



TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY

2011

IMPACT EVALUATION STUDY OF TVET PROGRAMS

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P r e f a c e

The creation of the Technical Education and Skills Development Authority (TESDA) by virtue of RA 7796 signifies the importance of technical-vocational education and training (TVET) to the Philippines. The Philippine Development Plan (PDP) 2011-2016, under the chapter on Social Development, looks at middle-level skills development as vital for competitive and employable human resources. The Labor and Employment Plan (LEP) 2011-2016 considers enhancing human capital through TVET as integral to the provision of gainful and productive employment for the Filipino workers. Anchored on the PDP and LEP, the National Technical Education and Skills Development Plan (NTESDP) 2011-2016 addresses the vision of developing **21st century skilled Filipino workers** for the decade amidst the challenges of achieving inclusive growth through high and sustained economic growth that generates employment and addresses poverty alleviation.

As sector manager and in aid of its policy making function, TESDA is mandated to conduct researches for the TVET sector. The Impact Evaluation Study (IES) of TVET Programs has been institutionalized and done biennially. It is a comprehensive study that monitors and assesses the efficiency and effectiveness of TVET provision especially on the employability of TVET graduates.

This year's IES of TVET Programs, the fifth of its series, was carried out through the regional/provincial offices nationwide. It covered the 2009 TVET graduates in all delivery modes. The findings of the Training for Work Scholarship Program (TWSP) is one of the main components of the report.

The conduct of the IES of TVET Programs is a factual approach to decision making for the TVET Sector. With the approval and the implementation of the NTESDP 2011-2016, monitoring its implementation has to be put in place. To ensure consistency in the adoption of the benchmarks and data on the metrics of sectoral TVET performance, the results of the 2011 IES **specifically the employment and certification rates shall be the official benchmarks until such time when the next round of IES will be conducted.** We have to put premium on this document and ensure and maintain the integrity, reliability and accuracy of data and statistics that we gather through this undertaking.



SECRETARY EMMANUEL JOEL J. VILLANUEVA
Director General

TESDA



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List of Acronyms

ARMM	Autonomous Region of Muslim Mindanao
BPO	Business Process Outsourcing
CAR	Cordillera Administrative Region
CCA	Contact Center Agent
CoC	Certificate of Competency
ERP	Economic Resiliency Program
ER	Employment Rate
FAST	Free Assessment Service of TESDA
GMAW	Gas Metal Arc Welding
GOCC	Government-Owned and Controlled Corporation
ICT	Information and Communications Technology
IES	Impact Evaluation Study
KSA	Knowledge, Skills and Attitude
LF	Labor Force
LFPR	Labor Force Participation Rate
LFS	Labor Force Survey
LGU	Local Government Unit
MIS	Management Information System
NC	National Certificate
NCAE	National Career Assessment Examinations
NCR	National Capital Region
NSCB	National Statistical Coordination Board
NSO	National Statistics Office
NTESDP	National Technical Education and Skills Development Plan
NATCAC	National TVET Competency Assessment and Certification
NTR	No Training Regulation
PESFA	Private Education Student Financial Assistance
PESO	Public Employment Service Office
PGS	Pangulong Gloria Scholarships
PhP	Philippine Peso
SMAW	Shielded Metal Arc Welding
TESDA	Technical Education and Skills Development Authority
TR	Training Regulation
TTI	TESDA Technology Institutions
TVET	Technical Vocational Education and Training
TWSP	Training for Work Scholarship Program
WTR	With Training Regulation
YP4SC	Youth Profiling for Starring Career

Executive Summary

Background

The **2011 Impact Evaluation Study (IES) of TVET Programs** aims to measure the external efficiency of TVET delivery, mainly in terms of the employment rate of graduates. The IES is conducted regularly, at least on a biennial basis. For 2011, the study covered 2009 TVET graduates in all delivery modes. Findings on the graduates of the Training for Work Scholarship Program (TWSP) are one of the main features of the report. The sampling and survey methodology used in the IES are cleared with the National Statistical Coordination Board (NSCB).

Profile of TVET Graduates

- A total of 755,242 TVET graduates were considered in this study. The regional breakdown indicates that the National Capital Region (NCR) had the highest reported number of graduates with 164,065 (21.7%), followed by Region IV-A with 116,042 (15.4%) and Region III with 72,485 (9.6%).
- A quick look at the demographics of the respondents shows that the male graduates still outnumber the females at a ratio of 6:5. Graduates were predominantly young, in the 15 – 24 age group (60%) and are mostly high school level or high school graduates (46.1%). It should be noted that, compared to the 2008 IES results, there was a substantial increase in the number of graduates who had college education i.e., college undergraduates and college graduates accounting for 24.7% and 16.0%, respectively.
- In 2009, a network of over 4,000 TVET providers nationwide was accounted for. Of these, more than 60% of private TVET providers produced 539,342 (71.4%) graduates while more than 30% of public TVET providers to include the 125 TESDA Technology Institutions had an output of 130,919 graduates (17.3%). Other publicly funded TVET providers composed of LGUs, local community colleges and few SUCs contributed 84,981 (11.3%).
- By type of registered program, TVET graduates who took up programs with training regulation (WTR), were pegged at 585,781 (77.6%) while graduates of programs with no training regulation (NTR) were recorded at 119,703 (15.8%).
- The Information and Communication Technology (ICT) - related courses, specifically the Computer Hardware Servicing NC II and Programming NC IV were the most popular courses with 55,091 and 43,242 graduates, respectively. Shielded Metal Arc Welding (SMAW) NC II of the metals and engineering sector was the next preferred course with 42,414 graduates.
- To broaden access and education opportunities, scholarships such as Training for Work Scholarship Program (TWSP), Private Education Student Financial Assistance (PESFA) and other financial assistance programs had been provided to 491,447 (65.1%) graduates. Of these, close to ninety-five percent (94.7%) were TWSP scholars. Both PESFA and LEP accounted for less than 1% only. About three percent (2.8%) were scholars of other programs sponsored by the LGUs and other TVET stakeholders.
- While the majority (585,781 or 77.6%) of the graduates were from WTR programs (with training regulations), still a remarkable number of graduates were from NTR programs (119,703 or 15.8%).

- One of the guidelines issued by TESDA on the availment of scholarship provides that a scholar may avail of slots up to two related qualifications per beneficiary. While majority (435,585 or 96.6%) of the beneficiaries availed the scholarship only once, around 2,021 beneficiaries who were able to take more than 2 qualifications
- It is noteworthy to mention that the policy on mandatory assessment of TVET graduates in programs with training regulations was implemented and adopted. Out of 585,781 TVET graduates in WTR, more than three-fourths (75.4%) or 441,979 indicated that they took the assessment. Comparing it to the national assessment rate of 47.5% in the 2008 IES, an increase of more than a quarter percentage points (27.9%) was noted.
- The overall certification rate was registered at 88.0%. Majority of the sectors, i.e., tourism, agri-fishery and health, social and other community services had high certification rates above 90%. The certification rate of TVET graduate-scholars other the hand was 84.4%.

Labor Force Participation

- The IES results showed that the labor force participation rate (LFPR) of TVET graduates accounted for 74.5% (562,869) of the total number of graduates. This LFPR result was 7.1 percentage points lower than the 2008 IES survey result of 81.6% LFPR.
- On the other hand, graduates of scholarship programs had a LFPR of 75.9%, which is higher than the graduates of regular TVET programs with 71.9%.
- By delivery mode, the highest LFPR was registered by graduates of enterprise-based programs at 89.1% and the lowest was registered by graduates of community-based programs at 71.7%.

Employment Rate

- The overall employment rate of the TVET graduates in 2011 as percent of total graduates in the labor force is registered at 60.9% at the time of survey. The total employment rate increased by 5.8 percentage points from 55.1% in 2008. However, it will be noted that LFPRs between the two surveys (81.6% in 2008 IES vs. 74.5% in 2011) spelled out the difference.
- The distribution of employment by region showed that CAR had the highest employment rate (82.8%). Regions VII, IV-B, II, and XII shared the next highest employment rates of 74.1%, 71.4%, 69.7% and 68.1%, respectively. This is consistent with the April 2011 NSO LFS wherein these regions posted high employment rates.
- Employed TVET graduates of scholarship programs had a higher employment rate of 61.7% as compared to graduates of regular TVET programs with an employment rate of 59.1%.
- By delivery mode, the highest employment rate was registered by graduates of enterprise-based programs at 83.1% and the lowest was registered by graduates of community-based programs at 56.4%.
- By type of training providers, graduates of TESDA technology Institutions had the highest employment rate at 67.9%.
- Although certification rates continue to increase, there is still a need to promote the value of certification and recognition by the industry for hiring, promotion and wage determination.

- Results of the study showed that a high percentage of the employed TVET graduates who landed in jobs related to their training program attended.
- The Youth Profiling for Starring Careers (YP4SC) program of TESDA seemed to be successful in providing career options for TVET graduates. Fifty-nine percent (59.0%) of employed graduates who enrolled in courses in line with the results of YP4SC landed in jobs that are related to these courses. Those who did not take the YP4SC or those whose courses are not in line with the YP4SC results are recorded at 52% and 53.5%, respectively.
- 39.8% or 136,170 of the employed TVET graduates had an average monthly income within 5,000-9,999 income bracket. 27.7% of the employed graduates are earning more than 10,000, while 21.5% are earning less than 5,000.
- There is no significant difference as to the income level percentage share between scholars and non-scholars.
- Certification was not a major factor in increasing the income levels of employed TVET graduates as the results showed that there is not much difference in the income levels between those who took and passed the assessment and those who did not take as reflected by the percentages within income groups.
- Forty-one percent (40.9% or 94,104) of the total employed scholars found their present job through referral system. Walk in applicants ranked 2nd with 29.6% (68,282). The Blue Desk of TESDA referrals accounted for only 2.7% or 6,166 graduates.

Conclusion and Recommendation

TVET has gained recognition and is viewed as a strategic option in the development of human resources. With the end in view that investing in TVET will lead people to jobs or engage themselves into productive, decent economic activities, TVET enjoyed huge financial support on scholarship programs in the recent past.

The skills certification or passing rate as the metrics for internal efficiency is high at 88.0% but the employment rate is still on a relatively low level at 60.9%.

With the employability as the metrics of external efficiency in TVET, it should be emphasized that employment is a function of many factors. The acquisition of competencies required by the industry would be a critical factor only if adequate jobs are available for a greater number of trained skilled workers.

TVET is expensive and requires partnerships with the industry. When funding becomes the focus of government policy, it would be beneficial for the whole government and for TVET in particular to maximize the government funding assistance by increasing industry participation in pursuing TVET. The increase in the scholarship budget could be used as an instrument for greater assistance to increase the level of participation of private TVET providers.

Based on the findings, the following recommendations are being put forward to improve further the delivery of TVET services thus making TVET more relevant to the needs of the labor market:

- Sustain and strengthen quality assurance mechanism of TVET training delivery
 - ✓ Continuous implementation of free assessment program to assist graduates/workers. Moreover, there is a need to intensify the advocacy on assessment and certification to increase the client's awareness on its importance.
 - ✓ Undertake the monitoring of the conduct of assessment and certification at the field level.

- ✓ Institutionalize the regular conduct of the synchronized National TVET Competency Assessment and Certification (NATCAC). Sectors for synchronized NATCAC should be scheduled accordingly to cover all sectors and for simpler monitoring and reporting.
- ✓ Continuous conduct of compliance audit for both land-based and sea-based programs. Strict monitoring on the corrective measures should be implemented to ensure quality TVET provision and continuous compliance to standards.
- Strengthen existing TESDA partnerships with the industries to further improve and promote TVET:
 - ✓ Pursue more purposive and active labor market information to provide signals and redirect training program initiatives towards priority sectors with highly in demand and critical jobs.
 - ✓ Pursue advocacy on assessment and certification and on influencing the industry to put premium on certificated workers in their hiring and promotion practices.
 - ✓ Pursue stronger partnership with the industry on training delivery particularly company-based training, i.e, apprenticeship, DTS, on the job training (OJT).
 - ✓ Pursue advocacy for industry-based assessment and certification.
 - ✓ Set up an incentive scheme for the industry to participate and support the above areas of concern.
- Improve and make the scholarship programs more efficient and effective by adapting the following measures:
 - ✓ Improve the selection and targeting of TVET beneficiaries especially students/trainees
 - ✓ Scholarship program could be a mechanism in promoting company-based training (apprenticeship, learnership, on-the-job training, etc.) to increase participation of the private sector in TVET.
 - ✓ Focus the fund assistance to enterprise-based training and other private TVET providers with high employment rates.
 - ✓ The entrepreneurship as one path of employment could be considered to create more employment opportunities.
 - ✓ Institutionalize the workplace language training to enhance employment intervention measure
 - ✓ Continue to focus the scholarship programs on occupations with high demand
 - ✓ Pursue and intensify a more systematic monitoring of the implementation and results/outcomes of scholarship programs
- Intensify the provision of support services such as career profiling and career coaching to improve the best job fit matching. As much as possible, results of the best jobs fit matching should be the basis in awarding scholarships to deserving TVET beneficiaries.
- Intensify the job placement/referral system of TVET institutions, i.e., Blue Desks, PESO and linkages with the industry to provide information on TVET services, labor market information, jobs placement and other training and job related information.
- Bifurcate employment options to wage and entrepreneurial activities. Technopreneurship has to be directed and purposively driven towards communities that are demanders of services of trained and certified workers.
- Re-mainstream CBTED as an approach in galvanizing nurturing communities thru the convergence of unified infrastructures, connected institutions and targeted sectors of the trained and certified workforce.

I. Introduction

A. Background

One of the major goals of the present administration is the creation of jobs for Filipinos. Generation of jobs is seen as one of the key factors in addressing poverty in the country. While job opportunities continue to be created, high unemployment which is associated with skills mismatch is a major concern.

TESDA, the lead agency in TVET, is mandated to provide relevant, accessible, high quality and efficient technical education and skills development in support of the development of high quality Filipino middle level manpower responsive to and in accordance with the Philippine development goals and priorities as embodied in Section 2 of the TESDA Act of 1994. In pursuit of its mandate, TESDA enables the Filipino skilled workforce to be more employable, productive and flexible to the changing requirements of industry and the labor markets, both domestic and overseas. With employable TVET qualifications, individuals are empowered, become self-reliant and capable of supporting himself and his family.

In 2006, the Training for Work Scholarship Program (TWSP) of then President Gloria Macapagal-Arroyo was launched. From 2006-2009, huge investments amounting to PhP 8.07B was allocated to TVET. In 2009 alone, a total of PpH5.66B was provided for the implementation of the TWSP and Private Education Student Financial Assistance (PESFA) as part of the Economic Resiliency Program (ERP) of the government to address the impact of the global financial crisis. The TWSP, a voucher system program, aims to provide skills and competencies to job seekers through appropriate training programs that are directed to existing jobs and immediate employment. Sectors with high demand but hard-to-fill jobs such as business process outsourcing (BPO), aviation, metals and engineering, medical tourism, hotel and restaurant, agribusiness, and services, among others were prioritized and allocated with the bulk of the TWSP funds.

The rising demand of the competitive labor market, as well as the persistent problem of unemployment and underemployment raised several TVET issues and concerns: Are the graduates provided with quality education and training in preparation for their employment? Do the graduates possess the skills and competencies that the employers require? Are the program interventions and other support initiatives able to enhance the employability of the graduates?

In the light of these issues/concerns, TESDA as part of its quality assurance policy institutionalized the conduct of the **impact evaluation study of TVET programs to regularly monitor and assess the efficiency and effectiveness of TVET provision based on the employment outcomes of its graduates**. The study also serves as a feedback mechanism on the status of implementation of major TVET policies and programs such as program registration, competency assessment and certification, and scholarships.

The 2011 Impact Evaluation Study (IES) of TVET programs, the fifth of its series since the monitoring and evaluation of training program of the World Bank -Vocational Training Project III (METP) in 1998 was carried out.

B. Review of Related Literature

One important part of the M&E process involves the analysis of a program's results or impact, through impact evaluation. These assessments allow the government, private sector, or any other organization implementing a program, to measure and evaluate its effectiveness after some time. Particularly, they identify and quantify the impact of the program in a particular group of people that take part in it, and in that way, evaluate the effectiveness and usefulness of the program.

Tracer studies constitute one form of empirical study, which can be considered an appropriate means of evaluating the results of the education and training provided by an institution. It brings together certain basic types of information concerning the level of employment, unemployment and underemployment among the graduates, the contemporary undergraduate experience, the first and current work position of graduates and the correspondence between educational qualifications and required work skills. Results of such studies can often demonstrate the success of education and training in relation to the graduates, labor market and employers. The information acquired by means of tracer surveys can also indicate possible deficiencies in a given educational program and serve as a basis for future planning activities, at both the institutional and national levels, such that academic programs might be brought more closely to the needs of the economy.

A graduate survey also referred to as tracer study or alumni survey is a simple tool designed to measure the relevance of the services and study conditions provided by TVET schools and the graduates' performance in the labor market. They are seen as a management tool for planning, monitoring and evaluation of TVET programs and provide information for programmatic changes and review of training curricula. They also help to monitor the delivery of the training. Graduates survey constitutes a form of empirical study which can provide valuable information for evaluating the results of the education and training of a specific school. An advanced approach for graduate survey enables the schools to get information to indicate possible deficits in a given educational programs/curricula and to serve as a basis for future planning activities. Therefore, information on the vocational and technical success (career, status, income) of the graduates is needed as well as information on the relevance of knowledge and skills (relationship between positions).

A graduate survey was carried out on the graduates from construction-related programs offered by VTET in Brunei Darussalam graduating from the year 1999 to 2008. Its objectives are generating comprehensive information on labor market outcomes of the graduates, their transition from VTET to work and their views and opinions on the quality and relevance of their training to their present job. The questionnaire survey was carried out between the months of March and April 2009 with a response rate of about 60%. The study shows the trends and patterns in employment, unemployment and further studies of the graduates covered in the 10 years period. The results show an employment rate of 65%.

The same study also yields some interesting facts during their transition from TVET institutions to the world of work. It also explores the opinions of the graduates on

the relevance of the programs attended to their present job in light of their employment experiences and analyses the changes they think would improve the link between TVET and employment. (*Chin Wei Keh , Tokyo Gakugei University*)

The Tracer Study of Employability of Polytechnic Diploma Holders by Rathore, B. S.; Saini, J. S.; Sharma, D. D.; Dhameja, S. K.; Gurjar, B. R.: 'Strengthening Technician Education in India', a World Bank-assisted project in India, provided considerable inputs in capacity expansion, quality and efficiency. Its impact, however on the education system and the suitability of diploma holders passing out from polytechnics to the requirements of their respective work situations was not explored. This tracer study was carried out to determine the impact on the technician education system as reflected in the employment rate of the graduates on a comparative basis between the earlier and later stages of this project. The objectives of this study were: (1) to ascertain the time taken by the polytechnic graduates before obtaining their first job after graduation; (2) to determine the salary level received by the graduates in their first job; (3) to determine the present status of the teaching-learning process in polytechnics; (4) to determine the possible areas for improvement in the teaching-learning process; and (5) to ascertain the percentage of students pursuing higher studies.

A tracer study was conducted relative to the implementation of the VTP II in Thailand in 1998. Findings of the tracer study show that graduates in general place high value on their vocational training and technical education. There is a high correlation between their training and employment/careers, and between employment/careers and socioeconomic improvement. Comparison was made between graduates of project-assisted institutes and non-project-assisted institutes. The study also shows employers rated work habits, attitudes, and ethics as significantly more important than domain knowledge and technical skills.

C. Objectives of the Study

Generally, the study aims to evaluate the relevance and effectiveness of TVET Programs. The results of the study will serve as a tool in determining policy recommendations that will guide TESDA in its planning and policy making as the Authority.

Specifically, the study aims to generate national and regional data/information in order to:

- Estimate the employment and skills utilization of TVET graduates;
- Estimate the length of job search from graduation;
- Analyze the types of employment
- Identify TVET qualifications that have better chances of employment for the graduates;
- Compare the performance of certified vs. non-certified TVET graduates in terms of employment;
- Identify the incentives given by the employers to the employed graduates with competency assessment;
- Assess the impact of TWSP programs in terms of assessment/certification, employment and income levels of its graduates;

- Determine status of Ladderized Education Program (LEP) graduates in terms of pursuing college degree program;
- Identify reasons for unemployment and for not joining the labor force; and,
- Determine the usefulness of other support programs of TVET to raise the employability of graduates.

D. Analytical Framework

The Seek+Find+Train+Certify = Employability (SFTC=E) paradigm is the framework that is most relevant in the implementation of TVET Programs. As the main metric of external efficiency in TVET, the determination of the employability of TVET graduates shall be the primary objective of the 2011 IES.

The performance of the regional operations shall be gauged by how far their graduates landed into decent and productive employment. Therefore, as much as possible and applicable, the regional dimensions in the generation and analysis of data and information gathered from the field are deemed essential.

In 2009, the performance of PESFA and TWSP programs is critical in the 2011 IES. It will be recalled that huge amount has been invested in the TWSP, which is aimed at addressing the skills shortages in highly in-demand and critical occupations. The TWSP implementation was directed at TVET programs where prospects of landing a job are high.

The Ladderized Education Program (LEP), by virtue of Executive Order No. 358, mandates TESDA and CHED to develop and implement a unified national qualifications framework that establishes equivalency pathways and access ramps for easier transition and progression between TVET and higher education. The progression of LEP graduates into higher education shall also be included in the study.

Likewise, the analysis shall evolve on the following:

1. **Profile of TVET graduates.** Age, sex, highest grade completed and reason for taking up the program, TVET qualification taken. Graduates of TVET programs provide indications on what qualifications are still popular. The qualifications where graduates usually converge vis-à-vis employment demand could provide the opportunity at assessing the need for more human and material resources. Ranged against the labor market prospects and stock of graduates/ workers in a particular qualification, the graduate figures will prove vital as to the policy on program registration.

Training provisions are being offered by a network of more than 4,328 public and private TVET providers. One hundred twenty five (125) of which are TESDA Technology Institutions (TTIs). The relevance of our TTIs in the delivery of training programs is vital consideration in crafting strategic TVET policy directions.

2. **Competency assessment and certification.** Mandatory assessment of graduates of registered programs with training regulations (WTR) as a policy has been implemented since 2006. The certification rate is an internal efficiency metrics of performance. This reflects the quality of TVET programs being

provided. Reasons for not taking the assessment as well as getting information as to the acquisition of the necessary skills for getting employed would enhance the analysis on the quality of TVET provision being offered by TVET providers. Thus, the results could serve as basis in reviewing the performance of the TVIs.

3. **Support TVET services** i.e., YP4SC, employment services (Blue desk) shall find its place in the analysis on enhancing the employability of TVET graduates. YP4SC is a career guidance program geared towards helping students, out-of-school youth (OSY) and unemployed adults make informed career choices to decide intelligently on what course to pursue that best fit his interest and aptitude after high school.
4. **The employability of TVET graduates** is an outcome indicator. The length of job search on finding first job shall be established. Details on the employment of TVET graduates at time of survey, i.e, occupation, industry, nature and class of employment, income level shall be analyzed.

More so, the usefulness of skills acquired from the program and the value of competency assessment and certification in getting employment, higher income, and incentives shall be established. Do employers put premium to certificated workers. Though, however, initial survey from the employers in the automotive industry indicates negative results.

The indicators on the performance of TWSP vis-à-vis TVET graduates of regular programs include assessment and certification, employment, income levels. The scholarship programs, being qualifications-based programs are purposively directed to those highly in-demand occupations taking into consideration the per capita cost of the program offering.

5. **Not employed TVET graduates.** Results of the previous impact evaluation studies indicate a relatively high rate of not employed TVET graduates for various reasons. Empirical data on the TVET graduates joining the labor force or not being employed has big implications on the TVET policies.

E. Coverage of the Study

The 2011 IES of TVET Programs covered the CY 2009 graduates of both TVET Regular Programs (non-scholars) and the Scholarship Programs for all training delivery modes namely: Institution-Based, Enterprise-Based and Community-Based. A total of 755,242 TVET graduates from the public and private TVET providers were covered by the study.

F. Methodology

The list of CY 2009 TVET graduates of regular programs and scholarship programs from MIS 03-02 submitted to Corporate Affairs Office (CAO) by the regional/provincial offices served as the sampling frame/population from where the sample respondents were selected.

Stratified random sampling was adopted in 2011 IES, with the regions as the identified strata. A confidence level of 95% and .03 margin of error were adopted in determining the sample size. Systematic random sampling was applied in the selection of sample respondents per stratum.

The survey was done through personal interview of the sampled graduates using a structured questionnaire. The individual TVET graduate is the unit of enumeration for the survey. The key informant was interviewed in cases where the sampled graduate was not available during the survey period. The key informants include relatives i.e., parents, children, spouse, siblings of the graduate who can provide the needed information.

The study obtained clearance from National Statistical Coordination Board (NSCB).

G. Limitations of the Study

The sampling design adopted in the study provides the adjustment in the sample size to consider the 70% response rate based on the 2008 IES. The 2011 IES had a high actual response rate recorded at 76% thus ensuring that the sample responses gathered represents a good picture of the total population of TVET graduates.

II. Results of the Study

A. Profile of TVET Graduates

TVET Graduates by Region, Type of Program and Delivery Mode

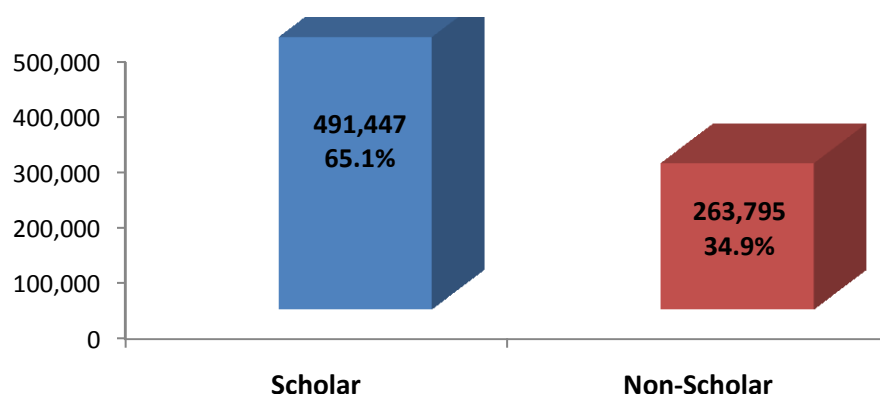
The study covered a total of 755,242 TVET graduates. Across regions, the National Capital Region (NCR) had the highest reported number of graduates with 164,065 (21.7%), followed by Region IV-A with 116,042 (15.4%) and Region III with 72,485. These were the regions with high number of TVET providers and TVET programs registered under UTPRAS and high number of TVET graduate scholars as well. CARAGA has the least number of graduates with 7,520 (1.0%). (Table 1)

Table 1. TVET Graduates By Region and Type of Program, Philippines: 2009

Region	Type of Program			% Distribution
	Scholarship Program	Non-scholarship Program(Regular)	Total	
NCR	87,055	77,010	164,065	21.7
CAR	6,538	1,689	8,227	1.1
I	23,819	14,713	38,532	5.1
II	10,662	1,550	12,212	1.6
III	55,866	16,619	72,485	9.6
IV-A	85,882	30,160	116,042	15.4
IV-B	24,711	17,764	42,475	5.6
V	24,652	5,879	30,531	4.0
VI	50,293	8,216	58,509	7.7
VII	25,921	26,305	52,226	6.9
VIII	22,307	18,317	40,624	5.4
IX	16,961	6,675	23,636	3.1
X	20,804	19,080	39,884	5.3
XI	5,180	13,350	18,530	2.5
XII	16,162	1,078	17,240	2.3
CARAGA	4,352	3,168	7,520	1.0
ARMM	10,282	2,222	12,504	1.7
Total	491,447	263,795	755,242	100.0

Majority of the TVET graduates (65.1% or 491,447) were supported by the government through scholarship programs especially the TWSP. The remaining 34.9% (263,795) were non-scholars (Figure 1).

Figure 1. TVET Graduates by Type of Graduates, Philippines: 2009



Almost ninety percent (89.8% or 678,203) of TVET graduates were products of institution-based training program. TVET graduates from institution-based program comprised graduates from TVET schools and training centers. Graduates from community-based training program accounted 9.2% (69,843) while the enterprise-based training program accounted 1% (7,196) only. The need to strengthen linkages with the industry as end-user of skilled workers especially to further the enterprise-based training provision should be given priority (*Table 2*).

Table 2. TVET Graduates by Region and Delivery Mode, Philippines: 2009

Region	Community-based	%	Enterprise-based	%	Institution-based	%	Total
NCR	20,813	12.7	685	0.4	142,567	86.9	164,065
CAR	636	7.7	-	-	7,591	92.3	8,227
I	1,327	3.4	528	1.4	36,677	95.2	38,532
II	348	2.8	78	0.6	11,787	96.5	12,212
III	3,303	4.6	1,365	1.9	67,817	93.6	72,485
IV-A	9,102	7.8	801	0.7	106,139	91.5	116,042
IV-B	3,766	8.9	-	-	38,709	91.1	42,475
V	799	2.6	127	0.4	29,604	97.0	30,531
VI	1,814	3.1	722	1.2	55,972	95.7	58,509
VII	6,024	11.5	235	0.4	45,967	88.0	52,226
VIII	3,116	7.7	532	1.3	36,976	91.0	40,624
IX	746	3.2	1,252	5.3	21,638	91.5	23,636
X	11,147	27.9	345	0.9	28,392	71.2	39,884
XI	2,949	15.9	345	1.9	15,235	82.2	18,530
XII	322	1.9	90	0.5	16,828	97.6	17,240
CARAGA	1,533	20.4	39	0.5	5,948	79.1	7,520
ARMM	2,097	16.8	52	0.4	10,355	82.8	12,504
Total	69,843	9.2	7,196	1.0	678,203	89.8	755,242

TVET Graduates by Type of TVET Provider

TVET programs are currently being delivered by a network of more than 4,000 TVET providers nationwide. A big majority of them are privately owned which is composed of 539,342 (71.4%). TESDA administers 125 TESDA Technology Institutions (TTIs) that produced a total of 130,919 graduates (17.3%) while the rest of public TVET providers turned out a total of 84,981 (11.3%). Public TVET providers mostly constitute LGUs, local community colleges and a few SUCs (*Figure 2*).

Figure 2. TVET Graduate by Type of TVET Provider, Philippines: 2009

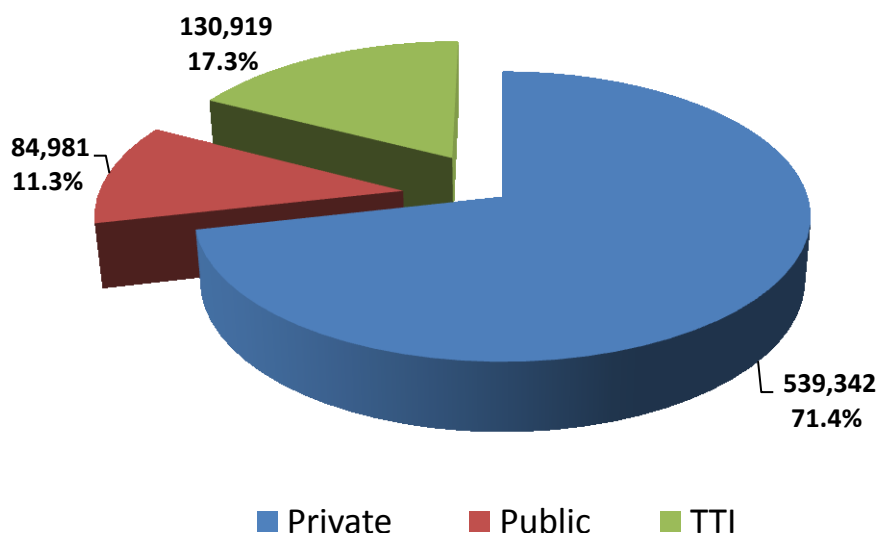


Table 3 provides the distribution of TVET graduates by type of TVET provider by region.

Table 3. TVET Graduates by Region and Type of TVET Provider, Philippines: 2009

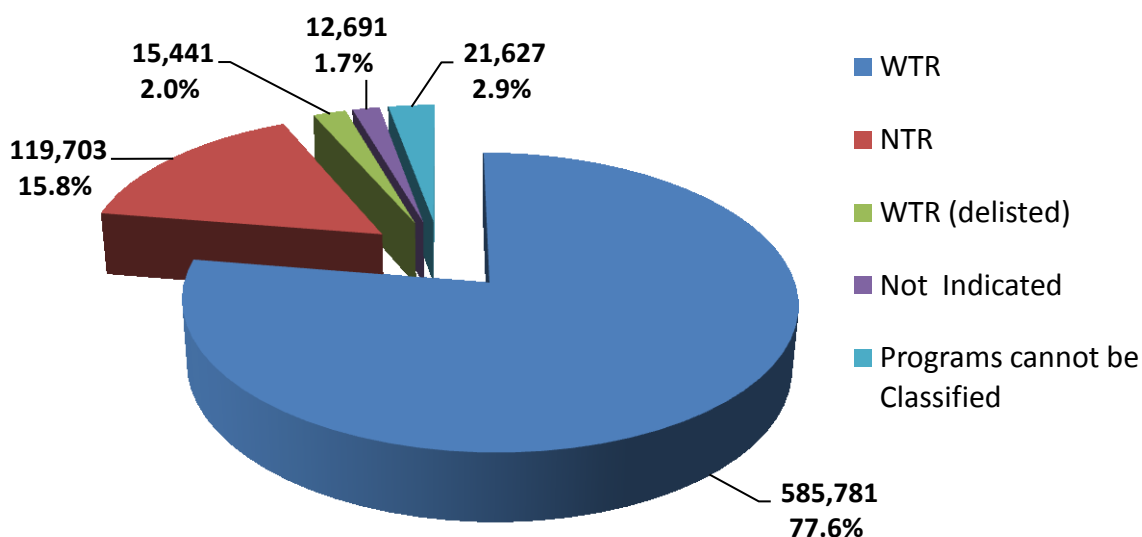
Region	Type of TVET Provider						Total
	Private	%	Other Public	%	TTI	%	
NCR	141,590	86.3	21,294	13.0	1,181	0.7	164,065
CAR	2,569	31.2	604	7.3	5,053	61.4	8,227
I	25,336	65.8	3,999	10.4	9,197	23.9	38,532
II	6,704	54.9	925	7.6	4,583	37.5	12,212
III	58,442	80.6	3,623	5.0	10,420	14.4	72,485
IV-A	99,909	86.1	8,374	7.2	7,759	6.7	116,042
IV-B	23,823	56.1	4,273	10.1	14,379	33.9	42,475
V	19,022	62.3	2,416	7.9	9,093	29.8	30,531
VI	37,494	64.1	2,027	3.5	18,987	32.5	58,509
VII	29,013	55.6	13,101	25.1	10,112	19.4	52,226
VIII	18,286	45.0	5,167	12.7	17,172	42.3	40,624
IX	15,115	63.9	1,165	4.9	7,356	31.1	23,636
X	23,404	58.7	11,205	28.1	5,276	13.2	39,884
XI	11,193	60.4	2,556	13.8	4,782	25.8	18,530
XII	13,503	78.3	631	3.7	3,106	18.0	17,240
CARAGA	4,023	53.5	2,302	30.6	1,196	15.9	7,520
ARMM	9,917	79.3	1,319	10.6	1,268	10.1	12,504
Total	539,342	71.4	84,981	11.3	130,919	17.3	755,242

TVET Graduates by Type of Registered Program

In August 2009, there were 17,545 programs registered with TESDA. A large percentage (83.4% or 14,627) are With Training Regulations (WTR) while the rest (16.6% or 2,918) are with No Training Regulations (NTR).

Figure 3 shows the percentage distribution of TVET graduates by type of registered program TVET graduates in WTR totaled to around 585,781 (77.6%). On the other hand, graduates in NTR were recorded at 118,703 (15.8%). The remaining 4% classified as delisted programs accounted 15,441 (2%) (Figure 3).

Figure 3. TVET Graduate by Type of Registered Program, Philippines: 2009



Across regions, regions with high number of graduates on NTR programs, were as follows: NCR (49,912); Region III and Region IV-A (15,355 and 13,080, respectively); and Region X (12,353) (*Table 4*).

Table 4. TVET Graduates by Region by Type of Registered Program, Philippines: 2009

Region	WTR	NTR	WTR (delisted)	Programs cannot be classified	Program attended not indicated	Total
NCR	101,567	49,912	5,040	7,545	-	164,065
CAR	6,931	1,179	43	49	24	8,227
I	33,046	1,562	1,080	1,557	1,286	38,532
II	11,247	540	-	193	232	12,212
III	53,286	15,355	623	1,753	1,466	72,485
IV-A	92,646	13,080	1,530	3,127	5,659	116,042
IV-B	39,947	2,312	-	144	72	42,475
V	26,278	2,324	-	805	1,124	30,531
VI	51,305	4,306	2,252	446	199	58,509
VII	42,861	6,614	994	1,757	-	52,226
VIII	34,402	4,935	773	60	453	40,624
IX	20,939	932	928	697	140	23,636
X	25,520	12,353	57	1,723	230	39,884
XI	14,333	2,689	1,248	260	-	18,530
XII	14,174	309	77	876	1,804	17,240
CARAGA	6,120	713	350	337	-	7,520
ARMM	11,178	585	444	297	-	12,504
Total	585,781	119,703	15,441	21,627	12,691	755,242

The tourism sector topped with a total of 213,377 (28.3%) TVET graduates. The ICT sector, which was the top priority sector in 2008 IES ranked second with 177,750 (23.5%). The health, social and other community services with 99,134 (13.1%) TVET graduates ranked third. Language/Culture programs registered a total of 16,850 (2.2%).

Noticeable was a big number of TVET graduates in NTR programs in ICT sector. Also, there were around 4,644 wherein sector/program to which they should belong cannot be classified.

Table 5. TVET Graduate by Sector and Type of Registered Program, Philippines: 2009

Sector	NTR	WTR	WTR (delisted)	Programs cannot be classified	Programs attended not indicated	Total
Agriculture and Fishery	1,636	5,976	-	338	-	7,949
Aircraft	302	-	-	-	-	302
Automotive	505	29,061	-	4,559	-	34,125
Construction	2,639	43,210	-	470	-	46,319
Cottage and Handicrafts	3,384	-	-	-	-	3,384
Decorative Crafts	-	508	-	-	-	508
Electronics	2,459	25,882	-	1,046	-	29,387
Food and Beverages	3,461	9,497	-	-	-	12,958
Garments	621	8,231	-	-	-	8,852
Health	9,267	86,549	-	3,318	-	99,134
HVAC-R	-	5,703	-	177	-	5,880
ICT	51,745	108,478	15,441	2,086	-	177,750
Land Transport	203	8,862	-	-	-	9,065
Language / Culture	16,915	-	-	-	-	16,915
Maritime	354	2,045	-	726	-	3,125
Metals and Engineering	811	60,951	-	4,552	-	66,314
Tourism	19,712	190,827	-	2,838	-	213,377
TVET	-	-	-	591	-	591
Wholesale/Retail Trading	1,046	-	-	781	-	1,827
Cannot be classified	4,644	-	-	144	12,691	17,479
Total	119,703	585,781	15,441	21,627	12,691	755,242

Table 6 shows the top 20 TVET qualifications. Graduates in top 20 TVET qualifications accounted 62.5% (471,691) of the total. The ICT, specifically the Computer Hardware Servicing NC II and Programming NC IV were the most popular courses with 55,091 and 43,242, respectively. The program on SMAW NC II of Metals and Engineering sector was also a preferred program with 42,414 graduates.

It should be noted that while the PC Operations NC II had been delisted in 2008, it is still being offered by TVET providers with 14,856 graduates.

Table 6. Top 20 TVET Qualifications by Sector by Type of Program Registration, Philippines: 2009

Top 20 TVET Qualifications/Priority Sector	WTR	NTR	WTR (delisted)	Total
Information and Communications Technology				
Computer Hardware Servicing NC II	55,091	-	-	55,091
Finishing Course for Call Center Agents	-	20,018	-	20,018
PC Operations NC II	-	-	14,856	14,856
Programming NC IV	43,242	-	-	43,242
Metals and Engineering				
Shielded Metal Arc Welding (SMAW) NC II	42,414	-	-	42,414
Tourism				
Barista	25,630	-	-	25,630
Bartending NC II	20,715	-	-	20,715
Bread and Pastry Production NC II	16,346	-	-	16,346
Commercial Cooking NC II	30,269	-	-	30,269
Food and Beverage Services NC II	39,567	-	-	39,567
Food Handler	-	9,195	-	9,195
Housekeeping NC II	36,755	-	-	36,755
Electronics				
Consumer Electronics Servicing NC II	18,556	-	-	18,556
Construction				
Building Wiring Installation NC II	17,363	-	-	17,363
Health, Social and Other Community Services				
Caregiving NC II	12,464	-	-	12,464
Health Care Services NC II	12,809	-	-	12,809
Household Services NC II	15,793	-	-	15,793
Massage Therapy NC II	14,808	-	-	14,808
Automotive				
Automotive Servicing NC II	14,371	-	-	14,371
Language / Culture				
English Language Proficiency	-	11,431	-	11,431
Total (Top 20 Qualifications)	416,192	40,644	14,856	471,692
Other Qualifications	169,589	79,059		283,550
Total	585,781	119,703	14,856	755,242

Note: included in the total :

12,691- program cannot be identified

21,627 -NI

4,010 - delisted not in the top 20

Table 7 shows the distribution of the TVET graduates by sex, highest grade completed and by marital status. Male graduates were higher by 12 percentage points than the female graduates with 56% (423,251) and 44% (331,991), respectively.

Noteworthy was the substantial number of TVET graduates who have college education. College undergraduates and college graduates accounted for 24.7% and 16.0%, respectively. These were relatively higher than the 2008 IES results. These figures supported the previous findings on the need for the acquisition of additional competencies as demanded for the desired employment despite their educational attainment.

Forty-three percent (43.3%) were at least high school graduates. Graduates who had already taken technical-vocational courses accounted to 88,607 (11.7%).

The same table also indicates that majority of the TVET graduates were generally young belonging to age group 15 to 24, representing 60.2% of the total. Likewise, nearly three-fourths (72.1%) of the total graduates were single.

Table 7. TVET Graduates by Sex by Highest Grade Completed, Age Group and Marital Status: Philippines: 2009

Highest Grade Completed	Female	%	Male	%	Total
Elementary Undergraduate / Graduate	2,351	0.7	2,540	0.6	4,890
High School Graduate	137,145	41.3	189,784	44.8	326,928
High School Undergraduate	8,124	2.4	13,153	3.1	21,277
College Undergraduate	85,014	25.6	101,363	23.9	186,377
College Graduate and Beyond	62,074	18.7	59,122	14.0	121,196
Technical-Vocational Graduate	34,025	10.3	54,389	12.8	88,414
No Answer	3,160	1.0	3,000	0.7	6,160
Total	331,893	100.0	423,349	100.0	755,242
Age Group	Female	%	Male	%	Total
14 yrs and below	2,040	0.6	2,119	0.5	4,159
15 - 24 yrs	197,359	59.5	257,839	60.9	455,197
25 - 34 yrs	75,449	22.7	109,911	26.0	185,360
35 - 44 yrs	28,209	8.5	28,138	6.6	56,347
45 - 54 yrs	11,456	3.5	7,361	1.7	18,817
55 - 64 yrs	2,823	0.9	1,934	0.5	4,757
65 years and over	847	0.3	752	0.2	1,599
Not indicated	13,711	4.1	15,295	3.6	29,006
Total	331,893	100.0	423,349	100.0	755,242
Marital Status	Female	%	Male	%	Total
Single	229,589	69.2	315,893	74.6	545,481
Married	87,568	26.4	95,436	22.5	183,004
Separated	1,888	0.6	1,070	0.3	2,958
Common law	5,409	1.6	5,803	1.4	11,212
Widow/er	1,790	0.5	629	0.1	2,418
Not indicated	5,650	1.7	4,518	1.1	10,168
Total	331,893	100.0	423,349	100.0	755,242

Regional and Scholarship Distribution

Majority of the graduates 491,447 or 65.1% were products of scholarship programs. TVET graduates of regular program totaled 263,795 (34.9%) (Table 8).

Ninety-five percent (94.7%) of the graduates were TWSP scholars. Both PESFA and LEP posted less than 1% only. Except for Region XI, the rest had more than 90% TWSP graduate-scholars.

Other scholarship program representing 2.8% (13,594) included scholarship being sponsored by the LGUs and other TVET stakeholders.

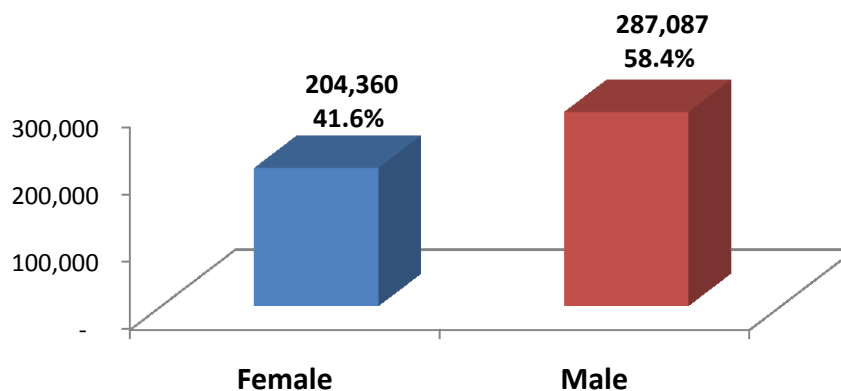
Region IV-A registered the highest number of TWSP graduates with 83,345, followed by NCR with 82,113. Region III ranked number 3 with 51,081 while Region VI ranked number 4 at 49,29 only.

Table 8. TVET Graduate-Scholars by Region and Type of Scholarship Program, Philippines: 2009

Region	Type of Scholarship Program								Total
	PESFA	%	TWSP	%	LEP	%	Others	%	
NCR	248	0.3	82,113	94.9	165	0.2	4,051	4.7	87,055
CAR	-	-	6,465	98.9	49	0.7	24	0.4	6,538
I	356	1.5	22,394	94.0	713	3.0	356	1.5	23,819
II	154	1.4	10,200	95.7	77	0.7	231	2.2	10,662
III	472	0.8	51,081	92.6	202	0.4	3,441	6.2	55,866
IV-A	290	0.3	83,345	97.0	797	0.9	1,449	1.7	85,882
IV-B	72	0.3	23,342	94.5	144	0.6	1,153	4.7	24,711
V	573	2.3	23,401	94.9	208	0.8	469	1.9	24,652
VI	199	0.4	49,296	98.0	399	0.8	399	0.8	50,293
VII	-	-	25,569	98.6	235	0.9	117	0.5	25,921
VIII	1,203	5.4	20,623	92.5	180	0.8	301	1.3	22,307
IX	93	0.5	16,588	97.8	-	-	280	1.6	16,961
X	229	1.1	20,059	96.4	229	1.1	287	1.4	20,804
XI	145	2.8	3,921	75.7	387	7.5	726	14.0	5,180
XII	77	0.5	15,930	98.6	-	-	155	1.0	16,162
CARAGA	39	0.9	3,845	88.3	332	7.6	137	3.1	4,352
ARMM	312	3.0	9,970	97.0	-	-	-	-	10,282
Total	4,463	0.9	469,291	95.5	4,118	0.8	13,575	2.8	491,447

There were more male beneficiaries of scholarship programs as indicated in Figure 4. Fifty-eight percent (58.4% or 287,087) were male while their counterpart recorded 41.6% (204,360) (Figure 4).

Figure 4. TVET Graduate Scholars by Sex, Philippines: 2011



More than 50% of TWSP and PESFA graduates were male with 58.9% (276,239) and 53.5% (2,389), respectively. The LEP female graduates on the other hand, were slightly higher with 50.2% (2,066) while female graduates of other scholarship programs recorded 52.8% (7,168) (Table 9).

Table 9. TVET Graduate-Scholars by Type of Scholarship and Sex, Philippines: 2009

Type of Scholarship	Sex				Total
	Female	%	Male	%	
TWSP	193,052	41.1	276,239	58.9	469,291
PESFA	2,074	46.5	2,389	53.5	4,463
LEP	2,066	50.2	2,052	49.8	4,118
Others	7,168	52.8	6,407	47.2	13,575
Total	204,360	41.6	287,087	58.4	491,447

In all types of scholarship programs, majority of TVET graduate-scholars had completed at least secondary level of schooling. However, it should be noted that there were some beneficiaries in TWSP who were elementary and high school levels only with 3,056 and 13,398, respectively (*Table 10*).

Table 10. TVET Graduate-Scholars by Type of Scholarship by Highest Grade Completed, Philippines: 2009

Highest Grade Completed	Type of Scholarship				
	PESFA	TWSP	LEP	Others	Total
Elementary Undergraduate / Graduate	-	3,056	-	131	3,187
High School Undergraduate	52	13,398	-	685	14,135
High School Graduate	2,645	207,092	1,948	8,005	219,691
Technical-Vocational Graduate	699	55,499	251	1,298	57,746
College Undergraduate	749	108,420	1,504	2,696	113,368
College Graduate and Beyond	318	78,129	415	692	79,555
No Answer	-	3,697	-	67	3,765
Total	4,463	469,291	4,118	13,575	491,447

Table 11 provides the percentage distribution of TWSP graduate-scholars by highest grade completed. Forty-four percent (44.1% or 207,092) had completed basic education, followed by college undergraduate with 23.1% (108,420); completed degree program with 16.6% (78,129) and those who had taken TVET were 11.9% (55,499). It should be noted that around 3.5% (16,454) belonged to high school undergraduate and below.

Table 11. TWSP Scholars by Highest Grade Completed, Philippines:2009

Highest Grade Completed	TWSP Scholars	%
Elementary Undergraduate / Graduate	3,056	0.6
High School Undergraduate	13,398	2.9
High School Graduate	207,092	44.1
Technical-Vocational Graduate	55,499	11.9
College Undergraduate	108,420	23.1
College Graduate and Beyond	78,129	16.6
No Answer	3,697	0.8
Total	469,291	100

The TESDA Technology Institutions (TTIs) have likewise been recipients of scholarship fund assistance. They provided training programs to 109,054 representing 22.2% of the total TVET graduate-scholars. The rest were provided by TESDA partners. Private TVET providers were able to train a total of 362,766 (73.8%) while other public providers trained 19,627 (4%) scholarship beneficiaries (*Table 12*).

All beneficiaries of LEP scholarship program comprising 4,118 proceeded to higher education.

Table 12. TVET Graduate-Scholars by Type of Scholarship Program and TVET Provider, Philippines: 2009

TVET Providers	Type of Scholarship Program								Total
	PESFA	%	TWSP	%	LEP	%	Others	%	
TTIs	407	9.1	106,290	22.6	102	2.5	2,255	16.6	109,054
Other Public TVIs	194	4.4	15,131	3.2	902	21.9	3,400	25.0	19,627
Private TVIs	3,862	86.5	347,870	74.1	3,115	75.6	7,920	58.3	362,766
Total	4,463	100.0	469,291	100.0	4,118	100.0	13,575	100.0	491,447

Training regulations spell out the minimum competency standards as required by the industry. While the majority of the recipients of the scholarship programs were graduates of WTR, still a remarkable number of graduates were from NTR programs.

Figure 5 shows the percentage distribution of TVET graduate scholars by type of registered program. TVET graduate-scholars in WTR totaled to around 421,662 (85.8%) while graduates in NTR were recorded at 46,596 (9.5%). The remaining 4% were classified as delisted, programs cannot be classified and not indicated.

Figure 5. TVET Graduate Scholar by Type of Registered Program, Philippines: 2009

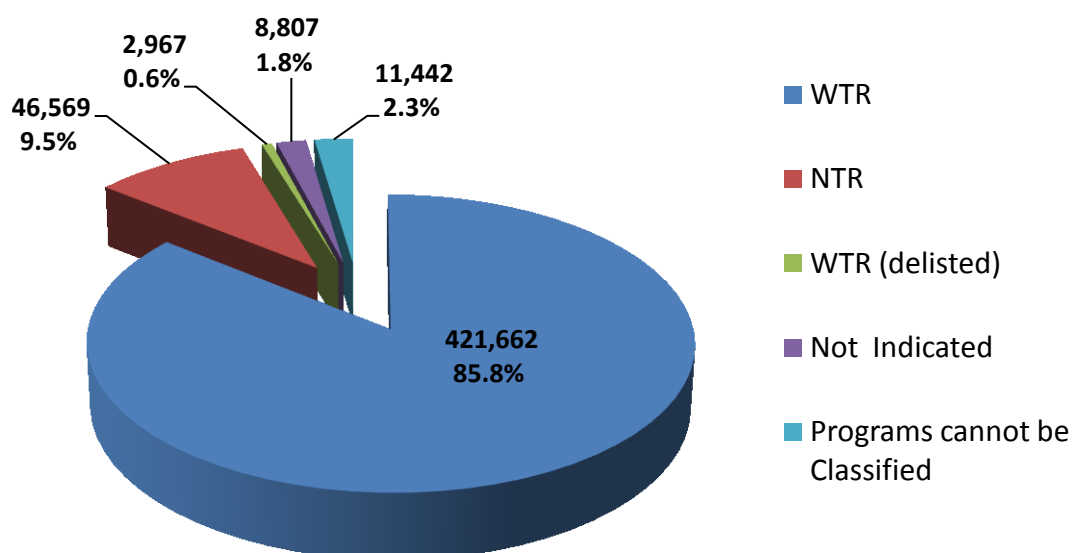


Table 13 shows the regional distribution of graduate-scholars by type of registered programs. TVET graduates in NTR were high in NCR, Region III and Region IV-A.

Table 13. TVET Graduate-Scholars by Region and Type of Registered Program, Philippines: 2009

Region	Type of Registered Program					Total
	WTR	NTR	WTR (Delisted)	Not Indicated	Programs Cannot be Classified	
NCR	63,328	17,692	1,323	-	4,712	87,055
CAR	5,632	833	-	24	49	6,538
I	21,936	662	254	611	356	23,819
II	10,162	308	-	77	115	10,662
III	44,328	9,109	270	877	1,282	55,866
IV-A	73,996	6,378	-	4,421	1,087	85,882
IV-B	23,198	1,297	-	72	144	24,711
V	22,359	1,042	-	521	730	24,652
VI	46,971	2,591	266	199	266	50,293
VII	22,168	2,756	117	-	880	25,921
VIII	20,984	782	241	241	60	22,307
IX	15,377	932	186	140	326	16,961
X	19,429	1,089	57	-	229	20,804
XI	4,551	387	97	-	145	5,180
XII	13,455	309	77	1,624	696	16,162
CARAGA	3,767	351	78	-	156	4,352
ARMM	10,022	52	-	-	208	10,282
Total	421,662	46,569	2,967	8,807	11,442	491,447

TVET Qualifications in Scholarship Programs

The TWSP was designed to provide the necessary skills and competencies in sectors with high employment demand. These are in the areas of ICT/BPO, metals and engineering, construction, hotels and restaurants, among others. Topping the list of TVET qualifications (WTR) were as follows: Computer Hardware Servicing NC II (35,246); SMAW NC II (35,399); Programming NC IV (28,782); Food and Beverage Services NC II (27,552); and Housekeeping NC II (27,281)(Table 14).

Table 14. Qualifications With Training Regulations (WTR) Attended by Graduate Scholars and Type of Scholarship Program, Philippines: 2009

Top 20 Qualifications (WR) Attended	Type of Scholarship Program				Total
	PESFA	TWSP	LEP	Others	
Computer Hardware Servicing NC II	1,100	35,246	165	1,410	37,921
Shielded Metal Arc Welding (SMAW) NC II	186	35,399	-	416	36,001
Programming NC IV	222	28,782	346	645	29,994
Food and Beverage Services NC II	38	27,552	332	440	28,363
Housekeeping NC II	300	27,281	38	493	28,112
Barista	83	24,078	-	-	24,161
Commercial Cooking NC II	419	19,646	268	120	20,453
Bartending NC II	181	14,149	83	121	14,534
Household Services NC II	66	13,332	-	155	13,554
Building Wiring Installation NC II	120	12,536	183	488	13,327
Consumer Electronics Servicing NC II	163	12,041	57	635	12,897
Bread and Pastry Production NC II	-	11,807	52	174	12,034
Massage Therapy NC II	120	10,184	67	533	10,905
Automotive Servicing NC II	38	9,885	48	121	10,093
Health Care Services NC II	328	7,514	168	72	8,083
Driving NC II	-	6,202	91	-	6,293
Dressmaking NC II	-	5,835	-	155	5,990
Shielded Metal Arc Welding (SMAW) NC I	48	5,207	-	496	5,751
Contact Center Services NC II	-	5,401	-	-	5,401
Automotive Servicing NC I	72	4,736	242	83	5,133
Food and Beverage Services (Restaurant and Coffee Shop) NC III	-	4,519	-	-	4,519
Total (Top 20 WTR)	3,488	321,332	2,142	6,557	333,519
	90.9	79.1	79.4	75.2	79.1
Total Qualifications (WTR)	3,836	406,403	2,699	8,724	421,662

Out of 46,569 graduate-scholars in NTR programs, the Finishing Course for Call Center Agents registered 18,023 or 38.7% of the total. This was followed by English Language Proficiency with 9,297 (20% of the total). *Table 15* shows the top 20 qualifications registered as NTR.

Table 15. Qualifications With No Training Regulations (NTR) Attended by Graduate-Scholars and Type of Scholarship, Philippines: 2009

Top 20 Qualifications (NTR) Attended	Type of Scholarship Program				Total
	PESFA	TWSP	LEP	Others	
Finishing Course for Call Center Agents	83	17,715	-	225	18,023
English Language Proficiency	128	8,862	-	307	9,297
Spa Therapy	-	2,102	-	-	2,102
Korean Language	-	2,026	-	51	2,077
Japanese Language (Nihongo)	-	673	-	-	673
Baking	-	-	-	540	540
Diploma in Applied Industrial Technology	-	-	507	-	507
Korean Language and Culture	-	407	-	72	479
Japanese Language and Culture	-	384	-	83	466
Finishing Course for Medical Transcription	-	424	-	-	424
Web Design	-	413	-	-	413
Spanish Language	-	359	-	-	359
Oracle	-	331	-	-	331
Basic Application System	-	331	-	-	331
Basic Secretarial	-	248	-	83	331
Microsoft.Net	-	305	-	-	305
Hotel and Restaurant Management	-	225	67	-	293
Basic Computer Technician	-	248	-	-	248
Basic IT Application Tools	-	165	-	83	248
Career Entry Course For Software Developer	-	248	-	-	248
Total (Top 20 Qualifications -NTR)	210	35,467	575	1,444	37,696
	59.0	85.4	56.9	39.2	80.9
Total (All Qualifications -NTR)	356	41,519	1,010	3,684	46,569

One of the guidelines issued by TESDA on the availment of scholarship indicates the allowable of up to two related qualifications per beneficiary.

The study revealed interesting results. While majority of the beneficiaries (453,585 out of 477,823) availed scholarship only once, there were beneficiaries who were able to take more than 2 per guidelines. Forty-eight TWSP scholars were trained in 5 related qualifications. Results of the study also revealed that there were 346 who availed 4 times; 111 of which were not in related qualifications. Those who availed 3 times were accounted at 1,627; 452 of which were not in related qualifications (*Table 16*).

Table 16. "Relatedness" of Other Programs Taken of Graduate-Scholars, Philippines: 2009

No. of Training Programs Attended (Availment)	"Relatedness" of Programs Attended	Type of Scholarship		
		TWSP	PESFA	LEP
5	Related	48	-	-
4	Related	235	-	-
	Not Related	111	-	-
	Total	346	-	-
3	Related	1,174	20	66
	Not Related	452	-	-
	Total	1,627	20	66
2	Related	5,550	112	90
	Not Related	7,494	128	-
	Total	13,044	240	90
1	Single Program	445,564	4,059	3,962
Not indicated	Program attended not indicated	8,662	145	-
Total TVET Graduate-Scholars (TWSP, PESFA, LEP)		469,242	4,463	4,118

Reasons for Taking Up the Program

Asked why the TVET graduates took the TVET program, their responses are shown in *Table 17*.

Two most popular reasons for the graduates in taking up the TVET were for employment and to get a job, accounting for 66.8% (504,201) of the total; and skills upgrading and enhancement with 18.9% (142,542).

Table 17. Reasons for Taking Up the Program by Type of Graduates, Philippines: 2009

Reasons	Non-Scholars	%	Scholars	%	Total	%
For employment/to get job	180,838	68.6	323,648	65.8	504,297	66.8
For promotion/ increase in income	4,945	1.9	6,702	1.4	11,644	1.5
For skills upgrading/ enhancement	42,834	16.2	99,779	20.3	142,557	18.9
TVET qualification is in demand	13,014	4.9	22,443	4.6	35,436	4.7
Personal use	13,457	5.1	22,773	4.6	36,215	4.8
Nothing to do	1,598	0.6	3,086	0.6	4,683	0.6
Others	4,936	1.9	6,897	1.4	11,823	1.6
Not Indicated	2,174	0.8	6,419	1.3	8,586	1.1
Total	263,795	100.0	491,747	100.0	755,242	100.0

Table 18 shows reasons for taking up the programs by type of scholarships. More than half of the scholars (323,460) took programs for employment/to get job.

Table 18. Reasons for Taking Up the Program by Type of Graduates, Philippines: 2009

Reasons	Type of Scholarship				
	TWSP	PESFA	LEP	Others	Total
For employment/to get job	308,633	2,814	2,462	9,551	323,460
For promotion/ increase in income	6,534	-	67	97	6,699
For skills upgrading/ enhancement	95,888	984	540	2,311	99,723
TVET qualification is in demand	21,389	222	446	365	22,422
Personal use	21,510	320	120	808	22,758
Nothing to do	3,013	-	-	72	3,085
Others	6,144	52	321	370	6,887
Not Indicated	6,180	72	160	-	6,413
Total	469,291	4,463	4,118	13,575	491,447

When asked if they gained skills after completing the program, 78.3% (591,647) of the total graduates indicated that they gained skills. However, 8.9% (67,572) did not gain skills while 12.7% representing around 96,023 did not indicate any answer (*Table 19*). This is an area of concern that has to be looked into.

Table 19. Indication on Skills Gain by Type of Graduates, Philippines: 2009

Type of Graduates	Gained Skills	%	Did Not Gain Skills	%	No Answer	%	Total
Non-Scholars	197,980	75.1	27,707	10.5	38,108	14.4	263,795
Scholars	393,666	80.1	39,865	8.1	57,916	11.8	491,447
TWSP	375,533	80.0	37,777	8.0	55,981	11.9	469,291
PESFA	3,588	80.4	690	15.5	185	4.2	4,463
LEP	3,289	79.9	395	9.6	434	10.5	4,118
Other Scholarship Program	11,256	82.9	1,003	7.4	1,316	9.7	13,575
Total	591,647	78.3	67,572	8.9	96,023	12.7	755,242

B. Competency Assessment and Certification of TVET Graduates

Out of 585,781 TVET graduates in WTR, more than three-fourths (75.4%) or 441,979 indicated that they took the assessment. Comparing it to the national assessment rate of 47.5% in the 2008 IES, an increase of more than a quarter percentage points (27.9%) was noted. This underscores the rigorous implementation of mandatory assessment as well as making it a requirement for graduation by the TVET providers and field offices. Disaggregation by region showed that Regions CAR and IX registered the highest assessment rate with 94%, followed by XII and II with 89% and 88%, respectively. Lowest assessment rate was reported by ARMM at 64% (*Table 20*).

While improvement was noted in the increase of assessment rate, the results were still low considering the mandatory assessment policy. Moreover, monitoring on the compliance of TVET providers by the TESDA field offices should be strengthened.

Table 20. Results on Availment of Competency Assessment by Region, Philippines: 2009

Region	Took Assessment	%	Did not Take Assessment	%	Not Indicated	%	Total	%
NCR	69,135	68	31,830	31	602	0.6	101,567	17
CAR	6,506	94	426	6	-	-	6,931	1
I	27,549	83	3,699	11	1,798	5.4	33,046	6
II	9,898	88	1,041	9	308	2.7	11,247	2
III	38,803	73	12,527	24	1,957	3.7	53,286	9
IV-A	66,583	72	22,938	25	3,125	3.4	92,646	16
IV-B	30,759	77	9,044	23	144	0.4	39,947	7
V	21,742	83	3,377	13	1,159	4.4	26,278	4
VI	40,193	78	10,557	21	555	1.1	51,305	9
VII	32,686	76	4,417	10	5,759	13.4	42,861	7
VIII	26,815	78	6,361	18	1,226	3.6	34,402	6
IX	19,592	94	1,301	6	47	0.2	20,939	4
X	17,145	67	7,573	30	802	3.1	25,520	4
XI	9,966	70	4,252	30	115	0.8	14,333	2
XII	12,680	89	786	6	708	5.0	14,174	2
Caraga	4,800	78	1,191	19	130	2.1	6,120	1
ARMM	7,128	64	3,175	28	875	7.8	11,178	2
Total	441,979	75	124,493	21	19,309	3.3	585,781	100

Expectedly, the institution-based programs (conducted in schools/training institutions, and centers, etc.) had the most number of graduates who took the assessment, accounting to 425,455 with an assessment rate of 77.5%. The assessment rate of TVET graduates from community-based training accounted to 43.3% only while the enterprise-based training was registered at 59.2% (*Table 21*).

Table 21. Results on Availment of Competency Assessment by Delivery Mode, Philippines: 2009

Delivery Mode	Took Assessment	%	Did not Take Assessment	%	Not Indicated	%	Total
Institution-based	425,455	77.5	104,960	19.1	18,293	3.3	548,708
Community-based	14,742	43.3	18,379	54.0	941	2.8	34,062
Enterprise-based	1,782	59.2	1,153	38.3	75	2.5	3,010
Total	441,979	75.5	124,493	21.3	19,309	3.3	585,781

Several reasons were cited for not taking the competency assessment. Topping the list was the non-availability of assessment tools/test package with 15,453 (12.2%). The study also revealed the lack of assessor and the assessment center as cited by 3,316 and 1,649, respectively (*Table 22*).

Other areas of concern that need to be addressed based on the results of the study are the following:

- The need for stronger and strengthened advocacy of the assessment and certification program in order to increase its recognition and advocacy. No information/Schedule not known as well as the response that assessment was not needed/not mandatory were recorded at 7,713 and 11,008, respectively. These two reasons alone comprised 15% of the total responses.
- The continuous free assessment program should be pursued to assist graduates who cannot afford to take assessment as manifested by 8,199 (6.6%).
- There might be a need to know how the trainers taught their trainees considering the response that skills/knowledge gained from training were not sufficient.

Table 22. Reasons for Non Availment of Competency Assessment, Philippines: 2009

Reasons For Not Taking Competency Assessment	Number	%
No available assessment tools/test package	15,453	12.4
No available assessment officer/assessor	3,316	2.7
No available assessment center	1,649	1.3
No schedule/Schedule Not Known/No information	7,713	6.2
Not needed/Not interested/Assessment not mandatory	11,009	8.8
Skills and knowledge not sufficient	1,061	0.9
Not yet prepared/Did not comply with requirements	6,226	5.0
Busy/Working/No time/Conflict of schedule/Schooling/Abroad	14,719	11.8
No money/Financial constraints	8,199	6.6
Failed to attend the scheduled test/Far from place/Sick	4,767	3.8
Assessment not conducted or offered/Training not done	580	0.5
Others	6,235	5.0
Not indicated/No answer	35,413	28.4
Total	124,493	100.0

In 2009, a total of 215 TRs were promulgated by the TESDA Board. As a matter of policy, the deployment of TRs should be accompanied by assessment tools.

Table 23 shows the list of qualifications with no assessment tools identified by the respondents. Based on the inventory on the deployment of assessment tools, it was only the Contact Center Services NC II that has no assessment tools. Deployment of assessment tools in some qualifications on health i.e., Beauty Care; Beauty Care NC II; Apply Facial Make-up; Perform Hand Spa; and Perform Manicure and Pedicure were held in abeyance pending the promulgation of amended TRs. On the other hand, the assessment tools for Hairdressing, Perform Hair Coloring/Bleaching Services, Perform Haircutting Services were still for deployment based on the amended TR.

Given the bulk of graduates in some qualifications like the Barista, TESDA might consider reviewing if a TR should be developed for Barista. An LMI should be done on this.

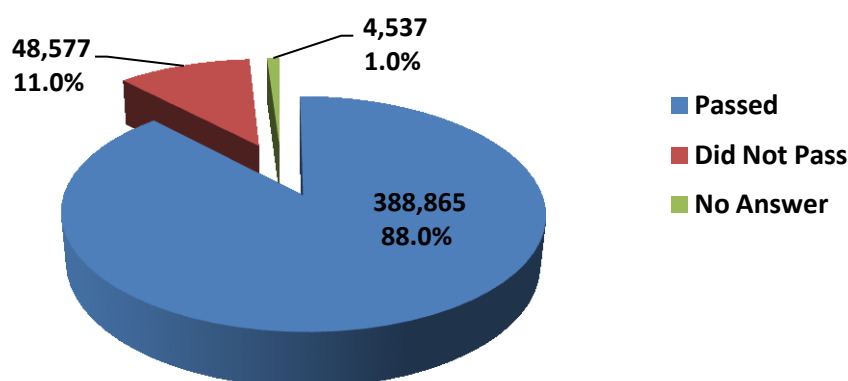
Table 23. Qualification Titles/Competencies Without Assessment Instruments or Tools as Indicated by Non-takers of Competency Assessment, Philippines: 2009

Sector/Qualification	Non-takers	Remarks*
Agriculture and Fishery		
Produce Fruit-bearing Trees	88	
Produce Vegetables	146	
Raise Large Ruminants	146	
Raise Swine	73	
Automotive		
Automotive Electrical Assembly NC II	72	
Construction		
HEO (Backhoe Loader) NC II	72	
Technical Drafting NC II	67	
Electronics		
Consumer Electronics Servicing NC II	73	
Instrumentation and Control Servicing NC II	73	
Maintain and Repair Cellular Phones	312	
Health, Social and Other Community Services		
Beauty Care	52	Assessment Tools based on Amended TR completed. Deployment held in abeyance pending promulgation of amended TR
Beauty Care NC II	73	
Apply facial make-up	72	
Perform Hand Spa	145	
Perform Manicure and Pedicure	59	
Caregiving NC II	469	
Hairdressing	106	Assessment Tools based on Amended TR. For Deployment.
Perform Hair Coloring/Bleaching Services	72	
Perform Haircutting Services	161	
Hilot (Wellness Massage) NC II	72	
Massage Therapy NC II	111	
Pharmacy Services NC II	72	
Security Services NC II	177	
Information and Communication Technology		
Animation NC II	234	
Computer Hardware Servicing NC II	478	
Contact Center Services NC II	1,253	No Assessment
Programming NC IV	3,114	
Metals and Engineering		
CNC Programming	24	
Shielded Metal Arc Welding (SMAW) NC II	83	
Processed Food and Beverages		
Food Processing NC II	78	
Tourism		
Barista	6,444	
Bartending NC II	150	
Food and Beverage Services	118	
Food and Beverage Services (Restaurant and Coffee Shop) NC III	228	
Food and Beverage Services NC II	130	
Food and Beverage Services NC III	83	
Tour Guiding Services NC II	217	
Travel Services NC II	57	

* Based on document from Competency Assessment and Certification Office (CACO), TESDA

Figure 6 shows that out of 441,979 graduates of tech-voc programs with training regulations (WTR), 388,865 passed the assessment or a certification rate of 88%. An increase of more than three percentage points (3.5%) compared to the national certification rate of 84.5% in 2008 was noted. This further underscored the apparent value accorded to assessment by graduates, who view it as the gateway to the world of work.

Figure 6. Results of Competency Assessment of TVET Graduates, Philippines: 2009



The bulk of the assessed and certified graduates were in the following regions: VII (98.3%), VIII (94.7%), NCR (94.6%), IX (94.3%), and II (93.8%). However, more than one out of ten graduates did not pass the assessment (*Table 24*).

Table 24. TVET Graduates Assessed and Certified by Region, Philippines: 2009

Region	Took Assessment	Competency Result					
		Passed	%	Did Not Pass	%	No Answer	%
NCR	69,135	65,416	94.6	3,637	5	83	0.1
CAR	6,506	5,880	90.4	601	9	24	0.4
I	27,549	25,041	90.9	2,229	8	279	1.0
II	9,898	9,282	93.8	578	6	38	0.4
III	38,803	33,305	85.8	4,418	11	1,080	2.8
IV-A	66,583	51,494	77.3	14,436	22	653	1.0
IV-B	30,759	28,666	93.2	1,441	5	652	2.1
V	21,742	18,817	86.5	2,352	11	573	2.6
VI	40,193	30,886	76.8	9,173	23	133	0.3
VII	32,686	32,129	98.3	322	1	234	0.7
VIII	26,815	25,395	94.7	1,314	5	106	0.4
IX	19,592	18,475	94.3	1,116	6	-	-
X	17,145	15,883	92.6	1,204	7	57	0.3
XI	9,966	8,289	83.2	1,629	16	48	0.5
XII	12,680	0,592	83.5	1,933	15	155	1.2
Caraga	4,800	4,262	88.8	428	9	110	2.3
ARMM	7,128	5,051	70.9	1,766	25	312	4.4
Total	441,979	388,865	88.0	48,577	11	4,537	1.0

The highest certification rate of 100% was registered in Maritime Sector where Deck Seafaring, Marine Electricity, and Ratings are included. Majority of the sectors had high passing rates of above 90% (*Table 25*).

While the assessment results showed encouraging results, monitoring on assessment procedure must be continuously pursued to ensure improvement on the assessment services of accredited assessment centers and assessors.

Table 25. TVET Graduates Assessed and Certified by Sector, Philippines: 2009

Priority Sector	Took Assessment	Result					
		Passed	%	Did Not Pass	%	No Answer	%
Agriculture and Fishery	3,212	2,959	92.1	133	4	120	4
Automotive	22,871	20,016	87.5	2,358	10	496	2
Construction	37,337	32,421	86.8	4,610	12	305	1
Decorative Crafts	-	-	-	-	-	-	-
Electronics	19,812	17,954	90.6	1,680	8	178	1

Priority Sector	Took Assessment	Result					
		Passed	%	Did Not Pass	%	No Answer	%
Garments	6,184	5,601	90.6	531	9	52	1
Health, Social and Other Community Services	61,036	857	94.8	,694	4	484	1
HVAC-R	4,798	4,326	90.2	369	8	103	2
Information and Communications Technology	69,245	46,916	67.8	20,780	30	1,550	2
Land Transport	6,226	5,553	89.2	673	11	-	-
Maritime	788	788	100.0	-	-	-	-
Metals and Engineering	53,988	47,347	87.7	6,267	12	374	1
Processed Food and Beverages	7,949	7,780	97.9	169	2	-	-
Tourism	148,534	139,347	93.8	8,313	6	874	1
Total	441,979	388,865	88.0	48,577	11	4,537	1

A disaggregation of assessment and certification data by delivery mode revealed that of the 1,782 graduates of enterprise-based programs who took the assessment, 1,762 were registered as competent or a certification rate of 98.9% (*Table 26*).

Table 26. TVET Graduates Assessed and Certified by Delivery Mode, Philippines: 2009

Delivery Mode	Took Assessment	Result					
		Passed	%	Did not Pass	%	No Answer	%
Community-based	14,742	13,643	92.5	868	5.9	230	1.6
Enterprise-based	1,782	1,762	98.9	20	1.1	-	-
Institution-based	425,455	373,460	87.8	47,689	11.2	4,306	1.0
Total	441,979	388,865	88.0	48,577	11.0	4,537	1.0

As *Table 27* indicates, a substantial number of TVET graduates who were college graduates and beyond, around 56,939, had achieved more than ninety percent (91.3%) certification rate. Majority of the graduates' educational levels have high certification rates of above 85%.

Table 27. TVET Graduates Assessed and Certified By Highest Grade Completed, Philippines: 2009

Highest Grade Completed	Took Assessment	Result					
		Passed	%	Did Not Pass	%	No Answer	%
Elementary Undergraduate/ Graduate	1,963	1,726	87.9	185	9.4	52	2.7
High School Undergraduate	10,968	8,944	81.5	1,765	16.1	259	2.4
High School Graduate	203,903	175,599	86.1	26,187	12.8	2,117	1.0
Technical-Vocational Graduate	58,433	52,100	89.2	5,855	10.0	478	0.8
College Undergraduate	101,395	91,174	89.9	8,861	8.7	1,361	1.4
College Graduate and Beyond	62,393	56,939	91.3	5,183	8.3	271	0.4
No Answer	2,924	2,382	81.5	541	18.5	-	-
Total	441,979	388,865	87.9	48,577	11.0	4,537	1.0

TESDA Technology Institutions (TTIs) had the highest certification rate of 92.3% (94,825). This was followed by public TVET institutions with 91% (*Table 28*).

Table 28. TVET Graduates Assessed and Certified by Type of TVET Provider, Philippines: 2009

Type of TVET Providers	Took Assessment	Competency Result					
		Passed	%	Failed	%	No Answer	%
TESDA Technology Institutions	102,761	94,825	92.3	7,174	6.9	762	.8
Other Public Providers	28,868	26,273	91.0	2,206	7.6	389	1.4
Private Providers	310,350	267,767	86.3	39,197	12.6	3,386	1.1
Total	441,979	388,865	88.0	48,577	11	4,537	

C. Competency Assessment and Certification of TVET Graduate-Scholars

Across regions, Region VII had the highest certification rate of 98.6%, followed by Region VIII with 96.0%, and Regions IX and Caraga with 95% each. It must be noted that majority of the regions have high certification rates above 90%. The lowest certification rate was reported by ARMM at 68.5% (Table 29).

Table 29. TVET Graduate-Scholars Assessed and Certified by Region, Philippines: 2009

Region	Took Assessment	Result				
		Passed	Certification Rate	Did Not Pass	No Answer	Total
NCR	47,537	45,057	94.8	2,398	83	47,537
CAR	5,510	4,971	90.2	514	24	5,510
I	19,442	17,610	90.6	1,629	204	19,442
II	9,045	8,507	94.0	500	38	9,045
III	33,263	28,473	85.6	3,711	1,080	33,263
IV-A	56,602	44,209	78.1	11,813	580	56,602
IV-B	20,100	18,515	92.1	1,441	144	20,100
V	19,180	16,782	87.5	1,824	573	19,180
VI	37,936	28,900	76.2	8,903	133	37,936
VII	20,936	20,643	98.6	235	59	20,936
VIII	19,361	18,579	96.0	782	-	19,361
IX	14,771	14,025	95.0	746	-	14,771
X	14,041	13,124	93.5	860	57	14,041
XI	4,212	3,340	79.3	823	48	4,212
XII	12,141	10,053	82.8	1,933	155	12,141
Caraga	3,532	3,357	95.0	156	20	3,532
ARMM	6,595	4,518	68.5	1,766	312	6,595
Total	344,204	300,663	87.4	40,032	3,509	344,204

Out of 329,824 TWSP graduate-scholars who took the competency assessment, 288,339 were registered competent, or a certification rate of 87.4%. The female registered 88.7% certification rate while their male counterpart recorded a passing rate of 86.6%.

On the other hand, out of 3,075 PESFA graduate-scholars who took the competency assessment, 2,730 passed or a certification rate of 88.8%. The passing rate of female was 87.6% while the male registered an 89.7% passing rate. *Table 30* shows the detailed data on assessment and certification results by sex, highest grade completed of scholars in different types of scholarships.

Table 30. TVET Graduate-Scholars Assessed and Certified by Sex, Highest Grade Completed and Type of Scholarship Program, Philippines: 2009

Type of Scholarship / Sex	Highest Grade Completed	Took Assessment	Result				Total
			Passed	Certification Rate	Did not Pass	No Answer	
TWSP							
Female	Elementary Undergraduate / Graduate	476	424	89.1	-	52	476
	High School Undergraduate	2,540	2,364	93.1	124	52	2,540
	High School Graduate	55,578	48,738	87.7	6,198	642	55,578
	Technical-Vocational Graduate	14,403	12,609	87.5	1,794	-	14,403
	College Undergraduate	27,670	24,851	89.8	2,455	364	27,670
	College Graduate and Beyond	24,577	22,167	90.2	2,332	77	24,577
	No Answer	783	639	81.5	145	-	783
	Total	126,028	111,792	88.7	13,049	1,187	126,028
Male	Elementary Undergraduate / Graduate	1,085	973	89.7	112	-	1,085
	High School Undergraduate	7,144	5,869	82.2	1,068	206	7,144
	High School Graduate	96,704	81,719	84.5	13,616	1,369	96,704
	Technical-Vocational Graduate	28,655	25,659	89.5	2,752	245	28,655
	College Undergraduate	43,340	38,254	88.3	4,843	243	43,340
	College Graduate and Beyond	25,271	22,801	90.2	2,352	118	25,271
	No Answer	1,597	1,273	79.7	324	-	1,597
	Total	203,796	176,547	86.6	25,067	2,182	203,796
Total	Elementary Undergraduate / Graduate	1,561	1,397	89.5	112	52	1,561
	High School Undergraduate	9,684	8,233	85.0	1,193	259	9,684
	High School Graduate	152,282	130,457	85.7	19,814	2,011	152,282
	Technical-Vocational Graduate	43,059	38,268	88.9	4,546	245	43,059
	College Undergraduate	71,010	63,105	88.9	7,298	607	71,010
	College Graduate and Beyond	49,848	44,968	90.2	4,684	196	49,848
	No Answer	2,380	1,912	80.3	469	-	2,380
	Total	329,824	288,339	87.4	38,116	3,369	329,824
PESFA							
Female	High School Undergraduate	52	52	100.0	-	-	52
	High School Graduate	899	795	88.4	104	-	899

Type of Scholarship / Sex	Highest Grade Completed	Took Assessment	Result				Total
			Passed	Certification Rate	Did not Pass	No Answer	
	Technical-Vocational Graduate	66	66	100.0	-	-	66
	College Undergraduate	171	171	100.0	-	-	171
	College Graduate and Beyond	140	80	57.0	60	-	140
	Total	1,328	1,164	87.6	164	-	1,328
Male	High School Graduate	850	669	78.8	180	-	850
	Technical-Vocational Graduate	560	560	100.0	-	-	560
	College Undergraduate	286	286	100.0	-	-	286
	College Graduate and Beyond	51	51	100.0	-	-	51
	Total	1,747	1,566	89.7	180	-	1,747
Total	High School Undergraduate	52	52	100.0	-	-	52
	High School Graduate	1,749	1,464	83.7	285	-	1,749
	Technical-Vocational Graduate	626	626	100.0	-	-	626
	College Undergraduate	458	458	100.0	-	-	458
	College Graduate and Beyond	191	131	68.5	60	-	191
	Total	3,075	2,730	88.8	345	-	3,075
LEP							
Female	High School Graduate	481	284	59.0	197	-	481
	Technical-Vocational Graduate	134	134	100.0	-	-	134
	College Undergraduate	588	588	100.0	-	-	588
	College Graduate and Beyond	51	51	100.0	-	-	51
	Total	1,254	1,057	84.3	197	-	1,254
Male	High School Graduate	363	303	83.4	60	-	363
	Technical-Vocational Graduate	117	117	100.0	-	-	117
	College Undergraduate	379	206	54.4	106	67	379
	College Graduate and Beyond	89	89	100.0	-	-	89
	Total	949	716	75.4	166	67	949
Total	High School Graduate	844	587	69.5	257	-	844
	Technical-Vocational Graduate	251	251	100.0	-	-	251

Type of Scholarship / Sex	Highest Grade Completed	Took Assessment	Result				
			Passed	Certification Rate	Did not Pass	No Answer	Total
	College Undergraduate	967	794	82.1	106	67	967
	College Graduate and Beyond	140	140	100.0	-	-	140
	Total	2,203	1,773	80.5	363	67	2,203
Other Scholarship							
Female	High School Undergraduate	38	38	100.0	-	-	38
	High School Graduate	1,741	1,669	95.9	72	-	1,741
	Technical-Vocational Graduate	344	271	78.9	-	72	344
	College Undergraduate	345	297	86.0	48	-	345
	College Graduate and Beyond	138	66	47.9	72	-	138
	No Answer	67	67	100.0	-	-	67
	Total	2,674	2,409	90.1	192	72	2,674
Male	Elementary Undergraduate / Graduate	48	48	100.0	-	-	48
	High School Undergraduate	52	52	100.0	-	-	52
	High School Graduate	2,509	2,081	82.9	428	-	2,509
	Technical-Vocational Graduate	447	398	89.2	48	-	447
	College Undergraduate	907	768	84.7	139	-	907
	College Graduate and Beyond	159	159	100.0	-	-	159
	Total	4,123	3,507	85.1	616	-	4,123
Total	Elementary Undergraduate / Graduate	48	48	100.0	-	-	48
	High School Undergraduate	91	91	100.0	-	-	91
	High School Graduate	4,250	3,750	88.2	500	-	4,250
	Technical-Vocational Graduate	790	669	84.7	48	72	790
	College Undergraduate	1,252	1,065	85.0	187	-	1,252
	College Grad. and Beyond	298	225	75.8	72	-	298
	No Answer	67	67	100.0	-	-	67
	Total	6,797	5,916	87.0	808	72	6,797
Total							
Female	Elementary Undergraduate / Graduate	476	424	89.1	-	52	476
	High School Undergraduate	2,683	2,454	91.5	177	52	2,683
	High School Graduate	58,963	51,749	87.8	6,572	642	58,963

Type of Scholarship / Sex	Highest Grade Completed	Took Assessment	Result				
			Passed	Certification Rate	Did not Pass	No Answer	Total
	Technical-Vocational Graduate	15,071	13,153	87.3	1,845	72	15,071
	College Undergraduate	28,842	25,974	90.1	2,503	364	28,842
	College Grad. and Beyond	25,090	22,549	89.9	2,464	77	25,090
	No Answer	851	706	83.0	145	-	851
	Total	131,976	117,010	88.7	13,706	1,260	131,976
Male	Elementary Undergraduate / Graduate	1,157	1,045	90.3	112	-	1,157
	High School Undergraduate	7,346	5,921	80.6	1,219	206	7,346
	High School Graduate	101,321	85,570	84.5	14,381	1,369	101,321
	Technical-Vocational Graduate	29,949	26,853	89.7	2,851	245	29,949
	College Undergraduate	45,288	39,890	88.1	5,088	310	45,288
	College Grad. and Beyond	25,571	23,100	90.3	2,352	118	25,571
	No Answer	1,597	1,273	79.7	324	-	1,597
	Total	212,229	183,653	86.5	26,326	2,249	212,229
All Types of Scholarship	Elementary Undergraduate / Graduate	1,634	1,470	90.0	112	52	1,634
	High School Undergraduate	10,029	8,376	83.5	1,395	259	10,029
	High School Graduate	160,283	137,320	85.7	20,953	2,011	160,283
	Technical-Vocational Graduate	45,019	40,006	88.9	4,696	317	45,019
	College Undergraduate	74,130	65,864	88.8	7,591	675	74,130
	College Grad. and Beyond	50,661	45,649	90.1	4,816	196	50,661
	No Answer	2,448	1,979	80.9	469	-	2,448
	Total	344,204	300,663	87.4	40,032	3,509	344,204

note - includes not indicated scholarship program in total

Table 31 shows the competency results by delivery mode and by type of scholarship programs. Graduate-scholars of the enterprise-based programs registered the highest certification rate of 97.4%. This was followed by community-based programs with 91.8%. The passing rate of institution-based program was recorded at 87.2%.

Table 31. TVET Graduate-Scholars Assessed and Certified by Delivery Mode and Type of Scholarship Program, Philippines: 2009

Delivery Mode/Type of Scholarship	Took Assessment	Result				Total
		Passed	Certification Rate	Failed	No Answer	
Institution-based						
PESFA	3,027	2,682	88.6	345	-	3,027
TWSP	321,119	280,189	87.3	37,613	3,317	321,119
LEP	2,203	1,773	80.5	363	67	2,203
Others	5,625	4,877	86.7	675	72	5,625
No Answer	2,079	1,786	85.9	293	-	2,079
Total	334,053	291,306	87.2	39,290	3,457	334,053
Enterprise-based						
TWSP	663	644	97.1	20	-	663
Others	93	93	100.0	-	-	93
Total	756	737	97.4	20	-	756
Community-based						
PESFA	48	48	100.0	-	-	48
TWSP	8,041	7,506	93.3	483	52	8,041
Others	1,079	946	87.7	133	-	1,079
No Answer	227	120	52.7	107	-	227
Total	9,395	8,620	91.8	723	52	9,395
All Delivery Mode						
PESFA	3,075	2,730	88.8	345	-	3,075
TWSP	329,824	288,339	87.4	38,116	3,369	329,824
LEP	2,203	1,773	80.5	363	67	2,203
Others	6,797	5,916	87.0	808	72	6,797
No Answer	2,306	1,905	82.6	401	-	2,306
Total	344,204	300,663	87.4	40,032	3,509	344,204

The Maritime Sector consistently exhibited 100% certification rate. This was followed by Processed Foods and Beverages Sector with 97%, and Tourism Sector with 93.2%. However, ICT Sector registered the lowest certification rate of 68.1% (Table 32).

Table 32. TVET Graduate-Scholars Assessed and Certified by Sector, Philippines: 2009

Sector	Took Assessment	Result				Total
		Passed	Certification Rate	Did not Pass	No Answer	
Agriculture and Fishery	2,816	2,564	91.0	133	120	2,816
Automotive	18,845	16,525	87.7	1,897	423	18,845
Construction	34,192	29,391	86.0	4,495	305	34,192
Electronics	13,828	12,158	87.9	1,492	178	13,828
Garments	6,007	5,424	90.3	531	52	6,007
Health, Social and Other Community Services	42,322	39,632	93.6	2,297	394	42,322
Heating, Ventilating and Airconditioning/ Refrigeration	3,788	3,316	87.5	369	103	3,788
ICT	50,687	34,508	68.1	15,331	848	50,687
Land Transport	5,631	5,231	92.9	401	-	5,631
Maritime	467	467	100.0	-	-	467
Metals and Engineering	47,907	41,499	86.6	6,121	287	47,907
Processed Food and Beverages	5,634	5,465	97.0	169	-	5,634
Tourism	112,080	104,485	93.2	6,797	799	112,080
Total	344,204	300,663	87.4	40,032	3,509	344,204

Graduate-scholars of the TESDA Technology Institutions recorded the highest certification rate of 91.5% while private TVIs registered the lowest with 85.9% (Table 33).

Table 33. TVET Graduate-Scholars Assessed and Certified by Type of TVET Providers and Type of Scholarship Program, Philippines: 2009

Type of TVET Providers/Type of Scholarship	Took Assessment	Competency Assessment Result				
		Passed	Certification Rate	Did Not Pass	No Answer	Total
TTI						
TWSP	86,185	78,835	91.5	6,587	762	86,185
PESFA	347	347	100.0	-	-	347
LEP	51	51	100.0	-	-	51
Others	1,675	1,554	92.8	120	-	1,675
No Answer	493	442	89.7	51	-	493
Total	88,751	81,230	91.5	6,759	762	88,751
Other Public TVET Providers						
TWSP	11,292	9,916	87.8	1,272	104	11,292
PESFA	99	99	100.0	-	-	99
LEP	544	238	43.8	306	-	544
Others	1,265	1,132	89.5	133	-	1,265
No Answer	144	120	83.0	24	-	144
Total	13,344	11,505	86.2	1,734	104	13,344
Private TVET Providers						
TWSP	232,347	199,588	85.9	30,257	2,503	232,347
PESFA	2,629	2,284	86.9	345	-	2,629
LEP	1,608	1,483	92.2	57	67	1,608
Others	3,857	3,230	83.7	555	72	3,857
No Answer	1,669	1,344	80.5	325	-	1,669
Total	242,110	207,929	85.9	31,539	2,643	242,110
All TVET Providers						
TWSP	329,824	288,339	87.4	38,116	3,369	329,824
PESFA	3,075	2,730	88.8	345	-	3,075
LEP	2,203	1,773	80.5	363	67	2,203
Others	6,797	5,916	87.0	808	72	6,797
No Answer	2,306	1,905	82.6	401	-	2,306
Total	344,204	300,663	87.4	40,032	3,509	344,204

D. Labor Force Participation of TVET Graduates

The main goal of TVET is to increase the employability of TVET graduates. The participation in the labor force of the TVET graduates is an indication of intent to actively engage in the production of goods and services. This is a necessary step towards employment.

Results showed that the labor force participation rate (LFPR) of TVET graduates is posted at 74.5% (562,869). This means that 7 out of 10 TVET graduates are either employed or actively seeking for work or available for work during the survey period. This LFPR result was 7.1 percentage points lower than the 2008 IES survey result of 81.6% LFPR (*Table 34*).

Among the regions, TVET graduates from Region IX were the most active in joining the labor force as they had the highest percentage of labor force participation rate at (83.5%), followed by graduates from Regions II, IV-A and V. The least active TVET graduates joining the labor force were from ARMM, Region VIII, IV-B and VI which posted an LFPR of 59.6%, 69.8%, 70.1% and 70.2%, respectively.

A more purposive mechanism on the selection of TVET beneficiaries specifically on scholarship programs should be seriously reviewed given the relatively low labor force participation rate of TVET graduates. It may be recalled as well that employability of TVET graduates is the metric of performance on TVET.

Table 34. Labor Force Participation Rate of 2009 TVET Graduates by Region Philippines: 2009

Region	In the Labor Force	Not In the Labor Force	Not Indicated	Total TVET Graduates	Labor Force Participation Rate
NCR	121,221	31,888	10,956	164,065	73.9
CAR	5,882	2,019	326	8,227	71.5
I	28,068	7,348	3,116	38,532	72.8
II	9,784	1,966	462	12,212	80.1
III	55,288	11,246	5,950	72,485	76.3
IV-A	90,786	18,868	6,388	116,042	78.2
IV-B	29,753	11,134	1,588	42,475	70.1
V	23,713	4,941	1,877	30,531	77.7
VI	41,051	16,105	1,353	58,509	70.2
VII	37,794	11,768	2,665	52,226	72.4
VIII	28,337	10,593	1,694	40,624	69.6
IX	19,724	1,491	2,421	23,636	83.4
X	30,874	7,289	1,722	39,884	77.4
XI	14,376	3,433	721	18,530	77.6
XII	12,937	2,268	2,036	17,240	75.0
CARAGA	5,827	1,375	318	7,520	77.5
ARMM	7,453	2,314	2,737	12,504	59.6
Total	562,869	146,045	46,328	755,242	74.5

Labor Force Participation Rate by Sex, Age Group and Highest Grade Completed

The male graduates are more active in participating in the labor force than females. Males posted an LFPR of 77.8% compared to females with 70.3%. This can be attributed to the fact that in households with low income level, females are usually relegated to attend household family duties which is the most common reason why they are not joining the labor force (*Table 35*).

TVET graduates who belong to age group 25-34 were the most active in participating in the labor force with an LFPR of 82.7%. This was followed by graduates from age groups 35-44 and 45-54. For the younger graduates being less experienced they opted to continue schooling or further training.

TVET graduates who were college degree holders and beyond were the most active in participating in the labor force. They had an LFPR of almost 85.2%. It was observed that LFPR goes higher as the educational level goes higher too.

Table 35. Labor Force Participation Rate of TVET Graduates by Sex, Age Group, and Highest Grade Completed, Philippines: 2009

Sex	In the Labor Force	Not In the Labor Force	Not Indicated	Total TVET Graduates	Labor Force Participation Rate
Male	329,522	69,320	24,508	423,349	77.8
Female	233,347	76,726	21,820	331,893	70.3
Total	562,869	146,045	46,328	755,242	74.5

Age Group	In the Labor Force	Not In the Labor Force	Not Indicated	Total TVET Graduates	Labor Force Participation Rate
Below 15	2,255	1,497	407	4,159	54.2
15-24	326,293	102,025	26,879	455,197	71.7
25-34	153,305	21,183	10,872	185,360	82.7
35-44	44,675	8,611	3,061	56,347	79.3
45-54	13,632	3,310	1,874	18,817	72.4
55-64	3,289	1,209	260	4,757	69.1
65 and above	477	1,121		1,599	29.8
Not Indicated	18,942	7,089	2,975	29,006	65.3
Total	562,869	146,045	46,328	755,242	74.5

Highest Grade Completed	In the Labor Force	Not In the Labor Force	Not Indicated	Total TVET Graduates	Labor Force Participation Rate
Elementary Undergraduate/ Graduate	2,996	890	1,005	4,890	61.3
High School Undergraduate	14,284	5,490	1,503	21,277	67.1
High School Graduate	227,623	78,445	20,860	326,928	69.6
Technical-Vocational Graduate	69,686	13,748	4,979	88,414	78.8
College Undergraduate	140,505	35,725	10,147	186,377	75.4
College Graduate and Beyond	103,287	11,437	6,472	121,196	85.2
No Answer	4,488	309	1,363	6,160	72.9
Total	562,869	146,045	46,328	755,242	74.5

Labor Force Participation Rate by Type of Program, Delivery Mode and Type of Training Provider

Graduates of scholarship programs had a labor force participation rate of (75.9% or 373,136 higher than graduates of regular TVET programs (71.9% or 189,732). This observation was also true for institution-based programs. However, for enterprise-based and community-based programs, graduates of regular programs had a higher LFPR than graduates of scholarship programs (*Table 36*).

By delivery mode, the highest LFPR was registered by graduates of enterprise-based programs at 89.1% (5,769) and the lowest was registered by graduates of community-based programs at 71.7% (72,575).

Table 36. Labor Force Participation Rate by Type of Program and Delivery Mode, Philippines: 2009

Delivery Mode	Scholarship Programs			Regular Programs			All Programs		
	In the Labor Force	Total Graduate	LFPR	In the Labor Force	Total Graduate	LFPR	In the Labor Force	Total Graduate	LFPR
Community-based	11,112	15,580	71.3	40,949	56,995	71.8	52,061	72,575	71.7
Enterprise-based	1,078	1,248	86.4	4,691	5,230	89.7	5,769	6,478	89.1
Institution-based	360,947	474,619	76.0	144,091	201,570	71.5	505,039	676,190	74.7
Total	373,136	491,447	75.9	189,732	263,795	71.9	562,869	755,242	74.5

By type of training providers, graduates of TESDA technology institutions had the highest labor force participation rate of 79.5%. This was followed by graduates of private TVET institutions at 75.5% and the lowest was registered by graduates of other public institutions at 71.4% (Table 37).

Table 37. Labor Force Participation Rate of TVET Graduate Scholar by Type of TVET Providers and Type of Scholarship Program, Philippines: 2009

Type of TVET Provider/ Type of Scholarship Program	In the Labor Force	Total Graduate	LFPR
TESDA Technology Institutions (TTI)	86,662	109,054	79.5
TWSP	84,323	106,290	79.3
PESFA	347	407	85.2
LEP	51	102	50
Other Scholarship Programs	1,941	2,255	86.1
Other Public TVET Providers	14,009	19,627	71.4
TWSP	11,505	15,131	76
PESFA	148	194	6
LEP	486	902	53.9
Other Scholarship Programs	1,870	3,400	55
Private TVET Providers	272,466	362,766	75.1
TWSP	261,846	347,870	75.3
PESFA	2,583	3,862	66.9
LEP	1,791	3,115	57.5
Other Scholarship Programs	6,246	7,920	78.9
Total	373,136	491,447	75.9

Several reasons were given by the respondents on the reasons for not looking for work after training at time of the survey. Topping the list was schooling with 89,809 representing 45.0%. This was followed by household/family duties with 40,787 (20.4%) and waiting for previous job application with 26,638 (13.4%). Table 38 provides the complete list and statistics of the graduates' reasons for not looking for work.

Table 38. Reasons of TVET Graduates Not Looking for Work, Philippines: 2009

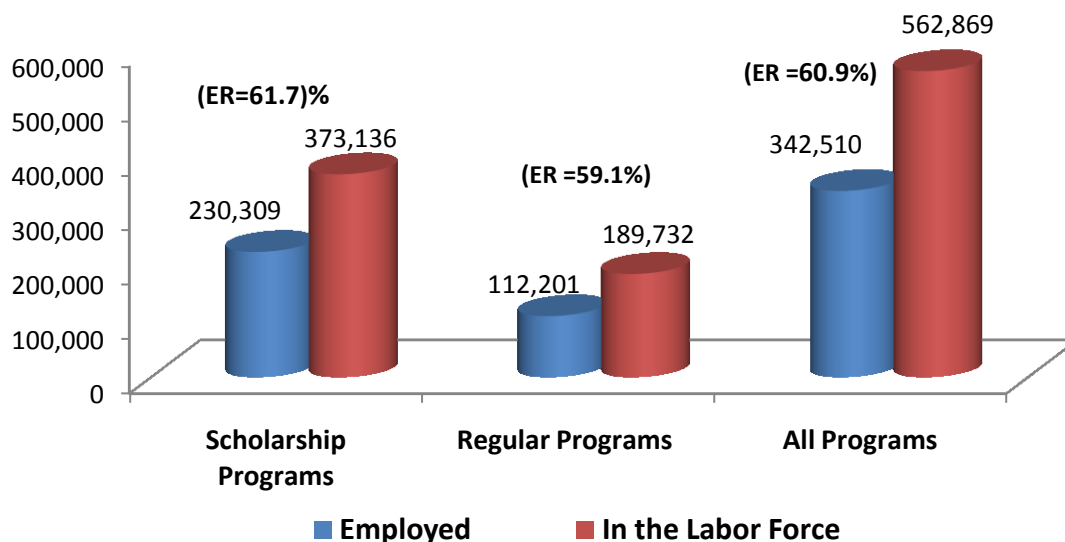
Reasons	Number	%
Schooling	89,809	45.0
Household/family duties	40,787	20.4
Awaiting results of previous application	26,638	13.4
Tired/No work available	12,322	6.2
Waiting for rehire/job recall	8,215	4.1
Too young/old or retired/permanent disability	5,049	2.5
Temporary illness/disability	3,386	1.7
Bad weather	846	0.4
Others	10,383	5.2
No Answer	2,015	1.0
Total	199,449	100.0

E. Employment of TVET Graduates at the Time of Survey

The overall employment rate of the TVET graduates in 2011 as percent of total graduates in the labor force was registered at 60.9% at the time of survey. The total employment rate increased by 5.8 percentage points from 55.1% in 2008. However, it will be noted that LFPRs between the two surveys indicate (74.5% in 2008 IES vs. 81.6% in 2011) spelled out the difference.

By type of program, TVET graduates of scholarship programs had a higher employment rate of 61.7% as compared to graduates of regular TVET programs with an employment rate of 59.1% for a margin of 2.6%. This indicates that the scholarship program was slightly more effective and successful in making its graduates more employable compared to graduates of regular TVET programs.

Figure 7. Employment Rate of TVET Graduates by Type of Programs, Philippines: 2009



Employment Rate by Delivery Mode and Type of Training Provider

By delivery mode, the highest employment rate was registered by graduates of enterprise-based programs at 83.1% and the lowest was registered by graduates of community-based programs at 56.4%. It is worthy to note that graduates of scholarship programs in enterprise-based programs registered 100.0% employment rate. In all the training delivery modes graduates of scholarship programs registered a higher employment rate than their regular program counterparts (*Table 40*).

By type of training providers, graduates of TESDA technology institutions had the highest employment rate at 67.9%. This was followed by graduates of private TVET providers at 59.9% and the lowest was registered by graduates of other public TVET institutions at 55.3%.

The data shows that for other public TVET institutions graduates of scholarship programs had a higher employment rate than graduates of regular programs. However, surprisingly for TESDA technology institutions, graduates of regular programs had a higher employment rate at 70.5% than graduates of scholarship programs at 67.5%.

Length of Job Search of Employed Graduates

A good number of TVET graduates did not have difficulty in finding their first job after training. Based on the results of the survey, 73.9% of TVET graduates were able to find their first job within 6 months of job search. This is distributed as follows: within a month (29.6%); within the period of one month to three months (27.4%); and within the period of four months to six months (16.8%).

Table 39. Length of Job Search of Employed Graduates, Philippines: 2009

Length of Job Search	No. Employed	%
Less than 1 Month	78,822	29.6
1-3 Months	72,981	27.4
4-6 Months	44,850	16.8
More than 6 Months	51,143	19.2
Not Indicated	18,454	6.9
Total	266,250	100.0

Table 40. Employment Rate by Type of Programs, Delivery Mode and Type of TVET Provider, Philippines: 2009

Delivery Mode	Scholarship Program			Regular Program			All Program		
	Employed	Labor Force	ER	Employed	Labor Force	ER	Employed	Labor Force	ER
Institution-based	222,366	360,947	61.6	85,977	144,091	59.7	308,343	505,039	61.1
Enterprise-based	1,078	1,078	100.0	3,719	4,691	79.3	4,796	5,769	83.1
Community-based	6,866	11,112	61.8	22,505	40,949	55.0	29,371	52,061	56.4
Total	230,309	373,136	61.7	112,201	189,732	59.1	342,510	562,869	60.9

TVET Provider	Scholarship Program			Regular Program			All Program		
	Employed	Labor Force	ER	Employed	Labor Force	ER	Employed	Labor Force	ER
TESDA Technology Institution	58,489	86,662	67.5	9,610	13,632	70.5	68,099	100,294	67.9
Other Public Providers	9,142	14,009	65.3	23,377	44,778	52.2	32,520	58,787	55.3
Private Providers	162,678	272,466	59.7	79,214	131,322	60.3	241,891	403,788	59.9
Total	230,309	373,136	61.7	112,201	189,732	59.1	342,510	562,869	60.9

The distribution of employment rate by region showed that CAR had the highest employment rate (82.8%). Regions VII, IV-B, II, and XII shared the next highest employment rates accounting for 74.1%, 71.4%, 69.7% and 68.1% respectively (*Table 41*). This observation was consistent with the April 2011 NSO LFS wherein these regions posted high employment rates.

Regions with the lowest employment rates are Regions ARMM, IV-A, VI, and NCR accounting for only 46.8%, 52.0%, 56.1% and 56.6%, respectively. Except for ARMM these regions also posted lower employment rates based on the April 2011 LFS.

Table 41. Employment Rate by Region, Philippines: 2009

Region	Employed	In the Labor Force	ER
NCR	68,632	121,221	56.6
CAR	4,871	5,882	82.8
I	18,971	28,068	67.6
II	6,818	9,784	69.7
III	33,285	55,288	60.2
IV-A	47,234	90,786	52.0
IV-B	21,229	29,753	71.4
V	16,223	23,713	68.4
VI	23,049	41,051	56.1
VII	28,016	37,794	74.1
VIII	17,884	28,337	63.1
IX	12,051	19,724	61.1

Region	Employed	In the Labor Force	ER
X	19,107	30,874	61.9
XI	9,271	14,376	64.5
XII	8,813	12,937	68.1
CARAGA	3,570	5,827	61.3
ARMM	3,485	7,453	46.8
Total	342,510	562,869	60.9

Employment Rate by Sector

By sector, the survey showed that relatively high employment rates of more than the national average of 60.9% were registered in the following sectors: Wholesale and Retail Trading (87.8%); Garments (74.3%); Land Transport (72.8%); Processed Food and Beverages (71.5%); Heating, Ventilation, Air Conditioning and Refrigeration (69.5%); TVET (67.5%); Language/Culture (68.0%); and Construction (67.0%) (Table 42).

The sectors with relatively lower employment rates than the national average were as follows: Tourism (54.8%); Cottage Industry (52.8%); Maritime (38.3%); and Aircraft (19.4%).

In absolute number, however, high employment of graduates were in tourism (81,188), ICT (76,859), Health, Social and Other Community Services (49,878) and Metals and Engineering (35,309).

In the case of Maritime and Tourism Sectors, the relatively low employment rates can be attributed to the fact that we have an oversupply of ratings as well as educated skilled manpower i.e. BS Tourism, BS on HRM for the Tourism Sector. In addition to this, seafarer ratings require experience to be onboard ships for employment.

Table 42. Employment Rate by Sector, Philippines: 2009

Sector	Employed	In the Labor Force	ER
Agriculture and Fishery	3,682	6,186	59.5
Aircraft	59	302	19.4
Automotive	17,448	26,774	65.2
Construction	26,268	39,184	67
Cottage and Handicrafts	1,196	2,264	52.8
Electronics	13,768	21,733	63.4
Garments	3,881	5,226	74.3
Health, Social and Other Community Services	49,878	77,045	64.7
Heating, Ventilating and Airconditioning/Refrigeration	3,280	4,721	69.5
Information and Communications Technology (ICT)	76,859	129,059	59.6
Land Transport	4,547	6,245	72.8
Language / Culture	8,963	13,174	68
Maritime	806	2,107	38.3
Metals and Engineering	35,309	54,896	64.3
Processed Food and Beverages	7,696	10,759	71.5
Tourism	81,188	148,130	54.8
TVET	347	514	67.5
Wholesale and Retail Trading	1,305	1,487	87.8
Not Indicated	6,031	13,063	46.2
Total	342,510	562,869	60.9

Employment Rate by Sex, Age Group and Highest Grade Completed

Males had a higher employment rate (62.7%) than females (58.2%). This indicates that males had a slight advantage in getting employed than females (Table 43).

TVET graduates who belong to age group 45-54 had the highest employment rate at 77.0%. TVET graduates who are 25 years old and above had a higher employment rate than the younger age group. The data shows that age was a factor in getting employed indicating that employers prefer more mature graduates since they are expected to be more experienced than their younger counterparts.

TVET graduates who were college degree holder and beyond had the highest employment rate at 69.3%. This finding was consistent with the 2008 IES and confirmed the finding that the employers put premium on education qualification on top of the TVET-related skills/occupation. Tech-voc graduates and college undergraduates have also greater chances of being employed than those with lesser educational qualifications.

Table 43. Employment Rate of by Sex, Age Group and Highest Grade Completed, Philippines: 2009

Indicator	Employed	In the Labor Force	ER
Sex			
Female	135,737	233,347	58.2
Male	206,773	329,522	62.7
Total	342,510	562,869	60.9
Age Group			
Below 15	1,432	2,255	63.5
15-24	182,946	326,293	56.1
25-34	100,456	153,305	65.5
35-44	31,741	44,675	71.0
45-54	10,499	13,632	77.0
55-64	2,478	3,289	75.3
65 and above	340	477	71.2
Not Indicated	12,619	18,942	66.6
Total	342,510	562,869	60.9
Highest Grade Completed			
Elementary Undergraduate / Graduate	1,699	2,996	56.7
High School Undergraduate	8,847	14,284	61.9
High School Graduate	130,725	227,623	57.4
Technical-Vocational Graduate	40,986	69,686	58.8
College Undergraduate	86,083	140,505	61.3
College Graduate and Beyond	71,606	103,287	69.3
Not Indicated	2,564	4,488	57.1
Total	342,510	562,869	60.9

Top TVET Qualifications with the Highest Employment Rate

It is worthy to note that the following TVET qualification registered a 100% employment rate. These are: Industrial Electricity, Autocad, Software Development, Information Technology Course, Business and Information Technology, Computer System and Network Technology, Welding NC II, Driving, Fish Products Packaging NC II, Package Processed Fish by Canning, Virgin Coconut Oil Making, Baking, Cooking, BSHRT, Salesman/Saleslady. Other TVET qualifications with high ERs are Security

Services NC II (94.3%), Security Services NC I (91.8), HEO (Back Loader) NC II (91.3%), Japanese Language and Culture (87.4), HEO (Bulldozer) NC II (87.3%), and Hairdressing NC II (86.6%). For the complete list, see *Table 44*.

Table 44. TVET Qualification with 60% and Above Employment Rate of TVET Graduate, Philippines: 2009

Qualification	Employed	In the Labor Force	ER
Language / Culture			
English Language Proficiency	5,765	8,523	67.6
Korean Language	1,569	2,007	78.2
Korean Language and Culture	294	412	71.2
Japanese Language and Culture	408	466	87.4
Agriculture and Fishery			
Agricultural Crops Production NC I	580	876	66.2
Coco Coir and Peat Production	508	508	100.0
Automotive			
Automotive Servicing NC II	8,233	11,586	71.1
Automotive Servicing NC I	3,368	4,647	72.5
Motorcycle/Small Engine Servicing NC II	2,538	4,066	62.4
Automotive Servicing	786	1,264	62.1
Automotive	295	362	81.4
Construction			
Building Wiring Installation NC II	9,483	14,178	66.9
Pipefitting NC II	2,382	3,958	60.2
Carpentry NC II	2,291	3,271	70.1
Plumbing NC II	1,885	2,921	64.5
Scaffold Erection NC II	1,647	2,745	60.0
Masonry NC II	1,980	2,401	82.4
HEO (Forklift) NC II	810	1,153	70.2
Tile Setting NC II	632	803	78.7
Electrical Technology	427	677	63.1
HEO (Backhoe Loader) NC II	486	533	91.3
HEO (Bulldozer) NC II	414	474	87.3
Industrial Electricity	177	177	100.0
Heavy Equipment Operation NC II	342	466	73.5
Industrial Electrician	260	260	100.0
Electronics			
Consumer Electronics Servicing NC II	8,852	13,785	64.2
Maintain and Repair Cellular Phones	1,096	1,552	70.6
Consumer Electronics Servicing	678	802	84.5
Electronic Assembler	437	583	75.0
Garments			
Dressmaking NC II	3,199	4,255	75.2
Tailoring NC II	427	518	82.5
Health, Social and Other Community Services			
Massage Therapy NC II	9,652	12,265	78.7
Security Service NC II	4,706	5,372	87.6
Hilot (Wellness Massage) NC II	2,238	3,207	69.8
Security Service NC I	2,877	3,293	87.4
Beauty Care	886	1,279	69.3
Hairdressing NC II	743	858	86.6
Security Services NC II	637	675	94.3
Security Services NC I	545	594	91.8
Hairdressing	288	455	63.3
Cosmetology	354	531	66.7

Qualification	Employed	In the Labor Force	ER
Heating, Ventilating and Airconditioning/Refrigeration			
RAC (PACU/CRE) Servicing NC II	1,831	2,295	79.8
Information and Communications Technology			
Computer Hardware Servicing NC II	24,700	40,885	60.4
Finishing Course for Call Center Agents	10,558	15,693	67.3
Contact Center Services NC II	3,455	4,871	70.9
Information Technology	1,544	1,988	77.7
Computer Science	716	976	73.4
Medical Transcription NC II	644	978	65.9
Autocad	1,121	1,380	81.2
Basic Secretarial	342	425	80.5
Software Development	422	422	100.0
Basic Computer Technology	177	260	68.2
Java	398	481	82.8
2D Animation NC III	212	285	74.4
CCNA Exploration Networking (Cisco Certified Network Associate)	354	531	66.7
2 Year Information Technology Course	177	177	100.0
Internet Technology	291	436	66.7
Business And Information Technology	177	177	100.0
Computer System and Network Technology	250	250	100.0
Land Transport			
Driving NC II	4,246	5,828	72.8
Driving	214	214	100.0
Metals and Engineering			
Shielded Metal Arc Welding (SMAW) NC II	22,866	35,376	64.6
Shielded Metal Arc Welding (SMAW) NC I	3,845	5,729	67.1
Gas Metal Arc Welding (GMAW) NC II	2,563	3,271	78.4
Gas Tungsten Arc Welding (GTAW) NC II	1,227	1,988	61.7
Welding NC II	575	575	100.0
Machining NC I	295	368	80.3
Processed Food and Beverages			
Slaughtering Operations NC II	1,850	2,836	65.2
Fish Products Packaging NC II	1,206	1,206	100.0
Package Processed Fish by Canning	1,113	1,113	100.0
Food Processing	366	433	84.4
Virgin Coconut Oil Making	508	508	100.0
Tourism			
Commercial Cooking NC II	14,227	22,004	64.7
Bread and Pastry Production NC II	6,535	9,796	66.7
Food and Beverage Services (Restaurant and Coffee Shop) NC III	2,326	3,817	60.9
Baking	590	590	100.0
Housekeeping	244	311	78.3
Cooking	385	385	100.0
Wholesale and Retail Trading			
Salesman/Saleslady/Salesgirl	542	542	100.0

Employment by Nature of Employment

The data showed that 39.7% (136,029) of the total employed graduates have short term or seasonal job, business or unpaid family work. Employed graduates who have permanent jobs, business or unpaid family work were accounted for 36.0% (123,196) and 4.1% (14,134) are working on a daily or weekly basis. This indicates lack of job stability for the majority of the employed graduates (*Table 45*).

Table 45. Employed TVET Graduates by Nature of Employment, Philippines:2009

Nature of Employment	Employment	% share
Permanent job/business/unpaid family work	123,196	36.0
Short-term/seasonal job/business/unpaid family work	136,029	39.7
Worked for different employers on daily or weekly basis	14,134	4.1
Others	53,354	15.6
Not Indicated	15,797	4.6
Total	342,510	100

Employment by Class of Worker

Wage and salary workers comprised the majority of the employed registering 84.3% (288,592) share of the total employed, either working with private establishments (63.1% or 216,120), households (9.7% or 33,369), working in the government (8.8% or 30,195) and family operated business (2.6% or 8,908). Own account workers or those who are self employed or employers with at least one paid employee comprised 11.9%, 40,902 of the total employed TVET graduates while unpaid family workers accounted for 0.8% (2,813) (*Table 46*).

Table 46. Employed TVET Graduates by Class of Worker, Philippines:2009

Class of Worker	Number	% Share
Wage and Salary Workers	288,592	84.3
private household	33,369	9.7
private establishment	216,120	63.1
government/government corporation	30,195	8.8
family operated farm or business	8,908	2.6
Own Account Workers	40,902	11.9
Self-employed	30,703	9.0
Employer	10,198	2.9
Unpaid Family Worker	2,813	0.8
Not Indicated	10,204	3.0
Total	342,510	100

Employment by Location of Work

Local employment opportunities are still available as the data showed that majority of the employed graduates or 69.5% (238,107) are working within their province or outside the province but within the region (9.5% or 32,468). Around 8.9% (30,362) are working outside the region, wherein the majority are working in establishments located in NCR. About 8 out of every 100 employed TVET graduates (8.0% or 27,503) are working overseas, mostly deployed in middle-east countries (*Table 47*).

Table 47. Employed TVET Graduates by Location of Work, Philippines: 2009

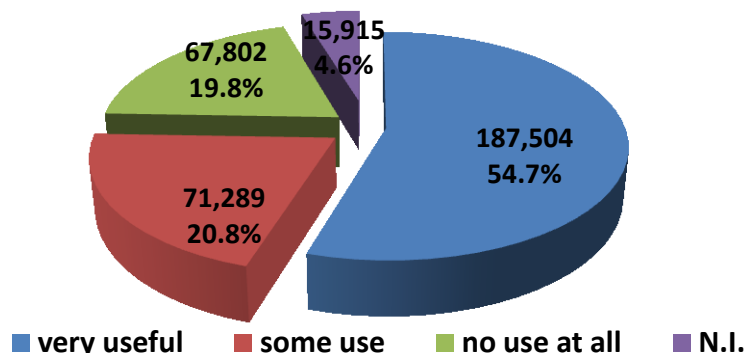
Location of Work	Number	%
Within the province	238,107	69.5
Outside the province but within the region	32,468	9.5
Outside the region	30,362	8.9
Outside the country	27,503	8.0
Not Indicated	14,070	4.1
Total	342,510	100

Utilization of Skills Acquired

As a measure of job fit with the skills/competencies acquired from training, the skills utilization was determined. More than half or 54.7% (187,504) of the employed graduates indicated that skills/competencies they acquired are very useful to their

present job. Similarly, this means that they were able to land on jobs that fits the TVET qualifications they acquired. About 20.8% (71,289) reported that their training has some use in their present job. Still, there are also employed graduates whose jobs are not related to their training as 19.8% (67,802) reported that their training has no use at all (Figure 8).

Figure 8. Utilization of Skills Acquired, Philippines: 2009



Skills Utilization by Sector

Results of the study showed that high percentage of the employed TVET graduates who landed on jobs related to their training program attended or indicated that their training was very useful to their present jobs. This was observed in the following sectors: TVET (85.0% or 295); Metals and Engineering (66.6% or 23,505); Heating, Ventilating and Airconditioning/ Refrigeration (HVAC-R) (65.8% or 2,156); Construction (63.7% or 16,731); Garments (63.0% or 2,444); and Health, Social and Other Community Services (60.2% or 30,010). However, high percentage of employed graduates who indicated that their training had no use at all in their present job was observed in the following sectors: Aircraft (100% or 59); Maritime (38.4% or 309); and Processed Food and Beverages (33.1% or 2,545) (Table 48).

Table 48. Skills Utilization Acquired by Sector, Philippines: 2009

Sector	very useful	%	some use	%	no use at all	%	N.I.	%	Total
Tourism	40,526	49.9	17,882	22.0	18,434	22.7	4,345	5.4	81,188
Information Communications Technology	38,364	49.9	19,430	25.3	16,215	21.1	2,849	3.7	76,859
Health, Social and Other Community Services	30,010	60.2	8,379	16.8	9,065	18.2	2,425	4.9	49,878
Metals and Engineering	23,505	66.6	4,948	14.0	5,566	15.8	1,290	3.7	35,309
Construction	16,731	63.7	4,844	18.4	3,664	13.9	1,029	3.9	26,268
Automotive	9,722	55.7	3,864	22.1	3,338	19.1	524	3.0	17,448
Electronics	7,318	53.2	3,923	28.5	2,199	16.0	328	2.4	13,768
Processed Food and Beverages	2,368	30.8	1,706	22.2	2,545	33.1	1,076	14.0	7,696
Land Transport	2,603	57.2	880	19.4	788	17.3	276	6.1	4,547
Garments	2,444	63.0	345	8.9	856	22.1	237	6.1	3,881
Agriculture and Fishery	2,103	57.1	186	5.1	1,020	27.7	373	10.1	3,682
HVAC-R	2,156	65.8	834	25.4	289	8.8		0.0	3,280
Wholesale and Retail Trading	782	59.9	333	25.5		0.0	190	14.6	1,305
Maritime	336	41.7	72	9.0	309	38.4	88	10.9	806
TVET	295	85.0		0.0		0.0	52	15.0	347
Aircraft		0.0		0.0	59	100.0		0.0	59
Cottage and Handicrafts	659	55.1	372	31.1	78	6.5	88	7.3	1,196
Language / Culture	4,818	53.8	2,004	22.4	1,777	19.8	364	4.1	8,963
Not Indicated	2,764	45.8	1,286	21.3	1,600	26.5	381	6.3	6,031
Total	187,504	54.7	71,289	20.8	67,802	19.8	15,915	4.6	342,510

Skills Utilization vis-a-vis Results of YP4SC

The YP4SC program of TESDA was found to be successful in providing good career options for TVET graduates. *Table 49* shows that 59.0% of employed graduates who took programs in line with the results of YP4SC examination landed on jobs wherein their training program is related or very useful compared to those who did not take YP4SC exam or those whose courses are not in line with the YP4SC results with percentages of only 52% and 53.5%, respectively.

Table 49. Skills Utilization vis-a-vis Results of YP4SC, Philippines: 2009

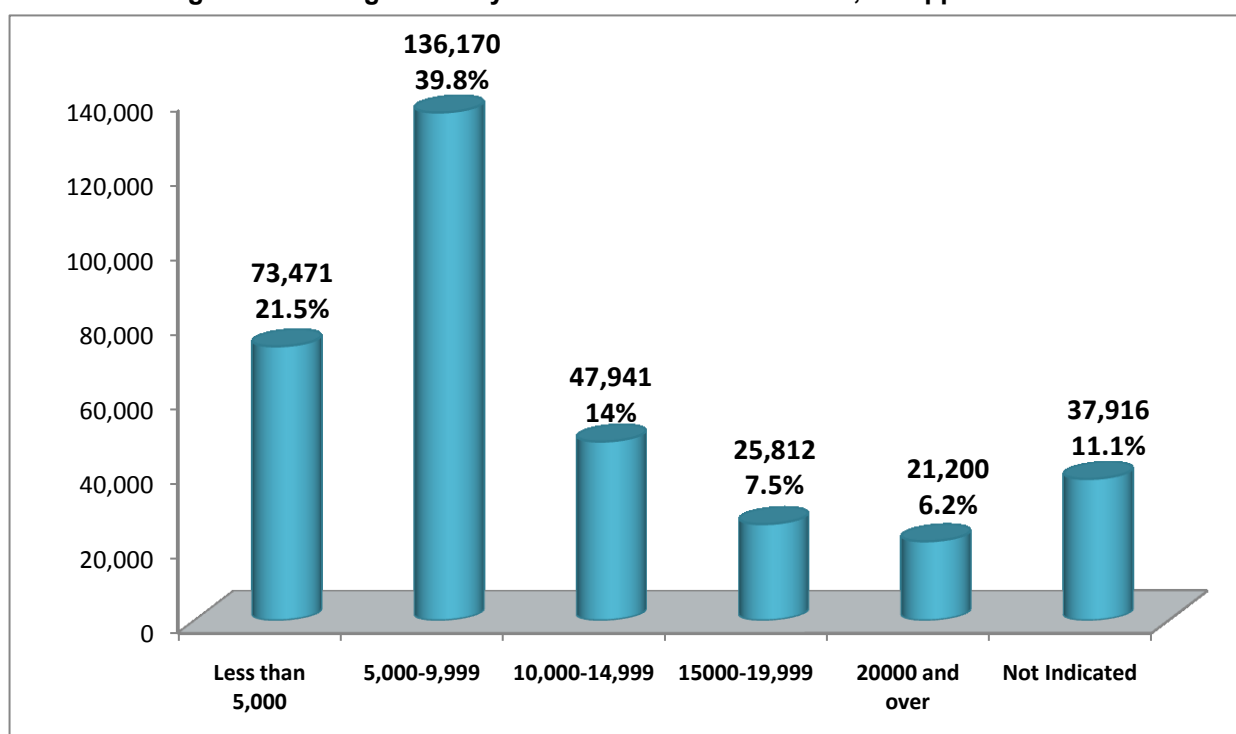
Skills Utilization	Course In Line with The Results of YP4SC	%	Course Not In Line with The Results of YP4SC	%	Did Not Take YP4SC Examination	%
Very Useful	67,911	59.0	47,800	53.5	71,793	52.0
Some Use	22,127	19.2	19,085	21.4	30,078	21.8
No Use At All	20,520	17.8	18,172	20.3	29,110	21.1
Not Indicated	4,478	3.9	4,324	4.8	7,113	5.2
Total	115,035	100.0	89,380	100.0	138,094	100.0

F. Monthly Income of Employed TVET Graduates at the Time of Survey

Monthly Income by Region

Figure 9 shows that a large percentage (39.8% or 136,170) of employed TVET graduates had an average monthly income within the PhP5,000-PhP9,999 income bracket. Around (27.7% or 94,953) of the employed graduates were earning more than 10,000, while (21.5%) were earning less than PhP5,000.

Figure 9. Average Monthly Income of TVET Graduates, Philippines: 2009



Across regions, results of the survey showed that high percentage of employed graduates who are earning PhP 10,000 and above are registered in NCR, CAR and Region XI with percentages of 55.4%, 32.6% and 27.8%, respectively.

Regions wherein graduates had low salaries or earning below PhP 5,000.00 are registered in CARAGA, Region VIII and Region IX with percentage distribution of 42.1% (1,505), 37.8% (6,760) and 33.6% (4,046), respectively (*Table 50*).

Table 50. Monthly Income of Employed TVET Graduates by Income Group and Region, Philippines: 2009

Region	Less than 5,000		5,000-9,999		10,000-14,999		15000-19,999		20000 and over		Not Indicated		Grand Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
NCR	5,891	8.6	21,796	31.8	19,633	28.6	10,780	15.7	7,627	11.1	2,904	4.2	68,632
CAR	970	19.9	2,023	41.5	797	16.4	473	9.7	320	6.6	288	5.9	4,871
I	6,278	33.1	6,479	34.2	1,037	5.5	938	4.9	833	4.4	3,406	18.0	18,971
II	2,004	29.4	2,503	36.7	808	11.9	578	8.5	501	7.4	423	6.2	6,818
III	5,665	17.0	10,152	30.5	3,827	11.5	1,366	4.1	1,417	4.3	10,858	32.6	33,285
IV-A	6,457	13.7	20,388	43.2	6,460	13.7	2,832	6.0	3,553	7.5	7,544	16.0	47,234
IV-B	7,224	34.0	9,025	42.5	2,240	10.6	865	4.1	360	1.7	1,516	7.1	21,229
V	4,257	26.2	6,064	37.4	1,784	11.0	1,396	8.6	336	2.1	2,386	14.7	16,223
VI	7,955	34.5	10,504	45.6	1,732	7.5	1,262	5.5	797	3.5	797	3.5	23,049
VII	5,330	19.0	15,394	54.9	3,105	11.1	791	2.8	1,377	4.9	2,020	7.2	28,016
VIII	6,760	37.8	5,475	30.6	1,735	9.7	1,180	6.6	634	3.5	2,101	11.7	17,884
IX	4,046	33.6	5,955	49.4	885	7.3	513	4.3	606	5.0	47	0.4	12,051
X	2,523	13.2	11,075	58.0	1,837	9.6	1,205	6.3	1,434	7.5	1,033	5.4	19,107
XI	2,683	28.9	3,173	34.2	981	10.6	866	9.3	733	7.9	836	9.0	9,271
XII	2,642	30.0	4,445	50.4	631	7.2	309	3.5	399	4.5	387	4.4	8,813
CARAGA	1,505	42.1	1,111	31.1	344	9.6	266	7.5	117	3.3	227	6.4	3,570
ARMM	1,282	36.8	608	17.4	104	3.0	193	5.5	156	4.5	1,142	32.8	3,485
Total	73,471	21.5	136,170	39.8	47,941	14.0	25,812	7.5	21,200	6.2	37,916	11.1	342,510

Monthly Income by Sector

By priority sector, employed graduates with high salaries belong to the following sectors: TVET, language/culture, ICT, and HVAC. These sectors posted the highest percentage of graduates earning PhP 10,000 and above with percentages of 47.7%, 41.7%, 38.9% and 37.4%, respectively.

Employed graduates with low salaries are found in agri-fishery, cottage and handicrafts, automotive and processed food and beverages with percentage of graduates earning below PhP 5,000 at 39.2%, 38.7%, 33.7% and 32.9% (*Table 51*).

Table 51. Monthly Income of Employed TVET Graduate by Income Group and Sector, Philippines: 2009

Sector	Less than 5,000		5,000-9,999		10,000-14,999		15000-19,999		20000 and over		Not Indicated		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Agri-Fishery	1,442	39.2	1,325	36.0	425	11.6					490	13.3	3,682
Aircraft			59	100.0									59
Automotive	5,886	33.7	6,353	36.4	2,016	11.6	1,211	6.9	880	5.0	1,102	6.3	17,448
Construction	5,765	21.9	12,546	47.8	1,918	7.3	1,419	5.4	2,472	9.4	2,148	8.2	26,268
Electronics	2,624	19.1	5,640	41.0	2,396	17.4	944	6.9	475	3.5	1,689	12.3	13,768
Garments	1,040	26.8	1,208	31.1	918	23.7		0.0	126	3.2	589	15.2	3,881
Health	11,462	23.0	20,877	41.9	4,466	9.0	3,045	6.1	3,915	7.8	6,113	12.3	49,878
HVAC-R	598	18.2	1,347	41.1	865	26.4			360	11	109	3.3	3,280
ICT	14,050	18.3	24,706	32.1	15,359	20.0	9,158	11.9	5,380	7.0	8,206	10.7	76,859
Land Transport	1,015	22.3	1,725	37.9	736	16.2	491	10.8	119	2.6	462	10.2	4,547
Maritime	252	31.3	145	18.0	205	25.4					204	25.3	806
Metals & Engr'	5,927	16.8	16,014	45.4	4,864	13.8	2,603	7.4	2,651	7.5	3,249	9.2	35,309
Processed Food and Beverages	2,536	32.9	3,219	41.8	635	8.3	453	5.9	206	2.7	647	8.4	7,696
Tourism	18,325	22.6	34,137	42.0	10,717	13.2	4,598	5.7	3,288	4.0	10,122	12.5	81,188
TVET			129	37.3	165	47.7					52	15.0	347
Wholesale and Retail Trading	181	13.8	975	74.7							150	11.5	1,305
Cottage and Handicrafts	462	38.7	258	21.5			195	16.3	193	16.1	88	7.3	1,196
Language / Culture	927	10.3	2,954	33.0	1,466	16.4	1,379	15.4	892	10.0	1,345	15.0	8,963
Not Indicated	980	16.2	2,555	42.4	789	13.1	315	5.2	243	4.0	1,150	19.1	6,031
Total	73,471	21.5	136,170	39.8	47,941	14.0	25,812	7.5	21,200	6.2	37,916	11.1	342,510

Monthly Income by Delivery Mode

Table 52 shows the average monthly income distribution by delivery mode. Employed graduates of institution-based programs are slightly better paid than employed graduates of community-based and enterprise-based programs. Institution-based programs had less percentage of graduates earning below PhP 10,000 at 60.9% compared to both community-based and enterprise-based programs which registered at approximately 64%. Moreover, the percentage of graduates in the institution-based programs earning more than P20,000 reached to 6.4% compared with the enterprise-based and community-based with 1.7% and 4.6%, respectively.

Table 52. Monthly Income of Employed TVET Graduates by Delivery Mode, Philippines: 2009

Income Level	Institution-based		Enterprise-based		Community-based	
	No.	%	No.	%	No.	%
Less than 5,000	64,919	21.1	1,000	20.9	7,552	25.7
5,000-9,999	122,806	39.8	2,108	43.9	11,257	38.3
10,000-14,999	43,061	14.0	433	9.0	4,446	15.1
15,000-19,999	23,587	7.6	73	1.5	2,152	7.3
20,000 and over	19,755	6.4	83	1.7	1,363	4.6
Not Indicated	34,215	11.1	1,100	22.9	2,602	8.9
Total	308,343	100	4,796	100	29,371	100

Monthly Income by Type of Training Provider

Data show that employed graduates of private TVET institutions had a higher monthly income than graduates of other public TVET institutions and TESDA technology institutions. Private institutions had the lower percentage of employed graduates with monthly income of less than PhP 10,000 at 58.6% as compared to other public institutions and TESDA TTI with 67.6% and 68.2%, respectively. Also, private institutions had a higher percentage of employed graduates with monthly income of PhP 10,000 and above at 29.7% as compared to other public institutions and TESDA TTIs with 25.2% and 21.7%, respectively (Table 53).

Table 53. Monthly Income of Employed TVET Graduates by Type of Training Provider, Philippines:2009

Income Level	TESDA Technology Institutions		Other Public Provider		Private Provider	
	No.	%	No.	%	No.	%
Less than 5,000	20,569	30.6	8,238	30.1	44,665	18.0
5,000-9,999	25,311	37.6	10,274	37.5	100,585	40.6
10,000-14,999	7,095	10.6	4,333	15.8	36,513	14.7
15,000-19,999	4,406	6.6	1,634	6.0	19,771	8.0
20,000 and over	3,030	4.5	921	3.4	17,250	7.0
Not Indicated	6,831	10.2	1,964	7.2	29,120	11.7
Total	67,243	100	27,363	100	247,904	100

Monthly Income by Certification Level

The data shows that certification was not a major factor in increasing the income levels of employed TVET graduates as the results showed that there is no much difference in the income levels of those who passed the assessment and those who did not take as reflected by the percentages within income groups (Table 54).

Table 54. Monthly Income of Employed TVET Graduates With and Without Certification, Philippines: 2009

Income Level	With Certificate		Did Not Pass Assessment		Did not Take Assessment	
	No.	%	No.	%	No.	%
10,000-14,999	47,013	22.6	5,691	30.7	20,766	17.9
15000-19,999	84,630	40.7	7,690	41.5	43,849	37.8
20000 and over	28,681	13.8	1,896	10.2	17,363	15.0
5,000-9,999	14,206	6.8	1,471	7.9	10,134	8.7
Less than 5,000	12,869	6.2	577	3.1	7,754	6.7
Not Indicated	20,709	10.0	1,224	6.6	15,983	13.8
Total	208,109	100.0	18,550	100.0	115,851	100.0

G. Employment of TVET Graduate-Scholars

The employment rate of TVET graduate scholars was slightly higher at 61.6% (230,309) than the national employment rate of 60.8% (342,510). It will be noted however, that the employment rates of non-scholars in some regions were higher than the scholars. Regions where employment rate of non-scholars were higher than the graduate scholars are the following: NCR; CAR; VI; XII and ARMM (*Table 55*).

The scholarship programs, specifically the TWSP are designed to directly address the skills requirements of priority sectors where the demand is high. Moreover, the TWSP's ultimate objective is to ensure at least 60% employment rate within 12 months after training. Regions where high employment rates were recorded are the following: CAR (81.6%), highest employment rate followed by Region VII (75%); Region IV-B (73.3%) and Region V and Region II (70.9% and 70.1%), respectively.

Lowest employment rates and did not meet the 60% employment rate target were recorded in ARMM (45.0%); IV-A (54.9%); Region (VI-55.7%); and NCR (55.4%). Except for ARMM, the said regions were among the regions with high number of graduates. Given these results, the absorptive capacity of these regions to employ graduates is an area of concern. We might be producing TVET graduates beyond the capacity of the industries in the regions to employ them.

Table 55. Employed TVET Graduates by Region, Philippines: 2009

Regions	TVET Graduate-Scholars			TVET Graduates (Non-Scholars)		
	Employed	In the Labor Force	ER	Employed	In the Labor Force	ER
NCR	37,120	67,048	55.4	31,512	54,173	58.2
CAR	3,918	4,799	81.6	953	1,083	88.0
I	12,215	17,559	69.6	6,756	10,509	64.3
II	6,043	8,622	70.1	775	1,163	66.7
III	26,449	43,384	61.0	6,836	11,904	57.4
IV-A	36,962	67,329	54.9	10,272	23,458	43.8
IV-B	13,616	18,587	73.3	7,613	11,166	68.2
V	13,811	19,492	70.9	2,412	4,221	57.1
VI	19,798	35,544	55.7	3,250	5,507	59.0
VII	14,075	18,766	75.0	13,942	19,027	73.3
VIII	10,642	16,835	63.2	7,242	11,501	63.0
IX	8,713	13,420	64.9	3,338	6,304	52.9

Regions	TVET Graduate-Scholars			TVET Graduates (Non-Scholars)		
	Employed	In the Labor Force	ER	Employed	In the Labor Force	ER
X	11,061	16,276	68.0	8,046	14,597	55.1
XI	2,711	4,018	67.5	6,560	10,358	63.3
XII	8,274	12,218	67.7	539	719	75.0
CARAGA	2,303	3,474	66.3	1,267	2,353	53.8
ARMM	2,596	5,764	45.0	889	1,689	52.6
Total	230,309	373,136	61.7	112,201	189,732	59.1

Employed male graduate-scholars comprised 62.4% (143,607) while their female counterpart constituted 37.6% (86,702) (Table 56).

Percentage share of employed TVET graduate-scholars indicated that those who completed high school had the biggest share with 39.1% (90,136). This was followed by those with college education (college undergraduate and college graduate) with 23.1% (53,163) and 21.14% (49,256), respectively. High school undergraduate recorded 6,578 representing 2.9% employment share.

More than 50% (51.7% or 119,003) belonged to 15-24 age group. Thirty percent (30.7% or 70,808) were in the 25-34 age bracket while 9.7% or 22,377 were in the 35-44 age group.

Majority of them were single with a share of 66.2% (152,404) while married employed were recorded at 30.2% or 69,873.

Table 56. Employed TVET Graduate Scholar by type of Scholarship by Sex, by Age Group, by Highest Grade Completed and by Marital Status, Philippines: 2009

Indicators	Type of Scholarship									
	TWSP	%	PESFA	%	LEP	%	Other Scholarship	%	Total	%
Sex										
Female	81,886	37.2	477	29.6	718	54.9	3,620	49.6	86,702	37.6
Male	138,208	62.8	1,135	70.4	589	45.1	3,675	50.4	143,607	62.4
Total	220,094	100.0	1,613	100.0	1,307	100.0	7,295	100.0	230,309	100.0
Highest Grade Completed										
Elementary Undergraduate / Graduate	970	0.4					48	0.7	1,018	0.4
High School Undergraduate	6,317	2.9					261	3.6	6,578	2.9
High School Graduate	84,245	38.3	727	45.1	718	54.9	4,446	60.9	90,136	39.1
Technical-Vocational Grad	27,284	12.4	442	27.4	200	15.3	769	10.5	28,695	12.5
College Undergraduate	51,492	23.4	333	20.6	281	21.5	1,057	14.5	53,163	23.1
College Grad and Beyond	48,390	22.0	111	6.9	109	8.3	646	8.9	49,256	21.4
No Answer	1,396	0.6					67	0.9	1,463	0.6
Total	220,094	100.0	1,613	100.0	1,307	100.0	7,295	100.0	230,309	100.0
Age Group										
Below 15	907	0.4			48	3.7	57	0.8	1,013	0.4
15-24	112,144	51.0	1,128	70.0	941	71.9	4,791	65.7	119,003	51.7
25-34	68,718	31.2	336	20.8	222	17.0	1,532	21.0	70,808	30.7
35-44	21,742	9.9					636	8.7	22,377	9.7
45-54	6,752	3.1					202	2.8	6,954	3.0
55-64	1,216	0.6	48	3.0	97	7.4	57	0.8	1,419	0.6
65 and above	225	0.1							225	0.1
Not Indicated	8,390	3.8	100	6.2			20	0.3	8,510	3.7
Total	220,094	100.0	1,613	100	1,307	100.0	7,295	100.0	230,309	100.0

Indicators	Type of Scholarship									
	TWSP	%	PESFA	%	LEP	%	Other Scholarship	%	Total	%
Marital Status										
Single	145,538	66.1	1,124	69.7	980	74.9	4,763	65.3	152,404	66.2
Married	67,117	30.5	369	22.9	260	19.9	2,127	29.2	69,873	30.3
Common law	3,080	1.4	20	1.2					3,100	1.3
Separated	1,135	0.5	48	3.0					1,184	0.5
Widow/er	711	0.3							711	0.3
No Answer	2,513	1.1	52	3.2	67	5.2	405	5.5	3,037	1.3
Total	220,094	100.0	1,613	100.0	1,307	100.0	7,295	100.0	230,309	100.0

Employment by Type of Scholarship Program

By type of scholarship, other scholarship programs generated the highest employment rate of 72.7%. The TWSP registered an employment rate of 61.4% (220,094), followed by the LEP at 56.1% (1,307) while the PESFA recorded 52.2% (1,613) only (*Table 57*).

Table 57. Employment Rate by Type of Scholarship Program, Philippines: 2009

Type of Scholarship	Employed TVET Graduate-Scholars	In the Labor Force	ER
TWSP	220,094	357,674	61.5
PESFA	1,613	3,077	52.4
LEP	1,307	2,328	56.1
Other Scholarship	7,295	10,057	72.7
Total	230,309	373,136	61.7

Employment of Graduate-Scholars by Delivery Mode

Results of the study have proven the effectiveness of enterprise-based training as manifested by the 100% employment rate. It just indicates the need to strengthen enterprise-based training delivery mode. Mobilizing the scholarship program to strengthen the training delivery of enterprises should be looked into (*Table 58*).

Table 58. Employment Rate by Type of Scholarship and Delivery Mode, Philippines:2009

Type of Scholarship	Delivery Mode											
	Enterprise-based			Institution-based			Community-based			Total		
	Labor Force	Employed	ER	Labor Force	Employed	ER	Labor Force	Employed	ER	Labor Force	Employed	ER
TWSP	429	429	100	348,168	214,280	61.5	9,077	5,385	59.3	357,674	220,094	61.5
PESFA				2,908	1,516	52.1	169	97	57.2	3,077	1,613	52.4
LEP				2,231	1,211	54.3	97	97	100.0	2,328	1,307	56.2
Other Scholarship Programs	648	648	100	7,641	5,360	70.1	1,768	1,287	72.8	10,057	7,295	72.5
Total	1,078	1,078	100	360,947	222,366	61.6	11,112	6,866	61.8	373,136	230,309	61.7

Employment by Type of TVET Provider

It is interesting to note that TTIs recorded highest employment rate at 67.5% (58,489). Other public TVET providers recorded 65.3% employment rate (9,142) while the private TVET providers had 59.7% (162,678) only (*Table 59*).

Table 59. Employment Rate of Scholarship by Type of TVET Providers, Philippines: 2009

Type of TVET Provider/Type of Scholarship	Employed TVET Scholars	In the Labor Force	ER
TESDA Technology Institutions (TTI)	58,489	86,662	67.5
TWSP	56,673	84,323	67.2
PESFA	119	347	34.2
LEP	51	51	100.0

Type of TVET Provider/ Type of Scholarship	Employed TVET Scholars	In the Labor Force	ER
Other Scholarship Programs	1,647	1,941	84.9
Other Public TVET Providers	9,142	14,009	65.3
TWSP	7,533	11,505	65.5
PESFA	148	148	100.0
LEP	307	486	63.3
Other Scholarship Programs	1,154	1,870	61.7
Private TVET Providers	162,678	272,466	59.7
TWSP	155,888	261,846	59.5
PESFA	1,346	2,583	52.1
LEP	949	1,791	53.0
Other Scholarship Programs	4,494	6,246	72.0
Total	230,309	373,136	61.7

Employment by TVET Qualification

Table 60 shows the top 20 TVET qualifications with high employment. Topping the list was SMAW NC II (18,996); followed by Computer Hardware Servicing NC II at 17,507; Food and Beverage Services NC II at 11,222; Housekeeping NC II with 11,181 and Programming NC IV with 11,107. The Contact Center Services NC II and the Automotive Servicing NC I have the least employed graduate scholars at 3,176 and 2,688, respectively.

In terms of employment rate, the Massage Therapy NC II recorded 77.0% employment rate; Contact Center Services NC II at 76.1%; Driving NC II (71.4%); and Automotive Servicing NC I (70.8). TVET qualifications that registered employment rates below 60% are the following: Computer Hardware Servicing (59.9%); Food and Beverage Services NC II (55.9%); Programming NC IV (53.2%); Bartending NC II (57.0%). Barista recorded an employment rate of only 48.7%.

Table 60. Employment Rate in Top 20 Qualifications of TVET Graduate-Scholars, Philippines: 2009

Rank	Qualification	Scholarship		
		Employed	In the Labor Force	ER
1	Shielded Metal Arc Welding (SMAW) NC II	18,996	30,245	62.8
2	Computer Hardware Servicing NC II	17,507	29,010	60.3
3	Food and Beverage Services NC II	11,222	20,104	55.8
4	Housekeeping NC II	11,181	18,165	61.6
5	Programming NC IV	11,107	20,956	53.0
6	Finishing Course for Call Center Agents	9,921	14,524	68.3
7	Commercial Cooking NC II	9,917	14,665	67.6
9	Barista	8,099	16,639	48.7
10	Building Wiring Installation NC II	7,190	10,778	66.7
11	Massage Therapy NC II	7,110	9,237	77.0
12	Household Services NC II	6,726	10,748	62.6
13	Consumer Electronics Servicing NC II	6,391	9,418	67.9
14	Bartending NC II	6,029	10,630	56.7
15	Bread and Pastry Production NC II	5,250	7,907	66.4
16	Automotive Servicing NC II	5,171	7,789	66.4
17	English Language Proficiency	4,356	7,024	62.0
18	Shielded Metal Arc Welding (SMAW) NC I	3,330	4,978	66.9
19	Driving NC II	3,273	4,584	71.4
20	Contact Center Services NC II	3,192	4,195	76.1
	Total (Top 20 Qualifications)	155,968	251,597	62.0
	Other Qualifications	74,341	121,539	60.9
	Total	230,309	373,136	61.7

It is worth mentioning the TVET qualifications whose employment rate recorded 60% and above. Tailoring NC II, Hairdressing NC II, Baking had 100% employment rate. The employment rate of Automotive Electrical Assembly NC II was recorded at 94.5%. Other qualifications whose employment rates are included in the top list are as follows: HEO (Backhoe Loader) NC II (89.5%); Galing Masahista (88.8%); HEO (Bulldozer) NC II(87.3%); HEO (Hydraulic Excavator) NC II (85.0%); Java (82.8%); Finishing Course for Medical Transcription (82.1%); Masonry NC II (81.6%); Security Services NC I (80.3%) and Instrumentation and Control Servicing NC II (80.0%) (Table 61).

Table 61. TVET Qualifications with 60% and above Employment Rate of TVET Graduate-Scholars, Philippines: 2009

Qualification	Employment	In the Labor Force	ER
Agriculture and Fishery			
Agricultural Crops Production NC I	580	803	72.2
Animal Production NC II	480	733	65.4
Horticulture NC II	308	485	63.6
Automotive			
Automotive Electrical Assembly NC II	338	357	94.5
Galing Mekaniko	355	459	77.3
Automotive Servicing NC I	2,697	3,811	70.8
Automotive Servicing NC II	5,171	7,789	66.4
Automotive Servicing	371	572	64.8
Motorcycle/Small Engine Servicing NC II	1,957	3,193	61.3
Construction			
HEO (Backhoe Loader) NC II	396	442	89.5
HEO (Bulldozer) NC II	414	474	87.3
HEO (Hydraulic Excavator) NC II	217	256	85.0
Masonry NC II	1,873	2,295	81.6
Tile Setting NC II	632	803	78.7
HEO (Motor Grader) NC II	272	385	70.6
HEO (Forklift) NC II	810	1,153	70.2
Carpentry NC II	2,176	3,156	69.0
Heavy Equipment Operation NC II	267	391	68.4
Building Wiring Installation NC II	7,190	10,778	66.7
Plumbing NC II	1,812	2,773	65.4
Masonry NC I	248	381	65.1
Pipefitting NC II	2,275	3,597	63.3
Electronics			
Instrumentation and Control Servicing NC II	331	413	80.0
Consumer Electronics Servicing	382	506	75.4
Mechatronics Servicing NC II	383	548	69.8
Consumer Electronics Servicing NC II	6,391	9,418	67.9
Garments			
Tailoring NC II	427	427	100.0
Dressmaking NC II	2,594	3,650	71.1
Health, Social and Other Community Services			
Hairdressing NC II	389	389	100.0
Galing Masahista	724	821	88.1
Security Services NC I	200	249	80.3
Perform haircutting services	813	1,030	78.9
Massage Therapy NC II	7,110	9,237	77.0
Caregiving NC II	776	1,102	70.4
Security Service NC I	697	1,026	68.0
Household Services NC II	6,726	10,748	62.6
Heating, Ventilating and Airconditioning/Refrigeration			
RAC (PACU/CRE) Servicing NC II	1,193	1,658	72.0
RAC (Window type/Domestic Refrigeration) Servicing NC I	1,022	1,673	61.1
Information and Communication Technology (ICT)			
Java	398	481	82.8
Finishing Course for Medical Transcription	239	291	82.1
Contact Center Services NC II	3,192	4,195	76.1
Finishing Course for Call Center Agents	9,921	14,524	68.3
Medical Transcription NC II	538	871	61.7
Computer Hardware Servicing NC II	17,507	29,010	60.4

Qualification	Employment	In the Labor Force	ER
Land Transport			
Driving NC II	3,273	4,584	71.4
Metals and Engineering			
Machining NC I	295	368	80.3
Gas Metal Arc Welding (GMAW) NC II	2,563	3,271	78.4
Shielded Metal Arc Welding (SMAW) NC I	3,330	4,978	66.9
Shielded Metal Arc Welding (SMAW) NC II	18,996	30,245	62.8
Gas Tungsten Arc Welding (GTAW) NC II	1,227	1,988	61.7
Processed Food and Beverages			
Slaughtering Operations NC II	1,807	2,792	64.7
Tourism			
Baking	472	472	100.0
Housekeeping	244	311	78.3
Commercial Cooking NC II	9,917	14,665	67.6
Bread and Pastry Production NC II	5,250	7,907	66.4
Tour Guiding Service NC II	698	1,071	65.2
Food and Beverage Services (Restaurant and Coffee Shop) NC III	2,326	3,640	63.9
Housekeeping NC II	11,181	18,165	61.6
Language / Culture			
Japanese Language and Culture	408	466	87.4
Korean Language	1,452	1,889	76.9
Korean Language and Culture	294	412	71.2
English Language Proficiency	4,356	7,024	62.0

Employed TVET Graduate-Scholars by Type of Employment

Wage and salary workers comprised 84.1% (193,526) of the total employed graduated scholars. Majority of employed worked for private establishment with 61.8% (142,392) of the total employed graduate scholars. This was followed by those working for private households with 10% (22,973) while those working for government registered 9.5% (21,814) of the total employed (*Table 62*).

The own account workers which is composed of self-employed and employers were recorded at 9.5% (21,950) and 2.7% (6,276), respectively.

Table 62. Employed TVET Graduate-Scholars by Class of Worker and Type of Scholarship, Philippines: 2009

Class of Worker	PESFA		TWSP		LEP		Others		Total	
	Employed	%	Employed	%	Employed	%	Employed	%	Employed	%
Wage and Salary Workers	1,353	83.9	185,442	84.2	1075	82.3	5,657	77.5	193,526	84.1
Private establishment	1,139	70.6	136,186	61.9	855	65.4	4,213	57.7	142,392	61.8
Private household	154	9.6	22,230	10.1			589	8.1	22,973	10
Government / government corporation	60	3.7	21,015	9.5	196	15	543	7.4	21,814	9.5
Family operated farm or business		0	6,011	2.7	24	1.9	312	4.3	6,347	2.8
Own Account Workers	151	9.4	26,618	12.1	97	7.4	1,359	18.6	28,226	12.2
Self-employed	151	9.4	20,511	9.3			1,287	17.6	21,950	9.5
Employer			6,107	2.8	97	7.4	72	1	6,276	2.7
Unpaid Family Workers			1,795	0.8	67	5.2	197	2.7	2,059	0.9
Not Indicated	109	6.7	6,239	2.8	67	5.2	83	1.1	6,498	2.8
Total	1,613	100	220,094	100	1,307	100	7,295	100	230,309	100

Results of the survey showed that 40.8% (94,080) had permanent job/business while those engaged in short-term/seasonal jobs were recorded at 33.7% (77,571). A small percentage, 4.6% (10,506) worked for different employers on a day to day/week

to week basis. Responses “not indicated” and “others were recorded at 4.4% (10,208) and 16.5% (37,944) (Table 63).

Table 63. Employed TVET Graduate-Scholars by Nature of Work and Type of Scholarship, Philippines:2009

Nature of Work	TWSP		PESFA		LEP		Others		Total	
	Employed	%	Employed	%	Employed	%	Employed	ER	Employed	%
Permanent job/business/unpaid family work	74,013	33.6	532	33.0	195	14.9	2,831	38.8	77,571	33.7
Short-term/seasonal job/business/unpaid family work	89,621	40.7	769	47.7	698	53.4	2,992	41.0	94,080	40.8
Worked for different employers on day to day or week to week basis	10,251	4.7	20	1.2		0.0	236	3.2	10,506	4.6
Others	36,217	16.5	232	14.4	414	31.7	1,081	14.8	37,944	16.5
Not Indicated	9,993	4.5	60	3.7		0.0	155	2.1	10,208	4.4
Grand Total	220,094	100	1,613	100	1,307	100	7,295	100	230,309	100

Majority of graduate-scholars were employed within their localities as manifested by 68.9% (156,687) employed within the province. Others are employed in the following geographic areas: outside the province but within the region (8.7% or 20,055); outside the region (9.6% or 22,165); outside the country (8.9% or 20,412). (Table 64).

Table 64. TVET Graduates-Scholars by Location and Type of Scholarship, Philippines:2009

Location	PESFA		PGS-TWSP		LEP		Others		Total	
	Employed	%	Employed	%	Employed	%	Employed	%	Employed	%
Within the province	1,171	72.6	152,133	69.1	850	65.0	4,532	62.1	158,687	68.9
Outside the province but within the region	221	13.7	18,453	8.4	86	6.6	1,295	17.7	20,055	8.7
Outside the region	172	10.6	21,039	9.6	285	21.8	670	9.2	22,165	9.6
Outside the country	48	3.0	19,829	9.0		0.0	534	7.3	20,412	8.9
Not Indicated		0.0	8,640	3.9	87	6.7	264	3.6	8,991	3.9
Total	1,613	100	220,094	100	1,307	100	7,295	100	230,309	100

On the average, 66.3% (152,754) employed TVET graduates were certified. Sixty seven percent (67.1% or 147,760) of the total TWSP employed graduates were certificated while certificated employed PESFA graduates were recorded 70.2% found in Table 65.

Table 65. Percentage Share of Certificated Employed Scholars, Philippines: 2009

Type of Scholarship	Employed TVET Scholars in WTR Program						Employed TVET Scholars in NTR Program		Total
	Certificated	%	Not Certificated	%	Not Indicated	%	No.	%	
TWSP	147,760	67.1	35,899	16.3	5,752	2.6	30,683	13.9	220,094
PESFA	1,133	70.2	364	22.6	-	-	116	7.2	1,613
LEP	541	41.4	189	14.5	51	3.9	526	40.2	1,307
Other Scholarship Program	3,320	45.5	1,269	17.4	227	3.1	2,479	34.0	7,295
Total	152,754	66.3	37,721	16.4	6,030	2.6	33,804	14.7	230,309

H. Monthly Income of Employed TVET Graduate-Scholars

The monthly income level of the majority of TVET graduate-scholars (62.1%) belonged to P9,999 and below. A total of 28,822 representing 12.5% had a monthly P10,000 – P14,999 while some 14,324 (6.2%) enjoyed P20,000 and over (*Table 66*).

On the average, the income of the majority of graduate-scholars were comparable with the average earnings of workers with minimum daily earnings of 426/day or P9,327 per month for non-agricultural workers and P389/day or P8,558 per month for agricultural workers.

There was no significant difference as to the income level percentage share between scholars and non-scholars.

Table 66. Monthly Income of Employed TVET Graduates: Scholars vis-a-vis Non-Scholars, Philippines: 2009

Income Level	Scholars	%	Non-Scholars	%	Total	%
Less than 5,000	50,790	22.1	22,681	20.2	73,471	21.5
5,000-9,999	92,605	40.2	43,565	38.8	136,170	39.8
10,000-14,999	28,822	12.5	19,119	17.0	47,941	14.0
15,000-19,999	17,151	7.4	8,661	7.7	25,812	7.5
20,000 and over	14,324	6.2	6,876	6.1	21,200	6.2
Not Indicated	26,617	11.6	11,299	10.1	37,916	11.1
Total	230,309	100.0	112,201	100.0	342,510	100.0

Income of Certificated Employed TVET Graduate-Scholars

Income is a measure to see the value of certification. Do certificated employed scholars earn higher than those who did not pass the assessment?

Table 67 provides comparison on the average monthly income of currently employed graduate-scholars against those who passed the certification and those who did not pass assessment.

Out of 16 occupations, it will be noted that certificated workers received higher monthly income in 13 occupations. Glaring higher income of certificated scholars were in the following occupations: building frame construction and related trades workers (P13,176 vs. P4,060); manufacturing laborers (P10,223 vs. P6,194); housekeeping and restaurant service workers (P7,369 vs. 6,071); Protective Service Workers (P7,146 vs. P6,100); Shop salespersons and demonstrators (P7,176 vs. P4,909); Mining and construction laborers (P6,227 vs. P5,400); Motor Vehicle Drivers (P6,083 vs. P4,850) and Farmers and Other plant growers (P5,092 vs. P3,983).

Income of non-certificated scholars were higher in 3 occupations, namely: client information clerks (P14,571 vs. P13,402); computer assistants and computer equipment (P11,625 vs. P9,553); and machinery mechanics, fitters and related trades (P 8,047 vs. P7,256).

Table 67. Comparison of Monthly Income Between Certificated and Not Certificated Employed TVET Scholars, Philippines: 2009

Occupation	Certificated		Not Certificated		Total	
	Average Monthly Income	Employed	Average Monthly Income	Employed	Average Monthly Income	Employed
Client information clerks	13,402	69	14,571	7	13,518	76
Building frame construction and related trades workers	13,176	78	4,060	5	12,599	83
Metal molders, welders, sheet metal workers, structural-metal preparers and related trades workers	10,328	235	8,614	19	10,202	254
Computer Assistants and computer equipment controllers	9,553	63	11,625	5	9,689	68
Manufacturing Laborers	10,223	53	6,194	8	9,648	61
Secretaries and key-board operating clerks	8,810	83	6,538	11	8,501	94
Domestic Helpers and cleaners and related workers	8,746	121	6,400	16	8,481	137
Machinery mechanics, fitters and related trades workers	7,256	84	8,047	11	7,353	95
Workers not reporting any occupation	7,357	43	7,000	6	7,313	49
Electricians, electrical and electronic equipment mechanics and fitters	7,251	120	7,889	9	7,299	129
Housekeeping and restaurant service workers	7,369	308	6,071	19	7,286	327
Protective Service Workers	7,146	62	6,100	5	7,064	67
Shop salespersons and demonstrators	7,176	115	4,909	12	6,965	127
Mining and construction laborers	6,227	63	5,400	6	6,166	69
Motor Vehicle Drivers	6,083	112	4,850	10	5,973	122
Farmers and Other plant growers	5,092	38	3,983	6	4,933	44

Incentives of Certificated Workers

Out of 163,460 employed certificated scholars, around 102,380 of them said that there were no incentives provided for them. Some 44,931 however indicated that they enjoyed incentives afforded to certificate workers (*Table 68*).

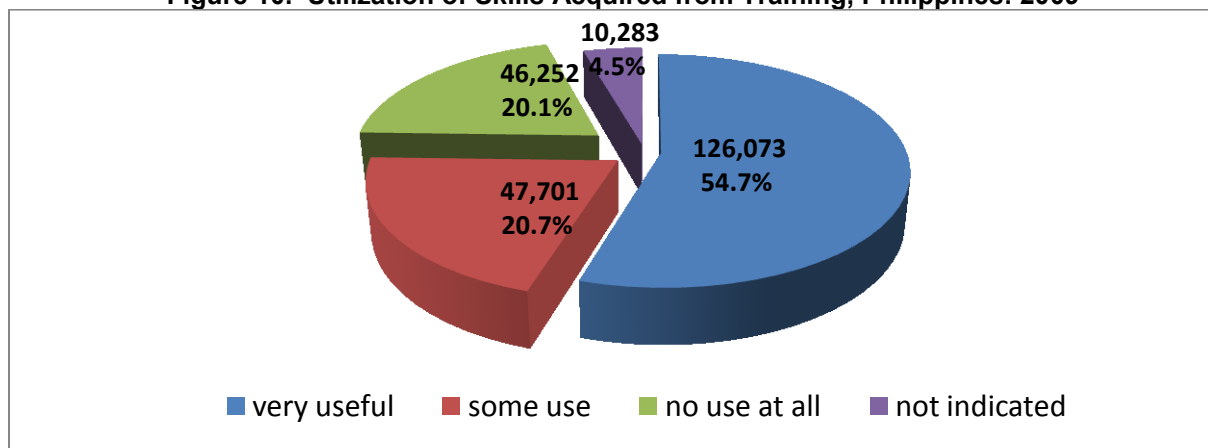
Table 68. Incentives of Certificated Workers, Philippines: 2009

Incentives of Certificated Workers	No. of responses
Salary Increase	23,627
Promotion	8,608
Job Security	16,043
Others	3,006

Utilization of Skills Acquired

On the usefulness to their present jobs on skills/competencies acquired from training, majority of them indicated “very useful” and “some use” with 54.7% and 20.7%, respectively. This is consistent with the results of previous IES conducted in 2005 and 2008 (*Figure 10*).

Figure 10. Utilization of Skills Acquired from Training, Philippines: 2009



By sector, high percentage of TVET graduate-scholars indicated usefulness of their skills/competencies acquired from training on the following sectors: cottage and handicrafts (100%); trainers training (85%); metals and engineering (66.7%); construction (63.5%); and garments (62.5%). TVET graduate scholars from agriculture and fishery; process food and beverages; tourism; and aircraft indicated that their training have no use in their present jobs with 34.6%; 37.3%; 25.3% and 100%, respectively (*Table 69*).

Table 69: Employed TVET Graduate-Scholars Skills Utilization by Sector, Philippines:2009

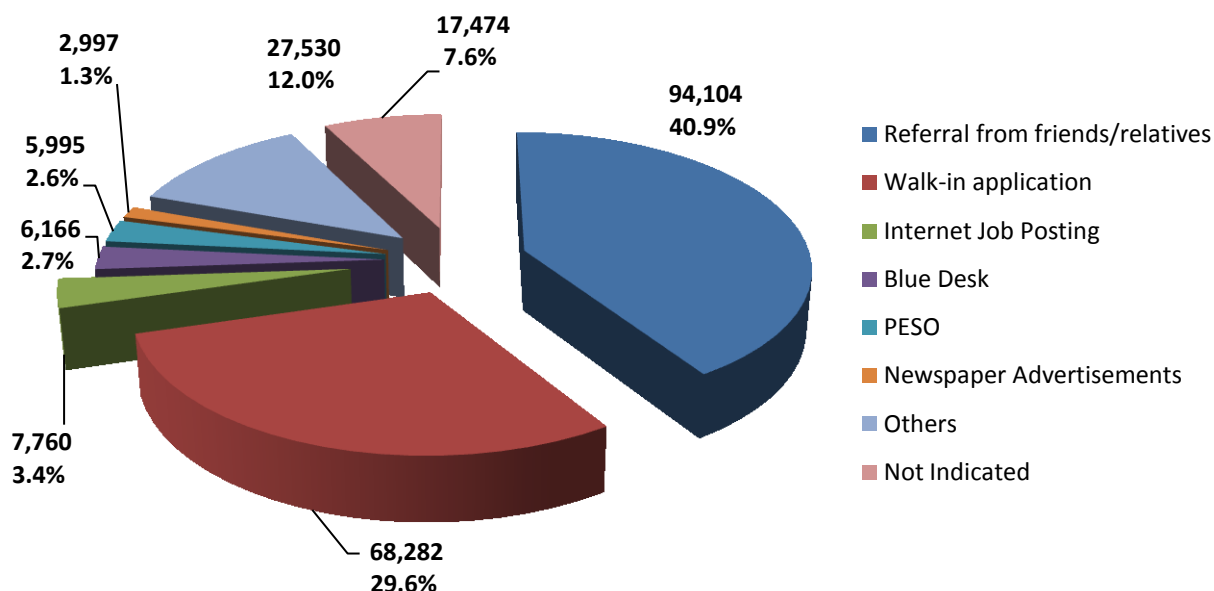
Sector	very useful	%	some use	%	no use at all	%	not indicated	%	Total
Agriculture and Fishery	756	37.6	186	9.3	695	34.6	373	18.6	2,010
Automotive	6,784	58.4	2,584	22.2	1,886	16.2	365	3.1	11,620
Construction	13,936	63.5	4,121	18.8	2,951	13.5	923	4.2	21,931
Electronics	4,568	52.9	2,201	25.5	1,654	19.2	213	2.5	8,636
Garments	1,958	62.5	257	8.2	679	21.7	237	7.6	3,131
Health, Social and Other Community Services	15,478	58.0	4,995	18.7	5,064	19.0	1,152	4.3	26,689
Heating, Ventilating and Airconditioning/ Refrigeration	1,342	58.6	657	28.7	289	12.7	-	-	2,288
Information and Communications Technology	25,667	53.0	10,844	22.4	9,815	20.3	2,069	4.3	48,396
Land Transport	1,931	58.1	650	19.6	467	14.1	276	8.3	3,325
Maritime	176	57.5	72	23.7	57	18.7	-	-	306
Metals and Engineering	19,342	66.7	4,218	14.6	4,369	15.1	1,056	3.6	28,985
Processed Food and Beverages	961	29.5	939	28.9	1,213	37.3	140	4.3	3,252
Tourism	27,410	46.7	13,708	23.3	14,856	25.3	2,756	4.7	58,730
TVET (trainers training)	295	85.0	-	-	-	-	52	15.0	347
Aircraft	-	-	-	-	59	100.	-	-	59
Cottage and Handicrafts	116	100.0	-	-	-	-	-	-	116
Language / Culture	3,736	51.5	1,551	21.4	1,597	22.0	364	5.0	7,248
Not Indicated	1,617	49.9	718	22.1	600	18.5	305	9.4	3,240
Total	126,073	54.7	47,701	20.7	46,252	20.1	10,283	4.5	230,309

Employment Facilitation Services

Forty-one percent (40.9% or 94,104) of the total employed scholars found their present job through referral system. Walk in applicants ranked 2nd with 29.6% (68,282). The Blue Desk of TESDA was mobilized by 2.7% (6,166) only while the PESO was used by 2.6% (5,995) graduates in finding jobs (*Figure 11*).

Given these results, TESDA should strengthen its Blue Desk as TESDA's job facilitation service to increase its relevance given the magnitude of TVET graduates that would eventually look for employment.

Figure 11. Employment Facility, Philippines: 2009



According to the majority of employed graduates, job experience and certification were required when they were hired in their present job accounting for 61.6% and 62.9% respectively (*Table 70*).

Table 70 . Jobs Experience and Certification as Requirements in Hiring, Philippines: 2009

	Required	%	Not Required	%	No Answer	%	Total
Jobs Experience	141,918	61.6	76,239	33.1	12,152	5.3	230,309
Certification	144,932	62.9	74,942	32.5	10,434	4.5	230,309

III. Conclusion and Recommendation

TVET has gained recognition and is viewed as a strategic option in the development of human resources. With the end in mind that investing in TVET will lead people to jobs or engage themselves into productive, decent economic activities, TVET enjoyed huge financial support on scholarship programs in the recent past.

The skills certification or passing rate as one of the parameters for quality assurance of TVET graduates is high at 88.0% but the employment rate is still on its relatively “low” level at 60.9%.

With employability as the metrics of performance in TVET, it should always be remembered that employment is a function of many factors. Some of these are beyond the control of the TVET sector, i.e., limited employment opportunities; the decision for hiring skilled workers which rests on the employers greatly influence the employment of our skilled workers. The acquisition of competencies required by the industry would be a critical factor only if adequate jobs are available for a greater number of trained skilled workers.

TVET is expensive and requires partnerships with the industry. When funding becomes the focus of government policy, it would be beneficial for the whole government and for TVET in particular to maximize the government funding assistance by increasing industry participation in pursuing TVET. The industry as the major end user of skilled workers is in the best position to train workers in accordance with the industry standards and conduct industry-based assessment and certification with the government providing the needed assistance. The increase in the scholarship budget could be an instrument to increase the level of participation of private TVET providers.

Based on the findings, the following recommendations are being put forward to improve further the delivery of TVET services thus making TVET more relevant to the needs of the labor market:

- Sustain and strengthen the quality assurance mechanism of TVET training delivery
 - ✓ Continuous implementation of free assessment program to assist graduates/workers. Moreover, there is a need to intensify the advocacy on assessment and certification to increase the clients’ awareness on its importance.
 - ✓ Undertake the monitoring on the how assessment and certification is being conducted at the field.
 - ✓ Institutionalize the regular conduct of the synchronized National TVET Competency Assessment and Certification (NATCAC). Sectors for synchronized NATCAC should be scheduled accordingly to cover all sectors and for simpler monitoring and reporting.
 - ✓ Continuous conduct of compliance audit for both land-based and sea-based programs. Strict monitoring on the corrective measures should be implemented to ensure quality TVET provision and continuous compliance to standards.

- Strengthen the existing TESDA partnerships with the industries to improve and promote further TVET in the following areas:
 - ✓ Pursue more purposive and active labor market information to provide signals and redirecting training program initiatives towards priority sectors with highly in demand and critical jobs.

- ✓ Pursue advocacy on the assessment and influencing the industry on putting premium on certificated workers in the hiring and promotion practices of the industry
 - ✓ Pursue stronger partnership with the industry on training delivery particularly company-based training, i.e, apprenticeship, DTS, on the job training (OJT).
 - ✓ Pursue advocacy for industry-based assessment certification.
 - ✓ Set up a workable arrangement with the industry to support the above areas of concern
- Improve and make the scholarship programs more efficient and effective by adapting the following measures:
 - ✓ Improve the selection and targeting of TVET beneficiaries especially students/trainees. Priority should be given to target beneficiaries who are at least 20 years old and preferably with high educational attainment i.e. tech-voc graduate or college undergraduate and beyond, since this group are most likely to find gainful employment after training. Priority should also be given to target beneficiaries who have previous job experience who are availing the scholarship program for job promotion or for skills upgrading. However, target beneficiaries who are younger or below 20 years old should only be considered in TVET qualifications where experience is not major requirement for employment.
 - ✓ Scholarship program could be a mechanism in promoting company-based training (apprenticeship, learnership, on-the-job training, etc) to increase participation of the private sector in TVET.
 - ✓ Focus the fund assistance to enterprise-based training and other private TVET providers with high employment.
 - ✓ The entrepreneurship as one path of employment could be considered in the scholarship program to create more employment opportunities.
 - ✓ Institutionalize the workplace language training to enhance employment intervention measure
 - ✓ Continue to focus the scholarship programs on occupations with high demand
 - ✓ Pursue and intensify a more systematic monitoring of the implementation and the results/outcomes of scholarship programs
 - Intensify the provision of support services such as career profiling and career coaching to improve the best job fit matching. As much as possible, results of the best jobs fit matching be one of the basis in awarding scholarships to deserving TVET beneficiaries. Moreover, ensure that the fundamental reason of beneficiaries of government funded programs shall embark into productive economic activities after the completion of the program.
 - Intensify the job placement/referral system of TVET institutions, i.e., Blue Desks, PESO and linkages with the industry to make their presence more significant in providing information on TVET services, labor market information, jobs placement and other training and job related information. TESDA should assist/facilitate for the establishment of Blue Desks in all TVET providers.
 - Bifurcate employment options to wage and entrepreneurial activities. Technopreneurship has to be directed and purposively driven towards communities that are demanders of services of trained and certified workers.
 - Re-mainstream CBTED as an approach in galvanizing nurturing communities thru the convergence of unified infrastructures, connected institutions and targeted sectors of the trained and certified workforce.

- Beyond the above recommendations are the following areas of concern for more efficient implementation of the impact evaluation study in the future and for more timely and reliable results:
 - ✓ Develop new monitoring system/review/revision of existing monitoring to address inconsistencies of internally generated data that would provide standard reporting and analysis of statistics.
 - ✓ Institutionalize research and survey procedures, i.e., orientation of the regional and provincial M&E focal, learning sessions and field monitoring activities.
 - ✓ Continuously capacitate the central, regional, provincial and field offices on researches and policy development.

- The design of the IES is limited to the objectives of the study. The results of the study however, revealed a lot of information that would be the basis for the conduct of a more detailed research study on the following recommended area of interest in TVET:
 - ✓ Evaluation of LEP
 - ✓ Study on the Assessment and Certification Program of TESDA
 - ✓ Cost and Benefit Study on TVET/TESDA Technology Institutions
 - ✓ Improving the Blue Desks and Job Referral System

APPENDICES

A. NSCB Clearance



Republic of the Philippines
NATIONAL STATISTICAL COORDINATION BOARD
2/F Midland Buendia Bldg.,
403 Sen. Gil J. Puyat Avenue, Makati, Metro Manila

NSCB ACTION NOTIFICATION FORM

Ref. No. PPI-051311-21

13 May 2011

Ms. MILAGROS DAWA-HERNANDEZ
Deputy Director General for Sectoral TVET
Technical Education and Skills Development Authority
Taguig City, Metro Manila

Dear **Deputy Director General Hernandez:**

This refers to your request for clearance of the *2011 Impact Evaluation Study (IES) of TVET Programs*. We acknowledge with thanks the following documents received from your office and which were used as basis for our evaluation:

<u>NSCB Ref. No.</u>	<u>Title of Document</u>	<u>Format Received</u>	<u>Date Received</u>
SSRCS-2011-05-101	Agency transmittal letter dated April 29, 2011	hard copy	May 3, 2011
SSRCS-2011-05-102	SSRCS Form 1. Statistical Survey Notification Form	hard copy	May 3, 2011
SSRCS-2011-05-103	Sampling Design	hard copy	May 3, 2011
SSRCS-2011-05-104	Survey Questionnaire	hard copy	May 3, 2011
SSRCS-2011-05-105	Manual of Operations	hard copy	May 3, 2011
SSRCS-2011-05-106	2008 IES of TVET Programs Report	hard copy	May 3, 2011

Please find below the clearance number assigned to the survey. The clearance number and expiration date should be printed or stamped on the upper right corner of the first page of the final questionnaire.

We have included under Remarks the comments/suggestions made by the NSCB Technical Staff on the survey for your consideration. We would appreciate receiving feedback on these comments.

Thank you for your cooperation and support in our endeavour to improve the quality of surveys conducted by government agencies.

Very truly yours,

ROMULO A. VIROLA
Secretary General

Title of statistical survey 2011 IMPACT EVALUATION STUDY (IES) OF TECHNICAL-VOCATIONAL EDUCATION AND TRAINING (TVET) PROGRAMS	
Proponent agency Technical Education and Skills Development Authority (TESDA)	Conducting agency Technical Education and Skills Development Authority (TESDA)
1 <input checked="" type="checkbox"/> CLEARANCE GRANTED , subject to the following final action: i) <input checked="" type="checkbox"/> All information enclosed in the box/es below must be printed or stamped on the upper right corner of the first page of the statistical survey form.	

CAV

B. Survey Instrument

2011 Impact Evaluation Study of TVET Programs

(To be accomplished by Enumerator)

Region:	Province/ District (for NCR):	Case ID:
Name:		
(Family Name)	(First Name)	(Middle Name)

Instructions: Please answer the questions below. Encircle code of the answer as applicable. All answers will be treated confidential. (Please check if the interviewee is the graduate or key informant).

Graduate Key Informant

Time of interview started: _____

PART I: GRADUATE'S PROFILE

1. Date of Birth: _____
(mm/dd/yyyy)
2. Complete Address: _____
(No./Street/Barangay/Municipality/Province)
3. Sex:
 1. Male 2. Female
4. Marital Status:
 1. Single 2. Married 3. Widow/er 4. Separated 5. Common-law/ live-in
5. Highest educational attainment **before attending this TVET program/ qualification**

1. Elementary undergraduate/graduate	4. Technical-vocational graduate
2. High school under graduate	5. College undergraduate
3. High school graduate	6. College graduate and beyond
6. Please indicate reason for taking up the program (*encircle 1 answer only*)
 1. For employment/to get job
 2. For promotion/ Increase in income
 3. For skills upgrading/enhancement
 4. TVET qualification is in demand
 5. Personal use
 6. Nothing to do
 7. Others, pls specify _____
7. Please indicate your expenses incurred during training
(*Estimate the cost that the graduate directly incurred on the following items during the duration of the training program.*)
 1. Tuition fee (including miscellaneous) _____
 2. Transportation _____
 3. Project _____
 4. Supplies and Materials _____
 5. Uniform _____
 6. Tools and Equipment _____
 7. Assessment Fee _____
 8. Insurance _____
 9. Others, pls. specify _____

PART II: COMPETENCY ASSESSMENT

8. Training Program Particulars in CY 2009: (Encircle the appropriate code)

8.1 TVET Program/s Attended/ Qualification Title/s (Note: In case of multiple answers)	8.2 Program Delivery Mode (to be filled up by Provincial M & E Focal Staff) 1. SB 2. CB 3. EB 4. Community Based	8.3 Type of TVET Program Registration (to be filled up by Provincial M & E Focal Staff) 1. WTR 2. NTR	8.4 Did you avail of any scholarship program?	8.5 What type of scholarship program?	8.6 Name of Training Institution/s Attended	8.7 If you are a beneficiary of LEP Program did you pursue College degree program?	8.8 Did you take the Competency Assessment?	8.9 If Yes, what is the Competency Assessment Result?	8.10 If Yes, what is the level of competency?	8.11 If No, reason/s for not taking	8.12 After completing the training program do you think that you already possess the necessary skills for getting
			1. Yes 2. No (If NO, proceed to Q8.6)	1. PESFA 2. PGS-TWSP 3. LEP 4. Others, pls. specify _____		1. Yes 2. No, State Reason _____	1. Yes 2. No, (If NO, proceed to Q8.11)	1. Passed 2. Failed	1. COC 2. NC I 3. NC II 4. NC III		1. Yes 2. No, State the Reason _____
			1. Yes 2. No (If NO, proceed to Q8.6)	1. PESFA 2. PGS-TWSP 3. LEP 4. Others, pls. specify _____		1. Yes 2. No, State Reason _____	1. Yes 2. No, (If NO, proceed to Q8.11)	1. Passed 2. Failed	1. COC 2. NC I 3. NC II 4. NC III		1. Yes 2. No, State the Reason _____
			1. Yes 2. No (If NO, proceed to Q8.6)	1. PESFA 2. PGS-TWSP 3. LEP 4. Others, pls. specify _____		1. Yes 2. No, State Reason _____	1. Yes 2. No, (If NO, proceed to Q8.11)	1. Passed 2. Failed	1. COC 2. NC I 3. NC II 4. NC III		1. Yes 2. No, State the Reason _____
			1. Yes 2. No (If NO, proceed to Q8.6)	1. PESFA 2. PGS-TWSP 3. LEP 4. Others, pls. specify _____		1. Yes 2. No, State Reason _____	1. Yes 2. No, (If NO, proceed to Q8.11)	1. Passed 2. Failed	1. COC 2. NC I 3. NC II 4. NC III		1. Yes 2. No, State the Reason _____
			1. Yes 2. No (If NO, proceed to Q8.6)	1. PESFA 2. PGS-TWSP 3. LEP 4. Others, pls. specify _____		1. Yes 2. No, State Reason _____	1. Yes 2. No, (If NO, proceed to Q8.11)	1. Passed 2. Failed	1. COC 2. NC I 3. NC II 4. NC III		1. Yes 2. No, State the Reason _____

8.13 Did you take the National Assessment Career Examination (NCAE) or Youth Profiling for Starring Career (YP4SC) before enrolling to the TVET program?

1. YES

8.13.a Is the TVET Program that you have enrolled in line with the result of NCAE or YP4SC?

1. YES 2. NO

2. NO

PART III: EMPLOYMENT OF GRADUATE

9. Were you employed upon or within one week before enrolling in this course?

(Note: "employed" includes all persons 15 years old and over as of their last birthday and during the basic survey reference period are reported as either: a. at work. Those who do any work even for one hour during the reference period for pay or profit, or work without pay on the farm or business enterprise operated by a member of the same household related by blood, marriage, or adoption; OR b. With a job but not at work (those who have a job or business but are not at work because of temporary illness/injury, vacation, or other reasons. Likewise, persons who expect to report for work or to start operation of a farm or business enterprise within two weeks from the date of the enumerator's visit, are considered employed.)

1. Yes, specify

1.1 occupational title _____

1.2 monthly income: P _____

2. No

10. Did you get a job/employment after completing the course/training program? *(first employment)* *(Note: include as employed if the graduate was able to work even for one hour only during the reference period, i.e. after completing the course/training program)*

1. Yes, specify

1.1 occupational title _____

1.2 monthly income: P _____

2. No **(proceed to Q.12)**

3. continued with the previous job **(proceed to Q.12)**

11. How long did it take you to get your first employment after completing the course?

1. Less than 1 month 2. 1 to 3 months 3. 4 to 6 months

4. More than 6 months

12. Is work experience a requirement of the employer before being employed?

1. Yes 2. No

13. Is certification a requirement of the employer before being employed?

1. Yes 2. No

14. Are you currently employed or employed within a week before this interview?
(Note: include as employed if the graduate was able to work even for one hour only during the reference period, i.e., within a week)

1. Yes, specify

1.1 occupational title _____

1.2 current average monthly income P _____
(include estimated value of goods or non-cash received)

1.3 since when? *(Date of start of this employment)* _____
(month/ year)

1.4 How did you get your present job? *(please select one answer only)*

1. Blue Desk
2. PESO
3. Internet Job Posting
4. Newspaper Advertisements
5. Referral from friends/relatives
6. Walk-in application
7. Others, Specify _____

2. No *(proceed to Q.22)*

15. Does your employer provide incentives for passing the competency assessment?

1. Yes, what are the incentives, select as many as possible.

- 1.1 Salary increase
- 1.2 Promotion
- 1.3 Job Security
- 1.4 Others, Specify _____

2. No

16. What type of industry/business are you engaged in?

(Pls. specify, e.g. iron works, garments, semicon, construction, trading, etc.)

17. Whom do you work for? *(please select one answer only)*

1. work for private household;
2. work for private establishment;
3. work for government/government corporation;
4. self-employed without paid employee;
5. employer in family operated farm or business;
6. work with pay on own family operated farm or business;
7. work without pay on own family operated farm or business;

18. What is the nature of your employment? *(please select one answer only)*
1. permanent job/business/unpaid family work
 2. short-term/seasonal job/business/unpaid family work
 3. worked for different employers on day to day or week to week basis
 4. others, specify _____
19. How useful are your skills acquired from the training to your job/business?
(in case of multiple answers in Q.8.1, this refers to the most recent training program see encircled response. Then please select one answer only)
1. very useful (when often or directly used in the job)
 2. some use (when seldom or sometimes used in the job)
 3. no use at all because
 - 3.1 skills acquired from training/course not needed in actual work
 - 3.2 occupation is entirely different with training/course completed
 - 3.3 others, specify _____
20. Where is the company/business located? *(please select one answer only)*
1. within the province
 2. outside the province but within the region
 3. outside the region, specify province _____
 4. outside the country, specify country _____
21. Other than your current occupation in Q.14, do you still need additional job/ income generating activity?
1. Yes, please state the reason

 2. No

(To be answered by the respondent whose response in Q14 is NO)

22. Did you look for work during the past week *(within 1 week before this interview)*?
1. Yes
 2. No
23. If no, what is the major reason why you did not look for work?
1. tired/no work available
 2. awaiting results of previous application
 3. temporary illness/disability
 4. bad weather
 5. waiting for rehire/job recall
 6. schooling
 7. household/family duties
 8. too young/old or retired/permanent disability
 9. others, specify _____

(To be answered only if the response in Q23 is from 1 to 5.)

24. Were you available and willing to take up work in paid or self-employment within the past week and/or would be available and willing to take up work within two weeks after this interview?
1. Yes 2. No

Thank you for your support and full cooperation to our undertaking.

If key informant, specify name and relationship to graduate _____

Time of interview ended: _____

Name and Signature of Respondent

Name and Signature of Enumerator

Date Accomplished

Edited/Verified Correct: Provincial M & E Focal

Date Edited/Verified

C. Concepts and Operational Definitions

<i>Delivery Mode</i>	refers to the types of training program delivery particularly in terms of venue of training program. The delivery modes include institution-based, enterprise-based, and community-based.
<i>Employed Graduates</i>	graduates who are reported either at work or with a job or business but not at work during the reference period. This includes graduates who are engaged in service for pay or profit.
<i>At work</i>	those who do any work during the reference period for pay or profit, or work without pay on the business enterprise operated by a member of the same household related by blood, marriage or adoption.
<i>With a job but not at Work</i>	those who have a job or business but not at work because of temporary illness/injury, vacation or other reasons. Likewise, graduates who expect to report for work or to start operation of a farm or business enterprise within two weeks from the date of the enumerator's visit are considered employed.
<i>Employer</i>	an establishment or a person who operates his/her own economic enterprise or engages in a profession or trade and hires one or more employees.
<i>Employer with At Least One Paid Employee</i>	graduates who employ one or more paid workers in the operation of his/her business or trade. Consequently, domestic helpers, family drivers and other household helpers who assist him/her in his/her business are not hired employees in the business. Farm or business proprietor who is assisted purely by such domestic help is not also considered an employer.
<i>Employment Rate</i>	the ratio, in percent, of the total number of graduates employed at time of survey to the total number of graduates or the graduates in the labor force.

<i>Enterprise-based Program</i>	this refers to training delivered in the enterprises or in place workplace.
<i>Graduate</i>	student/trainee who has completed the requirements for a certain TVET course in any of the delivery modes during the specified reference year.
<i>Highest Grade Completed</i>	the highest grade or year completed before taking up the TVET program covered by the study.
<i>In the Labor Force</i>	graduates who are 15 years old and over who contribute to the production of goods and services in the country. It includes those who are either employed or unemployed.
<i>Institution Based</i>	This refers to TVET training delivered in TVET schools and training centers, both public and private.
<i>Key Informant</i>	an individual who can provide the needed information about the TVET graduate's employment status, history, etc. The key informants include relatives i.e., parents, children, spouse, or brother/sister.
<i>Labor Force Participation Rate</i>	the proportion of the total number of persons in the labor force to the total population 15 years old and over.
<i>National Certificate (NC)</i>	this is being issued when a candidate has demonstrated competence in all the units of competency that comprise the relevant endorsed qualification.
<i>Not in the Labor Force</i>	persons who are neither employed nor unemployed and who during the reference period are not looking for work because of reasons such as housekeeping, schooling, etc.
<i>PESFA</i>	stands for Private Education Student Financial Assistance. This is an assistance to students in private education provided in the education act otherwise known as "Expanded Government Assistance to Students and Teachers in Private Education Act" (GASTPE).

<i>TWSP</i>	stands for Training for Work Scholarship Project. This is a facility to provide the necessary supply to meet the demand particularly in highly critical skills.
<i>Program Registration</i>	is a mechanism installed by TESDA to ensure that TVET programs offered to the public are quality assured and comply with the minimum standards set forth by the government.
<i>Qualification</i>	refers to the group of competencies that describes the different functions of the qualification. Depending on the breadth, depth and scope of competency, a qualification may fall under national certificate level I, II, III, or IV.
<i>Self-employed</i>	graduates who operate their own business or trades and do not employ paid workers in the conduct of their economic activities. This group includes workers who work purely on commission basis and who may not have regular working hours.
<i>Technical-vocational education and training</i>	the education or training process where it involves, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills relating to occupations in various sectors of economic life and social life, comprises formal (organized programs as part of the school system) and non-formal (organized classes outside the school system) approaches.
<i>Training Regulation</i>	a TESDA promulgated document that serves as basis for which the competency-based curriculum and instructional materials and competency assessment tools are developed. This document represents specific qualification. How the competencies in a qualification can be gained, assessed and be given recognition is detailed in this promulgated document.

<i>Unemployed Graduates</i>	persons who are 15 years old and over and reported as without work, i.e., had no job or business during the basic survey reference period and currently available for work, and seeking work or not seeking for work due to the following reasons: (a) tired/believe not work available i.e, discouraged workers who looked for work within the last six months prior to the interview date; (b) awaiting results of previous job application; (c) temporary illness/disability; (d) bad weather, and (e) waiting for rehire job/recall.
<i>Worked Abroad</i>	graduates who work abroad as overseas Filipino workers.
<i>Worked for government</i>	graduates working for the government or any of its instrumentalities. Included here also are chaplains in the Armed Forces of the Philippines, Filipinos working in the embassies, etc.
<i>Worked for private establishment</i>	graduates working in a private establishment of industry for pay, in cash or in kind, e.g., factory workers, employees/managers of private firms, private contractors, cargo handlers in pier or railroad stations, etc. Included also are those working for religious groups, unions and NGOs.
<i>Worked for private household</i>	graduates who worked as domestic helper, caregiver, household cook, gardener, family driver, baby sitter, etc.
<i>Worked with pay on own family business</i>	graduates who receive cash or fixed share of the produce as payment for his/her services in a form or business operated by another member of the family living in the same household.
<i>Worked without pay on own family business</i>	graduates who assist another member of the family in the operation of the family farm or business enterprise and who do not receive any wage or salary for their work. The room and board and any cash allowance given as incentives are not counted as compensation for these family workers.