

*DISCUSSION PAPER SERIES NO. 2019-12*

# **Assessing the Readiness of Filipino MRA-supported Professions To Participate in the Mobility of Skilled Labor in the ASEAN Region: Lessons for APEC Economies**

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## Twin research questions

- Are the Filipino professionals with MRA support ready to participate in the mobility of skilled professionals in ASEAN?
- How can we assure that Filipino professionals are prepared in terms of education, continuing professional education, licensure examinations, experience and others to be comparable with the existing MRAs of each profession?

# Readiness

Filipino professionals are generally comparable with other ASEAN professionals

- Upgraded educational systems (K-12, PSGs)
- Education/Curriculum and Training/CPD
- Assessment and examination (experience)
- Accreditation and certification/licensing
- Research and publications
- *Global nature of professional competency standards makes Filipino professionals are not only ready for ASEAN but for the world.*
- *Certification and licensure requirements in each country, region and profession.*

# Assurance/Sustaining Readiness

## Continuous improvement

- faculty – CPD, research and publications
- curriculum – OBE, PQF/APQF alignment + *global* professional competency standards

## Benchmarking best practices in APEC

- IPD (Curriculum, OJT) → Assessment (Exam, Experience) → CPD
- Mobility factors (marketing, deployment, immigration)
- *Implement a strong quality assurance system in education (AUNQA), professional regulation*
- *Mechanisms for timely response to changes in educational and professional competency standards*

# Recommendations

- Review of *related* regulatory policies and practices (i.e. immigration, laws)
- Follow up study on the uptake of the MRA pathways in different professions
  - Facilitating and hindering factors in each country, region and profession
  - Impact of Industry 4.0 and redefining “mobility”
- Review mechanisms for timely response to changes in the education and competency standards of the professions
  - Cycle time of revisions of PSGs and implementation capabilities of HEIs
  - Cycle time for the revisions of PRC board licensure syllabus and nature of examinations (traditional to OBE/online)
  - Alignment of TESDA curriculum with professional standards

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