



2005 IMPACT EVALUATION STUDY OF TVET PROGRAMS



**TECHNICAL EDUCATION AND SKILLS
DEVELOPMENT AUTHORITY**

FOREWORD



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Technical Education and Skills Development Authority
Manila, Philippines

2005 IMPACT EVALUATION STUDY
OF TVET PROGRAMS

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FOREWORD

Employment is the metrics of performance in technical education and skills development. Thus, TESDA regularly conducts studies, researches and surveys to determine the employability of TESDA graduates, including the quality, efficiency and effectiveness of the TESDA system.

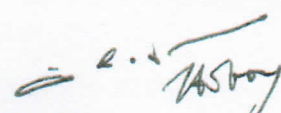


The Impact Evaluation Study (IES) of TESDA technical education and skills development (TESD) programs is one of these studies. This is aimed at gauging the quality of its delivery relative to relevance and effectiveness, measured mainly in terms of the employment rate of the graduates. The 2005 IES is the third of a series of national surveys for this purpose. The first was the Graduate Tracer Study conducted in 2000 covering the graduates of TESDA-administered Technology Institutes. The second was the Expanded Graduate Tracer Study conducted in 2002 that included the graduates of private TESDA institutions as respondents. The 2005 IES covered graduates from all delivery modes to provide a cross-sectional view of TESDA performance.

TESDA's adoption of the **SEEK-FIND-TRAIN** paradigm as a major strategy provided more focus and relevance to the implementation of TESDA programs. This paradigm is a pro-active skills matching process involving three (3) vital components: a) **SEEK** business opportunities and jobs both local and overseas to pinpoint the requirements of the job market; b) **FIND** the right people fit for the jobs; and c) **TRAIN** the right people for the available jobs. Through the conduct of evaluation studies, gaps in the implementation of TESDA programs are determined and appropriate recommendations are formulated. The results of these studies will also help in directing much needed resources to where they are most needed.

Technical education and skills development is an investment leading people to acquire jobs at a shorter period of time. This will enable them to become economically productive and share in the economic prosperity of the country. With technical vocational qualifications, individuals will be empowered, become self-reliant and capable of supporting himself and his family.

This document indicates how TESDA programs are faring and I encourage the stakeholders to use this as reference in helping bring about a responsive TESDA system that meets the increasing and changing skills requirements of the workplace. The study results will certainly contribute in advancing the cause of TESDA in improving the quality of life of our Filipino workers. In so doing, TESDA has adopted the theme: "**SA TESDA MAY LABAN KA!**"


SEC. AUGUSTO BOBOY SYJUCO, Ph.D.
Director General

INTRODUCTION

The purpose of this report is to provide a comprehensive overview of the current state of the industry. It is intended for use by management and other stakeholders to inform decision-making and strategic planning. The report is organized into several sections, each addressing a key area of focus.

The first section, "Market Overview," provides a detailed analysis of the market environment, including key trends, drivers, and challenges. This is followed by a section on "Competitive Landscape," which examines the strengths and weaknesses of major players in the industry. The "Financial Performance" section presents a thorough review of the company's financial health, highlighting key metrics and trends. Finally, the "Conclusion and Recommendations" section offers a summary of the findings and provides actionable insights for the future.

The data presented in this report is based on a combination of internal company records and external market research. It is important to note that the information is subject to change as market conditions evolve. The report is intended to serve as a valuable tool for strategic planning and decision-making. It is recommended that the findings be reviewed regularly to ensure they remain relevant and accurate.

The report is organized into several sections, each addressing a key area of focus. This structure allows for a clear and concise presentation of the information. The sections are: Market Overview, Competitive Landscape, Financial Performance, and Conclusion and Recommendations. Each section provides a detailed analysis of the relevant data and offers insights into the underlying trends and challenges.

The findings of this report indicate that the industry is experiencing significant growth, driven by several key factors. However, there are also several challenges that could potentially hinder this growth. Management should focus on addressing these challenges while capitalizing on the opportunities presented by the market. The recommendations provided in the report offer a clear path forward for the company.

In conclusion, this report provides a comprehensive overview of the current state of the industry. It is intended to inform management and other stakeholders of key trends, drivers, and challenges. The findings of the report suggest that the industry is experiencing significant growth, but there are also several challenges that could potentially hinder this growth. Management should focus on addressing these challenges while capitalizing on the opportunities presented by the market.

2005 Impact Evaluation Study (IES) of TVET Programs

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EXECUTIVE SUMMARY

As the Authority's response to TVET quality assurance policy, the conduct of impact evaluation study of TVET programs has been institutionalized. This is to ensure that the employment status and other relevant indicators related to the employability of TVET graduates are gathered and analyzed and corresponding policy recommendations are made. This evaluation study is deemed critical in assessing the performance of the entire TVET sector given that employment has been adopted as the metrics of TVET performance.

The impact evaluation study is a regular undertaking of TESDA that provides comprehensive analysis of TVET programs conducted by TVET providers. The results of the study helps TESDA as the authority in TVET, in directing much needed resources to where they are most needed.

Profile of TVET Graduates

- A total of 192,838 TVET graduates in 2004 were covered by the study. The number of male graduates were slightly higher than their female counterpart with 51.2% (98,654) and 48.8% (94,184), respectively.
- The information and communication technology (ICT) is still the most in demand among the 16 priority sectors which registered at 28,817 (15%).
- Majority of the TVET graduates were high school graduates with a share of 45.9% (88,459).
- Those with college education registered significantly at 30.0%. This is an indication that additional competencies are needed to increase their chances of getting employed.
- Only 31.5 % (46,986) of the TVET graduates took the competency assessment.
- The TVET graduates participating in the labor force placed at 145,382 (75.4%). The sizeable number of TVET graduates (47,456 or 24.6%) who did not join the labor force is one policy area that TESDA has to look into and should be studied seriously.
- The enterprise-based training program registered highest labor force participation of 83.4% while the lowest was posted by graduates of community-based programs with an 68.8% LFPR.

Employment of TVET Graduates at Time of Survey

- The length of job search for first job/employment showed relatively good results. Almost half (46.9%) of the employed graduates got their first job within 5 months of job search.
- There were about 93,847 employed TVET graduates at time of the survey indicating an employment rate of 48.7%.
- Forty-three percent (42.7%) of the employed TVET graduates are high school graduates. Interestingly, a substantial number of the employed have college education (34.5%).
- Among the four delivery modes, the graduates of enterprise - based training registered highest employment rate at 54.1% (11,991).
- In terms of magnitude, the ICT sector employed the highest number of TVET graduates at 13,358. This was followed by the health sector which employed a total of 9,844 graduates.
- The private sector remained to be the biggest employer of TVET graduates with 61.4% (57,650). Those engaged in their own businesses/self-employed or employers employing at least one worker were around 16,846 (18.0%).
- Majority (66,398 or 70%) of the graduates were working within their province of residence and another 6.8% were working within the region. Those working abroad was recorded at 6.6% (6,207).
- A large number or 64,206 of employed TVET graduates were able to use in their present jobs the skills or knowledge gained from training or a skills utilization rate of 68.4%.
- Absorbed TVET graduates were registered at 49,387 or an absorption rate of 37.7%.
- Forty-six percent (45.7%) were earning below P5,000.00 a month which was below the minimum wage. The average monthly income of TVET graduates employed at the time of the survey was P7,048.00 only.
- Around 14.4% or 13,529 employed TVET graduates had additional job which provided them with extra income.
- The employment rate of TVET graduate scholars was recorded at 48.5% (3,369) which is 0.2 percentage lower than the employment rate for all TVET graduates. The employment rate of ADB-TESDP scholars and PESFA scholars registered at 49.7% and 48.1%, respectively.

- The graduates of the TWC registered employment rate of 48.4% (286). Majority of the employed were working for private establishment (192 or 67.1%) and the rest were either working for government (12.6 or self-employed or employer with at least one employee (15.7%) or work with or without pay on own family enterprise (3.8%).

Recommendations

TVET should always be seen as an investment leading people to jobs or engaging in economic productive activities. With employment as the metrics of performance, TVET programs should be relevant, efficient and effective, accessible and of high quality.

The employment rate of 48.7%, or more than half of the graduates not finding employment after training as shown in the study, should serve as signal for further improvements in the current TVET system, its program offerings, systems and processes. Following are the recommendations:

- The need to redirect training provision to the jobs that are available. Some of the measures to achieve this are as follows:
 - ◆ Provide training incentives to programs that are purposively directed towards highly critical skills that can rapidly absorb qualified manpower;
 - ◆ Induce the TVET market towards new program offerings that meet the market demands through the provision of incentives and the promulgation of Training Regulations in higher qualifications;
 - ◆ Provide additional scholarships in critical and emerging skills;
 - ◆ Pursue more purposive and active labor market intelligence to provide signals and guide in redirecting training program interventions and initiatives towards investible TVET qualifications and high demand jobs.
- **The enterprise-based mode of training delivery should be continuously strengthened and expanded. Its effectiveness as a delivery mode is**

evident considering that it registered the highest employment rate among the 4 delivery modes. Alternative modes of enterprise-based training, other than apprenticeship, learnership and dual training should be explored.

- Building up the capability of TVET institutions should be continuously pursued particularly in providing assistance and incentives in the improvement of training facilities and equipment, curriculum and learning materials development and qualifying the TVET trainers. These measures will enable the institutions to align their programs to standards and to highly in-demand courses.
- There is a need for more focused and purposive targeting of TVET clients, particularly those who will enroll in public TVET institutions or those who are beneficiaries of scholarships. The large number of TVET graduates who did not join the labor force is a signal that needs attention and further studies.
- Career Profiling or the Youth Profiling for Starring Career (YP4SC) should be strongly advocated as a tool for ensuring the best job-fit of workers and students through matching their interest, ability or skills for the available jobs. The skills utilization rate of 68.4% signified that quite a large number of TVET graduates (31.6%) were into jobs not fitted to their acquired competencies or a sign of job-skill mismatch.
- The strengthening of TVET quality assurance mechanisms such as training regulations, competency standards and curriculum development, program registration and accreditation, assessment and certification, trainers' development and qualification, modernization and upgrading of training facilities and equipment should be sustained.
- The implementation of the policy on the mandatory assessment of graduates of TVET programs registered with Training Regulations should be strengthened. Moreover, the value and importance of assessment and certification must be advocated with the employers.
- The regular monitoring or tracking of employment of TVET graduates should be pursued, both at the national and institutional level.

INTRODUCTION

Background

In response to the Authority's TVET quality assurance policy, TESDA institutionalizes the conduct of impact evaluation study of TVET programs to ensure that the employment status and other relevant indicators related to the employability of TVET graduates are gathered and analyzed and corresponding policy recommendations are made. This initiative is deemed critical in assessing the performance of the entire TVET sector with employment as the metrics of performance.

The conduct of monitoring and evaluation of TVET programs has been a regular activity in the sector. Under the auspices of the Vocational Training Project (VTP II) funded by the World Bank in 1996, the Monitoring and Evaluation of TVET Programs (METP) project was conducted. This was done in order to evaluate the training programs of different TVET institutions in terms of cost efficiency and employment of graduates.

Three (3) national impact evaluation studies were carried out following the METP in 2000, 2002 and 2005. The 2000 Graduate Trace Study covered only the graduates of TESDA training centers and administered schools while the 2002 Graduate Tracer Study expanded the coverage to include the graduates of private technical vocational training institutions.

The 2005 Impact Evaluation Study of TVET Programs (IES) is a national survey that similarly aims to gather relevant data and information on the employability of TVET graduates. It covers the four (4) delivery modes of training: the school-based; the center based; the enterprise-based and community-based training programs to obtain a more complete assessment on the relevance and effectiveness of TVET programs in the different training delivery modes.

Objectives of the Study

Generally, the study aims to evaluate the relevance and effectiveness of TVET programs. The results of the study serve as a tool in determining policy recommendations that can guide TESDA in setting the direction, policies and programs for the whole TVET sector.

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

- Estimate the employment, absorption and skills utilization of TVET graduates;
- Establish the income levels of the employed TVET graduates;
- Estimate average length of job search for the first job after training;
- Identify courses/training programs for which graduates have better chances of employment;
- Analyze the types of employment in which the TVET graduates landed a job;
- Identify reasons for not joining the labor force.

Coverage of the Study

The Impact Evaluation Study covered the 2004 graduates of TVET programs from the four (4) training delivery modes namely: School-based, Center-based, Enterprise-based and Community-based programs.

- For school-based programs, the study covered SY 2003-2004 graduates.
- For the center-based, enterprise-based and community-based programs, CY 2004 graduates were covered.

Research Methodology

The 2004 TVET graduates, as listed in the terminal reports or MIS Form 100 submitted by the Regions, served as the sampling frame from where the sample respondents were selected. This means that only those graduates with complete address and relevant information were considered. These graduates were from private TVIs, TESDA schools and centers, enterprise-based and community-based training programs.

A stratified random sampling was adopted in the 2005 IES, with regions and type of scholarship availment as the identified strata. The sample size per delivery mode was based on the completed sampling frame for each delivery mode. A Simple Random Sampling (SRS) was applied in the selection of TVET graduate respondents per stratum. A confidence level of 95% was adopted, thus giving a .05 margin of error.

The survey was done through personal interview of the sampled TVET graduates using a structured questionnaire. To ensure efficient and effective implementation of the study in all levels and to ensure that the objectives are addressed, TESDA tapped the technical experts/ members of the DOLE Inter-agency Committee on Statistical Matters to provide technical assistance.

Training on applied research, including orientation on how to better implement the survey was also conducted for the regional monitoring and evaluation (M&E) focal staff. This is to ensure the accuracy and completeness of the data to be generated from the sample respondents.

The individual TVET graduate is the unit of enumeration for the survey. In cases where the sampled TVET graduate was not available during the survey period, the key informant was utilized. The key informants include relatives i.e., parents, children, spouse, brother/ sister, of the graduates who can provide the needed information.

HIGHLIGHTS OF RESULTS

A. Profile of TVET Graduates

TVET Graduates by Region and by Delivery Mode

A total of 192,838 TVET graduates in 2004 were covered by the study. Region III had the highest number of TVET graduates reported at 20,535 (10.6%), followed by Regions I and XI with 9.5% and 9.1% share, respectively. ARMM registered the lowest number of TVET graduates at 1,692 (0.9%) (Table 1).

Table 1. TVET Graduates by Region and by Delivery Mode, Philippines:2004

Region	Delivery Mode								Total	%
	School	%	Center	%	Enterprise	%	Community	%		
NCR	5,070	73.0	na	na	758	10.9	1,118	16.1	6,946	3.6
CAR	2,365	50.3	943	20.1	382	8.1	1,011	21.5	4,701	2.4
I	7,049	38.3	2,131	11.6	na	0	9,217	50.1	18,397	9.5
II	6,900	58.6	1,431	12.2	511	4.3	2,930	24.9	11,773	6.1
III	4,166	20.3	3,759	18.3	8,475	41.3	4,135	20.1	20,535	10.6
IV-A	1,499	14.8	4,747	47	1,899	18.8	1,950	19.3	10,095	5.2
IV-B	4,268	38.4	1,747	15.7	na	na	5,088	45.8	11,103	5.8
V	6,853	54.2	2,203	17.4	na	na	3,586	28.4	12,642	6.6
VI	11,198	67.0	3,096	18.5	256	1.50	2,159	12.9	16,709	8.7
VII	3,961	29.5	6,485	48.2	999	7.40	1,998	14.9	13,443	7
VIII	6,381	45.4	1,515	10.8	758	5.40	5,411	38.5	14,065	7.3
IX	2,795	28.3	539	5.5	6,019	60.90	524	5.3	9,878	5.1
X	2,765	35.7	1,589	22.9	na	0.00	3,399	48.9	7,753	4
XI	6,916	39.2	3,445	19.5	1,206	6.8	6,072	34.4	17,639	9.1
XII	3,679	50.9	1,449	20.1	na	na	2,097	29	7,225	3.7
CARAGA	3,500	45.7	1,653	21.4	889	11.5	1,693	21.9	7,735	4
ARMM	369	21.8	519	30.7	na	na	804	47.5	1,692	0.9
TWC	na	na	591	100	na	na	na	na	591	0.3
Total	79,734	41.3	37,843	19.6	22,152	11.5	53,194	27.6	192,838	100

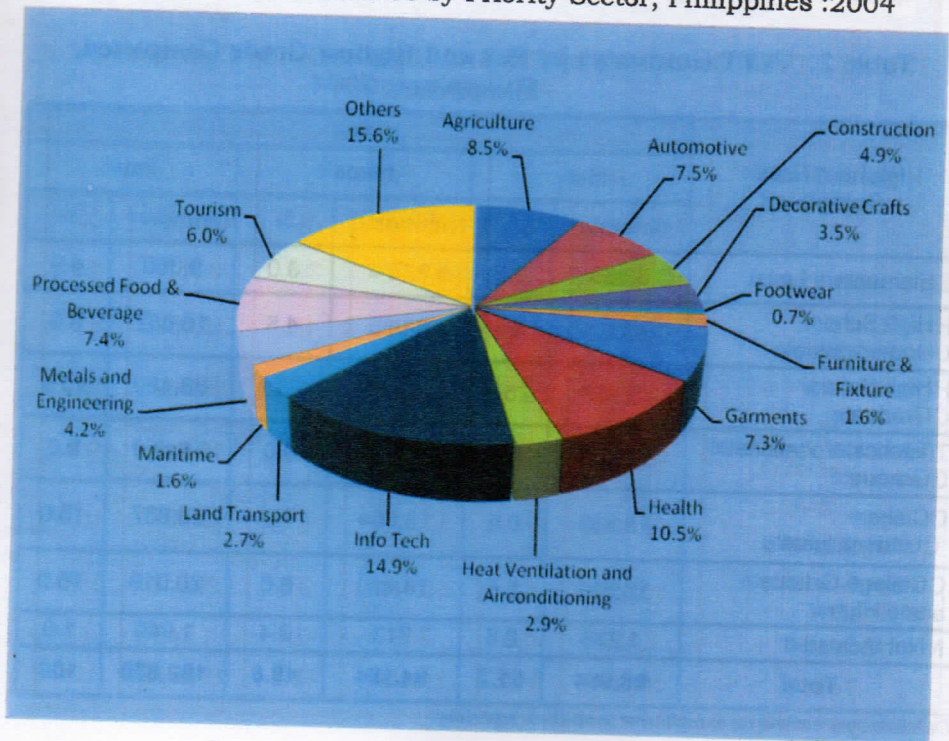
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By delivery mode, 79,734 graduates representing 41.3% came from school-based training program. This was followed by graduates from the community-based training program with 53,194 (27.6%) and center-based training with 37,843 (19.6%). Graduates of enterprise-based training registered at 22,152 (11.5%).

TVET Graduates by Priority Sector

Information and communication technology (ICT) was still the most in demand among the 16 Priority sectors, contributing 14.9% (28,817) of the total graduates for the period. (Figure 1). This was followed by health, social and community services and agriculture sectors with 20,268 (10.5%) and 16,336 (8.5%), respectively. The automotive sector showed a fairly good share with 14,464 TVET graduates (7.5%). The least number of graduates was registered in footwear and leather goods sector with 1,345 representing about 0.7%.

Figure 1. TVET Graduates by Priority Sector, Philippines :2004



TVET Graduates by Sex and by Highest Grade Completed

Table 2 shows the distribution of 2004 TVET graduates by sex and by highest grade completed. Male graduates were slightly higher by 2 percentage points than their female counterpart with 51.2% (98,654) and 48.8% (94,184), respectively.

Majority of the TVET graduates were high school graduates with a share of 45.9% (88,459). This is understandable considering that the entry level requirement for school-based and center-based programs is at least high school graduate.

Those with college education registered significantly at 30.0%. This can be an indication that they need additional competencies to increase their chances of getting employed. It was also noted that there were more female TVET graduates who were college level/graduates (16.6% or 31,984) than the male (25,872 or 13.5%).

Table 2. TVET Graduates by Sex and Highest Grade Completed, Philippines: 2004

Highest Grade Completed	Sex					
	Male		Female		Total	
	Number	%	Number	%	Number	%
Elementary Level	3,586	1.9	5,774	3.0	9,360	4.9
High School Undergraduate	7,967	4.1	8,686	4.5	16,652	8.6
High School Graduate	49,236	25.5	39,223	20.3	88,459	45.9
Technical Vocational Graduate	10,756	5.6	7,806	4.0	18,562	9.6
College Undergraduate	15,333	8.0	13,504	7.0	28,837	15.0
College Graduate and Higher	10,539	5.5	18,480	9.6	29,019	15.0
Not Indicated	1,236	0.6	713	0.4	1,949	1.0
Total	98,654	51.2	94,184	48.8	192,838	100

Details may not add up to totals due to multiple reporting.

As shown in Figure 2, a great majority or 119,308 (61.9%) of the graduates were still single while graduates who were married comprised 67,464 (35.0%). The TVET graduates were generally young, belonging to 15-24 age bracket representing 53.3% of the total (Figure 3).

Figure 2. TVET Graduates by Marital Status, Philippines: 2004

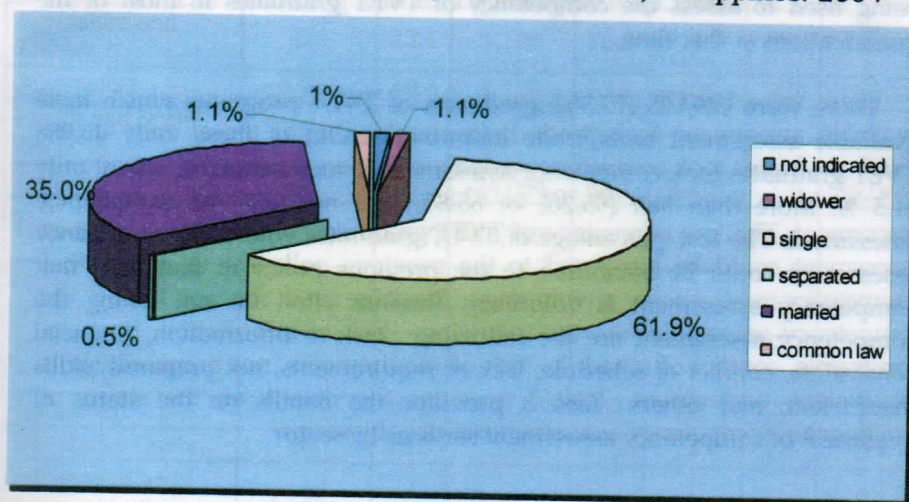
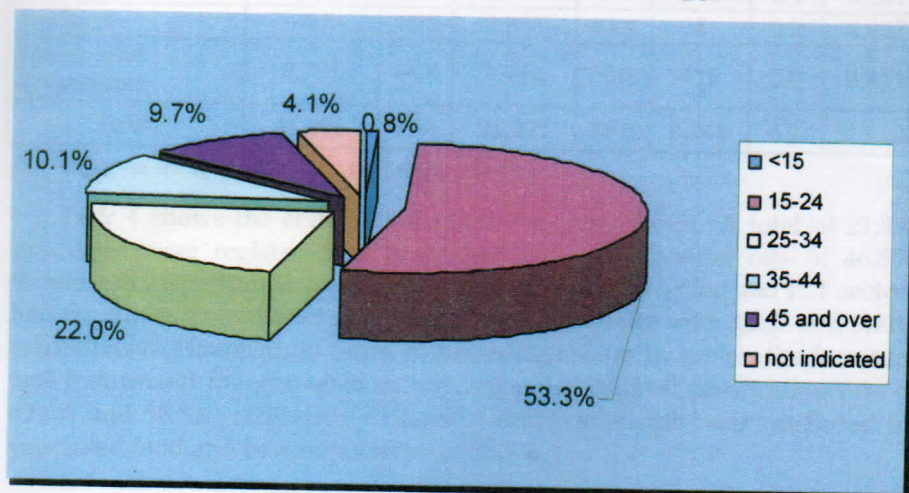


Figure 3. TVET Graduates by Age Group, Philippines: 2004



Competency Assessment and Certification

Not all TVET programs conducted during the reference period were covered by promulgated Training Regulations (TRs). There are only 17 training regulations promulgated by the TESDA Board in 2004 and most of these have no assessment tools yet. The NMYC trade test instruments were being used to assess the competency of TVET graduates in most of the qualifications at that time.

There were 149,125 (77.3%) graduates of TVET programs which have available assessment tools/trade instruments. Out of these, only 46,986 TVET graduates took competency assessment or an assessment rate of only 31.5 %. More than half (95,201 or 63.8%) did not take the competency assessment. The low percentage of TVET graduates who took competency assessment could be attributed to the previous policy at that time that competency assessment is voluntary. Reasons cited for not taking the competency assessment are the following: lack of information, financial constraints, conflict of schedule, lack of requirements, not prepared/skills insufficient, and others. *Table 3* provides the details on the status of availment of competency assessment services by sector.

Table 3. Results on Availment of Competency Assessment, Philippines: 2004

Priority Sector	Took Assessment	%	Did not Take Assessment	%	Not Indicated	%	Total
Agriculture and Fishery	429	23.4	1,396	76.3	4	0.2	1,830
Automotive	5,790	43.3	7,178	53.7	405	3.0	13,373
Health and Social Services	6,612	23.3	20,467	72.2	1,264	4.5	28,342
Construction	8,612	24.6	24,064	68.7	2,470	7.1	35,044
Land Transportation	7,342	26.7	18,723	68.1	1,411	5.1	27,476
Processed Food and Beverages	882	50.8	852	49.1	3	0.2	1,736
Furniture and Fixtures	80	59.9	53	40.1	-	-	133
Garments	1,138	67.5	514	30.5	34	2.0	1,686
Decorative Crafts	36	16.8	174	81.2	4	2.0	214
Information and Communication Technology (ICT)	11,569	49.2	11,270	47.9	670	2.9	23,509
HVAC-R	3,986	49.6	3,796	47.3	249	3.1	8,031
Maritime	467	16.5	2,365	83.4	5	0.2	2,837
Metals and Engineering	3,731	44.4	4,264	50.7	418	5.0	8,411
Total	46,986	31.5	95,201	63.8	6,948	4.7	149,125

Details may not add up to totals due to multiple reporting.

Table 4 shows the certification rate by priority sector. A total of 21,830 graduates were registered as competent, or a certification rate of 46.5%. In terms of magnitude across priority sector, the construction and ICT sectors had the highest number of competent TVET graduates with 4,267 and 3,915, respectively. However, in terms of percentage share by sector, the furniture and fixture and the garments sectors registered highest certification rate of 62.9% and 58.8%, respectively. Lowest certification rate was recorded by processed food and beverages sector at 33.5%.

Table 4. Certification Rate of TVET Graduates by Priority Sector , Philippines: 2004

Priority Sector	Competent	Certification Rate (%)	Not Yet Competent	%	Took Assessment
Agriculture and Fishery	153	35.7	276	64.3	429
Automotive	2,471	42.7	3,319	57.3	5,790
Health and Social Services	2,809	42.5	3,803	57.5	6,612
Construction	4,267	49.6	4,345	50.5	8,612
Land Transportation	3,322	45.3	4,020	54.8	7,342
Processed Foods and Beverages	295	33.5	587	66.6	882
Furniture and Fixtures	50	62.9	30	37.1	80
Garments	669	58.8	469	41.2	1,138
Decorative Crafts	-	-	36	100.0	36
Information and Communication Technology (ICT)	3,915	33.8	7,654	66.2	11,569
HVAC-R	1,979	49.7	2,007	50.4	3,986
Maritime	172	36.9	295	63.2	467
Metals and Engineering	1,757	47.1	1,974	52.9	3,731
Total	21,830	46.5	25,156	53.5	46,986

Details may not add up to totals due to multiple reporting.

B. Labor Force Participation of TVET Graduates

An indication of participation in the labor force among the TVET graduates is to identify those who intend to actively engage in the production of goods and services. Unless an individual makes an effort to look for a job and get employed or be economically productive, TVET becomes ineffective because the skills and competencies acquired are not used for productive activities. The first step towards employment after completing the program or taking/passing the competency assessment is to look for productive employment.

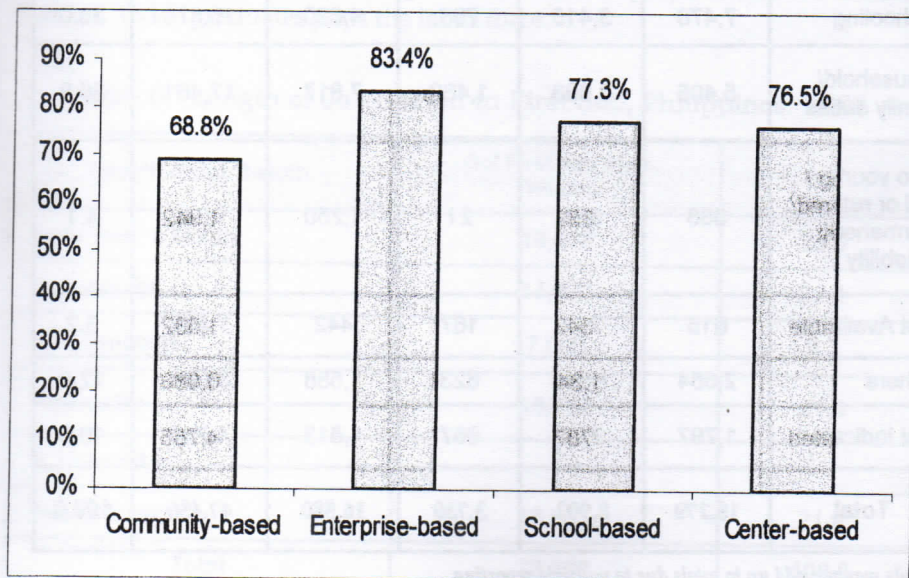
Survey results showed that the labor force participation rate (LFPR) of TVET graduates is placed at 75.4% (145,382) while 24.6% (47,456) did not join the labor force for one reason or another. The LFPR of TVET graduates was 6 percentage point higher than the national LFPR of 69.0% as recorded in the April 2004 labor force survey (LFS).

The sizeable number of TVET graduates (47,456 or 24.6%) who did not join the labor force is one policy area that TESDA has to look into and should be studied seriously. The desire to look for work after completion of the course should be considered in the selection of prospective trainees.

Labor Force Participation by Delivery Mode

The highest labor force participation was registered among TVET graduates of enterprise-based training program with an LFPR of 83.4% while the lowest was posted by graduates of community-based programs with an LFPR of 68.8% (Figure 4).

Figure 4. Labor Force Participation Rate by Delivery Mode, Philippines:2004



TVET is directed towards jobs. TVET graduates, especially those from public TVET institutions have been subsidized by government to become productive. If these investments do not result to jobs or other productive activities, there is waste of government resources. There should be more purposive targeting of clients of TVET programs funded by government.

Reasons for Not Joining the Labor Force

Several reasons have been cited by respondents for not making the effort to find work or to engage in economically productive activities. Household/family duties is the top reason for not joining the labor force with 36.8% followed by schooling with 33.0% (Table 5).

Table 5. Reasons for Not Joining the Labor Force by Delivery Mode, Philippines: 2004

Reasons for Not Joining the Labor Force	Delivery Mode				Total	%
	School-based	Center-based	Enterprise-based	Community-based		
Schooling	7,470	3,415	793	4,000	15,678	33.0
Household/family duties	5,495	2,683	1,469	7,817	17,461	36.8
Too young / old or retired/ permanent disability	338	333	21	1,250	1,942	4.1
Not Available	615	342	167	442	1,532	3.2
Others	2,564	1,342	623	1,558	6,088	12.8
Not Indicated	1,797	787	657	1,513	4,755	10.0
Total	18,279	8,902	3,730	16,580	47,456	100.0

Details may not add up to totals due to multiple reporting.

The percentage distribution of TVET graduates not looking for work by delivery mode shows that school-based training had the highest share with 38.5% (18,279 out of 47,456) followed by community-based training with 34.9% (16,580 out of 47,456). Schooling is the top reason for both the school-based and center-based training delivery modes with 7,470 and 3,415, respectively. On the other hand, household/family duties (7,817 out of 16,580) is most prominent reason for not joining the labor force for the graduates of community-based training programs.

C. Employment of TVET Graduates

Length of Job Search

The data on length of job search for first job/employment showed relatively good results. Almost half (46.9%) of the employed graduates got their first job within 5 months of job search (Table 6). Of this figure, 26.5% of the employed found employment in less than a month and the remaining 20.4% found employment within 1 to 5 months. It had been a practice during NMYC time that tracer study for Basic Livelihood Training Program (BLTP) was done about 5-6 months after the completion of training program. This would provide job seekers enough time to find employment before another batch of TVET graduates joins the labor force.

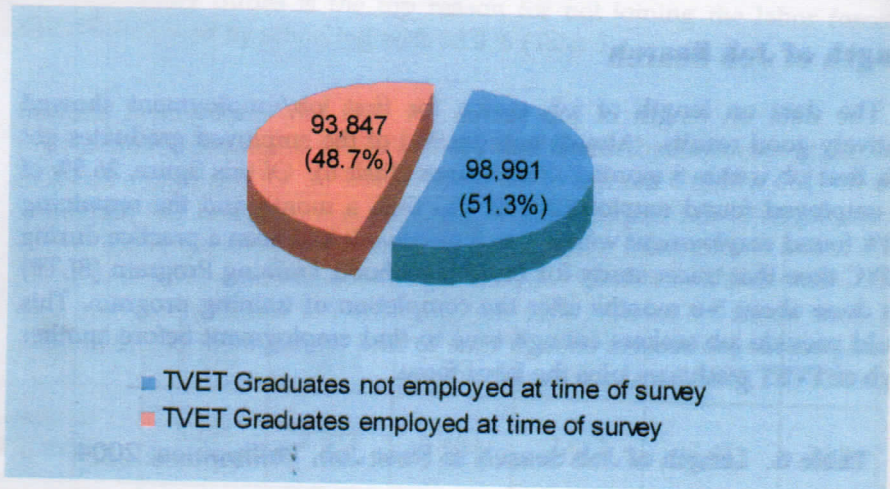
Table 6. Length of Job Search in First Job, Philippines: 2004

Length of Job Search	Got First Job After Training	%
Less than a Month	19,403	26.5
1 -5 months	14,972	20.4
6 - 11 months	7,096	9.7
12 months	15,780	21.5
> 12 months	-	
Not indicated	16,031	21.9
Total	73,282	100.0

Employment at Time of the Survey

The employment rate of TVET graduates at time of the survey is registered at 48.7%. In absolute terms, 93,847 graduates got employed out of the total graduates of 192,838. This means that for every 10 TVET graduates, around 5 graduates have successfully landed a job or became gainfully employed (Figure 5).

Figure 5. Employment Status of TVET Graduates at Time of Survey, Philippines : 2004

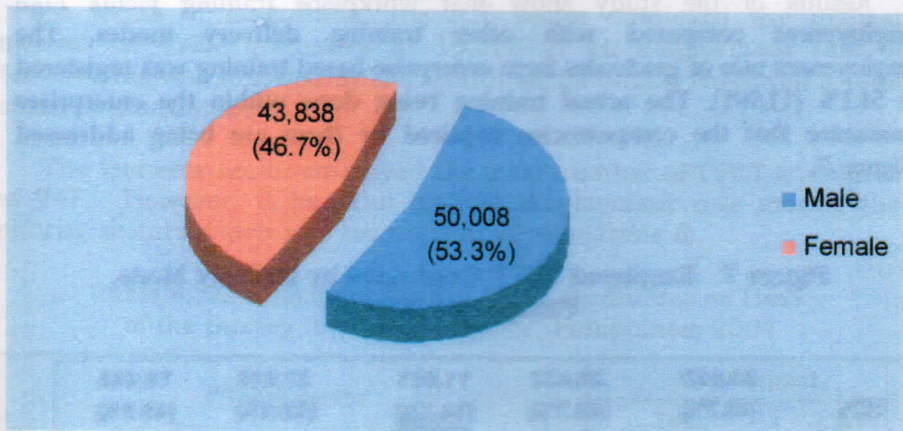


The absorbed TVET graduates was recorded at 49,387 or an absorption rate of 37.7%. TVET graduates are considered absorbed if they were not employed before training but employed at time of the survey.

Employment by Sex

Disaggregated by sex, there are more employed male TVET graduates than their female counterparts with 53.3% (50,008) and 46.7% (43,838), respectively (Figure 6). However, the percentage share of employed female TVET graduates is relatively higher than the 2006 LFS results which is 36.7% only.

Figure 6. Employed TVET Graduates at Time of the Survey by Sex, Philippines: 2004



Employment by Highest Grade Completed

Majority of the employed TVET graduates are high school graduates (42.7%). Interestingly, a substantial number of the employed are college graduates (20.5%) and undergraduates (14.0%). This is an indication that TVET is also an option even to those with college education (*Table 7*).

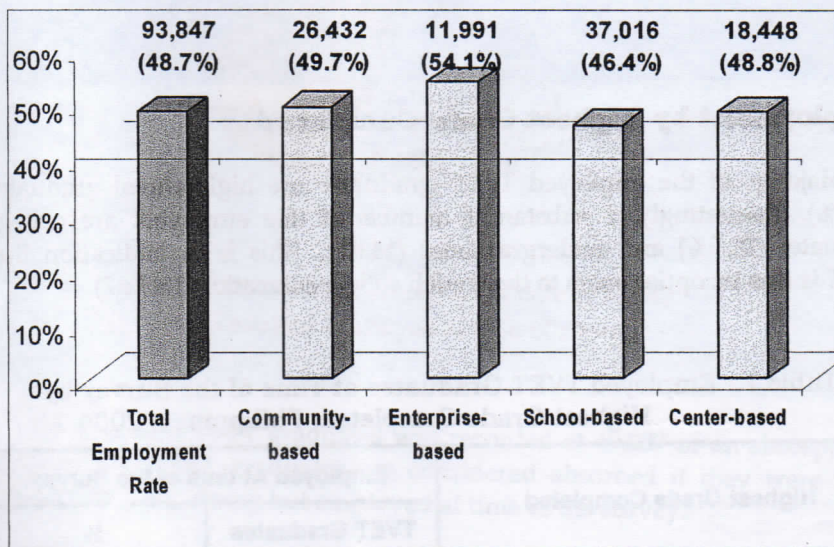
Table 7. Employed TVET Graduates at Time of the Survey by Highest Grade Completed, Philippines: 2004

Highest Grade Completed	Employed At time of the Survey	
	TVET Graduates	%
Elementary Undergraduate / Graduate	4,580	4.9
High School Undergraduate	6,597	7.0
High School Graduate	40,097	42.7
Tech Vocational Graduate	9,334	10.0
College Undergraduate	13,126	14.0
College Graduate	19,226	20.5
Not Indicated	887	1.0
Total	93,847	100

Employment by Delivery Mode

Results of the study show that workplace training yields high employment compared with other training delivery modes. The employment rate of graduates from enterprise-based training was registered at 54.1% (11,991). The actual training being done within the enterprises guarantee that the competencies required by them are being addressed (Figure 7).

Figure 7. Employed TVET Graduates by Delivery Mode, Philippines:2004



Employment by Priority Sector

In terms of magnitude, the ICT sector employed the highest number of TVET graduates at 13,358 or an employment rate of 46.4%. This was followed by the health sector which employed a total of 9,844 graduates (48.6%).

The footwear sector employed the least number of TVET graduates at 947. However, it has the highest employment rate among the priority sectors which was recorded at 70.4% (Table 8).

Table 8. Employment Rate of TVET Graduates at Time of the Survey by Priority Sector, Philippines: 2004

Priority Sector	Employment	
	Total	%
Agriculture and Fishery	7,761	47.5
Automotive	7,704	53.3
Construction	4,895	52.0
Decorative Crafts	2,795	41.5
Footwear	947	70.4
Furniture & Fixture	1,529	48.5
Garments	7,302	51.9
Health and Social Services	9,844	48.6
HVAC-R	2,424	43.7
Information and Communication Technology	13,358	46.4
Land Transportation	3,315	63.1
Maritime	1,062	33.5
Metals and Engineering	4,657	56.8
Processed Foods & Beverages	5,872	40.9
Tourism	5,070	43.5
Others	15,389	51.0
Total	93,847	48.7

Employment by Class of Work

The private sector remained to be the biggest employer of TVET graduates with 61.4% (57,650). There were also a good number who were engaged in their own businesses/self-employed or employers employing at least one worker (16,846 or 18.0%) (Table 9).

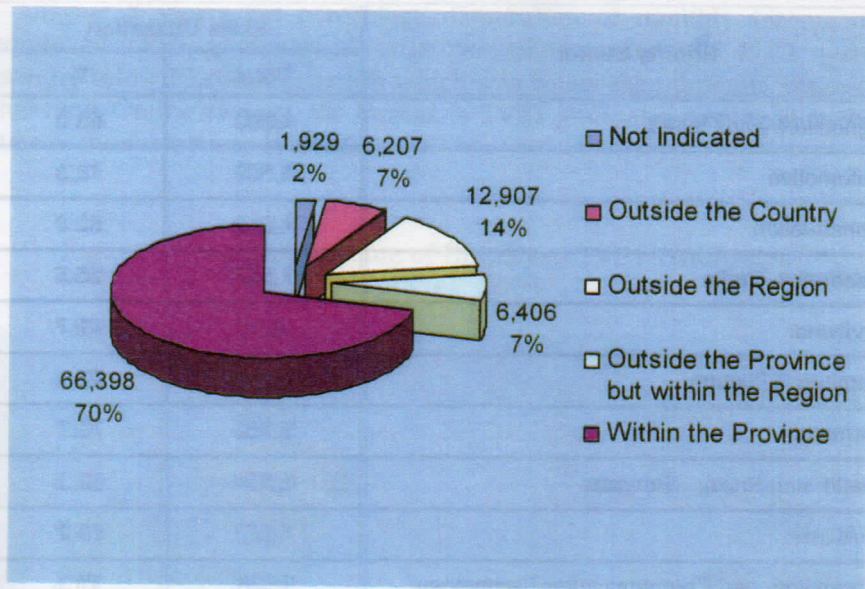
Table 9. Employed TVET Graduates at Time of Survey by Class of Work, Philippines: 2004

Class of Work	TVET Graduates	%
Work for Private Household/Establishment	57,650	61.4
Work for Government	11,658	12.4
Work for Own Business or Self-Employed/ Employer	16,846	18.0
Work with or without Pay on Own Family Business	5,523	5.9
Not Indicated	2,169	2.3
Total	93,847	100

Employment by Location

Figure 7 shows employed TVET graduates by location of work. Majority (66,398 or 70 percent) of the graduates were working within their province of residence and another 6.8% were working within the region. There were also those working abroad (6.6% or 6,207) or working outside the region (13.8%).

Figure 8. Employed TVET by Location of Work, Philippines: 2004



Utilization of Skills Acquired in Training

Skills utilization is a parameter indicating the present job's relatedness to the skills/knowledge acquired from training. Among the employed TVET graduates, a large number or 64,206 graduates were able to use in their present jobs the skills or knowledge gained from training for a skills utilization rate of 68.4 percent.

By priority sector, the ICT sector showed the biggest number of employed graduates whose current jobs are related to the skills acquired from training. The construction sector, on the other hand, exhibited the highest skills utilization rate of 82.0% (Table 10).

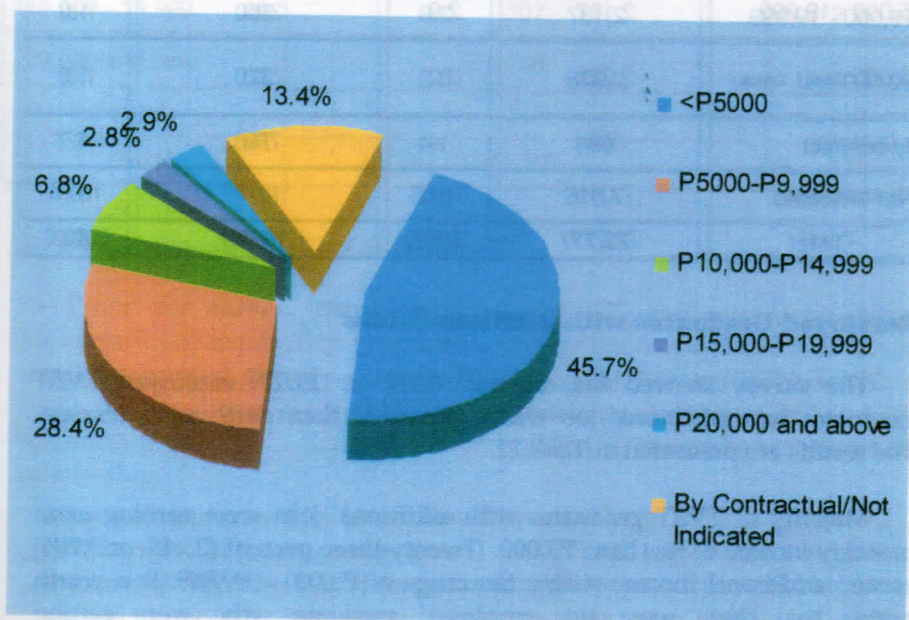
Table 10. Utilization of Skills by Priority Sector
Philippines: 2004

Priority Sector	Skills Utilization	
	Total	%
Agriculture and Fishery	4,890	63.0
Automotive	5,569	72.3
Construction	4,012	82.0
Decorative Crafts	1,552	55.5
Footwear	471	49.7
Furniture & Fixture	1,118	73.1
Garments	5,160	70.7
Health and Social Services	6,134	62.3
HVAC-R	1,677	69.2
Information and Communication Technology	9,528	71.3
Land Transportation	2,519	76.0
Maritime	482	45.4
Metals and Engineering	2,973	63.8
Processed Foods & Beverages	3,620	61.7
Tourism	3,332	65.7
Others	11,170	72.6
Total	64,207	68.4

Employment by Income Level

Figure 8 shows the percentage distribution of monthly income of employed TVET graduates. A large prevailing percentage, 45.7% were earning below P5,000.00 a month which was below the minimum wage at that time. On the average, the income of TVET graduates employed at the time of the survey was P7,048.00.

Figure 9. Monthly Income of Employed TVET Graduates, Philippines: 2004



More than three-fourths (77.5%) of employed TVET graduates are wage and salary workers (Table 11). Their monthly contribution to our economy roughly amounted to PhP.5B through their wages and salaries. The self-employed/own account workers on the other hand, contribute an estimated monthly income of PhP 93 M.

Table 11. Monthly Income of Employment TVET Graduates by Class of Workers, Philippines: 2004

Monthly Income	Wage and Salary Workers	%	Self-Employed/Own Account Workers	%
< 5,000	30,606	42.1	10,054	59.7
5,000 - 9,999	23,428	32.2	3,080	18.3
10,000 - 14,999	5,677	7.8	619	3.7
15,000 - 19,999	2,137	2.9	300	1.8
20,000 and over	2,328	3.2	320	1.9
By contract	985	1.4	796	4.7
Not Indicated	7,616	10.5	1,677	10.0
Total	72,777	100.0	16,847	100.0

Employed Graduates with Additional Jobs

The survey showed that around 14.4% or 13,529 employed TVET graduates had additional job which provided them with extra income. The results are presented in *Table 12*.

Majority of TVET graduates with additional jobs were earning extra monthly income of less than P5,000. Twenty-three percent (23.4% or 3,206) earned additional income within the range of P5,000 - P9,999. It is worth noting that there were also employed graduates who were getting additional income as much as P20,000 and over.

Table 12. Additional Income of Employed TVET Graduates With Additional Jobs by Income Level, Philippines: 2004

Income Level	Number of Employed TVET Graduates with Additional Jobs	Percent
< 5,000	8,277	60.4
5,000 - 9,999	3,206	23.4
10,000 - 14,999	844	6.2
15,000 - 19,999	307	2.2
20,000 and over	156	1.1
Not Indicated	911	6.6
Total	13,701	100

D. Employment of TVET Scholars

From the survey, there were 6,942 TVET graduates who were beneficiaries of scholarship programs such as PESFA and TESDP-ADB. Of this total, around seventy percent (70.4% or 4,890) were PESFA scholars while the remaining 29.6% (2,052) were graduates under the TESDP-ADB scholarship program. ICT is the most in demand course in both types of scholarship.

Of the total graduate scholars, 3,369 were employed at time of the survey. This represents 48.5% which is 0.2 percentage lower than the employment rate for all TVET graduates. The employment rate of ADB-TESDP scholars and PESFA scholars registered at 49.7% and 48.1%, respectively (Table 13).

Table 13. Employed TVET Graduate Scholars at Time of the Survey by Type of Scholarship., Philippines: 2004

Type of Scholarship	Total	Employed at Time of Survey	Employment Rate
PESFA	4,890	2,350	48.1
TESDP-ADB	2,052	1,019	49.7
Total	6,942	3,369	48.5

Financial assistance has been given to PESFA and TESDP-ADB scholars. With employment as the parameter of TVET performance, TVET programs especially those supported with scholarships should be directed to jobs. Relative to this, it is also important to have a purposive selection of scholars to ensure high employability of TVET graduates after the completion of the program.

E. Employment of TWC Graduates

The total number of graduates of the TESDA Women's Center (TWC) covered in the survey was 591. Of this total, 286 were registered as employed at the time of the survey for an employment rate of 48.4%. Majority of the employed were working for private establishment (192 or 67.1%) and the rest were either working for government (12.6%), self-employed or employer with at least one employee (15.7%) or work with or without pay on own family enterprise (3.8%). It must be noted that the TVET programs in TWC for graduates covered in the survey were directed both for wage employment and self-employment or entrepreneurship (Table 14).

Table 14 . Employed TWC Graduates by Nature of Employment, Philippines: 2004

Class of Work	TVET Graduates	%
Work for Private Household/Establishment	192	67.1
Work for Government	36	12.6
Work for Own Business or Self- Employed/Employer	47	16.4
Work with or without Pay on Own Family Business	11	3.8
Total	286	100

RECOMMENDATIONS

TVET should always be seen as an investment leading people to jobs or engaging in economic productive activities. With employment as the metrics of performance, TVET programs should be relevant, efficient and effective, accessible and of high quality.

The survey results showing an employment rate of 48.7%, or more than half of the graduates not finding employment after training, should serve as signal for further improvements in the TVET system, its programs, systems and processes. Following are the recommendations:

- There is a need to redirect training provision to the jobs that are available. Some of the measures to achieve this are the following:
 - ◆ Provide training incentives to programs that are purposively directed towards highly critical skills that can rapidly absorb qualified manpower;
 - ◆ Induce the TVET market towards new program offerings that meet the market demands through the provision of incentives and the promulgation of Training Regulations in higher qualifications;
 - ◆ Provide additional scholarships in critical and emerging skills; and
 - ◆ Pursue more purposive and active labor market intelligence to provide signals and guide in redirecting training program interventions and initiatives towards investible TVET qualifications and high demand jobs.
- **The enterprise-based mode of training delivery should be continuously strengthened and expanded.** Its effectiveness as a delivery mode is evident considering that it registered the highest employment rate among the 4 delivery modes. Alternative modes of enterprise-based training, other than apprenticeship, learnership and dual training should be explored.

- Building up the capability of TVET institutions should be continuously pursued particularly in providing assistance and incentives in the improvement of training facilities and equipment, curriculum and learning materials development and qualifying the TVET trainers. These measures will enable the institutions to align their programs to standards and to highly in-demand courses.
- There is a need for more focused and purposive targeting of TVET clients, particularly those who will enroll in public TVET institutions or those who are beneficiaries of scholarships. The large number of TVET graduates who did not join the labor force is a signal that needs attention and further studies. Age and the desire of young people for higher studies are valid reasons. Their implications, however, to the prioritization of beneficiaries, given limited resources should be looked into.
- Career Profiling or the Youth Profiling for Starring Career (YP4SC) should be strongly advocated as a tool for ensuring the best job-fit of workers and students through matching their interest, ability or skills for the available jobs. The skills utilization rate of 68.4% signified that quite a large number of TVET graduates (31.6%) were into jobs not fitted to their acquired competencies or a sign of job-skill mismatch.
- The strengthening of TVET quality assurance mechanisms such as training regulations, competency standards and curriculum development, program registration and accreditation, assessment and certification, trainers' development and qualification, modernization and upgrading of training facilities and equipment should be sustained. The low certification rate indicated in the study could be attributable to two reasons: 1) the graduates had no sufficient knowledge and skills acquired in training to be able to pass assessment; and/or 2) the assessment tool used did not match the training program attended. It is to be noted that at the time of the survey, the old trade tests were the ones mostly used.

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- The implementation of the policy on the mandatory assessment of graduates of TVET programs registered with Training Regulations should be strengthened. Moreover, the value and importance of assessment and certification must be advocated with the employers. This would help ensure that the workers being recruited by the companies can effectively perform the job in accordance with the industry-prescribed standards.
- The regular monitoring or tracking of employment of TVET graduates should be pursued, both at the national and institutional level. At the national level, the conduct of impact evaluation study of TVET graduates every two years should be sustained. This activity has to be complemented by regular and quick tracking of graduates at the institutional level after every program should also be institutionalized. Results of these surveys are important feedback on the quality and relevance of TVET programs that can serve as inputs in improving the quality and relevance of TVET in the country.

APPENDICES

the implementation of the policy on the satisfactory outcomes of
programs of TVET programs regional and. Learning Regulations
could be strengthened. Moreover, the value and importance of
content and curriculum must be advocated with the employers.
This would help ensure that the workers being recruited by the
employers effectively perform the job in accordance with the
required standards.

The monitoring and tracking of implementation of TVET
programs should be carried out both at the regional and national
levels. The content of reports submitted by the
regional offices should be reviewed. This activity
should be carried out by regular and quick sending of updates
to the national level after every program. Results should be
used to improve the quality of the programs and to provide
feedback on the implementation of the policy.

APPENDIX A

Concepts and Operational Definition

Absorption Rate The proportion, in percent, of those employed at time of the survey but not employed before training to the number of graduates who were not employed before/upon training.

$$AR = \frac{\text{Total graduates employed at time of the survey}}{\text{Total no. of graduates (not employed before training/ enrolment)}} \times 100$$

Apprenticeship Training within employment with compulsory related theoretical instructions involving a contract between an apprentice and an employer on an approved apprentice-able occupation

Community-Based Program This refers to short-term programs conducted or coordinated by NGOs, LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs are usually conducted in informal settings such as barangay hall, basketball courts and other available venues in a community.

Competency Assessment The process of determining whether the graduate possesses the necessary knowledge, skills, and work attitudes to perform the job.

Center-Based Program This applies to the TVET programs of TESDA training center, LGU training center, firms with training center and other training providers conducted in a training center which are normally in short duration (less than one year).

Delivery mode Refers to the 4 types of training program delivery particularly in terms of venue of training program. The 4 delivery modes are school-based, center-based, enterprise-based and community-based.

Employer 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.

Employment Rate	The ratio, in percent, of the total number of graduates employed to the total number of graduates.
Employed Graduates	Graduates in the labor force who are reported either at work or with a job or business although not at work during the reference period. This includes graduates who are engaged in service for pay or profit.
- At work	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.
- With a job but not at work	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.
Enterprise-Based Program	This refers to apprenticeship and learnership programs conducted in the workplace by an enterprise, school or training center and other providers which are normally in short duration.
Graduates	Students/Trainees who have completed the requirements for a certain course in any of the 4 delivery modes during the specified reference year.
In The Labor Force	Graduates, whether employed or unemployed, who contribute to the production of goods and services during the reference period.
Not In The Labor Force	Graduates 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.

PESFA Stands for Private Education Student Financial Assistance. This is 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).

Reference Period Refers to the specific period, date, or time frame set for the study. For school-based: SY 2003-2004; for center-based, enterprise-based and community-based: CY 2004

Respondent Graduate of TVET programs during the SY 2003-2004 and CY 2004 of 4 delivery modes and graduates of PESFA and ADB-TESDP scholarship programs who will be located and interviewed using the evaluation instrument.

School-Based Program Usually refers to regular TVET programs (1-year, 2-year, 3-year courses) and the short-term programs (less than 1 year duration) conducted in a school.

Skills Utilization Rate (SUR) The proportion, in percent, of employed graduates at the time of survey whose jobs are related to skills acquired to the total number of employed graduates at the time of survey.

$$\text{SUR} = \frac{\text{Total no. of graduates who indicated [(very useful) + (some use)]}}{\text{Total no. of employed graduates}} \times 100$$

TESDP-ADB Scholarship Scholarship program funded under the TESDP-ADB that assists qualified high school graduates requiring financial assistance specially in rural areas to enroll in TVET programs in both public and private institutions whose TVET programs are registered under TESDA

Unemployed Graduates	Graduates 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
Not Employed	A collective term to include graduates who are unemployed and those who are not members of the labor force (are not looking for work because of reasons such as housekeeping, schooling, etc).
Worked for private household	Graduates who worked as domestic helper, caregiver, household cook, gardener, family driver, baby sitter, etc.
Worked for private establishment	Graduates working in a private establishment or 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.
Worked for government	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.
Self-employed (without employee)	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 worked purely on commission basis and who may not have regular working hours.

Employer with at least one paid employee

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.

Worked with pay on own family business

Graduates who receive cash or fixed share of the produce as payment for his/her services in a farm or business operated by another member of the family living in the same household.

Worked without pay on own family business

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.

Worked abroad

Graduates who work abroad as overseas Filipino workers (OFWs).

APPENDIX B

NSCB Clearance

SSRCS Form 1
Revised 1997



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

Reg. No. PP1-111605-06

Hon. MILAGROS DAWA-HERNANDEZ
Deputy Director General for Sectoral TVET
Technical Education and Skills Development Authority
South Superhighway, Fort Bonifacio, Taguig, Metro Manila

16 November 2005

This refers to the 2005 Impact Evaluation Study of TVET Programs which you submitted to our office on 2 November 2005 for review under the Statistical Survey Review and Clearance System (SSRCS). Please find below the clearance number and explanation date of the survey which should be printed or stamped on the upper right corner of the first page of the final questionnaires.

We have some comments and suggestions on the survey for your consideration. Please refer to Annex SSRCS-20051-PP1-02 for the comments and suggestions

We hope for the successful implementation of the survey. Thank you for your cooperation and support in our endeavor to improve the quality of surveys conducted by government agencies.


Romulo A. Virola

Title of statistical survey

2005 IMPACT EVALUATION STUDY OF
TVET PROGRAMS

Proponent agency

Conducting agency

Technical Education and Skills Development Authority

Technical Education and Skills Development Authority

CLEARANCE GRANTED, subject to the following final
action:

I.)

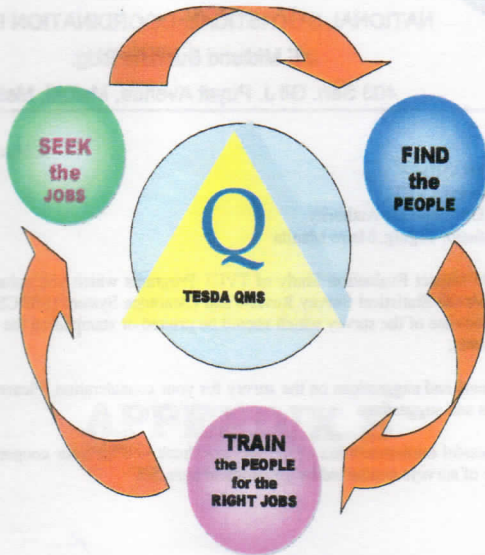
All information enclosed in the box/es below must be printed or stamped on
the upper right corner of the first page of the statistical survey
form

(a) Questionnaire Title: 2005 Impact Evaluation Study -School-Based SY 2003-2004
and Centered-Based Graduates CY 2004

NSCB Approval No. TESDA-0514-01

Expires December 31, 2005

SEEK -FIND-TRAIN Paradigm



This is TESDA's pro-active job-skills matching stance. It shall:

1. **SEEK** the jobs through labor market intelligence to determine the competency requirements of the job;
2. **FIND** the right people with the right competencies for the job; and
3. **TRAIN** the right people for the right jobs.

As a result, there will be the **BEST JOB-SKILLS FIT**





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