



Republic of the Philippines
DEPARTMENT OF LABOR AND EMPLOYMENT
 Regional Office VI

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JobsFit LMI Report
Project JobsFit Biennial Review 2013

SUMMARY REPORT OF REGIONAL CONSULTATION
DOLE Regional Office 6

1. Description of Priority and Emerging Industries

From the series of provincial and regional consultations among the stakeholders, the key industries that are seen to be the major sources of employment in the region are construction, ICT & ICT services, agribusiness and fisheries, health and wellness, manufacturing (*including metal works*), tourism, hotels and restaurants, and real estate development.

Online English tutoring (*medium term*), automotive/land transportation, power (*due to the privatization of electric cooperatives in 2015*) and education were identified by the government and the business sector as emerging industries in the region. These emerging industries will correspondingly need specific skills that would eventually be taken within the available labor market.

2. Requirements (Labor Demand)

Based on the aforementioned priority industries, the following are the corresponding skills requirements:

KEGS	SKILLS REQUIREMENT
Construction	construction workers heavy equipment operator/mechanics pipefitters riggers welders mechanical engineers electrical and civil engineers electrician painters mason foremen welders carpenters cabinet makers plumbers professional encoders accountant bookkeepers safety officer

ICT & ICT Services	<p>1) IT application svcs. -application development & maintenance - IT infra services and soft ware product development;</p> <p>2) business process services - contact service - human resource services - finance & accounting - healthcare management & animation</p> <p>3) engineering services - Architecture design.</p>
Tourism	<p>Tourist van/bus drivers Tourism instructor Mountain/cave guides Experienced and multi-lingual tour guides Interpreter for Mandarin and Korean <i>(for medium term demand).</i></p>
Hotel & Restaurant	<p>Cooks Chef Culinary workers Multi-lingual service crews</p>
Health and Wellness	<p>Massage therapist Clinician (specialized doctors) Spa specialist Trained manicurist and pedicurist</p>
Agribusiness and Fishery	<p>High-end farmer Marketing specialist Soil technologist Farmers trained in organic farming Landscape architect Fish preservation/processing technologist.</p>
Manufacturing (including Metal work)	<p>Chemical, Electrical & Mechanical Engineer Skilled welder Smith Machinist Accountant</p>
Automotive/Land Transportation	<p>Experienced Master mechanic Partsman Drivers for long haul/trailers Automotive painter</p>
Real Estate	<p>Real Estate broker Appraiser Consultant Sales person Geodetic engineer.</p>
Online English Tutoring	<p>Tutors who are proficient in conversational English</p>
Power	<p>Heavy equipment operator Electrician Lineman</p>
Education	<p>Experienced Teachers</p>

Availability of Skills

The stakeholders consultation in Region VI, particularly the academe and training institutions, have expressed that the skills needed in the different identified KEGs could be met and supplied except for some skills which require specialization and are considered as hard-to-fill, to wit:

KEGs	HARD-TO-FILL
Construction	Heavy Equipment Operators/Mechanic Experienced Carpenter Licensed and experienced Civil, Electrical Engineers plumber
ICT & ICT Services	Contact center reps
Real Estate development	Geodetic Engineer
Automotive/Land Transportation	Experienced Master mechanic Partsman
Hotels & Restaurants	Multi-lingual service crew Experienced cook/chef
Tourism	Multi-lingual tour guides Interpreter (Mandarin and Korean)
Agribusiness & Fisheries	High end farmers Marketing specialist Soil technologist Farmers trained in organic farming and Fish preservation/processing technologist
Manufacturing (including metal work)	Skilled Welder (TIG) Fish processing/preservation technologist Chemical, Electrical & Mechanical Engineers Machinist
Power	Heavy equipment operator Mechanical/electrical engineer Electrician Lineman
Education	Experienced Teachers

3. Labor Market Issues and Challenges

Industry	Description of Gap/Challenge	Recommended Solution with Timelines	Courses of Actions/Methods to Implement the Recommendation	Accountable Organization/ Agency
<ul style="list-style-type: none"> • Construction 	<ul style="list-style-type: none"> • Lack of skilled workers on and students taking up tech-voc courses like cabinet & furniture making, carpentry. • High training fees charged by TESDA accredited institutions • Lack of skilled heavy equipment operator/mechanic. • Lack of TESDA trainer and training center in other provinces 	<ul style="list-style-type: none"> • TESDA to coordinate with LGU in the conduct of community-based training to produce the needed skills and to lessen the training cost. • TESDA to tie up with and provide incentives to training institutions/ industries to offer trainings for heavy equipment operator/mechanic. • TESDA to strengthen partnership with training institutions and industries in tapping the expertise of their workers to serve as trainers. 	<ul style="list-style-type: none"> • TESDA should link with LGUs to upgrade/update the skills of workers and to subsidize the training cost. The DOLE, on the other hand, should intensify link with GC net on LMI dissemination on tech-voc courses to high school students & parents. • TESDA should coordinate with industries so that there will be more workers that can be trained; Iloilo Business Club will come up with a plan or concept for industries to sponsor workers in acquiring the skills that they needed. • TESDA and TESDA accredited training institutions to partner with industries especially in the acquisition of equipment needed for the training program. 	<p>TESDA & LGU GC net</p> <ul style="list-style-type: none"> • TESDA • DOLE to coordinate with IBC re status of this plan. <p>TESDA, RTIPC</p>
<ul style="list-style-type: none"> • ICT & ICT Services 	<ul style="list-style-type: none"> • Few qualified applicants due to low quality of graduates • Lack of qualified teachers to teach in IT courses • Lack of infrastructure outside of major hubs; most talents are residing outside of major cities 	<ul style="list-style-type: none"> • Improve English proficiency of graduates • Academe should have faculty immersion in industries. Some faculty members cannot catch up with the trend. • Encourage provision of infrastructure for BPO companies outside of major cities. 	<ul style="list-style-type: none"> • Intensify the use of speech lab in secondary and tertiary to enhance English proficiency of students; CHED to enjoin HEIS & SUCs to implement faculty immersion to upgrade/update the skills • Industry to link with LGU- PESOs re expansion plan 	<p>CHED & Association of public-private tertiary schools</p> <ul style="list-style-type: none"> • DOLE, PESO, IFIT

<ul style="list-style-type: none"> • Agribusiness & Fisheries 	<ul style="list-style-type: none"> • Decline in the enrolment rate in agriculture and fisheries related courses • Lack of skilled workers for fish/food processing and preservation. 	<ul style="list-style-type: none"> • Make courses on agriculture and fisheries more attractive by presenting the growing opportunities for this sector. • TESDA to provide training for fish/food processing/preservation . 	<ul style="list-style-type: none"> • Intensify promotion including appreciation of courses on agriculture and fisheries by presenting the growing opportunities. • TESDA to link with the industry. 	<p>DOLE, DepEd (<i>GC net</i>)</p>
<ul style="list-style-type: none"> • Health & Wellness 	<ul style="list-style-type: none"> • Confusion on the role of DOH & TESDA in the issuances of license and or competency to masseurs. While DOH issues license, TESDA issues competency. • Manicurist and pedicurist are not issued license that will ensure safe practices (<i>cleaning of tools</i>) to avoid transmission of diseases like Hepatitis to their customer. • Lack of employment opportunities for blind masseurs 	<ul style="list-style-type: none"> • There should only be one agency that will recognize the competency of and issue a license to aspiring masseurs. • DOH to promote and encourage safe practices and issue license to workers engaged in these trades • LGU to provide job opportunities to blind masseurs. 	<ul style="list-style-type: none"> • DOH & TESDA should agree on what to and who will issue – a license or competency for massage therapist. • DOH should provide an accredited training center for massage therapist. It should also link with the association of salon and LGUs in the promotion of safe practices and issuance of license to manicurist and pedicurist in practicing their skills. 	<p>DOH, TESDA</p> <ul style="list-style-type: none"> • DOH, LGUs • PESO
<ul style="list-style-type: none"> • Manufacturing (including metal work) 	<ul style="list-style-type: none"> • Lack of skilled workers; fresh graduates lack necessary knowledge and skills. • Lack of experienced welders including Tungsten Inert Gas (TIG) welder 	<ul style="list-style-type: none"> • Strengthen the students' OJT by engaging the host companies in planning on what the students' should learn while undergoing training; OJT should provide actual exposure and relevant experience to student-trainees. Academe should involve their faculty members in industry immersion for them to upgrade/update their knowledge. • TESDA to conduct more trainings for welder incl. TIG welding starting 2013 	<ul style="list-style-type: none"> • Come up with Manual on the OJT of students that would govern the learning experiences of student-trainees. • CHED to study the possibility for faculty immersion in industries and enjoin HEIs & SUCs to implement it. • Industry should provide more exposure and hands-on to trainees during their OJT. • Schools should conduct close monitoring of their OJT program. • The government should provide additional grant for this skills training. 	<ul style="list-style-type: none"> • DOLE, CHED, TESDA, Academe & Industry • CHED & Association of public-private tertiary schools. <p>TESDA</p>

<ul style="list-style-type: none"> • Tourism 	<ul style="list-style-type: none"> • Policemen/traffic enforcers are not tourist oriented. • Lack of experienced and multi-lingual tour guides. • Lack of interpreter for Mandarin and Korean tourists. 	<ul style="list-style-type: none"> • DOT in partnership with LGUs should conduct the necessary capacity building for policemen & traffic enforcers this year. • Conduct intensive training/exposure activities for tourism instructors and tour guides • Industry service providers/academic instructors' skills should be raised to a level at par with the industry requirements by improving the curriculum to meet the industry needs. 	<ul style="list-style-type: none"> • DOT to forge partnership with LGUs in creating tourism awareness among the policemen and traffic enforcers. • It should also conduct capability enhancement training to develop and improve the performance of tourist front liners in rendering first rate professional service in the industry. • The government should provide more capability building activities to the industries' service providers. • CHED & TESDA to review its program offerings to meet the industry needs. 	<ul style="list-style-type: none"> • DOT and LGU • DOT • CHED & TESDA
<ul style="list-style-type: none"> • Hotel & Restaurant 	<ul style="list-style-type: none"> • OJT does not provide the necessary skills to trainees • Lack of experienced cook, chef & multi-lingual workers 	<ul style="list-style-type: none"> • Strengthen OJT that student-trainees may acquire the necessary skills and experience and make them fit for employment after graduation. • Academe and industry must strengthen partnership in developing the skills of students. • TESDA to provide more training programs to upgrade the workers skills. 	<ul style="list-style-type: none"> • DOLE to come up with a Manual on internship that will govern the learning experience of the students in partnership with CHED and TESDA. • CHED & TESDA to review its program offerings to meet the industry needs 	<ul style="list-style-type: none"> • DOLE, CHED & TESDA
<ul style="list-style-type: none"> • Automotive/ Land Transportation 	<ul style="list-style-type: none"> • Lack of experienced master mechanic and partsman 	<ul style="list-style-type: none"> • TESDA to provide 3-6 months training on motorcycle parts familiarization (for partsman) and training on motorcycle repair by 2013. 	<ul style="list-style-type: none"> • TESDA to enhance training programs that would cater to the needs of sector. 	<ul style="list-style-type: none"> • TESDA
<ul style="list-style-type: none"> • Real Estate development 	<ul style="list-style-type: none"> • Lack of geodetic engineers 	<ul style="list-style-type: none"> • Companies should offer scholarship on courses/skills that they want/need starting AY 2013-2014 onwards. • Granting of scholarship on priority courses starting AY 2013-2014 onwards 	<ul style="list-style-type: none"> • Strengthen linkages with business groups in the Region through the TIPIC. 	<ul style="list-style-type: none"> • DOLE, RTIPC

<ul style="list-style-type: none"> • Online English Tutoring 	<ul style="list-style-type: none"> • Lack of applicant who can speak conversational English. 	<ul style="list-style-type: none"> • Develop the students' proficiency in English language. • Encourage the use of English language in school 	<ul style="list-style-type: none"> • DepEd and CHED to enjoin the secondary and tertiary public and private schools in coming up with strategies that would encourage the use of English language in schools. 	<ul style="list-style-type: none"> • DepEd, CHED, Networks of Guidance Counselors.
<ul style="list-style-type: none"> • Power 	<ul style="list-style-type: none"> • There will be a great demand for heavy equipment operator/ mechanic, electrician and lineman once the privatization of electric cooperative will take effect in 2015. 	<ul style="list-style-type: none"> • TESDA should start offering training programs for this in preparation for the impending privatization. 		<ul style="list-style-type: none"> • TESDA
<ul style="list-style-type: none"> • Education 	<ul style="list-style-type: none"> • Low quality of graduates due to lack of qualified teachers. • Exodus of teachers and other school workers abroad. 	<ul style="list-style-type: none"> • Increase remuneration of teachers to make them stay in the country. 	<ul style="list-style-type: none"> • Government through CHED should forge partnership with the academe in coming up with a program that would encourage and provide incentive to teachers to stay and work in the country. 	<ul style="list-style-type: none"> • CHED

4. Description of Progress

The DOLE, in partnership with the CHED and TESDA, is now in the process of coming up with an OJT Manual that will govern the learning experiences of student-trainees. This initiative will answer the gap on the lack of skills of fresh graduates. Likewise, during the validation meeting with the stakeholders, TESDA had already noted major concerns of the industries like the putting up of training center in Capiz and willingness of the employers groups in Roxas City to donate land for this purpose.

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