

2008

IMPACT EVALUATION STUDY OF TVET PROGRAMS



Technical Education and Skills Development Authority

Policy Research and Evaluation Division - Planning Office

April 2010

FOREWORD

Over the past years, major TVET reforms and programs have been implemented with the aim of providing the Filipino workforce with competencies within the standards set by employers and industries and enabling them to be globally competitive and more productive. The extent to which this goal is achieved can be generally measured on the employability of the TVET graduates, including the quality of employment and income level. It is in this recognition that TESDA adopted employment as the metrics of TVET performance.



The Impact Evaluation Study (IES) of TVET Programs is part of the monitoring and evaluation mechanisms of TESDA to assess TVET performance. This is regularly conducted, at least on a biennial basis. The last impact evaluation study was done in 2005.

Similar to previous impact evaluation studies, the 2008 IES focuses on establishing the employability of TVET graduates, together with attendant related information on income and type of employment, among others. The study also serves as a feedback on the status of implementation of major TVET policies and programs such as program registration, competency assessment and certification, and scholarships.

The results of the study point to areas of achievements as well as challenges which must be purposively and deliberately addressed. Our collective efforts in positioning TVET in the major development agenda of the government as well as making it more acceptable to our young people are now bearing fruits.

The conclusions reached in the study manifest and demonstrate that the TVET Reform Agenda pursued in the last five years has made the difference to the lives of the millions of Filipinos reached by the excellence of our public services delivery.

Let's continue our work and in TESDA, we are a TEAM, **together everyone achieves more.**

More power to all.

A handwritten signature in black ink, appearing to read 'M. Dawa-Hernandez', written over a light-colored rectangular background.

MILAGROS DAWA-HERNANDEZ
Deputy Director General
Sectoral TVET Cluster

TABLE OF CONTENTS

	Page
Foreword	
List of Acronyms	i
List of Tables	ii
List of Figures	iii
Executive Summary	iv-xii
I. Introduction	1-2
A. Background	
B. Objectives	
C. Coverage	
D. Methodology	
E. Limitations of the Study	
II. Highlights of Results	3-28
A. Profile of TVET Graduates	3-9
Regional and Delivery Mode Distribution	
Sex Disaggregation and Highest Grade Completed	
Age and Marital Status	
TVET Graduates by Priority Sector	
Competency Assessment and Certification	
B. Labor Force Participation	9-11
Labor Force Participation Rate by Delivery Mode and by Sex	
Reasons for not Looking for Work	
C. Employment of TVET Graduates at the Time of Survey	12-18
Length of Job Search of Employed Graduates	
Employment Rate by Region	
Employment by Priority Sector	
Employed TVET Graduates and Certification Rate	
Employed TVET Graduates by Highest Grade Completed	
Employment by Sex Distribution	
Employment Rate by Delivery Mode	
Employment by Nature of Employment	
Employment by Class of Worker	
Employment by Work Location	
Utilization of Skills Acquired	
D. Income of TVET Graduates	19-25
Income by Occupation	
Income by Highest Grade Completed	
Returns and Benefits	

E. TVET Scholarships	25-28
Employed TVET Scholars	

III. Recommendations	29-30
-----------------------------	-------

Appendices

- A. NSCB Clearance Granted for the Conduct of the 2008 IES
- B. Concepts and Operational Definitions
- C. Survey Instrument

List of Acronyms

ADB-TESDP	Asian Development Bank – Technical Education and Skills Development Project
ARMM	Autonomous Region of Muslim Mindanao
BPO	Business Process Outsourcing
CAR	Cordillera Administrative Region
CCA	Contact Center Agent
CoC	Certificate of Competency
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
I-CARE	Invigorating Constituent Assistance in Reinforcing Employment
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
NCR	National Capital Region
NSCB	National Statistical Coordination Board
NSO	National Statistics Office
NTR	No Training Regulation
PESFA	Private Education Student Financial Assistance
PESO	Public Employment Service Office
PGMA-TWSP	President Gloria Macapagal-Arroyo – Training for Work Scholarships Program
PGS	Pangulong Gloria Scholarships
PhP	Philippine Peso
SMAW	Shielded Metal Arc Welding
TESDA	Technical Education and Skills Development Authority
TESDP-JDS	Technical Education Skills Development Project –Jobs Directed Scholarships
TR	Training Regulation
TVET	Technical Vocational Education and Training
WTR	With Training Regulation
YP4SC	Youth Profiling for Starring Career



List of Tables

<i>Table</i>	<i>Title</i>
1	TVET Graduates by Region, Philippines: 2008
2	TVET Graduates by Sex and Highest Grade Completed, Philippines 2008
3	Reasons for Not Taking Competency Assessment, Philippines 2008
4	Results on Competency Assessment by Priority Sector, Philippines 2008
5	Labor Force Participation Rate by Region, Philippines: 2008
6	TVET Graduates Joining the Labor Force by Delivery Mode, Philippines: 2008
7	Labor Force Participation by Sex, Philippines: 2008
8	Reasons of TVET Graduates Not Looking for Work, Philippines: 2008
9	Employed TVET Graduates at the Time of Survey, Philippines: 2008
10	Length of Job Search of Employed Graduates, Philippines: 2008
11	Employed TVET Graduates at the Time of Survey by Region, Philippines: 2008
12	Employed TVET Graduates at the Time of Survey by Priority Sector, Philippines: 2008
13	Relationship of Employment with Certification Rate, Philippines: 2008
14	Employed TVET Graduates at the Time of Survey by Highest Grade Completed, Philippines: 2008
15	Employed TVET Graduates by Sex, Philippines: 2008
16	Nature of Employment of TVET Graduates, Philippines: 2008
17	Employed TVET Graduates at the Time of Survey by Class of Worker, Philippines: 2008
18	Utilization of Skills Acquired by the TVET Graduates, Philippines: 2008
19	Income viz Certification Rate of TVET Graduates, Philippines: 2008
20	Income of TVET Graduates at the Time of Survey by Occupation, Philippines: 2008
21	Income of TVET Graduates at the Time of Survey by Highest Grade Completed, Philippines: 2008
22	Employment Rate by TVET of Scholarship, Philippines: 2008

List of Figures

<i>Figure</i>	<i>Title</i>
1	TVET Graduates by Delivery Mode, Philippines: 2008
2	TVET Graduates by Age Group, Philippines 2008
3	TVET Graduates by Marital Status, Philippines 2008
4	TVET Graduates by Priority Sector, Philippines 2008
5	Certified TVET Graduates by Qualification Level, Philippines: 2008
6	Employment Rate by Delivery Mode, Philippines: 2008
7	Employed TVET Graduates at the Time of Survey by Location, Philippines: 2008
8	Monthly Income of Employed TVET Graduates, Philippines: 2008
9	TVET Graduate-Scholars by Type of Scholarship, Philippines: 2008
10	TVET Graduate-Scholars by Sex, Philippines: 2008
11	TVET Graduate-Scholars by Priority Sector, Philippines: 2008
12	Comparison of Employment Status of TVET Graduate-Scholars vis-à-vis Total TVET Graduates at the Time of Survey, Philippines: 2008

EXECUTIVE SUMMARY

The 2008 Impact Evaluation study of TVET Programs is one of the regular undertakings conducted by TESDA to provide a comprehensive analysis of the TVET programs being implemented and their impact on the employability of the graduates. With employment as a metric of success of TVET programs, data pertaining to the employability of the graduates, including their income and access to TVET programs are gathered and analyzed. The results of the study provide a reflection on areas of improvement as well as basis for the development and implementation of TVET policies and programs that are relevant to current and future needs.

Profile of TVET Graduates

A total of 216,940 TVET graduates are covered by the present study. The following are their characteristics in terms of demographics, education, delivery modes, scholarship and other training-related categories:

Demographics

- The male TVET graduates outnumber the females at a ratio of 6:5. In terms of percentage share, 53.9% are males and 46.1% females.
- Sixty-one percent (61.6%) of the graduates are in the 15-to 24-year-old group; 25.1% belong to 25-34 age group; and 12.2% are in the 35 and older group.
- Majority or 71.8% are single; 23.7% married; others widow/widower/separated/common-law.

Highest Grade Completed

- 49.6% of the total TVET graduates have completed high school; 13.0% are college graduates; 16.2% are college undergraduate, 11.9% have previously completed other post-secondary TVET program, and 3.9% are high school undergraduate and below

Training Delivery Mode

- School-based training dominates the TVET landscape with a share of 67.7% of the total graduates. Center-based training program has a share of 26.7 and enterprise-based training, though a more effective delivery mode, only produced 5.6% of the graduates.

Regional Distribution

- National Capital Region (NCR) contributed the biggest percentage share at 17.3%; also turning out big shares are Regions III (9.5%), I (9.4%), VI (8.9%), and VII (8.7%).

Priority Sector

- Information and communications technology (ICT) registered the highest number of graduates at 55,265 or 25.5% share followed by health, social and other community development services (23.0%), tourism [hotel and restaurant] (13.3%), and automotive (8.1%). The **business process outsourcing (BPO)**, one of the industries given priority attention accounted for 4.1% of the total.

Scholarships

- A total of 36,194 TVET graduates (16.7%) are recipients of scholarship grants. The scholarship grant most availed of is the PGMA-TWSP with 53.8% share of the total graduate-scholars. The shares of other scholarship programs are as follow: PESFA - 19.1%; ADB-TESDP - 2.6%; TESDP-JDS – 1.9% and others (non-TESDA) – 20.1%. It is worth noting that the PGMA-TWSP has the highest funding among all the scholarship programs. In 2007, it got PhP 550 million while PESFA has an annual budget of PhP 200 million. The ADB-funded scholarship programs are on its last year in 2007 on implementation, completing only the remaining deliverables.

Competency Assessment and Certification

- A total of 72,060 TVET graduates took the competency assessment, and 60,899 passed for a national certification rate of 84.5%. Of the total, 60.6 % got NC II, 9.93% acquired NC I and 13.4% obtained CoC. Across sectors, health, medical and personal services, construction, land transportation, tourism/hotel and restaurant and agriculture and fishery registered the top 5 in terms of certification rates at 96.8%, 90.0%, 88.3%, 88.2% and 87.4%, respectively.
- In terms of graduates of WTR programs, the assessment rate increased to 47.5% from only 31.5% reported in the 2005 IES. While showing an improvement, this is still considerably low given the policy on mandatory assessment.

Labor Force Participation

- The total TVET graduates in the labor force or those who are actively looking for work is 176,967. This represents a labor force participation rate of 81.6%. This LFPR result is 6.2 percentage points higher than the 75.4% LFPR in the 2005 IES and 17.9 percentage points higher than the 63.7% national LFPR recorded in the October 2008 labor force survey (LFS).
- The main reasons of the graduates for not joining the labor force are schooling (22.1%) and household/family duties (13.3%). Many did not indicate any reason 61.5%.

Employment of TVET Graduates at the Time of Survey

- Summary of survey results on the employability of TVET Graduates:

Total Graduates	216,940
In the Labor Force	176,967
Employed	97,453
Employment Rate (as % of TVET Graduates in the Labor Force) (ER=Emp/LF)	55.1%
Employment Rate (as % total TVET Graduates) (ER=Emp/Grads.)	44.9%

- The overall employment rate of the TVET graduates in 2008 as percent of total graduates is registered at 44.9% at the time of the survey. The total employment rate fell from 48.7% in 2005 to 44.9% in 2008. Similarly, as a percent of graduates in the labor force, the employment rate also went down from 64.6% in 2005 to **55.1% in 2008**. The decline in the employment rate can be attributed to many reasons, among them are the following: first, the effects of the global financial crisis felt in different economies, including the Philippines, which slowed down economic activities and resulted to job losses; second, skills mismatch between the requirements of the available jobs and the skills possessed by those seeking employment still exist; and, third, geographical mismatch between locations of job opening and job seekers.
- The length of job search of the employed graduates ranged from less than a month to more than 6 months . This is distributed as follows:

< 1 month	26,766	36.0%
1-3 months	19,285	26.0%
4 to 6 months	14,110	19.0%
more than 6 months	10,167	13.7%
Not Indicated	3,969	5.3%
Total	74,927	100%

As more employment opportunities become available when the economy recovers from the crisis and given a longer period of job search, there is a possibility for more TVET graduates to be absorbed in the employment market.

(Note: The following analysis of employability of the TVET graduates across different variables is based on total graduates.)

- The study shows that male TVET graduates registered higher employment rate at 49.5% whereas the females comprise 39.6%.
- Across industry sectors, employment rates of more than 50% are registered in the following:
 - Footwear and leather goods (100.0%)
 - Land transportation (68.0%)
 - Processed food and beverages (57.7%)
 - **Business Process Outsourcing (57.0%)**
 - Heating, ventilation, air conditioning and refrigeration (56.5%)
 - Metals and engineering (53.2%)
 - Construction (53.1%)
 - Furniture and fixtures (53.1%)

- Comparative employment rates among the graduates of various TESDA scholarship programs show that PESFA registered the highest at 55.6%, followed by ADB-TESDP, 48.4%; PGMA-TWSP, 44.5% and TESDP-JDS, 43.0%. In terms of absolute figures, PGMA-TWSP has the highest number of employed graduates accounting for 8,662 scholars or almost half (49.6%) of the total scholars employed.
- The impact of the PGMA-TWSP on the employability of TVET graduates is reflected in the higher employment rates in selected qualifications. For instance, while the employment rate in the ICT sector of 43.7% is lower than the national average, it is worth noting that the employment rate for contact center agents (CCA), which has been largely supported by government through the PGMA-TWSP, registered a higher rate of 50.3%.
- Similarly, for metals and engineering, the employment rates for SMAW, 56.6% and GMAW, 55.4%, which are also included in the priority qualifications in PGMA-TWSP because of the high demand of the shipbuilding industry, among others, registered higher than the national average of 44.9% and the overall metals and engineering employment rate of 53.2%.
- There are 11 regions out of 17 which have employment rates that are within or above the national average of 44.9%. Region IV-B has the highest employment rate (66%) while the lowest is registered in ARMM (18.9%).

Region	Total		% Employed	In the Labor Force		% Employed
	Graduates	Employed		Graduates	Employed	
NCR	37,518	16,896	45.0	35,033	16,896	48.2
CAR	5,706	2,830	49.6	4,222	2,830	67.0
I	20,321	10,017	49.3	16,838	10,017	59.5
II	6,783	3,611	53.2	5,468	3,611	66.0
III	20,656	8,215	39.8	17,433	8,215	47.1
IV-A	10,156	4,596	45.3	8,057	4,596	57.0
IV-B	3,925	2,591	66.0	3,284	2,591	78.9
V	12,234	4,746	38.8	9,677	4,746	49.0
VI	19,239	8,660	45.0	17,640	8,660	49.1
VII	18,943	8,712	46.0	13,762	8,712	63.3
VIII	11,865	5,009	42.2	9,360	5,009	53.5
IX	10,302	5,819	56.5	7,834	5,819	74.3
X	8,386	4,220	50.3	6,445	4,220	65.5
XI	16,600	5,636	33.9	11,215	5,636	50.2
XII	8,100	3,566	44.0	6,528	3,566	54.6
Caraga	3,697	1,856	50.2	3,005	1,856	61.8
ARMM	2,509	474	18.9	1,165	474	40.7
Total	216,940	97,453	44.9	176,967	97,453	55.1

- By delivery mode, the school-based and enterprise-based training have almost the same level of employment rate of 47.0% and 46.6%, respectively. The center-based graduates registered an employment rate of 39.2%.
- The level of educational attainment also contributes to the employability of the TVET graduates. The employment rate for those with post-secondary education is higher compared to others with lower levels of educational attainment. Moreover, the employment rate of TVET graduates with college degree is recorded at 64.5%. The comparative rates by highest grade completed are given below:

Highest Grade Completed	Graduates	Employed	% Employed
Elem. undergrad/graduate	1,739	509	29.2
High school undergrad	6,803	2,528	37.2
High school graduate	107,677	46,530	43.2
Tech Voc graduate	25,794	11,874	46.0
College undergraduate	35,064	16,184	46.2
College graduate and beyond	28,302	18,251	64.5
Not Indicated	11,562	1,577	13.6
Total	216,940	97,453	44.9

- The survey results show there is a statistically significant relationship between certification rate and employment rate of TVET graduates, i.e., certified graduates are more likely to get employed than the uncertified graduates, although the relationship is not particularly conclusive. The chi-square (X^2) test was used in finding the association of the variables vis-à-vis uncertified TVET graduates (those who failed the assessment) while the phi ϕ test was used to obtain the strength of relationship.
- Only 41.6% (40,499) of the total employed have permanent jobs. The rest have short term or seasonal jobs (39.5%) or work for different employers on daily or weekly basis (3.7%) which implies lack of job stability and therefore, unstable sources of income.
- Wage and salary workers comprise the majority of the employed registering 80.4% share of the total, either working with private establishments, households or family operated business or working in government. The own-account workers, consisting of self-employed or employer account for 15.1% of the total employed and the unpaid family workers, 0.9%.
- Local employment opportunities are still available as most of the graduates are working within their provinces (66.9%) or outside the province but within the region (9.0%). Those working locally but outside their region posted 15.2%. There are also some who found job outside the country as the study shows that about 7 in every 100 employed TVET graduates (or 6.9%) are working overseas.

- Of the employed TVET graduates, 58.4% have expressed that the skills they learned from trainings are very useful in their employment, or have been very useful in finding employment. There are also those employed who have no use of their skills in their jobs as reported by 18.2% of the employed graduates. This means that their employment is not related to the TVET qualification they completed.
- The monthly income level of the majority of the employed graduates (66.7%) ranged from PhP 5,000 to more than PhP 20,000, more than half of which (or 37.2%) are within the level of PhP 5,000 to 9,999. On the average, the monthly earning of the TVET graduates is placed at PhP 8,885.74. This income level is higher than the average basic pay of wage and salary workers of PhP 288.95 per day or PhP 6,136.00 per month (at 22 working days) based on the October 2008 labor force survey of NSO and within the range of the earnings of minimum wage earners during that period.
- Certification is still not a major factor in the income levels of the employed graduates as the survey results showed that there is not much difference in the earnings of certified graduates compared with those who did not take the assessment.
- There is no established relationship between the possession of competency certificates and the level of income of the employed TVET graduates. The survey results showed that for those earning more than PhP 10,000 a month, 33.04% did not take the assessment and 28.01% are certified. For other income levels, there is not much difference in the share of TVET graduates who did not take the assessment and those who passed. Certification, therefore, is still not a major factor in determining the income levels of the employed graduates.
- It can be confirmed, however, in the survey that college graduates have greater advantage in income over the other employed TVET graduates. More than half or 54.2% of the employed with college degree are earning PhP 10,000 and above per month compared to only 18.5% share of those who only completed high school. More than three-fourths (76.1%) of the employed who finished secondary education have monthly income of less than PhP 10,000.

Returns and Benefits

- the training investment versus the benefits to evaluate TVET, the following results are generated:

Assumption A:

Training investment	=	TESDA Budget 2007 = PhP 2.946 Billion
Comparing Returns or Benefits	=	monthly aggregate income of employed TVET graduates
Average monthly income	=	PhP 8,885.44
Payback period formula	=	Training Investment / Returns or Benefits

- **Using the simple payback period formula, it will take 3.4 months of continuous employment of 4.49 employed out of every 10 graduates, excluding the job search period, to recoup the total training investment.**

Assumption B:

Training investment = Per Capita Cost per graduate = PhP 15,000 (includes allowances)

Benefits, average income and payback period formula - same as Assumption A

- If we use the training investment based on the average per capita cost that include allowances, it will take 3.76 months of being employed to recover the investment.
 - If only PhP 8,000 is used as the per capita direct training cost, it will take only 2.0 months to regain the investment.
- It is to be noted, however, that these results only reflect the time or period when the training investments can be recovered. They do not give the true measure of the profitability of the investment. Given more sufficient data, other methodology such as the internal rate of return and net present value should be used in determining the profitability of the investments.
 - Overall results show, however, that it takes a short period of approximately 3 to 4 months to recoup the total training investment. For this alone, TVET proves to be a worthy investment.

Recommendations

Employment has been the yardstick in assessing TVET performance. However, the employment rate of graduates in the labor force of **55.1%**, which is less than the 2005 IES results, has not been very encouraging. While there are external factors contributing to decline in employment rate, this figure signals the need to intensify efforts in the implementation of the reforms and improvements in the policies, systems and programs that have been introduced or will still be developed in order to ensure efficiency, quality and relevance of TVET. Based on the findings of the study, the following recommendations are presented:

- Sustain and strengthen the following initiatives which are currently being implemented by TESDA:
 - ❖ Providing training incentives to programs that are purposively directed towards highly critical skills that can rapidly absorb qualified manpower;

- ❖ Inducing the TVET market towards new program offerings that meet industry demands through the provision of incentives and development of relevant competency standards;
 - ❖ Providing additional scholarships in critical and emerging skills, and;
 - ❖ Pursuing 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.
- Develop and implement measures that will further improve and strengthen linkages and partnership with industry and the business sector, as end users of skilled workers, in the following areas:
 - ❖ Provision of labor market signals on critical skills demand
 - ❖ Development competency standards in existing and emerging critical skills
 - ❖ Expansion of enterprise-based training provision and on-the-job training
 - ❖ Recognition of competency certificates as basis for hiring workers
 - ❖ Participation in TVET policy and planning
 - Intensify the provision of support services for TVET graduates such as, the career profiling or the Youth Profiling for Starring Career (YP4SC) and career coaching to ensure best-job-fit through matching of students' interest, ability or skills with available jobs.
 - Strengthen the job referral/placement assistance services of the TVET institutions through the Blue Desks, linkages with industry, Public Employment Service Offices (PESO) and job boards, among others.
 - Monitor and review the compliance of the TVET providers and the field offices with the policy on mandatory assessment of graduates of programs with Training Regulations. There is also a need for stronger and continuing advocacy of the assessment and certification program in order to increase its recognition and acceptability among stakeholders, particularly the employers.
 - Provide assistance and incentives to TVET providers in upgrading the quality of programs offered, particularly in terms of more updated training equipment and facilities, qualified TVET trainers, and improved capability in curriculum and learning materials development. These should all be aimed at aligning program offerings to standards and to the requirements of industry.
 - Conduct of regular monitoring and compliance audits of TVET programs offered, including corrective measures to ensure quality TVET provision and continuing compliance with standards.

- Improve the system of targeting and selection of TVET clients, particularly those who will be recipients of scholarship grants. This is to make more efficient and effective the allocation and utilization of scarce TVET resources.
- Find ways to have sustainable sources of adequate TVET financing to meet the increasing demand for TVET provision to respond to the critical skills requirements of industry. Expand the I-CARE to all LGUs/members of the legislative branch.

I. INTRODUCTION

A. Background

The demand for a competent and globally competitive middle-level workforce has been increasing both in the domestic and overseas labor markets. TESDA, as the government agency mainly responsible for managing the technical-vocational education and training (TVET) sector, has to ensure the availability of qualified and competent skilled workers to meet this demand and to contribute to the economic development of the country.

The main delivery mechanism for the development of middle-level skilled workers is through TVET provision by the public and private institutions as well as enterprises. As part of its mandate, TESDA regularly monitors and assesses the efficiency and effectiveness of TVET provision through the conduct of impact evaluation study.

The 2008 Impact Evaluation Study (IES) of TVET Programs is the fourth of the national impact evaluation study series carried out since 2000. This study similarly intends to gather determine relevant information on the employability and income of the TVET graduates.

B. Objectives

In general, the study aims to evaluate the relevance and effectiveness of TVET programs. The results of the study serve as basis and inputs in continuous TVET program and service delivery improvements and for more relevant policies and programs for the TVET sector.

The specific objectives of the study are as follows:

- Estimate the employment and skills utilization rates of the TVET graduates;
- Determine the income levels of the employed graduates;
- Establish the average length of job search in finding employment;
- Identify training programs for which graduates have better chances of employment;
- Analyze the types of employment in which the TVET graduates landed a job; and
- Identify reasons for not looking for work.

C. Coverage

The Impact Evaluation Study of TVET Programs covered the 2007 graduates of TVET programs from the three (3) training delivery modes, namely: school-based, center-based, and enterprise-based programs.

D. Methodology

Simple random sampling was used in the 2008 IES, with a margin of error of 3% and a confidence level of 95%.

The sampling frame was derived from the TVET program terminal reports or MIS Form 100 submitted by the regions. The list from where the samples were drawn contains the names, addresses and training program or qualification completed. The sample size was based on the constructed sampling frames arranged by province for each region.

The survey was done through personal interview of the sampled TVET graduates using a structured questionnaire.

The individual TVET graduate is the unit of enumeration for the survey. In cases where the target respondent 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.

E. Limitations of the Study

The sampling design adopted in the study provides the necessary adjustment in the sample size to consider the 73% response rate based on the 2005 IES. However, the actual response rate recorded for this particular run was only 58.1%.

II. HIGHLIGHTS OF RESULTS

A. Profile of TVET Graduates

Regional and Delivery Mode Distribution

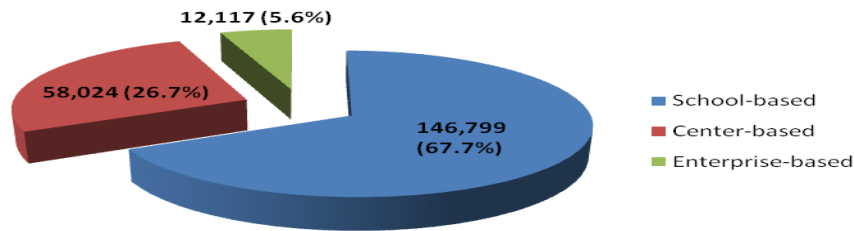
The study covered a total of 216,940 TVET graduates. The National Capital Region (NCR) has the highest reported graduates at 37,518 (17.3%), followed by Region III with 20,320 (9.5%) and Region I with 20,321 (9.4%). ARMM has the least number of graduates with 2,509 (1.2%) (see Table 1).

Table 1. TVET Graduates by Region, Philippines: 2008

Region	Number of TVET Graduates	%
NCR	37,518	17.3
CAR	5,706	2.6
I	20,321	9.4
II	6,783	3.1
III	20,656	9.5
IV-A	10,156	4.7
IV-B	3,925	1.8
V	12,234	5.6
VI	19,239	8.9
VII	18,943	8.7
VIII	11,865	5.5
IX	10,302	4.7
X	8,386	3.9
XI	16,600	7.7
XII	8,100	3.7
Caraga	3,697	1.7
ARMM	2,509	1.2
Total	216,940	100

Majority of the graduates covered in the study come from the school-based training program accounting for more than two-thirds (or 67.7%) of the total. The center-based training program has 58,024 (26.7%) graduates, and the enterprise-based training program with 12,117 (5.6%) graduates.

Figure 1. TVET Graduates by Delivery Mode, Philippines: 2008



Sex Disaggregation and Highest Grade Completed

The survey shows that the male TVET graduates still outnumber the females. However, the difference is slight as the males registered 53.9% compared to the 46.1% for the females (see Table 2).

Almost half of the TVET graduates (49.6%) are high school graduates. This is expected as graduation from high school is a requirement for most TVET programs.

It is interesting to note that a substantial number of TVET graduates have college education. College undergraduates and college graduates account for 16.2% and 13%, respectively. There are also some who have already taken vocational courses (11.9%). These figures indicate that their skills prior to taking up the TVET programs may be insufficient to the requirements and demands of their desired employment despite their prior education. TVET has now been considered, therefore, by these college educated to be helpful in providing them with employable skills and boosting their chances of finding employment.

Table 2. TVET Graduates by Sex and Highest Grade Completed, Philippines: 2008

Highest Grade Completed	Male	%	Female	%	Total	%
Elem. undergrad/graduate	615	0.5	1,124	1.1	1,739	0.8
High school undergraduate	3,810	3.3	2,993	3.0	6,803	3.1
High school graduate	61,346	52.5	46,331	46.3	107,677	49.6
Tech vocational graduate	16,937	14.5	8,856	8.9	25,794	11.9
College undergraduate	18,949	16.2	16,114	16.1	35,064	16.2
College graduate and beyond	12,752	10.9	15,550	15.5	28,302	13.0
Not indicated	2,502	2.1	9,060	9.1	11,562	5.3
Total	116,912	100	100,028	100	216,940	100

Age and Marital Status

Majority of the TVET graduates are young (ages 15-34), accounting for more than 86% of the total graduates, and single (71.8%).

Figure 2. TVET Graduates by Age Group, Philippines: 2008

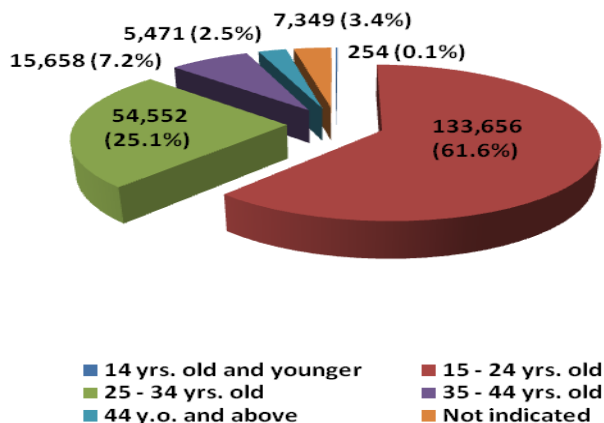
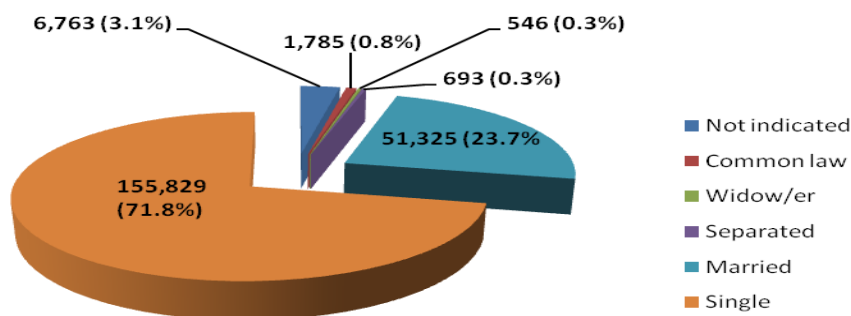


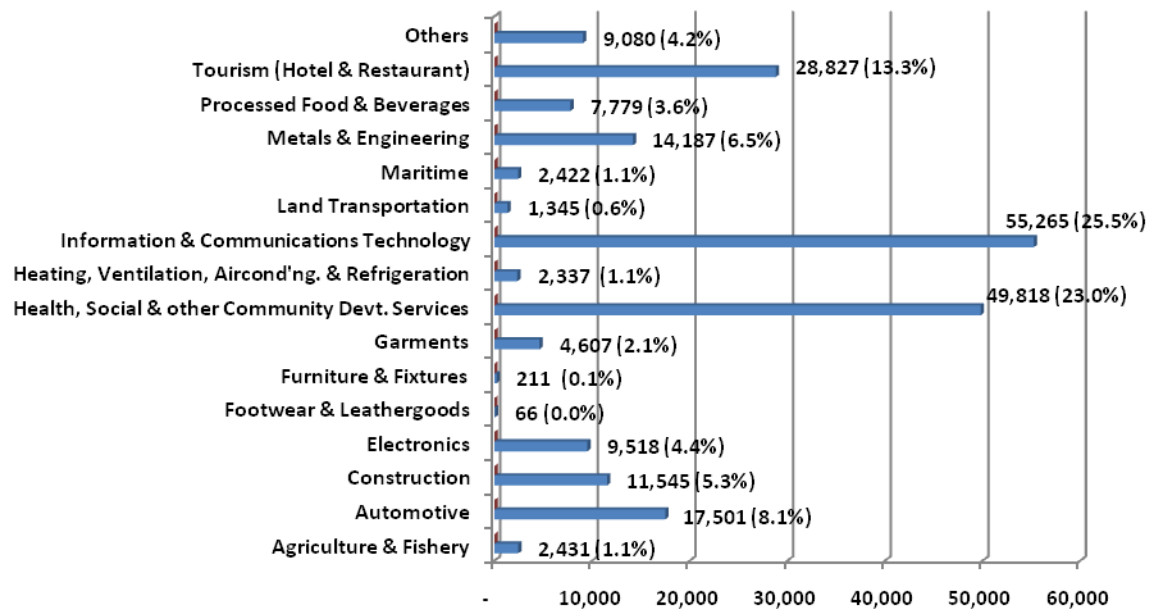
Figure 3. TVET Graduates by Marital Status, Philippines: 2008



TVET Graduates by Priority Sector

Classified by priority sector, information and communications technology, health, social and community development services, and tourism are the top 3 sectors in terms of number of graduates covered in the survey registering 25.5%, 23.0% and 13.3%, respectively, of the total. The business process outsourcing (BPO), one of the industries given priority attention accounted for 4.1% of the total.

Figure 4. TVET Graduates by Priority Sector, Philippines: 2008



Competency Assessment and Certification

There are several programs not covered by promulgated Training Regulations (TR) during the conduct of the survey. As of 2007, there are only 60 training regulations promulgated by the TESDA Board compared to 215 at the end of 2009 and most of these have no assessment tools yet at that time. It must be noted also that 24% of the graduates come from programs with no Training Regulations (NTR) and correspondingly not covered by national competency assessment and certification.

Out of 216,940 TVET graduates, only 72,060 took the competency assessment representing 33%. However, comparing it with total graduates of programs with Training Regulations (WTR), the percentage of assessed increased to 47.5% (see Table 4). While both results show an improvement compared to the 2005 IES of only 31.5% assessment rate, this is still considerably low given the policy on mandatory assessment.

It is expected, however, that the next round of impact evaluation study might already reflect a significant improvement in the number of TVET graduates taking competency assessment given the increase in the number of Training Regulations, Assessment Tools and the rigorous implementation of mandatory assessment as well as making it a requirement for graduation.

It is important to monitor and review the compliance of the TVET providers and the field offices with the policy on mandatory assessment of graduates of programs with Training Regulations.

There is also a need for stronger and continuing advocacy of the assessment and certification program in order to increase its recognition and acceptability among stakeholders.

Some of the reasons cited for not taking the competency assessment (see Table 3) are the following: no available assessment test/package, conflict of schedule/no time, financial constraints, among others.

Table 3. Reasons for Not Taking Competency Assessment, Philippines: 2008

Reasons for not Taking Competency Assessment	Number	%
No available assessment test/package	15,134	19.1
No money; financial constraints	7,097	9.0
Busy; working; no time; conflict of schedule/schooling	14,273	18.0
Not yet ready/prepared; did not comply with requirements	6,048	7.6
No information; not informed/aware	7,012	8.8
Not interested	2,570	3.2
Failed to attend the scheduled test; far from place	1,442	1.8
No available assessment officer	948	1.2
Skills and knowledge not sufficient	519	0.7
Others	437	0.6
Not indicated	23,781	30.0
Total	79,260	100

Health, social and community development services (18,879) has the most number of graduates who took the assessment, followed by information and communications technology (13,596), and tourism (9,414). These sectors also have the greater number of certified TVET graduates since they also have the most number of graduates.

However, in terms of ratio of assessed to total graduates of WTR programs, automotive (61.8%), electronics (61.4%), construction (60.5%), and metals and engineering (59.2%), which includes welding and machining, and land transportation (50.4%) have the assessment rates of more than 50%. This is followed closely by heating, ventilation, air conditioning and refrigeration (49.7%) (see Table 4). It can be noted that these sectors are generally called “hard trades” and traditionally TVET areas and covered previously by “trade test”. There is higher acceptance and recognition of assessment and certification in these traditional trades.

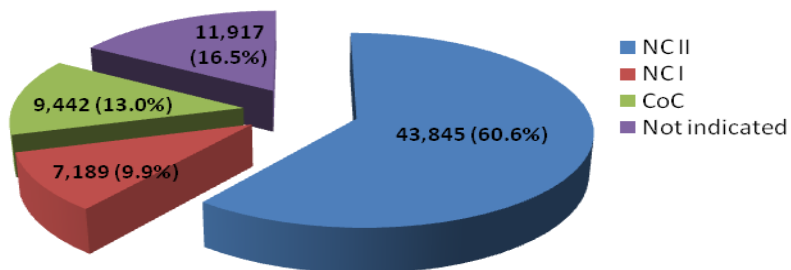
Table 4. Results on Competency Assessment by Priority Sector, Philippines: 2008

Priority Sector	Number of Graduates	Graduates of WTR Programs	Took Assessment	Passed	Failed	Not Indicated	% Assessed vs. Graduates of WTR Programs	Certification Rate (%)
Agriculture and Fishery	2,431	1,805	787	688	79	20	43.6	87.4
Automotive	17,501	12,782	7,898	5,854	1,814	230	61.8	74.1
Construction	11,545	8,632	5,224	4,700	463	62	60.5	90.0
Electronics	9,518	6,260	3,841	3,068	726	46	61.4	79.9
Footwear and Leathersgoods	66	33	-	-	-	-	-	-
Furniture and Fixtures	211	99	-	-	-	-	-	-
Garments	4,607	1,997	884	756	128	-	44.3	85.5
Health, Social and other Community Dev't. Services	49,818	38,303	18,879	18,273	550	57	49.3	96.8
Heating, Ventilation, Air conditioning and Refrigeration	2,337	1,976	982	851	131	-	49.7	86.7
Information and Communications Technology	55,265	35,231	13,595	9,563	3,737	295	38.6	70.3
Land Transportation	1,345	1,122	566	500	66	-	50.4	88.3
Maritime	2,422	1,663	372	238	135	-	22.4	64.0
Metals and Engineering	14,187	12,351	7,194	5,983	1,108	103	58.2	83.2
Processed Food and Beverages	7,779	6,129	1,719	1,483	210	26	28.0	86.3
Tourism (Hotel and Restaurant)	28,827	21,908	9,414	8,303	932	179	43.0	88.2
Others	9,080	1,362	704	640	65	-	51.7	90.9
Total	216,940	151,653	72,060	60,899	10,143	1,017	47.5	84.5

The competency assessment passing rate of graduates covered in the study of 84.5% presents a drastic development compared to the 2005 results of only 46.5%. The highest certification rate of 96.8% is registered in health, social and community development services where caregiving and health care services qualifications are included. Majority of the sectors have high passing rates of above 80%. This can be a good indication on the continuing improvement of the quality of competency-based TVET provision in the country.

The Philippine TVET Qualifications Framework provided four qualification levels. However, majority of the TVET qualifications developed are at NC II level. Figure 5 shows that majority or 60.6% of the certified graduates passed the National Certificate II. A substantial number of graduates, around 9,442 (13.0%), have the certificates of competency (CoC), and 7,189 (9.9%) passed the National Certificate I.

Figure 5. Certified TVET Graduates by Qualification Level, Philippines: 2008



B. Labor Force Participation

TVET prepares people for employment since it is concerned with the acquisition of knowledge, skills and attitude (KSA) for the world of work. Thus, 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.

In the 2008 survey, results show that the labor force participation rate (LFPR) of TVET graduates is posted at 81.6% (176,967) while 18.4% (39,973) did not join the labor force for one reason or another (see Table 5). This LFPR result is 6.2 percentage points higher than the 2005 IES survey result of 75.4% LFPR and 17.9 percentage points higher than the 63.7% national LFPR recorded in the October 2008 labor force survey (LFS) of the National Statistics Office (NSO).

Table 5. Labor Force Participation Rate by Region, Philippines: 2008

Region	In the Labor Force	Not in the Labor Force	Total	LFPR (%)
NCR	35,033	2,485	37,518	93.4
CAR	4,222	1,484	5,706	74.0
I	16,838	3,483	20,321	82.9
II	5,468	1,315	6,783	80.6
III	17,433	3,223	20,656	84.4
IV-A	8,057	2,099	10,156	79.3
IV-B	3,284	641	3,925	83.7
V	9,677	2,557	12,234	79.1
VI	17,640	1,599	19,239	91.7
VII	13,762	5,181	18,943	72.6
VIII	9,360	2,505	11,865	78.9
IX	7,834	2,468	10,302	76.0
X	6,445	1,941	8,386	76.9
XI	11,215	5,385	16,600	67.6
XII	6,528	1,572	8,100	80.6
Caraga	3,005	692	3,697	81.3
ARMM	1,165	1,344	2,509	46.4
Total	176,967	39,973	216,940	81.6

Among the regions, NCR has the highest percentage of labor force participation, followed by Region VI and Region III. A high labor force participation rate is expected in NCR due to a comparatively more vibrant economic activity and extensive labor market than other regions. Moreover, NCR is the business center of the country. As such, it offers more prospects for employment to a wider range of industries or sectors which other regions lack. On the other hand, ARMM has the least percentage of labor force participation despite the fact that the 2008 report of the NSO indicated ARMM as one with the highest employment rate at 97.6%. However, in comparison with other regions using the 2006 NSCB report, ARMM has the highest poverty incidence in the country. High poverty incidence may mean insufficient economic and market activities and opportunities for economic growth and participation of the population. The economic performance of the region may have substantial impact on labor force participation of TVET graduates. The main reasons of the graduates for not joining the labor force are schooling (22.1%) and household/family duties (13.3%). Many did not indicate any reason (61.5%).

Labor Force Participation Rate by Delivery Mode and by Sex

LFPR is highest in enterprise-based training at 84.0% (see Table 6), also higher than the national average. There are also more males joining the labor force than females, with LFPR of 84.3%

and 78.3%, respectively (see Table 7). The labor force participation of TVET graduates is significantly higher than the October 2008 labor force survey result, particularly for the females which recorded an LFPR of 48.6% and 78.9% for the males. This improved LFPR for the females shows the increasing value of TVET in opening up access to employment opportunities for women.

Table 6. TVET Graduates Joining the Labor Force by Delivery Mode, Philippines: 2008

Delivery Mode	In the Labor Force	Not in the Labor Force	Total	LFPR
School-based	119,843	26,957	146,799	81.6
Center-based	46,948	11,076	58,024	80.9
Enterprise-based	10,176	1,940	12,117	84.0
Total	176,967	39,973	216,940	81.6

Table 7. Labor Force Participation by Sex, Philippines: 2008

Sex	In the Labor Force	Not in the Labor Force	Total	Rate (%)
Male	98,597	18,314	116,912	84.3
Female	78,370	21,659	100,028	78.3
Total	176,967	39,973	216,940	81.6

Reasons for not Looking for Work

There are several reasons why a number of TVET graduates did not look for work. Waiting for results of previous application and tired or no work available for their skills are among the reasons cited by the respondents. Table 8 presents more detailed statistics of the graduates' reasons for not looking for work.

Table 8. Reasons of TVET Graduates Not Looking for Work, Philippines: 2008

Reasons	Number	%
Tired/no work available	6,042	31.0
Awaiting results of previous application	9,951	51.1
Temporary illness/disability	1,056	5.4
Bad weather	242	1.2
Awaiting for rehire/job recall	2,185	11.2
Total	19,475	100

C. Employment of TVET Graduates at the Time of Survey

The overall employment rate of the TVET graduates in 2008 as percent of total graduates is registered at 44.9% at the time of the survey. The total employment rate fell from 48.7% in 2005 to 44.9% in 2008. Similarly, as a percent of graduates in the labor force, the employment rate also went down from 64.6% in 2005 to **55.1% in 2008** (see Table 9). The decline in the employment rate can be attributed to many reasons, among them are the following: first, the effects of the global financial crisis felt in different economies, including the Philippines, which slowed down economic activities and resulted to job losses; second, skills mismatch between the requirements of the available jobs and the skills possessed by those seeking employment still exist; and, third, geographical mismatch between locations of job opening and job seekers.

Table 9. Employed TVET Graduates at the Time of Survey, Philippines: 2008

Total Graduates	216,940
In the Labor Force	176,967
Employed	97,453
Employment Rate (as % of TVET Graduates in the Labor Force) (ER=Emp/LF)	55.1%
Employment Rate (as % total TVET Graduates) (ER=Emp/Grads.)	44.9%

Length of Job Search of Employed Graduates

A good number of employed TVET graduates do not have difficulty in finding work. This is based on the survey results on length of job search that overall, 81% of the TVET graduates are able to find their first job within 6 months of job search. This is distributed as follows: 36% - within a month, 26% - within the period of one month to three months, and 19.0% - within a period 4 to 6 months of job search (see Table 10).

Table 10. Length of Job Search of Employed Graduates, Philippines: 2008

Length of Job Search	Total	%
< 1 month	26,766	36.0
1-3 months	19,285	26.0
4 to 6 months	14,110	19.0
More than 6 months	10,167	13.7
Not indicated	3,969	5.3
Total	74,297	100

(Note: The following analysis of employability of the TVET graduates across different variables is based on total graduates.)

Employment Rate by Region

The distribution of employment rate by region showed that Region IV-B has the highest employment rate (66%). Regions IX, II, and X shared the next uppermost employment rates accounting for 56.5%, 53.2% and 50.3%, respectively (see Table 11). Although poverty incidence in Region IV-B has been very high basing on the 2006 NSCB survey, in comparison to the NSO survey of employment rate per region, Region IV-B has one of the highest employment rates posting 95.3% (NSO website on 2008 employment rate per region). It must be observed, however, that compared with the other regions, only 3,925 graduates are covered in the survey.

Table 11. Employed TVET Graduates at the Time of Survey by Region, Philippines: 2008

Region	Total		% Employed	In the Labor Force		ER (%)
	Graduates	Employed		Graduates	Employed	
NCR	37,518	16,896	45.0	35,033	16,896	48.2
CAR	5,706	2,830	49.6	4,222	2,830	67.0
I	20,321	10,017	49.3	16,838	10,017	59.5
II	6,783	3,611	53.2	5,468	3,611	66.0
III	20,656	8,215	39.8	17,433	8,215	47.1
IV-A	10,156	4,596	45.3	8,057	4,596	57.0
IV-B	3,925	2,591	66.0	3,284	2,591	78.9
V	12,234	4,746	38.8	9,677	4,746	49.0
VI	19,239	8,660	45.0	17,640	8,660	49.1
VII	18,943	8,712	46.0	13,762	8,712	63.3
VIII	11,865	5,009	42.2	9,360	5,009	53.5
IX	10,302	5,819	56.5	7,834	5,819	74.3
X	8,386	4,220	50.3	6,445	4,220	65.5
XI	16,600	5,636	33.9	11,215	5,636	50.2
XII	8,100	3,566	44.0	6,528	3,566	54.6
Caraga	3,697	1,856	50.2	3,005	1,856	61.8
ARMM	2,509	474	18.9	1,165	474	40.7
Total	216,940	97,453	44.9	176,967	97,453	55.1

Employment by Priority Sector

In terms of sectoral distribution of the employed TVET graduates, the survey shows that high employment rates of more than 50.0% are registered in the following sectors: footwear and leathersgoods (100.0%); land transportation (68.0%); processed food and beverages (57.7%); **business process outsourcing (57.0%)**, heating, ventilation, air conditioning and refrigeration (56.5%); metals and engineering (53.2%); construction (53.1%); and furniture and

fixtures (53.1%). It is instructive to note that these sectors are skills intensive. The sectors which have above the national employment rates but below 50% are: automotive (48.0%) and electronics (46.7%) (see Table 12).

In terms of absolute number, however, the highest figures of employed are in information and communications technology (24,236 or ER of 43.7%); health, social and other community development services (20,666 or ER of 41.5%); and tourism /hotel & restaurant (11,388 or ER of 39.5%).

The study shows that male TVET graduates registered higher employment rate at 49.5% whereas the females comprise 39.6%.

Table 12. Employed TVET Graduates at the Time of Survey by Priority Sector, Philippines: 2008

Priority Sector	Employed					
	Male	%	Female	%	Total	%
Agriculture and Fishery	561	42.8	478	42.7	1,039	42.7
Automotive	8,296	48.1	102	38.5	8,398	48.0
Construction	5,972	53.4	163	45.0	6,135	53.1
Electronics	3,429	47.2	1,015	45.2	4,444	46.7
Footwear and Leather goods	66	100	-	-	66	100
Furniture and Fixtures	83	45.7	29	100.0	112	53.1
Garments	224	30.6	879	22.7	1,104	24.0
Health, Social and other Community Development Services	10,278	60.5	10,388	31.6	20,666	41.5
Heating, Ventilation, Air conditioning and Refrigeration	1,320	57.4	-	0.0	1,320	56.5
Information and Communications Technology*	10,371	41.8	13,765	45.2	24,236	43.7
Land Transportation	646	61.5	269	91.4	915	68.0
Maritime	932	42.4	78	35.2	1,010	41.7
Metals and Engineering	7,275	53.6	274	45.1	7,549	53.2
Processed Food and Beverages	1,739	69.9	2,752	52.0	4,490	57.7
Tourism (Hotel and Restaurant)	4,037	38.4	7,351	40.1	11,388	39.5
Others	2,621	52.7	2,059	50.1	4,681	51.6
Total	57,850	49.5	39,603	39.6	97,453	44.9

*Business Process Outsourcing (BPO) registered a total of 5,053 employed graduates or ER of 57.0%.

Employed TVET Graduates and Certification Rate

The survey results show there is a statistically significant relationship between certification rate and employment rate of TVET graduates, i.e., certified graduates are more likely to get employed than the uncertified graduates, although the relationship is not particularly strong. Using chi-square (X^2) test in finding the association of the variables vis-à-vis uncertified TVET

graduates (those who failed the assessment), X^2 obtained 14.17 falls in the critical region of 3.841 at $\alpha=0.05$ and df of 1. Furthermore, by looking at the strength of the association, the phi ϕ obtained of 0.07 signifies a weak to moderate relationship.

This can be observed in Table 13 below where a good number of non-certified TVET graduates (those who failed the competency assessment) also find employment, inasmuch as more than half of the certified graduates are unemployed. The employment rate of the certified TVET graduates is 46.6%, much higher than those who failed (39.1%). Further, the graduates who did not take the competency assessment also demonstrated a good employment rate at 41.6%.

Table 13. Relationship of Employment with Certification Rate, Philippines: 2008

Certification	Employed	Unemployed	Total	% Employed
Passed	28,395	32,505	60,899	46.6
Failed	3,966	6,178	10,143	39.1
Did not take competency assessment	32,938	46,323	79,260	41.6
No indication of having competency assessment	62	270	333	18.7
Not indicated	424	593	1,017	41.7
Total	65,784	85,868	151,653	43.4

Employed TVET Graduates by Highest Grade Completed

Categorizing the employed graduates by highest grade completed, the results show that college graduates (with 64.5% employment rate) are more marketable, i.e., they are more likely to find jobs than the elementary and high school graduates (see Table 14). Tech-voc graduates and college undergraduates have also greater chances of being employed than those with lesser educational qualifications. These findings confirm that employers still put premium on the educational qualification of prospective employee, on top of the occupation-related skills or competencies possessed by the person.

Table 14. Employed TVET Graduates at the Time of Survey by Highest Grade Completed, Philippines: 2008

Highest Grade Completed	Graduates	Employed	% Employed	Not Employed	% Not Employed
Elem. undergrad/graduate	1,739	509	29.2	1,230	70.8
High school undergrad	6,803	2,528	37.2	4,275	62.8
High school graduate	107,677	46,530	43.2	61,147	56.8
Tech Voc graduate	25,794	11,874	46.0	13,919	54.0
College undergrad	35,064	16,184	46.2	18,880	53.8
College graduate and beyond	28,302	18,251	64.5	10,051	35.5
Not indicated	11,562	1,577	13.6	9,985	86.4
Total	216,940	97,453	44.9	119,487	55.1

Employment by Sex Distribution

Table 15 shows that male TVET graduates registered higher percentage rate on employment at 49.5% whereas the females comprise 39.6%. This may be the case as most of the technical vocational work requires physical activities which are advantageous to men such as automotive, construction, air-conditioning, and metals and engineering. The 9.9 percentage points difference between sexes is substantial which may suggest further improvement in post-training assistance to female graduates to enhance their employability and continuing advocacy on gender and development in TVET.

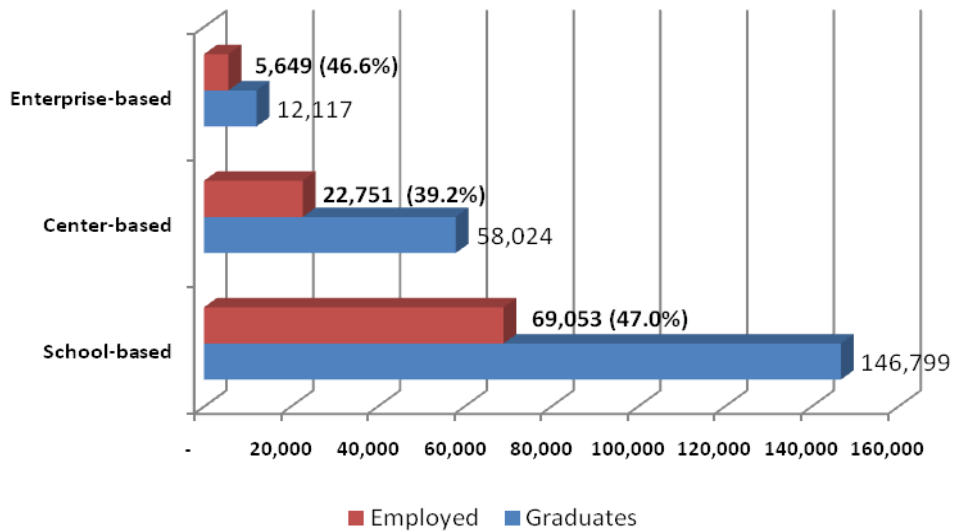
Table 15. Employed TVET Graduates by Sex, Philippines: 2008

Sex	Graduates	Employed	% Employed
Male	116,912	57,850	49.5
Female	100,028	39,603	39.6
Total	216,940	97,453	44.9

Employment Rate by Delivery Mode

By delivery mode, the school-based has the most number of employed graduates and the highest employment rate with 47%. The enterprise-based training also proved effective with 46.6% of its graduates employed. The center-based is at the far bottom with 39.2% employment rate.

Figure 6. Employment Rate by Delivery Mode, Philippines: 2008



Employment by Nature of Employment

A look at the data on the nature of employment of TVET graduates reveals that 41.6% of the total employed have permanent job, business, or unpaid family work; 39.5% are working in short-term or seasonal basis which lasted for less than a year, and 3.7% are working on a daily or weekly basis (see Table 16). The substantial number of short-term/seasonal employment implies lack of job stability and worth probing more deeply in future researches.

Table 16. Nature of Employment of TVET Graduates, Philippines: 2008

Nature of Employment	Number	%
Permanent job/business/unpaid family work	40,499	41.6
Short-term/seasonal/business/unpaid family work	38,515	39.5
Work for different employers on daily or weekly basis	3,651	3.7
Others	12,553	12.9
Not Indicated	2,235	2.3
Total	97,453	100

Employment by Class of Worker

Wage and salary workers comprise the majority of the employed registering 80.4% share of the total, either working with private establishments, households or family operated business or working in government. Own-account workers or those self-employed or employers with at least one paid employee constitute 15.1% of the TVET graduates while unpaid family workers account for 0.9% (see Table 17).

**Table 17. Employed TVET Graduates at the Time of Survey by Class of Worker
Philippines: 2008**

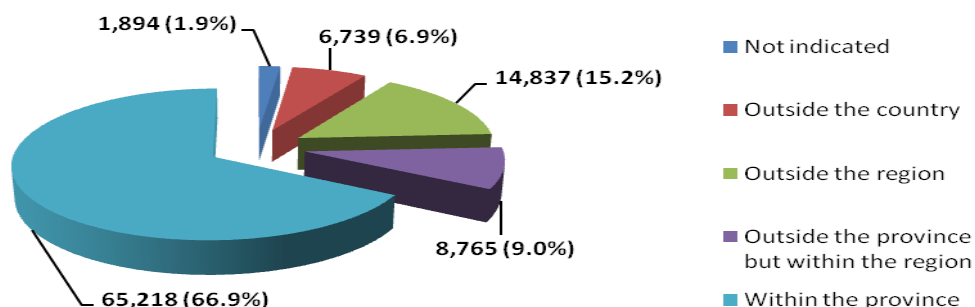
Class of Worker	Number	%
Wage and Salary Workers	78,304	80.4
Private establishment/household/ family-operated activity	69,943	71.8
Government / GOCC	8,361	8.6
Own-Account Workers	14,677	15.1
Self-employed/own business or enterprise	6,610	6.8
Employer	8,067	8.3
Unpaid Family Worker	851	0.9
Not indicated	3,621	3.7
Total	97,453	100

Employment by Work Location

Local employment opportunities are still available as majority of the graduates or 66.9% are working within their provinces or outside the province but within the region (9.0%). About 7 in every 100 employed TVET graduates (or 6.9%) are working overseas.

It is good to note that TVET graduates employed locally are basically serving the Philippine industries. Local market and business conditions affect the absorption of the TVET graduates into the employment market. Moreover, as some regions, particularly those with high poverty incidence, have poor employment rate, then more should be done in helping TVET graduates from these poor regions gain access to employment opportunities.

Figure 7. Employed TVET Graduates at the Time of Survey by Location, Philippines: 2008



Utilization of Skills Acquired

As a measure of job's relatedness to the skills/competencies acquired from training, the skills utilization ratio is determined. More than half or 58.4% of the graduates indicated that skills/competencies acquired are very useful to their present job and 20.9% reported some usefulness. Still, there are also graduates whose jobs are not related to their training as 18.2% of them reported that their training is of no use at all in their line of work (see Table 18).

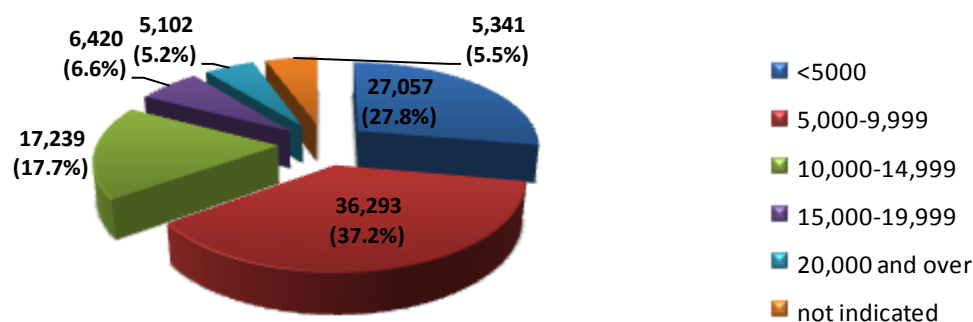
Table 18. Utilization of Skills Acquired by the TVET Graduates, Philippines: 2008

Utilization	Number	%
Very useful	56,873	58.4
Some use	20,462	20.9
No use at all	17,709	18.2
Not indicated	2,409	2.5
Total	97,453	100

D. Income of TVET Graduates

Figure 8 illustrates the monthly income levels of employed TVET graduates. The monthly income level of the majority of the employed graduates (66.7%) ranged from PhP 5,000 to more than PhP 20,000. More than half of which are within the level of PhP 5,000 to 9,999. On the average, the earnings of the majority of the TVET graduates are comparable with the average basic pay of wage and salary workers of PhP 288.95 per day or PhP 6,136.00 per month (at 22 working days) in October 2008 based on data from labor force survey of NSO.

Figure 8. Monthly Income of Employed TVET Graduates, Philippines: 2008



Certification is still not a major factor in the income levels of the employed graduates as the survey results showed that there is not much difference in the earnings of certified graduates compared with those who did not take the assessment.

Table 19 shows that TVET graduates who did not take the assessment and those who passed have almost similar earning capacity.

Table 19. Income viz Certification Rate of TVET Graduates, Philippines: 2008

Monthly Income	Passed	%	Failed	%	Did not Take	%
<= 4999	8,451	29.8	1,705	43.0	8,710	26.4
5,000-9,999	10,621	37.4	1,439	36.3	11,633	35.3
10,000-14,999	3,865	13.6	507	12.8	6,340	19.2
15,000-19,999	2,209	7.8	93	2.3	3,189	9.7
20,000 and over	1,881	6.6	47	1.2	1,353	4.2
Not indicated	1,369	4.8	174	4.4	1,714	5.2
Total	28,395	100	3,966	100	32,938	100

Income by Occupation

Across occupations, the income of the graduates vary from the lowest income bracket of less than PhP5,000 to more than PhP20,000. However, it is interesting to note that both skilled and professional occupations register low and high income levels. Table 20 shows the details of income levels by occupation.

Income by Highest Grade Completed

Comparing the income of graduates by highest grade completed, it can be affirmed that college graduates have greater advantage in income over the other employed TVET graduates. The college graduates have the highest percentage of graduates earning PhP20,000 and above at 14.1%. Among the graduates earning below PhP5,000, the college graduates have the lowest percentage at 12.1% compared with high school graduates at 35.1%. The distribution is better illustrated in Table 21.

Table 20. Income of TVET Graduates at the Time of Survey by Occupation, Philippines: 2008

Occupational Title	Php <= 4999	%	Php 5,000-9,999	%	Php 10,000-14,999	%	Php 15,000-19,999	%	Php 20,000 and over	%	Not indicated	%	Total
Officials of Government and Special Interest etc.	920	23.5	844	22	636	16	431	11	668	17	424	11	3,922
Officials of Govt. and Special-Interest Organizations			25	41	16	26			20	33			60
Corporate Executives and Specialized Managers	621	46.4	156	12	147	11	85	6.3	99	7	231	17	1,338
General Managers or Managing-Proprietors	266	16	415	25	339	21	62	3.7	426	26	148	8.9	1,656
Supervisors	33	3.8	249	29	134	15	284	33	123	14	45	5.1	868
Professionals	567	11.7	1,148	24	1,807	37	718	15	422	9	201	4.1	4,863
Physical, Mathematical and Engg. Professionals			275	44	104	17	86	14	162	26			626
Life Science and Health Professionals	204	19.2	126	12	304	29	269	25	107	10	54	5.1	1,055
Teaching Professionals	348	12.3	607	22	1,340	47	363	13	153	5	15	0.5	2,826
Other Professionals	15	4.5	139	40	60	17					131	38	346
Technicians and Associate Professionals	3,049	25.9	4,661	40	2,525	21	356	3	488	4	712	6	11,791
Physical Science and Engg. Associate Professionals	2,013	32.1	2,620	42	1,050	17	106	1.7	167	3	317	5.1	6,274
Life Science and Health Associate Professionals	70	19.8	16	4.5	266	76							352
Related Associate Professionals	966	18.7	2,024	39	1,208	23	250	4.8	321	6	395	7.7	5,165
Clerks	2,920	22.4	5,656	43	2,501	19	930	7.1	543	4	487	3.7	13,036
Office Clerks	1,926	27.5	3,400	49	1,006	14	277	4	108	2	287	4.1	7,004

Occupational Title	Php <= 4999	%	Php 5,000-9,999	%	Php 10,000-14,999	%	Php 15,000-19,999	%	Php 20,000 and over	%	Not indicated	%	Total
Customer Services Clerks	994	16.5	2,256	37	1,495	25	653	11	435	7	200	3.3	6,032
Service Workers and Shop and Market Sales Workers	8,203	31.4	8,203	31	4,381	17	2,994	11	1,128	4	1,257	4.8	26,166
Personal and Protective Services Workers	4,767	25	5,601	29	3,780	20	2,941	15	1,103	6	887	4.7	19,060
Models, Salespersons and Demonstrators	3,436	48.5	2,602	37	601	8.5	53	0.8	25	0	369	5.2	7,087
Farmers, Forestry Workers and Fishermen	1,180	59.4	382	19	25	1.2	29	1.4	21	1	350	18	1,986
Farmers and Other Plant Growers	763	63.1	214	18					21	2	211	18	1,210
Animal Producers					25	46					29	54	53
Fishermen	125	79.1	33	21									158
Agricultural, Forestry, Fishery and Related Workers	292	51.6	135	24			29	5.1			110	19	565
Trades and Related Workers	4,638	29.3	7,337	46	1,826	12	596	3.8	870	6	567	3.6	15,834
Mining, Construction and Related Trades Workers	350	24.6	533	37	154	11	116	8.1	228	16	45	3.1	1,426
Metal, Machinery and Related Trades Workers	3,448	28.3	5,858	48	1,456	12	405	3.3	536	4	476	3.9	12,190
Precision, Handicraft, Printing & Related Trades Workers	57	68.8					26	31					82
Other Craft and Related Trades Workers	783	36.7	936	44	216	10	49	2.3	105	5	47	2.2	2,135
Plant and Machine Operators and Assemblers	1,648	28.4	2,647	46	544	9.4	103	1.8	399	7	457	7.9	5,798
Stationary-Plant and Related Operators	55	19.7	81	29	63	23	49	18	29	10			277
Machine Operators and Assemblers	76	4.9	1,141	74	210	14					111	7.2	1,538

Occupational Title	Php <= 4999	%	Php 5,000-9,999	%	Php 10,000-14,999	%	Php 15,000-19,999	%	Php 20,000 and over	%	Not indicated	%	Total
Drivers and Mobile Plant Operators	1,518	38.1	1,425	36	271	6.8	53	1.3	371	9	346	8.7	3,984
Laborers and Unskilled Workers	3,853	28.2	5,329	39	2,941	22	264	1.9	563	4	738	5.4	5,798
Sales and Services Elementary Occupations	2,708	31.5	2,156	25	2,696	31	165	1.9	306	4	575	6.7	8,607
Laborers in Mining, Construction, Manufacturing, & Transport	1,107	22	3,157	63	244	4.9	99	2	257	5	162	3.2	5,028
Other Occupations Not Classifiable	38	70.9	16	29									54
Not indicated	79	21.5	86	23	54	15					150	41	369
Total	27,057	27.8	36,293	37	17,239	18	6,420	6.6	5,102	5	5,341	5.5	13,688

Note: Sub-major Group (code #2): Agricultural, Forestry, Fishery and Related Workers was added to the Major Group (code 6) - Farmers, Forestry Workers and Fishermen.

Table 21. Income of TVET Graduates at the Time of Survey by Highest Grade Completed, Philippines: 2008

Highest Grade Completed	<= 4999	%	5,000-9,999	%	10,000-14,999	%	15,000-19,999	%	20,000 and over	%	Not indicated	%	Total
Elem. undergrad/graduate	261	51.3	106	20.8	116	22.8	-	-	-	-	25	5.0	509
High school undergrad	940	37.2	625	24.7	766	30.3	26	1.0	100	4.0	70	2.8	2,528
High school graduate	16,330	35.1	19,086	41.0	6,423	13.8	1,354	2.9	827	1.8	2,511	5.4	46,530
Tech Voc graduate	3,053	25.7	4,703	39.6	1,412	11.9	1,624	13.7	413	3.5	670	5.6	11,874
College undergrad	4,035	24.9	6,436	39.8	2,877	17.8	824	5.1	1,148	7.1	864	5.3	16,184
College graduate and beyond	2,213	12.1	5,070	27.8	4,764	26.1	2,563	14.0	2,581	14.1	1,060	5.8	18,251
Not indicated	226	14.4	268	17.0	881	55.8	29	1.8	33	2.1	140	8.9	1,577
Total	27,057	27.8	36,293	37.2	17,239	17.7	6,420	6.6	5,102	5.2	5,341	5.5	97,453

Returns and Benefits

- Comparing the training investment versus the benefits to evaluate TVET, the following results are generated:

Assumption A:

Training investment = TESDA Budget 2007 = PhP 2.946 Billion
 Returns or Benefits = monthly aggregate income of employed TVET graduates
 Average monthly income = PhP 8,885.44
 Payback period formula = Training Investment / Returns or Benefits

- **Using the simple payback period formula, it will take 3.4 months of continuous employment of 4.49 employed out of every 10 graduates, excluding the job search period, to recoup the total training investment.**

Assumption B:

Training investment = Per Capita Cost per graduate = PhP15,000 (includes allowances)
 Benefits, average income and payback period formula - same as Assumption A

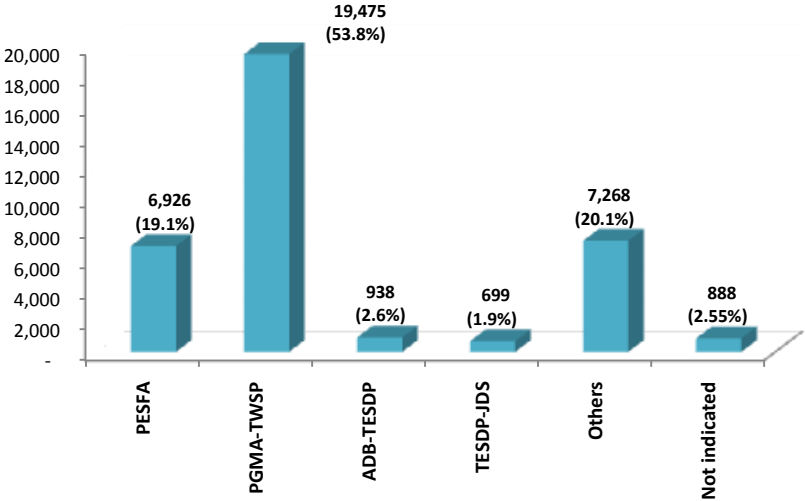
- If we use the training investment based on the average per capita cost that include allowances, it will take 3.76 months of being employed to recover the investment.
- If only PhP8,000 is used as the per capita direct training cost, it will take only 2.0 months to regain the investment.

- It is to be noted, however, that these 2008 IES survey results only reflect the time or period when the training investments can be recovered. They do not give the true measure of the profitability of the investment. Given more sufficient data, other methodology such as the internal rate of return and net present value should be used in determining the profitability of the investments.
- Overall results show, however, that it takes a short period of approximately 3 months to recoup the total training investment. For this alone, TVET proves to be a worthy investment.

E. TVET Scholarships

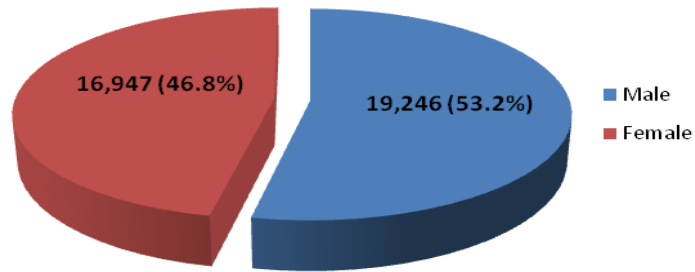
Of the total graduates covered in the survey, there are 36,194 or 16.7% who are beneficiaries of various TESDA scholarships. Majority (53.8%) of them availed of the Pangulong Gloria Scholarships (PGS) formerly known as the President Gloria Macapagal-Arroyo-Training for Work Scholarships (PGMA-TWSP), which has also the highest funding. Those who availed of PESFA, which has a fixed allocation of PhP 200 million annually, has a share of 19.1. The other scholarship programs are project-based, have fixed and limited funding allocation, and have since been completed.

Figure 9. TVET Graduate-Scholars by Type of Scholarship, Philippines: 2008



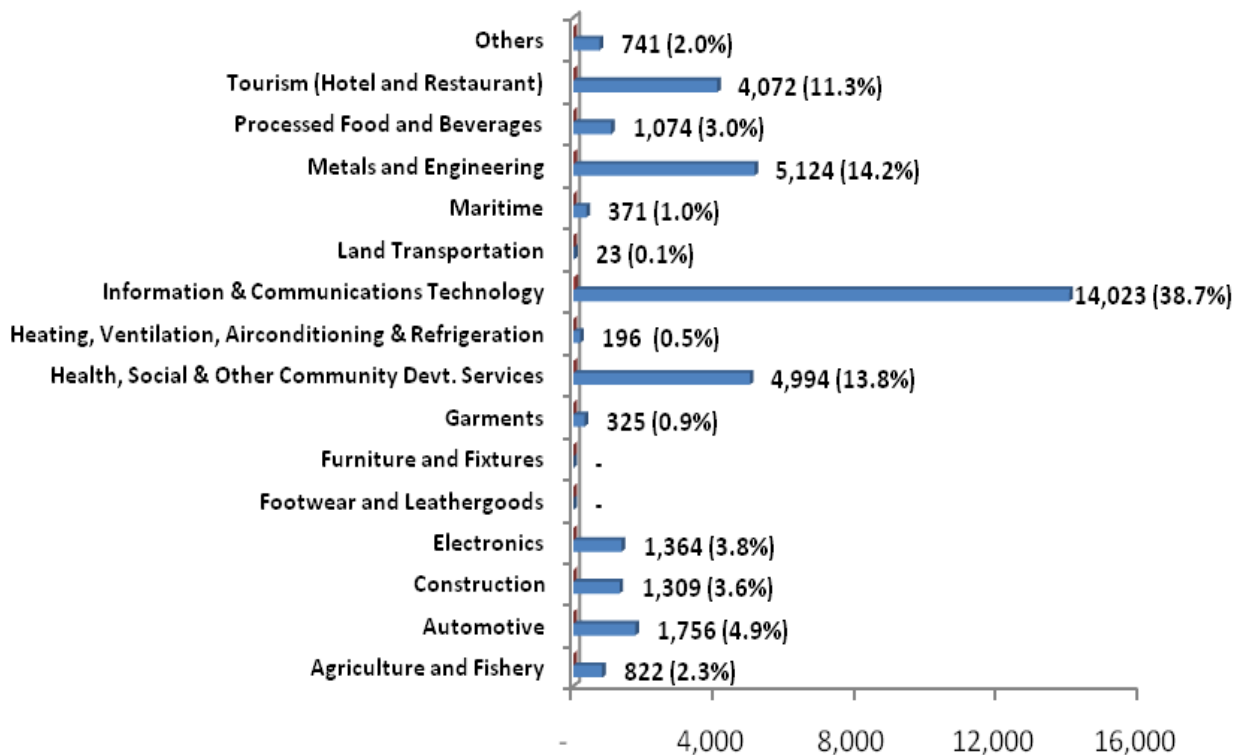
The distribution of the scholarship recipients by sex reflects that there are more male scholars than females, following the pattern of the sex distribution of the total graduates. The males comprise 53.2% of the scholarship recipients and the females have 46.8% share.

Figure 10. TVET Graduate-Scholars by Sex, Philippines: 2008



By priority sector, most of the sectors with high number of scholarship recipients are information and communications technology, metals and engineering, health, social and other community development, and tourism. The trend shows the most in-demand skills in the labor market. Furthermore, the distribution by priority sector may also explain why there are more male than female scholars. The gap in sex distribution may be due to the in-demand sectors which are stereotypically male dominated such as metals and engineering, construction and automotive.

Figure 11. TVET Graduate-Scholars by Priority Sector, Philippines: 2008

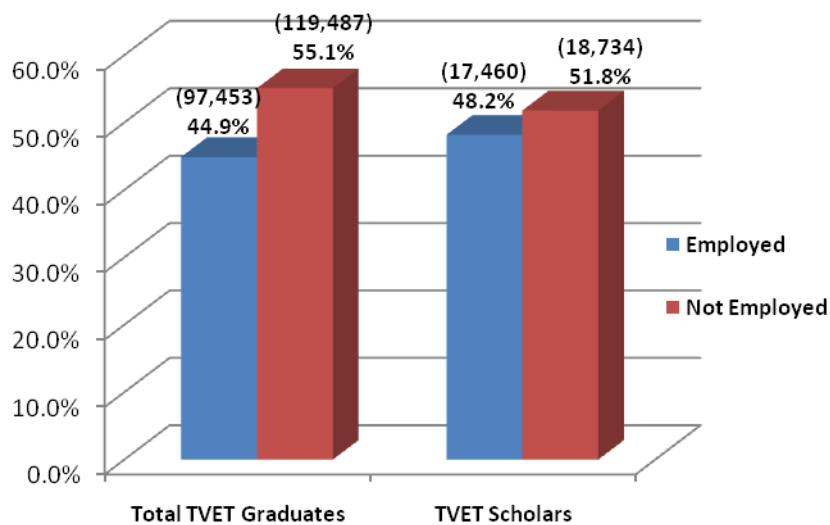


Employed TVET Scholars

The employment rate of TVET scholars at 48.2% projects a more positive impact compared to the employment rate of the total graduates which is 44.9%. This is a good indication of the influence of the policy on scholarships to direct the training opportunities to jobs available.

However, the rate of those not employed is still high and this calls for stronger job referral services and improved linkages with the business sector which can tap and maximize the skills of the TVET scholars.

Figure 12. Comparison of Employment Status of TVET Graduate-Scholars vis-à-vis Total TVET Graduates at the Time of Survey, Philippines: 2008



Comparative employment rates among the graduates of various TESDA scholarship programs show that PESFA registered the highest at 55.6%, followed by ADB-TESDP, 48.4%; PGMA-TWSP, 44.5% and TESDP-JDS, 43.0%. In terms of absolute figures, PGMA-TWSP has the highest number of employed graduates accounting for 8,662 scholars or almost half (49.6%) of the total scholars employed (see Table 22).

The impact of the PGMA-TWSP on the employability of TVET graduates is reflected in the higher employment rates in selected qualifications. For instance, while the employment rate in the ICT sector of 43.7% is lower than the national average, it is worth noting that the employment rate for contact center agents (CCA), which has been largely supported by government through the PGMA-TWSP, registered a higher rate of 50.3%.

Table 22. Employment Rate by Type of Scholarship, Philippines: 2008

Type of Scholarship	Employed	% Employed
PESFA	3,850	55.6
PGMA-TWSP	8,662	44.5
ADB-TESDP	453	48.4
TESDP-JDS	300	43.0
Others	3,803	52.3
Not indicated	390	43.9
Total	17,460	48.2

III. RECOMMENDATIONS

Employment has been the yardstick in assessing TVET performance. However, the employment rate of graduates in the labor force of **55.1%**, which is less than the 2005 IES results, has not been very encouraging. While there are external factors contributing to decline in employment rate, this figure signals the need to intensify efforts in the implementation of the reforms and improvements in the policies, systems and programs that have been introduced or will still be developed in order to ensure efficiency, quality and relevance of TVET. Based on the findings of the study, the following recommendations are presented:

- Sustain and strengthen the following initiatives which are currently being implemented by TESDA:
 - ❖ Providing training incentives to programs that are purposively directed towards highly critical skills that can rapidly absorb qualified manpower;
 - ❖ Inducing the TVET market towards new program offerings that meet industry demands through the provision of incentives and development of relevant competency standards;
 - ❖ Providing additional scholarships in critical and emerging skills, and;
 - ❖ Pursuing 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.

- Develop and implement measures that will further improve and strengthen linkages and partnership with industry and the business sector, as end users of skilled workers, in the following areas:
 - ❖ Provision of labor market signals on critical skills demand
 - ❖ Development competency standards in existing and emerging critical skills
 - ❖ Expansion of enterprise-based training provision and on-the-job training
 - ❖ Recognition of competency certificates as basis for hiring workers
 - ❖ Participation in TVET policy and planning

- Intensify the provision of support services for TVET graduates such as, the career profiling or the Youth Profiling for Starring Career (YP4SC) and career coaching to ensure best-job-fit through matching of students' interest, ability or skills with available jobs.

- Strengthen the job referral/placement assistance services of the TVET institutions through the Blue Desks, linkages with industry, Public Employment Service Offices (PESO) and job boards, among others.

- Monitor and review the compliance of the TVET providers and the field offices with the policy on mandatory assessment of graduates of programs with Training Regulations. There is also a need for stronger and continuing advocacy of the assessment and certification program in order to increase its recognition and acceptability among stakeholders, particularly the employers.
- Provide assistance and incentives to TVET providers in upgrading the quality of programs offered, particularly in terms of more updated training equipment and facilities, qualified TVET trainers, and improved capability in curriculum and learning materials development. These should all be aimed at aligning program offerings to standards and to the requirements of industry.
- Conduct of regular monitoring and compliance audits of TVET programs offered, including corrective measures to ensure quality TVET provision and continuing compliance with standards.
- Improve the system of targeting and selection of TVET clients, particularly those who will be recipients of scholarship grants. This is to make more efficient and effective the allocation and utilization of scarce TVET resources.
- Find ways to have sustainable sources of adequate TVET financing to meet the increasing demand for TVET provision to respond to the critical skills requirements of industry. Expand the I-CARE to all LGUs/members of the legislative branch.

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. PP1-110308-01

03 November 2008

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

Dear Deputy Director-General Hernandez:

This refers to your request for clearance of the 2008 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-2008-22-101	Agency transmittal letter dated October 2, 2008	hard copy	Oct. 10, 2008
		e-copy	Oct. 20, 2008
SSRCS-2008-22-102	SSRCS Form 1. Statistical Survey Notification Form	hard copy	Oct. 10, 2008
		e-copy	Oct. 20, 2008
SSRCS-2008-22-103	Questionnaire	hard copy	Oct. 10, 2008
		e-copy	Oct. 20, 2008
SSRCS-2008-22-104	Sampling Design	hard copy	Oct. 10, 2008
		e-copy	Oct. 20, 2008
SSRCS-2008-14-105	Manual of Operations	hard copy	Oct. 10, 2008
		e-copy	Oct. 20, 2008

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.

Please refer to other remarks on page 2 for the comments of the NSCB Technical Staff for your consideration.

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	
2008 Impact Evaluation Study (IES) of TVET Programs	
Proponent agency	Conducting agency
Technical Education and Skills Development Authority	Technical Education and Skills Development Authority
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.	

B. Concepts and Operational Definitions

Concepts and Operational Definitions

<i>Apprenticeship</i>	training within employment with compulsory related theoretical instructions involving a contract between an apprentice and an employer on an approved apprenticeable occupation.
<i>ADB-TESDP- Scholarship</i>	a scholarship program funded under the ADB-TESDP that assists qualified high school graduates requiring financial assistance especially in rural areas to enroll in TVET programs in both public and private institutions whose TVET programs are registered under TESDA.
<i>Center-based Program</i>	this applies to the TVET programs of TESDA training center, LGU training center, firms with training center, and other training providers, which is normally run for a short period of training.
<i>Certificate of Competency (CoC)</i>	a document issued to individuals who have satisfactorily demonstrated competence on a particular unit of competency.
<i>Certification Rate</i>	the proportion in percent of examinees who passed the national competency assessment to the total who took competency assessment for or within a given period.
<i>Competency Assessment</i>	this is the process of collecting evidence and making judgments on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected in the workplace as expressed in relevant competency standards.
<i>Delivery Mode</i>	refers to the types of training program delivery particularly in terms of venue of training program. The delivery modes include school-based, center-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>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>PGS</i>	stands for Pangulong Gloria Scholarship formerly called the President Gloria Macapagal-Arroyo -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 worked 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.

Worked Abroad

graduates who work abroad as overseas Filipino workers.

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.

Worked for private establishment

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.

Worked for private household

graduates who worked as domestic helper, caregiver, household cook, gardener, family driver, baby sitter, etc.

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 form 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.

D. Survey Instrument



Technical Education and Skills Development Authority



2008 IMPACT EVALUATION STUDY (IES) OF TVET PROGRAMS

Objective: To Evaluate the Relevance and Effectiveness of TVET Programs.

The output of this study will serve as a tool in determining policy recommendations that will guide TESDA in its planning and policy-making functions for the whole TVET sector.

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
 2. High school under graduate
 3. High school graduate
 4. Technical-vocational graduate
 5. College undergraduate
 6. College graduate and beyond

PART I: GRADUATE'S PROFILE (cont'd)

PART II: COMPETENCY ASSESSMENT

6. Training Program Particulars: *(Encircle the appropriate code)*

6.1 TVET Program/s Attended/ Qualification Title/s	6.2 Did you avail of any scholarship program?	6.3 What type of scholarship program?	6.4 Program Delivery Mode	6.5 Type of TVET Program Registration	6.6 Name of Training Institution/s Attended	6.7 Did you take the Compe-tency Assessment?	6.8 If Yes, what is the Competency Assessment result?	6.9 If Yes, what is the level of compe-tency?	6.10 If No, reason/s for not taking
	1. Yes 2. No <i>(If NO, proceed to Q6.4)</i>	1. PESFA 2. PGMA-TWSP 3. ADB-TESDP 4. TESDP-JDS 5. Others, pls. specify_____	1. SB 2. CB 3. EB	1. WTR 2. NTR		1. Yes 2. No, <i>(If NO, proceed to Q6.10)</i>	1. Passed 2. Failed	1. COC 2. NC I 3. NC II 4. NC III	
	1. Yes 2. No <i>(If NO, proceed to Q6.4)</i>	1. PESFA 2. PGMA-TWSP 3. ADB-TESDP 4. TESDP-JDS 5. Others, pls. specify_____	1. SB 2. CB 3. EB	1. WTR 2. NTR		1. Yes 2. No, <i>(If NO, proceed to Q6.10)</i>	1. Passed 2. Failed	1. COC 2. NC I 3. NC II 4. NC III	
	1. Yes 2. No <i>(If NO, proceed to Q6.4)</i>	1. PESFA 2. PGMA-TWSP 3. ADB-TESDP 4. TESDP-JDS 5. Others, pls. specify_____	1. SB 2. CB 3. EB	1. WTR 2. NTR		1. Yes 2. No, <i>(If NO, proceed to Q6.10)</i>	1. Passed 2. Failed	1. COC 2. NC I 3. NC II 4. NC III	
	1. Yes 2. No <i>(If NO, proceed to Q6.4)</i>	1. PESFA 2. PGMA-TWSP 3. ADB-TESDP 4. TESDP-JDS 5. Others, pls. specify_____	1. SB 2. CB 3. EB	1. WTR 2. NTR		1. Yes 2. No, <i>(If NO, proceed to Q6.10)</i>	1. Passed 2. Failed	1. COC 2. NC I 3. NC II 4. NC III	
	1. Yes 2. No <i>(If NO, proceed to Q6.4)</i>	1. PESFA 2. PGMA-TWSP 3. ADB-TESDP 4. TESDP-JDS 5. Others, pls. specify_____	1. SB 2. CB 3. EB	1. WTR 2. NTR		1. Yes 2. No, <i>(If NO, proceed to Q6.10)</i>	1. Passed 2. Failed	1. COC 2. NC I 3. NC II 4. NC III	

PART III: EMPLOYMENT OF GRADUATE

7. 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

8. 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.10*)

3. continued with the previous job (*proceed to Q.10*)

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

1. < 1 month 2. 1 to 3 months 3. 4 to 6 months 4. more than 6 months

10. 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)

2. No (*proceed to Q.17*)

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

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

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

1. work for private household/establishment/family operated activity
2. work for government/government corporation
3. work for own business or self-employed
4. employer with at least one paid employee (*referring to the graduate*)
5. work w/o pay on own family business

PART III: EMPLOYMENT OF GRADUATE (cont'd)

13. 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 _____
14. How useful are your skills acquired from the training to your job/business? *(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 _____
15. 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 _____
16. Other than your current occupation in Q.10, do you have additional/other job/ income generating activity?
1. Yes, specify
 - 1.1 occupation/income generating activity: _____
 - 1.2 monthly income from additional/other job/ income generating activity P _____
 2. No

(To be answered by the respondent whose response in Q10 is NO.)

17. Did you look for work during the past week *(within 1 week before this interview)*?
1. Yes
 2. No
18. 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 Q18 is from 1 to 5.)

19. 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

TESDA Secretariat

Pastor Z. Guiao
Director General

Milagros Dawa–Hernandez
Deputy Director General
Sectoral TVET

Irene M. Isaac
Executive Director
Qualifications and Standards Office

Imelda B. Taganas
Executive Director
TVET Systems Development Office

Gabriel Genaro H. Bordado V
Executive Director
Competency Assessment and Certification Office

Clifford A. Paragua
Director IV
Focal Director for Maritime
Office of the Deputy Director General, Sectoral TVET

Elizabeth L. Bornas
Director III
Competency Assessment and Certification Office and
NCR-Free Assessment Services of
TESDA

Marissa G. Legaspi
Executive Director
Planning Office

Yerma N. Saulon
Director III
Planning Office

Ernesto A. Beltran
Executive Director
Regional Coordination Office

Felicidad B. Zurbano
Assistant Executive Director
Regional Coordination Office

Noel K. Villaflor
Executive Director
Corporate Affairs Office

Nicolas C. Enciso VIII
Deputy Director General
Communities and Local Government Unit
Services (CLGUS)

Teodoro S. Sanico
Executive Director
Office for TESDA Technology Institutions

Pilar G. de Leon
Director IV
Office of the Chief of Services for
Administration

Ma. Magdalena P. Butad
Assistant Director
Office of the Chief of Services for
Administration

Valerio D. Rola
Executive Director
Communities and Local Government
Unit Services (CLGUS)

Cecile B. Gutierrez
Executive Director
TESDA Women's Center

Ma. Susan P. dela Rama
Executive Director
Public Information Office/E-TESDA

Marta M. Hernandez
Executive Director
Public Information Office (PIO)

Josephine V. Casuga
Director III
TESDA Development Institute

Urbano B. Budtan
Director III
Language Skills Institute (LSI)

Maria Paz T. Urcia
Director III
Foreign Scholarship Training Program (FSTP)

Regional Directors

Nenuca E. Tangonan
Regional Director
TESDA NCR

Rosanna A. Urdaneta
Regional Director
TESDA VII

Cenon M. Querubin
OIC - Regional Director
TESDA—CAR

Juan M. Sabulao, Jr.
Regional Director
TESDA VIII

Washington M. Agustin
Regional Director
TESDA I

Nilda C. Espiritusanto
OIC - Regional Director
TESDA IX

Felisa A. Carag
OIC - Regional Director
TESDA II

Edwin S. Gatinao
Regional Director
TESDA X

Yolanda A. Olaño
Regional Director
TESDA III

Elmer K. Talavera
Regional Director
TESDA XI

Teodoro M. Gatchalian
Regional Director
TESDA IV - A

Zeus P. Ampuyas
Regional Director
TESDA XII

Baron L. Lagran
OIC - Regional Director
TESDA IV—B

Florencio F. Sunico, Jr.
OIC - Regional Director
TESDA—CARAGA

Conrado G. Bares
Regional Director
TESDA V

Omar Shariff L. Jaafar
Regional Director
TESDA—ARMM

Buen S. Mondejar
Regional Director
TESDA VI