STRONGER ACADEME-INDUSTRY COLLABORATION FOR SUSTAINED REFORMS IN BASIC EDUCATION
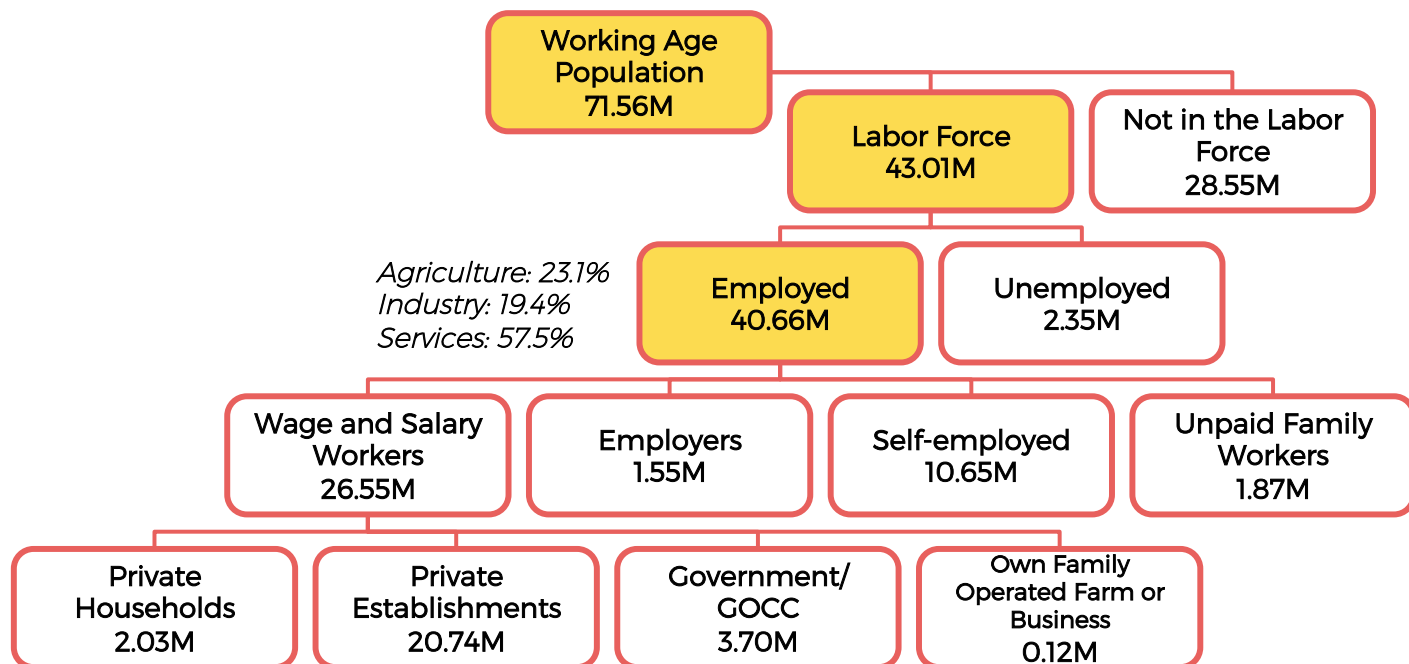
Elvin Uy
Philippine Business for Social Progress
25 September 2018

PRESENTATION OUTLINE

1. **Labor Force and Youth Employment**
2. K to 12: Exits and 21st Century Skills
3. Skills for Success
4. Strengthening the Curriculum Support System
5. Academe-Industry Collaboration in Basic Education

PROFILE OF PHILIPPINE LABOR FORCE

Working Age Population
71.56M

Labor Force
43.01M

Not in the Labor Force
28.55M

Agriculture: 23.1%
Industry: 19.4%
Services: 57.5%

Employed
40.66M

Unemployed
2.35M

Wage and Salary Workers
26.55M

Employers
1.55M

Self-employed
10.65M

Unpaid Family Workers
1.87M

Private Households
2.03M

Private Establishments
20.74M

Government/ GOCC
3.70M

Own Family Operated Farm or Business
0.12M

Source: *Labor Force Survey (July 2018)*

SCHOOL-AGE POPULATION AND PARTICIPATION (2015)

Age Group	Population (in thousands)			Population Currently Attending School (in thousands)					
	Total	Male	Female	Total	%	Male	%	Female	%
5 – 9	10,839	5,595	5,244	10,176	93.9%	5,238	93.6%	4,939	94.2%
10 – 14	10,480	5,398	5,083	10,051	95.9%	5,131	95.1%	4,920	96.8%
15 – 19	10,120	5,164	4,956	6,518	64.4%	3,220	62.3%	3,299	66.6%
20 – 24	9,396	4,747	4,649	1,437	15.3%	756	15.9%	681	14.6%
Total	40,836	20,903	19,932	28,182	69.0%	14,344	68.6%	13,838	69.4%

Source: *2015 Census of Population*

LABOR FORCE DATA BY AGE GROUP (2017)

Age Group	Population (in thousands)	Labor Force (in thousands)	Unemployed (in thousands)	%Unemployed	%Share of Unemployed
15 – 24	19,734	7,919	1,139	14.4%	46.7%
25 – 34	15,617	11,501	718	6.2%	29.4%
35 – 44	12,322	9,486	263	2.8%	10.8%
45 – 54	9,968	7,677	191	2.5%	7.8%
55 – 64	6,892	4,488	112	2.5%	4.6%
65 and over	5,354	1,704	18	1.1%	0.7%
Not reported	4	0	-	-	-
Total	69,891	42,775	2,441	5.7%	

Source: *Labor Force Survey 2017*

TOTAL UNEMPLOYED BY AGE GROUP AND HIGHEST GRADE COMPLETED (2017)
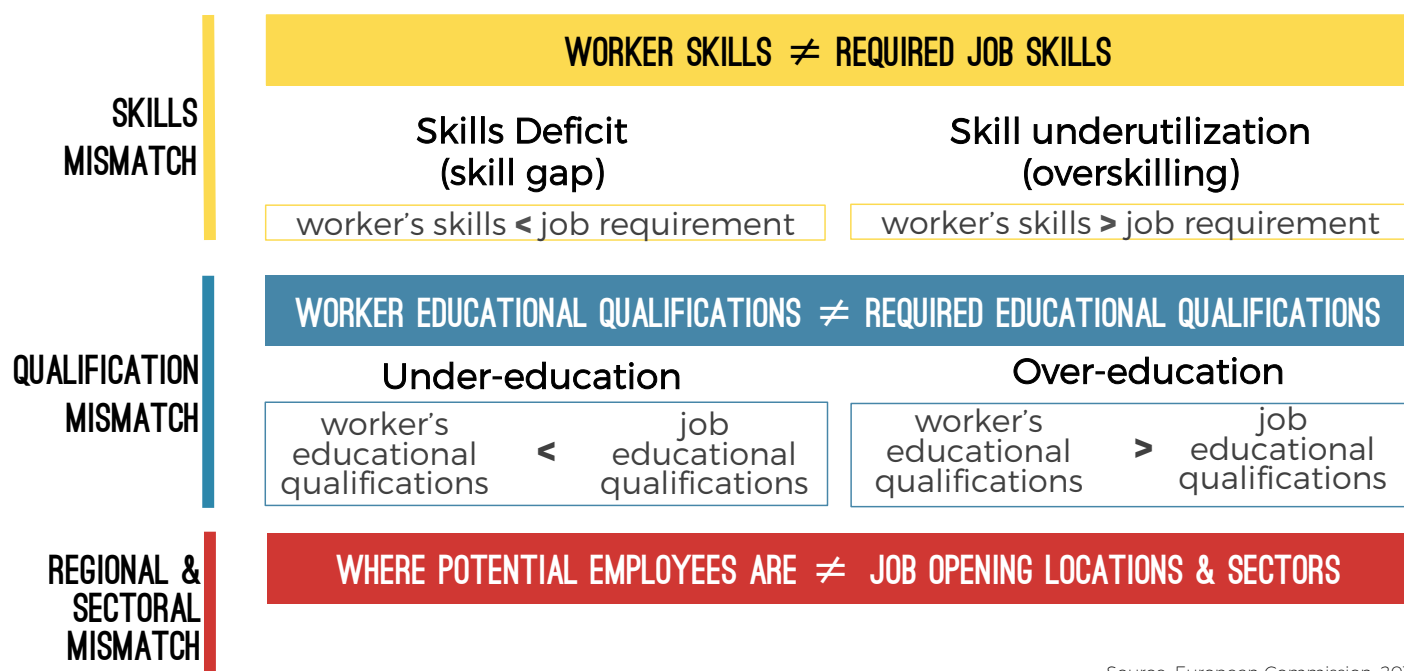### (in thousands)

Age group	No Grade Completed to Some Junior High		JHS Completer*		SHS or TVET (Completed or Not Completed)		College (Not Completed)		College Graduate		Total
15 – 24	267	23.4%	372	32.7%	101	8.8%	162	14.2%	237	20.8%	1,139
25 – 34	142	19.7%	228	31.8%	68	9.4%	111	15.4%	170	23.7%	718
35 – 44	70	26.7%	88	33.4%	24	9.1%	38	14.4%	43	16.3%	263
45 – 54	76	39.6%	63	33.1%	11	5.9%	22	11.4%	19	10.0%	191
55 – 64	57	50.5%	31	27.3%	3	2.4%	13	11.4%	9	8.4%	112
65 and over	15	81.6%	2	11.6%	-	0.0%	1	4.6%	0	2.2%	18
Total	625	25.6%	784	32.1%	206	8.5%	346	14.2%	479	19.6%	2,441

Source: *Labor Force Survey 2017*   *HS graduates prior to full SHS implementation are counted under "JHS Completer"

TYPES OF LABOR MARKET MISMATCH

SKILLS MISMATCH	WORKER SKILLS ≠ REQUIRED JOB SKILLS	
	Skills Deficit (skill gap)	Skill underutilization (overskilling)
	worker's skills **<** job requirement	worker's skills **>** job requirement

QUALIFICATION MISMATCH	WORKER EDUCATIONAL QUALIFICATIONS ≠ REQUIRED EDUCATIONAL QUALIFICATIONS	
	Under-education	Over-education
	worker's educational qualifications **<** job educational qualifications	worker's educational qualifications **>** job educational qualifications

REGIONAL & SECTORAL MISMATCH	WHERE POTENTIAL EMPLOYEES ARE ≠ JOB OPENING LOCATIONS & SECTORS

Source: European Commission, 2012

MEDIAN TIME TO FIND FIRST JOB AND WAGE JOB

	First Job	Wage Job
All youth	2	3
Males	3	3
Females	2	3
High school or less	3	4
At least some college education	1	2

Source: *ADB Household Survey (2008)*

LABOR MARKET OUTCOMES BY WORKER CHARACTERISTICS

Characteristic	%Probability of Being Employed	Wage (₱/hour)	Time Employed at Most Recent Job (Months)
All	56	82	83
Gender			
Male	67	76	101
Female	46	90	90
Age (Years)			
Youth (15 – 24)	43	65	40
Adults (25 – 44)	58	83	92
Prime Age (45 – 64)	55	79	85
Education			
Completed primary or less	56	44	99
Completed secondary	54	82	117
Incomplete tertiary	61	86	85
Completed tertiary	57	146	84

Source: *Developing Socioemotional Skills for the Philippines' Labor Market (2017)*

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Region	Working Age Population ('000)	%Labor Force Participation	%Employed	%Unemployed	%Underemployed
PHL	**71,560**	**60.1**	**94.6**	**5.4**	**17.2**
CAR	1,272	63.0	95.0	5.0	18.0
I	3,511	60.0	93.5	6.5	18.8
II	2,405	62.4	97.3	2.7	15.8
III	7,904	60.5	93.7	6.3	11.9
NCR	9,226	60.0	93.9	6.1	8.0
IV-A	10,153	62.3	93.7	6.3	14.5
IV-B	2,101	60.8	94.9	5.1	23.0
V	4,147	57.7	93.7	6.3	28.0
VI	5,474	60.9	94.3	5.7	21.2
VII	**5,309**	**59.7**	7th **95.0**	**5.0**	5th **14.7**
VIII	3,158	61.8	95.3	4.7	27.2
IX	2,616	54.5	94.9	5.1	25.8
X	3,321	62.0	94.8	5.2	23.5
XI	3,517	59.0	96.7	3.3	17.0
XII	3,150	61.7	96.7	3.3	18.6
Caraga	1,896	62.5	96.0	4.0	25.8
ARMM	2,401	46.5	95.7	4.3	13.9

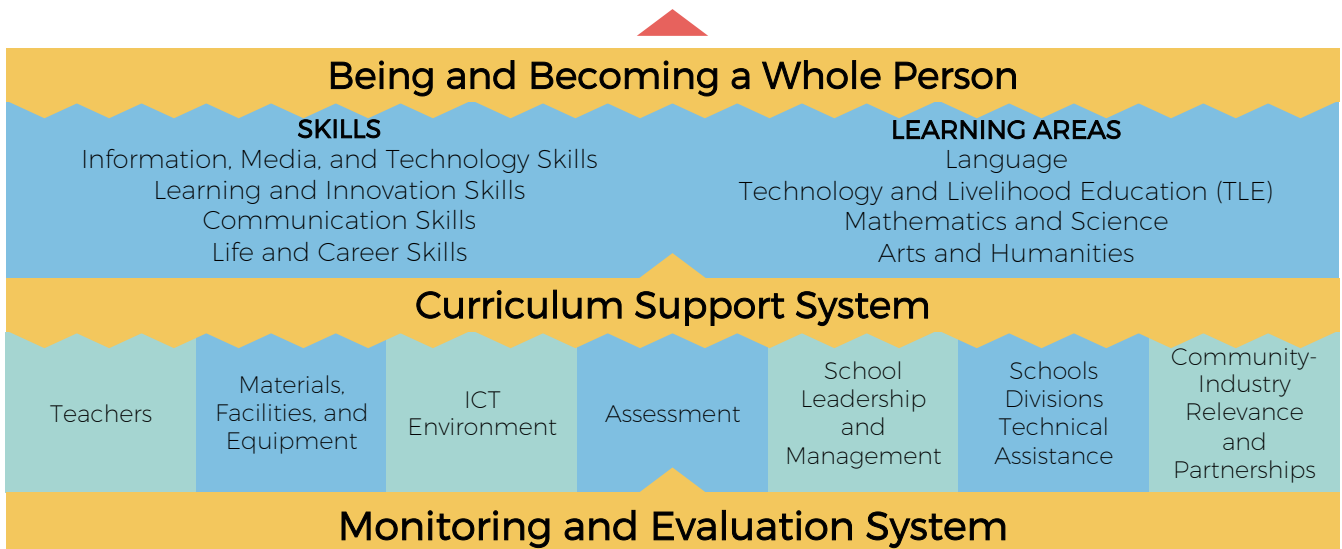Source: *Labor Force Survey (April 2018)*

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PRESENTATION OUTLINE

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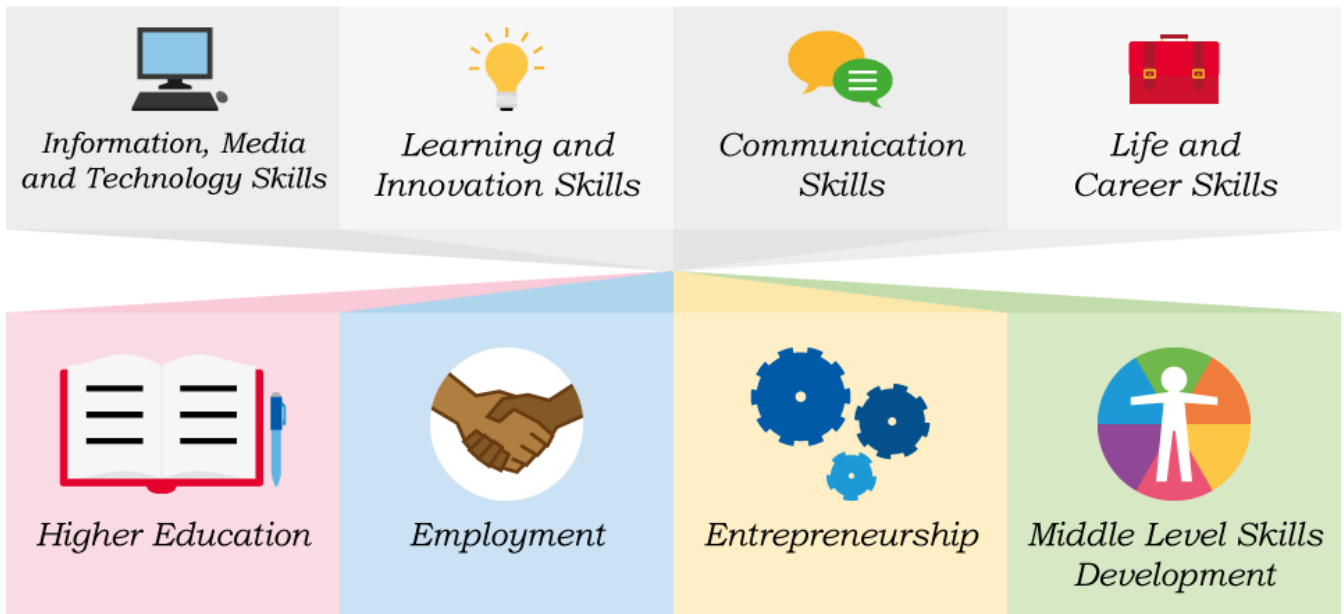
K TO 12 CURRICULUM FRAMEWORK

HOLISTICALLY DEVELOPED FILIPINO WITH 21ST CENTURY SKILLS

Being and Becoming a Whole Person

SKILLS	LEARNING AREAS
Information, Media, and Technology Skills	Language
Learning and Innovation Skills	Technology and Livelihood Education (TLE)
Communication Skills	Mathematics and Science
Life and Career Skills	Arts and Humanities

Curriculum Support System

Teachers	Materials, Facilities, and Equipment	ICT Environment	Assessment	School Leadership and Management	Schools Divisions Technical Assistance	Community-Industry Relevance and Partnerships

Monitoring and Evaluation System

K TO 12: LIFELONG LEARNING FOR INCLUSIVE GROWTH

Holistically developed Filipino with 21st century skills.

Information, Media and Technology Skills	Learning and Innovation Skills	Communication Skills	Life and Career Skills
Higher Education	Employment	Entrepreneurship	Middle Level Skills Development

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K TO 12: LIFELONG LEARNING FOR INCLUSIVE GROWTH
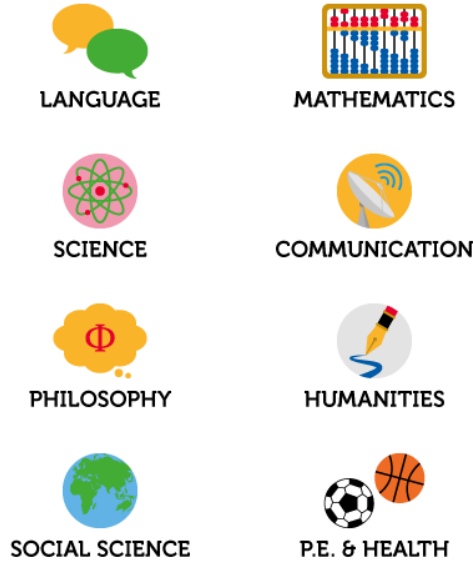
Holistically developed Filipino with 21st century skills.

Information, Media and Technology Skills	Learning and Innovation Skills	Communication Skills	Life and Career Skills
• Visual and information literacies • Media literacy • Basic, scientific, economic and technological literacies and multicultural literacy • Global awareness	• Creativity and curiosity • Critical thinking problem solving skills • Risk taking	Collaboration and interpersonal skills	• Flexibility and adaptability • Initiative and self-direction • Social and cross-cultural skills • Productivity and accountability • Leadership and responsibility • Ethical, moral and spiritual values

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SENIOR HIGH SCHOOL CURRICULUM

SHS Core Curriculum: The Eight (8) Learning Areas

- LANGUAGE
- MATHEMATICS
- SCIENCE
- COMMUNICATION
- PHILOSOPHY
- HUMANITIES
- SOCIAL SCIENCE
- P.E. & HEALTH

SHS Tracks

- ACADEMIC*
- TECHNICAL-VOCATIONAL-LIVELIHOOD**
- SPORTS
- ARTS & DESIGN

*The Academic track includes four (4) strands: Accountancy, Business, and Management (ABM) Strand; Humanities and Social Sciences (HUMSS) Strand; Science, Technology, Engineering, and Mathematics (STEM) Strand; and General Academic Strand.

**The Technical-Vocational-Livelihood track includes four (4) strands: Agri-Fishery Arts; Home Economics; Information and Communications Technology (ICT); and Industrial Arts.

FOR EACH TRACK OR STRAND, SHS STUDENTS HAVE A TOTAL OF 31 EIGHTY-HOUR SUBJECTS (2,480 HOURS IN 2 YEARS)

31 TOTAL SUBJECTS

15 Core Subjects

16 Track Subjects

7 Applied Track Subjects

9 Specialized subjects
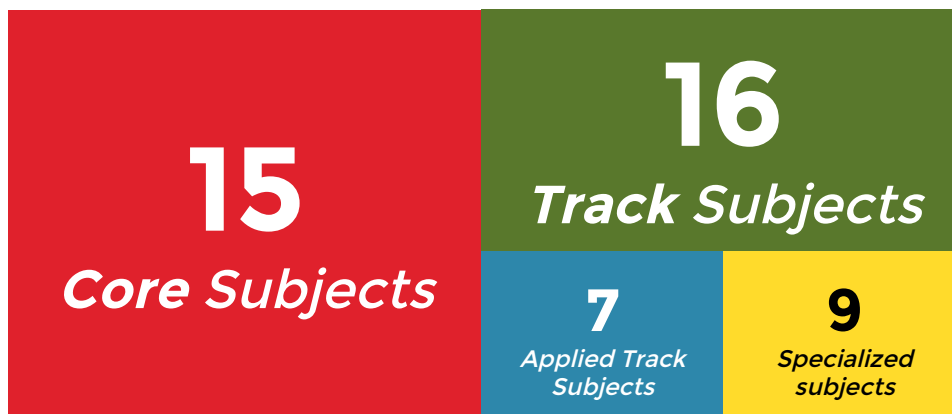
Each subject consist of 80 hours per semester
P.E. and Health consist of 20 hours per semester for 4 semesters

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DEFINITIONS OF SKILLS

Skills	Skill Type	Specific Skill	Definition
Cognitive skills	Academic knowledge and reasoning	Math proficiency	Ability to perform basic arithmetic operations, such as addition, subtraction, multiplication, division, and percentage
		Reading proficiency	Ability to understand, evaluate, use, and engage with written texts
Technical skills	Task-specific competencies	Unique to each role	Ability to effectively execute the functions of a given position, often by operating equipment or performing administrative processes
Socio-emotional skills	Achieving goals	Conscientiousness	Tendency to be organized, responsible, and hardworking
		Openness to experience	Appreciation for novelty and comfort with change
		Grit	Perseverance in the pursuit of long-term goals
	Working with others	Agreeableness	Tendency to act in a cooperative, unselfish manner
		Extraversion	Sociability and willingness to engage with new people
	Managing emotions	Emotional stability	Predictability and consistency in emotional reactions; the absence of rapid mood changes
		Decision making	Confidence when exercising authority and committing to a course of action

Source: *Developing Socioemotional Skills for the Philippines' Labor Market (2017)*

TOP 5 SKILLS

FUTURE IN-DEMAND SKILLS

BEHAVIORAL SKILLS
HIRERS LOOK FOR IN
FRESH GRADS

FUNCTIONAL SKILLS
HIRERS LOOK FOR IN
FRESH GRADS

- Willingness to learn
- Initiative
- Honesty and Integrity
- Self-motivated or self-starter
- Self-confidence

- Communication skills
- Trainability
- Competence
- Problem solving and analytical skills
- Tech know-how

- Complex problem-solving
- Critical thinking
- Creativity
- People management
- Coordinating with others
- Emotional intelligence
- Service orientation
- Decision-making
- Negotiation
- Cognitive thinking

Source: JobStreet.com (2015)

Source: DOLE (2017)

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HIRING CONSTRAINTS AND CORRESPONDING TRAININGS PROVIDED BY FIRMS

Skill	Value
Managerial and leadership skills	6%
Work ethic and commitment	22%
Interpersonal & communication skills	18%
Technical, vocational or job-specific skills	30%
Foreign language skill/ Others	8%
Computer or general IT skills	11%
Writing skills	5%

Most valued skills but difficult to acquire from applicants

Trainings provided by firms (primary focus area)
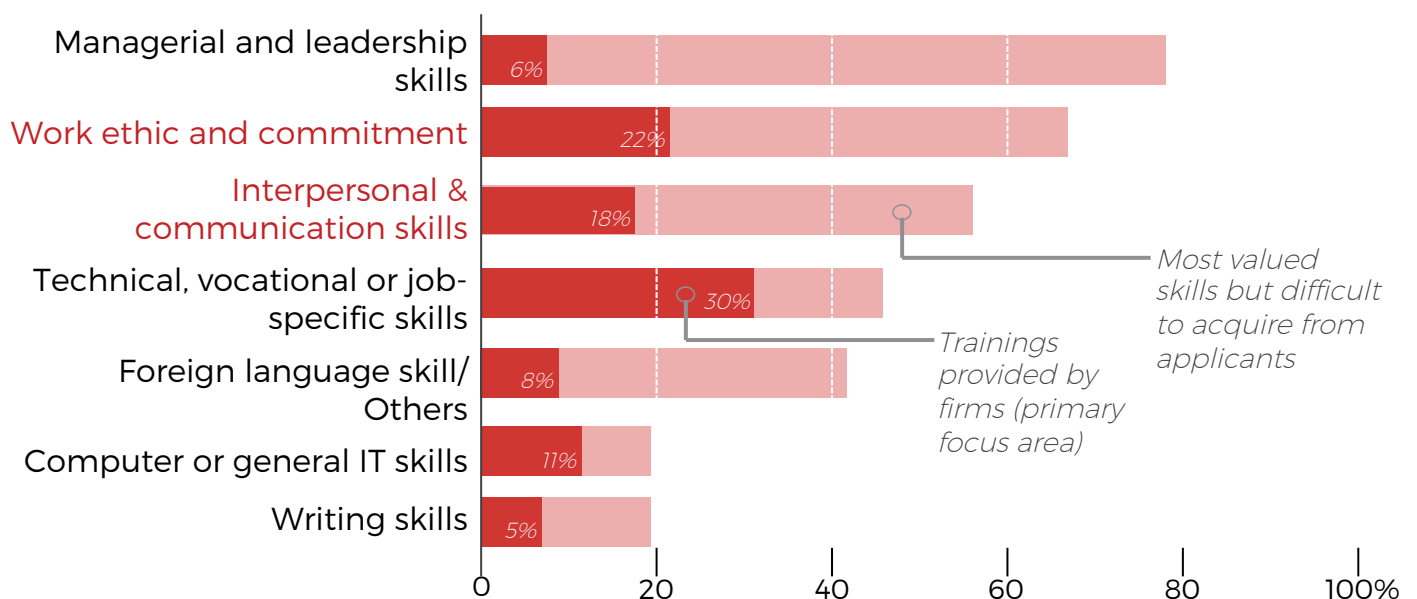
Source: *Developing Socioemotional Skills for the Philippines' Labor Market (2017)*

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PEOPLE WITH HIGHER LEVELS OF SOCIOEMOTIONAL SKILLS ARE..

More likely to finish high school

More likely to go to university

More likely to find good jobs
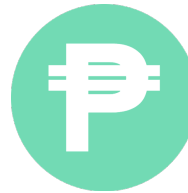
Paid more than others

THE KEY TO OPTIMAL DEVELOPMENT OF SOCIOEMOTIONAL SKILLS IS STARTING EARLY
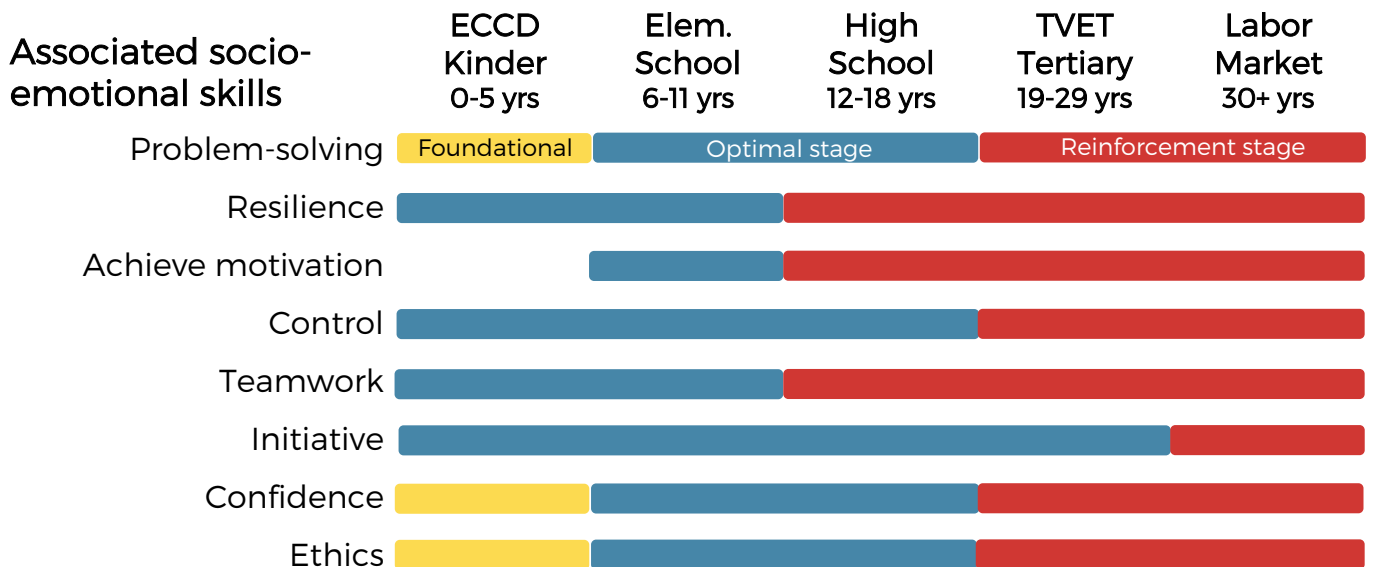
Associated socio-emotional skills	ECCD Kinder 0-5 yrs	Elem. School 6-11 yrs	High School 12-18 yrs	TVET Tertiary 19-29 yrs	Labor Market 30+ yrs
Problem-solving	Foundational	Optimal stage		Reinforcement stage	
Resilience					
Achieve motivation					
Control					
Teamwork					
Initiative					
Confidence					
Ethics					

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Curriculum Support System

Teachers	Materials, Facilities, and Equipment	ICT Environment	Assessment	School Leadership and Management	Schools Divisions Technical Assistance	Community-Industry Relevance and Partnerships

Monitoring and Evaluation System

STRENGTHENING THE CURRICULUM SUPPORT SYSTEM

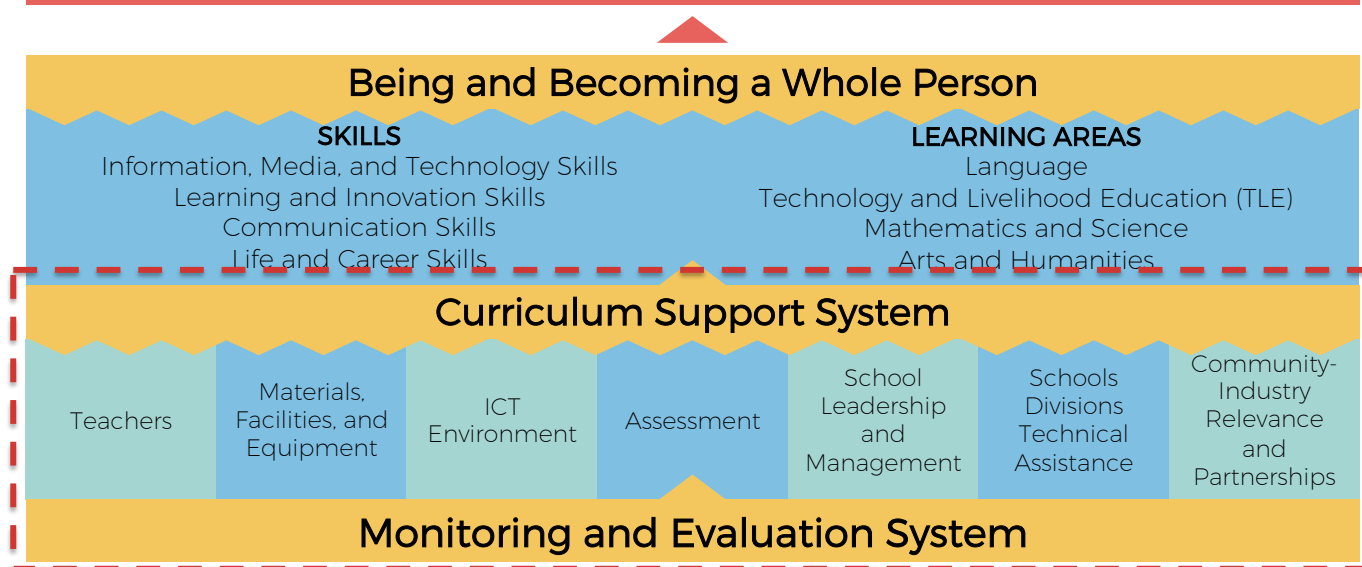| Component	Gap	Opportunity
Teachers	• Mastery of assigned subject/s • Lack of familiarity with industry context	• Support for continuing professional development • Industry exposure and education activities
Materials, Facilities, and Equipment	• Lack of learning resources • Delays in availability of facilities/tools	• Supplemental materials • Offsite training programs
ICT Environment	Delays in availability of ICT packages	School outreach ICT programs
Assessment		
School Leadership and Management	• Capacity for career guidance and advocacy • Capacity for non-curricular roles (e.g. financial, stakeholder management)	• Joint career guidance, advocacy, and placement programs • Support for continuing professional development
Schools Division Technical Assistance	Lack of bandwidth for effective supervision and technical assistance	Support for continuing professional development
Community-Industry Relevance and Partnerships	Lack of sustained and strategic partnerships between DepEd/schools and industries	Organization of local education-industry collaboration councils
Monitoring & Evaluation	Dearth of outcome indicators/data	Support for graduate tracer programs and longitudinal SHS research

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DEPED ORDER 40, S. 2015 GUIDELINES ON K TO 12 PARTNERSHIPS

as of Aug. 26

Republic of the Philippines
Department of Education

28 AUG 2015

DepEd ORDER
No. 40, s. 2015

GUIDELINES ON K TO 12 PARTNERSHIPS

To: Undersecretaries
       Assistant Secretaries
       Bureau Directors
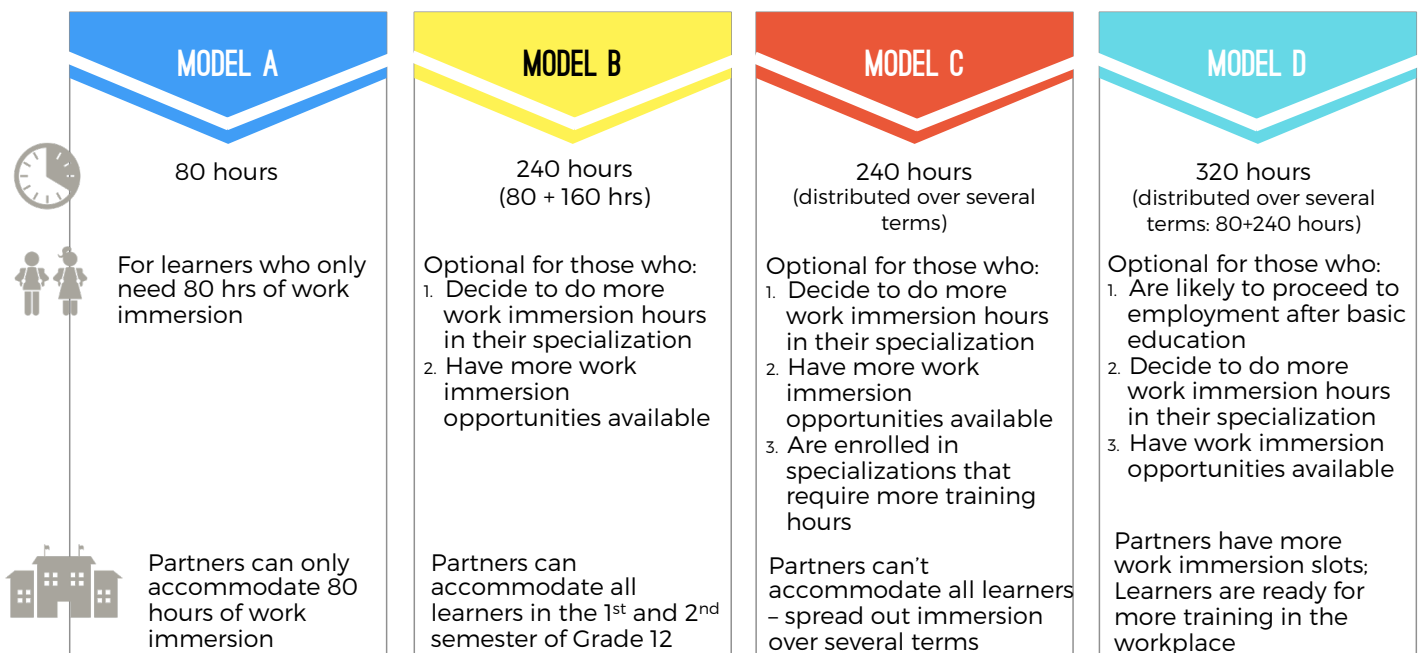   Directors of Services, Centers and Heads of Units
       Regional Directors
       Schools Division Superintendents
       Heads, Public Secondary Schools
       All Others Concerned

1.   To achieve the goals of the K to 12 Program, the Department of Education (DepEd) needs to enter into partnerships with different groups in the fields of work immersion opportunities for public Senior High School (SHS) learners, use of facilities and equipment, additional teacher training opportunities, and additional resources in the form of donations.

2.   To support these partnership-building efforts, the enclosed **Guidelines on K to 12 Partnerships** is hereby issued.

3.   These Guidelines are designed to help personnel from the central office, regional, schools division, and public secondary schools in undertaking the following steps of Partnership-Building Activities (PBA):

       a. research and needs analysis;
       b. identification of potential partners;
       c. meeting with potential partners;
       d. designing and finalizing the formal agreements; and
       e. managing, monitoring and evaluating the partnerships.

4.   All schools divisions are enjoined to designate their *social mobilization and networking coordinators* or any other qualified persons as partnership focal persons (PFP) whose tasks and responsibilities are spelled out in the Guidelines. At the school level, the PFP will be the school principal/head who shall designate someone to assist him/her in carrying out the Partnership-Building Responsibilities.

5.   The provisions of these Guidelines shall be applicable to all partnership agreements such as Memorandum of Agreement (MOA), Memorandum of Understanding (MOU), and other similar documents entered into between DepEd and any of its local offices and schools, and their partners even those signed prior to the effectivity of this Order. Such documents will be subject to a review process as described in the Guidelines.

DepEd Complex, Meralco Avenue, Pasig City 1600 ☎ 633-7208/633-7228/632-1361 📠 636-4876/637-6209 💻 www.deped.gov.ph

Possible Areas of Partnerships:
1. **Curriculum design and implementation**
    - Curriculum and program contextualization
    - Teacher training and capacity building
2. **Work immersion for SHS students**
    - Joint design for work immersion
    - Use of facilities by learners and teachers
    - Supervision/mentorship by partner

WORK IMMERSION DELIVERY OPTIONS

MODEL A	MODEL B	MODEL C	MODEL D
80 hours	240 hours (80 + 160 hrs)	240 hours (distributed over several terms)	320 hours (distributed over several terms: 80+240 hours)
For learners who only need 80 hrs of work immersion	Optional for those who: 1. Decide to do more work immersion hours in their specialization 2. Have more work immersion opportunities available	Optional for those who: 1. Decide to do more work immersion hours in their specialization 2. Have more work immersion opportunities available 3. Are enrolled in specializations that require more training hours	Optional for those who: 1. Are likely to proceed to employment after basic education 2. Decide to do more work immersion hours in their specialization 3. Have work immersion opportunities available
Partners can only accommodate 80 hours of work immersion	Partners can accommodate all learners in the 1st and 2nd semester of Grade 12	Partners can't accommodate all learners – spread out immersion over several terms	Partners have more work immersion slots; Learners are ready for more training in the workplace

WORK IMMERSION DELIVERY OPTIONS

OPTIONS

MODEL A

MODEL B

1. **Gr 9 to Gr 11:** 640-hr specialization
Gr 12: 160-hr specialization

2. **Gr 11:** 320-hr specialization
Gr 12: 160-hr specialization

3. **Gr 11:** Three 160-hr specialization
Gr 12, 2nd sem: work immersion

MODEL C

640-hr specialization:
1. **Gr 11:** take first 320 hrs
Summer: 120 hrs work immersion
Gr 12, 1st sem: 160-hr specialization
Sem break: 40 hrs work immersion
Gr 12, 2nd sem: 160-hr specialization and 80 hrs work immersion

2. **Gr 11:** 320-hr specialization
Summer: 160 hrs work immersion
Gr 12, 1st sem: 320-hr specialization
Gr 12, 2nd sem: 80 hrs work immersion

MODEL D

480-hr specialization:
1. **Gr 11:** take 320-hr specialization
Summer: 80 hrs work immersion
Gr 12, 1st sem: 160-hr specialization
Gr 12, 2nd sem: 240 hrs work immersion

2. **Gr 11:** 320-hr specialization
Summer: 40 hrs work immersion
Gr 12, 1st sem: 240 hr work immersion
Sem break: 40 hr work immersion
Gr 12, 2nd sem: 160-hr specialization

PBSP
Philippine Business for Social Progress
Business United. Lives Uplifted.

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