

ABSTRACT

Papiña, N., **Identifying Training Gaps Between Bartending Institution-Based Practices from The Industry Practices of Bartending NC II Trainees of Quezon National Agricultural School.** Research and Development. Bartending NC II – Tourism Sector. Quezon National Agricultural School. December 2022.

United States Bureau of Labor Statistics, stated that employment of Bartenders is projected to grow 32 percent from 2020 to 2030, much faster than the average for all occupations. About 111,300 openings for Bartenders are projected each year, on average over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit labor force, such as to retire. According to Department of Labor and Employment, there is a high demand for well-trained Filipino front-liners in the local tourism industry (food and beverage workers). In the Middle East alone, hundreds of hotels and resorts are being built. These will require thousands of hotel staff, bartenders included. Bartenders are in demand not only in hotels, clubs and bars but in cruise liners as well. Aside from this, there is no specific educational requirement for bartenders. However, most employers prefer to hire high school graduates. TESDA and its accredited institutions nationwide, offers short courses on food and beverage handling. Knowledge on salient legal issues surrounding serving alcoholic beverages and tobacco is very essential to those who wants to become bartenders. The aim of this document is to review the training needs in the qualification of Bartending NC II; “Identifying the Gaps between Bartending Institution-based Practices from the Industry Practices of Bartending NC II Trainees of Quezon National Agricultural School”. As specified on the research, evaluation is necessary on how to identify the training needs of the Bartending program. In relation to the topic, The NTESDP 2011-2016 has three major objectives that serve as anchors for technical vocational education and training (TVET) strategies, policies and programs. These directly relate to the tourism industry requirements as well as to achieving the goal of the NTESDP 2011-2016. The following resources were reviewed and consulted: (1) to increase training participation- One strategy identified for this objective is to apply precision in clientele targeting. Specifically, focus will be given to TVET interventions based on identified priorities such as the tourism industry which is one of the priority sectors of TESDA. (2) To improve training responsiveness and relevance - there must be closer linkage between the world of learning and the world of work. This will necessitate bringing together business and labor, government and training providers,

at the local, industry and national levels to enhance the relevance of training to the changing needs of enterprises and labor markets. (3) To achieve effective training management. TESDA should strengthen coordination and convergence with DOT in terms of providing skills development in the tourism industry especially that the DOT is also pursuing tourism manpower development and skills development program (LMIR: Tourism 2012, Its More Fun in the Philippines).

Respondents will be those employees of tourism sector companies, industry workers and technical experts of the tourism sector in the locality of Quezon through document review using the qualitative research methods with the Focused Group Discussion as an instrument. The result of this study will likely benefit the institutions specifically the TESDA Technology Institutions (TTI) and Technical Vocational Institution (TVI) to align with the industry practices. This research will help to increase the employment rate of institution-based training of the tourism in Quezon National Agricultural School here in Pagbilao, Quezon.