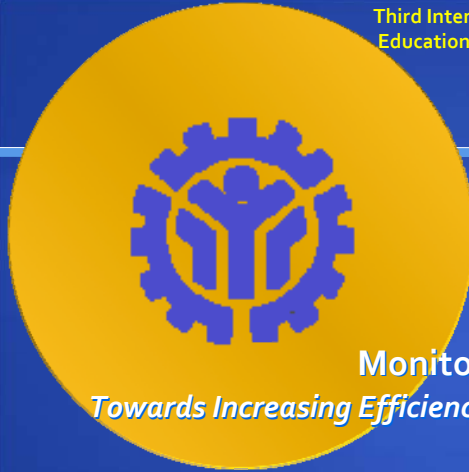


Third International Congress on Technical and Vocational
Education and Training, Building Skills for Work and Life
Shanghai, China 13-16 May 2012



**Technical Education
and Skills Development
Monitoring and Evaluation System:
*Towards Increasing Efficiency, Effectiveness and Relevance of
TVET in the Philippines***

By **MARIA SUSAN P. DELA RAMA**
Executive Director, Planning Office
TESDA, Philippines



TESDA

The Technical Education and Skills Development Authority (TESDA) is the government agency tasked to manage and supervise technical education and skills development (TESD) in the country. It was created under **RA No. 7796**, otherwise known as the **“Technical Education and Skills Development Act of 1994**



“the AUTHORITY in TVET in the Philippines”



TESDA

VISION

TESDA is the leading partner in the development of the Filipino workforce with world-class competence and positive work values.

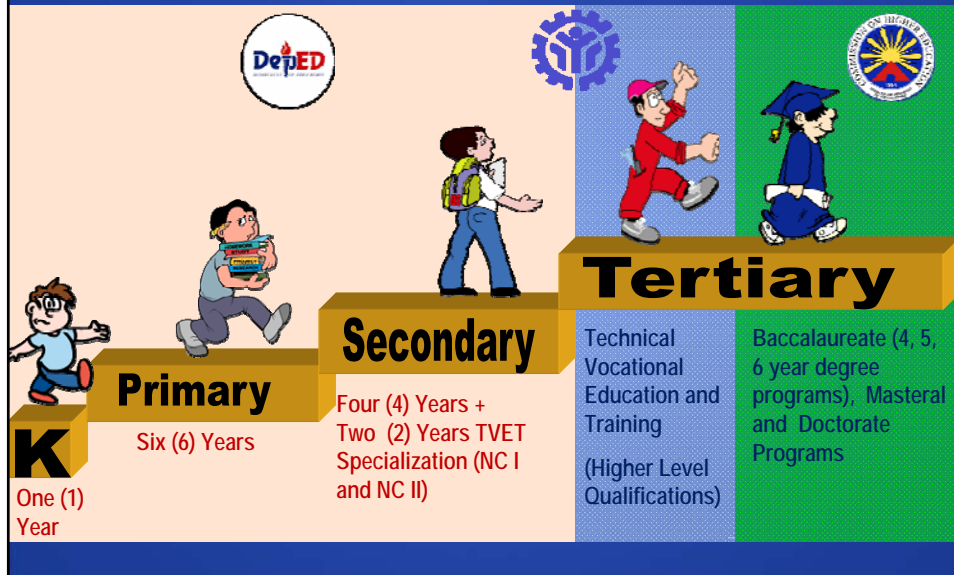
MISSION

TESDA provides direction, policies, programs and standards towards quality technical education and skills development.



“the AUTHORITY in TVET in the Philippines”

The Philippine Education System

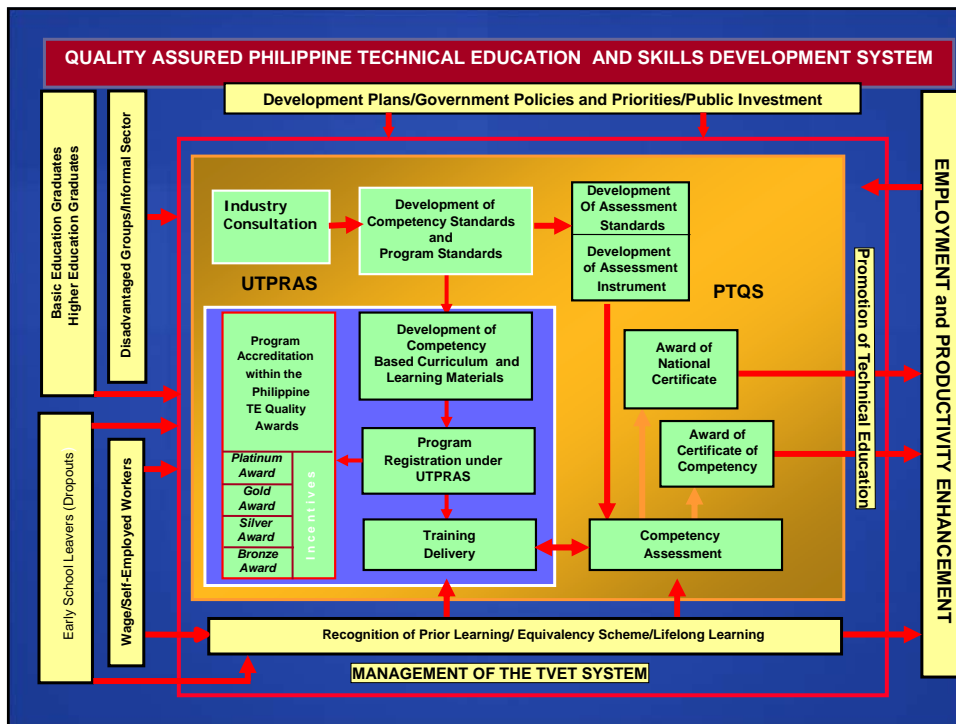


The Straddling Role of TESDA in Economic and Social Development

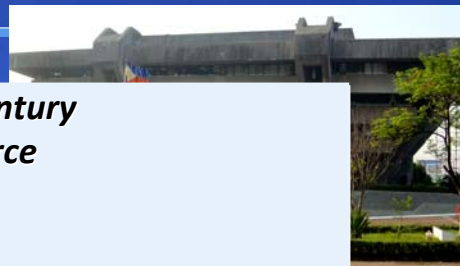


BRIDGING THE LABOR SUPPLY AND DEMAND GAP





The NATIONAL TECHNICAL EDUCATION AND SKILLS DEVELOPMENT PLAN 2011-2016



Investing in the 21st Century Skilled Filipino Workforce

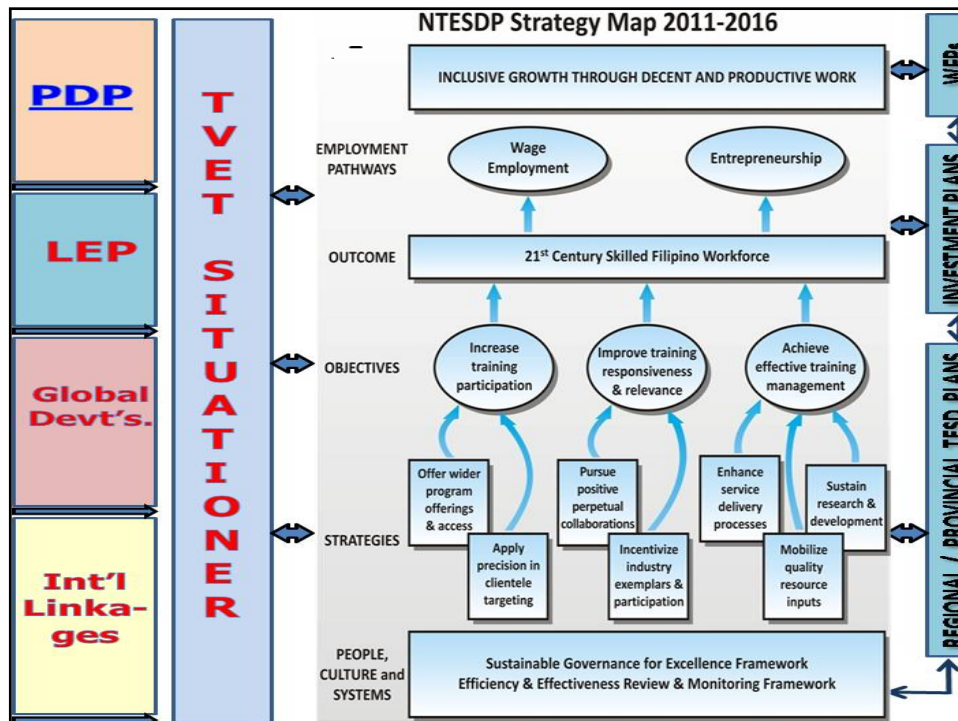
- *Technically competent*
- *Innovative and creative*
- *Knowledge-based with higher order thinking skills*
- *With foundational life skills*
- *In pursuit of lifelong learning opportunities*
- *Possessing desirable work attitudes and behavior*



Technical Education and Skills Development Authority

Generic Skills Set in the 21st century Workplace

Work & Values Cluster <ul style="list-style-type: none"> ✓ Basic IT Skills ✓ Media Literacy ✓ Self-management ✓ Time management ✓ Attitude & Values 	Interpersonal Cluster <ul style="list-style-type: none"> ✓ People Skills ✓ Communication ✓ Team Work ✓ Customer Orientation ✓ Cultural Understanding
Cognitive Cluster <ul style="list-style-type: none"> ✓ Learning to Learn ✓ Problem Solving ✓ Critical Thinking ✓ Innovation 	Adaptability Cluster <ul style="list-style-type: none"> ✓ Flexibility ✓ Ability to adopt ✓ Conflict resolution ✓ Negotiation



MONITORING AND EVALUATION FRAMEWORK

TVET System Elements				
	Input	Output	Outcome	Impact
Indicator	Institutions operative Trainers trained Resources mobilized	Programs registered Training regulations promulgated Training seats available Curriculum exemplars developed Assessment tools developed Persons enrolled & graduated Persons assessed & certified Students assisted via scholarships	Certification Rate	Employment Rate
Indicator Elements	Adequacy Proportionality	Access Equity	Quality	Relevance Responsiveness
Indicator Typology	Internal Efficiency	Effectiveness		External Efficiency
	S U P P L Y			D E M A N D

Areas	Efficiency		Access	
	Internal	External		
Accountability	<ul style="list-style-type: none"> •Targets vs. Budget •Resource allocation and management •Prioritization 	<ul style="list-style-type: none"> •Review of TVET investments of other agencies per Sec. 25 of RA 7796 re: coordination function of TESDA 	<ul style="list-style-type: none"> •No. of graduates •No. of PESFA slots •No. of TWSP slots •No. of certified workers •Segmentation of clients •Training cost 	
Performance Regulation	<ul style="list-style-type: none"> •Standards Development •Training Regulations Development •Program Registration and Accreditation •Accreditation of Assessment Centers/ Venues •Accreditation of 	<ul style="list-style-type: none"> •No. of persons assessed and certified 	<ul style="list-style-type: none"> •Compliance Audit •Continual improvement •Quality Management System •Reporting System 	
Value Contributions		<ul style="list-style-type: none"> •Labor Market Information (Best-Job-Fit) •Employability 		

TVET FACTS

- A total of 11 M graduates in 2005-2011
- 1.5 M graduates annual average
- Profile of TVET graduates
(2008 - 2010 statistics)
 - 51% are 15-24 years old
 - 46% are HS graduates
 - 51% male / 49% female

TVET FACTS

- 4,328 TVET institutions (TVIs)
 - 3,906 (90%) private TVIs
 - 422 (10%) public TVIs
 - 125 Technology institutions - TESDA managed
- TVET Absorptive Capacity – 1,596,000

TVET FACTS

Assessment and Certification

- 2,985,198 persons assessed (2005-2010)
- 2,279,167 persons certified
- 76.35% certification rate (Ave.)

Employment Rate of Graduates in the Labor Force

- 48.7 % (2005)
- 55.1 % (2008)
- 60.9 % (2011)

2011 Impact Evaluation Study (Graduate Tracer Study)

Objectives

General: To evaluate the relevance and effectiveness of TVET Programs and serve as a tool in recommending policy and program improvements

Specific:

- Estimate employment and skills utilizations rates of TVET graduates
- Estimate average length of job search from date of graduation
- Identify TVET qualifications that have higher employment rates
- Compare the performance of certified vs. non-certified TVET grauates in terms of employment
- Determine impact of the Training for Work Scholarship Program in terms of employment and income levels of graduates
- Identify reasons for unemployment and for not joining the labor force

Employment Rate by type of program

	2005	2008	2011
Center-based	48.8	39.2	61.1
School-based	46.4	47.0	
Enterprise-based	54.1	46.6	83.1
Community-based	49.7	---	56.4
All modes	48.7	55.1	60.9

Example of how the results of the study are used

6 out of 10 graduates employed

What about the 4?



TESDA Specialista Technopreneurship Program

Skills Formation

- Technical Skills
- Entrepreneurship
- Values Formation

Nurturing mechanisms

- Tool Kits
- Community Based Service Aggrupation

Sustainability

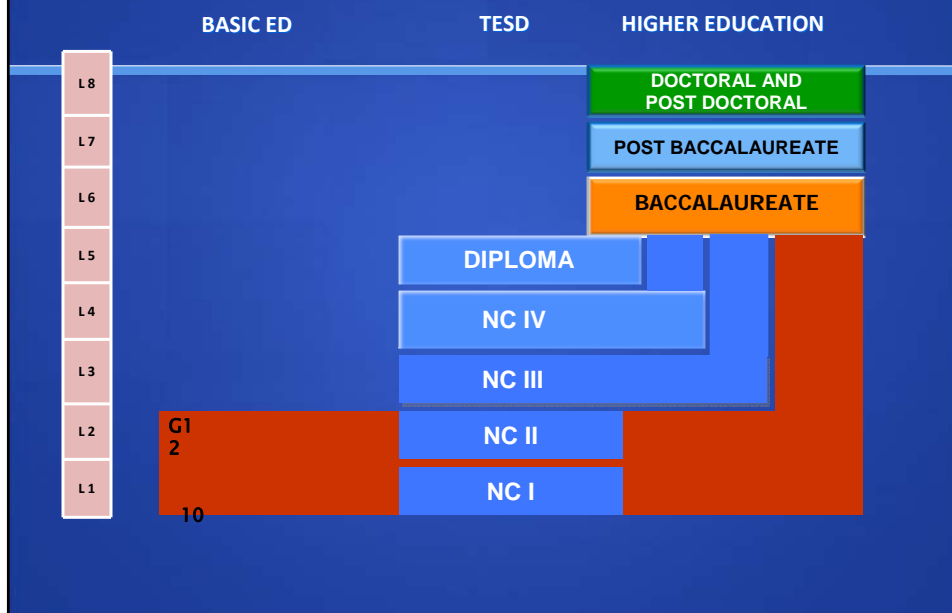
- LGU Support
- Business coaching/mentoring
- Business matching with market

Future Plans

- ❖ Impact evaluation study to include a control group (those who did not take technical education and skills development)
- ❖ Development of the Online TVET Monitoring System
- ❖ Inclusion of the TVET qualifications in the Labor Force surveys and Census
- ❖ Adoption of the Philippines Qualification Framework

THE PHL QUALIFICATIONS FRAMEWORK

(Proposed as of 25 April 2012)



Thank you!

Mabuhay!

mspdellarama@yahoo.com