

Chapter 10

Accelerating Human Capital Development

The Regional Development Plan (RDP) recognizes human development as an essential element of inclusive growth. It considers human development not just as an end in itself but also as means to an end (i.e. as means to reduce income poverty).

Equalizing opportunities for human development is the key to transforming economic growth to inclusive growth. It enables every member in society to participate in, contribute to, and benefit from the economic growth, regardless of individual circumstances.

This chapter discusses the region's plan for accelerating human capital development by improving access to quality social services and to full, productive and decent employment. It elaborates on the strategies that will be pursued by Central Visayas in order to address the challenges that curtail the capacity of individuals to participate in the development process and to earn decent income.

Assessment and Challenges

Human Development as a Fundamental Right

Human development can only be fully realized if health care and basic education services are adequately provided. Health care and education are part of every Filipino's fundamental right as enshrined in the 1987 Philippine Constitution.

Indicators for health care suggest that Central Visayas made significant progress in the delivery of some health services including child health care but failed to improve delivery of service in other areas most notably maternal health care. Although child health care improved significantly,

malnutrition among children remains prevalent. The National Nutrition Survey (NNS) in 2013 showed that 23 out of 100 children in the region aged 0-5 years old were malnourished.

Gaps in access to quality basic education have also persisted. For one, Central Visayas failed to achieve universal access in primary education. For another, it fell short of its target to extend schooling years of students to complete at least 10 years of basic education. Achievement rates in both elementary and secondary education were likewise below target.

Table 10.1 shows the performance of the region on some indicators of access to quality health care services and education.

Evolving health concerns and reforms in the country's educational system pose greater

Table 10.1 Selected Indicators on Health and Education, Central Visayas

INDICATORS	PREVIOUS PLAN/ MDG TARGET	ACTUAL ACCOMPLISHMENT 2015
HEALTH & NUTRITION		
Maternal mortality ratio per 100,000 live births	15.0	62.1
Infant mortality rate per 1,000 live births	11.3	6.4
Under 5 mortality rate per 1,000 live births	18.2	12.1
Child malnutrition	16.9	23.1 ^{1/}
EDUCATION		
Net enrolment rate in kindergarten	100.0	77.7
Net enrolment rate in elementary	100.0	97.1
Net enrolment rate in junior high school	70.0	74.3
Completion rate in elementary	100.0	88.5
Completion rate in junior high school	78.0	75.3
Cohort survival rate in elementary	100.0	91.5
Cohort survival rate in junior high school	83.0	83.1
Achievement rate in elementary	75.0	72.2 ^{2/}
Achievement rate in junior high school	62.0	52.8

1/ Actual 2013

2/ Actual 2014

Sources: Department of Health 7 and Department of Education 7

following the implementation of the K-12 Program in SY 2015-2016, is expected to put more pressure on efforts to increase cohort-survival and completion rates in secondary education. The argument of some sectors that the additional two years in senior high school would only be an added burden to students and parents alike is yet to be disproved when the K-12 Program is fully implemented and its impact on enhancing employability of high school graduates becomes evident.

Likewise, the emergence of new diseases and the surge of lifestyle-related diseases including those resulting from substance abuse and extreme stress have posted additional threats to the region's efforts to improve the health status of its constituents.

As Central Visayas strives to improve the health and educational status of its constituents, it must pursue strategies that will address the issues affecting the delivery and utilization of health care and educational services. Among the challenges that the region must confront in its pursuit for universal access to quality health care and basic education are the following: a) socioeconomic constraints including generally low capacity of the region's constituents to avail of education and health services; b) lack of accessibility to facilities, especially in the rural areas; c) inadequacies of service providers in terms of quantity and quality of services; and (d) inadequacies of current education and health systems to meet the needs of segments of the population vulnerable to marginalization or exclusion, including indigenous peoples and people with disabilities.

Human Development as Means to Reduce Income Poverty

The region's agenda to reduce poverty entails the enhancement of human capital to facilitate absorption of workers in full, productive and decent jobs.

In 2011-2015, the region was able to bring its employment rate close to the plan target of at least 93.6 percent annually on the average. The average employment rate of Central Visayas during the period was 93.5 percent (*see Figure 10.1*).

Despite the region's success in generating over 400,000 jobs in the last five years, 28 out of 100 people in Central Visayas remain poor. Underemployment also persisted, averaging 18.2 percent in 2011-2015. This is mainly because the jobs that were generated failed to satisfy the

requirements to substantially raise individual income. Almost half (49%) of the workers that were absorbed by the region's labor market during the period went to the construction, wholesale/ retail trade, and agriculture sectors, which do not provide full employment or guarantee higher income for workers (*see Table 10.2*).

The challenge therefore, is to transform its employment structure by improving labor access to industries that provide full employment and decent pay. The manufacturing industry, which is known to absorb less-educated workers and pay its employees higher wages than other sectors¹, is among the region's target industry for employment (*see Figure 10.2*).

Along this effort, the region has to develop its human capital through relevant education and training. It also needs to improve employment facilitation services so that qualified workers can take advantage of available job opportunities in the target market.

Figure 10.1 Employment Rate in Central Visayas, Target vs Actual: 2011-2015



Source: Philippine Statistics Authority and Central Visayas RDP 2011-2016

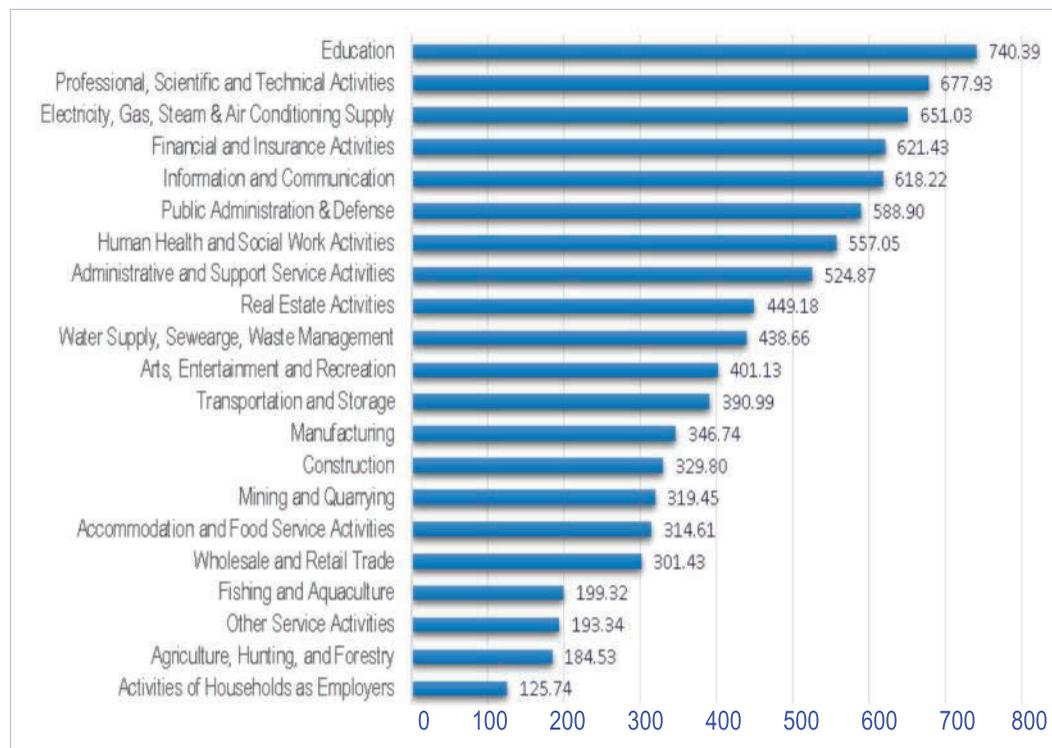
¹ Celia M. Reyes et al., "Regional Integration, Inclusive Growth, and Poverty: Enhancing Employment Opportunities for the Poor," *PIDS Research Paper Series 2014-01*: 23.

Table 10.2 Average Daily Basic Pay of Top 10 Job Generators, Central Visayas, 2011-2015

INDUSTRY GROUP	NO. OF JOBS GENERATED (NET OF LOSSES)	AVERAGE DAILY BASIC PAY (In PhP)
Construction	82,000	329.80
Wholesale and retail trade, repair of motor vehicles & motorcycles	70,000	301.43
Agriculture, hunting and forestry	61,000	169.22
Manufacturing	45,000	343.97
Accommodation and food service activities	39,000	295.20
Administrative and support service activities	34,000	504.38
Other Service Activities	34,000	189.23
Transportation and Storage	20,000	369.23
Education	16,000	714.67
Public administration and defense, compulsory social security	15,000	559.79

Source: Philippine Statistics Authority

Figure 10.2 Average Daily Basic Pay of Industries, Philippines, 2014



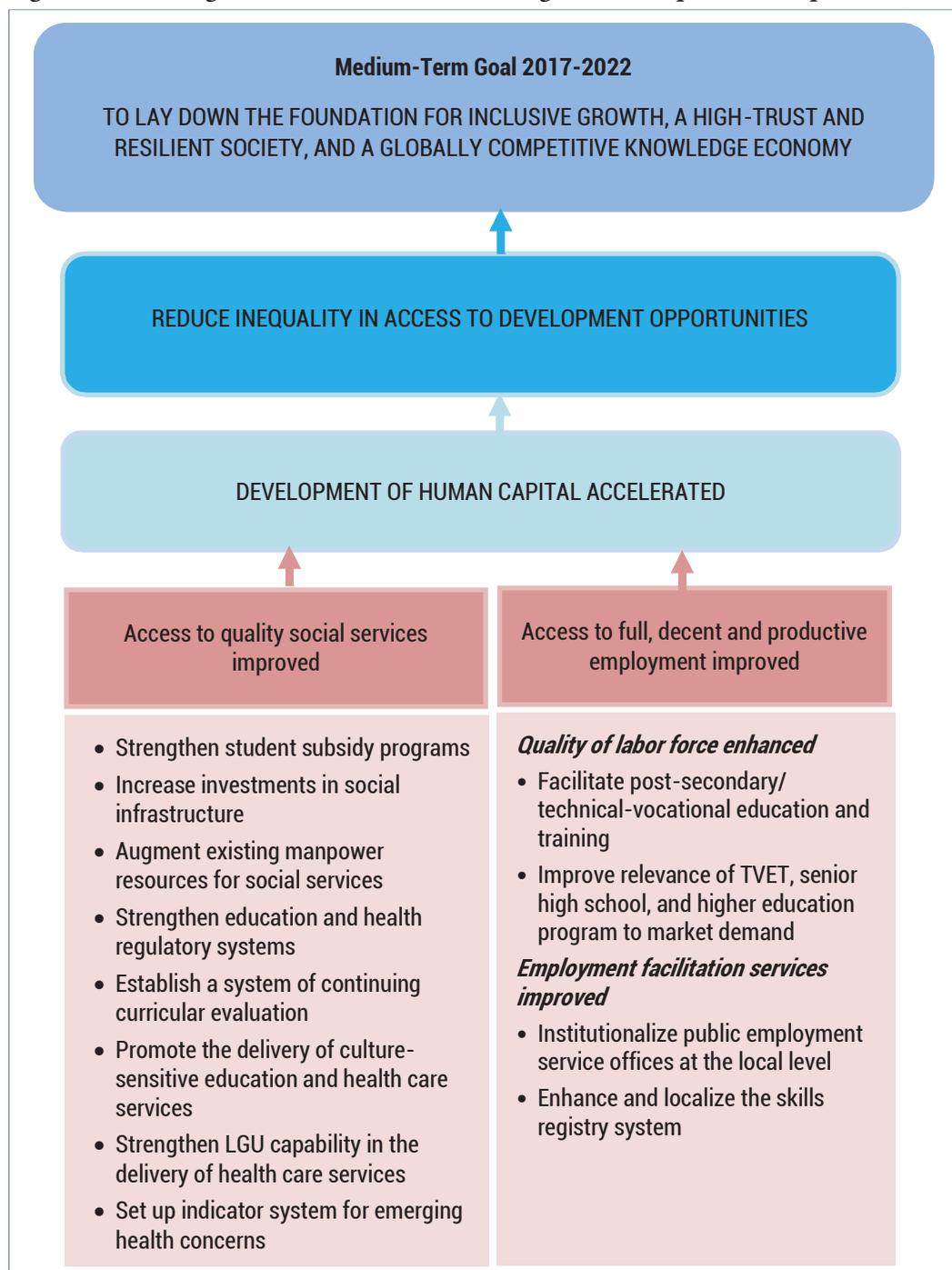
Source: Philippine Statistics Authority

Strategic Framework

Central Visayas aims to accelerate human capital development. In particular, it seeks to reduce inequality in opportunities for human development by improving access to full,

decent, and productive employment and to quality social services particularly, health care and basic education.

Figure 10.3 Strategic Framework for Accelerating Human Capital Development



Targets

Table 10.3 shows the indicators and corresponding targets for improving human development outcomes.

Table 10.3 Targets on Improving Access to Quality Health Care, Nutrition and Basic Education Services and Access to Full, Decent and Productive Employment

INDICATORS	BASELINE (2015)	END OF PLAN TARGET (2022)
Improving Access to Quality Health and Nutrition Care		
Maternal mortality ratio per 100,000 livebirths	62.07	53.5
Infant mortality rate per 1,000 livebirths	6.39	5.00
Under 5 mortality rate per 1,000 livebirths	12.06	9.60
Child malnutrition rate	23.10 ^{1/}	
Improving Access to Quality Basic Education		
Net enrolment rate in kindergarten	77.7	83.0
Net enrolment rate in elementary	97.1	99.0
Net enrolment rate in junior high school	74.3	85.0
Completion rate in elementary	88.5	92.0
Completion rate in junior high school	75.3	80.0
Cohort survival rate in elementary	91.5	95.0
Cohort survival rate in junior high school	83.1	87.0
Achievement rate in elementary		
Proportion of students moving towards mastered, closely approximating mastery, and mastered ^{2/}	68.7	80.0
Proportion of students moving towards mastery	3.3	2.5
Achievement rate in junior high school		
Proportion of students closely approximating mastery	0.01	0.2
Proportion of students moving towards mastery	17.9	19.8
Proportion of students at low mastery	7.5	4.5
Improving Access to Full, Decent, and Productive Employment		
Employment rate (%)	94.0	96.0-96.3
Underemployment rate (%)	18.4	16.0-18.0
Poverty incidence among employed	26.5 ^{2/}	

Notes: ^{1/} Based on 2013 Survey

^{2/} Based on 2012 poverty estimates for basic sector

Sources : Department of Health 7 and Department of Education 7

² Mastery level Categorization - mastered (96-100%), closely approximating mastery (86-95%), moving towards mastery (66-85%), average mastery (35-65%), low mastery (15-34%), very low mastery (5-14%), absolutely no mastery (0-4%)

Strategies

Improving Access to Quality Social Services

Strengthen Student Subsidy Programs. Towards this end, the RDC-Social Development Committee (SDC) in collaboration with the Department of Education (DepEd) shall prepare a concept paper, the coverage of which shall include the Education Service Contracting Scheme for junior high school and the Voucher Program for senior high school. The policy paper shall assess existing guidelines in the granting of subsidies to high school students under the two programs for example and come up with recommendations on how to implement the program more equitably and effectively.

Increase investments in social infrastructure. The region will increase investments in educational and health facilities, giving priority to underserved and unserved areas in the construction of

elementary/secondary schools, day-care centers, health centers, hospitals, and water and sanitation facilities. Construction of classrooms for senior high school will also be given priority. (*see Chapter 19*)

Under this strategy, the region will ensure that special requirements of PWDs and IPs are integrated in the design of social service facilities.

Augment existing manpower resources for social services. DepEd shall fast-track the filling up of teacher positions to support the full implementation of the K-12 program. Central Visayas has 2,262 slots for senior high school teachers in public secondary schools and only half of this has been filled up as of November 2016. It shall also fast-track the hiring/ deployment of teachers in schools that do not or barely meet the standard teacher-pupil ratio. (*see Table 10.4*)

As part of initiatives to address inadequacy of social services personnel in LGUs, the region,

Table 10.4 Priority School Districts for Hiring/Deployment of Teachers

ELEMENTARY		SECONDARY	
Bohol	Bien Unido; Talibon I & II; Ubay I (Northeast), II (East), and III (Southwest); Getafe	Bohol	
Cebu	Alcoy; Asturias; Badian; Balamban I & II; Bantayan I & II; Barili I & II; Borbon; Carmen; Compostela; Consolacion; Cordova; Daanbantayan I & II; Dalaguete I & II; Dumanjug II; Liloan; Madridejos; Medellin; Mingalnilla I & II; Pinamungahan I & II; San Fernando; San Francisco; San Remegio II; Santa Fe; Sibonga; Tuburan I & II; Cebu City North District 3, South District I, South District II, South District 3, South District 4, South District 5, South District 6, and South District 7; Carcar City I & II; Naga City I, II & III; Danao City East, North, South, and West; Lapulapu City East, North, South and West; Mandaue City Central, North, South, and West; Talisay City I, II and III; Toledo City East, North, South, and West	Cebu	Danao City; Lapulapu City
Negros Or.	Basay (Sub-District); Canlaon City; Siaton East	Negros Or.	Bayawan City; Guihulngan City

through the Central Visayas RDC, shall push for the amendment of the provision in the Local Government Code that limits the budget for personal services so that local government units could increase the plantilla positions for social services. It shall also lobby for the updating of the Philippine Human Resource for Health (PHRH) Master Plan (2005-2030), which serves as framework to support PHRH development in the country. Likewise, it shall lobby for the institutionalization of the Human Resource for Health Network (HRHN), which was established by the Department of Health (DOH) based on the recommendations of the Philippine HRH Master Plan. The HRHN serves to address the lack of structure in the country solely devoted to HRH development.

Table 10.5 shows the priority health personnel for hiring by LGUs.

The RDC shall likewise push for the conduct of a study on how to address the shortage of medical personnel in DOH (i.e. doctors, midwives, medical technologists, and dentists) for deployment to the LGUs. At present, the DOH has difficulty attracting medical professionals because they are only hired under job order arrangements. A possible strategy worth considering to address the said problem is to revive the Pinoy MD scholarship program.

Strengthen education and health regulatory systems. The region shall lobby and support policies that would strengthen the regulation of healthcare and basic education providers. The

Social Development Committee of the RDC in collaboration with the DepEd shall prepare a policy proposal on improving the mechanism for evaluating the quality of service delivery of elementary/ secondary schools. Achievement rates of individual schools can be used to gauge performance in terms of providing quality education to students. A third party evaluator may be employed to ensure credibility of evaluation results.

For the health sector, the DOH shall strengthen its regulatory function by expanding its pool of technical experts within the bureaucracy that can handle the areas of quality assurance of health care and certification, conformity testing and the monitoring of health products, or products that can affect health.

Establish a system of continuing curricular evaluation. The DepEd shall establish a system of continuing curricular evaluation and reform to make the basic education curriculum responsive to the educational realities of the country and the demands of a rapidly changing market conditions including the emergence of new ICT-based services. At the very least, reforms in the basic education curriculum are needed to strengthen the critical thinking, creative, and problem-solving skills of students. They are also necessary to ensure that secondary level education (i.e junior and senior high school) curricula are relevant to skills/competency requirements of industries. All stakeholders including local school boards shall be involved in the process of curricular change.

Table 10.5 Priority Health Personnel for Hiring by LGUs

HEALTH PERSONNEL	STANDARD	EXISTING RATIO
Medical Technologists	1:20,000	1:47,114
Sanitary Inspectors	1:20,000	1:25,506
Physicians	1:20,000	1:28,341
Dentists	1:50,000	1:51,367

Source: Department of Health 7

Under this strategy, the RDC shall prepare a concept paper in collaboration with DepEd on how to enhance the quality of classroom instruction in public school system. It shall likewise propose the conduct of an evaluation on the impact of Mother Tongue Based-Multilingual Education (MTB-MLE) implementation on the quality of basic education in the country.

Promote the delivery of culture-sensitive education and health care services. The Central Visayas RDC shall monitor through the SDC the implementation of DepEd Department Order No. 62, s. 2011 in the region. In particular, the RDC shall monitor the hiring, deployment, and development of teachers under the Indigenous People (IP) Education Program. Section 15d of the said department order provides for the strengthening of the hiring, deployment, and continuous development of teachers and learning facilitators in the implementation of the IP Education Program.

The RDC shall also monitor the implementation of DOH-NCIP-DILG Joint Memo Circular No. 2013-01, which governs the delivery of basic health services for Indigenous Cultural Communities/ Indigenous Peoples in the region.

Strengthen LGU capability in the delivery of health care services. The DOH shall intensify the conduct of trainings for LGU health personnel to enhance their capacity to respond to emerging health concerns and effectively carry out their responsibilities. Among the priority areas for capability building programs of LGU health personnel are the following: emerging diseases, rehabilitation of victims of substance abuse, and reproductive health.

Regular monitoring of substance-abuse victims shall be undertaken by the LGUs for a period of at least 6 months to ensure full rehabilitation. To support the implementation of community-based drug rehabilitation programs, the DOH shall provide the LGUs with drug testing kits to be used for daily monitoring of drug users who have surrendered to authorities.

Under this strategy, the RDC shall push for the establishment and operationalization of Inter-local Health Zones (ILHZ). An ILHZ is any form of organized arrangement for coordinating the operations of an array and hierarchy of health providers and facilities, which typically includes primary health providers, core referral hospital and end-referral hospital, jointly serving a common population within a local geographic area under the jurisdiction of more than one local government. It allows LGUs to cooperate in order to improve access of their constituents to a range of health services despite limited resources.

Set up indicator system for emerging health concerns. DOH shall be assisted in setting up an indicator system for emerging health concerns. The indicator system shall facilitate a more comprehensive monitoring of the region's performance in health service delivery.

Improving Access to Full, Decent and Productive Employment

Enhancing Quality of Labor Force

The region will ensure that its labor force including the prospective ones will have access to education and training that will enable them to qualify in jobs that provide full, decent and productive employment.

Facilitate post-secondary/technical-vocational education and training. Scholarship and financial assistance programs are means to facilitate skills acquisition through education and training. They serve as vehicles especially for the financially challenged but highly motivated individuals to pursue higher/specialized education and training.

To facilitate completion of tertiary education of government scholars, the region through the RDC shall push with the Unified Student Financial Assistance System for Tertiary Education (UniFAST) Board the granting of full scholarship to all beneficiaries of scholarship programs under the UniFAST law. The RDC shall also work for the adherence to the priority courses in the grant

of scholarships under the UniFAST law. This means that scholarships will only be granted to those enrolled in the priority courses of the region.

To facilitate qualification of IPs in scholarship programs, particularly for Technical and Vocational Education and Training (TVET) courses, the National Commission on Indigenous Peoples (NCIP) shall coordinate with the Technical Education and Skills Development Authority (TESDA) for the issuance of a joint memorandum, providing special guidelines in the granting of scholarships to IPs.

Efforts to refocus the scholarship programs in post-secondary education to the region's priority courses shall be complemented with measures to ensure that courses relevant to the region's priority industries are offered in public Higher Education Institutions (HEIs) and training institutions for TVET. Initially, the region's stakeholders have recommended the offering of courses that support the following sectors: a) agri-fishery; b) agri-business; c) agro-industry; d) tourism (particularly SCUBA diving); e) IT-BPM; f) semiconductor and electronics; g) automotive; h) other manufacturing industries; i) food processing (including food technology); j) logistics; and k) general infrastructure (particularly civil engineering for the Province of Siquijor).

Under this strategy, TESDA shall likewise endeavour to increase the number of training providers in the region, making sure that qualifications that lack or have no providers will be adequately filled up. As much as possible, TVET training centers shall be established in unserved or underserved areas or LGUs shall be assisted in inviting mobile training providers to implement programs in areas located away from the training centers.

Among the qualifications that need additional providers are the following: fashion designing (NC III); events management (NC III); automotive servicing (NC III and NC IV); furniture making (finish) (NC II); instrumentation and control (NC II, NC III and NC IV); mechatronics servicing (NC II and NC III); visual graphic design (NC III); programming (NC IV), 3D and 2D animation (NC III); electrical installation and maintenance (NC III); shielded metal arc welding (NC III and NC IV); flux-cored arc welding (NC III and NC IV); submerged welding (NC II); plumbing (NC III); computer numerical control machining (NC II) (lathe and milling); housekeeping (NC III); front office services (NC II); fiber optics; and photo voltaic (PV)/ system installation.³

To facilitate entry to and completion of students in tertiary education, the region shall work on the improvement of achievement rates in lower level (senior high school) education (*refer to section on Access to Quality Social Services*).

Improve relevance of TVET, senior high school, and higher education program to market demand. DOLE shall collaborate with industry associations in the formulation of a Human Resource Development (HRD) Roadmap for Central Visayas that would outline the skills needs of industries in the region. The Roadmap can be used by the Commission on Higher Education (CHED), DepEd, and TESDA in developing regular school programs or specialized training programs. It can also serve as basis for redesigning the curriculum of courses offered by educational/training institutions in the region. In this way, industries in the region are able to participate in the development of training curricula to ensure that their human resources requirements are substantially met.

³ National Certificate or NC is issued when a candidate has demonstrated competence in all units of competency that comprised a Qualification. The qualification levels are: National Certificate I (NC I) - performs routine and predictable tasks and works under supervision; National Certificate II (NC II) - performs prescribed range of functions involving known routines and procedures; National Certificate III (NC III) - performs wide range of skills and works with complexity; National Certificate IV (NC IV) - performs a wide range of applications and have responsibilities that are complex and non routine. Assessment may be done through any of the following: demonstration/observation with oral questioning, written test, third party report, and portfolio and work projects.

CHED, TESDA and DepEd shall also ensure the alignment of course offerings as well as facilities of schools and training institutions in the region to DOLE's HRD Roadmap. Programs that would respond to emerging occupations/skills requirements shall be developed and provided adequate facilities while programs for obsolete occupations/ skills requirements shall be phased out.

Among the emerging jobs identified in the HRD Roadmap of the Department of Labor and Employment (DOLE) are the following: a) aerospace engineers with green enhanced skills; b) automotive engineering technicians; c) fuel cell engineers; d) fuel cell technicians; e) robotics engineer and technicians; f) electronic commerce specialist; g) electromechanical engineer; h) electric vehicle driver; i) commercial and industrial designers; and j) skills that meet the demand for shipbuilding and retrofitting works for disaster resilient infrastructure and delivering renewable energy. The HRD Roadmap also classified the following jobs as obsolete and will no longer be relevant in the next 6 years: (a) in-bound customer service representatives and structured tasks; (b) legal transcription; and (c) manual engineering drawing.

As a strategy to encourage training institutions to upgrade their facilities or acquire relevant training equipment, the RDC shall work for the provision of tax incentives to TVET institutions in the acquisition of said equipment.

TESDA shall likewise regularly update the assessment package for various tech-voc qualifications to ensure that they remain relevant to industry needs.

Under this strategy, CHED, TESDA and DepED shall adopt a policy that would intensify partnership of schools with industry to facilitate industry immersion of trainers/ teachers and students alike. Industry immersion would expose teachers and students to actual workplace situations and provide them practical learnings

that could not be obtained under normal classroom setting.

As part of efforts to prepare the region's educational system to the emerging skills requirements of industries, CHED, TESDA, and DepEd shall take advantage of the scholarship programs to develop a pool of qualified trainers/instructors particularly for emerging skills. Among others, Trainers Methodology Level I shall be given priority for scholarship grants to trainers/instructors.

Improving Employment Facilitation Services

Efforts on enhancing human capital will be complemented with efforts to improve employment facilitation services. This is to facilitate absorption of qualified labor force in the region's target industries.

Institutionalize Public Employment Service Offices (PESOs) at the local level. Local government units and DOLE shall fast track the institutionalization of PESO at the local level, pursuant to DOLE Department Order No. 157-16. The DOLE shall assist cities and municipalities in the region to enact an ordinance creating their PESOs and provide plantilla positions thereof in accordance with Section 3 of the said Department Order.

The LGUs shall ensure that their PESOs are functional so they can serve as one-stop centers that allow workers and employers to access various employment services such as job and training information, skills assessment and development, counselling, placement, and other services that can be included in the employment programs of local government units.

Enhance and localize the skills registry system. LGUs, through their PESOs, shall establish and maintain their respective web-based skills registry system. For the purpose of establishing and maintaining the database, cities and municipalities in the region shall commission the barangays in

the conduct of survey on the labor force profile of their respective localities. At the very least, the skills registry system of the LGU shall contain information on the educational attainment, employment status, work experience, and skills of the working-age population (15 years old and above).

To facilitate utilization of the Skills Registry System (SRS) by the LGUs, DOLE shall look into the possibility of redesigning the system to make it more user-friendly.

TESDA and DOLE shall also be assisted to enter into an agreement for the development of a Unified Portal for Job Matching (UPJM) that would feature the skills registry databases of both agencies.

Legislative Agenda

To implement and support the strategies, the legislative actions outlined in Table 10.6 are needed.

Table 10.6 Legislative Agenda to Improve Human Capital

LEGISLATIVE AGENDA	RATIONALE
Amendment of Local Government Code Provision Limiting Budget for Personal Services	Section 325 of the Local Government Code sets limits in the annual appropriations for personal services (PS) by LGUs. There is a need to review this particular provision in the LGC which is oftentimes cited as one of the factors that limit the LGUs' capacity to provide adequate manpower for social and other critical services. An adjustment in the PS limitation can allow the LGUs to create plantilla positions for additional manpower in the social sector for the effective and efficient delivery of social services to its constituents.
Institutionalization of the Human Resource for Health Network (HRHN)	This Bill aims to institutionalize the Human Resource for Health Network (HRHN) created by DOH in 2006 to solve and respond to Human Resources for Health (HRH) issues and problems including migration.
Provision of Tax Incentives in the Acquisition of Training Equipment by TVET Institutions	This is to encourage TVET institutions to upgrade their facilities or acquire relevant, modern training equipment.