

The background of the top half of the slide is a solid orange color. It is populated with numerous white silhouettes of people in various dynamic poses, such as running, jumping, and walking, scattered across the space. In the center, the title is written in a large, bold, white sans-serif font.

Profile of training and skilling programs in the Philippines

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Philippine Institute for Development Studies
Surian sa mga Pag-aaral Pangkaunlaran ng Pilipinas

Background

- TESDA and PBEEd (Philippine Business for Education) partnered for YouthWorks PH – a workforce development program providing skills training to youth NEET (not in employment, education, or training).
- Through this partnership, PIDS was commissioned to conduct two studies:
 1. Profile of youth NEET in the Philippines
 2. Profile of training and skilling programs in the Philippines

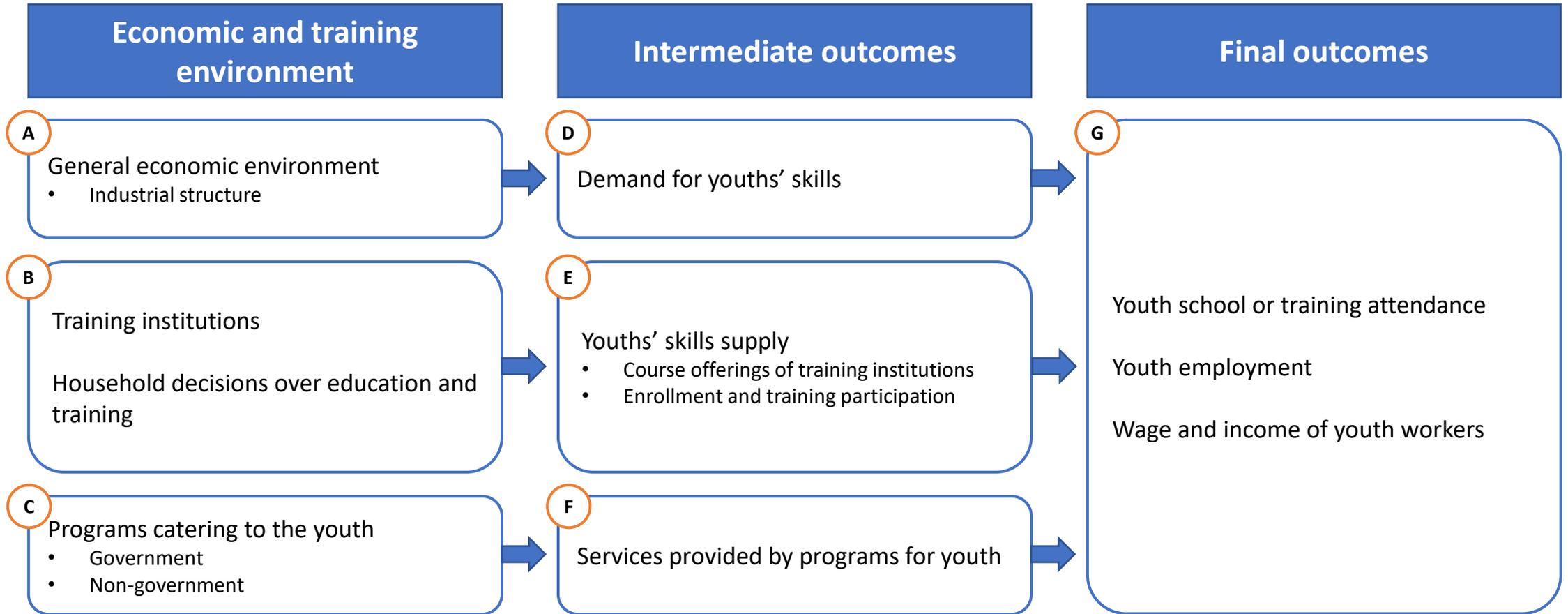
Significance

- Youth NEET (not in employment, education, or training) are not accumulating human capital as they transition to adulthood
- Being NEET can undermine the youth's future employment and earning prospects, and can lead to adverse social consequences
- Training programs can engage the NEET in employment, but these programs need to be responsive to labor market demand

Research questions

1. What are the existing training programs for the priority sectors of YouthWorks PH?
2. How responsive are current training programs to the needs of industries?
3. Is there industry demand for new National Certificates (NCs) in specific sectors? For what level and occupations?
4. How did the COVID-19 pandemic change the landscape of training programs in the country?
5. What are the emerging industry sectors brought about by the COVID-19 pandemic?

Conceptual framework



Methodology

Research questions

Existing training programs in YouthWorks PH priority sectors

Responsiveness of existing programs to industry needs

Industry demand for new NCs or Training Regulations

Impact of COVID-19 on trainings and emerging industries

Research methods

Review of TESDA data and documents

Focus group discussions and key informant interviews with training providers and TESDA

1. Available training programs in YouthWorks PH priority sectors

(construction, manufacturing, and tourism)

Many training programs in YouthWorks PH priority sectors leading to a National Certificate

Number of TVET programs with TESDA Training Regulations

Construction

43

Examples:

Carpentry NC II
Tile Setting NC II
Masonry NC II

Tourism (hotel and restaurant)

21

Examples:

Bread & Pastry Production NC II
Food & Beverage Services NC II
Cookery NC II

Manufacturing*

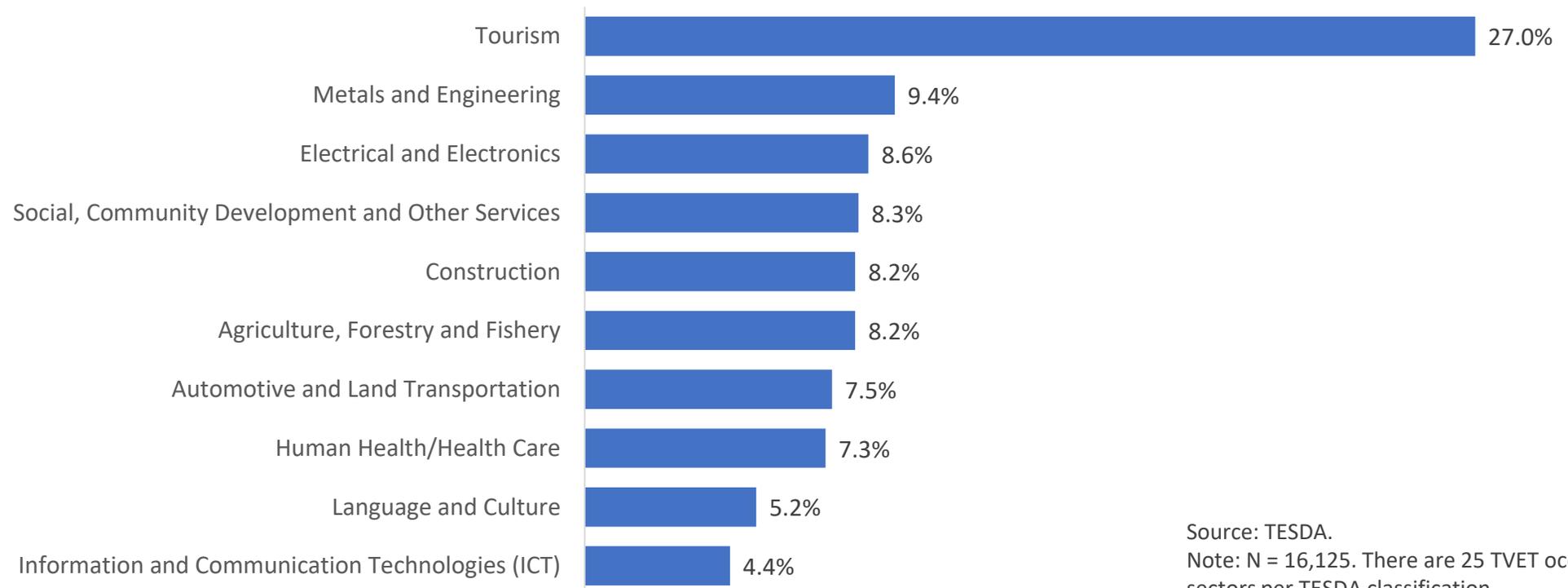
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Examples:

Shielded Metal Arc Welding NC II
Driving NC II
Dressmaking NC II

Tourism-related programs are the most widely offered by training schools

Top 10 TVET occupational sectors by number of registered programs offered by tech-voc schools, 2019

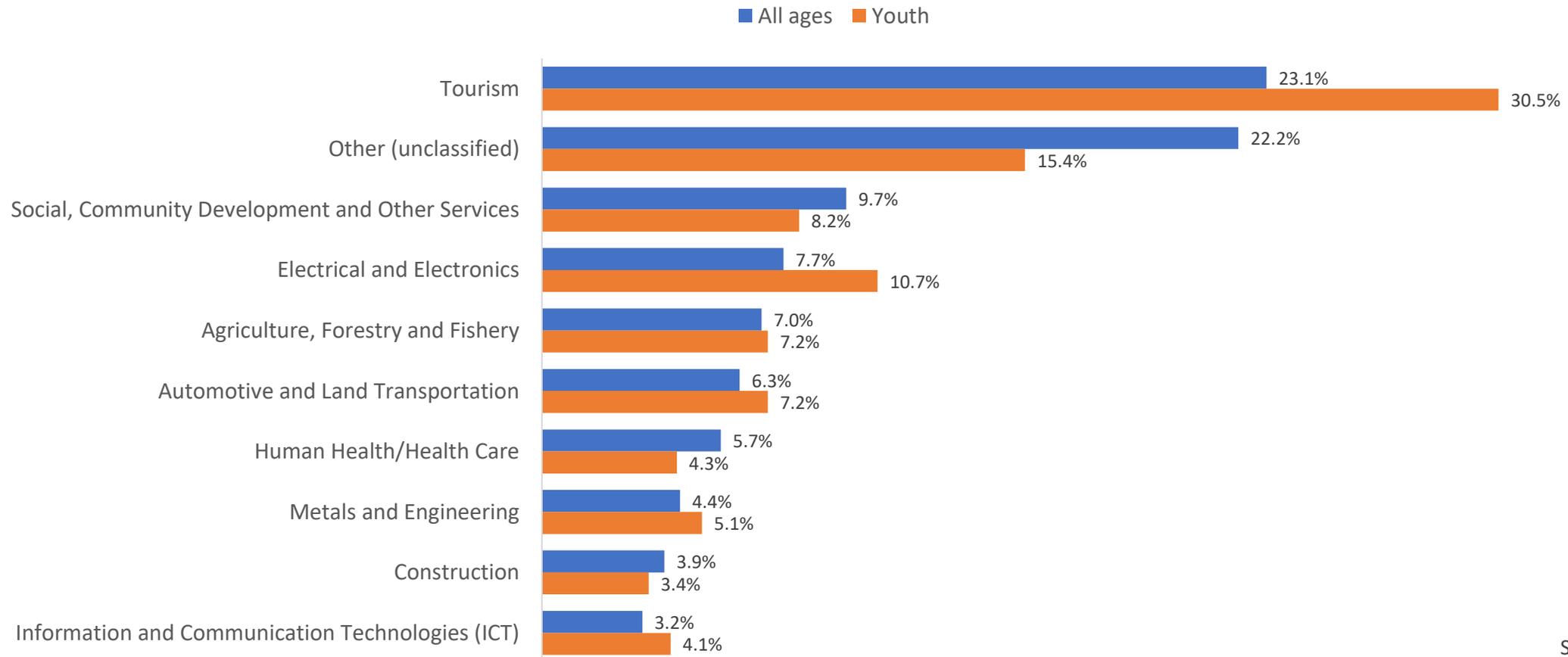


Source: TESDA.

Note: N = 16,125. There are 25 TVET occupational sectors per TESDA classification.

Tourism-related programs are also the most in-demand.

Top 10 TVET occupational sectors by number of graduates, 2019



Source: TESDA.

2. Responsiveness of training programs to industry needs

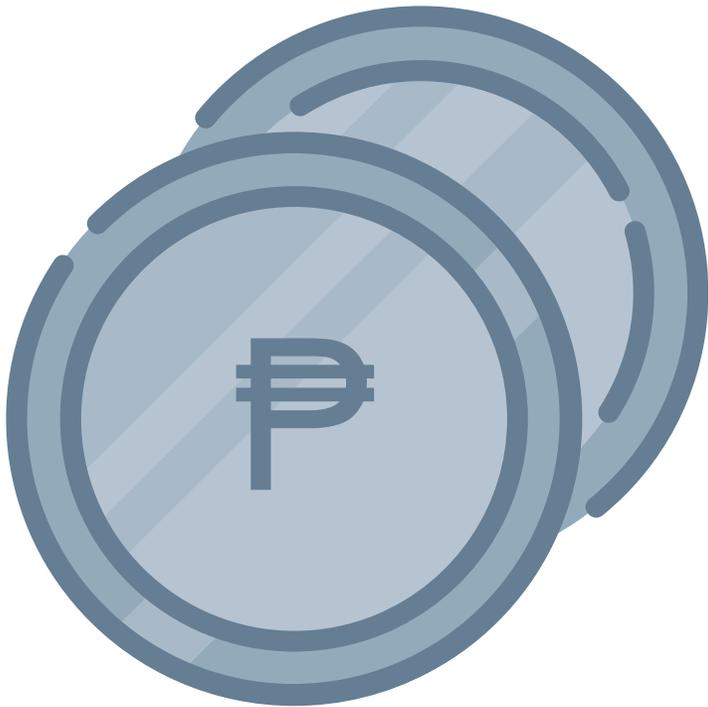
Low demand among youth for construction-related programs

- Difficulties in finding students even with offer of free tuition and guaranteed job.
- Perception of construction: dirty, dangerous, difficult, dead-end.
- Young prefer tourism-related programs.



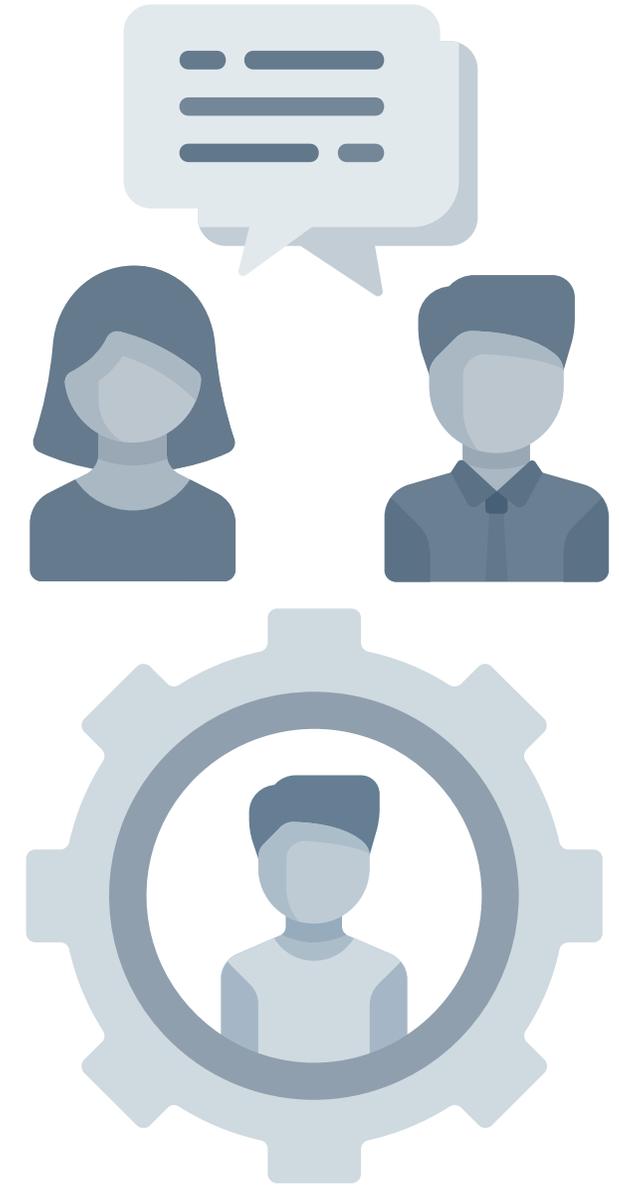
Lack of allowance and insufficient government scholarship

- Youth unwilling to undergo training without an allowance (even with free tuition).
- Observation: scholarships barely enough to cover program costs.



Lack of soft skills among entry-level workers

- Communication skills
- Work attitude and discipline



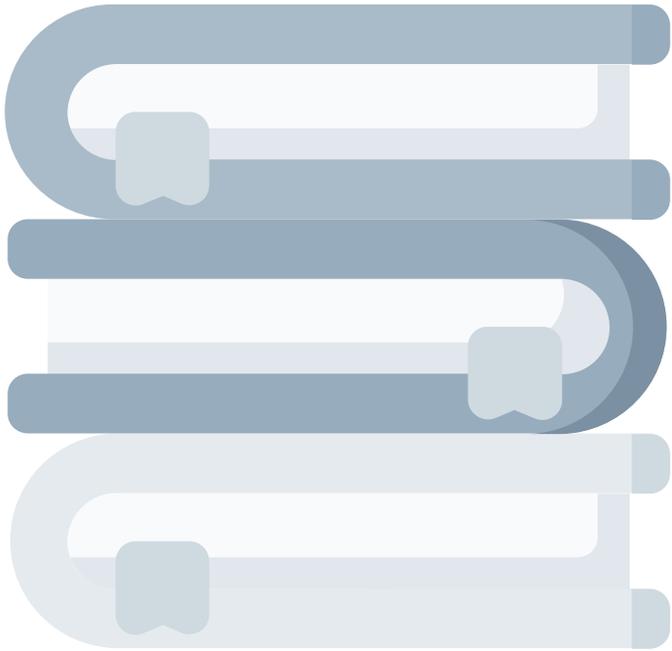
Workers leave after gaining skills and experience

- Skilled workers move to cities or overseas
- Necessitates training new workers to fill workforce requirements



3. Demand for new National Certificates

Some Training Regulations need to be updated



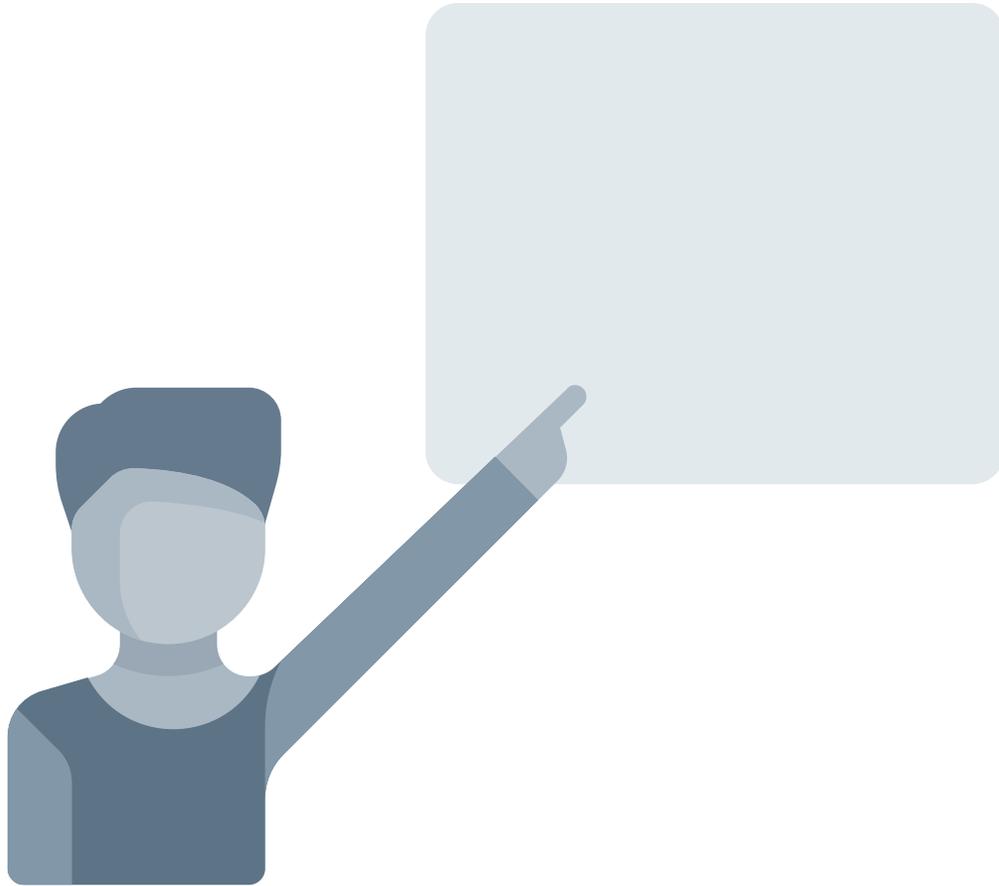
- Observation: some WTR courses make use of outdated technologies.
- Need to bring them up to speed with current industry practices and technologies.

Training schools may be falling short in quality

- Observation: TVIs lack of equipment and facilities that are up to par with industry standards.
- Result: graduates lack skills required in the workplace.



Industry practitioners should be tapped as trainers and assessors



- Observation: trainers in TVIs are not industry-based and up-to-date with current practices and tools.
- Opinion: industry practitioners should be immediately accredited as trainers and assessors.

Industry voice and industry-government dialogue

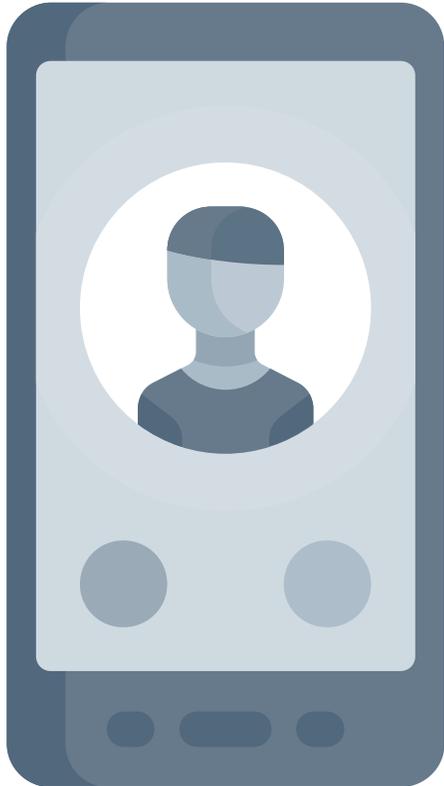
Informant suggestions:

- Regular conversation between government and industry for better communication of needs
- Greater industry voice in the TESDA Board



4. COVID-19: impacts on training landscape and emerging subsectors

Impacts of COVID-19 pandemic



- Suspension of face-to-face classes and downscaling training programs
- Shift to online learning, but need for practical learning and barriers to internet access pose challenges
- Demand for new skills
 - Auxiliary nursing services
 - Digital skills
 - Self-learning
- Emergence of online food selling

Conclusions and recommendations

Conclusions

- There are many TVET programs in tourism, construction, and manufacturing leading to a National Certificate.
- There are industry concerns about...
 - Lack of demand for certain trainings (e.g., construction)
 - Up-to-dateness of trainers, assessors, training schools, and training curricula to industry practices and technologies
 - Inadequate soft skills among entry-level training graduates

Conclusions

- Rather than new NCs, most respondents point to the need for:
 - Updating Training Regulations
 - Improving the quality of training schools
 - Tapping industry practitioners as trainers and assessors
 - Enhancing industry-government dialogue
- The COVID-19 pandemic has forced some to shift to online training, but its effectiveness is limited by lack of practical training and lack of internet and device access.
- The pandemic has created demand for nursing assistants and digital skills, and boosted online food selling.

Recommendations

- Pursue information campaigns to improve the image of construction jobs.
- Review the content of Training Regulations with a view to strengthening soft skills formation.
- Tap industry practitioners as trainers and assessors and promote exposure of school-based trainers and assessors to industry practices.
- Invest in flexible learning modalities for training providers with due consideration to access limitations of targeted trainees.
- Promote regular dialogue between the government, employers, and TVET providers.

Thank you!



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