



Comments on Building a Future-Ready Workforce

Michael M. Alba, PhD

Far Eastern University Public Policy Center

Outline

- Nitpicking questions
 - Slide 14
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- A national context for the urgency of addressing our learning crisis
- Some stylized facts for incentive design
- PISA for Schools



Nitpicking



PISA 2022: Philippines



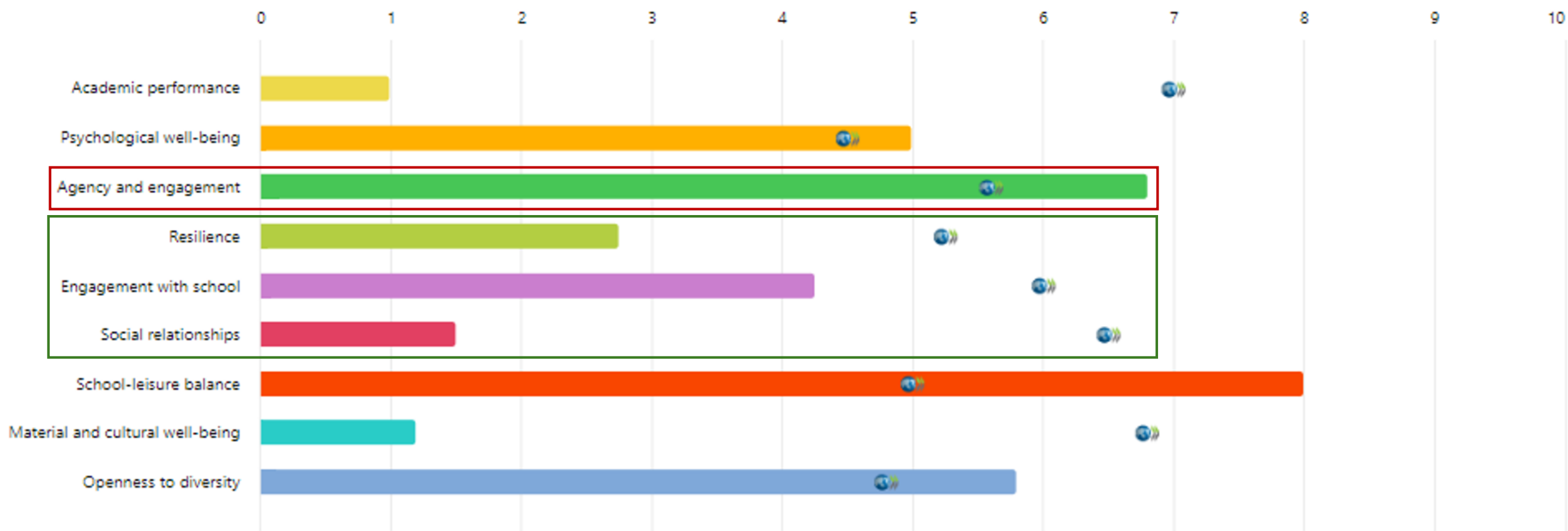
What are Philippines's strengths and areas for improvement

PISA happy life topics

Philippines



Index OECD average



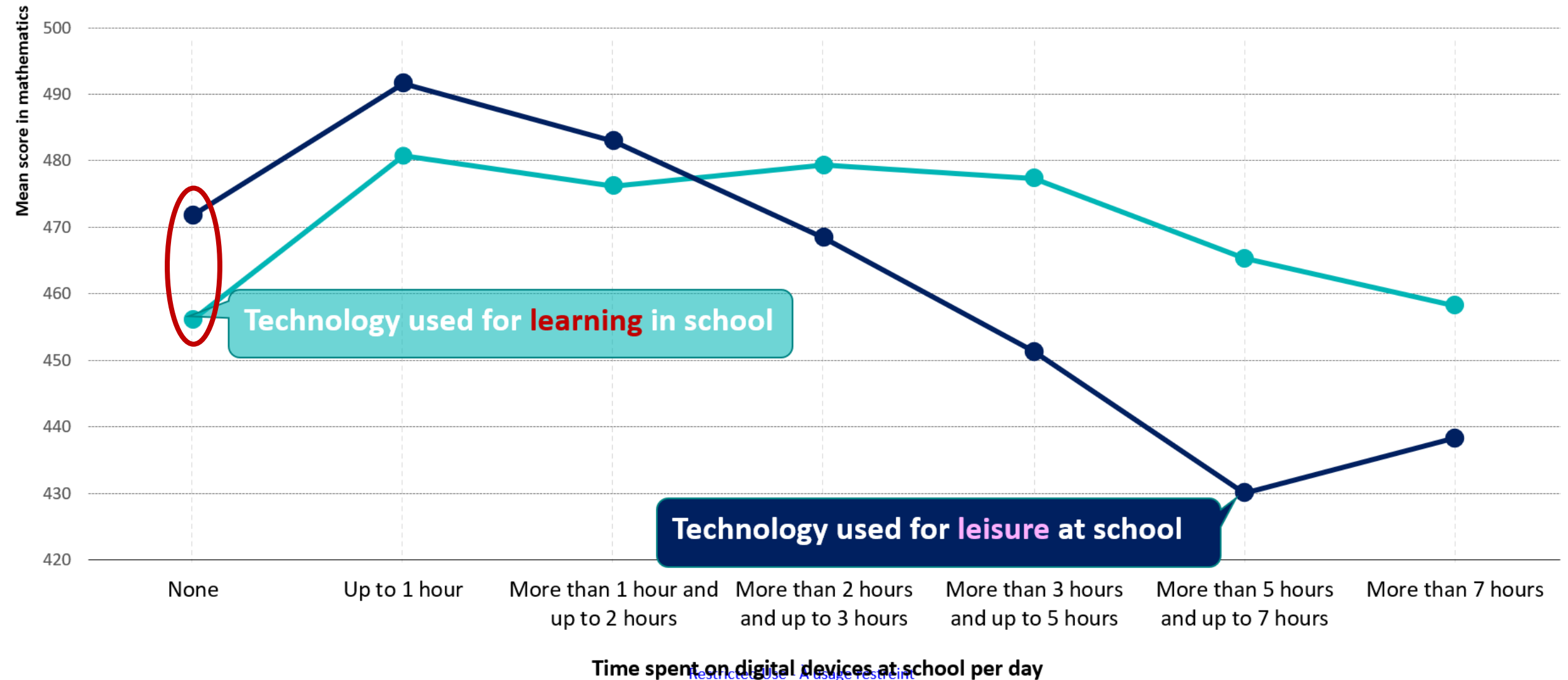
Source: OECD, PISA 2018 Database and PISA 2022 Database.



Time spent on digital devices at school and mathematics performance

Figure II.5.14

Based on students' reports; OECD average



Learning	Leisure							
	$x = 0$	$0 < x \leq 1$	$1 < x \leq 2$	$2 < x \leq 3$	$3 < x \leq 5$	$5 < x \leq 7$	$7 < x$	
$y = 0$	a	b						
$0 < y \leq 1$	c							
$1 < y \leq 2$								
$2 < y \leq 3$								
$3 < y \leq 5$								d
$5 < y \leq 7$								
$7 < y$								

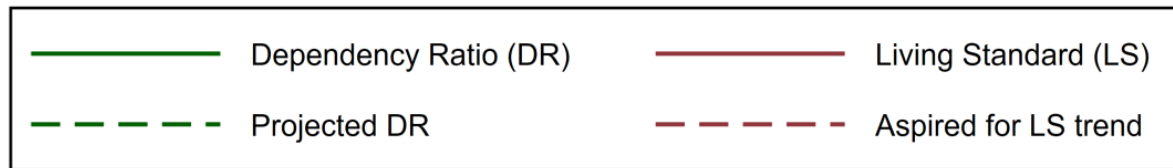
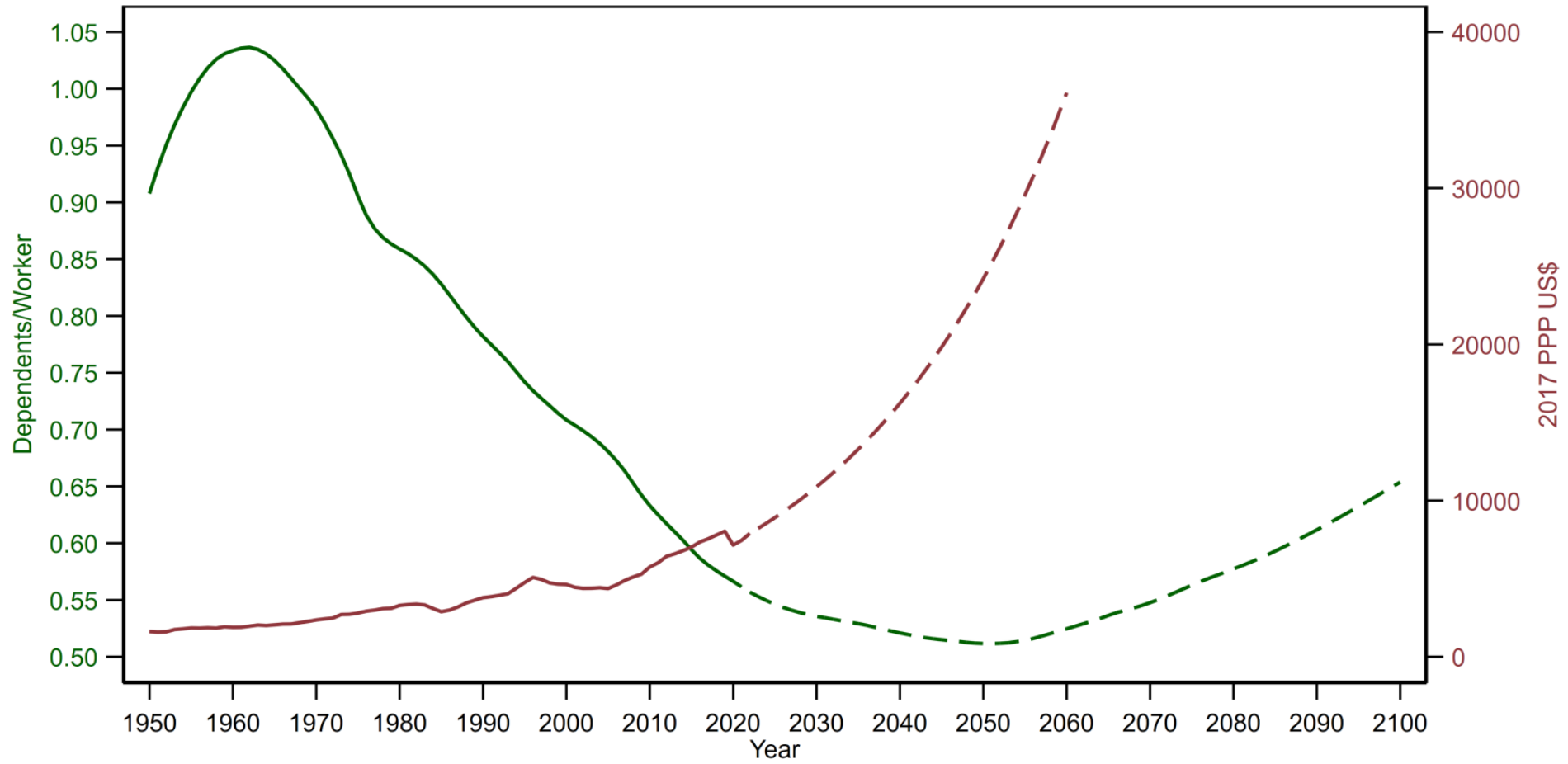
Consider the two variables of interest as a bivariate random variable (X, Y) where

X = hours the devices are used for leisure

Y = hours the devices are used for learning

A national context

maximizing the country's demographic dividend



To maximize its demographic dividend,
the Philippines must build up
a globally competitive workforce,
adept at navigating and adapting to
the disruptive-technology-driven
21st century world

The education sector must be intentional about developing values, big-picture perspectives, and work and life skills in their students.

The socio-economic distribution angle of the demographic dividend for education:
How may quality education be delivered at a price point that SEC D families can afford?

Fleshing out the implications

+
o • How should Philippine education be organized such that its institutions and incentive structures foster the achievement of the societal goals for which education is both a means and an end?

How does a social planner maximize social welfare in this regard?





Some stylized facts for a start

- The societal goals for education are to:
 - develop the country's human capital in breadth and depth to make the Filipino workforce globally competitive and future-proofed against the technological and other disruptions of the 21st century, especially so that the country can maximize its demographic dividend
 - transmit Filipino culture, values, history, and identity to the next generation to ensure the cohesion of Philippine society and inculcate love of country
-

Some stylized facts for a start

- The sectoral welfare-economics objectives of education are to improve:
 - access to education, in general, and schooling, in particular
 - operational efficiency in school administration
 - the distributional equity of schooling opportunities
 - education quality, learning outcomes, and student success

Some stylized facts for a start

- The additional societal roles that higher education institutions are expected to perform are to:
 - confer academic degrees
 - conduct research to push the boundaries of knowledge
 - enhance the economic prospects of its geographic area, not least by taking on the most challenging social problems

Some stylized facts for a start

- There is wide diversity in local conditions and specific missions and aspirations of schools and school districts; teachers, school administrators, and bureaucrats; and students and their families such that a one-size-fits-all policy and administrative framework will not work

Some stylized facts for a start

- Education is rife with market failures
 - Education is a club good

	Rival	Non-Rival
Excludable	Private goods	Club goods
Non-Excludable	Common resources	Public goods

Some stylized facts for a start

Education is rife with market failures

- Education has external or spillover effects
- Education is beset with information asymmetry
 - Education financing needs to contend with moral hazard and adverse selection
 - Education is an experience good
 - The schooling journey is transformative to the extent that the student is engaged in the process

So much more to say, so little time ...

Engaging PISA

PISA for Schools: what it is

- Complete name: PISA-based Test for Schools (PBTS)
- Based on the (official) PISA assessment but designed for use by individual schools, school districts, and other school groupings (public vs. private; urban vs. rural; NCR, rest of Luzon, Visayas, Mindanao)
 - Allows (unofficial) international benchmarking for participating schools even during non-PISA years
 - Affords exploration of good practices: what works in which contexts



PISA for Schools:

what we intend to use it for

FEU as the Philippine service provider for PISA for Schools

- Identify learning gaps in reading, mathematics, and science of FEU students (+ participating Philippine schools)
 - Develop interventions to address these gaps
- Teach FEU teachers to design assessments a la PISA
- Test for the language factor: English vs. Filipino