Public Policies and Career Development:
A Framework for the Design of Career Information, Guidance and Counseling Services
in Developing and Transition Countries

COUNTRY REPORT ON PHILIPPINES

Josefina Santamaria

and

A.G. Watts

World Bank

June 2003
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INTRODUCTION

The aim of this report is to describe how the Philippines organizes, manages and provides career information, guidance and counseling services to people of all ages. The report is designed to contribute to the development of policies and to improve the practices and services in the Philippines. In six other middle-income countries, similar reports have been prepared for a similar purpose as part of a World Bank study: this report is also part of this study.

The report describes the status of career guidance, counseling and information services to young people in the formal, non-formal and informal sectors, to the out-of-school youth and unemployed adults seeking jobs in public employment offices, and to employees in government, in business and industrial organizations. It also presents the key issues and challenges that are faced by policy-makers in government, by those in the education and training sectors, and by those in professional organizations that are involved in promoting the practice of career guidance and career development and in improving the competencies of those involved in the delivery of career guidance services.

The data were obtained from written documents, from published articles, monographs and journals, and from interviews with a number of people, mostly key stakeholders, in the government and private sectors (see Acknowledgments on next page). Some of these key stakeholders formed the National Steering Committee (see Appendix A for their names and the institutions they represent).

***

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Professor Tony Watts is Senior Fellow and Life President of the National Institute for Careers Education and Counselling, Cambridge, England, and Lead Consultant on the World Bank project.
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   Division Office of Manila

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   Department of education-NCR

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   SB Nego Tech Livelihood Center  
   Quezon City

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   Division Office – Manila

6. Julie Rillo  
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   Division Office – Manila

7. Aida Rondilla  
   Supervisor-Home Economics  
   Division Office – Manila

8. Eusebio San Diego  
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   Division Office-Quezon City

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   Department of Education – NCR

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    Chairperson

11. Dr. Isabel F. Inlayo  
    Office of Student Auxiliary Services

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17. Zen Angara-Contreras  
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   Phil-JobNet  
   Bureau of Local Employment

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   Municipality of Las Pinas

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   Consultant on Education  
   Municipality of Makati

24. Dr. Erlinda Frogoso  
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   Makati Training, Placement & Livelihood Consortium  
   Municipality of Makati

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   La Salle Greenhills

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   Ateneo de Manila University

State University & College (SUC)

28. Dr. Rosa Maria Llanes  
   Guidance Director  
   UP Integrated School

29. Oscar Gomez  
   Director - Office of Counseling & Guidance  
   University of the Philippines

30. Cipriano Guarin  
   Guidance Director  
   University of Makati

31. Salvador M. Castillo II  
   Guidance Specialist  
   Pamantasan ng Lungsod ng Maynila

32. Dr. Teresita J. Castillo  
   Palawan State University
### Higher Education Institutions (HEI)

#### Private

<table>
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<tr>
<th>No.</th>
<th>Name</th>
<th>Position</th>
<th>Institution</th>
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</thead>
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<td>33</td>
<td>Chit Concepcion</td>
<td>Director - Placement Office</td>
<td>Ateneo de Manila University</td>
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<tr>
<td></td>
<td></td>
<td>Acting Director - Guidance &amp; Counseling Office</td>
<td></td>
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<tr>
<td>34</td>
<td>Vida Joyce Mangaoang</td>
<td>Guidance Counselor (College)</td>
<td>University of Sto. Tomas</td>
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<td>35</td>
<td>Jemima Munez</td>
<td>Supervisor - College Guidance Center</td>
<td>Miriam College</td>
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<tr>
<td>36</td>
<td>Dr. Letty de la Paz</td>
<td>Guidance Director</td>
<td>University of Perpetual Help</td>
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<tr>
<td>37</td>
<td>Isis T. Ner</td>
<td>Guidance Director</td>
<td>St. Paul College Quezon City</td>
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<tr>
<td>38</td>
<td>Teresita G. Juntilla</td>
<td>Head of Administration and Finance</td>
<td>Center for Educational Measurement</td>
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#### Private Institutions

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<td>39</td>
<td>Lourdes E. Carrasco</td>
<td>Human Resources Director</td>
<td>GlaxoSmithKline Philippines, Inc.</td>
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<td>40</td>
<td>Chettie H. Legaspi</td>
<td>Human Resources Director</td>
<td>Aventis Pharmaceuticals Philippines, Inc.</td>
</tr>
<tr>
<td>41</td>
<td>Hector Jarada</td>
<td>Human Resources Director</td>
<td>McDonald’s Foods Philippines, Inc.</td>
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#### Employing Organizations

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<th>Institution</th>
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<tr>
<td>42</td>
<td>Dr. Elvira G. Ramos</td>
<td>President</td>
<td>Career Development Association of the Philippines</td>
</tr>
<tr>
<td>43</td>
<td>Thelma Geraldine A. Baricaua</td>
<td>Past President</td>
<td>Career Development Association of the Philippines</td>
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### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADB</td>
<td>Asian Development Bank</td>
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<tr>
<td>AIM</td>
<td>Asian Institute of Management</td>
</tr>
<tr>
<td>ARACD</td>
<td>Asian Regional Association for Career Development (formerly ARAVEG)</td>
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<tr>
<td>ARAVEG</td>
<td>Asian Regional Association for Vocational and Educational Guidance</td>
</tr>
<tr>
<td>ARMM</td>
<td>Autonomous Region of Muslim Mindanao</td>
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<tr>
<td>BEC</td>
<td>Basic Education Curriculum</td>
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<tr>
<td>BEE</td>
<td>Bachelor of Elementary Education</td>
</tr>
<tr>
<td>BNFE</td>
<td>Bureau of Non-Formal Education (in DECS)</td>
</tr>
<tr>
<td>BSE</td>
<td>Bachelor of Secondary Education</td>
</tr>
<tr>
<td>BTVE</td>
<td>Bureau of Technical and Vocational Education</td>
</tr>
<tr>
<td>CA</td>
<td>Calendar Year</td>
</tr>
<tr>
<td>CAR</td>
<td>Cordillera Administrative Region</td>
</tr>
<tr>
<td>CDAP</td>
<td>Career Development Association of the Philippines (formerly PVGA and PHICGuide)</td>
</tr>
<tr>
<td>CEAP</td>
<td>Catholic Education Association of the Philippines</td>
</tr>
<tr>
<td>CEM</td>
<td>Center for Educational Measurement, Inc.</td>
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<tr>
<td>CHED</td>
<td>Commission on Higher Education</td>
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<td>CMDP</td>
<td>Career Materials Development Project</td>
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<tr>
<td>COE</td>
<td>Center of Excellence</td>
</tr>
<tr>
<td>CY</td>
<td>Calendar Year</td>
</tr>
<tr>
<td>DAP</td>
<td>Development Academy of the Philippines</td>
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<tr>
<td>DECS</td>
<td>Department of Education, Culture and Sports</td>
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<tr>
<td>DepEd</td>
<td>Department of Education</td>
</tr>
<tr>
<td>DOLE</td>
<td>Department of Labor and Employment</td>
</tr>
<tr>
<td>DOST</td>
<td>Department of Science and Technology</td>
</tr>
<tr>
<td>EDCOM</td>
<td>Congressional Commission on Education</td>
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<tr>
<td>E&amp;T</td>
<td>Education and Training</td>
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FAPE  Fund for Assistance to Private Education
GOP  Government of the Philippines
HEI  Higher Education Institution
HRD  Human Resource Development
ILO  International Labor Organization
LGU  Local Government Unit
MLSD  Middle-level Skills Development
NCCE  National Coordinating Council for Education
NCEE  National College Entrance Examination
NCR  National Capital Region
NEAT  National Elementary Assessment Test
NETRC  National Education Testing and Research Center
NFE  Non-formal education
NGO  Non-government organization
NMYC  National Manpower and Youth Council
NMRF  National Manpower Registry Form
NSAT  National Secondary Assessment Test
NSC  New Secondary Curriculum
OFW  Overseas Filipino Worker
PBET  Professional Board Examination for Teachers
PACERS  Philippine Association of Counselor Educators, Researchers and Supervisors
PCER  Presidential Commission on Education Reform
PEPT  Philippine Education Placement Test
PESS  Philippine Education Sector Study (1998)
PGCA  Philippine Guidance and Counseling Association (formerly Philippine Guidance and Personnel Association)
PHICGuide  Philippine Association for Career Guidance and Development (now CDAP)
PMAP  Personnel Management Association of the Philippine
POEA  Philippine Overseas Employment Authority
<table>
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<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>PRC</td>
<td>Professional Regulations Commission</td>
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<tr>
<td>PTA</td>
<td>Parent-Teacher Association</td>
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<tr>
<td>PVGA</td>
<td>Philippine Vocational Guidance Association (now CDAP)</td>
</tr>
<tr>
<td>R&amp;D</td>
<td>Research and Development</td>
</tr>
<tr>
<td>RHGP</td>
<td>Revitalized Homeroom Guidance Program</td>
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<tr>
<td>RTC</td>
<td>Regional Training Center</td>
</tr>
<tr>
<td>S&amp;T</td>
<td>Science and Technology</td>
</tr>
<tr>
<td>SU</td>
<td>State University</td>
</tr>
<tr>
<td>SUCs</td>
<td>State Universities and Colleges</td>
</tr>
<tr>
<td>SY</td>
<td>School Year</td>
</tr>
<tr>
<td>TAP</td>
<td>Technical Advisory Panel</td>
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<tr>
<td>TESDA</td>
<td>Technical Education and Skills Development Authority</td>
</tr>
<tr>
<td>TOQCS</td>
<td>TESDA Occupation Qualification and Certification System</td>
</tr>
<tr>
<td>TQM</td>
<td>Total Quality Management</td>
</tr>
<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UP</td>
<td>University of the Philippines</td>
</tr>
<tr>
<td>UP-IS</td>
<td>University of the Philippines Integrated School</td>
</tr>
<tr>
<td>UTPRAS</td>
<td>Unified TESDA Program Registration and Accreditation System</td>
</tr>
<tr>
<td>WB</td>
<td>World Bank</td>
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1. CONTEXT

Please provide a brief outline of the main feature of the education or training system in your country, and the economy, social structure and culture, which are likely to influence (a) the way in which individuals’ career decisions are made and (b) the role of career information, guidance and counseling services.

Geography and Demography

The Philippines is an archipelago with a reputation for being one of the largest in the world. It consists of 7,100 islands and islets of which the three biggest are the islands of Luzon, Visayas and Mindanao. It is divided into 16 regions and 79 provinces. As of 30 June 2001, the land area was 300,000 sq. km.

The total population according to the May 2000 census was 76.5 million, an increase of 11.5% over the figure of 68,616,536 in the 1995 census. Population density was 255 persons per sq. km. The population has been growing at the rate of 2.4% annually between 1995 and 2000. If the annual growth rate continues at this rate, the Philippine population is expected to double in approximately 29 years.

The population control program of the government has not been successful because 83% of Filipinos are Catholics: Catholics believe that children are blessings from God and are to be welcomed and even desired and prayed for. Among the remainder, 9% are Protestants, 5% are Muslims, while Buddhist and others comprise 3%.

The National Capitol Region (NCR), which is composed of 10 cities and seven municipalities, has 15,617 persons per sq. km. of land. This person-land ratio is 61 times the national figure of 255 persons per sq. km. The NCR is the smallest region, with a land area of 636 sq. km. (0.2% of the country’s total land area). Yet it is to the NCR that people from the other areas in the country migrate for college education and for employment.

The average size of Filipino households declined to 5.00 persons from 5.07 persons in 1995. This means that for every 100 households, the total number of members was fewer by 7 persons in 2000 than it was in 1995.

A medium-sized family income as of 2000 was placed at Php88,782.00 per annum or PhP7,398.50 per month – roughly US$172.00 per month at a conversion rate of US$1 = PhP43.00, which was the exchange rate in 2000.
**Education and Training**

The tri-focalization of the education and training (E&T) system came about in 1994 as a result of the recommendation of the Congressional Commission on Education (EDCOM) report. This report provided the impetus for the Philippine Congress to pass Republic Act 7722 creating the Commission on Higher Education (CHED), which was given responsibility for higher education, and Republic Act 7796 creating the Technical Education and Skills Development Authority (TESDA), which was mandated to administer the post-secondary middle-level manpower training and development. The Department of Education, Culture and Sports (DECS) was mandated to focus only on basic education, which covers elementary, secondary and non-formal education, including culture and sports (2).

In August 2001, Republic Act 9155, otherwise called the Governance of Basic Education Act No. 9155, changed the name of the Department of Education, Culture and Sports (DECS) to the Department of Education (DepEd). The DepEd is mandated, among other things, to:

- protect and promote the right of all citizens to quality basic education and to take appropriate steps to make such education accessible to all;
- establish and maintain a system of free and compulsory public education at the elementary level and free public education at high school level.

The Commission on Higher Education (CHED) has, among its various functions, the following:

- develop plans, policies, priorities and programs on higher education and research;
- set and impose minimum standards for programs and institutions;
- monitor the performance of the system of higher education.

TESDA brings under one policy umbrella all three sub-sectors of the technical and vocational education and training (TVET) system: school-based training, center-based training and enterprise-based training. TESDA is responsible for overall management and direction of the system of TVET, which encompasses middle-level skills development (semi-skills, skills, craft and technical training) in all sectors except health. TESDA’s goals and objectives include the following:
• promote and strengthen the quality of technical education and skills development programs to attain international competitiveness;

• focus technical education and skills development on meeting the changing demands for quality middle-level manpower.

In addition to the above, TESDA was given responsibility for operating over 50 high schools with post-secondary technical enrollments and also a network of regional provincial training centers.

Filipinos place a great value on education as the means of improving their life situation and as the best pathway to upward social mobility (2). The importance of education is enshrined in the Philippine constitution of 1987 which was ratified in 1997. The Constitution includes an article comprising 19 sections, underscoring the fundamental importance of education and training for the future development and security of Philippine society. A key provision of the Constitution mandates the state to “assign the highest budgetary priority to education” (1). The government spends more on education than on national defense or on servicing the national debt.

The Philippines has one of the shortest pre-entry systems of education in the world (2). It takes only 10 years of education to graduate from secondary education, compared with 12 years in most other countries. This means that higher education has younger (entry at age 16 on average) and less educated students (in terms of years) than most other systems in the Asian region (2).

Elementary education, consisting of six grades, is mandatory and provided free in the public schools. Free 4-year secondary education is provided in public high schools (2). Around 22% of secondary school students are in private schools.

Annex A Table 1 shows that the numbers of students in the pre-school, elementary and secondary schools, private and public, have been increasing between the school years 1970/71 and 2001/02, due to population growth, but that there has been a decrease in enrollment from elementary (which is free and compulsory in the public sector) to secondary (which is still free in the public sector). Annex B Tables 1 and 2 show the cohort survival rate in public and private elementary schools and in public and private secondary schools.

The biggest percentage of dropouts, about 25%, take place from Grades 1 to 4. Because of poverty, many students drop out to help their parents on the

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1 The term “cohort survival” refers to the proportion of enrollees at the beginning grade or year who reach the final grade or year at the end of the required number of years of study.
farm; to work in households as paid domestic helpers or gardeners; or to work as sales people in small stores in the towns or cities they come from. NCR had the highest survival rate in the primary level but this has gradually decreased. At the secondary level, the survival rate is almost the same in all regions.

TVET suffers from a low status and negative image. High school graduates enroll at TVET centers only if they cannot go to college. It tends to be perceived as a dead-end and last-choice option for students coming from the poor socio-economic class. This aversion has deep historical roots, and was reinforced by the National College Entrance Examination (NCEE)\(^2\). If a student failed the NCEE, the only avenue left was TVET. The negative image is reinforced by the lack of transferability of TVET programs to further studies (12). This is referred to as lack of equivalency. Since many, if not the majority of, students in TVET come from poorer families, the lack of upward mobility from TVET reinforces lack of equitable access.

It is the ambition of parents to have their children enroll in and finish college and to become a professional (3). Professions like engineering, law, accounting, medicine, architecture, dentistry and the like are sought after, without regard for the mental abilities of the student and financial capacity of the parents, because of the titles that can be attached to one’s name. Thus, if one has finished engineering, one is referred to as “Engineer Robert Santos”; if architecture, “Architect Antonio Velez”; if law, “Attorney Ramon de Dios”. Medicine, law and engineering continue to be highly esteemed.

However, for the past two decades, students have been flocking to courses like information technology, physical therapy, nursing and, lately, teaching and caregiving, because there is a big demand for these abroad, particularly in North America. Accordingly, higher education institutions (HEIs), both public and private, have been expanding or offering these courses. In fact, to meet the demand, small private HEIs are being established, more as business enterprises rather than as centers of learning. While previously it was the prestige value of a course that led students to take it, now it is the opportunity for employment abroad that attracts many to certain courses. In the past few years, there had been many teachers who left their teaching careers to go to Hong Kong, Singapore, the Middle East and Arabian countries to work as domestic helpers, since their education, work experience and proficiency in the English language make them preferred by expatriates working in these places. Lately, even some

---

\(^2\) The NCEE was a qualifying examination developed by the Fund for Assistance to Private Education (FAPE) for the Department of Education and Culture (DEC) and was mandatory for all high school graduates starting in the school year 1974/75. It was abolished in 1993 by an act of the Philippine Congress. Starting in the school year 1994/95, high school graduates no longer took the NCEE.
of those belonging to the most prestigious profession -- medicine -- are taking 
nursing in order to enter and live legally in the USA.

It is common for parents in the lower and middle socio-economic class to 
sacrifice family resources, to get loans, or to sell their only piece of land, in order 
to send their children to college. Older children are usually sent to college first; 
once they have finished, they are expected to gain employment and to pay back 
the family by sending their younger siblings to college (3).

So great is the demand for tertiary education that in 1998 there were some 
1,383 colleges and universities in the Philippines, enrolling about 2.4 million 
students. This number of higher education institutions (HEIs) is probably 
second in the world only to the United States (11). About 81% of the HEIs (i.e. 
1,118 of the 1,383) are privately owned and managed without subsidies from the 
government.

Annex C Table 1 shows the tertiary enrollment by sector and academic 
year. It indicates that about three-fourths of all college students are enrolled in 
private HEIs (11). Annex C Table 2 shows the tertiary graduates by sector and 
academic year. Annex C Table 3 shows tertiary enrollment by discipline group. 
It can be seen that in the school year 1996/97, three-quarters of total enrollments 
were concentrated in four fields: business administration; medical and allied 
fields (including nursing, physical therapy, etc.); engineering; and education and 
teacher training. Annex C Table 4 shows that the NCR, with only about 15% of 
the total population, has over one-quarter of the total higher education 
enrollments: much higher than any of the other 15 regions of the country. This is 
because many high school graduates see a greater likelihood of getting a better 
job in the Metro Manila area if they have graduated from an HEI in the area (6).

Undergraduate enrolments predominate in higher education. Certificate 
and diploma (i.e. non-degree) programs absorb about 10% of the enrolments, 
while degree programs make up 85%, leaving only about 5% of the total in 
graduate programs. Enrolment in master's degree programs was only 4% of the 
total, and for doctorate degrees a mere 0.3%.

As Annex C Table 5 shows, there has been an increase in the number of 
higher education graduates. In 1996/97, the Philippines produced 335,257 
higher education graduates with baccalaureate degrees, of which 90,880 were in 
business, 42,168 in education and teacher training, 40,611 in engineering, and 
36,181 in medical and allied courses. In the school year 1997/98 the number of 
college graduates dropped, but it rose again in 1998/99, and in 1999/2000 there 
were 350,807 college graduates (11).
The increase in engineering, mathematics and computer science is almost entirely explained by the growing demand for graduates of computer science and IT in the United States in the 1990s. The increase in enrolment in nursing and education rose with the substantial demand for nurses and teachers in the USA in the latter part of 2000 (11).

On the other hand, Annex D Table 1 shows the enrollment and graduates of technical and vocational education training for the school year 1998/99 and 1999/2000. There was a decrease in enrollment between these two years. Less than one-third of enrollees in TVET graduate from their courses, though the rate increased from 27.4% to 32.4% across the two years.

**Employment**

The Labor Force Survey of January 2003 shows that the labor force increased from 33.1 million in January 2002 to 33.7 million in January 2003, an increase of 1.8%.

The Philippines’ system of higher education produces hundreds of thousands of employable college graduates, many of whom are unemployable. The 1998 Survey of the Personnel Management Association of the Philippines (PMAP), the country’s leading professional organization of human resources management and development practitioners from the government and private sectors, revealed that college graduates were not sufficiently prepared to fill entry-level positions in four fields: (1) accounting clerks and auditors; (2) programmers and other IT positions; (3) account executives and sales positions; and (4) general clerical and other administrative positions (4). Three reasons were cited by managers in charge of the recruitment and selection process in their respective business organizations as explaining why college graduates could not fill these entry-level positions:

- poor communication skills (i.e. college graduates had difficulty expressing themselves in correct grammatical and conversational English, which is the language of business in the country);
- poor impact (i.e. lack of self-confidence shown in overall bearing and poise, personality and appearance);
- lack of technical skills expected of college graduates.

The respondents cited the following skills in which college graduates were deficient:

- Accounting: cost accounting; latest accounting software and analysis.
• IT: programming, communication and analysis; latest hardware and software.

• Technicians: standard measuring and weighing tools, reading schematic diagrams, basic trouble shooting, interpreting electronics and electrical diagrams and simple mathematical computation. Technician positions which are difficult to fill include instrumentation technician and smelter technicians, because there are few graduates in these fields.

• Marketing and sales: selling, promotions, presentation and financial analysis. In addition, applicants “don't like field work or having a quota to meet”.

Engineering positions difficult to fill are: test engineers, systems engineers, field engineers and process engineers. Even for administrative positions, applicants are regarded as being deficient in computer operations, and in the use of related hardware and software.

Tracer studies by CHED of college graduates yield useful data. Annex E Table 1 shows the rate of employment by field of specialization from graduates in 1991 and 1995, as surveyed two years later. It can be seen that overall employment rates have declined from 78% of the 1991 graduates to 70% of the 1995 graduates (6).

Annex E Table 2 shows that the private sector had a higher overall employment rate of 71%, compared with 64% in the public sector. This is significant because the private sector costs the government virtually nothing. The private sector was significantly more effective in these terms than the public sector in teacher education, accounting, computer science, industrial and electrical engineering, nursing and agriculture, with a slight edge in civil engineering. Thus, in most of the fields in which the private sector is dominant, it had a much better employment record. The public sector had a significantly better record in fisheries, nautical science, chemical engineering, physical science and veterinary medicine.

The term ‘mismatch’ became very familiar from 1970 when the Presidential Commission to Survey Philippine Education (PCSPE) used it to describe three situations describing college graduates during that time (15). The same situations continue to exist now. They are as follows:

• A lot of college graduates cannot find jobs after graduation. For many, there is a waiting period before they can find employment. Annex E Table 3 shows that graduates from accredited, prestigious institutions belonging to CHED’s 110 centers of excellence (the top three being the
Ateneo de Manila, De La Salle University and the University of the Philippines) enjoy a smoother transition to work than their counterparts from State Universities and Colleges (SUCs) and private non-sectarian colleges. They experience higher rates of employment and spend less time waiting to enter the workplace. Annex F Table 1 shows that graduates of the University of the Philippines have the shortest waiting time: an average of 4.2 months. Graduates of private sectarian institutions wait on average for a period ranging from 4.8 to 5.8 months, while graduates of non-sectarian institutions wait an average of around 7 months.

- Many college graduates take employment in fields other than those for which they were trained. Annex F Table 2 shows the percentage of graduates employed in jobs requiring preparation in the field, reinforcing the data in Annex E Table 1 showing the percentage of graduates entering employment from their respective degree program. The proportion of graduates finding work in their field of specialization declined sharply in almost all fields during the survey period, partly because of the growth in “generalist” jobs for which employers were seeking to recruit “trainable” graduates whom they could train themselves.

- A significant proportion of college graduates are in jobs for which they are over-qualified. A college degree has become a basic requirement for employment regardless of level of occupation. Most of the demand for commerce/business graduates has been in relatively low-level jobs such as clerical/secretarial (20%) and sales (28%). A look at the advertised positions in weekend newspapers shows that almost all advertised positions require a college degree.

The above data point to the generally poor quality of the curriculum and of the faculty in many HEIs (11). This is further supported by the low pass rate in the Board Examinations given by the Professional Regulations Commission as seen in Annex G Table 1.

CHED’s Graduate Tracer Study cited the following reasons given by college graduates for not being able to work in their field of specialization (6):

- no jobs in area of specialization;
- lack of required qualifications;
- available jobs did not meet search criteria of job seeker, i.e. no job openings in vicinity of residence or starting pay too low;
no interest in getting a job in this field;

college not prestigious enough.

Despite the worsening employment problem, many young people still find college education attractive and desirable. The CHED 1995 Task Force gave the following reasons for this situation:

- College education qualifies them for white-collar employment which usually offers a number of advantages -- more comfortable and safer workplaces, more regular and stable terms of employment, and social security protection.

- College education improves their life style, if not their social standing.

It is therefore expected that young Filipinos’ demand for college education will continue to be strong and even to intensify in the coming years.

The main issues here are:

- To which careers should this demand be directed?

- Where will information about these careers come from?

- How should this information be disseminated to young people and their parents?

- How can such information have an impact on students’ career decision-making?

Unemployment/Underemployment

Average data for the four survey rounds of the Labor Force Survey revealed a full-year unemployment rate of 11.4% for 2002 – slightly higher than the previous year’s rate of 11.2%. In absolute terms, the number of unemployed persons in 2002 was estimated at 3,874,000, an increase of 221,000 on the previous year (9) (see Annex I Table 1). The unemployment rate for women of 11.8% was slightly higher than that for men (11.1%) (14). Nearly one-half (49.5%) of the unemployed were young workers aged 15-24. Unemployment is a largely urban phenomenon, with almost two-thirds (61.2%) of unemployed persons being

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3 Underemployment is a situation where the individual works for less than 40 hours per week and desires additional hours of work. (9)
urban dwellers and the rate of unemployment in cities being well above the national rate at 14.3%.

Based on the latest termination reports collated by the Bureau of Labor and Employment Statistics (BLES), a total of 2,173 establishments resorted to closure and retrenchments, displacing 51,895 workers, in the period January-July 2002 (see Annex H Table 1). In relation to the same period in 2001, this represented a 35.3% increase over the preceding year’s 1,606 firms, and an increase of 36.5% over the previous year’s 38,030 workers retrenched. Most of the companies cited reorganization/ downsizing/ redundancy (48.7%), lack of market/ slump in demand (21%) and financial losses (15%) as the major reasons for shutting down and/ or retrenching workers. Almost 30% (624 companies) with 20 workers or less closed down permanently, while about 10% (16 companies) of those employing more than 500 workers did the same. Almost 65% of these companies were based in Metro Manila.

Annex I Table 2 shows summary statistics on underemployment for 2001-02. In 2002, the underemployment rate went down slightly to 17.0%, from 17.2% in the previous year. A closer look, however, shows that the number of underemployed actually went up by 104,000, from 5.0 million in 2001 to 5.1 million in 2002. If the unemployment and underemployment figures are added to one another, the labor underutilization rate increased from 29.7% in 1998 to 30.5% in 2000.

**Work in the Informal Economy**

Filipinos are well known for being enterprising. They can be creative in finding ways of enabling them to earn a livelihood. Many have a knack of imitating the means of livelihood of their successful neighbors. For example, if one person is successfully in selling processed meat, many of his/ her neighbors will do the same, thereby shrinking the market considerably.

There are Filipinos who are classified as unemployed or underemployed in the register of the National Statistics Office because they do not earn regular wages from an employer, but who nonetheless are earning in the informal economy, outside the tax system. They are seen everywhere: the itinerant vendor pushing a wooden cart containing fruits, vegetables, fresh coconut juice, etc.; peddling goods (junk food, fruits and vegetables, slippers) along the sidewalk; pushing an ice cream cart; operating a portable stove to cook barbecued fish balls, squid balls, camote-cue and banana-cue, congee, etc. to sell to passers-by.
There are also private homes that produce take-out food, processed meat, etc. for sale in the neighborhood. Many recipients of livelihood programs of the government and of NGOs have put up their own micro businesses in their own homes, outside the tax structure.

Many “jeepneys” are parked along the private commercial roads in Makati or Pasig Cities. Each jeepney carries food and drinks for lunch and morning and afternoon snacks. At noontime, each jeepney becomes a make-shift restaurant with a table at the middle, with customers seating themselves on the bench and eating their lunch. At about 3 p.m., all these jeepneys disappear, to re-appear again the following day.

In addition, many primary and high school drop-outs work as domestic helpers. They live and work with their employers as maids, houseboys, gardeners, drivers, cooks, nannies, etc.

**Overseas Employment**

In the 1970s, overseas employment was viewed in policy terms as a stop-gap measure with a time frame. The government had planned that when the economy recovered, the deployment of workers for overseas employment was to be stopped. The heavy demand from foreign countries for professional and technical services is, however, too hard to resist, both for the government and for individual Filipinos in search of better employment opportunities. The government sees it as the “real bright side of the employment picture”. Without overseas employment, the country’s unemployment rate could reach as high as 13.7%. Also, overseas employment is a source of foreign exchange. Roughly close to US $7 billion dollar remittances from Overseas Filipino Workers (OFWs) flowed into the economy in 2002. Dollar remittances grew from $4.9 billion in 1998 to $6.1 billion in 2000. As a percentage of gross national product (GNP), this increased from 7.2% in 1998 to 7.6% in 2000. During the Asian financial crisis of 1997/98, the economy escaped a negative growth in 1998 because dollar inflows from overseas workers propped up domestic demand (9). Because of these factors, the Philippine government has continued to provide access to Filipino workers to be employed abroad. Desirable destinations currently are the USA, Canada, United Kingdom, Norway and other parts of Europe. Previously, it was also the Middle East and the Arab countries, Hong Kong, Singapore and Japan.

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4 A “jeepney” is a unique and popular mode of public transportation in the Philippines. It is a jeep with an elongated body which can carry as many as 12-20 passengers. It can be seen everywhere in the country and is the cheapest means of public transportation.
The market demand, however, is volatile. Nurses were in demand in the 1980s and then the demand stopped. Now nurses are in demand again. Much the same could be said of IT professionals, medical technologists, physical therapists, and others, the demand for which intensifies, then weakens, then intensifies again.

With a graying population in many foreign countries, there is a big demand for caregivers. Thus, there has been a proliferation of caregiving courses in many institutions, both in TVET and in HEIs.

However, overseas employment has its costs in terms of social structures and value systems. Working in a different society affects the individual worker’s value system. The worker’s absence from their family for long periods can affect the family and marital life. Reported and documented cases continue to show how the lives of workers and their families can be destroyed. To stem the flow, the present government has announced that its major priority target is the generation of one million local jobs through direct government intervention (such as infrastructure projects, reforestation, agro-forestry and vegetative projects) and, additionally, one million jobs in the private sector.
2. OVERVIEW

Please give a brief overview of the national structure for career information, guidance and counseling services in your country.

Briefly outline the history of career guidance services in your country: when they started and major changes which have taken place since then.

Career guidance in the Philippines started as vocational guidance. In the early 1970s, people in education and training circles responded to questions raised about the difference between vocational guidance and vocational education. The distinction widely accepted at that time was that vocational education referred to post-secondary education focusing on skills acquisition for gainful employment. Vocational guidance was defined as the service given to students in choosing the most appropriate vocation, i.e. whether he/she should go to vocational education or to college, and if college, what course he/she should take. This service was provided in schools by guidance teachers or by guidance counselors. No systematic information was available about different college courses or about different careers.

In the late 1960s, the government was alarmed by the large and growing number of college graduates who could not find jobs after graduation. Many of those who did get employment were in jobs not related to their areas of specialization (see Section 1). More than 300,000 high school graduates from the country's 4,163 high schools in the early 1970s were college-bound, and about 80% of these were enrolling in popular courses like commerce, education and liberal arts.

The findings of the Presidential Commission to Study Philippine Education (PCSPE) released in 1970 cited the following reasons for this state of affairs:

- The unimpeded flow of students to the popular courses was due to their, and their parents', ignorance of, and lack of information about, many other occupations.

- Guidance counselors who were helping students did not have information about careers in the Philippines, including manpower needs, wage levels, and other socio-economic conditions, that could help students and their parents make rational choices of a career, and of an educational program in college that would prepare them for their chosen career.
• Students, parents and guidance counselors were ignorant of the employment/unemployment situation in the country and abroad.

• Parents tended to influence their children with their own deeply ingrained biases about what they perceived to be low-status and high-status occupations/professions.

Two important changes came about as a result of the findings of the PCSPE. First, the Department of Education and Culture (DEC) commissioned the Fund for Assistance to Private Education (FAPE) to develop and administer a national entrance examination for all high school graduates in order to determine their mental capabilities to go to college: the National College Entrance Examination (NCEE). Second, FAPE developed a comprehensive program called “Student Recruitment and Career Choice,” one of the objectives of which was to help high school seniors make rational career choices based on information about self, and information about careers, as well as information on societal needs and available supply and demand. Without career information, career guidance and counseling were viewed as being irrelevant.

De La Salle University, the first higher educational institution (HEI) to offer an MS and MA program specializing in guidance and counseling, was quick to respond to the perceived crisis. Guidance counselors needed information so that they could help the youth at the secondary level to make a rational choice of a career and of the educational program that would lead to this career. It was not difficult to get the Fund for Assistance to Private Education (FAPE) to provide funds to establish the Career Materials Development Project (CMDP).

FAPE, in turn, obtained the funds for this project from the government through the National Manpower Youth Council (NMYC) which, at that time, was tasked to provide vocational education training to out-of-school (OSY) youth. The rationalization for the NMYC funding was that it was the agency conducting manpower planning on the kinds of professional, technical and vocational skills that were needed and which occupations would be in demand for 5-year periods.

The mission of the CMDP, which was created in 1973 and housed on the campus of the De La Salle University, was to develop career information materials on different occupations/professions in the Philippines, based on priorities given by the NMYC. It used different formats, e.g. booklets, pamphlets, slides, film strips and other materials, to present information which students could use in deciding not only what to take up in college and where to enroll but, more important, to decide on a career.
The CMDP researchers conducted research on the industries that had substantial manpower demand at that time: agriculture, fisheries, engineering, printing and graphics arts, advertising, accounting, drug manufacturing (in the pharmaceutical industry), shoe industry, etc., and the different kinds of careers and levels (i.e. professional, technical and skilled) in each of them. Resource persons were interviewed, and data summarized and later evaluated by a Technical Committee for validity and accuracy, before brochures on each one were produced. The materials, which were all in English, were then field-tested on students for comprehension, usefulness, appropriateness, and persuasiveness in making choices. They were also evaluated by guidance counselors at both secondary and tertiary levels for their usefulness in career guidance. For the out-of-school youth, the CMDP used the information in illustrated comic format to make it interesting and understandable to them.

The Director of the CMDP, who was a member of the faculty of the De La Salle University graduate program in guidance and counseling, developed the syllabus for the Career Counseling course, a 3-unit subject required of all graduate students enrolled in the full-time MS program major in Guidance and Counseling, and the part-time MA program in Guidance and Counseling. She also developed the syllabus for a 3-unit Seminar in Career Development. Ideas for these courses were obtained from a 3-month consultation visit in 1974 to eight higher educational institutions in the USA with graduate programs in career guidance, career counseling, career development and career education, and from visits to five institutions, also in the USA, offering career guidance and career counseling services to students.

The CMDP also developed in 1975 a Manual for Career Counseling which provided guidance counselors with a model to use in conducting career counseling and how career information (from the CMDP career materials) could be used.

The CMDP Director gave talks on and conducted seminars in career guidance and career counseling to guidance counselors and guidance teachers, emphasizing the need to use tests and self-assessment instruments and career information to help students make rational career choices.

It was also in 1974 that the CMDP director presented a paper on the CMDP at the regional conference of the Asian Regional Association for Vocational and Educational Guidance (ARAVEG) held in Tokyo and participated in by school administrators, counselor educators, and guidance counselors from Japan, Taipei, South Korea, Indonesia, Malaysia and India. The work of the
CMDP was discovered to be a “first” in the Asian region. The Philippines was elected First Vice-President-country in that conference⁵.

Coming home from the ARAVEG Conference, the CMDP Director presented a proposal to organize a regional conference on vocational and educational guidance to the Philippine Guidance and Personnel Association (PGPA), the only professional organization of guidance counselors and counselor educators in the Philippines at that time. The PGPA was not interested in hosting such a conference.

In 1977, the CMDP director invited colleagues from the PGPA who were interested in vocational and educational guidance to form the Philippine Vocational Guidance Association (PVGA) and to organize the ARAVEG Regional conference in 1977 in Manila.

After the 1977 conference, the CMDP Director/PVGA president was also elected president of ARAVEG for the years 1978-82. ARAVEG became a member of the International Association for Vocational and Educational Guidance (IAEVG) which at the time had its secretariat in Northern Ireland. In the IAEVG conference in 1979, ARAVEG’s proposal to host the first international conference on career guidance and career development in Manila in 1980 was approved.

In 1979, the name of PVGA was changed to the Philippine Association of Career Guidance and Development (PHICGuide), since the term “career guidance” had a broader scope than “vocational guidance”, and “career development”, “career guidance” and “career education” were generating interest and research in the US and in Europe.

The CMDP existed only for eight years. It was closed in 1980 when the NMYC withdrew funding due to shifting priorities.

PHICGuide and ARAVEG invited a number of prestigious persons from the USA and the UK to visit the Philippines to give training to counselor educators, guidance counselors and other guidance staff:

- **Seminar on Organizing and Implementing Career Guidance Programs in Schools** conducted in September 1977 by Drs. Garry Walz and Libby Benjamin of ERIC/ CAPS Ann Arbor, Michigan, USA.

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⁵ In the ARAVEG Constitution and By-Laws, countries rather than individuals were elected. The country would then identify the host agency or institution which would form an organizing committee. The local committee from the elected country would elect its officers, and organize the regional conference using local funds generated for the purpose, with some financial assistance from the Asia Foundation.
• **Seminar on Life Career Development Systems (LCDS)** – conducted in October 1978 by Drs. Garry Walz and Libby Benjamin who co-developed the LCDS for ERIC/CAPS, Ann Arbor, Michigan, USA.

• **Seminar on Approaches and Strategies for Integrating Career Education into the Curriculum** conducted in May 1981 by Prof. Anthony G. Watts, Director, National Institute for Careers Education and Counseling, Cambridge, England.

• **Born Free: Addressing Gender Issues in Career Development** conducted in October 1981 by Dr. Sunny Hansen of the University of Minnesota, USA.

Reinforced by their learning from these seminars, the PHICGuide officers initiated full-scale training in career guidance and career counseling of guidance counselors, guidance teachers and counselor educators from the other regions of the Philippines. The use of career information was emphasized in these courses.

PHICGuide formed a committee in 1982 headed by the PHICGuide president to develop career education modules from pre-school to secondary school. Unfortunately, it could not get funds from the Department of Education and Culture (DEC) because of the lack of appreciation for career education: career choice was not a priority to the DEC leadership, despite the “mismatch” issue. The DEC was focusing its attention and resources on the National College Entrance Examination (NCEE). Due to lack of funding and inability to sustain the interest of other committee members, the development of the modules was set aside and eventually forgotten.

Those who attended the PHICGuide training programs came mostly from the private secondary and private HEIs, because they had a budget for professional development from funds paid by students for guidance. Those from the public secondary and public HEIs and SUCs, from the Bureau of Local Employment in charge of matching persons with jobs, from the NMYC and from vocational and technical education schools and training centers could not participate in the training programs because they had difficulty getting through the red tape required to secure government funds in order to finance their registration and travel expenses.

Ninety-five percent (95%) of attendees to the PHICGuide-sponsored training programs on career guidance, career counseling and career development came from the education sector, 10% from the government manpower sector and only 5% from the human resources departments of the business and industry sector. In a bid to attract human resource development professionals and specialists from the business and industry sector in charge of recruitment,
selection, placement, retention and development of employees at all levels, PHICGuide decided again to change its name in 1994 to Career Development Association of the Philippines (CDAP).

Up to the present time, CDAP continues to provide training in career development, career guidance, and career counseling to counselor educators, school administrators and guidance counselors coming from the different regions in the Philippines, in some of which it has chapters.

Describe the principal current service providers indicating the extent to which the provision of career information, guidance and counseling overlaps with or is integrated with other services.

The principal current service providers are

- Secondary schools and HEIs, mostly private, and SUCs, with guidance counselors who have had training in career guidance. Career guidance and career counseling services are usually provided to the graduating students in the form of a Career Orientation Week during the last two to three months of the school year.

- Bureau of Local Employment through the Public Employment Service Office (PESOs). The PESO monthly and yearly reports list career guidance and career counseling as a service to its clients, who are unemployed youth and adults looking for jobs, plus students (see Annex J Table 1).

- TESDA’s regional training centers, which have persons with the position title of “career guidance focal person” conducting career guidance services.

Indicate how responsibility both for managing and for funding information, guidance and counseling services is divided: between different ministries, between different levels of government and between government and other providers.

- The public secondary schools, the public HEIs and the SUCs secure funding for career guidance activities within their respective budgets from the government, following set policies and guidelines. The process of securing funding is very slow. This is one reason why guidance counselors can not provide more extensive career guidance services or why they often find it difficult to attend training programs in career guidance and development for their professional growth and to improve their services.
• The private secondary schools and HEIs secure funds for career guidance services from their institution’s budget.

• Most PESOs are funded by the DOLE; others get funds from their local government. The PESOs of Makati City and Las Piñas City get their funds much faster from their respective city governments and with less red tape because employment is one of the three major thrusts of the city mayors.

• Career development programs in private business organizations are usually funded from the budget of the human resources department.
3. POLICY FRAMEWORK

How important is legislation in steering information, guidance and counseling services in your country? Briefly describe the main pieces of legislation that directly affect information, guidance and counseling services, quoting any key extracts that are particularly important.

There is no legislation which steers career information, guidance and counseling services in the Philippines. It is left to the initiative of the institutions concerned to decide whether and how to provide such services.

The priority concern of secondary education is for students to have mastery of the four core subjects (English, Filipino, science and math). That of tertiary education is to graduate students who are prepared to take their roles as productive members of society. The goal of the PESO is to find jobs for jobseekers.

The government is concerned with providing access to jobs, not careers. The PESO evaluates its success in terms of number of job applicants placed in jobs. Most HEIs evaluate their success in terms of the number of enrolments and the number of graduates. There is no serious attempt to help students/jobseekers know and understand themselves – their interests, aptitudes, talents and abilities – and, with the help of a guidance counselor, to relate self-knowledge with career information, so that they can make the most appropriate choices of careers, in which they can find satisfaction and fulfillment as they contribute to the productivity and growth of their enterprises and to national development and progress as well.

It is evident that policy-makers do not recognize the value of guidance and counseling services to students and graduates in the public secondary and tertiary institutions and in SUCs. The position of “guidance counselor” is not found in the plantilla and budget of the school. Guidance and counseling does not have any professional identity (though such an identity is currently being sought through legislation). There is no professional examination which is required to qualify those who will function as guidance counselors.

Accreditation bodies responsible for accrediting private schools and colleges tend to pay more attention to guidance services. Career guidance services in some private schools and colleges are more highly developed and more strongly professionalized.

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6 “Plantilla” is the term used in the government civil service to refer to the assessment of required positions, the number of persons needed for each position, and the budget for such staff. This is the equivalent of manpower planning in private organizations.
What are the key objectives and goals of national policies for information, guidance and counseling services in your country? Please indicate any differences in objectives and goals that might exist between ministries.

As stated above, there are currently no national policies for information, guidance and counseling services.

Are services targeted at particular groups (e.g. school students; young people; tertiary education students; unemployed people; those receiving social welfare benefits; refugees; members of ethnic minorities)? What is the rationale for such targeting? Give details, for example, of any legislation that provides rights or entitlements to services for particular groups; or of active strategies used to ensure access to services from the targeted groups.

In schools, the main target of career guidance services is senior graduating students in secondary schools. The services aim to help them make the most appropriate choice of a curricular program and of a HEI or SUC, or to enter a TVET program.

The career guidance services at the tertiary education level are addressed mainly to seniors, aiming to help them look for jobs, hopefully in the areas of their specialization.

Active strategies to ensure that target groups have access to services are usually only implemented in the manner described above and only during the last 2-3 months of the senior year.

In the PESO, the targets are companies offering jobs, and people (youth and adults) seeking jobs. The objective is to match the job with the person so that a placement takes place.

In TESDA, the targets are the trainees who are helped to decide if they are in the most appropriate course, and to look for jobs that will use the skills from their training.

There is no legislation that provides rights or entitlements to services for particular groups.

What are the major social, educational and labor market influences that are currently shaping national policies for information, guidance and counseling services?

As already stated, there are no national policies for information, guidance and counseling services. The major social, educational and labor market influences that should require and shape such national policies have been described in Section 1. These influences can be briefly described as follows:
• Because of the high value given to a college degree, there is a proliferation of HEIs and SUCs. That many of these HEIs and SUCs have dubious quality of instruction, poor quality of faculty and are lacking in facilities and equipment, can be inferred from the poor quality of many college graduates who do not even qualify for entry-level jobs.

• Many college students could have been successful if they had taken a TVET course instead. Unfortunately, TVET has a negative image among students and their parents.

• There are no tests required to qualify a high school graduate for college work. The NCEE was discontinued for political reasons: it was deemed discriminating and unfair to those who wanted access to a tertiary education in order to improve their life situation.

• Whereas previously the courses that attracted secondary school graduates were the professions (medicine, law, engineering, accounting and the like) because of the prestige attached to the title and the high status given to them in the community, now the courses that attract droves of enrollees are those that ensure them jobs abroad, especially in the USA, Canada, Australia, Europe, Middle Eastern countries, Japan, Singapore and Hong Kong. The lure of the US$ is irresistible to many students and to their parents who influence their decision-making.

• There is an over-supply of college graduates, who commonly fail to find jobs in their areas of specialization.

• The mismatch between the outputs of tertiary education and the requirements of employment has not been addressed since the 1970s, despite recommendations from educational commissions.

• In 2000, more than 350,000 college graduates were added to the increasing number of unemployed people.

• The desire to live and work abroad drives some college graduates to enroll again in a caregiver course, and some professionals, including dentists and medical doctors, to enroll in a nursing course.

These social, educational and labor market factors should be taken seriously by the lawmakers. They require legislation and national policies that should explicitly make provision for the use of self-assessment tools, career information, career guidance and career counseling services to be mandatory in
the secondary and tertiary institutions and to be delivered by trained guidance counselors.

What method(s) does the government use to fund information, guidance and counseling services?

Funding for education-based guidance services is integrated into the general budget of the institution.

The Philippine government indirectly funds career guidance and counseling services provided by the PESOs in the different regions, cities and municipalities. In some PESOs, the city or municipal government provides funding for career guidance. Other PESOs are funded by DOLE.

Are individuals required to meet some of the costs of publicly-provided information, guidance and counseling services? If so, what sorts of clients are asked to pay, and what is the typical level of fees charged?

In general, no additional fees are charged to students for career counseling or for testing services. In most cases, the fees that are paid when students register include “miscellaneous” fees. It is from this item that expenses for guidance are derived. In some private colleges, a guidance fee may be itemized separately, to cover the costs of test materials.

In TESDA, no fees are charged to graduates for taking trade tests or for placement in jobs after finishing a course.

In the PESOs, no fees are charged to job seekers, nor to companies for successful placements.

Describe what costs and expenditure data are available to government -- for example, on the relative costs of different delivery methods, or the costs of achieving particular outcomes, or the costs of providing services to particular types of clients -- when making policies for information, guidance and counseling services.

No such data are available.

Provide the best available estimates of the cost (most recent year) to government of providing information, guidance and counseling services. If possible, provide information on: the ways in which this cost is divided between different ministries and between different levels of government; trends in costs over time; and costs broken down by type (for example: staff costs; information productivity costs; capital and equipment cost). If such data are not available, indicate why.

No such data are available, because the costs of such services are integrated into wider services.
Describe any ways in which career information, guidance and counseling professionals are involved in the development of policy: for example, through formal roles for professional associations in policy formation; or though providing feedback to opportunity provides (e.g. educational planners) on unmet needs evident from the guidance process.

No career information, guidance and counseling professionals are involved in the development of policy.

Professional associations like CDAP, PGCA or PACERS are not involved in policy formulation. There is no association, and this includes CDAP, that is strong enough to lobby for national policies to make career guidance, counseling and information mandatory in the formal educational system and in TVET.

No one with influence has been able to give feedback to policy-makers in DepEd, CHED, TESDA and DOLE about the critical need for career guidance, counseling and information to address mismatch issues.
4. MAIN GUIDANCE SERVICES

4.1 Schools

At what stages within schools are key decisions made between levels and fields of society? To what extent are these decisions made by schools on the basis of tests and other assessments, or by students and their parents supported by guidance? Where the latter is the case, how is guidance provided and by whom?

Pre-School

Pre-school covers the ages of 2.5 to 5 years. There are many pre-schools in the community and they have admission standards. Some give tests to qualify a young child for admission. Most do not have such tests.

Primary/Elementary School

Elementary education, which covers a total of six years, is compulsory and provided free in the public schools. In the more prestigious private schools in the National Capital Region such as Ateneo Grade School, the La Salle Greenhills, Miriam College, the Assumption, the UP-IS, St. Scholastica's College, and some others, small children have to take entrance examinations for admissions. Other regions have also their own prestigious primary schools, some of which are satellite schools of Ateneo, De La Salle and the University of the Philippines. Some children flunk in the entrance examination and so must enroll in the schools with lower standards.

Secondary Education

Admission of students into the more prestigious private secondary schools (as mentioned above) is through admission testing. Only those who pass are allowed to register; those who do not pass must enroll in schools with lower standards. In public secondary schools, there are no admission tests because secondary education is free.

The expansion of free secondary education has resulted in large increases in numbers of students, without commensurate increases in resources. The average class size is notionally around 40, but can reach 50-60 or even 70-plus in some urban schools, which may also have to operate on a double-shift system.

With the introduction in the public sector of the Basic Education Curriculum focusing on four core subjects (English, Filipino (as Communication Skills), Mathematics and Science), the pressure is for students to achieve mastery
in these core subjects. The BEC was designed not only to decongest the secondary curriculum from many subjects but also to free the teachers from the many non-teaching duties and assignments they previously received from the school administrators, such as organizing events to celebrate various advocacies (public campaigns such as caring for the environment, waste management, birth control, etc.) and historical commemorations, national and local electoral duties, community outreach, soliciting funds for school awards, etc. Teachers are now supposed to teach, and do nothing else.

Many of the tasks previously carried out by teachers are now given to the guidance counselor. In addition, in many schools, especially in the public sector, the guidance counselor “wears other hats”: as police officer, discipline master, security guard, etc. They are expected to go around the school premises to catch students with behavior problems, to check attendance of both students and teachers, sometimes to give anecdotal records of teachers with personality and behavior problems to the school administrators, and to carry out other tasks given to them. This is producing problems both of role overload, and of conflicts between their “helping” and “controlling” roles. In some schools, on the other hand, care is taken to avoid guidance counselors being involved in disciplinary roles.

Many secondary school students do not get the benefit of career guidance and counseling, for several reasons:

1. Guidance counselors have little time for guidance and counseling, due to the many and varied other tasks given to them.

2. The ratio of students to each guidance counselor is high (see Section 5 on Staffing).

3. Some counselors have had no training in career guidance and counseling, or in testing and measurement.

4. There is a lack of career and labor market information (see Section 6).

5. The budget for career guidance is often inadequate. For example, there may be no funds to buy tests and measurement instruments useful in career guidance.

6. The institution may not have any staff qualified to purchase and use the tests for career guidance and counseling.
In most schools career guidance is given only to the graduating students during the last two months of the senior year, often during a Career Orientation Week. There are three common career guidance activities during this week:

1. Career information, in the following forms:
   - Career talks by some resource persons on their careers: why they are in it, how they went into it, what they do, sources of satisfaction, challenges, etc.
   - "Sales" talks by admissions directors/officers of HEIs about their curricular programs and services given to students, aimed at "enticing" students to enroll in their institutions. Sometimes, a College Fair is held on the campus and HEIs put up booths so that they can give fliers and brochures etc. and respond to students' questions.
   - Making available career pamphlets such as the old ones produced by the Career Materials Development Project (CMDP) in the 1970s; those developed by a few Rotary Clubs; and those obtained from foreign sources. These pamphlets are often kept in cabinets, rather than in open shelves, and are not directly accessible to students. It is doubtful if the information in them is used much in career counseling.

2. Career counseling given by guidance counselors, on a per-need basis.

3. Homeroom guidance. This is no longer provided in all secondary schools, unlike previously. Those private schools which still have homeroom guidance periods may include some modules on careers (see below).

Do schools have teachers or other staff with specific responsibilities for career education and guidance? What is their role? How much time do they need to carry out their role?

For details of the role of the guidance counselor, see Section 6.

Do any specialist career guidance professionals visit the school from outside? What services do they offer? How much time do they spend within the school?

PESO staff visit schools to give talks to groups of students on labor market trends and on how to find jobs. In 2001, such services were provided to 230,888 students in 1,696 institutions (see Annex J Table 1). Most secondary schools of
the COEs do not get such visits because their graduates are expected to go to tertiary education.

Are separate career education lessons a normal part of the school curriculum? If so, for each school grade, please indicate whether or not such lessons are required and the usual number of hours per year.

Under the old curriculum known as New Secondary Curriculum (NSC), a class adviser taught a subject known as the Revitalized Homeroom Guidance Program (RHGP) once a week for 50 minutes. Using varied methodologies such as group dynamics, the class adviser taught four different modules, two of which were directly related to careers:

Module 1 – Self-awareness (self-encountering, asserting self-identity, assertiveness, values and decisions, and clarifying values).

Module 2 – Goal-setting, decision making, career planning, resume writing, application for employment, and passing the interview, as life skills.

These modules were taken in all four levels of secondary education, with increasing levels of emphasis. Students took tests in each module and were graded in the RHGP.

The NSC was discontinued at end of 2001/02 and, along with it, the RHGP. The Basic Education Curriculum (BEC) was introduced in all public secondary schools in the school year 2002/03 for the first three year levels. In the present school year (2003/04), the BEC will be extended to the fourth year. It is still optional in the private schools. In the BEC, only four core courses are emphasized: English and Filipino (as Communication Skills), Mathematics and Science. All other subjects (e.g. Social Studies, Home Economics, Physical Education, Values Education, Music and Arts), which were separate courses in the NSC in the past, are integrated into a course called Makabayan (literally translated as Pro-Country). Four subject components are distinguished within Makabayan, including Social Studies and Values Education. Encouragement is being given to incorporating elements of the RHGP program within Values Education, to which an hour per week is devoted.

• Best practice in secondary schools

At the La Salle Greenhills, an elite Catholic secondary boys' school, all students have an 80-minute-per-month guidance period, taught by the guidance counselors. This covers many areas of importance to students, including work and careers. In the first year, the guidance period is devoted to self-awareness
and knowing one’s strengths and weaknesses. Career clusters are the focus in the second year: students are introduced to technical and professional careers and what they require. In the third year, the focus is on career exploration. Around three one-day field trips are made to various companies to expose students to different working environments and what different levels of workers and professionals do. They get to interview employees at all levels. Students also take the MBTI and the results are interpreted on the basis of career interests and preferences. Students during the fourth-year guidance period prepare for college entrance tests and get orientation to different curricular programs in HEIs.

At the Ateneo de Manila High School, another elite all-male school, the weekly one-hour homeroom guidance period covers modules on career development prepared by the year-level guidance counselor but taught by the class adviser.

The University of the Philippines Integrated School (UP-IS), a public school which has a special status as a laboratory school of the UP, prides itself on having a career-oriented curriculum. In addition to the core courses, students in Grade 9 choose electives that will lead them to the Work Program in Grade 10. A Grade 9 student chooses two electives, one for each semester. Prior to Grade 9, the student has to take the prerequisite for the elective. For example, if a Grade 9 student chooses Journalism as one of his/her two electives, he/she is introduced to the mechanics of newspaper publication, with emphasis on news, features, editorials and sports writing and on the roles and responsibilities of the print medium in society. To take this elective, the student is required to have a grade of at least 2.25 (NB in the UP system, a grade of 1.0 is the highest) in Communication Arts English 8 and 9. With this elective, the student who goes to Grade 10 in the following year now takes the Work Program in the Media Center (Audio-Visual and Print Section) in the UP Campus where he/she spends six hours a week for one quarter. Here the students are given training in the preparation and publication of printed materials and/or a curriculum-related communication campaign supported by audiovisual equipment. The trainees are supervised by a full-time teacher media specialist. Other Work Program sites in the UP campus open to Grade 10 students, depending on the electives chosen and the prerequisites they have taken, are the Medical/Dental Clinic, the Department of Student Services, the Library, the Research Laboratory, and the Science Learning and Practical Arts Center. In addition, all students have a one-hour homeroom period each week, which includes career education elements. The program for these homeroom periods has been developed by the school staff: there are plans to have it published for wider use.
If separate career education lessons are not provided, are policies in place to integrate career education into other subjects?

There are no policies in place to integrate career education systematically into other school subjects, apart from Values Education (see above). If other such integration takes place, it is incidental or an initiative on the part of the teacher. However, if total human development is part of the Mission Statement of the school, the school administrator may initiate and encourage teachers to integrate relevant concepts which may include career education elements. Where such integration takes place, the guidance counselor may help the class adviser to plan and implement a module.

In some private secondary schools, the initiative tends to come from the Department Head and the teachers in Social Studies – the subject that most lends itself to such integration. Examples of how concepts about work, occupation and career are being integrated into the Social Studies curriculum in these private secondary schools are as follows:

1st year – Philippine History. The unit on “The Government and the Citizenry“ has a topic on the rights of a citizen. One of a citizen’s rights is the right to education, and attention is paid to how education, through the courses students take, can help both their country and themselves.

2nd year – Asian Society. In the module on Education in the Life of the Asian, success stories of Asian countries are taken up. This unit discusses the educational system of the country and how education of people contributes to the success of the country.

3rd year – In the module on The World, one unit shows how an individual can uplift his/her life through education and career development, and how careers in science and technology can uplift both the individual and his/her country.

4th year – In Economics, the unit on human resources has a topic on the Labor Force which discusses the value of blue-collar and white-collar jobs. Another unit on Production describes entrepreneurship, the labor force, and business organization. Issues taken up are the values, benefits and importance of entrepreneurship, the personal attributes required to be an entrepreneur, what courses are needed to become an entrepreneur and what students need in order to succeed as entrepreneurs.
• Best practice in secondary schools

At the Ateneo de Manila High School, concepts about occupations are taken in Science subjects where students learn about the various science careers such as physicist, chemist, astronomer, etc., what they do, their challenges and satisfactions, etc., through actual interviews and observations of them at work. Field trips are made to plants in order to enable students to observe the scientists at work and the process of manufacturing products.

Are periods of work experience required as part of the secondary school curriculum? For each school grade, please indicate whether or not such work experience is mandatory, and how many days per year are usual? If not mandatory, or confined to certain types of schools, please indicate (or estimate) the proportion of students who undertake such work experience.

There are no periods of work experience as part of the secondary curriculum either under the old New Secondary Curriculum (NSC) or more so now under the Basic Education Curriculum in which the teaching-learning process is focused only on the four core subjects from the first to the fourth year.

However, the Don Bosco school system has a dual curriculum, academic and vocational (such as electronics, automotive, electricity, carpentry, etc.), which is taken by all of its all-male students. There are also special secondary schools like the Polytechnic University of the Philippines High School where students who take bookkeeping, office administration and stenography as electives do office work in the various offices on campus as part of their curriculum. At UP-IS (see earlier in this section), all students undertake a one-week work placement which commonly includes elements of work experience, shadowing and mentoring.

What is the extent of access for school students to other types of career information, guidance and counseling services (e.g. one-to-one, career fairs, career libraries, internet or computer-based programs)?

The quality of the career guidance services given to students in the secondary schools depends on:

• The guidance counselor: his/her knowledge of and skills in career guidance and career counseling, and his/her resourcefulness, creativity and initiative.

• The financial and moral support of the school administration, in providing a budget for these services.
Most guidance counselors, in both public and private institutions, fall at two extremes in the continuum of the comprehensiveness of career guidance services. At one extreme are the majority of the guidance counselors, who provide a week-long Career Orientation to graduating senior students, usually in the last two months of the senior year (described above). At the other extreme are the few guidance counselors who provide extensive career guidance services in the more prestigious schools in the NCR region such as the University of the Philippines-Integrated School (UP-IS) and the elite sectarian schools which are Catholic Religion-run institutions like the Ateneo de Manila High School, the La Salle Greenhills, the Miriam College Foundation, St. Scholastica's College, St. Paul's College and a few others. The career guidance services of these schools include the following:

- Tests and measurements

In some public secondary schools, guidance counselors use the Otis Lennon Mental Ability Test, the Raven’s Progressive Matrices, and the Piers-Harris Self-Concept Scale, but only if needed and as requested.

The Philippine Aptitude Classification Test (PACT) and the Philippines Occupational Interest Survey (POIS) are given to some third-year high school students. These indigenous tests have been developed and validated by the Center for Educational Measurements, Inc. (CEM) to guide students of its member schools to careers where they have the most potential for success. The CEM has about 450-500 secondary schools, mostly private, as members. CEM administers these tests to all students of its member schools as part of its service.

In the UP-IS, tests and measurements are given to all students from Kindergarten to Grade 10 in order to provide the students, their parents and teachers with knowledge and understanding of each student. These tests include aptitude tests, the Otis Lennon School Ability, Career Survey, Study Habits, California Personality, Culture Fair, etc. The test results are interpreted by the year-level guidance counselor. The guidance counselor also prepares a group profile to help teachers in the teaching-learning process.

At the Ateneo de Manila High School, different tests are given to different levels: first-year students take the Survey of Study Habits and Attitudes; second-year students take the Occupational Interest Inventory; third-year students take the Myers Briggs Type Indicator (MBTI) and the updated version of the Differential Aptitude Tests (DAT); fourth-year students take the Major-Minor Finder (MMF) which identifies the major and minor courses a student may take considering his/her aptitude, personality type and style, and the data from the other tests he/she has taken at previous year levels. The objective of the various
tests is to help students to develop a realistic knowledge of the self. The interpretation is conducted by the year-level guidance counselor with the student, and usually with his/her parents present too.

- **Career counseling**

  Career counseling is conducted on a per-need basis and is usually given to those who need assistance in the choice of a curriculum program to take in college and the choice of an HEI. Usually parents are called so that the issue is discussed with them as well. At La Salle Greenhills, all students are seen by their guidance counselor at least one a year, to review their career goals and their progress.

- **Career planning workshops**

  These may be given to graduating senior students on a voluntary basis. At the Ateneo de Manila High School, guidance counselors go to the classrooms of third-year students during their homeroom period to conduct career planning sessions. In these sessions, students get to know that there are different factors they need to consider in order to make the most appropriate career choice. The guidance counselors then organize a Career Exploration (CarEx) program in which students in the third year get information about the careers in which they are interested from interviews with their parents and their parents’ friends and co-employees.

- **Talks and visits**

  At the UP-IS, career field trips are held during the senior year. The guidance office makes arrangements with companies and students are grouped according to their interests. Different groups go to different companies. For example, students interested in medicine go to the UP Philippine General Hospital; those interested in law go to the Batasan Pambansa (Congress of the Philippines) or to a law firm; etc. The students listen to the presentation about the company and are given an opportunity to interview employees doing the work related to their interests. During the homeroom guidance periods, students share with one another the information they have collected from their observations and interviews. Admission directors/officers from HEIs in the Philippines and sometimes in foreign countries give talks to the students for the purpose of recruitment. The UP-IS brings senior students to other UP units in the country to listen to presentations about their respective curricular programs and about career opportunities related to each of these programs. Career talks by parents and alumni are based on survey results about students’ career interests.
At the Ateneo de Manila High School, interested parents for each class form a Careers Committee, to secure speakers for career talks and help in other ways. Each student is expected to attend three careers talks. In addition, as noted earlier in this section, field trips are made to workplaces as part of their Science course. In the latter part of the third year, a program called Educational Exploration (EdEx) is offered. EdEx takes students to top local colleges such as the Ateneo de Manila University (College), the UP, De La Salle University, the University of Santo Tomas and the University of Asia and the Pacific, so that they can collect information about different curricular programs, admission procedures, requirements, tuition and fees, scholarships, etc. Representatives of foreign schools also give talks to the students.

- Career libraries

In practice these tend to be open/closed shelves containing brochures, pamphlets, catalogues, etc. from various HEIs, both local and foreign. Little or no occupational or labor market information is available (see Section 6).

- College/Career Fairs

Guidance offices of some secondary schools belonging to the COEs, invite companies (usually those where alumni have high management positions) to set up booths on campus and to tell students about the career opportunities offered and the preparation and qualifications required. Careers are matched to the relevant courses that need to be taken in the HEIs.

4.2 Tertiary Education

Describe career information, guidance and counseling services that are provided within higher education on entry, during courses, and on exit. If appropriate, provide separate description of services in university-level institutions and in non-university-level institutions such as community colleges.

CHED does not have policies, procedures and guidelines for these services. The office of Student Services of CHED has two divisions: Student Grants and Scholarships; and Student Auxiliary Services. It is in the latter that guidance and counseling should fall. However, guidance and counseling is not listed among the 16 student auxiliary services, the delivery methods and efficiency of which the Office evaluates.
An HEI has a guidance and counseling service if the school administration believes that there is a need for it. If the guidance counselor hired or appointed to provide such service appreciates and has had training in career guidance, then there may be services beyond the usual Career Orientation Week provided for the graduating senior students in the last two months of their final academic year. A budget for guidance and counseling is provided from the overall student services budget. The nature and quality of the career guidance services depend greatly on the guidance counselor – his/her training in career guidance, and his/her creativity, resourcefulness, assertiveness and initiative; and on the moral and financial support provided by the school administrator.

Just as at the secondary level, described in Section 4.1, guidance and counseling services in HEIs span two extremes: at one extreme are the majority, which provide only the minimum services in the form of the Career Orientation Week; while at the other extreme are a few HEIs with more comprehensive and better organized career guidance services offered to the graduating senior students before they graduate.

On entry

The National Education Testing and Research Center (NETRC) of the Department of Education, Culture and Sports (DECS) used to administer the NCEE as a qualifying examination for college to all high school graduates. As noted in Section 3, the NCEE was abolished in 1993 because some legislators considered it to violate the mandate contained in RA 7722 that CHED should “take appropriate steps to ensure that education should be accessible to all” (8).

Currently, admissions examinations are no longer required by CHED for entering college. An HEI has the option to give its own admissions/entrance examinations or not. Many COEs continue to have their own admissions examinations. Most HEIs, particularly from the private sector, assume that students have made an appropriate choice of curricular program when they enroll. It is very common for students to begin to shift courses in their second year as they discover that they do not have a real interest in, or mental capacities to meet the requirements of, the course in which they have enrolled. In most of CHED’s Centers of Excellence (COE), students are required to pass the college’s own admission tests in order to gain entry. At the UP, a college student who is

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7 In its quest for quality and excellence in higher education, CHED has identified Centers of Excellence (COE) and Centers of Development (COD) which are HEIs and SUCs that demonstrate the highest levels of standards in instruction, research and extension service at the program level. To date there are 110 COEs and 161 CODs. Most of them are in the NCR; others are found in other regions of the country. An important part of their role is to provide master’s and doctorate programs to train the faculty of other nearby HEIs.
confused about his/her course choice is given a career assessment test to find out his/her real inclinations. Then he/she is allowed to change courses, but only after passing 30-33 college units. The reason for this is to discourage shifting and to provide opportunities for students to clarify their interests and abilities before they change their course.

In addition, many COEs conduct Freshman Orientation or Freshman Development Program to help freshmen know the different curricular offerings of the institution, to get to know the institution and its various services, etc. Another common approach is to have the best faculty teach the “101” courses which are designed to introduce students to particular fields of study, and are required of all students to help them in their curricular program choices.

**During college**

It is the general practice for a Guidance Office, if the institution has one, to provide testing services to students on a per-need basis, especially to those who are unsure whether they are in the most appropriate course. Tests of intelligence, aptitudes, interests and personality are usually administered, and the results are interpreted by the guidance counselor to the student. At the Miriam College Foundation, a COE, the following tests are administered to college students in the various academic levels:

- First Year: IQ, Aptitude, Personality and Checklist
- Second Year: Survey on Values
- Third Year: Other Personality tests
- Fourth Year: IQ, Personality, Work Values

Most of CHED’s COEs have similar testing programs and schedules. However, not all HEIs provide these tests. An institution has to fulfill certain requirements before it can purchase and use these test from tests and measurements suppliers (see Section 4.8).

**Career counseling** may be given to students on a per-need basis. The kinds of problems/concerns brought to the guidance counselor are usually of the following kinds:

- being pressured by parents to take a course in order to continue the family history in the same profession (for example, being expected to take law because one comes from a family of lawyers, to take dentistry because one’s parents are successful dentists, etc.);
- no direction in life;
• confusion due to having multiple interests;
• not having the mental abilities to fulfill course requirements;
• negative self-image, lack of self-confidence.

Career development programs are offered by a few universities. At Ateneo de Manila University, career exploration workshops are run for first- and second-year students. In the final year, sessions are run on self-assessment, on career options, and on “packaging for employment”. The whole program of the guidance office and placement office is framed, year by year, in career development terms.

Summer or Christmas vacation jobs. College students are recruited as crew members by food chain outlets during vacation in April-May and in December. If they do well, they are hired as regular crew members and given an opportunity to study after office hours. DOLE runs two programs designed to provide vacation jobs for students: the Special Program for Employment of Students, targeted to help students from low-income families to remain in college, provides jobs for 15-45 days, with 60% of the wage paid by the employer and 40% by the state in the form of an education voucher (116,410 students participated in 2002); and the Work Appreciation Program, offering employment for up to 3 months at 75% of the minimum wage (12,764 participants in 2002).

Practicum/on-the-job training (OJT). In some courses, students become exposed to the world of work when, during their third year, they must go to a company and spend at least 200 hours spread over a 3-month period, applying what they have learned in the classroom (from their area of specialization) to the actual work situation. This on-the-job training (OJT) is always graded and is often required in courses like Computer Science, Hotel and Restaurant Management, Psychology, Education, Accountancy, Mass Communication, Engineering, Geology, Allied Medical Fields, Social Work and others. It is designed in part to respond to the fact that a lot of graduate jobs require some work experience prior to entry. Some colleges, however, experience difficulties in securing placements for their students.

The practicum is usually closely supervised by a faculty member who makes unscheduled visits to ensure that the students are actually using the skills they have learned in college. Without such close supervision, there have been reported cases when OJT students were made to do clerical tasks and to run personal errands for employees such as buying food or making bank transactions.
On exit

Some or all of the following career guidance services are offered by guidance counselors in most COEs and in some other institutions:

- Career Orientation Week. Alumni and/or parents are invited to give career talks, or share job-hunting tips, or give coaching on how to make resumes and prepare for job interviews.

- Campus recruitment. Recruitment officers of companies compete to secure the top 10-25% of the graduating class; they interview them and offer them jobs in their companies after passing the interviews and tests. The top 10% of the graduating class of the Top Three HEIs in the NCR area are almost always employed and accepted into management training programs.

- Placement. In some CHED COEs, there is a separate placement office which networks with companies, usually those in which alumni hold senior positions or which are among the Top 500 Corporations for job vacancies that graduates could fill. This office handles training of senior graduating students on how to apply for a job, how to prepare resumes, how to behave during interviews, and other practical how-to issues.

- Jobs/Career Fairs. These fairs can last for 1-5 days. Companies set up their respective booths on campus, post a list of openings for different levels of positions, get applications from interested students and do preliminary interviews. Many students are hired on the spot for the semi-skilled jobs; the rest are given schedules for interviews and testing in the company.

- Career library. In many cases, the “library” consists of a cabinet of brochures, pamphlets and catalogs of different graduate schools and universities in foreign countries; and of career information on a few occupations and careers, usually produced in foreign countries.

Are they a normal standard service within higher education or are they only provided in some institutions?

The above are not the normal standard career guidance services provided in HEIs. The two most common services provided by HEIs which have Guidance Offices are the following:

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8 The acknowledged Top Three HEIs are: University of the Philippines, De La Salle University and Ateneo de Manila University. They lead CHED’s list of 110 Centers of Excellence (COE).
Career orientation – focusing on how to look and apply for a job, writing a resume, and preparing for an interview.

Career talks.

No specific data on the proportion of HEIs offering the various services are available.

Are career guidance services normally provided separately from or together with personal and study counseling services?

Career guidance services are usually part of the services of the Guidance Office or of the Office of Student Services in HEIs.

Are they normally provided separately from or together with job placement and graduation recruitment services?

Job placement and graduation recruitment services are commonly integrated into the general guidance services, but sometimes are provided separately, linked to placements for practicum/on-the-job training. In around 80 SUCs (state universities and colleges), the placement office is a PESO (see Section 4.3 below); where this is not the case, PESO staff may be invited to give talks etc.

At Ateneo de Manila University, the placement office conducts regular surveys of graduates both on graduation and a year later (currently a longer-term follow-up study is also being mounted), including feedback on knowledge/skills/attitudes/values acquired in college which have been relevant to their job performance; this is fed back to the university policy-makers.

Technical and Vocational Education and Training

Each of the 16 regional training centers has a career guidance focal person, who gives talks to schools and carries out other tasks. In addition, each training institution appoints one or more of its instructors or administrative staff to act as a career guidance and placement focal person.

The TESDA Women’s Center in Manila offers a career guidance and counseling service for women which in principle is open to all women, but in practice is used largely for pre-entry guidance for applicants seeking to enter the center’s training courses.
Non-Formal Education (NFE)

The learning of basic skills for those who have not gone to formal schooling or those who have dropped out of school is handled by DepEd NFE and by the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) of CHED.

Literacy, livelihood skills training and continuing education programs are covered by the NFE, which targets the large number of out-of-school youths and adults, aged 15 years old and above, from the depressed rural areas or in slum dwellings in the cities. This population covers the underemployed, the unemployed and those working in low-paid, low-skilled jobs. Linking literacy training to livelihood skills training is part of an overall strategy to make it more likely that they will retain their literacy skills and motivate the attendees to continue on to formal education. The literacy training covers basic reading, writing and numeracy skills.

Livelihood skills training programs provide participants with skills for wage employment or self-employment in agriculture, basic household chemicals, woodworking, traditional crafts, and sewing. In urban settings, programs may extend to basic construction skills and simple welding and metalworking.

These livelihood skills programs, which last for 2-3 weeks, are offered by both government agencies and NGOs, sometimes resulting in duplication of efforts because they are conducted within the same geographical areas.

Diagnostic tests or assessment tests are given to determine the attendees’ literacy level. Each level has an accreditation and equivalency program.

A total of 29 modules are taken for a total of 200 hours. Individuals are given a pre-assessment and post-assessment test per module. The completers of the Basic Literacy Program can enroll in the 10-month Non-Formal Education Accreditation and Equivalency (NFE A&E) program, equivalent to 800 hours for the elementary and high school levels.

Completers receive either one of two levels of certification comparable to the formal elementary and secondary system. They can either go to college, to a training center of TESDA, or to Meralco Foundation Inc.’s Technical, Vocational Skills & Training Programs, among others.
The GOP recognizes that education and the acquisition of higher expertise are processes that also take place in the world of work and beyond the confines of the classroom, as exemplified from Philippine Education Placement Test (PEPT) of the Accreditation and Equivalency Program, the HEIs and the Dual Training System which had been institutionalized with the passage of Republic Act 7686. The Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP), which is administered and governed by CHED, is an educational assessment scheme which recognizes knowledge, skills and prior learning obtained by individuals from non-formal and informal education experiences and work experiences.

The ETEEAP carries out the following tasks:

1. It evaluates the pertinent work experiences and knowledge and expertise acquired by individuals from high level, non-formal and informal training towards the awarding of an appropriate academic degree.

2. It determines the deficiencies of an applicant that would need remedial studies or academic supplementation through formal course work in order to satisfy pertinent requirement of a degree applied for.

3. It deputizes and/or accredits agencies, organizations and HEIs to conduct equivalency assessments, develop assessment instruments, provide academic supplementation and/or award degrees within their areas of competence and specialization.

Such programs often include informal career guidance elements.

4.3 The public employment services

What career information, guidance and counseling services are provided by the public employment service? Do they include career guidance services?

The PESO was created in 1992 through a Memorandum of Agreement between DOLE and the Department of Local Government. It was given a formal legal status by Republic Act No.8759 which is known as the Public Employment Service Office Act of 1999 and was passed by the House of Representatives and of the Senate in December 1999. This Act institutionalized a National Facilitation Service Network. DOLE provides some funding for setting-up costs and also provides technical supervision and support.
A PESO can be found in every province, key city and other strategic areas throughout the country. It is community-based and is maintained largely by local government units (LGUs) and by a number of non-governmental organizations (NGOs), community-based organizations (CBOs) and state universities and colleges (SUCs). Most of the PESOs are housed in municipal and city halls, particularly in places where employment is one of the main thrusts of the city or municipal mayor. In total, there are currently 1,680 PESOs across the nation.

The objectives of the PESO are: to ensure the prompt, timely and efficient delivery of employment services and provision of information on the employment and labor market situation in the area, and to network with other PESOs within the region on employment for job exchange purposes. The primary task of a PESO is to facilitate the interface between the companies in the city or municipality in need of employees/workers and the job seekers who fit the requirements for these job vacancies.

Reports on employment facilitation through PESOs give statistics on the number of job applicants tested and counseled and the number of students (at secondary, technical/ vocational and tertiary levels) with whom career guidance was conducted (see Annex J Table 1).

However, the services given by the PESO cannot be considered as career guidance and career counseling services in the strict sense of these terms. The PESO is concerned with ensuring that job seekers get jobs, not necessarily in the most appropriate jobs in line with chosen careers. Some PESOs are given targets to meet, e.g. number of successful job hires daily, by the city or municipal mayor. Targets differ from one PESO to another. Often the PESO is expected to give preference to local residents.

Annex J Table 2 gives data on job applicants placed and assisted.

The services offered by PESOs that they consider to be career guidance, counseling and information services are:

1. Getting information about the vacant position. This includes a brief description of the nature of the job, the skills, education/ training and work experience required, and any requisite physical characteristics such as age, gender, height and physical appearance. Vacant positions may be semi-skilled (such as factory workers), skilled (such as sales clerks), technical (such as electrician) and professional (such as management trainees, administrative
assistant, accounting clerk, accountants, etc.). Professional positions always require a college degree.

2. Getting information from the job seeker, e.g. personal data, education, training, work experience, skills and abilities. These are written on the National Manpower Registry Form (NMRF).

3. Helping the job seeker identify if there is a match between the job requirements and his/her own qualifications. This is conducted through interview or electronically.

4. If there is a match, referring the job applicant to the employer.

5. In some PESOs, giving tips to the job seeker on proper decorum during job interviews and on required work behaviors if hired.

The PESO facilitates the meeting of job seekers and companies in need of qualified applicants through some or all of the following services:

- Jobs Fairs. This is becoming very popular in the country. Some PESOs hold a minimum of two Jobs Fairs a year; others have more. Schedules among the PESOs in the NCR are synchronized to avoid having a number of fairs in the same month. Each fair usually lasts for a day. Companies with job vacancies set up their booths on the designated day, usually in the grounds of the city or municipal buildings. Each participating company posts a list of vacant positions. Job seekers fill out and submit their bio-data forms. Preliminary interviews of applicants are held and some on-the-spot hiring is done. With other positions, job applicants are told to go to the PESO office a few days later to see if their names appear in the list of applicants to be interviewed and tested by the hiring company. Some PESOs also invite a company with more than 20 job vacancies to hold a “mini job fair” in the PESO office: again, preliminary interviews are carried out and, at times, on-the-spot hiring of qualified applicants made.

- Keeping a record or data bank of vacancies submitted by companies or recruiting agencies in the city or municipality. The vacancies may be for local or overseas jobs. Those for overseas jobs are referred to the Philippine Overseas Employment Authority (POEA). The PESO concerns itself solely with local employment.

- Investigation of job openings. The PESO investigates if job openings are legal and are valid. In the past, there have been cases
of illegal recruiters victimizing job seekers to pay placement fees for non-existent jobs.

- Job-person matching. The quality of this matching varies from one PESO to another. In most PESOs, the process is conducted through an ocular or manual process carried out by a staff member; in a few PESOs in the NCR, it is done electronically. Since 1998 the Bureau of Local Employment has provided an internet-based job matching system (www.phil-jobnet.dole.gov.ph). In the main office of the BLE, the job applicant goes to the website, keys in his/her qualifications and what job(s) he/she is looking for. Instantly, he/she reads on the screen the job vacancies, requirements and qualifications required. Upon matching, the jobseeker is given the name of the company, person and telephone number. At present, however, only 50 PESOs have Internet access. In most offices, the matching is done by PESO staff together with the job applicant. Some PESOs refer to this as an “interview”; others refer to it as “counseling”. An applicant can seek several matches.

- Employment counseling. In some PESOs, there may be possibilities for more intensive employment counseling in a small number of cases where there is a substantial gap between aspiration and reality.

- Referral of job applicant(s) to a contact person in the company, where they are interviewed and in many cases, depending on the position, given tests: technical, IQ, aptitude and other tests deemed appropriate to the job.

- Monitoring of successful matches. The PESO requires the company to report their decision on the applicant. If hired, a PESO employee checks the progress of the employee after 2-3 months. If the applicant has not been hired, then his/her name and NMRF are placed/retained in the PESO active file.

To date, the PESO On-Line system has a database of 150,000 job seekers, of whom 10,697 are registered as active applicants. An active applicant is one who makes regular follow-ups of his/her application. As of March 2003, there were 9,835 vacancies reported by employers, most of them hard-to-fill vacancies.

This On-Line person-job matching system is a free service of the PESO. It is open to the private sector, to government agencies, to selected recruitment agencies abroad and to POEA government-to-government arrangement with other countries.
Job seekers with no skills are referred to a TESDA training center where training in basic skills is provided free of charge.

Some PESOs in the provinces do not do any matching. The bulletin board posts a list of vacant positions in their offices, with the qualifications required, and the name and address of the company and contact person. Job applicants look at the list and go directly to the company to apply and file their bio-data.

Some PESO managers, however, go “the extra mile”. They themselves give orientation to job applicants, telling them the do’s and don’ts for interview (e.g. what and what not to wear, what and how to answer questions asked, how to “sell” themselves to the interviewer, etc.). They also network with companies to get more job vacancies.

What types of clients typically seek/receive assistance from such services? To what extent are such services accessed by employed as well as unemployed people?

The clientele of PESOs are of two kinds:

1. Job seekers, who could be:

   - High school students and high school graduates – for unskilled and semi-skilled jobs such as janitors and factory workers.

   - College students – for semi-skilled jobs such as supermarket baggers, service crew, and sales persons.

   - College graduates – for all kinds of jobs, even those that do not require a college degree.

   - Returning overseas workers whose contracts have expired and have not been renewed, or who have voluntarily terminated their employment for personal/family reasons.

   - Displaced workers or those who have lost their jobs due to company closure, mergers or acquisitions and the resultant restructuring and retrenchment.

   - Returning workers – those who have worked before but have left the labor force to take care of children, or have gone into businesses which were unsuccessful.

   - Employees who are not satisfied with their current employment for any or several of the following reasons: low salary; location (too far from residence, time wasted in transportation,
transportation costs too high); lack of interest in nature of work; unfair management practices; aggressive and uncaring superiors; etc.

2. Companies and recruitment agencies in the city, municipality and other strategic areas where there is a heavy population of job seekers, such as places with many SUCs and HEIs.

- Companies going to the PESO are mostly factories, food chain outlets, department stores, supermarkets, etc. Such companies prefer prospective employees in the same geographical area so that, if they are hired, they will not be late for work. Vacancies are either for permanent employment or on a short contract basis, i.e. for a maximum of 5 months. Jobs are mostly for sales, clerical, production/factory workers, service crew, etc. They prefer to get new college graduates, so the entry salary is low compared to that for experienced workers.

- Recruitment agencies get workers for contractual services in their client companies such as janitorial, promotions work, etc. Contractual work is usually for 5 months only, with the possibility of being rehired by the same company after one year (if workers are employed continuously for 6 months or over, they become entitled to employment benefits like sick leave, holidays, and pension rights). A contractual worker, however, can immediately be hired by another branch or outlet of the same company, or if he/she shows positive work attitudes and work behaviors, may be hired as a permanent employee.

Job seekers who come to the PESO are mostly college graduates in the 20-30 age range. The next biggest group is made up of undergraduate secondary and tertiary education students in the 19-25 age range who, for financial reasons, want to work and to study at the same time. Job seekers are mostly females. Many, especially those coming from the provinces, are unskilled; they come to the NCR in search of a “better life” and are looking for “any job” to have this “better life”. They tend to be poor in communication skills, to have low self-image, and to be shy and withdrawn.

The unskilled job seekers are mostly looking for blue-collar positions such as factory or production work. Others are looking for semi-skilled jobs as merchandisers/sales personnel in department stores, “bagger” in supermarkets or service crew in fast-food restaurants. The primary consideration of new job seekers is location and convenience; salary and benefits tend to be secondary.
Are some clients required to take part in guidance and counseling activities in order to retain access to unemployment and/or welfare benefits? If so, who?

The possibility of establishing an employment security system in the Philippines is currently under discussion with the ILO and WB, but there are disagreements between government, employers and trade unions about who should pay for such a system. Meanwhile, unemployed people in the Philippines do not receive any unemployment and/or social welfare benefits from the government. They depend on their families, e.g. parents or siblings, to help them while they are unemployed and engaged in job search.

How are these services related to overall national labor market and employment policies? If possible, give examples of such links.

The services of the PESOs are related to the national labor market and employment policies of the Bureau of Local Employment.

PESOs in the NCR area report at least 50 job applicants daily. Some PESOs claim about 54% successful placements: i.e. over 5 out of 10 job seekers are able to get jobs through the PESO. However, in general, it is difficult to keep track of successful matches because not all companies or job seekers inform the PESO of successful hires.

Even where there is a job-person match, there is no guarantee that the person will get the job. Reasons may include:

- Over-age or under-age. Some jobs specify an age range, which is usually 18-27. There are limited opportunities for those who are age 28 or above unless the applicant has very good technical skills.
- Wrong gender. Some jobs require males only; others, females only.
- Lacks the minimum height required. Some jobs require a minimum height of 5’3”-5’4” for males and of 5’-5’2” for females.
- Lacks the required physical attributes, such as attractive physical appearance and poise.
- Lacks the minimum skills required, so they fail in the technical skills test. For example, the job may require computer literacy and may specify the computer applications required for entry. Upon testing, however, the applicant, even if he/she is a BS Computer Science graduate, may be found not to have the required minimum proficiencies.
- Lacks minimum number of years of work experience demanded for the job.
The following reasons are found to be causes of termination of employment before or at the probationary period of six months:

- Negative work attitudes and behaviors. The newly hired probationary employee does not observe punctuality in coming to work, is regularly absent, does not know how to work as a member of a team, does not finish work on time, or lacks a sense of urgency.
- Negative self-image. This is usually found among probationary workers of lower socio-economic status. They are non-assertive, are fearful to ask questions, are anxious so remain passive, are shy and withdrawn, etc.
- Lack of technical skills expected of a graduate of a TVET or HEI.

The outputs of the services of the PESO, namely success rates in job placements, are inputs to DOLE and to the overall national labor market and employment policies of its Bureau of Local Employment.

4.4. Employment-based guidance services

To what extent do employers provide career development services for their employee? Which kind of employers provides such services? What form do they take?

When companies recruit the top 10-25% of the graduating class from the COEs, the intention is to hire leaders who will build their careers in the organization and who will build companies that last. New hires are provided with orientation and technical skills training. Those who show themselves to have leadership potential are given a series of development and training programs, aimed at efficiency and effectiveness not only in the current job but for future jobs as well.

There are two career development models in the private sector. In the first model, the careers of high potential persons (HPPs) are managed by the organization. The HPPs are given challenging assignments to hone and develop critical competencies as they also get steeped into the corporate culture. The jobs in which they are placed are in line with the career path management thinks is suited to the person. These jobs and the career path may not align with the person’s career goals, his/ her needs and values. The high potential person is not usually told what the career plans of the organization are for him/ her. But this can be gauged from the nature, length and location of developmental assignments provided to him/ her, and the “golden handcuffs” given to make him/ her stay and build his/ her career in the organization. This model is commonly practiced by companies belonging to the Top 500 Corporations in the Philippines, which represent varied industries.
In the second model, the HPPs participate in their career management. Companies operating this model may provide life/career planning workshops to their HPPs to help them enhance their self-knowledge (interests, needs, values and skills), to clarify their career goals and career path (either management or technical/professional path), and even to define their life mission. This model is more common in international companies operating in the Philippines.

There are also a few companies that offer career planning workshops to all their employees on a voluntary basis, mainly as a strategy to help employees be prepared with career/work options in case there will be corporate re-structuring or company merger or closure.

In general, however, for the ordinary employees who are not regarded as high-potential, training and development provided by their employee are usually aimed at the current job. There is no company that provides training and development to the general employee population aimed at learning the next-level skills. Supervisory and management training programs are not given to non-supervisory personnel. Ambitious employees who discover that they are not in the management development program can tell their manager about their career goals but, if they are not seen as high-potential, they are likely to have to undertake their professional growth at their own expense.

To fast-track their career advancement, a growing number of employees are pursuing a master’s or even a doctoral program in business, in engineering, in law, etc., in the evening after office hours and/or on Saturdays; or enrolling in correspondence courses via electronic media. A few young and ambitious employees take a leave of absence or even resign from their jobs, in order to pursue and finish an MBA degree. Getting an MBA, an MA or an MS will not however, guarantee the desired promotion. If they are frustrated in their ambitions to be promoted to management positions, many of them either “retire on the job” or opt to leave and seek employment elsewhere, often pursuing a teaching career in an HEI.

Some companies organize yearly a 1-2 days Job Fairs to enable employees to know the jobs and careers in other departments and even to apply for vacant positions that may exist and which may fit their current interests, abilities, skills and work experiences.

Employees can also advance in knowledge and skills and take advantage of training and development opportunities in their areas of specialization. They can become members of professional organizations, and participate in training programs to network and to upgrade their knowledge and skills. These associations include the Philippine Institute of Certified Public Accountants
(PICPA), the Personnel Management Association of the Philippines (PMAP) for those in human resources management and development, the Chemical Engineering Association, and the Career Development Association of the Philippines (CDAP), to name but a few.

DOLE has recently forged a Memorandum of Agreement with PMAP which offers potential for encouraging employers to pay more attention to career development matters.

To what extent are trade unions involved in providing career development services for their members, or in negotiating for such services in collective bargaining agreements?

Currently, only around 10% of the labor force are members of trade unions. Employee unions in private organizations tend to be interested solely in promoting and safeguarding their own and their members' economic interests, and protecting the health and job security of their members, especially against threats of job loss. Career development is viewed as being a prerogative of management. In general, unions do not tread on career development matters and issues. DOLE has, however, recently sought within the Labor Education Program to encourage unions to include attention to career development processes in collective bargaining agreements.

4.5 The private (for-profit) sector

What is known about the career information, career guidance and counseling services provided by the private (for-profit) sector, e.g. outplacement services or private career guidance practitioners? How extensive are such services? To what extent have they grown or declined in recent years?

There are a few consulting companies that provide career counseling and outplacement services. The employing organization either contracts their services, or employees who are affected by their employers' re-structuring or closure directly seek their services.

Some consulting and training companies are contracted by some employers to conduct career planning workshops for employees, usually on a voluntary basis. This means that interested employees sign up for these events. If the minimum number of attendees, usually 15, is not obtained, the workshop is either postponed to another date or cancelled.

Career Systems, Inc. (CSI) which was established in 1983, is recognized as a pioneer in providing consulting services and training programs in career development in the Philippines. It provides a wide range of career development
consulting services and training programs. These include: designing and installing career development systems, mentoring, coaching and succession development programs; and conducting training programs which include life/career planning, career coaching, career counseling and facilitation skills. It also conducts life/career transitions programs for retrenched employees to prepare them for another corporate career, for self-employment or for an entrepreneurial career after the closure of their organization. Those who are interested in and qualified for another corporate job are coached to prepare and write winning resumes and to prepare for interviews. CSI’s website is at www.careersystems.com.ph.

What are their client base, the level of their fees, and the sorts of services they provide?

The clientele has not grown because even the Philippines Top 500 corporations have been in a survival mode, and career development is still considered as “nice to have” rather than “must have” as part of the business strategy for attracting and retaining talent. Of CSI’s current client base, only about 30% have career development services and training programs. Of this 30%, 85% are multi-national companies mandated by their corporate headquarters to install career development system for their HPPs and provide career planning workshops for employees on a voluntary basis.

The fees for career development consulting services range from US$2,000 to US$3,000 based on delivery of agreed-upon outputs. CSI has flexible rates depending on the client’s financial capacity. The investment of a company for a 2-day Life/Career Planning or Career Transition Workshop is about US$1,400 for 15-20 participants; for a 3-day Career Counseling Workshop the cost is about US$1,800 for 12-15 participants. CSI’s career and counseling workshops are skills-based with a pre-training and post-training video of each participant doing career counseling and the provision of an individualized 180-degrees feedback.

Other consulting companies charge much the same fees. But independent trainers tend to charge much less, perhaps one-third of this level, because they have no overhead expenses.

Has the government taken any steps to try to encourage private (for-profit) organizations to provide career guidance, counseling and information services, or to regulate the way in which such services are provided (e.g. by providing vouchers that can be used to purchase such service, by contracting out such services, by setting staff qualifications levels, by regulating fees that can be charged)?

The government neither encourages nor regulates these private enterprises.
What is the relationship, if any, of such private guidance agencies to private employment agencies? How many of latter are there? Are they licensed, and if so, by whom?

There are private employment agencies which recruit for semi-skilled, skilled, technical and professional positions, either on contractual basis or for permanent positions. They charge fees to employers, and do more screening of applicants than the PESOs do. They may provide career guidance and counseling to those whom they are going to refer for employment to prospective employing organizations. There are about 98 recruitment agencies in the Philippines which have been given licenses by the government. There are others which are not licensed and are operating illegally.

Those agencies that recruit for overseas employment have to be licensed by the Philippine Overseas Employment Authority under the DOLE.

A list of private On-Line Job Matching systems is to be found in Annex K.

4.6 Other Organizations

What role do other organizations – e.g. charitable and other organizations of the community sector – play in providing career guidance counseling and information services?

There are some NGOs, community and civic organizations and some Catholic Church parishes that provide counseling services, which includes career counseling, given by volunteers. Civic organizations such as Rotary Clubs, Lions, Zonta, etc. and some church groups such as the Caritas Manila of the Catholic Church provide livelihood assistance and job placement. These programs are either continuing or on an ad hoc basis.

What types of clients do they serve? What types of needs do they attempt to meet?

The clients served by such schemes are unemployed adults and out-of-school youth from the low socio-economic levels and living in the poorer sections of the community.

Has government attempted to increase their role (e.g. by contracting out services)? If so, why? Has it attempted to regulate the ways in which they provide services?

No such attempts have been made.
4.7 Gaps

Please describe the major gaps, if any, in the provision of guidance services. Which groups are undeserved or not served at all?

A stated aim of the Government of the Philippines (GOP) is to provide “decent and productive employment to every Filipino citizen in need of, and looking for, a job”. The concern is not only to provide a job, but that this job is “decent and productive” for the Filipino worker.

What the GOP actually wants to accomplish is just to find jobs for those who seek them, in order to reduce the high poverty level. Saddled by a big and growing unemployed population, the GOP is not so much interested in making sure that Filipinos are in appropriate careers suited to their interests, aptitudes, abilities, skills and value systems. Its main task is to ensure that every Filipino citizen in need of, and looking for, a job, gets one.

What the GOP has always done is to provide compulsory and free primary education to all, free secondary education, and free post-secondary education via TVET, expecting that as a result of this, unemployment will decrease and employment will increase. It is not addressing the serious problems of mismatch and misfits. The GOP hopes that employment of itself will reduce widespread poverty and attendant social evils.

Career guidance services are not served at all to the following:

1. The majority of secondary school students, and of students in HEIs, in both public and private sectors, and most of the students of SUCs.

Secondary school students need career guidance to help them choose the most appropriate career option based on labor market information, projected manpower demands, and on their own interests, abilities and potentials, needs and values at their current stage of human development. The choice of the most appropriate career option will help them choose the most appropriate educational or training program in college or appropriate HEI or post-secondary TVET program.

Because they are expected to help their parents, and also their siblings to get a college education, parents tend to exert a strong influence on the “career” choices of their children.
At present, a majority of secondary and tertiary school students are not receiving adequate and high quality career guidance services because the appropriate tests and self-assessment tools, career information and labor market information are not directly available.

From interviews with PESO managers and human resources executives, many graduates of HEIs are ill-equipped with the work attitudes, values and habits which are important to successful job performance. Feedback from the PESOs show the following to be common weaknesses of most college graduates: poor interpersonal relations skills including lack of sensitivity for the feelings and needs of others, tendency to be complacent and to be overconfident, lack of a sense of urgency, tendency to be passive and reactive, not quality-conscious, etc. This reinforces some of the points made in the 1998 PMAP survey (see Section 1).

2. Employees, in both public and private sectors, who may be experiencing a mid-life career crisis or who are stuck in dead-end jobs or are in short career ladders.

Career guidance services, especially the provision of career planning workshops and the conduct of career counseling by their managers, should help employees, horizontally across all occupations and professions in a company, and vertically across different levels, to assess whether they are in the most appropriate career paths and whether their jobs are in line with their career choices. There are many employees who have jobs but do not have careers where they could be more productive, quantitatively and qualitatively, could add value to their work, and could make a difference to their organization. Many in the teaching profession, for example, are not positive role models and do not teach with the kind of passion and dedication that would inspire young and intellectually able students to enter a teaching career.

3. Misplaced/displaced workers who lose their jobs overseas when contracts are not renewed or who have voluntarily decided to return to the Philippines due to personal and family reasons; those who lose their jobs locally due to closure or merger of companies; and those who have been fired from their jobs because of negative work attitudes, personal values that conflict with corporate values, or character flaws, or because of consistent failure to meet their work goals. These displaced workers need career guidance services, particularly career counseling, career information and self-
assessment, to help them know their strengths and weaknesses, what to do with their lives, where they want to go, and what life/ career goals will give their lives meaning, direction and focus.

4.8 General Note

Within each of the subsections 4.1-4.6, please include information where possible about the use made of various delivery methods.

Batteries of psychological tests

The Center for Educational Measurement Inc. (CEM) has developed indigenous tests grouped in the following categories:

1. Diagnostic tests – to identify the strengths and weaknesses of students in the four core subjects of English, Filipino, Science and Mathematics of the new Basic Education Curriculum.

2. Reading tests – measuring reading competencies of two levels in elementary school and one level in secondary school.

3. Tests for guidance in career choice, to help high school students decide which college program or post-secondary course to take. These tests are:
   - Philippine Aptitude Classification Tests (PACT)
   - Philippine Occupational Interest Survey (POIS)

4. Tests for admission to collegiate-level programs, to enable institutions to screen applicants. These are:
   - College Scholastic Aptitude Tests (CSAT)
   - Admission Tests for Colleges and Universities (ACTU)
   - College Scholarship Qualifying Test (CSQT)

5. Tests for admission to professional and graduate programs, which take into consideration the special requirements of professional and graduate studies:
   - National Medical Admission Tests (NMAT)
   - Nursing Aptitude Test (NAT)
   - Allied Medical Courses Admissions Tests (AMCAT)
   - Law School Qualifying Test (LSQT)
   - Graduate Level Test (GLT)
   - Philippine Aptitude Tests for Teachers (PATT)
6. In addition to the above, CEM also offers Advanced Placement Tests (APT) which can form the basis for granting advanced credits in college, and the Elementary Competency Measure (ELCOM) which can serve either as a school-leaving examination at the elementary level or as an entrance examination at the high school level.

These tests cannot be purchased by any institution or person. An institution has to be a member of CEM. There are steps to be taken to be a CEM member. A member can avail themselves of the following CEM services: testing services, training in the interpretation of results, technical assistance in testing and research, and opportunities to use training programs in educational measurement and research.

CEM utilizes national norms. The norm group used is considered representative of the test-taking population of particular tests. This means that schools which use CEM tests can determine how their students stand in relation to the entire test-taking population of CEM member schools.

The use of standard scores, which are derived from the raw scores, makes it possible to compare the performance of student in one area with another from anywhere else in the country. Moreover, CEM undertakes regular norming activities to ensure that norms remain relevant and up-to-date.

Behavioral Dynamics, Inc., a relatively new player in psychological testing and measurement, requires that a person who will be using its tests will meet certain requirements for accreditation. The tests, which have been developed in the US and in the UK, are for children, adolescents and adults. Those for career guidance and job placement include:

- Self-Directed Search
- Gordon Occupational Check List II
- Career Attitudes and Strategies Inventory: For Understanding Adult Careers
- Becker Work Adjustment Profile
- Transition-to-Work Inventory: Job Placement for Workers with Severe Disabilities

The following are job-related personal characteristics tests:

- PDI Employment Inventory, Sales
- PDI Employment Inventory, Performance Tenure
- PDI Employment Inventory, Customer Service
- The Motives, Values, Preferences Inventory
• Hogan Personality Inventory
• Gordon Personal Profile Inventory

In addition to the above, Behavioral Dynamics also markets General Mental Ability and Aptitude tests, Specialized Aptitude and Ability tests, etc.

The Philippine Psychological Corporation (Philpsycor) has many and varied foreign-developed but culture-fair tests. Philpsycor and the client’s psychologist identify the tests to be used, depending on clients’ needs and the educational background and work experience of the psychologist. Those that are used for career guidance and counseling are:

• Brainard Occupational Preference Inventory
• Thurstone Interest Test
• Hall Occupational Inventory
• Edwards Personal Preference Survey
• Differential Aptitude Test
• Kiersey Personality Test
• Work Values Inventory
• Philpsycor GEIST Interest Inventory

The few secondary schools and HEIs with guidance counselors use psychological tests such as California Personality Tests, Myers Briggs Type Indicator, Occupational Interests Inventory, Jackson Interest Inventory, Major-Minor Finder tests (based on Holland’s personality test), Otis Lennon Mental Ability Tests, Career Survey, Flanagan Industrial Tests, etc. These are provided on a per-need basis, and administered and interpreted by trained psychometricians or psychologists.

**Telephone career guidance services**

No career guidance services are provided systematically by telephone. It is however quite popular nowadays for people with personal, family, job and career concerns to call up a radio broadcaster cum “counselor” for advice, or to use a mobile cellular phone to text their questions, with the answer from the “counselor” being aired over the radio.

**CD-ROM-based self-exploration and job-search packages**

TESDA has a CAREER EXPLORER system, which identifies the first and second priority career interests of a person after inputting personal information such as age, highest educational attainment, favorite personality, enjoyable activities, crowd of people one prefers to work with, types of workers one wants
to supervise, etc. The Career Explorer is available in CD format in most TESDA Training Centers and TVET schools.

**INTERNET-based self-exploration and job-search packages**

No such packages are locally developed and produced in the Philippines.

**College/career fairs and exhibitions**

These are popular and have been described already in Sections 4.2 and 4.3. These are held to help secondary school students choose curricular programs, if they have not yet done so, and to choose which HEI to enroll in.

Jobs and Career Fairs are held (1) in schools, (2) in community centers (if they are sponsored by the local government), (3) in the grounds of municipal and city government offices, and (4) in companies for their employees. They are held to help college graduates get jobs in companies with vacancies. Company-organized Job-Fairs aim to motivate employees to know jobs in other departments and to apply for those which they believe fit their skills and work experience.

Jobs and Career Fairs have been described already in Sections 4.1, 4.2 and 4.3.

**Group guidance and counseling sessions**

These are provided through homerooms in some private secondary schools and HEIs, and in a few HEIs where there are guidance counselors and/ or trained peer facilitators.

**Individual face-to-face interviews**

In most PESOs, this is referred to as “career counseling”. In this one-on-one interaction, the PESO staff interviews a job seeker by going over with the latter his/ her NMRF in an effort to find a match between the person and a vacant position.

Guidance counselors in schools and HEIs spend much of their time in one-to-one work with individuals.

**Systematic use of community members such as employers, parents or alumni: for example, as sources of career information or as mentors and role models**
This is a common format for delivering career information to students in the secondary schools and in HEIs. Alumni who are potential employers and/or parents of students are invited during the Career Orientation Week, usually during the last two months of the year, to talk about their careers, e.g. what they do, how they decided on their careers, how they got their first jobs, how they progressed, etc., and to give advice to the graduates in the form of do’s and don’ts.

However, only a very limited number of careers are covered, based on the availability of alumni and/or parents. Usually, only two to three speakers are presented at a time; more often than not, these speakers are not given guide questions or pointers to cover during a 20-30 minute talk.

**Career information libraries**

There is no institution with a career information library. A few secondary schools and HEIs may have a cabinet with open and closed shelves containing local and foreign HEI catalogs, brochures and pamphlets, a few foreign-produced career information materials in some careers, or the old career pamphlets produced in the 1970s by the Career Materials Development Project. In a few COEs, there are open shelves containing HEI brochures and catalogues, books on interviews and resume-writing, a few career monographs on certain occupations and industries, etc.

Some career information is available through the internet, but computers with internet facilities are not accessible to most students in HEIs, even in cities and urban areas. Also, students and college graduates may not know how to access the desired career information.

**Paper-and-pencil self-assessment techniques such as Holland's Self-Directed Search**

Such paper-and-pencil self-assessment instruments are often used in:

- Group guidance programs designed to help students know themselves better.
- Life/career planning workshops designed to help participants to identify their career interests, career anchors, personality traits, inventory of skills, personal and career values, work motivation and the like.

Self-assessment instruments used in career planning workshops are those found in US-published publications such as those of Pfeiffer and Goodstein which give permission to reproduce. These include Richard Bolles' The Quick
Job-Hunting Map (to identify interests), the Personal Style Inventory (an adaptation of the MBTI) which identifies personality strengths and weaknesses, the Life Style Questionnaire, the Work Motivation Inventory, etc.

**Organized workplace or community experiences**

These are not available in any systematic form.
5. STAFFING

In answering this question, please describe differences between staff in the
different settings in which career guidance, counseling and information services are
provided: for example, schools, higher education, community, organizations, public
employment services.

What types or categories of staff are employed to provide career guidance,
counseling, information services in your country (e.g. careers teacher, school counselor,
employment counselor)?

As mentioned in Section 4.1, there is no professional examination to
qualify or to license one to function as a guidance counselor. A look at Annex G
Table 1 shows that guidance and counseling is not one of the 42 listed
professions/occupations for which entrants are required to have passed the
examination given by the Professional Regulations Commission (PRC). The
CHED and the Department of Education (DepEd) do not carry an item for nor
mention the position of a guidance counselor. A guidance counselor does not
have a professional identity, strictly speaking. What this means is that anyone
can be assigned to be a guidance counselor. A common practice in public
secondary schools is to assign a teacher, usually the Values Education teacher, to
be a guidance counselor, and later possibly to require this person to take subjects
in guidance and counseling, either at graduate or at undergraduate level, if
he/she has not already done so. To these “guidance counselors” are referred
problem students requiring discipline. The main bulk of their work consists of
doing the tasks which used to be done by the class advisers.

The BEC in the secondary education has been designed not only to
decongest the secondary curriculum, but also to free the teachers from the many
non-teaching duties they had previously been made to do by their superiors.
Many of the non-teaching activities they have relinquished are now included in
the duties of the guidance counselor.

As noted in Section 4.1, guidance counselors in some public secondary
schools have also acquired the image of a police officer, discipline master and
security guard because these are tasks given to them by the school administrators
who expect them to be the latter’s “eyes” and “ears” in catching students,
teachers and non-teaching personnel who are deviating from the school norms.
These tasks are not easy to reconcile with their professional role of helping
students and seeking their trust.

In addition, they are required to take and to pass the neuro-psychological
tests, in the same way as the school’s other teaching and non-teaching personnel,
in order to assess their mental, emotional and over-all psychological make-up. These tests, which are all paper-and-pencil tests, are administered by the school’s health officers such as the medical doctor or nurse.

So varied and multi-faceted are the non-guidance tasks of guidance counselors that their career guidance role is usually limited to organizing the Career Orientation Week and inviting speakers to talk about their careers at the end of the school year to the graduating seniors. The career guidance activities organized by these guidance counselors during the Career Orientation Week in the last two months of the senior year have been described in Section 4.1.

Guidance counselors in public secondary schools who do not have civil service eligibility as teachers receive a salary usually three levels lower than that of a classroom teacher. Sometimes, a person with a guidance counseling background subsequently takes the civil service examination for teachers in order to be classified as a classroom teacher, even though they work as a guidance counselor.

In HEIs, guidance and counseling is not among the CHED list of auxiliary student services. In some cases – for example, where the college has a mission to develop and promote the total development of students – the administrator will appoint a team of guidance counselors. In the plantilla, they may be classified as “professors” and receive a salary as such, or they may be regarded as academic service personnel. Career guidance is part of their functions. If the guidance counselor has had training in career guidance and career development, career guidance services are likely to be given more attention (see Section 4.2). In many cases, however, guidance counselors are used for other purposes: to give recruitment talks to secondary school students; to help in student selection processes; and to deal with disciplinary problems.

HEIs may also give some faculty members a few hours per week to act as faculty advisors, attending to students' academic, personal and career problems. They usually have had little or no training for this role. In addition, especially in a number of HEIs and SUCs where the counselor and student ratio is high, training selected students to become peer counselors is becoming a common practice. These peer counselors, or junior counselors, are recommended by the faculty on the basis of their emotional maturity and leadership qualities.

There is no formal position of “guidance counselor” or “employment counselor” in the PESOs. Most staff are concerned with matching the information provided by the job-seeker with the requirements of the job vacancy. Only in 11 of the 1,680 PESOs are permanent staff appointed; elsewhere, they tend to be appointed by the local mayor, and to change when the mayor changes. This makes it difficult to develop the professional capacity of the services.
In TESDA, each of the 16 regional training centers is expected to have a person with the position of a “career guidance focal person” who is a college graduate. Their tasks consist of the following:

1. to recruit prospective trainees to training programs by giving talks to graduating high school seniors, usually from the public secondary schools, about the TESDA training programs (this is usually their main task);

2. to screen the applicants by administering and scoring tests on literacy, numeracy, and occupational inclinations;

3. to give orientation to successful applicants;

4. to teach empowerment courses to trainees (these courses consist of work ethics and values development, entrepreneurship, motivation and leadership);

5. to assist trainees to get jobs along the areas of their training and to monitor job placement;

6. to give career counseling on a per-need basis.

How many staff in each of these categories are employed to provide career guidance, counseling and information services in your country (please provide precise data if possible)?

In some of CHED’s Centers of Excellence (COEs) the counselor-student ratio is 1:200-300, with 2-3 counselors per year level. Other COEs have a ratio of 1:700-1,000. The usual ratio in most HEIs is 1:2,000. But in the public sector, the ratio is often 1:3,000-4,000 students, or one guidance counselor for the entire student population.

Much the same is true in secondary schools. The ratio encouraged by accrediting associations for private schools is usually 1:500. In some schools it is lower than this: at Ateneo de Manila High School, for example, it is 1:250; at UP-IS, under 1:200. But at most public schools, it is likely to be much higher.

In TESDA, there is one career guidance focal person in each of the 16 regions, plus a career guidance and placement focal person at institutional level.

What education and training qualifications are different types or categories of staff providing career guidance services required or preferred to have?
In secondary schools, both public and private, a guidance counselor usually has a Bachelor of Science in Education (BSE) or Bachelor of Science in Elementary Education (BSEE) degree, or an AB degree in psychology with 18 units in guidance and counseling, as specified by the Civil Service Commission (CSC). The CSC specifies the minimum qualification of every position in the government service, except the Career Executive Service (CES). To get the salary level of teacher, a non-BSE or non-BSEE graduate assigned as a guidance counselor must have passed the licensing examination for teachers given by the Professional Regulations Commission (PRC).

In the HEIs, the guidance counselor is required by both CHED and the Civil Service Commission to have a master's degree in Guidance and Counseling or a master's degree in Psychology or in Education with at least 18 units in guidance and counseling at graduate level.

To date, there are 91 HEIs granting a master's degree with a major in guidance and counseling. Most of these lead to an MA in Education. Fifteen of them are in the NCR. There is even one state college, the Eulogio “Amang” Rodriguez Institute of Science and Technology (EARIST), that grants an MA in Education with a major in career guidance and counseling. But most of the courses give only limited attention to career guidance, which is often only one of a series of electives. Those with doctoral degrees, e.g. PhD or EdD, sometimes become heads of their institutions. When they do, they tend to actively support the guidance and counseling services in their institution, hire professionally trained guidance counselors and provide a budget for these services.

Short units on guidance and counseling are included in all teacher training.

Staff in the PESOs are college graduates, but very few have a background in psychology or in guidance and counseling. There is as yet no formal recognition of a separate role for employment counselors. Many PESO staff have received only basic in-house administrative training (usually 1-2 weeks) or none at all. Some may have taken seminars of 2-3 days in guidance and counseling offered by professional associations such as the Career Development Association of the Philippines (CDAP) and the Philippine Guidance and Counseling Association (PGCA), or by other bodies. It is common practice in government agencies to have a staff member who has attended an external training program to conduct an “echo” seminar to colleagues who had no chance to attend the training.
In the TESDA regional centers, a college degree, preferably in guidance and counseling, or in psychology or education with units in guidance and counseling, are preferred to be a career guidance focal person.

Where qualifications are required, is it government or a professional association that requires them? Please describe the relevant professional licensing bodies.

The professional licensing body in the Philippines is the Professional Regulations Commission (PRC). But as noted at the beginning of this section, there is no licensure examination for guidance counselor: guidance and counseling (and psychology, for that matter) is not among the 42 professions (which include Teacher Elementary or Teacher Secondary) for which passing a licensing examination given by the PRC is required for practice.

A bill seeking to professionalize the practice of guidance and counseling has been pending in the Congress of the Philippines for the past 30 years. It is expected to be passed by both Congress and Senate this year. It has so far failed to get priority attention from legislators, largely due to lack of a strong political advocate. This proposed bill would require a minimum of a master’s degree in guidance and counseling and passing a licensing examination by the Professional Regulations Commission in order to qualify as a guidance counselor in the secondary schools and in HEIs.

The Civil Service Commission specifies the qualifications for the position of “guidance counselor” in the secondary schools and HEIs, both public and private.

What, typically, are the types of competencies (or knowledge and skills) that these different types or categories of workers are expected to have?

The competencies expected of a guidance counselor are the following:

- Emotional competencies
  - Self-awareness of strengths and limitations
  - Emotional maturity; stability under stress
  - Interest in students and in their total development
  - Compassion; empathy; sensitivity to unspoken messages
  - Patience; high degree of frustration tolerance
  - Interpersonal skills, i.e. must be able to relate well with students, their parents, teachers, school administrators, etc.
  - Speaking assertively
  - Leadership skills; influencing skills
  - Persuasive skills
  - Negotiation skills
• Technical skills
  - Testing: administration and interpretation of various tests and assessment tools
  - Group dynamics and group process skills
  - Writing reports
  - Conceptualizing programs

• Management skills
  - Planning
  - Organizing activities

• Teaching skills
  - Designing teaching modules
  - Guiding students towards the most appropriate path in life
  - Presentation skills

The TESDA career guidance focal person is also expected to have some of these competencies. The PESO staff too must exhibit emotional and technical competencies.

How are the competencies or knowledge and skills of personnel providing career guidance and counseling and information services changing, and why? What is being done to meet those changing knowledge and skills needs?

There is a need now for guidance counselors to be computer-literate. They also need to have networking skills and the ability to build linkages with HEIs, with companies that might participate in Job/Career Fairs and provide placements for graduates, with local government units such as the municipal and city government for use of community resources, etc. Another very important skill for guidance counselors is marketing, i.e. how can they make their target clientele see the need for their services and decision makers see and appreciate their value to the institution. The need to update, enhance and improve their knowledge and skills motivates some guidance counselors to pursue master’s or doctoral programs, and to attend seminars and workshops organized by professional associations, sometimes at their own expense.

In the PESO, the staff do not generally have the motivation to pursue a graduate program in guidance and counseling or to attend seminars and workshops in career guidance and counseling, unless they have access to government funds which can be difficult to obtain.

What opportunities exist for staff to update themselves?
In addition to formal courses, guidance counselors get credit for attending seminars and workshops conducted by professional associations such as CDAP, PGCA and the Psychological Association of the Philippines (PAP) (see below). They must be willing to spend their own financial resources if they cannot get institutional resources or government funding. As stated above, professional development is usually self-initiated.

Please provide details of any professional groups, bodies or associations for those providing career guidance and counseling services in the country.

The main professional association exclusively concerned with career guidance is the Career Development Association of the Philippines (CDAP). It is a non-government not-for-profit organization, set up in 1977 as the Philippine Vocational Guidance Association for the purpose of promoting research, enhancing the professional growth of its members in the areas of career guidance and counseling, continuously updating the professional and technical competencies of its members, and assisting members to design and install career development programs and provide career guidance services in their respective institutions. It has a total membership of about 1,500, of whom 200 are active in attending national conventions and learning sessions. About 70% are guidance counselors and counselor educators from HEIs and SUCs, 15% are heads of HEIs and SUCs, 10% are from the government sector such as TESDA, and 5% are from the private business organizations. The development of CDAP has already been described in Section 2. It sometimes organizes and offers training programs in career guidance and counseling.

Other organizations that provide opportunities for professional growth of guidance counselors and counselor educators are:

- **Philippine Guidance and Counseling Association (PGCA)** – the largest professional association of guidance counselors, counselor educators and guidance teachers. PGCA aims to promote the practice and teaching of guidance counseling in the private and public sectors. It has an estimated 3,000 members, of whom about 1,000 are active. About 50% of its membership is made up of counselor educators from HEIs and SUCs; about 40% are guidance counselors in HEIs and SUCs; and about 20% are guidance counselors from the public and private secondary schools.

- **Psychological Association of the Philippines (PAP)** – a professional association of practicing psychologists, researchers and those teaching psychology in the HEIs, both public and private. PAP aims to promote research in psychology, to advance the science of psychology in the Philippines and to enhance and promote professional growth and practice of its members. It has a membership of about 1,300, of whom 400 are considered active members. About 45% are faculty in psychology from
private HEIs who may also be engaged in private psychological practice; 35% are from public HEIs and SUCs; while 20% are guidance counselors from the public and secondary schools with a psychology background.

- Philippine Association of Counselor Educators and Researchers and Supervisors (PACERS) - which promotes the continuous professional development of its members and encourages research in guidance and counseling. PACERS has an estimated 850 members, of whom about 200 are active. Nearly 60% are guidance counselor educators; 30% are in testing and research; and 10% are counselors. Most of its members are graduates of the master’s programs in guidance and counseling of De La Salle University, which has been a COE in counselor education and training.

- Manila Guidance Association - a professional association of guidance counselors from the public secondary sector to promote the professional development of its members. Membership in this organization has dwindled and interest has waned with the implementation of the BEC.

- PESO Association of Metro Manila - an association of PESO managers in the NCR. Similar associations exist in other regions. There are plans to merge them into a national association.

- Personnel Association of the Philippines (PMA) - an association of those working in HRD roles within companies.

Trade Unions

There are no unions among guidance and counseling practitioners. However, guidance counselors in the primary and secondary public schools who are also teachers may be members of the Philippine Public School Teachers Association (PPSTA). They may, in addition, become members of local teachers’ unions.
6. CAREER INFORMATION

Is comprehensive information available on the following topics (see below)?

In the Technical Background Paper No. 3 on Higher Education in the Philippines, R.K. Johanson cites Tan who had written in 1995 about the efficacy of higher education in the Philippines, stating that one of CHED’s key functions is to collect, analyze and disseminate information about the system of higher education (11). With a proliferation of HEIs, students and their parents have only a very rough idea about their programs, the quality of their instruction, and the employability that can be expected from enrolling in their programs. With so little information, students are not able to identify and choose the HEI that will maximize the returns on their investment.

In a similar vein, students and their parents are unlikely to be able to choose the most appropriate career options from the many occupations listed in the Philippine Standard Occupational Classification (PSOC) when they do not have information about careers and occupations and labor market information in the Philippines. This explains why they tend to choose the popular careers, leading to the mismatch situations described in Section 1, or to choose those that can lead to overseas employment.

There are five kinds of information to help people make the most appropriate choice of a career at whatever stage of development they are in:

- Information about self (interests, personality, strengths and weaknesses, mental abilities, aptitudes, other abilities and skills, motivation, personal values).
- Information on training and education, what curriculum will provide the knowledge and skills, in what TVET, HEI or SUC and where are their locations, tuition and fees.
- Career information – a set of tasks describing a career or occupation; what the tasks require in terms of mental abilities, aptitudes, skills, interests and personality and how the career can satisfy a person’s work motivation and values; education and training required and where to get them; working conditions (such as working with data, with people, manipulating objects); amount of co-ordination with others, extent of decision-making required, reports to be made (how many and how often), equipment and machines used, and environments (working inside an office or field work); employment and career advancement opportunities (where and at what level); potential income; etc.
• Labor market information, i.e. what occupations/careers are currently in high demand and those for which there is little demand, who are the employers, and what industries are in need of these occupations and at which levels.

• Projected manpower requirements for the next 3-5 years: which skills, at which levels (operators, technical and professional) and which industries will require them.

These five kinds of information are required for an effective delivery of career guidance services by competent guidance staff with professional training in career guidance.

Students currently do not have access to all the above information. Most schools do not have testing programs to encourage self-assessment; where they do, testing may be optional and/or given only to students who request it. The few schools that have systematic testing programs do not have comprehensive career information and have little or no access to labor market information. Talks by people about their careers may be limited and even flawed due to the resource person’s limited experiences. Any information about the labor market tends to be historical, rather than future-oriented. Whatever labor market information is available from DOLE is not student-friendly, and not accessible to students and parents or even to guidance counselors.

Based on the above criteria of comprehensive career information, the detailed answers on the items listed are as follows:

a) Post-secondary education and training opportunities

Lists of college programs are available on the CHED website (www.ched.gov.ph) but largely for administrative rather than consumer choice purposes. For detailed information, intending students are dependent on the brochures produced by individual HEIs. Most schools have only a limited range of such brochures, and so promote only a limited range of colleges.

The information available on post-secondary education and vocational training provided by TESDA is usually available in bulletin boards or in the guidance office. Such information is not comprehensive enough. HEIs and SUCs have their own individual brochures which are not available and accessible to students and their parents.

b) Occupations
The Philippine Standard of Occupational Classification (PSOC), which was published in 1992, lists 10 major occupational groups ranging from government officials and professionals down to unskilled workers.\(^9\)

Since 1992, many changes have taken place. Many new occupations have emerged and some old ones have disappeared. The publication has been updated and the revision is currently available in electronic copy.

The PSOC is not available in most school libraries, and so is not accessible to students or their parents. No work has been done to prepare career information linked to the PSOC, designed for use in career decision-making, along the lines of that produced earlier by the CMDP (see below).

The TESDA National Institute of Technical and Vocational Education Training (NITVET) has published 12 pamphlets entitled “Industry Career Handbooks” which cover occupations and career paths within the 12 priority industry sectors identified by the government’s National Economic Development Authority (NEDA): Agriculture and Fisheries; Communication, Information Technology and Electronics; Construction; Decorative Crafts, Furniture and Fixtures; Garments; Health, Social and Other Community Development Services; Land Transportation; Maritime; Metals and Engineering; Processed Food and Beverage; and Tourism. These pamphlets have a limited circulation, and are designed mainly to be used in training centers and school-based TVET schools.

The Science Education Institute has produced three pamphlets: on careers in Science, Engineering and Agriculture.

c) Job vacancies

Students go to the PESO in their respective municipalities and cities to get information on job vacancies submitted by companies. Information may be seen on bulletin boards or obtained if they attend Job Fairs or visit websites like the following:

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\(^9\) The PSOC is based on the 1988 International Standard Classification of Occupations (ISCO) of the International Labor Organization. The Classification Standard Division of the National Statistical Coordinating Board modified and adapted the ISCO to reflect national conditions and requirements. The draft went through steps of revision by an inter-agency Technical Committee for evaluation. After this, it was submitted to the Executive Board for approval prior to publication.

www.CareerNext.com – A career resource for job seekers to search, compare and apply for jobs online. Job seekers can create a personalized management homepage with access to many advanced features.

www.hirefilipino.com – To help Filipinos find jobs abroad, with an employer and job candidates section.

www.brentoverseas.com – To help recruit and deploy positions like nurses, IT professionals, engineers, marketing co-ordinators, administrative assistants, waitresses, domestic helpers and nannies, etc.

See Annex K for other on-line resources.

d) Likely future labor market trends

The Bureau of Labor and Employment Statistics of the DOLE provides historical data about the current and the past employment, unemployment and underemployment situation. Some PESOs may also produce local information about labor market needs.

Previously, NMYC provided information on projected market trends in technical, vocational and professional skills. Currently, TESDA provides future labor market trends in middle-level technical and vocational skills. There is now no agency that provides future labor market trends on professional skills.

None of the information available is produced in a form designed to be used in career decision-making.

Who is responsible for collecting and distributing this information?

No agency has replaced the Career Materials Development Project of the De La Sale University which used to be funded by NMYC (which was subsequently replaced by TESDA). The CMDP was closed in 1980 due to discontinuation of government funding by NMYC. The CMDP was described in Section 2.

Neither is career information available in PESOs. What PESOs have is information on job vacancies and what the requirements are in terms of
education and training, work experience, skills, gender, physical attributes (height, facial characteristics, etc.) and some personality traits (can work long hours, can work well with people, etc.)

What is the public sector's role in producing career information? Which ministries are responsible for its production? How is it produced? Is it produced from the national level or at a regional/provincial level? Does government legislate to control how information is classified, distributed and stored?

The GOP, through the DepEd, CHED and TESDA, does not acknowledge and recognize the value of comprehensive, valid, accurate and timely career information in helping students and adults choose the most appropriate career paths. The GOP is only interested in job creation, job retention, etc. As such, there is no policy regarding career guidance. Thus the answers to the above questions are:

- Public sector's role in producing career information – None.
- Which ministries are responsible for its production – None.
- How is it produced – Not applicable.
- Is it produced from the national level or at a regional/provincial level – Neither.
- Does government legislate to control how information is classified, distributed and stored – No.

What form does career information take (e.g. comprehensive printed guides; individuals/leaflets or information sheets; CD-ROM; Internet-based services)? What client groups is it aimed at (e.g. school students; tertiary education students; public employment service clients; the general public)? What methods are used to gather it?

The TESDA pamphlets (see above) have glossy colored front and back illustrated covers. Each pamphlet measures 8 ½" x 11" and has 20 pages. The information in the pamphlets was taken from interviews with a sample of professionals working in the industry such as agriculture, tourism, maritime, etc.

Internet-based services may be accessible to some, but on a limited range of occupations.

In a few cases, locally-made career information developed through the initiative of the guidance staff of a particular school or HEI may be available in the form of individual leaflets or information sheets for use only by the students of the school or college.
What steps are taken to ensure that it is user-friendly and oriented to user needs?

Whatever is available has not been field-tested in the way the CMDP materials were field-tested in the 1970s to samples of students and guidance counselors to get measures of comprehension and usefulness in decision-making.

How is it typically distributed (e.g. to schools and tertiary institutions; through career information centers; through public libraries; through community organizations)?

See above.

What role does the private (both for-profit and not-for-profit) sector in providing career information? Please give examples and an indication of the size and nature of such provision in relation to publicly-provided information.

The private sector does not provide career information.

Has government sought to increase the role of the private sector in providing career information (e.g. by contracting out the production of material)?

No.

What kinds of labor market data are included in career information (e.g. data on unemployment rates and earnings; data on regional variations in employment and unemployment for particular occupations; results of course satisfaction and graduation employment surveys)?

These kinds of data are not included.
7. ASSURING QUALITY

Please describe the steps, if any, that the government has taken to maintain and increase the quality of career guidance, counseling and information services.

The GOP has not taken any step to fund the development of career information materials since the closure of CMDP in 1980. Neither has it, through DepEd, CHED and TESDA, taken steps to improve the quality of career guidance services. Its two main concerns and the focus of the allocation of its scant resources are: to provide primary and secondary education and TVET, and to ensure jobs are available to the products of HEIs and SUCs and of TVET, as well as to other youth and adults in need of jobs.

Do standards exist for the delivery of career guidance, counseling and information services? How and by whom were these developed? What status do they have? Do they differ between providers?

There are no existing standards for the delivery of these services in the secondary schools, SUCs and HIEs, TESDA training centers and the TVET schools. The quality of these services where they exist depends on the training, resourcefulness and creativity of the guidance counselor and/or guidance staff and their skills in getting their administration’s financial and moral support for these services.

Do standards exist for the competencies required by the career guidance, counseling and information services staff? If so, how and by whom were these developed? What status do they have? Do they differ between providers?

As noted in Section 5, the Civil Service Commission specifies the qualifications of guidance counselors in schools and HEIs.

In many secondary schools, public and private, the hiring of guidance counselors is not based on competencies but on having a college degree with some units in guidance and counseling. In most HIEs, having a master’s degree with at least 18 graduate units in guidance and counseling is an acceptable requirement.

CHED has not created a Technical Panel to review and evaluate the curriculum for the master’s program in guidance and counseling as it usually does with other curricular programs.

Do any guidelines exist on information quality standards to help group such as tertiary education, industry association and individual enterprises in producing career information?
No such guidelines exist because no such industry, association and individual enterprises have made attempts to produce career information on their particular industry.
8. THE EVIDENCE BASE

What information is available about the extent to which career guidance, counseling and information services are used? What is known about differences in levels of use and access as functions of factors such as: socio-economic status and family background; geographical location; gender; age; educational level; and levels of disadvantage? Have access and usage levels changed over time?

There are no research data to show the number of students who have received guidance (educational and career) and counseling (psychological and career) in the secondary schools and HIEs, whether public or private.

Data exist on the number of individuals using services offered by the PESOs (see Annex J Table 1).

How is the level of community need and demand for career guidance, counseling and information services established (e.g. by use of surveys rates of service usage, waiting lists)? What is known about the expectations that clients have of services?

No data are available on these matters.

What criteria are normally used to judge the benefits or outcomes of career guidance, counseling and information services?

There are no empirical data to show directly the benefits or outcomes of career guidance services.

As noted in Section 1, many college graduates get jobs in areas that are not related to their course in college (see Annex F Table 2). Among the products of TVET, whether in TESDA training centers or school-based, only a little over 50% of trainees get jobs in the same field as their training.

In PESOs, the criteria used are two-fold: in the case of college graduates, the number of job seekers getting jobs in their areas of specialization; in the case of undergraduates, the number of successful person-job matches. Every PESO in the 16 regions in the Philippines has reports to show the number of successful hires, the number of those referred to TESDA training centers, the number of job seekers etc. in their data base if they have an on-line matching service. It does not have qualitative reports to show if the job-person match is the most appropriate one based on a person’s interests, personality, abilities and aptitudes, skills and abilities, needs and values.
Please provide details of any recent (last five years) studies that have been conducted of:

- The costs of providing career guidance, counseling and information services
  - No studies have been conducted.

- How costs vary as a function of the type of service delivered and the characteristics of clients?
  - No data are available on this.

- How the outcomes or benefits of career guidance, counseling and information services relate to their costs?
  - No data are available on this.

- How the benefits or outcomes of career guidance, counseling and information services are related to the type of service provided and the characteristics of clients?
  - No data are available on this.

Please provide details of any recent studies or pilot projects that have been designed to provide insight into: the impact of careers services on individuals career choices; the ability to use career information; the impact of services upon the development of a learning society.

No data are available on these either.

Do any research centers specialize in career guidance, counseling and information services? Do they specialize in evaluative or policy studies? Do they mainly focus upon guidance methods and techniques?

No research center exists with such an area of specialization.

How useful has government found the work of research centers in developing policy for career guidance, counseling and information services?

No data are available on this matter.

Has government taken steps to increase the evidence base for career guidance, counseling and information services through support for relevant research centers?

The GOP gives no such support.
9. LEADERSHIP

9.1 Key Stakeholders

Here the aim is to gather information on the roles played by some stakeholders other than government ministries in influencing the provision of career guidance, counseling and information services.

- **Employer Organizations**

What role do employer organizations play in articulating the need for improvements in, or in regulating/funding career guidance, counseling and information services (e.g. by issuing reports on career guidance provision; by participating in advisory and co-ordination bodies; by contributing funds for career guidance, counseling and information services; through providing employee leave to take part in career guidance; or through participation in program management committees)?

The Employer Confederation of the Philippines (ECOP) does not have any stake in the delivery of career guidance services. Installation and implementation of a career development system is regarded as being an individual organization’s initiative and prerogative.

A few enterprises specify the standards by levels in an occupation, with each level defined by increasing measures of competencies. Aside from ensuring that the curriculum of relevant training provision is competency-based, the enterprise also evaluates the qualification of the trainers, the facilities and equipment of the TESDA training center or the school-based TVET.

The 10 major industries\(^{10}\) used to have Industry Boards that provided inputs to the training curriculum of NMYC as well as performance standards. But since TESDA was formed, these industry boards no longer perform this role. Private individuals from some of the boards assist TESDA in developing a competency-based training curriculum so that those who finish the TVET programs will be the highly skilled middle-level manpower technicians required to fill technical and skilled jobs in the industry. Unfortunately, many of the highly skilled get jobs abroad and live there.

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\(^{10}\) The Philippine Standard Industrial Classification Code (PSICC) lists 10 major industry classifications as follows: banking; construction and real estate; financial intermediary/insurance; manufacturing services; transportation, cargo, store; utilities (water, power, telecom); wholesale and retail trade; maritime; and tourism, hotel and restaurants. This was published in 1994 by the National Statistical Co-ordinating Board.
What initiatives do employer organizations take to help provide career guidance services for students and other non-employees (e.g. involvement in career information programs in schools and tertiary education; participating in career fairs and exhibitions; producing career information)?

Often without conscious awareness that they are participating in career guidance services, employer organizations take the following relevant initiatives:

- Setting up booths during Job/Career Fairs in schools or in the community, posting a list of job vacancies and qualifications required for each vacant position, and giving out company brochures, job application forms, etc.

- Accepting to be the site for on-the-job training/practicum for third-year students to enable them to apply their classroom training, be exposed to the work environment and interact with workers of all levels.

- Holding campus recruitment of potential employees.

While profit is the goal of all business organizations, they are at the same time contributing towards the development of human resources.

- **Trade unions**

  Do trade unions play a role in articulating the need for improvements in, or in regulating/funding, information, guidance and counseling services (e.g. by issuing reports on career guidance provision; or by participating in advisory and co-ordination bodies, or in program management committees)?

  Trade unions ensure and safeguard the well-being of the industry in these times when the major forces of change -- globalization, financial and political crises, emerging technologies, etc. -- are altering the size, shape and financial success of companies in the industry. They are also concerned with safeguarding and promoting job security and tenure, health benefits, education and employment benefits, and financial increments of salaries and wages of those working in their industry.

  In general, trade unions do not work for the individual career advancement of their members. This is regarded as being a matter for the individual member with their own employer.

  What initiatives do trade unions take to help provide information, guidance and counseling services for people other than their members (e.g. involvement in
career information programs in schools and tertiary education; participating in career fairs and exhibitions; or producing career information)?

No such initiatives or activities are undertaken.

- **Other stakeholders**

Please describe any ways in which policies encourage other stakeholders -- such as parents, association of students, alumni, community organizations, educational institutions or the end-users of services -- to play a role in information, guidance and counseling services (e.g. through roles that are expressed in legislation, through policies to contract service provision to non-government organizations, through membership and advisory bodies, through membership of program management committees).

No such policies have been developed.

### 9.2 Co-ordination

What mechanism, if any, exist for co-ordinating information, guidance and counseling services: between different ministries; between different levels of the government; between government and other parties such as employers, trade union, the private sectors, and community groups; between services for youth and adults; and between the different agencies to provide services?

There is no mechanism for co-ordination and collaboration between DOLE, DepEd, CHED, SUCs and TESDA in the area of career information and guidance. Each one functions independently of the others. Strategic and technical committees have been formed between DepEd, CHED and TESDA in relation to lifelong learning and other matters, on the initiative of the Social Development Committee of the National Economic Development Authority, but they have not so far given any consideration to career information and guidance issues.

In tertiary education, there is a lot of duplication and competition in curricular offerings between CHED-supervised HEIs and SUCs, which receive the main bulk of the government’s education budget. SUCs are independent of CHED. Each SUC deals directly with the Office of the President of the Philippines; most of them are politician-driven, and enjoy the political patronage of whoever is in power.

What barriers exist to co-ordination of services and networking among providers?
Reasons for the lack of teamwork could include: lack of clear vision on the part of the government; the roles of each government institution not being communicated and understood by the other institutions; systems and processes of communication and collaboration not being defined; and the absence of positive interpersonal relationships.

\section*{9.3 Strategic Leadership}

Which bodies currently exert most influence over the development of career information, guidance and counseling provision?

There is no agency that currently exerts influence over the development of career information, guidance and counseling provision. None of the three main agencies involved – DepEd, CHED and TESDA – have policies governing the development and delivery of career guidance services, specifying the competencies of guidance counselors, or approving a competency-based curriculum for the master’s and doctoral programs in guidance and counseling.

Guidance and counseling as a profession in the Philippines has not yet come of age. The CDAP, PGCA and PAP and other similar professional organizations need to work together as a team to seek professional status, gain enough visibility and leverage to earn government recognition and funding support for the professional development of their members in response to the needs of their clientele.

If such provision is to develop further in the future, from which bodies might leadership be expected to come?

A co-ordinating body is needed which can bring together DepEd, CHED and TESDA, as well as securing close collaboration with employers and trade unions and with CDAP and PGCA. Unfortunately, no such agency exists at present.

Is any new body/mechanism needed within your country to provide strategic leadership in your field?

What is needed is an effective workable model in which there is collaboration, co-operation and teamwork between the government institutions tasked with the education and training of the country’s citizens cited above, working together with CDAP and PGCA, propelled by a common vision of developing a globally competitive Filipino workforce that desires to stay in their country in order to develop it and make it grow into newly industrialized country (NIC) status.
10. CONCLUSIONS AND RECOMMENDATIONS

10.1 Conclusions

That the Philippines has a highly educated manpower is evidenced by the following facts mentioned in Section 1:

- thousands of secondary schools produce millions of graduates going into higher education;
- thousands of HEIs and SUCs produce hundreds of thousands of college graduates every year.

It is expected that a highly educated manpower will propel the country to successful economic performance and that this will directly benefit individuals, particularly professional and technical workers, in the form of higher earning capacity and a better quality of life:

“High social rates of return estimated in many developing countries indicate that investments in higher education contribute to increase in labor productivity and higher long-term economic growth, which are essential for the reduction of poverty” (8).

The Medium-Term Higher Education Development and Investment Plan 2001-04 published by CHED quotes a study of the World Bank that “reveals that the development of higher education is correlated with economic development. High participation rates in higher education are positively linked with the levels of economic progress of various countries” (8). CHED sees the need to “balance the trade-off between measures aimed at increasing access to higher education and policies meant to improve the quality of higher education” (8).

However, the following further facts from Section 1 should also be considered:

- Many Filipinos go into TVET or higher education courses that will ensure their living and working overseas.
- Many college graduates go into careers that do not use their training and areas of specialization
- Many college graduates take jobs for which they are overqualified.

The Philippines cannot move forward and become a newly industrialized country (NIC) if the youth do not pursue the kinds of careers/occupations that are in demand in the country but instead seek to enter occupations in which
there is an over-supply, because of lack of information about many other careers they could also pursue, or because they take courses that will lead them to overseas jobs. More than a third of college graduates are in business or business-related courses, in contrast to the economy's needs for middle-level technicians and scientists. There are many taking nursing, but their minds and hearts are often set on employment in the USA, while the Philippines experiences an acute lack of nurses in its industries and in hospitals. The Philippines also produce thousands of teachers and IT professionals who prefer to work abroad.

The mismatch situation has not been addressed by the educational system. While the elected officials that run the government talk of NIC-hood, they, in the same breath, continue to accelerate deployment of Filipino workers to work overseas, sometimes in jobs that do not enhance the dignity of the Filipino race. Examples are college graduates and teachers working as domestic helpers in Hong Kong and Singapore, or working as entertainers (“japayuki”) in Japan; licensed engineers working as construction workers in the Middle East; medical doctors working as nurses in US hospitals; and accountants working as caregivers.

Improved career guidance represents an important preventive strategy in relation to the mismatch problem. A globally competent and competitive workforce can only be developed if the youth are deliberately and actively assisted in identifying career options and choosing the most appropriate career and the relevant training and educational programs in line with this chosen career.

Young Filipino students in the secondary schools cannot make these choices effectively by themselves alone, pressured as they are by parents or influenced by peers, fashion or rumor. They need the assistance of guidance counselors with training in career guidance and counseling, who can utilize career information and labor market information in order to bring objectivity and realism to students’ choices.

10.2 SWOT Analysis

A. Strengths

1. A cadre of guidance counselors in schools and colleges, most of whom have graduate degrees or are pursuing graduate programs.

2. A network of public employment services (PESOs) with potential for further development.
3. Some strong examples of good practice, some of world class standard, mainly in elite schools and universities.

B. Weaknesses

1. The lack of career guidance services in the public secondary schools, exacerbated by the side-effects of the recent introduction of the Basic Education Curriculum.

2. The limited nature of career guidance services in many universities and colleges.

3. The weak professional standards within PESOs, the high turnover of their staff, and their focus on short-term job-placement goals.

4. The lack of attention to career development within most companies and other employers.

5. The paucity of basic information on educational opportunities, on occupations, and on labor market demand, designed for use in career decision-making.

6. The limited opportunities for most students to explore the world of work in an active way.

7. The excessive focus on psychometric tests, many of which have not been validated for use in the Philippines, and for most of which there is little or no evidence of predictive validity in relation to career choices.

8. The limited attention to career guidance within the training of guidance counselors.

10.3 Recommendations

A. Government structures

1. A high-level Government Advisory Committee should be established, from DepEd, DOLE, CHED, TESDA and other relevant government agencies, as well as from the private sector and other stakeholder groups, to develop a co-ordinated national strategy for career information and guidance in the Philippines, using the present report as a resource document.

2. This tripartite ("tri-focalized") committee formed by DepEd, CHED and TESDA in relation lifelong learning and other issues (see Section 9.2)
should be encouraged to consider the relevance of career information and guidance to its concerns.

3. DepEd and DOLE should each appoint a senior official to be responsible for developing policies in relation to career information and guidance.

B. Career information

1. As a high priority, work should be started on developing a comprehensive Career Information System for the Philippines, to include comprehensive information on post-school education and training opportunities, on occupations, and on projected future labor market demand. This system should be made publicly accessible on the Internet. Funding should also be provided to enable appropriate parts of the system to be published and widely disseminated in the form of handbooks, pamphlets and leaflets. The system, and the associated publications, should be regularly updated.

2. Parallel to TESDA’s manpower planning work on projected demand and supply of vocational and technical skills, CHED should do the same – in association with DOLE – for professional skills. All such information should be incorporated into the Career Information System (see recommendation B1 above).

3. TESDA should prepare materials on successful people with a TVET background for primary and secondary schools so that students will develop positive attitudes towards vocational and technical careers.

4. All such career information should be made available in an open-access form in all schools, colleges and universities, PESO offices, and other relevant outlets.

C. The education sector

1. Steps should be taken to secure immediate passage of the bill (see Section 5) to professionalize the practice of guidance and counseling in schools and HEIs, with the Professional Regulation Commission providing a government examination for the licensure of guidance counselors.

2. At least one “guidance counselor” should be included in the plantilla and budget of all schools at primary and secondary levels. Where possible, the ratio of guidance counselors to students should be no more than 1:500. In addition, Values Education teachers should be appointed as guidance teachers to work with the guidance counselors. Pilot schemes should also be encouraged to appoint one of the guidance counselors to operate as a specialist career guidance counselor.
3. Systematic provision should be made within the primary school curriculum, and within the Makabayan part of the new Basic Education Curriculum, for helping students to appreciate how being in the most appropriate career benefits the person, society and country, to engage in self-exploration and career exploration, and to develop career management skills. The resources of the Revitalized Homeroom Guidance Program (RHGP) should be adapted and updated for this purpose. The core of such provision should be within Values Education, but opportunities should also be sought for including career-related elements in Social Studies, in Technical and Livelihood Education, and in other subjects, including the four core subjects.

4. Pilots should be set up to develop education-business partnerships through which students in primary and secondary schools can be welcomed into offices, plants and laboratories for visits and, where possible, for work experience and shadowing, so that students are exposed to work environments and to people in different occupations.

5. CHED should include in its policies, standards and guidelines clear and specific standards for HEIs and SUCs regarding guidance and counseling staff and the provision of career guidance and job placement programs, counseling and information services. Guidance and counseling staff should have the full status of faculty members. They should not have responsibilities for admissions work comprising involvement in promoting their institution or in student selection processes. These standards should be reflected in all voluntary accreditation systems for HEIs and SUCs.

6. Consideration should be given to linking college placement offices to the PESO network.

D. The employment sector

1. In the PESOs, a formal status should be established for the roles of placement officer and employment counselor, with appropriate qualification requirements for each.

2. The staff of PESOs should be given permanent positions, rather than being temporary political appointees, in order to build their professional capacity.

3. DOLE should continue to encourage employers and trade unions to support career development services for employees.
E. Professional and staff development

1. The main professional associations in the field of career guidance, including CDAP, PGCA, PACER and others (see Section 5) should explore ways of developing closer co-operation, possibly through the formation of a federation body which might include regular meetings of the presidents of the associations to harmonize their efforts.

2. CHED, in consultation with the relevant professional associations such as CDAP and PGCA, should review the required educational background, work experience and competencies for the position of guidance counselor, and the curriculum for the master’s programs on guidance and counseling.

3. Greater attention should be given to career education and guidance, to knowledge of the labor market, and to presentational, networking and brokerage skills, in the training of guidance counselors.

4. Greater attention should be given to career education and guidance in the guidance modules which are included in the training of all teachers.

5. New master’s courses should be encouraged focusing specifically on career guidance, designed to prepare graduates for roles as career guidance counselors in schools and colleges, as employment counselors in PESOs, or (possibly) as HRD staff within companies.

6. Support should be given to all involved in career guidance work to engage in continuous professional development, in order to update their skills and their knowledge of the labor market.
ANNEXES

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Table 1 Unemployed Persons by Area, Sex, Age Groups and Highest Grade Completed, 2000-02.

Table 2 Summary Statistics on Underemployment.

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REFERENCES


# APPENDIX A

## MEMBERS OF THE NATIONAL STEERING COMMITTEE

<table>
<thead>
<tr>
<th>Name/Surname</th>
<th>Organization</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Isabel F. Inlayo</td>
<td>Commission on Higher Education (CHED)</td>
<td>Director</td>
</tr>
<tr>
<td></td>
<td>Office of the Student Auxiliary Services</td>
<td></td>
</tr>
<tr>
<td>2. Mrs. Agripina Zafra</td>
<td>TESDA</td>
<td>Executive Director</td>
</tr>
<tr>
<td>3. Ms. Maria Teresa Soriano</td>
<td>Department of Labor and Employment</td>
<td>Executive Director</td>
</tr>
<tr>
<td></td>
<td>Bureau of Local Employment</td>
<td></td>
</tr>
<tr>
<td>4. Mr. Jimmy Bacamante</td>
<td>Makati Employment Assistance Office</td>
<td>Chief</td>
</tr>
<tr>
<td>5. Mr. Leo L. Espino</td>
<td>PESO, Las Piñas</td>
<td>Manager and President</td>
</tr>
<tr>
<td></td>
<td>PESO Association in Metro Manila</td>
<td></td>
</tr>
<tr>
<td>6. Mr. Eduardo Caligner</td>
<td>Ateneo de Manila University, High School</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>7. Mrs. Chit Concepcion</td>
<td>Ateneo de Manila University, College Placement Office</td>
<td>Department Director</td>
</tr>
<tr>
<td>8. Dr. Elvira Irene Ramos</td>
<td>Career Development Association of the Philippines</td>
<td>President</td>
</tr>
<tr>
<td>10. Dr. Conchita Umali</td>
<td>Philippine Guidance and Counseling Assoc.</td>
<td>Past President</td>
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APPENDIX B

VISIT PROGRAM

Saturday, 31 May 2003

16:00 – 20:00 Initial project team meeting

Monday, 2 June 2003

10:30 – 12:00 Meeting with Officials & Staff of the Bureau of Local Employment: Executive Director Theresa Soriano

13:30 – 15:30 Meeting with Officials of the Commission on Higher Education: Chairman Bro. Rolando Dizon, Outgoing Chairman Dr. Ester Garcia, Director Jean Tayag, Director Isabel Inlayo, Director Catherine Castaneda

16:00 – 17:30 Meeting with Officials & Staff of the Department of Education: Secretary Edilberto de Jesus, Asst. Secretary Teodoro Catinding, Ms. Lu Peralta

Tuesday, 3 June 2003

07:30 – 08:45 Meeting with Undersecretary Manuel Imson of the Department of Labor and Executive Director Theresa Soriano of the Bureau of Local Employment and International Labor Studies

09:00 – 10:30 Visit to Mini Job Fair at the PESO Makati City Municipal Hall

11:00 – 12:30 Visit to University of Makati (public tertiary institution)

14:30 – 17:00 Meeting with Officials of Technical Skills Development Authority (TESDA): Director Pina Zafra, Mr. Reynaldo Dantes. Visit to Women’s Centre Skills Training Workshops
Wednesday, 4 June 2003

09:00 – 11:00 Visit Job Fair at TESDA Training Center in Las Piñas City
11:45 – 12:30 Visit to La Salle Greenhills (private secondary institution)
13:30 – 15:00 Visit to Ateneo de Manila University (private tertiary school)
15:15 – 16:00 Visit to Ateneo de Manila High School (private secondary school)
16:15 – 17:30 Visit to UP Integrated School (public secondary school)

Thursday, 5 June 2003

09:00 – 15:30 Seminar with key stakeholders and with the National Steering Committee
16:00 – 18:00 Project team meeting

Friday, 6 June 2003

08:00 – 10:00 Debriefing with key policy-makers: DOLE, DepEd, CHED, TESDA, CDAP & PGCA