range of cognitive, analytical, and practical skills	Develop creative solutions to complex and sometimes abstract problems	Exercise management and supervision in contexts where there are some aspects of unpredictable change Review and develop the performance of self and others

	Knowledge	Skills	Application	
			Problem solving	Responsibility and autonomy
	Learning outcomes include:	Learning outcomes include:	Learning outcomes include the ability to:	Learning outcomes include the ability to:
4	Factual and theoretical knowledge in broad contexts	A broad range of cognitive and practical skills	Generate solutions to specific problems in a field	Exercise self-management within guidelines and in contexts that are usually predictable but subject to change Supervise routine activities of others, taking some responsibility for their performance
3	Knowledge of facts, principles, processes, and general concepts in a field	A range of cognitive and practical skills	Accomplish tasks and solve problems by selecting and applying known methods, tools, materials, and information	Take responsibility for the completion of tasks and adapt own behavior to circumstances in solving problems
2	Basic factual knowledge of a field	Basic cognitive and practical skills	Carry out tasks and solve routine problems using defined processes and tools	Carry out tasks under broad supervision with some autonomy
1	Basic general knowledge	Basic general skills	Carry out basic tasks to solve simple problems	Carry out tasks in a structured context under direct supervision

Source: Adapted from EQF 2017 and AQRF 2014

Appendix 5: PH: Caregiving NC II vs SL: Care giver - N85S015 (2023 version)

Legend:

- Cell shaded GREEN means that the Sri Lank Competency standard and Philippines TRs are comparable though at different levels.
- Items in RED font are elements not found in Philippines CS
- Cells in white does not have equivalent competency

► Table 7. PH: Caregiving NC II vs SL: CARE GIVER - N85S015 (2023 version)

Philippines (CAREGIVING NC II)	Sri Lanka (CARE GIVER - N85S015) (2023 version)
	N85S015U01 - Assess the client Elements: 1. Identify physical condition of the client 2. Identify mental condition of the client 3. Identify medical condition of the client 4. Identify medical condition of the client
	N85S015U02 - Prepare care plan Elements: 1. Prepare daily work plan 2. Prepare monthly work plan
Basic Competency: Practice occupational health and safety procedures Elements: 1. Identify hazards and risks 2. Evaluate hazards and risks 3. Control hazards and risks 4. Maintain OHS awareness	N85S015U03 - Carryout self-preparation activities Elements: 1. Maintain personal hygiene and appearance 2. Use safety gears What is included in Philippines Curriculum is covered by unit 12 of the SL Curriculum (N45So15U12)
Common Competency: Implement and monitor infection control policies and procedures Elements: 1. Provide information to the work group about the organization's infection control policies and procedures 2. Integrate the organization's infection control policy and procedure into work practices 3. Monitor infection control performance and implement improvements in practices	

Philippines (CAREGIVING NC II)	Sri Lanka (CARE GIVER - N85S015) (2023 version)
Core Competencies: 1. Provide care and support to infants/toddlers 2. Provide care and support to children 3. Provide care and support to elderly 4. Provide care and support to people with special needs	N85S015U04 - Maintain personal hygiene and appearance of the client Elements: 1. Attend to mouth care 2. Attend bladder and bowel elimination 3. Attend to bath care 4. Attend to skin care/nail care 5. Attend to perineal care 6. Change the dress of the client 7. Attend to foot care 8. Attend to hair care 9. Attend to beautification of the client
Core Competencies: 1. Provide care and support to infants/toddlers 2. Provide care and support to children 3. Provide care and support to elderly 4. Provide care and support to people with special needs	N85S015U05 - Handle client's movements Elements: 1. Encourage to engage in physical activities 2. Assist to carry out physical activities
Core Competency: Clean living room, dining room, bedrooms, toilet and bathroom Elements: 1. Clean surfaces and floors 2. Clean furnishing and fixtures 3. Make up beds and cots 4. Clean toilet and bathroom 5. Sanitize rooms 6. Maintain clean room environment 7. Clean kitchen	N85S015U06 - Carryout housekeeping activities Elements: 1. Prepare client units 2. Prepare living area 3. Perform laundry activities for the client
Core Competency: Wash and iron clothes, linen and fabric Elements: 1. Check and sort clothes, linens and fabrics 2. Remove stains 3. Prepare washing equipment and supplies 4. Perform laundry 5. Dry clothes, linen and fabric 6. Iron clothes, linens and fabrics	

Philippines (CAREGIVING NC II)	Sri Lanka (CARE GIVER - N85S015) (2023 version)
Common Competency: Maintain high standard of patient services Elements: 1. Communicate appropriately with patients 2. Establish and maintain good interpersonal relationship with patients 3. Act in a respectful manner at all times	N85S015U07 - Maintain the relationship with the client Elements: 1. Communicate appropriately with the client 2. Establish and maintain good interpersonal relationship with the client 3. Act in a respectful manner at all times
Core Competency: Respond to emergency Elements: 1. Implement procedures for infection control and prevention 2. Recognize and respond to signs of potential illness 3. Respond to emergencies and accidents 4. Administer medication within guidelines 5. Respond to threats and situations of danger	N85S015U08 - Administer medication Elements: 1. Provide oral drug 2. Administer subcutaneous injections 3. Instill eye, ear and nasal drops 4. Give inhalation/ mobilization 5. Apply local medication to skin 6. Give Per Rectum (P.R) drugs 7. Store drugs properly
Core Competencies: 1. Provide care and support to infants/toddlers 2. Provide care and support to children 3. Provide care and support to elderly 4. Provide care and support to people with special needs 5. Prepare hot and cold meals	N85S015U09 - Maintain nutrient of the client Elements: 1. Identify diet according to the condition of the client 2. Prepare meals refreshments according to the due diet 3. Obtain the due diet of the client 4. Feed Client 5. Clean the client, equipment and unit after feeding
Core Competencies: 1. Foster social, intellectual, creative and emotional development of children 2. Provide care and support to elderly	N85S015U10 - Provide special care Elements: 1. Care client with depression 2. Care client with Alzheimer's, Dementia 3. Care client with diabetics 4. Care with Parkinson disease/paralysis/cataract 5. Care with arthritis disease 6. Care with renal failure 7. Care with heart failure
Common Competency: Maintain high standard of patient services Elements: 1. Communicate appropriately with patients 2. Establish and maintain good interpersonal relationship with patients 3. Act in a respectful manner at all times	N85S015U11 - Promote client's comfort Elements: 1. Buildup and maintain friendly relationship with client 2. Arrange recreational and religious activities of the client

Philippines (CAREGIVING NC II)	Sri Lanka (CARE GIVER - N85S015) (2023 version)
Core Competencies 1. Provide care and support to infants/toddlers 2. Provide care and support to children 3. Foster social, intellectual, creative and emotional development of children 4. Foster the physical development of children 5. Provide care and support to elderly 6. Provide care and support to people with special needs	
Basic Competency: Practice occupational health and safety procedures Elements: 1. Identify hazards and risks 2. Evaluate hazards and risks 3. Control hazards and risks 4. Maintain OHS awareness	N85S015U12 - Ensure safe and healthy environment Elements: 1. Maintain a healthy and safe environment 2. Follow occupational health and safety procedure
Core Competency: Maintain healthy and safe environment Elements: 1. Maintain a clean and hygienic environment 2. Provide a safe environment 3. Supervise the safety of clients	
Basic Competencies	
Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Participate in workplace meetings and discussions 3. Complete relevant work-related documents	These contents has been incorporated as basic Modules such as Communication, Team work, Work pace numeracy, OHS since 2018. These modules are compulsory to be done with all Standards
Work in a team environment Elements: 1. Describe team role and scope 2. Identify own role and responsibility within team 3. Work as a team member	These contents has been incorporated as basic Modules such as Communication, Team work, Work pace numeracy, OHS since 2018. These modules are compulsory to be done with all Standards
Practice career professionalism Elements: 1. Integrate personal objectives with organizational goals 2. Set and meet work priorities 3. Maintain professional growth and development	Accepted. Will incorporate with new revision

Philippines (CAREGIVING NC II)	Sri Lanka (CARE GIVER - N85S015) (2023 version)
Common Competencies	
Respond effectively to difficult/challenging behavior Elements: 1. Plan responses 2. Apply response 3. Report and review incidents	Accepted. Will incorporate with new revision
Apply basic first aid Elements: 1. Assess the situation 2. Apply basic first aid techniques 3. Communicate details of the incident	These contents has been incorporated as basic Modules such as Communication, Team work, Work pace numeracy, OHS since 2018. These modules are compulsory to be done with all Standards

Appendix 6: PH: Caregiving (Clients with special needs) NC II vs SL: Child care & therapy assistant (Special needs) - N85S029) NVQ Level 04

► Table 8. PH: CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II vs SL: Child Care & Therapy Assistant (Special Needs) - N85S029) NVQ Level 04

Philippines (CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II)	Sri Lanka (Child Care & Therapy Assistant (Special Needs) - N85S029) NVQ Level 04
Core Competency: Develop the ability to recognize healthy body systems and apply medical terminologies Elements: 1. Recognize the basic structure and function of the human body 2. Understand the impact of diseases and disorders on various body systems 3. Interpret instructions which contain medical terminology	N85S029U01 - Identify children with special needs Elements: 1. Recognize development of a typical child 2. Recognize the causes / symptoms / specific features of Down's syndrome 3. Recognize the causes / symptoms / specific features of Cerebral Palsy and other intellectual disability 4. Recognize the causes / symptoms / specific features of Autism Spectrum Disorder (ASD) 5. Recognize the causes / symptoms / specific features of other Childhood Psychiatric disorders 6. Recognize the causes / symptoms / specific features of behavioral disorders including attention Deficit Hyperactive Disorder (ADHD) 7. Recognize the causes / symptoms / specific features of Epilepsy and other neurological disorders 8. Recognize the causes / symptoms / features of specific learning disabilities and difficulties (Dyslexia, Dyscalculia, Dysgraphia) 9. Recognize the causes / symptoms / specific features of speech impairment 10. Recognize the causes / symptoms / specific features of sensory deficits (visual hearing impairment) 11. Recognize the causes / symptoms of various physical disabilities 12. Outline the diagnostic screening methods available for various disabilities
Core Competency: Provide immediate care and support to children with special needs Elements: 1. Recognize stages of growth and development of the child 2. Plan to provide support to children with special needs 3. Respond to situations of risk or potential risk to client 4. Provide care and support to children with physical disabilities 5. Provide care and support to children with behavioral challenges 6. Provide care and support to children with congenital disorders	
Basic Competencies: 1. Participate in workplace communication 2. Work in a team environment 3. Solve/address general workplace problems 4. Present relevant information	N85S029U02 - Implement an Individualized Education Plan (IEP) of a child Elements: 1. Recognizes the importance of parent 2. training in implementing an intervention plan 3. Maintain a progress report 4. Identify and report strengths and weaknesses 5. Participate in IEP team meetings
Common Competency: Respond effectively to difficult/challenging behavior Elements: 1. Plan responses 2. Apply response 3. Report and review incidents	

Philippines (CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II)	Sri Lanka (Child Care & Therapy Assistant (Special Needs) - N85S029) NVQ Level 04
Core Competencies: 1. Participate in the implementation and monitoring of client's care plan 2. Provide immediate care and support to adults and elderly with special needs	
Common Competency: Implement and monitor infection control policies and procedures Elements: 1. Provide information to the work group about the organization's infection control policies and procedures 2. Integrate the organization's infection control policy and procedure into work practices 3. Monitor infection control performance and implement improvements in practices	N85S029U03 - Arrange and maintain a suitable physical environment for children with special needs Elements: 1. Arrange indoor and outdoor items in the facility 2. Maintain housekeeping standards 3. Ensure health and safety measures in the environment 4. Follow food storage and safety practices in the facility
Core Competency: Provide assistance and support on environment and biopsychosocial needs of clients Elements: 1. Maintain a safe environment 2. Maintain a healthy environment 3. Prepare and maintain the client's bed 4. Assist in the biopsychosocial care of the client with special need	
Core Competency: Provide care and support to clients with special needs Elements: 1. Assist in simple wound care 2. Assist the client in catheter care and incontinence management 3. Participate in applying hot and cold therapy to the client 4. Assist the client in nebulization 5. Assist the client in the management of pain	N85S029U04 - Organize care of a child with special needs in a child care facility Elements: 1. Provide care for infants 2. Provide care for toddlers / preschoolers 3. Provide after school care

Philippines (CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II)	Sri Lanka (Child Care & Therapy Assistant (Special Needs) - N85S029) NVQ Level 04
Core Competency: Provide immediate care and support to children with special needs Elements: 1. Recognize stages of growth and development of the child 2. Plan to provide support to children with special needs 3. Respond to situations of risk or potential risk to client 4. Provide care and support to children with physical disabilities 5. Provide care and support to children with behavioral challenges 6. Provide care and support to children with congenital disorders	
Common Competency: Apply basic first aid Elements: 1. Assess the situation 2. Perform primary survey of the victim 3. Apply secondary survey of casualty	N85S029U05 - Provide care needed for health and nutrition of the child Elements: 1. Maintain hygiene of the child. 2. Arrange food and beverages 3. Feed the child 4. Administer medications 5. Provide first aid 6. Deal with sick children
Core Competency: Provide care and support to activities of daily living (ADL) of clients Elements: 1. Obtain basic vital signs of client prior to performing care activities 2. Assist the client in eating and drinking 3. Assist the client in toileting and elimination 4. Assist the client with dressing and undressing 5. Assist the client in oral care 6. Assist the client with bathing /showering 7. Assist the client in skin care and prevention of bed sores 8. Assist the client with ambulation and transfer 9. Assist the client in hair care, foot care and nail care (grooming) 10. Assist the client in the care of eyes, ears, nose and throat 11. Assist the client in perianal care 12. Monitor progression of activities and report observed anomalies	

Philippines (CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II)	Sri Lanka (Child Care & Therapy Assistant (Special Needs) - N85S029) NVQ Level 04
Core Competency: Provide assistance in administering prescribed medications to clients Elements: 1. Prepare to assist with prescribed medication 2. Prepare the client for assistance with administration of medication 3. Assist/support medication administration according to physician's instructions 4. Comply with industry procedures for handling the range of issues/ contingencies which may arise 5. Complete the distribution and administration of medication	
Common Competency: Respond effectively to difficult/challenging behavior Elements: 1. Plan responses 2. Apply response 3. Report and review incidents	N85S029U06 - Develop social, emotional and life skills of the child Elements: 1. Provide opportunities for emotional development 2. Handle Behavioral issues of the Child 3. Develop Social skills through Play 4. Develop Self-help Skills (Feeding, dressing, toileting, washing, personal grooming) 5. Build independence and enhance productivity (Shopping, Transport, sewing cookery housekeeping) 6. Develop Orientation and mobility in a visually impaired Child 7. Implement activities to develop basic IT skills 8. Carry out social, cultural and religious activities
Common Competency: Maintain high standard of patient / client services Elements: 1. Communicate appropriately with patients / clients 2. Establish and maintain good interpersonal relationship with clients 3. Act in a respectful manner at all times 4. Evaluate own work to maintain a high standard of client service	
Core Competencies: 1. Provide assistance and support on environment and biopsychosocial needs of clients 2. Provide care and support to activities of daily living (ADL) of clients 3. Provide immediate care and support to children with special needs	

Philippines (CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II)	Sri Lanka (Child Care & Therapy Assistant (Special Needs) - N85S029) NVQ Level 04
Core Competency: Provide immediate care and support to children with special needs Elements: 1. Recognize stages of growth and development of the child 2. Plan to provide support to children with special needs 3. Respond to situations of risk or potential risk to client 4. Provide care and support to children with physical disabilities 5. Provide care and support to children with behavioral challenges 6. Provide care and support to children with congenital disorders	N85S029U07 - Develop cognitive, language and communication skills of a child with special needs Elements: 1. Stimulate the senses related to cognitive development 2. Conduct activities to address cognitive development delay 3. Implement activities to develop basic language skills 4. Develop basic mathematical concepts 5. Implement activities to develop speech skills 6. Implement activities to develop verbal expressive and receptive language of the child 7. Implement activities to develop nonverbal communication skills (Augmentative Alternative Communication methods)
Core Competency: Provide immediate care and support to children with special needs Elements: 1. Recognize stages of growth and development of the child 2. Plan to provide support to children with special needs 3. Respond to situations of risk or potential risk to client 4. Provide care and support to children with physical disabilities 5. Provide care and support to children with behavioral challenges 6. Provide care and support to children with congenital disorders	N85S029U08 - Develop aesthetic abilities and environment awareness of the child Elements: 1. Organizes programmes to develop fine art /creative art abilities 2. Develop adaptational abilities of the child 3. Develop ecosensitivity
Core Competency: Provide immediate care and support to children with special needs Elements: 1. Recognize stages of growth and development of the child 2. Plan to provide support to children with special needs 3. Respond to situations of risk or potential risk to client 4. Provide care and support to children with physical disabilities 5. Provide care and support to children with behavioral challenges 6. Provide care and support to children with congenital disorders	N85S029U09 - Develop gross motor and fine motor skills of the child Elements: 1. Develop activities related to body postures and movements 2. Develop the body image 3. Develop Eye-hand coordination 4. Develop the fine motor abilities related to finger movement, thumb opposition, grasping, wrist movements 5. Develop coordinated activities of both hands (bilateral coordination)

Philippines (CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II)	Sri Lanka (Child Care & Therapy Assistant (Special Needs) - N85S029) NVQ Level 04
Basic Competencies: 1. Participate in workplace communication 2. Work in a team environment 3. Solve/address general workplace problems 4. Develop career and life decisions 5. Contribute to workplace innovation 6. Present relevant information 7. Exercise efficient and effective sustainable practices in the workplace	N85S029U10 - Develop professionalism and career skills in Child care & therapy assistant (special needs) Elements: 1. Maintain personal grooming and health 2. Adhere to professional norms and ethics (privacy and confidentiality) 3. Use of basic counselling skills 4. Develops self-compassion and self-care 5. Understand the required parenting skills and psycho education
Common Competencies: 1. Respond effectively to difficult/challenging behavior 2. Maintain high standard of patient / client services	
Core Competency: Participate in the implementation and monitoring of client's care plan Elements: 1. Determine support needs 2. Provide and monitor support services and activities 3. Provide complete daily records and reports	
	N85S029U11 - Prepare teaching learning activities Elements: 1. Understand the learning theories, teaching learning methods and the learning needs of the child 2. Prepare an appropriate lesson plan 3. Prepare and use teaching learning material and technological equipment as needed 4. Use suitable evaluation methods
Basic Competency: Solve/address general workplace problems Elements: 1. Identify routine problems 2. Look for solutions to routine problems 3. Recommend solutions to problems	N85S029U12 - Assist in child care facility administration activities Elements: 1. Assist in coordinating guardians and management of the centre 2. Handle documents related to children with special needs 3. Make appropriate referrals according to SOP 4. Assist in managing a facility for children with special needs
Common Competency: Maintain high standard of patient / client services Elements: 1. Communicate appropriately with patients / clients 2. Establish and maintain good interpersonal relationship with clients 3. Act in a respectful manner at all times 4. Evaluate own work to maintain a high standard of client service	

Philippines (CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II)	Sri Lanka (Child Care & Therapy Assistant (Special Needs) - N85S029) NVQ Level 04
Core Competencies: 1. Participate in the implementation and monitoring of client's care plan 2. Provide immediate care and support to children with special needs 3. Provide immediate care and support to adults and elderly with special needs	
Common Competency: Maintain high standard of patient / client services Elements: 1. Communicate appropriately with patients / clients 2. Establish and maintain good interpersonal relationship with clients 3. Act in a respectful manner at all times 4. Evaluate own work to maintain a high standard of client service	N85S029U13 - Accept children with special needs and address related stigma Elements: 1. Discuss individual and collective responsibility for providing social support for families 2. Identify home based ECCD practices and community based ECCD practices 3. Discuss with parents or guardian to extend care and support for children
Core Competency: Participate in the implementation and monitoring of client's care plan Elements: 1. Determine support needs 2. Provide and monitor support services and activities 3. Provide complete daily records and reports	
Basic Competency: Solve/address general workplace problems Elements: 1. Identify routine problems 2. Look for solutions to routine problems 3. Recommend solutions to problems	N85S029BU01 - Practice occupational health and safety measures Elements 1. Follow workplace health and safety procedures 2. Follow workplace emergency procedures 3. Adhere to good environmental practices
Basic Competency: Practice occupational safety and health policies and procedures Elements: 1. Identify OSH compliance requirements 2. Prepare OSH requirements for compliance 3. Perform tasks in accordance with relevant OSH policies and procedures	

Philippines (CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II)	Sri Lanka (Child Care & Therapy Assistant (Special Needs) - N85S029) NVQ Level 04
Basic Competency: Exercise efficient and effective sustainable practices in the workplace Elements: 1. Identify the efficiency and effectiveness of resource utilization 2. Determine causes of inefficiency and/or ineffectiveness of resource utilization 3. Convey inefficient and ineffective environmental practices	
Basic Competency: Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Perform duties following workplace instructions 3. Complete relevant work-related documents	N85S029BU02 - Carryout workplace communication Elements: 1. Apply oral communication at work place 2. Apply non-verbal communication 3. Apply written communication and signage 4. Respond positively to individual differences
Basic Competency: Present relevant information Elements: 1. Gather data/ information 2. Assess gathered data/ information 3. Record and present information	N85S029BU03 - Apply workplace literacy and numeracy Elements: 1. Identify literacy and numeracy demands of the workplace 2. Apply a range of skills that support workplace literacy and numeracy
Basic Competency: Practice entrepreneurial skills in the workplace Elements: 1. Apply entrepreneurial workplace best practices 2. Communicate entrepreneurial workplace best practices 3. Implement cost-effective operations	
Basic Competency: Work in a team environment Elements: 1. Describe team role and scope 2. Identify own role and responsibility within team 3. Work as a team member	N85S029BU04 - Work in teams Elements 1. Communicate with team members 2. Participate in team work activities

Philippines (CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II)	Sri Lanka (Child Care & Therapy Assistant (Special Needs) - N85S029) NVQ Level 04
Core Competencies	
Respond to emergency situations Elements: 1. Implement procedures for infection control and prevention 2. Recognize and respond to signs of potential illness 3. Responding to emergencies and accidents 4. Responding to threats and situations of danger	- Infection Control covers in Curriculum M01 - Basic Unit 01 covers emergency Procedures

Appendix 7: PH: Caregiving (Elderly) NC II vs SL: Caregiver (Elder) - N85S022) NVQ Level 04

► Table 9. PH: Caregiving (Elderly) NC II vs SL: Caregiver (Elder) - N85S022) NVQ Level 04

Philippines (CAREGIVING (ELDERLY) NC II)	Sri Lanka (CAREGIVER (ELDER) - N85S022) NVQ Level 04
Basic Competency: Solve/address general workplace problems Elements: 1. Identify routine problems 2. Look for solutions to routine problems 3. Recommend solutions to problems	N85S022U01 - Practice occupational health and safety measures Elements: 1. Follow workplace health and safety procedures 2. Follow workplace emergency procedures 3. Adhere to good environmental practices
Basic Competency: Practice occupational safety and health policies and procedures Elements: 1. Identify OSH compliance requirements 2. Prepare OSH requirements for compliance 3. Perform tasks in accordance with relevant OSH policies and procedures	
Basic Competency: Exercise efficient and effective sustainable practices in the workplace Elements: 1. Identify the efficiency and effectiveness of resource utilization 2. Determine causes of inefficiency and/or ineffectiveness of resource utilization 3. Convey inefficient and ineffective environmental practices	
Basic Competency: Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Perform duties following workplace instructions 3. Complete relevant work-related documents	N85S022U02 - Carryout workplace communication Elements: 1. Apply oral communication at work place 2. Apply non-verbal communication 3. Apply written communication and signage 4. Respond positively to individual differences
Basic Competency: Present relevant information Elements: 1. Gather data/ information 2. Assess gathered data/ information 3. Record and present information	N85S022U03 - Apply workplace literacy and numeracy Elements: 1. Identify literacy and numeracy demands of the workplace 2. Apply a range of skills that support workplace literacy and numeracy

Philippines (CAREGIVING (ELDERLY) NC II)	Sri Lanka (CAREGIVER (ELDER) - N85S022) NVQ Level 04
Basic Competency: Practice entrepreneurial skills in the workplace Elements: 1. Apply entrepreneurial workplace best practices 2. Communicate entrepreneurial workplace best practices 3. Implement cost-effective operations	
Basic Competency: Work in a team environment Elements: 1. Describe team role and scope 2. Identify own role and responsibility within team 3. Work as a team member	N85S022U04 - Work in teams Elements: 1. Communicate with team members 2. Participate in team work activities
Common Competency: Maintain high standard of patient / client services Elements: 1. Communicate appropriately with patients / clients 2. Establish and maintain good interpersonal relationship with clients 3. Act in a respectful manner at all times 4. Evaluate own work to maintain a high standard of client service	N85S022U05 - Maintain the relationship with the elder Elements: 1. Communicate appropriately with the elder 2. Establish and maintain good interpersonal relationship with the elder 3. Act in a respectful manner at all times 4. Evaluate own work to maintain a high standard of the elder care client service
Core Competency: Develop the ability to recognize aging process Elements: 1. Interpret knowledge of aging process 2. Apply principles of caregiving practice 3. Apply infection control principles and sanitation practices	N85S022U06 - Identify physical, mental, social and spiritual changes in old age and promote wellbeing Elements: 1. Identify physical changes 2. Identify mental and social changes 3. Promotion of wellbeing
Core Competency: Participate in the implementation and monitoring of client's care plan Elements: 1. Determine support needs 2. Provide and monitor support services and activities 3. Provide complete daily records and reports 4. Interpret endorsement process	N85S022U07 - Attend domestic affairs of the elder Elements: 1. Purchase goods and obtain services 2. Handle expenses of the elder 3. Attend home safety 4. Arrange recreational activities of the elder 5. Accompany the elder for medical care 6. Prepare basic meals/ refreshments according to the due diet 7. Perform laundry activities for the elder 8. Handle solid waste

Philippines (CAREGIVING (ELDERLY) NC II)	Sri Lanka (CAREGIVER (ELDER) - N85S022) NVQ Level 04
Perform caring skills Elements: 1. Monitor and record vital signs of client 2. Assist client in fluids and dietary requirements 3. Assist client in urine and bowel elimination 4. Assist client with bathing /showering 5. Assist client in perineal /genital care 6. Assist client in oral care 7. Assist the client in skin care 8. Assist client in dressing and undressing 9. Prepare and maintain client's bed 10. Assist client in safe ambulation and transfer	
Basic Competency: Practice occupational safety and health policies and procedures Elements: 1. Identify OSH compliance requirements 2. Prepare OSH requirements for compliance 3. Perform tasks in accordance with relevant OSH policies and procedures	N85S022U08 - Prepare living area of the elder Elements: 1. Clean the living area 2. Prepare the bed and living area
Common Competency: Implement and monitor infection control policies and procedures Elements: 1. Provide information to the work group about the organization's infection control policies and procedures 2. Integrate the organization's infection control policy and procedure into work practices 3. Monitor infection control performance and implement improvements in practices	
Core Competency: Perform caring skills Elements: 1. Monitor and record vital signs of client 2. Assist client in fluids and dietary requirements 3. Assist client in urine and bowel elimination 4. Assist client with bathing /showering 5. Assist client in perineal /genital care 6. Assist client in oral care 7. Assist the client in skin care 8. Assist client in dressing and undressing 9. Prepare and maintain client's bed 10. Assist client in safe ambulation and transfer	

Philippines (CAREGIVING (ELDERLY) NC II)	Sri Lanka (CAREGIVER (ELDER) - N85S022) NVQ Level 04
Core Competency: Perform caring skills Elements: 1. Monitor and record vital signs of client 2. Assist client in fluids and dietary requirements 3. Assist client in urine and bowel elimination 4. Assist client with bathing /showering 5. Assist client in perineal /genital care 6. Assist client in oral care 7. Assist the client in skin care 8. Assist client in dressing and undressing 9. Prepare and maintain client's bed 10. Assist client in safe ambulation and transfer	N85S022U09 - Maintain personal hygiene and appearance of the elder Elements: 1. Attend to oral care 2. Attend to skin care/ nail care 3. Attend to perineal care 4. Attend to foot care 5. Undress and dress the elder 6. Attend to hair care 7. Attend to grooming of the elder
Core Competency: Perform caring skills Elements: 1. Monitor and record vital signs of client 2. Assist client in fluids and dietary requirements 3. Assist client in urine and bowel elimination 4. Assist client with bathing /showering 5. Assist client in perineal /genital care 6. Assist client in oral care 7. Assist the client in skin care 8. Assist client in dressing and undressing 9. Prepare and maintain client's bed 10. Assist client in safe ambulation and transfer	N85S022U10 - Maintain Food and nutrition of the elder Elements: 1. Identify diet according to the condition of the elder 2. Order/prepare the due diet of the elder 3. Feed elder 4. Clean the elder, equipment and unit after feeding 5. Record consumption of the food by the elder
Core Competency: Assist client in administering prescribed medication Elements: 1. Prepare to assist with medication 2. Prepare the client for assistance with administration of medication 3. Assist/support medication administration according to prescription/ instructions 4. Provide record and report of the client 5. Comply with industry procedures for handling the range of issues/ contingencies which may arise 6. Complete the distribution and administration of prescribed medication	N85S022U11 - Administration of medication Elements: 1. Administer oral drugs 2. Administer insulin (using insulin pen) 3. Instill eye, ear and nasal drops 4. Give inhalation and assist for nebulization 5. Apply topical medication 6. Administer suppositories and pessaries 7. Store drugs

Philippines (CAREGIVING (ELDERLY) NC II)	Sri Lanka (CAREGIVER (ELDER) - N85S022) NVQ Level 04
Common Competency: Apply basic first aid Elements: 1. Assess the situation 2. Perform primary survey of the victim 3. Apply secondary survey of casualty	N85S022U12 - Attend basic first aid and vital signs Elements: 1. Perform First aid 2. Perform Cardio Pulmonary Resuscitation (CPR) and basic life support 3. Check temperature, pulse and respiration 4. Check blood pressure
Core Competency: Perform caring skills Elements: 1. Monitor and record vital signs of client 2. Assist client in fluids and dietary requirements 3. Assist client in urine and bowel elimination 4. Assist client with bathing /showering 5. Assist client in perineal /genital care 6. Assist client in oral care 7. Assist the client in skin care 8. Assist client in dressing and undressing 9. Prepare and maintain client's bed 10. Assist client in safe ambulation and transfer	
Common Competency: Maintain high standard of patient / client services Elements: 1. Communicate appropriately with patients / clients 2. Establish and maintain good interpersonal relationship with clients 3. Act in a respectful manner at all times 4. Evaluate own work to maintain a high standard of client service	N85S022U13 - Care of an elderly person Elements: 1. Acknowledge and assess problems 2. Attend mobilization, sleep and rest 3. Attend elimination 4. Prevent and attend to bed sore and pressure point care 5. Care of elders with common NCDs 6. Active aging, adaptation and health promotion 7. Care of dying client and death
Core Competency: Perform caring skills Elements: 1. Monitor and record vital signs of client 2. Assist client in fluids and dietary requirements 3. Assist client in urine and bowel elimination 4. Assist client with bathing /showering 5. Assist client in perineal /genital care 6. Assist client in oral care 7. Assist the client in skin care 8. Assist client in dressing and undressing 9. Prepare and maintain client's bed 10. Assist client in safe ambulation and transfer	

Philippines (CAREGIVING (ELDERLY) NC II)	Sri Lanka (CAREGIVER (ELDER) - N85S022) NVQ Level 04
Core Competency: Perform specialty care procedures Elements: 1. Assist in basic wound care 2. Apply hot and cold therapy 3. Assist in providing palliative care	
Basic Competencies	
Develop career and life decisions Elements: 1. Manage one's emotion 2. Develop reflective practice 3. Boost self-confidence and develop self-regulation	Content covers in Unit 05 element 04 But not used the similar term
Contribute to workplace innovation Elements: 1. Identify opportunities to do things better 2. Discuss and develop ideas with others 3. Integrate ideas for change in the workplace	Content covers in Unit 05 element 04 But not used the similar term
Common Competencies	
Respond effectively to difficult/challenging behavior Elements: 1. Plan responses 2. Apply response 3. Report and review incidents	Accepted and will update in revision

Appendix 8: PH: Caregiving (Grade schooler to adolescent) NC II vs SL: Child care giver - N85S024

► Table 10. PH: Caregiving (Grade Schooler to Adolescent) NC II vs SL: Child Care Giver - N85S024

Philippines (CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II)	Sri Lanka (CHILD CARE GIVER - N85S024)
Common Competency: Implement and monitor infection control policies and procedures Elements: 1. Provide information to the work group about the organization's infection control policies and procedures 2. Integrate the organization's infection control policy and procedure into work practices 3. Monitor infection control performance and implement improvements in practices	U01 - Maintain Housekeeping Standards Elements: 1. Carry out cleaning activities 2. Dispose waste 3. Carry out laundry activities
Core Competency: Provide assistance and care to personal needs of grade schooler Elements: 1. Instilling personal hygiene practices to grade schooler 2. Bathe and dress grade schooler 3. Feed grade schooler	U02 - Arrange Physical Environment Elements: 1. Arrange furniture, materials and accessories 2. Arrange children's personal items 3. Arrange sleeping area 4. Arrange dining area 5. Arrange food preparation areas 6. Arrange outdoor area
Core Competency: Foster physical growth and development of grade schooler Elements: 1. Enhance physical activities of grade schooler 2. Create opportunities for grade schooler to develop a wider range of physical development 3. Provide experience to support physical development of grade schooler	
Common Competency: Apply basic first aid Elements: 1. Assess the situation 2. Perform primary survey of the victim 3. Apply secondary survey of casualty	U03 - Maintain Health, Safety and Effective Elements: 1. Maintain children's hygiene 2. Provide medical treatments under supervisions 3. Maintain safe environment 4. Provide emergency care and first aid under supervision

Philippines (CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II)	Sri Lanka (CHILD CARE GIVER - N85S024)
Core Competency: Provide assistance and care to personal needs of grade schooler Elements: 1. Instilling personal hygiene practices to grade schooler 2. Bathe and dress grade schooler 3. Feed grade schooler	
Core Competency: Respond to emergency for grade schooler Elements: 1. Implement procedures for infection control and prevention 2. Recognize and respond to signs of potential illness 3. Respond to emergencies and accidents 4. Respond to threats and situations of danger	
Core Competency: Respond to emergency for adolescent Elements: 1. Implement procedures for infection control and prevention 2. Recognize and respond to signs of potential illness 3. Respond to emergencies and accidents 4. Respond to threats and situations of danger	
Core Competency: Provide assistance and care to personal needs of grade schooler Elements: 1. Instilling personal hygiene practices to grade schooler 2. Bathe and dress grade schooler 3. Feed grade schooler	U04 - Provide Food and Beverages Elements: 1. Arrange food and beverages 2. Feed the child 3. Follow storage and safety practices
Core Competency: Provide assistance and care to personal needs of grade schooler Elements: 1. Instilling personal hygiene practices to grade schooler 2. Bathe and dress grade schooler 3. Feed grade schooler	U05 - Provide Physical Care Elements: 1. Provide care for infants 2. Provide care for toddlers / pre- schoolers 3. Provide after school care

Philippines (CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II)	Sri Lanka (CHILD CARE GIVER - N85S024)
Core Competency: Foster physical growth and development of adolescent Elements: 1. Determine support needs 2. Foster physical growth and development of adolescent 3. Facilitate cognitive development of adolescent	
Core Competency: Foster physical growth and development of adolescent Elements: 1. Determine support needs 2. Foster physical growth and development of adolescent 3. Facilitate cognitive development of adolescent	
Core Competency: Foster physiological needs and cognitive development of grade schooler Elements: 1. Foster grade schooler's conscientiousness 2. Encourage grade schooler to express their feelings, ideas and needs 3. Stimulate grade schooler's awareness and creativity	U06 - Foster Holistic Development of Children Elements: 1. Organize Play & Learning Activities 2. Carry out cultural and religious activities 3. Support children's Psychosocial and cognitive development 4. Manage children's behavior 5. Support children's physical and motor development 6. Recognize and Respond of children's needs
Core Competency: Promote developmental tasks for adolescent Elements: 1. Establish and maintain social relationship with others 2. Provide appropriate support to adolescent 3. Facilitate behavioral challenges	
Basic Competencies 1. Participate in workplace communication 2. Work in a team environment 3. Solve/address general workplace problems 4. Develop career and life decisions 5. Practice occupational safety and health policies and procedures 6. Exercise efficient and effective sustainable practices in the workplace	U07 - Maintain Professionalism Elements: 1. Ensure effectiveness work 2. Maintain personal grooming and health 3. Adhere to professional norms and ethics 4. Ensure child protection

Philippines (CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II)	Sri Lanka (CHILD CARE GIVER - N85S024)
Common Competency: Respond effectively to difficult/challenging behavior Elements: 1. Plan responses 2. Apply response 3. Report and review incidents	
Common Competency: Maintain high standard of patient / client services Elements: 1. Communicate appropriately with patients / clients 2. Establish and maintain good interpersonal relationship with clients 3. Act in a respectful manner at all times 4. Evaluate own work to maintain a high standard of client service	
	U08 - Care of a Child with Special Needs Elements: 1. Establish and maintain appropriate relationship with child with special needs 2. Provide appropriate assistance to child with special needs 3. Assist the child with special needs to be independent 4. Identify the problems arising from the child's condition
Common Competency: Apply basic first aid Elements: 1. Assess the situation 2. Perform primary survey of the victim 3. Apply secondary survey of casualty	U09 - Administer Medications and Provide First Aids Elements: 1. Administer medications 2. Provide first aids 3. Deal with sick children
Common Competency: Maintain high standard of patient / client services Elements: 1. Communicate appropriately with patients / clients 2. Establish and maintain good interpersonal relationship with clients 3. Act in a respectful manner at all times 4. Evaluate own work to maintain a high standard of client service	U10 - Carry out Child Care Centre Administration Activities Elements: 1. Supervise the subordinates and trainees 2. Coordinate families and management of the centre

Philippines (CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II)	Sri Lanka (CHILD CARE GIVER - N85S024)
Basic Competency: Practice occupational safety and health policies and procedures Elements: 1. Identify OSH compliance requirements 2. Prepare OSH requirements for compliance 3. Perform tasks in accordance with relevant OSH policies and procedures	U11 - Practice occupational health and safety measures Elements: 1. Follow workplace health and safety procedures 2. Follow workplace emergency procedures 3. Adhere to good environmental practices
Basic Competency: Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Perform duties following workplace instructions 3. Complete relevant work related documents	U12 - Carryout workplace communication Elements: 1. Apply oral communication at work place 2. Apply non-verbal communication 3. Apply written communication and signage 4. Respond positively to individual differences
Basic Competency: Work in a team environment Elements: 1. Describe team role and scope 2. Identify own role and responsibility within team 3. Work as a team member	
Basic Competency: Present relevant information Elements: 1. Gather data/ information 2. Assess gathered data/ information 3. Record and present information	U13 - Apply workplace literacy and numeracy Elements: 1. Identify literacy and numeracy demands of the workplace 2. Apply a range of skills that support workplace literacy and numeracy
Basic Competency: Practice entrepreneurial skills in the workplace Elements: 1. Apply entrepreneurial workplace best practices 2. Communicate entrepreneurial workplace best practices 3. Implement cost-effective operations	
Basic Competency: Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Perform duties following workplace instructions 3. Complete relevant work related documents	U14 - Work in teams Elements: 1. Communicate with team members 2. Participate in team work activities

Philippines (CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II)	Sri Lanka (CHILD CARE GIVER - N85S024)
Basic Competency: Work in a team environment Elements: 1. Describe team role and scope 2. Identify own role and responsibility within team 3. Work as a team member	
Basic Competencies	
Contribute to workplace innovation Elements: 1. Identify opportunities to do things better 2. Discuss and develop ideas with others 3. Integrate ideas for change in the workplace	Accepted and will update in revision

Appendix 9: PH: Caregiving (Newborn to Pre-Schooler) NC II vs SL: Maternal and infant care giver - N85S026 NVQ Level 04

► Table 11. PH: Caregiving (Newborn to Pre-Schooler) NC II vs SL: Maternal and Infant Care Giver - N85S026 NVQ Level 04

Philippines (CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II)	Sri Lanka (MATERNAL AND INFANT CARE GIVER - N85S026) NVQ Level 04
Common Competency: Maintain high standard of patient / client services Elements: 1. Communicate appropriately with patients / clients 2. Establish and maintain good interpersonal relationship with clients 3. Act in a respectful manner at all times 4. Evaluate own work to maintain a high standard of client service	N85S026U01 - Maintain the relationship with the infant and mother Elements: 1. Communicate appropriately 2. Establish and maintain good interpersonal relationship 3. Act in a respectful manner at all times. 4. Evaluate own work to maintain a high standard of the client service 5. Maintain psychological wellbeing
Basic Competency: Practice occupational safety and health policies and procedures Elements: 1. Identify OSH compliance requirements 2. Prepare OSH requirements for compliance 3. Perform tasks in accordance with relevant OSH policies and procedures	N85S026U02 - Attend domestic affairs of the client Elements: 1. Purchase goods and obtain services 2. Handle expenses 3. Attend home accidents 4. Arrange recreational activities 5. Accompany for medical care 6. Prepare basic meals/ refreshments according to the due diet 7. Perform laundry activities 8. Handle Waste
Core Competencies: 1. Participate in the implementation and monitoring of newborn's care plan 2. Participate in the implementation and monitoring of infant's care plan 3. Provide physical needs, care and support to infant 4. Participate in the implementation and monitoring of toddler's care plan	
Core Competencies: 1. Perform caring skills for newborn 2. Perform caring skills for toddler 3. Perform caring skills for pre-schooler	N85S026U03 - Prepare living area of the client Elements: 1. Clean the living area 2. Prepare the bed/ cot and living area

Philippines (CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II)	Sri Lanka (MATERNAL AND INFANT CARE GIVER - N85S026) NVQ Level 04
Core Competencies: 1. Perform caring skills for newborn 2. Perform caring skills for toddler 3. Perform caring skills for pre-schooler	N85S026U04 - Maintain personal hygiene and appearance of the mother and infant Elements: 1. Attend to mouth care 2. Attend to skin care/ nail care 3. Attend to elimination 4. Change of cloth 5. Attend to hair care 6. Attend to beautification
Core Competencies: 1. Participate in the implementation and monitoring of newborn's care plan 2. Perform caring skills for newborn 3. Participate in the implementation and monitoring of infant's care plan 4. Provide physical needs, care and support to infant	N85S026U05 - Maintain nutrition of the mother and infant Elements: 1. Identify diet according to the condition 2. Obtain the due diet 3. Feeding and cleaning 4. Record consumption of the food
Core Competencies: 1. Provide physical needs, care and support to infant 2. Perform caring skills for toddler 3. Perform caring skills for pre-schooler	N85S026U06 - Provide drug treatment Elements: 1. Provide oral drugs 2. Administer subcutaneous injections 3. Instill eye, ear and nasal drops 4. Give inhalation/ oxygen driven nebulization 5. Apply local medication to skin 6. Give Per Rectum (P.R) drugs 7. Store drugs properly
Common Competency: Apply basic first aid Elements: 1. Assess the situation 2. Perform primary survey of the victim 3. Apply secondary survey of casualty	N85S026U07 - Attend First Aid and vital signs Elements: 1. Perform first aid 2. Perform CPR and basic life support 3. Check temperature, pulse and respiration 4. Check blood pressure
Common Competency: Maintain high standard of patient / client services Elements: 1. Communicate appropriately with patients / clients 2. Establish and maintain good interpersonal relationship with clients 3. Act in a respectful manner at all times 4. Evaluate own work to maintain a high standard of client service	N85S026U08 - Care of postnatal mother & new born baby Elements: 1. Give post-natal care for mother 2. Give new born care 3. Encourage breast feeding

Philippines (CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II)	Sri Lanka (MATERNAL AND INFANT CARE GIVER - N85S026) NVQ Level 04
Core Competency: Participate in the implementation and monitoring of newborn's care plan Elements: 1. Determine support needs and care for newborn 2. Provide and monitor support services and activities 3. Provide daily records and reports	
Core Competency: Perform caring skills for newborn Elements: 1. Provide safety of the newborn at all times 2. Feed newborn at regular schedule 3. Bathe and dress newborn 4. Change diaper as needed 5. Keep newborn clean at all times 6. Provide daily report of the newborn's development	
Core Competency: Participate in the implementation and monitoring of newborn's care plan Elements: 1. Determine support needs and care for newborn 2. Provide and monitor support services and activities 3. Provide daily records and reports	N85S026U09 - Care of an infant Elements: 1. Comfort the infant 2. Clean the infant and the cloths 3. Feed the infant 4. Make the infant sleep 5. Enhance social, physical, intellectual, creative and emotional activities of the infant 6. Prevent accidents
Core Competency: Provide physical needs, care and support to infant Elements: 1. Observe safety in infant's care at all times 2. Feed infant at regular schedule 3. Bathing and dressing infant 4. Change infant's diapers 5. Keep infant clean at all times 6. Put infant to sleep 7. Assist in administering prescribed medication 8. Provide daily report of the infant's physical needs, care and support	

Philippines (CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II)	Sri Lanka (MATERNAL AND INFANT CARE GIVER - N85S026) NVQ Level 04
Core Competency: Foster social, intellectual and emotional development of infant Elements: 1. Enhance physical development of infant 2. Enhance social, intellectual and emotional development of the infant 3. Help infant feels secure and develop trust 4. Provide daily reports of the infant's development	
Basic Competency: Practice occupational safety and health policies and procedures Elements: 1. Identify OSH compliance requirements 2. Prepare OSH requirements for compliance 3. Perform tasks in accordance with relevant OSH policies and procedures	N85S026BU1 – Practice occupational health and safety measures Elements: 1. Follow health and safety rules/ procedures 2. Control/ minimize health or safety risks 3. Maintain health and safety procedures 4. Adhere to good environmental practices
Common Competency: Implement and monitor infection control policies and procedures Elements: 1. Provide information to the work group about the organization's infection control policies and procedures 2. Integrate the organization's infection control policy and procedure into work practices 3. Monitor infection control performance and implement improvements in practices	
Basic Competency: Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Perform duties following workplace instructions 3. Complete relevant work related documents	N85S026BU2 - Carryout workplace communication Elements: 1. Apply oral communication at work place 2. Apply non-verbal communication 3. Apply written communication and sign age 4. Respond positively to individual differences
Basic Competency: Solve/address general workplace problems Elements: 1. Identify routine problems 2. Look for solutions to routine problems 3. Recommend solutions to problems	

Philippines (CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II)	Sri Lanka (MATERNAL AND INFANT CARE GIVER - N85S026) NVQ Level 04
Basic Competency: Present relevant information Elements: 1. Gather data/ information 2. Assess gathered data/ information 3. Record and present information	N85S026BU3 - Apply workplace literacy and numeracy Elements: 1. Identify literacy and numeracy demands of the workplace 2. Apply a range of skills that support workplace literacy and numeracy
Basic Competency: Practice entrepreneurial skills in the workplace Elements: 1. Apply entrepreneurial workplace best practices 2. Communicate entrepreneurial workplace best practices 3. Implement cost-effective operations	
Basic Competency: Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Perform duties following workplace instructions 3. Complete relevant work related documents	N85S026BU4 - Work in teams Elements: 1. Communicate with team members 2. Participate in team work activities
Basic Competency: Work in a team environment Elements: 1. Describe team role and scope 2. Identify own role and responsibility within team 3. Work as a team member	
Basic Competencies	
Develop career and life decisions Elements: 1. Manage one's emotion 2. Develop reflective practice 3. Boost self-confidence and develop self-regulation	These Contents is covered in Unit U02
Contribute to workplace innovation Elements: 1. Identify opportunities to do things better 2. Discuss and develop ideas with others 3. Integrate ideas for change in the workplace	Accepted and will update in revision

Philippines (CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II)	Sri Lanka (MATERNAL AND INFANT CARE GIVER - N85S026) NVQ Level 04
Exercise efficient and effective sustainable practices in the workplace Elements: 1. Identify the efficiency and effectiveness of resource utilization 2. Determine causes of inefficiency and/or ineffectiveness of resource utilization 3. Convey inefficient and ineffective environmental practices	Accepted and will update in revision
Common Competencies	
Respond effectively to difficult/challenging behavior Elements: 1. Plan responses 2. Apply response 3. Report and review incidents	Accepted and will update in revision
Core competencies	
Develop the ability to recognize newborn's growth and development Elements: 1. Enhance social, intellectual and emotional development of the newborn 2. Help newborn feels secure and develop trust 3. Provide daily reports of the newborn's development	Accepted and will update in revision
Develop the ability to recognize toddler's growth and development Elements: 1. Enhance physical activities for toddler 2. Play a role in the social, emotional and cognitive development of toddler 3. Foster toddler's autonomy and independence 4. Help toddler feels secure and develop trust 5. Provide daily report of toddler's development	Accepted and will update in revision
Participate in the implementation and monitoring of pre-schooler's care plan Elements: 1. Determine support needs and care for pre-schooler 2. Provide and monitor support services and activities 3. Provide daily records and reports	Accepted. Separate NCS is available as Child Care and Early Childhood Development

Philippines (CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II)	Sri Lanka (MATERNAL AND INFANT CARE GIVER - N85S026) NVQ Level 04
Develop the ability to recognize pre-schooler's growth and development Elements: 1. Enhance physical development of pre-schooler 2. Create opportunities to develop a wider range of physical development 3. Play a role in the social, emotional, cognitive and moral development of preschooler 4. Help preschooler feels secure and develop trust 5. Provide daily report of the pre-schooler's development	Accepted. Separate NCS is available as Child Care and Early Childhood Development

► Table 12. Caregiving: Packaging of Qualifications

SL - Packaging for National Vocational Qualifications (NVQ)
Qualification packaging is nested.
CARE GIVER - N85S015 (2023 version)
National Certificate at NVQ Level 3 in the occupation of Care Giver will be awarded to those who are competent in units U01+ U02+ U03+ U04+ U05+ U06+ U07+ U08+ U09+ U10+ U11+ U12 - N85S015Q1L3
Child Care & Therapy Assistant (Special Needs) - N85S029 NVQ Level 04
National certificate at NVQ Level (04) in the Occupation of Child Care & Therapy Assistant (Special Needs) will be awarded to those who are competent in units- U01+ U02+ U03+ U04+ U05+ U06+ U07+ U08+ U09+ U10+ U11+ U12+ U13+ BU01+ BU02+ BU03+ BU04 -N85S029Q1L4
CAREGIVER (ELDER) - N85S022 NVQ Level 04
National certificate at NVQ Level (04) in the Occupation of Care Giver (Elder) will be awarded to those who are competent with all units
CHILD CARE GIVER - N85S024
National Certificate at NVQ Level 02 in the occupation of Child Care Giver (Helper) will be awarded to those who are competent in units 1+2+11+12+14 - N85S024L2
National Certificate at NVQ Level 03 in the occupation of Child Care Giver (Child Care Centre Assistant) will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+11+12+13+14 - N85S024L3
National Certificate at NVQ Level 04 in the occupation of Child Care Giver will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14 - N85S024L4
MATERNAL AND INFANT CARE GIVER - N85S026 NVQ Level 04
National certificate at NVQ Level (04) in the Occupation of Maternal & Infant Care Giver will be awarded to those who are competent with this all unit U01+ U02+ U03+ U04+ U05+ U06+ U07+ U08+ U09+ BU1+ BU2+ BU3+ BU4 - N85S025Q1L4
PH Qualifications Packaging
For level 2 is aligned with the PQF levels and Descriptors

► Table 13. Occupational Titles per Level

PHILIPPINES	SRI LANKA
CAREGIVING NC II	CARE GIVER - N85S015 (2023 version)
- Caregiver of an infant / toddler - Caregiver of a child - Caregiver of an elderly - Caregiver of people with special needs	Care Giver
CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II	Child Care & Therapy Assistant (Special Needs) - N85S029 NVQ Level 04
- Caregiver for people with special needs - Caregiver for children with special needs - Caregiver for adults and elderly with special needs	Child Care & Therapy Assistant (Special Needs)
CAREGIVING (ELDERLY) NC II	CAREGIVER (ELDER) - N85S022 NVQ Level 04
Caregiver for Elderly	Care Giver (Elder)
CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II	CHILD CARE GIVER - N85S024
- Caregiver for Grade schooler (6-12 years old) - Caregiver for Adolescent (13-19 years old)	- Child Care Giver (Helper) - Child Care Giver (Child Care Centre Assistant) - Child Care Giver
CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II	MATERNAL AND INFANT CARE GIVER - N85S026 NVQ Level 04
- Caregiver for Newborn (0-4 weeks) - Caregiver for Infant (1 month to 1 year old) - Caregiver for Toddler (1-3 years old) - Caregiver for Pre-schooler (3-5 years old)	Maternal & Infant Care Giver

Appendix 10: PH: Electrical installation and maintenance NC II vs SL: Electrician – assistant - E40S010 NVQ Level 2

► Table 14. PH: Electrical Installation and Maintenance NC II vs SL: Electrician – Assistant - E40S010 NVQ Level 2

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC II)	Sri Lanka (ELECTRICIAN – ASSISTANT - E40S010) NVQ LEVEL 2
There are no similar or equivalent competencies preceded by the word “Assist” in PH QF, though the core competency units of installation and maintenance can very well be subsumed under the core competency of PH NC 2	E40S010U01 - Assist for electrical Installations in buildings Elements: 1. Prepare materials for installation 2. Install electrical cables and accessories 3. Fix and terminate consumer unit and switchgears 4. Install earth electrode of the electrical installation
	E40S010U02 - Assist for maintaining of electrical installation and machines Elements: 1. Observe electrical installation 2. Assist to repair the electrical installation 3. Assist to maintain the electrical machines
Basic Core competencies	
Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Participate in workplace meetings and discussions 3. Complete relevant work-related documents	E40S010U03 - Work effectively with others Elements: 1. Communicate with others 2. Respond positively to individual differences 3. Participate in team work activities
Work in a team environment Elements: 1. Describe team role and scope 2. Identify own role and responsibility within team 3. Work as a team member	
Practice occupational health and safety procedures Elements: 1. Identify hazards and risks 2. Evaluate hazards and risks 3. Control hazards and risks	E40S010U04 - Practice occupational health and safety measures Elements: 1. Follow workplace health and safety procedures 2. Follow workplace emergency procedures 3. Adhere to good environmental practices

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC II)	Sri Lanka (ELECTRICIAN – ASSISTANT - E40S010) NVQ LEVEL 2
Practice career professionalism Elements: 1. Integrate personal objectives with organizational goals 2. Set and meet work priorities 3. Maintain professional growth and development	Training & awareness programs available in Sri Lanka also. This is manifested in the performance of the competency unit through observance of latest standards and regulations related to the trade such as manufacturers' specifications, local authority requirements, public utilities commissions and the like.
Common Competencies	
Use Hand Tools Elements: 1. Plan and prepare for tasks to be undertaken 2. Prepare hand tools 3. Use appropriate hand tools and test equipment 4. Maintain hand tools	Most of the competencies identified in the PH CS as common competencies can be found in the underpinning knowledge and skills of SL. Others can be found in the curriculum itself
Perform Mensuration and Calculation Elements: 1. Select measuring instruments 2. Carry out measurements and calculation 3. Maintain measuring instruments	Better to add Sri Lankan scenario Most of the competencies identified in the PH CS as common competencies can be found in the underpinning knowledge and skills of SL. Others can be found in the curriculum itself
Prepare and Interpret Technical Drawing Elements: 1. Identify different kinds of technical drawings 2. Interpret technical drawing 3. Prepare/ make changes to electrical/ electronic schematics and drawings 4. Store technical drawings and equipment/ instruments	Better to add Sri Lankan scenario Most of the competencies identified in the PH CS as common competencies can be found in the underpinning knowledge and skills of SL. Others can be found in the curriculum itself
Apply Quality Standards Elements: 1. Assess quality of received materials or components 2. Assess own work 3. Engage in quality improvement	Better to add Sri Lankan scenario May not be pronounced in the CS and Curriculum, but since this unit is one of the areas to be assessed during formative and summative assessment, the trainees and trainers are conscious of this
Terminate and Connect Electrical Wiring and Electronic Circuits Elements: 1. Plan and prepare for termination/ connection of electrical wiring/electronics circuits 2. Terminate/ connect electrical wiring/ electronic circuits 3. Test termination/ connections of electrical wiring/ electronics circuits	Sri Lankan Electricians engaging with these types of works

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC II)	Sri Lanka (ELECTRICIAN – ASSISTANT - E40S010) NVQ LEVEL 2
Core competencies	
Perform roughing-in activities, wiring and cabling works for single-phase distribution, power, lighting and auxiliary systems Elements: 1. Install electrical metallic /nonmetallic (PVC conduit) 2. Install wire ways and cable tray 3. Install auxiliary terminal cabinet and distribution panel 4. Prepare for cable pulling and installation 5. Perform wiring and cabling lay out Notify completion of work	Available in Sri Lankan electrician's work scope
Install electrical protective devices for distribution, power, lighting, auxiliary, lightning protection and grounding systems Elements: 1. Plan and prepare work 2. Install electrical protective devices 3. Install lighting fixture and auxiliary outlet 4. Notify completion of work	Installation works only, available in Sri Lankan electrician's work scope except planning
Install wiring devices of floor and wall mounted outlets, lighting fixtures/switches, and auxiliary outlets Elements: 1. Select wiring devices 2. Install wiring devices 3. Install lighting fixture/ switches 4. Notify completion of work	Installation works only, available in Sri Lankan electrician's work scope except planning

Appendix 11: PH: Electrical installation and maintenance NC III vs SL: Electrician - E40S001

► Table 15. PH: Electrical Installation and Maintenance NC III vs SL: Electrician - E40S001

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC III)	Sri Lanka (ELECTRICIAN - E40S001)
Common Competencies	
Perform Mensuration and Calculation Elements: 1. Select measuring instrument 2. Carry out measurements and calculations	E40S001U01 - Prepare estimates for electrical Installations Elements: 1. Collect information for the electrical installation work 2. Prepare estimate for the installation 3. Explain details of estimate for approval
Core competencies	
Perform roughing-in and wiring activities for three-phase distribution system for power, lighting, and motor control panel Elements: 1. Prepare for roughing-in and wiring works 2. Install cable tray and panel 3. Perform wiring works 4. Complete work activity	E40S001U02 - Carry out electrical Installations in buildings Elements: 1. Draw wiring diagrams and prepare materials for installation 2. Lay and fix electrical PVC conduit, trucking, draw wires and cables 3. Install electrical accessories/Distribution Boards/Light fittings 4. Fix and terminate consumer units and switchgear 5. Install the earth electrode of the electrical installation/ Lightning protection
Perform installation of data measurement and control system on electrical and auxiliary equipment Elements: 1. Plan and prepare for installation work 2. Install electrical system and auxiliary equipment 3. Notify completion of work	E40S001U03 - Carry out industrial / commercial electrical Installations Elements: 1. Prepare material and accessories for installation 2. Lay and fix conduits / casing& capping trunking / ducts 3. Carry out Installation of main and standby power supply 4. Install electrical final sub circuits/Distribution Boards/ Light fittings 5. Carry out earthing & Lightning protection

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC III)	Sri Lanka (ELECTRICIAN - E40S001)
(ELECTRICAL INSTALLATION AND MAINTENANCE NC IV) Core Competency: Perform commissioning of electrical equipment/ system Elements: 1. Plan and prepare commissioning activities 2. Commission electrical equipment/systems 3. Turn-over electrical equipment/systems	E40S001U04 - Carry out commissioning, decommissioning and maintaining of industrial electrical Installations Elements: 1. Inspect and test industrial electrical installation 2. Repair / maintain the electrical installation 3. Decommission electrical installation
(ELECTRICAL INSTALLATION AND MAINTENANCE NC IV) Core Competency: Perform maintenance and troubleshooting works Elements: 1. Plan, prepare and coordinate maintenance works 2. Maintain electrical system or equipment 3. Troubleshoot faults in an Electrical System or equipment 4. Notify completion of work	E40S001U05 - Maintain electric motors, generators and transformers Elements: 1. Test electric motors 2. Service and repair electric motors 3. Service/maintain generators 4. Service/ maintain transformers
(ELECTRICAL INSTALLATION AND MAINTENANCE NC IV) Core Competency: Perform installation of data measurement and control system on electrical and auxiliary equipment Elements: 1. Plan and prepare work 2. Install electrical system and auxiliary equipment 3. Complete work	E40S001U06 - Install, service / repair or replace electrical control and protective switch gear systems Elements: 1. Prepare material for installation of electrical control and protective switchgear systems 2. Install electrical control and protective switchgear systems 3. Service/ Repair/ Replace electrical control and protective switchgear systems
(ELECTRICAL INSTALLATION AND MAINTENANCE NC IV) Core Competency: Perform programming and installation of basic PLC systems Elements: 1. Plan and prepare for installation 2. Install/Test field and control device 3. Create/Modify, install, and test basic PLC program	E40S001U07 - Install and troubleshoot programmable logic control systems Elements: 1. Install appropriate programmable logic control system 2. Maintain Programmable Logic Control (PLC) systems/ machines 3. Maintain/ repair or service input/ output devices

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC III)	Sri Lanka (ELECTRICIAN - E40S001)
	E40S001U08 - Prepare estimate for Internet of Things (IoT) automation requirements Elements: 1. Gather information for automation work 2. Calculate the cost for proposed solution 3. Finalize the proper solution
	E40S001U09 - Install and maintain Internet of Things (IoT) based automation work Elements: 1. Perform Preliminary ground work 2. Install Internet of Things (IoT) based automation systems 3. Perform after sales support and maintenance activities
Basic Competencies	
Lead workplace communication Elements: 1. Communicate information about workplace processes 2. Lead workplace discussions 3. Identify and communicate issues arising in the workplace	E40S001BU01 - Practice workplace communication and interpersonal relations Elements: 1. Co-operate with others in performing work 2. Work with people of diverse backgrounds 3. Obtain record and convey workplace information 4. Fill work related documents
Use mathematical concepts and techniques Elements: 1. Identify mathematical tools and techniques to solve problems 2. Apply mathematical procedure/solution 3. Analyze results	E40S001BU02 - Apply occupational literacy and numeracy Elements: 1. Employ basic mathematics to complete work tasks and solve problems 2. Communicate ideas in writing 3. Read range of written materials
Lead small teams Elements: 1. Provide team leadership 2. Assign responsibilities 3. Set performance expectations for team members	E40S001BU03 - Work in teams Elements: 1. Understand team role and scope 2. Participate as a team member 3. Maintain productive group relations

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC III)	Sri Lanka (ELECTRICIAN - E40S001)
(ELECTRICAL INSTALLATION AND MAINTENANCE NC II) Basic Competency: Practice occupational health and safety procedures Elements: 1. Identify hazards and risks 2. Evaluate hazards and risks 3. Control hazards and risks	BU04 - Practice occupational health and safety measures Elements: 1. Identify and follow workplace safety procedures 2. Identify and Follow workplace emergency procedures 3. Report workplace hazards and accidents
Basic Competencies	
Develop and practice negotiating skills Elements: 1. Plan negotiations 2. Participate in negotiations	Better to add Sri Lankan scenario Not pronounced in the SL CS
Solve problems related to work activities Elements: 1. Identify the problem 2. Determine fundamental causes of the problems 3. Determine corrective action 4. Provide recommendations to manager	Better to add Sri Lankan scenario These competencies can be found either in the CS underpinning knowledge and skills or in the curriculum itself of SL
Use relevant technologies Elements: 1. Study/select appropriate technology 2. Apply relevant technology 3. Maintain/enhance relevant technology	Better to add Sri Lankan scenario These competencies can be found either in the CS underpinning knowledge and skills or in the curriculum itself of SL
Common Competencies	
Use Hand Tools Elements: 1. Plan and prepare for tasks to be undertaken 2. Prepare hand tools 3. Use appropriate hand tools and test equipment 4. Maintain hand tools	Available in some extent & better to add more These competencies can be found either in the CS underpinning knowledge and skills or in the curriculum itself of SL
Prepare and Interpret Technical Drawing Elements: 1. Identify different kinds of technical drawings 2. Interpret technical drawing 3. Prepare/make changes to electrical/electronic schematics and drawings	Drawing identification is available in Electrician's scope These competencies can be found either in the CS underpinning knowledge and skills or in the curriculum itself of SL

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC III)	Sri Lanka (ELECTRICIAN - E40S001)
Apply Quality Standards Elements: 1. Assess quality of received materials or components 2. Assess own work 3. Engage in quality improvement	Better to add Sri Lankan scenario May not be pronounced in the CS but one of the areas for formative and summative assessment
Terminate and Connect Electrical Wiring and Electronic Circuits Elements: 1. Plan and prepare for termination/connection of electrical wiring/electronics circuits 2. Terminate/connect electrical wiring/electronic circuits 3. Test termination/connections of electrical wiring/electronics circuits	(included in E4 Electrical installation as a performance criteria)
Maintain tools and equipment Elements: 1. Check condition of tools and equipment 2. Perform basic preventive maintenance 3. Store tools and equipment	Better to add Sri Lankan scenario These competencies can be found either in the CS underpinning knowledge and skills or in the curriculum itself of SLs
Core Competencies	
Install, assemble, test, and maintain motor control system Elements: 1. Check/review type and purpose of motor control system 2. Install and assemble motor control system 3. Notify completion of work 4. Maintain electrical motor control system	Better to add Sri Lankan scenario Covered under the “maintain electric motors, generators, and transformers” of SL TR

Appendix 12: PH: Electrical installation and maintenance NC IV vs SL: Electrician - E40S001 (Q3, Q4, Q5, NVQ Level 4)

► Table 16. PH: Electrical Installation and Maintenance NC IV vs SL: Electrician - E40S001 (Q3, Q4, Q5, NVQ Level 4)

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC IV)	Sri Lanka (ELECTRICIAN - E40S001) Q3, Q4, Q5, NVQ Level 4
Basic Competencies	
Lead in utilizing specialized communication Skills Elements: 1. Meet common and specific communication needs of clients and colleagues 2. Contribute to the development of communication strategies 3. Represent the organization 4. Facilitate group discussion 5. Conduct interview	(No equivalent competencies but on communication skills, it is included in the underpinning knowledge and also on Competency-based curriculum as one of the modules “communication skills in the workplace” in the workplace)
Assist in developing teams and individuals Elements: 1. Provide team leadership 2. Foster individual and organizational growth 3. Monitor and evaluate workplace learning 4. Develop team commitment and cooperation 5. Facilitate accomplishment of organizational goals	(Included in CBC module Team Work)
Apply problem solving techniques in the Workplace Elements: 1. Analyze the problem 2. Identify possible solutions 3. Recommend solution to higher management 4. Implement solution 5. Evaluate/Monitor results and outcome	(Underpinning skills in E40S001U05 - Maintain electric motors, generators and transformers)
Collect, analyze, and organize information Elements: 1. Study information requirements 2. Process data 3. Analyze, interpret, and organize information gathered 4. Present findings/ recommendations	Better to add Sri Lankan scenario Can be found in the underpinning knowledge and skills of SL

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC IV)	Sri Lanka (ELECTRICIAN - E40S001) Q3, Q4, Q5, NVQ Level 4
Plan and organize work for several working Teams Elements: 1. Set objectives 2. Plan and schedule work activities 3. Implement work plans 4. Monitor work activities 5. Review and evaluate work plans and activities	Better to add Sri Lankan scenario Since level 4 of SL does not cover supervisory functions, this competency unit may not be pronounced in SL.
Promote environmental protection Elements: 1. Study guidelines for environmental concerns. 2. Implement specific environmental programs. 3. Monitor activities on environmental protection / programs	Better to add Sri Lankan scenario Can be found in the underpinning knowledge and skills and curriculum of SL
Common Competencies	
Supervise preparation of construction materials, tools and equipment for assigned tasks Elements: 1. Identify materials 2. Requisition materials 3. Receive and inspect materials	Better to add Sri Lankan scenario This competency and elements are present in SL, only that in PH it is preceded by the word supervise to indicate that PH level 4 already has supervisory functions.
Ensure compliance with standard procedures, specifications and manuals of instructions Elements: 1. Identify and access specification/manuals 2. Interpret manuals 3. Apply information in manual 4. Store manuals	Better to add Sri Lankan scenario These are present in the underpinning knowledge and skills of SL
Interpret and follow technical drawings and plans Elements: 1. Analyze signs, symbols, and data 2. Interpret technical drawings and plans 3. Apply freehand sketching	Better to add Sri Lankan scenario Present in the CS of SL
Supervise mensuration and related computations Elements: 1. Select measuring instruments 2. Carry out measurements and calculations	Better to add Sri Lankan scenario Present in the CS of SL but without the word supervise

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC IV)	Sri Lanka (ELECTRICIAN - E40S001) Q3, Q4, Q5, NVQ Level 4
Supervise proper use and maintenance of tools and equipment Elements: 1. Check condition of tools and equipment 2. Perform basic preventive maintenance 3. Store tools and equipment	Better to add Sri Lankan scenario Present in the CS of SL but without the word supervise
Core competencies	
Prepare Electric and hydraulic tools Elements: 1. Request materials, tools, and equipment 2. Select electrical power and hydraulic tools 3. Maintain electrical power and hydraulic tools	Better to add Sri Lankan scenario Present in the CS and curriculum of SL
Perform roughing-in and wiring for activities for bus and underfloor ducts Elements: 1. Select materials 2. Install bus and underfloor ducts 3. Complete work	E40S001U03 - Carry out industrial / commercial electrical Installations Elements: 1. Prepare material and accessories for installation 2. Lay and fix conduits / casing & capping trunking / ducts 3. Carry out Installation of main and standby power supply 4. Install electrical final sub circuits 5. Carry out earthing
Perform installation of wiring devices for floor and ground fault current interrupting outlets Elements: 1. Select wiring devices 2. Install wiring devices 3. Notify completion of work	E40S001U02 - Carry out electrical Installations in buildings Elements: 1. Draw wiring diagrams and prepare materials for installation 2. Lay and fix electrical PVC conduit, trucking, draw wires and cables 3. Install electrical accessories 4. Fix and terminate consumer units and switchgear 5. Install the earth electrode of the electrical installation
Perform installation of standard electrical protection system for lightning and grounding Elements: 1. Plan and prepare work 2. Install electrical protection system 3. Notify completion of work	(CBC Module M08 inspect, test, diagnose and repair faults in electrical installation of building)

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC IV)	Sri Lanka (ELECTRICIAN - E40S001) Q3, Q4, Q5, NVQ Level 4
Perform installation of electrical lighting systems, auxiliary outlets, and lighting fixtures Elements: 1. Plan and prepare work 2. Install lighting fixtures 3. Notify completion of work	Better to add Sri Lankan scenario Present in the CS and curriculum of SL
Perform installation of data measurement and control system on electrical and auxiliary equipment Elements: 1. Plan and prepare work 2. Install electrical system and auxiliary equipment 3. Complete work	E40S001U06 - Install, service / repair or replace electrical control and protective switch gear systems Elements: 1. Prepare material for installation of electrical control and protective switchgear systems 2. Install electrical control and protective switchgear systems 3. Service/ Repair/ Replace electrical control and protective switchgear systems
Perform assembly and install electrical lighting and motor control systems Elements: 1. Check/Review type and purpose of electrical control system 2. Request materials, tools, and equipment 3. Inspect electrical materials and tools 4. Assemble electrical control 5. Notify completion of work	Better to add Sri Lankan scenario Present in the CS and Curriculum of SL
Perform maintenance and troubleshooting works Elements: 1. Plan, prepare and coordinate maintenance works 2. Maintain electrical system or equipment 3. Troubleshoot faults in an Electrical System or equipment 4. Notify completion of work	E40S001U05 - Maintain electric motors, generators and transformers Elements: 1. Test electric motors 2. Service and repair electric motors 3. Service/maintain generators 4. Service/ maintain transformers
Supervise/ Monitor installation and maintenance on electrical systems, auxiliary including control, lighting, power, and protection equipment Elements: 1. Plan and prepare work 2. Request materials, tools, and equipment 3. Direct and monitor installation of electrical, auxiliary and protection system equipment through working teams 4. Direct and monitor installation of electrical wiring 5. Notify completion of work	Better to add Sri Lankan scenario The only difference here between PH and SL is the word supervise, otherwise the unit of competency and its elements are the same

Philippines (ELECTRICAL INSTALLATION AND MAINTENANCE NC IV)	Sri Lanka (ELECTRICIAN - E40S001) Q3, Q4, Q5, NVQ Level 4
Perform commissioning of electrical equipment/ system Elements: 1. Plan and prepare commissioning activities 2. Commission electrical equipment/systems 3. Turn-over electrical equipment/systems	E40S001U04 - Carry out commissioning, decommissioning and maintaining of industrial electrical Installations Elements: 1. Inspect and test industrial electrical installation 2. Repair / maintain the electrical installation 3. Decommission electrical installation
Perform programming and installation of basic PLC systems Elements: 1. Plan and prepare for installation 2. Install/Test field and control device 3. Create/Modify, install, and test basic PLC program	E40S001U07 - Install and troubleshoot programmable logic control systems Elements: 1. Install appropriate programmable logic control system 2. Maintain Programmable Logic Control (PLC) systems/ machines 3. Maintain/ repair or service input/ output devices

► Table 17. Electrician: Packaging of Qualifications

SL - Packaging for National Vocational Qualifications (NVQ)
Qualification packaging is nested.
ELECTRICIAN - ASSISTANT NVQ LEVEL 2 - E40S010
National Certificate at NVQ Level 2 in the occupation of Electrician - Assistant will be awarded to those who are competent in units U01 + U02+ U03+ U04 - E40S010Q1L2
ELECTRICIAN - E40S001
National Certificate at NVQ Level 03 in the occupation of Electrician will be awarded to those who are competent in units U01 + U02 + BU1+ BU2+ BU3 +BU4- E40S001Q1L3
National Certificate at NVQ Level 03 in the occupation of Electrician will be awarded to those who are competent in units U01 + U02 + U03 + BU1+ BU2+ BU3+ BU4- E40S001Q2L3
National Certificate at NVQ Level 04 in the occupation of Electrician will be awarded to those who are competent in units U01 +U02+ U03+U04+ U05 + U06 + BU1+BU2+ BU3 +BU4- E40S001Q3L4
National Certificate at NVQ Level 04 in the occupation of Electrician will be awarded to those who are competent in units U01 +U02+ U03+U04+ U05 + U06+ U07+ BU1+BU2+ BU3 +BU4- E40S001Q4L4
National Certificate at NVQ Level 04 in the occupation of Electrician (IoT Automation) will be awarded to those who are competent in units U02+ U03+U04 +U08+ U09 +BU1+BU2+BU3+BU4- E40S001Q5L4
PH Qualifications Packaging
For levels 2, 3 and 4 is aligned with the PQF levels and Descriptors

► Table 18. Occupational Titles per Level

PHILIPPINES	SRI LANKA
Electrical Installation and Maintenance NC 2	NVQ Level 2
• Building Wiring Technician • Residential /Commercial-Wiring Technician • Maintenance Technician	• Electrical-Assistant
Electrical Installation and Maintenance NC 3	NVQ levels 3 and 4
• Industrial Electrician • Electrical Lineman • Electrical Foreman	• Electrician
Electrical Installation and Maintenance NC 4	
• Electrical Foreman • Supervising Technician • Electrical Supervisor	

► Table 19. Analysis of CS per Job QF Levels

Sri Lanka						
Code No.	Electrician Assistant NVQ L2	Electrician NVQ L3		Electrician NVQ L4		
		Q1	Q2	Q3	Q4	Q5
U01		X	X	X	X	
U02	Assist L3	X	X	X	X	X
U03	Assist L3		X	X	X	X
U04				X	X	X
U05				X	X	
U06				X	X	
U07					X	
U08						X
U09						X
BU01		X	X	X	X	X
BU02		X	X	X	X	X
BU03	X	X	X	X	X	X
BU04	X	X	X	X	X	X
Distinguishing Character	Assist in Electrical Install. and maint	Electrical Installation In Building	Industrial/ Commercial Electrical Installation	Maintain Industrial electrical Installation, motors, generators, transformer	Prog. Logic Control (PLC)	Internet of Things (IoT)
Philippines	No equivalent (No Electrician Assistant Standards)	Present in Level NC3	Present in Level NC3	Present in Level NC4	Present in Level NC4	No equivalent (No equivalent Unit of Competency)

Appendix 13: PH: Plumbing NC I vs SL: Plumber - E41S001 NVQ Level 3

► Table 20. PH: Plumbing NC I vs SL: Plumber - E41S001 NVQ Level 3

PLUMBING NC I	PLUMBER - E41S001 NVQ Lvl 3
(PLUMBING NC I) Basic Competency: Receive and respond to workplace communication Elements: 1. Follow routine spoken messages 2. Perform workplace duties following written notices (PLUMBING NC II) Basic Competency: Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Participate in workplace meetings and discussions 3. Complete relevant work related documents	E41S001U01 - Practice workplace communication and interpersonal relations Elements: 1. Co-operate with others in performing work 2. Work with people of diverse backgrounds 3. Obtain record and convey workplace information 4. Fill work related documents
(PLUMBING NC I, NC II, NC III) Common Competency: Perform mensuration and calculations Elements: 1. Select measuring instruments 2. Carry out measurements and calculations	E41S001U02 - Apply occupational literacy and numeracy Elements: 1. Employ basic mathematics to complete work tasks and solve problems 2. Communicate ideas in writing 3. Read range of written materials
(PLUMBING NC I) Basic Competencies: Work with others Elements: 1. Develop effective workplace relationship 2. Contribute to work group activities Demonstrate work values Elements: 1. Define the purpose of work 2. Apply work values/ethics 3. Deal with ethical problems 4. Maintain integrity of conduct in the workplace	E41S001U03 - Work in teams Elements: 1. Understand team role and scope 2. Participate as a team member 3. Maintain productive group relations

PLUMBING NC I	PLUMBER - E41S001 NVQ Lvl 3
(PLUMBING NC II) Basic Competencies: Work in a team environment Elements: 1. Describe team role and scope 2. Identify own role and responsibility within team 3. Work as a team member Practice career professionalism Elements: 1. Integrate personal objectives with organizational goals 2. Set and meet work priorities 3. Maintain professional growth and development	
(PLUMBING NC I) Basic Competency: Practice housekeeping procedures Elements: 1. Sort and remove unnecessary items 2. Arrange items 3. Maintain work area, tools and equipment 4. Follow standardized work process and procedures 5. Perform work spontaneously (PLUMBING NC II) Basic Competency: Practice occupational health and safety procedures Elements: 1. Identify hazards and risks 2. Evaluate hazards and risks 3. Control hazards and risks 4. Maintain OSH awareness	E41S001U04 - Practice occupational health and safety procedures in a workplace Elements: 1. Identify and follow workplace safety procedures 2. Identify and follow workplace emergency procedures
Basic Competency: Receive and respond to workplace communication Elements: 1. Follow routine spoken messages 2. Perform workplace duties following written notices	E41S001U05 - Work effectively within the plumbing and plumbing maintenance Elements: 1. Identify the industry work context and setting 2. Organize and accept responsibility for own workload 3. Participate in identifying and pursuing own development needs and processes

PLUMBING NC I	PLUMBER - E41S001 NVQ Lvl 3
(PLUMBING NC I) Core Competencies: Prepare Plumbing Layout Elements: 1. Prepare tools and materials 2. Perform stub-out / roughing-in 3. Clean up work area and maintain tools Install and Assemble Single Plumbing Unit Elements: 1. Prepare for plumbing works 2. Install pipes and fittings 3. Install hot and cold water supply 4. Install/assemble plumbing fixtures Make Piping Joints and Connections Elements: 1. Fit-up joints and fittings for PVC pipe 2. Perform pipe joints and connections 3. Caulk cast iron (CI) pipes and fittings (PLUMBING NC II) Core Competency: Prepare estimation of materials for multiple plumbing units Elements: 1. Study approved plumbing plan 2. Estimate and finalize materials takeoff	E41S001U06 - Install and maintain domestic water supply pipe lines Elements: 1. Plan to prepare plumbing work 2. Prepare job estimates 3. Lay cold water Pipe lines and fix accessories 4. Lay hot water pipe lines and fix accessories 5. Fix water pumps 6. Install and maintenance garden water supply system 7. Carry out repairs to the domestic water supply system
(PLUMBING NC I) Core Competency: Install and Assemble Single Plumbing Unit Elements: 1. Prepare for plumbing works 2. Install pipes and fittings 3. Install hot and cold water supply 4. Install/assemble plumbing fixtures	E41S001U07 - Install sanitary fittings and accessories Elements: 1. Prepare for installation of sanitary fittings and accessories 2. Install / repair sanitary system 3. Install / repair kitchen water supply system 4. Hand over plumbing installation

PLUMBING NC I	PLUMBER - E41S001 NVQ Lvl 3
(PLUMBING NC II) Core Competency: Perform multiple plumbing units' installation and assemblies Elements: 1. Prepare materials for drainage, sanitary, vent and waterline layout work 2. Install pipes and fittings for drainage, sanitary, vent and waterline layout 3. Install cold water system and multi-point water heater for hot-water supply lines 4. Install building drains, sewer, and ventilation 5. Mount and lay out plumbing fixtures and accessories	E41S001U08 - Install and maintain domestic waste water, sewerage, and storm water systems Elements: 1. Plan to prepare work 2. Prepare estimates for the domestic waste water and sewerage disposal system 3. Install domestic waste water and sewerage system 4. Install rain water gutters and downpipes 5. Maintain domestic storm water, waste water and sewerage system
	E41S001U09 - Install metal pipes and fittings for steam and gas supply system Elements: 1. Read and interpret drawings 2. Prepare estimates 3. Prepare metal pipes for laying 4. Lay metal pipes and fix accessories 5. Clean up
(PLUMBING NC I) Core Competency: Perform Minor Construction Work Elements: 1. Make piping Layouts 2. Cut pipes through walls and floors	E41S001U12 - Assist to Install and maintain domestic water supply System & Soil & Waste Water System Elements: 1. Prepare plumbing work 2. Identify Basic Masonry Works 3. Identify General work shop practices 4. Lay Pipe lines and fix accessories 5. Assist to Fix water pumps 6. Assist to Install and maintenance garden water supply system 7. Assist to install & repair soil & waste water disposal system
(PLUMBING NC II) Core Competency: Perform plumbing repair and maintenance work Elements: 1. Repair defective pipes, fittings and plumbing fixtures 2. Clear clogged pipes and drains	
(PLUMBING NC I) Core Competency: Install and Assemble Single Plumbing Unit Elements: 4. Prepare for plumbing works 5. Install pipes and fittings 6. Install hot and cold water supply 7. Install/assemble plumbing fixtures	E41S001U13 - Assist to install sanitary fittings and Accessories Elements: 1. Prepare for installation of sanitary fittings and accessories 2. Assist to Install sanitary fittings and accessories 3. Assist to repair sanitary fittings and accessories

PLUMBING NC I	PLUMBER - E41S001 NVQ Lvl 3
Common Competencies	
Prepare construction materials and tools Elements: 1. Identify Materials 2. Prepare requisition of materials 3. Receive and inspect materials	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills
Observe procedures, specifications and manuals of instruction Elements: 1. Identify and access specification/manuals 2. Interpret manuals 3. Apply information in manual 4. Store manuals	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills
Maintain tools and equipment Elements: 1. Check condition of tools and equipment 2. Perform basic preventive maintenance 3. Store tools and equipment	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills

Appendix 14: PH: Plumbing NC II vs SL: Industrial plumber - E41S002

► Table 21. PH: Plumbing NC II vs SL: Industrial Plumber - E41S002

PLUMBING NC II	Industrial Plumber - E41S002
(PLUMBING NC I) Core Competency: Install and Assemble Single Plumbing Unit Elements: 1. Prepare for plumbing works 2. Install pipes and fittings 3. Install hot and cold water supply 4. Install/assemble plumbing fixtures	E41S002U01 - Install & maintain Water supply lines - Hot & Cold Elements: 1. Read and interpret drawings 2. Prepare for work 3. Identify installation requirements 4. Install pipe lines 5. Maintain Water supply lines
(PLUMBING NC II) Core Competency: Conduct pipe leak testing Elements: 1. Prepare for conducting pipe leak testing 2. Perform pipe leak testing	
(PLUMBING NC II) Core Competency: Perform multiple plumbing units installation and assemblies Elements: 1. Prepare materials for drainage, sanitary, vent and waterline layout work 2. Install pipes and fittings for drainage, sanitary, vent and waterline layout 3. Install cold water system and multi-point water heater for hot-water supply lines 4. Install building drains, sewer and ventilation 5. Mount and lay out plumbing fixtures and accessories	E41S002U02 - Install & maintain Sewerage & Waste Water Systems Elements: 1. Read and interpret drawings 2. Prepare for work 3. Install Sewerage & Waste water systems 4. Repair & Maintain Sewerage & Waste Water Systems
(PLUMBING NC III) Core Competency: Install centralized hot, chilled and /or potable water piping system Elements: 1. Prepare pipes prior to assembly/ installation 2. Perform potable hot and chilled water piping installation 3. Perform pipe leak testing	E41S002U03 - Install & maintain Chilled Water lines Elements: 1. Read and interpret drawings 2. Prepare for work 3. Install Chilled Water System 4. Repair & Maintain Chilled Water Lines

PLUMBING NC II	Industrial Plumber - E41S002
	E41S002U04 - Install & maintain Steam Pipe systems Elements: 1. Read and interpret drawings 2. Prepare for work 3. Lay/install steam pipes and accessories 4. Repair & Maintain Steam Pipe Systems
	E41S002U05 - Install & maintain Compressed air systems Elements: 1. Read and interpret drawings 2. Prepare for work 3. Install pipes for compressed air supply system 4. Repair & Maintain compressed Air Systems
	E41S002U06 - Install & maintain Fire Hydrants & related components Elements: 1. Read and interpret drawings 2. Prepare for work 3. Install Fire Hydrant Pipes and Hose Reels 4. Test the Fire Hydrant system 5. Install Fire Safety Sprinkler Systems 6. Test the Fire Safety Sprinkler system 7. Repair / maintain Fire Hydrant/Fire safety Sprinkler Systems
	E41S002U07 - Install & maintain Gas supply Systems Elements: 1. Read and interpret drawings 2. Identify Gas Piping requirements 3. Install pipes for Gas supply systems 4. Test the Gas Supply piping System 5. Repair & maintain Gas Piping Systems
(PLUMBING NC III) Core Competency: Install and connect pumps to plumbing system Elements: 1. Mount and install pumps and accessories 2. Identify and select capacity and rating of valves 3. Test and commission pumps and accessories	E41S002U08 - Install & maintain Pump Sets Elements: 1. Read and interpret drawings 2. Prepare for work 3. Install & test Pumps 4. Repair & Maintain Pumps
Common Competencies	
Prepare construction materials and tools Elements: 1. Identify materials 2. Prepare requisition of materials 3. Receive and inspect materials	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills

PLUMBING NC II	Industrial Plumber - E41S002
Observe procedures, specifications and manuals of instruction Elements: 1. Identify and access specification/ manuals 2. Interpret manuals 3. Apply information in manual 4. Store manuals	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills
Maintain tools and equipment Elements: 1. Check condition of tools and equipment 2. Perform basic preventive maintenance 3. Store tools and equipment	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills

Appendix 15: PH: Plumbing NC III vs SL: Industrial plumber - E41S002

► Table 22. PH: Plumbing NC III vs SL: Industrial Plumber - E41S002

PLUMBING NC III	Industrial Plumber - E41S002
Basic Competencies	
Lead workplace communication Elements: 1. Communicate information about workplace processes 2. Lead workplace discussions 3. Identify and communicate issues arising in the workplace	It is recommended to include in SL curriculum Present in SL CS and curriculum except the word “lead” which denote level of supervision in PH context
Lead small teams Elements: 1. Provide team leadership 2. Assign responsibilities 3. Set performance expectations for team member 4. Supervise team performance	It is recommended to include in SL curriculum Present in SL CS and curriculum except the word “lead” which denote level of supervision in PH context
Develop and practice negotiation skills Elements: 1. Plan negotiations 2. Participate in negotiations	It is recommended to include in SL curriculum Not pronounced in the SL CS and curriculum
Solve problems related to work activities Elements: 1. Identify the problem 2. Determine fundamental causes of the problem 3. Determine corrective action 4. Provide recommendation/s to manager	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills
Use Mathematical concepts and techniques Elements: 1. Identify mathematical tools and techniques to solve problem 2. Apply mathematical procedure/solution 3. Analyze results	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills
Use relevant technologies Elements: 1. Study/select appropriate technology 2. Apply relevant technology 3. Maintain/ enhance relevant technology	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills

PLUMBING NC III	Industrial Plumber - E41S002
Common Competencies	
Prepare construction materials and tools Elements: 1. Identify materials 2. Prepare requisition of materials 3. Receive and inspect materials	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills
Observe procedures, specifications and manuals of instruction Elements: 1. Identify and access specification/manuals 2. Interpret manuals 3. Apply information in manual 4. Store manuals	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills
Interpret technical drawings and plans Elements: 1. Analyze signs, symbols and data 2. Interpret technical drawings and plans 3. Apply freehand sketching	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills
Perform mensuration and calculations Elements: 1. Select measuring instruments 2. Carry out measurements and calculations	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills
Maintain tools and equipment Elements: 1. Check condition of tools and equipment 2. Perform basic preventive maintenance 3. Store tools and equipment	It is recommended to include in SL curriculum These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills
Core Competencies	
Install centralized hot, chilled and /or potable water piping system Elements: 1. Prepare pipes prior to assembly/ installation 2. Perform potable hot and chilled water piping installation 3. Perform pipe leak testing	(Industrial Plumber - E41S002) E41S002U03 - Install & maintain Chilled Water lines Elements: 1. Read and interpret drawings 2. Prepare for work 3. Install Chilled Water System 4. Repair & Maintain Chilled Water Lines
Install riser/downfeed and distribution water supply system Elements: 1. Fit-up joints of pipes and fittings 2. Perform precise pipe cutting and connection 3. Make piping connections using fussed, butt and flange 4. Fabricate & install pipe hangers, sway braces and supports	It is recommended to include in SL curriculum

PLUMBING NC III	Industrial Plumber - E41S002
Install and connect pumps to plumbing system Elements: 1. Mount and install pumps and accessories 2. Identify and select capacity and rating of valves 3. Test and commission pumps and accessories	(Industrial Plumber - E41S002) E41S002U08 - Install & maintain Pump Sets Elements: 1. Read and interpret drawings 2. Prepare for work 3. Install & test Pumps 4. Repair & Maintain Pumps
Perform finishing and trimming of plumbing fixtures and accessories Elements: 1. Determine stub-outs for plumbing fixture 2. Prepare plumbing fixtures 3. Finish and trim plumbing fixtures	These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills
Oversee plumbing works Elements: 1. Check preparation undertaken prior plumbing works 2. Check compliance with occupational work and safety standards 3. Check quality of work performance	These unit and elements of competencies can be found in the CS under performance criteria and underpinning knowledge and skills, except the word "oversee"

► Table 23. Plumbing: Packaging of Qualifications

SL - Packaging for National Vocational Qualifications (NVQ)	
Qualification packaging is nested.	
Plumber - E41S001	
	National Certificate at NVQ Level 03 in the occupation of Plumber Assistant will be awarded to those who are competent in units U03+U04+U12+U13 - E41S001Q3L2
	National Certificate at NVQ Level 03 in the occupation of Plumber will be awarded to those who are competent in units U01+U02+U03+U04+U05+U06+U07 - E41S001Q1L3
	National Certificate at NVQ Level 03 in the occupation of Plumber will be awarded to those who are competent in units U01+U02+U03+U04+U05+U06+U07+U08+U09 - E41S001Q2L4
Industrial Plumber - E41S002	
	National Certificate at NVQ Level 3 in the occupation of Industrial Plumber (plumber gas) will be awarded to those who are competent in units 1+2+7 - E41S002Q1L3
	National Certificate at NVQ Level 3 in the occupation of Industrial Plumber will be awarded to those who are competent in units 1+2+8 - E41S002Q2L3
	National Certificate at NVQ Level 4 in the occupation of Industrial Plumber will be awarded to those who are competent in units 1+2+3+4+5+6+7+8 - E41S002Q3L4
PH Qualifications Packaging	
For level 1, 2 and 3 is aligned with the PQF levels and Descriptors	

► Table 24. Occupational Titles per Level

PHILIPPINES	SRI LANKA
PLUMBING NC I	PLUMBER - E41S001
Plumber I	- NVQ Level 03 in the occupation of Plumber Assistant - NVQ Level 03 in the occupation of Plumber
PLUMBING NC II	Industrial Plumber - E41S002
Plumber II	- NVQ Level 3 in the occupation of Industrial Plumber (plumber gas) - NVQ Level 3 in the occupation of Industrial Plumber - NVQ Level 4 in the occupation of Industrial Plumber
PLUMBING NC III	
Plumber III	

Appendix 16: PH: Housekeeping NC II vs SL: Room attendant - H55S002 (1st Revision) NVQ Level 03, Butler - H55S026 NVQ Level 4, Housekeeping services - H55S007 (June 2023)

► Table 25. PH: Housekeeping NC II vs SL: Room Attendant - H55S002 (1st Revision)) NVQ Level 03, Butler - H55S026 NVQ Level 4, Housekeeping Services - H55S007 (June 2023)

Philippines (HOUSEKEEPING NC II)	Sri Lanka (ROOM ATTENDANT - H55S002 (1st Revision)) NVQ Level 03
Core competencies	
Clean and prepare rooms for incoming guests Elements: 1. Set up equipment and trolleys 2. Access rooms for servicing 3. Make up beds 4. Clean and clear rooms 5. Clean and store trolleys and equipment	H55S002U01 - Service departure rooms / accommodation units Elements: 1. Prepare Room Attendants' trolley 2. Follow departure room checking procedure 3. Clean room / accommodation unit 4. Make the bed 5. Clean bathroom 6. Carry out final check
	H55S002U02- Service vacant rooms / accommodation units Elements: 1. Check for functionality of the room / accommodation unit 2. Check cleanliness of the room / accommodation unit 3. Carry out final checking
	H55S002U03 - Service occupied rooms / accommodation units Elements: 1. Follow entering procedure 2. Clean occupied room / accommodation unit 3. Clean bathroom 4. Carry out final checking
Clean public areas, facilities and equipment Elements: 1. Select and set up equipment and materials 2. Apply cleaning technique 3. Clean dry and wet area 4. Maintain and store cleaning equipment and chemicals	H55S002U04 - Service - floor, guest corridor, service area/stair case and floor pantries Elements: 1. Service floor and corridor 2. Maintain service area & stair case 3. Service floor pantries 4. Separate soiled linen 5. Store equipment 6. Dispose garbage

Philippines (HOUSEKEEPING NC II)	Sri Lanka (ROOM ATTENDANT - H55S002 (1st Revision)) NVQ Level 03
Clean and prepare rooms for incoming guests Elements: 1. Set up equipment and trolleys 2. Access rooms for servicing 3. Make up beds 4. Clean and clear rooms 5. Clean and store trolleys and equipment	H55S002U05 - Handle mini bar Elements: 1. Maintain bar stock bar levels 2. Clean Mini bar 3. Replace consumption
Basic Competencies	
Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Speak English at a basic operational level 3. Participate in workplace meetings and discussions 4. Complete relevant work-related documents	H55S002U06 - Carryout Workplace Communication Elements: 1. Apply oral communication at work place 2. Apply non-verbal communication 3. Apply written communication and signage 4. Respond positively to individual differences
Practice career professionalism 1. Integrate personal objectives with organizational goals 2. Set and meet work priorities 3. Maintain professional growth and development	H55S002U07 - Apply Workplace Literacy and Numeracy Elements: 1. Identify literacy and numeracy demands of the workplace 2. Apply a range of skills that support workplace literacy and numeracy
Work in a team environment Elements: 1. Describe team role and scope 2. Identify own role and responsibility within team 3. Work as a team member 4. Work effectively with colleagues 5. Work in socially diverse environment	H55S002U08 - Work in Teams Elements: 1. Communicate with team members 2. Participate in team work activities
Practice occupational health and safety procedures Elements: 1. Identify hazards and risks 2. Evaluate hazards and risks 3. Control hazards and risks 4. Maintain OHS awareness 5. Perform basic first-aid procedures	H55S002U09 - Practice Occupational Health and Safety Measures Elements: 1. Follow workplace health and safety procedures 2. Follow workplace emergency procedures 3. Adhere to good environmental practices
Core competencies	(BUTLER - H55S026) NVQ Level 4
Provide valet/butler service Elements: 1. Provide valet services to guests 2. Display professional standards 3. Care for guest property	Level 4 - H55S026U01 -Facilitate guest arrivals Elements: 1. Obtain the guest profile 2. Check guest preference 3. Liaise with inter departments and external service providers

Philippines (HOUSEKEEPING NC II)	Sri Lanka (ROOM ATTENDANT - H55S002 (1st Revision)) NVQ Level 03
	Level 4 - H55S026U02 - Welcome guest Elements: 1. Welcome and Receive guest 2. Usher guest 3. Registration of Guest 4. Delivery of luggage
	Level 4 - H55S026U03 - Orientate the facilities and services Elements: 1. Orientate room 2. Explain facilities, activities and environment 3. Pre plan activities and services
	Level 4 - H55S026U04 - Build guest confidence Elements: 1. Understand guest preferences 2. Set-up arrangements and deliver services 3. Ensure requirements in guest profile 4. Assess cues
	Level 4 - H55S026U05 - Coordinate services Elements: 1. List out the requirements 2. Inform the relevant persons 3. Organize and arrange requirements 4. Deliver as per guest expectation 5. Observe reaction
	Level 4 - H55S026U06 - Arrange guest farewell Elements: 1. Organize fellowship 2. Departure procedure 3. Departure arrangement 4. Check for left behind items 5. Bid farewell
	Level 3 - H55S026U07 -Keep records Elements: 1. Update guest history 2. Feedback to management
Deal with/Handle intoxicated guests Elements: 1. Determine the level of intoxication 2. Apply appropriate procedures 3. Comply with legislation	

Philippines (HOUSEKEEPING NC II)	Sri Lanka (ROOM ATTENDANT - H55S002 (1st Revision)) NVQ Level 03
Basic Competencies	
Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Speak English at a basic operational level 3. Participate in workplace meetings and discussions 4. Complete relevant work-related documents	Basic - H55S026BU1- Carryout work place communication Elements: 1. Apply oral communication at work place 2. Apply non-verbal communication 3. Apply written communication and signage 4. Respond positively to individual differences
Practice career professionalism Elements: 1. Integrate personal objectives with organizational goals 2. Set and meet work priorities 3. Maintain professional growth and development	Basic - H55S026BU2- Apply occupational literacy and numeracy Elements: 1. Identify literacy and numeracy of the workplace 2. Apply a range of skills that support workplace literacy and numeracy
Work in a team environment Elements: 1. Describe team role and scope 2. Identify own role and responsibility within team 3. Work as a team member 4. Work effectively with colleagues 5. Work in socially diverse environment	Basic - H55S026BU3- Work in teams Elements: 1. Communicate with team members 2. Participate in team work activities
Practice occupational health and safety procedures Elements: 1. Identify hazards and risks 2. Evaluate hazards and risks 3. Control hazards and risks 4. Maintain OHS awareness 5. Perform basic first-aid procedures	Basic - H55S026BU4 - Practice occupational health and safety procedures in workplace Elements: 1. Follow workplace health and safety procedures 2. Follow workplace emergency procedures 3. Adhere to good environmental practices
Common Competencies	
Develop and update industry knowledge Elements: 1. Seek information on the industry 2. Update industry knowledge 3. Develop and update local knowledge 4. Promote products and services to customers	
Observe workplace hygiene procedures 1. Follow hygiene procedures 2. Identify and prevent hygiene risks	

Philippines (HOUSEKEEPING NC II)	Sri Lanka (ROOM ATTENDANT - H55S002 (1st Revision)) NVQ Level 03
Perform computer operations Elements: 1. Plan and prepare for task to be undertaken 2. Input data into computer 3. Access information using computer 4. Produce/output data using computer system 5. Maintain computer equipment and systems	
Perform workplace and safety practices Elements: 1. Follow workplace procedures for health, safety and security practices 2. Perform child protection duties relevant to the tourism industry 3. Observe and monitor people 4. Deal with emergency situations 5. Maintain safe personal presentation standards 6. Maintain a safe and secure workplace	
Core competencies	Housekeeping Services- H55S007 (June 2023)
Provide housekeeping services to guests Elements: 1. Receive housekeeping requests 2. Provide/ Service housekeeping requests 3. Provide advice to guest Liaise with other departments	Level 3 - H55S007U01 - Attend to pre-preparation of shift work Elements: 1. Report to duty 2. Attend Pre-Shift Briefing 3. Arrange equipment and supplies
Clean public areas, facilities and equipment Elements: 1. Select and set up equipment and materials 2. Apply cleaning technique 3. Clean dry and wet area 4. Maintain and store cleaning equipment and chemicals	Level 3 - H55S007U02 - Clean and arrange public areas, administrative offices and back areas Elements: 1. Observe assigned areas 2. Carry out duties at assigned public areas, administrative offices and back areas

Philippines (HOUSEKEEPING NC II)	Sri Lanka (ROOM ATTENDANT - H55S002 (1st Revision)) NVQ Level 03
(HOUSEKEEPING NC III) Core Competency: Supervise laundry of linen, uniform and guest clothes Elements: 1. Manage the role and responsibilities of a laundry services 2. Monitor laundry procedures 3. Supervise the costing, packaging and delivery of laundered items 4. Supervise laundry facility maintenance	Level 3 - H55S007U03 - Handle uniforms Elements: 1. Issue new uniforms 2. Exchange of Uniforms 3. Dispatch uniforms 4. Inspect uniforms 5. Store uniforms Level 4 - H55S007U04 - Handle linen Elements: 1. Issue and exchange of linen 2. Dispatch linen 3. Inspect linen 4. Store linen 5. Assist to maintain inventory
Laundry linen and guest clothes Elements: 1. Collect laundry for laundering functions 2. Perform laundering functions 3. Process laundered item 4. Return laundered item ⁷	Level 3 - H55S007U05 - Handle guest laundry Elements: 1. Collect laundry from guest rooms 2. Receive laundry directly collected by room attendants 3. Process guest laundry before sending for washing 4. Return washed guest laundry
(HOUSEKEEPING NC III) Core Competency: Supervise room cleaning and maintenance requirement Elements: 1. Monitor housekeeping requirement procedures and resources 2. Monitor cleanliness and safety in the workplace 3. Assess and evaluate assigned tasks	Level 4 - H55S007U06 - Maintain housekeeping store Elements: 1. Maintain stock levels and in orderly manner 2. Issue, order and receive housekeeping supplies
Common Competency Provide effective customer service Elements: 1. Greet customer 2. Identify needs of customers 3. Deliver service to customer 4. Handle queries through use of common business tools and technology 5. Handle complaints/ conflict situations, evaluation and recommendations	Level 3 - H55S007U07 - Communicate with internal and external customers Elements: ⁷⁷ 1. Handle Telephone 2. Coordinate and communicate with customers 3. Deal with inquiries 4. Deal with comments and guest complaints

Philippines (HOUSEKEEPING NC II)	Sri Lanka (ROOM ATTENDANT - H55S002 (1st Revision)) NVQ Level 03
(HOUSEKEEPING NC III) Core Competency: Implement lost and found procedures Elements: 1. Monitor lost and found facility 2. Deal with lost and found items 3. Deal with claims for lost and found items 4. Deal with unclaimed items	Level 4 - H55S007U08 - Handle lost and found Elements: 1. Record details of item in Lost & Found register 2. Dispose of Items
Supervise housekeeping services to guests Elements: 1. Monitor housekeeping team 2. Update current practices in housekeeping 3. Evaluate housekeeping team's performance vs. organizational standards 4. Monitor usage of tools, equipment and supplies	Level 4 - H55S007U09 - Handle housekeeping keys Elements: 1. Issue and receive housekeeping keys 2. Maintain key inventory Level 3 - H55S007U10 - Follow shift closedown procedure Elements: 1. Finish days' work 2. Hand over shift
Basic Competencies	
Participate in workplace communication Elements: 1. Obtain and convey workplace information 2. Speak English at a basic operational level 3. Participate in workplace meetings and discussions 4. Complete relevant work-related documents	Basic - H55S007BU01 - Practice workplace communication and interpersonal relations Elements: 1. Co-operate with others in performing work 2. Work with people of diverse backgrounds 3. Obtain record and convey workplace information 4. Fill work related documents
Practice career professionalism Elements: 1. Integrate personal objectives with organizational goals 2. Set and meet work priorities 3. Maintain professional growth and development	Basic - H55S007BU02 - Apply occupational literacy and numeracy Elements: 1. Employ basic mathematics to complete work tasks and solve problems 2. Communicate ideas in writing 3. Read range of written materials
Work in a team environment Elements: 1. Describe team role and scope 2. Identify own role and responsibility within team 3. Work as a team member 4. Work effectively with colleagues 5. Work in socially diverse environment	Basic - H55S007BU03 - Work in teams Elements: 1. Understand team role and scope 2. Participate as a team member 3. Maintain productive group relations

Philippines (HOUSEKEEPING NC II)	Sri Lanka (ROOM ATTENDANT - H55S002 (1st Revision)) NVQ Level 03
Practice occupational health and safety procedures Elements: 1. Identify hazards and risks 2. Evaluate hazards and risks 3. Control hazards and risks 4. Maintain OHS awareness 5. Perform basic first-aid procedures	Basic - H55S007BU04 - Practice occupational health and safety procedures in a workplace Elements: 1. Identify and follow workplace safety procedures 2. Identify and follow workplace emergency procedures

Appendix 17: PH: Housekeeping NC III vs SL: Housekeeping services - H55S007 (June 2023)

► Table 26. PH: Housekeeping NC III vs SL: Housekeeping Services - H55S007 (June 2023)

Philippines (HOUSEKEEPING NC III)	(Housekeeping Services- H55S007 (June 2023))
Core competencies	
Supervise room cleaning and maintenance requirement Elements: 1. Monitor housekeeping requirement procedures and resources 2. Monitor cleanliness and safety in the workplace 3. Assess and evaluate assigned tasks	Level 4 - H55S007U06 - Maintain housekeeping store Elements: 1. Maintain stock levels and in orderly manner 2. Issue, order and receive housekeeping supplies
Supervise housekeeping services to guests Elements: 1. Monitor housekeeping team 2. Update current practices in housekeeping 3. Evaluate housekeeping team's performance vs. organizational standards 4. Monitor usage of tools, equipment and supplies	Level 4 - H55S007U09 - Handle housekeeping keys Elements: 1. Issue and receive housekeeping keys 2. Maintain key inventory
	Level 3 - H55S007U10 - Follow shift closedown procedure Elements: 1. Finish days' work 2. Hand over shift
Supervise laundry of linen, uniform and guest clothes Elements: 1. Manage the role and responsibilities of a laundry services 2. Monitor laundry procedures 3. Supervise the costing, packaging and delivery of laundered items 4. Supervise laundry facility maintenance	Level 3 - H55S007U03 - Handle uniforms Elements: 1. Issue new uniforms 2. Exchange of Uniforms 3. Dispatch uniforms 4. Inspect uniforms
	Level 4 - H55S007U04 - Handle linen Elements: 1. Issue and exchange of linen 2. Dispatch linen 3. Inspect linen 4. Store linen 5. Assist to maintain inventory
Implement lost and found procedures Elements: 1. Monitor lost and found facility 2. Deal with lost and found items 3. Deal with claims for lost and found items 4. Deal with unclaimed items	Level 4 - H55S007U08 - Handle lost and found Elements: 1. Record details of item in Lost & Found register 2. Dispose of Items

Philippines (HOUSEKEEPING NC III)	(Housekeeping Services- H55S007 (June 2023))
Basic Competencies	
Lead workplace communication Elements: 1. Communicate information about workplace processes 2. Lead workplace discussions 3. Identify and communicate issues arising in the workplace	
Lead small teams Elements: 1. Provide team leadership 2. Assign responsibilities 3. Set performance expectations for team member 4. Supervise team performance	
Apply critical thinking and problem-solving techniques in the workplace Elements: 1. Examine specific workplace challenges 2. Analyze the causes of specific workplace challenges 3. Formulate resolutions to specific workplace challenges 4. Implement action plans and communicate results	
Work in a diverse environment Elements: 1. Develop an individual's cultural awareness and sensitivity 2. Work effectively in an environment that acknowledges and values cultural diversity 3. Identify common issues in a multicultural and diverse environment	
Propose methods of applying learning and innovation in the organization Elements: 1. Assess work procedures, processes and systems in terms of innovative practices 2. Generate practical action plans for improving work procedures, processes 3. Evaluate the effectiveness of the proposed action plans	
Use information systematically Elements: 1. Use technical information 2. Apply information technology (IT) 3. Edit, format and check information	

Philippines (HOUSEKEEPING NC III)	(Housekeeping Services- H55S007 (June 2023))
Evaluate occupational safety and health work practices Elements: 1. Interpret Occupational Safety and Health practices 2. Set OSH work targets 3. Evaluate effectiveness of Occupational Safety and Health work instructions	
Evaluate environmental work practices Elements: 1. Interpret environmental practices, policies and procedures 2. Establish targets to evaluate environmental practices 3. Evaluate effectiveness of environmental practices	
Facilitate entrepreneurial skills for micro-small-medium enterprises (MSMEs) Elements: 1. Develop and maintain micro-small-medium enterprise (MSMEs) skills in the organization 2. Establish and maintain client-base/ market 3. Apply budgeting and financial management skills	
Common Competencies	
Receive and resolve customer complaints Elements: 1. Identify and analyse the complaint 2. Respond to complaints 3. Determine and agree upon appropriate action to resolve complaint 4. Refer complaints	
Work cooperatively in a general administration environment Elements: 1. Develop effective team relationships 2. Participate in team assignments 3. Contribute to team development	
Maintain quality customer/guest service Elements: 1. Identify customer/ guest requirements 2. Ensure delivery of quality products/ services 3. Evaluate customer service	

Philippines (HOUSEKEEPING NC III)	(Housekeeping Services- H55S007 (June 2023))
Roster staff Elements: 1. Develop and implement staff roster 2. Maintain staff records	
Control and order stock Elements: 1. Maintain stock levels and records 2. Process stock orders 3. Minimize stock losses 4. Follow-up orders 5. Organize and administer stocks	
Prepare and deliver training sessions Elements: 1. Determine training requirements 2. Prepare training plan 3. Deliver training sessions	
Plan, conduct and evaluate staff performance assessment Elements: 5. Plan a staff performance assessment 6. Conduct a staff performance assessment 7. Evaluate a staff performance assessment	

Appendix 18: PH: Housekeeping NC IV vs SL: No equivalent CS

► Table 27. PH: Housekeeping NC IV vs SL: No equivalent CS

Philippines (HOUSEKEEPING NC IV)	Sri Lanka (Qualification)
Basic Competencies	Note: No equivalent CS
Utilize specialized communication skills Elements: 1. Meet common and specific communication needs of clients and colleagues 2. Contribute to the development of communication strategies 3. Deliver a technical presentation 4. Represent the organization 5. Facilitate group discussion 6. Conduct interview	
Develop and lead teams Elements: 1. Foster Individual growth 2. Foster individual and team growth 3. Monitor and evaluate workplace learning 4. Develop team commitment and cooperation 5. Facilitate accomplishment of team goals	
Perform higher-order thinking processes and apply techniques in the workplace Elements: 1. Evaluate effectiveness and efficiency of the workplace systems, processes and procedures 2. Foster the habit of critical inquiry and curiosity in the workplace 3. Develop practical action plans for improving workplace conditions	
Contribute to the practice of social justice in the workplace Elements: 1. Update self on local, national and global trends/ issues in the workplace 2. Relate local and global trends to workplace context 3. Engage and take actions on workplace issues and concerns	
Manage innovative work instructions Elements: 1. Review and analyze existing workplace practices 2. Examine opportunities for continuous improvement and innovation of practices in the workplace 3. Implement innovative ways in the conduct of usual workplace practices	

Philippines (HOUSEKEEPING NC IV)	Sri Lanka (Qualification)
Manage and evaluate usage of information Elements: 1. Review information needs and sources 2. Collect and analyze information 3. Use management information systems 4. Report and disseminate analyzed information	
Lead in improvement of Occupational Safety and Health (OSH) programs, policies and procedures Elements: 1. Assess Occupational Safety and Health (OSH) practices and programs 2. Recommend OSH program improvement initiatives 3. Implement recommended improvements on Occupational Safety and Health (OSH) Programs, Procedures and Policies	
Lead towards improvement of environment work programs, policies and procedures Elements: 1. Assess environmental work practices and programs 2. Recommend environmental program improvements initiatives 3. Implement recommended improvements on environmental programs, policies and procedures	
Sustain entrepreneurial skills Elements: 1. Enhance one's business skills 2. Manage entrepreneurial practices 3. Expand markets and clientele	
Common Competencies	
Maintain hospitality industry knowledge Elements: 1. Seek information on the hospitality 2. Source and apply information on legal and ethical issues for the hospitality industry 3. Update hospitality industry knowledge	

Philippines (HOUSEKEEPING NC IV)	Sri Lanka (Qualification)
Perform child protection duties relevant to the tourism industry Elements: 1. Identify the issue of sexual exploitation of children by tourists 2. Describe national, regional and international actions to prevent the sexual exploitation of children by tourists 3. Describe actions that can be taken in the workplace to protect children from sexual exploitation by tourists	
Develop and supervise operational approaches Elements: 1. Communicate work roles 2. Coordinate activities 3. Maintain effective working relations 4. Provide feedback	
Manage quality customer service Elements: 1. Develop approaches to enhance customer service quality 2. Manage the delivery of quality service 3. Monitor and adjust customer service	
Manage finances within a budget Elements: 1. Allocate budget resources 2. Monitor financial activities against budget 3. Identify and evaluate options for improved budget performance 4. Complete financial reports	
Plan and implement a series of training events Elements: 1. Plan a series of training events 2. Implement a series of training events 3. Review planning and implementation of a series of training events	

Philippines (HOUSEKEEPING NC IV)	Sri Lanka (Qualification)
Use the assessment system for training outcomes Elements: 1. Communicate the assessment system 2. Provide support for enterprise assessors 3. Manage the assessment record keeping system 4. Maintain quality assurance procedures 5. Report on the contribution made by the assessment system to enterprise training and performance	
Core competencies	
Plan and schedule routine maintenance, repairs of physical assets Elements: 1. Determine job requirements 2. Allocate and order resource requirements 3. Schedule work 4. Document work order	
Plan and manage housekeeping services for guests Elements: 1. Establish requirements needed in providing housekeeping services to guests 2. Manage housekeeping services provided to guests 3. Implement provisions of housekeeping services	
Manage lost and found procedures Elements: 1. Establish lost and found policies and procedures 2. Monitor lost and found items 3. Monitor claim for lost item 4. Monitor unclaimed items	
Manage inventory, storage and issuance of linen and uniforms Elements: 1. Establish an effective system of storing linen and uniforms 2. Establish inventory, storage and issuance of linen and uniform control system 3. Develop a system for issuance of linen and uniforms 4. Evaluate delivery of linen and uniform stocks	
Manage Laundry/ Valet Service Elements: 1. Establish requirements for providing laundry and valet service 2. Monitor staff response to guest queries for laundry and valet services 3. Evaluate the implementation of the provisions for laundry and valet services	

► Table 28. Housekeeping: Packaging of Qualifications

SL - Packaging for National Vocational Qualifications (NVQ)	
Qualification packaging is nested.	
ROOM ATTENDANT - H55S002 (1st Revision) NVQ Level 03	
National Certificate at NVQ level 03 in the occupation of Room Attendant will be awarded to those who are competent in unit 01+ 02+ 03+ 04+ 05+ 06+ 07+ 08+ 09 -H55S002Q1L3	
BUTLER - H55S026 NVQ Level 4	
National Certificate at NVQ Level 04 in the occupation of Butler will be awarded to those who are competent in units U01+ U02+ U03+ U04+ U05+ U06+ U07+ BU01+ BU02+ BU03+ BU04- H55S026Q1L4	
Housekeeping Services- H55S007 (June 2023)	
National certificate at NVQ Level 3 in the occupation of Public Area Attendant will be awarded to those who are competent in units U01 + U02 + U07 + U10 + BU01 + BU02 + BU03 + BU04 - H55S007Q1L3	
National certificate at NVQ Level 3 in the occupation of Uniform Room Attendant will be awarded to those who are competent in units U01 + U03 + U07 + U10 + BU01 + BU02 + BU03 + BU04 - H55S007Q2L3	
National certificate at NVQ Level 3 in the occupation of Laundry Valet will be awarded to those who are competent in units U01 + U05 + U07 + U08 + U10 + BU01 + BU02 + BU03 + BU04 - 55S007Q3L3	
National certificate at NVQ Level 4 in the occupation of Linen Room Attendant will be awarded to those who are competent in units U01 + U03 + U04 + U05 + U06 + U07 + U08 + U10 + BU01 + BU02 + BU03 + BU04 - H55S007Q4L4	
National certificate at NVQ Level 4 in the occupation of Desk Attendant will be awarded to those who are competent in units U01 + U05 + U06 + U07 + U08 + U09 + U10 + BU01 + BU02 + BU03 + BU04 - H55S007Q5L4	
PH Qualifications Packaging	
For levels 2, 3 and 4 is aligned with the PQF levels and Descriptors	

► Table 29. Occupational Titles per Level

PHILIPPINES	SRI LANKA
HOUSEKEEPING NC II	ROOM ATTENDANT - H55S002 (1st Revision) NVQ Level 03
• Junior Cleaner • Assistant Cleaner • Assistant Public Area Cleaner • Cleaner • Public Area Cleaner • Attendant • Room/Cabin Attendant/Room Maid • Laundry Attendant • Housekeeping Attendant • Butler	• NVQ level 03 in the occupation of Room Attendant Note: This is within TESDA Housekeeping NC II
HOUSEKEEPING NC III	BUTLER - H55S026 NVQ Level 4
• Housekeeping Supervisor • Public Area Supervisor • Linen/Uniform Supervisor • Laundry Supervisor • Floor Supervisor⁷	• NVQ Level 04 in the occupation of Butler Note: This is within TESDA Housekeeping NC II
HOUSEKEEPING NC IV	Housekeeping Services- H55S007 (June 2023)
• Housekeeping Assistant Manager • Housekeeping Manager • Head Housekeeper • Assistant Housekeeper Administrator • Assistant Executive Housekeeper • Laundry Manager	• NVQ Level 3 in the occupation of Public Area Attendant • NVQ Level 3 in the occupation of Uniform Room Attendant • NVQ Level 3 in the occupation of Laundry Valet • NVQ Level 4 in the occupation of Linen Room Attendant • NVQ Level 4 in the occupation of Desk Attendant Note: This is within TESDA Housekeeping NC II and NC III

Appendix 19: Template 2: Comparative Analysis in the development of competency assessment tools

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING NC II	CARE GIVER - N85S015 (2023 version)	
1. Testing design	The qualification of Caregiving NC II may be attained through: 1. Demonstration of competence through project-type assessment covering all required units of qualification 2. Accumulation of Certificates of Competency (COCs) in the following areas: 2.1 Providing care and support for infants, toddlers and children 2.2 Providing care and support for the elderly and people with special needs	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards. The test designed are defined in the “Assessment conditions” section of the Competency Standards	PH • Training Regulation (Caregiving NC II), Section 4 SL • National Competency Standards: CARE GIVER - N85S015 (2023 version)
1.1.Per centage of KSA	Demonstration with Oral Questioning • Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING NC II	CARE GIVER - N85S015 (2023 version)	
1.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment - In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards - In formative competency assessment, judgment shall be recorded as ‘Competent’ or ‘Not Yet Competent’ against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules - In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as ‘Competent’ or ‘Not Yet Competent’ against each performance criterion / expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements)	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING NC II	CARE GIVER - N85S015 (2023 version)	
1.3. Type/number/ time of knowledge and skill testing	Demonstration with oral questioning (7 hours)	Skills demonstration Fifty MCQs have to be answered by the candidates through online	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines - Emailed document dated Jan 10 (Template 2 Caregiver)
1.4. Asessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: - Graduates of formal, non-formal and informal including enterprise-based training programs - Experienced Workers (wage employed or self-employed)	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (Caregiving NC II), Section 4 SL - NVQ Framework of Sri Lanka Operations Manual
1.5. Asessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package Assesses have to prepare evident portfolio and handover to assessor during assessment	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING NC II	CARE GIVER - N85S015 (2023 version)	
1.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)
1.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)
1.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: - Full competency - Accumulation of unit of competencies	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines - Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING NC II	CARE GIVER - N85S015 (2023 version)	
1.9. The number of questions for knowledge test	No written test	Fifty MCQs have to be answered by the candidates through online	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines - Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II	CHILD CARE & THERAPY ASSISTANT (SPECIAL NEEDS) - N85S029) NVQ Level 04	
2. Testing design	- To attain the national qualification of CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II, the candidate must demonstrate competence in all units - A Certificate of Competency (COC) is issued by the Authority to individuals who were assessed as competent in cluster of related units of competency, namely: - COC 1 Provide care and support for children with special needs - COC 2 Provide care and support for adults and elderly with special needs	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH - Training Regulation (Caregiving (Clients with Special Needs) NC II), Section 4 SL - National Competency Standards: Child Care & Therapy Assistant (Special Needs) - N85S029) NVQ Level 04

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II	CHILD CARE & THERAPY ASSISTANT (SPECIAL NEEDS) - N85S029) NVQ Level 04	
2.1. Per centage of KSA	Demonstration with Oral Questioning Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II	CHILD CARE & THERAPY ASSISTANT (SPECIAL NEEDS) - N85S029) NVQ Level 04	
2.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment • In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards • In formative competency assessment, judgment shall be recorded as ‘Competent’ or “Not Yet Competent” against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules • In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as “Competent” or “Not Yet Competent” against each performance criterion / expected performance standards in the Assessment Record Book(form) with respect to Elements of Job Function (Competency elements)	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II	CHILD CARE & THERAPY ASSISTANT (SPECIAL NEEDS) - N85S029) NVQ Level 04	
2.3. Type/number/ time of knowledge and skill testing	Demonstration with oral questioning (7 hours)	Skills demonstration Fifty MCQs have to be answered by the candidates through online	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines - Emailed document dated Jan 10 (Template 2 Caregiver)
2.4. Asessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: - Graduates of WTR-registered program, NTR-registered programs or formal/ non-formal/informal including enterprise-based trainings related to Caregiving (Clients with Special Needs) NC II - Experienced workers (wage employed or self-employed) who gained competencies in providing caregiving services for at least one (1) year within the last five (5) years	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (Caregiving (Clients with Special Needs) NC II), Section 4 SL - NVQ Framework of Sri Lanka Operations

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II	CHILD CARE & THERAPY ASSISTANT (SPECIAL NEEDS) - N85S029) NVQ Level 04	
2.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package Assesses have to prepare evident portfolio and handover to assessor during assessment	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)
2.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)
2.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (CLIENTS WITH SPECIAL NEEDS) NC II	CHILD CARE & THERAPY ASSISTANT (SPECIAL NEEDS) - N85S029) NVQ Level 04	
2.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: • Full competency • Accumulation of unit of competencies	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines • Emailed document dated Jan 10 (Template 2 Caregiver)
2.9. The number of questions for knowledge test	No written test	Fifty MCQs have to be answered by the candidates through online	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines • Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (ELDERLY) NC II	CAREGIVER (ELDER) - N85S022 NVQ Level 04	
3. Testing design	1. To attain the National Qualification of CAREGIVING (ELDERLY) NC II the candidate must demonstrate competence in all unit/s of competency	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH - Training Regulation (Caregiving (Elderly)), Section 4 SL - National Competency Standards: CAREGIVER (ELDER) - N85S022 NVQ Level 04
3.1 Percentage of KSA	Demonstration with Oral Questioning Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (ELDERLY) NC II	CAREGIVER (ELDER) - N85S022 NVQ Level 04	
3.2 Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment • In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards • In formative competency assessment, judgment shall be recorded as ‘Competent’ or “Not Yet Competent” against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules • In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as “Competent” or “Not Yet Competent” against each performance criterion / expected performance standards in the Assessment Record Book(form) with respect to Elements of Job Function (Competency elements)	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (ELDERLY) NC II	CAREGIVER (ELDER) - N85S022 NVQ Level 04	
3.3 Type/ number/time of knowledge and skill testing	Demonstration with oral questioning (7 hours)	Skills demonstration Fifty MCQs have to be answered by the candidates through online	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines - Emailed document dated Jan 10 (Template 2 Caregiver)
3.4 Asessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: - Graduates of WTR- registered program, NTR-registered programs or formal/ non-formal/informal including enterprise- based trainings related to Caregiving (Caregiving (Elderly)) NC II - Experienced workers (wage employed or self-employed) who gained competencies in providing caregiving services for at least two (2) years within the last five (5) years	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (Caregiving (Elderly)), Section 4 SL - NVQ Framework of Sri Lanka Operations Manual
3.5 Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package Assesses have to prepare evident portfolio and handover to assessor during assessment	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (ELDERLY) NC II	CAREGIVER (ELDER) - N85S022 NVQ Level 04	
3.6 Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)
3.7 Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)
3.8 Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: Full competency	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines - Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (ELDERLY) NC II	CAREGIVER (ELDER) - N85S022 NVQ Level 04	
3.9 Thenumber of questions for knowledge test	No written test	Fifty MCQs have to be answered by the candidates through online	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines - Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II	CHILD CARE GIVER - N85S024	
4. Testing design	1. To attain the national qualification of CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II, the candidate must demonstrate competence in all units 2. A Certificate of Competency (COC) is issued by the Authority to individuals who were assessed as competent in cluster of related units of competency, namely: 2.1 COC1 Provide care and support to grade schooler (6 to 12 years old) 2.2 COC 2 Provide care and support to adolescent (13 to 19 years old)	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH • Training Regulation (Caregiving (Grade schooler to Adolescent)), Section 4 SL • National Competency Standards: CHILD CARE GIVER - N85S024

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II	CHILD CARE GIVER - N85S024	
4.1. Per centage of KSA	Demonstration with Oral Questioning Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II	CHILD CARE GIVER - N85S024	
4.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment • In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards • In formative competency assessment, judgment shall be recorded as “Competent” or “Not Yet Competent” against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules • In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as “Competent” or “Not Yet Competent” against each performance criterion / expected performance standards in the Assessment Record Book(form) with respect to Elements of Job Function (Competency elements)	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II	CHILD CARE GIVER - N85S024	
4.3. Type/number/ time of knowledge and skill testing	Demonstration with oral questioning (7 hours)	Skills demonstration Fifty MCQs have to be answered by the candidates through online	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines - Emailed document dated Jan 10 (Template 2 Caregiver)
4.4. Asessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: - Graduates of WTR-registered program, NTR-registered programs or formal/ non-formal/informal including enterprise-based trainings related to Caregiving (Caregiving (Grade schooler to Adolescent)) NC II - Experienced workers (wage employed or self-employed) who gained competencies in providing caregiving services for at least two (2) years within the last five (5) years	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (Caregiving (Grade schooler to Adolescent)), Section 4 SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II	CHILD CARE GIVER - N85S024	
4.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package Assesses have to prepare evident portfolio and handover to assessor during assessment	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)
4.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)
4.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (GRADE SCHOOLER TO ADOLESCENT) NC II	CHILD CARE GIVER - N85S024	
4.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: • Full competency • Accumulation of unit of competencies	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines • Emailed document dated Jan 10 (Template 2 Caregiver)
4.9. The number of questions for knowledge test	No written test	Fifty MCQs have to be answered by the candidates through online	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines • Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II	MATERNAL AND INFANT CARE GIVER - N85S026 NVQ Level 04	
5. Testing design	1. To attain the national qualification of CAREGIVING (NEWBORN TO PRESCHOOLER) NC II, the candidate must demonstrate competence in all units 2. A Certificate of Competency (COC) is issued by the Authority to individuals who were assessed as competent in cluster of related units of competency, namely: 2.1 COC1 Provide care and support to Newborn (0 to 4 weeks) 2.2 COC 2 Provide care and support to Infant (1 month to 1 year old) 2.3 COC 3 Provide care and support to Toddler (1 to 3 years old) 2.4 COC 4 Provide care and support to Pre-schooler (3 to 5 years old)	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH • Training Regulation (Caregiving (NEWBORN TO PRESCHOOLER)), Section 4 SL • National Competency Standards: MATERNAL AND INFANT CARE GIVER - N85S026 NVQ Level 04
5.1. Per centage of KSA	Demonstration with Oral Questioning • Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II	MATERNAL AND INFANT CARE GIVER - N85S026 NVQ Level 04	
5.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment • In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards • In formative competency assessment, judgment shall be recorded as ‘Competent’ or “Not Yet Competent” against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules • In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as “Competent” or “Not Yet Competent” against each performance criterion / expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements)	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II	MATERNAL AND INFANT CARE GIVER - N85S026 NVQ Level 04	
5.3. Type/number/ time of knowledge and skill testing	Demonstration with oral questioning (7 hours)	Skills demonstration Fifty MCQs have to be answered by the candidates through online	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines - Emailed document dated Jan 10 (Template 2 Caregiver)
5.4. Asessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: - Graduates of WTR- registered program, NTR-registered programs or formal/ non-formal/informal including enterprise- based trainings related to Caregiving (Caregiving (Newborn to Pre-schooler)) NC II - Experienced workers (wage employed or self-employed) who gained competencies in providing caregiving services for at least three (3) years within the last five (5) years	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (Caregiving (Caregiving (NEWBORN TO PRESCHOOLER))), Section 4 SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (NEWBORN TO PRE- SCHOOLER) NC II	MATERNAL AND INFANT CARE GIVER - N85S026 NVQ Level 04	
5.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package Assesses have to prepare evident portfolio and handover to assessor during assessment	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)
5.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)
5.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual - Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Health Care Sector – Caregiver			
	CAREGIVING (NEWBORN TO PRE-SCHOOLER) NC II	MATERNAL AND INFANT CARE GIVER - N85S026 NVQ Level 04	
5.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: • Full competency • Accumulation of unit of competencies	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines • Emailed document dated Jan 10 (Template 2 Caregiver)
5.9. The number of questions for knowledge test	No written test	Fifty MCQs have to be answered by the candidates through online	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines • Emailed document dated Jan 10 (Template 2 Caregiver)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC II	ELECTRICIAN – ASSISTANT - E40S010 NVQ LEVEL 2	
1. Testing design	1. To attain the National Qualification of Electrical Installation & Maintenance NC II , the candidate must demonstrate competence in all the units	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH - Training Regulation (Electrical Installation and Maintenance NC II), Section 4 SL - National Competency Standards: ELECTRICIAN – ASSISTANT - E40S010 NVQ LEVEL 2
1.1. Per centage of KSA	Knowledge is measured by written test and during oral questioning Written test 3 sets (30 items each) Demonstration with Oral Questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC II	ELECTRICIAN – ASSISTANT - E40S010 NVQ LEVEL 2	
1.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment - In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards - In formative competency assessment, judgment shall be recorded as ‘Competent’ or ‘Not Yet Competent’ against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules - In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as ‘Competent’ or ‘Not Yet Competent’ against each performance criterion / expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements)	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
1.3. Type/number/ time of knowledge and skill testing	Written test (1 hour) 3 sets (30 items each) Demonstration with oral questioning (7 hours)	Written test Skills demonstration	PH Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC II	ELECTRICIAN – ASSISTANT - E40S010 NVQ LEVEL 2	
1.4. Assessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: - Graduate of formal, non-formal and informal including enterprise-based education/training programs/courses - Experienced Workers (wage employed or self-employed)	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (Electrical Installation and Maintenance NC II), Section 4 SL - NVQ Framework of Sri Lanka Operations Manual
1.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual
1.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual
1.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC II	ELECTRICIAN – ASSISTANT - E40S010 NVQ LEVEL 2	
1.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: • Full competency	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines
1.9. The number of questions for knowledge test	Written test (1 hour) • 3 sets (30 items each)	Written test	PH • Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC III	ELECTRICIAN - E40S001 NVQ LVL 3	
2. Testing design	1. To attain the National Qualification of Electrical Installation & Maintenance NC III , the candidate must demonstrate competence in all the units	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH • Training Regulation (Electrical Installation and Maintenance NC III), Section 4 SL • National Competency Standards: ELECTRICIAN - E40S001 NVQ LVL 3

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC III	ELECTRICIAN - E40S001 NVQ LVL 3	
2.1. Per centage of KSA	Knowledge is measured by written test and during oral questioning Written test • 3 sets (20 items each) Demonstration with Oral Questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC III	ELECTRICIAN - E40S001 NVQ LVL 3	
2.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment - In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards - In formative competency assessment, judgment shall be recorded as 'Competent' or 'Not Yet Competent' against each task in the Trainee's Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules - In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as "Competent" or "Not Yet Competent" against each performance criterion / expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements)	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
2.3. Type/number/ time of knowledge and skill testing	Written test (1 hour) 3 sets (20 items each) Demonstration with oral questioning (7 hours)	Written test Skills demonstration	PH Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC III	ELECTRICIAN - E40S001 NVQ LVL 3	
2.4. Asessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: - Graduate of formal, non-formal and informal including enterprise-based education/training programs/courses - Experienced Workers (wage employed or self-employed)	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (Electrical Installation and Maintenance NC III), Section 4 SL - NVQ Framework of Sri Lanka Operations Manual
2.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual
2.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual
2.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC III	ELECTRICIAN - E40S001 NVQ LVL 3	
2.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: • Full competency	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines
2.9. The number of questions for knowledge test	Written test (1 hour) • 3 sets (20 items each)	Written test	PH • Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC IV	ELECTRICIAN - E40S001 NVQ LVL 4	
3. Testing design	1. The qualification of Electrical Installation and Maintenance NC IV may be attained by candidates who have acquired Certificates of Competency (COCs) in all the required units of competency 2. Accumulation of certificates of competency (COCs) in all the following areas: 2.1. Performing roughing-in activities 2.2. Installing wiring 2.3. Installing electrical protection systems 2.4. Installing lighting systems 2.5. Install metering and control systems on electrical and auxiliary equipment 2.6. Assemble and install electrical lighting and motor control systems 2.7. Perform electrical maintenance and troubleshooting work 2.8. Supervise/Monitor installation and maintenance of electrical systems and auxiliaries including control, lighting, power and protection equipment 2.9. Commission electrical equipment/ systems 2.10. Program and install basic PLC systems The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards. PH • Training Regulation (Electrical Installation and Maintenance NC IV), Section 4 SL • National Competency Standards: ELECTRICIAN - E40S001 NVQ LVL 4		

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC IV	ELECTRICIAN - E40S001 NVQ LVL 4	
3.1. Per centage of KSA	Knowledge is measured by written test and during oral questioning Written test • 3 COC (15 items each COC) Demonstration with Oral Questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC IV	ELECTRICIAN - E40S001 NVQ LVL 4	
3.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment - In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards - In formative competency assessment, judgment shall be recorded as ‘Competent’ or ‘Not Yet Competent’ against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules - In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as ‘Competent’ or ‘Not Yet Competent’ against each performance criterion / expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements)	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
3.3. Type/number/ time of knowledge and skill testing	Written test (1 hour) 3 COC (15 items each COC) Demonstration with oral questioning (7 hours)	Written test Skills demonstration	PH Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC IV	ELECTRICIAN - E40S001 NVQ LVL 4	
3.4. Assessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: - Graduate of formal, non-formal and informal including enterprise-based education/training programs/courses - Experienced Workers (wage employed or self-employed)	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (Electrical Installation and Maintenance NC III), Section 4 SL - NVQ Framework of Sri Lanka Operations Manual
3.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual
3.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual
3.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Electrician			
	ELECTRICAL INSTALLATION AND MAINTENANCE NC IV	ELECTRICIAN - E40S001 NVQ LVL 4	
3.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: • Full competency • Accumulation of unit of competencies	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines
3.9. The number of questions for knowledge test	Written test (1 hour) • 3 COC (15 items each COC)	Written test	PH • Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC I	PLUMBER - E41S001 NVQ Lvl 3	
1. Testing design	1. National Certificate (NC) is issued when a candidate has demonstrated competence through project-type assessment covering all the units of competency	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH • Training Regulation (PLUMBING NC I), Section 4 SL • National Competency Standards: PLUMBER - E41S001 NVQ Lvl 3
1.1. Per centage of KSA	Demonstration with Oral Questioning • Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC I	PLUMBER - E41S001 NVQ Lvl 3	
1.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment • In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards • In formative competency assessment, judgment shall be recorded as ‘Competent’ or “Not Yet Competent” against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules • In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as “Competent” or “Not Yet Competent” against each performance criterion / expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements)	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual
1.3. Type/number/ time of knowledge and skill testing	Demonstration with oral questioning (7 hours)	Skills demonstration	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC I	PLUMBER - E41S001 NVQ Lvl 3	
1.4. Assessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: • Graduates of formal, non-formal and informal institutions including enterprise-based training programs • Experienced Workers (wage employed or self-employed)	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH • Training Regulation (PLUMBING NC II), Section 4 SL • NVQ Framework of Sri Lanka Operations Manual
1.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package	PH • Competency Assessment Tools Package (Specific Instruction for the candidates) SL • NVQ Framework of Sri Lanka Operations Manual
1.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual
1.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH • Competency Assessment Tools SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC I	PLUMBER - E41S001 NVQ Lvl 3	
1.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: • Full competency	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines
1.9. The number of questions for knowledge test	No written test	No written test	PH • Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC II	Industrial Plumber - E41S002	
2. Testing design	1. National Certificate (NC) is issued when a candidate has demonstrated competence through project-type assessment covering all the units of competency	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH • Training Regulation (PLUMBING NC II), Section 4 SL • National Competency Standards: Industrial Plumber - E41S002
2.1. Per centage of KSA	Demonstration with Oral Questioning • Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning) A combination of	formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC II	Industrial Plumber - E41S002	
2.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment - In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards - In formative competency assessment, judgment shall be recorded as ‘Competent’ or “Not Yet Competent” against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules - In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as “Competent” or “Not Yet Competent” against each performance criterion / expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements)	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
2.3. Type/number/ time of knowledge and skill testing	Demonstration with oral questioning (7 hours)	Skills demonstration	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC II	Industrial Plumber - E41S002	
2.4. Assessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: • Graduates of formal, non-formal and informal institutions including enterprise-based training programs • Experienced Workers (wage employed or self-employed)	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH • Training Regulation (PLUMBING NC II), Section 4 SL • NVQ Framework of Sri Lanka Operations Manual
2.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package	PH • Competency Assessment Tools Package (Specific Instruction for the candidates) SL • NVQ Framework of Sri Lanka Operations Manual
2.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual
2.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH • Competency Assessment Tools SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC II	Industrial Plumber - E41S002	
2.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: • Full competency	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines
2.9. The number of questions for knowledge test	No written test	No written test	PH • Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC III	Industrial Plumber - E41S002	
3. Testing design	3. National Certificate (NC) is issued when a candidate has demonstrated competence through project-type assessment covering all the units of competency	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH • Training Regulation (PLUMBING NC III), Section 4 SL • National Competency Standards: Industrial Plumber - E41S002
3.1. Per centage of KSA	Knowledge is measured by written test and during oral questioning Written test • 3 sets (20 items each set) Demonstration with Oral Questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC III	Industrial Plumber - E41S002	
3.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment • In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards • In formative competency assessment, judgment shall be recorded as ‘Competent’ or “Not Yet Competent” against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as “Competent” or “Not Yet Competent” against each performance criterion / expected performance standards in the Assessment Record Book(form) with respect to Elements of Job Function (Competency elements)	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines
3.3. Type/number/ time of knowledge and skill testing	Written test (1 hour) • 3 sets (20 items each set) Demonstration with oral questioning (7 hours)	Skills demonstration	PH • Competency Assessment Tools Package SL NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC III	Industrial Plumber - E41S002	
3.4. Asessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: - Graduates of formal, non-formal and informal institutions including enterprise-based training programs - Experienced Workers (wage employed or self-employed)	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (PLUMBING NC II), Section 4 SL - NVQ Framework of Sri Lanka Operations Manual
3.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual
3.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual
3.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Construction Sector – Plumbing			
	PLUMBING NC III	Industrial Plumber - E41S002	
3.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: • Full competency	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines
3.9. The number of questions for knowledge test	Written test (1 hour) • 3 sets (20 items each set)	No written test	PH • Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	ROOM ATTENDANT - H55S002 (1st Revision) NVQ Level 03	
1. Testing design	The qualification of HOUSEKEEPING NCII may be attained through: 1. Demonstration of competencies covering all the required core units of qualifications 2. Accumulation of Certificates of Competency (COCs) in the following areas: 2.1 Providing Butler Service 2.2 Providing Housekeeping to Guests 2.3 Cleaning public areas 2.4 Providing laundry service	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH • Training Regulation (HOUSEKEEPING NC II), Section 4 SL • National Competency Standards: ROOM ATTENDANT - H55S002 (1st Revision) NVQ Level 03

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	ROOM ATTENDANT - H55S002 (1st Revision) NVQ Level 03	
1.1. Per centage of KSA	Demonstration with Oral Questioning Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
1.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment - In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards - In formative competency assessment, judgment shall be recorded as “Competent” or “Not Yet Competent” against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules - In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as “Competent” or “Not Yet Competent” against each performance criterion / expected performance standards in the Assessment Record Book(form) with respect to Elements of Job Function (Competency elements)	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	ROOM ATTENDANT - H55S002 (1st Revision) NVQ Level 03	
1.3. Type/number/ time of knowledge and skill testing	Demonstration with oral questioning (7 hours)	Skills demonstration	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
1.4. Asessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: - Graduates of formal, non-formal and informal including enterprise-based training programs - Experienced Workers (wage employed or self-employed)	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (HOUSEKEEPING NC II), Section 4 SL - NVQ Framework of Sri Lanka Operations Manual
1.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	ROOM ATTENDANT - H55S002 (1st Revision) NVQ Level 03	
1.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual
1.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual
1.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: - Full competency - Accumulation of unit of competencies	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
1.9. The number of questions for knowledge test	No written test	No written test	PH Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	(BUTLER - H55S026) NVQ Level 4	
2. Testing design	The qualification of HOUSEKEEPING NCII may be attained through: 1. Demonstration of competencies covering all the required core units of qualifications 2. Accumulation of Certificates of Competency (COCs) in the following areas: 2.1 Providing Butler Service 2.2 Providing Housekeeping to Guests 2.3 Cleaning public areas 2.4 Providing laundry service	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH • Training Regulation (HOUSEKEEPING NC II), Section 4 SL • National Competency Standards: (BUTLER - H55S026) NVQ Level 4
2.1. Per centage of KSA	Demonstration with Oral Questioning • Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	(BUTLER - H55S026) NVQ Level 4	
2.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment • In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards • In formative competency assessment, judgment shall be recorded as ‘Competent’ or “Not Yet Competent” against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules • In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as “Competent” or “Not Yet Competent” against each performance criterion / expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements)	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines
2.3. Type/number/ time of knowledge and skill testing	Demonstration with oral questioning (7 hours)	Skills demonstration	PH • Competency Assessment Tools Package SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	(BUTLER - H55S026) NVQ Level 4	
2.4. Assessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: • Graduates of formal, non-formal and informal including enterprise-based training programs • Experienced Workers (wage employed or self-employed)	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH • Training Regulation (HOUSEKEEPING NC II), Section 4 SL • NVQ Framework of Sri Lanka Operations Manual
2.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package	PH • Competency Assessment Tools Package (Specific Instruction for the candidates) SL • NVQ Framework of Sri Lanka Operations Manual
2.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual
2.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH • Competency Assessment Tools SL • NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	(BUTLER - H55S026) NVQ Level 4	
2.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: • Full competency • Accumulation of unit of competencies	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH • Competency Assessment Tools Package (Assessors Guide) SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines
2.9. The number of questions for knowledge test	No written test	No written test	PH • Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	Housekeeping Services- H55S007 (June 2023)	
3. Testing design	The qualification of HOUSEKEEPING NCII may be attained through: 1. Demonstration of competencies covering all the required core units of qualifications 2. Accumulation of Certificates of Competency (COCs) in the following areas: 2.1 Providing Butler Service 2.2 Providing Housekeeping to Guests 2.3 Cleaning public areas 2.4 Providing laundry service	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH • Training Regulation (HOUSEKEEPING NC II), Section 4 SL • National Competency Standards: Housekeeping Services- H55S007 (June 2023)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	Housekeeping Services- H55S007 (June 2023)	
3.1. Per centage of KSA	Demonstration with Oral Questioning Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual
3.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment - In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards - In formative competency assessment, judgment shall be recorded as ‘Competent’ or “Not Yet Competent” against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules - In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as “Competent” or “Not Yet Competent” against each performance criterion / expected performance standards in the Assessment Record Book(form) with respect to Elements of Job Function (Competency elements)	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	Housekeeping Services-H55S007 (June 2023)	
3.3. Type/number/ time of knowledge and skill testing	Demonstration with oral questioning (7 hours)	Skills demonstration	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual
3.4. Asessee qualification. (Candidate qualification)	The following are qualified to apply for assessment and certification: Graduates of formal, non-formal and informal including enterprise-based training programs Experienced Workers (wage employed or self-employed)	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (HOUSEKEEPING NC II), Section 4 SL - NVQ Framework of Sri Lanka Operations Manual
3.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual
3.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC II	Housekeeping Services-H55S007 (June 2023)	
3.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual
3.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: - Full competency - Accumulation of unit of competencies	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
3.9. The number of questions for knowledge test	No written test	No written test	PH Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC III	Housekeeping Services-H55S007 (June 2023)	
4. Testing design	1. A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification	The Issuance or accumulation of certificates are defined in the section “Packaging for National Vocational Qualifications (NVQ)” of the Competency Standards.	PH • Training Regulation (HOUSEKEEPING NC III), Section 4 SL • National Competency Standards: Housekeeping Services-H55S007 (June 2023)

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC III	Housekeeping Services- H55S007 (June 2023)	
4.1. Per centage of KSA	Demonstration with Oral Questioning Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning)	A combination of formative and summative assessment shall be used in order to reach a decision on an assessment Skills, knowledge and attitudes are assessed by using national competency standards as a benchmark for assessment. Formal testing and examinations are also ways of assessment.	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual
4.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning	Assessment Judgment - In knowledge assessment, minimum pass marks shall be 40 per cent and in competency/ psychomotor assessment, the candidate should demonstrate the ability to perform all the tasks relevant to competencies specified in relevant National Competency Standards - In formative competency assessment, judgment shall be recorded as ‘Competent’ or “Not Yet Competent” against each task in the Trainee’s Progress Record Book with respect to competencies (expected standards of tasks) indicated in curriculum modules - In summative competency assessment, judgment shall be made considering five dimensions of competency and then recorded as “Competent” or “Not Yet Competent” against each performance criterion / expected performance standards in the Assessment Record Book/form) with respect to Elements of Job Function (Competency elements)	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual SL - NVQ Circulars & Guidelines

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC III	Housekeeping Services- H55S007 (June 2023)	
4.3. Type/number/ time of knowledge and skill testing	Demonstration with oral questioning (7 hours)	Skills demonstration	PH - Competency Assessment Tools Package SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
4.4. Asessee qualification. (Candidate qualification)	The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following: a) Entry requirements for candidates b) Evidence gathering methods c) Qualification requirements of competency assessors d) Specific assessment and certification arrangements as identified by industry	Students who are following the accredited courses will be eligible to appear for the knowledge assessment after completion of training, and those who have registered for RPL assessment will also be eligible. A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment	PH - Training Regulation (HOUSEKEEPING NC III), Section 4 SL - NVQ Framework of Sri Lanka Operations Manual
4.5. Asessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test	Instructions to candidates are included int the assessment package	PH - Competency Assessment Tools Package (Specific Instruction for the candidates) SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC III	Housekeeping Services-H55S007 (June 2023)	
4.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	Training institutions and establishments supply the required items and materials required for the assessment and in case of RPL assessments, there are instances where the materials are supplied by candidates	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual
4.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide	The availability of tools and equipment are verified during the accreditation assessment and assessors also verify the availability during the pre-assessment	PH - Competency Assessment Tools SL - NVQ Framework of Sri Lanka Operations Manual
4.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: Full competency	Assessments are conducted based on the evidences collected based on the unit, performance criteria, critical aspects given in the relevant NCS and for each decision, assessors use at least three evidences.	PH - Competency Assessment Tools Package (Assessors Guide) SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
4.9. The number of questions for knowledge test	No written test	No written test	PH Competency Assessment Tools Package

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC IV	Note: No equivalent in Philippines TR's/CS	
5. Testing design	1. A National Certificate (NC) is issued when a candidate has demonstrated competence in all unit/s of competency of a qualification		PH • Training Regulation (HOUSEKEEPING NC III), Section 4
5.1. Per centage of KSA	Demonstration with Oral Questioning • Knowledge is measured during oral questioning (Attitude is observed during the demonstration with oral questioning)		PH • Competency Assessment Tools Package
5.2. Testing Passing condition - Knowledge - Skill	Skill is rated satisfactory or not-satisfactory by the assessor The final assessment shall be the responsibility of the accredited assessor thru gathered evidence from written test and demonstration with oral questioning		PH • Competency Assessment Tools Package
5.3. Type/number/ time of knowledge and skill testing	Demonstration with oral questioning (7 hours)		PH • Competency Assessment Tools Package
5.4. Asessee qualification. (Candidate qualification)	The industry shall determine assessment and certification requirements for each qualification with promulgated Training Regulations: It includes the following: a) Entry requirements for candidates b) Evidence gathering methods c) Qualification requirements of competency assessors d) Specific assessment and certification arrangements as identified by industry		PH • Training Regulation (HOUSEKEEPING NC IV), Section 4

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
Tourism Sector – Housekeeping			
	HOUSEKEEPING NC IV	Note: No equivalent in Philippines TR's/CS	
5.5. Assessee (candidate) task for testing	Specific Instruction for the candidates focusses on execution of the practical test		PH Competency Assessment Tools Package (Specific Instruction for the candidates)
5.6. Supplies and Materials	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide		PH Competency Assessment Tools Package (Assessors Guide)
5.7. Tools and Equipment	Complete list, specification, and quantity of tools and equipment are indicated on the Assessors Guide		PH Competency Assessment Tools
5.8. Skill Assessment criterion, Sub criterion, aspect, weight factor in marking form.	Assessment is done in: Full competency		PH Competency Assessment Tools Package (Assessors Guide)
5.9. The number of questions for knowledge test	No written test		PH Competency Assessment Tools Package

Appendix 20: Template 3: Comparability of the quality assurance mechanisms in the competency assessment and certification systems of the Philippines and Sri Lanka

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
1. Quality checking of the Exam - Knowledge - Skill	Knowledge and Practical test simulation/validation prior to utilization of the Competency Assessment Tools Package Validators are technical experts from concerned sector who are not involved in the development of Competency Standards and Assessment package	The Competency Standard and Curriculum shall be sent for wide industry comments from stakeholders such as industry bodies, trade unions, technical experts and practitioners and also shall be made available for public review and comments after the endorsement. The NCS is the sole document used as the assessment tool by the assessors and out of 16 evidences used for the assessments, at least three (03) evidences are used by the assessors to decide the competency of each unit	PH - Development and Deployment of Competency Assessment Tools (TESDA-OP-QSO-02) SL - NVQ Framework of Sri Lanka Operations Manual
2. Assessor qualification	For new applicant-competency assessor - Practitioner of the occupation / trade or a teacher/ instructor/ trainer in the trade area for at least two (2) years - Holder of a National Certificate at the same or higher level of the Qualification where the assessor is accredited - Holder of National TVET Trainers Certificate (NTTC) I and/or Certificate of Competency (CoC) 2 — Conduct Competency Assessment under TM I; - For accredited competency assessors for amended Training Regulations — he/she shall only be required to conduct actual assessment to at least (2) candidates for related qualifications	Assessments shall be carried out by a panel of registered assessors. When assessors are not available for a given occupation/ technology area, a “Licensed Assessor” who is competent in the industry sector / technology area of the assessment process can be appointed with an industry expert in the relevant occupation/technology area to conduct the assessment The following pre-qualifications have to be satisfied to be trained as an Assessor: Have the relevant verifiable practical and work experience (current) along with the academic or professional qualifications in the relevant technology area adhering to the selection criteria which is annexed herewith being assessed	PH - TESDA Circular Number 064, Series of 2020 (Accreditation of Assessment Centers and Competency Assessors under the Philippine TVET Competency Assessment and Certification System (PTCACS) Dated: May 28, 2020) - TESDA Circular 118, s. 2019 (Addendum to the Implementing Guidelines on the Implementation Portfolio Assessment Leading to Recognition of Prior Learning (RPL) within the TESDA Assessment and Certification System) Dated: Nov. 14, 2019

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
	under the supervision of a Lead Assessor. (TESDA Circular No. 55 S. 2017) For re-accreditation (for expired accreditation), • Certificate of Attendance on Assessment Calibration for the relevant Qualification • Results of Annual Performance Evaluation and Report on Assessment Proceedings • He/she shall only be required to conduct actual assessment to at least (2) candidates for related qualifications under the supervision of a Lead For Portfolio • The technical experts who developed the Competency Assessment Tools Shall be appointed as National Lead Experts to form part of the Panel of Portfolio Assessors for a period of two (2) years. • The composition of the panel of portfolio assessors must meet the following criteria: • Must be comprised of one (1) expert in the qualification/sector being assessed while the other two (2) may be experts of other qualifications/ sectors.	• Hold a recognized qualification accepted by the TVEC in the technology area being assessed, which is at least one level above the level being assessed ASSESSOR TRAINING • The UNIVOTEC is responsible for conducting assessor training programmes as and when necessary. • After the successful completion of training, they will be registered as assessors for a nominated scope of assessment • The scope will specify the field, and the NVQ level within that field, for which they are registered to assess • Following provisional registration under assessor registry as probation assessor, they will be appointed to conduct assessments with registered assessors and they become registered assessors once they have appointed for 02 assessments by the system	SL • NVQ Framework of Sri Lanka Operations Manual • NVQ Circulars & Guidelines

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
3. Assessor certificate	- National Certificate at the same or higher level of the Qualification where the assessor is accredited - NTTC I and/or COC 2 — Conduct Competency Assessment under TM I - Certificate of Accreditation as Assessor. The accreditation shall be valid only until the expiry date of the relevant National Certificate. Upon expiration, the holder shall file for renewal of both the NC and accreditation as Competency Assessor subject to Implementing Guidelines of the qualification. - In case the qualification is amended prior to the expiry date of accreditation, the holder shall migrate within the migration period. Otherwise, the holder shall be delisted from the Registry of Accredited Competency Assessors in the T2MIS.	- After the successful completion of training, they will be registered as assessors for a nominated scope of assessment - The scope will specify the field, and the NVQ level within that field, for which they are registered to assess	PH - TESDA Circular Number 064, Series of 2020 (Accreditation of Assessment Centers and Competency Assessors under the Philippine TVET Competency Assessment and Certification System (PTCACS) Dated: May 28, 2020 SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
4. Assessment Centre	- Evaluation of documents - Conduct of Ocular Inspection - Issuance of Accreditation - Validity period of accreditation is two (2) years - Re-accreditation – Upon expiry of the current accreditation, the AC shall be treated as a new applicant and shall follow the Operating Procedure on Accreditation of Assessment Centers - Accreditation of Assessment Centers shall be valid for two (2) years, subject to renewal or cancellation based on the results of the compliance audit conducted by TESDA.	Accredited training providers and establishments registered by TVEC under P No., E No., A No. are authorised to award national qualifications jointly with TVEC	PH - TESDA Circular Number 064, Series of 2020 (Accreditation of Assessment Centers and Competency Assessors under the Philippine TVET Competency Assessment and Certification System (PTCACS) Dated: May 28, 2020 SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
5. Schedule of testing	- Request for Assessment Schedule (1 day) - Approve Assessment Schedule and Assigned Assessor; Prepare Required Document for the Conduct of Assessment (2 days) - Conduct Competency Assessment (including marking and report) (1 day) - Receive, Review and Validate Assessment Related Documents, Assign Certificate Numbers to Successful Candidates (2 days) - Receive and Process CARS, Print certificate, Issue National Certificate/eCertificate (NC) (1day)	- A pre-assessment meeting should be conducted where final assessment is to be conducted and shall be held with all the selected candidates to see whether the candidates are fit to appear for the final assessment - Final Assessment shall be scheduled from 3 days to 30 days from the pre-assessment thus facilitating a minimum of 3 days preparation time Awarding the National Vocational Qualifications - TVEC works as the Vocational Qualification Authority and therefore the TVEC shall scrutinise, print and issue NVQ certificates to the training institutions and assessment bodies - All results are transmitted to the TVEC national database	PH - TESDA Circular 18-A, s. 2019 (Amendment and Clarification on Process Cycle Time for Assessment and Certification) Dated: Apr. 08, 2019 - Section A.6 (Flowchart) SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
6. Who is responsible for preparing?	TESDA Provincial Office - Schedules assessment Assessment Center - Manages the conduct of assessment Assessor - Accredited Competency Assessors shall administer assessment only in the Qualification where they have been accredited	- The TVEC or institutions to which such powers are delegated shall select two registered assessors for the assessment - Both the accredited private and public sector institutions shall obtain the approval of the TVEC for the selected assessors - The NVQ level 5 and 6 qualifications may require the appointment of a specialist assessor for the relevant area of technology for the viva-voce conducted at the end of the course	PH - Competency Assessment (TESDA-OP-CO-05) - TESDA Circular 15, s. 2015 (Guidelines on Assessment and Certification under the Philippine TVET Competency Assessment and Certification System (PTCACS)) Dated: Apr. 24, 2015 - Section 5.4.3 - Section 7.5.1 SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
7. Ratio of Assessor per Assessee (candidate)	For Regular 10 candidates per 1 Assessor (maximum of 10 candidates per schedule) For Portfolio 3 assessors	Normally, assessors are appointed at the rate of 25 trainees per a pair of assessors	PH - Philippine TVET Competency Assessment and Certification System - TESDA Circular 059, s. 2020 (Operating Procedure on the Conduct of Portfolio Assessment) Dated: May 21, 2020 SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
8. Principle for marking.	The principle of marking is contained in the rating sheet and assessors guide which are in the possession of the assessor during the conduct of the assessment	- Assessor/s must collect sufficient evidence of competence from candidates in order to be able to reach a decision on an assessment. Sufficiency can be defined as evidence which has demonstrated that the candidate can: - Perform task skills - Perform task management skills - Perform contingency management skills - Perform according to specific workplace environments, and - Transfer skills to different situations - Successful achievement of a qualification by a candidate will be decided based on competency in all the units clustering the qualification package in case of Level 1 – 4 and accumulation of the required number of credits in the case of levels 5 and 6 - The evidences are collected by the assessors adhering to the performance criteria and the critical aspects relevant to each unit and this will ensure the reliability of the assessment	PH - Competency Assessment Tools Package (Assessors Guide, Self-assessment Guide, Instructions to the candidate, Written Test Set A and B, Answer Sheet, Rating sheet, Competency Assessment Results Summary) SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
9. Subjective method for assessor	Skill is rated competent or not yet competent by the assessor	In competency-based assessment, candidates are generally assessed as competent or not yet competent	PH - Competency Assessment Tools Package (Assessors Guide, Self-assessment Guide, Instructions to the candidate, Written Test Set A and B, Answer Sheet, Rating sheet, Competency Assessment Results Summary) SL - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines
10. Management Information (inc. Registry)	- Timely assignment of certificate number to each successful candidate through the T2MIS must be strictly observed. Profiles of successful candidate can only be made available and verified in the TESDA Website upon assignment of certificate number - T2MIS includes data on Program all delivery modes including enterprise based and online training - Online Registry of Workers Assessed and Certified (RWAC) is published in the TESDA Website - Registry of Accredited Assessment Center - Registry of TVET Institutions with Registered Programs - Registry of Certified Assessors - Registry of trainers with national TVET trainer certificate	CERTIFICATION - The certification of national qualifications shall be maintained in a central database at the TVEC. This will facilitate ready verification of the authenticity of qualifications. https://nvq.gov.lk/Report_Inquires/Certificate_Enquiry_home.php	- TESDA Circular 18-A, s. 2019 (Amendment and Clarification on Process Cycle Time for Assessment and Certification) Dated: Apr. 08, 2019 - Section A.3 - TESDA Website https://www.tesda.gov.ph/Rwac/Rwac2017 SL - NVQ Framework of Sri Lanka Operations Manual

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
11. Quality Assurance Mechanisms -from Competency Standards Development, Assessment and Certification System, and Data Management (inc. Registry) per AGP on QA	- External Certification: ISO 9001:2015 - TESDA implemented the TESDA SEAL adopting the ASEAN Guiding Principles for Quality Assurance and Recognition of Competency Certification Systems and anchored on the ISO 17024 requirements. - Advance stages of preparation for application for certification in ISO 17024 - TESDA Technology Institutions APACC Awardees - Participated in Pilot implementation of ASEAN Guiding Principles on QA (with MY and IN) - Philippine Quality Awards (PH equivalent to Malcolm Baldrige Award): Recognition for Commitment to Quality Management	ISO Certified: ISO 9001:2015 as of 2019 The TVEC has developed a Quality Management System (QMS) based on ISO 9001:2008 and as per SLS IWA 2: 2007; Guidelines for the application of ISO 9001:2008 in Education. National Vocational Qualifications NVQ Framework of Sri Lanka Operations Manual <i>is published to ensure uniform implementation</i> INDUSTRY LIAISON, NCSS AND TRAINING/LEARNING RESOURCE - Industry liaison has been identified as one of the critical functions of the TVET sector. Through liaison with industry, the voices of the industry employers are tapped for preparation of National Competency Standards and other learning resources REGISTRATION, ACCREDITATION AND QMS - Registration, accreditation and QMS are the integral parts of quality assurance which is a prerequisite for regular registration of training providers - Accreditation ensures that training providers adhere to active internal quality management systems with particular reference to the course for which accreditation is being sought	PH - ISO9001:2015 Certified - Implementing Guidelines on the TESDA Seal of Integrity for Assessment Centers (TESDA Circular 008 s. 2021) dated: Jan 18, 2021 - Philippine Benchmarking Report on ASEAN Guiding Principle on Quality Assurance (https://asean.org/wp-content/uploads/2012/05/Benchmarking-Report-of-the-Philippines-to-ASEAN-Guiding-Principles1.pdf) SL - ISO Certified: ISO 9001:2015 as of 2019 - NVQ Framework of Sri Lanka Operations Manual - NVQ Circulars & Guidelines

Parameters	Aspect		Source Document
	Philippines	Sri Lanka	
		- The Quality Assurance system is subject to monitoring and audit by the TVEC. This process systematically verifies registration and accreditation through institutional quality audit. Training providers must have satisfactory audit results in order to maintain the status of registration and accreditation ASSESSMENT QUALITY ASSURANCE - National, unified and countrywide measures shall be implemented by the TVEC to assure assessment quality which is crucial, looking at the certification within the NVQ framework CERTIFICATION - Accredited training providers and establishments are authorised to award national qualifications jointly with TVEC - The national certificate will carry the logo of the Democratic Socialist Republic of Sri Lanka and the logo of the TVEC, together with the logo of the respective training agency	

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