



Technical Education and Skills Development Authority



2021 STUDY ON THE EMPLOYMENT OF TVET GRADUATES

FULL REPORT

MESSAGE OF THE DIRECTOR GENERAL



The COVID-19 pandemic has continued to challenge each one of us in many ways. On our end, its effect is very much evident in the lessened number of graduates that TESDA has produced from the time of its onset. Nonetheless, it is remarkable that the employment rate of Technical Vocational Education and Training (TVET) graduates has increased despite the numerous challenges that we are facing. This serves as evidence of the continuous effort of the agency to improve its TVET policies and programs to effectively deliver services and assistance to our fellow Filipinos.

Evidence-based decision-making is vital in the successful achievement of the goal of the agency to bridge Filipino citizens into employment by providing them with quality technical education and training programs. In line with this, I am honored to present the results of the 2021 Study on the Employment of TVET Graduates (SETG). This report highlights the graduates' profile, assessment and certification, labor force participation, employment outcomes, satisfaction with the various aspects of the program, and determinants of the employment status of the graduates. Above all, the results demonstrate how TVET graduates adapt, using the skills they have developed from the TESDA programs they have availed, to the diverse demands within their workplace and under the new normal. The results, likewise, provide us the gaps that TESDA has to address considering the new developments, including those that are significantly relevant in the upskilling and reskilling of the Filipino workforce. Furthermore, policy development and review communicated through this study, shall be committedly acted by the agency in order to continuously provide programs that will ensure the employment of its graduates.

I sincerely appreciate those who have participated in this effort to provide meaningful data that can be used in the formulation of appropriate policies and programs for the advancement of TVET and the development of our country as a whole, specifically in support for the upskilling and reskilling of the workforce to make them future ready.

Mabuhay tayong lahat!

DANILO P. CRUZ
Director General

MESSAGE OF THE DEPUTY DIRECTOR GENERAL



TESDA is committed to managing and supervising technical education and skills development in the Philippines. Part of this undertaking is the monitoring of the progress of its graduates after training. This is done by conducting an annual tracer survey through the Survey on the Employment of TVET Graduates (SETG). With reliable data, we gain an understanding of how our programs affect our TVET graduates and how we can better serve our clients to fulfill the unending goal of our agency to help our countrymen.

This endeavor means much more than the figures that we obtain by processing relevant information on our graduates. Rather, through this effort, we are able to realize the purpose of TESDA, as the government agency mandated to manage technical education and skills development in the country. Further, the data that we collect give us an idea of how effective we are and how can we further improve at fulfilling our goal to produce highly skilled and competent workers who are world-class.

By utilizing the results of SETG, we are also able to determine and address the challenges brought by the changing landscape in technical education and training and the global pandemic that has challenged us in every way possible. Certainly, this annual report on the SETG will be of great help to our TVET graduates, the academic community, various industries, and stakeholders as we strive for an empowered and productive population. Likewise, it will also provide significant information in analyzing the current trends in the labor market with the characteristics of the graduates as well as the profile of the industries that hire TVET graduates.


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

TABLE OF CONTENTS

	Page
LIST OF TABLES	i
LIST OF FIGURES	vi
EXECUTIVE SUMMARY	1
RESULTS AND DISCUSSION	4
1. Profile of 2020 TVET Graduates	4
2. Competency Assessment and Certification	14
3. Labor Force Participation	18
4. Employment	28
4.1 Length of Job Search	28
4.2 Employment Rate	28
4.3 Employment Rate by Scholarship Programs	41
4.4 Employment Rate of Certified WTR and TVET Graduates	46
4.5 Statistical Comparison of Employment Rates across Subgroups	55
4.6 Characteristics of Employed TVET Graduates	64
4.7. Employment Before and After the TVET Training	76
4.8 Skills Utilization	87
5. Satisfaction Level of TVET Graduates	94
6. Repercussions of COVID-19 Pandemic	97
7. Determinants of TVET Employability	100
7.1 Factors Associated with Employability	100
7.2 Logistic Model for the Employability	105
Conclusion and Recommendation	108

LIST OF TABLES

Table No.		Page
Table 1.	Weighted Distribution of TVET Graduates by Region, by Sex. Philippines: 2020	4
Table 2.	Sex ratios per Region of TVET Graduates. Philippines: 2020	5
Table 3.	Weighted Distribution of TVET Graduates by Age Group, by Sex. Philippines: 2020	5
Table 4.	Summary statistics for Age by Sex. Philippines: 2020	6
Table 5.	Weighted Distribution of TVET Graduates by Sex, by Highest Educational Attainment. Philippines: 2020	7
Table 6.	Weighted Distribution of TVET Graduates by Training Venue, by Sex. Philippines: 2020	8
Table 7.	Weighted Distribution of TVET Graduates by Scholarship Program, by Sex. Philippines: 2020	9
Table 8.	Weighted Distribution of TVET Graduates by Sector, by Sex. Philippines: 2020	10
Table 9.	Weighted Distribution of TVET Graduates by their Reason for Taking Up TVET Programs, by Sex. Philippines: 2020	11
Table 10.	Weighted Distribution of TVET Graduates as Whether They Took Career Profiling Examination / Career Assessment Test, by Scholarship Program, by Sex. Philippines: 2020	12
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: 2020	13
Table 12.	Weighted Distribution of TVET Graduates by Program Registration, by Sex. Philippines: 2020	14
Table 13.	Weighted Distribution of TVET Graduates as Whether They Took Competency Assessment or Not, by Sex. Philippines: 2020	14
Table 14.	Weighted Distribution of TVET Graduates under WTR as Whether They Took Competency Assessment or Not, by Sex. Philippines: 2020	15
Table 15.	Weighted Distribution of TVET Graduates by Their Reasons for Not Taking Competency Assessment, by Sex. Philippines: 2020	15
Table 16.	Weighted Distribution of TVET Graduates under WTR by Certification Rate, by Sector. Philippines: 2020	16
Table 17.	Weighted Distribution of TVET Graduates under WTR by Certification Level, by Sex. Philippines: 2020	17
Table 18.	Weighted Distribution of TVET Graduates under WTR by Certification, by Scholarship Program. Philippines: 2020	17
Table 19.	Weighted Distribution of TVET Graduates by Certification as a Requirement of the Employer, by Sex. Philippines: 2020	17
Table 20.	Labor Force Participation Rate of TVET Graduates by Sex, Philippines: 2020	18
Table 21.	Estimated Labor Force Participation Rate of TVET Graduates by Age Group. Philippines: 2020	18

Table 22.	Labor Force Participation Rate of TVET Graduates by Highest Educational Attainment. Philippines: 2020	20
Table 23.	Labor Force Participation Rate of TVET Graduates by Region. Philippines: 2020	22
Table 24.	Labor Force Participation Rate of TVET Graduates by Type of Provider. Philippines: 2020	22
Table 25.	Labor Force Participation Rate of TVET Graduates by Training Venue. Philippines: 2020	24
Table 26.	Labor Force Participation Rate of TVET Graduates by Client Type. Philippines: 2020	26
Table 27.	Reasons of TVET Graduates for Not Looking for Work. Philippines: 2020	27
Table 28.	Weighted Distribution of TVET Graduates According to the Length of Job Search after the Training, Philippines: 2020	28
Table 29.	Estimated Employment Rate of TVET Graduates by Sex, Philippines: 2020	29
Table 30.	Estimated Employment Rate of TVET Graduates by Age Group, Philippines: 2020	30
Table 31.	Estimated Employment Rate of TVET Graduates by Highest Educational Attainment, Philippines: 2020	30
Table 32.	Estimated Employment Rate of TVET Graduates by Type of Provider, Philippines: 2020	31
Table 33.	Estimated Employment Rate of TVET Graduates by Region, Philippines: 2020	32
Table 34.	Estimated Employment Rate of TVET Graduates by Training Venue, Philippines: 2020	33
Table 35.	Estimated Employment Rate of TVET Graduates by Sector, Philippines: 2020	34
Table 36.	Estimated Employment Rate of TVET Graduates by Sector, by Sex, Philippines: 2020	36
Table 37.	Estimated Employment Rate of TVET Graduates, By Sector, Philippines: 2017, 2018, 2019, and 2020	38
Table 38.	Estimated Employment Rate of TVET Graduates by Client Type, Philippines: 2020	40
Table 39.	Estimated Employment Rate of TVET Graduates With and Without Scholarship Program, Philippines: 2020	41
Table 40.	Estimated Employment Rate of TVET Graduates by Scholarship Program, Philippines: 2020	42
Table 41.	Estimated Employment Rate of TVET Graduates under WTR Only by Scholarship Program, Philippines: 2020	42
Table 42.	Estimated Employment Rate of Male TVET Graduates by Scholarship Program, Philippines: 2020	43
Table 43.	Estimated Employment Rate of Female TVET Graduates by Scholarship Program, Philippines: 2020	43
Table 44.	Estimated Employment Rate of TVET Graduates in TTI by Scholarship Program, Philippines: 2020	44
Table 45.	Estimated Employment Rate of TVET Graduates in Non-TTI by Scholarship Program, Philippines: 2020	45

Table 46.	Estimated Employment Rate of TVET Graduates under TWSP Scholarship Program, Philippines: 2020	46
Table 47.	Estimated Employment Rate of TVET Graduates with Competency Assessment by Certification, Philippines: 2020	47
Table 48.	Estimated Employment Rate of TVET Graduates under WTR with Competency Assessment by Certification, Philippines: 2020	47
Table 49.	Estimated Employment Rate of Certified TVET Graduates by Sex, Philippines: 2020	47
Table 50.	Estimated Employment Rate of Certified TVET Graduates under WTR by Sex, Philippines: 2020	48
Table 51.	Estimated Employment Rate of Certified TVET Graduates by Type of Provider, Philippines: 2020	48
Table 52.	Estimated Employment Rate of Certified TVET Graduates under WTR by Type of Provider, Philippines: 2020	48
Table 53.	Estimated Employment Rate of Certified TVET Graduates by Region, Philippines: 2020	49
Table 54.	Estimated Employment Rate of Certified TVET Graduates under WTR by Region, Philippines: 2020	50
Table 55.	Estimated Employment Rate of Certified TVET Graduates by Scholarship Program, Philippines: 2020	52
Table 56.	Estimated Employment Rate of Certified TVET Graduates under WTR by Scholarship Program, Philippines: 2020	52
Table 57.	Estimated Employment Rate of Certified TVET Graduates by Level of Certification, Philippines: 2020	53
Table 58.	Estimated Employment Rate of Certified TVET Graduates under WTR by Level of Certification, Philippines: 2020	53
Table 59.	Estimated Employment Rate of Certified TVET Graduates under WTR by Sector, by Certification, Philippines: 2020	54
Table 60.	Estimate of the Employment Rate of TVET Graduates, by Sex. Philippines: 2020	55
Table 61.	Estimate of the Employment Rate of TVET Graduates, by Region. Philippines: 2020	56
Table 62.	Estimate of the Employment Rate of TVET Graduates, by Type of Provider. Philippines: 2020	57
Table 63.	Estimate of the Employment Rate of TVET Graduates, by Type of Scholarship Program. Philippines: 2020	58
Table 64.	Estimate of the Employment Rate of TVET Graduates, by Program Delivery Mode. Philippines: 2020	60
Table 65.	Estimate of the Employment Rate of TVET Graduates, by Sector. Philippines: 2020	61
Table 66a.	Estimate of the Employment Rate of TVET Graduates, by Certification. Philippines: 2020	62
Table 66b.	Estimate of the Employment Rate of WTR Graduates, by Certification. Philippines: 2020	62
Table 67.	Estimate of the Employment Rate of TVET Graduates, by Level of Certification. Philippines: 2020	64
Table 68.	Weighted Distribution of Employed TVET Graduates by Occupational Group, by Sex, Philippines: 2020	66

Table 69.	Weighted Distribution of Employed TVET Graduates by Occupational Group, by Training Venue, Philippines: 2020	67
Table 70.	Weighted Distribution of Employed TVET Graduates by Occupational Group, by Certification, Philippines: 2020	68
Table 71.	Weighted Distribution of Employed TVET Graduates under WTR by Occupational Group, by Certification, Philippines: 2020	68
Table 72.	Weighted Distribution of Employed TVET Graduates by Class of Worker, by Sex, Philippines: 2020	69
Table 73.	Weighted Distribution of Employed TVET Graduates by Class of Worker, by Training Venue, Philippines: 2020	69
Table 74.	Weighted Distribution of Employed TVET Graduates by Class of Worker, by Certification, Philippines: 2020	70
Table 75.	Weighted Distribution of Employed TVET Graduates under WTR by Class of Worker, by Certification, Philippines: 2020	70
Table 76.	Weighted Distribution of Employed TVET Graduates by Nature of Work, Philippines: 2020	71
Table 77.	Weighted Distribution of Employed TVET Graduates by Nature of Work, by Certification, Philippines: 2020	71
Table 78.	Weighted Distribution of Employed TVET Graduates under WTR by Nature of Work, by Certification, Philippines: 2020	71
Table 79.	Weighted Distribution of Employed TVET Graduates, by Location of Work/Business, by Sex, Philippines: 2020	72
Table 80.	Weighted Distribution of Employed TVET Graduates by Terms of Employment, by Sex, Philippines: 2020	74
Table 81.	Weighted Distribution of Employed TVET Graduates Whether Their Employers Pay for Their Contributions, by Sex, Philippines: 2020	75
Table 82.	Incentives Given to Employed Certified Graduates, Philippines: 2020	75
Table 83.	Types of Incentives Provided by the Employer, Philippines: 2020	76
Table 84.	Estimated Percentage of TVET Graduates in the Labor Force who were employed before and after the training, Philippines: 2020	76
Table 85.	Reasons for Enrolling in TESDA of those in the Labor Force who were Unemployed Before and After Training, Philippines: 2020	77
Table 86.	Weighted Distribution of Employed TVET Graduates who Indicated Work Experience as Requirement, by Sex, Philippines: 2020	77
Table 87.	Weighted Distribution of Employed TVET Graduates by Monthly Income Before Training and During the Interview, Philippines: 2020	78
Table 88.	Summary Statistics of Monthly Income Before the Training and At the Time of the Survey, Philippines: 2020	78
Table 89.	Summary statistics of Current Monthly Income of Employed TVET graduates by Sex. Philippines: 2020	79
Table 90.	Summary statistics of Current Monthly Income of Employed TVET graduates by Type of Provider, Philippines: 2020	80
Table 91.	Summary statistics of Current Monthly Income of Employed TVET graduates by Region, Philippines: 2020	81
Table 92.	Summary statistics of the Current Monthly Income of Employed TVET graduates by Type of Scholarship. Philippines: 2020	83
Table 93.	Summary statistics of the Current Monthly Income of Employed TVET graduates by Sector. Philippines: 2020	84

Table 94. Weighted Distribution of TVET Graduates by Their Sources of Income, by Sex, Philippines: 2020	86
Table 95. Weighted Distribution of TVET Graduates Who Perceived that they Possess Skills After Completing a Program, by Sex, Philippines: 2020	87
Table 96. Weighted Distribution of TVET Graduates under WTR Who Perceived that they Possess Skills After Completing a Program, by Sex, Philippines: 2020	89
Table 97. Weighted Distribution of TVET Graduates under NTR Who Perceived that they Possess Skills After Completing a Program, by Sex, Philippines: 2020	90
Table 98. Means for Getting the Present Job of TVET Graduates, by Sex, Philippines: 2020	91
Table 99. Skills Utilization of Employed TVET Graduates, by Sex, Philippines: 2020	92
Table 100. Skills Utilization of Employed TVET Graduates under TTI, by Sex, Philippines: 2020	92
Table 101. Skills Utilization of Employed TVET Graduates under Non-TTI, by Sex, Philippines: 2020	93
Table 102. Reasons of TVET Graduates for Considering His/Her Skills Acquired Is No Use at All, by Sex, Philippines: 2020	93
Table 103. Weighted Distribution of Employed TVET Graduates by Relevance of Course to the Current Job, by Sex, Philippines: 2020	94
Table 104. Weighted Distribution of TVET Graduates by Satisfaction Level per Element, Philippines: 2020	96
Table 105. Overall Satisfaction of TVET Graduates with the Program Attended, by Sex, Philippines: 2020	96
Table 106. Weighted Distribution of Employed TVET Graduates by Whether They Intend to be Trained in Other Skills, by Sex, Philippines: 2020	96
Table 107. Weighted Distribution of Unemployed TVET Graduates Whether Their Being Unemployed is Due to Covid19 Pandemic, by Sex, Philippines: 2020	97
Table 108. Reasons of TVET Graduates for Being Unemployed Due to Covid19 Pandemic, by Sex, Philippines: 2020	97
Table 109. Weighted Distribution of Employed TVET Graduates by Income Being Affected with the Covid19 Pandemic, by Sex, Philippines: 2020	98
Table 110. Measure of Association TVET graduates' employability with some Factors	100
Table 111. Estimated coefficients, odds ratio, and p-values of the fitted Logistic regression model.	106

LIST OF FIGURES

Figure No.		Page
Figure 1.	Weighted Percent Distribution of TVET Graduates by Age Group and by Sex. Philippines: 2020	6
Figure 2.	Weighted Distribution of TVET Graduates by Training Venue, by Sex. Philippines: 2020	8
Figure 3.	Weighted Distribution of TVET Graduates by Scholarship Program, by Sex. Philippines: 2020	9
Figure 4.	Weighted Distribution of TVET Graduates by Sector, by Sex. Philippines: 2020	11
Figure 5.	Weighted Percent Distribution of TVET Graduates as Whether or Not they took Assessment Test, Philippines: 2020	12
Figure 6.	Estimated Labor Force Participation Rate of TVET Graduates by Age Group, Philippines: 2020	19
Figure 7.	Labor Force Participation Rate of TVET Graduates by Region, Philippines: 2020	21
Figure 8.	Labor Force Participation Rate of TVET Graduates by Training Venue. Philippines: 2020	23
Figure 9.	Labor Force Participation Rate of TVET Graduates by Client Type, Philippines: 2020	25
Figure 10.	Estimated Employment Rates of 2016 to 2020 TVET Graduates.	29
Figure 11.	Estimated Employment Rate of TVET Graduates by Program Delivery Mode. Philippines, 2020.	33
Figure 12.	Estimated Employment Rate of TVET Graduates by Sector. Philippines, 2020.	34
Figure 13.	Estimated Employment Rate of Female TVET Graduates by Sector. Philippines, 2020.	37
Figure 14.	Estimated Employment Rate of Male TVET Graduates by Sector. Philippines, 2020.	37
Figure 15.	Top 10 Sectors in terms of Estimated Employment Rate of TVET graduates. Philippines: 2017, 2018, 2019, and 2020.	38
Figure 16.	Estimated Employment Rate of TVET Graduates by Client Type, Philippines: 2020	40
Figure 17.	Estimated Employment Rate of TVET Graduates by Scholarship Program, by Sex Philippines: 2020	43
Figure 18.	Estimated Employment Rate of TVET Graduates by Scholarship Program, Philippines: 2020	44
Figure 19.	Estimated Employment Rate of TVET Graduates under TWSP Scholarship Program Across Sectors, Philippines: 2020	45
Figure 20.	Top 10 Regions in terms of Estimated Employment Rate of Certified TVET Graduates. Philippines: 2017, 2018, 2019, and 2020.	50
Figure 21.	Top 10 Regions in terms of Estimated Employment Rate of Certified WTR graduates. Philippines: 2017, 2018, 2019, and 2020.	51
Figure 22.	Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Sex. Philippines: 2020	55

Figure 23.	Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Region. Philippines: 2020	57
Figure 24.	Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Type of Provider. Philippines: 2020	58
Figure 25.	Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Type of Scholarship Program. Philippines: 2020	59
Figure 26.	Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Program Delivery Mode. Philippines: 2020	60
Figure 27.	Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Sector. Philippines: 2020	62
Figure 28a.	Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Whether Certified or Not. Philippines: 2020	63
Figure 28b.	Confidence Interval Estimate of the Proportion of Employed WTR Graduates, by Whether Certified or Not. Philippines: 2020	64
Figure 29.	Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Level of Certification. Philippines: 2020	65
Figure 30.	Weighted Distribution of Employed TVET Graduates by Occupational Group, by Sex, Philippines: 2020	66
Figure 31.	Weighted Distribution of Employed TVET Graduates, by Location of Work/Business, by Sex, Philippines: 2020	72
Figure 32.	Word Cloud for the Type of Industry/Business that the Graduates were Engaged In	73
Figure 33.	Word Cloud for the Major Product or Type of Service of the Graduates' Company/Business	74
Figure 34.	Boxplot of the Monthly Income of TVET graduates Before Training and At the Time of Survey. Philippines: 2020	79
Figure 35.	Boxplot of the Current Monthly Income of TVET Graduates, by Sex. Philippines, 2020.	80
Figure 36.	Boxplot of the Current Monthly Income of TVET Graduates by Type of Provider. Philippines, 2020.	81
Figure 37.	Boxplot of the Current Monthly Income of TVET Graduates, by Region. Philippines, 2020.	82
Figure 38.	Boxplot of the Current Monthly Income of TVET Graduates, by Scholarship. Philippines, 2020.	83
Figure 39.	Boxplot of the Current Monthly Income of TVET Graduates, by Sector. Philippines, 2020.	85
Figure 40.	Weighted Percentage Distribution of Employed WTR and NTR Graduates by the Usefulness of the Program. Philippines: 2020	89
Figure 41.	Weighted Percentage Distribution of Employed Graduates by Usefulness of the Program, by Type of Providers. Philippines: 2020	92
Figure 42.	Weighted Percentage Distribution of Employed Graduates by Satisfaction level per Element. Philippines: 2020	95
Figure 43a.	Word cloud for the Skills Useful to the Graduates in the Time of Pandemic. Philippines: 2020	99
Figure 43b.	Word cloud for the TVET Skills the Graduates believed would be Very Useful in the Time of Pandemic. Philippines: 2020	99
Figure 44.	Weighted Distribution of Employed TVET Graduates by Type of Provider, Philippines: 2020	101

Figure 45.	Weighted Distribution of Employed TVET Graduates by Program Delivery Mode, Philippines: 2020	101
Figure 46.	Weighted Distribution of Employed TVET Graduates by Age Group, Philippines: 2020	102
Figure 47.	Weighted Distribution of Employed TVET Graduates by Type of Program Registration, Philippines: 2020	102
Figure 48.	Weighted Distribution of Employed TVET Graduates by Whether the Course Enrolled in was aligned with the Career Assessment Result, Philippines: 2020	102
Figure 49.	Weighted Distribution of Employed TVET Graduates by their Satisfaction Level, Philippines: 2020	102
Figure 50.	Weighted Distribution of Employed TVET Graduates by Educational Attainment, Philippines: 2020	103
Figure 51.	Weighted Distribution of Employed TVET Graduates by Region, Philippines: 2020	103
Figure 52.	Weighted Distribution of Employed TVET Graduates by Sector, Philippines: 2020	104
Figure 53.	Weighted Distribution of Employed TVET Graduate by Reasons for Taking Up a Program, Philippines: 2020	104
Figure 54.	ROC curve of the Fitted Model for Employability of TVET Graduates	107

EXECUTIVE SUMMARY

In 2020, TESDA produced 591,530 Technical Vocational Education and Training (TVET) graduates. The regions with the greatest number of graduates were the National Capital Region (NCR) at 12.69%, Region III (Central Luzon) at 9.02%, and Region VI (Western Visayas) at 8.17%. In terms of sex, there was almost the same number of female and male graduates, with a difference of 1.84% in favor of the former. On the average, the graduates were 34.04 years old with variability of 12.39 years. The youngest and oldest graduates were females aged 14 and 80 years old, respectively. Many of the 2020 TVET graduates were graduates of bachelor-level education before attending a TVET program. Graduates of secondary education from the old curriculum come next while bachelor-level undergraduates ranked third.

Among the training venues, institution-based program delivery consistently had the largest portion of TVET graduates at 64.40%, with males moderately outnumbering females. Further, about 211,746 or 35.8% of the TVET graduates were awarded scholarships with those under the Training for Work Scholarship Program (TWSP) consistently making up the biggest share of scholar graduates at 41.18%. The top sector in terms of the TVET clients' choice was Agriculture Forestry and Fishery. Moreover, enhancing one's skills was consistently identified as the main motivation behind the enrolment of TVET clients in TESDA programs.

Only over a quarter of the 2020 graduates took career assessment tests, of which the majority were males. Most of the graduates underwent programs With Training Regulations (WTR), making up 60.25% of the graduates' population. About 56% took a competency assessment with the number of males slightly higher than that of females. Of those who did not take the competency assessment, many (53.59%) were unaware of the assessment schedule, while some (19.75%) were either busy at work or school or were working abroad. High passing rates were continually recorded among WTR takers of the competency assessment for years now. Among the takers in 2020, WTR graduates were certified with a passing rate of 97.45%. In this batch, 80% of those who passed the competency exam were certified as NC II.

The estimated labor force participation rate for 2020 graduates was 69.48%. In other words, about 7 out of 10 graduates were either employed or unemployed, at the time of the survey. The majority of those who were not active in the labor force said that this was because of their schooling and household/family duties.

About eight in every ten (78.57%) of those in the labor force were working when the survey was conducted. This is higher by about 8% than the 2019 estimate of 70.51%. The highest employment rate was noted for those who were 65 and over (98.30%), higher than those who were aged 55 to 64 years (91.89%). Consistent with the results of the previous survey rounds of SETG, TVET clients with post-graduate degrees had the highest employment rates. Notably, graduates with no formal schooling and those with early childhood education also had high employment rates. TTI graduates had an employment rate of 80.11%, which is higher than the overall estimate and greater by about 2% than those under the non-TTI provider. Region II acquired the highest employment rate this year at 92.99%. High estimates were also recorded in CAR

(87.70%), Region III (86.42%), and Region XI (86.31%). In contrast, BARMM and NCR had significantly low employment rates. Among the training venues, the community-based programs had the highest employment rate with an estimated average of 82.48%. The top sectors in terms of employment rates include footwear & leather goods (100%), TVET (92.72%), and agriculture forestry, and fishery (87.32%). On contrary, the lowest estimates were recorded for the transport and logistics (52.08%) and maritime (31.21%) sectors. The graduates from groups such as Balik-Probinsya, displaced workers, drug dependents/surrendered/surrenderers, inmates and detainees, rebel returnees/ decommissioned combatants, uniformed personnel, victims of natural disasters and calamities, and wounded-in-action AFP and PNP personnel were employed during the survey period. Likewise, an overwhelming majority of graduates who belong to TVET trainers, RCEF-RESP beneficiaries, farmers and fishermen, OFW dependents, Indigenous People and Cultural Communities (IPs), and 4Ps beneficiaries were also working at the time the survey was conducted. Further, a significant portion of TVET graduates has already received certification for their competency. Seven in every ten certified were estimated to work when the survey was conducted. Alternatively, among the few graduates who were not yet certified, 75.71% were employed.

The conducted statistical comparison revealed that male and female graduates' employment rates did not significantly differ. Region II, which has the highest estimated employment rate among the regions, was not significantly different from those in CAR, Region XI, and Region III. Meanwhile, the estimate for NCR was not significantly different from BARMM which had the lowest employment rate. Likewise, the observed difference between the number of employed TTI and non-TTI graduates was found to be not statistically significant. The learnership and industry-based/in-company training, both under enterprise-based programs, garnered the highest proportion of employed graduates among the reliable estimates and were found not significantly different from the other delivery modes. The highest recorded estimate among the sectors, which was from TVET, was found to not differ statistically from those with high and reliable estimates. The estimates obtained for certified and non-certified TVET graduates were both equal to 0.76 and considered reliable based on their CVs. Additionally, a statistical comparison between the proportion of employed TVET graduates across the levels of certification was generated. Based on the 95% confidence interval estimates, the proportion of employed graduates across the different levels was not statistically different.

Services and sales had the largest share of employed graduates at 21.82%, among the different occupational groups for this year. The majority (59.17%) of the employed graduates were wage and salary workers, wherein male graduates outnumber female graduates. Nearly one-third (30.89%) of the employed graduates were own account workers while very few (9.94%) do unpaid family work with many of them belonging to the group of male graduates. In terms of the nature of work, many (54.01%) of the employed graduates were working in a permanent job/business or unpaid family work. Further, some (35.55%) were engaged in short-term or seasonal jobs/business or unpaid family work while a few (10.44%) worked with different employers or clients on a day-to-day or week-to-week basis. Almost all (95.51%) of the 2020 graduates were working within their province when the survey was conducted and only very few (0.37%) of them were working outside the country. Many were involved in the administration of state, specialized stores, retail sales, stalls, and community activities. Some were also engaged in mobile food services, personal

services, manufacturing of food, sales of food, fabricated metal products, land transport, construction of a building, and school education, among others.

Based on the survey, around 42% of the 2020 graduates were already employed before attending a TVET program. On the other hand, these estimates also indicate that many (58.29%) were unemployed before they attended the training. After training, more than half of the graduates were employed when the survey was conducted. On the average, the graduates were earning 12,709.05 pesos a month before training with a large variability among the earners having a standard deviation of 15,215 pesos. After training, the graduates received a slightly lower monthly income of 12,569.67 pesos, on the average, with a lower standard deviation of 14,258 pesos.

The vast majority of 2020 TVET graduates across almost all the different program delivery modes thought that they possessed the required skills in their program after completing it. With regards to the usefulness of the training attended, about half (50.12%) of the graduates were pleased with the training they have attended, in which males surpassed females. There were also a few (30.81%) who said that the training was somewhat helpful. The remaining 19% of the graduates do not find their training useful. Many (62.85%) said that the reason for this was their occupation being entirely different from the training/course they have completed. In connection to this, less than half (48.14%) of the employed graduates believed that the course was very much related or relevant to their current job. Further, more graduates said that the course they completed was irrelevant to their present job (28.57%) than those who thought that it is somewhat related or relevant (23.29%). Considering the whole experience of the graduates with TESDA, almost all (99.42%) of the graduates were overall satisfied with their training.

Among the unemployed TVET graduates, more than three-fourths attributed their lack of work to the COVID-19 pandemic, particularly males. About half (48.11%) of those who were affected by the pandemic cited that they could not work due to travel/movement restrictions. There were also a few who could not work because of the reduced daily labor opportunities, the closing of shop/business of their employers, and their employer's decision to downsize or reduce the number of employees.

Based on the data collected among the 2020 TVET graduates, whether a graduate was employed or unemployed was statistically associated with the type of provider, educational attainment, the reason for taking up the program, type of program registration, whether the course was aligned with the result of a career test, region, sector, and age group. In particular, results revealed that these factors have a weak to moderate association with the employment status of a TVET graduate.

In terms of age, the odds of being employed increased as a graduate got older. A graduate from either Ilocos Region, Cagayan Valley, Central Luzon, Bicol Region, Central Visayas, Eastern Visayas, Northern Mindanao, or SOCCSKARGEN has a higher chance to be employed than a graduate from NCR. A graduate whose reason for attending a TVET program was to either increase his or her income or attain promotion was more likely to be employed relative to those whose reason was for employment. Interestingly, results revealed that a graduate from NTR was more likely to be employed than a WTR graduate while a graduate from a not registered TVET program is less likely to be employed than a graduate from WTR. Meanwhile, the odds of a TTI graduate being employed are 1.238 times more than those of Non-TTIs.

RESULTS AND DISCUSSION

1. Profile of 2020 TVET Graduates

TESDA produced 591,530 TVET graduates in 2020, as reported in the TESDA Training Management Information System. This shows a decrease in number from 1,919,013 in 2019. The 69% reduction was primarily due to the restrictions during the second year of the COVID-19 pandemic. The regions with the most number of graduates were National Capital Region (12.69%), Region III (9.02%), and Region VI (8.17%). Meanwhile, the Bangsamoro Autonomous Region in Muslim Mindanao (2.63%), Region XII (3.35%), and the Cordillera Administrative Region (3.83%) had the least number of graduates relative to the graduate population (Table 1).

Table 1. Weighted Distribution of TVET Graduates by Region, by Sex. Philippines: 2020

Region	Female		Male		Total	
	Frequency	% ^a	Frequency	% ^a	Frequency	% ^b
NCR	46,561	62.05	28,481	37.95	75,042	12.69
CAR	11,712	51.53	11,015	48.47	22,727	3.84
I	13,222	38.95	20,721	61.05	33,943	5.74
II	18,719	49.30	19,248	50.70	37,967	6.42
III	27,038	50.68	26,317	49.32	53,355	9.02
IV-A	27,392	59.74	18,461	40.26	45,853	7.75
IV-B	13,061	43.74	16,798	56.26	29,859	5.05
V	14,292	52.50	12,929	47.50	27,221	4.60
VI	23,785	49.20	24,562	50.80	48,347	8.17
VII	12,037	48.30	12,886	51.70	24,923	4.21
VIII	15,563	46.42	17,966	53.58	33,529	5.67
IX	18,851	55.86	14,898	44.14	33,749	5.71
X	19,523	50.65	19,023	49.35	38,546	6.52
XI	11,957	46.98	13,492	53.02	25,449	4.30
XII	8,617	43.55	11,170	56.45	19,787	3.35
Caraga	13,285	51.74	12,391	48.26	25,676	4.34
BARMM	5,611	36.07	9,946	63.93	15,557	2.63
Total	301,226	50.92	290,304	49.08	591,530	100.00

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

In the past surveys, it has been observed that female TVET clients had continuously outnumbered male clients to a small degree. In CY 2020, it was estimated that there were 104 females per 100 males. There was considerable disparity in the female and male ratio in NCR (163:100), Region IV-A (148:100), and Region IX (127:100). More male graduates were observed in BARMM, Region I and Region XII (Table 2).

Table 2. Sex ratios per Region of TVET Graduates. Philippines: 2020

Region	Female:Male
CAR	106:100
NCR	163:100
I	64:100
II	97:100
III	103:100
IV-A	148:100
IV-B	78:100
V	111:100
VI	97:100
VII	93:100
VIII	87:100
IX	127:100
X	103:100
XI	89:100
XII	77:100
CARAGA	107:100
BARMM	56:100
Philippines	104:100

For this batch, most of the graduates were between 25-34 years old. Males in this age group outnumbered their female counterparts. The elderly group comprised 1.32% of TVET graduates, slightly higher than the previous survey which was registered at 0.74%. Likewise, there were fewer elderly female graduates compared to elderly male graduates. (Table 3 and Figure 1).

Table 3. Weighted Distribution of TVET Graduates by Age Group, by Sex. Philippines: 2020

Age Group	Female		Male		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
younger than 15	78	100			78	0.01
15 - 24	73,738	43.83	94,512	56.17	168,251	28.44
25 - 34	87,959	47.48	97,287	52.52	185,246	31.32
35 - 44	65,306	56.92	49,435	43.08	114,741	19.40
45 - 54	43,318	60.29	28,534	39.71	71,852	12.15
55 - 64	27,266	62.57	16,308	37.43	43,574	7.37
65 and over	3,562	45.73	4,227	54.27	7,789	1.32
Total	301,226	50.92	290,304	49.08	591,530	100.00

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

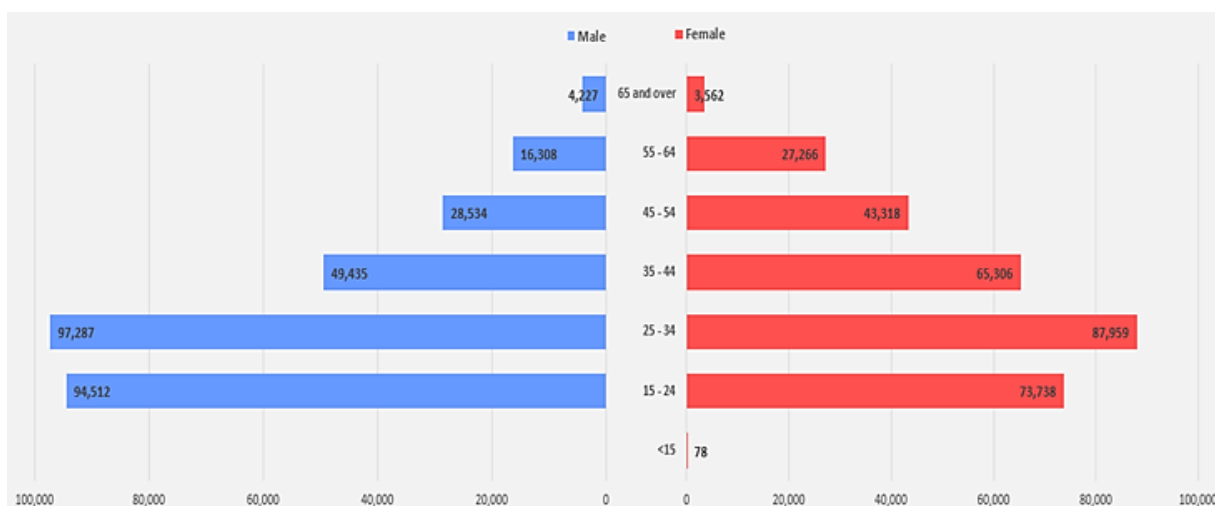


Figure 1. Weighted Percent Distribution of TVET Graduates by Age Group and by Sex. Philippines: 2020

On the average, the graduates were 34.04 years old with variability of 12.39 years. Female graduates were four years older than males, on the average. At least half of the graduates were 31 years old or younger. The youngest and oldest graduates were females aged 14 and 80 years old, respectively (Table 4).

Table 4. Summary statistics for Age by Sex. Philippines: 2020

Statistics	Sex		Overall
	Female	Male	
Minimum	14.00	15.00	14.00
Maximum	80.00	78.00	80.00
Mean	36.58	32.44	34.04
Median	33.00	28.00	31.00
Standard deviation	12.63	11.93	12.39
Skewness	0.62	1.07	0.82

Many of the 2020 TVET graduates were graduates of bachelor level education before attending a TVET program. They comprised 30.39% of the total graduate population, of which the majority of them were female (54.65%). Graduates of secondary education from the old curriculum come next at 24.51%, which there was a slight difference between males and females. Almost half of the 2020 graduates had at least a bachelor's level education or bachelor's degree holders. TVET graduates who were undergraduates of bachelor level education (19.96%) were slightly dominated by males. There were very few TVET graduates who had post-bachelor education (Table 5).

Table 5. Weighted Distribution of TVET Graduates by Sex, by Highest Educational Attainment. Philippines: 2020

Highest Educational Attainment	Female		Male		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
No grade completed	162	30.26	372	69.74	534	0.09
Early Childhood Education	285	100.00		0.00	285	0.05
Primary Education (Elementary) Undergraduate	4,475	59.34	3,067	40.66	7,542	1.27
Primary Education (Elementary) Graduate	8,088	64.08	4,534	35.92	12,622	2.13
Lower Secondary Education (Junior HS) Undergraduate (old curriculum)	13,912	55.28	11,256	44.72	25,168	4.25
Lower Secondary Education (Junior HS) Undergraduate (K-12 curriculum)	3,389	45.59	4,044	54.41	7,432	1.26
Lower Secondary Education (Junior HS) Graduate (old curriculum)	73,435	50.65	71,544	49.35	144,979	24.51
Lower Secondary Education (Junior HS) Graduate (K-12 curriculum)	10,363	39.92	15,595	60.08	25,957	4.39
Upper Secondary Education (Senior HS) Undergraduate	5,432	44.74	6,709	55.26	12,141	2.05
Upper Secondary Education (Senior HS) Graduate	11,465	44.34	14,390	55.66	25,855	4.37
Post-secondary Non-tertiary Education	7,353	38.43	11,779	61.57	19,133	3.23
Short-cycle Tertiary Education	2,910	49.33	2,989	50.67	5,899	1.00
Bachelor Level Education Undergraduate	57,321	48.54	60,762	51.46	118,083	19.96
Bachelor Level Education Graduate	98,233	54.65	81,514	45.35	179,747	30.39
Master Level Education	4,109	72.64	1,547	27.36	5,656	0.96
Doctoral Level Education	295	59.29	202	40.71	497	0.08
Total	301,226	50.92	290,304	49.08	591,530	100.00

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

Most of the TVET graduates had institution-based training at 64.4% (Table 6 and Figure 2), where there were more males than females. For the CY 2020, the estimated graduates of institution-based training were higher compared to 56.25% among 2019 graduates. The community-based program was estimated at 33.78%, which was dominated by female graduates. Most of the community-based programs were conducted by LGUs. There were more males than females in most of the enterprise-based training programs, where the apprenticeship program has the most share of graduates.

Table 6. Weighted Distribution of TVET Graduates by Training Venue, by Sex. Philippines: 2020

Training Venue	Female		Male		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Institution-based	170,253	44.69	210,690	55.31	380,943	64.40
Enterprise-based	5,147	47.88	5,602	52.12	10,750	1.82
Apprenticeship	2,406	49.77	2,428	50.23	4,834	0.82
Dual Training System	375	100.00		0.00	375	0.06
Farm schools/enterprise training	380	44.83	468	55.17	848	0.14
Industry-base/in-company training	665	47.58	733	52.42	1,398	0.24
Learnership	1,321	40.09	1,974	59.91	3,295	0.56
Community-based	125,826	62.96	74,012	37.04	199,838	33.78
Extension programs of TTIs	8,216	67.54	3,949	32.46	12,164	2.06
LGU-oriented comm.-based progs.	68,415	66.63	34,260	33.37	102,675	17.36
Mobile training program	16,409	56.81	12,476	43.19	28,885	4.88
NGOs, POs, CSR training	8,918	56.53	6,859	43.47	15,777	2.67
TESDA Provisional PTCs	23,869	59.17	16,468	40.83	40,337	6.82
Total	301,226	50.92	290,304	49.08	591,530	100.00

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

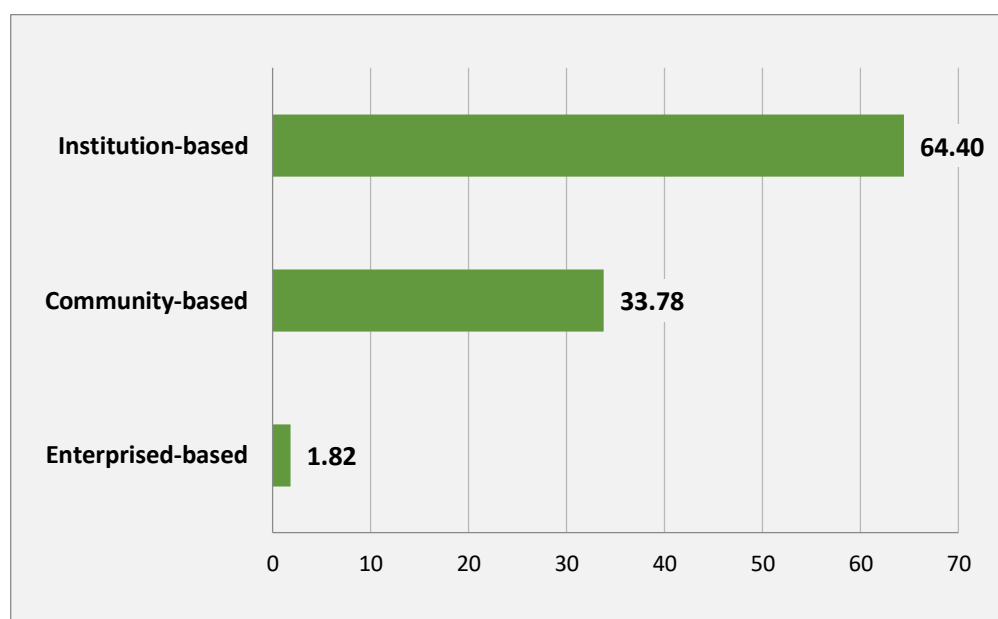


Figure 2. Weighted Distribution of TVET Graduates by Training Venue, by Sex. Philippines: 2020

Among the 2020 graduates, 211,746 or 35.8% had availed of scholarship programs. This percentage of beneficiaries was higher than the 2019 estimates (26.83%). The Training for Work Scholarship Program (TWSP) had the most beneficiaries (41.18%). The other scholarship programs were - Skills Training for Employment Program (STEP, 29.30), Universal Access to Quality Tertiary Education Act (UAQTEA, 26%), and the Private Education Students Fund Assistance (PESFA, 3.52%). Overall, there were more male recipients than females, except for the STEP (Table 7 and Figure 3).

Table 7. Weighted Distribution of TVET Graduates by Scholarship Program, by Sex. Philippines: 2020

Scholarship Program	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
PESFA	3,463	46.46	3,991	53.54	7,454	3.52
STEP	31,239	50.35	30,802	49.65	62,041	29.30
TWSP	41,803	47.94	45,400	52.06	87,203	41.18
UAQTEA	17,370	31.55	37,678	68.45	55,048	26.00
Total	93,875	44.33	117,871	55.67	211,746	100.00

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

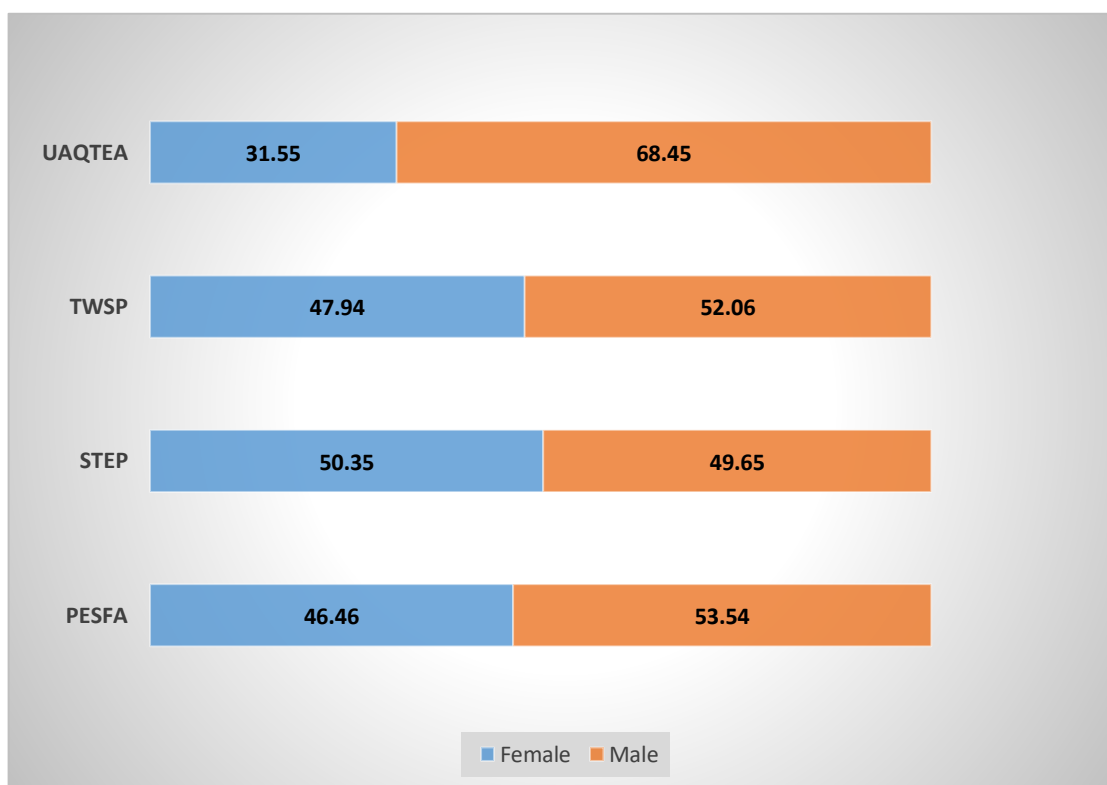


Figure 3. Weighted Distribution of TVET Graduates by Scholarship Program, by Sex. Philippines: 2020

About 22% of the graduates were from the Agriculture, Forestry and Fishery sector, a 15.78 percentage points higher than the previous survey estimates. This was followed by the tourism (16.08%) and the electrical and electronics (9.38%) sector. There were more female graduates in programs in the sectors of garments, social, community development and other services, human health, processed food and beverages, tourism, language, wholesale and retail trading, creative, entrepreneurship, TVET, ICT, agriculture, forestry and fishery, and visual arts. On the other hand, males dominate in training programs in the following sectors: maritime; metals and engineering; construction; automotive and land transportation; electrical and electronics; and transport and logistics. (Table 8 and Figure 4)

Table 8. Weighted Distribution of TVET Graduates by Sector, by Sex. Philippines: 2020

Sector	Female		Male		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Agriculture Forestry and Fishery	68,187	53.28	59,800	46.72	127,987	21.64
Automotive and Land Transportation	11,586	21.80	41,549	78.20	53,134	8.98
Construction	4,590	13.90	28,421	86.10	33,011	5.58
Creative	905	65.25	482	34.75	1,387	0.23
Electrical & Electronics	14,793	26.65	40,706	73.35	55,499	9.38
Entrepreneurship	14,354	59.38	9,820	40.62	24,174	4.09
Footwear & Leathergoods		0.00	146	100.00	146	0.02
Garments	9,719	97.25	275	2.75	9,994	1.69
Heating, Ventilation, Airconditioning and Refrigeration	71	2.89	2,371	97.11	2,442	0.41
Human Health/Health Care	19,169	78.50	5,250	21.50	24,420	4.13
Information and Communication Technology	9,751	56.93	7,376	43.07	17,127	2.90
Language	7,113	70.04	3,043	29.96	10,156	1.72
Maritime	298	3.28	8,803	96.72	9,101	1.54
Metals and Engineering	4,442	11.80	33,200	88.20	37,643	6.36
Others	33,023	73.30	12,026	26.70	45,049	7.62
Processed Food & Beverages	14,672	76.71	4,454	23.29	19,126	3.23
Social, Community Development and Other Services	12,911	79.39	3,351	20.61	16,262	2.75
Tourism (Hotel and Restaurant)	70,298	73.92	24,800	26.08	95,097	16.08
Transport and Logistics	428	34.57	809	65.43	1,237	0.21
TVET	3,195	57.38	2,374	42.62	5,569	0.94
Visual Arts	825	50.90	796	49.10	1,622	0.27
Wholesale and Retail Trading	895	66.50	451	33.50	1,345	0.23
Total	301,226	50.92	290,304	49.08	591,530	100.00

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

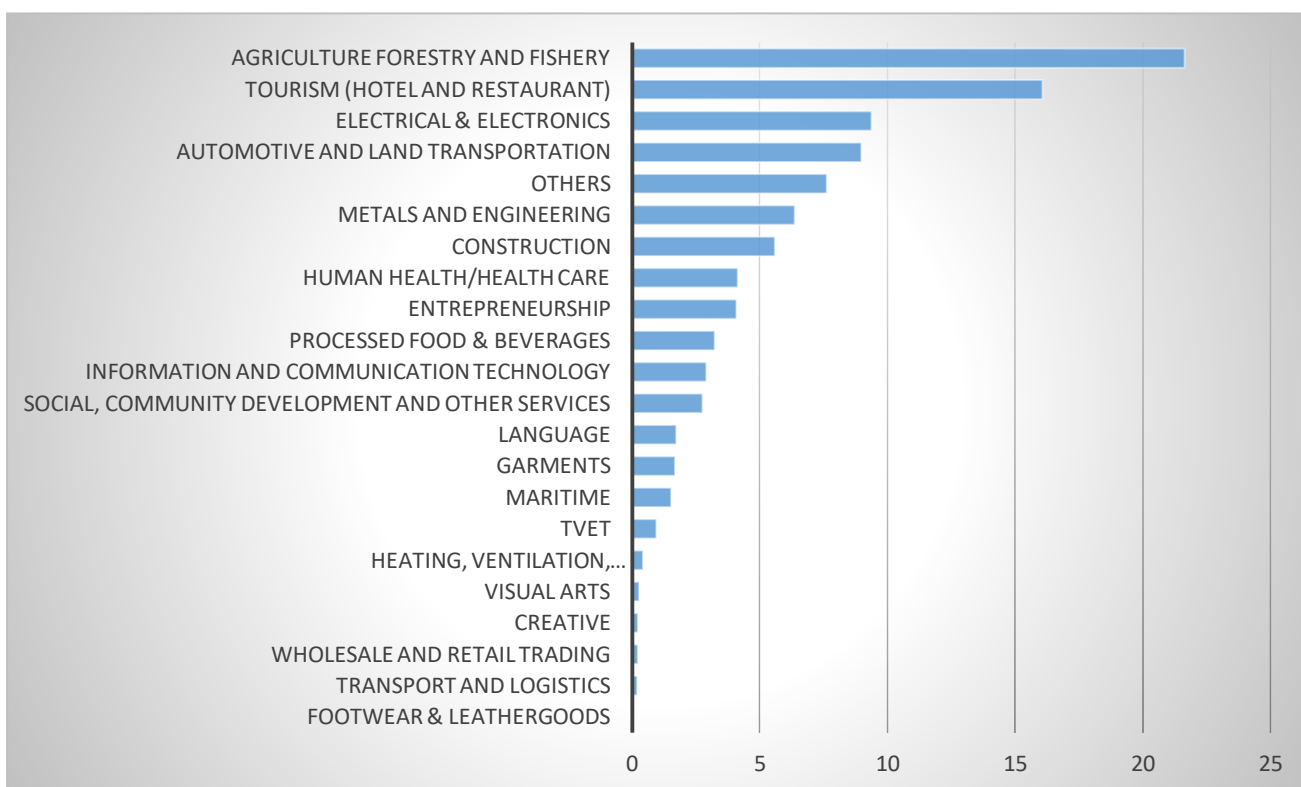


Figure 4. Weighted Distribution of TVET Graduates by Sector, by Sex. Philippines: 2020

Skills enhancement has been consistently found as the primary reason for taking a TVET program. Half of the 2020 graduates indicated that they primarily took TVET programs to enhance their skills, shared by both sexes. Employment was the second highest reason for attending a training program, which more than half of them being males. A few took TVET programs for personal use, to increase income, and for promotion.

Table 9. Weighted Distribution of TVET Graduates by their Reason for Taking Up TVET Programs, by Sex. Philippines: 2020

Reason for taking up the program	Female		Male		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
For employment / to get a job	66,945	40.99	96,365	59.01	163,310	27.61
For promotion	1,229	47.27	1,371	52.73	2,600	0.44
To increase income	12,170	76.65	3,707	23.35	15,877	2.68
For skills upgrading/enhancement	150,217	50.65	146,379	49.35	296,596	50.14
TVET qualification is popular (many are enrolling)	4,167	67.78	1,981	32.22	6,148	1.04
Personal use / interest / hobby	62,153	63.08	36,379	36.92	98,532	16.66
Nothing to do	1,645	66.20	840	33.80	2,485	0.42
Others	2,700	45.14	3,282	54.86	5,983	1.01
Total	301,226	50.92	290,304	49.08	591,530	100.00

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

A career assessment test helps a trainee choose a training program that fits his/her needs. Only over a quarter of the 2020 graduates took assessment tests, of which the majority were males (Table 10 and Figure 5). This estimate was much lower than 44% and 49% in 2018 and 2019, respectively. The largest portion of the graduates who took an assessment test was from the UAQTEA beneficiaries.

Table 10. Weighted Distribution of TVET Graduates as Whether They Took Career Profiling Examination / Career Assessment Test, by Scholarship Program, by Sex. Philippines: 2020

	Took Career Profiling Examination/Career Assessment Test				Did not Take Career Profiling Examination/Career Assessment Test				Total Graduates	
	Female		Male		Female		Male		Freq	% ^b
	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^a		
With Scholarship										
PESFA	1,750	23.47	1,664	22.32	1,713	22.99	2,327	31.22	7,454	1.26
STEP	9,203	14.83	12,666	20.42	22,036	35.52	18,136	29.23	62,041	10.49
TWSP	13,640	15.64	16,066	18.42	28,163	32.30	29,334	33.64	87,203	14.74
UAQTEA	7,231	13.14	15,542	28.23	10,139	18.42	22,136	40.21	55,048	9.31
Without Scholarship (Regular Program)	39,411	10.38	40,266	10.60	167,940	44.22	132,167	34.80	379,784	64.20
Total	71,234	12.04	86,205	14.57	229,992	38.88	204,099	34.50	591,530	100.00

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

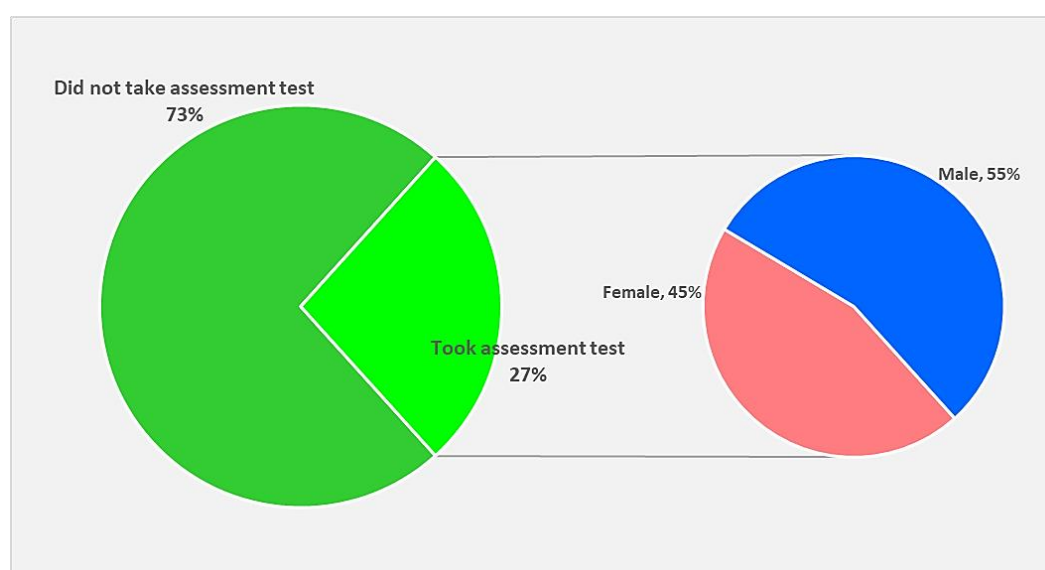


Figure 5. Weighted Percent Distribution of TVET Graduates as whether or not they took Assessment Test, Philippines: 2020

Table 11 shows that the National Career Assessment Examination (NCAE) and the Youth Profiling for Starring Career (YP4SC) were mostly taken by graduates who took an assessment test. Further, most of these graduates indicated that the appraisal results were aligned with their chosen training program. However, many of those who took the NCAE, signified that the results were not aligned with their training program.

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: 2020

Profiling / Career Assessment Tool	Yes		No		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
National Career Assessment Examination (NCAE)	27,775	47.92	30,183	52.08	57,957	36.81
Youth Profiling for Starring Career (YP4SC)	53,123	95.34	2,597	4.66	55,720	35.39
Others	40,643	92.87	3,118	7.13	43,761	27.80
Total	121,541	77.20	35,898	22.80	157,439	100.00

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

2. Competency Assessment and Certification

The majority (60.25%) of the graduates' TVET programs were registered With Training Regulations, which was dominated by males (Table 12). There were more females in not registered training programs (but with TVET content) conducted by LGUs, NGOs, and other government agencies. Registered TVET programs with no training regulations have the least share of graduates, with more female graduates.

Table 12. Weighted Distribution of TVET Graduates by Program Registration, by Sex. Philippines: 2020

Program Registration	Female		Male		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
With Training Regulation (WTR)	154,254	43.28	202,115	56.72	356,369	60.25
No Training Regulation (NTR)	38,368	56.71	29,292	43.29	67,660	11.44
Not registered program	108,604	64.84	58,897	35.16	167,501	28.32
Total	301,226	50.92	290,304	49.08	591,530	100.00

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

More than half (56.19%) of the graduates complied with taking the competency assessment, with more males trying to gauge the acquired competencies (Table 13). This estimate was lower than the 73.77% and 73.21% in 2018 and 2019.

Table 13. Weighted Distribution of TVET Graduates as Whether They Took Competency Assessment or Not, by Sex. Philippines: 2020

Took Competency Assessment	Female		Male		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Yes	144,506	43.48	187,859	56.52	332,366	56.19
No	156,720	60.47	102,445	39.53	259,164	43.81
Total	301,226	50.92	290,304	49.08	591,530	100.00

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

There were more graduates of WTR programs (85.16%) who took competency assessments (Table 14). This estimated share was below the 91.21% estimate in 2019. There was still a significant number of WTR graduates who had not complied with taking the assessment.

Table 14. Weighted Distribution of TVET Graduates under WTR as Whether They Took Competency Assessment or Not, by Sex. Philippines: 2020

Took Competency Assessment	Female		Male		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Yes	129,556	83.99	173,928	86.05	303,484	85.16
No	24,698	16.01	28,187	13.95	52,885	14.84
Total	154,254	100.00	202,115	100.00	356,369	100.00

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

A little over half (53.59%) of the graduates indicated that they were not aware of the competency assessment schedule (Table 15). A number of the graduates prioritized or had time conflicts with work or school. There were still graduates (14.17%) who signified or believed that assessment is not mandatory – this estimate was almost at par with 14.86% among 2019 graduates. Very few TVET graduates indicated that they have insufficient skills and knowledge to take the assessment.

Table 15. Weighted Distribution of TVET Graduates by Their Reasons for Not Taking Competency Assessment, by Sex. Philippines: 2020

Reason for Not Taking Competency Assessment	Female		Male		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Assessment is not mandatory	3,173	42.35	4,319	57.65	7,493	14.17
Assessor is not available	643	65.26	343	34.74	986	1.86
No assessment center in the area	97	29.90	227	70.10	323	0.61
No money/financial constraints	74	22.79	250	77.21	324	0.61
No time/working/schooling/abroad	4,691	44.91	5,755	55.09	10,446	19.75
Schedule not known	13,988	49.36	14,352	50.64	28,340	53.59
Skills and knowledge not sufficient	154	100.00		0.00	154	0.29
Others	1,878	38.96	2,941	61.04	4,819	9.11
Total	24,698	46.70	28,187	53.30	52,885	100.00

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

The number of TVET graduates under WTR (97.45%) who indicated as passers was almost at the same level as that of 98.71% in 2019 (Table 16). It can be observed that all WTR programs across sectors have a high rate of passers.

Table 16. Weighted Distribution of TVET Graduates under WTR by Certification Rate, by Sector. Philippines: 2020

Sector	Took Assessment		Passed		Failed	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Agriculture Forestry and Fishery	46,674	15.38	46,400	99.41	273	0.59
Automotive and Land Transportation	35,322	11.64	33,818	95.74	1,504	4.26
Construction	25,660	8.45	25,180	98.13	480	1.87
Electrical & Electronics	41,106	13.54	39,432	95.93	1,675	4.07
Entrepreneurship	452	0.15	452	100.00		0.00
Garments	6,485	2.14	6,099	94.05	386	5.95
Heating, Ventilation, Airconditioning and Refrigeration	1,859	0.61	1,859	100.00		0.00
Human Health/Health Care	11,909	3.92	11,783	98.94	127	1.06
Information and Communication Technology	9,099	3.00	8,930	98.15	169	1.85
Maritime	7,684	2.53	7,264	94.53	420	5.47
Metals and Engineering	34,344	11.32	33,184	96.62	1,160	3.38
Others	861	0.28	765	88.87	96	11.13
Processed Food & Beverages	4,812	1.59	4,812	100.00		0.00
Social, Community Development and Other Services	9,843	3.24	9,487	96.39	356	3.61
Tourism (Hotel and Restaurant)	62,993	20.76	62,178	98.71	814	1.29
Transport and Logistics	700	0.23	700	100.00		0.00
TVET	3,430	1.13	3,162	92.20	268	7.80
Visual Arts	97	0.03	97	100.00		0.00
Wholesale and Retail Trading	153	0.05	153	100.00		0.00
Total	303,484	100.00	295,758	97.45	7,727	2.55

*a*Percentage over total number of takers; *b*Percentage over the total number of takers per sector

A certification is a form of recognition that an individual is qualified in terms of particular knowledge, skills, and attitudes on a certain level of competencies based on industry standards. Of the 295,758 competency assessment passers, 80% were certified as NC II. The majority of the WTR programs were at this level of competency standards. A few of the graduates who were assessed as competent in a single unit or cluster of related units of competencies were issued or awarded with CoCs.

Table 17. Weighted Distribution of TVET Graduates under WTR by Certification Level, by Sex. Philippines: 2020

Certification Level	Female		Male		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Certificate of Competency (CoC)	11,026	64.46	6,078	35.54	17,104	5.78
National Certificate I (NC I)	4,064	13.46	26,124	86.54	30,187	10.21
National Certificate II (NC II)	106,103	44.83	130,581	55.17	236,683	80.03
National Certificate III (NC III)	4,259	47.03	4,796	52.97	9,054	3.06
National Certificate IV (NC IV)		0.00	57	100.00	57	0.02
Trainers Methodology Level 1 (TM 1)	1,348	56.17	1,051	43.83	2,399	0.81
Trainers Methodology Level 2 (TM 2)	119	43.87	153	56.13	272	0.09
Total	126,918	42.91	168,840	57.09	295,758	100.00

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

Among the beneficiaries of scholarship programs (Table 7), 172,178 (or 81.3%) were awarded certifications. All the scholarship programs have shown high certification rates among their beneficiaries (Table 18), with the overall certification rate for 2020 graduates (97.38%) a bit lower than 98.49% in 2019.

Table 18. Weighted Distribution of TVET Graduates under WTR by Certification, by Scholarship Program. Philippines: 2020

Scholarship Program	Certified		Not Certified		Total Graduates	
	Freq	Certification Rate	Freq	% ^a	Freq	% ^b
PESFA	6,040	94.04	383	5.96	6,423	3.63
STEP	50,905	97.89	1,097	2.11	52,002	29.41
TWSP	66,486	97.33	1,823	2.67	68,309	38.64
UAQTEA	48,746	97.36	1,323	2.64	50,069	28.32
Total	172,178	97.38	4,626	2.62	176,804	100.00

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

Two-thirds of the TVET graduates were required by their employers to have a competency certificate (Table 19). A third of the graduates were not required by their employers to have one despite the value of certification indicating possession of required knowledge, skills, and attitudes in the workplace.

Table 19. Weighted Distribution of TVET Graduates by Certification as a Requirement of the Employer, by Sex. Philippines: 2020

Certification Requirement	Female		Male		Total Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Yes	200,009	50.59	195,375	49.41	395,383	66.84
No	71,939	51.71	67,180	48.29	139,119	23.52
I don't know	29,278	51.34	27,749	48.66	57,027	9.64
Total	301,226	50.92	290,304	49.08	591,530	100.00

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

3. Labor Force Participation

It was estimated that around 7 out of every 10 (69.48%) TVET graduates were in the labor force at the time of survey. This estimate was slightly lower than 70.43% and 71.2% in 2018 and 2019, respectively. For this batch of graduates, there were more males than females in the labor force. This observation was the same with the 2019 graduates where there is a likelihood that more female workers have been affected by the pandemic.

Table 20. Labor Force Participation Rate of TVET Graduates by Sex, Philippines: 2020

Sex	Not in the Labor Force		In the Labor Force		Total Graduates	
	Freq	% ^a	Freq	LFPR ^b	Freq	% ^c
Female	111,088	36.88	190,138	63.12	301,226	50.92
Male	69,430	23.92	220,874	76.08	290,304	49.08
Total	180,519	30.52	411,011	69.48	591,530	100.00

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

Labor force participation rates across age groups ranged from 51 to 79 percent. The most active were those between 25 and 34 years, with almost the same level for those aged 35 to 54 (Table 21 and Figure 6.). This implies that about 8 in every 10 graduates in this age group were either employed or unemployed during the survey period. It also showed that graduates in the age group of 55 and above were slightly more active than their younger counterparts who were aged between 15 and 24 years old.

Table 21. Estimated Labor Force Participation Rate of TVET Graduates by Age Group. Philippines: 2020

Age Group	Not in the Labor Force		In the Labor Force		Total Graduates	
	Freq	% ^a	Freq	LFPR ^b	Freq	% ^c
younger than 15	78	100.00		0.00	78	0.01
15 - 24	82,249	48.88	86,002	51.12	168,251	28.44
25 - 34	38,712	20.90	146,534	79.10	185,246	31.32
35 - 44	25,166	21.93	89,575	78.07	114,741	19.40
45 - 54	17,586	24.48	54,266	75.52	71,852	12.15
55 - 64	13,990	32.11	29,584	67.89	43,574	7.37
65 and over	2,738	35.15	5,051	64.85	7,789	1.32
Total	180,519	30.52	411,011	69.48	591,530	100.00

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

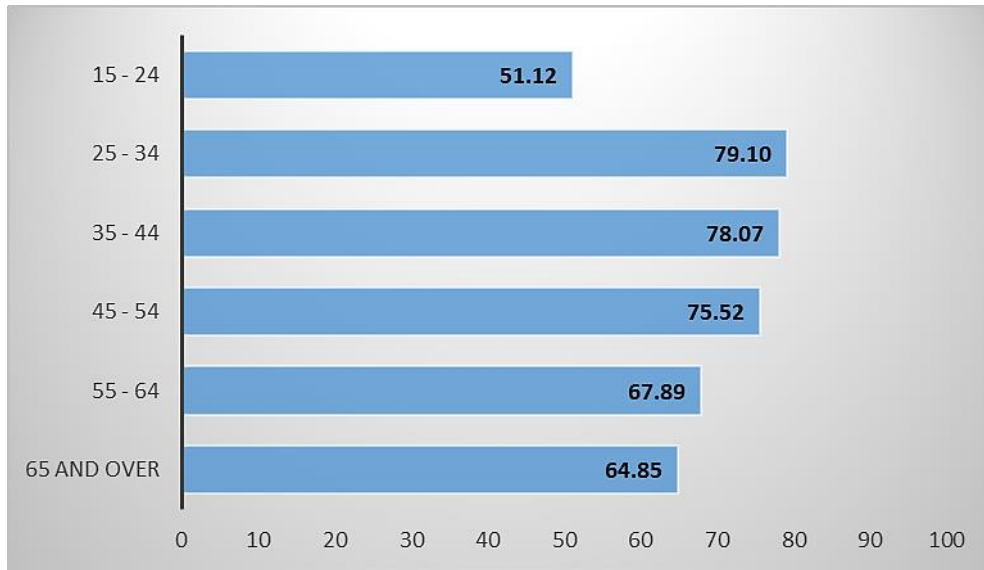


Figure 6. Estimated Labor Force Participation Rate of TVET Graduates by Age Group, Philippines: 2020

Consistently, TVET graduates with baccalaureate and post-graduate studies were the most active in the labor force (Table 22). The other education groups with high LFPRs were those who had short-cycle tertiary education, post-secondary non-tertiary education, and primary education. On the other hand, those who were not active were Junior High School undergraduates, Junior High School graduates, and Senior High School undergraduates, whose groups were expectedly still to be in schools during the survey.

Table 22. Labor Force Participation Rate of TVET Graduates by Highest Educational Attainment. Philippines: 2020

Highest Educational Attainment	Not in the Labor Force		In the Labor Force		Total Graduates	
	Freq	% ^a	Freq	LFPR ^b	Freq	% ^c
No grade completed	227	42.49	307	57.51	534	0.09
Early Childhood Education	147	51.71	137	48.29	285	0.05
Primary Education (Elementary) Undergraduate	2,182	28.93	5,360	71.07	7,542	1.27
Primary Education (Elementary) Graduate	2,745	21.75	9,877	78.25	12,622	2.13
Lower Secondary Education (Junior HS) Undergraduate (old curriculum)	7,079	28.13	18,089	71.87	25,168	4.25
Lower Secondary Education (Junior HS) Undergraduate (K-12 curriculum)	4,671	62.85	2,761	37.15	7,432	1.26
Lower Secondary Education (Junior HS) Graduate (old curriculum)	39,777	27.44	105,202	72.56	144,979	24.51
Lower Secondary Education (Junior HS) Graduate (K-12 curriculum)	16,291	62.76	9,667	37.24	25,957	4.39
Upper Secondary Education (HS) Undergraduate	7,526	61.99	4,615	38.01	12,141	2.05
Upper Secondary Education (HS) Graduate	11,851	45.84	14,004	54.16	25,855	4.37
Post-secondary Non-tertiary Education	4,777	24.97	14,356	75.03	19,133	3.23
Short-cycle Tertiary Education	1,252	21.22	4,647	78.78	5,899	1.00
Bachelor Level Education Undergraduate	47,971	40.62	70,112	59.38	118,083	19.96
Bachelor Level Education Graduate	33,136	18.43	146,611	81.57	179,747	30.39
Master Level Education	887	15.68	4,769	84.32	5,656	0.96
Doctoral Level Education		0.00	497	100.00	497	0.08
Total	180,519	30.52	411,011	69.48	591,530	100.00

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

The LFPR across regions ranged from 55.93% to 80.69%. Among the regions, Region 11 and CAR had approximately 8 out of every 10 graduates who were economically active during the survey (Table 23). This was followed by Region III (79.09%) which has almost the same participation rate. The lowest LFPRs were recorded in NCR (55.93%), Region X (57.34%), and Region IV-B (66.23%). Though Region IV-B showed an increase from the previous survey's estimate at 59.82%. Overall, the estimates for this survey were lower than the 2019 estimated 71.2% LFPR.

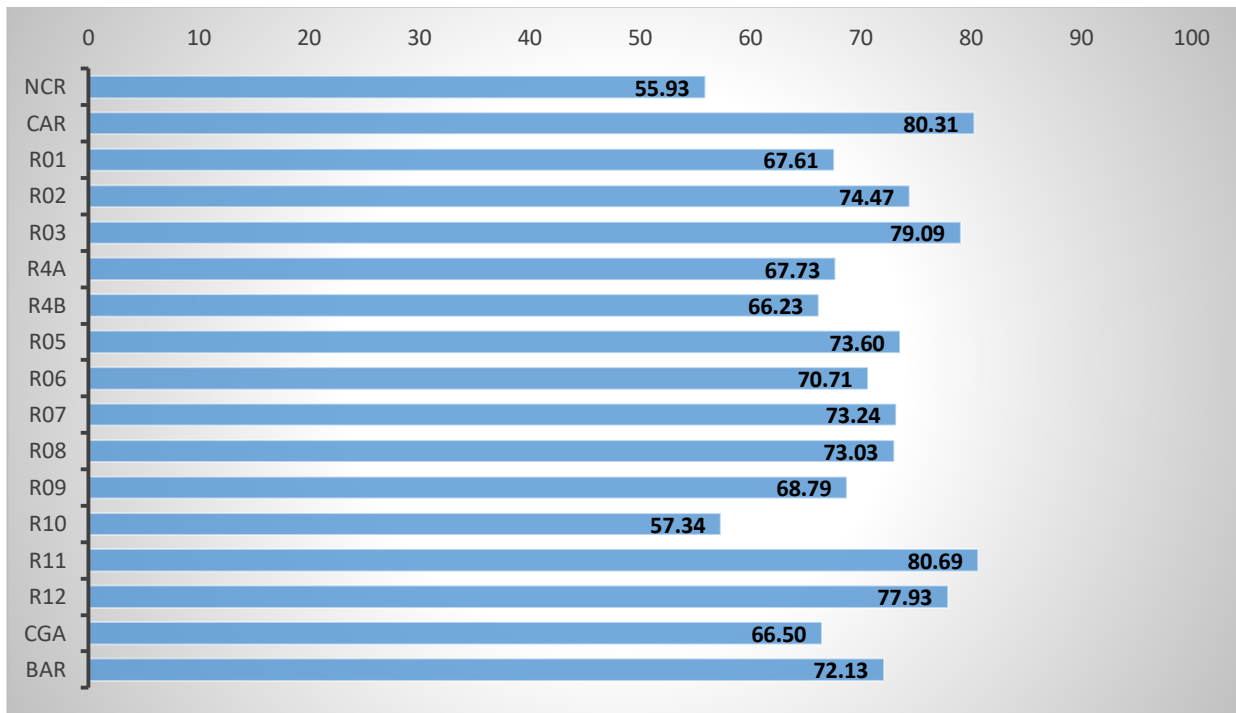


Figure 7. Labor Force Participation Rate of TVET Graduates by Region, Philippines: 2020

Table 23. Labor Force Participation Rate of TVET Graduates by Region. Philippines: 2020

Region	Not in the Labor Force		In the Labor Force		Total Graduates	
	Freq	% ^a	Freq	LFPR ^b	Freq	% ^c
NCR	33,067	44.07	41,975	55.93	75,042	12.69
CAR	4,475	19.69	18,252	80.31	22,727	3.84
I	10,995	32.39	22,948	67.61	33,943	5.74
II	9,694	25.53	28,273	74.47	37,967	6.42
III	11,159	20.91	42,196	79.09	53,355	9.02
IV-A	14,796	32.27	31,057	67.73	45,853	7.75
IV-B	10,083	33.77	19,776	66.23	29,859	5.05
V	7,185	26.40	20,036	73.60	27,221	4.60
VI	14,162	29.29	34,185	70.71	48,347	8.17
VII	6,669	26.76	18,254	73.24	24,923	4.21
VIII	9,042	26.97	24,487	73.03	33,529	5.67
IX	10,532	31.21	23,217	68.79	33,749	5.71
X	16,443	42.66	22,103	57.34	38,546	6.52
XI	4,914	19.31	20,535	80.69	25,449	4.30
XII	4,366	22.07	15,421	77.93	19,787	3.35
CARAGA	8,601	33.50	17,075	66.50	25,676	4.34
BARMM	4,336	27.87	11,221	72.13	15,557	2.63
Total	180,519	30.52	411,011	69.48	591,530	100.00

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

The graduates were divided into two categories: those who are completer of TESDA Technology Institutions (TTIs) and non-TTIs. TTIs are those directly maneuvered by TESDA, which offer training through their schools and training centers. On the other hand, non-TTIs refer to private institutions that offer TESDA-registered programs. From Table 24, higher LFPR was recorded for TTI graduates (72.84%) than non-TTIs (68.36%) with a point difference of 4.48 percent. Notably, the observed difference between the two estimates was considerably greater than that of 2019 (1.42%).

Table 24. Labor Force Participation Rate of TVET Graduates by Type of Provider. Philippines: 2020

Type of Provider	Not in the Labor Force		In the Labor Force		Total Graduates	
	Freq	% ^a	Freq	LFPR ^b	Freq	% ^c
TTI	40,225	27.16	107,903	72.84	148,128	25.04
Non-TTI	140,293	31.64	303,109	68.36	443,402	74.96
Total	180,519	30.52	411,011	69.48	591,530	100.00

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

TESDA has three main types of training delivery methods or training venues which are community-based, enterprise-based, and institution-based. Based on the results of the survey, it was estimated that about 65 were active for every 100 community-based graduates, around 78 for every 100 enterprise-based graduates, and approximately 72 in 100 institution-based graduates. Consistent with past surveys, the least number of graduates and the highest LFPR were recorded for enterprise-based training venue (Figure 8 and Table 25).

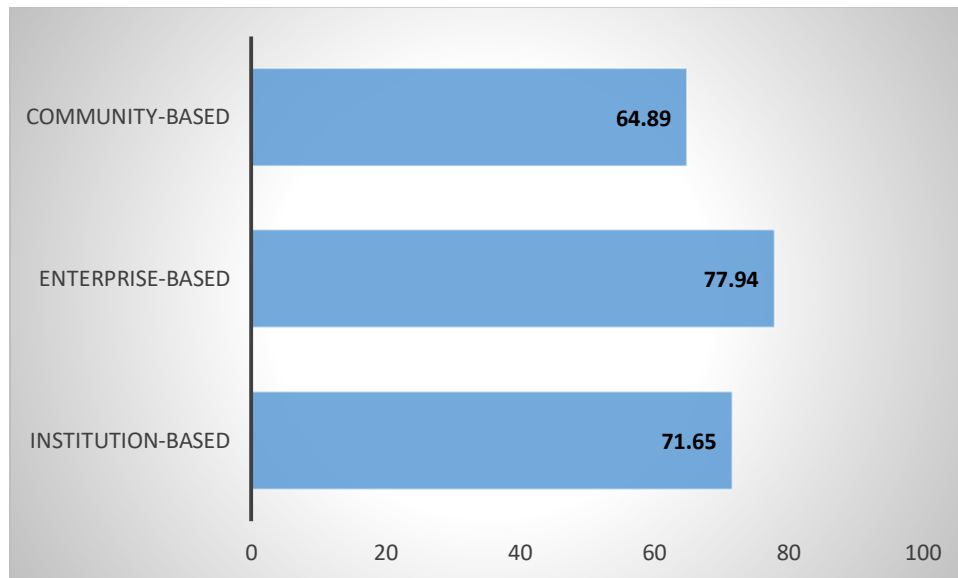


Figure 8. Labor Force Participation Rate of TVET Graduates by Training Venue. Philippines: 2020

As shown in Table 25, industry-based/in-company training and farm schools/enterprise training garnered the top two highest LFPR under the enterprise-based programs with an estimate of 90.63% and 84.04%, respectively. Conversely, the dual training system registered the lowest estimate under the said training venue at 40.52%. The high rate of labor force involvement among graduates from enterprise-based programs can be linked to their assurance in the skills they have learned during training in the workplace. Meanwhile, for community-based programs, NGOs, POs, CSR training, and mobile training programs had the highest and lowest LFPR at 74.01% and 58.43%, respectively.

Table 25. Labor Force Participation Rate of TVET Graduates by Training Venue. Philippines: 2020

Training Venue	Not in the Labor Force		In the Labor Force		Total Graduates	
	Freq	%	Freq	LFPR	Freq	%
1. Institution-based	107,979	28.35	272,963	71.65	380,943	64.40
2. Enterprise-based	2,371	22.06	8,379	77.94	10,750	1.82
Apprenticeship	1,047	21.66	3,787	78.34	4,834	0.82
Dual Training System	223	59.48	152	40.52	375	0.06
Farm schools/enterprise training	135	15.96	713	84.04	848	0.14
Industry-base/in-company training	131	9.37	1,267	90.63	1,398	0.24
Learnership	835	25.33	2,460	74.67	3,295	0.56
3. Community-based	70,168	35.11	129,670	64.89	199,838	33.78
Extension programs of TTIs	3,662	30.11	8,502	69.89	12,164	2.06
LGU-oriented comm.-based progs.	36,114	35.17	66,561	64.83	102,675	17.36
Mobile training program	12,007	41.57	16,878	58.43	28,885	4.88
NGOs, POs, CSR trainings	4,101	25.99	11,676	74.01	15,777	2.67
TESDA Provisional PTCs	14,284	35.41	26,053	64.59	40,337	6.82
Total	180,519	30.52	411,011	69.48	591,530	100.00

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

The overwhelming majority (71.34%) of the graduates were under the student classification when they availed of a TESDA program. A number of the graduates were also classified as farmers and fishermen (9.80%), RCEF-RESP beneficiaries (3.45%), and 4Ps beneficiaries (2.15%), among others (Table 26).

Some of the classifications for the client type exhibited a 100% LFPR, among these were displaced workers, drug dependents/surrenderees/surrenderers, inmates and detainees, MILF beneficiaries, victims of natural disasters and calamities, and wounded-in-action AFP and PNP personnel. High estimates of LFPR were also recorded for uniformed personnel (90.13%), and RCEF-RESP beneficiaries (89.07%). On the other hand, no one was active for those belonging to the group of family members of AFP and PNP killed-in-action (Figure 9 and Table 26).

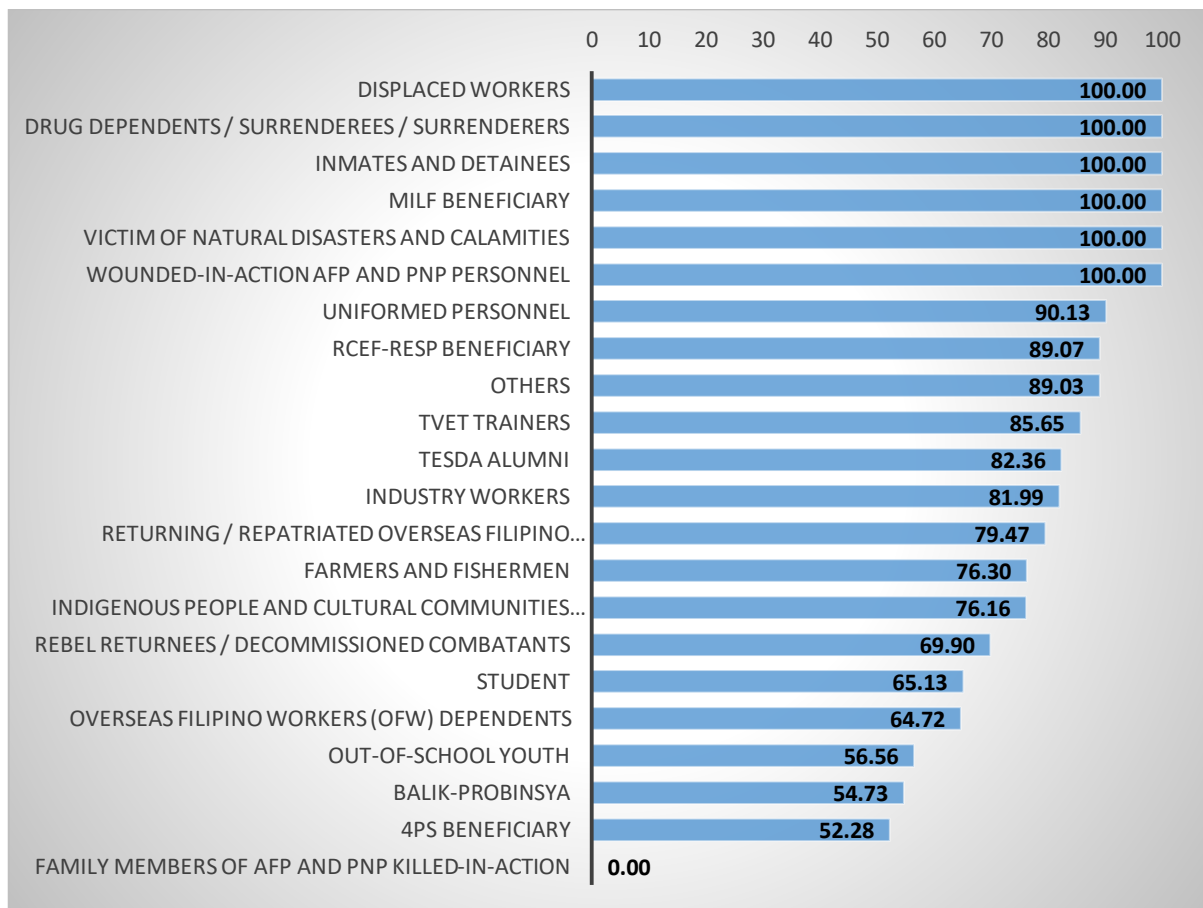


Figure 9. Labor Force Participation Rate of TVET Graduates by Client Type, Philippines: 2020

Table 26. Labor Force Participation Rate of TVET Graduates by Client Type. Philippines: 2020

Client Type	Not in the Labor Force		In the Labor Force		Total Graduates	
	Freq	%	Freq	LFPR	Freq	%
4Ps Beneficiary	6,057	47.72	6,637	52.28	12,694	2.15
Balik-Probinsya	108	45.27	131	54.73	239	0.04
Displaced Workers		0.00	130	100.00	130	0.02
Drug Dependents / Surrenderees / Surrenderers		0.00	169	100.00	169	0.03
Family Members of AFP and PNP Killed-in-Action	94	100.00	0	0.00	94	0.02
Farmers and Fishermen	13,734	23.70	44,223	76.30	57,957	9.80
Indigenous People and Cultural Communities (IPs)	1,063	23.84	3,397	76.16	4,461	0.75
Industry Workers	215	18.01	977	81.99	1,192	0.20
Inmates and Detainees		0.00	208	100.00	208	0.04
MILF Beneficiary		0.00	219	100.00	219	0.04
Out-of-School Youth	409	43.44	533	56.56	942	0.16
Overseas Filipino Workers (OFW) Dependents	622	35.28	1,141	64.72	1,763	0.30
RCEF-RESP Beneficiary	2,228	10.93	18,160	89.07	20,388	3.45
Rebel Returnees / Decommissioned Combatants	73	30.10	169	69.90	242	0.04
Returning / Repatriated Overseas Filipino Workers (OFW)	1,627	20.53	6,298	79.47	7,925	1.34
Student	147,158	34.87	274,854	65.13	422,012	71.34
TESDA Alumni	1,197	17.64	5,587	82.36	6,784	1.15
TVET Trainers	892	14.35	5,327	85.65	6,219	1.05
Uniformed Personnel	1,111	9.87	10,151	90.13	11,262	1.90
Victim of Natural Disasters and Calamities		0.00	168	100.00	168	0.03
Wounded-in-Action AFP and PNP Personnel		0.00	630	100.00	630	0.11
Others	3,929	10.97	31,903	89.03	35,832	6.06
Total	180,519	30.52	411,011	69.48	591,530	100.00

^aPercentage over the row total; ^bLabor Force Participation Rate

Table 27 reveals the reasons the graduates mentioned for not being involved in the labor force. A substantial amount of them said that they were still attending school (36.52%), which supports the observed low LFPRs among TVET graduates whose educational attainment was high school undergraduate. Many (33.29%) of those graduates who were not active in the labor force, of which the majority were female (89.32%), also stated that household/family was a key reason. Other reasons include awaiting results of the previous application (14.56%), being too young/old or retired (4.75%), and waiting for rehire/job recall (4.10%), among others.

Table 27. Reasons of TVET Graduates for Not Looking for Work. Philippines: 2020

Reason for Not Looking for Work	Female		Male		Total	
	Freq	%	Freq	%	Freq	%
1. Tired	580	48.86	608	51.14	1,188	0.60
2. No work available	626	24.04	1,978	75.96	2,604	1.31
3. Awaiting results of previous application	10,716	36.93	18,303	63.07	29,020	14.56
4. Temporary illness/disability	1,874	47.99	2,031	52.01	3,905	1.96
6. Waiting for rehire/job recall	2,834	34.69	5,336	65.31	8,171	4.10
7. Too young/old or retired	5,387	56.88	4,084	43.12	9,471	4.75
8. Permanent disability	339	62.52	203	37.48	542	0.27
9. Household/family duties	59,264	89.32	7,088	10.68	66,352	33.29
10. Schooling	33,736	46.35	39,052	53.65	72,788	36.52
11. Fear of getting COVID-19	1,356	31.42	2,958	68.58	4,314	2.16
12. Others	355	36.70	612	63.30	966	0.48
Total	117,067	58.73	82,253	41.27	199,321	100.00

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

4. Employment

TESDA aims to produce graduates who can be considered world-class competent workers through their quality training. Determining the distribution of the graduates in terms of employment and how well they are in their respective jobs is essential in fulfilling the said goal. This will help improve their training program and policies that would benefit their clients.

4.1 Length of Job Search

Unemployment may have long-term employment consequences. In this regard, knowing how long a TVET graduate search for a job is essential for the management. Among the 2020 graduates, there were 67, 877, which translates to only about 11.47% of the population who searched for a job after attending TESDA training. Most of those who did not look for a job were attending school or had household or family duties that prevented them to do so.

The vast majority of those who searched for a job after training were able to land a job in less than a year, with most finding a job in at most five months. The remaining few (9.52%), of which many were male, took more than a year to land a job. It is important to note that this figure is greater by almost twice that of the previous year which was at 5.22%.

Table 28. Weighted Distribution of TVET Graduates According to the Length of Job Search after the Training, Philippines: 2020

Length of Job Search after the Training	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Less than a month	11,149	44.17	14,094	55.83	25,243	37.19
1 to 5 months	10,354	41.29	14,722	58.71	25,076	36.94
more than 5 months to 12 months	4,816	43.41	6,278	56.59	11,094	16.34
Over a year	2,622	40.56	3,843	59.44	6,465	9.52
Total	28,941	42.64	38,936	57.36	67,877	100.00

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

4.2 Employment Rate

As previously mentioned, 69.48% of the 2020 graduates were active in the labor force. Further, about eight in every ten (78.57%) of those in the labor force were working when the survey was conducted. The 2020 employment rate was higher by 8% as compared to the 2019 estimate of 70.51%, while is it considerably lower than the 2018 estimate with a percent decrease of about 5%. The substantial percent increase observed from 2019 to 2020 can be connected to the effects of the COVID-19 pandemic which started last March 2020. As compared to when the pandemic started which caused many to become unemployed, businesses are beginning to operate normally during the survey period providing employment opportunities for

Filipinos. In terms of sex, the employment rate in male graduates was on par with those of female graduates with minimal difference in favor of the latter.

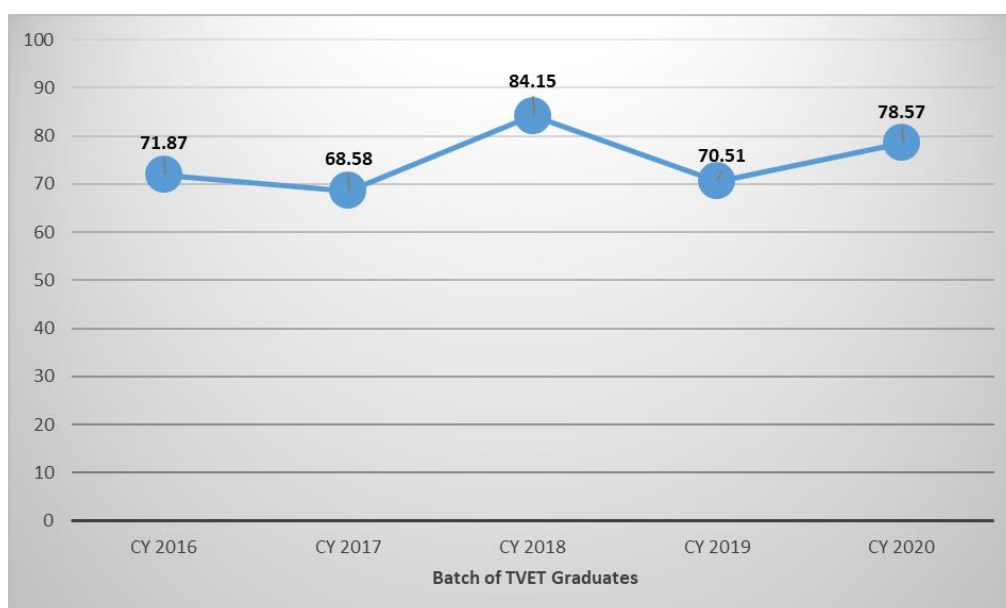


Figure 10. Estimated Employment Rates of 2016 to 2020 TVET Graduates.

Table 29. Estimated Employment Rate of TVET Graduates by Sex, Philippines: 2020

Sex	Not in the Labor Force		In the Labor Force						Total TVET Graduates	
			Not Employed		Employed		Total TVET Graduates in the LF			
	Freq	%	Freq	%	Freq	ER ^a	Freq	LFPR %	Freq	%
Female	111,088	36.88	40,285	21.19	149,852	78.81	190,138	63.12	301,226	50.92
Male	69,430	23.92	47,807	21.64	173,067	78.36	220,874	76.08	290,304	49.08
Total	180,519	30.52	88,092	21.43	322,919	78.57	411,011	69.48	591,530	100.00

^aER – employment rate

Most of the graduates had jobs regardless of age. In general, the chance of being employed increases as the graduate gets older. Specifically, almost all (98.30%) of the graduates who were 65 and over were employed followed by those who were aged 55 to 64 years (91.89%). Many of those who were unemployed were in the younger age group with the least employment recorded for those belonging to the age group of 15 to 24 years (66.85%) (Table 30).

Consistent with the results of the previous survey rounds of SETG, TVET clients with post-graduate degrees had the highest employment rates. Specifically, all of the graduates with doctorate degrees were employed closely followed by those with master level education at 96.74%. Contrary to the past rounds of the survey, all the

2020 graduates with no formal schooling and those with early childhood education were employed. Notably, those with primary education and undergraduates of lower secondary education under the old curriculum had employment rates substantially greater than the overall recorded employment. On the other hand, those with secondary education (old and new curriculum) posted lower figures in terms of employment (Table 31).

Table 30. Estimated Employment Rate of TVET Graduates by Age Group, Philippines: 2020

Age Group	Not Employed		Employed		Total TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
15 - 24	28,508	33.15	57,494	66.85	86,002	20.92
25 - 34	36,497	24.91	110,038	75.09	146,534	35.65
35 - 44	14,503	16.19	75,072	83.81	89,575	21.79
45 - 54	6,101	11.24	48,165	88.76	54,266	13.20
55 - 64	2,398	8.11	27,186	91.89	29,584	7.20
65 and over	86	1.70	4,965	98.30	5,051	1.23
Total	88,092	21.43	322,919	78.57	411,011	100.00

^aER – employment rate

Table 31. Estimated Employment Rate of TVET Graduates by Highest Educational Attainment, Philippines: 2020

Highest Educational Attainment	Not Employed		Employed		Total TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
1. No grade completed		0.00	307	100.00	307	0.07
2. Early Childhood Education		0.00	137	100.00	137	0.03
3. Primary Education (Elementary) Undergraduate	794	14.82	4,565	85.18	5,360	1.30
4. Primary Education (Elementary) Graduate	566	5.73	9,311	94.27	9,877	2.40
5. Lower Secondary Education (Junior HS) Undergraduate (old curriculum)	2,290	12.66	15,799	87.34	18,089	4.40
6. Lower Secondary Education (Junior HS) Undergraduate (K-12 curriculum)	746	27.03	2,015	72.97	2,761	0.67
7. Lower Secondary Education (Junior HS) Graduate (old curriculum)	22,532	21.42	82,670	78.58	105,202	25.60

Highest Educational Attainment	Not Employed		Employed		Total TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
8. Lower Secondary Education (Junior HS) Graduate (K-12 curriculum)	2,934	30.36	6,732	69.64	9,667	2.35
9. Upper Secondary Education (Sr. HS) Undergraduate	1,493	32.36	3,122	67.64	4,615	1.12
10. Upper Secondary Education (Sr. HS) Graduate	5,160	36.85	8,844	63.15	14,004	3.41
11. Post-secondary Non-tertiary Education	3,181	22.16	11,175	77.84	14,356	3.49
12. Short-cycle Tertiary Education	1,517	32.64	3,131	67.36	4,647	1.13
13. Bachelor Level Education Undergraduate	17,634	25.15	52,478	74.85	70,112	17.06
14. Bachelor Level Education Graduate	29,088	19.84	117,523	80.16	146,611	35.67
15. Master Level Education	156	3.26	4,614	96.74	4,769	1.16
16. Doctoral Level Education		0.00	497	100.00	497	0.12
Total	88,092	21.43	322,919	78.57	411,011	100.00

^aER – employment rate

The estimated employment rate of the 2020 graduates closely varies between the types of provider as seen in Table 32. The employment rate recorded for non-TTI graduates was at 78.02%, which is roughly the same as the overall estimate. On the contrary, TTI graduates had an employment rate of 80.11%, greater by about 2% than those under the Non-TTI provider.

Table 32. Estimated Employment Rate of TVET Graduates by Type of Provider, Philippines: 2020

Type of Provider	Not Employed		Employed		Total TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
TTI	21,463	19.89	86,440	80.11	107,903	26.25
Non-TTI	66,629	21.98	236,479	78.02	303,109	73.75
Total	88,092	21.43	322,919	78.57	411,011	100.00

^aER – employment rate

Overall, the employment rate across regions increased in this round of SETG, with rates ranging from 59.65% to 92.99%, in comparison to the previous round. Specifically, Region II acquired the highest employment rate this year. Likewise, high estimates were recorded in CAR (87.70%), Region III (86.42%), Region XI (86.31%),

Region V (82.36%), and Region XII (81.70%). Other regions, including Region I, Region IV-A, Region VI, Region VII, Region IX, Region X, and CARAGA had estimates which are about the same as the overall estimate. In contrast, BARMM and NCR had significantly low employment rates. The NCR experienced a steep drop in its employment rate for this year which was recorded to be at 63.09% in contrast with the last year's estimate of 72.57%, with a difference of almost 10%. While the lowest estimate of 59.65% was recorded for BARMM which consistently had low estimates for the past several years.

Table 33. Estimated Employment Rate of TVET Graduates by Region, Philippines: 2020

Region	Not Employed		Employed		Total TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
NCR	15,493	36.91	26,482	63.09	41,975	10.21
CAR	2,245	12.30	16,007	87.70	18,252	4.44
I	5,161	22.49	17,788	77.51	22,948	5.58
II	1,983	7.01	26,290	92.99	28,273	6.88
III	5,728	13.58	36,468	86.42	42,196	10.27
IV-A	6,716	21.62	24,342	78.38	31,057	7.56
IV-B	5,264	26.62	14,511	73.38	19,776	4.81
V	3,535	17.64	16,501	82.36	20,036	4.87
VI	8,155	23.86	26,030	76.14	34,185	8.32
VII	4,105	22.49	14,149	77.51	18,254	4.44
VIII	5,912	24.14	18,576	75.86	24,487	5.96
IX	4,837	20.83	18,380	79.17	23,217	5.65
X	5,047	22.83	17,056	77.17	22,103	5.38
XI	2,811	13.69	17,724	86.31	20,535	5.00
XII	2,822	18.30	12,599	81.70	15,421	3.75
Caraga	3,750	21.96	13,325	78.04	17,075	4.15
BARMM	4,527	40.35	6,694	59.65	11,221	2.73
Total	88,092	21.43	322,919	78.57	411,011	100.00

^aER – employment rate

In terms of the program delivery mode, the community-based program garnered the highest average employment rate equal to 82.48%. From the said program, a high number of employed graduates were recorded under extension programs of TTIs (88.96%), and TESDA provisional PTCs (85.73%). Enterprise-based registered average employment rate of 78.51% which is on par with the overall estimate of employment rate. Under the said delivery mode, high estimates were reported under industry-based/in-company training (89.67%), learnership (90.20%), and dual training system (100%). On the other hand, institution-based programs had the lowest average employment rate of 76.71% (Figure 11 and Table 34).

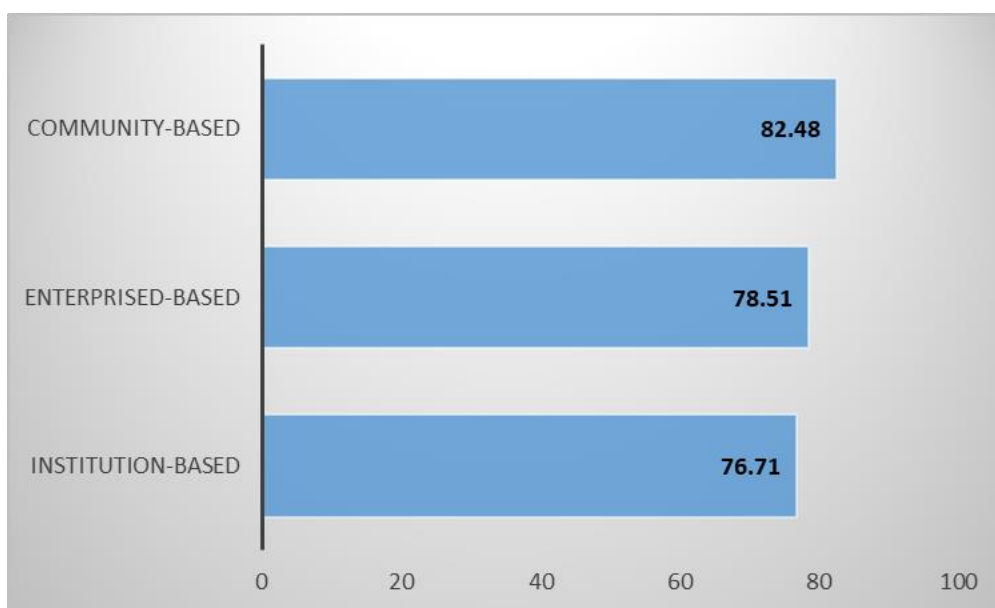


Figure 11. Estimated Employment Rate of TVET Graduates by Program Delivery Mode. Philippines, 2020.

Table 34. Estimated Employment Rate of TVET Graduates by Training Venue, Philippines: 2020

Training Venue	Not Employed		Employed		Total TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
1. Institution-based	63,572	23.29	209,391	76.71	272,963	66.41
2. Enterprise-based	1,800	21.49	6,578	78.51	8,379	2.04
Apprenticeship	1,256	33.16	2,531	66.84	3,787	0.92
Dual Training System		0.00	152	100.00	152	0.04
Farm schools/enterprise training	172	24.16	541	75.84	713	0.17
Industry-base/in-company training	131	10.33	1,136	89.67	1,267	0.31
Learnership	241	9.80	2,219	90.20	2,460	0.60
3. Community-based	22,720	17.52	106,950	82.48	129,670	31.55
Extension programs of TTIs	939	11.04	7,564	88.96	8,502	2.07
LGU-oriented comm.-based progs.	12,472	18.74	54,090	81.26	66,561	16.19
Mobile training program	3,711	21.99	13,167	78.01	16,878	4.11
NGOs, POs, CSR trainings	1,880	16.10	9,796	83.90	11,676	2.84
TESDA Provisional PTCs	3,718	14.27	22,334	85.73	26,053	6.34
Total	88,092	21.43	322,919	78.57	411,011	100.00

^aER – employment rate

Figure 12 presents the employment rate across different sectors. It is evident from the graph that the top sectors in terms of employment rates include footwear & leather goods (100%), TVET (92.72%), agriculture forestry and fishery (87.32%), garments (83.11%), and automotive and land transportation (82%). These sectors consistently belong to the top sectors based on the past records of the survey. In addition, employment rates reported under the tourism and electrical sectors, representing the

top female and male-dominated sectors, respectively, indicate that seven out of 10 graduates were actively working when the survey was conducted. On the contrary, the lowest estimates were recorded for the transport and logistics (52.08%) and maritime (31.21%) sectors.

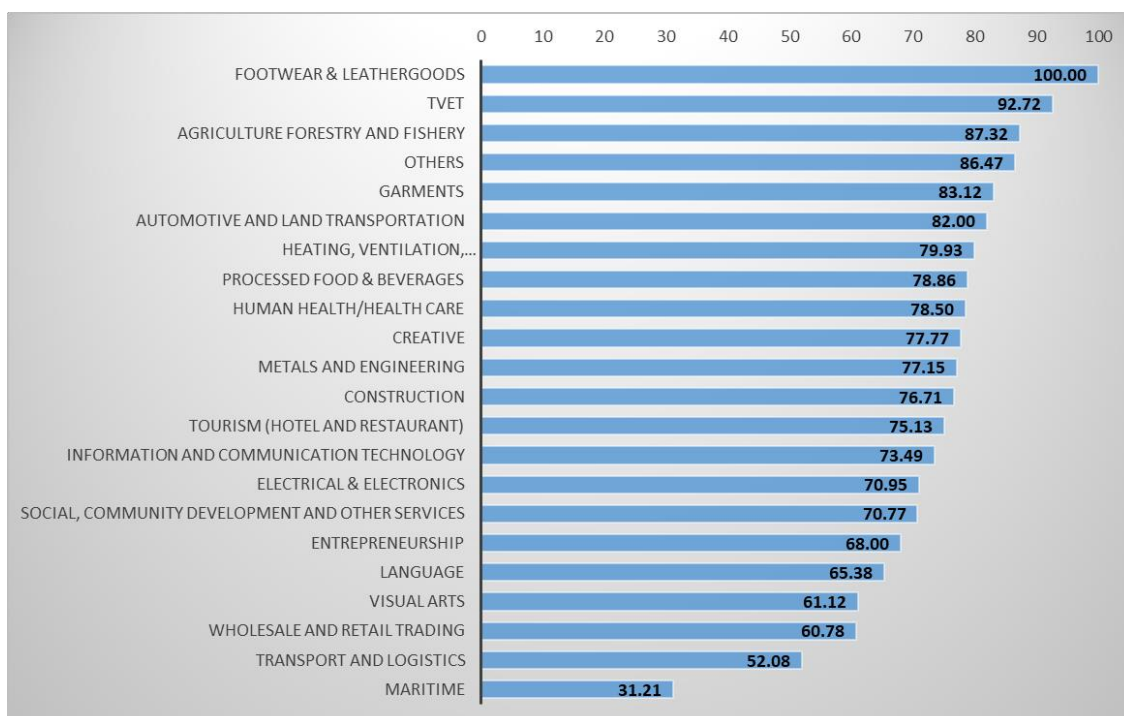


Figure 12. Estimated Employment Rate of TVET Graduates by Sector. Philippines, 2020.

Table 35. Estimated Employment Rate of TVET Graduates by Sector, Philippines: 2020

Sector	Not Employed		Employed		Total TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
Agriculture Forestry and Fishery	11,767	12.68	81,040	87.32	92,807	22.58
Automotive and Land Transportation	7,416	18.00	33,785	82.00	41,201	10.02
Construction	6,086	23.29	20,047	76.71	26,133	6.36
Creative	212	22.23	742	77.77	955	0.23
Electrical & Electronics	11,189	29.05	27,325	70.95	38,515	9.37
Entrepreneurship	4,540	32.00	9,647	68.00	14,187	3.45
Footwear & Leathergoods		0.00	146	100.00	146	0.04
Garments	1,028	16.88	5,062	83.12	6,089	1.48
Heating, Ventilation, Airconditioning and Refrigeration	455	20.07	1,813	79.93	2,268	0.55
Human Health/Health Care	3,678	21.50	13,432	78.50	17,110	4.16
Information and Communication Technology	2,737	26.51	7,587	73.49	10,324	2.51

Sector	Not Employed		Employed		Total TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
Language	2,701	34.62	5,100	65.38	7,801	1.90
Maritime	3,626	68.79	1,645	31.21	5,271	1.28
Metals and Engineering	6,593	22.85	22,262	77.15	28,855	7.02
Others	3,931	13.53	25,131	86.47	29,063	7.07
Processed Food & Beverages	2,555	21.14	9,532	78.86	12,087	2.94
Social, Community Development and Other Services	3,071	29.23	7,436	70.77	10,507	2.56
Tourism (Hotel and Restaurant)	14,612	24.87	44,152	75.13	58,764	14.30
Transport and Logistics	490	47.92	533	52.08	1,023	0.25
TVET	386	7.28	4,912	92.72	5,298	1.29
Visual Arts	516	38.88	811	61.12	1,327	0.32
Wholesale and Retail Trading	502	39.22	778	60.78	1,280	0.31
Total	88,092	21.43	322,919	78.57	411,011	100.00

^aER – employment rate

The employment rates across sectors were further investigated by sex. From Table 36, it can be seen that high rates among female graduates were listed in transport and logistics (100%), TVET (92.87%), agriculture and forestry (87.15%), automotive and land transportation (84.90%), and creative sector (82.56%). Meanwhile, there was a low number of employed female graduates in maritime (0%), heating, ventilation, airconditioning and refrigeration (0%), and visual arts (37.51%). Contrastingly, male graduates under the last two sectors mentioned posted high estimates for employment (visual arts: 100%; heating, ventilation, airconditioning and refrigeration: 82.49%). Other sectors with a large number of employed male graduates include footwear & leathersgoods (100%), garments (100%), and processed food and beverages (92.29%). Alternatively, a low number of male graduates who are employed were documented for transport and logistics (39.43%) which had a high number of employed female graduates. It can also be observed that maritime had a low employment rate for both sexes.

Table 36. Estimated Employment Rate of TVET Graduates by Sector, by Sex, Philippines: 2020

Sector	Female		Male		Total Female TVET Graduates in LF		Total Male TVET Graduates in LF	
	Freq	ER ^a	Freq	ER ^a	Freq	%	Freq	%
Agriculture Forestry and Fishery	38,057	87.15	42,983	87.47	43,669	47.05	49,138	52.95
Automotive and Land Transportation	7,584	84.90	26,201	81.20	8,933	21.68	32,268	78.32
Construction	2,470	77.26	17,577	76.63	3,197	12.23	22,936	87.77

Sector	Female		Male		Total Female TVET Graduates in LF		Total Male TVET Graduates in LF	
	Freq	ER ^a	Freq	ER ^a	Freq	%	Freq	%
Creative	455	82.56	287	71.22	551	57.74	404	42.26
Electrical & Electronics	5,136	61.14	22,189	73.69	8,402	21.81	30,113	78.19
Entrepreneurship	4,565	65.47	5,082	70.45	6,973	49.15	7,214	50.85
Footwear & Leathergoods			146	100.00	0	0.00	146	100.00
Garments	4,870	82.57	192	100.00	5,898	96.85	192	3.15
Heating, Ventilation, Airconditioning and Refrigeration		0.00	1,813	82.49	71	3.11	2,198	96.89
Human Health/Health Care	10,180	75.40	3,252	90.10	13,501	78.91	3,609	21.09
Information and Communication Technology	4,480	77.62	3,107	68.25	5,772	55.91	4,552	44.09
Language	3,307	63.03	1,793	70.21	5,247	67.26	2,554	32.74
Maritime		0.00	1,645	31.73	86	1.63	5,185	98.37
Metals and Engineering	1,990	68.66	20,273	78.10	2,898	10.04	25,957	89.96
Others	17,749	85.02	7,383	90.18	20,876	71.83	8,187	28.17
Processed Food & Beverages	6,323	73.44	3,209	92.29	8,610	71.23	3,477	28.77
Social, Community Development and Other Services	5,366	69.44	2,069	74.49	7,729	73.56	2,778	26.44
Tourism (Hotel and Restaurant)	33,396	77.92	10,756	67.64	42,861	72.94	15,902	27.06
Transport and Logistics	214	100.00	319	39.43	214	20.90	809	79.10
TVET	2,785	92.97	2,127	92.39	2,996	56.54	2,302	43.46
Visual Arts	310	37.51	501	100.00	825	62.22	501	37.78
Wholesale and Retail Trading	615	74.21	163	36.08	829	64.79	451	35.21
Total	149,852	78.81	173,067	78.36	190,138	46.26	220,874	53.74

^aER – employment rate

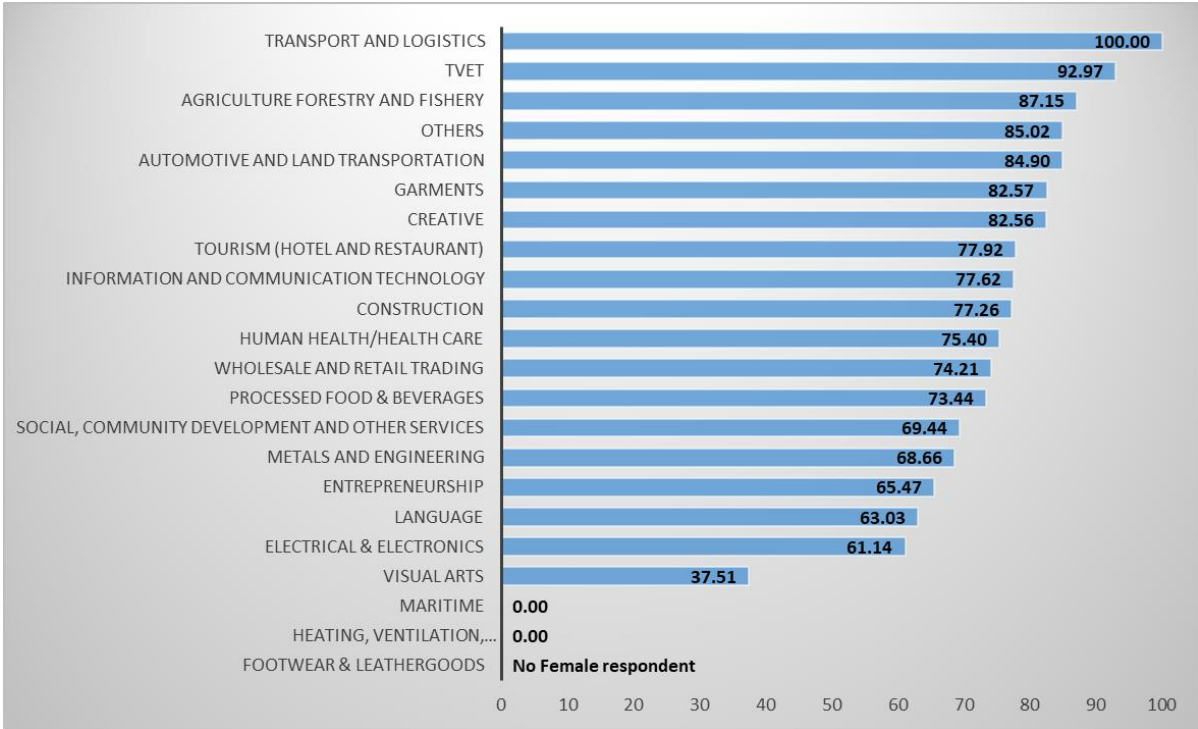


Figure 13. Estimated Employment Rate of Female TVET Graduates by Sector. Philippines, 2020.

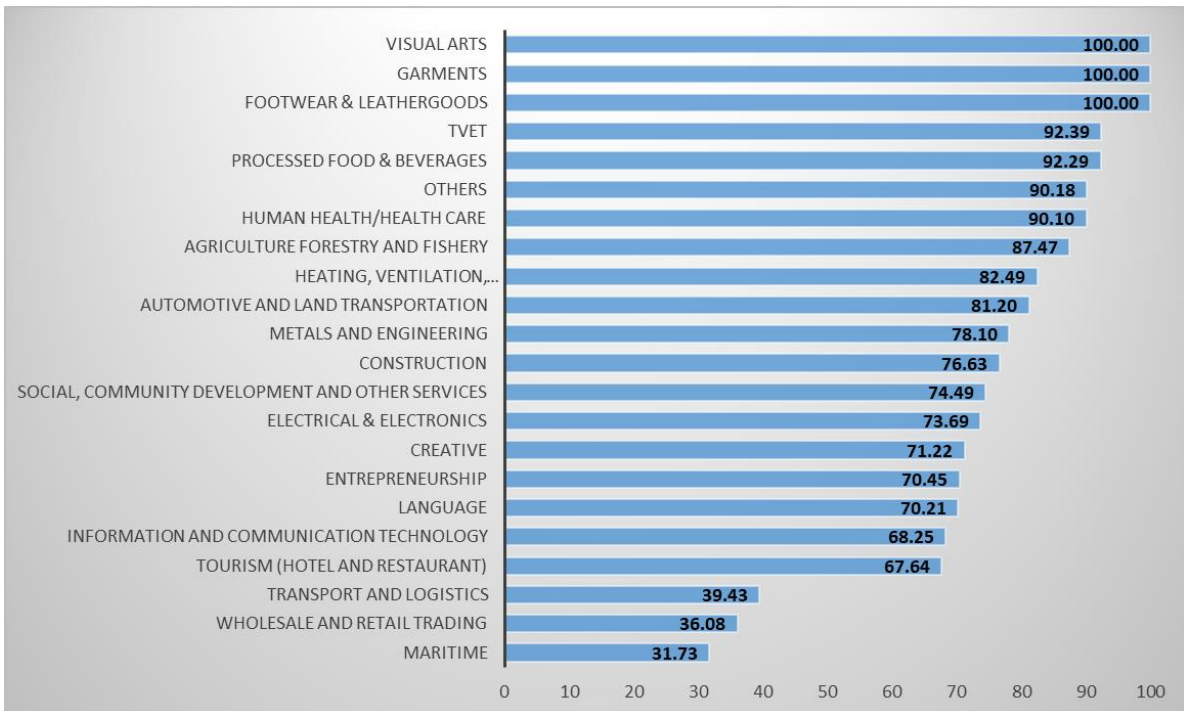


Figure 14. Estimated Employment Rate of Male TVET Graduates by Sector. Philippines, 2020.

There was no definite pattern established for the top sector in terms of employment rates from 2017 to 2020. However, some sectors that were repeatedly listed at the top include footwear and leathersgoods, TVET, garments, automotive and land transportation, and heating, ventilation, airconditioning, and refrigeration. It is also notable that TVET was the only sector that continuously flourish in terms of the number of employed TVET graduates from 2017 to 2020.

Almost all of the sectors experienced a notable improvement in the employment rate from 2019 to 2020, except for the sectors of garments, maritime, and wholesale and retail trading. The decrease in the employment rates for maritime and wholesale and retail trading were both greater than 20%, something that the management should be aware of. Among the sector which had the largest increase in the estimate for employment were footwear and leathersgoods, visual arts, agriculture forestry, and fisheries.

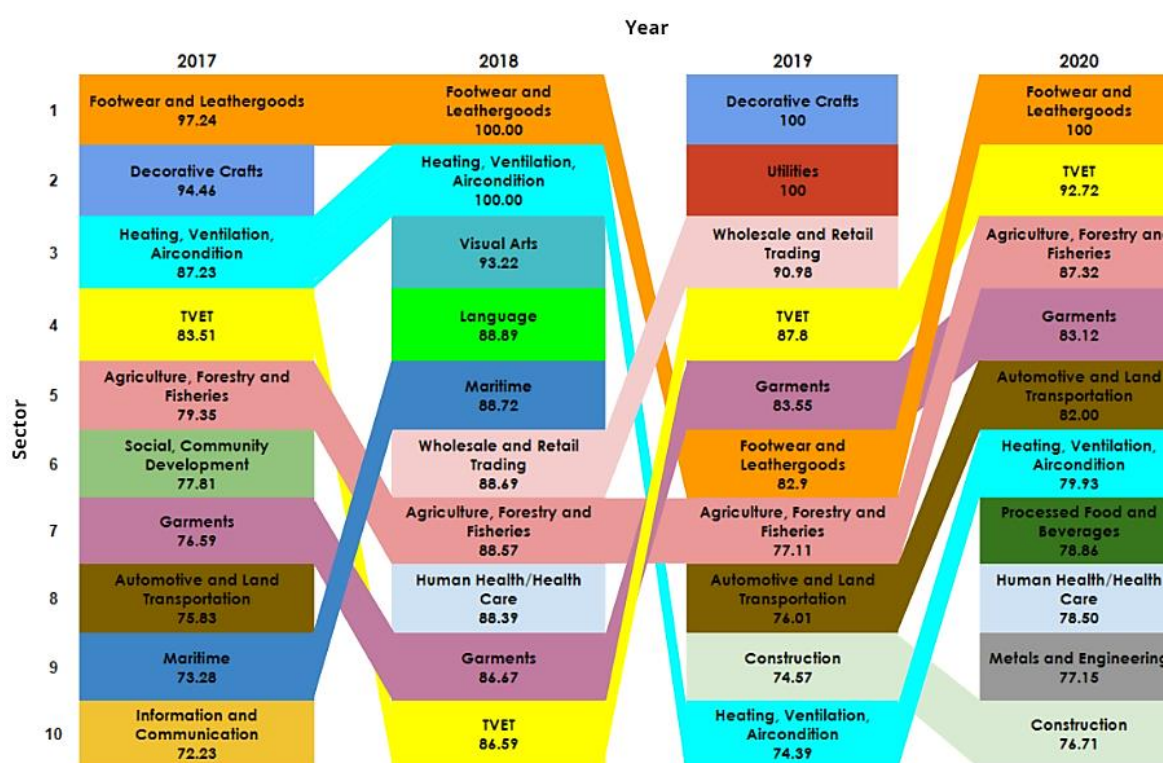


Figure 15. Top 10 sectors in terms of estimated employment rate of TVET graduates. Philippines: 2017, 2018, 2019, and 2020.

Table 37. Estimated Employment Rate of TVET Graduates, By Sector, Philippines: 2017, 2018, 2019, and 2020

Sector	2017	2018	2019	2020
Agriculture Forestry and Fisheries	79.35	88.57	77.11	87.32
Automotive and Land Transportation	75.83	85.12	76.01	82.00
Construction	70	76.23	74.57	76.71
Decorative Crafts	94.46	*	100	*

Sector	2017	2018	2019	2020
Electrical and Electronics	65.89	82.61	68.55	70.95
Entrepreneurship	*	*	*	68.00
Footwear and Leathergoods	97.24	100	82.9	100.00
Furniture and Fixtures	*	*	*	*
Garments	76.59	86.67	83.55	83.12
Heating, Ventilation, Aircondition	87.23	100	74.39	79.93
Human Health/Health Care	71.35	88.39	71.92	78.50
Information and Communication	72.23	83.54	64.46	73.49
Language	70.47	88.89	64.42	65.38
Logistics	*	*	*	52.08
Maritime	73.28	88.72	55.34	31.21
Metals and Engineering	64.24	82.56	68.82	77.15
Processed Food and Beverages	58.62	*	73.4	78.86
Social, Community Development	77.81	86.02	64.15	70.77
TVET	83.51	86.59	87.8	92.72
Tourism (Hotel and Restaurant)	60.14	82.43	67.42	75.13
Utilities	*	47.85	100	*
Visual Arts	*	93.22	50.5	61.12
Wholesale and Retail Trading	67.73	88.69	90.98	60.78
Others	66.44	72.73	72.25	86.47

The employment status of the TVET graduates by their group classification is discussed in detail with reference to Figure 16 and Table 38. As shown, most of the groups listed exhibited high employment rates. In particular, all of the graduates under Balik-Probinsya, displaced workers, drug dependents/surrenderers/surrenderers, inmates and detainees, rebel returnees/ decommissioned combatants, uniformed personnel, victims of natural disasters and calamities, and wounded-in-action AFP and PNP personnel were employed during the survey period. Likewise, an overwhelming majority of graduates who belong to TVET trainers, RCEF-RESP beneficiaries, farmers and fishermen, OFW dependents, Indigenous People and Cultural Communities (IPs), and 4Ps beneficiaries were employed during the survey. Meanwhile, TESDA alumni and Out-of-School Youth registered employment rates on par with the national estimate of 78.57%. These figures provide evidence of the positive impact of the programs provided to different types of beneficiaries like drug dependents/surrenderers/surrenderers, and inmates and detainees. Further, it implies the expansion of the reach of TVET programs catering to diverse clients like the ones previously mentioned.

However, low estimates of employment were registered for graduates belonging to returning/ repatriated OFWs (55.85%) and MILF beneficiaries. In connection to this, attention should be given to how TVET graduates who are members of the said client types can also be bridged into employment.

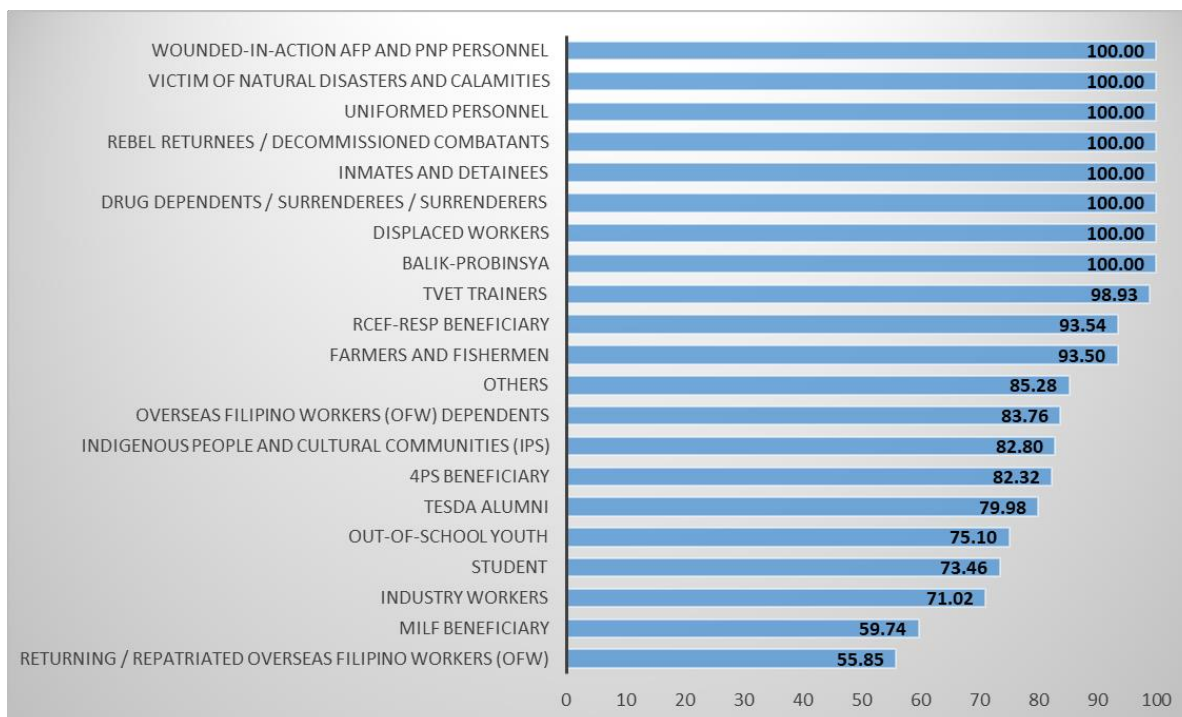


Figure 16. Estimated Employment Rate of TVET Graduates by Client Type, Philippines: 2020

Table 38. Estimated Employment Rate of TVET Graduates by Client Type, Philippines: 2020

Client Type	Not Employed		Employed		Total TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
4Ps Beneficiary	1,174	17.68	5,463	82.32	6,637	1.61
Balik-Probinsya		0.00	131	100.00	131	0.03
Displaced Workers		0.00	130	100.00	130	0.03
Drug Dependents / Surrenderees / Surrenderers		0.00	169	100.00	169	0.04
Farmers and Fishermen	2,875	6.50	41,348	93.50	44,223	10.76
Indigenous People and Cultural Communities (IPs)	584	17.20	2,813	82.80	3,397	0.83
Industry Workers	283	28.98	694	71.02	977	0.24
Inmates and Detainees		0.00	208	100.00	208	0.05
MILF Beneficiary	88	40.26	131	59.74	219	0.05
Out-of-School Youth	133	24.90	400	75.10	533	0.13

Client Type	Not Employed		Employed		Total TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
Overseas Filipino Workers (OFW) Dependents	185	16.24	956	83.76	1,141	0.28
RCEF-RESP Beneficiary	1,174	6.46	16,987	93.54	18,160	4.42
Rebel Returnees / Decommissioned Combatants		0.00	169	100.00	169	0.04
Returning / Repatriated Overseas Filipino Workers (OFW)	2,781	44.15	3,518	55.85	6,298	1.53
Student	72,943	26.54	201,912	73.46	274,854	66.87
TESDA Alumni	1,119	20.02	4,469	79.98	5,587	1.36
TVET Trainers	57	1.07	5,270	98.93	5,327	1.30
Uniformed Personnel		0.00	10,151	100.00	10,151	2.47
Victim of Natural Disasters and Calamities		0.00	168	100.00	168	0.04
Wounded-in-Action AFP and PNP Personnel		0.00	630	100.00	630	0.15
Others	4,697	14.72	27,205	85.28	31,903	7.76
Total	88,092	21.43	322,919	78.57	411,011	100.00

^aER – employment rate

4.3 Employment Rate by Scholarship Programs

In terms of scholarship programs, it is evident that the 2020 graduates have different employment rates. To be specific, graduates with no scholarship garnered a higher estimate, equal to 80.02%, than those who are with scholarships with an estimate of 76.16%. Further, the former's estimated employment rate was higher than the national estimate. Conversely, the latter's estimate was much smaller than the recorded overall employment rate.

Table 39. Estimated Employment Rate of TVET Graduates With and Without Scholarship Program, Philippines: 2020

Scholarship	Not Employed		Employed		Total TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
With Scholarship	36,798	23.84	117,542	76.16	154,340	37.55
No Scholarship	51,294	19.98	205,377	80.02	256,671	62.45
Total	88,092	21.43	322,919	78.57	411,011	100.00

^aER – employment rate

To discuss further, scholars under TWSP and UAQTEA displayed the top two highest employment rates which are on par with the national estimate, with estimates of 78.82 and 76.92 percent, respectively. Meanwhile, PESFA and STEP experienced a decrease in their average estimate for employment of graduates belonging to the

said scholarship programs. PESFA, in particular, showed a substantial decrease for two years straight beginning from 2019 and had the lowest estimate at 60.25% for this year (Table 40).

The same distribution pattern was observed among the WTR graduates. The TWSP garnered the highest employment rate at 79.19%, closely followed by UAQTEA (77.06%). While in contrast, PESFA had the lowest estimate for employment at only 60.44%. Overall, WTR scholars have a bit higher estimated employment rate (76.18%) than the estimated rate for the general TVET scholars (Table 41).

Table 40. Estimated Employment Rate of TVET Graduates by Scholarship Program, Philippines: 2020

Scholarship Program	Not Employed		Employed		Total TVET Graduates (With Scholarship) in the LF	
	Freq	%	Freq	ER ^a	Freq	%
PESFA	2,054	39.75	3,112	60.25	5,166	3.35
STEP	11,515	26.72	31,583	73.28	43,098	27.92
TWSP	13,961	21.18	51,965	78.82	65,926	42.71
UAQTEA	9,268	23.08	30,882	76.92	40,151	26.01
Total	36,798	23.84	117,542	76.16	154,340	100.00

^aER – employment rate

Table 41. Estimated Employment Rate of TVET Graduates under WTR Only by Scholarship Program, Philippines: 2020

Scholarship Program	Not Employed		Employed		Total TVET Graduates under WTR Only (With Scholarship) in the LF	
	Freq	%	Freq	ER ^a	Freq	%
PESFA	1,974	39.56	3,017	60.44	4,991	3.38
STEP	11,326	27.15	30,387	72.85	41,712	28.27
TWSP	12,653	20.81	48,136	79.19	60,789	41.19
UAQTEA	9,193	22.94	30,882	77.06	40,075	27.16
Total	35,146	23.82	112,421	76.18	147,567	100.00

^aER – employment rate

The employment rate of male and female scholars across the different scholarship programs is shown in detail in the following tables and figures. Male scholars who are employed generally outnumber their female counterparts under all the scholarship programs except for TWSP. The largest difference between the employment rates of male and female scholars was under the UAQTEA program with a difference of 10.79% followed by those under PESFA with 6.23% difference. Likewise, the employment rates of male and female scholars under the STEP are 74.37% and 71.98%, respectively, a small difference of 2.39%. Female scholars only outnumbered male scholars in terms of employment under the TWSP program, with a slight difference of 1.47%.

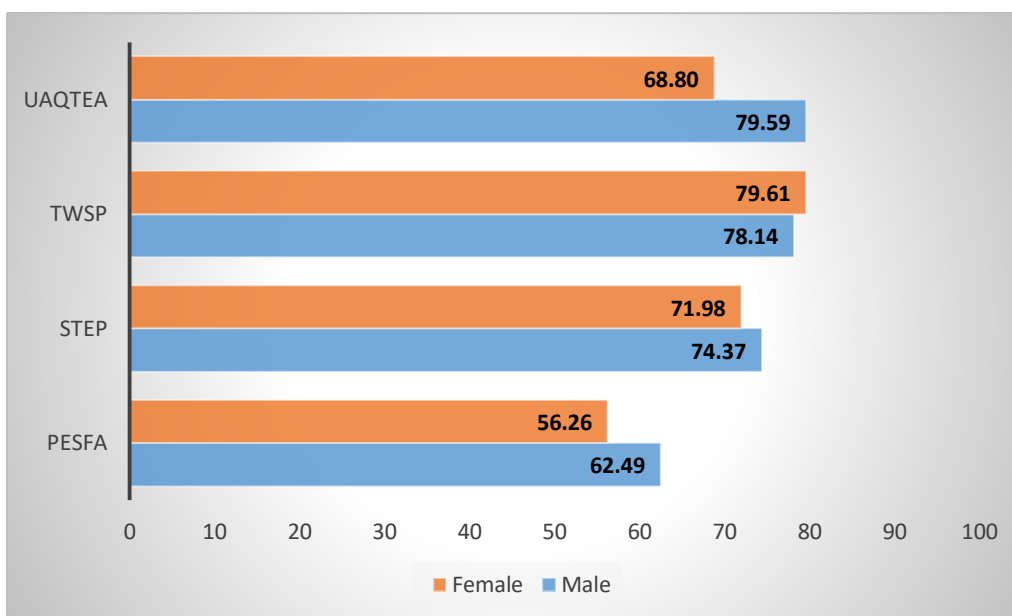


Figure 17. Estimated Employment Rate of TVET Graduates by Scholarship Program, by Sex Philippines: 2020

Table 42. Estimated Employment Rate of Male TVET Graduates by Scholarship Program, Philippines: 2020

Scholarship Program	Not Employed		Employed		Total Male TVET Graduates (With Scholarship) in the LF	
	Freq	%	Freq	ER ^a	Freq	%
PESFA	1,240	37.51	2,065	62.49	3,305	3.58
STEP	6,016	25.63	17,458	74.37	23,474	25.45
TWSP	7,705	21.86	27,548	78.14	35,253	38.23
UAQTEA	6,161	20.41	24,031	79.59	30,192	32.74
Total	21,122	22.90	71,101	77.10	92,223	100.00

^aER – employment rate

Table 43. Estimated Employment Rate of Female TVET Graduates by Scholarship Program, Philippines: 2020

Scholarship Program	Not Employed		Employed		Total Female TVET Graduates (With Scholarship) in the LF	
	Freq	%	Freq	ER ^a	Freq	%
PESFA	814	43.74	1,047	56.26	1,862	3.00
STEP	5,499	28.02	14,125	71.98	19,624	31.59
TWSP	6,256	20.39	24,417	79.61	30,673	49.38
UAQTEA	3,107	31.20	6,851	68.80	9,958	16.03
Total	15,676	25.24	46,441	74.76	62,117	100.00

^aER – employment rate

Unlike previous SETG records, scholars from TTIs registered higher employment rates for this year than non-TTIs for all the scholarship programs except TWSP which has almost the same estimates among the two providers. A small point difference between providers was observed among STEP and UAQTEA, with 5.03 and 1.92 percent difference, respectively. It is important to note that there were no scholars recorded in this survey for PESFA under TTIs (Figure 18, Table 44, and Table 45).

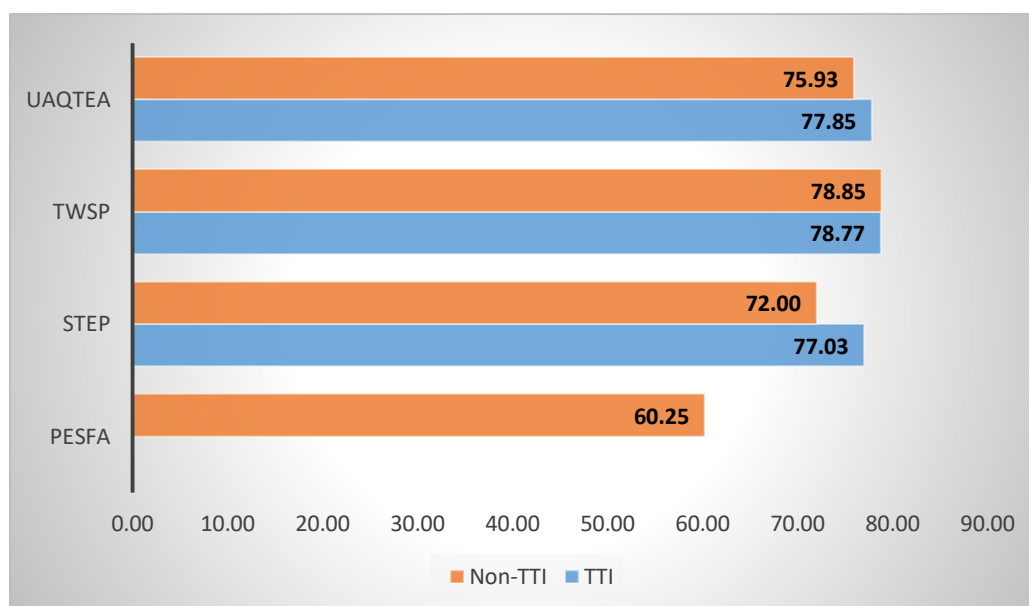


Figure 18. Estimated Employment Rate of TVET Graduates by Scholarship Program, Philippines: 2020

Table 44. Estimated Employment Rate of TVET Graduates in TTI by Scholarship Program, Philippines: 2020

Scholarship Program	Not Employed		Employed		Total TVET Graduates in TTI (With Scholarship) in the LF	
	Freq	%	Freq	ER ^a	Freq	%
STEP	2,515	22.97	8,436	77.03	10,952	20.67
TWSP	4,549	21.23	16,875	78.77	21,425	40.44
UAQTEA	4,564	22.15	16,039	77.85	20,603	38.89
Total	11,629	21.95	41,351	78.05	52,980	100.00

^aER – employment rate

Table 45. Estimated Employment Rate of TVET Graduates in Non-TTI by Scholarship Program, Philippines: 2020

Scholarship Program	Not Employed		Employed		Total TVET Graduates in Non-TTI (With Scholarship) in the LF	
	Freq	%	Freq	ER ^a	Freq	%
PESFA	2,054	39.75	3,112	60.25	5,166	5.10
STEP	9,000	28.00	23,146	72.00	32,146	31.71
TWSP	9,412	21.15	35,089	78.85	44,502	43.90
UAQTEA	4,704	24.07	14,843	75.93	19,547	19.28
Total	25,170	24.83	76,191	75.17	101,361	100.00

^aER – employment rate

TWSP provides immediate interventions to fulfill their graduate's skills requirements. To facilitate immediate employment locally and globally, training programs linked to existing jobs were recommended to the clients. Presented in Figure 19 and Table 46 are the employment rates of scholars under TWSP across different sectors.

About eight out of 10 TWSP scholars were actively working when the survey was conducted. Included in the sectors with a 100% employment rate among the TWSP scholar-graduates are wholesale and retail trading, processed food & beverages, heating, ventilation, airconditioning and refrigeration, and creative. These sectors are followed by TVET (93%), automotive and land transportation (89%), and social, community development, and other services (87.34%). The entrepreneurship sector, meanwhile, registered the lowest estimate with no scholar-graduates who were employed at the time of the survey.

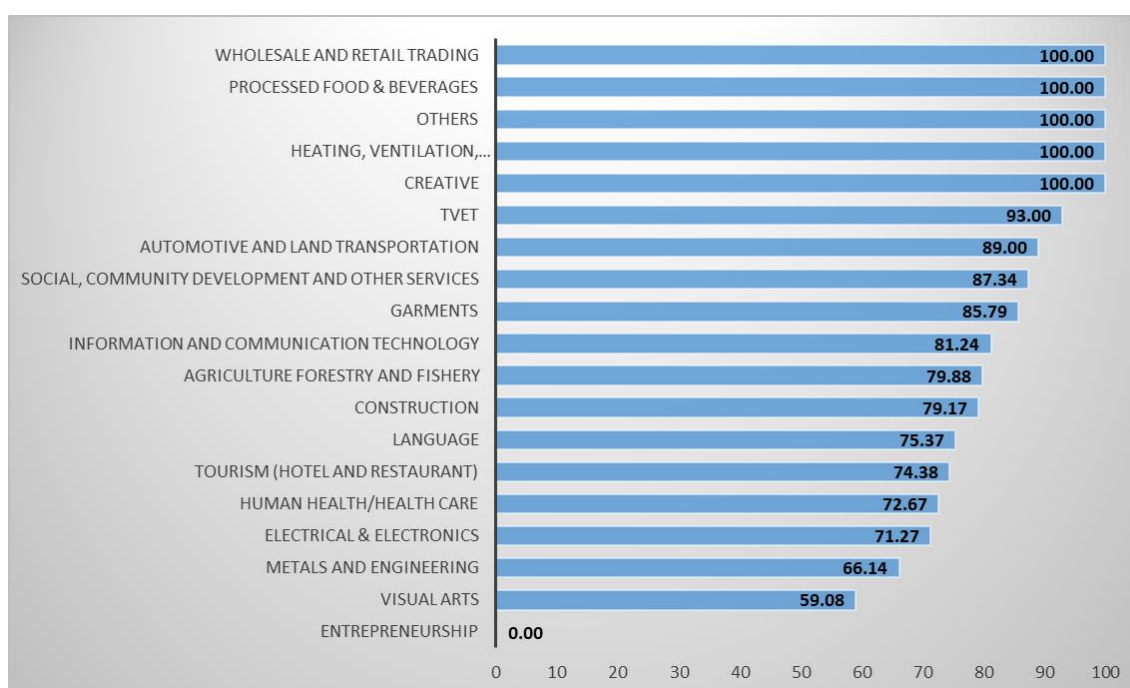


Figure 19. Estimated Employment Rate of TVET Graduates under TWSP Scholarship Program Across Sectors, Philippines: 2020

Table 46. Estimated Employment Rate of TVET Graduates under TWSP Scholarship Program, Philippines: 2020

Sector	Not Employed		Employed		Total TVET Graduates (With TWSP Scholarship) in the LF	
	Freq	%	Freq	ER ^a	Freq	%
Agriculture Forestry and Fishery	3,035	20.12	12,046	79.88	15,081	22.88
Automotive and Land Transportation	582	11.00	4,708	89.00	5,290	8.02
Construction	1,465	20.83	5,565	79.17	7,030	10.66
Creative		0.00	129	100.00	129	0.19
Electrical & Electronics	2,260	28.73	5,607	71.27	7,867	11.93
Entrepreneurship	101	100.00		0.00	101	0.15
Garments	152	14.21	916	85.79	1,068	1.62
Heating, Ventilation, Airconditioning and Refrigeration		0.00	185	100.00	185	0.28
Human Health/Health Care	737	27.33	1,960	72.67	2,697	4.09
Information and Communication Technology	1,090	18.76	4,722	81.24	5,812	8.82
Language	246	24.63	753	75.37	999	1.52
Metals and Engineering	1,530	33.86	2,990	66.14	4,520	6.86
Others		0.00	639	100.00	639	0.97
Processed Food & Beverages		0.00	647	100.00	647	0.98
Social, Community Development and Other Services	201	12.66	1,384	87.34	1,585	2.40
Tourism (Hotel and Restaurant)	2,014	25.62	5,847	74.38	7,861	11.92
TVET	247	7.00	3,278	93.00	3,525	5.35
Visual Arts	302	40.92	436	59.08	738	1.12
Wholesale and Retail Trading		0.00	153	100.00	153	0.23
Total	13,961	21.18	51,965	78.82	65,926	100.00

^aER – employment rate

4.4 Employment Rate of Certified WTR and TVET Graduates

Certification of competencies that signify one's qualification as skilled workers are vital for TESDA graduates. In connection to this, the Philippine TVET Competency Assessment and Certification System are implemented to determine the capability of a graduate to render the competency standards required in a workplace.

As established earlier, some of the TVET graduates have already received certification for their competency. Among the graduates who were already certified, 75.71% were employed which means that seven in every ten certified graduates were employed at the time when the survey was conducted. For those who were not yet certified, 76.47% were estimated to be employed.

All qualifications are implementing assessments and certifications with issued training guidelines. A majority (75.43%) of the certified WTR graduates were working during the survey period. This figure is relatively smaller than the reported estimate for the employment of graduates who were not yet able to satisfy the competency standards (79.14%).

Table 47. Estimated Employment Rate of TVET Graduates with Competency Assessment by Certification, Philippines: 2020

Certification	Not employed		Employed		Total TVET Graduates who Took Competency Assessment in the LF	
	Freq	%	Freq	ER ^a	Freq	%
Certified (Pass)	55,609	24.29	173,288	75.71	228,897	97.38
Non-Certified (Failed)	1,452	23.53	4,718	76.47	6,170	2.62
Total	57,061	24.27	178,006	75.73	235,067	100.00

^aER – employment rate

Table 48. Estimated Employment Rate of TVET Graduates under WTR with Competency Assessment by Certification, Philippines: 2020

Certification	Not employed		Employed		Total TVET Graduates of WTR who Took Competency Assessment in the LF	
	Freq	%	Freq	ER ^a	Freq	%
Certified (Pass)	52,075	24.57	159,892	75.43	211,967	97.73
Non-Certified (Failed)	1,026	20.86	3,892	79.14	4,918	2.27
Total	53,100	24.48	163,784	75.52	216,884	100.00

^aER – employment rate

Some characteristics were also taken into consideration in the examination of the employment rates of the certified graduates. For certified TVET graduates, there is a minimal difference of 0.82% in the number of employed graduates between the two sexes in favor of males. On the other hand, the estimates for certified TVET graduates under WTR were on par between male and female graduates.

Table 49. Estimated Employment Rate of Certified TVET Graduates by Sex, Philippines: 2020

Sex	Not employed		Employed		Total Certified TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
Female	22,356	24.79	67,814	75.21	90,170	39.39
Male	33,253	23.97	105,474	76.03	138,727	60.61
Total	55,609	24.29	173,288	75.71	228,897	100.00

^aER – employment rate

Table 50. Estimated Employment Rate of Certified TVET Graduates under WTR by Sex, Philippines: 2020

Sex	Not employed		Employed		Total Certified TVET Graduates of WTR in the LF	
	Freq	%	Freq	ER ^a	Freq	%
Female	20,641	24.93	62,151	75.07	82,791	39.06
Male	31,434	24.33	97,741	75.67	129,176	60.94
Total	52,075	24.57	159,892	75.43	211,967	100.00

^aER – employment rate

Both groups of graduates, TVET and WTR certified, had higher employment rates recorded for graduates under TTI than non-TTIs. Under certified TVET, those from TTIs registered 78.62% employed graduates which are higher than that of non-TTIs (74.44%). In a similar manner, for those under certified WTR, TTIs recorded an estimate of 77.74%, higher than the 74.42% recorded for non-TTIs.

Table 51. Estimated Employment Rate of Certified TVET Graduates by Type of Provider, Philippines: 2020

Type of Provider	Not employed		Employed		Total Certified TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
TTI	14,821	21.38	54,504	78.62	69,325	30.29
Non-TTI	40,788	25.56	118,784	74.44	159,572	69.71
Total	55,609	24.29	173,288	75.71	228,897	100.00

^aER – employment rate

Table 52. Estimated Employment Rate of Certified TVET Graduates under WTR by Type of Provider, Philippines: 2020

Sex	Not employed		Employed		Total Certified TVET Graduates of WTR in the LF	
	Freq	%	Freq	ER ^a	Freq	%
TTI	14,375	22.26	50,217	77.74	64,591	30.47
Non-TTI	37,700	25.58	109,675	74.42	147,375	69.53
Total	52,075	24.57	159,892	75.43	211,967	100.00

^aER – employment rate

In terms of region, the largest number of certified TVET graduates who were employed during the survey period was observed in Region II, with an estimate of 93.27%. This is followed by Region III (85.40%), CAR (85.05%), and Region IX (84.66%). BARMM, on the other hand, had the lowest estimate which is at 57.07%. Figure 20 presents the top 10 regions with the highest employment rates among certified TVET graduates from 2017 to 2020. The regions with the highest employment rate for the

years 2017, 2018, 2019, and 2020 are CAR, Region IV-A, Region XII, and Region II, respectively. It can also be seen in the figure provided that CAR, Region V, Region XI, and Region XII were consistently in the top 10 for the four consecutive years of SETG (Table 53 and Figure 20).

Table 53. Estimated Employment Rate of Certified TVET Graduates by Region, Philippines: 2020

Region	Not employed		Employed		Total Certified TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
NCR	8,854	40.55	12,980	59.45	21,834	9.54
CAR	1,478	14.95	8,409	85.05	9,887	4.32
I	3,608	23.00	12,076	77.00	15,684	6.85
II	700	6.73	9,699	93.27	10,399	4.54
III	3,778	14.60	22,106	85.40	25,884	11.31
IV-A	4,128	32.68	8,505	67.32	12,633	5.52
IV-B	3,070	25.46	8,989	74.54	12,059	5.27
V	1,845	16.37	9,424	83.63	11,269	4.92
VI	5,482	31.22	12,075	68.78	17,556	7.67
VII	2,950	21.77	10,601	78.23	13,552	5.92
VIII	4,776	31.11	10,578	68.89	15,354	6.71
IX	2,352	20.71	9,002	79.29	11,354	4.96
X	2,771	20.48	10,760	79.52	13,531	5.91
XI	1,873	15.34	10,335	84.66	12,208	5.33
XII	2,424	23.61	7,845	76.39	10,269	4.49
Caraga	2,049	27.93	5,288	72.07	7,337	3.21
BARMM	3,472	42.93	4,616	57.07	8,088	3.53
Total	55,609	24.29	173,288	75.71	228,897	100.00

^aER – employment rate

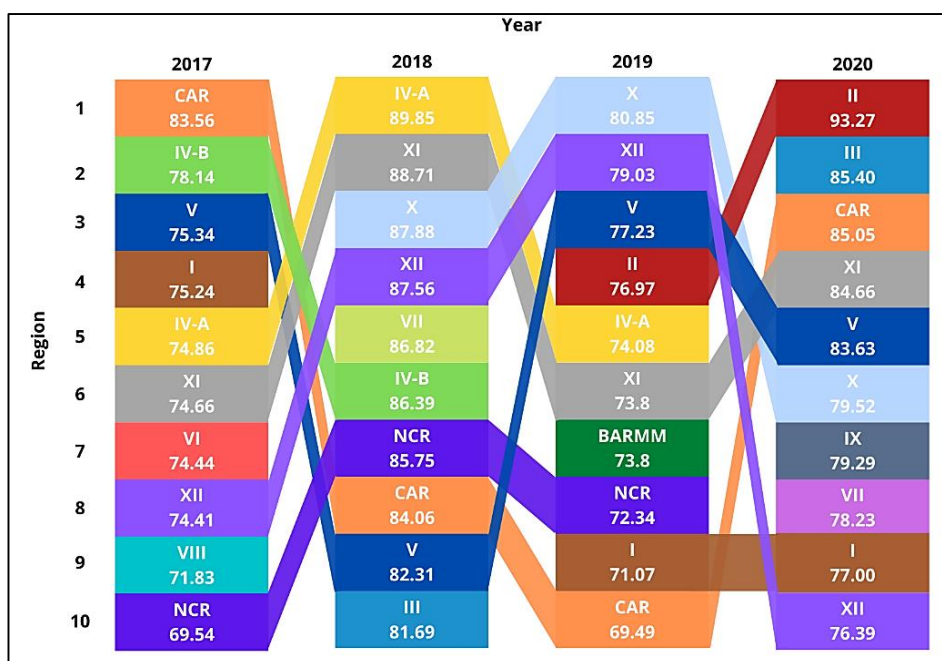


Figure 20. Top 10 regions in terms of Estimated Employment Rate of Certified TVET graduates. Philippines: 2017, 2018, 2019, and 2020.

The employment rates across regions for WTR-certified graduates ranged from 56.81% to 92.12%, with the lowest observed in BARMM and the highest in Region II. For this year, the observed ranking of regions in terms of the number of certified employed graduates was different from the results of the past surveys. Similar to TVET graduates, WTR graduates from Region XI (85.32%), Region III (85.24%), and CAR (84%) were among the top regions with the highest recorded employment rates. The top regions for the past years were also the same for WTR graduates and TVET graduates except in 2019 when Region XII registered the highest estimated rate among the 2019 WTR graduates. Moreover, Region XI and Region XII have constantly been part of the top 10 regions with the highest employment rates since 2017 (Table 54 and Figure 21).

Table 54. Estimated Employment Rate of Certified TVET Graduates under WTR by Region, Philippines: 2020

Region	Not employed		Employed		Total Certified TVET Graduates of WTR in the LF	
	Freq	%	Freq	ER ^a	Freq	%
NCR	8,214	39.15	12,768	60.85	20,982	9.90
CAR	1,478	16.00	7,760	84.00	9,238	4.36
I	3,608	23.59	11,688	76.41	15,296	7.22
II	700	7.88	8,186	92.12	8,886	4.19
III	3,627	14.76	20,943	85.24	24,570	11.59
IV-A	3,735	31.86	7,989	68.14	11,724	5.53
IV-B	2,906	29.27	7,022	70.73	9,927	4.68

Region	Not employed		Employed		Total Certified TVET Graduates of WTR in the LF	
	Freq	%	Freq	ER ^a	Freq	%
V	1,845	16.48	9,347	83.52	11,192	5.28
VI	5,482	32.75	11,256	67.25	16,737	7.90
VII	2,950	22.00	10,460	78.00	13,410	6.33
VIII	4,106	28.51	10,299	71.49	14,405	6.80
IX	2,159	19.86	8,714	80.14	10,873	5.13
X	2,771	23.48	9,030	76.52	11,801	5.57
XI	1,653	14.68	9,611	85.32	11,265	5.31
XII	2,256	24.07	7,115	75.93	9,371	4.42
Caraga	1,244	27.31	3,311	72.69	4,556	2.15
BARMM	3,340	43.19	4,393	56.81	7,734	3.65
Total	52,075	24.57	159,892	75.43	211,967	100.00

^aER – employment rate

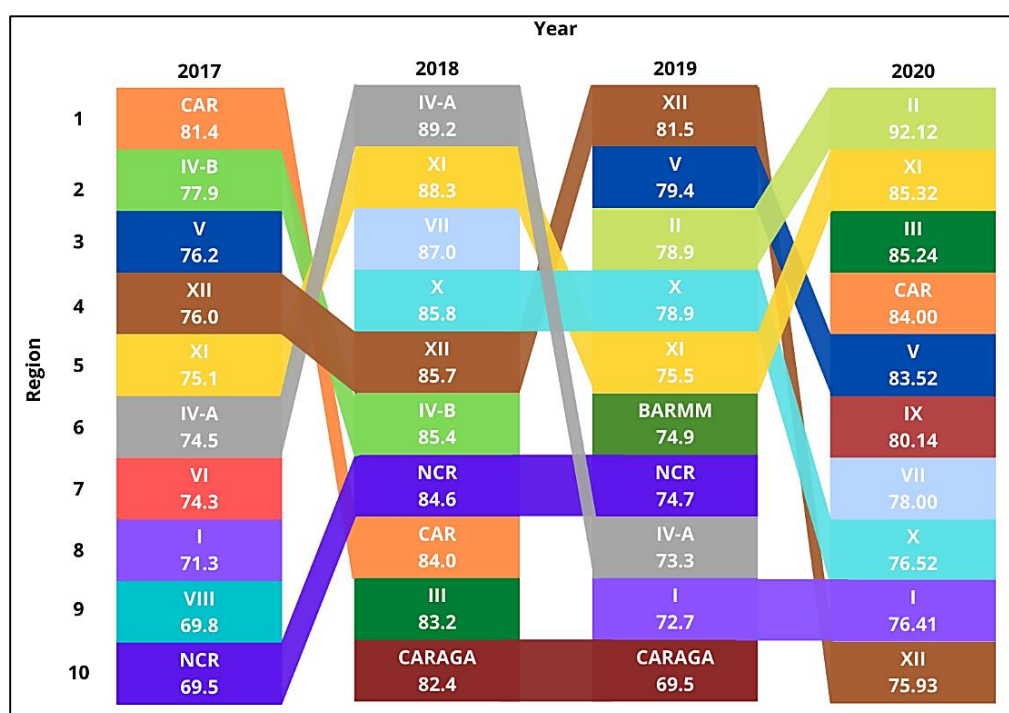


Figure 21. Top 10 Regions in terms of Estimated Employment Rate of Certified WTR graduates. Philippines: 2017, 2018, 2019, and 2020.

Around seven in every ten certified TVET scholar-graduates were found to be employed during the survey period. TWSP got the highest employment rate of 77.82% among the scholarship programs. This is closely followed by UAQTEA (76.35%), and STEP (73.13%) while PESFA had the lowest estimate at 60.17%.

In a similar manner to TVET scholar-graduates, there were about seven certified WTR scholar-graduates who were employed at the time of the survey. Also, the highest employment rate was recorded under TWSP at 77.85%, slightly higher than UAQTEA (76.35%) and STEP (73.25%). Those under PESFA also registered the lowest estimate of 61.28%.

Table 55. Estimated Employment Rate of Certified TVET Graduates by Scholarship Program, Philippines: 2020

Scholarship Program	Not employed		Employed		Total Certified TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
PESFA	1,737	39.83	2,624	60.17	4,362	3.41
STEP	9,473	26.87	25,781	73.13	35,255	27.54
TWSP	11,572	22.18	40,607	77.82	52,179	40.76
UAQTEA	8,571	23.65	27,664	76.35	36,234	28.30
Total	31,353	24.49	96,676	75.51	128,029	100.00

^aER – employment rate

Table 56. Estimated Employment Rate of Certified TVET Graduates under WTR by Scholarship Program, Philippines: 2020

Sex	Not employed		Employed		Total Certified TVET Graduates of WTR in the LF	
	Freq	%	Freq	ER ^a	Freq	%
PESFA	1,658	38.72	2,624	61.28	4,282	3.39
STEP	9,329	26.75	25,547	73.25	34,876	27.60
TWSP	11,286	22.15	39,671	77.85	50,957	40.33
UAQTEA	8,571	23.65	27,664	76.35	36,234	28.68
Total	30,844	24.41	95,505	75.59	126,349	100.00

^aER – employment rate

Different levels of certification were also considered in determining the employment rate of certified TVET graduates. All those that were sampled with TM 2 certification were working when the survey was conducted. High estimates were also observed for those with TM 1 certification (90.85%) and CoC (85.79%). The lowest employment rate was at 50.73% which was registered for those with NC IV (Table 57).

Similarly, the employment rate for certified WTR graduates with TM 2 was at 100%. However, contrary to those TVET certified graduates, WTR graduates with NC IV certification were all employed during the survey. Considerably high estimates were also recorded for those with TM 1 (90.55%) and CoC (84.74%) while the least estimate was registered for those with NC I certification (65.90%) (Table 58).

Table 57. Estimated Employment Rate of Certified TVET Graduates by Level of Certification, Philippines: 2020

Certification Level	Not employed		Employed		Total Certified TVET Graduates in the LF	
	Freq	%	Freq	ER ^a	Freq	%
Certificate of Competency (CoC)	2,195	14.21	13,252	85.79	15,447	6.75
National Certificate I (NC I)	7,604	32.36	15,896	67.64	23,500	10.27
National Certificate II (NC II)	43,525	24.25	135,945	75.75	179,470	78.41
National Certificate III (NC III)	2,012	26.08	5,704	73.92	7,716	3.37
National Certificate IV	56	49.27	57	50.73	113	0.05
Trainers Methodology Level 1 (TM 1)	218	9.15	2,161	90.85	2,378	1.04
Trainers Methodology Level 2 (TM 2)		0.00	272	100.00	272	0.12
Total	55,609	24.29	173,288	75.71	228,897	100.00

^aER – employment rate

Table 58. Estimated Employment Rate of Certified TVET Graduates under WTR by Level of Certification, Philippines: 2020

Certification Level	Not employed		Employed		Total Certified TVET Graduates of WTR in the LF	
	Freq	%	Freq	ER ^a	Freq	%
Certificate of Competency (CoC)	1,565	15.26	8,686	84.74	10,251	4.84
National Certificate I (NC I)	7,604	34.10	14,692	65.90	22,296	10.52
National Certificate II (NC II)	40,889	24.09	128,830	75.91	169,719	80.07
National Certificate III (NC III)	1,800	25.47	5,267	74.53	7,067	3.33
National Certificate IV		0.00	57	100.00	57	0.03
Trainers Methodology Level 1 (TM 1)	218	9.45	2,087	90.55	2,304	1.09
Trainers Methodology Level 2 (TM 2)		0.00	272	100.00	272	0.13
Total	52,075	24.57	159,892	75.43	211,967	100.00

^aER – employment rate

All of the certified WTR graduates in wholesale and retail trading and visual arts were employed when the survey was conducted. High rates were also observed for those in the TVET (90.24%), information and communication technology (83.81%), agriculture forestry, and fishery (82.31%). Conversely, critically low rates were observed for those in transport and logistics (29.99%), entrepreneurship (29.48%), and the lowest in maritime (24.51%). On the other hand, among non-certified WTR graduates, high employment rates were estimated for those in TVET, social, community development and other services, metals and engineering, maritime, and garments. This implies that these sectors were not strictly requiring their skilled workers to take competency assessments. Further, a low number of employed non-certified WTR graduates were registered in construction and information and communication technology (Table 59).

Table 59. Estimated Employment Rate of Certified TVET Graduates under WTR by Sector, by Certification, Philippines: 2020

Sector	Not Certified		Certified		Total Not Certified TVET Graduates (WTR) In the Labor Force		Total Certified TVET Graduates (WTR) In the Labor Force	
	Freq	%	Freq	ER ^a	Freq	%	Freq	%
Agriculture Forestry and Fishery	119	66.43	27,589	82.31	179	3.63	33,518	15.81
Automotive and Land Transportation	769	78.95	21,773	80.79	974	19.80	26,951	12.71
Construction	168	43.80	15,196	76.69	385	7.82	19,816	9.35
Electrical & Electronics	644	69.07	19,278	69.47	933	18.97	27,752	13.09
Entrepreneurship			73	29.48	0	0.00	248	0.12
Garments	210	100.00	3,247	79.96	210	4.27	4,061	1.92
Heating, Ventilation, Airconditioning and Refrigeration			1,375	81.55	0	0.00	1,686	0.80
Human Health/Health Care			6,161	70.22	0	0.00	8,773	4.14
Information and Communication Technology	71	42.27	4,734	83.81	169	3.43	5,649	2.67
Maritime	210	100.00	945	24.51	210	4.27	3,854	1.82
Metals and Engineering	793	100.00	19,985	77.80	793	16.13	25,686	12.12
Others	96	100.00	694	100.00	96	1.95	694	0.33
Processed Food & Beverages			2,587	72.07	0	0.00	3,590	1.69
Social, Community Development and Other Services	356	100.00	4,564	71.09	356	7.23	6,420	3.03
Tourism (Hotel and Restaurant)	260	62.09	28,557	72.56	419	8.51	39,355	18.57
Transport and Logistics			210	29.99	0	0.00	700	0.33
TVET	196	100.00	2,673	90.24	196	3.99	2,962	1.40
Visual Arts			97	100.00	0	0.00	97	0.05
Wholesale and Retail Trading			153	100.00	0	0.00	153	0.07
Total	3,892	79.14	159,892	75.43	4,918	100.00	211,967	100.00

^aER – employment rate

4.5 Statistical Comparison of Employment Rates across Subgroups

The estimates of the employment rate among the 2020 graduates were previously generated and interpreted. Additionally, various characteristics were considered to further describe the employment status of the graduates in terms of their profile. This section examines the reliability of the derived estimates in terms of their coefficient of variation (CV). A CV of at most 10% indicates that an estimate is reliable while a CV of greater than 10% but less than 20% denotes an acceptable estimate. Moreover, 95% confidence interval estimates were used as basis for statistical comparison of the employment rates between or among identified groups of graduates.

As shown in Table 60 and Figure 22, the female employed graduates slightly outnumbered male graduates. These estimates were found reliable, with CVs of 1.30 and 1.18 percent for females and males, respectively. The small point difference between the estimates could not be used to confirm the idea that, in general, more female than male graduates were employed throughout the study period. This is further supported by the overlapping interval estimates between males and females (Figure 22). Consistent with previous surveys, the sex of the graduates could not be regarded as a factor in their employment.

Table 60. Estimate of the Employment Rate of TVET Graduates, by Sex. Philippines: 2020

Sex	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
Female	0.79	0.01	1.30	0.77	0.81
Male	0.78	0.01	1.18	0.76	0.80

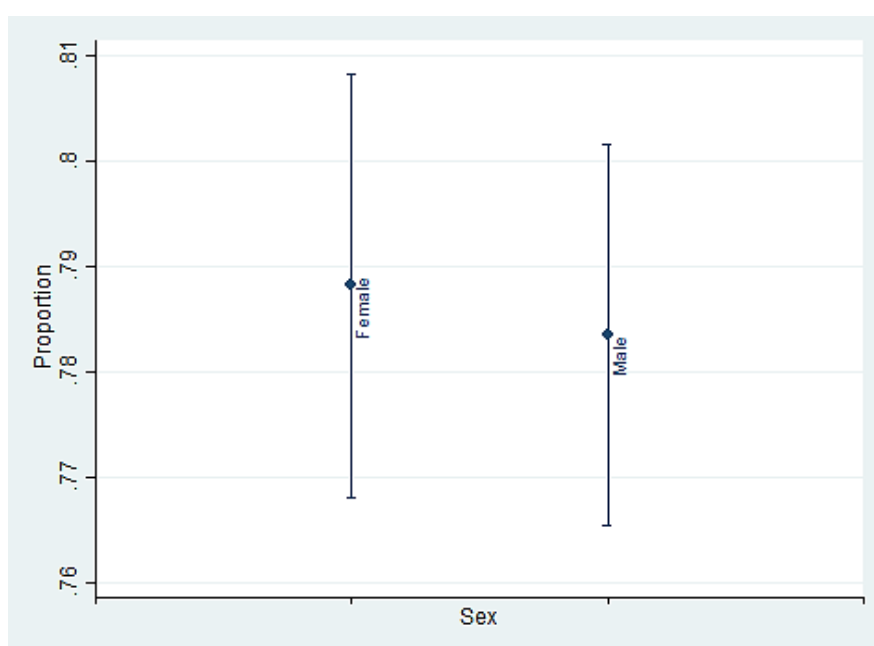


Figure 22. Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Sex. Philippines: 2020

All of the CVs for the regional estimates of employment were less than 10% which signifies their reliability. Region II, which has the highest estimated employment rate, was not significantly different from those in CAR, Region XI, and Region III, as shown by the overlapping interval estimates in these regions. Meanwhile, the estimate for NCR was not significantly different from BARMM which had the lowest employment rate (Table 61 and Figure 23).

Table 61. Estimate of the Employment Rate of TVET Graduates, by Region. Philippines: 2020

Region	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
NCR	0.63	0.03	5.42	0.56	0.70
CAR	0.88	0.02	2.22	0.83	0.91
I	0.78	0.03	3.48	0.72	0.82
II	0.93	0.02	1.67	0.89	0.95
III	0.86	0.02	2.33	0.82	0.90
IV-A	0.78	0.03	3.39	0.73	0.83
IV-B	0.73	0.03	3.92	0.67	0.79
V	0.82	0.02	2.85	0.77	0.86
VI	0.76	0.03	3.46	0.71	0.81
VII	0.78	0.03	3.33	0.72	0.82
VIII	0.76	0.03	3.49	0.70	0.81
IX	0.79	0.03	3.26	0.74	0.84
X	0.77	0.03	3.79	0.71	0.82
XI	0.86	0.02	2.36	0.82	0.90
XII	0.82	0.02	2.84	0.77	0.86
CARAGA	0.78	0.03	3.43	0.72	0.83
BARMM	0.60	0.03	5.16	0.54	0.66

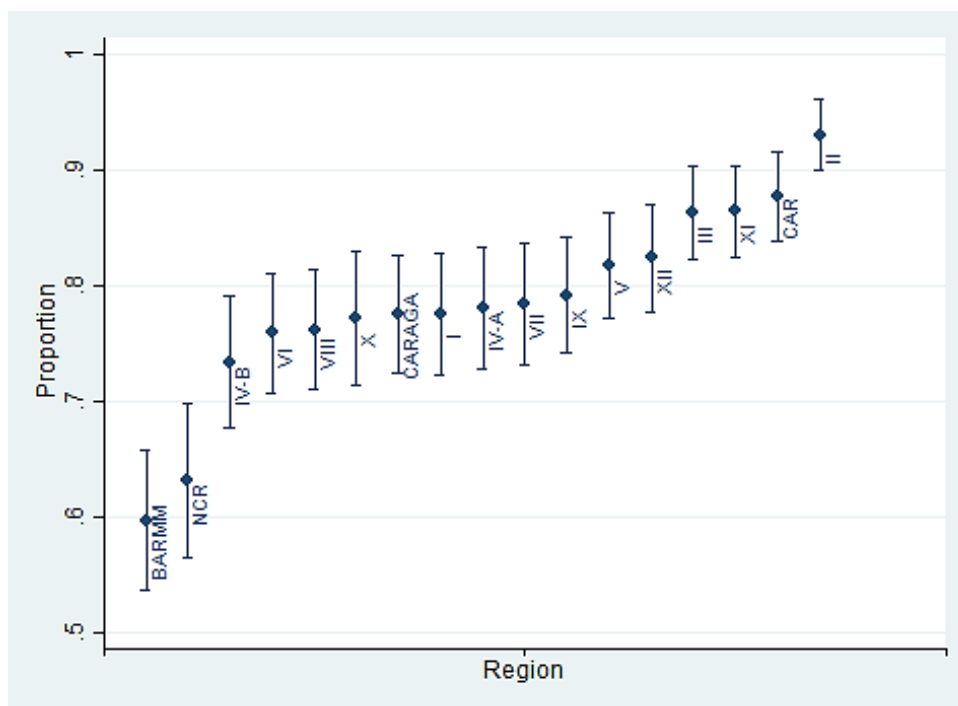


Figure 23. Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Region. Philippines: 2020

As shown below, the number of employed TTI graduates was higher than non-TTI graduates. Both estimates were reliable as they are both less than 10%, with CVs of 1.51% and 1.05%, respectively. However, this difference was not statistically significant based on their overlapping 95% confidence intervals.

Table 62. Estimate of the Employment Rate of TVET Graduates, by Type of Provider. Philippines: 2020

Sex	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
TTI	0.80	0.01	1.51	0.78	0.82
Non-TTI	0.78	0.01	1.05	0.76	0.80

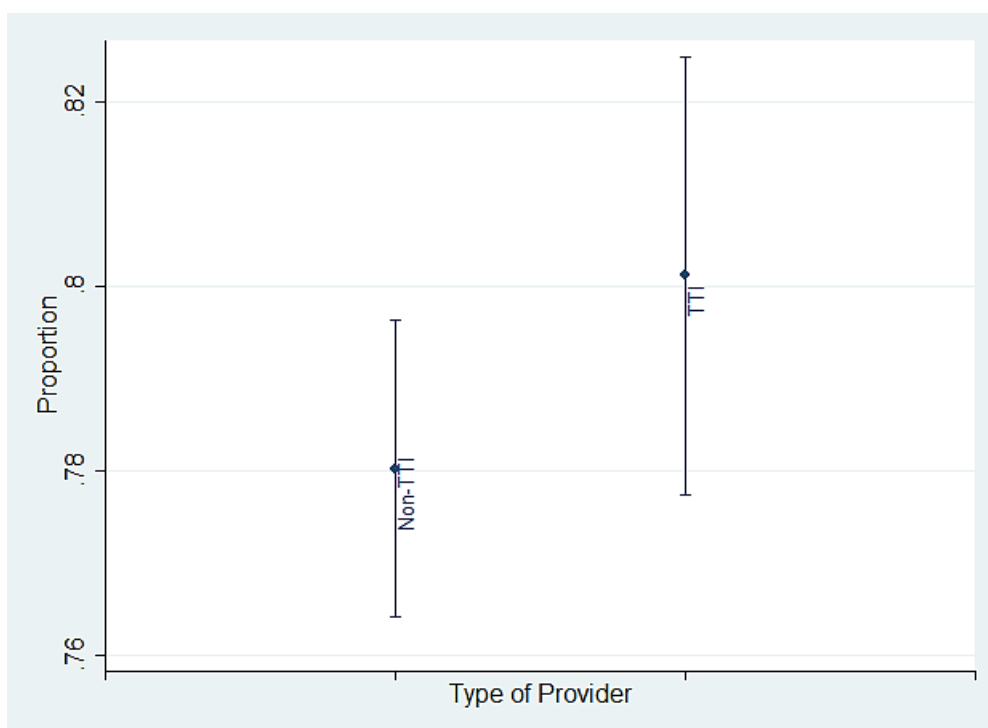


Figure 24. Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Type of Provider. Philippines: 2020

The estimates of employment rate generated among scholars of STEP, TWSP, UAQTEA, and Regular Program were found to be reliable. The highest estimate was observed for graduates under Regular Program. The said estimates, however, had overlapping 95% confidence interval estimates which means that they were not statistically different from each other. In contrast, the estimate generated for scholars of PESFA was the lowest and found to be not reliable but still acceptable. Further, the employment rate estimated for PESFA scholars was not different statistically from that of STEP scholars (Table 63 and Figure 25).

Table 63. Estimate of the Employment Rate of TVET Graduates, by Type of Scholarship Program. Philippines: 2020

Sex	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
PESFA	0.60	0.06	10.17	0.48	0.71
STEP	0.73	0.02	3.11	0.69	0.78
TWSP	0.79	0.02	2.10	0.75	0.82
UAQTEA	0.77	0.02	2.66	0.73	0.81
Regular Program (No Scholarship)	0.80	0.01	1.09	0.78	0.82



Figure 25. Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Type of Scholarship Program. Philippines: 2020

Generally, the employment rates among the different delivery modes were reliable, but if not, were still acceptable. To be specific, only the estimates of apprenticeship and farm schools/enterprise training, both under the enterprise-based program delivery mode, were not reliable but could still be considered acceptable. Nonetheless, the learnership and industry-based/in-company training (enterprise-based) garnered the highest proportion of employed graduates among the reliable estimates. Still, these estimates were not statistically different from the other delivery modes as revealed by their overlapping 95% confidence interval estimates (Table 64 and Figure 26).

Table 64. Estimate of the Employment Rate of TVET Graduates, by Program Delivery Mode. Philippines: 2020

Program Delivery Mode	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
Institution-based	0.77	0.01	1.12	0.75	0.78
Enterprise-based	0.79	0.05	6.36	0.67	0.87
Dual Training System	1.00	-	-	-	-
Apprenticeship	0.67	0.09	13.66	0.47	0.82
Learnership	0.90	0.06	6.12	0.73	0.97
Industry-based/in-company training	0.90	0.07	7.86	0.66	0.97
Farm schools/enterprise training	0.76	0.15	19.68	0.39	0.94
Community-based	0.82	0.01	1.38	0.80	0.85
Mobile training program	0.78	0.03	4.41	0.71	0.84
TESDA Provisional PTCs	0.86	0.02	2.65	0.81	0.90
Extension programs of TTIs	0.89	0.04	4.11	0.80	0.94
LGU-oriented community-based programs	0.81	0.02	2.07	0.78	0.84
NGOs, POs, CSR trainings	0.84	0.03	3.83	0.77	0.89

*no standard error, CV and 95% CI due to absence of variability

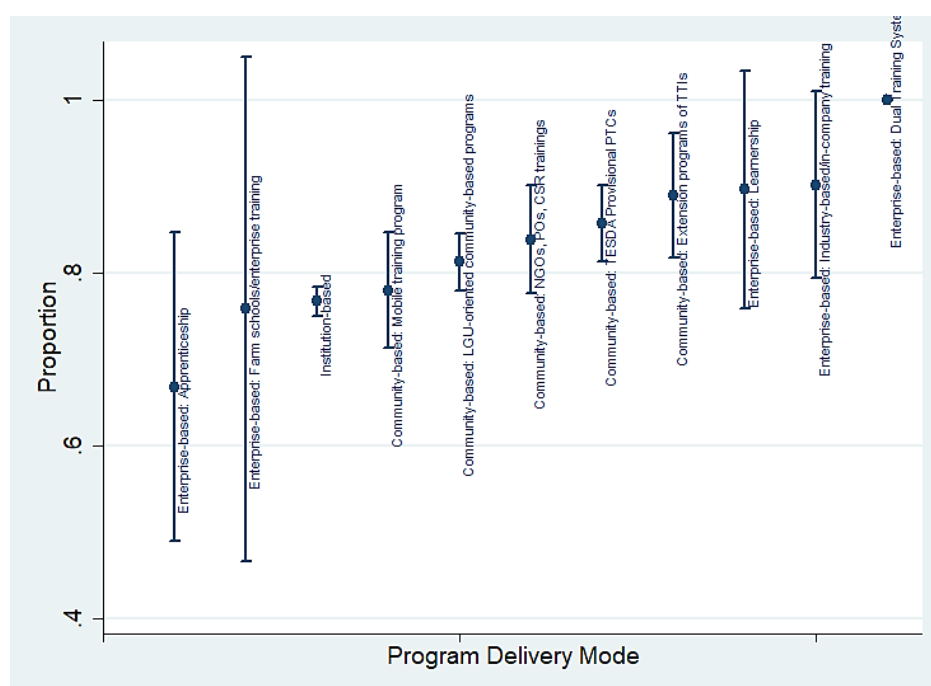


Figure 26. Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Program Delivery Mode. Philippines: 2020

The generated estimates of employment rate for the sectors of maritime, transport and logistics, visual arts, and wholesale and trading were not reliable and should be used with risk. The estimate for the creative sector was also not reliable but could be considered acceptable. Moreover, the highest recorded estimate, which was from TVET, was found to not differ statistically from those with high and reliable estimates.

Table 65. Estimate of the Employment Rate of TVET Graduates, by Sector. Philippines: 2020

Sector	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
Agriculture, Forestry, and Fishery	0.87	0.01	1.24	0.85	0.89
Automotive and Land Transportation	0.82	0.02	2.32	0.78	0.85
Construction	0.77	0.02	3.20	0.72	0.81
Creative	0.78	0.12	15.44	0.47	0.93
Electrical & Electronics	0.71	0.02	3.31	0.66	0.75
Entrepreneurship	0.68	0.05	6.65	0.59	0.76
Footwear & Leathergoods*	1.00	-	-	-	-
Garments	0.83	0.05	6.37	0.70	0.91
Heating, Ventilation, Airconditioning, and Refrigeration	0.80	0.08	9.81	0.60	0.91
Human Health/Health Care	0.79	0.03	4.45	0.71	0.85
Information and Communication Technology	0.73	0.05	6.83	0.63	0.82
Language	0.65	0.06	9.14	0.53	0.76
Maritime	0.31	0.09	27.43	0.17	0.50
Metals and Engineering	0.77	0.03	3.24	0.72	0.82
Processed Food & Beverages	0.79	0.04	5.14	0.70	0.86
Social, Community Development, and Other Services	0.71	0.05	7.39	0.60	0.80
TVET	0.93	0.04	4.21	0.80	0.98
Tourism (Hotel and Restaurant)	0.75	0.02	2.61	0.71	0.79
Transport and Logistics	0.52	0.22	41.38	0.17	0.86
Visual Arts	0.61	0.17	28.51	0.27	0.87
Wholesale and Retail Trading	0.61	0.16	26.76	0.29	0.86
Others	0.86	0.02	2.56	0.82	0.90

*no standard error, CV and 95% CI due to absence of variability

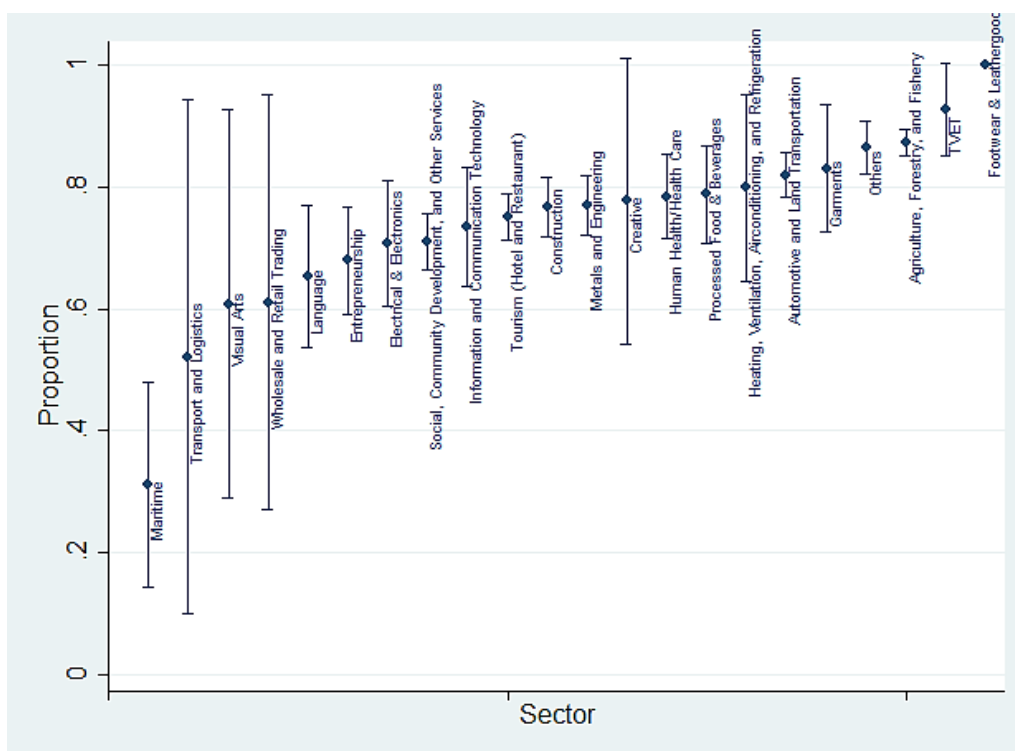


Figure 27. Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Sector. Philippines: 2020

The estimates obtained for certified and non-certified TVET graduates were both equal to 0.76, and considered reliable based on their CVs. At a 95% level of confidence, the true proportion of employed certified graduates was between 0.74 and 0.78, and it was between 0.63 and 0.86 for non-certified (Table 66a and Figure 28a).

Table 66a. Estimate of the Employment Rate of TVET Graduates, by Certification. Philippines: 2020

Certification	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
Certified	0.76	0.01	1.25	0.74	0.78
Non-Certified	0.76	0.06	7.78	0.63	0.86

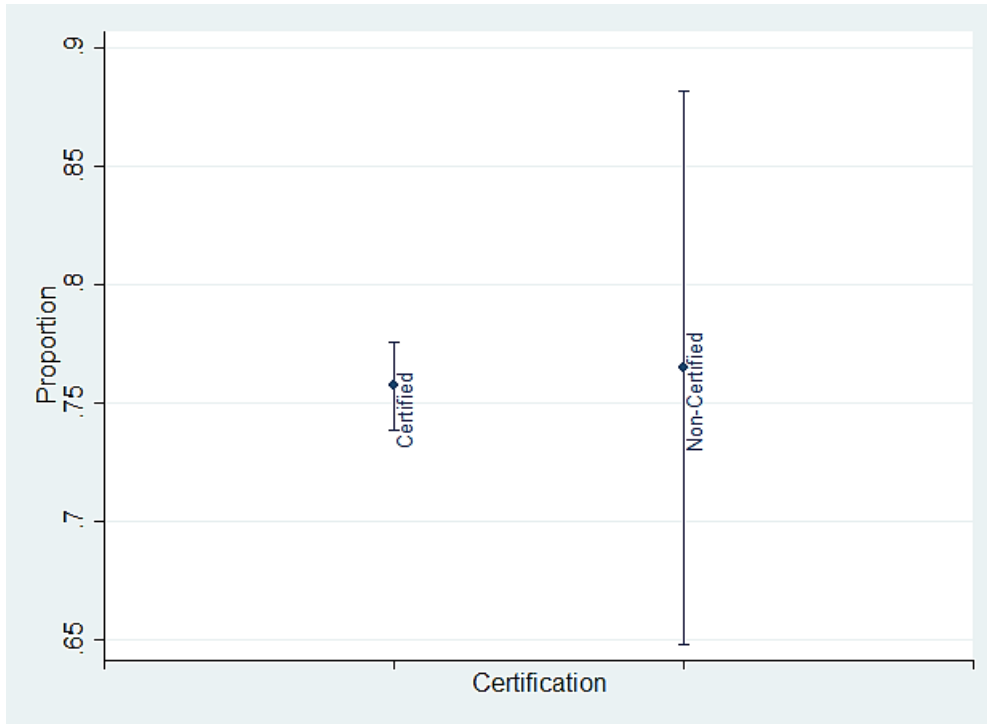


Figure 28a. Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Whether Certified or Not. Philippines: 2020

For this year, non-certified WTR graduates were found to have a higher employment rate than certified graduates. Specifically, the estimated employment rate for non-certified was 0.79 while it was 0.75 for those certified. The CVs for the said estimates further reveal that they are reliable as they are both less than 10%. Nevertheless, the 95% confidence interval estimates show that the difference is not significant enough to conclude that non-certified WTR graduates were more employable than certified graduates (Table 66b and Figure 28b).

Table 66b. Estimate of the Employment Rate of WTR Graduates, by Certification. Philippines: 2020

Certification	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
Certified	0.75	0.01	1.31	0.73	0.77
Non-Certified	0.79	0.06	7.84	0.64	0.89

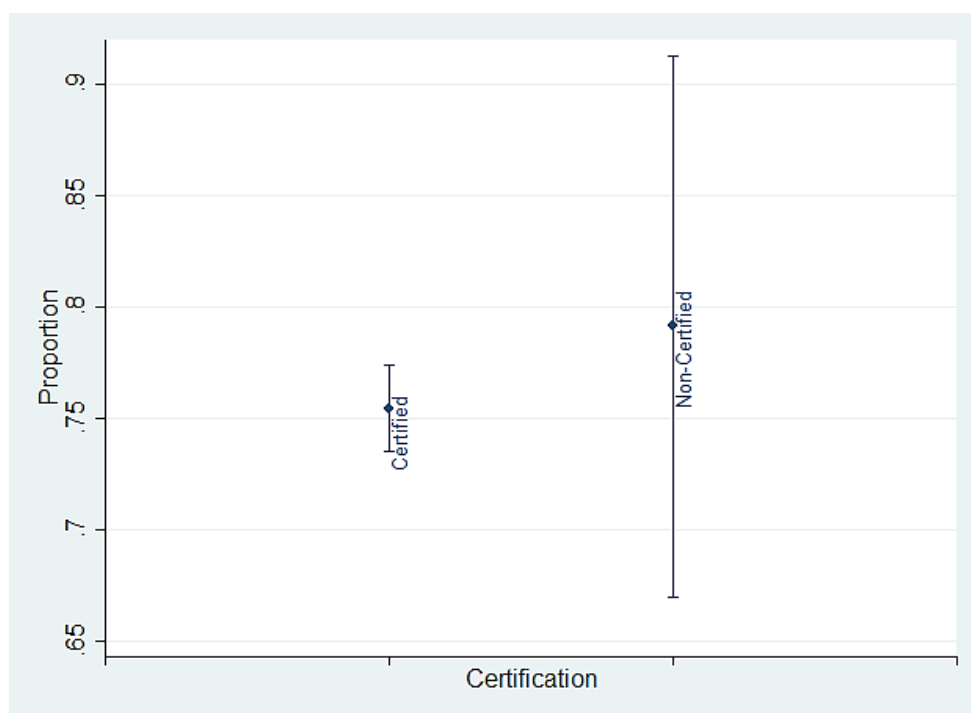


Figure 28b. Confidence Interval Estimate of the Proportion of Employed WTR Graduates, by Whether Certified or Not. Philippines: 2020

Additionally, statistical comparisons between the proportion of employed TVET graduates across the levels of certification were made. All of the estimates obtained for the different levels of certification were reliable, except for those with NC IV certification which was neither reliable nor acceptable. Based on the 95% confidence interval estimates, the proportion of employed graduates across the different levels was not statistically different (Table 67 and Figure 29).

Table 67. Estimate of the Employment Rate of TVET Graduates, by Level of Certification. Philippines: 2020

Level of Certification	Proportion of Employed	Standard Error	Coefficient of Variation (Estimate, %)	95% Confidence Interval	
				Lower Limit	Upper Limit
COC	0.86	0.03	3.33	0.79	0.91
NC I	0.68	0.03	5.05	0.61	0.74
NC II	0.76	0.01	1.38	0.74	0.78
NC III	0.74	0.06	7.73	0.61	0.84
NC IV	0.51	0.35	69.68	0.06	0.94
TM 1	0.91	0.07	7.81	0.65	0.98
TM 2*	1.00	-	-	-	-

*no standard error, CV and 95% CI due to absence of variability

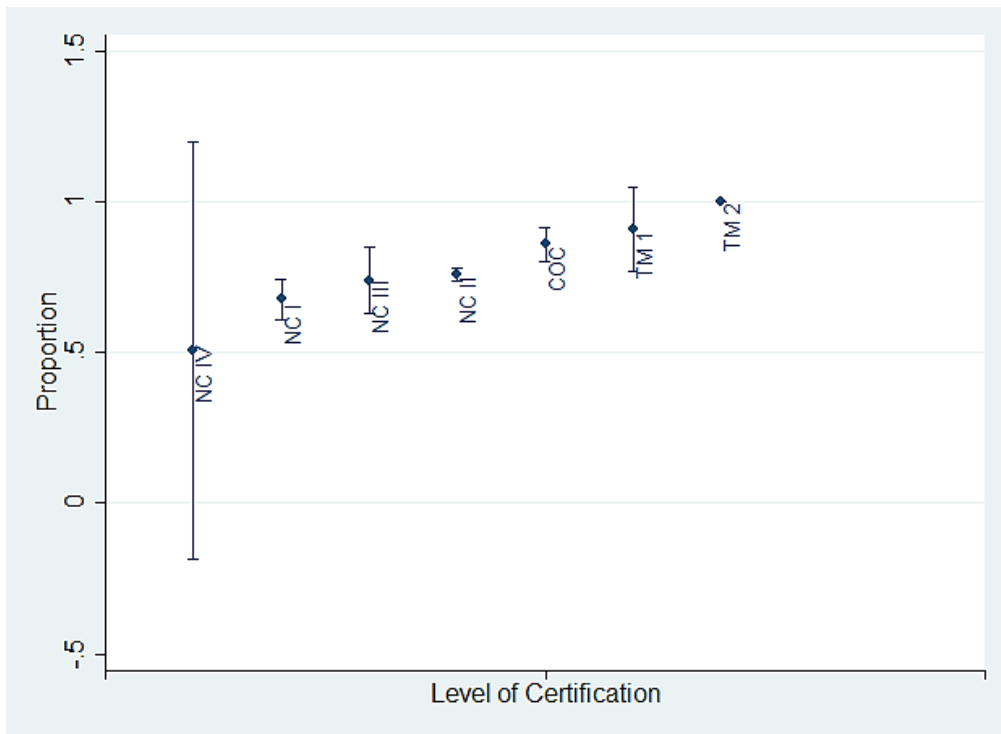


Figure 29. Confidence Interval Estimate of the Proportion of Employed TVET Graduates, by Level of Certification. Philippines: 2020

4.6 Characteristics of Employed TVET Graduates

As mentioned earlier, about eight in every ten graduates active in the workforce were employed when the survey was conducted. Further, the majority (322,919) of the 591,530 TESDA graduates in 2020 were employed during the survey period. In this section, further characterization of the employed TVET graduates was performed.

By Occupational Group

It can be seen from Figure 30 and Table 68 that services and sales had the largest share of employed graduates (21.82%) among the different occupational groups for this year which is also consistent with the previous results of the survey. For the said group, the female employed graduates greatly outnumbered the male employed graduates with a difference of about 26%. Also, among the occupational groups with high estimates were skilled agricultural, forestry, and fishery workers (16.74%), and professionals (12.81%). Alternatively, very few were employed in armed forces occupations (1.88%), elementary occupations (5.43%), plant and machine operators, and assemblers (5.87%).

Furthermore, a substantial portion of female graduates were recorded under the group of managers (64.27%), service and sales workers (62.96%), and professionals (62.26%). While among male graduates, a significant number was recorded under

plant and machine operators, and assemblers (95.86%), armed forces occupations (86.85%), and craft and related trades workers (85.23%).

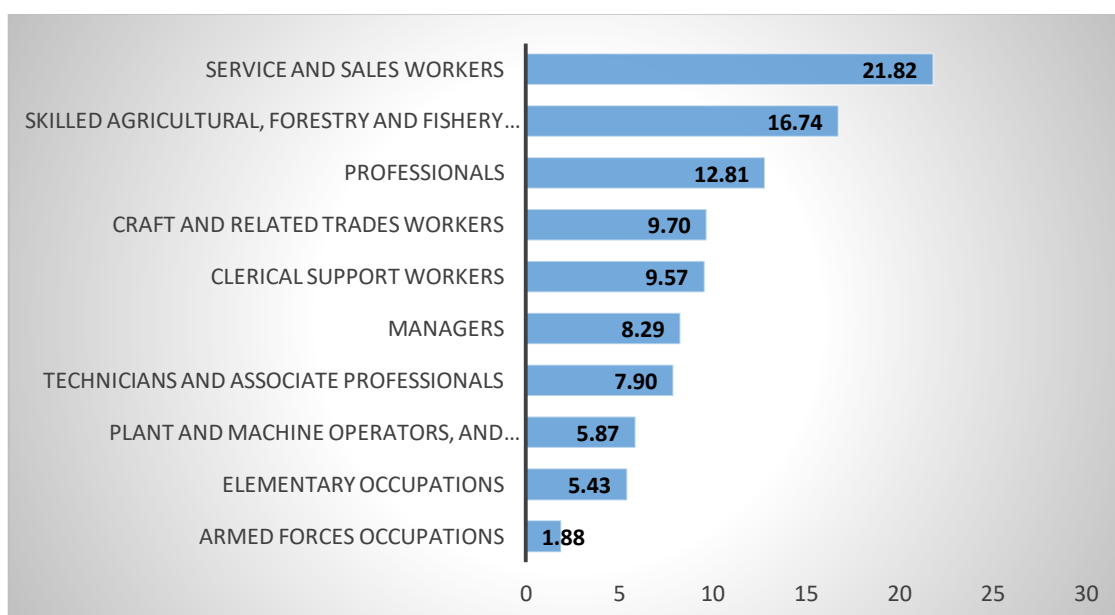


Figure 30. Weighted Distribution of Employed TVET Graduates by Occupational Group, by Sex, Philippines: 2020

Table 68. Weighted Distribution of Employed TVET Graduates by Occupational Group, by Sex, Philippines: 2020

Occupational Group	Female		Male		Total Employed TVET Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Armed Forces Occupations	799	13.15	5,274	86.85	6,072	1.88
Clerical Support Workers	17,842	57.75	13,052	42.25	30,895	9.57
Craft and Related Trades Workers	4,625	14.77	26,685	85.23	31,310	9.70
Elementary Occupations	5,423	30.95	12,098	69.05	17,521	5.43
Managers	17,199	64.27	9,561	35.73	26,760	8.29
Plant and Machine Operators, and Assemblers	785	4.14	18,179	95.86	18,964	5.87
Professionals	25,755	62.26	15,611	37.74	41,365	12.81
Service and Sales Workers	44,354	62.96	26,093	37.04	70,446	21.82
Skilled Agricultural, Forestry and Fishery Workers	18,871	34.91	35,190	65.09	54,060	16.74
Technicians and Associate Professionals	14,201	55.63	11,325	44.37	25,526	7.90
Total	149,852	46.41	173,067	53.59	322,919	100.00

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

The distribution of employed graduates across various occupational groups was considered for each training mode. Notably, the service and sales group had the greatest number of graduate workers for the three training modes: institution-based (20.13%), enterprise-based (24.90%), and community-based (25.93%). On the other hand, armed forces occupations ranked last for all the training venues.

Table 69. Weighted Distribution of Employed TVET Graduates by Occupational Group, by Training Venue, Philippines: 2020

Training Venue	Institution-based		Enterprise-based		Community-based		Total Employed TVET Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^b
Armed Forces Occupations	3,232	1.54		0.00	2,840	2.66	6,072	1.88
Clerical Support Workers	18,656	8.91	997	15.16	11,242	10.51	30,895	9.57
Craft and Related Trades Workers	23,482	11.21	660	10.04	7,168	6.70	31,310	9.70
Elementary Occupations	11,564	5.52	400	6.08	5,557	5.20	17,521	5.43
Managers	14,905	7.12	71	1.09	11,784	11.02	26,760	8.29
Plant and Machine Operators, and Assemblers	12,392	5.92	593	9.01	5,980	5.59	18,964	5.87
Professionals	27,942	13.34	138	2.10	13,286	12.42	41,365	12.81
Service and Sales Workers	42,143	20.13	1,638	24.90	26,665	24.93	70,446	21.82
Skilled Agricultural, Forestry and Fishery Workers	38,340	18.31	1,434	21.80	14,286	13.36	54,060	16.74
Technicians and Associate Professionals	16,737	7.99	646	9.83	8,143	7.61	25,526	7.90
Total	209,391	100.00	6,578	100.00	106,950	100.00	322,919	100.00

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

The various occupational groups were also taken into consideration in studying the distribution of employed certified and non-certified TVET graduates. Among the certified 2020 graduates, the service and sales group garnered the highest portion of employed graduates with an estimate of 22.09%. There were also craft and related trades workers (13.55%), and professionals (13.32%), among others. Similarly, the service and sales group ranked the highest for those who are not yet certified (27.83%) followed by those in the group of managers (16.04%) and clerical support workers (12.29%).

Table 70. Weighted Distribution of Employed TVET Graduates by Occupational Group, by Certification, Philippines: 2020

Occupational Group	Certified		Non-Certified		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Armed Forces Occupations	3,824	2.21	63	1.34	3,888	2.18
Clerical Support Workers	16,881	9.74	580	12.29	17,461	9.81
Craft and Related Trades Workers	23,476	13.55	385	8.15	23,861	13.40
Elementary Occupations	9,406	5.43	342	7.24	9,748	5.48
Managers	12,154	7.01	757	16.04	12,911	7.25
Plant and Machine Operators, and Assemblers	12,394	7.15	159	3.36	12,552	7.05
Professionals	23,078	13.32	353	7.49	23,432	13.16
Service and Sales Workers	38,279	22.09	1,313	27.83	39,592	22.24
Skilled Agricultural, Forestry and Fishery Workers	20,188	11.65	455	9.64	20,643	11.60
Technicians and Associate Professionals	13,607	7.85	312	6.61	13,919	7.82
Total	173,288	100.00	4,718	100.00	178,006	100.00

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

The same distribution of certified and non-certified graduates across occupational groups was observed among employed graduates under WTR. The service and sales workers had the largest portion of certified WTR graduates at 22.26%, followed by those working under craft and related trades works (14.19%) and professionals (13.17%). Likewise, the group of service and sales was the top occupational group in terms of the estimated employment rate for the non-certified WTR graduates. High estimates were also obtained for managers (13.95%) and craft and related trades workers (9.88%).

Table 71. Weighted Distribution of Employed TVET Graduates under WTR by Occupational Group, by Certification, Philippines: 2020

Occupational Group	Certified		Non-Certified		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Armed Forces Occupations	3,672	2.30		0.00	3,672	2.24
Clerical Support Workers	15,750	9.85	325	8.34	16,075	9.81
Craft and Related Trades Workers	22,693	14.19	385	9.88	23,078	14.09
Elementary Occupations	8,810	5.51	342	8.78	9,152	5.59
Managers	11,268	7.05	543	13.95	11,810	7.21
Plant and Machine Operators, and Assemblers	12,000	7.51	159	4.08	12,159	7.42
Professionals	21,052	13.17	298	7.66	21,350	13.04
Service and Sales Workers	35,593	22.26	1,184	30.41	36,777	22.45

Occupational Group	Certified		Non-Certified		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Skilled Agricultural, Forestry and Fishery Workers	16,468	10.30	346	8.89	16,814	10.27
Technicians and Associate Professionals	12,585	7.87	312	8.01	12,896	7.87
Total	159,892	100.00	3,892	100.00	163,784	100.00

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

By Class of Workers

The majority (59.17%) of the employed graduates were wage and salary workers, wherein male graduates outnumber female graduates with a percent difference of 8.46%. Nearly one-third (30.89%) of the employed graduates were own account workers while very few (9.94%) do unpaid family work with many of them belonging to the group of male graduates (Table 72).

As seen in Table 73, the majority of employed graduates from the different training venues were wage and salary workers. There were also a few (30.89%) who were own account workers with estimates for institution-based on par with that of the community-based program. Meanwhile, the highest share of unpaid family workers was from institution-based programs.

Table 72. Weighted Distribution of Employed TVET Graduates by Class of Worker, by Sex, Philippines: 2020

Class of Worker	Female		Male		Total Employed TVET Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Wage and Salary Worker	87,446	45.77	103,623	54.23	191,069	59.17
Own Account Workers	49,175	49.29	50,584	50.71	99,759	30.89
Unpaid Family Work	13,231	41.23	18,860	58.77	32,091	9.94
Total	149,852	46.41	173,067	53.59	322,919	100.00

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

Table 73. Weighted Distribution of Employed TVET Graduates by Class of Worker, by Training Venue, Philippines: 2020

Class of Worker	Institution-based		Enterprise-based		Community-based		Total Employed TVET Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^a		% ^b
Wage and Salary Worker	123,636	59.05	4,337	65.92	63,097	59.00	191,069	59.17
Own Account Workers	64,619	30.86	1,832	27.85	33,307	31.14	99,759	30.89
Unpaid Family Work	21,135	10.09	409	6.22	10,546	9.86	32,091	9.94
Total	209,391	100.00	6,578	100.00	106,950	100.00	322,919	100.00

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

Wage and salary workers comprised the largest portion of TVET graduates at 62.13%, regardless of whether they were certified or not. In particular, there were more certified graduates who were wage and salary workers than those non-certified. Also, some (30.03%) were own account workers, with a higher percentage recorded for non-certified graduates. While a higher portion among the very few unpaid family workers was certified. The same distribution pattern of the class of workers, whether certified or not, can be observed among the WTR graduates.

Table 74. Weighted Distribution of Employed TVET Graduates by Class of Worker, by Certification, Philippines: 2020

Class of Worker	Certified		Non-Certified		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Wage and Salary Worker	107,941	62.29	2,660	56.37	110,600	62.13
Own Account Workers	51,665	29.81	1,789	37.91	53,453	30.03
Unpaid Family Work	13,682	7.90	270	5.72	13,952	7.84
Total	173,288	100.00	4,718	100.00	178,006	100.00

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

Table 75. Weighted Distribution of Employed TVET Graduates under WTR by Class of Worker, by Certification, Philippines: 2020

Class of Worker	Certified		Non-Certified		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Wage and Salary Worker	100,424	62.81	2,156	55.40	102,580	62.63
Own Account Workers	48,925	30.60	1,575	40.46	50,500	30.83
Unpaid Family Work	10,543	6.59	161	4.14	10,704	6.54
Total	159,892	100.00	3,892	100.00	163,784	100.00

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

By Nature of Work

From Table 76, it can be seen that many (54.01%) of the employed graduates were working in a permanent job/business or unpaid family work. Further, some (35.55%) were engaged in short-term or seasonal job/business or unpaid family work, considerably lower than in 2019, which was at 56.46%. Few (10.44%) graduates worked with different employers or clients on a day-to-day or week-to-week basis – higher than the 4.96% among the 2019 graduates.

Table 76. Weighted Distribution of Employed TVET Graduates by Nature of Work, Philippines: 2020

Nature of Work	Employed TVET Graduates	% Share
Permanent job/permanent business/permanent unpaid family work	174,399	54.01
Short-term or seasonal job/business/unpaid family work	114,804	35.55
Worked for different employers/clients on day to day or week to week basis	33,716	10.44
Total	322,919	100.00

Many of the certified TVET and WTR graduates were working in a permanent job/business or unpaid family work comprising 53.11% and 51.92% of their respective populations. On the other hand, it is evident that among the non-certified TVET and WTR, graduates were either engaged in permanent or short-term seasonal work.

Table 77. Weighted Distribution of Employed TVET Graduates by Nature of Work, by Certification, Philippines: 2020

Nature of Work	Certified		Non-Certified		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Permanent job/permanent business/permanent unpaid family work	92,030	53.11	2,204	46.70	94,234	52.94
Short-term or seasonal job/business/unpaid family work	60,189	34.73	2,210	46.84	62,399	35.05
Worked for different employers/clients on day to day or week to week basis	21,069	12.16	304	6.45	21,373	12.01
Total	173,288	100.00	4,718	100.00	178,006	100.00

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

Table 78. Weighted Distribution of Employed TVET Graduates under WTR by Nature of Work, by Certification, Philippines: 2020

Nature of Work	Certified		Non-Certified		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Permanent job/permanent business/permanent unpaid family work	83,010	51.92	1,738	44.66	84,748	51.74
Short-term or seasonal job/business/unpaid family work	56,693	35.46	1,849	47.52	58,542	35.74
Worked for different employers/clients on day to day or week to week basis	20,189	12.63	304	7.82	20,493	12.51
Total	159,892	100.00	3,892	100.00	163,784	100.00

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

By Location of Work

Almost all (95.51%) of the 2020 graduates were working within their province when the survey was conducted. Only a very few (0.37%) of them were working outside the country with the vast majority of them being female graduates. Moreover, it can be seen that male graduates comprised most of the employed graduates working outside their province and region.

Table 79. Weighted Distribution of Employed TVET Graduates, by Location of Work/Business, by Sex, Philippines: 2020

Location of Work/Business	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Within the province	143,723	46.60	164,708	53.40	308,431	95.51
Outside the province but within the region	1,039	34.76	1,951	65.24	2,990	0.93
Outside the region, please specify province	4,159	40.34	6,152	59.66	10,311	3.19
Outside the country, please specify country	931	78.45	256	21.55	1,187	0.37
Total	149,852	46.41	173,067	53.59	322,919	100.00

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

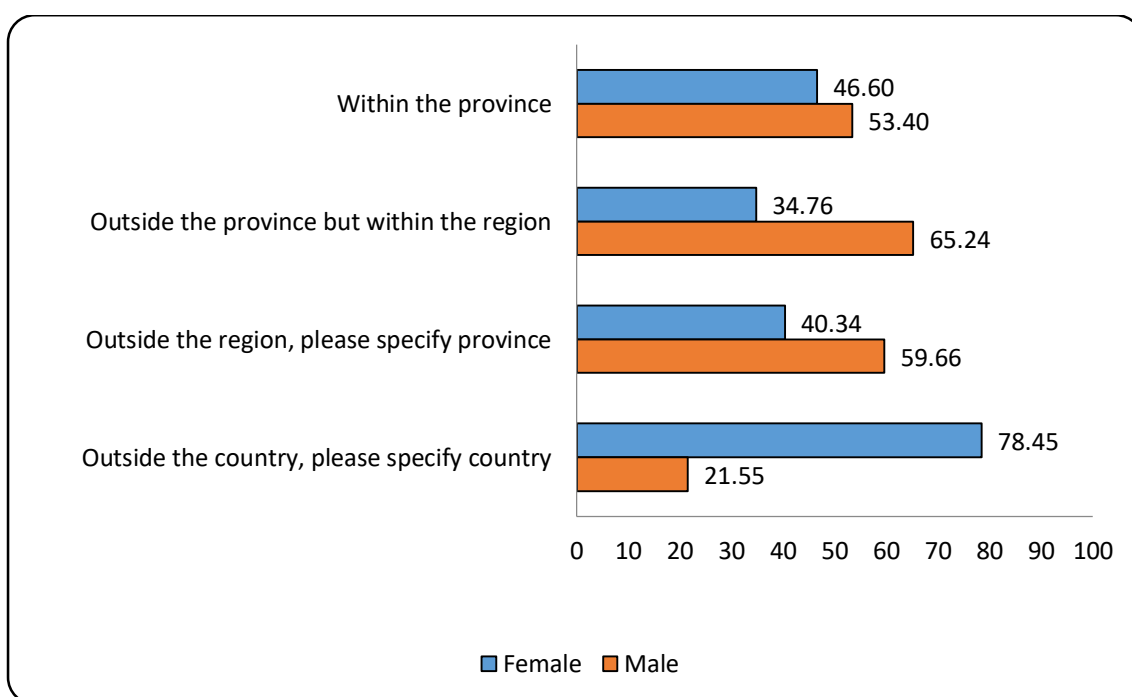


Figure 31. Weighted Distribution of Employed TVET Graduates, by Location of Work/Business, by Sex, Philippines: 2020

Table 81. Weighted Distribution of Employed TVET Graduates Whether Their Employers Pay for Their Contributions, by Sex, Philippines: 2020

Employer Pays for the Contribution	Female		Male		Total Employed TVET Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
GSIS						
Yes	63,398	44.56	78,884	55.44	142,282	44.06
No	86,454	47.86	94,183	52.14	180,637	55.94
Total	149,852	46.41	173,067	53.59	322,919	100.00
PAGIBIG						
Yes	53,309	43.29	69,834	56.71	123,143	38.13
No	96,544	48.33	103,232	51.67	199,776	61.87
Total	149,852	46.41	173,067	53.59	322,919	100.00
Philhealth						
Yes	67,114	44.42	83,983	55.58	151,096	46.79
No	82,739	48.15	89,084	51.85	171,823	53.21
Total	149,852	46.41	173,067	53.59	322,919	100.00

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

Incentives Given

It is expected that employers encourage their employees to undergo competency assessments and become certified since certified skilled workers help boost a firm's overall image. Giving incentives is one way to motivate workers. As shown in the succeeding tables, few (15.89%) of the certified wage-employed graduates were provided incentives by their employers. Even so, the majority (84.11%) of the wage-employed certified graduates opted to take the assessment even without incentives (Table 82). Many (77.54%) of those who were granted incentives were promised job security. Further, many of them were given assurance on salary increase (58.76%) and guaranteed promotion (50.50%). On the other hand, only very few (6.40%) were promised to be given 13th-month pay, allowance, and other bonuses, among others (Table 83).

Table 82. Estimated Number of Certified Wage-Employed Graduates Provided with Incentives: 2020

Employers Provide Incentives	Freq	% Share
Yes	17,148	15.89
No	90,793	84.11
Total	107,941	100.00

Table 83. Types of Incentives Provided to Certified Wage-Employed Graduates, Philippines: 2020

Types of Incentives	Freq	% ^a
Salary Increase		
Yes	10,075	58.76
No	7,072	41.24
Total	17,148	100.00
Promotion		
Yes	8,659	50.50
No	8,489	49.50
Total	17,148	100.00
Job Security		
Yes	13,296	77.54
No	3,851	22.46
Total	17,148	100.00
Others		
Yes	1,098	6.40
No	16,050	93.60
Total	17,148	100.00

^aPercentage over the total number of certified wage-employed TVET graduates with employers who provide incentives.

4.7. Employment Before and After the TVET Training

Around 57% of the 2020 graduates were already employed before attending a TVET program. On the other hand, these estimates also indicate that many (43.13%) were unemployed before they attended the training. After training, more than three-fourths of the graduates were employed when the survey was conducted (Table 84).

Among those in the labor force, about one-fourth of the graduates who were unemployed before training were able to land a job after finishing their TVET program. On the other hand, it can be seen that there were still a few among those in the labor force who remained unemployed even after training (18.47%) (Table 84).

Table 84. Estimated Percentage of TVET Graduates in the Labor Force who were employed before and after the training, Philippines: 2020

Employment Status	At the time of survey					
	Employed		Unemployed		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^a
Before Training						
Employed	221,548	53.90	12,181	2.96	233,729	56.87
Unemployed	101,371	24.66	75,911	18.47	177,282	43.13
Total	322,919	78.57	88,092	21.43	411,011	100.00

^aPercentage over the total number of TVET graduates

As shown in Table 85, many (44.55%) of the TVET clients attended a TESDA program for employment purposes. A considerably large portion of the graduates also enrolled aiming to upgrade or enhance their skills (34.70%). Meanwhile, a number of them took training for personal use (16.76%).

Table 85. Reasons for Enrolling in TESDA of those in the Labor Force who were Unemployed Before and After Training, Philippines: 2020

Reason for Taking up the Program	Unemployed Graduates Before and After the Program	
	Freq	% ^a
For employment/to get job	33,820	44.55
For promotion	0	0.00
To increase in income	826	1.09
For skills upgrading/enhancement	26,343	34.70
TVET qualification is popular	1,074	1.42
Personal use/interest/hobby	12,721	16.76
Nothing to do	214	0.28
Others	913	1.20
Total	75,911	100.00

^aPercentage over the total number of TVET graduates

In terms of the job requirements, 67.21% said that having work experience was one of the qualifications required by their employers.

Table 86. Weighted Distribution of Employed TVET Graduates who Indicated Work Experience as Requirement, by Sex, Philippines: 2020

Work Experience Required	Female		Male		Total Employed TVET Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Yes	201,011	50.56	196,560	49.44	397,572	67.21
No	73,036	51.78	68,018	48.22	141,055	23.85
I don't know	27,179	51.37	25,725	48.63	52,904	8.94
Total	301,226	50.92	290,304	49.08	591,530	100.00

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

Income is a key indicator of the economic status of TVET graduates. In connection to this, presented in this section are the summary statistics of the monthly income of the graduates before and after attending a TESDA program. Further, some characteristics were taken into consideration in investigating the current monthly income of the graduates.

A substantial portion of the population of TVET graduates was earning lower than 10,000 pesos a month before (51.40%) and after (49.57%) attending training. Some have a monthly income of 10,000 pesos or more but less than 20,000 pesos, with a share of 28.57% and 31.50% in the population of earning graduates before and after the training, respectively. In contrast, only very few of the graduates were earning at least 30,000 pesos a month before and after the training (Table 87).

Looking at the summary statistics of the monthly income of the graduates presented in Table 88, it can be seen that there are extremely low and high values relative to the population of the graduates. Some received as low as 100 pesos a month before and after training. Conversely, some earned as much as 500,000 pesos a month from their work. At least half of the graduates were earning at most 9,000 and 10,000 pesos a month before and after training, respectively. On average, the graduates were earning 12,716.87 pesos a month before training with a large variability among the earners having a standard deviation of 15,213.35 pesos. After training, the graduates received a slightly lower monthly income of 12,569.67 pesos, on the average, with a lower standard deviation of 14,258 pesos. Figure 34 provides a visual representation of these figures, which shows the great variability in the earnings of the graduates.

Table 87. Weighted Distribution of Employed TVET Graduates by Monthly Income Before Training and During the Interview, Philippines: 2020

Monthly Income	Before Training		After Training (During Interview)	
	Freq	% ^a	Freq	% ^a
Below 10,000	126,806	51.40	160,079	49.57
10,000 - 19,999	70,415	28.54	101,710	31.50
20,000 - 29,999	26,312	10.67	34,385	10.65
30,000 - 39,999	15,434	6.26	17,882	5.54
40,000 - 49,999	3,465	1.40	4,326	1.34
50,000 and over	4,283	1.74	4,537	1.40
Total	246,715	100.00	322,919	100.00

^aPercentage over the column total

Table 88. Summary Statistics of Monthly Income Before the Training and At the Time of the Survey, Philippines: 2020

Statistics	Monthly Income (Pesos)	
	Before Training	Current
Minimum	100.00	100.00
Maximum	500000.00	500000.00
Median	9000.00	10000.00
Mean	12716.87	12569.67
Standard Deviation	15213.35	14258.94
Skewness	12.22	12.49



Figure 34. Boxplot of the Monthly Income of TVET graduates Before Training and At the Time of Survey. Philippines: 2020

The profiles of the graduates were further used to provide additional insight into the graduates' economic characteristics at the time of the survey. The extreme values of monthly income were recorded in the group of female graduates. In spite of that, male graduates were found to have higher monthly income than females, with an average of 13,366.62 and 11,649 pesos, respectively. The difference in the two means was found to be significant, at a 5% level of significance (p -value = 0.0004). It can also be seen that at least fifty percent of the population of earners have a monthly income of at most 8,000 pesos for females and 10,000 pesos for males.

Table 89. Summary statistics of Current Monthly Income of Employed TVET graduates by Sex. Philippines: 2020

Statistics	Sex		Overall
	Female	Male	
Minimum	200.00	100.00	100.00
Maximum	500000.00	238777.00	500000.00
Median	8000.00	10000.00	10000.00
Mean	11649.25	13366.62	12569.67
Standard Deviation	15579.59	12959.32	14258.94
Skewness	16.35	6.55	12.49

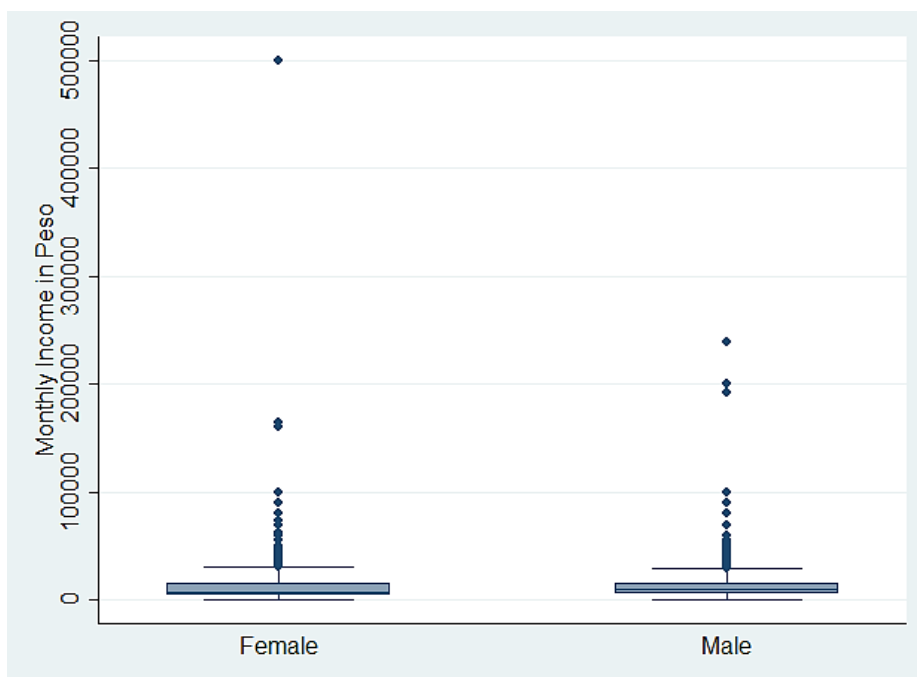


Figure 35. Boxplot of the Current Monthly Income of TVET graduates, by Sex. Philippines, 2020.

The lowest monthly income was registered under the group of graduates of Non-TTI. However, the income of TTI graduates was found to exhibit larger variability than the Non-TTIs as indicated by their coefficients of skewness. A higher monthly income of 14,520.30 pesos was recorded under TTIs with variability of 15,754.55 pesos. Meanwhile, non-TTI graduates were earning 11,856.65 pesos a month, on the average, with a standard deviation of 13,605.09 pesos. In terms of median, at least half of the TTI graduates were gaining at most 10,000 pesos a month, higher than the estimated at most 9,000 pesos among non-TTI graduates. Additionally, the statistical comparison of the two means of the types of providers showed that, on average, at a 5% level of significance, TTI graduates substantially earned higher than non-TTI graduates (p-value).

Table 90. Summary statistics of Current Monthly Income of Employed TVET graduates by Type of Provider, Philippines: 2020

Statistics	Type of Provider		Overall
	TTI	Non-TTI	
Minimum	250.00	100.00	100.00
Maximum	238777.00	500000.00	500000.00
Median	10000.00	9000.00	10000.00
Mean	14520.30	11856.65	12569.67
Standard Deviation	15754.55	13605.09	14258.94
Skewness	6.14	16.11	12.49

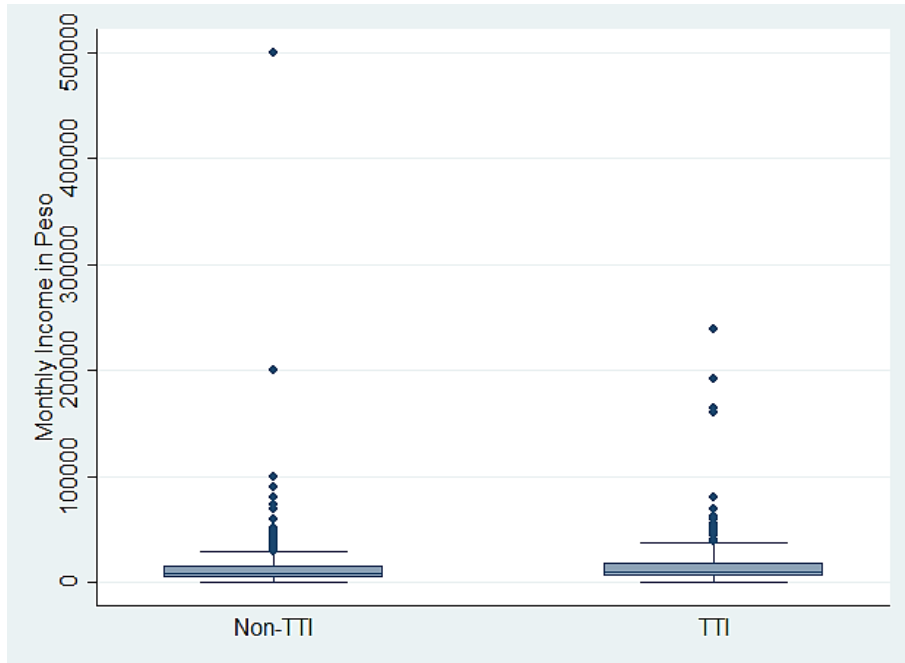


Figure 36. Boxplot of the Current Monthly Income of TVET Graduates by Type of Provider. Philippines, 2020.

The lowest monthly income of 100 pesos was registered in Region VI, while it was in Region XI that the maximum income of 500,000 pesos was recorded. The highest average monthly income was estimated in NCR with a mean of 17,381 pesos and a standard deviation of 10085.24 pesos. It was followed by CARAGA with an average monthly income of 15813.50 pesos and a variability of 18626.82 pesos. In contrast, Region III posted the lowest mean monthly income of 10359.46 pesos and a standard deviation of 8213.13 pesos. From Figure 37, it can be observed that all regions exhibited large variability in the earnings per month of the TESDA graduates. In particular, a substantially large variation can be seen in regions XI and I, with skewness of 11.72 and 8.97, respectively. Because of the evident outliers, average income can be better described in terms of the median. It is apparent that NCR had higher earnings among its graduates with a median monthly income of 15,000 pesos. At a median monthly income of 10,000 pesos, it is followed by the following regions: CARAGA, IV-A, VII, X, and XI.

Table 91. Summary statistics of Current Monthly Income of Employed TVET graduates by Region, Philippines: 2020

Region	Minimum	Maximum	Median	Mean	Standard Deviation	Skewness
NCR	500.00	80000.00	15000.00	17381.76	10085.24	2.65
CAR	500.00	160000.00	9400.00	13092.66	15243.19	5.04
I	1000.00	238777.00	9600.00	13233.58	18945.30	8.97
II	500.00	50000.00	7000.00	10673.75	10589.58	1.84
III	200.00	41000.00	8800.00	10359.46	8213.13	1.21
IV-A	500.00	100000.00	10000.00	14259.27	13291.22	2.93

Region	Minimum	Maximum	Median	Mean	Standard Deviation	Skewness
IV-B	300.00	56000.00	8333.00	11658.62	9929.14	1.84
V	700.00	90000.00	9000.00	11727.60	10494.40	3.03
VI	100.00	60000.00	8000.00	11142.16	10456.62	1.99
VII	400.00	52000.00	10000.00	11269.09	7999.79	1.85
VIII	850.00	50000.00	9000.00	11432.84	8907.41	1.71
IX	700.00	80000.00	8500.00	12198.17	11497.69	2.31
X	800.00	54000.00	10000.00	12666.17	9066.63	1.65
XI	1000.00	500000.00	10000.00	15139.61	34770.41	11.72
XII	1000.00	165000.00	9168.00	12558.60	14629.84	5.88
CARAGA	250.00	200000.00	10000.00	15813.50	18626.82	5.79
BARMM	800.00	90000.00	9000.00	11315.48	10089.66	4.02
Philippines	100.00	500000.00	10000.00	12569.67	14258.94	12.49

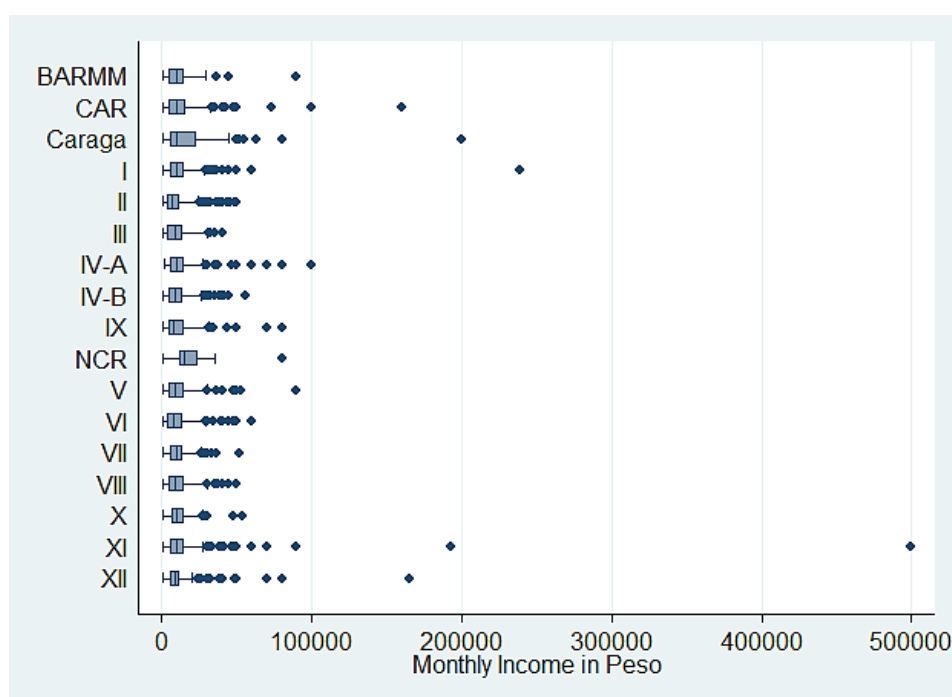


Figure 37. Boxplot of the Current Monthly Income of TVET graduates, by Region. Philippines, 2020.

In terms of the scholarship program, it is revealed in Table 92 that the minimum registered monthly income of 100 pesos was from those under the regular program. In contrast, the maximum monthly income of 500,000 pesos was from TWSP. Likewise, TWSP bagged the highest mean income of 14,871.11 pesos with a large variability of 21,601.72 pesos. As demonstrated in Figure 38, the monthly income of the graduates, in general, varied greatly across the scholarship programs. To be specific, the largest

variation was observed in the group of TWSP followed by the Regular Program. Hence, the median provides a better alternative in place of the mean in describing the average income of the graduates. In terms of median, TWSP was still the highest income earner, on the average, with a median monthly income of 11,000 pesos. This figure is higher than the estimated median of 10,000 pesos among STEP scholars.

Table 92. Summary statistics of the Current Monthly Income of Employed TVET graduates by Type of Scholarship. Philippines: 2020

Statistics	PESFA	STEP	TWSP	UAQTEA	Regular Program (No Scholarship)	Overall
Minimum	1000.00	800.00	300.00	400.00	100.00	100.00
Maximum	30000.00	90000.00	500000.00	60000.00	238777.00	500000.00
Median	8000.00	10000.00	11000.00	9000.00	9000.00	10000.00
Mean	9654.17	10876.74	14871.11	10713.94	12570.91	12569.67
Standard Deviation	6740.98	8947.08	21601.72	8256.36	13274.71	14258.94
Skewness	1.39	2.99	16.43	2.57	5.94	12.49

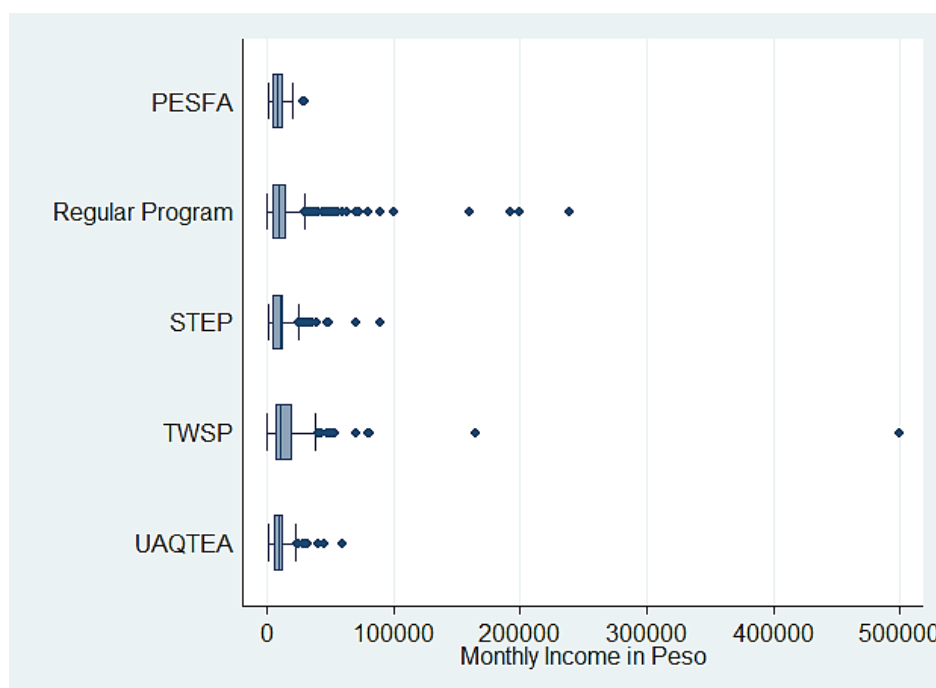


Figure 38. Boxplot of the Current Monthly Income of TVET Graduates, by Scholarship. Philippines, 2020.

Looking at the monthly income of the graduates across sectors, it was found that the lowest income of 100 pesos was recorded in agriculture, forestry, and fishery. Meanwhile, the highest monthly income of 500,000 pesos was from the social, community development, and other services sector. Unexpectedly, the TVET sector garnered the highest mean monthly income of 24724.23 pesos with a standard

deviation of 27731.87 pesos. Due to extremely high income in the social, community development, and other services sector, it garnered the third highest mean monthly income of 18632.27 pesos with a standard deviation of 48971.12 pesos, coming after the creative sector (mean monthly income of 18,951.05 pesos with a standard deviation of 16894.50 pesos). In contrast, the lowest mean monthly income was recorded among graduates in footwear and leathersgoods (Php 4,250) and wholesale and retail trading (Php 6,920.61) sectors. From figure 39, it is apparent that the monthly income of the graduates differed greatly with the highest variability observed among graduates under the social, community development, and other services. In connection with this, the median is used as an alternative to better describe the center of the income distribution. High average monthly income was registered among the graduates in transport and logistics (Php 17,000), visual arts (Php 16,000), and information and communication technology (Php 14,000) sectors. Alternatively, the sector with the lowest registered median monthly income of 4,250 pesos was the footwear and leather goods sector.

Table 93. Summary statistics of the Current Monthly Income of Employed TVET graduates by Sector. Philippines: 2020

Sector	Minimum	Maximum	Median	Mean	Standard Deviation	Skewness
Agriculture, Forestry, and Fishery	100.00	192500.00	8000.00	10333.36	11105.10	5.66
Automotive and Land Transportation	600.00	90000.00	10000.00	14602.81	11969.78	2.10
Construction	500.00	52200.00	10000.00	13013.66	9501.12	1.39
Creative	2000.00	47000.00	10000.00	18951.05	16894.50	0.69
Electrical and Electronics	800.00	54000.00	10000.00	13169.12	9756.11	1.60
Entrepreneurship	300.00	48000.00	8760.00	10414.00	8499.90	1.62
Footwear and Leathersgoods	500.00	8000.00	4250.00	4250.00	5303.30	0.00
Garments	500.00	48313.00	5000.00	8001.96	9284.05	2.49
Heating, Ventilation, Airconditioning, and Refrigeration	6000.00	27000.00	10000.00	12916.73	6447.62	1.16
Human Health/Health Care	500.00	73000.00	8400.00	11491.94	10620.45	2.17
Information and Communication Technology	2400.00	80000.00	14000.00	16222.12	13157.94	3.27
Language	2000.00	50000.00	10000.00	13385.77	8242.24	1.86
Maritime	8000.00	18000.00	10000.00	11258.20	2897.60	0.72
Metals and Engineering	400.00	80750.00	10000.00	12612.45	10774.13	3.26
Processed Food and Beverages	250.00	160000.00	8000.00	12099.50	16717.62	5.37
Social, Community Development, and Other Services	1000.00	500000.00	12000.00	18632.27	48971.12	9.46

Sector	Minimum	Maximum	Median	Mean	Standard Deviation	Skewness
Tourism (Hotel and Restaurant)	500.00	238777.00	10000.00	12779.27	15565.57	8.51
Transport and Logistics	5000.00	18000.00	17000.00	14937.61	6198.97	-1.43
TVET	2000.00	200000.00	20000.00	24724.23	27731.87	4.45
Visual Arts	3000.00	20000.00	16000.00	14877.66	6001.86	-0.94
Wholesale and Retail Trading	2500.00	14000.00	6000.00	6920.61	3490.01	0.67
Others	200.00	56000.00	10000.00	12670.67	10513.00	1.16

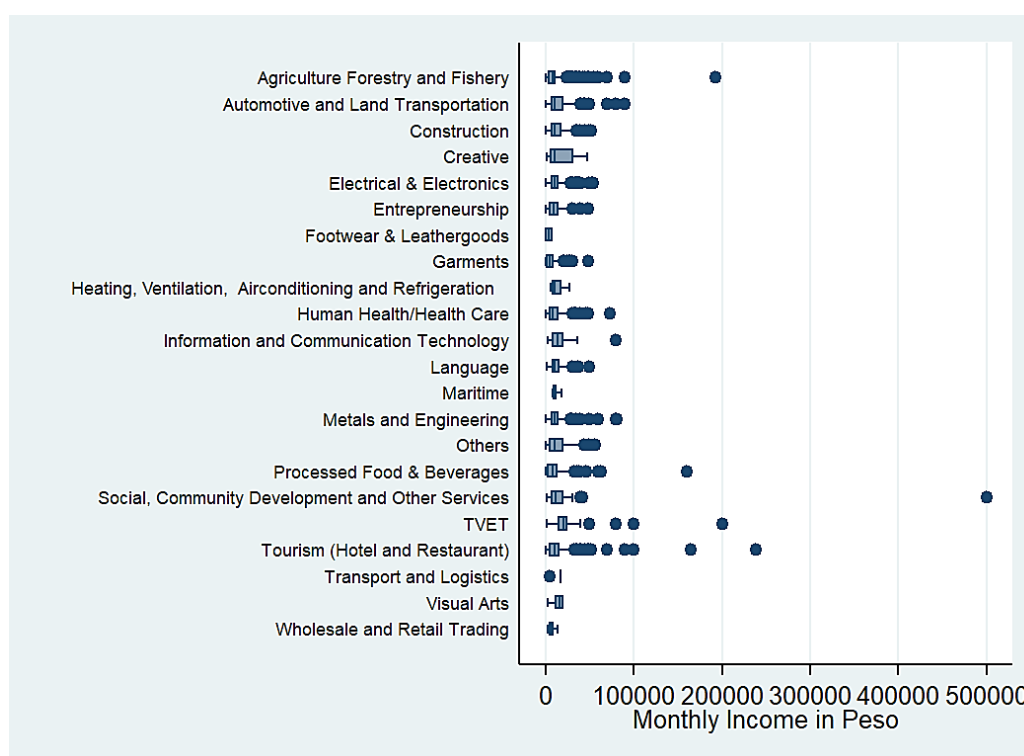


Figure 39. Boxplot of the Current Monthly Income of TVET graduates, by Sector. Philippines, 2020.

Many (41.22%) of the TVET graduates obtain their income from salaries and wages from employment, while about 31% were not earning during the survey period. Few (13.93%) of the graduates were also earning from commissions, tips, bonuses, and honoraria. Some (4.10%) were also dependent on gifts and support of any form.

Table 94. Weighted Distribution of TVET Graduates by Their Sources of Income, by Sex, Philippines: 2020

Sources of Income	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Salaries and Wages from employment	131,075	46.04	153,629	53.96	284,705	41.22
Commissions, tips, bonuses and honoraria	47,893	49.79	48,292	50.21	96,185	13.93
Imputed rental values of owner-occupied dwelling units	364	45.46	436	54.54	800	0.12
Interests	2,211	69.69	962	30.31	3,173	0.46
Rentals including landowner's share of agricultural products	765	17.47	3,612	82.53	4,377	0.63
Pensions, royalties and dividends from investments	1,562	34.68	2,942	65.32	4,505	0.65
Gifts, support in any form	17,200	60.71	11,130	39.29	28,330	4.10
Others	25,875	49.82	26,058	50.18	51,933	7.52
None	122,312	56.46	94,318	43.54	216,630	31.37

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

4.8 Skills Utilization

The unending objective of the management is to continuously refine TVET programs and policies to provide the best training they can offer to their clients. In order to gather more pertinent data, TESDA is also interested in learning how graduates feel about their ability to acquire the necessary competencies and the value of the program they attended in their present employment. This information is crucial because employees who make greater use of their skills tend to earn more, adjust to the ongoing changes in the workplace, and become satisfied with their job. Employers may also profit from the utilization of skills by having a workforce that is more productive and innovative.

The vast majority of 2020 TVET graduates across almost all the different program delivery modes thought that they possessed the required skills in their program after completing it. The lowest portion observed was 59.48%, recorded among the graduates from the dual training system. Specifically, from the said training venue, there were no males who believed that they possess the needed skills after training. A large share of female graduates who perceive that they learned the required skills expected from training includes those from dual training systems, extension programs of TTIs, LGU-oriented community-based programs, and TESDA provisional PTCs. On the other hand, results show that a high proportion of male graduates who believed they acquire the skills required in their programs came from the programs of learnership, industry-base/in-company training, institution-based, and farm schools/enterprise training (Table 95).

Table 95. Weighted Distribution of TVET Graduates Who Perceived that they Possess Skills After Completing a Program, by Sex, Philippines: 2020

Training Venue	Graduates who perceived they do not possess the skills	Graduates who Perceived they Possess the skills						Total No. of TVET Graduates
		Female		Male		Total		
		Freq	% ^a	Freq	% ^a	Freq	% ^b	
Institution-based	18,091	161,445	44.49	201,407	55.51	362,851	95.25	380,943
Enterprise-based	638	4,606	45.56	5,505	54.44	10,111	94.06	10,750
<i>Apprenticeship</i>	335	2,169	48.20	2,331	51.80	4,500	93.08	4,834
<i>Dual Training System</i>	152	223	100.00		0.00	223	59.48	375
<i>Farm schools/ enterprise training</i>		380	44.83	468	55.17	848	100.00	848
<i>Industry-base/ in-company training</i>	152	513	41.19	733	58.81	1,246	89.14	1,398
<i>Learnership</i>		1,321	40.09	1,974	59.91	3,295	100.00	3,295
Community-based	17,955	112,503	61.85	69,379	38.15	181,883	91.02	199,838
<i>Extension programs of TTIs</i>	1,696	7,197	68.75	3,271	31.25	10,468	86.05	12,164

Training Venue	Graduates who perceived they do not possess the skills	Graduates who Perceived they Possess the skills						Total No. of TVET Graduates
		Female		Male		Total		
		Freq	% ^a	Freq	% ^a	Freq	% ^b	
LGU-oriented comm.-based progs.	5,337	64,042	65.79	33,295	34.21	97,338	94.80	102,675
Mobile training program	5,721	12,562	54.23	10,602	45.77	23,164	80.19	28,885
NGOs, POs, CSR trainings	1,035	7,883	53.47	6,859	46.53	14,741	93.44	15,777
TESDA Provisional PTCs	4,165	20,820	57.56	15,352	42.44	36,172	89.67	40,337
Total	36,685	278,554	50.20	276,291	49.80	554,845	93.80	591,530

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

The TVET registration of the program attended by the graduates was also used to classify them. An overwhelming majority of the graduates from the two groups signified that they possessed the skills required after completing the program, with WTRs percentage (96.17%) slightly higher than NTR's (94.26%) for most of the delivery modes (as presented in Figure 40). Among the WTR graduates, the lowest record was 89.59% which was from the enterprise-based training venue. Conversely, NTR's percentage was the lowest for community-based training venues with an estimate of 85.8%. Looking at the graduates' sex, most male WTR graduates who perceived that they gained the necessary skills were observed among those under apprenticeship, learnership, NGOs, POs, CSR training, and TESDA provisional PTCs. While among male NTR graduates, many believed that they successfully acquired the needed skills after training from those under the training venues of farm schools/enterprise training, and industry-base/in-company training. Meanwhile, most of the female WTR graduates who perceived that they gained the necessary skills were observed among those under dual training system, and industry-base/in-company training. In contrast, it was under the extension programs of TTIs, mobile training programs, and TESDA provisional PTCs that many female NTR graduates believed that they acquired the needed skills (Figure 40, Table 96, and Table 97).

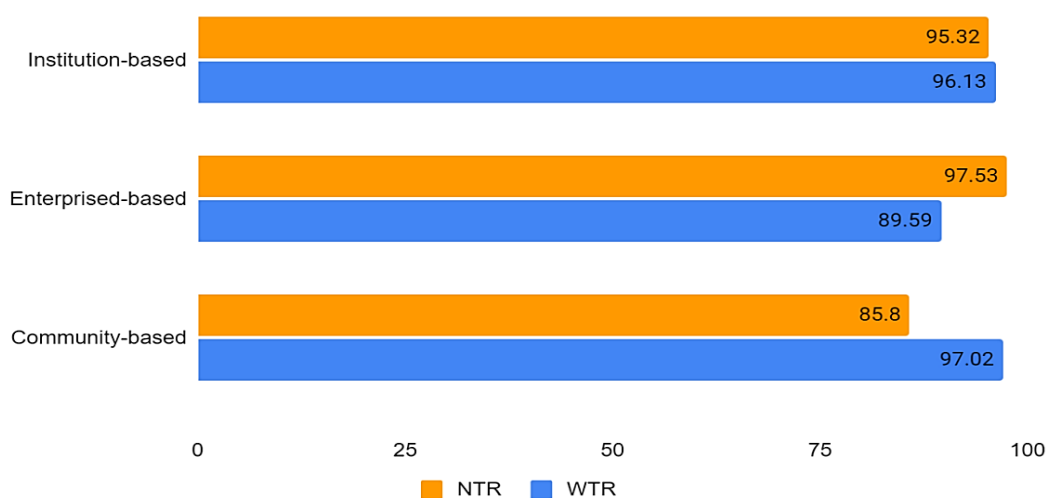


Figure 40. Weighted percentage distribution of employed WTR and NTR graduates by the usefulness of the program. Philippines: 2020

Table 96. Weighted Distribution of TVET Graduates under WTR Who Perceived that they Possess Skills After Completing a Program, by Sex, Philippines: 2020

Training Venue	Graduates who perceived they do not possess the skills	Graduates who Perceived they Possess the skills						Total No. of TVET Graduates
		Female		Male		Total		
		Freq	%	Freq	%	Freq	%	
Institution-based	11,955	123,976	41.78	172,788	58.22	296,764	96.13	308,719
Enterprise-based	401	1,462	42.35	1,991	57.65	3,453	89.59	3,854
Apprenticeship	97	223	22.75	756	77.25	978	90.95	1,076
Dual Training System	152	152	100.00		0.00	152	50.00	304
Farm schools/enterprise training		272	55.98	214	44.02	486	100.00	486
Industry-base/in-company training	152	194	57.96	141	42.04	335	68.81	487
Learnership		622	41.40	880	58.60	1,502	100.00	1,502
Community-based	1,306	21,326	50.19	21,164	49.81	42,490	97.02	43,796
Extension programs of TTIs		917	54.85	755	45.15	1,671	100.00	1,671
LGU-oriented comm.-based progs.	503	11,082	54.96	9,081	45.04	20,163	97.57	20,666
Mobile training program	390	4,207	49.09	4,363	50.91	8,571	95.65	8,960

Training Venue	Graduates who perceived they do not possess the skills	Graduates who Perceived they Possess the skills						Total No. of TVET Graduates
		Female		Male		Total		
		Freq	%	Freq	%	Freq	%	
NGOs, POs, CSR trainings		1,376	41.05	1,976	58.95	3,352	100.00	3,352
TESDA Provisional PTCs	414	3,745	42.88	4,989	57.12	8,733	95.48	9,147
Total	13,662	146,765	42.83	195,943	57.17	342,708	96.17	356,369

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

Table 97. Weighted Distribution of TVET Graduates under NTR Who Perceived that they Possess Skills After Completing a Program, by Sex, Philippines: 2020

Training Venue	Graduates who perceived they do not possess the skills	Graduates who Perceived they Possess the skills						Total No. of NTR TVET Graduates
		Female		Male		Total		
		Freq	% ^a	Freq	% ^a	Freq	% ^b	
Institution-based	2,610	30,442	57.23	22,752	42.77	53,194	95.32	55,804
Enterprise-based	86	1,552	45.63	1,849	54.37	3,401	97.53	3,487
Apprenticeship	86	1,191	56.01	936	43.99	2,127	96.11	2,213
Dual Training System		71	100.00		0.00	71	100.00	71
Farm schools/enterprise training			0.00	153	100.00	153	100.00	153
Industry-base/in-company training		57	17.66	267	82.34	324	100.00	324
Learnership		232	31.98	494	68.02	726	100.00	726
Community-based	1,189	3,984	55.48	3,197	44.52	7,181	85.80	8,370
Extension programs of TTIs	137	212	100.00		0.00	212	60.63	349
LGU-oriented comm.-based progs.	371	1,473	50.66	1,434	49.34	2,907	88.68	3,278
Mobile training program	109	530	72.32	203	27.68	733	87.05	843
NGOs, POs, CSR trainings		1,246	48.71	1,312	51.29	2,558	100.00	2,558
TESDA Provisional PTCs	571	523	67.82	248	32.18	771	57.46	1,343
Total	3,884	35,977	56.41	27,799	43.59	63,776	94.26	67,660

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

Consistent with the results of the previous surveys, some (28.17%) of the 2020 graduates were able to find a job by walk-in applications, some (25.49%) were also able to acquire a job through referral from friends or relatives, while there were very few (3.70%) who found a job through the internet job posting. Other means that the graduates used to get a job include through Public Employment Service Office (PESO) (0.13%), job fairs (0.07%), and newspaper advertisements (0.07%). There were also very few (0.02%) who said that they were able to land a job through the Blue Desk Platform (BDP) (0.02%).

Table 98. Means for Getting the Present Job of TVET Graduates, by Sex, Philippines: 2020

Acquirement of Job	Female		Male		Total Employed TVET Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Job fair	76	34.25	145	65.75	221	0.07
Blue Desk Platform (BDP)	65	100.00		0.00	65	0.02
Public Employment Service Office (PESO)	176	41.69	246	58.31	422	0.13
Internet job posting	6,246	52.24	5,709	47.76	11,955	3.70
Newspaper advertisements	103	48.83	108	51.17	210	0.07
Referral from friends/relatives	36,530	44.39	45,768	55.61	82,297	25.49
Walk-in application	38,662	42.50	52,306	57.50	90,968	28.17
Others	67,995	49.71	68,785	50.29	136,781	42.36
Total	149,852	46.41	173,067	53.59	322,919	100.00

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

With regards to the usefulness of the training attended, about half (50.12%) of the graduates were pleased with the training they have attended, in which males surpassed females. There were also a few (30.81%) who said that the training was somewhat helpful. While about 10% found their training to be of no use in their current work, of which 53% were females. This is consistent with the results of the previous survey in which 19% also found the training not useful in their present work.

These results can also be seen across the type of providers (Figure 41). In particular, a little more than half said that the training they have attended was beneficial to their current job, of which, more were from the group of males under non-TTI. On the other hand, there were about the same number of TTI and non-TTI graduates, of which more were females, who expressed their dissatisfaction with the training they attended in terms of its use in their current job (Figure 41, Table 99, and Table 100).

Table 99. Skills Utilization of Employed TVET Graduates, by Sex, Philippines: 2020

Skills Utilization	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Very useful	67,955	41.99	93,899	58.01	161,854	50.12
Some use	49,125	49.37	50,381	50.63	99,506	30.81
No use at all	32,772	53.24	28,787	46.76	61,559	19.06
Total	149,852	46.41	173,067	53.59	322,919	100.00

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

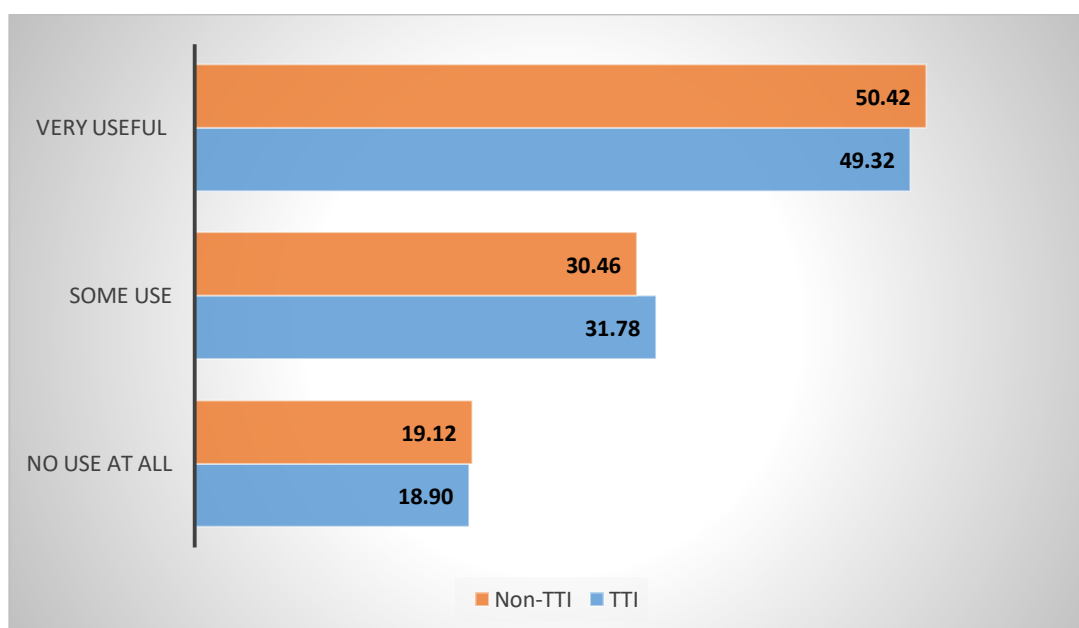


Figure 41. Weighted percentage distribution of employed graduates by usefulness of the program, by Type of Providers. Philippines: 2020

Table 100. Skills Utilization of Employed TVET Graduates under TTI, by Sex, Philippines: 2020

Skills Utilization	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
1. Very useful (when often or directly used in the job)	15,379	36.07	27,254	63.93	42,633	49.32
2. Some use (when seldom or sometimes used in the job)	10,464	38.09	17,007	61.91	27,470	31.78
3. No use at all	9,328	57.10	7,009	42.90	16,337	18.90
Total	35,170	40.69	51,269	59.31	86,440	100.00

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

Table 101. Skills Utilization of Employed TVET Graduates under Non-TTI, by Sex, Philippines: 2020

Skills Utilization	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Very useful (when often or directly used in the job)	52,576	44.10	66,645	55.90	119,221	50.42
Some use (when seldom or sometimes used in the job)	38,661	53.67	33,374	46.33	72,036	30.46
No use at all	23,444	51.84	21,778	48.16	45,222	19.12
Total	114,682	48.50	121,797	51.50	236,479	100.00

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

As previously established, most of the TVET clients undergo training to upgrade their skills, mainly for employment, job promotion, and to have a better income. Thus, possessing the skills needed for competency standards and the training's usefulness is essential for these opportunities. From the results, about 19% of the graduates do not find their training useful (Table 100). In connection to this, the reasons behind this thinking are revealed in Table 102. Many of them (62.85%) cited that they were not able to utilize the skills they learned from training since their occupation is entirely different from the training/course they have completed. It is clear that employed graduates acquired some skills that were either not useful at all or underutilized in the present job demands. Perhaps this is the result of inadequate client guidance regarding the courses that would best meet their employment needs. Since there were a lot of women who experienced such, it is recommended that those sectors with a high proportion of women receive the utmost attention. Similar to this, some graduates stated that their acquired talents were not required for their actual jobs. TVET programs should be reviewed in light of this for better utilization of gained skills in the workplace.

Table 102. Reasons of TVET Graduates for Considering His/Her Skills Acquired Is No Use at All, by Sex, Philippines: 2020

Skills Utilization	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Occupation is entirely different with training/course completed	20,509	53.01	18,182	46.99	38,691	62.85
Skills acquired from training/course not needed in actual work	12,127	53.74	10,438	46.26	22,564	36.65
Other	137	44.95	167	55.05	304	0.49
Total	32,772	53.24	28,787	46.76	61,559	100.00

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

In terms of the relevance of the TESDA course completed by the graduates in their current job, less than half (48.14%) of the employed graduates believed that the course was very much related or relevant to their current job. More graduates said that the course they completed was irrelevant to their present job (28.57%) than those who thought that it is somewhat related or relevant (23.29%).

Table 103. Weighted Distribution of Employed TVET Graduates by Relevance of Course to the Current Job, by Sex, Philippines: 2020

Relevance to the Current Job	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Very much related or relevant	63,902	41.11	91,557	58.89	155,459	48.14
Somewhat related or relevant	38,574	51.29	36,636	48.71	75,210	23.29
Not related or relevant	47,376	51.36	44,874	48.64	92,250	28.57
Total	149,852	46.41	173,067	53.59	322,919	100.00

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

5. Satisfaction Level of TVET Graduates

One way to influence the quality of services that TESDA offers to its clients is to determine how satisfied TVET's clients are. Graduates who are satisfied with their training are more likely to complete their program successfully and support the institution's visions and missions. Gaining insight from alumni regarding their training experiences may enable management to make comprehensive program improvements.

This section aims to summarize how satisfied the 2020 graduates were with their TESDA training experiences. An overwhelming majority of the graduates expressed their satisfaction with the TVET program, considering the different elements related to the training (Figure 42). At least half of the population of graduates were very satisfied with all of the components of the training they attended, with some specific components on which the great majority of the graduates were very pleased. Specifically, the largest portion of very satisfied graduates was noted for the knowledge/expertise of the trainer. This signifies the appreciation of the graduates for their TESDA mentors. The highest percentage of deeply dissatisfied graduates, on the other hand, was recorded for the tools and equipment utilized in the training (Figure 42 and Table 104).

To discuss in detail, the vast majority of the graduates did not encounter difficulty in the processing of requirements for entry, while a negligible percentage (0.03%) expressed difficulty with the process. Remarkably, the said figure is lower than the last year's estimate of 0.15%. For the training methodologies implemented, the majority (72.06%) of the graduates were very satisfied, while there were very few (0.04%) who expressed otherwise. Around 92% of the graduates were delighted with the tools and equipment used during training. Despite this, there were still 0.19% who were very dissatisfied with the tools and equipment available for use. There were also many (62.89%) who felt very contented with the learning materials during the training while 0.07% were convinced that better materials could have been used. The same could be said for the training activities in which many conveyed their contentment (very satisfied – 68.36% and satisfied – 26.02%) and for training facilities/ work area (very satisfied – 69.85% and satisfied – 24.51%). As mentioned, the 2020 graduates expressed their tremendous appreciation for the knowledge and skills of their trainers

(very satisfied – 80.32% and satisfied 15.52%). Consistently, the trainer knowledge/expertise component got the highest rating from TVET graduates as revealed in the past records of the survey. Many of the graduates were also convinced that the duration of the training was enough for them to acquire the expected essential skills for their program (Table 104).

In light of all these factors that affect learning, the objective is for the graduates to acquire the knowledge, skills, and attitudes necessary for their employment. Similar to the last year’s results, this component received the lowest percentage of very satisfied graduates at 49.12% while 0.11% communicated their feeling of deep dissatisfaction. In terms of the assessment methods applied, the majority (73.13%) were very satisfied, while some felt that it could be further improved (unsatisfied – 0.11% and very unsatisfied – 0.04%).

Taking all the components of the training in mind, almost all (99.42%) of the graduates were overall satisfied with their training (Table 105). This outcome serves as evidence of the management’s continuing efforts to offer the best training in accordance with their client’s needs. Additionally, the majority of the graduates still intended to take part in other TESDA programs in order to receive additional training and learn about their other skills (Table 106).

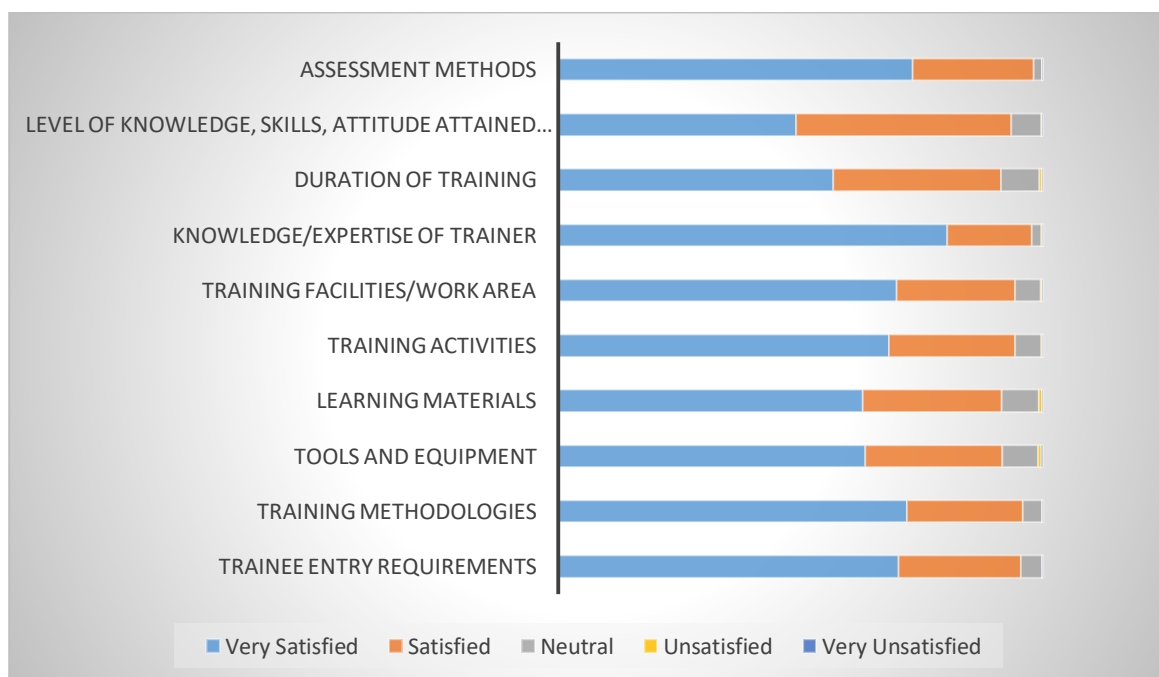


Figure 42. Weighted percentage distribution of Employed Graduates by Satisfaction level per Element. Philippines: 2020

Table 104. Weighted Distribution of TVET Graduates by Satisfaction Level per Element, Philippines: 2020

Element	Very Satisfied		Satisfied		Neutral		Unsatisfied		Very Unsatisfied	
	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^a	Freq	% ^a
Trainee entry requirements	415,958	70.32	149,314	25.24	25,603	4.33	504	0.09	151	0.03
Training methodologies	426,228	72.06	141,259	23.88	23,510	3.97	382	0.06	151	0.03
Tools and equipment	375,145	63.42	167,545	28.32	43,820	7.41	3,877	0.66	1,142	0.19
Learning materials	371,997	62.89	169,304	28.62	45,952	7.77	3,870	0.65	405	0.07
Training activities	404,344	68.36	153,904	26.02	31,963	5.40	1,210	0.20	108	0.02
Training facilities/work area	413,193	69.85	144,992	24.51	31,292	5.29	1,641	0.28	412	0.07
Knowledge/expertise of trainer	475,097	80.32	103,633	17.52	11,508	1.95	1,090	0.18	201	0.03
Duration of training	336,278	56.85	204,881	34.64	46,452	7.85	3,667	0.62	251	0.04
Level of knowledge, skills, attitude attained after	290,543	49.12	263,046	44.47	36,353	6.15	923	0.16	664	0.11
Assessment methods ^b	243,052	73.13	83,286	25.06	5,527	1.66	365	0.11	136	0.04

^aPercentage over the total number of TVET graduates; ^bApplicable only for those who took the competency

Table 105. Overall Satisfaction of TVET Graduates with the Program Attended, by Sex, Philippines: 2020

Overall Satisfaction	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^a
Yes	299,609	50.95	288,466	49.05	588,075	99.42
No	1,617	46.80	1,838	53.20	3,455	0.58
Total	301,226	50.92	290,304	49.08	591,530	100.00

^aPercentage over the total number of TVET graduates

Table 106. Weighted Distribution of Employed TVET Graduates by Whether They Intend to be Trained in Other Skills, by Sex, Philippines: 2020

Intend to be Trained in Other Skills	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Yes	118,985	46.40	137,440	53.60	256,426	79.41
No	30,867	46.42	35,626	53.58	66,494	20.59
Total	149,852	46.41	173,067	53.59	322,919	100.00

^aPercentage over the row total; ^bPercentage over the Total

6. Repercussions of COVID-19 Pandemic

The effect of the COVID-19 pandemic has reached everyone around the globe. It does not only put an individual's health and safety in danger, but has also caused disruptions to schools, businesses, and work, among others. The pandemic has destroyed jobs and jeopardized the welfare of the people, particularly that of vulnerable groups like middle-skilled workers.

The majority (78.72%) of unemployed TVET graduates attributed their lack of work to the COVID-19 pandemic, particularly males. About half (48.11%) of those who were affected by the pandemic cited that they could not work due to travel/movement restrictions. Some (29.17%) could not work because of the reduced daily labor opportunities. There were also few affected by the closing of shop/business of their employers (6.97%) and their employer's decision to downsize or reduce the number of employees (6.16%).

Table 107. Weighted Distribution of Unemployed TVET Graduates Whether Their Being Unemployed is Due to Covid19 Pandemic, by Sex, Philippines: 2020

Unemployment Due to Covid19 Pandemic	Female		Male		Total of Unemployed TVET Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Yes	31,960	46.09	37,384	53.91	69,345	78.72
No	8,325	44.41	10,423	55.59	18,747	21.28
Total	40,285	45.73	47,807	54.27	88,092	100.00

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

Table 108. Reasons of TVET Graduates for Being Unemployed Due to Covid19 Pandemic, by Sex, Philippines: 2020

Reasons being Unemployed Due to Covid19 Pandemic	Female		Male		Total	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Could not work due to travel/movement restrictions	14,110	42.30	19,248	57.70	33,359	48.11
Employer had to close shop/business	2,779	57.47	2,057	42.53	4,836	6.97
Had to close shop/business	1,698	50.84	1,642	49.16	3,339	4.82
Household members working are sick or in quarantine	1,182	46.49	1,361	53.51	2,543	3.67
Employer's decision to downsize or reduce number of employees	2,982	69.78	1,291	30.22	4,274	6.16
Daily labor opportunities reduced	8,662	42.83	11,564	57.17	20,225	29.17
Other	547	71.16	222	28.84	768	1.11
Total	31,960	46.09	37,384	53.91	69,345	100.00

^aPercentage over the row total; ^bPercentage over the total number of unemployed TVET graduates due to COVID 19 pandemic

In terms of income, about three-fourths of the employed graduates (74.98%) had no change in their income. Alternatively, 11.68% of the graduates experienced an increase in income while the remaining few (13.33%) had less income as an effect of the COVID-19 pandemic.

Table 109. Weighted Distribution of Employed TVET Graduates by Income Being Affected with the Covid19 Pandemic, by Sex, Philippines: 2020

Current Job is the Same	Female		Male		Total Number of Employed TVET Graduates	
	Freq	% ^a	Freq	% ^a	Freq	% ^b
Increased income	19,031	50.44	18,697	49.56	37,728	11.68
No change	109,686	45.30	132,445	54.70	242,131	74.98
Reduced income	21,136	49.08	21,924	50.92	43,060	13.33
Total	149,852	46.41	173,067	53.59	322,919	100.00

^aPercentage over the row total; ^bPercentage over the Total

Amidst this pandemic, all institutions, agencies, and humankind are adjusting to march forward with their lives and mandates. To lessen the effects of this crisis on its clients and graduates, TESDA should reevaluate and redesign its programs and policies. In connection to this, the survey results on the skills useful to the graduates in this time of pandemic could be important for the management in prioritizing the training needed in the labor market right now. From Figure 43a, it is evident that among the most valuable skills regarded by many of the graduates during the pandemic are computer, cooking, farming, driving, and baking. Similarly, these skills are also the TVET skills that the graduates believed the management should prioritize based on their experience (Figure 43b).



Figure 43a. Word cloud for the Skills Useful to the Graduates in the time of Pandemic. Philippines: 2020



Figure 43b. Word cloud for the TVET Skills the Graduates believed would be very useful in the time of Pandemic. Philippines: 2020

7. Determinants of TVET Employability

Determining the factors that affect the employability of TVET graduates may aid in the continuous improvement of TESDA training programs. Additionally, management may decide to focus on certain areas based on the major determinants of TVET employability.

7.1 Factors Associated with Employability

The factors that were found to be significantly associated with a graduate's employability, at 10% level of significance, are presented in Table 110. Based on the data collected among the 2020 TVET graduates, whether a graduate was employed or unemployed was statistically associated with the type of provider, educational attainment, the reason for taking up the program, type of program registration, whether the course was aligned with the result of a career test, region, sector, and age group. In particular, results revealed that these factors have a weak to moderate association with the employment status of a TVET graduate. On the other hand, the program delivery mode and the overall satisfaction level of a graduate were found to be not significantly associated with a graduate's employment status. The said findings were different from the previous survey since a different set of factors were found to be significantly associated with the employment status of the 2019 graduates.

Table 110. Measure of Association TVET graduates' employability with some Factors

Factor	Rao-Scott Test statistic	p-value	Cramer's V
Type of Provider	10.5896	0.0011*	0.0419
Educational Attainment	21.0375	<0.0001*	0.2807
Reason for Taking up the Program	24.9915	<0.0001*	0.1915
Program Delivery Mode	1.2878	0.2759	0.0224
Type of TVET Program Registration	18.057	<0.0001*	0.0945
Overall Satisfaction of Training Attended	0.2775	0.5984	0.0028
Enrolled in line with the Profiling/ Career Assessment results	42.2525	<0.0001*	0.1416
Region	17.8377	<0.0001*	0.1974
Sector	8.4553	<0.0001*	0.1716
Age group	61.8989	<0.0001*	0.2909

*significant at p-value ≤ 0.10

The employment rates of the TVET graduates across the significant factors are presented in Figures 44 to 53 to help better examine the relationship of these factors to whether a graduate is employed or unemployed. From Figure 44, it is revealed that there were more employed TTI graduates than non-TTIs. Further, community-based

programs had higher employment rates than other program delivery modes. Even so, results show that the program delivery mode is not statistically associated with a graduate's employment status. While in terms of age, it can be seen that as a graduate got older, he/she tends to be employed rather than unemployed. It is noteworthy that the age factor recorded the highest correlation coefficient, with a moderate association to the employment status of a graduate, implying that among the factors, age has somehow the most discriminating attribute.

Further, Figure 47 reveals that higher employment rates were registered among NTR and not monitored programs than those from WTR. In general, as a graduate's educational attainment got higher, the chance of employment increases. However, it can be seen that the chance to be employed decreases when the graduate is in the secondary level. These are the group of clients who were still attending school. Moreover, results revealed that graduates with no grade completed and finished early childhood education were more inclined to be employed.

The region was also found to be significantly associated with the employment status of a graduate. Specifically, regions II, III, XI, and CAR had more employed graduates relative to the other regions. The sector was also among the significant factors. In particular, graduates from the footwear and leathersgoods and TVET sectors tended to be more employed than those from the other sectors. In terms of the satisfaction of the graduates, it is unexpected to see that satisfied graduates appear to be equally likely to be employed as compared to unsatisfied graduates. Nonetheless, it was found that the association between the employment status of a TVET graduate and his or her satisfaction with the program was not significant statistically.

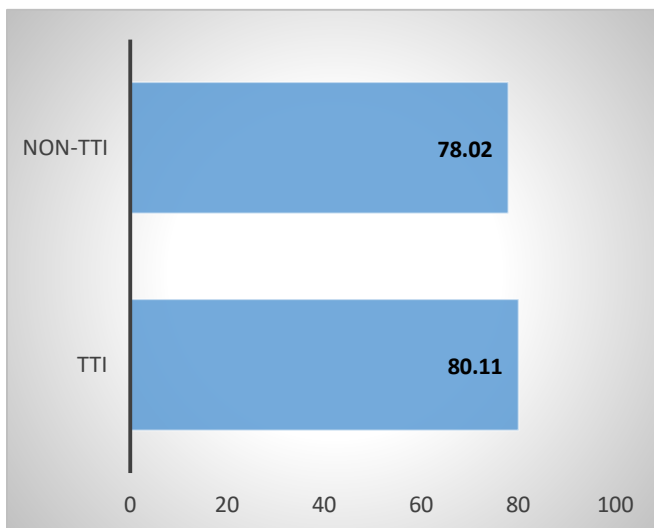


Figure 44. Weighted distribution of Employed TVET graduates by Type of Provider, Philippines: 2020

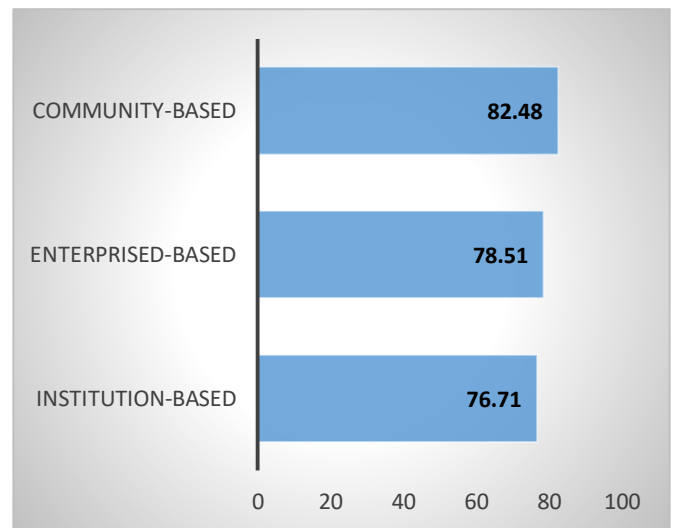


Figure 45. Weighted distribution of Employed TVET graduates by Program Delivery Mode, Philippines: 2020

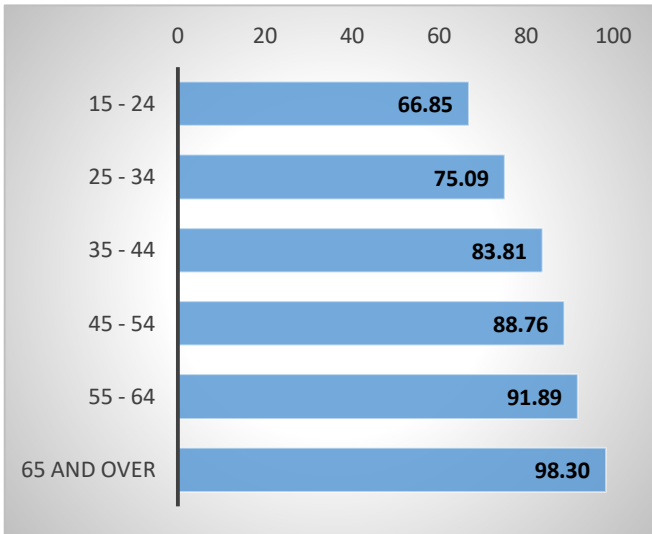


Figure 46. Weighted distribution of Employed TVET graduates by Age Group, Philippines: 2020

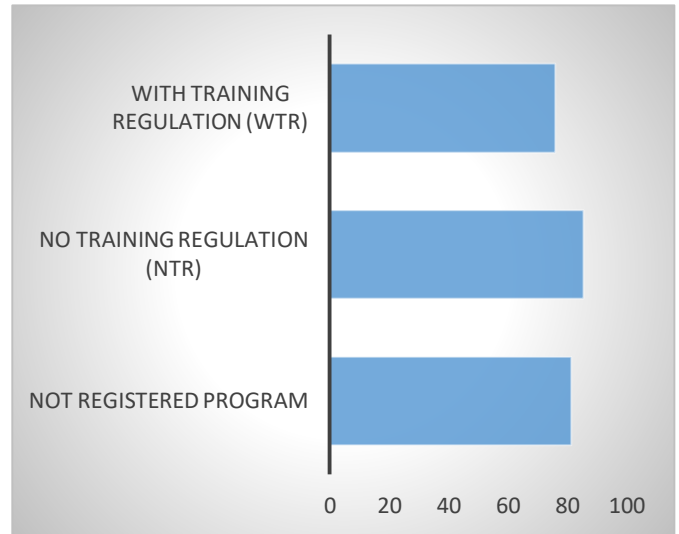


Figure 47. Weighted distribution of Employed TVET graduates by Type of Program Registration, Philippines: 2020

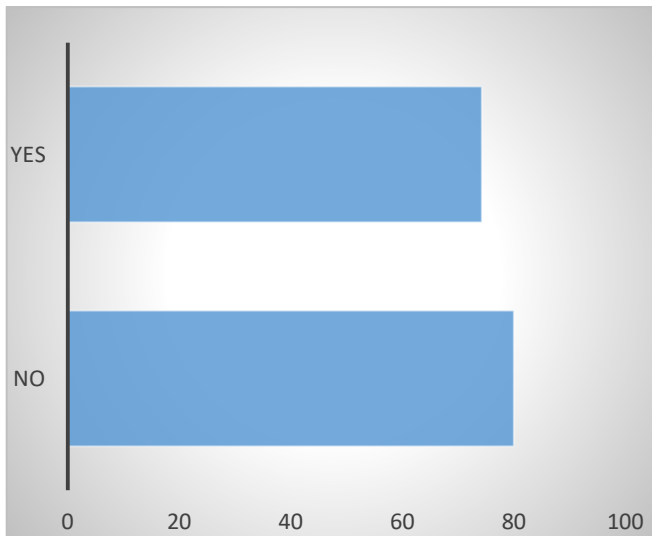


Figure 48. Weighted distribution of Employed TVET graduates by Whether the Course Enrolled in was aligned with the Career Assessment Result, Philippines: 2020

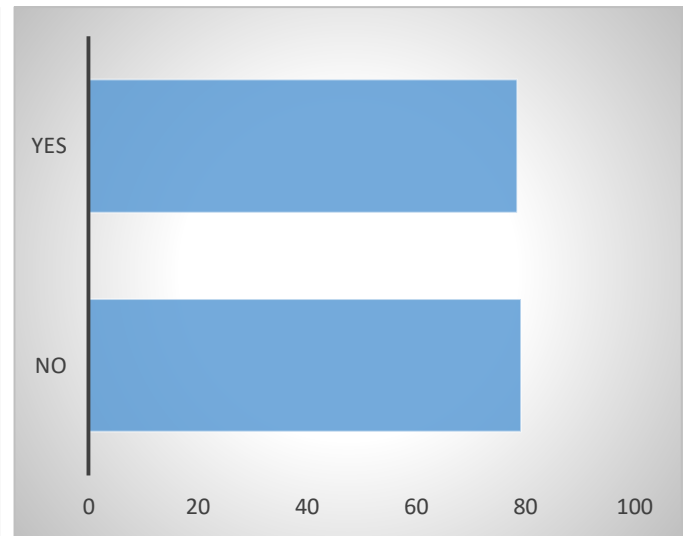


Figure 49. Weighted distribution of Employed TVET graduates by their Satisfaction Level, Philippines: 2020

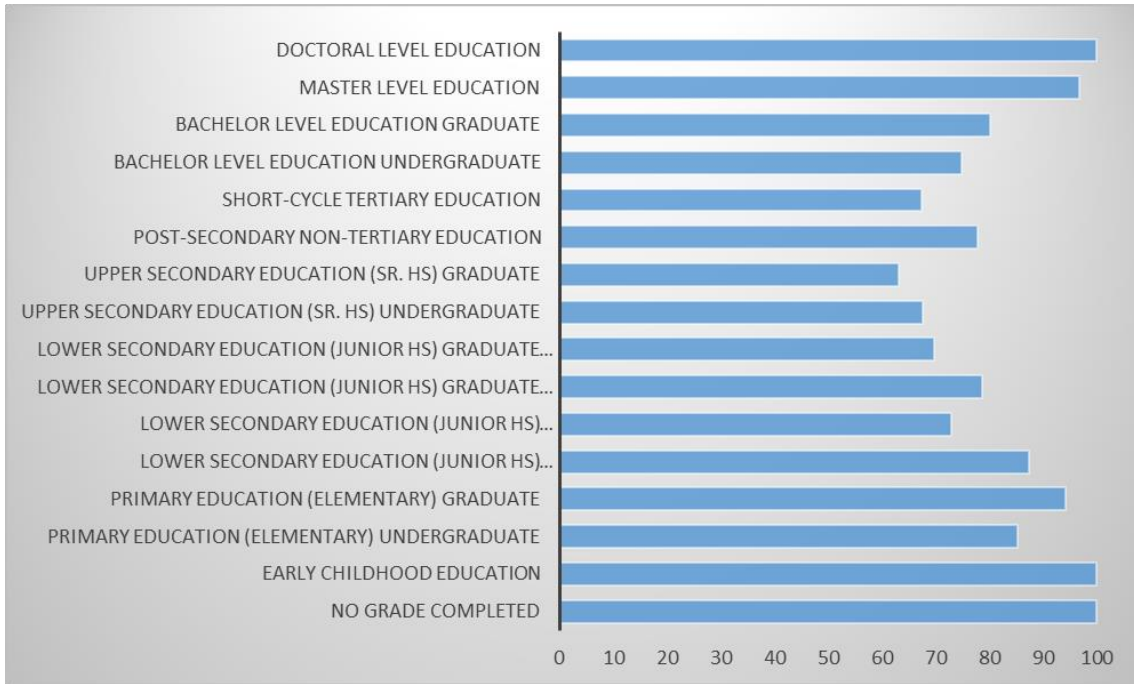


Figure 50. Weighted distribution of Employed TVET graduates by Educational Attainment, Philippines: 2020

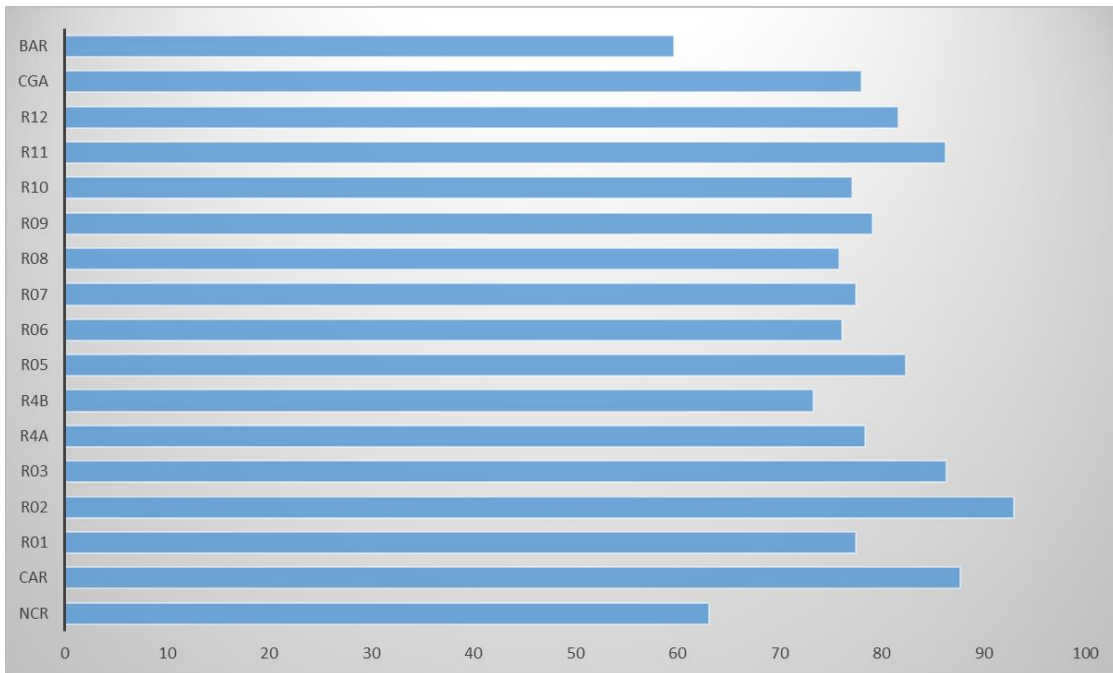


Figure 51. Weighted distribution of Employed TVET graduates by Region, Philippines: 2020

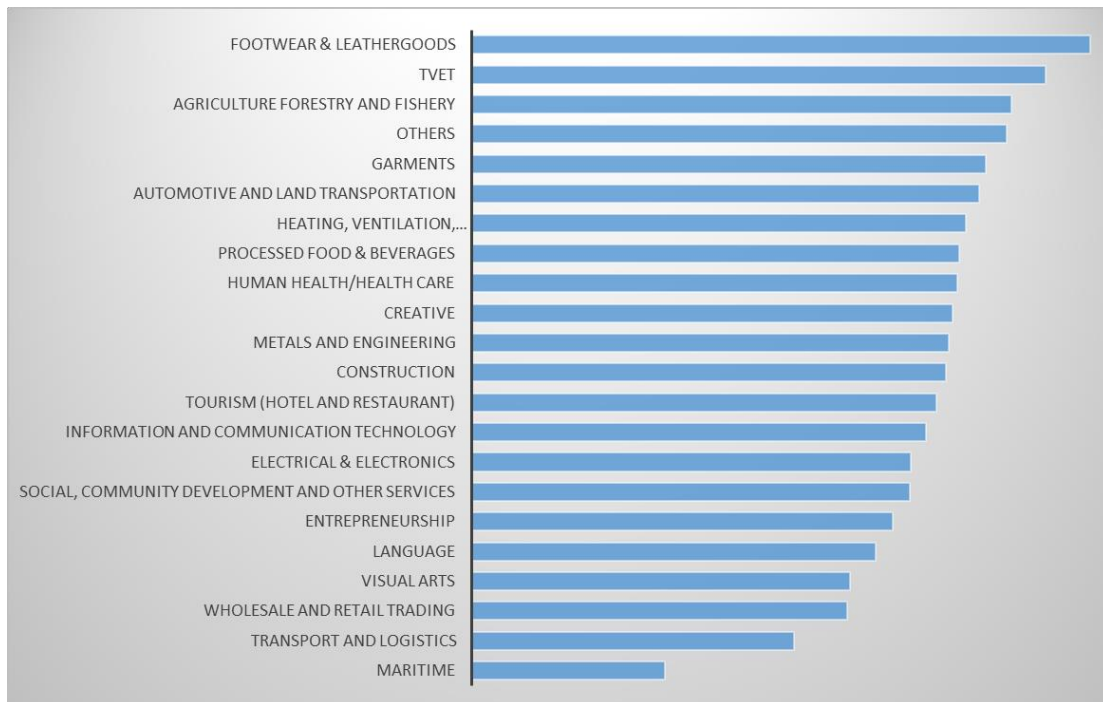


Figure 52. Weighted distribution of Employed TVET graduates by Sector, Philippines: 2020

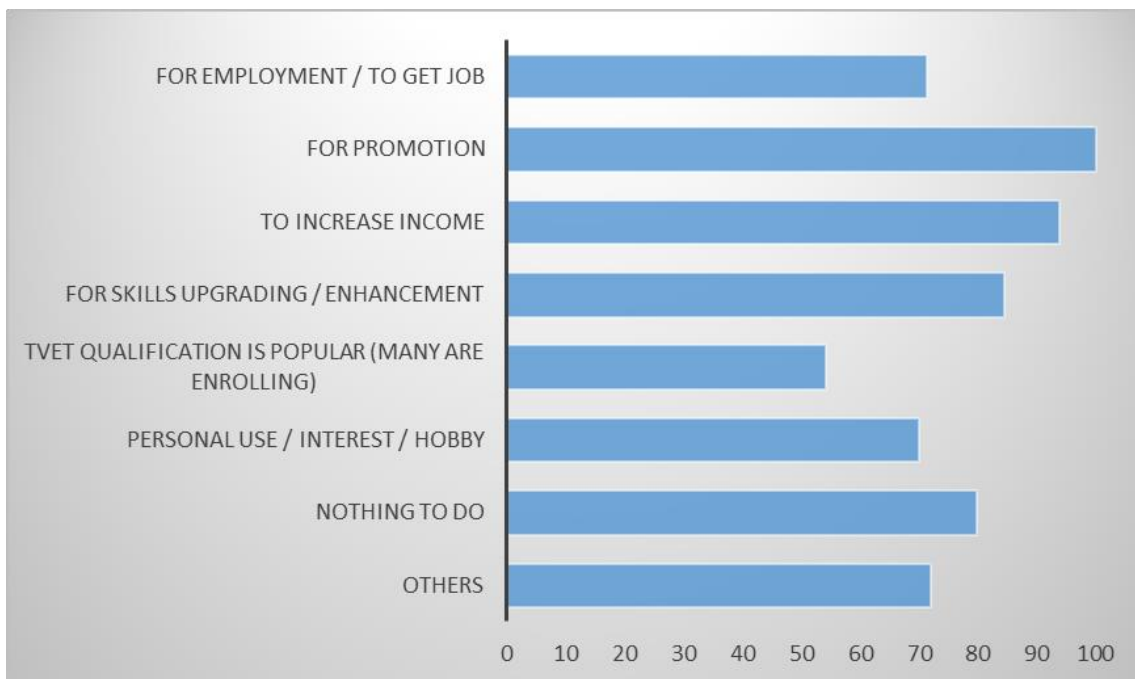


Figure 53. Weighted distribution of Employed TVET Graduate by Reasons for Taking Up a Program, Philippines: 2020

7.2 Logistic Model for the Employability

Significant factors that determine the likelihood of a graduate to be employed were determined based on the fitted model on employability. As seen in Table 111, the determinants of employability include age group, region, the main reason for taking the TVET program, TVET program registration, and type of provider.

A graduate who was older than 15 to 24 years old was more likely to be employed than to be unemployed with an odds ratio of 3.273, 4.734, 4.945, and 3.833 for those aged 25-34, 35-44, 45-54, and 55-64, respectively. The odds of being employed increased as a graduate got older. However, it should be noted that the odds associated with being employed decreased as one reached the elderly stage.

A graduate from Ilocos Region, Cagayan Valley, Central Luzon, Bicol Region, Central Visayas, Eastern Visayas, Northern Mindanao, and SOCCKSARGEN, was 2.443, 4.051, 4.277, 2.868, 2.581, 2.087, 1.381, and 3.196 times, respectively, more likely to be employed than a graduate from NCR. These figures imply that a graduate from either of the said regions has a higher chance to be employed than a graduate from NCR.

A graduate whose reason for attending a TVET program was to increase his or her income and for promotion was 3.057 and 6.948 times more likely to be employed relative to those whose reason was for employment. This outcome was expected since graduates who were seeking promotion and income increase were already working prior to participating in a program.

Notably, results revealed that a graduate from NTR was 1.460 times more likely to be employed than a WTR graduate. Conversely, a graduate from a not registered TVET program is less likely to be employed than a graduate from WTR with a reduction in the odds of 20.2 percent. While in terms of the type of provider, the odds of a TTI graduate being employed are 1.238 times more than those of Non-TTIs.

The fitted logistic regression model on employability based on age group, region, the main reason for taking the TVET program, TVET program registration, type of provider, and overall satisfaction with the program was found to be significant with reference to the likelihood-ratio chi-square goodness-of-fit test with a p-value of 0.000. This is supported by the Receiver Operating Characteristic (ROC) given in Figure 54. The ROC curve revealed that the model has a good predicting power since it covered more than 50% of the reference line. Specifically, 73% area was under the curve.

Table 111. Estimated coefficients, odds ratio, and p-values of the fitted Logistic regression model.

Factor	Estimate	Odds Ratio	p-value
Age Group^a			
25-34	1.186	3.273	0.000*
35-44	1.555	4.734	0.000*
45-54	1.598	4.945	0.000*
55-64	1.344	3.833	0.000*
Region^b			
Ilocos Region	0.893	2.443	0.000*
Cagayan Valley	1.400	4.051	0.000*
Central Luzon	1.453	4.277	0.000*
Bicol Region	1.054	2.868	0.000*
Central Visayas	0.948	2.581	0.000*
Eastern Visayas	0.736	2.087	0.000*
Northern Mindanao	0.323	1.381	0.050*
SOCCKSARGEN	1.162	3.196	0.000*
Main Reason for Taking the Program^c			
For promotion	1.938	6.948	0.010*
To increase income	1.117	3.057	0.000*
TVET program registration^d			
No Training Regulation (NTR)	0.379	1.460	0.000*
Not registered	-0.226	0.798	0.001*
Type of Provider^e			
TTI	0.213	1.238	0.001*

REFERENCE GROUP: ^a15-24 years old; ^bNCR; ^cFor Employment; ^dWTR; ^eNon-TTI; *significant at p-value ≤ 0.10

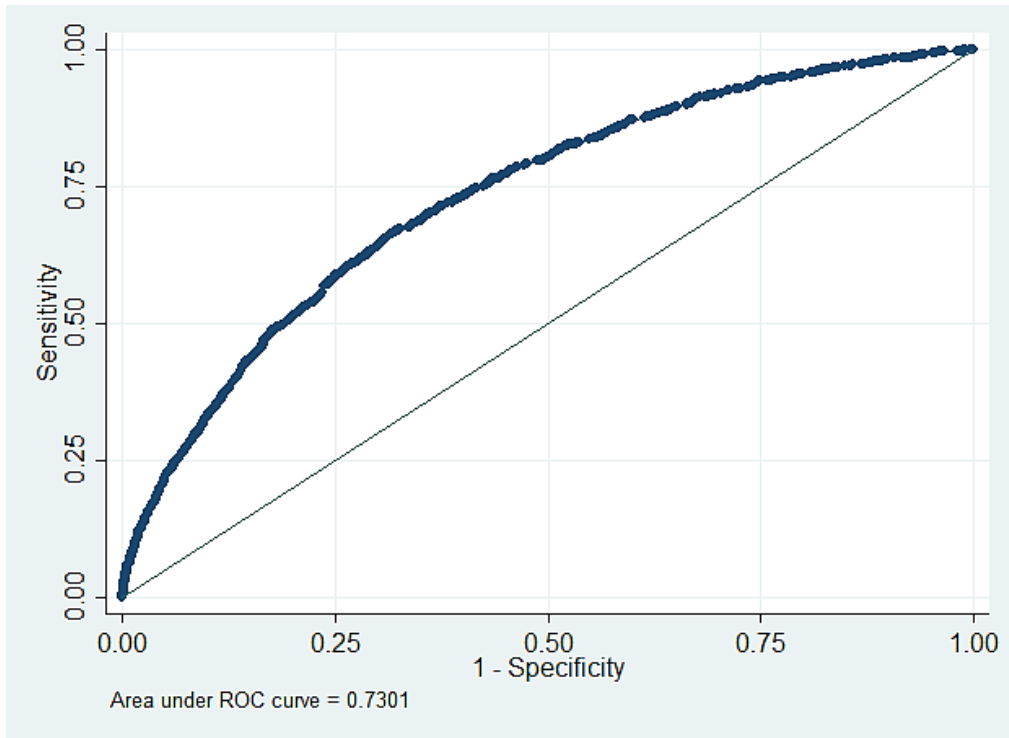


Figure 54. ROC curve of the Fitted Model for Employability of TVET Graduates

Conclusion and Recommendation

1. The upskilling and reskilling programs of TESDA should be continuously implemented.

Based on the 2021 SETG results, the share of graduates who are holders of baccalaureate degrees remains to be dominant. This is further supported by the findings that the majority took TVET programs to upgrade or enhance their skills and for employment purposes while others considered it as support for their promotion.

On the other hand, TVET programs have to ensure that there are procedures/programs in place to recognize the current competencies of these individuals upon entry into their chosen program.

2. Continuous study on concepts and methodologies of learning delivery should be established, including considerations of the different requirements of the sectors.

The decrease in the number of graduates due to the pandemic denotes the limitations in the conduct of programs under the new normal. This is a challenge for TESDA in making TVET programs accessible even during crises or unexpected circumstances. Hence, continuous study of concepts and methodologies on learning delivery will ensure that there is continuity in the conduct of TVET programs and avoid the occurrence of learning losses.

Investment in the TVET infrastructure in terms of digitalizing the programs, support in the establishment or enhancement of the Learning Management System, and creation of virtual platforms both for training and assessment; should be the Agency's roadmap.

3. It is suggested that assessment and certification infrastructure should be evaluated to determine the areas that need to be supported and prioritized.

A significant percentage of graduates of With Training Regulations (WTR) programs were not able to take assessment due to the lack of schedule. Hence, assessment and certification should be made more accessible for the TVET Client, especially under the new normal situation.

4. The collaboration between TESDA and CHED in addressing pathways and equivalencies should be realized to facilitate the credit system.

The need for such cooperation becomes more evident with the significant percentage of graduates who did not participate in the labor force due to their intention of taking higher level education. The collaboration between the two agencies regarding the said matter will allow recognition/credit of acquired competencies from TVET programs.

5. Consistently for the past years, TVET graduates who have completed baccalaureate/post-graduate degrees obtained the highest employment rates. With the help of the Recognized Industry Boards, the following areas can be looked into:

- 1) entry requirements for some of the TVET programs;
- 2) recognition mechanism of the current competencies of those who will enter TVET who are already graduates of baccalaureate/post-graduate degree;
- 3) learning methodologies for this type of learner; and
- 4) scholarship arrangements.

Further, this finding can be elaborated in the context of analyzing the job-skills mismatch in terms of the occupation and its equivalent in the Philippine Qualification Framework.

6. Consultation for the wholesale and retail sector should be prioritized to determine the possible skills gaps.

Wholesale and retail is one among the sectors which experienced a decrease in the employment rate, despite the booming of various online platforms for selling.

7. Client guidance regarding the courses that would best meet their employment needs should be improved.

About 19% of the graduates do not find their training useful. Many of them (62.85%) cited that they were not able to utilize the skills they learned from training since their occupation is entirely different from the training/course they have completed.

It is clear that employed graduates acquired some skills that were either not useful at all or underutilized in the present job demands. Perhaps this is the result of inadequate client guidance regarding the courses that would best meet their employment needs. Since there were a lot of women who experienced such, it is recommended that those sectors with a high proportion of women receive the utmost attention.

8. Fast-changing requirements of the industry can quickly be responded to through the No Training Regulations program.

Notably, results revealed that a graduate from NTR was 1.460 times more likely to be employed than a WTR graduate. This finding has to be considered in the review and formulation of TVET policies, especially in the development and registration of TVET programs.

Annexes



REPUBLIC OF THE PHILIPPINES
PHILIPPINE STATISTICS AUTHORITY

Reference No. 22SS02-016

31 January 2022

ISIDRO S. LAPEÑA, Ph.D.

Secretary and Director General
Technical Education and Skills Development Authority
East Service Road, South Luzon Expressway (SLEX),
Fort Bonifacio, Taguig City

SUBJECT: Statistical Survey Review and Clearance System (SSRCS) – 2021 Study on the Employment of Technical Vocational Education and Training (TVET) Graduates (SETG)

Dear Secretary Lapeña:

This refers to your request for clearance of the 2021 Study on the Employment of Technical Vocational Education and 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-22SS02-016-01	Transmittal letter	Hard Copy	01 December 2021
SSRCS-22SS02-016-02	Accomplished SSRCS Form 1	Hard Copy	01 December 2021
SSRCS-22SS02-016-03	2021 SETG Questionnaire	Hard Copy	01 December 2021
SSRCS-22SS02-016-04	2021 SETG Table Formats	Hard Copy	01 December 2021
SSRCS-22SS02-016-05	2021 SETG Manual/Guidelines	Hard Copy	01 December 2021
SSRCS-22SS02-016-06	2020 SETG SSRCS Form 4	Hard Copy	01 December 2021
SSRCS-22SS02-016-07	2020 SETG Report	Hard Copy	01 December 2021



PSA Complex, East Avenue, Diliman, Quezon City, Philippines 1101
Telephone: (632) 8938-5267
www.psa.gov.ph/

Reference No. 22SS02-016
Subject: Statistical Survey Review and Clearance System (SSRCS) – 2021 Study on the Employment of Technical
Vocational Education and Training (TVET) Graduates (SETG)
Date: 31 January 2022

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.

Should you have other queries, you may coordinate with the **Statistical Standards Division (SSD) of the Standards Service (SS)** with telephone numbers (02) 8376-1928 and (02) 8376-1931, and email addresses ssdss.staff@gmail.com and ssd.staff@psa.gov.ph.

Thank you.

Very truly yours,



Digitally signed by Mapa
Claire Dennis Sioson
Date: 2022.01.31
10:10:55 +08'00'

DENNIS S. MAPA, Ph.D.
Undersecretary
National Statistician and Civil Registrar General

MEPE/SBDC/CCV/JBH

Attachment:

1. *SSRCS Form 3 (PSA Action Notification Form) of the 2021 Study on the Employment of Technical Vocational Education and Training (TVET) Graduates (SETG)*

Title of statistical survey 2021 Study on the Employment of Technical Vocational Education and Training (TVET) Graduates (SETG)					
Proponent agency Technical Education and Skills Development Authority (TESDA)	Conducting agency TESDA				
1 <input checked="" type="checkbox"/> CLEARANCE GRANTED , subject to the following final action: i) <input checked="" type="checkbox"/> All information enclosed in the box/es below must be printed or stamped on the upper right corner of the first page of the statistical survey form. (a) Questionnaire Title: 2021 Study on the Employment of Technical Vocational Education and Training (TVET) Graduates <div style="border: 1px solid black; padding: 2px; text-align: center; margin: 5px 0;"> PSA Approval No. TESDA-2166 Expires on 31 January 2023 </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 Philippine Statistics Authority (PSA), 30 days upon receipt of this form. iii) <input checked="" type="checkbox"/> Others <ul style="list-style-type: none"> Submit the accomplished SSRCS Form 4 (Statistical Survey Monitoring Form) and SSRCS Form 6 (Feedback Form) within 15 working days upon receipt of the SSRCS Form 3. Please furnish the Censuses and Technical Coordination – Standards Service (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"/> APPLICATION FOR CLEARANCE IS PUT ON-HOLD , for the following reasons:					
4 <input checked="" type="checkbox"/> REMARKS A. Questionnaire Design/Forms Content 1. It was observed that the survey title used in the SSRCS Form 1 (Statistical Survey Notification Form) is different from the attached Research Methodology in SSRCS Form 1. In this regard, we suggest that the survey title on the mentioned documents be made consistent. Below is the survey title indicated on the previously mentioned documents. <table border="1" style="width: 100%; margin-top: 10px; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px; text-align: center;"> Title indicated on Item I.1 of the accomplished SSRCS Form 1 </td> <td style="width: 50%; padding: 5px; text-align: center;"> Title stated on the attached Research Methodology </td> </tr> <tr> <td style="padding: 5px;"> 2021 Study on the Employment of TVET Graduates </td> <td style="padding: 5px;"> 2021 Study on the Employability of TVET Graduates </td> </tr> </table>		Title indicated on Item I.1 of the accomplished SSRCS Form 1	Title stated on the attached Research Methodology	2021 Study on the Employment of TVET Graduates	2021 Study on the Employability of TVET Graduates
Title indicated on Item I.1 of the accomplished SSRCS Form 1	Title stated on the attached Research Methodology				
2021 Study on the Employment of TVET Graduates	2021 Study on the Employability of TVET Graduates				

2. On the introduction, it is suggested to include the specific provisions in Republic Act No. 7796 in reference to the mandate of the Technical Education and Skills Development Authority (TESDA) to provide the legal basis for the conduct of the survey about the evaluation of the relevance and effectiveness of the TVET programs. Further, it is suggested to affix the signature of the TESDA head to formalize the appearance of the questionnaire.
3. In compliance with Republic Act No. 10173 (Data Privacy Act of 2012), kindly ensure that individual personal information collected from the survey is secured and protected. Necessary data security measures, such as, but not limited to, data encryption, data anonymity, and other data protection methods should be employed to prevent unintended disclosure and data theft.
4. It is recommended to provide a short description about the block or section. This will give coherence in the order of data items and will serve as information when the interviewers are explaining and asking the questions. This will also provide respondents better understanding on what the succeeding questions are all about.
5. For easy reference and coding purposes, it is suggested to have a unique response code for every data items. In addition, it is also recommended to affix the prefix "0" on items with more than nine categories.
6. It is suggested to spell-out the following acronym especially if it is being used for the first time:
 - a. RCEF-RESP (A.5.Membership in a group)
 - b. PAFSE (B.3.Program delivery mode)
 - c. PTCs (B.3.Program delivery mode)
 - d. TTIs (B.3.Program delivery mode)
7. On Part A (Graduate's Profile), the following are our recommendations:
 - a. On Item A.6 (Highest Educational Attainment), it is suggested that the response categories be revised as follows:
 - 01 - No grade completed
 - 02 - Early Childhood Education
 - 03 - Primary Education (Elementary) Undergraduate
 - 04 - Primary Education (Elementary) Graduate
 - 05 - Lower Secondary Education (Junior HS) Undergraduate (old curriculum)
 - 06 - Lower Secondary Education (Junior HS) Undergraduate (K-12 curriculum)
 - 07 - Lower Secondary Education (Junior HS) Graduate (old curriculum)
 - 08 - Lower Secondary Education (Junior HS) Graduate (K-12 curriculum)
 - 09 - Upper Secondary Education (Senior HS) Undergraduate
 - 10 - Upper Secondary Education (Senior HS) Graduate
 - 11 - Post-secondary Non-tertiary Education **Undergraduate**
 - 12 - Post-secondary Non-tertiary Education **Graduate Specify Program: _____**
 - 13 - Short-cycle Tertiary Education **Undergraduate**
 - 14 - Short-cycle Tertiary Education **Graduate Specify Program: _____**
 - 15 - Bachelor Level Education **Undergraduate**

- 16 - Bachelor Level Education Graduate Specify Program: _____
 17 - Master Level Education Undergraduate
 18 - Master Level Education Graduate Specify Program: _____
 19 - Doctoral Level Education Undergraduate
 20 - Doctoral Level Education Graduate Specify Program: _____

Further, on processing the responses on Item A.6 (Highest Educational Attainment), it is suggested to utilize the 2017 Philippine Standard Classification of Education (PSCED) which can be accessed at <https://psa.gov.ph/classification/psced/>.

- b. It is recommended to kindly include instructions “multiple answers allowed” after every applicable question in the questionnaire such as Item A.5 (Group you belong when you availed TVET program).
8. On Part B (Training, Competency Assessment and Certification), our suggestions are as follows:
- a. On Item B.6.1 (What type of scholarship program?), it is suggested to include “Special Skills Training Program (SSTP)”, “Rice Extension Services Program (RESP)”, “TESDA Online Program (TOP)”, “Tooling Trabaho Law” and “Tsuper Iskolar” as additional categories since these are scholarship programs that were being implemented by the TESDA as indicated on the TESDA website <https://www.tesda.gov.ph/Barangay/>.
- b. On item B.8.2 (Level of Certification), it is suggested to revise the numbering of codes as:
- 1 – Certificate of Competency (CoC)
 - 2 – National Certificate I (NC I)
 - 3 – National Certificate II (NC II)
 - 4 – National Certificate III (NC III)
 - 5 – National Certificate IV (NC IV)
 - 6 – Trainers Methodology Level 1 (TM 1)
 - 7 – Trainers Methodology Level 2 (TM 2)
- c. The “Go to” instruction for code 2 of Item B.13 (Satisfaction with the TVET program attended/completed) is suggested to be revised to “2. No, (please proceed to 13.1); multiple answers allowed”.
- d. The question on Item B.14 (suggestion to improve the program), is suggested to be revised as “Please list any suggestion(s) that can improve the program.”.
9. On Part C (Employment Status of Graduate before training), kindly consider the following recommendations:
- a. The question on Item C (Employment within one week before enrolling) is suggested to be revised as “C.1 Were you employed within one week before enrolling in this course? 1-Yes, please specify_____, 2-No, proceed to C.2”. It

is also recommended to have a pre-identified response categories that will guide and help the enumerators and respondents.

- b. On Item C.1.3 (“Whom do you work for?”), it is suggested to revise the data item as “**What is your work classification?**”.
- c. On Item C.3 (Willingness to work), it was noticed that there are two reference period mentioned on the question (1) past week before enrolling in the course and (2) within two weeks before enrolling in the course. In this regard the question is suggested to be revised as follows:

C.3.a Were you available and willing to take up work on paid or self-employment within the past week before enrolling in this course? 1 – Yes; 2 – No

C.3.b. **Would** you be available and willing to take up work within two weeks before enrolling in this course? 1 – Yes; 2 – No

10. On Item D.1.1.3 (Monthly Gross Income) of Part D (Employment Status of Graduate after training, it is suggested that “Monthly Gross Income” be revised as “Monthly Gross **I**ncome”.

11. On Section E (Employment Status of Graduate at the time of survey), the following are our comments:

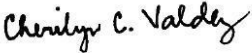

- a. On Item E.1.9.1 (Current causes of the reduced) and E.1.9.2 (Current causes of increased income), it is recommended to kindly include (**Please select one answer only**) at the end of every question. Further, it was noticed that the response category 2 (Employer had to close shop/business) and 3 (had to close shop/business) are identical and the same in meaning. Hence, it is suggested to remove one option to avoid redundancy.
- b. On Item E.1.20 (Intention to be trained in other skills), it is suggested to revise the incorrect skipping number in answer 1 (Yes, proceed to E.1.20.1) to “Yes (proceed to **E.1.21**)” to align with the corresponding item number.
- c. On Item E.1.21 (Preference of flexible mode of learning), it is suggested to revise the data item as “Which of the flexible learning mode do you prefer? (**Please select one answer only**)”.

B. Other Comments

1. To further improve the survey manual, it is suggested that the manual be prepared following format of the chapters/sections:
 - 1 – Cover Page
 - 2 – Table of Contents
 - 3 – Introduction
 - 4 – Survey Design
 - 5 – Concepts and Definition of Terms
 - 6 – Duties and Responsibilities
 - 7 – Field Enumeration Procedures

8 – Instruction in Accomplishing the Questionnaire
 9 – Post-Survey Activities

2. It was noticed that the survey will be conducted through email (self-administered questionnaire) and computer-aided telephone interview (CATI), it is suggested that other alternative method or a combination of method of data collection should be explored to increase the efficiency of response from target respondents as the aforementioned method is known for low response rate.
3. In view of the recent public health emergency due to Coronavirus disease 2019 (COVID-19) which could affect the field operations, we would like to suggest that the proponent agency and conducting agency to devise and implement plans to reduce respondent contact, provide protection to field enumerators and staff, among others, while this pandemic persists. We also advise TESDA to include strategies and action plans to address this kind of risk.

REVIEWING OFFICIAL	RECOMMENDING OFFICIAL
 CHERYLYN C. VALDEZ (Supervising Statistical Specialist) Officer-in-Charge Statistical Standards Division 26 January 2022	 SEVERA B. DE COSTO (Chief Statistical Specialist) Officer-in-Charge Standards Service 26 January 2022

2021 Study on the Employability of TVET Graduates

Proposed Methodology

Sampling Design

The target population in this study is the set of all 2020 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 2021 national TVET survey, the country's regions were 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, UAQTEA, and regular program) as stratification variables. The number of graduates to be selected was determined per region employing the formula for sample size determination given as:

$$\frac{NP(1-P)}{\frac{N}{Z_{\alpha/2}^2} + P(1-P)} \times \frac{1}{\text{Response Rate}}$$

where N is the total number of graduates per region; P is the proportion of employed 2019 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). The determined sample size was further adjusted per region using:

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

Hence, with a 95% level of confidence, margin of error of 5%, and proportion of 0.7051 (based on the 2020 TVET study); considering a design effect of 1.0 (for the stratification), nonresponse of 8.8% (based on the results of data collection in 2020), the computed sample size ranges from 352 to 361. The target sample size per region was proportionally allocated among the 20 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 sample of 6,042 TVET graduates.

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

Region / Scholarship	Non-TTI		TTI		Total
	Female	Male	Female	Male	
NCR					
PESFA	1	1	0	0	2
Regular Program	134	80	27	14	255
STEP	30	15	1	1	47
TWSP	20	21	7	5	53
UAQTEA	1	1	1	1	4
subtotal	186	118	36	21	361
CAR					
PESFA	2	2	0	0	4
Regular Program	127	91	8	20	246
STEP	8	5	2	3	18
TWSP	14	12	9	10	45
UAQTEA	5	6	7	23	41
subtotal	156	116	26	56	354
REGION 1					
PESFA	2	3	0	0	5
Regular Program	70	94	18	34	216
STEP	13	22	4	7	46
TWSP	16	19	7	9	51
UAQTEA	4	12	6	16	38
subtotal	105	150	35	66	356
Region II - Cagayan Valley					
PESFA	1	2	0	0	3
Regular Program	107	103	39	34	283
STEP	4	6	4	9	23
TWSP	8	9	5	7	29
UAQTEA	3	2	6	8	19
subtotal	123	122	54	58	357

Region / Scholarship	Non-TTI		TTI		Total
	Female	Male	Female	Male	
REGION III					
PESFA	2	2	0	0	4
Regular Program	93	57	11	13	174
STEP	28	23	2	5	58
TWSP	28	35	3	4	70
UAQTEA	9	25	4	10	48
subtotal	160	142	20	32	354
Region 4A					
PESFA	1	1	0	0	2
Regular Program	146	74	16	13	249
STEP	16	13	4	4	37
TWSP	17	21	2	2	42
UAQTEA	7	10	3	6	26
subtotal	187	119	25	25	356
REGION 4B					
PESFA	4	4	0	0	8
Regular Program	64	79	32	45	220
STEP	8	10	5	5	28
TWSP	21	21	7	12	61
UAQTEA	7	11	8	12	38
subtotal	104	125	52	74	355
Region V - Bicol					
PESFA	5	5	0	0	10
Regular Program	49	36	28	19	132
STEP	16	15	19	12	62
TWSP	39	30	11	15	95
UAQTEA	8	14	12	21	55
subtotal	117	100	70	67	354
REGION VI					
PESFA	4	4	0	0	8

Region / Scholarship	Non-TTI		TTI		Total
	Female	Male	Female	Male	
Regular Program	97	78	28	36	239
STEP	14	12	5	8	39
TWSP	14	13	6	10	43
UAQTEA	2	4	5	17	28
subtotal	131	111	44	71	357
Region VII - Central Visayas					
PESFA	6	6	0	0	12
Regular Program	72	67	16	14	169
STEP	22	18	4	4	48
TWSP	24	20	13	18	75
UAQTEA	7	25	7	11	50
subtotal	131	136	40	47	354
Region VIII					
PESFA	4	4	0	0	8
Regular Program	90	96	11	15	212
STEP	6	6	4	5	21
TWSP	14	10	12	11	47
UAQTEA	5	13	20	31	69
subtotal	119	129	47	62	357
Region IX - Zamboanga Peninsula					
PESFA	3	4	0	0	7
Regular Program	128	80	34	34	276
STEP	6	5	3	4	18
TWSP	13	9	5	7	34
UAQTEA	3	6	3	8	20
subtotal	153	104	45	53	355
REGION 10					
PESFA	2	3	0	0	5
Regular Program	108	83	20	26	237
STEP	8	6	3	5	22

Region / Scholarship	Non-TTI		TTI		Total
	Female	Male	Female	Male	
TWSP	15	16	8	9	48
UAQTEA	5	9	10	19	43
subtotal	138	117	41	59	355
Region XI					
PESFA	2	1	0	0	3
Regular Program	93	79	23	35	230
STEP	10	16	4	5	35
TWSP	10	14	18	22	64
UAQTEA	2	8	4	7	21
subtotal	117	118	49	69	353
REGION XII - SOCCSKSARGEN					
PESFA	5	7	0	0	12
Regular Program	60	69	11	10	150
STEP	21	26	1	1	49
TWSP	18	31	25	29	103
UAQTEA	10	20	3	5	38
subtotal	114	153	40	45	352
Caraga					
PESFA	2	2	0	0	4
Regular Program	83	73	42	42	240
STEP	13	10	8	7	38
TWSP	15	11	6	6	38
UAQTEA	11	14	5	8	38
subtotal	124	110	61	63	358
BARMM					
PESFA	1	1	0	0	2
Regular Program	77	91	13	23	204
STEP	14	42	1	5	62
TWSP	5	5	2	4	16
UAQTEA	13	45	3	9	70

Region / Scholarship	Non-TTI		TTI		Total
	Female	Male	Female	Male	
subtotal	110	184	19	41	354
	TOTAL				6,042

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 20.

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.

TESDA-SETVETG Form 1a

PSA Approval No.:
Expires on:



Technical Education and Skills Development Authority

2021 Study on the Employment of Technical Vocational Education and Training (TVET) Graduates

Sir/Madam:

The Technical Education and Skills Development Authority is conducting the 2021 Study on the Employment of TVET Graduates, to gather information regarding your employment and skills utilization.

You are one of the randomly selected 6,042 TVET graduates in 2020. With your cooperation, this survey will give TESDA data useful in gauging the relevance and effectiveness of the TVET programs last year.

Please be assured that all your answers shall be held **STRICTLY CONFIDENTIAL** (as specified in the Data Privacy Act of 2012, RA 10173). The information obtained shall be for statistical purposes only and not for taxation or investigation purposes. The data will be processed with others of the same category and will be reported except in the form of statistical summaries that will not reveal the identity of any respondent. Further, this survey had been approved by the Philippine Statistics Authority.

May we earnestly solicit your cooperation for this undertaking.

Case ID: _____	PSGC Code		
	Region:		
	Province:		
Name of respondent:	District (for NCR only):		
_____	_____		
(family name)	(first name)	(middle name)	

(Interview Record)	1st time		2nd time		3rd time	
Date of interview (mm dd yyyy)						
Time started (hh:mm)	:		:		:	
Time ended (hh:mm)	:		:		:	

Status of response <input type="checkbox"/> 01 Valid <input type="checkbox"/> 02 Invalid <input type="checkbox"/> 02a Dropped-out <input type="checkbox"/> 02b Training is on-going <input type="checkbox"/> 02c Not a graduate of CY 2020 <input type="checkbox"/> 02d Never took a TVET program <input type="checkbox"/> 02e Cannot be interviewed due to medical or debilitating condition <input type="checkbox"/> 02f Cannot be reached/make a contact <input type="checkbox"/> 02g Deceased <input type="checkbox"/> 02h Refused to be interviewed <input type="checkbox"/> 02i Others, specify:	Type of interview: <input type="checkbox"/> 1 Phone <input type="checkbox"/> 2 Email <input type="checkbox"/> 3 Social media
	Contact information
	Phone:
	Email:
	Social media:
	Remarks:

Certification

I hereby certify that the data gathered in this questionnaire were obtained/reviewed by me personally and in accordance with the instructions:

_____	_____
signature over printed name of enumerator	date
_____	_____
signature over printed name of supervisor	date

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

PART A: GRADUATE'S PROFILE

PSGC Code					
Province		Municipality / City		Barangay	

A.1 Age as of last birthday: _____

A.2 Present Address:

No./ Street/Subdivision

Barangay

A.3 Sex:

1. Male 2. Female

Municipality

Province

A.4 Marital Status:

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

A.5 In what group do you belong when you availed of a TVET program?

<input type="checkbox"/> 4Ps Beneficiary	<input type="checkbox"/> Agrarian Reform Beneficiary	<input type="checkbox"/> Balik Probinsya
<input type="checkbox"/> Displaced Workers	<input type="checkbox"/> Drug Dependents Surrenderers/ Surrenderers	<input type="checkbox"/> Family Members of AFP and PNP Killed-in-Action
<input type="checkbox"/> Family Members of AFP and PNP Wounded in-Action	<input type="checkbox"/> Farmers and Fishermen	<input type="checkbox"/> Indigenous People and Cultural Communities
<input type="checkbox"/> Industry Workers	<input type="checkbox"/> Inmates and Detainees	<input type="checkbox"/> MILF Beneficiary
<input type="checkbox"/> Out-of-School Youth	<input type="checkbox"/> Overseas Filipino Workers (OFW) Dependents	<input type="checkbox"/> RCEF-RESP
<input type="checkbox"/> Rebel Returnees/ Decommissioned Combatants	<input type="checkbox"/> Returning/Repatriated Overseas Filipino Workers (OFW)	<input type="checkbox"/> Student
<input type="checkbox"/> TESDA Alumni	<input type="checkbox"/> TVET Trainers	<input type="checkbox"/> Uniformed Personnel
<input type="checkbox"/> Victim of Natural Disasters and Calamities	<input type="checkbox"/> Wounded-in-Action AFP & PNP Personnel	<input type="checkbox"/> Others: (please specify) _____

(source: Registration Form MIS 03-01 (2020))

A.6 Highest educational attainment before attending the TVET program/ qualification where the respondent was sampled.

- | | |
|--|---|
| 1. No grade completed | 8. Lower Secondary Education (Junior HS) Graduate (K - 12 curriculum) |
| 2. Early Childhood Education | 9. Upper Secondary Education (Sr. HS) Undergraduate |
| 3. Primary Education (Elementary) Undergraduate | 10. Upper Secondary Education (Sr. HS) Graduate |
| 4. Primary Education (Elementary) Graduate | 11. Post-secondary Non-tertiary Education |
| 5. Lower Secondary Education (Junior HS) Undergraduate (old curriculum) | 12. Short-cycle Tertiary Education |
| 6. Lower Secondary Education (Junior HS) Undergraduate (K - 12 curriculum) | 13. Bachelor Level Education Undergraduate |
| 7. Lower Secondary Education (Junior HS) Graduate (old curriculum) | 14. Bachelor Level Education Graduate |
| | 15. Master Level Education |
| | 16. Doctoral Level Education |

A.7 Please indicate main reason for taking up the program (please select one answer only)

- | | |
|-------------------------------------|---|
| 1. For employment/to get job | 5. TVET qualification is popular (many are enrolling) |
| 2. For promotion | 6. Personal use/interest/hobby |
| 3. To increase income | 7. Nothing to do |
| 4. For skills upgrading/enhancement | 8. Others, please specify: _____ |

A.8 What are your sources of income (multiple answers allowed)

- _____ Salaries and wages from employment
- _____ Commissions, tips, bonuses and honoraria
- _____ Imputed rental values of owner-occupied dwelling units
- _____ Interests
- _____ Rentals including landowner's share of agricultural products
- _____ Pensions, royalties and dividends from investments
- _____ Gifts, support in any form (physical, material and financial) and the value of food and non-food items received as gifts by the family (as well as the imputed value of services rendered free of charge to the family)
- _____ Others: _____

B.11 Have you taken a career profiling examination/career assessment test?

- 1 **Yes** (proceed to B.11.1.1 and B.11.1.2) 2. **No** (proceed to B.12)

B.11.1.1 What career profiling/career assessment tool?

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

B.11.1.2 Is the TVET program that you have enrolled in line with the result of the profiling tool?

1. Yes
2. No

B.12 Please put a check (✓) corresponding to your level of satisfaction with the TVET program you attended/completed in terms of the following:

Indicator	Very Satisfied (5)	Satisfied (4)	Neutral (3)	Unsatisfied (2)	Very Unsatisfied (1)
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.13 Overall, are you satisfied with the TVET program you attended/completed?

1. Yes
2. No (please proceed to B.13.1; multiple answer allowed)

B.13.1 Reasons:

1. Inappropriate trainee entry requirements
2. Ineffective training methodology
3. Outdated/obsolete tools and equipment
4. Defective tools and equipment
5. Learning materials not sufficient
6. Not enough time for training activities
7. Training-work area – not suitable
8. Trainer’s knowledge not up to date
9. Duration of training is too long
10. Duration of training is too short
11. Assessment was too hard
12. Assessment was too easy
13. Did not acquire/attained expected knowledge, skills and attitude
14. Others _____

B.14 Do you have any suggestion(s) that can improve the program?

PART C: EMPLOYMENT STATUS OF GRADUATE BEFORE TRAINING

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

C.1 **Yes**, please specify

C.1.1 Occupation : _____

C.1.2 Monthly Gross Income : ₱ _____

PSOC Code _____

C.1.3 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)

C.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** (proceed to C.2.1)

C.2.1 if **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. Fear of getting Covid-19
 12. others, pls. specify _____
- } If response is any from 1 to 6, proceed to C.3
- } If response is any from 7 to 12, proceed to D.2

C.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?

PSOC Code _____

D.1.1 **Yes**

D.1.1.1 Promoted?

1. Yes 2. No

D.1.1.2 Occupation : _____

D.1.1.3 Monthly Gross Income : ₱ _____

(please proceed to D.3)

PSOC Code _____

D.1.2 **No**

D.1.2.1 Transferred to another company/workplace?

1. Yes 2. No

D.1.2.2 Occupation : _____

D.1.2.3 Monthly Gross Income : ₱ _____

(please proceed to D.3)

D.2. If not employed before training

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

PSOC Code _____

1 **Yes**

D.2.1.1 Occupation : _____

D.2.1.2 Monthly Gross Income : ₱ _____

(please proceed to D.2.2)

2 **No** (please proceed to D.3)

D.2.2 How long did it take you to get your **job/employment** after completing the course?

- 1 Less than a month
- 2 1 to 5 months
- 3 more than 5 months to 12 months
- 4 over a year

D.3 Is work experience a requirement of the employer before being employed?

1. Yes 2. No 3. I don't know

D.4 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.1 Were you employed within a week of this interview?

- 1 **Yes**, (proceed to E.1.2) **No**, (please proceed to E.2)

E.1.2 Whom do you work for?/In what class of worker do you belong? *(please select one answer only)*

1. Works for private household;
2. Works for private establishment/corporation;
3. Works for government/government corporation;
4. Works with pay on own family-operated farm or business;/Biz
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

E.1.3 Complete Name of Establishment/Business:

E.1.3.1 Business Name: _____
(Enter the business name of the enterprise. If there is no business name, enter the name of the owner with surname first followed by the given name and the business activity)

E.1.3.2 Registered Name: _____
(Enter the enterprise's name registered with SEC, CDA, or DTI. If not registered with the previous, enter the name registered with the BIR, Mayor's or Barangay Permit. Otherwise, enter the name of owner, the same as indicated in Item E.1.3.1, write "SAME" in the space provided)

PSGC Code			
Province	Municipality / City	Barangay	

E.1.4 Complete Address: _____
(Number / Street) (Barangay)

(Municipality/City) (Province)

E.1.5 Occupation : _____ PSOC Code _____

E.1.6 Since when? *(Date of start of this employment or work: mm/yy):* _____

E.1.7 Current Monthly Gross Income: ₱ _____
(include estimated value of goods or non-cash received)

E.1.8 Number of hours worked in the past week: _____
(disregard this item, E.1.8, if the respondent has yet to report for work or start a business)

E.1.9 How is your income affected with the COVID -19 Crisis? (please tick (✓) corresponding to the answer)

- ____ Reduced income *(please proceed to E.1.9.1)*
 ____ Increased income *(please proceed to E.1.9.2)*
 ____ No change *(please proceed to E.1.10)*

E.1.9.1 Currently, what are the causes of the change in your **reduced income**?

- 1 Could not work due to travel/movement restrictions
- 2 Employer had to close shop/business
- 3 Had to close shop/business
- 4 Household members working are sick or in quarantine
- 5 Employer's decision to downsize or reduce number of employees
- 6 Daily labor opportunities reduced
- 7 Other (specify) _____

E.1.9.2 Currently, what are the causes of the change in your **increased income**?

- 1 Increasing number of clients/customers
- 2 Have a new job
- 3 Other (specify) _____

E.1.10 How did you get your present job? *(please select one answer only)*

- | | |
|--|------------------------------------|
| 1. Job fair | 5. Newspaper advertisement |
| 2. Blue Desk Platform (BDP) | 6. Referral from friends/relatives |
| 3. Public Employment Service Office (PESO) | 7. Walk-in application |
| 4. Internet job posting | 8. Others, please specify _____ |

E.1.11 What type of industry/business are you engaged in?

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

PSIC Code _____

E.1.11.1 What is the major product or type of service of your company/business?

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

E.1.12 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

E.1.13 Are the terms of your employment covered by a contract?

- 1 **Yes** (proceed to **E.13.1**)
- 2 **No** (proceed to **E.1.14**)

E.1.13.1 if Yes, is the contract,

1. written
2. verbal

E.1.14 Do you or does your employer pay for your contribution to the following **(please encircle the appropriate answer)**:

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

E.1.15 Does your employer provide incentives to National Certificate / Certificate of Competency holder?

- 1 **Yes** (proceed to **E.15.1**)
- 2 **No** (proceed to **E.1.16**)

E.1.15.1 if Yes, what are the incentives? **(please encircle as many as may be appropriate)**

1. Salary increase
2. Promotion
3. Job Security
4. Others, please specify _____

E.1.16 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.1.17 How useful are your skills acquired from the training to your job/business?

- 1 Very useful (when often or directly used in the job)
- 2 Some use (when seldom or sometimes used in the job)
- 3 No use at all because
 - E.1.17.3.1 skills acquired from training/course not needed in actual work
 - E.1.17.3.2 occupation is entirely different with training/course completed
 - E.1.17.3.3 other reason, (please specify) _____

E.1.18 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 _____

E.1.19 Other than your current occupation in E.1.5, 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**

E.1.20 Do you intend to be trained in other skills or upskills your current skills to find a job?

1. Yes (proceed to **E.1.20.1**)
2. No (proceed to **Part F**: Covid 19 pandemic-related questions)
 - E.1.20.1 If Yes, are you currently enrolled in any TVET program?
 1. Yes (proceed to **E.1.21**)
 2. No (proceed to **Part F**: Covid 19 pandemic-related questions)

E.1.21 Which of the flexible learning mode do you prefer ?

1. Face-to-face learning
2. Online learning
3. Blended learning
4. Distance learning
5. Combination of Face-to-face and distance learning

(please proceed to Part F: Covid 19 pandemic-related questions)

(E.2 – to be answered by the respondent whose response in E.1 is NO)

E.2 Is your unemployment due to the impact of the Covid 19 pandemic?

1. Yes (proceed to E.2.1)
2. No (proceed to E.2.2)

E.2.1 If yes,

1. Could not work due to travel/movement restrictions
2. Employer had to close shop/business
3. Had to close shop/business
4. Household members working are sick or in quarantine
5. Employer's decision to downsize or reduce number of employees
6. Daily labor opportunities reduced
7. Other (specify) _____

E.2.2 Did you look for work or try to establish a business within a week of this interview ?

1. Yes (proceed to E.2.4)
2. No (proceed to E.2.3)

E.2.3 **No**, what is the primary reason for not looking for work? *(please select one answer only)*

- | | |
|--|--|
| <ol style="list-style-type: none">1. Tired2. No work available3. Awaiting results of previous application4. Temporary illness/disability5. Bad weather6. Waiting for rehire/job recall7. Too young/old or retired8. Permanent disability9. Household/family duties10. Schooling11. Fear of getting Covid-1912. others, pls. specify _____ | } If response is any from 1 to 6,
please proceed to E.2.4 |
| } | } If response is any from 7 to 12,
please proceed to E.2.6 |

E.2.4 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

E.2.5 Do you think the pandemic affects your possible employment?

1. Yes
2. No

E.2.6 Do you intend to be trained in other skills or upskills your current skills to find a job?

1. Yes (proceed to E.2.6.1)
2. No (proceed to Part F: Covid 19 pandemic-related questions)

E.2.6.1 If YES, are you currently enrolled in any TVET program?

1. Yes (proceed to E.2.6.2)
2. No (proceed to Part F: Covid 19 pandemic-related questions)

E.2.6.2 Which of the flexible learning mode do you prefer?

- | | |
|---|---|
| <ol style="list-style-type: none">1. Face-to-face learning2. Online learning3. Blended learning | <ol style="list-style-type: none">4. Distance learning5. Combination of Face-to-face and distance learning |
|---|---|

(please proceed to Part F: Covid 19 pandemic-related questions)

Part F: Additional Questions (related to COVID 19 pandemic)

- F.1 Based on your experience with COVID-19, what TVET skills do you think would be very useful in the time of pandemic? _____
- F.2 What TVET skills are you able to use during the time of pandemic? _____

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



**STUDY ON THE EMPLOYMENT
OF TVET GRADUATES
SERIES OF 2021**

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