



11th ADB International Education and Skills Forum

Applying a Fresh Lens to Unlock the Power of Human Capital



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Global Skills Tracker: A Tool for Assessing Skills Demands

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Online Job Advertisement (OJA)

- Refers to **employment opportunities posted on online platforms** and describe vacancies, required qualifications, and preferred skill.
 - ✓ **JobStreet, Indeed, LinkedIn, Mycareersfuture, kalibr**
- **valuable source of near real-time labor market information.**
- **capturing demand** for specific occupations, skills, and qualifications.
 - ✓ Detecting new trends, new skill requirement
- **Complements traditional labor-market surveys**
 - ✓ **Enriching and supplementing** more information (industries, occupations, skills, ...) that **traditional data sources are still limited.**



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Traditional Labor Market Information (LMI)	Real-Time Labor Market Intelligence (OJA)
<ul style="list-style-type: none">▪ <u>Labor Force Survey (LFS)</u> National household survey capturing employment status, occupation, education and demographics (used to monitor labor force participation and unemployment trends)	<ul style="list-style-type: none">▪ <u>Online Job Portals</u> e.g. JobStreet, Kalibrr, LinkedIn Public online job postings providing real-time signals of demand for specific occupations and skills.
<ul style="list-style-type: none">▪ <u>Employer Surveys</u> Collect data directly from firms about vacancies, skills needs, wages, and training practices.	<ul style="list-style-type: none">▪ <u>Company career pages</u> Web data from company recruitment site and job aggregators reflecting sector-specific hiring trends.
<ul style="list-style-type: none">▪ <u>Tracer Studies</u> Follow graduates to assess employment outcomes, job relevance, and school to work transitions.	<ul style="list-style-type: none">▪ <u>Web Scrapping Tools and API Monitoring</u> Automated data collection from job portals or APIs enabling continuous / real time updates.
<ul style="list-style-type: none">▪ <u>Census and Village Level Data</u> Provide periodic, broad demographic and employment snapshots at national/local level. Slow to update and focused on labor supply.	<ul style="list-style-type: none">▪ <u>Skill Taxonomy and Occupation Signals from Job Ads</u> Aggregated indicators of emerging job titles, digital/green skills, and evolving market needs.



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Why Real-Time Labor Market Intelligence Matters

- **Traditional surveys** (LFS, tracer studies) are **retrospective** and **slow** (one or twice per year), **showing past labor conditions**.
- The global economy is shifting fast — **new occupations emerge, others disappear**.
- Governments need **real-time insights** to *make the numbers match* between education outcomes and labor demand
- **Online job advertisements** provide a **big-data lens** to track evolving skills, sectors, and regional demand.

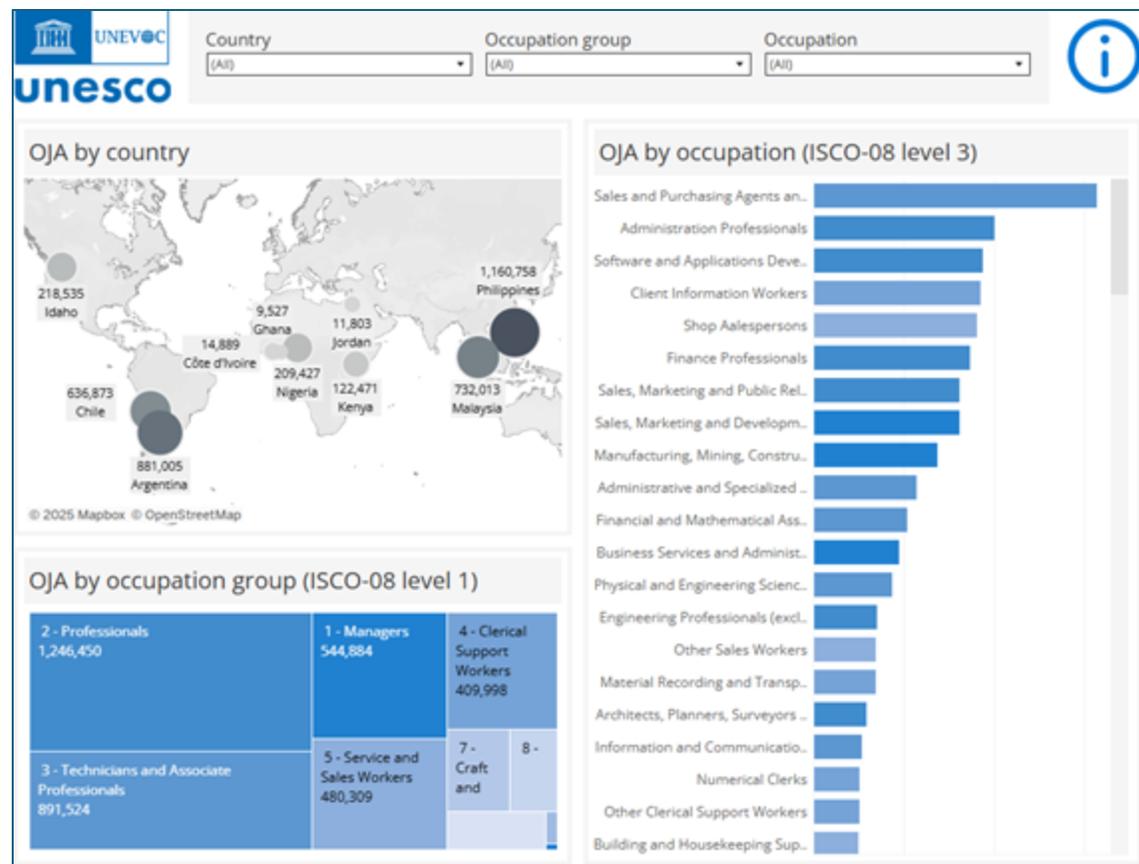


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The **Global Skills Tracker** is a tool that enables users to **explore skills data** across various dimensions, including **countries, industries and occupations.**

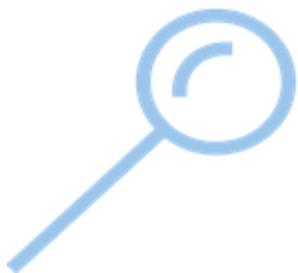




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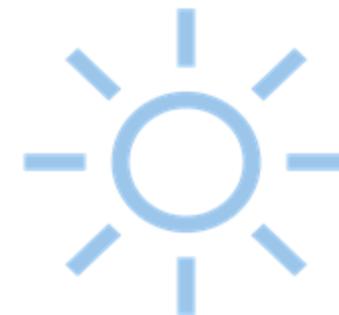
High-level Mapping

The tool will enable users to explore **skills data at a macro level**, covering different dimensions such as **countries, industries, and occupations**.



Trends

It includes **dynamic features** allowing users to **identify trends over time and interactive charts**.



Insights

By leveraging job posting analytics, the tool help users **identifying patterns in the demand for specific skills**, enabling a more **comprehensive understanding of the skills landscape**.



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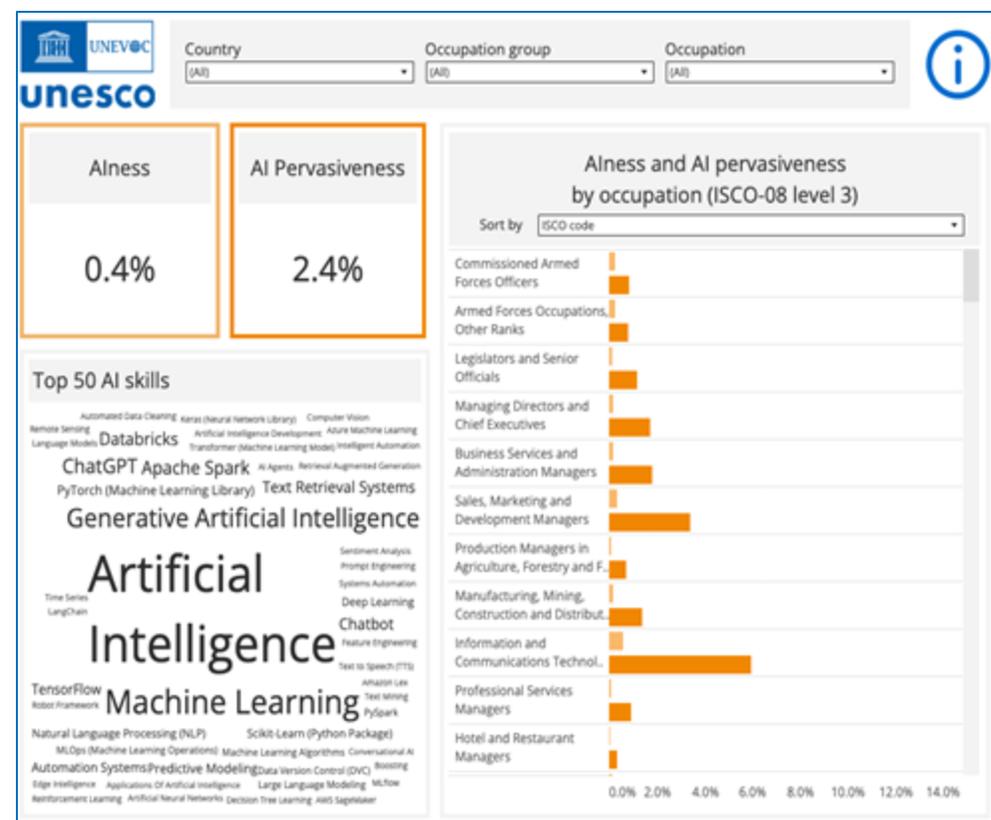
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Currently, **the Global Skills Tracker** focus on following countries:

- **Africa:** Kenya, Nigeria, Cote d'Ivoire, Ghana
- **Asia:** Malaysia, The Philippines
- **LAC:** Argentina, Chile
- **North America:** USA (Idaho)
- **Middle East:** Jordan

Countries have been **selected based on UNESCO's current projects**, data availability and Lightcast expertise working with online job postings in those geographies.

The Global Skills Tracker is an example of **how AI technology can be leverage to the benefit of education and to anticipate skills demand** in this evolving sector.





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Why a Global Skills Tracker (GST)

Growing interest in developing and implementing **practical labour market intelligence applications using internet-based labour market data** to support **evidence-based decision-making in policy design and evaluation.**

Benefits of using **internet-based labour market data:**

- More **frequent**
- More **timely**
- More **granular**
- **Less burden**
- **Cheaper**

UNESCO designed, developed and implemented a Global Skills Tracker to monitor skills demand, in alignment with our TVET Strategy 2022-2029.





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Junior Analyst

• 3.5 ★

Zamfara

You must create an Indeed account before continuing to the company website to apply

Apply now



Job details

Job type

Full-time

Full job description

At [redacted], we believe in investing in our people to help them grow, both professionally and personally. The foundation of our business is strong relationship, with colleagues, clients and other stakeholders and we work hard every day to make this a reality. Our commitment is to create unlimited growth by giving our people continuous opportunities.

[redacted]; global organisation extends across 167 countries and territories, with 88,120 people working out of 1,617 offices – and we're all working towards one goal: to provide our clients with exceptional service. Our firms across the organisation cooperate closely and comply with consistent operating principles and quality standards.

[redacted] South Africa has vacancies for Junior Analysts to join our Financial Services Technology Division in our Johannesburg and Cape Town Offices commencing in 2024.

Requirements

Qualifications and Experience:

- BSc Computer Science, BCom Information Systems / Informatics, BCom Internal Auditing or Equivalent
- Honours in any of the above is advantageous but not essential
- COBIT, ITIL, ISO27001-2 and other models is advantageous
- The Ideal candidate should be studying toward or wanting to study toward a Certified Information Systems Auditor (CISA) qualification

Competencies:

- Have a passion and/or interest in emerging technologies for example: machine learning, Internet of Things (IoT), Artificial Intelligence (AI) and robotics.
- Professionalism
- Strong client orientation
- Attention to detail
- Ability to priorities and handle stress
- Task driven & delivery focused
- Ability to work with all levels within an organization
- Socially aware and able to work as part of a diverse team

Core Competencies:

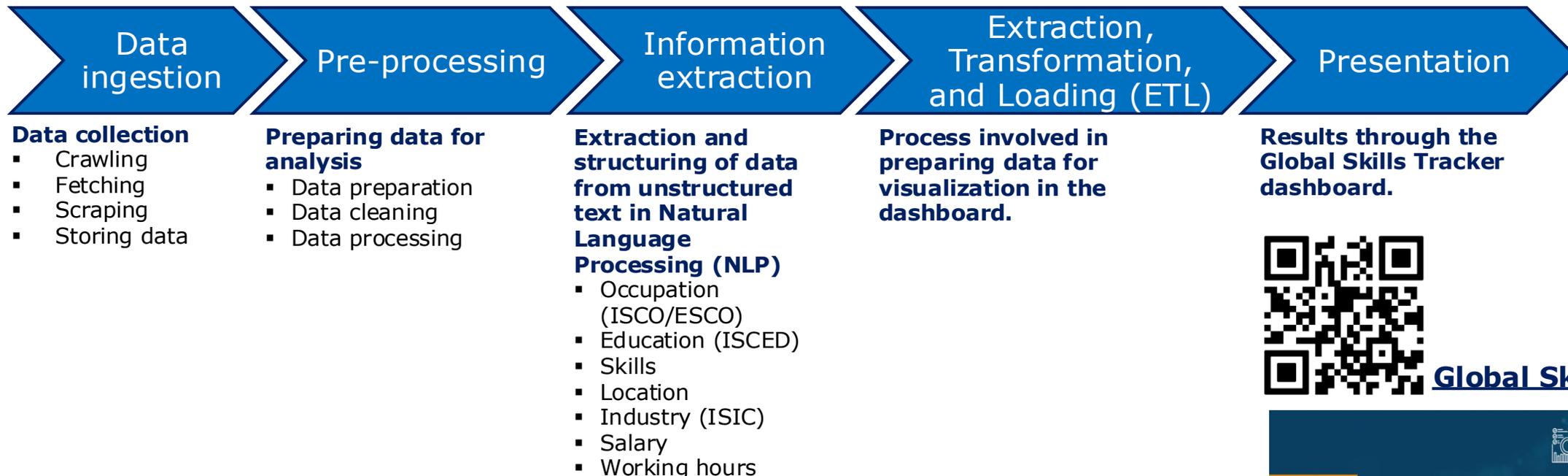
- Relationships and Collaboration
- Exceptional Client Service
- Business Growth
- Engaging people
- Leadership
- Quality, Risk management and Operational performance



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[Global Skills Tracker](#)



Outcome:

Clean, structured datasets ready for **skills analysis** and **labor-market intelligence**.



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Data processing and methodology

Country	Number of sources	OJAs (per day / month)	Languages
Argentina	1,026	87,228	Spanish, English, German, Portuguese, French, Italian
Chile	817	119,556	Spanish, English, German, Portuguese, French
Cote d'ivoire	219	562	French, English
Ghana	338	891	English, French, German
Jordan	346	1,765	English, Arabic, French, German
Kenya	645	10,487	English, Arabic, Italian, French, German
Malaysia	1,589	110,986	English, Indonesian, Malay, Chinese, Japanese, French
Nigeria	605	13,239	English, French, German, Portuguese, Dutch
Philippines	1,614	109,856	English, Spanish, French, Tagalog
U.S (Idaho)	5,348	21,592	English, Spanish

- **Idaho as a benchmark** for well-developed agriculture economy.

Data Collection

OJA data includes:

- **Posting data** (date, month, year)
- **Posting duration** (or expiration/related field)
- Market/Job location
- Employer name
- Job title
- **Experience** (number of years experience required – if applicable)
- Original posting language
- Education level (ISCED)
- **Occupation categorized** to the ISCO (up to 4-digit levels) and ESCO classification levels.
- Occupation according to the **Lightcast occupation taxonomy**.
- **Salary offered** (if present in the job postings text)
- **Industry sector categorized** into the ISIC, NACE, NAICS
- **Skill keywords and categorization of skills** using Lightcast taxonomies and ESCO taxonomy.



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Deduplication Processes

Avoid counting the same job ad multiple times across platforms.

Duplication process



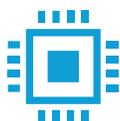
Physical deduplication

- ✓ **Detects duplicate** OJA from **the same URL (even if from different sources)**.
- ✓ **Done before** information extraction.



Content deduplication

- ✓ Finds OJA with **similar text content**.
- ✓ **Done before** information extraction.



Logical deduplication

- ✓ **Flags OJA** with the same job, period, region, industry, and skill requirements.
- ✓ **Done after** information extraction.

Result: Cleaner, non-redundant job data for accurate labor-market analysis.



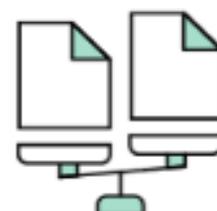
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Levels of analysis

The Global Skills Tracker provides insights into the skills landscape across various dimensions such as countries, industries and occupations. It helps identify trends in skills demands, supports strategic decision-making in skills development and offers interactive dashboards for exploring skills data. The countries currently covered are Argentina, Chile, Côte d'Ivoire, Ghana, Idaho/USA, Jordan, Kenya, Malaysia, Nigeria and Philippines.



Labour market

Labour market indicators

Online job markets

Country analysis

Occupation analysis

Sector analysis

Skills insights

Green skills

Digital skills

AI skills

Compare data tool

Online job markets

Skills insights



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Occupation Taxonomy

Light Cast Taxonomy Structure

- **Career Areas**
 - ✓ The **broadest occupational category** (generally corresponding to the industry areas).
 - ✓ **e.g. Healthcare, Finance, Transportation**
- **Occupation Groups**
 - ✓ **Subsectors of Career Areas**, clustering occupations that require similar skill sets or perform closely related roles.
 - ✓ Help define **the main “fields” or “disciplines”** that students or jobseekers can enter.
 - ✓ **e.g: physicians, banking and lending, truck and bus driver**
- **Occupations**
 - ✓ Typically **align with actual job titles and government taxonomies (ISCO)**.
 - ✓ As a bridge between academic degree programs and industry roles.
 - ✓ **e.g: Physician, Loan Officer, Tractor-Trailer Truck Driver**
- **Specialized Occupation**
 - ✓ The most granular level, **focusing on specific roles with unique or advanced skills**.
 - ✓ **Highlight specialization** within broader occupations, often requiring **additional credentials or experience**.
 - ✓ Provide **the clearest insight into skill demand and supply mismatches**.
 - ✓ **e.g. Surgeon, Mortgage Underwriter, Refrigerated Truck Drive**.



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How can the Global Skills Tracker support education and training?

The use of the Global Skills Tracker can also help expand and diversify learning opportunities through higher technical and vocational education and training (TVET) and higher education.



01

Provides **real-time, data driven,** and **comprehensive insights.**



02

Publications and forecasts on the labor market by industry and occupation.



03

Build **professional standards** for vocational training.



04

Supports **TVET and Higher education systems in aligning curriculum and qualifications** with labor demand.



05

Contributes to **Sustainable Development Goal (SDG) 4** (ensure inclusive and equitable quality education and promoting lifelong learning).

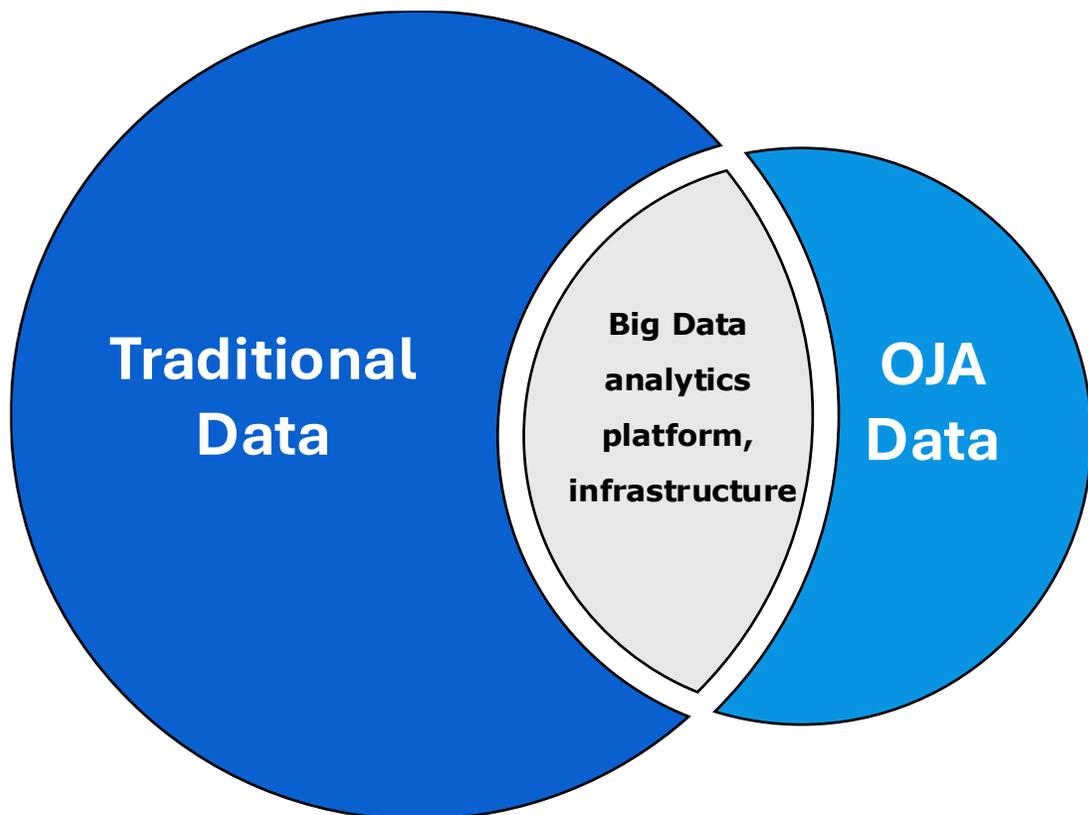
With a specific focus on key areas such as **digital, AI and green skills**, the tracker will provide valuable insights into the constantly evolving demands of the global workforce.



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Limitations of OJA Data

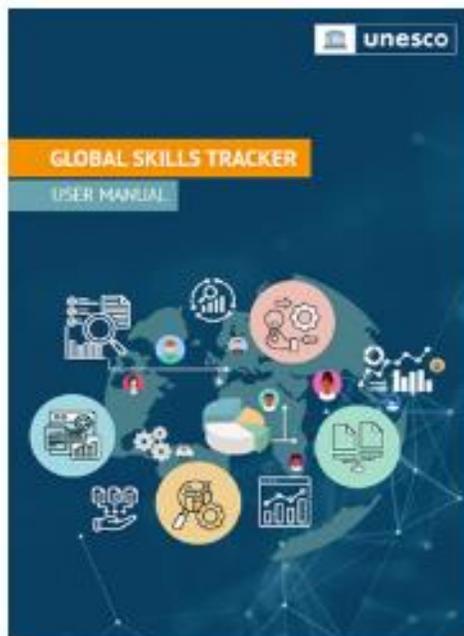
- **Underrepresentation informal employment.**
 - ✓ **Informal jobs** (e.g., domestic work, day labor, agriculture) are rarely advertised online.
 - ✓ **These sectors rely on informal networks**, leading to a bias toward formal labor markets in OJA data.
- **Digital Divide and Internet Penetration.**
 - ✓ **Low internet access** limits both employers' and job seekers' use of online platforms.
 - ✓ Regions with **weak digital infrastructure** appear to have low labor demand, even if local economic activity exists.
 - ✓ Countries with **mature digital ecosystems have richer OJA data.**
- **Uneven Maturity of Online Job Markets.**
 - ✓ **Large firms and public institutions use OJAs** more than SMEs or informal sectors.
 - ✓ Cross-country comparisons must **consider the level of digitalization and online labor market maturity.**
- **Incomplete and Inconsistent Variables.**
 - ✓ Many job postings **lack standardized information** (salary, contract type, working hours, benefits).



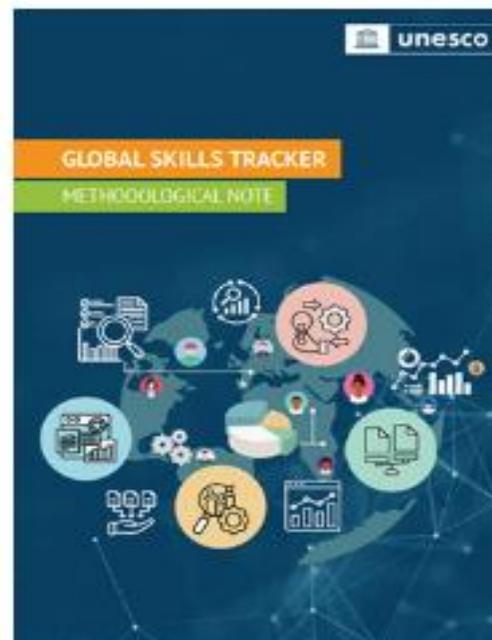
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User manual



Methodological note





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Malaysia's Online Job Market Insight



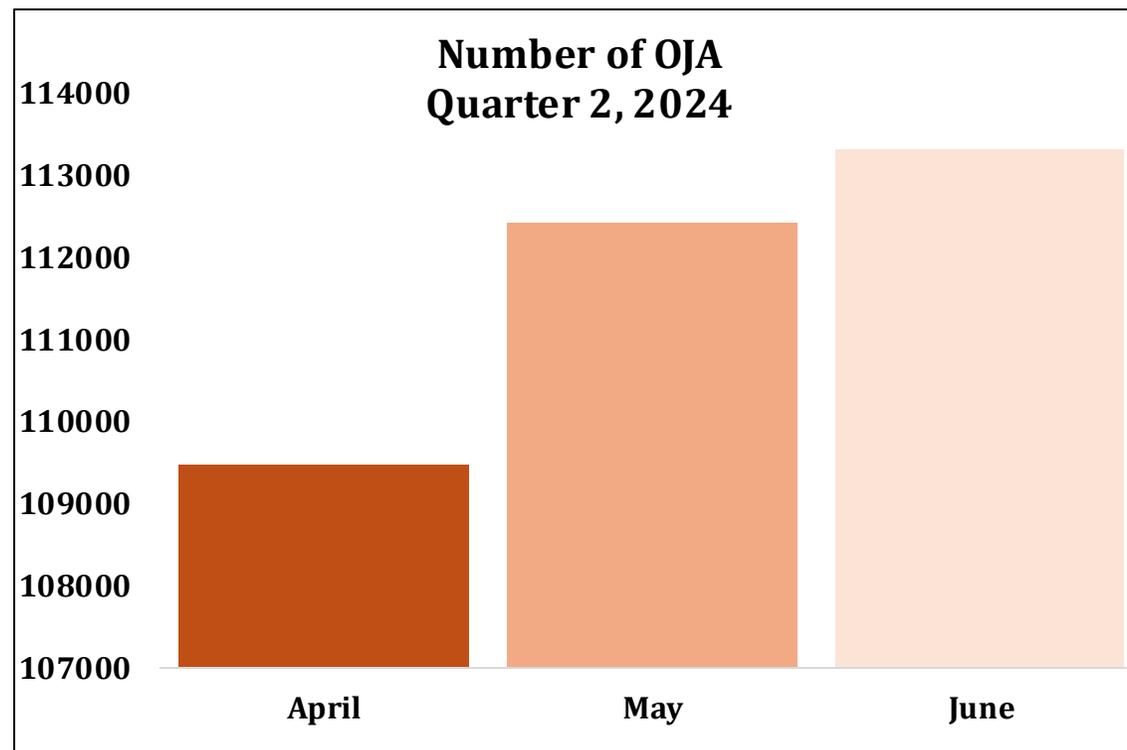
335,205

Job Offerings Available



55,968

Companies Hiring



Source: [Institute of Labor Market Information & Analysis](#)



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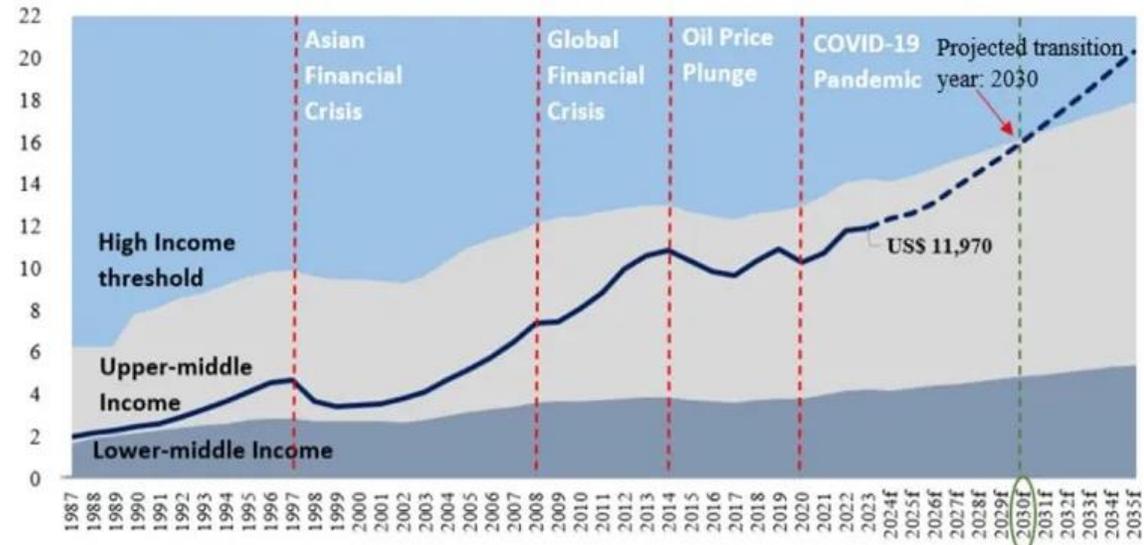
As Malaysia approaches **high-income country status**, concerns about skills, productivity, and income.



Skills allow for interaction with technologies, that can improve **productivity**, which it turn leads to economic growth and higher **incomes**.

Malaysia has been upper-middle income since late 1980s, but **not high-income yet**.

GNI per capita, Atlas method (current US\$ thousand)



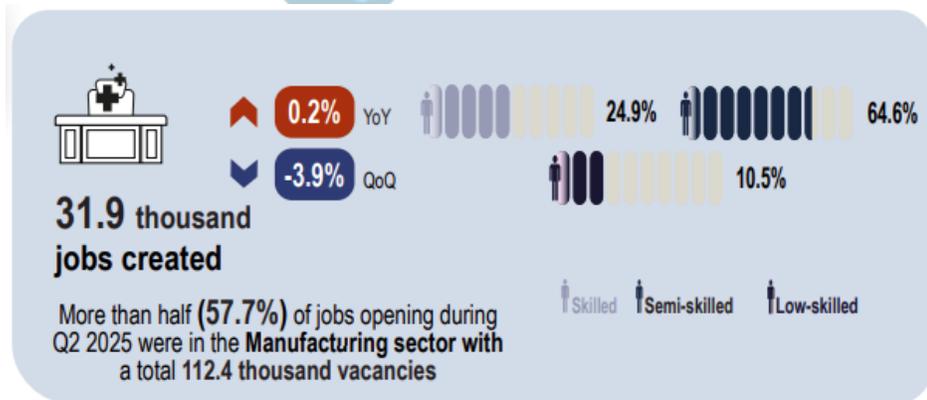
Source: World Bank Malaysia calculation



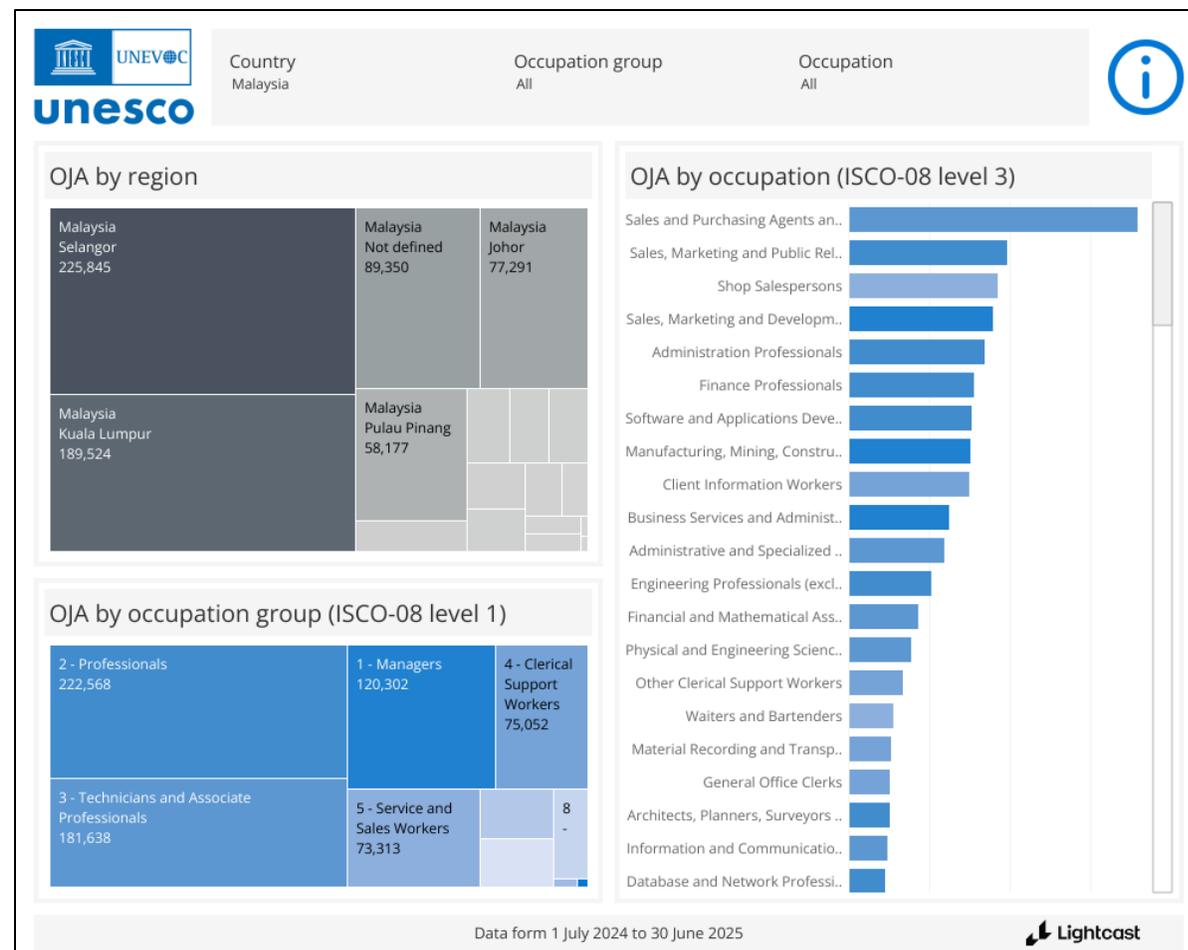
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- **LFS** shows **57.7% of vacancies in Manufacturing**.
- **GST** shows **strong demand for technicians & semi-skilled technical roles**.
- **Lesson Learned:**
 - ✓ Combining GST and LFS supports policy planning for **RMK13, TVET reform, workforce modernization**, and green/digital transitions.





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- ✓ **The highest demand** is not for general workers but for highly skilled individuals.
 - **Professionals** account for the largest demand with 222,568 OJA postings.
 - **Technicians and Associate Professionals follow** with 181,638 postings.
 - GST reveals high demand for **Professional** and **Technicians** in Malaysia, showing a shift toward a more **digital, service-oriented, high-income economy** even before LFS reflects the trend.
- ✓ **Lesson Learned:**
 - GST acts as an **early warning system** for economic and occupational transitions.





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- ✓ **Employment Statistics, third Quarter 2025 (Department of Statistics Malaysia):**
 - **4.78 million jobs** were concentrated in **Services sector**.
 - The highest number of jobs in Services sector was recorded by the **Wholesale & Retail Trade sub-sector (1.79 million jobs)**.
- ✓ **GST's high demand** for sales, marketing, and service roles aligns with LFS findings.
- ✓ **Lesson Learned:** OJV-based analytics (GST) are **reliable and complementary**, reinforcing traditional labor statistics rather than replacing them.



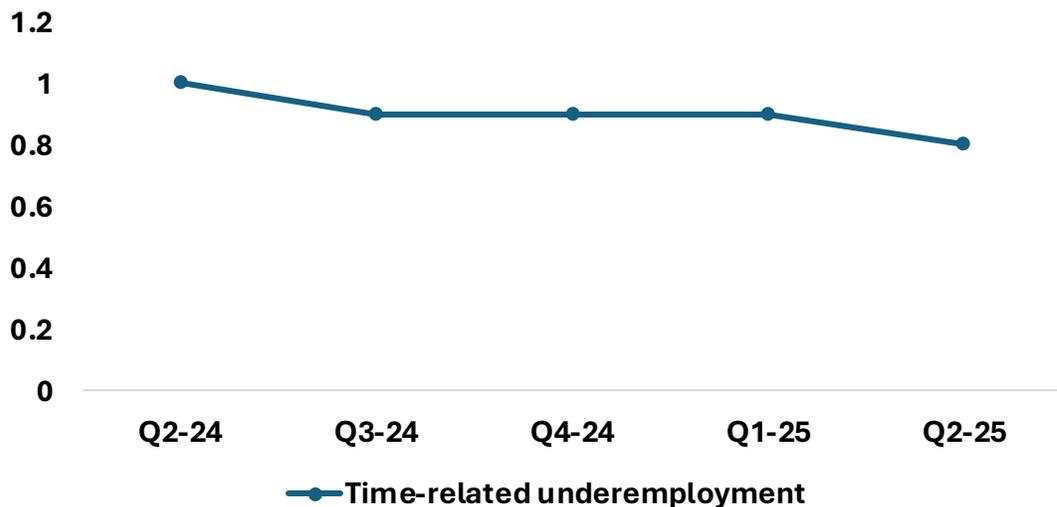
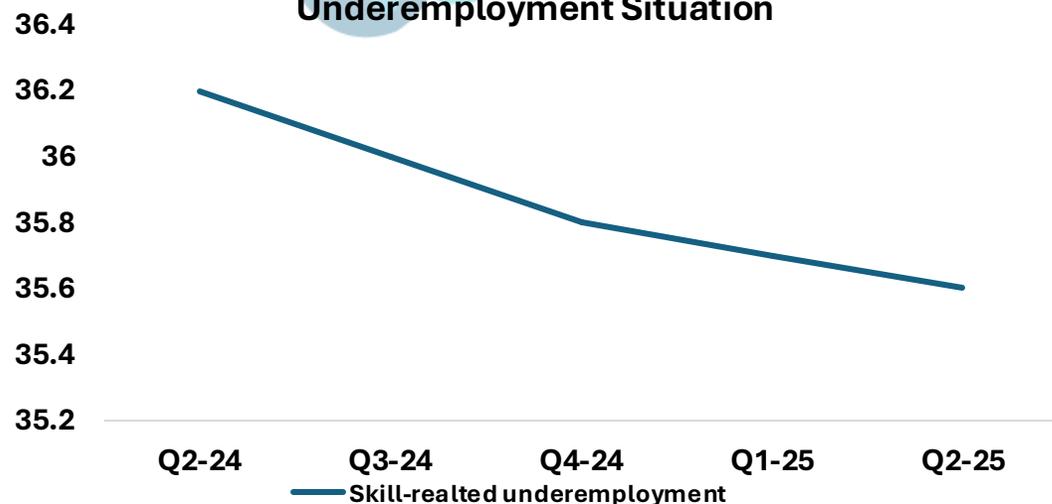


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Underemployment Situation



- **Underemployment**
 - ✓ **Skill-related underemployment** remains high (35.6% in Q2-25).
 - ✓ **Time-related underemployment** is low and declining (0.8%).
 - ✓ Shows mismatch between workers' qualification level and job tasks.
- **Lesson learned:**
 - ✓ LFS shows many workers are **over-qualified** for the jobs they hold. The issue is **not job shortages, but skills misalignment.**
 - ✓ GST reveals employers need **newer digital and analytical skills** that many workers lack.
 - ✓ GST helps identify **which skills are missing** and how employer demands are **shifting in real time.**



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- **Malaysia's Labor market is becoming increasingly service-driven:**
 - ✓ OJA and employment survey data show **consistent employer demand** for service and sales occupations, particularly: Sales and Purchasing Agents; Marketing and Public relation; Shop Salesperson.
 - ✓ These findings confirm that **service and sales roles remain structurally important**, supporting Malaysia's transition toward a **more digitalized and high-income economy**.
- **Digital commerce and operational capabilities are becoming essential—not just traditional retail competencies:**
 - ✓ **Top in-demand skills from OJA:** Microsoft Office and digital productivity tools; data-driven sales performance: KPIs, reporting, and performance analytics.
 - ✓ This shift shows the need for **service workers who can operate in digitally-enabled retail and business environments**.



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Philippine's Online Job Market Insight



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MAJOR INDUSTRY GROUP	Part-Time Employment (Worked Less than 40 Hours)			Full-Time Employment (Worked 40 Hours or More)			With a Job, Not at Work		
	July 2025 ^P	August 2025 ^P	September 2025 ^P	July 2025 ^P	August 2025 ^P	September 2025 ^P	July 2025 ^P	August 2025 ^P	September 2025 ^P
	PHILIPPINES	12,425	14,896	15,070	33,298	34,788	34,177	324	412
Agriculture ('000)	5,035	6,843	7,092	3,425	3,242	3,137	73	145	124
Agriculture and Forestry (%)	87.4	87.3	90.6	85.4	81.7	74.2	72.3	77.0	87.0
Fishing and aquaculture (%)	12.6	12.7	9.4	14.6	18.3	25.8	27.7	23.0	13.0
Industry ('000)	1,426	1,317	1,495	7,129	7,679	7,244	46	82	95
Mining and quarrying (%)	4.0	1.9	2.2	2.6	1.5	3.1	2.4	2.3	1.7
Manufacturing (%)	48.6	53.2	46.6	40.0	35.9	37.4	36.6	37.6	49.9
Electricity, gas, steam and air conditioning supply (%)	0.4	0.2	0.2	1.3	1.2	1.5	0.7	0.0	0.0
Water supply; sewerage, waste management and remediation activities (%)	1.4	0.8	0.1	1.0	0.8	0.6	0.2	0.8	0.0
Construction (%)	45.6	43.9	50.9	55.1	60.5	57.4	60.2	59.4	48.4
Services ('000)	5,964	6,736	6,483	22,744	23,866	23,796	204	185	136
Wholesale and retail trade; repair of motor vehicles and motorcycles (%)	32.7	36.0	39.3	29.9	32.1	32.1	44.5	31.9	18.9
Transportation and storage (%)	13.8	12.5	11.6	13.2	12.7	12.0	10.5	15.6	18.2
Accommodation and food service activities (%)	9.7	10.2	10.6	8.4	8.1	8.5	9.8	5.4	9.5
Information and communication (%)	0.9	0.6	0.8	2.0	1.9	2.1	1.2	0.0	3.3
Financial and insurance activities (%)	0.7	0.5	0.2	2.9	3.1	2.7	2.1	0.8	9.3
Real estate activities (%)	1.6	2.0	1.8	0.7	0.5	0.6	5.6	1.0	2.1
Professional, scientific and technical activities (%)	0.8	0.4	0.3	1.9	1.4	1.6	0.7	0.0	0.0
Administrative and support service activities (%)	2.7	1.7	0.8	12.0	11.7	11.8	3.4	10.4	8.3
Public administration and defense; compulsory social security (%)	12.5	12.4	13.0	9.8	9.3	9.1	5.8	7.4	8.0
Education (%)	2.5	2.3	2.6	6.4	5.9	6.8	3.6	0.8	2.4
Human health and social work activities (%)	1.5	0.4	0.7	3.1	2.7	3.2	1.9	10.9	8.8
Arts, entertainment and recreation (%)	2.5	2.3	2.8	1.2	1.7	1.5	1.5	4.0	1.8
Other service activities (%)	18.1	18.7	15.5	8.4	8.9	8.0	9.4	11.9	9.3
Activities of extraterritorial organizations and bodies (%)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Philippine Labor Force Survey (2024 – 2025):

- **Services** dominate employment (≈61.5%)
- **Agriculture** still large (≈20–25%) - Shows **large rural and informal labor supply**.
- Many Filipinos work in **low-skill or informal jobs** - Workers are mostly in **traditional, non-digital service jobs**. (Wholesale & Retail Trade, Accommodation & Food Services, Transportation & Storage, Administrative Support, Education and Public Admin).



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Country
Philippines

Occupation group
All

Occupation
All



OJA by country



OJA by occupation group (ISCO-08 level 1)



OJA by occupation (ISCO-08 level 3)



Data form July 1, 2024 Data form June 30, 2025



- **Demand focuses** on digital, business, and information jobs.
- Employers want **skilled & semi-skilled professional jobs**, not basic service jobs.
- **Lesson learned:**
 - ✓ **Shifting demand**
 - **Supply** (workers) concentrated in **low-skill service & agriculture**.
 - **Demand** (employers) focused on **professional, business, and digital roles**.
 - ✓ Underemployment and skills mismatch in the Philippines are driven by a **misalignment between the structure of employment (LFS) and the skills demanded in the online job market (GST)**.



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Hours Worked/Major Industry Group/Age Group/Sex/ Highest Grade Completed	January 2025 ^e Estimate	February 2025 ^e Estimate	March 2025 ^e Estimate	April 2025 ^e Estimate	May 2025 ^e Estimate	June 2025 ^e Estimate	July 2025 ^e Estimate	August 2025 ^e Estimate	September 2025 ^e Estimate
UNDEREMPLOYED PERSONS Number (in thousands)	6,469	4,959	6,438	7,091	6,603	5,763	6,803	5,381	5,523
HOURS WORKED IN A WEEK									
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Worked less than 40 hours	58.7	56.9	51.5	56.4	56.6	61.1	50.8	61.4	57.0
Worked 40 hours and over	39.8	41.7	46.9	42.1	40.8	37.6	48.3	37.6	41.5
Did not work	1.5	1.4	1.5	1.5	2.6	1.3	0.9	1.0	1.4
SECTOR									
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Agriculture	31.2	28.9	26.0	30.0	28.3	31.5	27.7	32.0	29.2
Industry	18.9	20.4	20.1	18.2	18.7	17.3	19.5	16.0	21.4
Services	50.0	50.7	53.9	51.8	53.0	51.2	52.8	52.0	49.4
UNEMPLOYED PERSONS Number (in thousands)	2,165	1,937	1,931	2,064	2,035	1,949	2,593	2,033	1,956
AGE GROUP									
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
15 - 24	35.6	33.6	33.7	35.8	28.1	32.0	41.5	38.6	37.9
25 - 34	36.8	37.7	38.7	35.0	39.0	37.8	33.9	37.2	35.6
35 - 44	12.5	12.9	12.1	14.6	15.0	14.4	12.1	10.2	14.1
45 - 54	8.2	9.3	10.0	9.7	14.2	8.7	7.4	7.3	7.8
55 - 64	6.2	5.7	4.2	4.3	3.6	6.1	4.2	5.3	3.7
65 and over	0.7	0.8	1.3	0.7	0.1	0.9	0.9	1.3	1.0
SEX									
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Male	59.6	55.4	58.0	58.2	56.1	57.9	57.7	57.3	56.2
Female	40.4	44.6	42.0	41.8	43.9	42.1	42.3	42.7	43.8
HIGHEST GRADE COMPLETED									
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
No grade completed	0.5	0.2	0.3	0.4	0.3	0.7	0.4	0.3	0.6
Elementary	10.5	8.2	8.8	8.5	9.3	9.4	9.1	6.6	7.3
Undergraduate	4.6	2.9	4.2	3.6	3.1	5.0	4.5	2.4	2.4
Graduate	5.9	5.3	4.7	4.9	6.3	4.4	4.7	4.2	4.9
Junior high school	32.1	31.2	33.1	33.8	32.7	22.8	29.1	24.9	27.9
Undergraduate	8.1	7.3	9.3	9.4	9.1	5.7	8.4	5.8	5.3
Graduate	24.0	23.9	23.8	24.4	23.5	17.1	20.7	19.1	22.6
Senior high school	12.3	13.5	9.9	13.5	10.1	13.0	15.2	14.9	12.0
Undergraduate	1.4	1.1	2.4	1.2	1.4	0.7	2.3	1.5	2.0
Graduate	11.0	12.5	7.5	12.3	8.6	12.3	12.9	13.4	10.0
Postsecondary	3.5	3.1	4.0	3.0	3.6	3.8	2.8	3.4	2.9
Undergraduate	0.1	-	-	0.0	-	-	0.0	-	-
Graduate	3.5	3.1	4.0	3.0	3.6	3.8	2.8	3.4	2.9
College	41.1	43.9	43.9	40.8	44.0	50.4	43.3	49.8	49.3
Undergraduate	10.4	9.1	11.0	9.8	9.2	12.2	10.5	10.7	11.0
Graduate	30.8	34.8	32.9	31.0	34.8	38.2	32.8	39.1	38.3



Country
Philippines

Occupation group
All

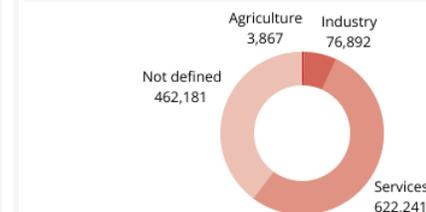
Occupation
All



OJA by occupation group (ISCO-08 level 1)



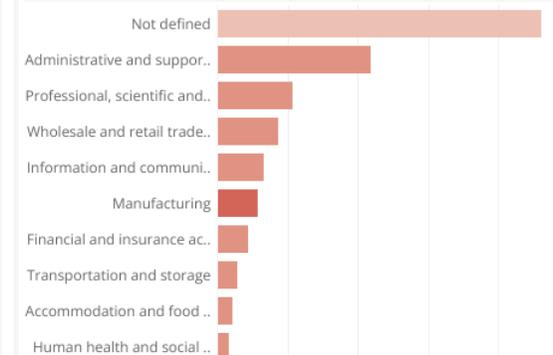
OJA by macro economic activity



OJA by occupation (ISCO-08 level 3)



OJA by economic activity section (ISIC)



Data form July 1, 2024 to June 30, 2025





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- **Underemployment in the Philippines remains concentrated in Services and Agriculture**
 - ✓ **LFS underemployment** shows:
 - Many workers in **agriculture** and **traditional services**
 - Mostly **part-time**, irregular hours and **low-skill**, informal roles
 - ✓ **GST** shows:
 - Employers hiring for **high-skill, formal, digital, and business-service jobs.**
 - Strong demand for **professionals, technicians, finance/admin roles, ICT jobs.**
 - The structure of **underemployment supply** does not match the **structure of employer demand** in GST.
- **Youth unemployment remains high because young workers lack the skills required for GST-driven occupations**
 - ✓ LFS shows **70% of unemployed = youth**, while GST demand : communication, digital literacy, software/ICT.
 - ✓ Youth need access to digital and employability skills to match high-demand roles.
- **Hours related underemployment indicates the dominance of part-time and unstable work in informal sectors.**
 - ✓ A large informal/low-skill sector with unstable hours
 - ✓ A formal/high-skill sector demanding digital workers



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Conclusion

- **GST + LFS together provide a complete labor market picture**
 - ✓ GST reveals **real-time employer demand**, especially for **digital, technical, professional**.
 - ✓ LFS shows **workforce realities**—including informal work, youth challenges, underemployment, and sectoral structures.
- **Both countries face structural skills mismatches**
 - ✓ **Malaysia:** moving toward a **high-skill, digitalized economy**, but still experiencing **skill-related underemployment**.
 - ✓ **Philippines:** demand growing in **professional, ICT, finance, admin** roles, while workers remain concentrated in **low-skill services and agriculture**.
- **OJA data acts as an early-warning system**
 - ✓ GST highlights **emerging occupations and new skill requirements** before they appear in traditional surveys.
This supports **planning for RMK13 (Malaysia) and TVET/PESO reforms (Philippines)**.



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Conclusion

- **Education and training systems must adapt faster**
To remain competitive, both countries need:
 - ✓ **Stronger TVET–industry alignment**
 - ✓ **Digital, AI, green, and productivity-enhancing skills**
 - ✓ **Youth-focused skilling pathways**
 - ✓ **Better targeting of upskilling and reskilling programs**
- Integrating **GST (OJA big data)** with **LFS and national LMIS** will enable:
 - ✓ **More accurate forecasting**
 - ✓ **Better curriculum design**
 - ✓ **Improved job matching**
 - ✓ **Stronger support for policy decisions**

Thank you

Share your ideas and feedback

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