

STUDY ON THE EMPLOYMENT OF TVET GRADUATES

2018
FULL REPORT



Technical Education and Skills Development Authority

MESSAGE OF THE SECRETARY



TESDA standing by its slogan "TESDA Abot Lahat", is expanding its skills training, programs and services to reach more beneficiaries, especially the marginalized and disadvantaged sectors of our society. As the authority in technical vocational and education training (TVET), it is our mandate to provide relevant, effective, accessible, and high quality skills training programs. Our role does not end in training. We must ensure that the TVET graduates get a job or livelihood after.

In line with this, TESDA regularly conducts employment studies to its graduates in order to monitor and assess the relevance and effectiveness of TVET programs. Its results serve as a tool in policy recommendations, planning and decision making for the whole TVET sector.

In responding to TVET challenges, we are expanding our capacity to meet the labor market demands, strengthening our partnerships and networking, and conduct more studies and reports that would assess and produce evidence-based TVET policy and decision making. We are focused on developing strategies to offer more global competitive standards, and decent workforce by extending the TVET capacity in industry participation, assessment of policies and programs and advocating quality management in all areas of processes.

I personally acknowledge this employment study which is conducted annually for the assessment and monitoring of TVET services, for such we can improve and develop the labor force participation of both men and women that has vast contribution in the country.

It is such a great opportunity to work together hand in hand as we improve the lives of our fellowmen.

A handwritten signature in black ink, appearing to read "Isidro S. Lapeña".

SEC. ISIDRO S. LAPEÑA, PhD., CSEE
Director General

MESSAGE OF THE DEPUTY DIRECTOR GENERAL



TESDA is mandated to offer quality employment opportunities to many Filipinos. As the country's lead agency in TVET, I salute the Filipino workforce as they develop their potentials, pursue their goals and uplift the lives of their family.

With the rapid changes in technology, we, at TESDA, are committed to empower human resources, develop more research-based and comprehensive reports with regards to labor market demands, trends and industry requirements that would strengthen the policy-making and decision-making aligned to the priorities of the government.

The 2018 Study on Employment of TVET Graduates (SETG) gauges the quality of training delivery, significance of certification and increase of labor force participation and employment rates of the TVET graduates. The results of this study show the agency's initiative to assess the programs undertaken and how we can go beyond the skills training and employment assistance. It is our priority to upgrade the quality of training in building more facilities, trainer's development, job-skills matching and incentivizing the TESDA institutions.

It is such an honor to share with you the fruit of our labor as we present the 2018 Study on the Employment of TVET Graduates. This report is significant as we invest for the Filipino workforce worldwide.


ROSANNA A. URDANETA, CESO II
Deputy Director General
Policies and Planning

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EXECUTIVE SUMMARY

A total of 2,245,222 Technical-Vocational Education and Training (TVET) graduates were recorded in TESDA's 2017 Management Information System 03-02. The most number of graduates were from Region IV-A (CALABARZON). About 53% were female, with a sex ratio of 111 females per 100 males. On the average, graduates were 32 years old with a variability of 11.65 years. Many of the TVET graduates were bachelor degree holders before attending a TVET program. The largest portion of the TVET graduates came from the institution-based mode of training. Majority of the 2017 graduates were scholars of Training for Work Scholarship Program (TWSP). Many TVET graduates in 2017 were graduates of Tourism (26.71%), dominated by females. Electrical and Electronic sector came in second, dominated by males. Many took TVET programs to upgrade or enhance their skills. About 53% took a career assessment test. Of those who took the career assessment, 68.54% took a program in line with the results of their career assessment.

Of the 2017 graduates, it was estimated that about 67% took a competency assessment. Likewise, majority of the graduates (88.76%) from WTR programs took the competency assessment. The largest portion (33.69%) who did not take the competency test cited lack of time (busy at work or school, working abroad) as their reason. It is notable that a greater portion (97.5%) of WTR graduates who took the assessment received a passing rate. Most TVET graduate passers (74.35%) were already given a certificate of competency for NC II.

The number of 2017 TVET graduates in the labor force was estimated at 1,623,881, which accounts to a labor force participation rate (LFPR) of 72.33%. The most active were those at 35 to 44, in which 8 in 10 graduates were either employed or unemployed. TVET graduates with a bachelor degree and post-graduate studies exhibited greater LFPR. Graduates of TTIs registered a slightly higher LFPR (78.27%) than those of non-TTIs (71.14%). ARMM had the highest reported LFPR with 88.05%. The different training delivery modes of TESDA registered high LFPR, wherein the dual training system (DTS) produced the most active graduates in the labor force with a LFPR of 92.24%.

Majority of the TVET graduates in 2017 were able to find a job in less than six months after completing their training program. On the average, it took for a graduate 3.64 months before securing a job, with a standard deviation of 4.51 months. The employment rate of 2017 TVET graduates was estimated at 68.58%, lower than estimated in 2016 at 71.87%. TVET graduates aged 45 to 54 years had the largest share of employment rate at 78.86%, suggesting that 8 in 10 individuals aged 45 to 54 years were employed. Graduates of TTI programs posted a slightly higher employment rate (69.02%) than graduates of non-TTI programs (68.48%). Cordillera Administrative Region (CAR), Region I and Region IV-B were the top three regions in the country with the highest employment rates at 79.81%, 78.27%, and 77.47%, respectively. All the training delivery modes produced more employed graduates during the conduct of the survey.

Moreover, analysis showed no significant difference at the 5 % level of significance in the employment rate across program delivery modes and types of scholarships. In particular, ARMM was found to have a significantly lower rate compared to other regions. The sectors Decorative Crafts and Furniture and Fixtures were found to have significantly higher employment rates compared to other sectors. The results suggest no significant difference between types of provider.

Among the employed TVET graduates in 2017, many were working in services and sales (21.64%), dominated by females (61.37%). Majority of the employed graduates across different training delivery modes were wage and salary workers and graduates of institution-based programs. TVET graduates working during the survey were mostly from the tourism sector (Hotel and Restaurant), which constituted 20.77% of the total employed. About 45% of the graduates had a permanent job, business or unpaid family work during the time of the survey. Majority (74.41%) of the graduates, of which 50.62% were females, chose to work within their province.

About 72% and 67% of female and male certified TVET graduates, respectively, were working at the time of the survey. This is similar to the case of WTR graduates engaged in the labor force, wherein 66.61% were female and 72.57% were male. Even without incentives from employers, many employed graduates took and passed the competency assessment. Nonetheless, a quarter of the graduates provided with incentives by the employers were given salary increase, promotion, and job security.

About 59% availed a scholarship during their TESDA training. Among those who availed, 8 in 10 were employed during the time of the survey. In particular, around 71% of graduates of WTR programs were employed. Around 75% of the total scholars were already given a national certificate of competency. In the case of scholars under the WTR programs, a large number were already awarded certificate of competency. Moreover, TWSP scholar-graduates from different sectors were active in the labor force during the survey.

Before attending a TVET training program, about 34% of the 2017 TVET graduates were already employed. This increased to 45.63% after attending a training program. Moreover, about 18% of the graduates who had no work before got a work after attending a training program. On the average, the graduates' income after training, estimated at 13,141.52 pesos, was significantly higher than the previous income of 12,872.87.

Majority of the TVET graduates across different program delivery modes perceived that they gained the skills after completing their respective programs. Graduates were able to find a job by walk-in applications (42.43%) and referrals from friends and relatives (36.66%). Only half of the employed TVET graduates conveyed their satisfaction for the usefulness of the program they attended in their current job, while a quarter found their trainings to be of no use because the skills they acquired were not needed in their actual work.

Majority of the graduates were satisfied with their experiences with TESDA, from entry to graduation. They were satisfied with the TESDA's procedure for enrollment, tools and equipment used in the training, quality of materials used, training facilities or work area of their institution, trainers, knowledge, skills and attitude they attained after training, and the assessment methods.

Further, characteristics found significantly associated with employability of TVET graduates include graduates' educational attainment before enrolling into TVET program, their reasons for taking up a program, whether or not they availed a scholarship, level of certification, satisfaction level on training methodologies, satisfaction on the knowledge, skills and attitudes attained after training, and satisfaction on assessment methods, whether enrolled program is in line or not with career assessment results, graduates' socio-demographic characteristics, namely region, sector, age group, and sex.

Logistic regression analysis revealed that as a graduate gets older by one year, the log odds of being employed also gets higher. Also, the odds of a TVET graduate being employed are reduced to about 25.9% if one is a female. A graduate from Ilocos Region, CALABARZON, Bicol Region, Western Visayas, and Eastern Visayas, is 1.857, 1.429, 1.326, 1.515, and 1.312 times, respectively, more likely to be employed than a graduate from NCR. Moreover, a graduate with post-secondary non-tertiary or bachelor degree were estimated to be 1.226 and 1.210 times, respectively, more likely to be employed than those whose highest educational attainment is primary education.

RESULTS AND DISCUSSION

1. Profile of TVET Graduates

TESDA has produced 2,245,222 Technical-Vocational Education and Training (TVET) graduates in 2017 as reported in the TESDA Training Management Information System Management Information System (T2MIS). Given the 1,606,622 graduates in 2016, this translates to a nearly 28% increase. The most number of graduates were from Region IV-A (CALABARZON) at 15.53%, followed by the National Capital Region (NCR) at 12.41%, then Region III (Central Luzon) at 11.12%. On the other hand, Autonomous Region in Muslim Mindanao (ARMM) consistently had the least graduates (0.76%) relative to the TVET graduate population. The graduates were generally dominated by females, with a 5% difference, compared with males (Table 1). The observed distribution is close to that of in 2016.

Table 1. Weighted Distribution of TVET Graduates by Region, Philippines: 2017

Region	Sex					
	Female		Male		Total	
	Frequency	Percentage ^a	Frequency	Percentage ^a	Frequency	Percentage ^b
ARMM	9,489	55.81	7,514	44.19	17,003	0.76
CAR	28,629	56.11	22,397	43.89	51,026	2.27
CARAGA	26,894	43.36	35,134	56.64	62,028	2.76
NCR	169,316	60.76	109,330	39.24	278,646	12.41
I	97,969	57.99	70,968	42.01	168,936	7.52
II	37,545	51.78	34,961	48.22	72,505	3.23
III	126,891	50.81	122,835	49.19	249,726	11.12
IV-A	171,804	49.26	176,963	50.74	348,767	15.53
IV-B	55,367	42.47	75,014	57.53	130,381	5.81
V	57,770	54.91	47,433	45.09	105,203	4.69
VI	87,864	52.53	79,405	47.47	167,269	7.45
VII	77,703	53.83	66,650	46.17	144,353	6.43
VIII	52,067	51.57	48,890	48.43	100,957	4.5
IX	24,248	51.13	23,176	48.87	47,424	2.11
X	53,595	53.55	46,486	46.45	100,081	4.46
XI	64,681	53.25	56,777	46.75	121,458	5.41
XII	37,279	46.92	42,180	53.08	79,459	3.54
Philippines	1,179,110	52.52	1,066,112	47.48	2,245,222	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Of the 2,245,222 TVET graduates in the country in 2017, 52.52% were female. This resulted in a sex ratio of 111 females per 100 males—the same sex ratio computed in 2016. Across regions in the country, there were more male graduates in the CARAGA Administrative Region, Region IV-A, Region IV-B (MIMAROPA), and Region XII (SOCCSKSARGEN) (Table 2).

Table 2. Sex ratios per region of TVET graduates. Philippines: 2017

Region	Female:Male
ARMM	126:100
CAR	128:100
CARAGA	77:100
NCR	155:100
I	138:100
II	107:100
III	103:100
IV-A	97:100
IV-B	74:100
V	122:100
VI	111:100
VII	117:100
VIII	106:100
IX	105:100
X	115:100
XI	114:100
XII	88:100
Philippines	111:100

The largest portion of TVET graduates (35.58%) in 2017 were 15 to 24 years old, of which nearly 54% were male. Those aged 25-34 years came in second, 53.5% of which were male. Very few were younger than 15 years old; the reported youngest graduate was 13 years old. Retiring age comprised almost 1% of the population of TVET graduates, the oldest being 79 years old. In contrast, there were more females than males in the older age group 35 years and over. Moreover, on the average, graduates were 32 years old with a variability of 11.65 years. Female graduates were four years older than males, on the average. Half of the graduate population was 29 years old or younger. In particular, the graduates' median age was 32 and 27 years for males and females, respectively. There were very few elderly graduates as indicated by the coefficient of skewness (Tables 3 and 4, and Figure 1). TVET graduates in 2017 were, on the average, older than those recorded in 2016, with mean and median age of 28 and 24 years, respectively.

Table 3. Weighted Distribution of TVET Graduates by Age Group, by Sex, Philippines: 2017

Age group	Sex					
	Female		Male		Total	
	Frequency	Percentage ^a	Frequency	Percentage ^a	Frequency	Percentage ^b
Below 15	598	40.02	896	59.98	1,494	0.07
15 – 24	367,641	46.02	431,216	53.98	798,857	35.58
25 – 34	295,763	46.5	340,272	53.5	636,035	28.33
35 – 44	267,397	59.82	179,594	40.18	446,991	19.91
45 – 54	167,947	68.98	75,535	31.02	243,482	10.84
55 – 64	65,293	66.89	32,324	33.11	97,617	4.35
65 and over	14,471	69.76	6,274	30.24	20,746	0.92
Total	1,179,110	52.52	1,066,112	47.48	2,245,222	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

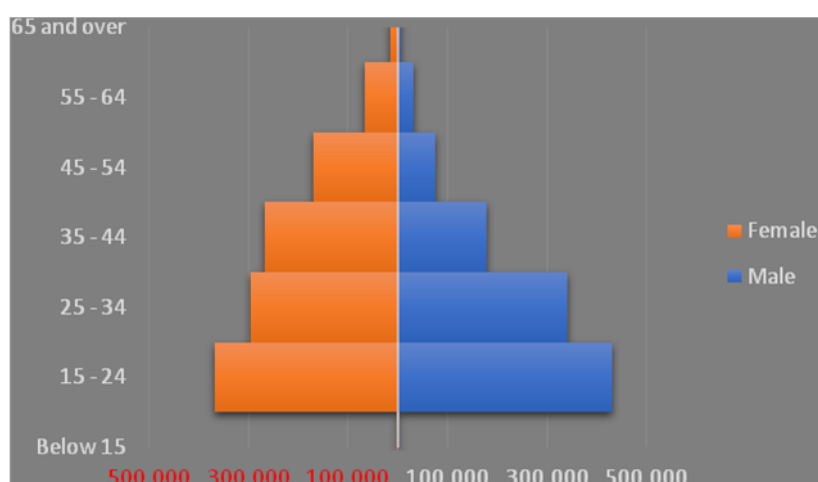


Figure 1. Weighted percent distribution of TVET graduates by age group and by sex, Philippines, 2017

Table 4. Summary statistics for Age by Sex, Philippines: 2017

Statistics	Sex		Overall
	Female	Male	
Minimum	13.00	13.00	13.00
Maximum	79.00	74.00	79.00
Mean	33.91	29.99	32.05
Median	32.00	27.00	29.00
Standard deviation	12.37	10.41	11.65
Variance	153.13	108.47	135.73
Skewness	0.69	1.17	0.92

In 2017, many of the TVET graduates were bachelor degree holders before attending a TVET program. They make up almost 30% of the total graduate population in the country and were dominated by females (56.02%). Graduates of secondary education from the old curriculum ranked second with 22.26% (51.73% were male), and bachelor undergraduates comprised 19.63% (53% were female). Very few were undergraduates or had completed elementary education, where females outnumbered the males. Similarly, more females hold post-graduate degrees (Table 5). The educational attainment of the TVET clients in the country has improved since 2016: the proportion with bachelor units or degrees has increased from 30.59% in 2016 to 49.56% in 2017. The minimum and maximum age of graduates recorded in the survey are graduate/s of community-based training.

Table 5. Weighted distribution of TVET Graduates, by Sex, by Highest Grade Completed, Philippines: 2017

Highest Educational Attainment	Sex					
	Female		Male		Total	
	Frequency	Percentage ^a	Frequency	Percentage ^a	Frequency	Percentage ^b
No grade completed	0	0	0	0	0	0
Early childhood education	0	0	0	0	0	0
Primary education (elementary) undergraduate	4,817	60.58	3,135	39.42	7,952	0.35
Primary education (elementary) graduate	24,687	70.31	10,427	29.69	35,114	1.56
Secondary education undergraduate (old curriculum)	70,457	59.86	47,239	40.14	117,696	5.24
Secondary education graduate (old curriculum)	241,247	48.27	258,575	51.73	499,822	22.26
Lower secondary education (junior HS) undergraduate (K-12 curriculum)	19,876	45.44	23,864	54.56	43,740	1.95
Lower secondary education (junior HS) graduate	15,390	39.32	23,754	60.68	39,144	1.74
Upper secondary education (senior HS) undergraduate	45,808	64.45	25,264	35.55	71,072	3.17
Upper secondary education (senior HS) graduate	33,622	45.84	39,719	54.16	73,340	3.27
Post-secondary non-tertiary education	23,752	36.07	42,095	63.93	65,846	2.93
Short-cycle tertiary education	68,236	45.58	81,470	54.42	149,706	6.67
Bachelor level education undergraduate	233,625	53	207,190	47	440,815	19.63
Bachelor level education graduate	376,423	56.02	295,498	43.98	671,921	29.93
Master level education	19,446	74.08	6,802	25.92	26,248	1.17
Doctoral level education	1,726	61.52	1,080	38.48	2,806	0.12
Total	1,179,110	52.52	1,066,112	47.48	2,245,222	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

The largest portion of the TVET graduates came from the institution-based mode of training, 63.72% higher than recorded 2016, while community-based mode of training garnered 32.23%. These two modes cover the majority of TVET graduates. On the other hand, very few graduated from enterprise-based, dual training system, and mobile delivery modes of training (Figure 2). Low enrollees in enterprise-based training can be attributed on the small number of enterprises that have registered programs to TESDA.

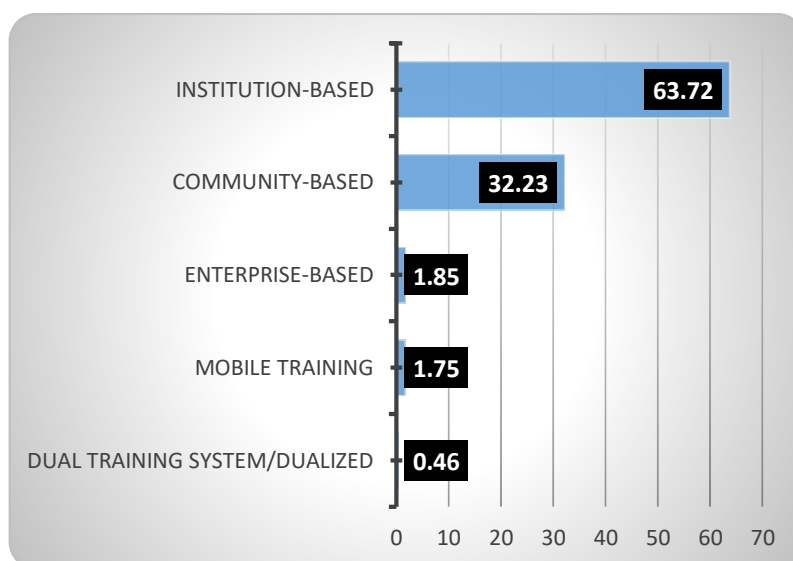


Figure 2. Weighted percent distribution of TVET graduates by program delivery mode. Philippines, 2017

Across regions in the country, NCR (78.6%), Region XII (78.35%), and Region II–Cagayan Valley (75.37%) were the top three regions with the highest number of graduates of institution-based programs. Meanwhile, CARAGA, Region XI (Davao Region), and Region VII (Central Visayas), comprising 53.84%, 53.34% and 48.9%, respectively, represented graduates of community-based programs (Table 6). Regions CAR and XII were recorded with the highest number of enrollees for EBT and DTS, compared to regions where there are more established companies.

An estimate of 1,316,476 graduates in 2017 were granted certain scholarships during their TESDA training. These scholarships cover almost 59% of the TVET graduates—considerably higher than recorded in 2016 (32%). Majority (67.91%) of the 2017 graduates were scholars of Training for Work Scholarship Program (TWSP). The remaining graduates were recipients of scholarships from the Private Education Students Fund Assistance (PESFA), Skills Training for Employment Program (STEP), and other programs such as those funded by local government units (LGUs), civil society organizations (CSOs), among others (Table 7). Slightly more male than female graduates were recorded as scholars of TWSP, STEP and, PESFA (Figure 3). The fund allocation for the TWSP explains the high percentage of graduates from the said scholarship program.

Table 6. Weighted Distribution of TVET Graduates by Region, By Delivery Mode of Training, Philippines: 2017

Region	Program Delivery Mode											
	Institution-based		Enterprise-based		Dual training system/dualized training program		Mobile training program		Community-based		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^b
ARMM	10,511	61.82	0	0	0	0	0	0	6,492	38.18	17,003	0.76
CAR	35,246	72.17	1,327	2.72	2,192	4.49	2,914	5.97	9,347	19.14	48,834	2.18
CARAGA	27,036	43.77	1,263	2.04	262	0.42	215	0.35	33,253	53.84	61,766	2.75
NCR	219,011	78.6	11,023	3.96	0	0	1,254	0.45	47,358	17	278,646	12.41
I	106,406	63.6	577	0.34	1,642	0.98	1,263	0.76	59,047	35.3	167,294	7.45
II	54,429	75.37	3,213	4.45	292	0.4	1,273	1.76	13,299	18.42	72,213	3.22
III	166,934	66.85	7,958	3.19	0	0	1,983	0.79	72,851	29.17	249,726	11.12
IV-A	248,454	71.97	10,772	3.12	3,541	1.03	2,793	0.81	83,207	24.1	345,226	15.38
IV-B	76,874	59.18	927	0.71	484	0.37	4,063	3.13	48,033	36.98	129,897	5.79
V	56,678	53.87	0	0	0	0	0	0	48,525	46.13	105,203	4.69
VI	97,765	58.45	0	0	0	0	7,378	4.41	62,126	37.14	167,269	7.45
VII	61,273	42.45	1,875	1.3	0	0	10,622	7.36	70,582	48.9	144,353	6.43
VIII	60,462	59.89	298	0.3	0	0	0	0	40,197	39.82	100,957	4.5
IX	33,294	70.7	331	0.7	331	0.7	2,547	5.41	10,921	23.19	47,093	2.1
X	58,917	59.12	542	0.54	425	0.43	475	0.48	39,722	39.86	99,656	4.44
XI	56,000	46.11	672	0.55	0	0	0	0	64,786	53.34	121,458	5.41
XII	61,426	78.35	653	0.83	1,063	1.36	2,456	3.13	13,862	17.68	78,396	3.49
Total	1,430,715	63.72	41,430	1.85	10,232	0.46	39,236	1.75	723,608	32.23	2,245,222	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Table 7. Weighted Distribution of TVET Graduates by Scholarship Program, by Sex, Philippines: 2017

Scholarship Program	Sex					
	Female		Male		Total	
	Frequency	Percentage ^a	Frequency	Percentage ^a	Frequency	Percentage ^b
TWSP	451,467	50.5	442,549	49.5	894,016	67.91
STEP	105,086	51.69	98,230	48.31	203,315	15.44
PESFA	29,751	51.25	28,301	48.75	58,052	4.41
Others	76,855	47.71	84,239	52.29	161,093	12.24
Total	663,159	50.37	653,318	49.63	1,316,476	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

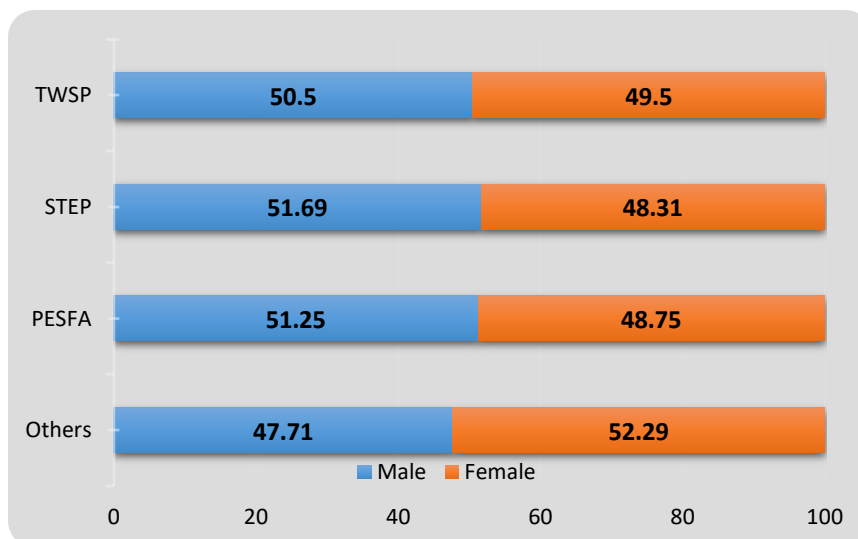


Figure 3. Weighted percent distribution of TVET graduates by scholarship program, by sex: Philippines 2017

As observed in 2016, many TVET graduates in 2017 were graduates of Tourism (26.71%), quite higher than in 2016 (22.75%). This sector was dominated by females with 69.44%. Electrical and Electronic sector came in second (11.49%), slightly lower than that in 2016 (12.84%). Alternatively, this sector was dominated by males with 69.58%. A greater portion of male graduates can also be observed from these sectors: (1) Automotive and Land Transportation, (2) Constructions, (3) Heating, Ventilation, Air-conditioning, (4) Maritime, and (5) Metals and Engineering. On the other hand, female graduates dominate (1) Decorative Crafts, (2) Footwear, (3) Garments, (4) Human Health/Health Care, (5) Information and Communication, (6) Processed Food and Beverages, and (7) Social, Community Development (Figure 4 and Table 8). Both years reflect this pattern among TVET graduates. The data shows the association of sex in the programs that the graduates took up.

In contrast to the 2016 TVET graduates whose main goal for taking the program is job security, many 2017 graduates took TVET programs to upgrade or enhance their skills. They comprised 41.88% of the graduate population, dominated by females. About 35% took a TVET program for employment purposes, many of whom were male. Moreover, a number took a program mainly for personal reasons or to satisfy their hobby (Table 9). The significant number of graduates who took up TVET programs to upgrade/enhance their skills can be supported of the changing requirements in the industry.

Table 8. Weighted distribution of TVET Graduates by Sector and by Sex, Philippines: 2017

Sector	Sex					
	Female		Male		Total	
	Freq	Percentage ^a	Freq	Percentage ^a	Freq	Percentage ^a
Agriculture Forestry and Fisheries	47,998	54.53	40,016	45.47	88,013	3.92
Automotive and Land Transportation	19,094	8.97	193,783	91.03	212,877	9.48
Chemical, Plastic, Petrochem	425	48.2	456	51.8	881	0.04
Construction	11,557	9.32	112,406	90.68	123,963	5.52
Decorative Crafts	2,380	89.09	292	10.91	2,672	0.12
Electrical and Electronics	78,482	30.42	179,488	69.58	257,970	11.49
Entrepreneurship	0	0	0	0	0	0
Footwear	5,153	100	0	0	5,153	0.23
Furniture and Fixtures	0	0	0	0	0	0
Garments	55,444	89.2	6,715	10.8	62,159	2.77
Heating, Ventilation, Airconditioning	231	1.44	15,798	98.56	16,029	0.71
Human Health/Health Care	95,187	74.26	32,999	25.74	128,186	5.71
Information and Communication	66,500	65.98	34,281	34.02	100,781	4.49
Language	20,621	49.62	20,938	50.38	41,559	1.85
Logistics	0	0	0	0	0	0
Maritime	2,427	17.24	11,652	82.76	14,079	0.63
Metals and Engineering	15,044	10.46	128,819	89.54	143,863	6.41
Processed Food and Beverages	82,852	76.58	25,343	23.42	108,195	4.82
Social, Community Development	176,869	84.53	32,371	15.47	209,240	9.32
TVET	15,007	48.62	15,859	51.38	30,866	1.37
Tourism (Hotel and Restaurant)	416,516	69.44	183,293	30.56	599,808	26.71
Utilities	1,315	100	0	0	1,315	0.06
Visual Arts	15,154	100	0	0	15,154	0.67
Wholesale and Retail Trading	0	0	0	0	0	0
Others	50,855	61.67	31,604	38.33	82,459	3.67
Total	1,179,110	52.52	1,066,112	47.48	2,245,222	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

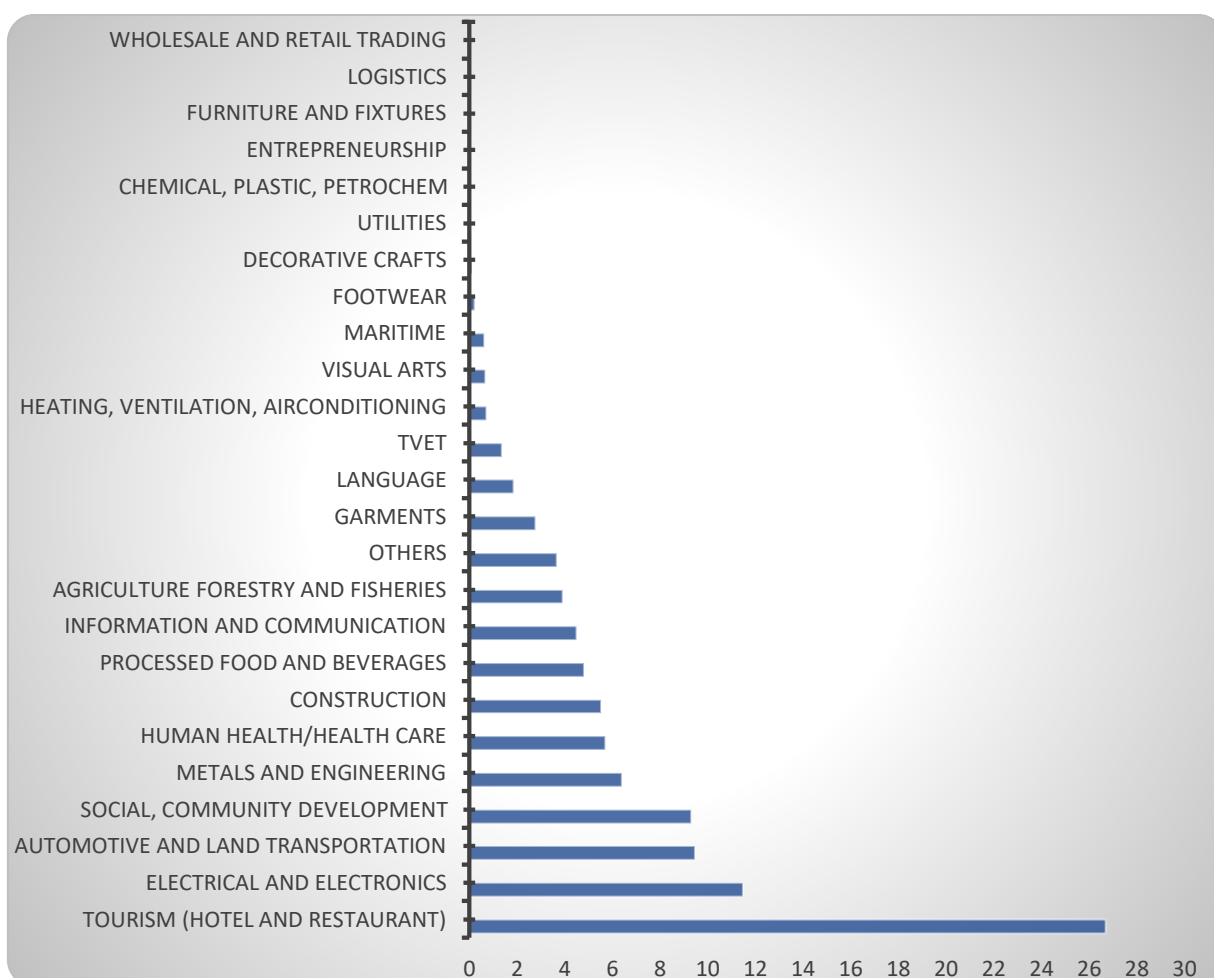


Figure 4. Weighted percent distribution of TVET graduates by sector, by sex, Philippines: 2017

Table 9. Weighted distribution of TVET Graduates by their Reasons for Taking Up TVET Programs, by Sex, Philippines, 2017

Reasons for taking up the program	Sex					
	Female		Male		Total	
	Freq	Percentage ^a	Freq	Percentage ^a	Freq	Percentage ^b
Employment/to get job	349,108	43.93	445,601	56.07	794,709	35.4
Promotion	19,081	58.38	13,603	41.62	32,684	1.46
To increase in income	36,643	75.47	11,909	24.53	48,552	2.16
Skills upgrading/enhancement	494,253	52.56	446,118	47.44	940,371	41.88
TVET qualification is popular	10,533	62.23	6,394	37.77	16,926	0.75
Personal use/ interest/ hobby	225,190	65.14	120,486	34.86	345,676	15.4
Nothing to do	704	18.01	3,208	81.99	3,912	0.17
Others	43,599	69.88	18,793	30.12	62,392	2.78
Total	1,179,110	52.52	1,066,112	47.48	2,245,222	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Prospective TVET clients were encouraged to take a career assessment test to help them choose a training program that possibly fits them. Among the graduates, about 53% took the test, where slightly more females participated (Figure 5). Compared with the 2016 graduates (28.27%), 2017 saw a significant increase in graduates who deemed it important to take the said test. Generally, more females took the assessment test for career guidance, particularly those with a scholarship. In contrast, more males without scholarships took the assessment (Table 10).

Of those who took the career assessment, many (59.61%) took, in particular, the National Career Assessment Exam (NCAE), some (21.85%) considered the Youth Profiling for Starring Careers (YP4SC), and few took both assessments. About 69% (812,044 out of 1,184,738) of those who underwent career assessment took the program in line with the results of their career assessment, and the larger portion is noted for those who took YP4SC at 92.80% (Table 11).

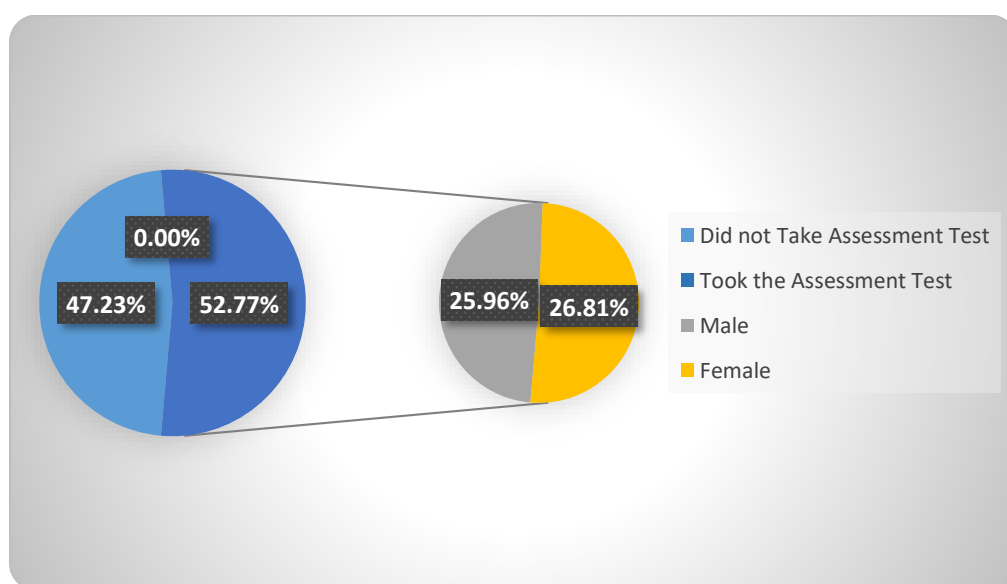


Figure 5. Weighted percent distribution of TVET graduates by whether or not they took assessment test. Philippines, 2017

Table 10. Weighted Distribution of TVET graduates as whether they took Career Profiling Examination/Career Assessment Test, by Scholarship Program, by Sex, Philippines: 2017

Scholarship	Took Career Profiling Examination/ Career Assessment Test				Did not Take Career Profiling Examination/ Career Assessment Test				Total	
	Female		Male		Female		Male			
	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^b
TWSP	262,863	29.4	241,915	27.06	188,604	21.1	200,634	22.44	894,016	39.82
STEP	50,109	24.65	44,888	22.08	54,977	27.04	53,342	26.24	203,316	9.06
PESFA	23,656	40.75	20,605	35.49	6,095	10.5	7,695	13.26	58,052	2.59
Others	36,258	22.51	39,252	24.37	40,597	25.2	44,987	27.93	161,093	7.17
No Scholarship	129,950	23.41	183,092	32.99	127,164	22.91	114,861	20.69	555,066	24.72
Not Indicated	99,120	26.53	53,031	14.19	159,717	42.74	61,811	16.54	373,680	16.64
Total	601,956	26.81	582,782	25.96	577,154	25.71	483,330	21.53	2,245,222	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Table 11. Weighted Distribution of TVET graduates as whether the career assessment result is in line with the TVET program they enrolled in, by Career Assessment Tool, Philippines: 2017

Profiling/ Career Assessment Tool	In line with the TVET Program				Total	
	Yes		No		Freq	% ^b
	Freq	% ^a	Freq	% ^a		
YP4SC	232,487	92.8	18,050	7.2	250,537	21.85
NCAE	387,047	56.63	296,428	43.37	683,475	59.61
Both YP4SC and NCAE	169,991	79.99	42,531	20.01	212,523	18.54
Total	789,525	68.86	357,009	31.14	1,146,535	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

2. Competency Assessment and Certification

A TVET client under a program needs to undergo competency assessment in order to guarantee that they possess the competencies required by a certain qualification. Of the 2017 graduates, it was estimated that about 67% took a competency assessment, compared to 52% who did in 2016. This shows an increase in the portion of the graduates who complied were subjected to assessment. It can also be noted that relatively more males took the assessment test. On the average, there were 105 males for every 100 female test takers (Table 12).

Table 12. Weighted Distribution of TVET Graduates as Whether They Took Competency or Not by Sex, Philippines: 2017

Took Competency	Sex					
	Female		Male		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	733,935	48.68	773,623	51.32	1,507,558	67.15
No	278,497	68.3	129,258	31.7	407,755	18.16
Not indicated	166,678	50.52	163,231	49.48	329,908	14.69
Total	1,179,110	52.52	1,066,112	47.48	2,245,222	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

About 68% of the 2017 TVET graduates underwent the With Training Regulations (WTR) programs—programs registered under the Unified TVET Program Registration and Accreditation System (UTPRAS) with promulgating training regulations. This estimation is higher than that of in 2016 (57%). Meanwhile, there was a slight difference in the number of graduates from programs with No Training Regulations (NTR) and monitored programs by TESDA—programs with TVET content conducted by partners such as LGUs, NGOs, and other government agencies (Table 13).

Table 13. Weighted Distribution of TVET Graduates by Type of Program Provided, by Sex, Philippines: 2017

Type of Program	Sex					
	Female		Male		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
WTR	747,913	48.82	784,124	51.18	1,532,037	68.24
NTR	172,360	50.77	167,146	49.23	339,506	15.12
Monitored program	258,838	69.27	114,842	30.73	373,680	16.64
Total	1,179,110	52.52	1,066,112	47.48	2,245,222	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Majority of the graduates (88.76%) from WTR programs took the competency assessment, and many were male (Table 14). An increase in the number of graduates was apparent when compared to the graduates in 2016 (78%).

The largest portion (33.69%) who did not take the competency test cited lack of time (busy at work or school, working abroad) as their reason. Others (24.54%) attributed it to their belief that the test is not mandatory. Meanwhile, 12.32% cited unawareness to the test schedule, and 9.01% reasoned financial constraints (Table 15).

Although a considerable increase in the number of WTR graduates had taken the competency assessment, stronger implementation of the policy is recommended since some graduates still deemed the test as not mandatory.

It is notable that a greater portion (97.5%) of WTR graduates who took the assessment received a passing rate—quite higher than recorded in 2016 (94.22%). All sectors with WTR graduates garnered high certification passing rates, indicating that majority of TVET graduates had satisfied the competency standards (Table 16).

Table 14. Weighted Distribution of TVET Graduates under WTR Who Took Competency by Sex, Philippines: 2017

Took Competency	Sex					
	Female		Male		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Yes	647,055	47.58	712,824	52.42	1,359,879	88.76
No	100,858	58.58	71,300	41.42	172,158	11.24
Total	747,913	48.82	784,124	51.18	1,532,037	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Table 15. Weighted Distribution of WTR Graduates, by their Reasons for Not Taking Competency Assessment, by Sex, Philippines: 2017

Reasons for not taking competency assessment	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Assessment tools/test package not available	3,511	38.5	5,609	61.5	9,121	5.3
Assessment Officer/Assessor not available	2,542	39.19	3,945	60.81	6,487	3.77
No assessment officer/assessor in the area	3,014	76.4	931	23.6	3,945	2.29
Assessment center not available/not accessible	654	21.22	2,427	78.78	3,081	1.79
No assessment center in the area	1,769	71.98	689	28.02	2,458	1.43

Reasons for not taking competency assessment	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Assessment not mandatory	28,886	68.36	13,370	31.64	42,256	24.54
Skills and knowledge learned not sufficient	2,632	77.78	752	22.22	3,384	1.97
No money/financial constraints	8,364	53.94	7,142	46.06	15,506	9.01
No time/working/schooling/abroad	36,975	63.75	21,021	36.25	57,995	33.69
Schedule not known	9,295	43.81	11,920	56.19	21,215	12.32
Others	3,216	47.93	3,494	52.07	6,710	3.9
Total	100,858	58.58	71,300	41.42	172,158	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Table 16. Certification Rates of TVET Graduates of WTR Programs, By Sector, Philippines: 2017

Sector	Took Assessment		Assessment Result			
			Passed		Failed	
	Freq	% ^a	Freq	% ^b	Freq	% ^b
Agriculture Forestry and Fisheries	40,662	2.99	40,662	100.00	0	0.00
Automotive and Land Transportation	155,663	11.45	151,181	97.12	4,482	2.88
Construction	91,158	6.70	89,085	97.73	2,073	2.27
Decorative Crafts	0	0.00	0	0.00	0	0.00
Electrical and Electronics	172,851	12.71	166,604	96.39	6,246	3.61
Entrepreneurship	0	0.00	0	0.00	0	0.00
Footwear and Leather Goods	0	0.00	0	0.00	0	0.00
Furniture and Fixtures	0	0.00	0	0.00	0	0.00
Garments	30,496	2.24	29,763	97.60	733	2.40
Heating, Ventilation, Aircondition	12,017	0.88	11,220	93.36	797	6.64
Human Health/Health Care	84,865	6.24	84,192	99.21	673	0.79
Information and Communication	33,663	2.48	32,224	95.73	1,439	4.27
Language	14,677	1.08	14,677	100.00	0	0.00
Maritime	13,417	0.99	13,417	100.00	0	0.00
Metals and Engineering	116,181	8.54	113,969	98.10	2,212	1.90
Processed Food and Beverages	43,831	3.22	43,831	100.00	0	0.00
Social, Community Development	97,169	7.15	92,694	95.39	4,475	4.61
TVET	25,793	1.90	25,354	98.30	438	1.70
Tourism (Hotel and Restaurant)	409,982	30.15	399,833	97.52	10,149	2.48
Visual Arts	1,315	0.10	1,315	100.00	0	0.00
Wholesale and Retail Trading	1,315	0.10	1,315	100.00	0	0.00
Others	14,825	1.09	14,560	98.21	265	1.79
TOTAL	1,359,879	100.00	1,325,895	97.50	33,984	2.50

^aPercentage over the total number of takers; ^bPercentage over the total number of takers per sector

Passers of the competency assessment shall be issued a certification: National Certificate (NC) or Certificate of Competency (COC). NC is given to a candidate who has demonstrated competence in all units of competency that entail a certain qualification, while COC is issued to those who have satisfactorily demonstrated competence on a particular or a cluster of units of competency. National TVET Trainers Certificate (NTTC) is also being issued to Trainers Methodology Certificate (TMC) holders who have at least two years experience in the industry and have proven to be skilled and proficient in their field of specialization. Of the

2017 TVET graduates, there was an estimate of 1,470,691 passers. Similar to 2016, most TVET graduate passers (74.35%) were already given a certificate of competency for NC II. About 10% were awarded the COC, majority of which were female. Most males (75.59%), in contrast, were certified graduates with NC I. Very few achieved NC IV, only comprising 0.24% of the passers. Moreover, 1.24% of the certified TVET graduates have been awarded NTTC 1 (Table 17).

Table 17. Level of Certification of TVET Graduates by Sex, Philippines: 2017

Certification Level	Sex					
	Female		Male		Total	
	Frequency	Percentage ^a	Frequency	Percentage ^a	Frequency	Percentage ^b
COC	92,523	63.98	52,097	36.02	144,620	9.83
NC I	35,790	24.41	110,851	75.59	146,641	9.97
NC II	552,031	50.49	541,377	49.51	1,093,408	74.35
NC III	25,847	40.22	38,415	59.78	64,263	4.37
NC IV	1,012	28.69	2,515	71.31	3,527	0.24
NTTC I	10,357	56.80	7,876	43.20	18,233	1.24
Total	717,560	48.79	753,130	51.21	1,470,691	100.00

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Further, among the recipients of scholarship, about 75% were already issued a certificate. All the identified scholarship programs for TVET clients exhibited high percentage of graduates who were awarded a certificate, with TWSP posting the highest rate (Table 18). This is different in 2016 in which STEP scholars posted the highest rate, although with only a small difference from other scholarship programs.

Table 18. Weighted Distribution of TVET Graduates, by Scholarship Programs, by Certification, Philippines: 2017

Scholarship Program	Certification							
	Certified		Not Certified		Not indicated		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^b
TWSP	698,648	78.15	17,552	1.96	177,816	19.89	894,016	67.91
STEP	135,551	66.67	1,931	0.95	65,834	32.38	203,315	15.44
PESFA	44,344	76.39	1,220	2.10	12,488	21.51	58,052	4.41
Others	111,824	69.42	2,918	1.81	46,351	28.77	161,093	12.24
Total	990,368	75.23	23,620	1.79	302,488	22.98	1,316,476	100.00

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

3. Labor Force Participation

The number of 2017 TVET graduates in the labor force during the conduct of the survey was estimated at 1,623,881. This accounts to a labor force participation rate (LFPR) of 72.33%, higher than the estimate, 62.2%, in 2016, and to the annual LFPR estimate of the country, 61.2%, in 2017 (Source: 2017 Annual Estimates of Labor Force Survey).

The recorded LFPR for 2017 graduates indicates that, approximately, 7 in 10 graduates, 15 years old and over, were either employed or unemployed during the time of the survey. It can also be observed that the estimated LFPR of males (76.58%) was higher than that of females (68.48%). This implies that out of 10 male and 10 female graduates, around 8 and 7, respectively, were either employed or unemployed during the survey (Table 19).

Table 19. Labor Force Participation Rate of TVET Graduates by Sex, Philippines: 2017

Sex	Not in the Labor Force		In the Labor Force		Total Graduates	
	Frequency	Percentage ^a	Frequency	LFPR ^b	Frequency	Percentage ^c
Female	371,638	31.52	807,472	68.48	1,179,110	52.52
Male	249,704	23.42	816,409	76.58	1,066,112	47.48
Total	621,341	27.67	1,623,881	72.33	2,245,222	100.00

^aPercentage over the row total; ^bLabor Force Participation Rate; ^cPercentage over the total number of TVET graduates

Graduates aged 25 to 64 years were active in the labor force, having a participation rate ranging from about 63 to 80 percent. The most active were those at 25 to 44, showing that 8 in 10 graduates were either employed or unemployed. It can also be observed that many senior citizens remained active in the labor force with a LFPR of 55.17% (Table 20 and Figure 6).

Table 20. Labor Force Participation Rate of TVET Graduates, By Age Group, Philippines: 2017

Age group	Not in the Labor Force		In the Labor Force		Total Graduates	
	Frequency	Percentage ^a	Frequency	LFPR ^b	Frequency	Percentage ^c
Below 15	1,076	100.00	0	0.00	1,076	0.05
15 – 24	298,382	37.33	500,893	62.67	799,274	35.60
25 – 34	129,047	20.29	506,988	79.71	636,035	28.33
35 – 44	90,503	20.25	356,489	79.75	446,991	19.91
45 – 54	63,465	26.07	180,017	73.93	243,482	10.84
55 – 64	29,569	30.29	68,048	69.71	97,617	4.35
65 and over	9,300	44.83	11,446	55.17	20,746	0.92
Total	621,341	27.67	1,623,881	72.33	2,245,222	100.00

^aPercentage over the row total; ^bLabor Force Participation Rate; ^cPercentage over the total number of TVET graduates

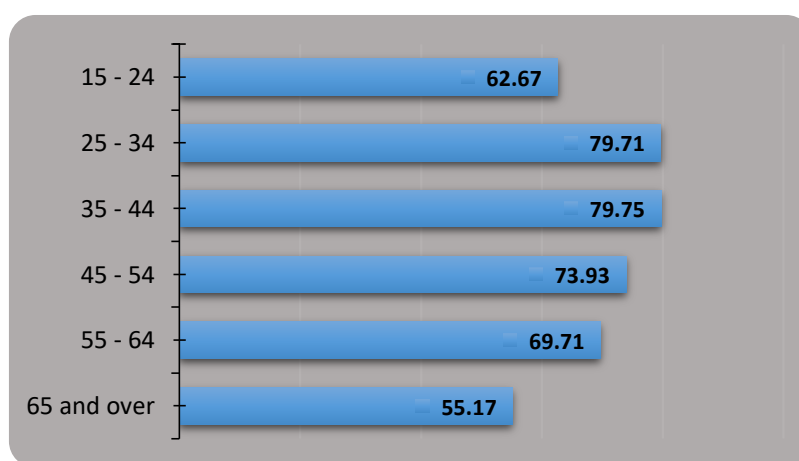


Figure 6. Estimated labor force participation rate of TVET graduates by age group, Philippines: 2017

TVET graduates with a bachelor degree and post-graduate studies exhibited greater LFPR. They were followed by individuals whose highest educational attainment is elementary (81.86%), and those with post-secondary non-tertiary education (80.05%). Alternatively, low LFPR was estimated for undergraduate junior high schools (14.93%), since many were still focused on their studies (Table 21).

Table 21. Labor Force Participation Rate of TVET Graduates, By Highest Grade Completed, Philippines: 2017

Highest Educational Attainment	Not in the Labor Force		In the Labor Force		Total Graduates	
	Frequency	Percentage ^a	Frequency	LFPR ^b	Frequency	Percentage ^c
No grade completed	0	0.00	0	0.00	0	0.00
Early childhood education	0	0.00	0	0.00	0	0.00
Primary education (elementary) undergraduate	2,947	37.05	5,005	62.95	7,952	0.35
Primary education (elementary) graduate	6,368	18.14	28,746	81.86	35,114	1.56
Secondary education undergraduate (old curriculum)	34,935	29.68	82,761	70.32	117,696	5.24
Secondary education graduate (old curriculum)	144,162	28.84	355,660	71.16	499,822	22.26
Lower secondary education (junior HS) undergraduate (K-12 curriculum)	37,208	85.07	6,532	14.93	43,740	1.95
Lower secondary education (junior HS) graduate	13,702	35.00	25,442	65.00	39,144	1.74
Upper secondary education (senior HS) undergraduate	33,694	47.41	37,378	52.59	71,072	3.17
Upper secondary education (senior HS) graduate	25,375	34.60	47,965	65.40	73,340	3.27
Post-secondary non-tertiary education	13,137	19.95	52,709	80.05	65,846	2.93
Short-cycle tertiary education	40,377	26.97	109,329	73.03	149,706	6.67
Bachelor level education undergraduate	164,417	37.30	276,399	62.70	440,815	19.63
Bachelor level education graduate	103,018	15.33	568,903	84.67	671,921	29.93
Master level education	2,002	7.63	24,247	92.37	26,248	1.17
Doctoral level education	0	0.00	2,806	100.00	2,806	0.12
Total	621,341	27.67	1,623,881	72.33	2,245,222	100.00

^aPercentage over the row total; ^bLabor Force Participation Rate; ^cPercentage over the total number of TVET graduates

All regions in the country brought in a high LFPR for their graduates in 2017, and most were at par with the country's rate. Moreover, ARMM had the highest reported LFPR with 88.05%, indicating that approximately 9 in 10 graduates were active in the labor force. Region II came in second with 81.2% (Table 22 and Figure 7). It can also be seen that Region VII had a higher LFPR in 2017 (75.02%) despite having the lowest LFPR of 48.08% in 2016. Meanwhile, Region IV-B, which posted the highest LFPR at 77.63% in 2016, slightly increased as well at 78.79%.

Table 22. Labor Force Participation Rate of TVET Graduates, by Region, Philippines: 2017

Region	Not in the Labor Force		In the Labor Force		Total Graduates	
	Frequency	Percentage ^a	Frequency	LFPR ^b	Frequency	Percentage ^c
ARMM	2,033	11.95	14,970	88.05	17,003	0.76
CAR	11,871	23.26	39,155	76.74	51,026	2.27
CARAGA	20,571	33.16	41,457	66.84	62,028	2.76
NCR	67,093	24.08	211,553	75.92	278,646	12.41
I	46,194	27.34	122,742	72.66	168,936	7.52
II	13,633	18.80	58,872	81.20	72,505	3.23
III	82,755	33.14	166,971	66.86	249,726	11.12
IV-A	105,207	30.17	243,560	69.83	348,767	15.53
IV-B	27,659	21.21	102,722	78.79	130,381	5.81
V	31,016	29.48	74,187	70.52	105,203	4.69
VI	51,889	31.02	115,380	68.98	167,269	7.45
VII	36,063	24.98	108,290	75.02	144,353	6.43
VIII	29,657	29.38	71,300	70.62	100,957	4.50
IX	18,556	39.13	28,868	60.87	47,424	2.11
X	30,006	29.98	70,075	70.02	100,081	4.46
XI	30,123	24.80	91,335	75.20	121,458	5.41
XII	17,015	21.41	62,444	78.59	79,459	3.54
Total	621,341	27.67	1,623,881	72.33	2,245,222	100.00

^aPercentage over the row total; ^bLabor Force Participation Rate; ^cPercentage over the total number of TVET graduates

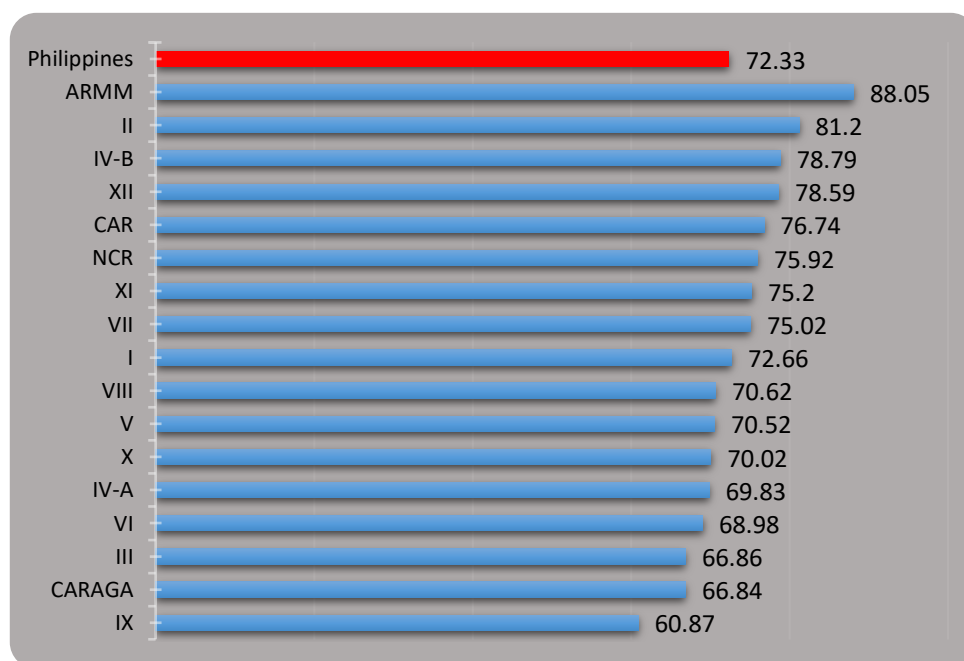


Figure 7. Estimated labor force participation rate of TVET graduates by region, Philippines, 2017

The graduates were classified as either a completer of TESDA Technology Institutions (TTIs) or of non-TTIs. TTIs, which are directly operated by TESDA, provide direct trainings to their clients through their schools and training centers nationwide. On the other hand, non-TTIs are private institutions with TESDA-registered programs. Given this stratification, LFPR of the two institutions were compared.

The majority (83.41%) of the 2017 graduates were from non-TTIs. Consistent with the labor force participation rate (LFPR) documented in 2016, graduates of TTIs registered a slightly higher LFPR (78.27%) than those of non-TTIs (71.14%). It is estimated, therefore, that 8 in 10 TTI graduates and 7 in 10 non-TTI graduates were either unemployed or employed during the survey (Table 23).

Table 23. Labor Force Participation Rate of TVET Graduates, By Type of Provider, Philippines: 2017

Type of Provider	Not in the Labor Force		In the Labor Force		Total Graduates	
	Frequency	Percentage ^a	Frequency	LFPR ^b	Frequency	Percentage ^c
TTI	80,921	21.73	291,537	78.27	372,458	16.59
Non-TTI	540,420	28.86	1,332,344	71.14	1,872,764	83.41
Total	621,341	27.67	1,623,881	72.33	2,245,222	100.00

^aPercentage over the row total; ^bLabor Force Participation Rate; ^cPercentage over the total number of TVET graduates

Moreover, TTI graduates from almost all the regions exhibited a high share in the labor force. The top five regions with high LFPR include Region VII (93.34%), Region IX– Zamboanga Peninsula (89.80%), Region III–Central Luzon (88.61%), NCR (86.66%), and Region VI–Western Visayas (85.58%). It is estimated that 9 in 10 graduates from these regions were engaged in the labor force (Table 24).

Alternatively, more active non-TTI graduates were seen from entirely different regions. The top five regions are ARMM (89.15%), Region IV-B (80.56%), Region II (80.40%), Region XII (78.86%), and the Cordillera Administrative Region–CAR (78.4%) (Table 25).

Compared with non-TTI, TTI graduates make up a higher portion of the labor force, and is seen in most regions, except ARMM, CAR, Region IV-A, Region IV-B and Region XII (Figure 8). Nonetheless, it is also notable that low LFPR was recorded in Region IV-A (53.33%) for TTI graduates and in Region IX (58.04%) for non-TTI.

Table 24. Labor Force Participation Rate of TVET Graduates under TTI, by Region, Philippines: 2017

Region	Not in the Labor Force		In the Labor Force		Total Graduates	
	Frequency	Percentage ^a	Frequency	LFPR ^b	Frequency	Percentage ^c
ARMM	366	22.34	1,274	77.66	1,640	0.44
CAR	2,952	30.35	6,776	69.65	9,728	2.61
CARAGA	2,078	17.18	10,016	82.82	12,094	3.25
NCR	2,074	13.34	13,474	86.66	15,548	4.17
I	7,640	18.44	33,783	81.56	41,423	11.12
II	2,849	16.30	14,625	83.70	17,474	4.69
III	3,375	11.39	26,256	88.61	29,631	7.96
IV-A	17,336	46.27	20,129	53.73	37,465	10.06
IV-B	9,645	25.56	28,084	74.44	37,729	10.13
V	5,936	23.78	19,028	76.22	24,964	6.70
VI	6,504	14.42	38,611	85.58	45,115	12.11
VII	814	6.66	11,409	93.34	12,223	3.28
VIII	6,333	24.37	19,650	75.63	25,983	6.98

Region	Not in the Labor Force		In the Labor Force		Total Graduates	
	Frequency	Percentage ^a	Frequency	LFPR ^b	Frequency	Percentage ^c
IX	2,593	27.64	6,790	72.36	9,383	2.52
X	6,070	27.96	15,639	72.04	21,709	5.83
XI	2,123	10.20	18,693	89.80	20,816	5.59
XII	2,235	23.44	7,298	76.56	9,533	2.56
Total	80,921	21.73	291,537	78.27	372,458	100.00

^aPercentage over the row total; ^bLabor Force Participation Rate; ^cPercentage over the total number of TVET graduates

Table 25. Labor Force Participation Rate of TVET Graduates under Non-TTI, by Region, Philippines: 2017

Region	Not in the Labor Force		In the Labor Force		Total Graduates	
	Frequency	Percentage ^a	Frequency	LFPR ^b	Frequency	Percentage ^c
ARMM	1,666	10.85	13,697	89.15	15,363	0.82
CAR	8,919	21.60	32,379	78.40	41,298	2.21
CARAGA	18,493	37.04	31,441	62.96	49,934	2.67
NCR	65,019	24.71	198,079	75.29	263,098	14.05
I	38,554	30.24	88,959	69.76	127,513	6.81
II	10,784	19.60	44,247	80.40	55,031	2.94
III	79,380	36.07	140,715	63.93	220,095	11.75
IV-A	87,871	28.23	223,431	71.77	311,302	16.62
IV-B	18,014	19.44	74,638	80.56	92,652	4.95
V	25,081	31.26	55,158	68.74	80,239	4.28
VI	45,385	37.15	76,769	62.85	122,154	6.52
VII	35,250	26.68	96,880	73.32	132,130	7.06
VIII	23,325	31.11	51,649	68.89	74,974	4.00
IX	15,962	41.96	22,079	58.04	38,041	2.03
X	23,936	30.54	54,436	69.46	78,372	4.18
XI	28,000	27.82	72,642	72.18	100,642	5.37
XII	14,780	21.14	55,146	78.86	69,926	3.73
Total	540,420	28.86	1,332,344	71.14	1,872,764	100.00

^aPercentage over the row total; ^bLabor Force Participation Rate; ^cPercentage over the total number of TVET graduates

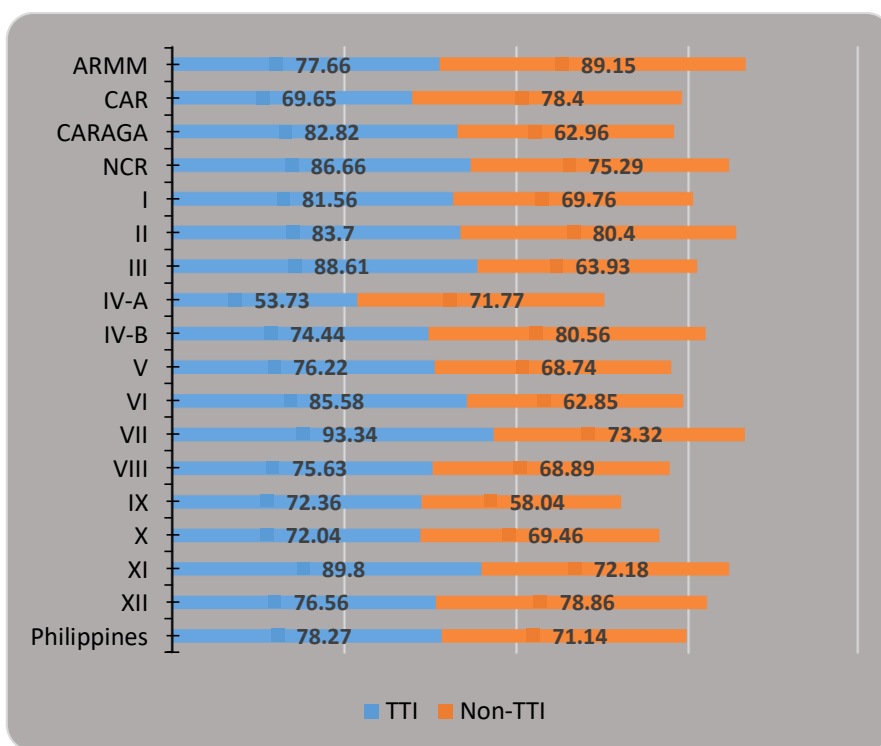


Figure 8. Estimated labor force participation rate of TTI and Non-TTI graduates by region. Philippines: 2017

The different training delivery modes of TESDA registered high LFPR, wherein the dual training system (DTS) produced the most active graduates in the labor force with a LFPR of 92.24%. This means that, on the average, 9 in 10 DTS graduates were either employed or unemployed during the survey. This is followed by the enterprise-based programs, with LFPR of 84.2% (Table 26 and Figure 9). In 2016, graduates from the latter mode of training were the most active in the labor force with reported participation rate of 74.27%, lower than what was recorded in 2017. This shows that despite a small number of graduates from the two programs, a large portion were active in the labor force, as explained by their exposure in the workplace.

Table 26. Labor Force Participation Rate of TVET Graduates, by Training Delivery Mode. Philippines, 2017

Program Delivery Mode	Not in the Labor Force		In the Labor Force		Total Graduates	
	Freq	Percentage ^a	Freq	LFPR ^b	Freq	Percentage ^c
Institution-based	371,107	25.94	1,059,608	74.06	1,430,715	63.72
Mobile training program	13,231	33.72	26,006	66.28	39,236	1.75
Dual training system/dualized training program	794	7.76	9,437	92.24	10,232	0.46
Enterprise-based	6,545	15.80	34,885	84.20	41,430	1.85
Community-based	229,664	31.74	493,944	68.26	723,608	32.23
Total	621,341	27.67	1,623,881	72.33	2,245,222	100.00

^aPercentage over the row total; ^bLabor Force Participation Rate; ^cPercentage over the total number of TVET graduates

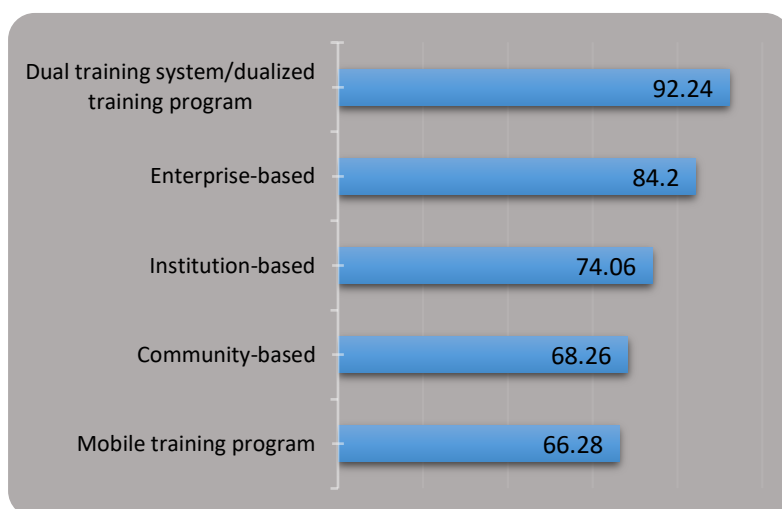


Figure 9. Estimated labor force participation rate of TVET graduates by training delivery mode. Philippines: 2017

Participation in the labor force of the graduates by their type of provider and program delivery mode is described in detail in Tables 27 and 28, and compared in Figure 10. As indicated earlier, generally, TVET graduates in 2017 registered high LFPRs, with those under the dual training system DTS at TTI having the highest estimated rate at 100%. This indicates that employment of TTI graduates under DTS is predicted with high assurance. Meanwhile, 8 in 10 graduates under the institution-based are expected to be active in the labor force.

DTS graduates also registered the highest share in the non-TTI's LFPR at 90.91%, slightly higher than the share of enterprise-based programs at 84.88%. Higher LFPR is observed in TTI than non-TTI in all training delivery modes, except enterprise-based programs (Figure 10).

Table 27. Labor Force Participation Rate of TVET Graduates under TTI, by Training Delivery Mode, Philippines: 2017

Program Delivery Mode	Not in the Labor Force		In the Labor Force		Total Graduates	
	Freq	%	Freq	LFPR ^b	Freq	%
Institution-based	58,000	20.86	220,099	79.14	278,098	74.67
Mobile training program	771	29.76	1,821	70.24	2,592	0.70
Dual training system/dualized training program	0	0.00	1,493	100.00	1,493	0.40
Enterprise-based	875	22.22	3,063	77.78	3,939	1.06
Community-based	21,275	24.64	65,061	75.36	86,336	23.18
Total	80,921	21.73	291,537	78.27	372,458	100.00

^aPercentage over the row total; ^bLabor Force Participation Rate; ^cPercentage over the total number of TVET graduates

Table 28. Labor Force Participation Rate of TVET Graduates UNDER Non-TTI, by Training Delivery Mode, Philippines, 2017

Program Delivery Mode	Not in the Labor Force		In the Labor Force		Total Graduates	
	Freq	%	Freq	LFPR ^b	Freq	%
Institution-based	313,108	27.16	839,510	72.84	1,152,617	61.55
Mobile training program	12,459	34.00	24,185	66.00	36,644	1.96

Program Delivery Mode	Not in the Labor Force		In the Labor Force		Total Graduates	
	Freq	%	Freq	LFPR ^b	Freq	%
Dual training system/dualized training program	794	9.09	7,945	90.91	8,739	0.47
Enterprise-based	5,669	15.12	31,822	84.88	37,491	2.00
Community-based	208,389	32.70	428,883	67.30	637,272	34.03
Total	540,420	28.86	1,332,344	71.14	1,872,764	100.00

^aPercentage over the row total; ^bLabor Force Participation Rate; ^cPercentage over the total number of TVET graduates

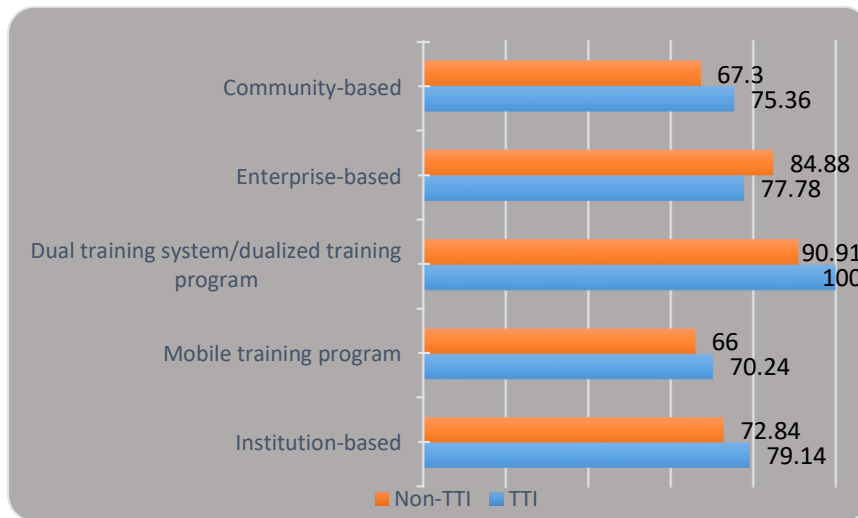


Figure 10. Estimated labor force participation rate of TTI and Non-TTI graduates by training delivery mode. Philippines: 2017

Issues in the labor force participation could be properly addressed by knowing the reasons of graduates for not being active in the labor force. Based on the data collected, a large number did not look for work because they were still studying (40.13%), while some were occupied with household and family duties (31.82%), especially females (79.15%). A few were awaiting job results (4.38%) during the interview, while a small group (3.72%) expressed difficulty towards job unavailability. This condition is essential to note, since TVET provides education and training to clients primarily for employment purposes (Table 29).

Table 29. Reasons of TVET Graduates for Not Looking for Work, Philippines: 2017

Reasons	Sex					
	Female		Male		Total	
	Freq	Percentage ^a	Freq	Percentage ^a	Freq	Percentage ^c
Tired	6,632	88.49	863	11.51	7,495	1.11
No work available	12,561	50.22	12,450	49.78	25,011	3.72
Awaiting results of previous application	15,807	53.62	13,673	46.38	29,479	4.38
Temporary illness/ disability	4,049	35.83	7,251	64.17	11,300	1.68
Bad weather	0	0.00	0	0.00	0	0.00
Waiting for rehire/ job recall	5,822	42.99	7,721	57.01	13,543	2.01

Reasons	Sex					
	Female		Male		Total	
	Freq	Percentage ^a	Freq	Percentage ^a	Freq	Percentage ^c
Too young/ old or retired	11,899	53.47	10,356	46.53	22,254	3.31
Permanent disability	0	0.00	1,479	100.00	1,479	0.22
Household/ family duties	169,336	79.15	44,607	20.85	213,943	31.82
Schooling	144,020	53.38	125,790	46.62	269,811	40.13
Others	28,900	37.03	49,137	62.97	78,037	11.61
Total	399,026	59.35	273,325	40.65	672,352	100.00

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

4. Employment

As an agency that oversees and implements programs towards a comprehensive technical education and skills development and certification system, TESDA ensures that their clients will receive quality trainings geared towards not only skill acquisition but also to become globally competitive in their chosen sector. To keep improving all their training programs, it is then essential to keep tabs on the employment and economic status of their graduates after completing the program.

4.1. Length of Job Search

Given its mandate, TESDA seeks that their clients land a job upon graduation. As the length of unemployment poses long-term employment consequences, it is of huge interest to them to know how long it takes for their graduates to find a job. The longer one is unemployed, the longer it will take for their graduates to be employed. Although there are various factors that may influence job search, it is important for the management to know if the credentials and skills of their graduates satisfy the demand of the workforce community.

Majority of the TVET graduates in 2017 were able to find a job in less than six months after completing their training program, of which about 58% were female. A number waited for six months to a year, majority of which were male. It is also important to note that, for some reasons, it took more than a year before some of their graduates, mostly female, found a job (Table 30 and Figure 11).

The shortest time it took for a graduate to search for work was 0.25 months (7 to 8 days) after completing a program. Meanwhile, there were graduates who waited for 22 months (approximately 1 year and 8 months) before landing a job. This gives a high coefficient of skewness, implying that only few of the graduates waited for a long time to find a job. Furthermore, on the average, it took for a graduate 3.64 months before securing a job, with a standard deviation of 4.51 months. It can also be noticed that the length of job search for TTI graduates (4.05) was, on the average, a bit higher than that of non-TTI's (3.56). Also, it can be interpreted that half of the graduates waited only for 2 months or less to get employed (Table 31).

Table 30. Weighted Distribution of TVET graduates according to the Length of Job Search after the Training, Philippines: 2017

Length of Job Search	Sex					
	Female		Male		Total	
	Freq	Percentage ^a	Freq	Percentage ^a	Freq	Percentage ^a
Less than 6 months	189,461	58.24	135,822	41.76	325,283	80.34
6 months to 1 year	25,976	39.31	40,106	60.69	66,082	16.32
More than 1 year	10,107	74.67	3,429	25.33	13,536	3.34
Total	225,544	55.70	179,357	44.30	404,901	100.00

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

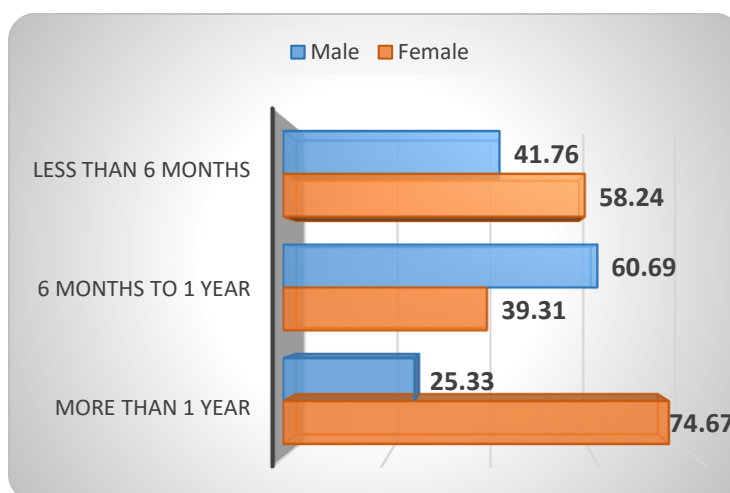


Figure 11. Weighted distribution of TVET graduates by the length of job search after the training. Philippines: 2017

Table 31. Summary statistics for Length of Job Search (in months) by Type of Provider and Overall, Philippines: 2017

Statistics	Type of Provider		Overall
	TTI	Non-TTI	
Minimum	0.25	0.25	0.25
Maximum	22.00	22.00	22.00
Mean	4.05	3.56	3.64
Median	2.00	2.00	2.00
Standard deviation	5.09	4.39	4.51
Skewness	1.85	2.20	2.14

4.2. Employment Rate

The employment rate of 2017 TVET graduates was estimated at 68.58%, lower than estimated in 2016 at 71.87%. This shows that despite an increase in the LFPR in 2017, a decrease in employment rate was otherwise observed. Similar to 2016, there were more male graduates employed during the survey, with a difference of 4.3% between sexes (Table 32).

Table 32. Estimated Employment Rate of TVET Graduates, By Sex, Philippines: 2017

Sex	Not in the Labor Force		In the Labor Force						TVET Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
Female	371,638	31.52	269,340	33.36	538,132	66.64	807,472	68.48	1,179,110	52.52
Male	249,704	23.42	240,939	29.51	575,470	70.49	816,409	76.58	1,066,112	47.48
Total	621,341	27.67	510,279	31.42	1,113,602	68.58	1,623,881	72.33	2,245,222	100.00

^aER – employment rate; ^bLFPR – labor force participation rate

TVET graduates aged 45 to 54 years had the largest share of employment rate at 78.86%, suggesting that 8 in 10 graduates aged 45 to 54 years were employed. This is followed by the age group 55 to 64 years with 77.33%. Relative to other age groups, 15 to 24 age group had a low share, given that most of them were still attending school. In addition, a large number of graduates, 65 years and older, were still actively working (Table 33).

Table 33. Estimated Employment Rate of TVET Graduates, By Age group, Philippines: 2017

Age group	Not in the Labor Force		In the Labor Force						Total Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
Below 15	1,076	100	0	0	0	0	0	0	1,076	0.05
15 – 24	298,382	37.33	204,028	40.73	296,865	59.27	500,893	62.67	799,274	35.6
25 – 34	129,047	20.29	153,143	30.21	353,845	69.79	506,988	79.71	636,035	28.33
35 – 44	90,503	20.25	95,531	26.8	260,958	73.2	356,489	79.75	446,991	19.91
45 – 54	63,465	26.07	38,055	21.14	141,962	78.86	180,017	73.93	243,482	10.84
55 – 64	29,569	30.29	15,154	22.27	52,894	77.73	68,048	69.71	97,617	4.35
65 and over	9,300	44.83	4,369	38.17	7,078	61.83	11,446	55.17	20,746	0.92
Total	621,341	27.67	510,279	31.42	1,113,602	68.58	1,623,881	72.33	2,245,222	100

^aER – employment rate; ^bLFPR – labor force participation rate

It is apparent that those who with post-graduate degree had the highest employment rate (Masters level at 96.67% and Doctoral level at 100%). High employment rate is also observed for those who had post-secondary non-tertiary education at 80.62%. Those with bachelor degree also exhibited employment rate (74.89%) higher than the national estimate (Table 34).

Graduates of TTI programs posted a slightly higher employment rate (69.02%) than graduates of non-TTI programs (68.48%). The estimates for the two types of provider were at par to the total estimate of 68.58% (Table 35).

Cordillera Administrative Region (CAR), Region I and Region IV-B were the top three regions in the country with the highest employment rates at 79.81%, 78.27%, and 77.47%, respectively. Conversely, the regions which registered at the bottom three were ARMM (37.90%), Region IX (50.39%), and Region III (50.47%). ARMM, despite an otherwise impressive LFPR, it showed a low employment rate (Table 36). In 2016, ARMM also posted the lowest employment rate.

CAR registered the highest employment rate for TTI graduates at 87.46%, while NCR had the lowest rate, estimated at 26.73%. Region I had the highest number of non-TTI graduates, estimated at 81.35%. Meanwhile, the lowest number of working non-TTI graduates was recorded in ARMM at 35.95%. In addition, non-TTI graduates outnumbered TTI graduates from CARAGA, NCR, Region I, Region IV-A, Region IV-B, and Region VI (Tables 37 and 38, and Figure 11).

Moreover, an ample difference in the employment rate can be observed between providers in some regions, primarily in NCR, where non-TTI had a rate of 71.79% versus TTI at 26.73%. The ratio between the number of TTIs and non-TTI in NCR could be the reason. There are more non-TTIs in NCR, where high employment rate was accounted. On the other hand, it is also significant to note that Region III accounted as one of the regions with low employment rate. This is despite the employment opportunities in the area and its proximity to Metro Manila, where there are job opportunities.

Table 34. Estimated Employment Rate of TVET Graduates, By Highest Educational Attainment, Philippines: 2017

Highest Educational Attainment	Not in the Labor Force		In the Labor Force						Total Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
No grade completed	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Early childhood education	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Primary education (elementary) undergraduate	2,947	37.05	1,565	31.26	3,441	68.74	5,005	62.95	7,952	0.35

Highest Educational Attainment	Not in the Labor Force		In the Labor Force						Total Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
Primary education (elementary) graduate	6,368	18.14	10,489	36.49	18,257	63.51	28,746	81.86	35,114	1.56
Secondary education undergraduate (old curriculum)	34,935	29.68	33,036	39.92	49,725	60.08	82,761	70.32	117,696	5.24
Secondary education graduate (old curriculum)	144,162	28.84	129,325	36.36	226,335	63.64	355,660	71.16	499,822	22.26
Lower secondary education (junior HS) undergraduate (K-12 curriculum)	37,208	85.07	3,906	59.80	2,626	40.20	6,532	14.93	43,740	1.95
Lower secondary education (junior HS) graduate	13,702	35.00	12,368	48.61	13,074	51.39	25,442	65.00	39,144	1.74
Upper secondary education (senior HS) undergraduate	33,694	47.41	17,710	47.38	19,668	52.62	37,378	52.59	71,072	3.17
Upper secondary education (senior HS) graduate	25,375	34.60	26,729	55.73	21,237	44.27	47,965	65.40	73,340	3.27
Post-secondary non-tertiary education	13,137	19.95	10,216	19.38	42,493	80.62	52,709	80.05	65,846	2.93
Short-cycle tertiary education	40,377	26.97	32,299	29.54	77,029	70.46	109,329	73.03	149,706	6.67
Bachelor level education undergraduate	164,417	37.30	89,005	32.20	187,394	67.80	276,399	62.70	440,815	19.63
Bachelor level education graduate	103,018	15.33	142,823	25.11	426,080	74.89	568,903	84.67	671,921	29.93
Master level education	2,002	7.63	808	3.33	23,439	96.67	24,247	92.37	26,248	1.17
Doctoral level education	0	0.00	0	0.00	2,806	100.00	2,806	100.00	2,806	0.12
Total	621,341	27.67	510,279	31.42	1,113,602	68.58	1,623,881	72.33	2,245,222	29.42

^aER – employment rate; ^bLFPR – labor force participation rate

Table 35. Estimated Employment Rate of TVET Graduates, By Type of Provider, Philippines: 2017

Type of Provider	Not in the Labor Force		In the Labor Force						Total Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
TTI	80,921	21.73	90,309	0.00	201,228	69.02	291,537	78.27	372,458	16.59
Non-TTI	540,420	28.86	419,970	31.52	912,374	68.48	1,332,344	71.14	1,872,764	83.41
Total	621,341	27.67	510,279	31.42	1,113,602	68.58	1,623,881	72.33	2,245,222	100.00

^aER – employment rate; ^bLFPR – labor force participation rate

Table 36. Estimated Employment Rate of TVET Graduates, By Region, Philippines: 2017

Region	Not in the Labor Force		In the Labor Force						Total Graduates	
			Not employed		Employed		Total			
	Freq	% ^a	Freq	% ^a	Freq	ER ^a	Freq	LFPR ^b	Freq	% ^b
ARMM	2,033	11.95	9,297	62.10	5,673	37.90	14,970	88.05	17,003	0.76
CAR	11,871	23.26	7,907	20.19	31,249	79.81	39,155	76.74	51,026	2.27
CARAGA	20,571	33.16	16,303	39.33	25,154	60.67	41,457	66.84	62,028	2.76
NCR	67,093	24.08	65,755	31.08	145,798	68.92	211,553	75.92	278,646	12.41
I	46,194	27.34	26,666	21.73	96,076	78.27	122,742	72.66	168,936	7.52
II	13,633	18.80	20,380	34.62	38,492	65.38	58,872	81.20	72,505	3.23
III	82,755	33.14	82,694	49.53	84,277	50.47	166,971	66.86	249,726	11.12
IV-A	105,207	30.17	59,840	24.57	183,721	75.43	243,560	69.83	348,767	15.53
IV-B	27,659	21.21	23,148	22.53	79,574	77.47	102,722	78.79	130,381	5.81
V	31,016	29.48	20,130	27.13	54,056	72.87	74,187	70.52	105,203	4.69
VI	51,889	31.02	27,211	23.58	88,169	76.42	115,380	68.98	167,269	7.45
VII	36,063	24.98	45,433	41.96	62,857	58.04	108,290	75.02	144,353	6.43
VIII	29,657	29.38	18,308	25.68	52,992	74.32	71,300	70.62	100,957	4.50
IX	18,556	39.13	14,321	49.61	14,548	50.39	28,868	60.87	47,424	2.11
X	30,006	29.98	32,888	46.93	37,188	53.07	70,075	70.02	100,081	4.46
XI	30,123	24.80	23,995	26.27	67,340	73.73	91,335	75.20	121,458	5.41
XII	17,015	21.41	16,004	25.63	46,440	74.37	62,444	78.59	79,459	3.54
Philippines	621,341	27.67	510,279	31.42	1,113,602	68.58	1,623,881	72.33	2,245,222	100.00

^aER – employment rate; ^bLFPR – labor force participation

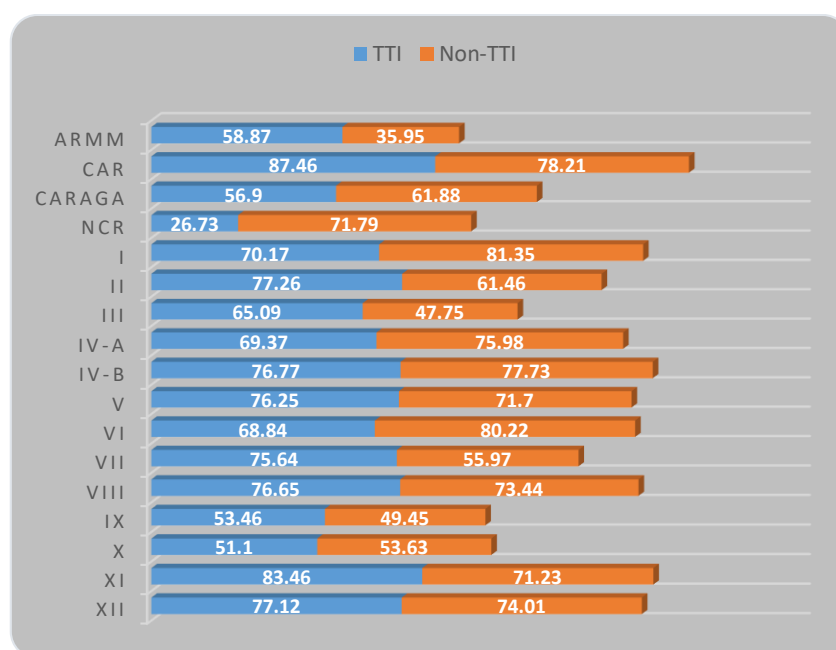


Figure 12. Estimated employment rate of TTI and Non-TTI graduates by region, Philippines, 2017

Table 37. Estimated Employment Rate of TVET Graduates under TTI, By Region, Philippines: 2017

Region	Not in the Labor Force		In the Labor Force						Total Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
ARMM	366	22.34	524	41.13	750	58.87	1,274	77.66	1,640	0.44
CAR	2,952	30.35	850	12.54	5,926	87.46	6,776	69.65	9,728	2.61
CARAGA	2,078	17.18	4,317	43.10	5,699	56.90	10,016	82.82	12,094	3.25
NCR	2,074	13.34	9,873	73.27	3,601	26.73	13,474	86.66	15,548	4.17
I	7,640	18.44	10,078	29.83	23,705	70.17	33,783	81.56	41,423	11.12
II	2,849	16.30	3,326	22.74	11,299	77.26	14,625	83.70	17,474	4.69
III	3,375	11.39	9,167	34.91	17,089	65.09	26,256	88.61	29,631	7.96
IV-A	17,336	46.27	6,165	30.63	13,964	69.37	20,129	53.73	37,465	10.06
IV-B	9,645	25.56	6,524	23.23	21,560	76.77	28,084	74.44	37,729	10.13
V	5,936	23.78	4,518	23.75	14,510	76.25	19,028	76.22	24,964	6.70
VI	6,504	14.42	12,030	31.16	26,581	68.84	38,611	85.58	45,115	12.11
VII	814	6.66	2,779	24.36	8,630	75.64	11,409	93.34	12,223	3.28
VIII	6,333	24.37	4,588	23.35	15,062	76.65	19,650	75.63	25,983	6.98
IX	2,593	27.64	3,160	46.54	3,630	53.46	6,790	72.36	9,383	2.52
X	6,070	27.96	7,648	48.90	7,992	51.10	15,639	72.04	21,709	5.83
XI	2,123	10.20	3,093	16.54	15,601	83.46	18,693	89.80	20,816	5.59
XII	2,235	23.44	1,670	22.88	5,629	77.12	7,298	76.56	9,533	2.56
Total	80,921	21.73	90,309	30.98	201,228	69.02	291,537	78.27	372,458	100.00

^aER – employment rate; ^bLFPR – labor force participation rate

Table 38. Estimated Employment Rate of TVET Graduates under Non-TTI, By Region, Philippines: 2017

Region	Not in the Labor Force		In the Labor Force						Total Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
ARMM	1,666	10.85	8,773	64.05	4,923	35.95	13,697	89.15	15,363	0.82
CAR	8,919	21.60	7,057	21.79	25,323	78.21	32,379	78.40	41,298	2.21
CARAGA	18,493	37.04	11,986	38.12	19,455	61.88	31,441	62.96	49,934	2.67
NCR	65,019	24.71	55,882	28.21	142,197	71.79	198,079	75.29	263,098	14.05
I	38,554	30.24	16,588	18.65	72,371	81.35	88,959	69.76	127,513	6.81
II	10,784	19.60	17,055	38.54	27,192	61.46	44,247	80.40	55,031	2.94
III	79,380	36.07	73,527	52.25	67,188	47.75	140,715	63.93	220,095	11.75
IV-A	87,871	28.23	53,674	24.02	169,757	75.98	223,431	71.77	311,302	16.62
IV-B	18,014	19.44	16,624	22.27	58,014	77.73	74,638	80.56	92,652	4.95
V	25,081	31.26	15,612	28.30	39,546	71.70	55,158	68.74	80,239	4.28
VI	45,385	37.15	15,181	19.78	61,587	80.22	76,769	62.85	122,154	6.52
VII	35,250	26.68	42,654	44.03	54,226	55.97	96,880	73.32	132,130	7.06
VIII	23,325	31.11	13,719	26.56	37,930	73.44	51,649	68.89	74,974	4.00
IX	15,962	41.96	11,161	50.55	10,918	49.45	22,079	58.04	38,041	2.03
X	23,936	30.54	25,240	46.37	29,196	53.63	54,436	69.46	78,372	4.18
XI	28,000	27.82	20,902	28.77	51,739	71.23	72,642	72.18	100,642	5.37
XII	14,780	21.14	14,335	25.99	40,811	74.01	55,146	78.86	69,926	3.73
Total	540,420	28.86	419,970	31.52	912,374	68.48	1,332,344	71.14	1,872,764	100.00

^aER – employment rate; ^bLFPR – labor force participation rate

All the training delivery modes produced more employed graduates during the conduct of the survey. In particular, dual training system (DTS) was estimated to have the highest employment rate (73.6%), a bit higher than enterprise-based (73.34%). The DTS also had the highest employment rate in 2016 (Table 39).

Similarly, DTS graduates from TTIs accounted for the highest employment rate at 100%, while, for non-TTIs, it was the enterprise-based program at 71.39%. Consistently, training delivery modes under TTI had a higher employment rate except for institution-based programs. Overall, the difference between TTI and non-TTI, however, was very small (Tables 40 and 41 and Figure 12).

This result is consistent with that of in 2016 TVET graduates: employment rate of TTIs in almost all training delivery modes was impressive and could be ascribed to good partnership with industries. High employment rate for non-TTI graduates from enterprise-based training, in contrast, might be credited to companies allowing their employees to attend TESDA programs for skills enhancement.

Table 39. Estimated Employment Rate of TVET Graduates, By Program Delivery Mode, By Sex, Philippines: 2017

Program Delivery Mode	Not in the Labor Force		In the Labor Force						TVET Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
Institution-based	371,107	25.94	322,138	30.40	737,471	69.60	1,059,608	74.06	1,430,715	63.72
Mobile training program	13,231	33.72	9,254	35.58	16,752	64.42	26,006	66.28	39,236	1.75
Dual training system/dualized training program	794	7.76	2,492	26.40	6,946	73.60	9,437	92.24	10,232	0.46
Enterprise-based	6,545	15.80	9,301	26.66	25,584	73.34	34,885	84.20	41,430	1.85
Community-based	229,664	31.74	167,095	33.83	326,850	66.17	493,944	68.26	723,608	32.23
Total	621,341	27.67	510,279	31.42	1,113,602	68.58	1,623,881	72.33	2,245,222	100.00

^aER – employment rate; ^bLFPR – labor force participation rate

Table 40. Estimated Employment Rate of TVET Graduates under TTI, by Training Delivery Mode, Philippines: 2017

Program Delivery Mode	Not in the Labor Force		In the Labor Force						Total Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
Institution-based	58,000	20.86	70,157	31.88	149,942	68.12	220,098	79.14	278,098	74.67
Mobile training program	771	29.76	121	6.65	1,700	93.35	1,821	70.24	2,592	0.7
Dual training system/dualized training program	0	0	0	0	1,493	100	1,493	100	1,493	0.4
Enterprise-based	875	22.22	197	6.44	2,866	93.56	3,063	77.78	3,939	1.06
Community-based	21,275	24.64	19,834	30.48	45,227	69.52	65,061	75.36	86,336	23.18
Total	80,921	21.73	90,309	30.98	201,228	69.02	291,537	78.27	372,458	100

ER – employment rate; ^bLFPR – labor force participation rate

Table 41. Estimated Employment Rate of TVET Graduates under Non-TTI, by Training Delivery Mode, Philippines: 2017

Program Delivery Mode	Not in the Labor Force		In the Labor Force						Total Graduates	
	Freq	%	Not employed		Employed		Total		Freq	%
			Freq	%	Freq	ER ^a	Freq	LFPR ^b		
Institution-based	313,108	27.16	251,981	30.02	587,529	69.98	839,510	72.84	1,152,617	61.55
Mobile training program	12,459	34.00	9,133	37.76	15,052	62.24	24,185	66.00	36,644	1.96
Dual training system/dualized training program	794	9.09	2,492	31.36	5,453	68.64	7,945	90.91	8,739	0.47
Enterprise-based	5,669	15.12	9,104	28.61	22,718	71.39	31,822	84.88	37,491	2.00
Community-based	208,389	32.70	147,261	34.34	281,622	65.66	428,883	67.30	637,272	34.03
Total	540,420	28.86	419,970	31.52	912,374	68.48	1,332,344	71.14	1,872,764	100.00

^aER – employment rate; ^bLFPR – labor force participation rate

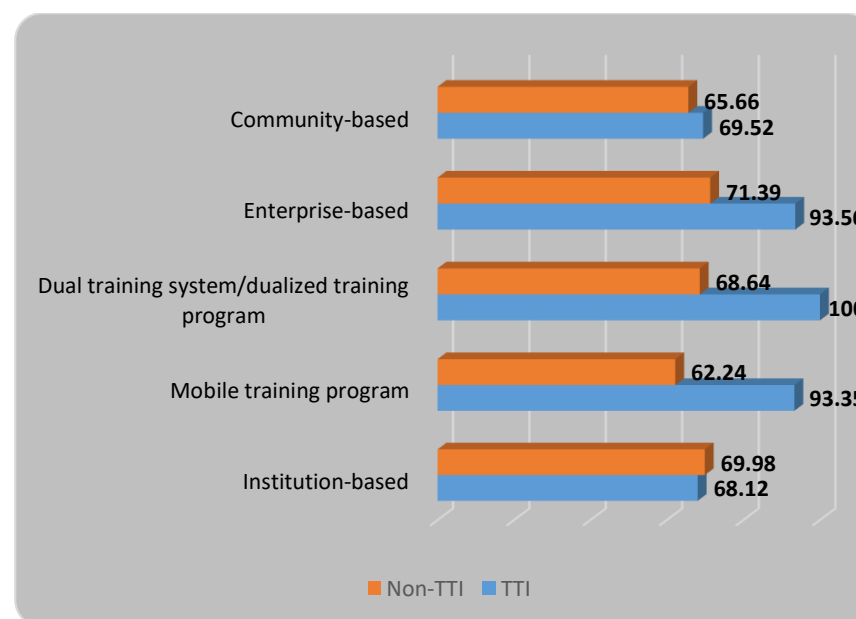


Figure 13. Estimated employment rate of TTI and Non-TTI graduates by training, delivery mode, Philippines, 2017

Analyzing the employment rate across the different sectors, it is evident that footwear, same as in 2016, posted the highest employment rate at 97.24%. Other sectors with employment rate higher than the national estimate include Decorative Crafts (94.46%), Heating, Ventilation, Aircondition (87.23%), TVET (83.51%), and Agriculture, Forestry, and Fisheries (79.35%). On the other hand, those at the bottom consist of Wholesale and Retail Trading (66.44%), Electrical and Electronics (65.89%), Metals and Engineering (64.24%), Tourism (60.14%), and Processed Food and Beverages (58.62%) (Table 42). It is worth noting that the tourism sector had a considerable number of unemployed graduates despite having the largest share of graduates in 2017.

Table 42. Estimated Employment Rate of TVET Graduates, By Sector, Philippines: 2017

Sector	Not in the Labor Force		In the Labor Force						Total Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER	Freq	LFR	Freq	%
Agriculture Forestry and Fisheries	28,768	32.69	12,235	20.65	47,010	79.35	59,245	67.31	88,013	3.92
Automotive and Land Transportation	51,342	24.12	39,044	24.17	122,491	75.83	161,535	75.88	212,877	9.48
Chemical, Plastics, Petrochem	881	100.00	0	0.00	0	0.00	0	0.00	881	0.04
Construction	16,819	13.57	32,143	30.00	75,001	70.00	107,144	86.43	123,963	5.52
Decorative Crafts	1,014	37.96	92	5.54	1,566	94.46	1,657	62.04	2,672	0.12
Electrical and Electronics	71,773	27.82	63,509	34.11	122,689	65.89	186,198	72.18	257,970	11.49
Footwear	1,823	35.37	92	2.76	3,238	97.24	3,330	64.63	5,153	0.23
Garments	18,892	30.39	10,128	23.41	33,139	76.59	43,268	69.61	62,159	2.77
Heating, Ventilation, Aircondition	2,360	14.73	1,745	12.77	11,923	87.23	13,669	85.27	16,029	0.71
Human Health/Health Care	28,627	22.33	28,523	28.65	71,036	71.35	99,559	77.67	128,186	5.71
Information and Communication	23,910	23.72	21,343	27.77	55,528	72.23	76,871	76.28	100,781	4.49
Language	8,067	19.41	9,891	29.53	23,601	70.47	33,492	80.59	41,559	1.85
Maritime	5,348	37.98	2,333	26.72	6,398	73.28	8,731	62.02	14,079	0.63
Metals and Engineering	31,561	21.94	40,158	35.76	72,144	64.24	112,302	78.06	143,863	6.41
Processed Food and Beverages	36,095	33.36	29,833	41.38	42,267	58.62	72,100	66.64	108,195	4.82

Sector	Not in the Labor Force		In the Labor Force						Total Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER	Freq	LFR	Freq	%
Social, Community Development	59,244	28.31	33,283	22.19	116,713	77.81	149,996	71.69	209,240	9.32
TVET	0	0.00	5,089	16.49	25,777	83.51	30,866	100.00	30,866	1.37
Tourism (Hotel and Restaurant)	198,514	33.10	159,960	39.86	241,335	60.14	401,295	66.90	599,808	26.71
Visual Arts	1,315	100.00	0	0.00	0	0.00	0	0.00	1,315	0.06
Wholesale and Retail Trading	4,269	28.17	3,512	32.27	7,373	67.73	10,885	71.83	15,154	0.67
Others	30,720	37.26	17,364	33.56	34,374	66.44	51,739	62.74	82,459	3.67
Total	621,341	27.67	510,279	31.42	111,360	68.58	1,623,881	72.33	2,245,222	100.00

4.3. Statistical Comparison of Employment Rates across Subgroups

Estimation of the proportion of employed TVET graduates in 2017 was done, and further assessment of employment rate was performed, considering different characteristics. In this section, reliability of the estimates was assessed based on the coefficient of variation of estimates. An estimate with a coefficient of variation of at most 10% is considered reliable, while more than 10% but at most 20% is acceptable. Moreover, the employment rate across subgroups, such as regions of the country, training delivery modes, sectors, among others, was statistically compared using a 95% confidence interval estimate.

As noted earlier, the estimated employment rate of male graduates was found to be higher than females with a point-percent difference of 0.03. Based on the constructed interval estimate, it can be said that the true proportion of employed males lies between 0.63 and 0.70; female graduates lie between 0.68 and 0.73. Overlap in the estimates can be observed, indicating that the difference in the employment rate between male and female graduates is not statistically significant. Likewise, estimates for the two groups are considered reliable (Table 43 and Figure 14).

Table 43. Estimate of the Employment Rate of TVET Graduates, By Sex, Philippines: 2017

Sex	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
Female	0.67	0.02	2.55	0.63	0.70
Male	0.70	0.01	2.06	0.68	0.73

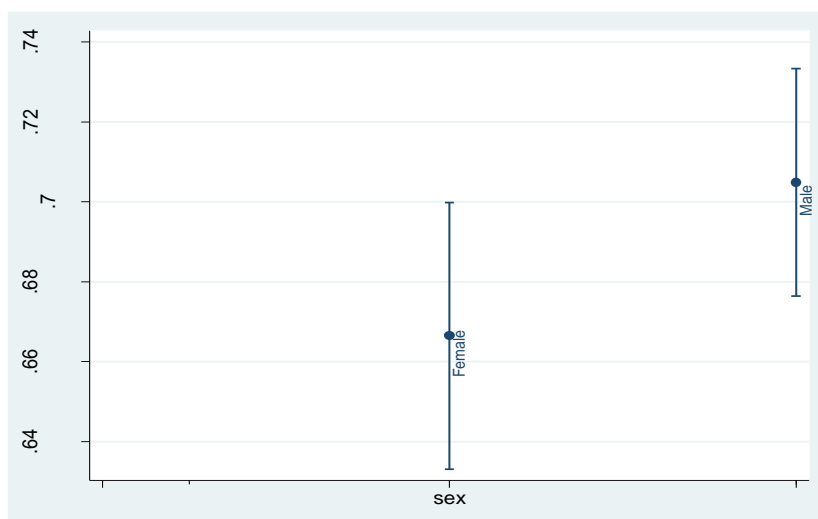


Figure 14. Confidence Interval Estimate of the Proportion of Employed TVET Graduates, By Sex, Philippines: 2017

ARMM exhibited the lowest estimated employment rate among the 17 regions in the country, with an interval estimate between 0.22 and 0.54. But the employment in the region is not significantly different to those in Regions IX, III, X, VII, and CARAGA. On the other hand, CAR bagged the largest employment rate, which is not significantly different to other regions, but significantly different with regions with low employment rates. Likewise, all regional estimates are acceptable and most are reliable (Table 44 and Figure 15).

Table 44. Estimate of the Employment Rate of TVET Graduates, By Region, Philippines: 2017

Region	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
ARMM	0.38	0.08	21.60	0.22	0.54
CAR	0.80	0.04	5.63	0.71	0.89
CARAGA	0.61	0.04	6.20	0.53	0.68
NCR	0.69	0.04	5.93	0.61	0.77
I	0.78	0.05	6.36	0.69	0.88
II	0.65	0.03	5.32	0.59	0.72
III	0.50	0.04	7.66	0.43	0.58
IV-A	0.75	0.03	4.13	0.69	0.82
IV-B	0.77	0.03	4.00	0.71	0.84
V	0.73	0.04	4.93	0.66	0.80
VI	0.76	0.03	3.73	0.71	0.82
VII	0.58	0.04	6.81	0.50	0.66
VIII	0.74	0.03	4.51	0.68	0.81
IX	0.50	0.05	10.60	0.40	0.61
X	0.53	0.04	7.80	0.45	0.61
XI	0.74	0.03	4.70	0.67	0.81
XII	0.74	0.04	5.06	0.67	0.82

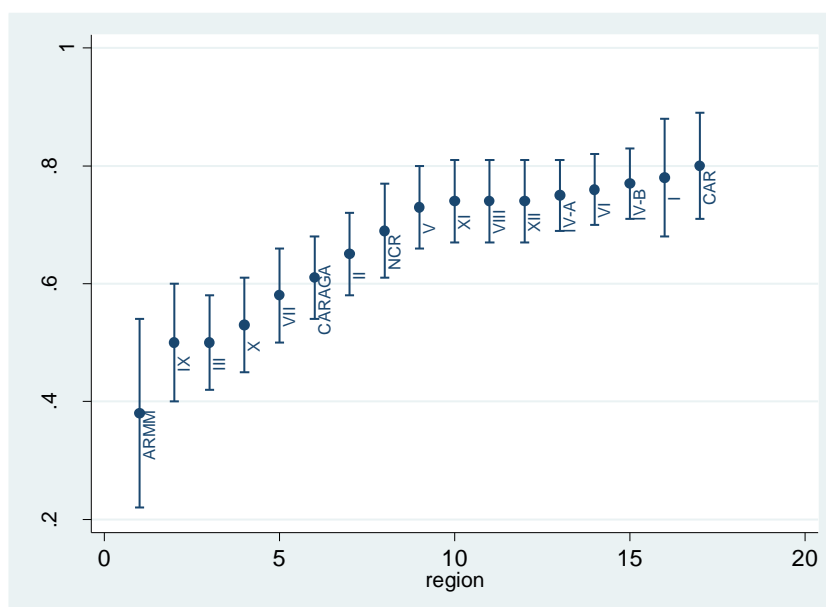


Figure 15. Confidence Interval Estimate of the Proportion of Employed TVET Graduates By Region, Philippines: 2017

The employment rate in TTI is estimated to be higher than in non-TTI, only with a very small difference. Both estimates under TTI and non-TTI are reliable with coefficients of variation of 3.19% and 1.85%, respectively. Overlap in the confidence interval estimates of the two types of provider implies that the employment rate of TTI is not significantly different to that of the non-TTI (Table 45 and Figure 16).

Table 45. Estimate of the Employment Rate of TVET Graduates, By Type of Provider, Philippines: 2017

Type of Provider	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
TTI	0.69	0.02	3.19	0.65	0.73
Non-TTI	0.68	0.01	1.85	0.66	0.71

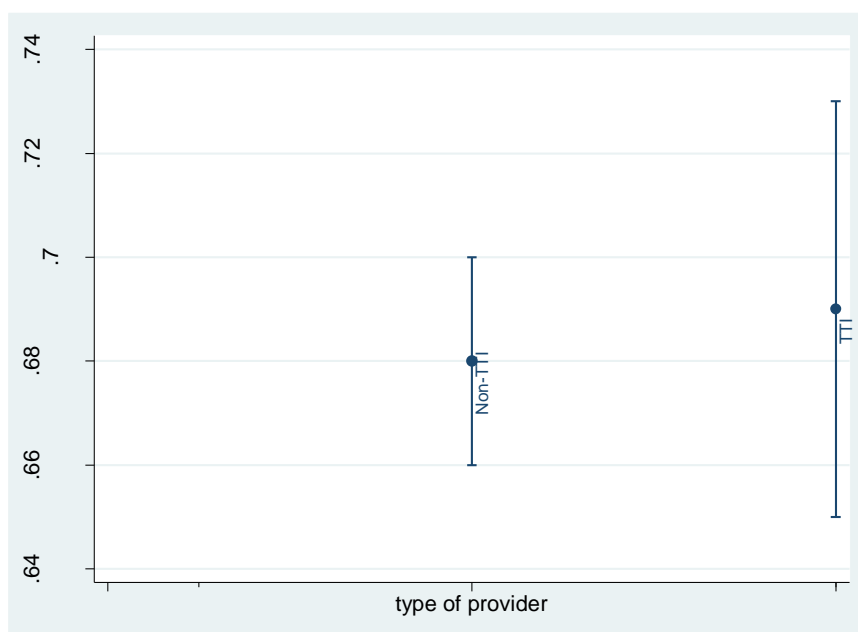


Figure 16. Confidence Interval Estimate of the Proportion of Employed TVET Graduates by Type of Provider, Philippines: 2017

The largest share of employed TVET graduates was PESFA scholars. Nonetheless, their employment rate was found to be not significantly different to other scholarships as revealed by their confidence interval estimates. Moreover, estimates for the different scholarship programs are reliable based on their coefficients of variation, which are all less than 10% (Table 46 and Figure 17).

Table 46. Estimate of the Employment Rate of TVET Graduates, By Type of Scholarship Program, Philippines: 2017

Type of Scholarship Program	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
TWSP	0.71	0.02	2.51	0.67	0.74
STEP	0.68	0.04	5.50	0.61	0.76
PESFA	0.77	0.05	5.99	0.68	0.86
Others	0.73	0.03	4.55	0.67	0.80

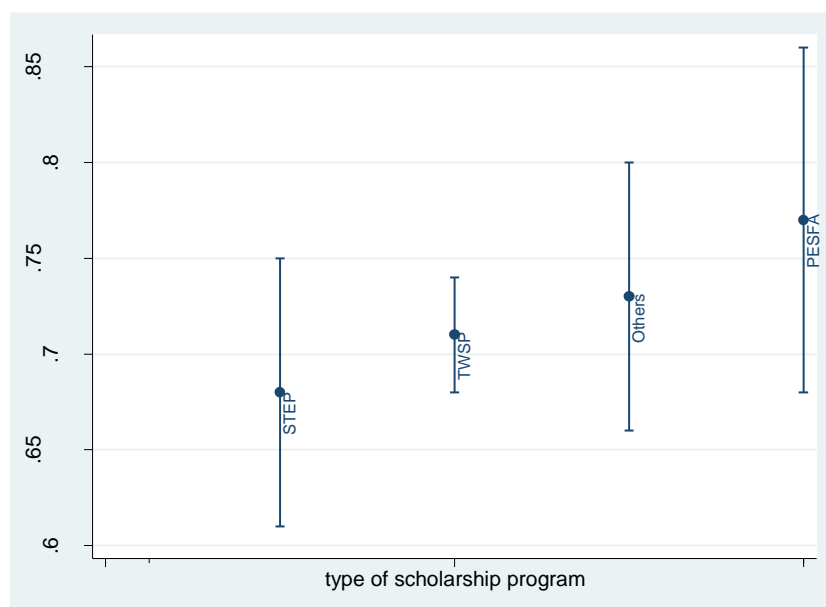


Figure 17. Confidence Interval Estimate of the Proportion of Employed TVET Graduates by Type of Scholarship Program, Philippines: 2017

Among the program delivery modes, dual training system had the highest estimate of employment rate. But, when its corresponding confidence interval estimates is considered, it can be concluded that, at 5% level of significance, different program delivery modes are not significantly different to each other. Moreover, generated estimates are acceptable, and estimates of institution- and community-based are reliable (Table 47 and Figure 18).

Table 47. Estimate of the Employment Rate of TVET Graduates, By Program Delivery Mode, Philippines: 2017

Program Delivery Mode	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
Institution-based	0.70	0.01	2.03	0.67	0.72
Mobile training program	0.64	0.08	12.15	0.49	0.80
Dual training system/Dualized training program	0.74	0.14	19.08	0.46	1.00
Enterprise-based	0.73	0.08	10.92	0.58	0.89
Community-based	0.66	0.02	2.86	0.62	0.70

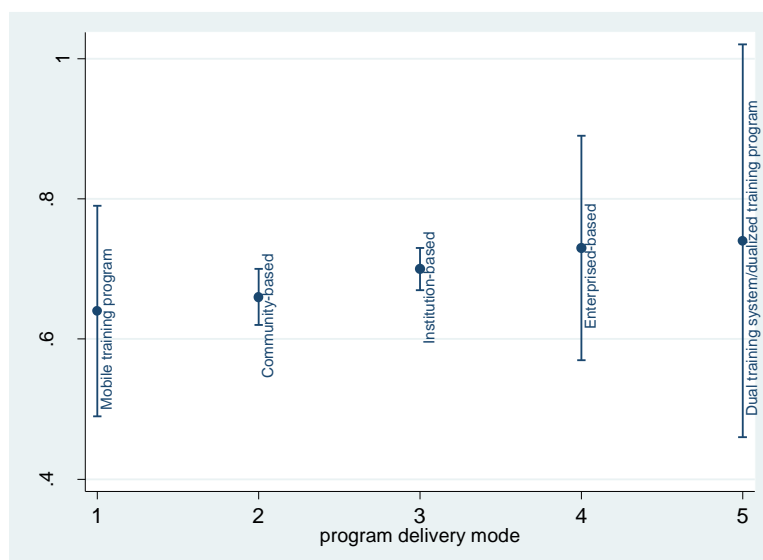


Figure 18. Confidence Interval Estimate of the Proportion of Employed TVET Graduates by Program Delivery Mode, Philippines: 2017

Within the different sectors in TESDA, graduates of Footwear (97%) and Decorative Crafts (94%) were estimated as the top two with the largest share of employment rate. Nonetheless, employment rate of these sectors are not significantly different to most sectors, other than Tourism and Processed Food and Beverages—the two bottommost sectors with employment rates of 60% and 59%, respectively, based on their 95% confidence interval estimates. Moreover, most of the estimates are reliable with their coefficients of variation of 10% at the most. However, caution should be taken for the Maritime and Wholesale and Retail Trading as their estimates' coefficients of variation are beyond the acceptable range (Table 48 and Figure 19).

Table 48. Estimate of the Employment Rate of TVET Graduates, By Sector, Philippines: 2017

Sector	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
Agriculture Forestry and Fisheries	0.79	0.04	5.26	0.71	0.88
Automotive and Land Transportation	0.76	0.03	3.84	0.70	0.82
Construction	0.70	0.04	5.97	0.62	0.78
Decorative Crafts	0.94	0.06	6.74	0.82	1.00
Electrical and Electronics	0.66	0.03	4.94	0.60	0.72
Footwear	0.97	0.03	2.99	0.92	1.00
Garments	0.77	0.06	7.56	0.65	0.88
Heating, Ventilation, Aircondition	0.87	0.07	8.05	0.73	1.00
Human Health/Health Care	0.71	0.05	6.99	0.62	0.81
Information and Communication	0.72	0.05	7.10	0.62	0.82
Language	0.70	0.07	9.68	0.57	0.84
Maritime	0.73	0.19	25.71	0.36	1.00
Metals and Engineering	0.64	0.04	6.24	0.56	0.72
Processed Food and Beverages	0.59	0.05	8.66	0.49	0.69
Social, Community Development	0.78	0.03	4.29	0.71	0.84

Sector	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
TVET	0.84	0.05	5.76	0.74	0.93
Tourism (Hotel and Restaurant)	0.60	0.03	4.41	0.55	0.65
Wholesale and Retail Trading	0.68	0.15	21.42	0.39	0.96
Others	0.66	0.05	7.68	0.56	0.76

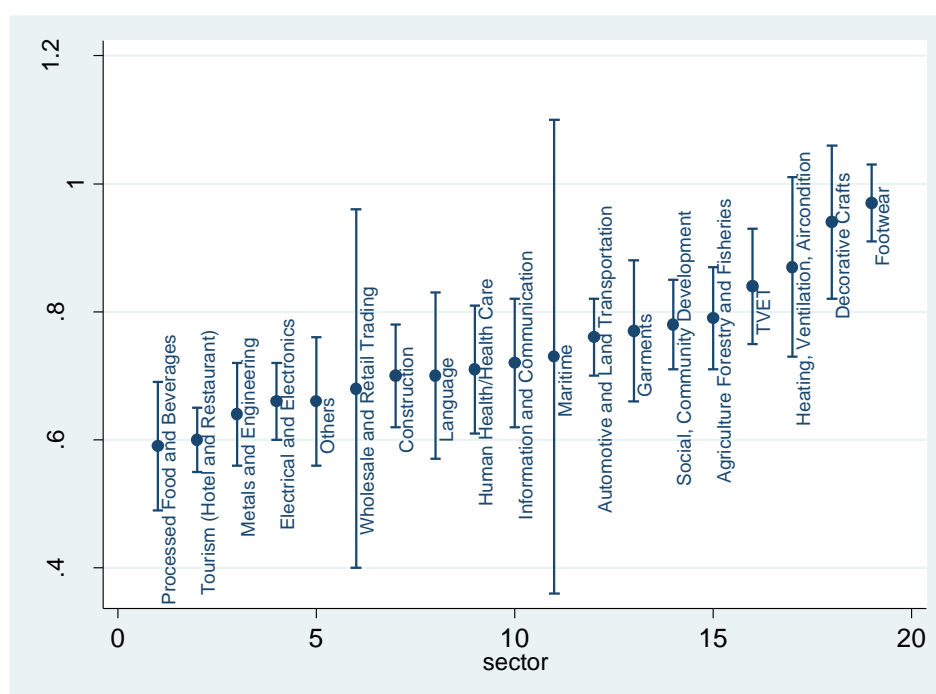


Figure 19. Confidence Interval Estimate of the Proportion of Employed TVET Graduates by Sector, Philippines: 2017

Furthermore, the estimated employment rate of graduates already given certification as passers of competency assessment and those who were not certified yet were compared. Estimation shows that, compared to non-certified graduates, more certified graduates were employed during the conduct of the survey, with a difference of 0.03%. Likewise, the proportion of certified graduates who were employed was estimated to be between 0.67 and 0.72; non-certified graduates ranged between 0.53 and 0.80. Overlap in 95% confidence interval suggests no significant difference in the employment rate between certified and non-certified TVET graduates. Moreover, estimated employment rate of non-certified is considered acceptable, while estimate of certified is reliable (Table 49 and Figure 20).

Table 49. Estimate of the Employment Rate of TVET Graduates, By Certification, Philippines: 2017

Certification	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
Certified	0.69	0.01	1.92	0.67	0.72
Non-Certified	0.66	0.07	10.49	0.53	0.80

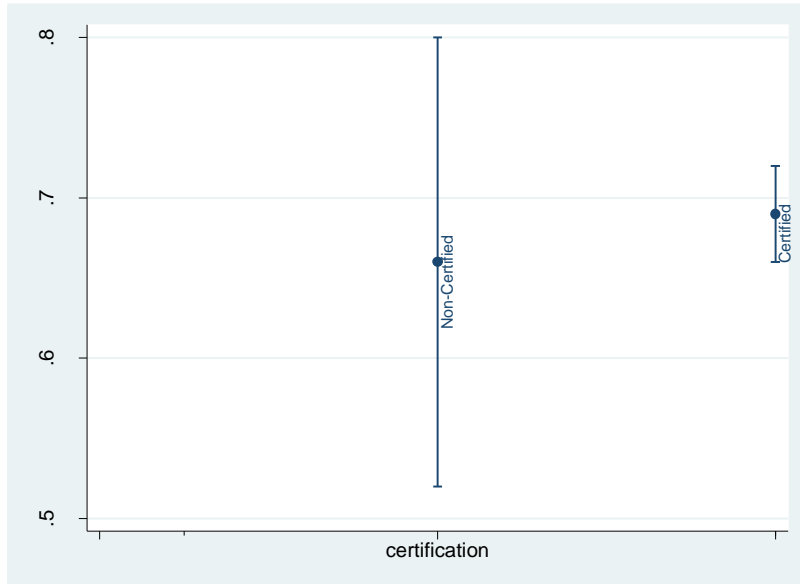


Figure 20. Confidence Interval Estimate of the Proportion of Employed TVET Graduates by Whether Certified or Not, Philippines: 2017

Results of statistical comparison in 2017 were found to be approximate to 2016 results. The analysis showed no significant difference at the 5 % level of significance in the employment rate across program delivery modes and types of scholarships. In particular, ARMM was found to have a significantly lower rate compared to other regions. Region XI posted the highest employment rate in 2016, while it was CAR in 2017, although the latter was not significantly different to some regions. Consistently, the sectors Decorative Crafts and Furniture and Fixtures were found to have significantly higher employment rates compared to other sectors. Unlike in 2016, however, wherein TTI had a significantly higher proportion of graduates who were employed than the non-TTI, 2017 results suggest no significant difference between types of provider.

4.4. Characteristics of Employed TVET Graduates

As reported, the estimated number of employed TVET graduates in 2017 was 1,113,602 out of 2,245,222 graduates, giving an estimated employment rate of 68.58%, which is considerably lower compared to the country’s annual employment rate of 94.3% in 2017 (Source: 2017 Annual Estimates of Labor Force Survey). This section will describe the characteristics of the graduates who were employed during the survey.

By Occupational Group

Among the employed TVET graduates in 2017, many were working in services and sales (21.64%), dominated by females (61.37%). Professional group also makes up a large share, 20.9%, of which 62.91% were female. The minority constitutes elementary, armed forces, and skilled agricultural, forestry and fishery occupational groups. Conversely, many male graduates were working as plant and machine operators and assemblers, craft and related trade, elementary, armed forces, skilled agricultural, forestry and fishery, and technicians and associate professionals (Table 50 and Figure 21).

Occupational characteristics of the graduates were further described across different training delivery modes. Among graduates of institution- and community-based programs, a

larger number was working in services and sales. Most graduates of dual training system and mobile training programs were craft and related trades workers, while many enterprise-based program graduates were plant and machine operators and assemblers (Table 51).

Table 50. Weighted distribution of employed TVET graduates by occupational group, by sex, Philippines: 2018

Occupational Group	Sex					
	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Armed forces occupations	12,760	28.27	32,375	71.73	45,135	4.05
Managers	55,889	71.37	22,423	28.63	78,312	7.03
Professionals	146,390	62.91	86,325	37.09	232,715	20.90
Technicians and associate professionals	51,785	45.48	62,072	54.52	113,857	10.22
Clerical support workers	61,977	60.78	39,993	39.22	101,970	9.16
Service and sales workers	147,901	61.37	93,107	38.63	241,008	21.64
Skilled agricultural, forestry and fishery workers	12,347	29.25	29,866	70.75	42,213	3.79
Craft and related trades workers	23,545	18.33	104,919	81.67	128,464	11.54
Plant and machine operators and assemblers	13,231	16.95	64,842	83.05	78,073	7.01
Elementary occupations	12,306	23.73	39,549	76.27	51,855	4.66
Total	538,132	48.32	575,470	51.68	1,113,602	100.00

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

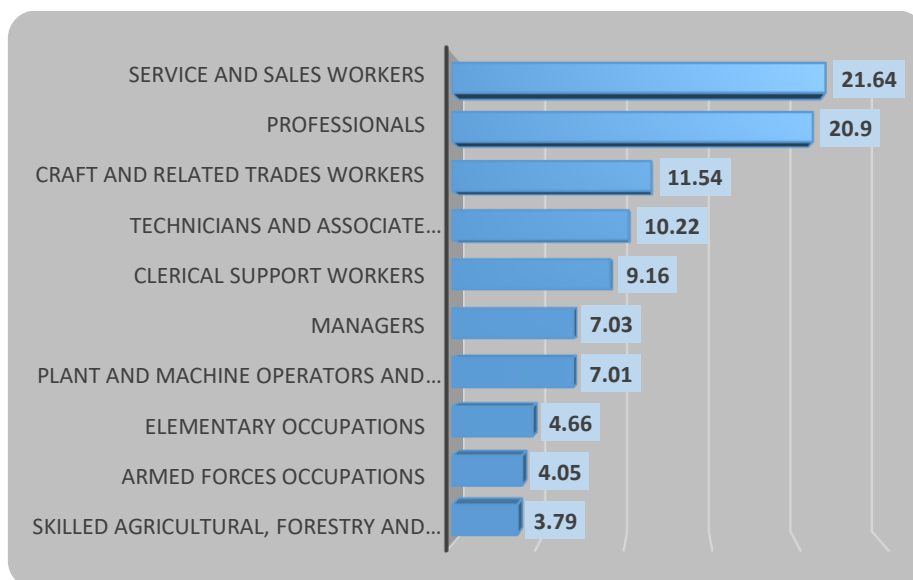


Figure 21. Weighted percent distribution of Employed TVET graduates by occupational group. Philippines, 2017

Table 51. Weighted distribution of employed TVET graduates by occupational group, by training delivery mode, Philippines: 2017

Occupational Group	Training Delivery Mode											
	Institution-based		Enterprise-based		Dual training system/dualized training program		Mobile training program		Community-based		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^b
Armed forces occupations	28,033	62.11	0	0.00	265	0.59	121	0.27	16,715	37.03	45,135	4.05
Managers	44,560	56.90	292	0.37	484	0.62	410	0.52	32,566	41.58	78,312	7.03
Professionals	180,839	77.71	4,900	2.11	241	0.10	1,699	0.73	45,036	19.35	232,715	20.90
Technicians and associate professionals	77,952	68.47	4,384	3.85	583	0.51	2,318	2.04	28,620	25.14	113,857	10.22
Clerical support workers	63,020	61.80	1,202	1.18	241	0.24	817	0.80	36,691	35.98	101,970	9.16
Service and sales workers	163,296	67.76	3,346	1.39	957	0.40	2,938	1.22	70,471	29.24	241,008	21.64
Skilled agricultural, forestry and fishery workers	21,074	49.92	975	2.31	572	1.35	0	0.00	19,593	46.41	42,213	3.79
Craft and related trades workers	80,674	62.80	2,491	1.94	2,600	2.02	5,242	4.08	37,457	29.16	128,464	11.54
Plant and machine operators and assemblers	47,818	61.25	6,741	8.63	1,002	1.28	1,040	1.33	21,472	27.50	78,073	7.01
Elementary occupations	30,205	58.25	1,254	2.42	0	0.00	2,166	4.18	18,229	35.15	51,855	4.66
Total	737,471	66.22	25,584	2.30	6,946	0.62	16,752	1.50	326,849	29.35	1,113,602	100.00

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

By Class of Workers

In terms of class, employed graduates are classified as (1) wage and salary workers, (2) own account workers, and (3) unpaid family workers. In 2017, the wage and salary workers were estimated at 83.32% of the total employed graduates, where population tilts slightly higher for male workers. For own account workers, about 61% were female. Very few were classified as unpaid family workers, making up only 1.07% of the total employed, majority of which were male (79.78%) (Figure 22 and Table 52). Majority of the employed graduates across different training delivery modes were wage and salary workers and graduates of institution-based programs (Table 53).

Table 52. Weighted Distribution of Employed TVET Graduates by Class of Worker, by Sex, Philippines: 2018

Class of worker	Sex					
	Female		Male		Total	
	Freq	Percentage ^a	Freq	Percentage ^a	Freq	Percentage ^b
Wage and Salary Worker	430,402	46.39	497,416	53.61	927,818	83.32
Own account workers	105,327	60.57	68,577	39.43	173,904	15.62
Unpaid family work	2,403	20.22	9,477	79.78	11,880	1.07
Total	538,132	48.32	575,470	51.68	1,113,602	100.00

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

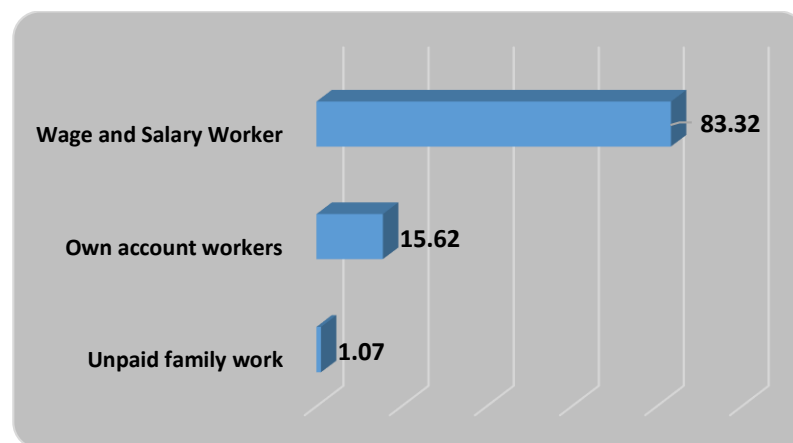


Figure 22. Weighted percent distribution of Employed TVET graduates by Class of worker. Philippines, 2017

Table 53. Weighted Distribution of Employed TVET Graduates, by Class of Worker, by Training Delivery Mode, Philippines: 2017

Class of Worker	Training Delivery Mode											
	Institution-based		Enterprise-based		Dual training system/ dualized training program		Mobile training program		Community-based		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^b
Wage and Salary Worker	633,400	68.27	25,584	2.76	5,949	0.64	11,678	1.26	251,208	27.08	927,818	83.32
Own account workers	97,783	56.23	0	0.00	997	0.57	5,074	2.92	70,051	40.28	173,904	15.62
Unpaid family work	6,288	52.93	0	0.00	0	0.00	0	0.00	5,591	47.07	11,880	1.07
Total	737,471	66.22	25,584	2.30	6,946	0.62	16,752	1.50	326,849	29.35	1,113,602	100.00

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

By Sector

TVET graduates working during the survey were mostly from the tourism sector (Hotel and Restaurant), which constituted 20.77% of the total employed. Females dominate this sector at 68.57% - given that this sector represents many of the graduates per se. Tourism also shared a chunk of the TVET graduates employed in 2016. Electrical and Electronics (11.02%) ranked second, slightly higher than Automotive and Land Transportation (11.0%) and Social Community Development (10.48%). Male considerably outnumbered female employed graduates in the two former sectors, while more females represent the latter sector (Figure 23 and Table 54).

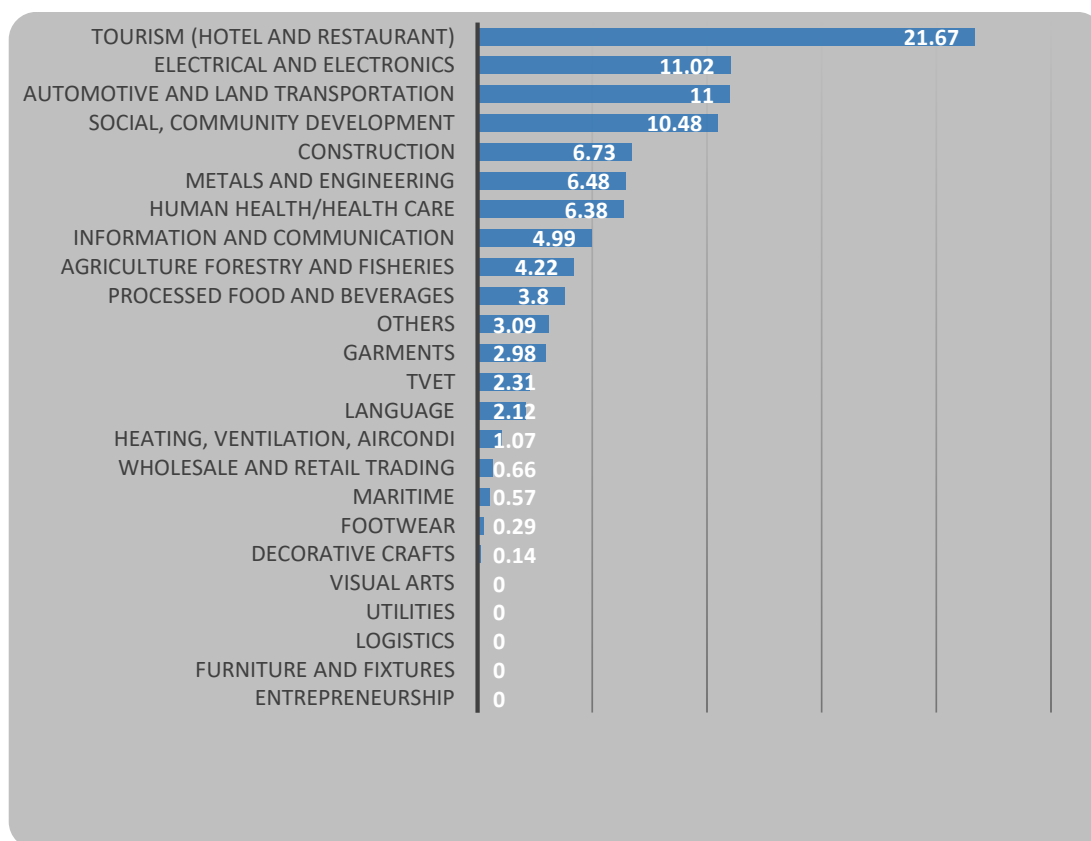


Figure 23. Weighted percent distribution of Employed TVET graduates by Sector. Philippines, 2017

Table 54. Weighted distribution of employed TVET graduates by sector, Philippines: 2017

Sector	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Agriculture Forestry and Fisheries	22,763	48.42	24,247	51.58	47,010	4.22
Automotive and Land Transportation	11,181	9.13	111,309	90.87	122,491	11.00
Construction	5,188	6.92	69,812	93.08	75,001	6.73
Decorative Crafts	1,274	81.38	292	18.62	1,566	0.14
Electrical and Electronics	33,423	27.24	89,266	72.76	122,689	11.02
Entrepreneurship	0	0.00	0	0.00	0	0.00
Footwear	3,238	0.00	0	0.00	3,238	0.29
Furniture and Fixtures	0	0.00	0	0.00	0	0.00
Garments	28,061	84.68	5,078	15.32	33,139	2.98
Heating, Ventilation, Aircondi	0	0.00	11,923	100.00	11,923	1.07
Human Health/Health Care	47,237	66.50	23,799	33.50	71,036	6.38
Information and Communication	35,513	63.96	20,015	36.04	55,528	4.99
Language	11,185	47.39	12,416	52.61	23,601	2.12
Logistics	0	0.00	0	0.00	0	0.00
Maritime	425	6.64	5,973	93.36	6,398	0.57
Metals and Engineering	5,281	7.32	66,863	92.68	72,144	6.48
Processed Food and Beverages	30,099	71.21	12,169	28.79	42,267	3.80
Social, Community Development	100,386	86.01	16,328	13.99	116,713	10.48
TVET	11,532	44.74	14,245	55.26	25,777	2.31

Tourism (Hotel and Restaurant)	165,492	68.57	75,842	31.43	241,334	21.67
Utilities	0	0.00	0	0.00	0	0.00
Visual Arts	0	0.00	0	0.00	0	0.00
Wholesale and Retail Trading	7,373	100.00	0	0.00	7,373	0.66
Others	18,481	53.76	15,893	46.24	34,374	3.09
TOTAL	538,132	48.32	575,470	51.68	1,113,602	100.00

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

By Nature of Work

Of the total employed TVET graduate in 2017, 45.29% had a permanent job, business or unpaid family work during the time of the survey, while 35.97% were involved in short-term or seasonal job or unpaid family work. Workers for different employers on a day-to-day or week-to-week basis made up the smallest share at nearly 2% (Table 55 and Figure 24).

In terms of job permanence, 2017 saw a decrease when compared to 51% reported in 2016. On the good side, the portion of people working for different employers on a day-to-day or week-to-week basis declined from 8.62% in 2016 to almost 2% in 2017.

Table 55. Weighted distribution of employed TVET graduates, by nature of work, Philippines: 2017

Nature of Work	Employed TVET Graduates	% Share
Permanent job/business/unpaid family work	504,321	45.29
Short-term or seasonal job/business/unpaid family work	400,510	35.97
Worked different employers on a day-to-day or week-to-week basis	22,987	2.06
Not indicated	185,784	16.68
Total	1,113,602	100.00

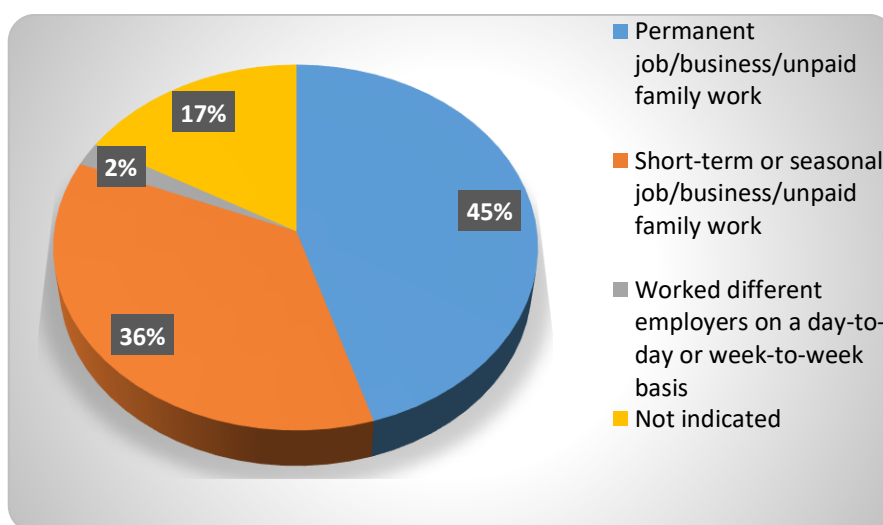


Figure 24. Weighted percent distribution of Employed TVET graduates by Nature of work, Philippines, 2017

By Location of Work

Majority (74.41%) of the graduates, of which 50.62% were females, chose to work within their province. About 16% were working outside the region, many of them were male graduates (61.45%). Moreover, very few (0.59%) were working abroad, and majority (74.24%) of which were female (Table 56 and Figure 25)

Table 56. Weighted distribution of employed TVET graduates, by location of work, by Sex, Philippines: 2017

Location of Work	Sex					
	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Within the province	419,405	50.62	409,196	49.38	828,601	74.41
Outside the province but within the region	44,821	45.11	54,540	54.89	99,361	8.92
Outside the region	69,049	38.55	110,048	61.45	179,097	16.08
Outside the country	4,857	74.24	1,685	25.76	6,543	0.59
Total	538,132	48.32	575,470	51.68	1,113,602	100.00

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

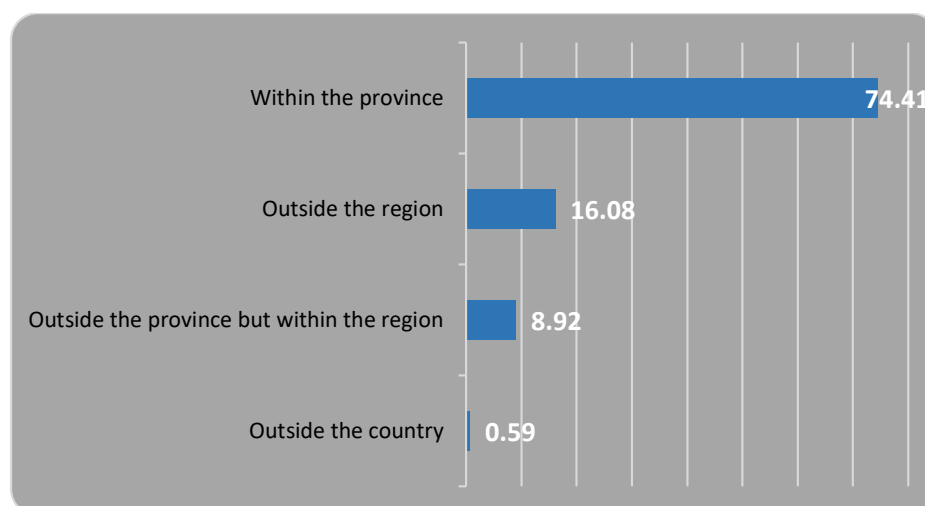


Figure 25. Weighted percent distribution of Employed TVET graduates by Location of work. Philippines, 2017

4.5. Employment Rate of Certified WTR and TVET Graduates

It is the goal of TESDA to produce quality graduates who can compete globally, given their acquired knowledge, skills, attitudes, and values. To ensure this, TESDA assesses and certifies mid-level skilled workers through the Philippine TVET Competency Assessment and Certification System. Through this, certified graduates are equipped to be more secure for better opportunities and compensation. To see the impact of such policy, it would be helpful to determine and characterize the employment status of certified graduates after taking a TVET program.

As reported, there were 1,507,558 TVET (67%) graduates who took the competency assessment. Majority (97.55%) had already been awarded certification. Among those with

certification, 69.49% were employed during the time of the survey. This is slightly higher than graduates who were not yet able to pass the competency assessment and thus aren't certified, with a point-percent difference of 3.12 (Table 57).

Table 57. Estimated Employment Rate of TVET Graduates with Competency assessment by Certification, Philippines: 2017

Provide	Not in the Labor Force		In the Labor Force						Total TVET Graduates who Took Competency Assessment	
			Not employed		Employed		Total		Freq	%
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b		
Certified	352,136	23.94	341,245	30.51	777,310	69.49	1,118,555	76.06	1,470,691	97.55
Non-Certified	10,815	29.33	8,780	33.70	17,272	66.30	26,053	70.67	36,868	2.45
Total	362,951	24.08	35,002	30.58	794,582	69.42	1,144,607	75.92	1,507,558	100.00

^aEmployment rate; ^bLabor Force Participation rate

It has been said that graduates of WTR programs are indeed required to undergo a competency assessment. Among the 1,532,037 WTR graduates, about 89% already complied with the policy, of which 97.5% were already given national certification for their acquired skills. The estimated employment rate of certified WTR graduates is 69.86%, a bit lower than the non-certified group at 70.43% (Table 58).

Table 58. Estimated Employment Rate of WTR Graduates with Competency assessment by Certification, Philippines: 2017

Provide	Not in the Labor Force		In the Labor Force						Total WTR Graduates who Took Competency Assessment	
			Not employed		Employed		Total		Freq	%
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b		
Certified	311,371	23.48	305,752	30.14	708,772	69.86	1,014,524	76.52	1,325,895	97.50
Non-Certified	10,601	31.19	6,913	29.57	16,470	70.43	23,383	68.81	33,984	2.50
Total	321,972	23.68	312,665	30.12	725,242	69.88	1,037,907	76.32	1,359,879	100.00

^aEmployment rate; ^bLabor Force Participation rate

About 72% and 67% of female and male certified TVET graduates, respectively, were working at the time of the survey. In contrast, more male than female WTR graduates were engaged in the labor force, comprising 66.61% and 72.57% of their respective population (Tables 59 and 60).

Table 59. Estimated Employment Rate of Certified TVET Graduates, By Sex, Philippines: 2017

Sex	Not in the Labor Force		In the Labor Force						Certified TVET Graduates	
			Not employed		Employed		Total		Freq	%
	Freq	%	Freq	%	Freq.	ER ^a	Freq.	LFPR ^b		
Female	156,201	20.74	168,867	28.29	428,063	71.71	596,930	79.26	753,131	51.21
Male	195,935	27.31	172,378	33.05	349,247	66.95	521,625	72.69	717,560	48.79
Total	352,136	23.94	341,245	30.51	777,310	69.49	1,118,555	76.06	1,470,691	100.00

^aEmployment rate; ^bLabor Force Participation rate

Table 60. Estimated Employment Rate of Certified WTR Graduates, By Sex, Philippines: 2017

Sex	Not in the Labor Force		In the Labor Force						Certified WTR TVET Graduates	
			Not employed		Employed		Total			
	Freq.	%	Freq.	%	Freq.	ER ^a	Freq.	LFPR ^b	Freq	%
Female	172,262	27.23	153,726	33.39	306,662	66.61	460,388	72.77	632,650	47.71
Male	139,109	20.07	152,026	27.43	402,110	72.57	554,136	79.93	693,245	52.29
Total	311,371	23.48	305,752	30.14	708,772	69.86	1,014,524	76.52	1,325,895	100.00

^aEmployment rate; ^bLabor Force Participation rate

Moreover, about 7 in 10 of the certified TVET graduates were employed, both under TTI and non-TTI programs at 70.03% and 69.35%, respectively. Similar results were observed for certified graduates of WTR programs: 70.18% of the TTI and 69.77% of the non-TTI certified graduates had jobs during the survey (Tables 61 and 62).

Table 61. Estimated Employment Rate of Certified TVET Graduates under TTIs and Non-TTIs, Philippines: 2017

Provide	Not in the Labor Force		In the Labor Force						Certified TVET Graduates	
			Not employed		Employed		Total			
	Freq.	%	Freq.	%	Freq.	ER ^a	Freq.	LFPR ^b	Freq	%
TTI	59,971	20.25	70,755	29.97	165,369	70.03	236,124	79.75	296,096	20.13
Non-TTI	292,165	24.87	270,490	30.65	611,941	69.35	882,430	75.13	1,174,595	79.87
Total	352,136	23.94	341,245	30.51	777,310	69.49	1,118,555	76.06	1,470,691	100

^aEmployment rate; ^bLabor Force Participation rate

Table 62. Estimated Employment Rate of Certified WTR Graduates under TTIs and Non-TTIs, Philippines: 2017

Provide	Not in the Labor Force		In the Labor Force						Certified WTR Graduates	
			Not employed		Employed		Total			
	Freq.	%	Freq.	%	Freq.	ER ^a	Freq.	LFPR ^b	Freq	%
TTI	57,421	20.54	66,224	29.82	155,887	70.18	222,111	79.46	279,532	21.08
Non-TTI	253,950	24.27	239,527	30.23	552,885	69.77	792,413	75.73	1,046,363	78.92
Total	311,371	23.48	305,752	30.14	708,772	69.86	1,014,524	76.52	1,325,895	100

^aEmployment rate; ^bLabor Force Participation rate

CAR landed the highest employment rate for certified TVET (83.56%) and certified WTR (81.37) graduates, indicating that 8 in 10 certified graduates were working at the time of the survey. Alternatively, the lowest estimated employment rate was seen for ARMM, both for TVET and for specific WTR certified graduates. As observed, about 4 in 10 of the TVET certified and about 6 in 10 of the WTR certified graduates were employed (Tables 63 and 64).

Table 63. Estimated Employment Rate of Certified TVET Graduates, By Region, Philippines: 2017

Region	Not in the Labor Force		In the Labor Force						Certified TVET Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
ARMM	1,757	14.07	6,644	61.88	4,093	38.12	10,737	0.96	12,494	0.85
CAR	9,305	23.92	4,865	16.44	24,725	83.56	29,590	2.65	38,895	2.64
CARAGA	12,492	31.73	10,539	39.22	16,334	60.78	26,874	2.4	39,366	2.68
NCR	28,363	18.68	37,604	30.46	85,859	69.54	123,464	11.04	151,826	10.32
I	13,513	13.26	21,882	24.76	66,480	75.24	88,362	7.9	101,875	6.93
II	11,260	21.91	13,960	34.78	26,180	65.22	40,140	3.59	51,400	3.49
III	36,109	29.03	42,202	47.81	46,074	52.19	88,276	7.89	124,385	8.46
IV-A	79,198	29.2	48,278	25.14	143,755	74.86	192,033	17.17	271,231	18.44
IV-B	19,550	17.99	19,488	21.86	69,659	78.14	89,147	7.97	108,697	7.39
V	17,426	27.09	11,565	24.66	35,325	75.34	46,890	4.19	64,317	4.37
VI	29,801	26.71	20,907	25.56	60,878	74.44	81,786	7.31	111,587	7.59
VII	17,584	18.14	27,403	34.53	51,966	65.47	79,369	7.1	96,953	6.59
VIII	15,254	22.54	14,767	28.17	37,661	71.83	52,428	4.69	67,682	4.6
IX	10,548	31.91	11,271	50.08	11,236	49.92	22,507	2.01	33,055	2.25
X	21,072	28.95	25,636	49.58	26,073	50.42	51,708	4.62	72,781	4.95
XI	17,985	23.95	14,471	25.34	42,625	74.66	57,096	5.1	75,081	5.11
XII	10,917	22.25	9,762	25.59	28,386	74.41	38,148	3.41	49,065	3.34
Philippines	352,136	23.94	341,245	30.51	777,310	69.49	1,118,555	100	1,470,691	100

^aEmployment rate; ^bLabor Force Participation rate

Table 64. Estimated Employment Rate of Certified WTR Graduates, By Region, Philippines: 2017

Region	Not in the Labor Force		In the Labor Force						Certified WTR Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
ARMM	748	9.71	3,413	49.07	3,543	50.93	6,956	0.69	7,704	0.58
CAR	7,354	26.11	3,877	18.63	16,940	81.37	20,817	2.05	28,171	2.12
CARAGA	6,147	27.89	5,233	32.92	10,661	67.08	15,894	1.57	22,041	1.66
NCR	26,361	17.59	37,604	30.46	85,859	69.54	123,464	12.17	149,824	11.3
I	11,934	13.55	21,882	28.75	54,238	71.25	76,120	7.5	88,054	6.64
II	10,871	21.82	13,377	34.34	25,580	65.66	38,957	3.84	49,828	3.76
III	34,085	29.12	40,237	48.5	42,717	51.5	82,954	8.18	117,039	8.83
IV-A	78,615	29.33	48,278	25.49	141,128	74.51	189,406	18.67	268,021	20.21
IV-B	19,550	18.12	19,488	22.06	68,868	77.94	88,356	8.71	107,906	8.14
V	16,428	26.15	11,066	23.85	35,325	76.15	46,391	4.57	62,820	4.74
VI	28,738	26.67	20,322	25.72	58,683	74.28	79,006	7.79	107,743	8.13
VII	7,107	11.2	17,803	31.58	38,569	68.42	56,373	5.56	63,480	4.79
VIII	12,439	20.59	14,469	30.16	33,503	69.84	47,972	4.73	60,410	4.56
IX	7,007	25.99	10,366	51.95	9,588	48.05	19,954	1.97	26,961	2.03
X	15,601	30.32	17,245	48.1	18,610	51.9	35,855	3.53	51,456	3.88
XI	17,469	25.75	12,543	24.9	37,821	75.1	50,363	4.96	67,832	5.12
XII	10,917	23.43	8,548	23.95	27,139	76.05	35,686	3.52	46,603	3.51
Philippines	311,371	23.48	305,752	30.14	708,772	69.86	1,014,524	100	1,325,895	100

^aEmployment rate; ^bLabor Force Participation rate

4.6. Characteristics of Employed Certified TVET and WTR Graduates

The distribution of employed graduates who took a competency assessment was determined based on some characteristics. Majority (97.83%) of the employed TVET graduates who took a competency assessment were already passers and given national certification. In terms of the class of workers, a large portion was already certified across all classes identified. WTR graduates share similar results (Tables 65 and 66).

Table 65. Weighted Distribution of Employed Certified and Non-Certified TVET Graduates, By Class of Worker, Philippines: 2017

Class of Worker	Certification					
	Certified TVET Graduates		Non-Certified TVET Graduates		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Wage and Salary Worker	652,623	97.6	16,036	2.4	668,659	84.15
Own account workers	116,752	98.95	1,236	1.05	117,989	14.85
Unpaid family work	7,934	100	0	0	7,934	1
Total	777,310	97.83	17,272	2.17	794,582	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Table 66. Weighted Distribution of Employed Certified and Non-Certified WTR Graduates, By Class of Worker, Philippines: 2017

Class of Worker	Certification					
	Certified WTR Graduates		Non-Certified WTR Graduates		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Wage and Salary Worker	598,443	97.46	15,623	2.54	614,065	84.67
Own account workers	102,661	99.18	847	0.82	103,508	14.27
Unpaid family work	7,669	100	0	0	7,669	1.06
Total	708,772	97.73	16,470	2.27	725,242	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

The majority of the employed TVET graduates who took the assessment across the different occupational groups passed the competency standards, where armed forces occupation accounted for the largest share. Clerks, in contrast, while having the highest number of employed workers, were non-certified. In the case of WTR graduates, most were given certification for satisfying competency assessment. Similarly, armed forces represented the largest share of certified workers and clerical support workers for non-certified (Tables 67 and 68).

Table 67. Weighted Distribution of Employed Certified and Non-Certified TVET Graduates, By Occupational Group, Philippines: 2017

Occupational Group	Certification					
	Certified TVET Graduates		Non-Certified TVET Graduates		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Armed forces occupations	32,106	100	0	0	32,106	4.04
Managers	46,142	97.08	1,390	2.92	47,532	5.98
Professionals	174,150	98.18	3,234	1.82	177,384	22.32
Technicians and associate professionals	81,736	98.17	1,523	1.83	83,260	10.48
Clerical support workers	55,040	94.14	3,429	5.86	58,469	7.36
Service and sales workers	175,402	98.3	3,042	1.7	178,444	22.46
Skilled agricultural, forestry and fishery workers	25,281	96.72	857	3.28	26,138	3.29
Craft and related trades workers	95,482	97.31	2,642	2.69	98,124	12.35
Plant and machine operators and assemblers	52,804	99	531	1	53,336	6.71
Elementary occupations	39,167	98.43	623	1.57	39,790	5.01
Total	777,310	97.83	17,272	2.17	794,582	100

Table 68. Weighted Distribution of Employed Certified and Non-Certified WTR Graduates, By Occupational Group, Philippines: 2017

Occupational Group	Certification					
	Certified WTR Graduates		Non-Certified WTR Graduates		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Armed forces occupations	30,713	100	0	0	30,713	4.23
Managers	41,746	97.71	977	2.29	42,723	5.89
Professionals	163,910	98.06	3,234	1.94	167,144	23.05
Technicians and associate professionals	71,149	97.9	1,523	2.1	72,673	10.02
Clerical support workers	47,857	93.31	3,429	6.69	51,286	7.07
Service and sales workers	159,302	98.13	3,042	1.87	162,343	22.38
Skilled agricultural, forestry and fishery workers	20,530	97.77	468	2.23	20,998	2.9
Craft and related trades workers	89,335	97.13	2,642	2.87	91,977	12.68
Plant and machine operators and assemblers	51,246	98.97	531	1.03	51,778	7.14
Elementary occupations	32,984	98.15	623	1.85	33,607	4.63
Total	708,772	97.73	16,470	2.27	725,242	100

Overall, regardless of nature of work, many of the employed TVET and WTR graduates who took the assessment were passers and certified. In both cases, those working for short-term or seasonal job or business or unpaid family work (3.62% for TVET and 3.74% for WTR graduates) were largely employed but non-certified (Tables 69 and 70).

Table 69. Comparison of Employed Certified and Non-Certified TVET Graduates, by Nature of Work, Philippines: 2017

Nature of Work	Certification					
	Certified TVET Graduates		Non-Certified TVET Graduates		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Permanent job/business/unpaid family work	353,019	98.48	5,441	1.52	358,460	45.11
Short-term or seasonal job/business/unpaid family work	282,146	96.38	10,595	3.62	292,741	36.84
Worked different employers on a day-to-day or week-to-week basis	17,458	100	0	0	17,458	2.2
Not indicated	124,686	99.02	1,236	0.98	125,923	15.85
Total	777,310	97.83	17,272	2.17	794,582	100

Table 70. Comparison of Employed Certified and Non-Certified WTR Graduates, by Nature of Work, Philippines: 2017

Nature of Work	Certification					
	Certified WTR Graduates		Non-Certified WTR Graduates		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Permanent job/business/unpaid family work	319,395	98.33	5,441	1.67	324,836	44.79
Short-term or seasonal job/business/unpaid family work	262,406	96.26	10,182	3.74	272,587	37.59
Worked different employers on a day-to-day or week-to-week basis	16,642	100	0	0	16,642	2.29
Not indicated	110,329	99.24	847	0.76	111,176	15.33
Total	708,772	97.73	16,470	2.27	725,242	100

As mentioned, having a TESDA national certificate gives assurance that middle-skilled workers possess high-quality skills. Likewise, this certificate becomes valuable to an employee's qualification. Hence, many skilled TVET clients are expected to be encouraged by their employers to achieve these certifications, and one way to make this happen is to give workers incentives.

The results show, however, that even without incentives from employers, many employed graduates, 80% of the total certified employees, took and passed the assessment. Nonetheless, a quarter of provided with incentives were given salary increase, promotion, and job security (Tables 71 and 72).

Table 71. Incentives Given to Employed Certified Graduates, Philippines: 2017

Employer provide incentives	Frequency	Percentage
Yes	156,086	20.08
No	621,223	79.92
Total	777,310	100

Table 72. Types of Incentives Provided by Employer, Philippines: 2017

Types of Incentives	Frequency	Percentage
Salary increase	39,055	25.02
Promotion	19,093	12.23
Job security	23,656	15.16
Others	30,632	19.62
Salary increase, Promotion	16,586	10.63
Salary increase, Job security	6,688	4.28
Promotion, Job security	1,199	0.77
Promotion, Others	317	0.2
Salary increase, Promotion, Job security	18,861	12.08
Total	156,086	100

4.7. Employment Rate by Scholarship Programs

Of the 2017 TVET graduates, about 59% availed a scholarship during their TESDA training—higher than the 32% who availed in 2016. Nonetheless, among those who availed, 73.79% were active in the labor force, in which around 8 in 10 were employed during the time of the survey, the same result in 2016. Meanwhile, 65.26% of those who did not avail a scholarship who were active in the labor force were employed (Table 73).

Table 73. Employment Rate of TVET Graduates with and without Scholarship, Philippines: 2017

Availed Any Scholarship	Not in the Labor Force		In the Labor Force						TVET Graduates	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq.	LFPR ^b	Freq	%
Availed	345,096	26.21	282,610	29.09	688,770	70.91	971,380	73.79	1,316,476	58.63
Did not Avail	139,072	25.05	144,518	34.74	271,476	65.26	415,994	74.95	555,066	24.72
Not indicated	137,173	36.71	83,151	35.16	153,356	64.84	236,507	63.29	373,680	16.64
Total	621,341	27.67	510,279	31.42	1,113,602	68.58	1,623,881	72.33	2,245,222	100

^aEmployment rate; ^bLabor Force Participation rate

As previously noted, majority of those who availed scholarships were TWSP scholars, of which 73.88% were in the labor force and 70.59% were working at the time of the survey. It can also be noted that more graduates across different scholarship programs were employed. Likewise, the largest share of the employed population came from the PESFA scholars with an employment rate of 77.2% (Table 74). This is in contrast to the STEP scholars who accounted for the largest share (77.39%) in 2016.

Table 74. Estimated Employment Rate of TVET Graduates, By Type of Scholarship Program, Philippines: 2017

Type of Program	Not in the Labor Force		In the Labor Force						Total TVET Graduates with Scholarship	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq.	ER ^a	Freq.	LFR ^b	Freq	%
TWSP	233,528	26.12	194,266	29.41	466,221	70.59	660,487	73.88	894,016	67.91
STEP	60,775	29.89	44,998	31.57	97,543	68.43	142,541	70.11	203,316	15.44
PESFA	18,025	31.05	9,124	22.8	30,902	77.2	40,027	68.95	58,052	4.41
Others	32,768	20.34	34,222	26.67	94,104	73.33	128,325	79.66	161,093	12.24
Total	345,096	26.21	282,610	29.09	688,770	70.91	971,380	73.79	1,316,476	100

^aEmployment rate; ^bLabor Force Participation rate

In particular, around 71% of graduates of WTR programs were employed, and the employment rates estimated across different scholarship programs were at par relative to other programs. In addition, PESFA scholars represent the highest employment rate at 77.16% (Table 75).

Table 75. Estimated Employment Rate of WTR Graduates, By Type of Scholarship Program, Philippines: 2017

Type of Program	Not in the Labor Force		In the Labor Force						Total WTR Graduates with Scholarship	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFR ^b	Freq.	%
TWSP	195,747	24.61	173,182	28.89	426,334	71.11	599,517	75.39	795,263	70.78
STEP	40,804	27.81	34,820	32.88	71,094	67.12	105,914	72.19	146,718	13.06
PESFA	10,989	22.54	8,627	22.84	29,138	77.16	37,765	77.46	48,754	4.34
Others	23,812	17.93	30,327	27.82	78,700	72.18	109,027	82.07	132,839	11.82
Total	271,352	24.15	246,956	28.98	605,267	71.02	852,222	75.85	1,123,574	100

^aEmployment rate; ^bLabor Force Participation rate

Among those who availed scholarships, more males (73.16%) than females (68.37%) were employed. Compared to 2016, these estimates were a quite lower since male and female scholars posted almost the same employment rates at 75.56% and 75.54%, respectively. Moreover, male scholars posted higher employment rate than females across different scholarship programs, most notably males under PESFA program (85.9%). Conversely, females under the TWSP program made the largest share of the employment rate, 70.07%, a bit lower than that of males (Tables 76 and 77 and Figure 26).

Table 76. Estimated Employment Rate of Male TVET Graduates, By Type of Scholarship Programs, Philippines: 2017

Type of Program	Not in the Labor Force		In the Labor Force						Total Male TVET Graduates with Scholarship	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq.	%
TWSP	95,294	21.53	100,510	28.94	246,744	71.06	347,254	78.47	442,549	67.74
STEP	20,959	21.34	23,108	29.9	54,163	70.1	77,271	78.66	98,230	15.04
PESFA	5,432	19.19	3,225	14.1	19,644	85.9	22,869	80.81	28,301	4.33
Others	17,409	20.67	11,153	16.69	55,677	83.31	66,830	79.33	84,239	12.89
Total	139,094	21.29	137,995	26.84	376,229	73.16	514,224	78.71	653,318	100

^aEmployment rate; ^bLabor Force Participation rate

Table 77. Estimated Employment Rate of Female TVET Graduates, By Type of Scholarship Programs, Philippines: 2017

Type of Program	Not in the Labor Force		In the Labor Force						Total Female TVET Graduates with Scholarship	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq.	%
TWSP	138,234	30.62	93,756	29.93	219,477	70.07	313,233	69.38	451,467	68.08
STEP	39,816	37.89	21,890	33.54	43,380	66.46	65,270	62.11	105,086	15.85
PESFA	12,594	42.33	5,899	34.38	11,258	65.62	17,158	57.67	29,751	4.49
Others	15,359	19.98	23,069	37.51	38,427	62.49	61,496	80.02	76,855	11.59
Total	206,003	31.06	144,615	31.63	312,542	68.37	457,156	68.94	663,159	100

^aEmployment rate; ^bLabor Force Participation rate

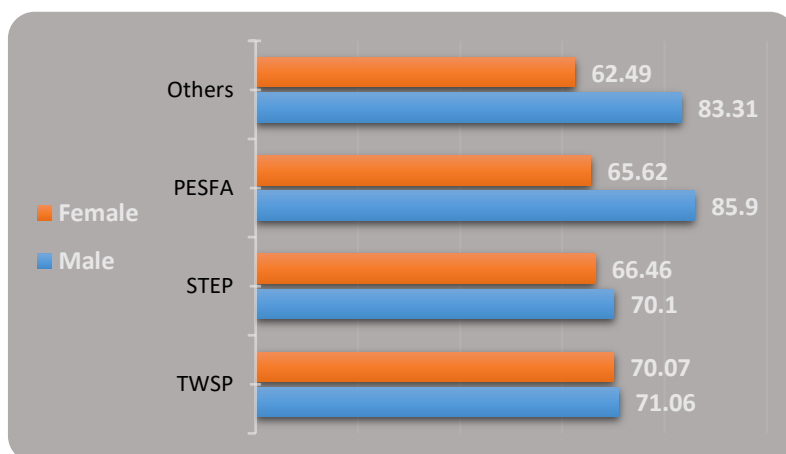


Figure 26. Estimated employment rate of scholar TVET graduates across the different scholarship programs, by sex, Philippines, 2017

Non- TTI group of scholar graduates was found to have a higher employment rate relative to TTIs, albeit very small (0.58%). For both types of provider, about 7 in 10 scholars were working at the time of the survey. Nonetheless, TTI had higher employment rates across different scholarship programs, except in TWSP program. Both TTI and non-TTI under PESFA program had the highest employment rate at 96.47% and 75.4%, respectively (Tables 78 and 79 and Figure 27).

Table 78. Estimated Employment Rate of TVET Graduates under TTI, By Type of Scholarship Program, Philippines: 2017

Type of Program	Not in the Labor Force		In the Labor Force						Total TVET Graduates with Scholarship (TTI)	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
TWSP	38,732	22.75	41,928	31.88	89,592	68.12	131,520	77.25	170,252	67.86
STEP	9,168	23.03	8,742	28.53	21,899	71.47	30,642	76.97	39,810	15.87
PESFA	1,506	30.49	121	3.53	3,312	96.47	3,433	69.51	4,939	1.97
Others	5,358	14.93	7,178	23.51	23,356	76.49	30,534	85.07	35,892	14.31
Total	54,764	21.83	57,970	29.56	138,159	70.44	196,129	78.17	250,893	100

^aEmployment rate; ^bLabor Force Participation rate

Table 79. Estimated Employment Rate of TVET Graduates under Non-TTI, By Type of Scholarship Program, Philippines: 2017

Type of Program	Not in the Labor Force		In the Labor Force						Total TVET Graduates with Scholarship (non-TTI)	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
TWSP	194,796	26.91	152,338	28.8	376,630	71.2	528,967	73.09	723,764	67.92
STEP	51,607	31.56	36,255	32.4	75,644	67.6	111,899	68.44	163,506	15.34
PESFA	16,520	31.1	9,003	24.6	27,590	75.4	36,593	68.9	53,113	4.98
Others	27,410	21.89	27,044	27.65	70,748	72.35	97,792	78.11	125,201	11.75
Total	290,333	27.25	224,640	28.98	550,611	71.02	775,251	72.75	1,065,584	100

^aEmployment rate; ^bLabor Force Participation rate

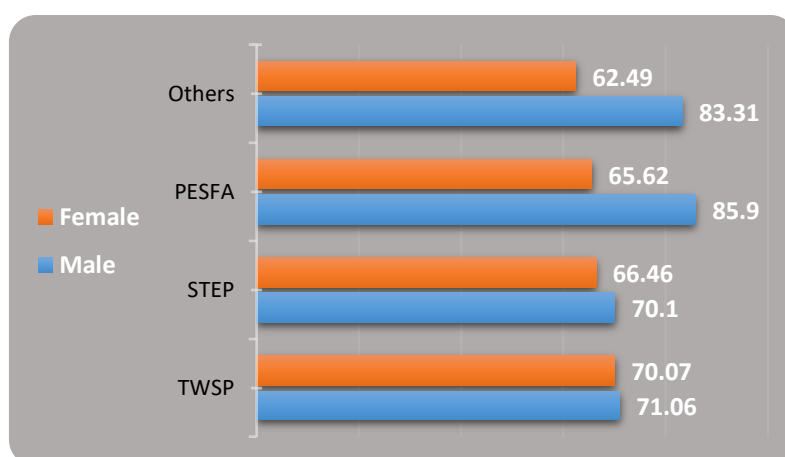


Figure 27. Estimated employment rate of scholar TVET graduates across the different scholarship programs, by type of provider. Philippines, 2017

An estimate of 990,368 TVET graduates who availed scholarship were already given a national certificate of competency, constituting about 75% of the total scholars. Around 8 in 10 certified TVET scholars were employed during the survey and PESFA scholars (77.05%) form the largest portion employed (Table 80).

Table 80. Estimated Employment Rate of Certified TVET Graduates, By Type of Scholarship Program, Philippines: 2017

Type of Program	Not in the Labor Force		In the Labor Force						Total Certified TVET Graduates with Scholarship	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
TWSP	169,071	24.2	154,698	29.21	374,879	70.79	529,577	75.8	698,648	70.54
STEP	35,659	26.31	32,928	32.96	66,964	67.04	99,892	73.69	135,551	13.69
PESFA	9,378	21.15	8,026	22.95	26,941	77.05	34,967	78.85	44,344	4.48
Others	17,445	15.6	25,813	27.35	68,566	72.65	94,379	84.4	111,824	11.29
Total	231,554	23.38	221,466	29.19	537,349	70.81	758,814	76.62	990,368	100

^aEmployment rate; ^bLabor Force Participation rate

In the case of scholars under the WTR programs, a large number were already awarded certificate of competency, of which 8 in 10 were working during the survey. PESFA scholars landed the largest share as well with an employment rate of 77.05% (Table 81).

Table 81. Estimated Employment Rate of Certified WTR Graduates, By Type of Scholarship Program, Philippines: 2017

Type of Program	Not in the Labor Force		In the Labor Force						Total Certified WTR Graduates with Scholarship	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq.	%
TWSP	168,773	24.2	153,745	29.08	374,879	70.92	528,624	75.8	697,397	70.61
STEP	35,659	26.31	32,928	32.96	66,964	67.04	99,892	73.69	135,551	13.72
PESFA	9,378	21.15	8,026	22.95	26,941	77.05	34,967	78.85	44,344	4.49
Others	16,989	15.39	25,813	27.64	67,591	72.36	93,404	84.61	110,393	11.18
Total	230,799	23.37	220,512	29.13	536,374	70.87	756,886	76.63	987,685	100

^aEmployment rate; ^bLabor Force Participation rate

TESDA aims to increase the chance of employment of its graduates, specifically for the recipients of Training for Work Scholarship Program (TWSP). Thus, higher number of employed scholar-graduates are expected working in wage-employment or self-employment sectors. It then becomes important to determine the employment status of their scholar-graduates in order to refine their programs and policy.

Generally, TWSP scholar-graduates from different sectors were active in the labor force during the survey. Higher labor force participation rate of 100% was realized in sectors Decorative Crafts, Wholesale and Retail Trading, and Maritime. The sector Heating, Ventilation, and Air conditioning ranked second with 90.57% (Table 82).

Furthermore, most of the TWSP graduates active in the labor force across different TESDA sectors were working at the time of the survey. The sectors with the highest employment rate include Decorative Crafts (100%), Footwear (100%), Wholesale and Retail Trading (100%), and Heating, Ventilation, and Air conditioning (90.35%). Meanwhile, no graduates from Entrepreneurship, Furniture and Fixtures, Logistics, Maritime, Utilities, and Visual Arts were actively working at the time of the survey (Table 82 and Figure 28). This result is almost similar to that of recorded in 2016.

Table 82. Employment Rate of Graduates Under TWSP by Sector, Philippines: 2017

Sector	Not in the Labor Force		In the Labor Force						Total TVET Graduates (TWSP)	
			Not employed		Employed		Total			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR ^b	Freq	%
Agriculture Forestry and Fisheries	9,568	35.11	3,785	21.41	13,895	78.59	17,681	64.89	27,249	3.05
Automotive and Land Transportation	19,192	21.32	15,548	21.95	55,293	78.05	70,841	78.68	90,033	10
Construction	5,803	11.68	13,076	29.8	30,810	70.2	43,887	88.32	49,690	5.6
Decorative Crafts	0	0	0	0	292	100	292	100	292	0.03
Electrical and Electronics	31,848	24.85	33,217	34.49	63,085	65.51	96,301	75.15	128,149	14.3
Entrepreneurship	0	0	0	0	0	0	0	0	0	0
Footwear	517	63.92	0	0	292	100	292	36.08	808	0.09
Furniture and Fixtures	0	0	0	0	0	0	0	0	0	0
Garments	11,256	46.62	3,386	26.27	9,502	73.73	12,888	53.38	24,144	2.7
Heating, Ventilation, Aircondition	531	9.43	493	9.65	4,612	90.35	5,105	90.57	5,637	0.63
Human Health/Health Care	11,151	25.84	5,909	18.47	26,093	81.53	32,002	74.16	43,153	4.83
Information and Communication	8,704	19.95	9,292	26.61	25,629	73.39	34,921	80.05	43,626	4.88
Language	2,793	27.29	2,559	34.39	4,882	65.61	7,442	72.71	10,235	1.14
Logistics	0	0	0	0	0	0	0	0	0	0
Maritime	0	0	2,002	100	0	0	2,002	100	2,002	0.22
Metals and Engineering	16,295	23.88	19,218	37.01	32,716	62.99	51,935	76.12	68,229	7.63
Processed Food and Beverages	9,487	34.42	6,718	37.17	11,355	62.83	18,073	65.58	27,561	3.08
Social, Community Development	13,398	18.65	9,002	15.4	49,448	84.6	58,450	81.35	71,848	8.04
TVET	0	0	3,570	22.66	12,188	77.34	15,758	100	15,758	1.76
Tourism (Hotel and Restaurant)	80,477	30.74	61,822	34.09	119,511	65.91	181,332	69.26	261,809	29.3
Utilities	0	0	0	0	0	0	0	0	0	0
Visual Arts	1,315	100	0	0	0	0	0	0	1,315	0.15
Wholesale and Retail Trading	0	0	0	0	1,315	100	1,315	100	1,315	0.15
Others	11,194	52.89	4,667	46.81	5,302	53.19	9,970	47.11	21,164	2.37
Total	233,528	26.12	194,266	29.41	466,221	70.59	660,487	73.88	894,016	100

^aEmployment rate; ^bLabor Force Participation rate

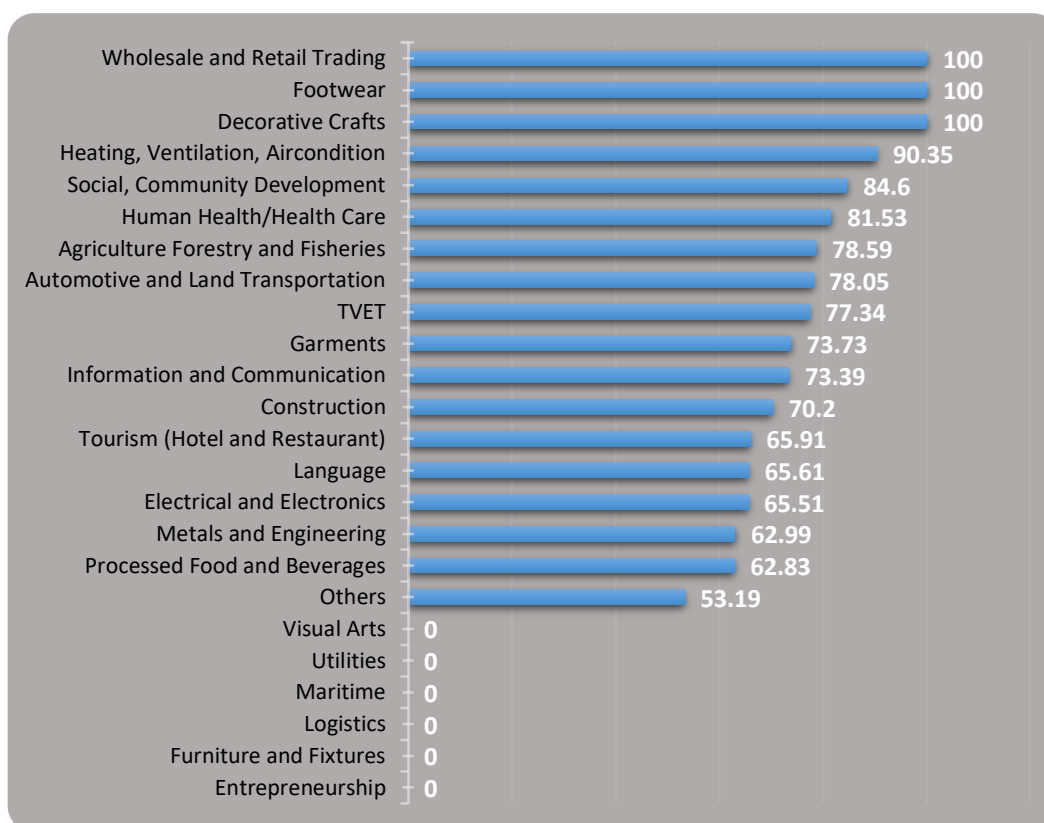


Figure 28. Estimated employment rate of TWSP-scholar TVET graduates across the different sectors, Philippines, 2017

4.8. Employment Before and After the TVET Training

TVET programs play an important role in equipping skilled workers and in improving their employability. Before attending a TVET training program, about 34% of the 2017 TVET graduates were already employed. This increased significantly to 45.63% after attending a training program (with a *p-value* of <0.0001). Moreover, it can be observed that about 18% of the graduates had no work before attending a training program, but able to get one after. Meanwhile, 2.49% and 4.30% of them got promoted and transferred, respectively, after completing a TVET program. However, few (6.42%) were employed before attending a program, but unemployed during the time of the survey (Table 83).

Table 83. Estimated Percentage of TVET Graduates who are employed before and after the training, Philippines: 2017

Employment Status After Training	Employment Status Before Training					
	Employed		Unemployed/Not in the Labor Force		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^a
Unemployed	144,114	6.42	1,076,675	47.95	1,220,789	54.37
Employed						
Retained Work	467,287	20.81	0	0	467,287	20.81
Promoted	55,794	2.49	0	0	55,794	2.49
Transferred	96,450	4.3	0	0	96,450	4.3
Acquired	0	0	404,901	18.03	404,901	18.03
Total	763,645	34.01	1,481,576	65.99	2,245,222	100

^apercentage over the total number of TVET graduates

Likewise, TVET programs aim to contribute significantly to the economic development of the country. Income, among other factors such as education and occupational status, is usually used as one of the indicators of one's socioeconomic status. Hence, a TESDA graduate's income was determined and compared before and after completing a program.

Among those employed at the time of the survey, around 34% were not earning before they attended a TESDA program. Of those who had monthly earning before the training, more than half (52.45%) were receiving below 10,000 pesos monthly. Meanwhile, those who were getting between 10,000 and 19,999 pesos monthly covered 29.29% of the earning population. There were also very few (3.26%) earning more than 50,000 pesos monthly, in which males outnumbered females. More males (58.53%) were also earning 30,000 or more but no more than 40,000 pesos monthly. Alternatively, more female graduates (54.69%) were estimated to be earning between 20,000 and 29,999 pesos monthly (Table 84 and Figure 29).

Table 84. Weighted Distribution of TVET Graduates by Monthly Income before Training, by Sex, Philippines: 2017

Income	Sex					
	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Below 10,000	191,229	49.29	196,701	50.71	387,930	52.45
10,000 - 19,999	89,960	41.53	126,634	58.47	216,594	29.29
20,000 - 29,999	41,088	54.69	34,036	45.31	75,124	10.16
30,000 - 39,999	11,176	41.47	15,775	58.53	26,951	3.64
40,000 - 49,999	8,299	51.94	7,678	48.06	15,978	2.16
50,000 and over	3,750	22.09	13,228	77.91	16,978	2.3
Not indicated	11,803	48.99	12,288	51.01	24,090	3.26
Total	345,503	46.72	394,053	53.28	739,555	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

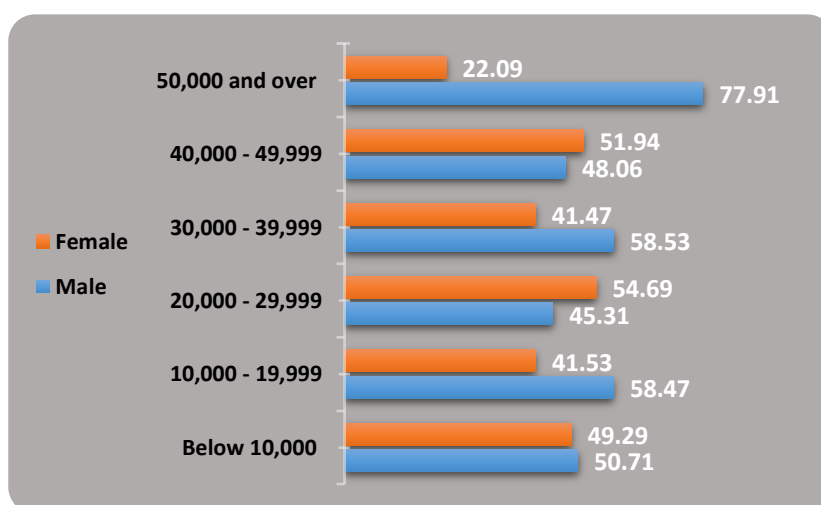


Figure 29. Weighted percent distribution of TVET graduates by monthly income before attending a program, by sex. Philippines, 2017

The estimated distribution of graduates in terms of monthly income was somewhat different before and after attending a training. The percentage of employed graduates who were earning lower than 10,000 decreased from 52.45% (income before) to 43.72% (current

income). In contrast, graduates earning 10,000 and more but less than 30,000 pesos increased. Nonetheless, the proportion of employed earning at least 30,000 pesos declined when compared to earnings before the training. Majority of graduates earning more than 50,000 pesos (58.08%) were consistently males and they make up 2.30%. However, graduates earning this much declined to 1.71% in 2017. The improvement can be seen, nonetheless, for employed female population whose share of high earners increased (Table 85 and Figure 30).

Table 85. Weighted Distribution of TVET Graduates by Current Monthly Income, by Sex, Philippines: 2017

Income	Sex					
	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Below 10,000	254,489	52.27	232,356	47.73	486,845	43.72
10,000 - 19,999	151,045	39.33	233,042	60.67	384,087	34.49
20,000 - 29,999	80,393	56.22	62,604	43.78	142,996	12.84
30,000 - 39,999	14,726	48.41	15,692	51.59	30,418	2.73
40,000 - 49,999	8,695	55.05	7,100	44.95	15,795	1.42
50,000 and over	7,981	41.92	11,057	58.08	19,038	1.71
Not indicated	20,804	60.44	13,619	39.56	34,423	3.09
Total	538,132	48.32	575,470	51.68	1,113,602	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

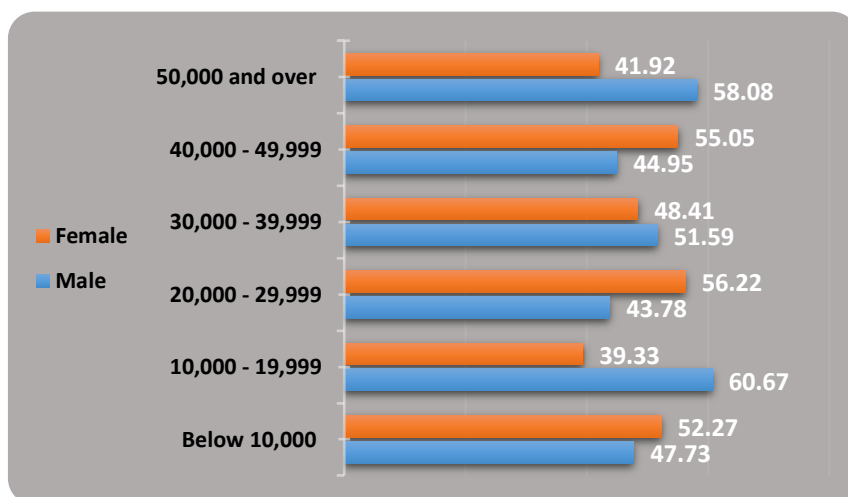


Figure 30. Weighted percent distribution of TVET graduates by monthly income at the time of the survey, by sex, Philippines, 2017

Monthly income of employed graduates before and after attending a TESDA program was further compared statistically. On the average, the graduates' income after training, estimated at 13,141.52 pesos, was significantly higher than the previous income of 12,872.87 (p -value=0.0009). Large deviation in the reported income was evident: standard deviation before the training was 15,328.69 and 15,852.11 for the current income. This is further described by the range of income from 300 to 300,000 pesos before the training to 250 to 400,000 pesos for the current income. The coefficients of skewness of income before (6.84) and after the training (11.08) suggest that only very few graduates earn high income (Table 86 and Figure 31).

Table 86. Summary statistics of monthly income before the training and at the time of the survey, Philippines: 2017

Statistics	Monthly Income (Pesos)	
	Before Training	Current
Minimum	300.00	250.00
Maximum	300,000.00	400,000.00
Median	9,000.00	10,000.00
Mean	12,872.87	13,141.52
Standard deviation	15,328.69	15,852.11
Skewness	6.84	11.08

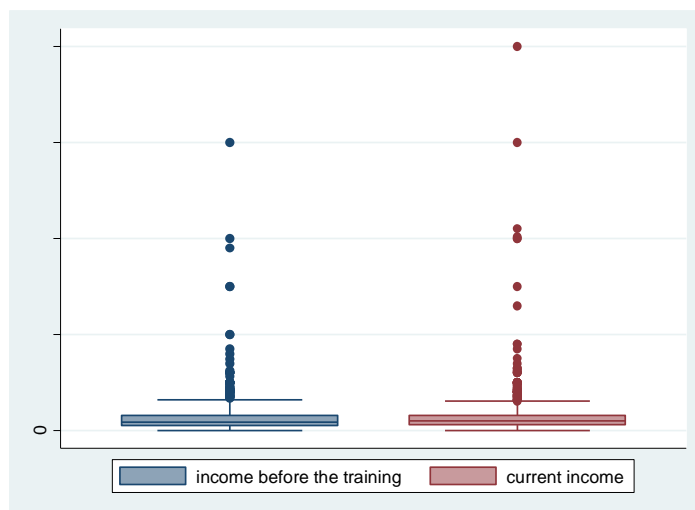


Figure 31. Boxplot of the Monthly Income of TVET graduates before training and at the time of the survey, Philippines:2017

Overall, 2017 graduates had a monthly income of 13,141.52, on the average, higher compared to 11,091.02 pesos recorded in 2016. Fifty percent of the 2017 employed graduates were receiving 10,000 pesos monthly at most. Moreover, considering the graduates' monthly income at the time of the survey, employed male graduates, on the average, earned 13,759.09 pesos monthly, significantly higher ($p\text{-value} = 0.0811 < 0.10$) than 12,470.80 pesos earned by females. However, males exhibited more variability in income than females, having standard deviations of 18,009.01 and 13,091.51 pesos, respectively. For both sexes, the distribution of income was positively skewed, implying that very few receive high monthly income. Highest income recorded were 400,000 and 201,790 pesos for males and females, respectively. (Table 87 and Figure 32).

Table 87. Summary statistics of Current Monthly Income of Employed TVET graduates by Sex. Philippines: 2017

Statistics	Sex		Overall
	Female	Male	
Minimum	300	250.00	250.00
Maximum	201,790.00	400,000.00	400,000.00
Median	10,000.00	10,000.00	10,000.00
Mean	12,470.80	13,759.09	13,141.52
Standard deviation	13,091.51	18,009.01	15,852.11
Skewness	6.62	12.13	11.08

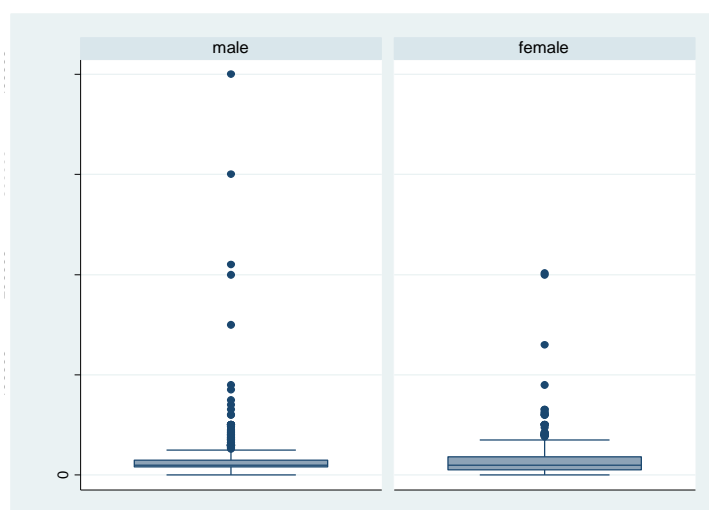


Figure 32. Boxplot of the Current Monthly Income of TVET graduates by Sex. Philippines: 2017

For 2017 graduates, in terms of provider, TTI program graduates showed a greater variability of monthly income than non-TTI. Highest income was pegged at 400,000 and 201,790 pesos, respectively. This is largely different from 2016 data, wherein the highest income for TTI and non-TTI graduates were 250,000 and 390,000 pesos monthly, respectively. Similarly, unlike in 2016, 2017 graduates from TTI earned higher (13,972.02 pesos) than non-TTI (12,956.58 pesos), on the average. Comparison showed no significant difference between providers with a *p-value* of 0.4101. Nonetheless, an increase in the monthly income of graduates under these providers was observed from 2016 to 2017. Moreover, it is evident in the coefficients of skewness that an enormous monthly income has been recorded for graduates of both providers (Table 88 and Figure 33).

Table 88. Summary statistics of Current Monthly Income of Employed TVET graduates by Type of Provider. Philippines: 2017

Statistics	Type of Provider		Overall
	TTI	Non-TTI	
Minimum	484.00	250.00	250.00
Maximum	400,000.00	201,790.00	400,000.00
Median	10,000.00	10,000.00	10,000.00
Mean	13,972.02	12,956.58	13,141.52
Standard deviation	25,007.52	12,963.82	15,852.11
Skewness	11.21	6.77	11.08

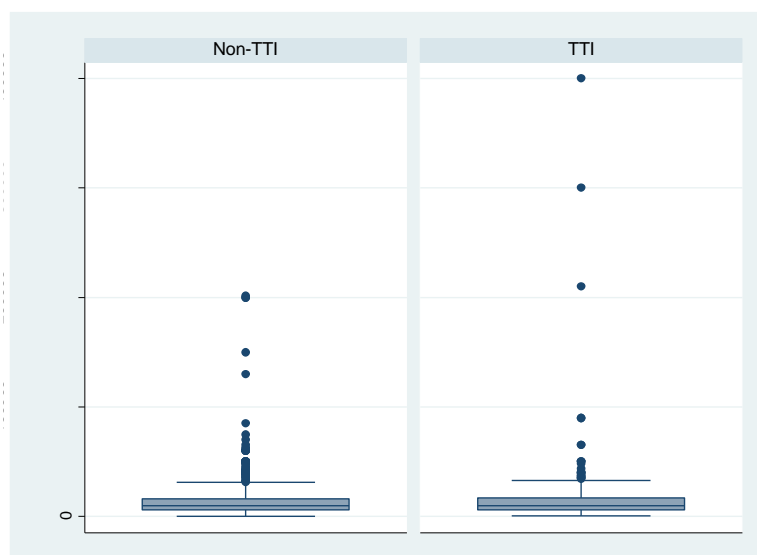


Figure 33. Boxplot of the Current Monthly Income of TVET Graduates by Type of Provider, Philippines: 2017

Region II (Cagayan Valley) registered the highest mean monthly income of 19,101.9, higher than the national estimate for TVET graduates. Great variation in the income of this region is evident from its standard deviation of 35,252.8 pesos, with income ranging from 10,000 to 300,000 pesos monthly. Region X (Northern Mindanao) follows with a mean income of 16,199.1 and a standard deviation of 42,821.7 pesos. The said region exhibited the largest variability of income ranging from 9,000 to 400,000 pesos. NCR posted the third highest mean income of 15,454.3 and deviation of 12,954.7 pesos. Region I (Ilocos Region), meanwhile, placed the lowest mean income of 8,302.3 pesos with a deviation of 8,916.8 pesos, on the average. Distribution of income across regions is positively skewed, implying the presence of extremely high income except in ARMM (Table 89 and Figure 34). With its *p-value* equal to 0.0012, it can be noted that at least one of the regions' graduates had a monthly income significantly different to other regions.

The highest monthly income of 400,000 pesos was recorded in the group of scholars of local government units (LGUs), civil society organizations (CSOs), among others, producing a mean of 14,322.67 pesos. PESFA scholars had the lowest mean income of 13,149.46 pesos. Significant differences in the mean monthly income of at least one of the subgroups can be noted as indicated by its small *p-value* of 0.0045. Moreover, extremely high income were reflected by employed scholars of TWSP, PESFA, and other scholarship programs, and non-scholars as well (Table 90 and Figure 35).

Table 89. Summary statistics of Current Monthly Income of Employed TVET graduates by Region, Philippines: 2017

Region	Minimum	Maximum	Median	Mean	Standard deviation	Skewness
ARMM	300	24,000	15,000	13,506.4	7,228.2	-0.4
CAR	500	75,000	7,500	9,492.6	10,880.7	3.6
CARAGA	2,000	130,000	10,340	14,385.2	14,940.4	5.2
NCR	800	85,000	13,000	15,454.3	12,954.7	2.4
I	250	50,000	5,000	8,302.3	8,916.8	1.8

Region	Minimum	Maximum	Median	Mean	Standard deviation	Skewness
II	750	300,000	10,000	19,101.9	35,252.8	5.7
III	484	70,000	12,000	13,506.1	10,049.5	2.8
IV-A	1,200	130,000	12,000	13,771.1	7,438.3	1.3
IV-B	475	201,790	9,500	14,521.6	18,531.3	7.1
V	600	200,000	9,000	13,258.9	19,173.3	7.8
VI	1,000	200,000	9,000	12,351.3	15,849.4	9
VII	366	150,000	10,000	13,244.6	17,395.5	5.5
VIII	500	60,000	8,000	11,348.2	9,918.3	2.4
IX	1,000	35,000	8,000	10,243.2	6,911.8	1.1
X	1,000	400,000	9,000	16,199.1	42,821.7	8.6
XI	500	31,000	10,000	11,106.6	6,743.1	0.9
XII	300	65000	10,000	11,974.2	8,167.8	2
Philippines	250	400000	10,000	13,141.5	15,852.1	11.1

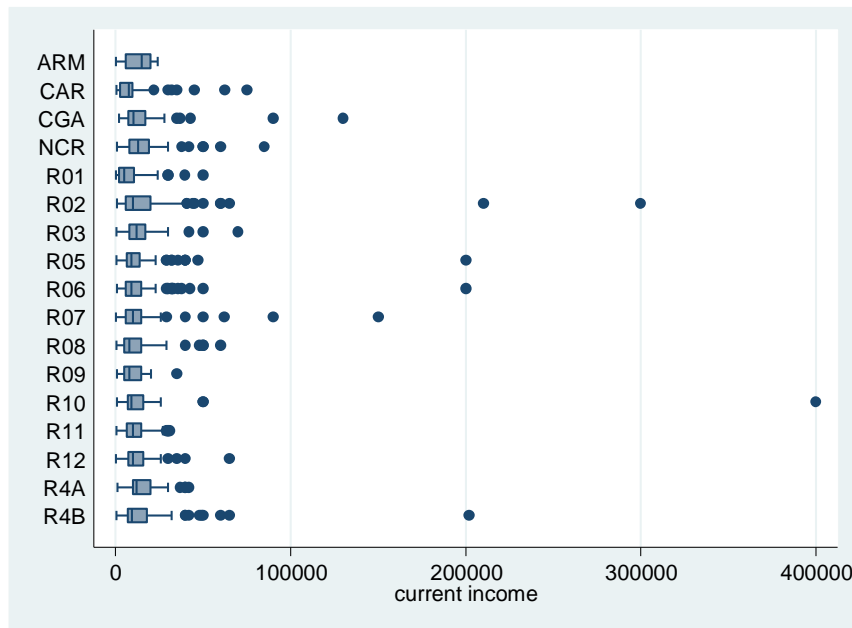


Figure 34. Boxplot of the Current Monthly Income of TVET graduates by Region, Philippines: 2017

Table 90. Summary statistics of the Current Monthly Income of Employed TVET graduates by Type of Scholarship. Philippines: 2017

Statistics	Type of Scholarship					Overall
	TWSP	STEP	PESFA	OTHERS	NO SCHOLARSHIP	
Minimum	250.00	500.00	1,000.00	300.00	484.00	250.00
Maximum	210,000.00	27,000.00	201,790.00	400,000.00	90,000.00	400,000.00
Median	10,000.00	9,000.00	8,800.00	10,340.00	9,000.00	10,000.00
Mean	12,696.73	10,033.13	13,149.46	14,322.67	12,058.26	13,141.52

Statistics	Type of Scholarship					Overall
	TWSP	STEP	PESFA	OTHERS	NO SCHOLARSHIP	
Standard deviation	14,745.06	6,166.89	25,564.60	18,123.04	10,907.85	15,852.11
Skewness	8.55	0.55	6.88	12.71	2.72	11.08

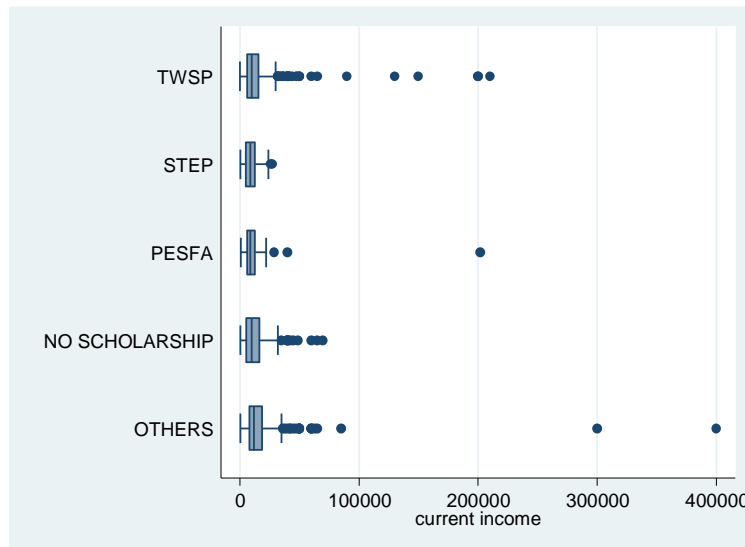


Figure 35. Boxplot of the Current Monthly Income of TVET graduates by Scholarship, Philippines: 2017

Monthly income received by the graduates during the survey was further described according to the sector attended. Similar to 2016, Maritime, TVET and Information and Communication sectors were consistently the highest earners with a mean monthly income of 32,079.29 (range of 8,250 to 85,000 pesos), 21,692.02 (range of 3,000 to 200,000), and 17,041.66 (range of 600 to 65,000) pesos, respectively. The highest income of 400,000 a month was recorded in the Agriculture, Forestry, and Fishery, with a minimum of 475 pesos. Alternatively, Decorative Crafts accounted for the lowest income of 4,422.48 and a range of 1,000 to 6,000 pesos monthly. Furthermore, comparative analysis shows that at least one of the sectors had a significantly different mean monthly income as implied by its very small *p-value* (<0.0001) (Table 91 and Figure 36).

Table 91. Summary statistics of the Current Monthly Income of Employed TVET graduates by Sector, Philippines: 2017

Sector	Minimum	Maximum	Median	Mean	Std Dev	Skewness
Agriculture Forestry and Fisheries	475	400,000	10,000	15,811.34	38,384.65	9.48
Automotive and Land Transportation	1,500	300,000	10,000	15,584.41	21,452.23	8.13
Construction	1,000	150,000	10,000	14,482.6	16,865.96	4.68
Decorative Crafts	1,000	6,000	5,000	4,422.48	2,054.33	-1.42
Electrical and Electronics	250	90,000	11,000	12,710.11	7,862.68	3.74
Footwear	500	15,000	5,500	8,057.36	5,454.64	0.32

Sector	Minimum	Maximum	Median	Mean	Std Dev	Skewness
Garments	800	26,000	8,000	8909.33	6,582.27	,0.75
Heating, Ventilation, Aircondition	4,000	20,000	12,000	11,666.11	4,733.93	0.15
Human Health/Health Care	300	62,500	9,000	11,899.22	10,787.01	2.11
Information and Communication	600	65,000	15,000	17,041.66	13,093.45	2.13
Language	4,375	75,000	14,000	14,517.76	8,834.90	3.87
Maritime	8,250	85,000	24,000	32,079.29	29,291.70	1.27
Metals and Engineering	1,000	60,000	9,600	11,331.23	8,513.77	2.57
Processed Food and Beverages	500	50,000	10,000	13,246.00	9,954.56	1.12
Social, Community Development	300	201,790	7,000	10,887.56	15,393.32	8.66
TVET	3,000	200,000	20,000	21,692.02	24,896.88	6.53
Tourism (Hotel and Restaurant)	366	200,000	10,000	11,656.31	11,771.23	8.77
Wholesale and Retail Trading	2,000	62,000	8,000	12,444.16	15,624.81	2.63
Others	1,000	50,000	9,000	11,672.76	8,244.44	2.06

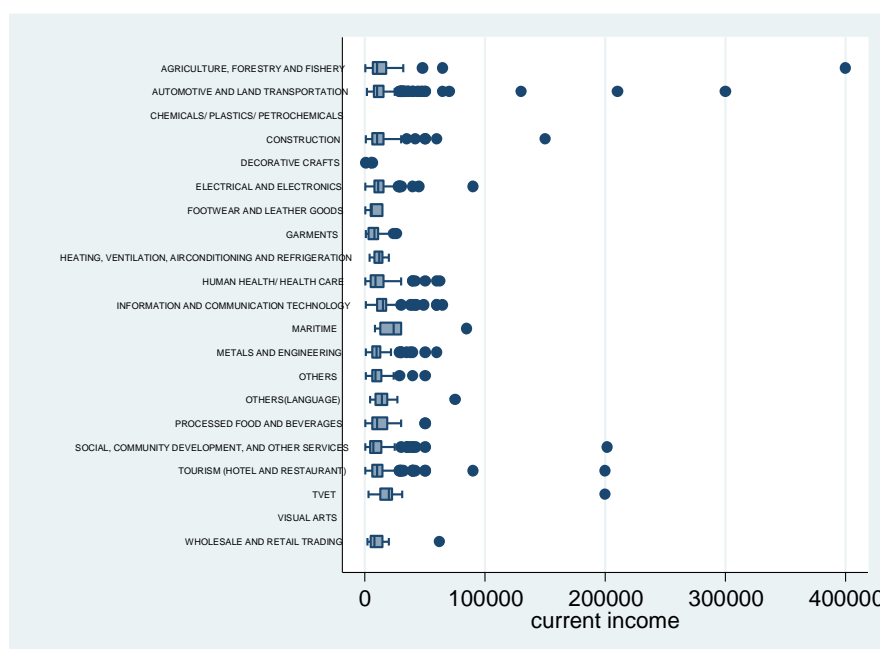


Figure 36. Boxplot of the Current Monthly Income of TVET graduates by Sector. Philippines:2017

4.9. Employment Facilitation and Skills Utilization

Access to quality training and workplace learning is what TESDA would like to offer the youth, skilled workers, and the public in general who seek to enhance their skills for better employment opportunities and economic growth. These skills are expected translate to productivity for a TVET graduate to meet the increasing job complexity driven by workplace changes.

As such, it is also one of the interests of TESDA to identify and measure skills utilization of their graduates to understand the extent of the skills learned from TVET programs and how effective they are applied in the workplace. This may serve as their basis towards refining their programs and policies.

Majority of the TVET graduates across different program delivery modes perceived that they gained the skills after completing their respective programs. Almost all (99.52%) graduates of enterprise-based programs believed they were able to absorb the skills expected of them (Table 92). Improvement on perception of learning was also apparent on dual training system, where there was increase from 78.2% in 2016 to 92.46% in 2017, predominated by males.

Table 92. Weighted Distribution of TVET Graduates Who Perceived that they Possess Skills After Completing a Program, By Sex and Program Delivery Mode, Philippines: 2017

Program Delivery Mode	Sex					
	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Institution-based	694,029	49.81	699,323	50.19	1,393,352	97.39
Mobile training program	18,803	51.08	18,005	48.92	36,808	93.81
Dual training system/dualized training program	2,402	25.4	7,057	74.6	9,460	92.46
Enterprise-based	20,141	48.85	21,091	51.15	41,233	99.52
Community-based	399,202	57.47	295,480	42.53	694,682	96
Total	1,134,578	52.15	1,040,956	47.85	2,175,534	96.9

^aPercentage over the row total; ^bPercentage over the total number of graduates per program delivery mode

As mentioned, majority of the graduates perceived themselves to have acquired the supposed skills after completing a TVET program. This was more apparent among WTR graduates (97.56%) than the NTR graduates, particularly those who underwent community-based, dual training system, and institution-based programs predominated by males. Alternatively, more NTR than WTR graduates under enterprise-based (predominated by males) and mobile training programs (predominated by females)—although with small difference—expressed their satisfaction for gaining the skills expected of their chosen sector (Tables 93 and 94 and Figure 37)

Table 93. Weighted Distribution of WTR Graduates Who Perceived that they Possess Skills After Completing a Program, By Sex and Program Delivery Mode, Philippines: 2017

Program Delivery Mode	Sex					
	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Institution-based	597,671	49.73	604,155	50.27	1,201,826	97.9
Mobile training program	13,102	47.33	14,579	52.67	27,681	92.67
Dual training system/dualized training program	425	6.42	6,199	93.58	6,624	100
Enterprise-based	12,469	52.55	11,260	47.45	23,729	99.17
Community-based	99,578	42.42	135,167	57.58	234,745	96.21
Total	723,246	48.39	771,360	51.61	1,494,605	97.56

^aPercentage over the row total; ^bPercentage over the total number of graduates per program delivery mode

Table 94. Weighted Distribution of NTR Graduates Who Perceived that they Possess Skills After Completing a Program, By Sex and Program Delivery Mode, Philippines: 2017

Program Delivery Mode	Sex					
	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Institution-based	72,659	47.69	79,711	52.31	152,371	94.08
Mobile training program	2,973	68.05	1,396	31.95	4,370	100
Dual training system/dualized training program	0	0	0	0	0	0
Enterprise-based	2,804	24.23	8,769	75.77	11,573	100
Community-based	79,790	54.06	67,809	45.94	147,599	91.63
Total	158,227	50.09	157,686	49.91	315,912	93.05

^aPercentage over the row total; ^bPercentage over the total number of graduates per program delivery mode

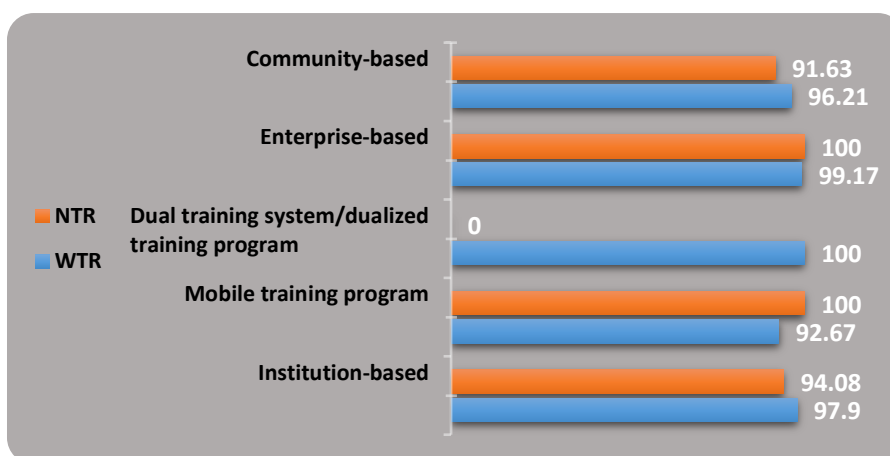


Figure 37. Weighted percentage distribution of employed WTR and NTR graduates by the usefulness of the program. Philippines: 2017

Similar to 2016, graduates were able to find a job by walk-in applications (42.43%) and referrals from friends and relatives (36.66%). Only a few were employed via blue desk (0.92%) and Public Employment Service Office (PESO) (1.51%) (Table 95).

Table 95. Means for Getting the present job of TVET Graduates by Sex, Philippines: 2017

Acquirement of Job	Sex					
	Female		Male		Total	
	Frequency	Percentage ^a	Frequency	Percentage ^a	Frequency	Percentage ^b
Blue Desk	6,053	58.86	4,230	41.14	10,283	0.92
Public Employment Service Office (PESO)	6,793	40.48	9,988	59.52	16,781	1.51
Internet Job Posting	14,930	37.42	24,965	62.58	39,895	3.58
Newspaper Advertisements	620	70.01	265	29.99	885	0.08
Referral from friends/relatives	190,037	46.56	218,159	53.44	408,196	36.66
Walk-in application	222,127	47.01	250,411	52.99	472,538	42.43
Others	97,574	59.13	67,450	40.87	165,024	14.82
Total	538,132	48.32	575,470	51.68	1,113,602	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Only half of the employed TVET graduates conveyed their satisfaction for the usefulness of the program they attended in their current job. It is also vital to note that a quarter found their trainings to be of no use. This is—higher than the recorded dissatisfaction (16%) among 2016 graduates. Moreover, it has been reported that more males shared their dissatisfaction on trainings attended, an observation which can be attributed to considerable number of males who expressed the uselessness of TVET program in their job (Table 96).

The same scenario can be seen per type of provider. About 51% of the non-TTI graduates expressed their gratification on the usefulness of the completed trainings, of which 53.19% were female. Meanwhile, only about 48% of the TTI graduates shared the same views, where males outnumbered females (Tables 97 and 98 and Figure 38).

Table 96. Skills Utilization of Employed TVET Graduates, Philippines: 2017

Skills Utilization	Sex				Total	
	Female		Male			
	Frequency	Percentage ^a	Frequency	Percentage ^a	Frequency	Percentage ^b
Very useful	282,679	50.33	278,920	49.67	561,599	50.43
Some use	132,325	47.52	146,153	52.48	278,478	25.01
No use at all	123,129	45.02	150,397	54.98	273,525	24.56
Total	538,132	48.32	575,470	51.68	1,113,602	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Table 97. Skills Utilization of Employed TVET Graduates under TTI, Philippines: 2017

Skills Utilization	Sex				Total	
	Female		Male			
	Frequency	Percentage ^a	Frequency	Percentage ^a	Frequency	Percentage ^b
Very useful	35,500	36.63	61,419	63.37	96,919	48.16
Some use	21,763	37.6	36,113	62.4	57,877	28.76
No use at all	21,576	46.47	24,856	53.53	46,432	23.07
Total	78,839	39.18	122,389	60.82	201,228	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

Table 98. Skills Utilization of Employed TVET Graduates under Non-TTI, Philippines: 2017

Skills Utilization	Sex				Total	
	Female		Male			
	Frequency	Percentage ^a	Frequency	Percentage ^a	Frequency	Percentage ^b
Very useful	247,179	53.19	217,501	46.81	464,680	50.93
Some use	110,561	50.12	110,040	49.88	220,601	24.18
No use at all	101,553	44.72	125,540	55.28	227,093	24.89
Total	459,293	50.34	453,081	49.66	912,374	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

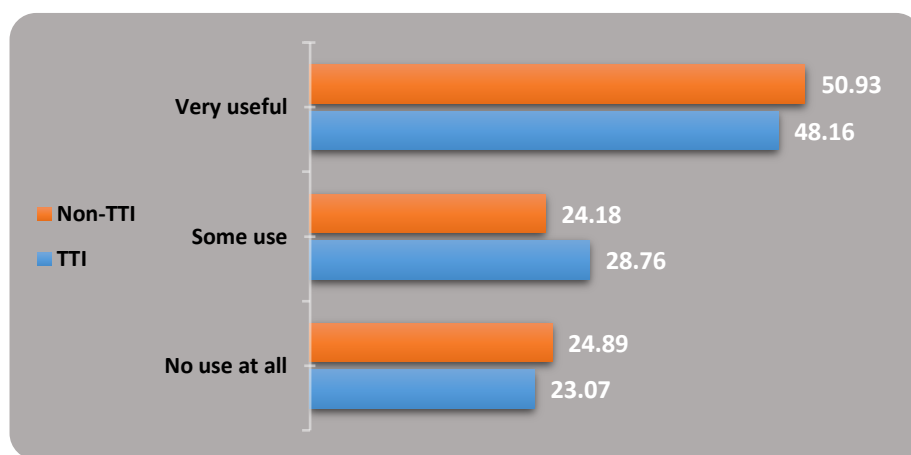


Figure 38. Weighted percentage distribution of employed graduates by the usefulness of the program, by type of provided, Philippines: 2017

TVET clients went for trainings to upgrade their skills, mainly for job promotion and better pay. Thus, possessing the skills acquired from the trainings is important in their job since this translates to better job opportunities. Perceived skill utilization was found to be among the job-related factors that pose strong effect on a worker's well-being. And this is vital to TVET to improve their programs in terms of work design.

As indicated, a quarter of employed graduates felt that they were not able to utilize in their job the skills they learned from training in TESDA. It is evident therefore that there were some skills gained by employed graduates that end up either getting under-utilized or not beneficial at all in current work demands. The majority (71.22%), many of which are male, cited that their current work is entirely different from the trainings completed. Meanwhile, some argued that the skills they acquired were not needed in their actual work (Table 99).

Table 99. Reasons of TVET Graduates for considering his/her Skills Acquired is No Use At All by Sex Philippines: 2017

Reason	Sex					
	Female		Male		Total	
	Freq	Percent ^a	Freq	Percent ^a	Freq	Percent ^b
skills acquired from training/course not needed in actual work	36,895	46.87	41,818	53.13	78,712	28.78
occupation is entirely different with training/course completed	86,234	44.26	108,579	55.74	194,813	71.22
Total	123,129	45.02	150,397	54.98	273,525	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

4.10. Satisfaction Level of TVET Graduates

One way to leverage the quality of services that TESDA provides to its clients is to determine and consider the opinion of its graduates about their experiences in the course of their training and upon landing a job. Doing so can potentially help future graduates and the management improve their programs holistically.

Majority of the graduates were satisfied with their experiences with TESDA, from entry to graduation. When asked about their opinion regarding the procedure for enrollment, many were truly satisfied, while only 0.17% expressed their dissatisfaction. In terms of the strategies implemented in the training, almost half of the graduates gave a rating of very good, and a large portion even rated excellent. Tools and equipment used were also found satisfactory, of which 46.58% rated it as very good. Only a few found it good and fair. As for the quality of materials used, most graduates gave a rating of very good, with an overall satisfactory rating. Moreover, a large portion gave positive feedback on their training facilities or work area of their institution, where 36.1% and 48.54% gave a rating of excellent and very good, respectively. More than half (51.91%) were very contented (with excellent rating) with their trainers, while a large portion (40.93%) gave a very good rating. Majority (51.96%) of the graduates found the duration of training satisfactory (rating of very good), while a good portion conveyed excellent rating. Similarly, the majority were satisfied with the knowledge, skills and attitude they attained after training. Altogether, most graduates found the assessment methods reasonable (Table 100).

Among the various components considered, the knowledge/expertise of the trainers garnered the most excellent rating. This suggests positive feedback towards trainers of TESDA. The learning materials used by trainers, however, were given a poor rating by most graduates (Figure 39).

Nonetheless, although high ratings were already observed in all components considered, the management is likely to benefit their students more by being more proactive in improving its programs and ultimately produce graduates who, in the entirety, are genuinely satisfied with their trainings.

Overall, a large portion of the graduates were indeed satisfied with their chosen programs, in which 43.07% and almost 50% rated their program excellent and very good, respectively. This is a bit higher than what was seen in 2016, wherein 80% gave a very satisfied rating. On the average, females gave a higher rating to their programs than males (Table 101).

Table 100. Weighted distribution of TVET graduates by satisfaction level per element. Philippines: 2017

Component	Excellent		Very Good		Good		Fair		Poor	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Trainee Entry Method	966,753	43.06	1,038,748	46.26	224,675	10.01	11,137	0.5	3,909	0.17
Training Methodologies	967,062	43.07	1,121,433	49.95	147,067	6.55	6,223	0.28	3,437	0.15
Tools and Equipment	796,388	35.47	1,045,796	46.58	358,427	15.96	30,072	1.34	14,540	0.65
Learning Materials	735,075	32.74	1,090,624	48.58	365,844	16.29	26,636	1.19	27,043	1.20
Training Facilities/Work Area	810,620	36.1	1,089,878	48.54	314,315	14	18,016	0.8	12,393	0.55
Knowledge/Expertise of Trainer	1,165,573	51.91	918,865	40.93	141,212	6.29	11,459	0.51	8,112	0.36
Duration of Training	659,020	29.35	1,166,570	51.96	377,491	16.81	31,838	1.42	10,303	0.46
KSA Attained After Training	809,249	36.04	1,168,014	52.02	249,288	11.1	15,059	0.67	3,612	0.16
Assessment Methods	644,671	42.76	741,157	49.16	115,576	7.67	3,964	0.26	2,190	0.15

^aPercentage over the total number of TVET graduates



Figure 39. Weighted percentage distribution of employed graduates by satisfaction level per element, Philippines: 2017

Table 101. Overall Satisfaction level of TVET Graduates with the Program attended By Sex, Philippines: 2017

Satisfaction level	Sex					
	Female		Male		Total	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Excellent	501,056	51.81	466,006	48.19	967,062	43.07
Very Good	600,187	53.52	521,246	46.48	1,121,433	49.95
Good	75,194	51.13	71,873	48.87	147,067	6.55
Fair	1,865	29.97	4,358	70.03	6,223	0.28
Poor	808	23.51	2,629	76.49	3,437	0.15
Total	1,179,110	52.52	1,066,112	47.48	2,245,222	100

^aPercentage over the row total; ^bPercentage over the total number of TVET graduates

5. Determinants of TVET Employability

For future improvement of programs and policies related to employability of TVET programs, factors associated and may influence employability of graduates could be used as basis in determining areas that shall be prioritized by the management. Looking at these factors might help improve employability of graduates and their skill utilization.

5.1. Factors Associated with Employability

Based on the data collected from the 2017 graduates, characteristics found significantly associated with employability (at 10% level of significance) include graduates' educational attainment before enrolling into TVET program, their reasons for taking up a program, whether or not they availed a scholarship, level of certification, satisfaction level on training methodologies, satisfaction on the knowledge, skills and attitudes attained after training, and satisfaction on assessment methods, whether enrolled program is in line or not with career assessment results, graduates' socio-demographic characteristics, namely region,

sector, age group, and sex (Table 102). Factors found consistently associated with employability of graduates since 2016 have been educational attainment, age group and region of a graduate, availing of a scholarship program, and level of certification.

Table 102. Measure of Association TVET graduates' employability with some Factors

Factor	Rao-Scott Test statistic	p-value	Cramer's V
Type of Provider	0.0559	0.8309	0.0027
Educational Attainment	93.7130	0.0006	0.1115
Reason for Taking up the Program	15.6459	0.0913	0.0455
Program Delivery Mode	4.2929	0.5942	0.0239
Type of TVET Program Registration	5.6017	0.1614	0.0272
Availment of Scholarship Program	7.0779	0.0358	0.0306
Competency Assessment	1.5623	0.3092	0.0144
Results of Competency Assessment	0.2130	0.6440	0.0053
Level of Certification	28.1699	0.0016	0.0611
Perception whether the graduates possess skills after completing the program	0.7665	0.4502	0.0101
Satisfaction: Training Methodologies	12.7289	0.0598	0.0411
Satisfaction: Level of KSA Attained After Training	15.8209	0.0343	0.0458
Satisfaction: Assessment Methods	9.6428	0.0762	0.0358
Overall Satisfaction of Training Attended	5.3747	0.4473	0.0267
Took Career Profiling Examination/Career Assessment Test	1.0617	0.4137	0.0119
Enrolled in line with the Profiling/ Career Assessment results	12.3577	0.0087	0.0405
Region	127.6209	0.0001	0.1301
Sector	69.5387	0.0001	0.0960
Age group	60.7711	0.0001	0.0906
Sex	4.7310	0.0848	0.0250

To explain further the existing association, the employment rate for each subclass/category of a certain factor was determined. Among the factors found significantly associated with employability, only the graduates' educational attainment and region showed a moderate association. Those with a bachelor degree, post-graduate degree, and post-secondary non-tertiary incline towards employment. A higher rate was also observed for those with primary education. Alternatively, those in secondary education lean towards unemployment, since many of them were still in school (Figure 40). Considering region as a factor, CAR and other regions with employment rates close to the former were associated towards being employment. Moderate association indicated the discriminating attribute of these regions with high employment rates to the employment of graduates against other regions with low employment rates (Figure 41).

Employment status of graduates was weakly described by sex. Male graduates were more likely to be employed. It does not imply, however, that unemployment is likely for female graduates, since many of the graduates were also working at the time of the survey (Figure 42). In terms of age, those who were at least 25 and not older than 64 years old were expected to be employed, as reflected by high employment rate in these age groups. Those below 15

years exhibit a discriminating attribute when it comes to being unemployed. However, note that the age of a graduate was weakly associated with its employability (Figure 43).

Employability of a graduate was also weakly associated with reason for taking up a TVET program. Although more employed graduates were observed regardless of their reason or purpose, a considerably high employment rate was realized for those whose reasons were for skills upgrading, promotion, and perceived popularity of TVET qualifications (Figure 44). Graduates of Footwear and Decorative sectors were likely to be employed, particularly for women (based on the discussion earlier). Although all sectors represent more than fifty percent of the employment rate, discriminating attributes can be noted for sectors with the highest employment rate, compared to sectors with relatively low employment rates, such as Tourism and Processed Food and Beverages (Figure 45).

Getting a scholarship and whether the enrolled program was in line with the career assessment results were both weakly related to a graduate's employability. The weighted distribution shows that those with scholarship were likely to be employed, but it does not mean that those without scholarships were likely to be unemployed, as explained by the large number of non-scholars who were employed during the time of the survey (Figure 46). Similarly, a higher portion of graduates whose enrolled programs were not in line with the results of their career assessment were employed. Despite the discriminating attribute of being in line with that of not in line, it cannot be said that those whose enrolled programs were in line with the assessment results were likely to be employed (Figure 47).

Certification level of graduates was also weakly associated with employability, except for NCIV, in which discriminating attributes can be realized due to lower employment rate at this level (Figure 48). Moreover, employability was weakly related to satisfaction on training methodologies, knowledge, skills and attitude (KSA) after training, and assessment methods. In terms of satisfaction on training methodologies, those who gave a fair rating had the lowest number of employed graduates relative to other categories. Meanwhile, poor rating on the KSA and assessment methods was found to have discriminating attributes due to a considerably lower number of employed graduates (Figures 49, 50, and 51).

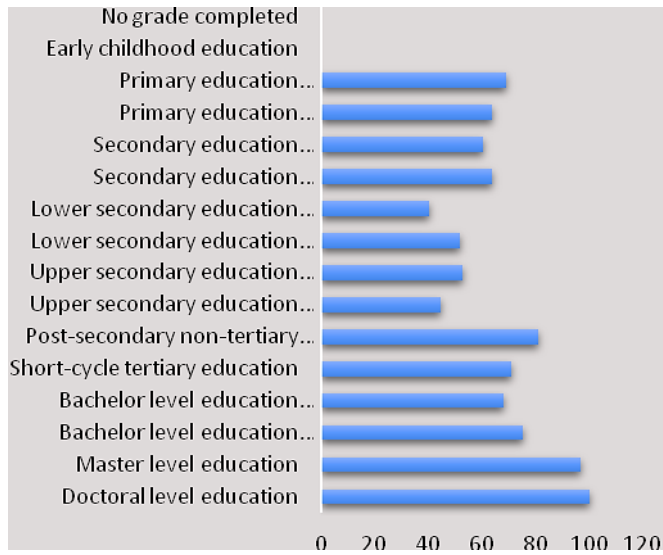


Figure 40. Weighted distribution of Employed TVET graduates by Educational Attainment, Philippines:2017

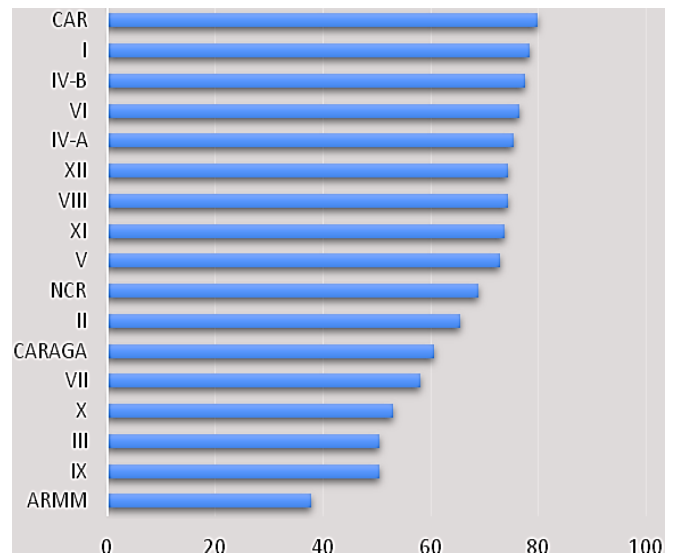


Figure 41. Weighted distribution of Employed TVET graduates by Region, Philippines: 2017

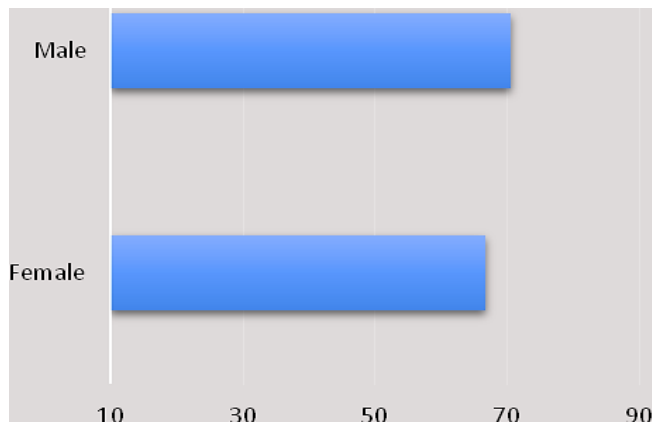


Figure 42. Weighted distribution of Employed TVET graduates by Sex, Philippines: 2017

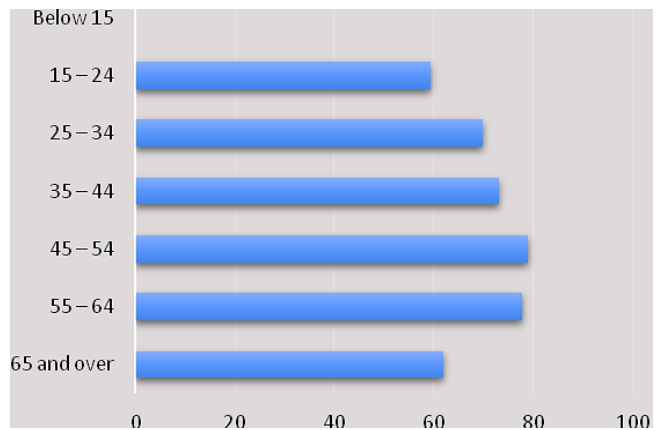


Figure 43. Weighted distribution of Employed TVET graduates by Age Group, Philippines: 2017

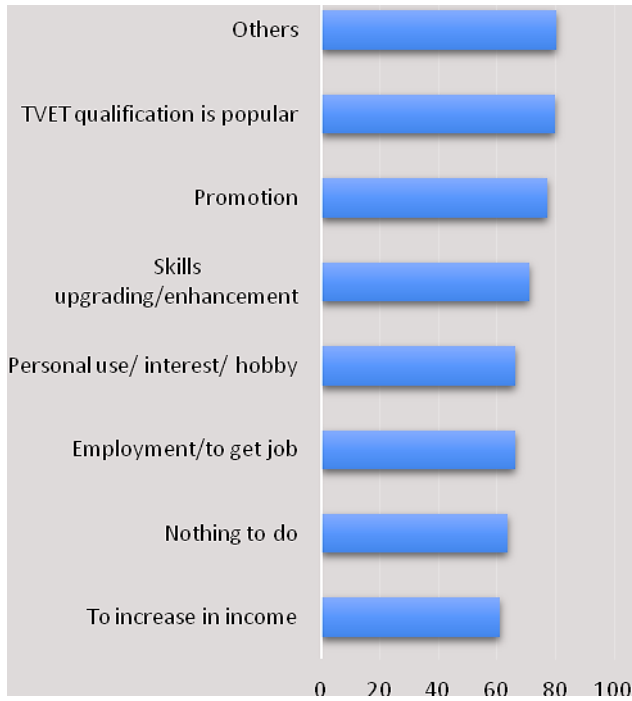


Figure 44. Weighted distribution of Employed TVET graduates by Reasons for Taking up A Program. Philippines:2017

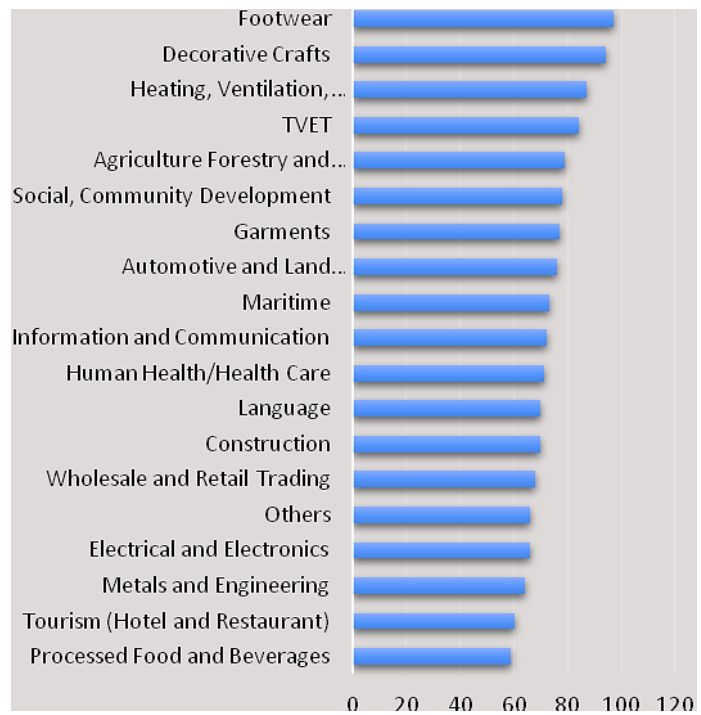


Figure 45. Weighted distribution of Employed TVET graduates by Sector. Philippines:2017

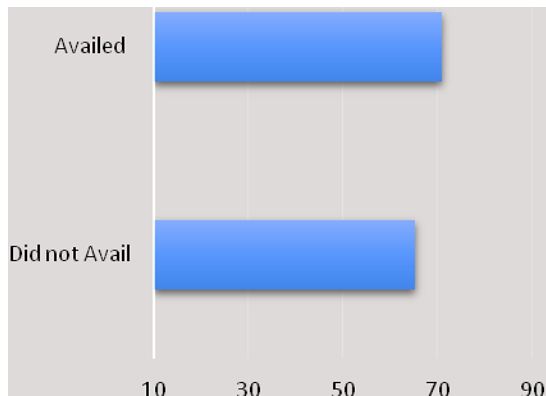


Figure 46. Weighted distribution of Employed TVET graduates by Availment of Scholarship. Philippines:2017

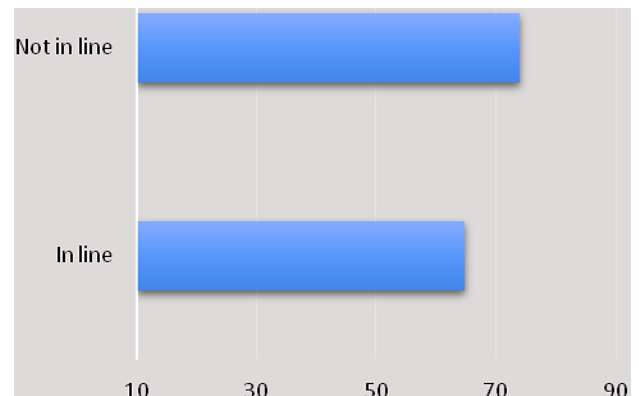


Figure 47. Weighted distribution of Employed TVET graduates by Whether the Enrolled program is in line with the assessment or not . Philippines:2017

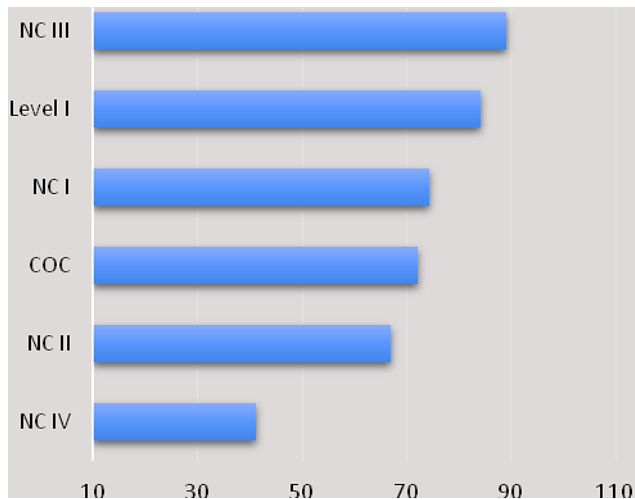


Figure 48. Weighted distribution of Employed TVET graduates by Level of Certification. Philippines:2017

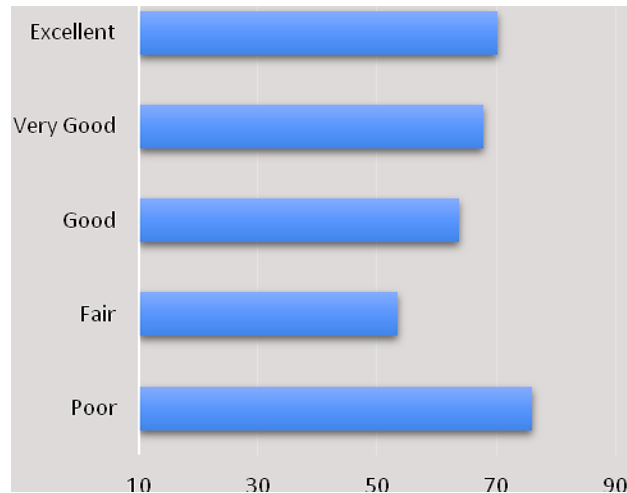


Figure 49. Weighted distribution of Employed TVET graduates by Satisfaction Level on Training Methodologies . Philippines:2017

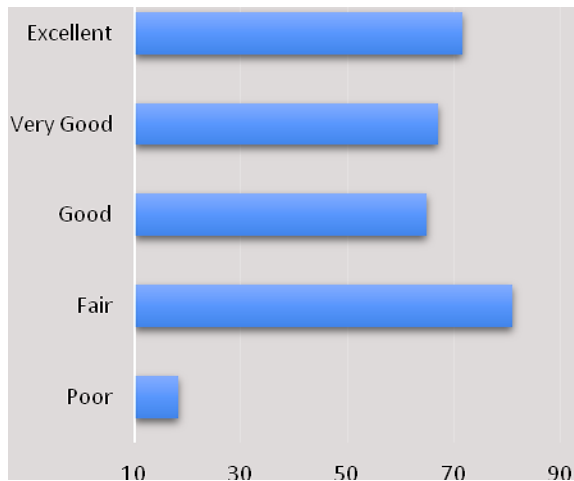


Figure 50. Weighted distribution of Employed TVET graduates by Satisfaction Level on Knowledge, Skills, and Attitude after Training. Philippines:2017

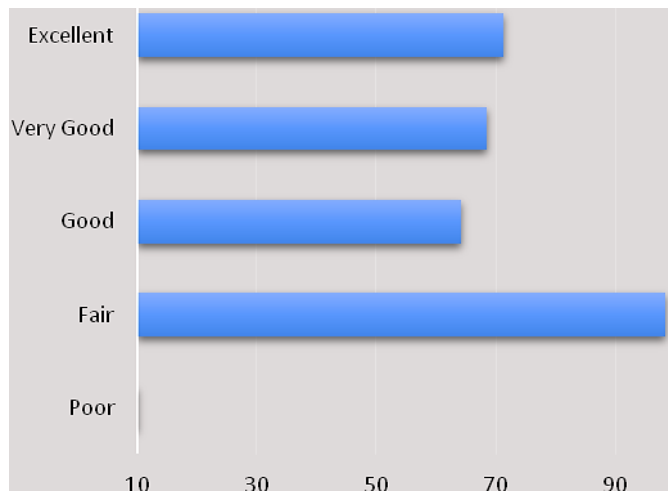


Figure 51. Weighted distribution of Employed TVET graduates by Satisfaction Level on Assessment Methods. Philippines:2017

5.2. Logistic Model for the Employability

Further analysis of factors found significantly associated with the employability of graduates was done to identify significant determinants that may influence employability. Age, sex, and region were found to be significant determinants.

Based on the results, it can be said that as a graduate gets older by one year, the log odds of being employed also gets higher. Also, the odds of a TVET graduate being employed are reduced to about 25.9% if one is a female. This could be attributed to the previous result in which there were more employed males than females.

A graduate from Ilocos Region, CALABARZON, Bicol Region, Western Visayas, and Eastern Visayas, is 1.857, 1.429, 1.326, 1.515, and 1.312 times, respectively, more likely to be employed than a graduate from NCR. Moreover, those from Davao Region, SOCCSKSARGEN, MIMAROPA, and CAR, are 1.27, 1.3, 1.813, and 2.083 times, respectively, more likely to be employed than those from NCR. On the other hand, the odds of a graduate to be employed is reduced to about 16.1%, 26.8%, and 24.9% if one is from Cagayan Valley, Central Visayas, and CARAGA, respectively, compared to those from NCR. Greater reduction in the odds of being employed can be noted for those residing in Central Luzon, Zamboanga Peninsula, Northern Mindanao, and ARMM, with a reduction to about 42.2%, 51.2%, 45.8%, and 71%, respectively.

Moreover, a graduate with post-secondary non-tertiary or bachelor degree were estimated to be 1.226 and 1.210 times, respectively, more likely to be employed than those whose highest educational attainment is primary education. There is a greater chance of employment for those with a post-graduate degree over those with primary education, with an odds ratio of 9:1. Meanwhile, those who were still at their secondary level (old and new curriculum) were less likely to be employed than those with primary education, with an odds ratio of 0.796:1 and 0.327:1 for secondary (old curriculum) and junior and senior high schools, respectively, with the latter having the largest reduction at 67.3% (Table 103).

The fitted model was found to be significant based on the likelihood-ratio chi-square goodness-of-fit test, score and Wald's test with a very small *p-value*. Moreover, Hosmer and Lemeshow's goodness-of-fit test indicates that the estimated model fits the data well, indicated by its *p-value* of 0.1506 (Table 104).

Likewise, the Receiver Operating Characteristic (ROC) revealed 67.82% area under the curve (Figure 52). Since it covered more than 50% of the reference line, the model is said to have a fair predicting power, thus the model fitted can be used in predicting the likelihood of a TVET graduate's employability.

Table 103. Estimated coefficients, odds ratio, and p-values of the fitted Logistic regression model

Factor	Estimate	Odds Ratio	p-value
Age	0.0282	1.029	<.0001
Sex ^a (Female)	-0.1501	0.741	<.0001
Region^b			
Ilocos Region	0.6251	1.857	<.0001
Cagayan Valley	-0.1693	0.839	<.0001
Central Luzon	-0.5412	0.578	<.0001

Factor	Estimate	Odds Ratio	p-value
CALABARZON	0.3635	1.429	<.0001
Bicol Region	0.2883	1.326	<.0001
Western Visayas	0.4219	1.515	<.0001
Central Visayas	-0.3063	0.732	<.0001
Eastern Visayas	0.278	1.312	<.0001
Zamboanga Peninsula	-0.7103	0.488	<.0001
Northern Mindanao	-0.6054	0.542	<.0001
Davao Region	0.2514	1.278	<.0001
SOCCSKSARGEN	0.2684	1.3	<.0001
MIMAROPA	0.6015	1.813	<.0001
ARMM	-1.2323	0.29	<.0001
CAR	0.7402	2.083	<.0001
CARAGA	-0.28	0.751	<.0001
Educational Attainment^c			
Secondary (Old Curr)	-0.2279	0.796	<.0001
JR and SR High	-1.1191	0.327	<.0001
Post Secondary Non-tertiary	0.2036	1.226	<.0001
Bachelor degree	0.1907	1.210	<.0001
Post-graduate degree	2.2190	9.198	<.0001

^aMale as the reference group; ^bNCR as the reference group; ^cPrimary education as the reference group

Table 104. Model Assessment

Measures of Fit	Test Statistic	p-value
Likelihood Ratio	141,811.372	<.0001
Score	136,890.213	<.0001
Wald	121,309.479	<.0001
Hosmer and Lemeshow	12.0132	0.1506

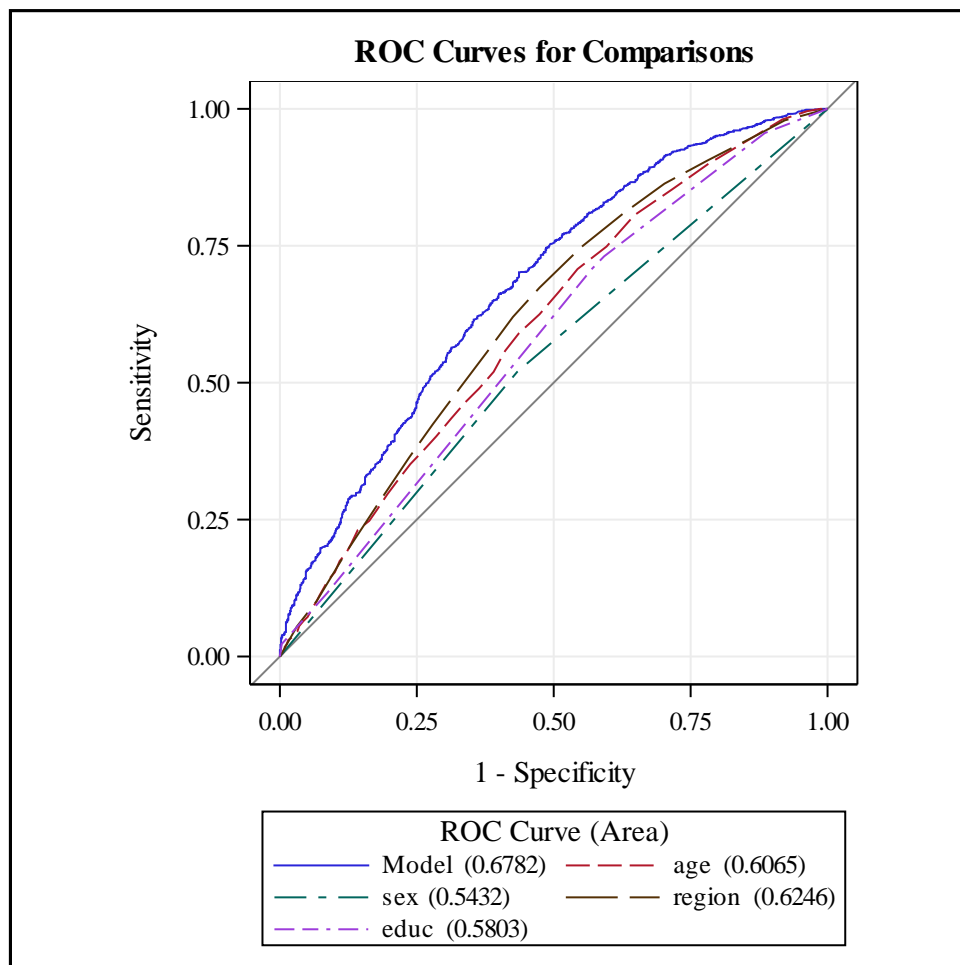


Figure 52. ROC curve of the fitted model for employability of TVET graduates

CONCLUSION AND RECOMMENDATION

Based on the results of the 2018 SETG, the following considerations/actions are recommended:

1. The increased in the share of TVET graduates with Bachelor degree in 2018 indicates recognition of the industries and individuals for continues learning and/or skills upgrading through TVET program. Likewise, it can be influenced by the employer's preference in terms of the educational attainment of the graduates. This is evident in the results which show significant association of the educational attainment before taking up TVET program and the employability of the TVET graduates.

TESDA has to consider the result as a warning on the changing requirements of the industries in terms of the educational attainment. TVET should look at this trend as a challenge in making TVET standards more appropriate to the different clienteles it serves. It can also be concluded that companies consider skill training as their way to immediately address the changes in their respective areas. For the part of TESDA conduct of enterprise-based training seems to be the direction that TESDA has to strengthen to ensure that TVET will go along with the developments. On the other hand, incentivizing the enterprises is therefore necessary to encourage them to participate.

2. TVET Certification remains to be not significant to the employment of graduates. However, it is good to note that for some, TVET certification influenced the provision for work incentives of the graduates. While industries already recognized the need for skills training, the recognition for the certification is still a challenge for TVET. To address this, TESDA should establish mechanisms to encourage companies to consider the TVET certification. This can be done through conduct of industry forum wherein the area for discussion will focus on the importance of assessment and certification. Again, incentivizing companies should also be considered in the recognition of certified graduates.
3. Employment rate of graduates decreased by 3.29% in 2018, which can be attributed to the following results of the study:
 - 3.1 Low employment rate was accounted on sector with recorded high share of graduates. The tourism has considerable number of unemployed graduates despite having the largest share of graduates in 2017.
 - 3.2 High employment rate is accounted to graduates under Dual Training System and Enterprise-Based Training, however, this training modalities have only small share of graduates.
 - 3.3 There were still graduates who perceived that they did not possess the skills that they are supposed to gain in the program and there were under utilization of skills for some graduates. Large share of the graduates that the acquired skills are totally different to the industry requirements.
 - 3.4 Region has significant relationship on the employment of graduates, however, it is evident that regions with high share of graduates were accounted with average

employment rate and even low employment rate compared to those with low share of graduates.

The factors that might influence the decrease in the employment rate indicate that TESDA has to:

- Strengthen the utilization of the Labor Market Information in the implementation of the program; consider the data/information to determine what should be the priority skills programs of the region. LMI should not only be considered as necessary in the development of the standards at the national level, even the field offices should also develop their respective LMIR to determine the needs in their respective areas and where are the opportunities for their graduates.
 - Study on the enrollment share vis-à-vis employment rate per sector should be undertaken to determine sectors with significant employment rate results. This can serve as basis in the prioritization of qualification, development of standards, program registration and most importantly in the allocation of TESDA scholarship funds.
 - TVET to prioritize the implementation of the Dual Training System and Enterprise-Based Training. As previously suggested, mechanisms to encourage the participation of the enterprises should be established. This should be supported with a clear policy which will serve as reference of the ROPOTIs in enforcing the EBT.
 - While industries are consulted and involved in the development of the standards, TESDA may consider studying other areas that should be enhanced in the process of TR development and even in the identification of the industry experts to make it more responsive to the needs of the industry. Likewise, considering different strategies in the development of the standards to make it more relevant to the industries should be studied.
4. In terms of the satisfaction of the graduates in the conduct of the skills training, majority expressed satisfaction to the training programs they have attended. However, it is still worth to consider that there were graduates who were not satisfied with the TESDA's procedure for enrollment, tools and equipment used in the training, quality of materials used, training facilities or work area of their institution, trainers, knowledge, skills and attitude they attained after training, and the assessment methods. TESDA may consider conducting another study to determine the specific areas that should be further enhanced in the delivery of training.

ANNEXES



REPUBLIC OF THE PHILIPPINES
PHILIPPINE STATISTICS AUTHORITY

Reference No. 18SS02-214

29 October 2018

MS. MARISSA G. LEGASPI
Executive Director, Planning Office
Technical Education and Skills Development Authority
TESDA Complex, East Service Road,
South Superhighway, Taguig City

SUBJECT: Statistical Survey Review and Clearance System (SSRCS) – 2018 Study on the Employability of TVET Graduates

Dear Ms. Legaspi:

This refers to your request for the clearance of the *2018 Study on the Employability of the Technical and Vocational Educational Training (TVET) Graduates (SETG)*. We acknowledge with thanks receipt of the following documents which were used as basis for the evaluation.

PSA Ref. No	Title of Document	Format Received	Date Received
SSRCS-18SS02-214-01	Cover Letter	Hard Copy	18 Oct 2018
SSRCS-18SS02-214-02	Accomplished SSRCS Form 1	Hard Copy	18 Oct 2018
SSRCS-18SS02-214-03	Guidelines on the Conduct of the 2018 SETG	Hard Copy	18 Oct 2018
SSRCS-18SS02-214-04	Survey Questionnaire/s	Hard Copy	18 Oct 2018
SSRCS-18SS02-214-05	2017 SETG Preliminary Report	Hard Copy	18 Oct 2018
SSRCS-18SS02-214-06	Accomplished SSRCS Form 4	E-Copy	18 Oct 2018

Please find in the attached SSRCS Form 3, the clearance number and expiration date which should be printed or stamped on the upper right corner of the first page of the final questionnaire.

In line with the Philippine commitment to generate statistics on the Sustainable Development Goals (SDGs), we would like to encourage your agency to consider including items relating to the SDGs in your statistical surveys pursuant to PSA Resolution No. 4, s.2016, "Enjoining Government Agencies to Adopt and Provide Data Support to the Sustainable Development Goals" dated 12 May 2016. The list of SDG indicators can be accessed at: <https://unstats.un.org/sdgs/indicators/Official%20Revised%20List%20of%20global%20SDG%20indicators.pdf>

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

Very truly yours,


JOSIE B. PEREZ
Assistant Secretary
Deputy National Statistician
Censuses and Technical Coordination Office


SBDC/PA/RSB/USE



PSA Complex, East Avenue, Diliman, Quezon City, Philippines 1101
Telephone: (632) 938-5267
www.psa.gov.ph

Title of statistical survey <p style="text-align: center;">2018 Study on the Employability of the TVET Graduates</p>									
Proponent agency Technical Education and Skill Development Authority	Conducting agency Technical Education and Skills Development Authority								
1 <input checked="" type="checkbox"/> CLEARANCE GRANTED , subject to the following final action: <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> (a) Questionnaire Title: 2018 Study on the Employability of the TVET Graduates <div style="border: 1px solid black; padding: 2px; margin: 5px 0; text-align: center;"> PSA Approval No. TESDA-1854 Expires on 31 October 2019 </div> ii) <input checked="" type="checkbox"/> Submit a copy of the Manual of Operations and the printed forms/questionnaires with the clearance number to the Censuses and Technical Coordination Office – Standards Service (CTCO-SS), 30 days upon receipt of this form. iii) <input checked="" type="checkbox"/> Others <ul style="list-style-type: none"> • Please furnish the CTCO-SS copies of the survey results. • The survey design and instrument shall be subject for review should there be any changes made prior to the expiration of the clearance granted. 									
2 <input type="checkbox"/> DISAPPROVED , for the following reasons:									
3 <input type="checkbox"/> CLEARANCE IS PUT ON-HOLD , for the following reasons:									
<input checked="" type="checkbox"/> REMARKS									
A. QUESTIONNAIRE DESIGN/FORMS CONTENT									
1. The logo of the proponent should be placed on the upper portion of the questionnaire together with the PSA Approval Number and expiration date. Further, it is suggested to spell-out TVET in the title of the survey. Thus, the following revisions are suggested:									
<div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <div style="text-align: right; margin-bottom: 10px;"> PSA Approval No: _____ Expires on: _____ </div> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px; text-align: center;"> TESDA Logo </div> <div style="text-align: center;"> 2018 Study on the Employability of Technical and Vocational Educational Training (TVET) Graduates Survey <i>Technical Education and Skills Development Authority</i> </div> </div> </div>									
2. It is suggested to put page numbers on the questionnaires to guide the interviewer.									
3. On the Location of School or Training Center and PSGC Code, it is suggested to revise as follows:									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 20%; text-align: center;">PSGC Code</td> </tr> <tr> <td>Region: _____</td> <td style="background-color: black;"></td> </tr> <tr> <td>Province: _____</td> <td style="background-color: black;"></td> </tr> <tr> <td>District (for NCR only): _____</td> <td></td> </tr> </table>			PSGC Code	Region: _____		Province: _____		District (for NCR only): _____	
	PSGC Code								
Region: _____									
Province: _____									
District (for NCR only): _____									

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4. On the type of interview, kindly revise it to the following:

- Telephone
 E-mail

5. On the Contact Information, it is recommended to be revised as follows:

Contact Information
Telephone/Cellphone No.: _____
E-mail Address: _____
Social Media account: _____

Part A (Graduates Profile)

6. On item A.2 (Present Address), it is suggested to include boxes for the Philippine Standard Geographic Code (PSGC) as follows:

--	--	--	--	--	--	--	--

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The PSGC can be accessed at: <https://psa.gov.ph/classification/psgc/>.

7. On item A.4 (Marital Status), it is suggested to revise the categories as follows:

Codes	Categories
1	Single
2	Married
3	Widowed
4	Divorced
5	Separated
6	Annulled
7	Common-Law/Live-in
8	Unknown

8. On item A.5 (Highest Educational Attainment), it is recommended that the categories be based on the 2017 Philippine Standard Classification of Education (PSCed). The 2017 PSCed is accessible at <https://psa.gov.ph/classification/psced/>. The following are the suggested codes:

1. No Grade Completed
2. Early Childhood Education
3. Primary Education (Elementary) Undergraduate
4. Primary Education (Elementary) Graduate
5. Lower Secondary Education (Junior High School) Undergraduate (Specify if under old or K-12 curriculum)
6. Lower Secondary Education (Junior High School) Graduate
7. Upper Secondary Education (Senior High School) Undergraduate
8. Upper Secondary Education (Senior High School) Graduate
9. Post-secondary non-tertiary education
10. Short-cycle tertiary education
11. Bachelor Level Education Undergraduate
12. Bachelor Level Education Graduate

- 13. Master Level Education
- 14. Doctoral Level Education

Part B (Training, Competency Assessment and Certification)

9. On item B5 (Type of TVET Program Registration), it is suggested to spell out the categories, WTR and NTR, for easier reference.
10. On item B.6.1 (Type of scholarship program), please spell out the categories, TWSP, STEP and PESFA.
11. On item B.7.2 (Level of Certification), it would be better to spell out COC, NC and TM.
12. It is suggested that items B.6 (Availment of scholarship program) to B.9 (Possession of necessary skills for getting employed) should be on the same page as B.1 (TVET Program) to B.5 (Type of TVET Program Registration). Further, items B.10 (Career Profiling Assessment/Career Assessment) to B.13 (Suggestion) is suggested to be at the next page.

Part C (Employment Status of Graduate before Training)

13. On item C.1.2 (Monthly Gross Income), please provide additional information for the Income Code indicated in the questionnaire since the codes were not mentioned in the guidelines.

Part D (Employment Status of Graduate after Training)

14. On item D.2.1 (Get the Job after the training), please revise the following data sub-items:

	Suggested Revisions
D.1.2.1 Occupational Title	D.2.2.1 Occupational Title
D.1.2.2 Montly Gross income:	D.2.2.2 Montly Gross income:

15. On items D.1.1.3, D.1.2.3., D.2.2.1 (Monthly Gross Income), please provide additional information for the Income Code indicated in the questionnaire since it was not mentioned in the guidelines.

Part E (Employment Status of Graduate at the Time of the Survey)

16. On item E.1.2 (Complete Address of Company), it is suggested to use the PSGC for consistency with other data items that uses PSGC.
17. On items E.1.5 (Monthly Gross Income), please provide additional information for the Income Code indicated in the questionnaire since it was not mentioned in the guidelines.



B. OTHER COMMENTS

1. The 2018 SETG will be done through phone or e-mail only. The social media will be used only to communicate with the TVET graduates With this, please ensure that the questions are clear to the respondents especially when using e-mail as mode of interview to ensure the quality of responses.
2. Kindly provide information on the data encoding systems/process as well as data security measures to be utilized on the survey. Data encoding system is important to ensure regular updating, security

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back-up, performing error checks and promoting interoperability of databases. Data security measures are likewise indispensable and should abide by the Data Privacy Act of 2012 (R.A. No. 10173).

3. The Philippine Statistics Authority (PSA) undertakes survey review through the Statistical Survey Review and Clearance System (SSRCS) as part of its function (as stipulated in Republic Act No. 10625 or otherwise known as the "Philippine Statistical Act of 2013") in the promotion and adoption of statistical standards in the Philippine Statistical System (PSS) and other government agencies. In the performance of its function, the PSA is not responsible and liable for any untoward incidents, negative consequences, and/or damages to any person, establishment, organizations, and/or other entities that may arise in the course of the conduct of a survey by a proponent or third-party organization.

REVIEWING OFFICIAL	RECOMMENDING OFFICIAL
 PATRICIA ANNE R. SAN BUENAVENTURA <i>Chief Statistical Specialist</i> <i>Statistical Standards Division</i> <i>29 October 2018</i>	For the Assistant National Statistician:  SEVERA B. DE COSTO <i>(Chief Statistical Specialist)</i> <i>Officer-In-Charge</i> <i>Standards Service</i> <i>29 October 2018</i>

2018 Study on the Employability of TVET Graduates

Proposed Methodology

Sampling Design

The target population in this study is the set of all 2017 TVET graduates of regular programs and scholarship programs. The list of graduates from the MIS 03-02 submitted to the Central Office by the regional/provincial offices will serve as the sampling frame wherein the sample of graduates will be selected.

For the 2018 national TVET survey, the country's regions will be considered as domains of the study. In each region, graduates will be randomly selected using stratified random sampling with type of provider (TTI and Non-TTI), sex (Male and Female) and type of program (TWSP, STEP, PESFA, and regular program) as stratification variables using proportional allocation.

The number of graduates to be selected was determined per region employing the formula for sample size determination given as:

$$n_o = \left(\frac{Z_{\alpha/2} PQ}{d} \right)^2$$

where P is the proportion of employed TVET graduates, Q is computed as $1-P$, d is the margin of error and Z is the standard normal variate based on a level of significance (α). Hence, with a 95% level of confidence, margin of error of 5%, and proportion of 0.72 (based on the 2017 TVET study), a sample size of 310 graduates was computed per region.

The determined sample size was adjusted per region using:

$$n = \frac{n_o}{1 + \frac{n_o}{N}}$$

with N defined as the total number of graduates per region. Moreover, the final target number of sample graduates was determined by considering a design effect of 1.0 and nonresponse of 10%. The target sample size per region was proportionally allocated among the 16 strata formed in the study. With all these considerations, the actual number of graduates to be randomly selected per stratum across the 17 regions is given in Table 1, yielding a total samples of 5,961 TVET graduates.

Table 1. Number of samples of graduates by type of program, sex and scholarship program per region.

Type of Program	Non-TTI		TTI		TOTAL
	Female	Male	Female	Male	
NCR					
TWSP	26	25	2	2	55
STEP	13	5	0	0	18
PESFA	1	1	0	0	2
Regular program	159	100	14	4	277
Total	199	131	16	6	352
CAR					
TWSP	22	16	5	11	54
PESFA	2	2	0	0	4
STEP	2	1	2	2	7
Regular program	141	93	12	36	282
Total	167	112	19	49	347
REGION 1					
TWSP	28	30	3	4	65
STEP	4	4	2	1	11
PESFA	1	1	0	0	2
Regular program	119	77	45	32	273
Total	152	112	50	37	351
Region II - Cagayan Valley					
TWSP	17	19	7	8	51
PESFA	2	2	0	0	4
STEP	1	1	1	1	4
Regular program	122	102	31	38	293
Total	142	124	39	47	352
REGION III					
TWSP	34	28	2	4	68
STEP	4	3	1	2	10
PESFA	1	1	0	0	2
Regular program	129	107	9	25	270
Total	168	139	12	31	350
Region 4A – CALABARZON					
TWSP	21	23	2	2	48
STEP	3	2	1	1	7
PESFA	1	1	0	0	2
Regular program	131	131	16	18	296
Total	156	157	19	21	353
REGION 4B – MIMAROPA					
TWSP	21	23	3	4	51
STEP	6	7	3	2	18
PESFA	3	3	0	0	6
Regular program	83	104	31	59	277
Total	113	137	37	65	352

Type of Program	Non-TTI		TTI		TOTAL
	Female	Male	Female	Male	
Region V – Bicol					
TWSP	35	25	7	9	76
STEP	7	7	7	7	28
PESFA	6	6	0	0	12
Regular program	107	74	24	31	236
Total	155	112	38	47	352
REGION 6					
TWSP	21	18	4	7	50
STEP	3	3	1	2	9
PESFA	4	3	0	0	7
Regular program	124	82	30	50	286
Total	152	106	35	59	352
Region VII - Central Visayas					
TWSP	23	22	4	5	54
STEP	5	5	2	1	13
PESFA	4	3	0	0	7
Regular program	141	115	11	11	278
Total	173	145	17	17	352
Region VIII					
TWSP	15	13	9	10	47
STEP	3	3	2	3	11
PESFA	7	5	0	0	12
Regular program	111	100	39	30	280
Total	136	121	50	43	350
Region IX - Zamboanga Peninsula					
TWSP	21	16	3	5	45
STEP	2	1	1	2	6
PESFA	2	3	0	0	5
Regular program	127	105	28	34	294
Total	152	125	32	41	350
REGION 10					
TWSP	23	19	7	11	60
STEP	2	2	1	3	8
PESFA	3	2	0	0	5
Regular program	127	95	24	30	276
Total	155	118	32	44	349
Region XI					
TWSP	21	17	4	6	48
STEP	1	1	2	3	7
PESFA	2	1	0	0	3
Regular program	131	114	25	24	294
Total	155	133	31	33	352
REGION XII - SOCCSKSARGEN					
TWSP	19	23	5	5	52
STEP	2	4	1	1	8

Type of Program	Non-TTI		TTI		TOTAL
	Female	Male	Female	Male	
PESFA	3	4	0	0	7
Regular program	125	126	12	20	283
Total	149	157	18	26	350
Caraga					
TWSP	20	24	3	4	51
STEP	1	2	3	4	10
PESFA	4	5	0	0	9
Regular program	103	123	21	36	283
Total	128	154	27	44	353
ARMM					
TWSP	24	30	4	5	63
PESFA	7	5	0	0	12
Regular program	140	97	15	17	269
Total	171	132	19	22	344
TOTAL					5,961

The survey will be done through the use of a computer-aided telephone interview (CATI) or self-administered questionnaire using a structured questionnaire. The individual TVET graduate is the unit of enumeration for the survey in which strict verification of the identity of selected graduates will be implemented.

Estimation and Data Analyses

TVET graduates will be characterized by constructing weighted percentage distributions and by computing appropriate numerical descriptive measures. Proportion of employed TVET graduates, P , will be estimated in the k^{th} region, where k is from 1 to 17, using:

$$\hat{P}_k = \frac{\sum_{i=1}^L \sum_{j=1}^{n_i} W_{ij} Y_{ij}}{\sum_{i=1}^L \sum_{j=1}^{n_i} W_{ij}}$$

where Y_{ij} is equal to 1 if the j^{th} graduate from the i^{th} stratum is employed, and 0 otherwise, W_{ij} is the survey weight computed for the j^{th} graduate in the i^{th} stratum, in which $\sum_{i=1}^L \sum_{j=1}^{n_i} W_{ij}$ is equal to N_k for the k^{th} region, and L is the number of strata which is equal to 16.

Likewise, characterization of employed graduates will be done based on the different factors considered in the study. Correlation analysis will be performed to determine factors associated with the employability of the graduates. Furthermore, logistic regression will be considered to identify determinants of the employability of TVET graduates.



2018 Study on the Employability of Technical Vocational Education and Training (TVET) Graduates
 Technical Education and Skills Development Authority

PSA Approval No.: TESDA - 1854
 Expires on: 31 October 2019

This survey of TVET graduates is a regular undertaking of TESDA to generate employment data of TVET graduates after completing the TVET program. The study will also identify areas of improvement for TVET program initiatives to be more effective. This survey shall cover 2017 graduates of TVET Programs. Please be assured that all answers shall be held **STRICTLY CONFIDENTIAL**. The report and statistical summaries derived from this survey shall refer to the totality of the study and will not be on individual graduate/institution.

	PSGC Code		
Region:			
Province:			
District (for NCR only):			

Case ID: _____

Name: _____ (family name) _____ (first name) _____ (middle name)

(To be accomplished by Enumerator)

Specify date (mm/dd/yy) and time interview started:	Status of response <input type="checkbox"/> Valid <input type="checkbox"/> Invalid <input type="checkbox"/> program not completed <input type="checkbox"/> course not yet completed <input type="checkbox"/> not a graduate of CY 2017 <input type="checkbox"/> cannot be reached/make a contact <input type="checkbox"/> deceased	Type of interview: <input type="checkbox"/> Phone <input type="checkbox"/> Email
1st: ____/____/____ time: _____		Contact information
2nd: ____/____/____ time: _____		Phone: _____
3rd: ____/____/____ time: _____		Email: _____ Social media: _____

Instructions: Please answer the questions below. Encircle code of the answer as applicable.

PART A: GRADUATE'S PROFILE

PSGC Code			
Province	Municipality / City	Barangay	

A.1 Date of Birth: ____/____/____
mm dd yyyy

A.2 Present Address: _____
No./ Street/Subdivision Barangay

3. Sex: _____
 1. Male 2. Female Municipality Province

A.4 Marital Status:
 1. Single 2. Married 3. Widowed 4. Divorced 5. Separated 6. Annulled 7. Common-law/Live-in 8. Unknown

A.5 Highest educational attainment before attending the TVET program/qualification where the respondent was sampled.
 1. No grade completed 2. Early Childhood Education 3. Primary Education (Elementary) Undergraduate 4. Primary Education (Elementary) Graduate 5. Lower Secondary Education (Junior HS) Undergraduate (old curriculum) 6. Lower Secondary Education (Junior HS) Undergraduate (K - 12 curriculum) 7. Lower Secondary Education (Junior HS) Graduate 8. Upper Secondary Education (Senior HS) Undergraduate 9. Upper Secondary Education (Sr. HS) Graduate 10. Post-secondary Non-tertiary Education 11. Short-cycle Tertiary Education 12. Bachelor Level Education Undergraduate 13. Bachelor Level Education Graduate 14. Master Level Education 15. Doctoral Level Education

A.6 Please indicate reason for taking up the program (refers to qualification where the respondent was sampled)
 1. For employment/to get job 2. For promotion 3. To increase in income 4. For skills upgrading/enhancement 5. TVET qualification is popular (many are enrolling) 6. Personal use/interest/hobby 7. Nothing to do 8. Others, please specify: _____

for PRED-PO use, please do not fill-up

Accounted by		Checked by:		Data encoded:	
name	date	name	date	name	date

PART B: TRAINING, COMPETENCY ASSESSMENT AND CERTIFICATION

PART B: Training, Competency Assessment and Certification			
1.	TVET Program Attended/Qualification Title in 2017 where graduate was sampled: _____		
2.	Date started (mm/dd/yyyy): _____ Date completed (mm/dd/yyyy) _____		
3.	Program Delivery Mode		
	1. Institution-based	2. Enterprise-based	3. Community-based
	A. Institution-based (please proceed to B.3.1)	D. Apprenticeship	
	B. Mobile training program	E. Learnership	
	C. Dual Training System		
	2. Did the training have an internship or On-the-Job Training (OJT) at enterprise?		
	1. Yes	2. No	
3.	Name of Training Institution where training was attended: _____		
4.	Type of TVET Program registration		
	1. With Training Regulation (WTR)	2. No Training Regulation (NTR)	3. Monitored program
6.	Did you avail of any scholarship program?		
	1. Yes (please proceed to B.6.1)	2. No (please proceed to B.7)	
	2. What type of scholarship program?		
	1. Training for Work Scholarship Program (TWSP)		
	2. Special Training for Work (STEP)		
	3. Private Education Special Fund Assistance (PESFA)		
	4. Others, specify: _____		
7.	Did you take the Competency Assessment?		
	1. Yes (please proceed to B.7.1)		
	1. Did you pass the competency assessment?	2. No (please proceed to B.8)	
	1. Yes (please proceed to B.7.2)		
	2. What is the level of certification?		
	1. Certificate of Competency (CoC)	5. National Certificate IV	
	2. National Certificate I (NC I)	6. Trainers Methodology 1 (TM 1)	
	3. National Certificate II (NC II)	7. Trainers Methodology 2 (TM 2)	
	3. National Certificate III (NC III)		
	(please proceed to B.9)		
	2. No (please proceed to B.8)		
8.	Reason for not taking competency assessment?		
	1. Assessment tools/test package not available	7. Skills and knowledge not sufficient	
	2. Assessment officer/assessor not available	8. No money/financial constraints	
	3. No Assessment officer/assessor in the area	9. No time/working/schooling/abroad	
	4. Assessment center not available/not accessible	10. Schedule not known	
	5. No Assessment center in the area	11. Others, specify _____	
	6. Assessment not mandatory		
9.	After completing the training program, do you think you already possess the necessary skills for getting employed?		
	1. Yes		
	2. No, please state the reason: _____		

B.10 Have taken a career profiling examination/career assessment test?

1 Yes

1. What career profiling/career assessment tool?

1. Youth Profiling for Starring Career (YP4SC)
2. National Career Assessment Examination (NCAE)
3. Others: _____

2. Is the TVET program that you have enrolled in line with the result of the profiling tool?

1. Yes
2. No

2 No

B.11 Please put a check (✓) corresponding to your level of satisfaction for with the TVET program you attended/completed in terms of the following:

Indicator	Excellent	Very Good	Good	Fair	Poor
Trainee entry requirements					
Training methodologies					
Tools and equipment					
Learning materials					
Training activities					
Training facilities/work area					
Knowledge/expertise of trainer					
Duration of training					
Level of knowledge, skills, attitude attained after training					
Assessment methods					

B.12 Overall, are you satisfied with the TVET program you attended/completed?

1. Yes
2. No (*please indicate reason why*)

B.13 Suggestion(s):

PART C: EMPLOYMENT STATUS OF GRADUATE BEFORE TRAINING

C. Were you employed within one week before enrolling in this course?

1. Yes, please specify

1. occupational title : _____

PSOC Code _____

2. monthly gross income : ₱ _____

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

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

(please proceed to D.1)

2. No, did you look for work or try to establish a business within one week before enrolling in this course?

1. Yes *(please proceed to C.3)*

2. No, what is the primary reason for not looking for work? *(please select one answer only)*

1. Tired
2. No work available
3. Awaiting results of previous application
4. Temporary illness/disability
5. Bad weather
6. Waiting for rehire/job recall
7. Too young/old or retired
8. Permanent disability
9. Household/family duties
10. Schooling
11. others, pls. specify _____

(please ask C.3)

3. 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 before enrolling in this course?

1. Yes 2. No

(please proceed to D.2)

PART D: EMPLOYMENT STATUS OF GRADUATE AFTER TRAINING

D.1. *if employed before training*

D.1.1 Did you retain your job after the training?

1. Yes

1. Promoted?

1. Yes 2. No

2. Occupational title: _____

PSOC Code _____

3. Monthly gross income : ₱ _____

(please proceed to D.4)

2. No

1. Transferred to another company/workplace?

1. Yes 2. No

2. Occupational title: _____

PSOC Code _____

3. Monthly gross income : ₱ _____

(please proceed to D.4)

D.2. *if not employed before training*

D.2.1 Did you get a job after the training?

1 Yes

1. Occupational title: _____

PSOC Code _____

2. Monthly gross income : ₱ _____

(please proceed to D.2.2)

2 No *(please proceed to D.4)*

2. How long did it take you to get your **job/employment** after completing the course?
1. please indicate number of months _____
 2. if less than one month, indicate number of weeks _____
4. Is work experience a requirement of the employer before being employed?
1. Yes 2. No 3. I don't know
5. Is certification a requirement of the employer before being employed?
1. Yes 2. No 3. I don't know

PART E. EMPLOYMENT STATUS OF GRADUATE AT THE TIME OF THE SURVEY

E. Were you employed within a week of this interview?

PSGC Code					
Province	Municipality / City	Barangay			

1. **Yes, please specify**
1. Complete Name of Company: _____
 2. Complete Address: _____

(No./ Street)
(Barangay)

(Municipality/City)
(Province)
 3. Occupational title: _____ PSOC Code _____
 4. Since when? *(Date of start of this employment):* _____

(mm/yyyy)
 5. Current monthly gross income: ₱ _____

(include estimated value of goods or non-cash received)
 6. Number of hours worked in the past week: _____
(disregard this item, E.1.6, if the respondent has yet to report for work or start a business)

2. **No, (please proceed to E.14)**
3. How did you get your present job? *(please select one answer only)*
1. Blue Desk Platform (BDP)
 2. Public Employment Service Office (PESO)
 4. Internet job posting
 5. Newspaper advertisements
 6. Referral from friends/relatives
 7. Walk-in application
 8. Others, please specify _____

E.4 What type of industry/business are you engaged in?

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

E.4.1 What is the major product or type of service of your company/business?

(please specify, example: rice, corn, steep pipes or tubes, plastic pipes, etc.)

PSIC Code _____

- E. 5 Whom do you work for? *(please select one answer only)*
1. Works for private household;
 2. Works for private establishment;
 3. Works for government/government corporation;
 4. Works with pay on own family-operated farm or business;
 5. Self-employed without paid employee;
 6. Employer in own family-operated farm or business;
 7. Works without pay on own family-operated farm or business
- (For those who answered, 5, 6 or 7, please proceed to E.8)***

6. What is the nature of your employment? *(please select one answer only)*
1. permanent job/permanent business/permanent unpaid family work
 2. short-term or seasonal job/business/unpaid family work
 3. worked for different employers/clients on day to day or week to week basis

7. Are the terms of your employment covered by a contract?

1. **Yes**
 1. written
 2. verbal
2. **No**

7. Does your employer pay for your contribution to the following *(please encircle the appropriate box)*:

1. GSIS/SSS	Yes	No
2. Pag-IBIG	Yes	No
3. PhilHealth	Yes	No

- E.9 Does your employer provide incentives to National Certificate / Certificate of Competency holder?

- 1 **Yes**
 1. What are the incentives? *(please select as many as possible)*
 1. Salary increase
 2. Promotion
 3. Job Security
 4. Others, please specify _____
- 2 **No**

- E.10 Is the training/course you completed (in B.1) related or relevant to your current job/business?

1. very much related or relevant
2. somewhat related or relevant
3. not related or relevant

- E.11 How useful are your skills acquired from the training to your job/business?

- E.11.1. Very useful (when often or directly used in the job)
- E.11.2. Some use (when seldom or sometimes used in the job)
- E.11.3. No use at all because
 - E.11.3.1. skills acquired from training/course not needed in actual work
 - E.11.3.2. occupation is entirely different with training/course completed
 - E.11.3.2. other reason, (please specify) _____

12. 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, please specify province _____
4. outside the country, please specify country _____

13. Other than your current occupation in E.1, do you still want additional hours in your present job or additional job or to have new job with longer hours?

1. **Yes**, please state the reason _____
2. **No**

(end of interview for the employed TVET graduate-respondent)

(E.14 to be answered by the respondent whose response in E.2 is NO)

14. Did you look for work or try to establish a business within a week of this interview ?

1. **Yes** *(proceed to E.15)*
2. **No**, what is the primary reason for not looking for work? *(please select one answer only)*
 1. Tired
 2. No work available
 3. Awaiting results of previous application
 4. Temporary illness/disability
 5. Bad weather
 6. Waiting for rehire/job recall
 7. Too young/old or retired
 8. Permanent disability
 9. Household/family duties
 10. Schooling
 11. others, pls. specify _____
(please ask E.15)

15. 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**

E16: Do you have any suggestions on how your program be improved?

(end of interview for the unemployed TVET graduate-respondent)

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

name and signature of enumerator

Date and Time Accomplished

Edited/Verified Correct:

name and signature of M&E focal staff

Date Edited/Verified



STUDY ON THE EMPLOYMENT OF TVET GRADUATES

SERIES OF 2018

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