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**TECHNICAL AND VOCATIONAL EDUCATION
AND
TRAINING IN THE PHILIPPINES
EXPERIENCE AND VIEWS OF TRAINEES**

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TABLE OF CONTENTS

Introduction		1
Section 1	TVET Training Systems, Programmes and Output	2
1.1	Programmes, Trainees and Graduates of the Formal Sector of TVET	2
1.2	Programmes and Graduates of the Non-Formal Sector	2
Section 2	Surveys of Trainees: Some Methodological Notes	3
2.1	Research Questions	3
2.2	Trainees Considered in the Surveys	4
2.3	Composition of Samples	4
Section 3	The Potential Trainees	6
3.1	Who are the Potential Trainees and What is Their Background	6
3.2	Opinions on Technical and Vocational Education	7
3.3	Future TVET Plans	9
Section 4	Current Trainees	11
4.1	Their Background and Previous Work Experience	11
4.2	Previous TVET Experience	12
4.3	Current TVET Programmes	13
4.4	Future Plans	16
4.5	Private versus Public Institutions	17
Section 5	Graduates of TVET	18
5.1	Their Background	18
5.2	Past Training before Joining Present Employer	18
5.3	Past Jobs	19
5.4	Present Jobs	22
5.5	Training Organized by Present Employer	22

5.6	Private Versus Public Institutions	24
Section 6	Concluding Remarks and Policy Implications	24
6.1	On TVET	25
6.2	On Labour Market	26

Annex		27-32
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Endnotes		33
-----------------	--	-----------

Sources		33
----------------	--	-----------

Glossary

BLES: Bureau of Labour and Employment Statistics

DECS: Department of Education, Culture and Sports

DOLE: Department of Labour and Employment

NICs: Newly Industrializing Countries

NCR: National Capital Region

NMYC: National Manpower and Youth Council

OSY: Out-of-School Youth

TESDA: Technical Education and Skill Development Authority

TVET: Technical and Vocational Education and Training

UNIDO: United Nations Industrial Development Organization

FOREWORD AND ABSTRACT

This study is part of a larger work on industrial training in the Philippines conducted by the author and others. The purpose of this paper is to bring a new angle to, in fact to complete the triangle of, industrial training studies, which hitherto have focused on training institutions and the firms. The third angle; the trainees, has often been neglected, appearing only as figures; enrolment, drop-outs, graduates, etc. A comprehensive policy on industrial training would be incomplete without appraising experience of trainees and taking their views seriously. This paper is based on three surveys among potential, current and past trainees. The experience and views of the trainees, that this paper endeavoured to have a grasp of, should be taken as a major parameter in TVET strategy, planning and programme implementation. Trainees have expressed clear views on the relevance of the TVET programmes they have attended/are attending and on the quality of public and private training. Findings of the surveys have also some relevance to labour market policy; specifically on mobility, labour turnover, labour market information and employment of women.

Introduction

The population of the Philippines in the latest census in 1990 was 60.7 million. The official estimate of the rate of growth of the population lies at 2.4%. The population is relatively young: two thirds are below 25 years old. Literacy rate (for people above ten years old) at the time of census was 89.9%. In 1995, labour force participation rate was estimated at 65.8% (rising from 63.4 in 1985); 83.0% for male and 48.5% for female and 68.5% for rural and 63.1% for urban population. The rate of open unemployment was 9.5 to 9.7% between 1993 and 1995; it was higher among female (10.7%) than male (8.8%) and urban (12.3%) than rural (6.9%) labour force. Underemployment rate (defined as proportion of employed persons wanting additional hours of work of total employed persons) was at 21.7% in 1993 and 20.0% in 1995. The agricultural sector is the leading employment sector followed by the services sector. The two together provided employment for nearly 84% of the (economically active) labour force. The industrial sector's role in employment provision is increasing; from 14.4% of the total in 1983, to 15.5% in 1993 and 16.1% in 1995. (The manufacturing makes up about two thirds of the total industrial labour force). Compared to the region, this increase is modest. The Philippines is in the category of medium human development. Income disparity and incidence of poverty are high. However, the latter is showing a declining tendency; 40.2% in 1988, 39.9% in 1991 and 35.7% in 1994.

The government's primary economic target is to leap to newly industrializing country (NICs) status by the year 2000. This would necessitate a high rate of industrial output and per capita income growth. Industrial growth is expected in export orientated manufacturing industries. The level of wages in the country is too high (minimum wage is roughly 100 USD per month) to compete with some countries in the region, e.g. China, on low skill level-based labour intensive industries. The country's position in the regional division of labour would probably take to middle (and high) skill-based industries. The government recognizes the role of (industrial) human resource development in the process of transformation from import substitution industrialization (which characterized the 70's and largely the 80's) to export oriented one and in the procession to NICs status. In fact one of the primary slogans of the current medium-term plan (1993-98) is 'the creation of a world-class labour force.

This paper is composed of six sections. The first section briefly presents TVET in the systems, programmes and output. Section two puts forward the research questions this study is trying to address and describe the methodology of it. Section three to five present findings of the three surveys upon which study rests. The last section is devoted to concluding remarks and policy implications of the study.

Section 1 TVET Training Systems, Programmes and Output

The NMYC (1995/b) report classifies TVET into two main systems/sectors. The formal system is to be conceived as post-secondary technical education of 6 months to 3 years duration leading to a certificate in a specialized field. Formal programmes are delivered by private and public vocational-technical schools. Graduates of the system normally occupy middle level occupations. The non-formal system is composed of a variety of short-term programmes (usually up to 6 months) targeting special group of clientele. The member agencies of NMYC/TESDA (comprised of most of government's departments that provide TVET, see 1.2 below) form an important section of the non-formal TVET. The industry is another major provider of non-formal training. Other providers include NGOs and private training institutions.

1.1 Programmes, Trainees and Graduates of the Formal Sector of TVET

In the school year 1992/93, 419,686 students/trainees enrolled in formal technical institutions. The great majority of the students enrolled in private institutions (87.3% of the total). NCR accepted 42.4% of the new students, followed by Region VI (10.9%) and Region IV (7.8%). Region VIII was the only region enrolling more students in public institutions than private ones (at a ratio of 150:100). The public/private enrolment ratio was lowest in NCR : 2.1:100. NCR also accommodates 29.9% of the 811 technical institutions under this system. Importance of the private institutions is also manifested clearly in the number of graduates. Out of a total of 232,575 graduates in 1992/93, 211, (91.0%) graduated in private institutions. The total number of private institutions was 811, compared to 322 public institutions. On average each private institution graduated 261 students in 92/93, whereas the average public institution produced only 65 graduates. Inter-regional differences in the size of educational units (from the perspective of the number of graduates) are even wider: from an average of 517 graduates per institution in NCR to only 37 per institution in Region IV. The situation is more serious when graduates of public institutions are analyzed in this way. In Region II, for example, each of the 36 public institutions on average graduated only 14 students in 1992/93.

1.2 Programmes and Graduates of the Non-Formal Sector

There seems to be little regular data/information on enrolment and graduates of the non-formal training providers (mentioned above) except for NMYC (now absorbed under TESDA) member agencies. The Member Agencies of NMYC, on activities of which data will be provided below, include the following: NEDA (National Economic and Development Authority), DILG (Department of Interior and Local Government), DSWD (Department of Social Welfare and Development), DTI (Department of Trade and Industry), CSC (Civil Service Commission), DOST (Department of Science and Technology), NMYC (National Manpower and Youth Council), DECS (Department of Education, Culture and Sports), DA (Department of Agriculture), DOLE (Department of Labour and Employment), DENR (Department of Environment and Natural Resources).

In the year 92/93 NMYC member agencies graduated 624,572 in their various programmes. Of the total graduates, 37.7% were female and 28.5% were male (the rest; 33.8% were not indicated). NCR and Region IV accounted for 17.3% and 11.1% respectively of the total. Other regions' contribution varied from 1.9% (Region VII) to 6.2% (Region I). NMYC, DOLE and DECS were the three largest agencies graduating among themselves 58.6% of the total. (NMYC: 153,455, DOLE: 125,570 and DECS: 87,000 graduates). While other agencies are less significant percentage-wise, their role is not to be undermined (together they graduated 258,546).

Training programmes that were focused on industrial skills were by far the most important; 37.4% of the total. The second important group of programmes were those that targeted officials of the government, special-interest organizations, and corporate executives (and others). These represented 11.7% of the total. Other programme groups included professionals (6.9%), operative skills (4.5%), services and salesmanship (3.8%), farming, forestry and fishing (2.9%), technicians and associated professionals (2.5%) and clerical courses (1.4%). The percentage of those not indicated is quite high; 28.5%.

The out-of-school youth (OSY) and the unemployed are special target groups (especially for NMYC and DOLE). Graduates from among these two groups accounted for 19.1% and 18.0%, respectively of the total. Most of the graduates of these two groups were trained in trade skills training courses; 71.0% of the OSY and 70.7% of the unemployed. (NMYC catered for more than half of the graduates in trade skills training programmes). For those who are employed the most important programmes were those targeting officials (32.4%) and trade skills (26.9%). More than half of all the courses offered by NMYC member agencies were at basic level (53.4% of the total). The 'upgrading' level followed the 'basic' in importance, though representing a far less smaller percentage (7.2%). (Unfortunately the percentage for those classified as 'not indicated' is again very high : 28.2%).

Trade skills training programmes provided (56.3% and 52.4%, of total male and female respectively). The programmes that are more important for men than women were (by proportional order): farming, forestry and fishing, officials, technicians and associate professionals and professionals. On the other hand the programmes which were more important for women (also by proportional order): service and sales , operative skills, clerical and trade skills. This data alone is sufficient to indicate a pre-market segmentation feature of the labour market in the Philippines. Women in the trade skills training programmes concentrate on a few course groups which include: tailoring and dressmaking, sewing, embroidery and related courses, and weaving and knitting.

Section 2 Surveys of Trainees: Some Methodological Notes

2.1 Research Questions

The three surveys are meant to provide a comprehensive insight on the experience and views of trainees on technical and vocational education and training (TVET). Three sets of questions have been identified as appropriate to gain such an insight.

The first question asked is what social factors determine people's choice of training.

Factors that can influence such decisions can include personal factors, such as the social background of the person and the importance given to training versus direct employment in a family, or the choice of training for a white-collar job versus blue-collar jobs. Other factors include the educational qualifications needed for access to vocational training, and physical access to training (the remoteness of the locality where the potential trainees live and the perceived quality of training (private and public) available in their vicinity). Finally, the sources and extent of funding available to potential trainees influences their choice of training (duration, type of programme, type of institution = private/public).

The second question is about the experience of trainees in TVET and in the labour market and the implications of this experience on policy making.

Issues that come under this question include: the choice of the first TVET programme(s), types and organisation of training programmes provided by employers, relevance of past and current training to work and career, which type is of institutions (private/public) are preferred by trainees, job search and satisfaction and labour mobility.

The third question is about the efficiency of the labour market information system (LMIS) in giving the right signals to trainees on choice of training and to job seekers on employment opportunities.

Information received on this third question is used primarily in another study devoted to relevance of LMIS to industrial users (trainees, training institutions and firms).

2.2 Trainees Considered in the Surveys

Potential trainees may come from technical secondary schools, from other high schools or from the ranks of the unemployed or employed young people who may be looking for a chance to enhance their prospects in the labour market. As only a very small segment of the last two categories would be seeking training at the time of the survey (and they are difficult to access), they have not been included in the survey.

Current trainees are those who are currently undertaking a short or long , formal or non-formal training programme at a public or private TVET institution.

Past trainees are those who have in the past engaged in one or more formal or informal TVET programmes and who are currently employed in the manufacturing sector in a related job. Non-completing trainees or those who have entered a non-related job after completing their training programme have not been included in the survey for practical reasons.

2.3 Composition of Samples

The criteria used for the selection of regions and manufacturing industry sub-sectors are given in another report. Below is an account of the composition of the samples of the three surveys. It goes without saying that the size of the samples has also been determined by the resources available for the surveys.

The table below shows the number of technical and vocational schools from which potential trainees have been drawn and the number of trainees selected from each of the four regions. Ten schools have been selected from nineteen that exist in the four regions. Having no information on number of students per school a unified number of students has been selected from each school. A total of 150 respondents have been selected and interviewed.

Current trainees have been selected from 27 training institutions out of 73 covered by the study on training institution. Having no data on the number of trainees enrolled, the sample was made to cover 14 public and 13 private institutions and the number of trainees selected from each institution was not to exceed 9 and not to go below 6. A total of 184 respondents have been selected and interviewed.

Firms from which past trainees have been selected from are the same firms selected for the survey of firms. Initially a sample covering the 309 past trainees from 63 firms and four regions and 309 past trainees has been designed. For some practical reasons only 280 respondents have been interviewed. For the larger part of the questionnaire 74 respondents have been disqualified. This has left 206 respondents.

Potential Trainees (in Technical and Vocational High Schools)

region	nos. of students	high schools	students per school
NCR	30	2	15
Calarbazon	45	3	15
VII	45	3	15
XI	30	2	15
Total	150	10	60

Current Trainees

region	trainees in public institutions	no. of public institutions	trainees in private institutions	no. of private institutions	total trainees
NCR	31	4	26	4	57
Calarbazon	35	4	29	4	64
VII	18	3	20	3	38
XI	11	2	14	2	25
Total	95	14	89	13	184

Past Trainees

region	automotive		metal and engineering		garment		electronic		total	
	industry	firm	industry	firms	industry	firm	industry	firm	industry	firm
NCR	30	6	23	5	27	5	30	6	110	22
Calarbazon	27	5	7	1	27	5	27	5	88	16
VII	13	3	23	5	23	5	30	6	89	19
XI	6	2	16	4	-	-	-	-	22	6
total	76	16	69	15	77	15	87	17	309	63

Section 3 The Potential Trainees

3.1 Who are the Potential Trainees and What is Their Background

The respondents in the sample are young men and women, eighty percent of who fall in the age group 16-19 years. Sixteen percent are younger; 12-15 years old. The sex base of the sample was 58% female and 42% male. (This may not reflect exactly the sex ratio of the student population of the TVHS).

The degree of geographical mobility of the TVHS students (in pursual of their studies) and their families is relatively high. Those who attend schools away from their place (town/village) of birth but still within the same region make 32.0% and those in a different region make 12.7% of the total sample. Another indicator of mobility is the location of employment of the respondents' parents compared with the location of the school. Table P1 shows that 37.3% and 26.2% of the fathers and gainfully employed mothers respectively work in another place than the town of location of the TVHS. (Those who have their jobs in another region or abroad are 18.6% and 11.4% respectively of the fathers and mothers.) It is to be noted that the different regions surveyed show some differences. Those attending TVHSs in NCR are largely born in another place (76.7%) and about half of their parents work in a different town than that of the school. (It may be of interest to note that 16.7% of the fathers and 20% of the mothers of students from NCR in the sample work abroad.) Region XI exhibits a different tendency in this respect; 76.7% of the respondents in the sample are attending a TVHS at the same town of birth and 83.3% of the fathers and 90.9% of the employed mothers have their jobs in the same town.

Table P2 presents the family background of the respondents. Fifty nine percent of the respondents' mothers are not working outside the household. Nearly half of the fathers (48.7%) are either farmers or manual or transport workers and 12.7% of them are self-employed. It is to be noted with interest that professional (and business people) also send their children to TVHSs. In our sample 10.7% and 14.0% respectively of the fathers and employed mothers are professionals (corresponding percentage for business people are 2% and 4%).

**Table P1:
Location of Employment of Respondent's Parents**

PARENT		TOTAL	NCR	REGION		
				CALA BARZON	REGION VII	REGION XI
Father	(F)	150	30	45	45	30
Mother	(M)	61	15	16	19	11
Same town as secondary school	(F)	62.7%	50.0%	53.3%	66.7%	83.3%
	(M)	73.8%	53.3%	68.8%	84.2%	99.9%
Different town; same region	(F)	18.7%	16.7%	24.4%	17.8%	13.3%
	(M)	14.8%	13.3%	18.7%	15.8%	0.1%
Different region	(F)	11.3%	16.7%	17.8%	8.9%	-
	(M)	6.5%	13.3%	12.5%	-	-
Abroad	(F)	7.3%	16.7%	4.4%	6.7%	3.3%
	(M)	4.9%	20.0%	-	-	-
Total	(F)	100%	100%	100%	100%	100%
	(M)	100%	100%	100%	100%	100%

Note: F=Father, M=Mother;

Figures for Mothers refer to those who are employed or temporarily unemployed and exclude housewives.

If father or mother is not currently employed, retired or deceased, the last job is recorded

An interesting correlation between the father's background and the choice of technical education is exhibited in Table P 2. About 27% of the fathers work in technical-related occupations at different levels (technician, self-employed and professional). This correlation is higher in Calabarzon and Region VII and less in NCR, probably because of the differences of the occupational structure of the regions (in NCR relatively more people are employed in the service and in the production sectors).

3.2 Opinions on Technical and Vocational Education

Respondents were asked to give the reasons that had made them choose a TVHS as opposed to a general school. In the opinion of 60% of them, as Table P 3 reflects, TVHSs offer better future prospects. (Respondents from NCR subscribe less to this view; only 36.7% are in agreement.) The choice of TVHS can be influenced by family members and/or friends: 36.7% of the total respondents (the upper and lower limits are Region VII; 57.8%, and Region XI; 13.3%, respectively). Proximity of the school can also play a role in the decision to join it (10.7% of the opinions). Contrary to a belief (substantiated or not) established in the literature (of technical and vocational secondary schools), those whose first choice was general school but failed to do so make only up to 4.0% of the cases in our survey.

After going through the experience, still the overwhelming majority of the respondents (93.3%) are of the view that the TVHS system was the right choice. (Only 2.7% are in disagreement.) The majority of those interviewed stated that they learn more and/or they have better future prospects than general school attendants (see Table P 4). Indeed these strong positive statements about TVHS should be taken seriously and should perhaps remove the stigma of TVHS system as the second choice.

Overall 74.0% of the respondents establish that the public institutions are better in their quality of education and 69.3% are in the view that technical schools prepare the students better for the labour market (Tables P5 and P6). These averages conceal some regional variations. Students from Calabarzon put a lot of faith in the public school. Hundred percent of them believe that graduates of TVHS stand better prospects in the labour market than those of general schools and 96.0% state that public institutions provide better quality education and training than public ones. Respondents from NCR and Region XI doubt these strong statements of Calabarzon; only 43.3% and 33.3% of them respectively are in agreement with the first statement and 53.3% (of both of them) share the opinion put in the second statement above.

**Table P2:
Occupation of Respondents Parents**

PARENT		TOTAL	REGION			
			NCR	CALA BARZON	REGION VII	REGION XI
Father	(F)	150	30	45	45	30
Mother	(M)	150	30	45	45	30
Farmer	(F)	16.7%	3.3%	24.4%	11.1%	26.7%
	(M)	0.7%	-	-	-	3.3%
Manual Worker (including farm worker)	(F)	16.7%	40.0%	2.2%	13.3%	20.0%
	(M)	4.7%	16.7%	2.2%	-	3.3%
Transport Worker	(F)	15.3%	13.3%	20.0%	8.9%	20.0%
	(M)	-	-	-	-	-
Clerical Worker	(F)	8.0%	6.7%	6.7%	6.7%	13.3%
	(M)	9.3%	6.7%	11.1%	4.4%	16.7%
Self Employed (non-technical)	(F)	2.7%	-	2.2%	6.7%	-
	(M)	7.3%	10.0%	6.7%	8.9%	3.3%
Business Person	(F)	2.0%	-	4.4%	2.2%	-
	(M)	4.0%	3.3%	4.4%	6.7%	-
Self Employed (Technical)	(F)	10.0%	10.0%	20.0%	4.4%	3.3%
	(M)	0.7%	-	2.2%	-	-
Technician	(F)	13.3%	6.7%	11.1%	22.2%	10.0%
	(M)	-	-	-	-	-
Professional (Technical)	(F)	4.0%	3.3%	2.2%	8.9%	-
	(M)	2.0%	6.7%	-	2.2%	-
Professional (Non Technical)	(F)	6.7%	10.0%	2.2%	8.9%	6.7%
	(M)	12.0%	6.7%	8.9%	20.0%	10.0%
Housewife	(F)	-	-	-	-	-
	(M)	59.3%	50.0%	64.4%	57.8%	63.3%
Others	(F)	4.7%	6.7%	4.4%	6.7%	-
	(M)	-	-	-	-	-

Note: F=Father, M=Mother
If father or mother is not currently employed, retired or deceased the last job is recorded

3.3 Future TVET Plans

After finishing a TVHS, students have the choice to continue their career in TVET, seek some other alternative further education or join the labour market. In the survey, 42% of the respondents have plans to pursue a further TVET programme, 46% have alternative plans and the remaining (12%) have not decided. Out of those who are not planning to seek a further TVET programme (immediately) after graduating 63.8% (who make 28.3% of the total sample), want to leave TVET for something else. Other reasons given are: respondents feel they have learned enough (20.3%) or they have no financial means to allow them to enrol in a further TVET programme (15.9%).

**Table P3:
Reasons for Attending Technical Secondary Education**

	TOTAL	NCR	REGION	
			CALA BARZON	REGION VII
<u>BASE</u>	150	30	45	45
It offers better future prospects	90 60.0%	11 36.7%	33 73.3%	29 64.4%
Suggested by my family/friends	55 36.7%	14 46.7%	11 24.4%	26 57.8%
Nearest school to where I live	16 10.7%	5 16.7%	5 11.1%	4 8.9%
I failed to go for general education	6 4.0%	1 3.3%	3 6.7%	- -
Suggested by my previous school	3 2.0%	- -	1 2.2%	1 2.2%
Low tuition fees	1 0.7%	- -	- -	1 2.2%
Don't know	6 4.0%	- -	1 2.2%	- -

Note: Multiple answer possible

**Table P4:
Reasons why Attending Technical Education was the Right Choice**

	TOTAL	NCR	REGION		
			CALA BARZON	REGION VII	REGION XI
Number and percent of those who said technical secondary education was the right choice	140 (93.3)	28 (93.3)	45 (100.0)	43 (95.6)	24 (80.0)
We learn more compared to general schools	74 52.9%	13 46.4%	32 71.1%	23 53.5%	6 25.0%
We have better future prospects than general schools	74 52.9%	12 42.9%	19 42.2%	27 62.8%	16 66.7%
My relatives who have graduated from the same school have good paying jobs	3 2.1%	1 3.6%	-	1 2.3%	1 4.2%
We learn to be self reliant/practical	2 1.4%	2 7.1%	- -	- -	- -
Other	3 2.1%	1 3.6%	- -	1 2.3%	1 4.2%

Note: Percentage of those who said it was the right choice is based on the total sample
Percentage of the reasons is based on those who said it was the right choice

**Table P5:
Perception on which Institution Offers Better Training/Education**

	TOTAL	NCR	REGION		
			CALA BARZON	REGION VII	REGION XI
BASE	150	150	45	45	30
Public Institution	111 74.0%	16 53.3%	43 95.6%	36 80.0%	16 53.3%
Private Institution	39 26.0%	14 46.7%	2 4.4%	9 20.0%	14 46.7%

**Table P6:
Perception on who have Better Job Prospects**

	REGION				
	TOTAL	NCR	CALA BARZON	REGION VII	REGION XI
BASE	150	30	45	45	30
Graduates of Technical School	104 69.3%	13 43.3%	45 100.0%	36 80.0%	10 33.3%
Graduates of General School	39 26.0%	16 53.3%	-	7 15.6%	16 53.3%
Don't know	7 4.7%	1 3.3%	-	2 4.4%	4 13.3%

Those who are considering to pursue an (advanced) TVET programme will secure finance from their parents (82.5%) or from other family members (12.7%). The chance for getting an external source of finance is viewed as very slim (only one person foresees such responsibility). Two third of this group know the institution in which they intend to enrol. Their choice is largely based on recommendation by other family members. (The role of the school and other advisory bodies in guiding students will be discussed in another report).

Section 4 Current Trainees

4.1 Their Background and Previous Work Experience

Current trainees are primarily youth whose age is between 16 and 24 years (91.3% of the sample). Those who are less than 20 years old make 58.7% and those who are 30 years or above make only 1.6% of the respondents. The majority of the current trainees are men (82%). The percentage of women is highest in region XI (32%) and lowest in Calabarzon (8.6%).

The current trainees (and their families) show higher mobility than the potential trainees. Only 28.8% of the respondents have had their secondary education at the same town/village of birth. As much as 31% moved altogether to a different region at the time they were attending a secondary school. Data on the place of employment of the parents in relation to the place of secondary schools of their children confirm the continuation of mobility of the parents and their children. Only 38% of the fathers and 55.5% of the employed mothers of the respondents are working at the same towns where their children had their secondary education. Working in another region or abroad is the case with 35.9% of the fathers and 16.1% of the employed mother of the trainees.

As far as the above is indicative of mobility, it is worth noting that (again as in the case of potential students) Region XI and NCR lie at the two extremes, the former reflecting the lowest and the latter the highest degree of mobility.

The family background of the current trainees reflect more or less similar structure to that of the potential. Mothers working at home make 56% of the total. Fathers and employed mothers whose

occupations are manual or transport worker or farmer make 54.8% and 30.9% respectively of the sample. Those who are classified as professionals have corresponding percentage of 13.6% and 18.6%. The survey exhibits a lower correlation between the technical background of the father and the choice of TVET than the one appearing in the survey of potential trainees; 18% of the fathers have technical background (at technician, self employment and professional level) as compared to 27.3% in the case of potential trainees.

As Table C1 shows, before joining their current training programme, 40.2% of all the respondents have had a working experience (59.8% came directly from schools). However, the working experience for 54.1% of them had not extended beyond 6 months. Those who had worked for a period between 6 months and 2 years make 39.2% and those for over 2 years make 9.5%. The remaining 8.1% had been employed at the time of the survey. Those who have had a working experience in a technical field (at operator, craftsman and technician level) make 34.8% of the sample. The majority (including some of those who have had experience in a technical field) have had jobs as non-skilled labourers.

**Table C1:
Type of Work/Profession done before Enroling in the Current Programme**

	TOTAL	NCR	REGION		
			CALA BARZON	REGION VII	REGION XI
BASE	74	30	20	13	11
<i>all figures below are in percent</i>					
Non-skilled (manual worker)	68.9	56.7	100.0	69.2	45.5
Farmer	2.7	-	-	7.7	9.1
Clerical	5.4	3.3	-	7.7	18.2
Operator	13.5	23.3	5.0	-	18.2
Craftsman	10.8	6.78	10.0	15.4	18.2
Technician	9.5	23.3	-	-	-
Total	100.0	100.0	100.0	-	-

Note: - Based on total with work experience
- Multiple responses were possible

4.2 Previous TVET Experience

Only 38 trainees (20.7%) have attended previous training programmes before their current one. As Table C2 shows, electronics and metals and engineering are the two fields most of the trainees have had their previous training in (52.6% and 39.5% respectively of the total). The courses covered all major levels: basic/operator (39.5%), upgrading craftsman (5.3), technician (52.6%) and foreman (2.6%). For more than one third of these courses (36.8%) the duration was less than three months and for a similar percentage it extended between one and two years. Only two trainees (making 5.3% of those with previous TVET experience) spent a period of two or more years. Considering the duration of programmes attended, we should take with caution the above self-categorization of the levels of the programmes. (Technician level will normally require a period of three years of training). Parents were the main source of finance (60.5%), followed by self-support (18.4%). Again two trainees (5.3%) managed to secure scholarship for their course.

The institutions where the trainees have had their training are primarily public (63.2%).

4.3 Current TVET Programmes

Trainees have chosen their training programme and the institutions independently (77.7%) or following advice of family members or friends (20.7%). Only 1.6% report that they have received an advise from an advisory agency or from a representative of a training institution. The respondents seem to be quite satisfied with their programmes: 95.7% of them are in the view that it is the right choice and 93.5% perceive that it is going to provide them with better job prospects.

In line with the focus of the study, the sample of current trainees has been chosen from training institution that offer training in one or more of the following types of programmes: metals and engineering, automotive, electronics and textile and garments. So, the distribution of trainees by programme type (Table C2) does not reflect the situation in the manufacturing industry, it rather reflects the distribution per type of programme of trainees who attend institutions offering the aforementioned programmes. Among the four types, electronics is the first offering training for 41.9% of the sample. It is followed by automotive (26.1%) and metals and engineering (19.0%). As Table C3 exhibits, the majority of the trainees in the sample attend programmes that offer one or more years training (45% are registered for 1 to 2 years and 29.7% for over 2 years). Those attending programmes of over two years are in NCR and Calabarzon (53.7% and 40.4% of the total in the two region respectively). The sample of trainees in Region VII comes primarily from the group that is attending a programme of 1 to 2 years duration.

A large percentage of the trainees (60.6%) describe themselves as attending programmes at the level of technician. We should take this with a lot of caution. The trainees attending programmes of over 2 years duration (among who the level of technician is possible) make only 29.7% of the sample. (And we should also remember that for about 80% of the trainees the current programme is their first TVET programme - see 4.2). Those who are attending a basic programme make 34.8% of the sample.

**Table C2:
An Inventory of Past TVET Experience of Current Trainees**

1 Type of Programme	Metals and Engineering 39.5	Automotive 2.6	Electronics 52.6	Textile and Garments 5.3
2 Level of Course	Basic/operator 39.5	Upgrading/Draughtsman 5.3	Technician 52.6	Foreman/Supervisory 2.6
3 Duration	Less than 3 months 36.8	3 to less than 12 mths 21.1	1-2 years 36.8	more than 2 years 5.3
4 Source of Finance	Parent 60.5	Other family 15.8	Scholarship 5.3	Self-support 18.4
5 Type of Institution	Public 63.2	Private 36.8		

Notes: - All figures are per cent of the base
- Base is 38

Parents and other family members are the main source of support to the trainees (75.6% and 12.0% respectively). Those who support themselves are 9.7% of the sample (highest percentage in NCR; 16.7% and lowest in Region VII; 2.6%). Ten trainees (5.7%) are holding scholarships. (Table C4).

Table C3
Percentage Distribution of Trainees by Type, Duration, Level and Region of Programme

TYPE OF PROGRAMME	NCR	CALA BARZON	REGION		TOTAL
			REGION VII	REGION XI	
Metals & Engineering	15.8	25.9	18.2	12.0	19.0
Automotive	36.8	15.5	18.2	40.0	26.1
Electronics	36.8	56.9	36.4	28.0	41.9
Textile & Garments	5.3	-	13.6	20.0	7.6
Others	5.3	1.7	13.6	-	5.4
Total	100.0	100.0	100.0	100.0	100.0
DURATION					
1 to less than 3 months	11.1	3.5	-	8.0	5.7
3 to less than 6 months	1.9	24.6	-	24.0	12.0
6 to less than 12 months	11.1	1.7	10.3	8.0	7.4
1 to 2 years	22.2	29.8	89.7	60.0	45.2
Over 2 years	53.7	40.0	-	-	29.7
Total	100.0	100.0	100.0	100.0	100.0
LEVEL					
Basic/Operator	37.0	24.6	41.0	44.0	34.8
Upgrading	7.4	-	2.6	8.0	4.0
Technician	53.7	75.4	56.4	48.0	60.6
Supervisory	1.9	-	-	-	0.6
Total	100.0	100.0	100.0	100.0	100.0

Note: Base for type of programme is 184 and for duration and level is 175

**Table C4:
Distribution of Trainees According to Source of Finance**

	REGION				TOTAL
	NCR	CALA BARZON	REGION VII	REGION XI	
Parent	32 59.3%	48 84.2%	33 84.6%	14 56.0%	127 72.6%
Other Family Member	6 11.1%	4 7.0%	5 12.8%	6 24.0%	21 12.0%
Scholarship	7 13.0%	1 1.8%	- 0.0%	2 8.0%	10 5.7%
Self-Support	9 16.7%	4 7.0%	1 2.6%	3 12.0%	17 9.7%
Total	54 100.0%	57 100.0%	39 100.0%	25 100.0%	175 100.0%

4.4 Future Plans

The majority of the trainees (83.2%) are going to look for a job after finishing their current TVET programme. The very small segment of the sample of those who are already employed (1.1%) will go back to their work. Those who are planning to pursue another TVET programme make 11.4% of the sample while those who are considering to attend a formal college course represent 4.3%. In short; 84.3% of the sample will join the labour market and 15.7% will pursue further training/education. Metals and engineering is the favourite choice of those who are to attend another TVET programmes (13 out 21 respondents; 61.9%). Electronics is the second choice (28.6%) The level of the programmes to be joined range from operator (4.8%), to craftsman (14.3%), to technician (38.1%) to foreman/supervisory (28.6%) to teacher (14.3%). Not all of them indicated the reason as to why they are to pursue another programme as to upgrade their level. Some (19.4%) want to be trained in another skill. The new programme may be pursued at the same current institution (57.1%) and the chance that it will be in a private institution is 55.6%. How the institute for the new programme will be chosen depends on a number of factors; geographical proximity (38.1%), reputation for quality (33.3%), recommendation of friends/relatives (14.3%), low tuition fees (9.5%) and only one in this group of respondents (making 4.6%) will seek an advise of an agency. The family is going to be the main source of support (71.4%) and the rest (26.6%) have to self-support themselves. Trainees seem to find no other form of sponsorship.

Those who are going to apply for jobs have different ways of doing this. The most popular venue will be the walk-in application (53.4%). Friends and relatives could also be sought for help (14.9%). Those who will seek assistance from employment/placement agency or from their present training institution or will follow job advertisements make respectively 16.1 %, 15.7% and 9.6 % of this group of respondents.

Current trainees seeking to find a job are showing a high degree of mobility; 81.0% of them are willing to accept a job in another region. It is also of interest to note that those who may consider to look for a job abroad make 76.4% of this group.

4.5 Private versus Public Institutions

Table C5 unveil that more trainees are certain that private institutions offer better quality education and training than public institutions. It is worth noting that in our sample 52% of the trainees have been drawn from public institutions. Overall 47.3% say 'yes' for supremacy of private institutions, 25.0% say 'No' and 23.9% say that only 'some' private institutions (or in some areas) are better. The percentage of those who say 'yes' to 'no' is 189 for all the sample. Trainees from different regions exhibit wide variations in their perception. Region VII was quite certain about the quality of private education and training (the percentage of 'yes' to 'no' is 433), while those from Region XI think that public institutions are of higher quality (corresponding percentage is 80). NCR and Calabarzon stand in the middle (still with a high degree of deviation from the average); at corresponding percentages of 263 and 126 respectively.

Table C5
Perception whether Private Institution can Offer Better Quality Education/Training than Public Institution

	REGION				
	TOTAL	NCR	CALA BARZON	REGION VII	REGION XI
Base	184	57	58	44	25
Yes	87 47.3%	29 50.9%	24 41.4%	26 59.1%	8 32.0%
No	46 25.0%	11 19.3%	19 32.8%	6 13.6%	10 40.0%
Some of them/In some areas	44 23.9%	14 24.6%	14 24.1%	9 20.5%	7 28.0%
Don't know	7 3.8%	3 5.3%	1 1.7%	3 6.8%	- -
Yes/No x 100%	189%	264%	126%	433%	80%

Though with less level of certainty, trainees on average also believe that private institutions offer a brighter future in the labour market than public ones (43.5% 'yes' and 27.7% 'no') (Table C6). The highest deviation from the average of the percentage of the 'yes' to 'no', which is 157, comes from Region VII. Those who agree are four times as much as those who do not. Trainees from Region XI (again) strongly disagree. Those who perceive that public institutions offer better job prospects represent 4.8%, while those who think the opposite make 32%. NCR and Calabarzon again stand in the middle (and again in agreement of primacy of private institutions) but with less degree of deviations from the average.

Table C6
Perception whether Private Institution can Offer Better Job Prospects than Public Institution

	REGION				
	TOTAL	NCR	CALA BARZON	REGION VII	REGION XI
Base	184	57	58	44	25
Yes	80 43.5%	25 43.9%	23 39.7%	24 54.5%	8 32.0%
No	51 27.7%	15 26.3%	18 31.0%	6 13.6%	12 48.0%
Some of them/In some areas	38 20.7%	11 19.3%	14 24.1%	10 22.7%	3 12.0%
Don't know	15 8.2%	6 10.5%	3 5.2%	4 9.1%	2 8.0%
Yes/no x 100%	157%	167%	128%	400%	67%

Section 5 Graduates of TVET

5.1 Their Background

Graduates of TVET systems who have been interviewed in the survey are 58.9 % male and 40.4 % female (with 0.7 % giving no response). About half of them fall in the age group 25-34 years; 29 % are younger and 20 % are older. Respondents in the sample (and their families) show, like the current trainees, high level of mobility in pursual of education and work. More than half had either their primary or/and secondary education in a different province than the one of their birth. Again more than half of them are currently working away from their province of birth.

The employment profile of the parents of past trainees exhibits little differences from that of the potential and current trainees. More mothers are working at home (70 % compared to 59 % and 56 % of potential and current trainees, respectively). A (surprisingly) large percentage of the employed mothers work as businesswomen (38 %). Respondents whose fathers have jobs with technical background (at professional, self-employed and technician level) are proportionately less than potential and current trainees (14.8 % compared to 18.0 % and 27.3 %).

5.2 Past Training before Joining Present Employer

Table G1 shows the distributions of past trainees by type, level and duration of their last training programme before joining current employers. For the majority (84%) this was the only TVET experience they had before taking up their present job.

The distribution of respondents by area/type of training does not reflect the situation in the

manufacturing industry. Interviews were conducted in firms that have activities in one or more of the following areas: metal and engineering, automotive, electronics, textile and garments. Most of the trainees selected in the sample, therefore, have had their previous training in one of these areas. Being the first for the majority, the training programme is expected to be largely at basic level. Indeed 61.7% of respondents recorded their programme's level as basic/operator. About 21% said that their training was for one to six months duration and about 6% was for more than two years.

The private sector was more important than the public sector as provider of training for respondents: 66.5% of the respondents have had their pre-current-employer training at private institutions. Structure of sources of finance of training for this group is somehow different from that of current trainees and from the expected one of the potential trainees. Graduates of TVET in the sample depended less on parents and other family members (49.5% of all finance) and more on themselves (21.4%), on scholarships (16.1%) and on employees (10.2%).

Women concentrated their training in textile and garments industry (55.7%). Only 13.9% of them have had their previous training in metals and engineering, automotive or electronics.

For 16% of the respondents this training programme was not their first before they joined their current jobs and for 2.9% it was the third. The earlier training programme for 39.31% of those who have had two, was in the area of electronics. The three other areas combined trained 30.3% of the two-previous-programmes groups. Respondents report that their earlier training programmes was also largely (about two-third) in private institutions. It is also to be noted that women have had less chance than men in going through more than one training programme before their present job; 11.4% of women compared to 18.9% of men. No women in the sample have had three training programmes before current employment while 4.7% of male respondents have had that.

As to the relevance of their past training programmes to their present job, 32.5% say it was very relevant, 35.9% thought it was just relevant while 18.4% declared it was not (13.1% give no response or say they don't know). It is to be noted that the proportion of women who say previous training was not relevant is double that of men (26.6% compared to 13.4%). The percentage of very satisfied women (those who say training was (very relevant) is also lower (22.8%) compared to men (38.6%). Sub-industry-wise, relevance of previous training was highest in automotive (48.4% "very relevant"; 21.0% "not relevant") and lowest is electronic (15.6% "very relevant" and 25.0% "not relevant").

5.3 Past Jobs

Before working for their present employer, at least 72.3% of the respondents had worked in at least one other job (the rest; 17.7%, gave no response to the question or had no previous work experience), 25.7% had worked in at least two, 11.6% in at least three and 2.9% in at least four and 1% in five jobs.

Table G1
Training Programme Attended by Graduate Trainees before joining their present Employer by Type, Level and Duration

Type		Level		Duration (by months)	
1 Metals and engineering	21.4	1 Basic/operator	61.7	1 <-1	9.2
2 Automotive	11.7	2 Upgrading/craftsman	7.8	2 1-<3	23.3
3 Electronics	22.8	3 Technician	17.0	3 3-<6	30.1
4 Textile and Garments	23.8	4 Foreman/Supervisory	3.9	4 6-<12	13.6
5 Other	19.9	5 Others	9.2	5 12-24	17.5
6 No response	0.5	6 No response	0.5	6 >24	5.8
total	100.0	total	100.0	7 no response	0.5

Table G2 provides a description of the occupations held by respondents in their previous jobs. "Operator" was the largest occupation in all three last jobs, followed by the occupation of "technician". Some of the previous jobs were not technical (classified as "others" in the table), this made up 24.8% of the last, 18.9% of the second last and 25.0% of the third last jobs of the respondents.

Table G2
Percentage Distribution and Occupational Category of Past Jobs

Occupation	Operator	Craftsman	Technician	Supervisor	Trainer	Other
Past Job 1 (total 149)	32.9	13.4	20.8	6.1	2.0	24.8
Past Job 2 (total 53)	41.5	15.1	20.8	3.8	-	18.9
Past Job 3 (total 24)	50.0	8.3	12.5	4.2	-	25.0

Table G3 presents data on duration and location of and reasons for leaving the last job. From this table a relatively high level of labour turnover and mobility can be deduced. Those who spent less than one year with their last employer make up 36.9% and those who spent at most two years constitute 71.8% of the respondents. This high level of turnover is not favourable for increasing involvement of employers in training of their work force. Only 32.9% of the respondents had their previous job in the same town as the present one and as much as 28.9% had in a different region. This picture and the one we have from current trainees reflect that there is no lack of labour mobility in the industrial labour market in the Philippines.

Table G3
Percentage Distribution of Last Job by Duration, Location and Reasons for leaving

	Duration	Location	Reason for leaving	
1	Less than 1 year	36.9 Same town as present	32.9 Low Wage	35.6
2	1-2 years	34.9 Different town same region	36.9 Intensive and/or long hours of work	6.7
3	More than 2-3 years	10.7 different region	28.9 Didn't like way work organised/problems with supervisor	6.7
4	More than 3-5 years	5.3 Overseas	1.3 No career advancement/no job security	12.8
5	More than 5 years	12.1	To do training or for other reasons	38.3

Note: Total respondents 149
Multiple answers were possible for reasons for leaving

Table G4
Distribution of Graduate Trainees by Type of Training Organised by Previous Employer

Type of Training	Job 1	Job 2	Job 3	Total
On-the-Job/Apprenticeship	47	11	6	64
Special Training Unit/Centre within the Enterprise	7	1	3	11
Outside the Enterprise at Public Institutions	1	1	1	3
Outside the Enterprise at Private Institutions	3	1	1	5
Abroad	1	-	1	2
Number attending Training	59	14	12	85
Number of Respondents	149	53	24	226

Reasons stated for leaving the last job vary from dissatisfaction with wage received (35.6%) to a concern about career advancement or job security (12.8%). The wish to pursue a TVET programme was also a reason among others that made workers leave.

Previous jobs allowed a segment of the sample some training. Table G4 demonstrates that in the last job employers organized training programmes for 31.1% of all respondents who had a previous job. The second and third last jobs made training available for 26.4% and 50.0% of those who had held such jobs. In all three jobs respondents had more on-the-job or apprenticeship training than any other form of training. Three quarters of all training organized by previous employers take this form. Other forms include structured training in a special training unit (12.9) and off-enterprise training with private or public institutions or abroad (11.8%).

5.4 Present Jobs

Occupational profile of current job of respondents (Based on their own categorization) is as follows: operator(32.5), craftperson (15.5%), technician (21.4%), foreman/supervisor (18.0) Trainer (0.5) and others (12.1). The difference between men and women is significant in two occupations; craftperson (35.4% of all women compared to only 3.1% of all men) and technician (only 7.6% of all women compared to 29.9% of all men). However, it remains unclear whether this is a structural difference or a male-female difference in responding to questions of this nature (i.e men overstating their job category/level. What arouses such doubt is that it is very unlikely that one in every three male industrial workers would be a technician).

Table G5 compare men and women in their present job from two perspectives. That women stay longer than men with their employers is evident: 58.2% of women and 37.8% of men have been staying for over three years and 19.0% of women compared to 48.8% of men have been staying for less two years or less. Table G5 also demonstrates that the percentage of women in lower-paid jobs is higher than men and the opposite is the case in higher-paid jobs. We have no enough evidence to strongly argue presence of sex-based wage differentials in the industrial labour market. However, some remarks on that direction may be made. Women stay longer with their employers. This means that the cost associated with high turnover is less with them and the investment in training them would be more rewarding than the same put in training men. Staying longer also generally means becoming more experienced with tasks to be performed. From the fore mentioned, it becomes difficult to believe that men's higher level wages reflect higher level productivity. May be the feeling of unequal treatment that makes more women respondents than men to say that they are not satisfied with their job (19.0% compared to 9.4%)

Table G5
Percentage Distribution of Men and Women Graduate Trainees by Salary and Length of Stay in Present Job (Salary in Pesos and duration in years)

Salary Range	Men	Women	Total	Length of Stay in Job	Men	Women	Total
Below 3499	18.9	22.8	20.4	Less than 1	25.2	6.3	18.0
3500 -4499	40.2	43.0	41.1	1 to 2	23.6	12.7	19.0
4500 - 5499	12.6	10.1	11.7	More than 2 to 3	12.6	22.8	16.5
5500 - 6999	14.2	10.1	12.6	More than 3	37.8	58.2	45.6
7000 & above	14.2	13.9	14.1	No response	0.8	-	0.5

Note: Total number of Respondents: Men 127; Women 79

5.5 Training Organized by Present Employer

Employers may organize training for their workforce(or a segment of it) within the enterprise or outside of it. Through the former venue 48% of the respondents in the sample had been or were being provided(at the time of the survey) with training. Off-enterprise training benefited 27.7% .

As table G6 manifests, the majority of the off-enterprise trainees were trained at basic or upgrading level(70.2%). Those trained at higher level(technician, supervisor or teacher) make up 29.6% of the total number of recipients of this type of training(and 6.8% of the total sample). Off-enterprise training was largely for a period of less than three months(73.7%). Those trained for a period exceeding three but less than 12 months and for more than one year constitute 21% and 5.3%, respectively, of all off-enterprise trainees.

Table G6
Percentage Distribution of Graduate Trainees Trained Out-of and Within-Enterprise by Current Employers by Level and Duration of Training Programmes

Level	Basic Craftsman/Upgrading	Technician	Foreman/Supervisor	Teacher	Other	No Response
Out of Enterprise %	43.9	26.3	12.3	10.5	1.8	5.3
Within Enterprise %	58.6	11.1	14.1	13.1	-	2.0
Duration by Month	Less than 1	1<3	3<6	6<12	12-24	>24
Out of Enterprise %	40.4	33.3	17.5	3.5	3.5	1.8
Within Enterprise %	55.6	27.3	10.0	3.0	1.0	2.0

Number of Respondents out-of-Enterprise 57 and within-Enterprise 99

It is important to note that employers have a higher preference to private institutions when they decide to send their workers for training; 91.2% of the off-enterprise were sent to private training institution

Eight respondents(3.9% of the total sample) report being sent twice to off-enterprise training and one respondent was sent three times. On the relevance of off-enterprise training to work and career, 36.8% of the respondents said it was very relevant, 59.6% said it was relevant and only 3.5% were not positive.

As has been mentioned earlier, within-enterprise training is the major form followed by employers. Almost half of the respondents benefited from this at least one time and a number of respondents for more than once (5.3% for two times, 2.4% for three times and less for four and five times).

As in the case with off-enterprise training, the major level of training within-enterprise is the basic/operator level. However, in terms of both numbers and proportions, more technicians and supervisors were trained within the enterprise than outside it.

The major method of organisation of within-enterprise training is on-the-job(78.8%). Training in special training units makes up for the rest.

Within-enterprise training extends in the majority of cases(82.9%) to less than three months. A training duration of 3 to less than 12 months and of more than one year was made possible for 13.1% and 3.0% of trainees, respectively.

Respondents are more satisfied with this type of training than off-enterprise training and the latter is regarded as more relevant to work and career of trainees than previous training gained before current employment. Table G7 summarises this picture.

It must be noticed that the 9.1% of within-enterprise training beneficiaries who have not responded or who have said 'don't know' include those who were undergoing training at the time of the survey.

Table G7
Perceptions on Relevance of Training Received to Work and Career

	Very Relevant	Relevant	Not Relevant	Don't know/ no response	Total
Training before joining current employers	32.5	35.9	18.4	13.1	100
Out-of Enterprise Training by Current Employer	36.8	59.6	3.5	-	100
Within Enterprise Training by Current Employer	51.5	37.4	2.0	9.1	100

Table G8
Perception on Whether Private Institutions Offer Better Training

Opinion	By Sex		By Area of Training				Total
	Men	Women	Metals	Automotive	Electronics	Textile	
Yes	44.1	45.6	37.1	56.0	51.6	40.0	44.7
Know	19.7	17.7	79.0	16.0	14.1	14.5	18.9
Don't know	36.2	36.7	33.9	28.0	34.4	45.5	36.4
Total	100	100	100	100	100	100	100
Total number of respondents	127	79	62	25	64	25	206
% of yes to no	224	258	128	350	367	275	236

5.6 Private Versus Public Institutions

Graduates of TVET prefer private institutions to public ones. Evidence is very clear in table G8. Overall 44.7% of the respondents say 'yes' and 18.9% say 'no' and 36.4% say 'don't know' to the question asking them whether in their opinion private training institutions offer better training. (The percentage of those who say 'yes to 'no' for all respondents is 2.36). Women are (slightly) more certain than men on supremacy of private institutions (their 'yes' to 'no' percentage is 258 compared to 224 for men) and those who work in electronics automotive industries are more certain than those who work in textile and garments and metals and engineering (percentage of 'yes' to 'no', respectively are: 367, 350, 275 and 128).

Section 6 Concluding Remarks and Policy Implications

This section highlights major findings of the research that may have important bearings on TVET and labour market policy making. Experience and views of beneficiaries of TVET, which this study has endeavoured to have a grasp of, should be taken as a major parameter in TVET strategy, planning and programme implementation.

In bringing in the beneficiaries to complete the triangle of TVET system (the other angles being training institutions and firms), which probably is done in this way for the first time in TVET studies in the

Philippines, this study hopes to have been successful in opening the door for future more comprehensive studies on the same.

6.1 On TVET

a- TVET: a stigma?

Contrary to some beliefs expressed in the literature of HRD that TVET is stigmatized as the choice of the less successful, the survey of potential trainees manifests clearly that the choice of TVHS for the majority (94%) was not because they had not been able to pursue general (academic) education, but because it offers better prospects in the labour market. Potential trainees are certain that they have made the right choice and that TVHSs offer better education than general secondary schools.

The number of TVHSs is quite small and they represent a very small proportion of the secondary school system in the country. A detailed study on effectiveness and relevance of TVHS-ing system will be an important guide to policy making in this very important component of TVET.

b- TVET: its relevance

The three surveys clearly establish a satisfaction on the side of respondents as to the TVET they had in the past or were having at the time of the survey. It has also become apparent that graduates of TVET find the within-enterprise training more relevant to their work and career than off-enterprise training (which is nevertheless highly regarded). Training organized by employers whether within- or off-enterprise is regarded as more relevant than past TVET which included own choice programmes. From the above it may be evident that support to and expansion of this kind of training would increase the effectiveness of the whole TVET system.

c- Private versus public

The conclusion of the survey of the perception of trainees on whether private training institutions offer better training than public ones is as follows: the more experienced the respondents are with TVET the more convinced they become on supremacy of private training institutions.

Potential trainees are strongly in favour of public institutions (they all attend public institutions). While more than half of the current trainees have been selected from public institutions the percentage of those who say 'yes' to 'no' on supremacy of private training is 189 (with wide regional differences). Graduates of TVET are more certain; corresponding percentage is 236 (with women being slightly more certain than men and graduates in electronics and automotive being more certain than those in metal and textile fields)

The smallness of public training institutions (e.g. in Region II on average public institutions graduated 14 trainees in 1993) call for an urgent study on the cost per trainee in different public institutions. With the high level of mobility of trainees (see 6.2.a below) it may not be justified to sustain high-cost small public training institutions.

d- Finance

The primary source of finance the first training programme(s) is the family (parents and relatives). All three surveys reflect a high commitment of the families in financing post-secondary training and education of their daughters and sons. Scholarships is far less significant specially for current and potential trainees. After employment, employers are the major funders of TVET.

6.2 On Labour Market

a-Mobility

All surveys show a relatively high level of mobility of respondents (and their families) in pursual of education and training and in search for jobs. This feature of population and labour in the Philippines could have some important bearings on planning for location of TVET institutions and on employment creation.

b-Labour turnover

Data from graduates of TVET show that industrial workers (specially men) show a relatively high rate of turnover. More than two third of the workers stayed for less than two years with their last employers. High turnover makes it difficult for employers to invest or increase their investment in training special in more expensive (more lengthy) type of training. The reasons employees give for leaving their jobs vary. The most mentioned reason is 'low wage'. Since these are technical people who would normally move to another industrial employer, high turnover is perhaps an indicative of wide wage differentials in manufacturing industry.

c-Women

Data from the first section and from surveys confirm that women are participating very effectively in TVET and in the manufacturing industry, particularly in some specific fields. They stay considerably longer than men with their employers. They are employed in lower-paid jobs (but not necessarily less skill demanding jobs). They are also less satisfied with their current jobs than men. All this issues require policy intervention to ensure equality and to realize the full potential of women in the manufacturing (and other) sector(s). A comprehensive study on this matter is a matter of priority.

d- Labour market information

Respondents rely very little on formal means of labour market information to decide on their choice of training programmes and to search for jobs. The reason is in the low effectiveness of the career advisory and employment services. (A more detailed treatment of this issue and some specific recommendations are provided in another paper)(3)

Annex

Annex - Table 1
Enrolment in Public and Private Institution by Region (SY 1992-1993)

REGION	PUBLIC	PRIVATE	TOTAL
NCR	3,599	174,399	177,998
CAR	1,237	12,936	14,173
I	1,722	26,379	28,101
II	1,148	7,478	8,626
III	2,917	14,624	17,541
IV	10,741	21,841	32,582
V	7,663	19,561	27,224
VI	3,674	42,117	45,791
VII	1,528	10,902	12,430
VIII	11,113	7,397	18,510
IX	2,949	3,361	6,310
X	1,776	9,177	10,953
XI	2,343	13,054	15,397
XII	740	3,322	4,062
TOTAL	53,150	366,548	419,698

Source: NMYC (1995): 57

Annex - Table 2
Number of Graduates of Public and Private Institution by Region
(SY 1992-1993)

REGION	PUBLIC		PRIVATE		TOTAL	
	I	G	I	G	I	G
NCR	2	345	234	121,666	236	122,011
CAR	17	599	17	12,995	34	34,594
I	17	2,397	57	8,991	74	11,387
II	36	500	31	4,523	67	5,022
III	21	1,798	87	19,310	108	21,109
IV	36	2,797	79	1,467	115	4,264
V	26	1,598	27	7,437	53	9,035
VI	33	2,397	31	13,865	64	16,262
VII	11	1,199	60	3,427	71	4,625
VIII	66	3,197	14	5,060	80	8,258
IX	12	599	10	2,483	22	3,082
X	20	1,398	71	3,645	91	6,031
XI	18	1,508	61	4,523	79	6,031
XII	7	599	32	2,254	39	2,853
TOTAL	322	20,931	811	211,646	1,133	254,564

Note: I=Number of Institutions

G=Number of Graduates

Source: NMYC (1995):56

Annex - Table 3
Comparative Distribution of Graduates of NMYC Member Agencies, 1993

	Graduates	% Share of Total Output
1 By Region		
Philippines	624,572	82.53
Region		
I	38,910	6.23
II	18,397	2.95
III	32,431	5.19
IV	69,159	11.07
V	19,738	3.16
VI	31,011	4.97
VII	11,944	1.91
VIII	23,744	3.80
IX	23,397	3.75
X	34,367	5.50
XI	38,605	6.18
XII	32,550	5.21
NCR	108,086	17.31
CAR	33,093	5.30
Not classified by Region	109,140	17.47
2 By Agency	624,572	100.00
Philippines		
NEDA	1,856	0.30
DILG	38,728	6.20
DSWD	19,503	3.12
DTI	46,148	7.39
CSC	20,329	3.25
DOST	39,693	6.36
NMYC	153,455	24.57
DECS	87,000	13.93
DA	17,018	2.72
DOLE	125,571	20.11
DENR	11,390	1.82
Others	62,715	10.04
Not Indicated	1,166	0.19
3 By Major Course		
TOTAL	624,572	100.00
Officials (group I)	73,159	11.71
Professionals (group II)	42,851	6.86
Tech/Ass.Prog (gr. III)	15,310	2.45
Clerical	8,450	1.35
Services	23,977	3.84

Annex - Table 3
Comparative Distribution of Graduates of NMYC Member Agencies, 1993

	Graduates	% Share of Total Output
Farming, Forestry & Fishing	18,388	2.94
Trade Skills	233,531	37.39
Operatives	27,791	4.45
Not elsewhere classified	3,334	0.53
Not Indicated	177,781	28.46
By Type of Clientele		
TOTAL	624,572	100.00
OSY	119,019	19.06
Unemployed Adults	112,230	17.97
Employed	105,808	16.94
Others	116,052	18.58
Not Indicated	171,463	27.45
5 By Level		
TOTAL	624,572	100.00
Basic	333,707	53.43
Upgrading	45,056	7.21
Entrepreneurship	20,065	3.21
Supervisory	7,880	1.26
Trainer's Training	3,651	0.58
Others	38,234	6.12
Not Indicated	175,979	28.18
6 By Sex		
TOTAL	624,572	100.00
Male	177,811	28.47
Female	235,300	37.67
Not Indicated	211,461	33.86

Source NMYC (1995:2-3)

Annex - Table 4
Distribution of Graduates by Major Course Group and Type of Clientele (1993)

Major Course	Out-of-school Youth	Unemployed Adults	Employed	Others	Not Indicated	Total
Total	119,019	112,230	105,808	116,052	171,463	624,572
Training Programmes for Officials for Government and Social-Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors	1,729	3,491	34,242	25,746	7,951	73,159
Training Programmes for Professionals	5,718	1,405	21,747	13,573	408	42,851
Training Programmes for Technicians and Associate Professionals	748	1,173	4,232	8,843	314	15,310
Clerical Training Programmes	1,263	1,115	1,455	4,556	60	8,450
Services Courses and Shop and Market Salesmanship Training Courses	11,697	8,750	1,085	2,422	23	23,977
Farming, Forestry and Fishing Training Courses	1,557	5,653	4,541	6,409	228	18,388
Trade Skills Training Courses	84,522	79,312	28,462	40,100	1,135	233,531
Operative Training Courses	10,727	9,880	2,144	4,917	123	27,791
Training Programmes not elsewhere Classified	187	320	1,393	1,019	415	3,334
Not Indicated	871	1,131	6,506	8,467	160,806	177,781

Source: NMYC (1995):32

Annex - Table 5
Distribution of Graduates by Major Course Group and Type and Sex (1993)

Major Course	Male	Female	Not Indicated	Grand Total
Total	177,811	235,300	211,461	624,572
Training Programmes for Officials of Government and Social-Interest Organizations, Corporate Executives, Managers, Managing Proprietors and Supervisors	28,412	19,792	24,955	73,159
Training Programmes for Professionals	16,407	17,689	8,755	42,851
Training Programmes for Technicians and Associate Professionals	8,104	6,037	1,169	15,310
Clerical Training Programmes	2,244	5,864	342	8,450
Services Courses and Shop and Market Salesmanship Training Courses	3,542	20,366	69	23,977
Farming, Forestry and Fishing Training Courses	12,066	5,194	1,128	18,388
Trade Skills Training Courses	93,245	132,531	7,755	233,531
Operative Skills Training Skill	6,741	21,005	45	27,791
Training Programmes not Elsewhere Classified	1,472	1,356	506	3,334
Not Indicated	5,578	5,466	166,737	177,781

Source: NMYC (1995):35

Endnotes

- (1) Sources used are: DOLE-BLES (1995), ILO (1990), NMYC (1995/b), UNIDO (1992)
- (2) All data cited in this section is drawn from tables in the Annex.
- (3) "Labour Market Information System in the Philippines"- Abbas Abdelkarim and Paolo Perez, a forthcoming paper.

Sources

This paper relies on data gathered from the surveys among potential, current and past industrial trainees. These surveys were undertaken in the period December 1995 and April 1996. Other details are provided in the text.

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