

**ILO/SKILLS-AP/Japan Regional Workshop and Study Programme on  
Skills Training in the Workplace**  
Overseas Vocational Training Association, Chiba, Japan

**Country Paper on Skills Training in the  
Workplace – Philippine Experience**

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## **Skills Training in the Workplace – Philippine Experience**

### **Introduction:**

The Technical Education and Skills Development Authority is situated in the middle of trifocalized Philippine Education System which consists of a 6 year Elementary, 4 year Secondary and Tertiary levels. Under the trifocalized set up of education system, our elementary and secondary schools are managed by the Department of Education (DepEd); our colleges and universities are managed by the Commission on Higher Education (CHED), while the initial technical vocational education and training (TVET) as well as middle level workforce development is under the operational jurisdiction of TESDA.

As the Authority in TVET, one major mandate of TESDA is to formulate the National Technical Education and Skills Development Plan (NTESDP) which serve as the blue print for the comprehensive development of Filipino skilled workforce. The Philippine Development Plan (MTDP) is the main springboard of our own NTESDP which is now in its second cycle of implementation with twin goals of poverty alleviation and global competitiveness.

### **TESDA Roles in the Philippine Economic Development:**

Because of the nature of TESDA's Development Mandate, it has to straddle three essential roles in the Philippine Economic Development as a Key player in the education sector TESDA manages the Technical Vocational Education and Training and is a regular member of the presidential Task Force for Education. Because of the nature of TESDA's Development – TESDA is also directly linked with the labor market because we train people for employment. We are attached to the Department of Labor and Employment for policy and program coordination – as an agency of government we have essential role in the poverty alleviation. As such, directly addresses economic and social development process.

### **The TESDA Service Delivery Chain:**

As Manager of the TVET Sector - TESDA Structure is made of Policy-Making Body composed of TESDA Board with the Secretariat as its implementing arm. To ensure a market driven approach to workforce education and the training the composition of the 22-man TESDA Board is being dominated by the 15 Private Sector representatives coming from the labor, employer, TVET Provider and investor groups, while the 7 other are cabinet members coming from the labor, education, trade, science and technology, local government departments, and TESDA.

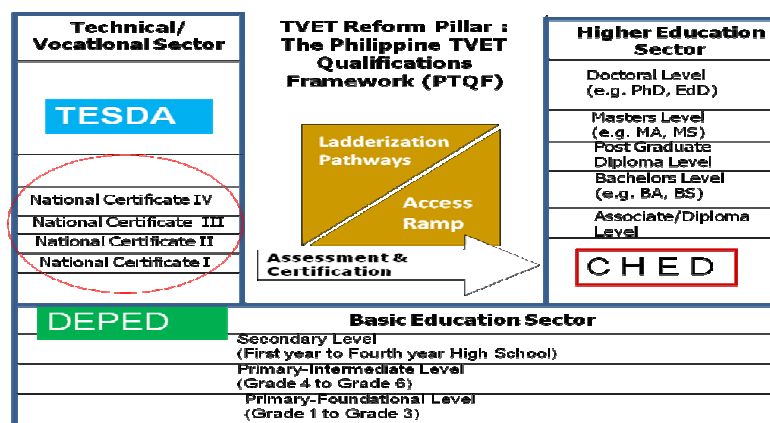
With a view to eventually devolve our direct training functions to the Local Government Units (LGUs); TESDA today has its direct training reach in all 17 Regions of the country, through its 126 Technology Institutes.

These 126 institutions serve as TESDA's demonstration model for the TVET teaching-learning systems it has designed and developed for the TVET sector, and allows the opportunity to initiate strategic interventions in developmental areas where no private sector provision abounds. At an annual average of 140,000 graduates roughly 7 percent of the national TVET outputs come from TESDA's 126 Technology Institutes. All of these institutes also double as competency assessment centers for TESDA's Competency-based TVET delivery

TESDA's strategic role is organized around 4 mutually reinforcing and iterative components of the technical vocational education and training cycle. The TVET development cycle revolves around the: our support systems, our delivery systems, TVET financing and our quality assurance system. There is active synergy among these four components.

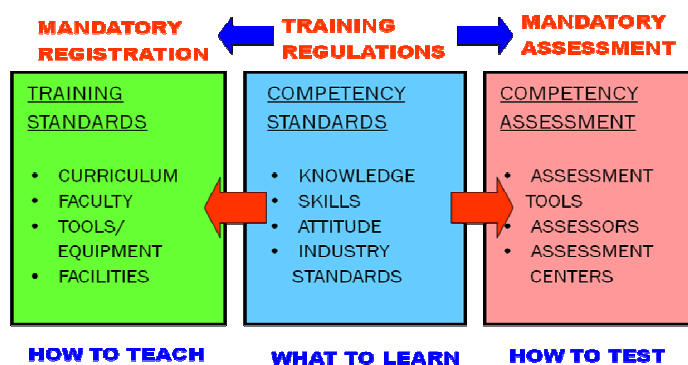
TESDA has been structured along the systems view of the Philippine Technical Vocational Education and Training sector where every component of the system are soundly managed to ensure each component tends towards the strategic outcome of producing employed and gainfully productive graduates. To allow TESDA a better leverage in delivering its legal and societal mandate, TVET is strategically situated in the Philippine education sector through the 4 - Level TVET Qualification Framework well-placed within a proposed Philippine National Qualification Framework. This provides an avenue for a seamless interface between TVET and higher education programs and in a way cures the traditionally regarded terminal nature of TVET

### The Philippine TVET Qualification Framework



TESDA's reception of the signals from industry is translated into training regulation as its communication vehicle to TVET providers both public and private. To date, we have developed 215 Training Regulations as June 2009. The training regulations provides baseline prescriptions of learning on what to be learned, how to teach, and how assess learning which appropriately address the relevant themes of adult learning.

### The Competency-Based Training



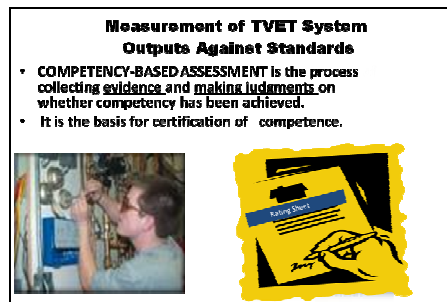
The Philippine TVET System under TESDA seeks to develop the full human person. Thus, while vocational competencies are TESDA main contribution, it sees to it that outputs of

the TVET system are equipped with healthy self-esteem and appropriate sense of community to ensure the development of TVET practitioners as responsible Filipino citizens.

## TVET QUALITY ASSURANCE

We ensure that all TVET programs are delivered in accordance with our minimum national standards through the enforcement of Mandatory TVET Program Registration

As vital quality assurance mechanism, we also enforce mandatory assessment of TVET graduates.



## Part I – Ways that Skills Development in the Workplace Operates in the Philippines

The enterprise-based training (EBT) scheme is one of TVET delivery mode. The scheme endeavors to reinforce the adoption of an industry-led manpower development strategy. This covers on-the-job in enterprises or places of work. It is comprehensive, systematic and enterprise-led which aim to improve productivity and product quality, and enhance trainee's employability with emphasis on work ethics development. The EBT scheme likewise encourages the adoption of the dual approach wherein the theoretical part of the training shall be conducted in school and the practical portion shall be in enterprises.

The pursuit of EBT arrangement enables the local industries; middle level manpower, products and services attain **greater competitiveness**. In the global market which in the long run bring about **better demand supply matching and will ease burden cost on the part of the government**.

Our Enterprise-based training programs includes 1) Kasanayan at Kabuhayan (KasH) (Apprenticeship/Learnership) Program; 2) Dual Training System/Dualized Training Program; 3) On-the-Job Training Programs; 4) Enterprise-based Group Training Scheme under the Pangulong Gloria Scholarship Program; and the TESDA-JITCO Technology Transfer Program (Japan-Philippine Bilateral Cooperation).

### 1) KasH (Apprenticeship/Learnership Program)

- As defined in the Labor Code of the Philippines, apprenticeship is a training within employment involving a contract between an apprentice an enterprise on an approved apprenticeable occupation. On the other hand learnership refers to any practical training on learnable occupation which may or may not be supplemented by related theoretical occupation
- The program is adopted as bridging mechanism to further enhance the government skills development and employment facilitation programs. It is likewise,

envisioned to provide new entrants to the labor force with opportunity to acquire basic skills and work experience and ensures the availability of qualified skilled workers based on industry needs and requirements to facilitate speed up the matching of jobseekers with available jobs.

- Pursuant to the TVET reforms currently being pursued by TESDA and as part of the agency's effort of enhancing the implementation of the enterprise-based training, the apprenticeship/learnership programs are implemented pursuant to the following Laws:
  - Republic Act No. 7796 (TESDA Act of 1994) and its Implementing Rules and Regulations
  - P. D. No. 442 (Labor Code of the Philippines) and its Implementing Rules and Regulations
  - Executive Order No. 111
- The Apprenticeship/Learnership programs continued to be viewed as training and employment programs but **greater attention is given to the skills acquisition of the apprentices and learners.**
- Identification and approval of new occupations for apprenticeship and learnership programs have been in accordance with TESDA Board Resolution No. 2006-08 approved on January 31, 2006 which states "Approving Occupations/Qualifications with Promulgated Training Regulations endorsed by Industry Working Bodies and other Recognized Industry Bodies as Apprenticeable and Learnable Occupations". To date there are 209 approved apprenticeable occupations and 182 learnable occupations (February 2009)
- For 2008, a total of 67,131 persons have been trained under the program across the country. Of the total persons trained, the biggest number underwent their apprenticeship in the three highest sectors namely: garments (26%), electronics (23%), and tourism (12%). Meanwhile, a total of 714 companies participated in the KaSH Program. Companies that have the biggest participation came from top three sectors of health, social and other community services (21%), tourism (21%), and garments (11.9%).
- Whenever applicable, graduates of the apprenticeship/learnership programs shall be subjected to competency assessment. Competency certificate shall be the basis of demonstrated competencies of the apprentice/learner for each occupation/qualification
- No apprenticeship/learnership training will commence until an Apprenticeable/learnable agreement has been forged between the enterprise and an apprentice/learner.
- For the period 2005 – 2008, the number of persons trained under the apprenticeship and learnership programs give substantially higher in 2005 with an overshoot performance of 101,500. The figure in 2006 with the same number target gives substantially lower figure of 72,592 number of persons trained. With lower target of 70,000 in 2007. It gives an overshoot performance of 71,424 and for 2008 gives

a figure of only 61,131 performance A total of 3,319 companies have been participating in the apprenticeship and learnership programs from 2005-2008.

## 2) Dual Training System/Dual Training Program

- One of the innovations in educational delivery mode that is proven to be effective and can easily be adapted to the Philippine education scenario is the Dual Training System. After the successful introduction of the DTS in the Philippines by Dualtech in 1985, the country's policy makers immediately realized its merits and worked for its institutionalization. Pursuant to TVET reforms currently being implemented by TESDA and as part of the agency's effort in enhancing the implementation of enterprise-based training the dual training system/dual training programs are implemented pursuant to the following law.
  - ✚ Republic Act No. 7796, or the TESDA Act of 1994 and its Implementing Rules and Regulations
  - ✚ Republic Act 7686 or the "Dual Training System Act" of 1994 and its Implementing Rules and Regulations
- The Dual Training System (DTS) is an instructional delivery system in technical and vocational education and training that combines in-plant training in school training based on a training plan collaboratively designed and implemented by an accredited dual system education/training center and accredited dual system establishment
- Under the DTS, the establishments and educational institutions share the responsibilities of developing in a trainee the best possible qualifications, the former essentially through practical training and the latter by securing and adequate level of specific, general and occupation related theoretical instruction.
- The training institutions shall comply with the Unified TVET Program Registration and Accreditation System of the dualized training program
- A Memorandum of Agreement or Memorandum of Understanding shall be forged between the school and company prior to the implementation of the Dual Training System
- From 2005-2008, only 160 schools and 1,629 companies have been implementing the dual training program (DTS/DTP) as reported by regions.

### DTS/DTP PARTICIPATING SCHOOLS AND COMPANIES 2006 – 2008

Participating Schools	2006	2007	2008
DTS	6	37	16
DTP	16	67	18
<b>Total</b>	<b>22</b>	<b>104</b>	<b>34</b>
Participating Companies			
DTS	10	255	13
DTP	0	1,141	210
<b>Total</b>	<b>10</b>	<b>1,396</b>	<b>223</b>

## 3) On-the-Job Training

- On-the-Job Training (OJT) Program/Practicum has become part of the curriculum of the technical vocational institutions where students in a given semester are

exposed to actual operations in selected companies. Through hands-on training, the students are introduced to the values of discipline, hardwork and labor. The students may or may not be given allowance by participating companies.

- A total of 320 training hours should be allotted for the OJT of the student

#### **4) Enterprise-based Group Training Scheme under the Pangulong Gloria Scholarship Program:**

In line with the Economic Resiliency Program of the Government, the Pangulong Gloria Scholarship Program provides free training, training support fund and free competency assessment to support the job creation and job preservation.

Objectives:

- To produce a pool of qualified and globally competent workforce who are JOB READY;
- To develop skills and competencies of the unemployed and the underemployed through training programs for pre-employment, skills upgrading, and productivity enhancement;
- To empower public and private Tek-Bok Providers in expanding their absorptive capacities and to enable them to offer programs to various qualifications including higher levels of technology where jobs are available in the labor market

One of the strategies in the implementation PGS is the Enterprise-based (EB-TGS) – partnership arrangements. As a mechanism to induce labor market to supply the type of workers needed by the industry, the project gives free scholarship grants to jobseekers needing skills enhancement thru the industry sectors. A total of 23 industry partners were forged from the following sectors, such as: 1) BPO – Business Processing Outsourcing; 2) Construction Sector; 3) Electronics; 4) Tourism/HRM; 5) Maritime; 6) Aviation; 7) Labor/Union Sectors and etc.

The EB-GTS provides also capability build-up of enterprises trainers/HRD staff by providing training on Assessment/Trainors Methodology

As of Oct. 2009, the EB-GTS component has a total of 28,645 enrolled trainees, 96% of it or 27,485 were graduated and 60% of the graduates were employed. The said component generated the highest employment rate. Majority of the graduates underwent training in hard-to-fill skills in BPO, tourism and health and wellness sectors and to other priority sectors.

#### **4) TESDA- JITCO Project**

A private arrangement between Japanese and Philippine companies supervised by JITCO in Japan and TESDA in the Philippines. Japanese companies through accepting organizations accept and facilitate the transfer of technology, skills and knowledge to trainees sent by the Philippine companies and caters training contract with Philippine Sending Organization. The TESDA-JITCO STTP is a 3 year training program composed of : a) Industrial training – 1<sup>st</sup> year; and 2) Technical Internship Training Program - second to third year. As of December 2009, a total of 17,587 trainees were dispatched for training and internship in Japan, with 89 Sending Organization accredited.

Participants/trainee must be currently employed and aims to acquire advance skills and technologies through industry training and technical internship in Japan.

Objectives:

- 1) To intensify the training of industry workers through updated and acquisition of new skills and technologies from developed countries like Japan
- 2) To strengthen the cooperation and friendship between Japan and the Philippines.

For 2008, a total of 3,517 trainees were dispatched for training and internship in Japan. A total of 64 occupations/qualifications were covered under the program from various sectors: Agriculture, Fishery, Construction, Food Manufacturing, Textile, and Machinery & Metals.

**Issues:**

The aforementioned EBT modalities have already been introduced/reintroduced to The industry, these programs have not achieved their original objectives.

- lukewarm” acceptance by the companies as indicated by decreasing number of companies implementing these programs (apprenticeship/DTS)
- The rigid provision of these (apprenticeship/learnership, DTS) law governing the implementation of these programs, among others, led to limited company participation
- Limited training incentives
- Often abused (low cost of labor) resisted by labor unions

## **Part II - Extent to which the workplace learning is supported by government and various employers and worker’s organization:**

The implementation Enterprise-Based Training Programs requires tripartite involvement and the active participation and intervention of the industry, labor and the government sectors. The apprenticeship and learnership programs (AP/LP), dual training system/dualized training program (DTS/DTP), on-the job-training (OJT) program; EBGTS under the Pangulong Gloria Scholarship Program and JITCO and other support mechanisms/intervention are supported by them through the following interventions:

**Government Sectors:**

- The implementation is supported by Laws and Its Implementing Rules and Regulations for the effective and efficient conduct of the program

### **For Apprenticeship/Learnership Program**

- ✚ Republic Act No. 7796 (TESDA Act of 1994) and its Implementing Rules and Regulations, P. D. No. 442 (Labor Code of the Philippines) and its Implementing Rules and Regulations; and Executive Order No. 111

### **For DTS/DTP**

- ✚ Republic Act No. 7796, or the TESDA Act of 1994 and its Implementing Rules and Regulations; Republic Act 7686 or the “Dual Training System Act” of 1994 and its Implementing Rules and Regulations

- ✚ Bilateral Agreements between two countries e.g. JITCO
- ✚ Memorandum of Agreements/Understanding (OJT, DTS, Apprenticeship)



- Provision of Scholarships Subsidy (training subsidy – training cost, training support fund)
- Free Career profiling through YP4SC
- Assessment and Certification of EBT graduates for free
- Capability build-up program for trainers/assessors/training staff (funded under PGS)
- Employment Referrals through (PESO)
- Training Incentives through Tax Exemptions/deductions

#### **Industry Sectors:**

- Provision of cost sharing scheme - e.g. training allowances, employees training time
- Provision of training places/training work, supplies and materials & equipments
- Technical Experts in the development of Training Regulations
- Trainers /training staff
- Under the EBGTS program, a total of 23 industry associations/sectors/companies forged training agreement with TESDA

#### From the Labor Sector

- Labor Sectors likes Federation of Free Workers (FFW) and Trade Union Congress of the Philippines (TUCP) enter into a Memorandum of Agreement with TESDA as conduit in the implementation of the Enterprise-based Group Training Scheme
- Attendance to various TVET dialogue – TVET Forum, Manpower Summit

### **Part III - Labor Market Structure/Labor Market Information**

#### Labor structure in the wage employment sector:

Three groups of workers are commonly identified in the labor market in the Philippines. The first is the **wage and salary-earning group** – these are employees or employed worker in private and public establishment. Records show that this group accounted for 17,421 million in 2008, representing nearly half of the total employed workers. Of this, about 14,654 million workers were employed in private establishments and another 2,656 million (or 7.9%) in government and government corporations. They were, in the main, covered by labor law. The second group comprises **“own account” workers**, - self employed or employers accounting for about 12161 million (or 36.1%) of the total employment. The larger proportion of this group, i.e. 10,880 million (or 32.3%) were self-employed, while 1,281 (or 3.8%) were categorized as employers. The third group is the **“unpaid family worker”** category, accounting for 4,110 million workers (or 12.2%) of total employed in the same year. This gives a combined total of about 33,693 million (or 100%) workers. Most of the workers in both groups are probably operating in the informal economy.

The total labor force of the country was estimated at 37 million with labor force participating rate of pegged at 63.6%. The age structure of the labor force was dominated by workers in the working age 25-54 years old as they accounted for the largest share (22,708) followed by the youth in the 15-24 age bracket (6,519) and the older aged group 55 years old and over. The labor force is composed mostly of the males with female accounting for over third. Majority of the workforce resided in the rural areas.

**2009 ANNUAL LABOR AND EMPLOYMENT STATUS**  
**(Average estimates of the four survey rounds for 2009 LFS**  
**including comparative estimates for 2008)**

Philippines	2009 <sup>1/</sup>	2008
Population 15 years and over (in '000)	59,327	57,848
Labor Force Participation Rate (%)	64.0	63.6
Employment Rate (%)	92.5	92.6
Unemployment Rate (%)	7.5	7.4
Underemployment Rate (%)	19.1	19.3

Source: National Statistics Office, Annual Labour and Employment Estimates, 2008 and 2009.

Note: Computation for the 2009 LFS annual estimates included the preliminary results of the October 2009 survey round.

### **Labor Market Information**

Labor market information provides a source of information for employers and potential employees regarding future labor market conditions by occupation. In particular, information should be directed towards likely imbalances between demand and supply across occupation in order to improve the investment decisions of employers, employees and education and training providers. Where occupational forecasts have been prepared for and used, this can help reduced the cost likely to have arisen from uninformed labor market decisions. Also the obsolescence of skills due to rapid innovation in technologies makes it necessary to determine likely trends in labor market about the particular occupations so that the TVET system can respond accordingly.

### **TESDA's Role in Labor Market Information**

The Technical Education and Skills Development Authority (TESDA) is mandated by RA 7796 to provide *“relevant, accessible, high quality and efficient technical education and skills development in support of the development of high quality Filipino middle level manpower responsive to and in accordance with the Philippine development goals and priorities”*. Crucial to TESDA's role as the TVET authority in the country is its capacity to steer and provide guidance to the sector.

With the end in view of setting out clear directions and establishing priorities, the availability of timely, relevant and accurate information is of the essence. With quality information, TVET policies and plans shall be formulated that will serve as the blueprint for TVET implementation in the country. In so doing, TESDA needs to be equipped with the relevant and timely labor market information to enable it to provide effective leadership to the TVET sector. Through the Dept. of Labor and employment (DOLE), Philippine Overseas and Employment Administration (POEA), Bureau of Local Employment (BLE) and the Industry Chambers, TESDA is in the best position to provide information on local and global labor market demands as signals for the TVET sector. Linking technical and vocational education with industry is an important innovation that must be undertaken in order to bring about a proper match between technical and vocational education and the needs of the industry. While it is true that some technical and vocational institutions have developed links with industries and improved the quality of their courses, the vast majority of technical and vocational education and Training (TVET) institutions have limited interaction with the industry. This calls for establishing linkages between the TVET institutions and the Industry.

## SITUATIONER/ CURRENT DEVELOPMENTS

The Philippine Labor Market Information is being produced by a number of agencies and institutions. The Labor Market Information in the Philippine setting focused on the operations of labor demand and supply; wages, hours of work; employer hiring practices, worker job preferences; and many other factors which shape employer-worker relationship, policies and programs of government, investment decision by employers, and job selection by workers among others.

Labor Market Information comes from several institutions forming the complete Labor Market Information of the Philippines. These include: Economic Structure, Demography, Labor and Employment, Income, Wages and Salaries, Education and Manpower Development, Overseas Employment, Filipinos Overseas, Investments, DOLE Administrative Statistics, Employment Opportunities.

The following are the data-generating agencies in the Philippines:

Demand	Supply
<p><b>National Statistics Office (NSO)</b> which is the major statistical agency responsible in collecting, compiling, classifying, producing, publishing, and disseminating general-purpose statistics in the country.</p> <p><b>National Statistical Coordination Board (NSCB)</b> is the policy-making and coordinating agency on statistical matters in the Philippines. The NSCB is tasked primarily at developing an orderly Philippine Statistical System capable of providing timely, accurate, relevant, and useful data for the government and the public for planning and decision-making.</p> <p><b>Department of Trade and Industry (DTI)</b> is charged with creating a business-friendly environment conducive to the growth of enterprises and supportive of fair and robust trade in goods and services, both within and outside the Philippines. DTI is the coordinating agency for all government activities related to trade, industry, and investments; promotional machinery for further trade and investments; and a regulatory body to ensure that fair competition prevails.</p> <p><b>Department of Agriculture through its Bureau of Agricultural Statistics</b> takes charge of the production of statistics on agricultural crops, livestock and poultry, fishery and related fields</p> <p><b>Bangko Sentral ng Pilipinas (BSP)</b> monitors and compiles various statistical series on monetary, financial and external variables useful for the formulation and analysis of monetary, banking, credit and exchange policies. It maintains a compilation of latest series covering exchange rates, balance of payments, external trade and other external sector accounts, monetary and financial system accounts, domestic interest rates, foreign interest rates, prices, fiscal accounts and national income accounts.</p> <p><b>Department of Labor and Employment (DOLE, PDEA, BLE, BLES)</b> - provides information on manpower demand and supply both local and overseas as compiled from various sources. It provides information on wages, working conditions, occupational safety, labor standards and even union activities.</p> <p><b>Commission on Filipino Overseas (CFO)</b> takes care of data banking and estimating the annual stock of Filipinos overseas consisting of immigrants or permanent residents abroad, Filipinos overseas who became residents of other countries, Filipino spouses of foreign nationals, and exchange visitor program participants.</p> <p>The <b>Civil Service Commission (CSC)</b> is the central personnel agency of the Philippine government. It is mandated to conduct the recruitment, building, intenance and retention truly responsive to the needs of the government's client - the public.</p>	<p><b>Technical Education and Skills Development Authority (TESDA)</b> provides TVET-related information and statistics like enrollment/ graduates, registry of workers assessed and certified, institutions with registered programs and even scholarships and student assistance programs.</p> <p><b>Department of Education (DepEd)</b> is the source of information about basic education (elementary and high school). Information on enrollment/ graduates, schools data, participation rate, drop-out rate are but some of the LMI data that are gathered by the agency.</p> <p><b>Commission on Higher Education (CHED)</b> takes care of tertiary education statistics. These include data on higher education institutions, enrolment/ graduates in various courses and even available scholarships</p> <p><b>Professional Regulation Commission (PRC)</b> supervises the practice of Filipino professionals who constitute the highly skilled manpower of the country. As the agency-in-charge of the professional sector, the PRC plays a strategic role in developing the corps of professionals for industry, commerce, governance, and the economy. It maintains the stock of Filipino licensed professionals in various fields of endeavor.</p>

## CURRENT INITIATIVES:

### Greater Modular Access (GMA) Kiosks

As a mechanism to make labor market information accessible to the public, the Department of Labor and Employment through its Bureau of Local Employment (DOLE-BLE)

launched the Greater Modular Access (GMA) Jobs Center. This facility serves as a free electronic information portal on livelihood and employment opportunities to the public. It contains vital information on available job vacancies both domestic and overseas on the demand side and registry of certified workers and training opportunities on the supply side.

Specifically, the GMA Kiosks provide the following information to the public:

- Job vacancies;
- List of licensed recruitment agencies for local and overseas;
- Registry of certified workers;
- Accredited Higher Education Institutions;
- Registry of TVET Programs;
- Programs/ Services of DOLE Bureaus and Attached Agencies

### **PHIL-Jobnet Facility**

**PHIL-Jobnet** is an automated job and applicant matching system which aims to fast-track jobseekers search for jobs and employers search for manpower. The clients of the system include:

*Main clients:*

- Jobseekers
- Employers

*Other clients:*

- Labor Unions
- Educational Institutions
- Foundations/NGOs

Through the PHIL-Jobnet facility, the following options are available:

*For jobseekers*

- Submit his/her own application
- Search job opportunities
- Run job matching process
- Get list of vacancies and corresponding Employers' contact information

*For employers*

- Post vacancies for free
- Search job applicants
- Run job matching process
- Get list of applicants and corresponding contact information.

### **SEEK-FIND-TRAIN-CERTIFY- EMPLOY Paradigm**

Knowing fully well the importance of labor market information, one of the paradigm shifts being adopted by TESDA is the PRO-ACTIVE MATCHING PROCESS or the **SEEK-FIND-TRAIN-CERTIFY-EMPLOY (SFTCE)** paradigm that involves five important steps:

- One, **SEEK** the jobs in the labor market both domestic and overseas;
- Two, **FIND** the right people who are looking for jobs and the kind of training that they need;

- Three, **TRAIN** the people to prepare them for jobs in the labor market.
- Four, **Certify** the skills of workers or individuals based on a skills standard or a set of competencies for the trained occupation
- Five, **Employ** the certified worker to specific job requirements of the industry

An essential component of the SFTCE paradigm is the conduct of the Youth Profiling for Starring Careers (YP4SC). The YP4SC Program is a complete guidance delivery system to help young Filipinos make right career choices, based on an objective assessment of their strengths and interests. It is designed to help young Filipinos identify the careers that will place them in “starring roles.”

### **Blue -Desk JOBS Bridging (BJB) Services**

The **BJB** is established to meet one of the metrics of performance of TVET which is employment of graduates within 6 months to one year after graduation. This shall be instituted in all TESDA field operating units in collaboration with TBPs, LGUs, PESOs, NGAs and NGOs.

Components of BJB

- 1) The **Blue Desk** is a mini-employment facilitation office. It could be established/installed in all ROPODOTI units, malls, economic zones, TBP, LGU, etc in support of the BJB Objectives
- 2) **Jobs Bridging is** major event which utilizes partnership and facilitation of linkages for the conduct of Jobs Fair through registration, actual interview of jobs seekers by the industries, facilitation of CLEEP by gov’t agencies, internship programs of private companies and TBPs coordinated under the National Office for Jobs Bridging

### **ISSUES AND CONCERNS**

Labor market information in the country has been beset by the following issues and concerns:

- Multiple and uncoordinated data generation
- Lack of cooperation from data sources.
- Limited capacity to translate the generated data into useful information
- Need to define specific data needs
- Need to constantly update the labor market data
- Data dissemination is important
- Need to develop mechanism to appropriately discern labor market signals that will translate into jobs
- Willingness and readiness of the sector to respond to LMIs

### **Part IV - Skill Training and Job Assessment System in the Philippines**

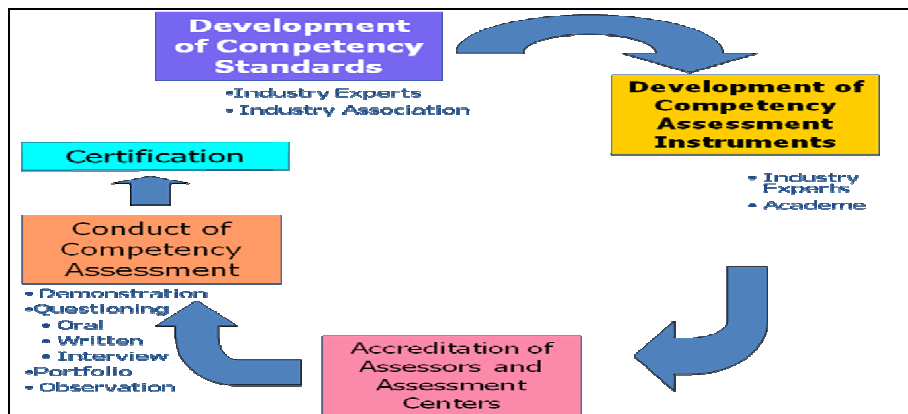
Complementing the delivery of training services, competency assessment and certification is a major mandate of the Technical Education and Skills Development Authority. The Skills Certification is a process of assessing the skills of workers or individuals based on a skills standard or a set of competencies for the occupation.

In Section 22 of the RA 7796 states the mandate of the TESDA on skills certification. The Establishment and Administration of National Occupational Skills Standards - There shall be national occupational skills standards to be established by TESDA- accredited industry committees. The Authority shall develop & implement a certification and accreditation

program in which private industry groups and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in accordance with the guidelines to be set by the Authority.

The Secretary of Labor and Employment shall determine the occupational trades for mandatory certification. All certificates relating to the national trade skills testing and certification system shall be issued by the Authority through the TESDA Secretariat”.

### The Competency Assessment and Certification System

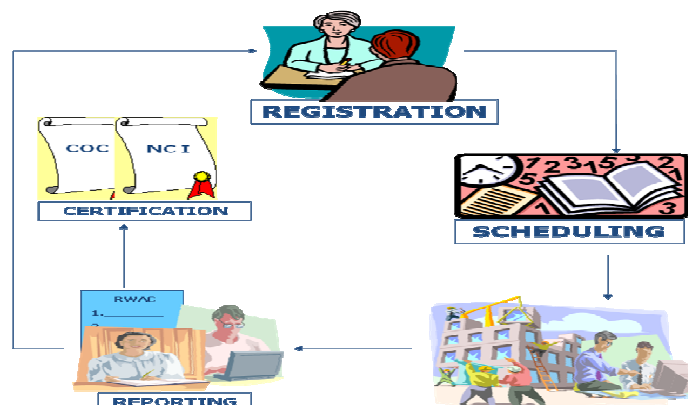


Competency assessment and certification of workers is continuously done in pursuit of professionalizing skilled workers.

TESDA develops competency standards for middle-level skilled workers. These are in the form of units of competency containing descriptors for acceptable work performance. These are packaged into qualifications corresponding to critical jobs and occupation in the priority industry sectors. The qualification correspond to specific levels in the Philippines TVET Qualifications Framework (PTQF).

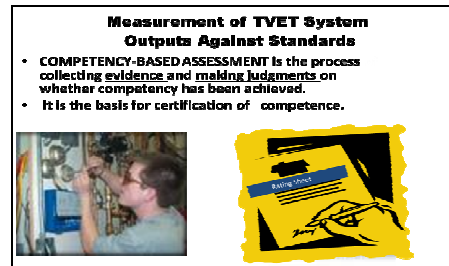
The competency standards and qualifications, together with training standards and assessment arrangements comprise the national training regulations (TR) promulgated by the TESDA Board. The TRs serve as basis for registration and delivery of TVET programs, competency assessment and certification and development of curricula for the specific qualification.

### COMPETENCY ASSESSMENT AND CERTIFICATION PROCESS FLOW



COMPETENCY BASED ASSESSMENT is the process of collecting evidence and making judgments on whether competency has been achieved.

**It is the basis for certification of competence.**



All trainees who pass the assessment are given their certificate of competency which serves as credentials

Issues:

1. Shortage of qualified competency assessors
2. Lack of assessment centers
3. Scheduling of assessment sessions
4. Long duration of assessment
5. Trainers cannot assess their own students/trainees
6. Policies and guidelines not deployed at provincial level
7. No clear instructions on which assessment fee shall be applied
8. No available assessment tools
9. Private TVIs do not participate in the FAST for the mandatory assessment of their graduating students
10. Training Fee/cost not enough.

References Materials

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