

E-Education in the Philippines: The Case of Technical Education and Skills Development Authority Online Program (TOP)

Dr. Francis Mark A. Quimba

Research Fellow I



Philippine Institute for Development Studies

Surian sa mga Pag-aaral Pangkaunlaran ng Pilipinas

Outline

1. Background
2. Profile of TOP
3. Key findings
4. Recommendations

Background

- Consumer Unity & Trust Society (CUTS International)
- 3 country reports
 - India, led by CUTS;
 - Philippines, led by (PIDS); and
 - Vietnam, led by CUTS Hanoi Research Centre (HRC)
- Determine the benefits, potential and challenges of a digital economy (DE) and how to strengthen DE in each of the project countries, so as to **enhance consumer welfare**.
- Philippine Case: E-education and E-Finance

Reaching the last mile consumer

- Last mile consumers are understood to be “individuals or households that are willing yet unable to pursue their human aspirations following a mixture of financial, geographic, or cultural obstacles.”
- This would include:
 - The poor (i.e., those living at USD1.90 per day)
 - Housewives especially in highly patriarchal societies (e.g., inability to pursue further education)
 - Overseas Filipino Workers (i.e., Filipino workers distanced from their families often for years)
 - Households in far flung areas away from town or city centers
- The digital economy allows for services to reach the last mile consumer.

Introduction to the TOP



TESDA Online Program

Study at your own pace, in your own time!

TESDA Online Program

Study at your own pace, in your own time!

TESDA Online Program

Study at your own pace, in your own time!

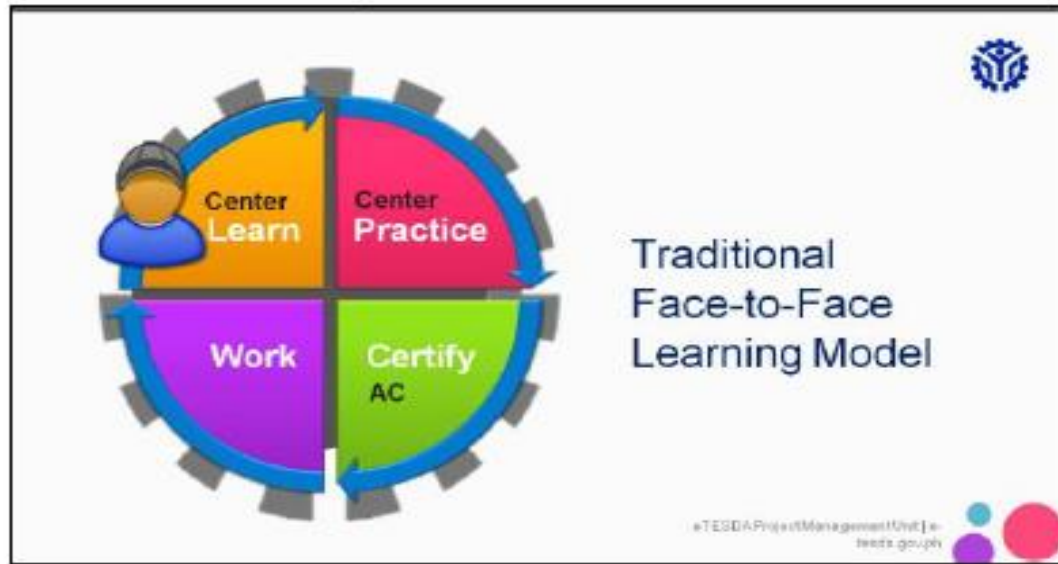
TOP is accessible from your PCs, tablets and mobile phones

Visit www.e-tesda.gov.ph and register!

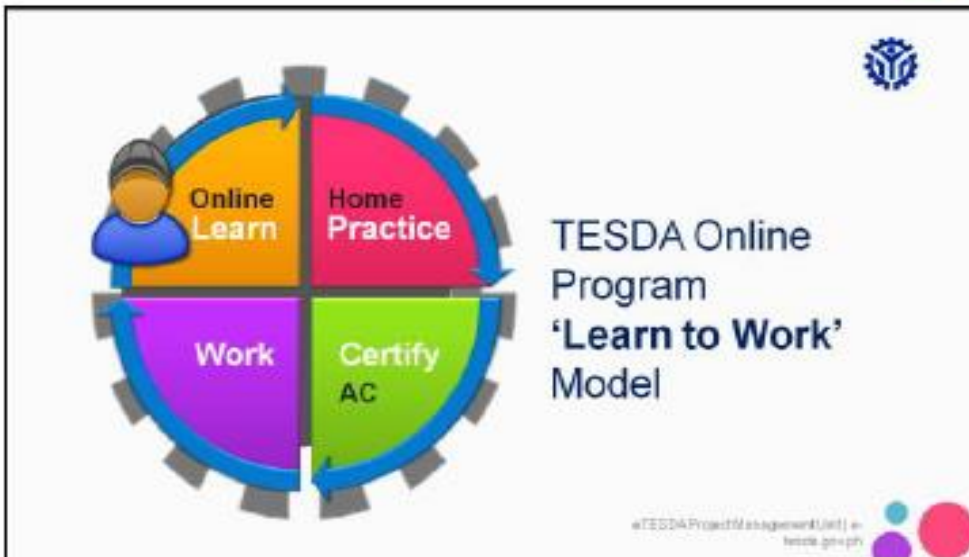
eTESDA Project Management Unit | e-tesda.gov.ph

- In 2012, the TOP was launched and TESDA became the 1st Philippine institution offering Massive Open Online Courses
- This is in response to the large demand for technical and vocational skills training
 - In 2016, there are about 2.27 million TVET enrollees
- The TOP is also in line with the National Technical education and skills development Plan of 2011-2016 which states that ICT must be integrated in vocational education.
- The TOP takes advantage of the growing percentage of Filipinos with internet connections (63.58% in 2016), and the increasing trend of digitization of learning.

1. TOP Process: What makes it different?



- ❑ The TOP process, to put it simply is - access the free online TVET education (MOOC), practice the skills anywhere or at home, be a certified worker and eventually get that job
- ❑ The goal is to **“learn at your own pace, in your own time, at your own place”**



1. What can you learn?

Table 1. Number of e-TESDA course offering (as of January 2018)

Sector	Number of courses
Agriculture	1 course
Automotive	2 courses
Electrical and Electronics	1 course
Entrepreneurship	2 courses
Human Health and Health Care	3 courses
Heating, Ventilating, Air Conditioning and Refrigeration	1 course
Information and Communication Technology	14 courses
Lifelong Learning Skills	2 courses
Maritime	1 course
Social, Community Development and Other Services	1 course
Tourism	21 courses
TVET	10 courses
TOTAL	59 courses

Source: eTESDA Project Management Unit

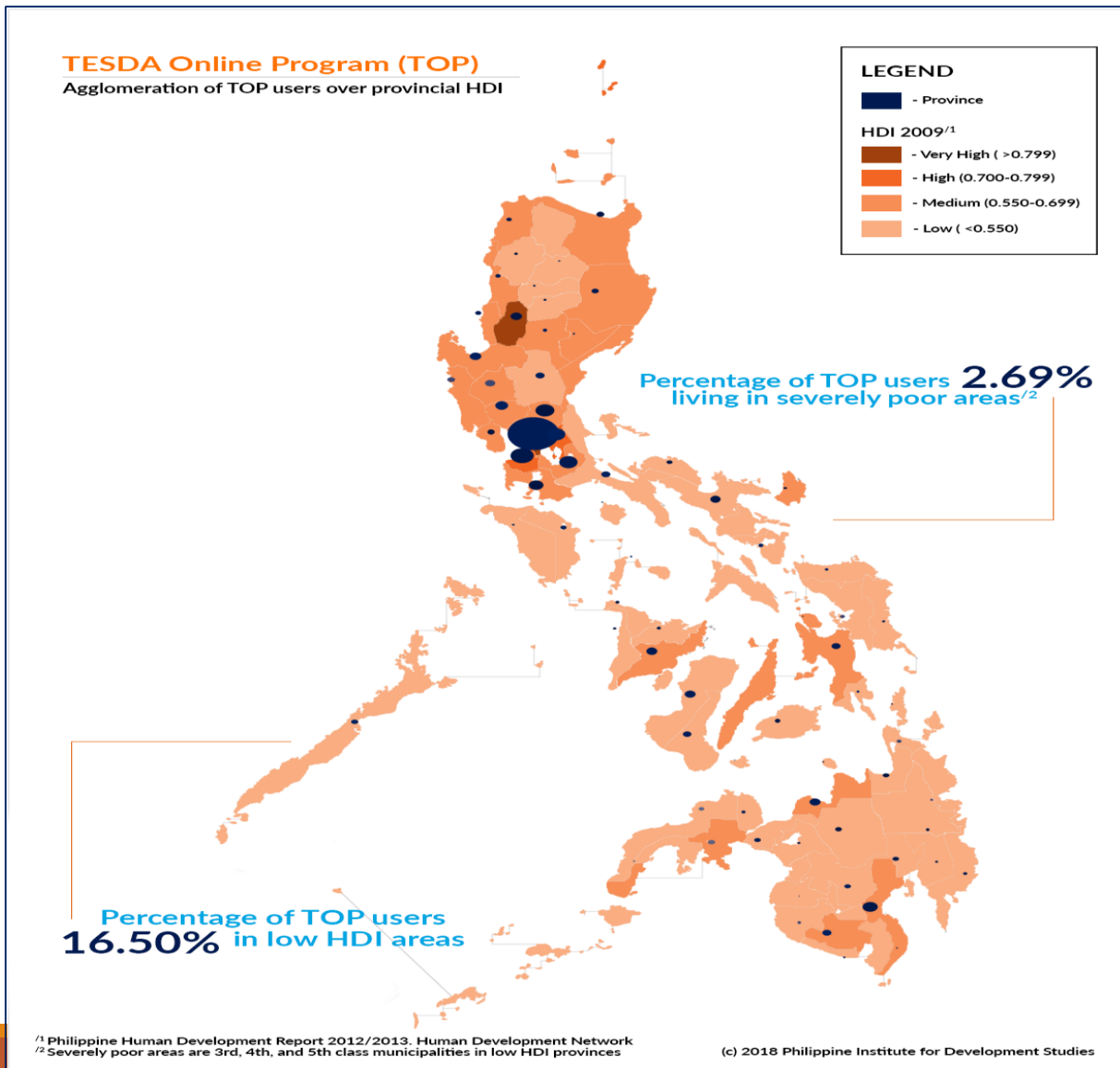
As of February of 2018, e-TESDA offers fifty-nine (59) online courses across different sectors - from agriculture, electronics, and entrepreneurship to maritime, tourism, and ICT learning

- ICT (Basic Computer Operation),
- Food and beverage servicing (bus boy servicing, room attendant servicing, waiter servicing), and housekeeping (guest room attendant servicing, valet servicing)

1. Who has had access?

- There are about 1.1 million registered TOP users online with 71.0 percent enrolled in at least one TOP course.
 - Females comprise 60.0 percent of the TOP users with 23.8 percent of sessions occurring abroad.
 - As of May 2017, 46.8 percent of enrollees have already completed their course.
- Most enrollees take up courses either in ICT (51.0%) or tourism (20.7%).
 - Courses with the highest percentage of completers as a proportion of enrollees are heating, ventilating, air conditioning, and refrigeration (77.2%), ICT (65.5%), and TVET (59.9%).
- The majority of TOP users are college graduates (65.0%) and are 25-34 years old (43.6%).
 - Most users are located in Balance Luzon (42.7%) and the National Capital Region (34.2%).

TOP is able to reach poor areas



- 16.5% of TOP users reside in low HDI areas and 2.69% are in 3rd, 4th and 5th class municipalities in low HDI provinces in the Philippines.
 - These municipalities are categorized with having the lowest average annual incomes. Evidence of reaching last mile consumers.

Results of the perception survey

- Impact of TOP in terms of coverage, reach and relevance
- The questionnaire gathered data on the characteristics of the registered users, career profiling and experiences, and relevance of the program
- The questionnaire was uploaded to the portal for two (2) weeks from January 26, 2018 to February 6, 2018

Purpose for enrolling and benefits

eTESDA Enrollees	Frequency	Percentage (%)
Why did you choose to use e-TESDA?		
Credit towards degree requirement	5	2.3
For employment	41	18.8
For promotion	3	1.4
For skills upgrading or enhancement	122	56.0
Job Requirement	13	6.0
Personal use, interest, or hobby	16	7.3
TVET Qualification is popular	2	0.9
To increase income	16	7.3
What are the benefits that you get from e-TESDA? (Multiple answers allowed)		
Convenience	170	78.0
Affordable	106	48.6
Can learn at own pace	155	71.1
Unlimited access to materials	124	56.9
Added Credibility	1	0.5

- Of the 218 respondents who are enrollees of any one of the TOP courses, 56% enrolled in eTESDA for skills upgrading or enhancement while 41 (19%) for employment
- Majority of the enrollees identified convenience (78%), learning at own pace (71%), and unlimited access to materials (57%) as the main benefits of enrolling at eTESDA.
- Only 49 percent found eTESDA affordable despite access to it is for free. This may be attributed to the cost of internet connection to access the TOP.

Challenges

- About 35 enrollees (49%) identified internet issues as one of the main challenge faced in terms of accessibility. Issues on internet include slow internet speed, expensive/costly data usage, unstable data connection, and sometimes no internet access.
- Other identified challenges are the lack of instruction of completing the course specifically on assessment and certification procedures (7%). Some others have issues on registration such as forgetting username and password and tedious forms to fill-out (7%).

Overall experience

Enrollees have given a very high (5) and a high (4) satisfaction rating of the eTESDA Program in terms of navigating the eTESDA portal website (85%), registration and enrolment (85%), intructions and courses offered (83%), format of the course/contents of the material (81%), and relevance of the courses to actual needs (83%)

Overall Experience	Satisfaction Ratings (5 being the highest satisfaction and 1 being the lowest)				
	1	2	3	4	5
User Experience	1 <i>0.5</i>	2 <i>0.9</i>	30 <i>13.8</i>	51 <i>23.4</i>	134 <i>61.5</i>
Registration Experience	2 <i>0.9</i>	2 <i>0.9</i>	29 <i>13.3</i>	48 <i>22.0</i>	137 <i>62.8</i>
Online Experience	2 <i>0.9</i>	3 <i>1.4</i>	27 <i>12.4</i>	49 <i>22.5</i>	137 <i>62.8</i>
Courses Offered	1 <i>0.5</i>	3 <i>1.4</i>	32 <i>14.7</i>	53 <i>24.3</i>	129 <i>59.2</i>
Course Curriculum	1 <i>0.5</i>	5 <i>2.3</i>	35 <i>16.1</i>	61 <i>28.0</i>	116 <i>53.2</i>
Relevance of Course to Actual Needs	2 <i>0.9</i>	4 <i>1.8</i>	30 <i>13.8</i>	52 <i>23.9</i>	130 <i>59.6</i>

Findings

- Homes may not have the required infrastructure to support the practice of the skills they have learned online
- The proportion of completers in Air conditioning and ventilating, ICT and TVET are high may be because it can be a job requirement or the skill the enrollees have learned could be used in their jobs.
- Because of lack of data, no study has been undertaken to identify what are the determinants of course choice for TOP registrants
- TOP has the potential for reducing the training cost through the use of a blended program, where students combine face to face instruction with online learning.
- One possible explanation for the high passing rate is the opportunity to learn at your own pace and revisit some learning materials and videos (for some courses). By focusing on learning at one's pace, the students can spend more time learning the topics in which they need more instruction rather than spending time on topics they are already familiar with

Proposals to improve eTESDA

- ❑ *TESDA to continuously lobby for the institutionalization of eTESDA Division*
- ❑ *Ensure continuous development of quality and relevant online program courses*
- ❑ *Strengthen partnerships/linkages*

- ❑ *Promote TOP through advocacy activities*



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EMAIL: fquimba@mail.pids.gov.ph