

**Addressing Industry Mismatch
for Gainful Employment:
Mainstreaming Public-Private
Partnership in Education
for Gainful Employment Agenda**

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PCCI: The Voice of Business



1,511 CORPORATE MEMBERS

99 LOCAL CHAMBERS

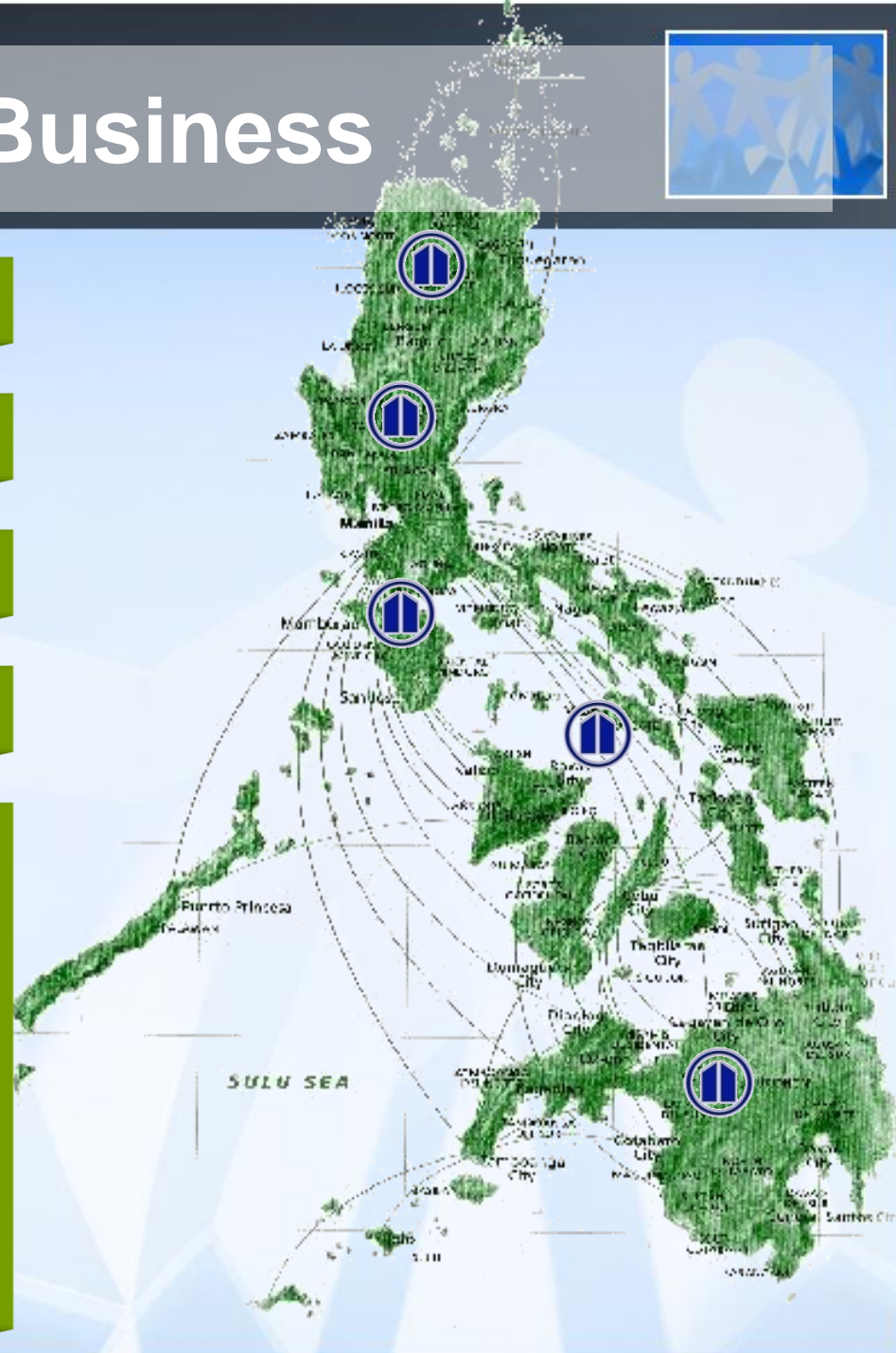
128 INDUSTRY ASSOCIATIONS

39 BUSINESS COUNCILS

**35,000 ENTERPRISES AND
INDUSTRY AFFILIATES**

in 5 Geographical Areas:

- North Luzon
- National Capital Region
- South Luzon
- Visayas
- Mindanao



PCCI's Education Advocacy



Supported Calls by the National Competitiveness Council and the Philippine Business Conference for better Industry-Government-Academe Partnership in Reforming the Education System by promoting Human Resource Development in line with increasing global competitiveness

Representations in:

1. TESDA Board
2. Presidential Task Force on Education
3. National Competitiveness Council People Management Working Group



Quality Education = Global Competitiveness



World Competitiveness Yearbook (out of 61 countries)		Global Competitiveness Report (out of 117 economies)	
Indicators	Ranking	Indicators	Ranking
•Total Health Expenditures	60	•Basic human capital	73
•Dependency ratio	60	•Advanced human capital	58
•Total Public Expenditure on Education	60	• Higher Education and Training	61
•Pupil-Teacher Ratio	61	•Technological Readiness	
•Total Expenditure on R & D	60	•Innovation Factors	67
•Basic R & D	49		56
•Brain Drain	58		
•Overall Productivity	57		

Global Competitiveness Index



	Rank (out of 134)	Score (1-7)
GCI 2008-2009	71	4.1
GCI 2007-2008 (out of 131).....	71	4.0
GCI 2006-2007 (out of 122).....	75	4.0
Basic requirements	85	4.2
1st pillar: Institutions	105	3.4
2nd pillar: Infrastructure.....	92	2.9
3rd pillar: Macroeconomic stability.....	53	5.2
4th pillar: Health and primary education	90	5.2
Efficiency enhancers	68	4.0
5th pillar: Higher education and training	60	4.1
6th pillar: Goods market efficiency.....	81	4.1
7th pillar: Labor market efficiency	101	4.1
8th pillar: Financial market sophistication.....	78	4.1
9th pillar: Technological readiness.....	70	3.3
10th pillar: Market size.....	34	4.5
Innovation and sophistication factors	67	3.7
11th pillar: Business sophistication	57	4.3
12th pillar: Innovation.....	76	3.0

4th pillar: Health and primary education

4.01 Business impact of malaria.....	87	■
4.02 Malaria incidence*	91	■
4.03 Business impact of tuberculosis.....	102	■
4.04 Tuberculosis incidence*	115	■
4.05 Business impact of HIV/AIDS	61	■
4.06 HIV prevalence*	1	■
4.07 Infant mortality*	83	■
4.08 Life expectancy*	89	■
4.09 Quality of primary education.....	72	■
4.10 Primary enrollment*	76	■
4.11 Education expenditure*	113	■

5th pillar: Higher education and training

5.01 Secondary enrollment*	79	■
5.02 Tertiary enrollment*	72	■
5.03 Quality of the educational system	46	■
5.04 Quality of math and science education	100	■
5.05 Quality of management schools.....	31	■
5.06 Internet access in schools	56	■
5.07 Local availability of research and training services.....	51	■
5.08 Extent of staff training	30	■

Understanding the Industry Demand



Key Sectors and Projected Employment Demand

Sector	2008	2009	2010
<i>Outsourcing**</i>	255,360	341,716	434,321
<i>Mining/ Engineering**</i>	8,948	10,378	6,086
<i>Healthcare**</i>	10,470	11,915	18,906
<i>Tourism/ Hospitality**</i>	80,151	91,751	103,349
<i>Aviation**</i>	5,339	6,402	7,680
<i>Electronics*</i>	4,000	4,000	
<i>Ship Building*</i>	7,000	15,000	

**Texas Instrument and Hanjin Corp.*

***2006 Manpower Summit*

Evolving Process in Education Reform: Tripartite Model

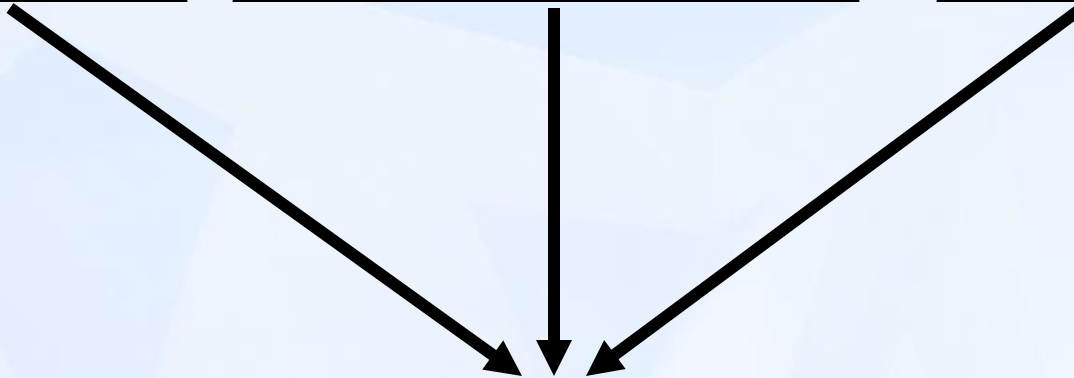


Presidential Task Force on Education

Business

Government

Academe



GOAL:

**TIGHTEN LINKAGES BETWEEN HIGHER/
TECHNICAL EDUCATION AND INDUSTRY**



3-Pronged Strategy

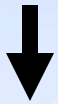
**Address
mismatch of
Industry
demand and
supply of
graduates**

**Prepare
graduates for
Gainful
employment or
Entrepreneur-
ship**

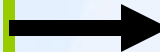
**Internationalize
education to
meet global
standards**

Making Interventions Work

Strategy 1



Address mismatch of Industry demand and supply of graduates



- ✓ Partnership between HEIs and industry associations or individual companies to support people development and training programs
- ✓ Joint Academe-Industry review of courses and curriculum
- ✓ Develop a Bridging Program for the inclusion of specialized skills in the curriculum of courses to meet industry standards and qualifications criteria
- ✓ Prepare Competitive Landscape Studies and Roadmaps for the following industries:
 - Healthcare Industry
 - Travel and Hospitality Services
 - Maritime Industry

Making Interventions Work



Strategy 2



Create a Clearing house to effectively Match schools and companies for more in depth partnership

Prepare graduates for Gainful employment or Entrepreneurship

**EMPLOYMENT
S.T.O.R.E.**
(School-To-Office-Response-To-Employment)



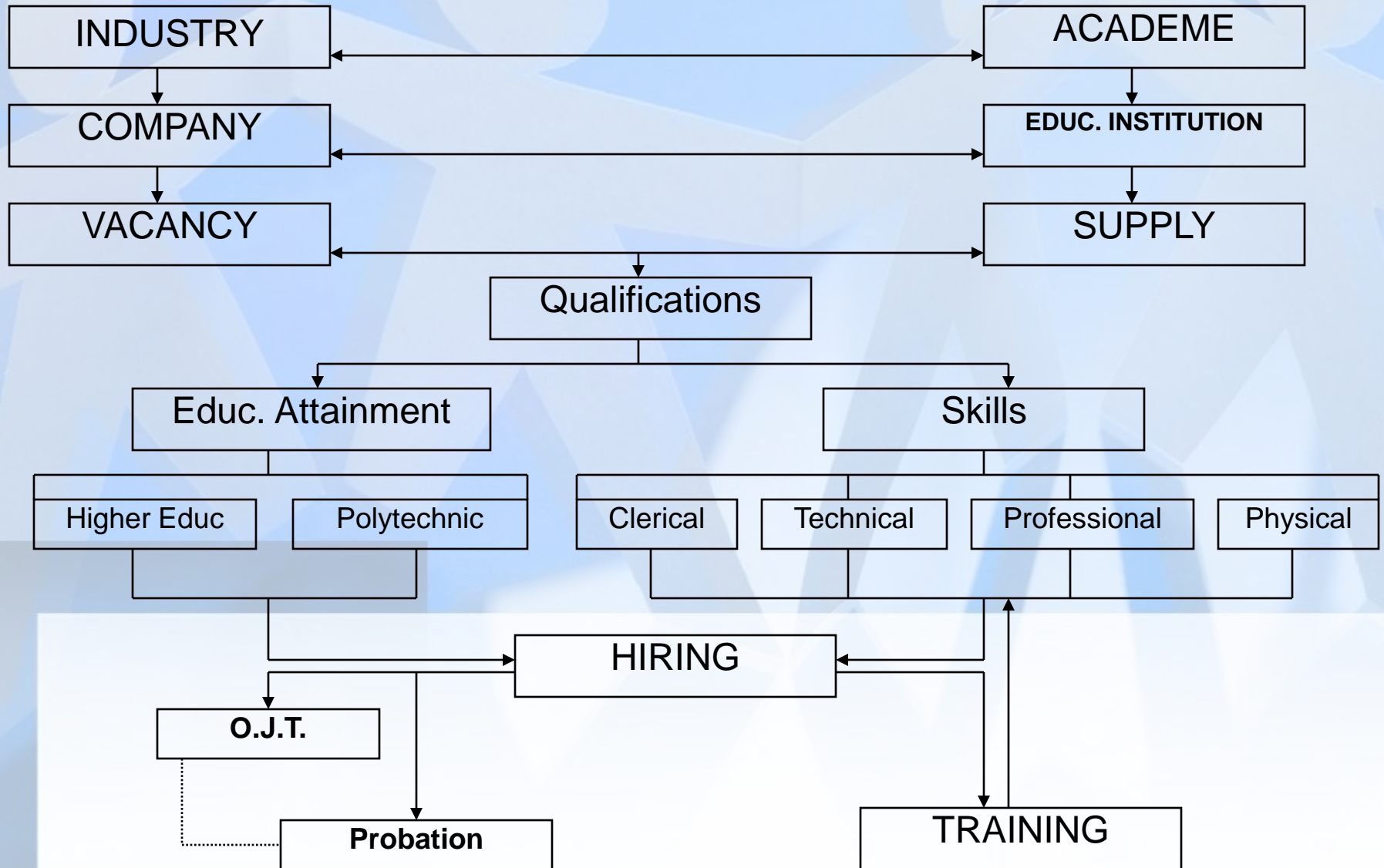
S.T.O.R.E. System



- **School-To-Office Response to Employment System**

a bridging program to match industry requirements with available supply of graduates/trainees or skills-workers

Framework for Employment S.T.O.R.E.



S.T.O.R.E. Follow-Through Process: Systems + Functions + Champions = Gainful Employment Agenda

S.T.O.R.E. Pilot Industries:

- ➡ Business Process Outsourcing
- ➡ Healthcare
- ➡ Tourism and Allied Services
- ➡ Retail and Wholesale Trade
- ➡ Maritime
- ➡ Engineering (Construction/ IT/ Industrial Design/ Aviation)
- ➡ Ship Building
- ➡ Electronics

➡ Industry Core Group of Champions to outline the Industry Demand Mapping System to be used as Databank for the **S.T.O.R.E.**

➡ Specific pilot companies per industry partnered with educational institution having mutual access to the **S.T.O.R.E.** databank.

S.T.O.R.E. Follow-Through Process: Systems + Functions + Champions = Gainful Employment Agenda

S.T.O.R.E. data sheet to contain key information on qualifications and demand per industry.

S.T.O.R.E. Center through an online database and/or Information desks in the industry associations or local chambers and partner educational institutions.

Monitoring and feedback mechanism through a consultative committee composed of industry leaders and academe leaders or representatives.

A National Secretariat to sustainably evolve processes, learning experiences and innovation for the **S.T.O.R.E.** Center.

A sustainable plan for phasing in more industry-academe linkages in partnership with chambers of commerce and/ or industry associations.



Strategy 3

Undertake benchmarking of curriculum with those of other countries (ASEAN) and push for mutual recognition

Internationalize education to meet global standards



Short Term Action Plan:



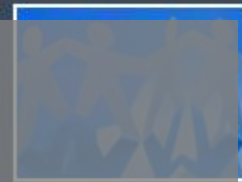
- Assessment of Training Policies of CHED, TESDA and Industry to Address Employment Mismatch
- Employment Survey

Submission of forms:

September 19, 2008 – November 28, 2008

- Local Chambers
- Foreign Chambers
- Industry Associations

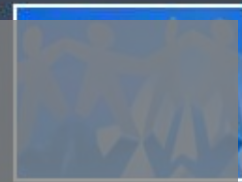
Visit <http://www.uactphilippines.org> for more updates



Cross-Industry Recommendations

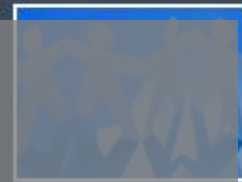
- Harmonize and synchronize (towards unifying) the structures of the education agencies under one leadership.
- Ensure stronger and continuing private sector participation and industry leadership in the way the whole education sector is managed. This should happen on a day-to-day basis and in the following areas of concern

Recommendations



- Institutionalize a system for ensuring the education agencies, its line offices and schools are run by duly trained and certified professional managers and administrators
- Adjust general education years from 10 to 12 and institutionalize it in entire education system for graduates and professionals to be comparable with APEC and global counterparts

Recommendations



- Strengthen foundational learning
- Mainstream the following cross-industry critical competencies in tertiary curricular programs
- Managing training costs and risks

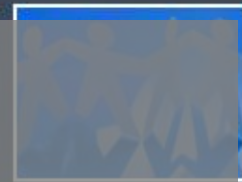
Sample Sector Specific (BPO) Recommendations



1. Focus and scale up on the provision of training and related services

- **Promotion of BPAP English and IT course**
- **Competencies Assessment**
- **Certification**
- **Post Graduate Course for Middle Managers**
- **Training Certification of Teachers/Assessors**

Sample Sector Specific (BPO) Recommendations



- 2. Perform appropriate representation work with DEPED and CHED to mainstream tested competency building and enhancement programs**
- 3. Perform lobbying work for reforms in national education and training policies**



Thank you for your attention.

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