

No. 5

**BASIC DESIGN STUDY
FOR
THE DEVELOPMENT PROJECT FOR
OUT-OF-SCHOOL YOUTH AND YOUNG ADULTS
IN
THE REPUBLIC OF THE PHILIPPINES**

NOVEMBER 1986

JAPAN INTERNATIONAL COOPERATION AGENCY

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JAPAN INTERNATIONAL COOPERATION AGENCY

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PREFACE

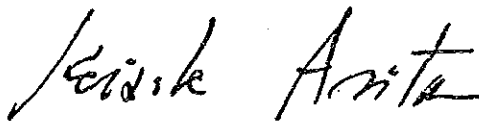
In response to the request of the Government of the Republic of the Philippines, the Government of Japan has decided to conduct a Basic Design Study on the Development Project for Out-of-School Youth and Young Adults and entrusted the study to the Japan International Cooperation Agency (JICA). JICA sent to the Philippines a study team headed by Mr. Masanori Furuya, Grant Aid Division, Economic Cooperation Bureau, Ministry of Foreign Affairs from August 7th to 26th in 1986.

The team had discussions on the Project with the officials concerned of the Government of the Philippines and conducted a field survey in Manila and other areas. After the team returned to Japan, further studies were made and the present report has been prepared.

I hope that this report will serve for the development of the project and contribute to the promotion of friendly relations between the two countries.

I wish to express my deep appreciation to the officials concerned of the Government of the Republic of the Philippines for their close cooperation extended to the team.

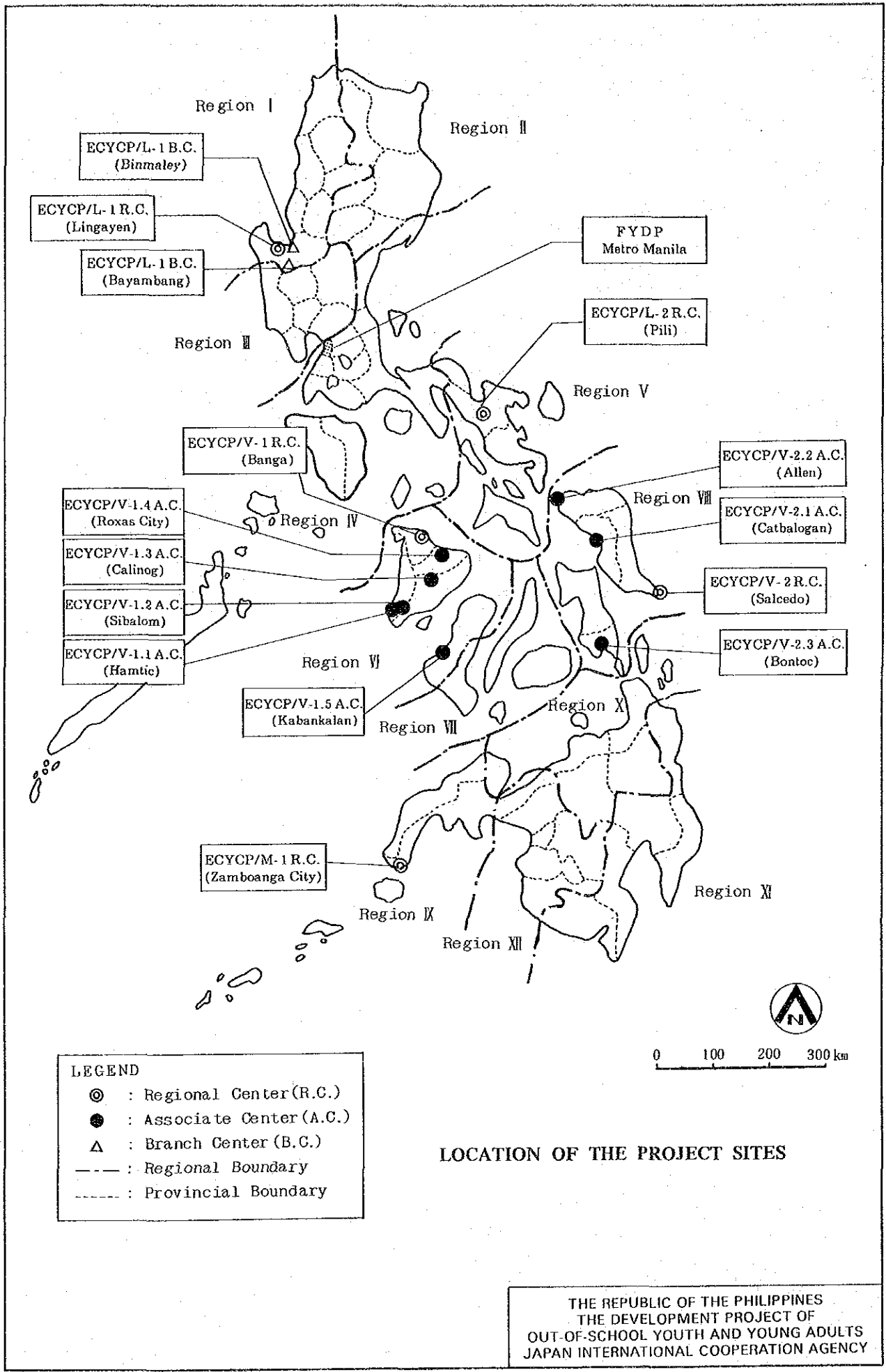
November 1986



Keisuke Arita

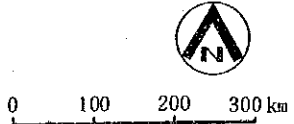
President

Japan International Cooperation Agency



LEGEND

- ⊙ : Regional Center (R.C.)
- : Associate Center (A.C.)
- △ : Branch Center (B.C.)
- : Regional Boundary
- : Provincial Boundary



LOCATION OF THE PROJECT SITES

THE REPUBLIC OF THE PHILIPPINES
 THE DEVELOPMENT PROJECT OF
 OUT-OF-SCHOOL YOUTH AND YOUNG ADULTS
 JAPAN INTERNATIONAL COOPERATION AGENCY

SUMMARY

SUMMARY

The new Aquino Government has been engaged in reducing social inequalities since it was established in February 1986, with slogans of recovering democracy, developing rural areas and diminishing regional differential. In spite of such political determination, the GDP growth rate of the Philippines has remained slow, domestic economic activity is stagnant, and the unemployment rate is very high.

In rural areas, there are many low-income families with many out-of-school youth because of their family and/or economic situation. These out-of-school youth are at a disadvantage when it comes to job opportunities, and are in unemployed or under-employed conditions. The increase in the number of such young people is becoming a serious social problem.

The new government has reflected on these problems and decided to switch the priority of development policies from large scale projects to smaller projects, especially emphasizing rural development and agricultural development. At present, the new government is preparing the New Development Plan for 1987-1992. According to a draft of the Plan, the goal of education and manpower development is to provide equitable access by disadvantaged groups in priority areas to education & training opportunities.

The Foundation for Youth Development in the Philippines Inc. (hereinafter, FYDP) is a nongovernment organization depending on earnings from its Funds and donations for its operation, whose object is to educate out-of-school youth in rural areas.

Since 1974, FYDP, in joint cooperation with the Ministry of Education, Culture and Sports (hereinafter, MECS), has established 15 Education Centers in state or public universities (hereinafter, the host institutions) in various locations, and has sent out about 43,000 self-reliant citizens through implementation of education & training

for out-of-school youth (Annual average 7,500 graduates in last 3 years).

FYDP has been developing its activities of enlightenment at the grass-roots level, penetrating into the communities. However, on account of budget limitation, it has not been able to supply a sufficient amount of education & training equipment to each Center. Equipment deficiencies are a real bottle-neck in development and expansion of the activities of FYDP.

To remedy this situation, the Philippine Government has requested the Japanese Government to provide equipment for education & training through a Grant Aid. Responding to the request, the Japanese Government decided to dispatch a basic design study team through the Japan International Cooperation Agency (JICA) to assess the adequacy of the Project and to make an optimum basic design. The Team implemented a field survey during August 7 to 26, 1986. After analysis in Japan, the Team prepared a basic design study report. The following is an outline of the study results.

FYDP implemented two 6-year plans, the 1st 6 year Plan(1974-80) and the 2nd 6 year Plan (1981-86). During these periods, the said Centers were established at strategic locations where the local economy is depressed and the incidence of out-of-school youth is high compared to the national average.

As for training activities, education & training courses cover various items, and localities have their own curricula among the Centers. These courses are categorized into 10 education & training fields and 1 administration field for activities related to education & training, which are as follows.

- 1) Production of Reading Materials for Monitoring Results and Documentation (Administration: Adm.)
- 2) Dressmaking and Tailoring Trade (D/T)
- 3) Cosmetology and Beauty Culture (C/B)

- 4) Food Trades, Processing and Preservations (F/P)
- 5) Secretarial Instruction (S)
- 6) Practical Agriculture (A)
- 7) Fisheries and Aquaculture (F/A)
- 8) Handicraft and Wood-working (H/W)
- 9) Electronics and Electricity (E/E)
- 10) Automotive and Machine Shop (A/M)
- 11) Others (0)

As a special program, an educator training is also conducted for education of out-of-school youth. All of these courses of the Center are principally conducted by utilizing classrooms borrowed from the host institution. However, an itinerary training is also actively conducted in surrounding municipalities and barangays. Educators active in this training are mainly teachers of elementary and secondary schools, professors and lecturers in the university and voluntary educators who are trained by special educator programs.

Each Center has scarce equipment except that of cosmetology for the education of out-of-school youth. Currently, lessons and trainings are conducted by utilizing the aged and scarce equipment borrowed from the host institution. Provision of sufficient equipment is one of the most important problems to be solved by FYDP.

According to the above mentioned equipment requirement, the Project is planned to provide following scale of equipment as shown in the next Table.

Items and Quantity of Equipment by Field

Field Items & Q'ty	Adm.	Education & Training Field									Total
		D/T	C/B	F/P	S	A	F/A	H/W	E/E	A/M	
Items of equipment	19	6	6	14	2	16	13	22	7	14	119
Q'ty of equipment	311	954	1146	684	46	1466	220	2289	691	666	8473

Remarks: Field 10) Others, was finally omitted, because of no requirement of equipment.

The estimated portion of the construction costs required of the Philippine Government is 30,000 pesos for electrical works.

The total working period after the Exchange of Note between both governments is required 11.5 months, the breakdown of which is as follows ; 2.5 months for detailed design, 2.0 months for tender preparation, 3.0 months for procurement of equipment, 1.5 months for transportation and 2.5 months for installation and delivery.

The equipment which is provided by the Project is to be formally accepted by MECS. In other words, MECS shall be the executing authority of the Project, while the Project is jointly implemented by MECS and FYDP. The equipment is to be installed and utilized in each Center. However, the relevant host institution, shall be responsible for maintenance of the equipment. When the Project is implemented, the funds of FYDP happen to be deficient caused by increase of operational costs such as honoraria, transportation fees and raw materials for training, etc. In such case, the host institution shall lend support by way of making up the deficit, the budget of which is to be requested by MECS through its annual budget arrangement. The revenue of FYDP in 1985 was 540,000 pesos. Assuming that this is the maximum level of future revenue of FYDP, the host institutions shall be responsible for the estimated deficit of 1,340,000 pesos through their budget arrangement.

When sufficient equipment is provided by the Project, the bottleneck of the activities of FYDP will be solved. When it comes to consider the past results, it is easily expected that expansion of the said activities will be accelerated.

The Project enables 1,096 classes to be held annually by provision of equipment with 119 kinds of items numbering a total of 8,473, and is expected to enable 24,700 out-of-school youth to graduate from the training programs, the scale of which is about 3.3 times the average annual number of graduates in past three years.

Consequently, it is considered the Project will generate more fruitful and efficient effects from the activities of FYDP, and contribute to the socio-economic development of the Philippines as a result.

From this point of view, the Grant Aid provided by the Japanese government for the Project is very meaningful. It is advisable that the Project proceed to the implementation phase.

When the Project is implemented, it is recommended that a new maintenance system of equipment is to be established and that the appropriate budget for a educator training program is to be arranged taking into consideration the future demand of educators.

To promote more efficient use of the provided equipment, it is also recommended that some back-up system for the FYDP activities should be set up for the purpose of enriching the ongoing education & training programs.

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1. INTRODUCTION

1. INTRODUCTION

The new Aquino government has been engaged in reducing social inequalities since it was established in February 1986, with slogans of recovering democracy, developing rural areas and diminishing regional differential. In spite of such political determination, the GDP growth rate remains slow, domestic economic activity is stagnant, and the unemployment rate is very high. These problems are mainly caused by the influence of unfavorable international economic circumstances in the 1980's, and by political disorder during the period of the former government. On the other hand, under the pressure of a high population growth rate, many young people are newly entering the labor market every year, while job opportunities are limited. The increase in the number of such unemployed young people is becoming a serious social problem.

The schooling system in the Philippines is composed of elementary school for 6 years, high school for 4 years and college or university for 4 years. The elementary school education is compulsory. However, a large number of children cannot enter elementary schools or drop out, due to poverty of their families or by neglect of education by the parents. These out-of-school youth are at a disadvantage when it comes to job opportunities and the percentage of the unemployed or the under-employed in this group is especially high. The Foundation for Youth Development in the Philippines, Inc. (FYDP), in joint cooperation with the Ministry of Education, Culture and Sports (MECS), has established 15 core Education Centers for Young Citizen Producers (ECYCP) since 1974 to provide them with opportunities for education & training, to strengthen their self-reliance and employability, and to make a contribution to the development of the national economy. FYDP has been undertaking activities of enlightenment & vocational training at the grass-roots level, penetrating into the communities.

Although the activities of FYDP have steadily been progressing, equipment deficiencies for education & vocational training make it difficult to implement programs of education & training satisfactorily.

To remedy this situation, the Philippine government has requested the Japanese government to provide equipment for education & training through a Grant-in-Aid. Responding to the request, the Japanese government dispatched a basic design study team headed by Mr. Masanori Furuya, an officer from the Ministry of Foreign Affairs, through the Japan International Cooperation Agency (JICA). The Team implemented the field survey during August 7 to 26, 1986 (see Appendix I and II: Study Team Members and Itinerary of the Field Survey, respectively).

Discussions on the basic design were held among the Team and persons concerned from the Republic of the Philippines (See Appendix V: List of Related Persons). On August 15, 1986, the minutes of the discussions as per fundamental agreed items was signed by Mr. Masanori Furuya, the Team Leader, Hon. Lourdes R. Quisumbing, Minister of MECS and Mrs. Geronima T. Pecson, Executive Trustee of FYDP (see Appendix III: Minutes of Discussions).

After coming back to Japan, the Team examined the adequacy of the Project, the proper quantity and quality of equipment, the operation & maintenance system, and the effects of such assistance. As a result, the Team selected the necessary equipment and planned the basic design.

This report is the result of the field survey and analysis of the collected documents and information, with the most suitable proposal of the basic design for implementation of the Project.

2. BACKGROUND OF THE PROJECT

2. BACKGROUND OF THE PROJECT

2.1 Socio-economic Conditions and Employment Problems of Out-of-School Youth in the Philippines

2.1.1 Recent Socio-economic Conditions

In the Philippines, domestic industries were protected by high protective tariffs, the import substitution policy for industrialization in which the stress was placed on light industries had been encouraged in the 1960's. However, at the beginning of the 1970's, the emphasis of the policy changed to the positive introduction of foreign funds and export promotion. During these periods, the results were satisfactory with the average growth rate of GDP being 5.1 percent in the 1960's, and 6.2 percent in the 1970's. By the influence of the second oil shock in 1979 and 1980, the world economy fell into depression, causing a considerable drop in the international market prices of primary goods such as sugar, coconut oil, etc., which are main export commodities of the Philippines. Therefore, industrial activities in the country were seriously affected and became stagnant. Since 1984 the growth rate of GDP turned minus. Especially the amount of industrial production has dropped drastically (Table 2.1). Under these circumstances, the increase of the number of those unemployed is becoming a big factor in social unrest.

During the period of the former government, President Marcos declared martial law in 1972 on the pretext of political disorder. At the same time, he coined the slogan of establishing a "New Society" by performing ambitious social reforms comprising land reform, dissolution of financial cliques, etc. However, his efforts only went half-way and resulted in the emergence of privileged cronies instead of financial cliques.

On the other hand, the economic development policies which introduced a large amount of foreign funds had a bias towards big development projects that had no immediate effect on upgrading the living

standard of the people. The rights of the economically weak such as poor people in urban areas, farmers, Moslems, etc., were not protected enough, and the gap between the poor and the rich widened. Under the background of such social inequalities, the New People's Army (NPA) and the Moro National Liberation Front (MNLF) started military struggles, and social tension intensified.

Although martial law was suspended in 1981, dissatisfactions with the prolonged autocratic government persisted among the people. Especially after the case of the murder of Senator Aquino, the precarious political situation grew worse. People's power demanding democratization peaked during the presidential election in February 1986, and the Marcos government collapsed. The new Aquino government emerged in the same month in 1986.

The new government has been preparing development policies protecting the economically weak, i.e. reducing social inequalities, developing rural areas, fostering small-scale & middle-scale enterprises, etc., and its stance on social reform is welcomed by the people with sympathy. However, the Philippines is still in serious economic difficulties such as the accumulation of a huge external debt, unfavorable international terms of trade, the stagnation of industrial activities in the country, and a high unemployment rate. Under these circumstances, developed countries are expected to provide truly effective economic cooperation.

2.1.2 Employment Problems of Out-of-School Youth

Population growth rate in the Philippines is very high, and many young people are yearly added as a new labor source. However, the stagnation of industrial production in recent years has resulted in a contraction of the labor market and induced a high unemployment rate especially in urban areas. According to statistical figures, the unemployment rate in rural areas is not so large, but in reality the labor force has accumulated in the form of a latent surplus population, and this facilitates the labor flow to the slums in urban areas.

In rural areas, the development of industries is generally behind. Therefore, it is very difficult to find job opportunities except in the field of agricultural production. Furthermore, the existence of the large landownership system which prevails in the Philippines is an important factor in restricting the choice of working places for farmers. A large number of agricultural laborers have been historically employed on plantations producing sugarcane, coconut, etc. However, the prolonged downward tendency of international market prices for tropical crops causes serious unemployment problems among them.

A certain level of education is a prerequisite to participate in the formal labor market. Therefore out-of-school youth have no choice but to settle down to the bottom of society as the unemployed or part-timers living on a small income from sundries, or to find a way of out through self-employment. The adult illiteracy rate in the Philippines reaches 25 percent. Because of the poverty of families or the neglect of education by the parents, the elementary school drop-out rate amounts to one third of enrolment. In the case of high school students, the drop-out rate reaches one fourth of enrolment (Table 2.2). It is estimated there are about 6 million out-of-school youth in the country. They are a hotbed of social unrest, entering crime organizations or being under the influence of anti-social groups.

To protect out-of-school youth from crime organizations or anti-social groups, it is necessary to take measures to bolster their self-reliance such as giving proper education & vocational training, strengthening their employability, and providing them with skills such as the self-employed have. For those who are out of the formal education system, government organizations and nongovernment organizations are implementing nonformal education & vocational training programs. For example, those which are undertaken by government organizations such as the Ministry of Education, Culture and Sports (MECS), the National Manpower Youth Council (NMYC), the Ministry of Labor and Employment (MOLE), University of Life (UL), etc., and by nongovernment organizations such as the Foundations for Youth Development in the

Philippines (FYDP), the Manila Electric Company Foundation (MERALCO), the Philippines Shell Foundation etc.

At the present time, these agencies cannot provide sufficient programs mainly because of budget restrictions, and especially due to equipment deficiencies for education & vocational training.

2.2 Plan for Education & Vocational Training by the Government

2.2.1 Plan for Education & Vocational Training by the Former Government

After 1967, under the prolonged Marcos government, six development plans were implemented and active economic development policies were executed, introducing large amounts of foreign funds. But the last development plan by the former government, the Philippine Development Plan for 1983-1987, stumbled during the first year of the plan period in the aftermath of the worldwide depression. It was amended and replaced by an Updated Philippine Development Plan, 1984-1987.

Following the said Philippine Development Plan, the Updated Philippine Development Plan proposed three development goals, i.e. a) increased productivity for sustainable economic growth; b) more equitable distribution of the fruits of development; and c) total human development. In the Plan, high priority was given to human development of which education & vocational training was an important part.

As for the policy of technical-vocational education, in the context of the formal education system, curriculum and training programs were arranged to be market demand-oriented. And in the context of nonformal education & training, the target was set on learning technical skills to cope with technological changes, with the priority on small-scale & middle-scale, agro-based and export-oriented industries. A tripartite body composed of employers, workers and the government was proposed as the implementing body, with the responsi-

bility for skill training supposed to be gradually shifted from the public sector to the private sector. Nonformal education was planned to be implemented by the support of colleges and universities. The aims of out-of-school youth training include not only functional literacy but also providing opportunities for the acquisition of basic skills necessary to enhance employability and competitiveness in the labor market.

The focus of the technical-vocational education policy of the former government was placed on training laborers demanded by the industrial world, aiming at fostering export industries, and was biased towards industrial-technical education. However, in the last years of the former government, one goal of the plan, human development, was insufficiently attained due to the influence of the stagnation of domestic industries and construction on the labor market. Under the above mentioned technical-vocational education policy, sufficient job opportunities were not provided for the local people, especially for out-of-school youth, because of the narrowness of the local labor market.

2.2.2 Plan for Education & Vocational Training by the New Government

Depending on large amounts of foreign funds, the Marcos government carried out many big development projects in the fields of infrastructure and industrial development. But in this process, problems of policies were disclosed. The increase of the number of unemployed, widening of the income gap and regional imbalance poverty in rural areas, and enlargement of the slums in urban areas, kept the economically weak without any rights. The new Aquino government reflected on these problems and decided to switch the priority of development policies from big scale projects to smaller projects, especially emphasizing rural development and agricultural development. At present, the new government is preparing the New Development Plan for 1987-1992. According to a draft of the Plan, the outline of the education & vocational training program is as follows.

The goal of education and manpower development is the continuous provision of equitable access of disadvantaged groups in priority areas to education & training opportunities. As for the policy of technical-vocational education, under the rural-based development strategy, it aims at skills training for the self-employed and the development of business in rural areas, while also intensifying the training of skilled and technical manpower demanded in the labor market. In the field of agricultural education, a national agricultural education system specializing in post-secondary ladder type programs will be established to produce the agricultural manpower needed by the country. The graduate will be provided with appropriate credit and other technical support services which enable him to pursue labor-intensive income-generating projects. The private sector is expected to participate actively in the planning and implementation of technical-vocational programs.

As for nonformal education & vocational training, manpower and skills development programs will be reoriented towards the emerging requirements of the government's economic recovery program with the emphasis on agro-based techniques and entrepreneurial skills for small-scale industrial activities particularly in rural areas. Training will also be aimed at enhancing the employability, productivity and self-reliance of out-of-school youth, the unemployed and the underemployed. Nonformal education will provide alternatives to formal education in meeting the need for increasing functional literacy and numeracy for school leavers consisting of children, youth and adults. In relation to nonformal vocational training, updating of the training curricula, renewal of equipment, and training & retraining of nonformal educators are included in the programs to meet the emerging competency requirements of all sectors.

2.3 Present Conditions of Education & Vocational Training

2.3.1 Ministry of Education, Culture and Sports (MECS)

The government organization in charge of formal education &

vocational training is MECS, and its organization chart is shown in Fig. 2.1.

The school education system is composed of the three stages of elementary school, high school and university (college) under the control of MECS. There are 32 state colleges and universities offering programs of technical and vocational education. Besides, there are 330 public vocational schools with an enrolment of 206,000, of which 113 are agricultural schools, 69 are fishery schools, 129 are trade-technical schools and 19 are home industries. There are 1,163 private vocational schools with an enrolment of 192,000, of which 1,104 are special vocational schools offering non-credit courses in fashion, business, trade-technical and agricultural education, while 59 are offering post secondary and collegiate programs in agriculture, technical skills and teacher education.

The education act (BP232) was passed in 1982 authorized to establish a Bureau of Technical-Vocational Education (BTVE) and a Bureau of Continuing Education (BCE). BTVE, a specialized department of MECS in charge of technical-vocational education, is composed of three divisions, i.e. 1) Curriculum and Instructional Materials Development Division; 2) Technical Services, Planning, Research and Development Division; and 3) Staff Development and Technical Training Division. While collaborating with other agencies and arranging technical-vocational education, BTVE concentrates on 6 months to 3 years post-secondary training programs. The Technical Panel for Technical and Vocational Education (TPTVE), composed of members representing a wide range of key government offices, economic and employment institutions, and the public and private education sectors, is assisting BTVE as a consultative, advisory and policy-recommending body.

BCE is the main implementing arm of the nonformal education programs of MECS, and regards it as its duty to provide education opportunities to those who are out of formal education. Especially its main target is to give them opportunities for economic self-

reliance through one week to six months training programs on literacy and vocational training.

2.3.2 Ministry of Labor and Employment (MOLE)

MOLE has three departments related to vocational training, i.e. the Bureau of Local Employment (BLE), the Bureau of Rural Workers (BRW) and the Bureau of Women and Minors (BWM). The National Manpower and Youth Council (MNYC) is its vocational training organization for out-of-school youth. Private companies are implementing apprenticeship and learnership programs with the commission of BLE, and the latter issues certificates of recognition to the graduates of these training courses. BRW is implementing education & training projects for landless rural workers with the objectives of ameliorating living conditions, improving skills and enhancing job opportunities. BWM is implementing education & training projects for women and minors who are the weak segments in society.

MNYC, established according to the Manpower and Out-of-School Youth Development Act passed in 1969, had been under the control of the Ministry of Labor (MOL), but it was transferred to the Office of the President for direct control in 1978. The Headquarters was located in Manila and ten regional manpower training centers were established in the country. Trainees are assembled at each center, and vocational training is implemented with formal teaching materials and equipment according to a curriculum determined by the headquarters. The contents of training are decided to meet the demands of employers (private enterprises) in the labor market. MNYC offers 12 courses, namely, automotive trade, diesel heavy equipment trade, electrical trade, electronics trade, garment trade, machine shop trade, plumbing & pipe fitting trade, refrigeration & air conditioning, sheet metal trade, welding trade, construction trade and hotel & restaurant trade. For the graduates of the training courses, the official certificate system of the National Trade Skill Standard (NTSS) is implemented. Certificates from first degree to third degree are given to successful candidates. Knowledge and skills required for each

course and for each degree are examined through written tests and practical tests.

Considering the fact that NMYC was used as a tool of political propaganda under the former government, The new Aquino government has decided to transfer it to the control of MOLE. Furthermore, an organizational reform is scheduled to newly establish a Manpower Development Authority (MDA) integrating most functions of NMYC, the apprenticeship/leadership functions of BLE, and the land-based related functions of the Skills Development and Certification Division.

2.3.3 Ministry of Agriculture and Foods (MAF)

The Bureau of Agricultural Extension of MAF is conducting activities such as rural youth development & training, farmers training, farm management & extension, and home management & extension. Objectives of those activities are to promote production increases of the main crops and livestock, to improve the quality of rural life, and to reduce rural unemployment by assisting out-of-school youth.

2.3.4 Other Government Organizations

The Philippine Human Resources Development Center (PHRDC) is training leaders of rural development (see 2.4.3). Other government organizations relating to vocational training are the Ministry of Social Service and Development (MSSD), the National Cottage Industry Development Authority (NACIDA), the Cottage Industry Development Enterprises (CIDE), etc.

2.3.5 Nongovernment Organizations

In addition to the above mentioned private vocational training schools and private companies assisting BLE with its apprenticeship and leadership programs, the three well-known nongovernment organizations for vocational training are as follows: the Meralco Foundation, the Philippines Shell Foundation and the Foundation for Youth Develop-

ment in the Philippines(FYDP). The Philippine government regards it efficient to conduct vocational training through nongovernment organizations as a method of developing out-of-school youth. FYDP and MECS have jointly been engaged in vocational training activities.

2.4 External Assistance for Education & Vocational Training

2.4.1 Assistance from International Organizations

Among international organizations assisting vocational training programs in the Philippines are the United Nations Development Program (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the United Nations Industrial Development Fund (UNIDF), the International Labour Organization (ILO), the World Bank (WB) and the Asian Development Bank (ADB).

According to the agreement with the Philippine government in 1985, UNDP/UNESCO are implementing the following programs with the objectives of modernization of the Philippine industries and improvement of its productivity, i.e. upgrading the training facilities of Rizal Technological Colleges (RTC); developing the capacity of training staffs of RTC; and cooperative education & vocational training at the community level. UNESCO has been providing funds to FYDP which is a nongovernment organization. During the period 1980-1984, UNIDF implemented a training project for footwear & leather industries with a total cost of US\$2,342,000.

Every year ILO has been assisting in various technical cooperation projects in the fields of labor, employment and vocational training; namely, conducting field surveys, dispatching experts, opening symposiums, sending trainees for studying abroad, and sending counterparts for participating in international conferences.

The NMYC-World Bank Vocational Project of US\$41.7 million started in 1982, and as of 1986, 54.8 percent of the total disbursement has been spent for the civil works component including four new regional

manpower training centers, two trade testing centers, and a construction industry training center.

ADB signed a loan agreement of US\$27 million with the Philippine government in 1981, and assisted in a technical education project implemented by BTVE of MECS. The main objectives of the project are improving general quality of technical education & vocational training, and training skilled middle level manpower required for national development.

2.4.2 Assistance from Foreign Governments

Assistance from foreign governments in the field of vocational training is generally inactive. (1) The Australian government implemented a grant aid of US\$1,373,190 for the University and Technical Education & Vocational Training Project. (2) The West German government gave a grant aid of US\$112,359 for the promotion of the Desamarinas Employment Generation Project. (3) USAID and the Salvation Army jointly assisted the Practical Skills Training Project for Gainful Employment and the Income-generating Project of Small-scale Business Ventures.

2.4.3 Assistance from the Japanese Government

The biggest project among bi-lateral assistance related to vocational training is the Philippine Human Resources Development Center (PHRDC). The project is grant aid of ¥3,145.2 million. The operation of this project has also been supported by the Japanese government in the form of technical assistance for the 5 years from 1982 to 1987 (dispatch of experts, provision of supplementary equipment and acceptance of trainees). The activities of the Center are composed of four programs, i.e. (1) Program I Human Resources Management; (2) Program II Seafarming; (3) Program III Shelter and Construction Manpower Training; and (4) Program IV Cottage and Light Industries.

In addition to the above mentioned activities, Japan Overseas Cooperation Volunteers (JOCV) is assisting in vocational training in NMYC.

2.5 Activities of the Foundation for Youth Development in the Philippines, Inc. (FYDP)

2.5.1 History

The founder of FYDP, Mrs. Geronima T. Pecson, who is well-known as the first woman senator of the Philippines, was elected a member of the UNESCO Executive Board in Paris in 1950, and became the chairman of the UNESCO, National Commission of the Philippines in 1957. On October 1966, Mrs. Pecson who had deep interest in education problems in the Philippines founded FYDP, a nonprofit and nongovernment organization, to educate out-of-school youth with the cooperation and donations of supporters.

Starting with a try-out activity by using the National Federation of Women's Club (NFWC) project in barrio Escopa, FYDP conducted a course for illiterates among out-of-school youth. In this process, sewing and dressmaking were introduced to the course, and larger results of education & training were attained by combining functional literacy with vocational training. Afterwards, pilot projects with NFWC were extended to different places such as Makati, Baguio, Cebu City and Caliraya. As a result it became clearer that out-of-school youth could be brought up to be self-reliant producers.

The above mentioned pilot projects brought pleasant results. Therefore it was decided to extend project areas and in 1972 an overall Plan of Operation was drafted. But because of the limitation of the project coverage as a nongovernment organization, the following year, 1973, and part of 1974, an alternative plan was hatched, and it was decided to establish Education Centers for Young Citizen Producers (ECYCP) in some places with the assistance of host institutions which

are colleges or universities under the control of MECS. According to this plan, in 1974 the first Regional Center was established at the Central Luzon Teachers College in Region I, then 15 Centers in all were established in the country, and education & training has been given to out-of-school youth in areas surrounding these Centers.

2.5.2 Present Conditions of Organization and Operation

(1) Organizations of the Headquarters & Each Center, and Their Operation Systems

According to the By-Laws of FYDP, a general meeting is held for the purpose of electing members of the Board of Trustees, receiving reports, and transacting business. The Board of Trustees has three standing committees of Finance, Program & Research and Public Information. The members of the Board serve for two years during which they promulgate policies and procedures. The Headquarters is situated in Manila. The Foundation's officers consist of a chairman, a vice-chairman, an executive trustee, a treasurer and a secretary, and consultants serve on planning, operation and evaluation (Fig. 2.2). The executive trustee, under the authority of the Board of Trustees, acts as the chief executive officer. Major members and consultants, being respected in society, are engaged in voluntary activities.

The members of the Board are composed of famous people such as the former and present ministers of MECS, the former president of NFWC, the president of Canlubang Sugar Corporation, the president of Ayala International Cooperation, etc., especially, after the birth of the new government, two members were appointed to the top post of Philippine National Bank and Philippine Airlines, respectively (Table 2.3).

Actual organizations in charge of education & training for out-of-school youth are the Centers in their respective Regions, which are jointly operated by FYDP and MECS/host institutions. Each Center has regular education & training courses. Besides, itinerant vocational

training courses are held by dispatching teachers and trainers to the surrounding barangays. Therefore, the activities of FYDP cover fairly wide areas around each Center. Itinerary courses are held according to requests from each barangay, so they really reflect the needs of community members. In spite of a deficiency of equipment, teachers and trainers of each Center visit itinerary areas, and are positively developing such activities. To support the education & training activities of each Center, the Headquarters of FYDP plans and adjusts operational programs at the national level, while it also endeavors to develop social enlightenment activities, opening various conferences & seminars and publishing pamphlets & teaching materials.

(2) Financial Situation

The income sources of FYDP are composed of earnings from Funds (Trust Fund and Special Endowment Fund), proceeds of yearly fund campaigns in the country and donations from abroad. Funds were set up to put the activities of FYDP on a firm basis and earnings have been used for the education & training programs of each Center. The Trust Fund was established for implementing the Regular Program, while the Special Endowment Fund was established for implementing the Special Fund Program, i.e. Project LEAD, Project READ, Project LEARN, etc.(see 2.5.3.(2)). Earnings from these Funds are not enough to support the budgets of ongoing projects, the shortfalls of which are supplemented with the proceeds of yearly fund campaigns in the country and donations from abroad.

There are three types of qualified contributors, i.e. 1) Founding members who contributed ₱1,000 each; 2) Endowment members who contributed a minimum amount of ₱100,000; and 3) Sustaining members who contributed a minimum amount of ₱100. FYDP accepts contributions from individuals, corporate bodies and government organizations. The biggest contributors are corporate bodies composed of top corporations in the country. The economic depression in recent years has adversely affected the proceeds of contributions and the annual financial balance of FYDP showed a minus during the past three years (Table 2.4).

Donors from abroad are as follows, 1) UNESCO in Paris and Bangkok, 2) the International Human Assistance Program in New York, 3) the Philippine Communities Executive Council of New York in the U.S.A., and 4) the Philippine Consulate General in Sydney. Since fund income from yearly fund campaigns has been stagnant caused by economic depression in recent years, FYDP counts on donations from abroad and has already submitted requests for assistance to USAID and to the Japanese government.

To use the contributions from the people for the right purposes, FYDP has subjected its operations to periodic audit. The money raised by FYDP is used for the operational costs of the Headquarters and each Center. The money of each Center provided by FYDP is expended as honoraria & salaries for teachers and trainers, transportation costs, supplies & materials costs, reading materials costs, and loans for graduates. The allocated annual budget of each Center is not released at one time but rather in several cash advances at appropriate intervals. A record of accounts for the cash advances of each Center is inspected by the Foundation's Administrative and Finance Officer.

Major members and consultants of FYDP are engaged in voluntary activities without any rewards and honoraria & salaries paid for teachers and trainers of each Center are very small. It must be noted that the services of volunteers are supporting the activities of FYDP, and contribute to save operational costs and to attain maximum results.

(3) Relationship with MECS/Host Institutions

Since FYDP does not have its own equipment and staff for education & training, it has been operating Education Centers for Young Citizen Producers (ECYCP) in cooperation with colleges or universities which were selected as host institutions in project sites. The organization of ECYCP is shown in Fig. 2.3. Host institutions offer facilities, equipment and staff for education & training, and are responsible for the operation & maintenance of equipment. Each Center

prepares its own precise plan of operation to which a representative of FYDP and that of MECS sign their names, and by doing so, their cooperation is attained. The allotment of funds from FYDP covers a part of the Centers' total cost, and host institutions meet a major part of the total cost on their own responsibility.

Host institutions that operate Centers are composed of state universities (colleges), public colleges and vocational schools. State universities, directly getting budgetary allotments from the Ministry of Finance, are not under the control of MECS. However, they are essentially under the control of MECS, because the minister of MECS concurrently holds the post of a chairman of the Trustee Board which is responsible for operating state universities in the country.

The Recipient Institute of the equipment provided by the Japanese Grant-in-Aid is MECS. The Project shall be jointly implemented by FYDP and MECS. They operate the equipment through each Center, and host institutions take the responsibility for their operation & maintenance. In case equipment is provided by the Aid, it is probable the operation costs of each Center will increase because of the increase of education & training courses. Then, host institutions will take the necessary budgetary measure according to their plans of operations. Namely, state universities request budgetary allocations directly to the Ministry of Finance, and public colleges and vocational schools request them through MECS.

MECS takes responsibility for the implementation of the Project, and a Task Force composed of representatives from the Bureau of Continuing Education (BCE), the Bureau of Secondary Education (BSE), the Bureau of Higher Education (BHE), the Bureau of Technical and Vocational Education (BTVE) and the Planning Service will monitor and supervise it in coordination with FYDP. BTVE has a staff in charge of FYDP who coordinates the relationship between FYDP and MECS. In case of the dissolution of FYDP, according to its By-Laws, its remaining assets shall be turned over to MECS to maintain the Centers, and the host institutions will take the responsibility for their operation &

maintenance.

2.5.3 Plan for Education & Vocational Training

(1) The First Six-Year Program (1974 - 1980)

During the plan period, 20,207 out-of-school youth aged from 15 to 35 participated in education & training courses of FYDP in 229 barangays of 42 municipalities around each Center, and the number of graduates reached 16,183 (Table 2.5).

(2) The Second Six-Year Program (1981 - 1986)

The outlines of the Second Six-Year Program (the Regular Program and the Special Fund Program) are shown in Table 2.6 and 2.7. During the plan period (as of December 1985), 696 youth educators were trained, and 29,997 out-of-school youth participated in education & training courses in 782 Barangays of 201 municipalities around the Centers, and the number of graduates reached 26,917, or 88 percent of the total participants (Table 2.8).

The Centers established during the Plan periods are shown in the following Table.

Establishment of Each Center

Region	Name	Date of Establishment	Location
The First Six-Year Program			
Region I	ECYCP/L- 1	Sep. 1974	Bayambang, afterwards it moved to Lingayen
Region V	ECYCP/L- 2	Sep. 1976	Pili
Region VI	ECYCP/V- 1	Feb. 1977	Banga
Region VIII	ECYCP/V- 2	May. 1978	Salcedo
The Second Six-Year Program			
Region I	Branch Center (1)		Bayambang
	Branch Center (2)		Binmaley
Region VI	ECYCP/V-1.1	Feb. 1983	Hamtic
	ECYCP/V-1.2	Feb. 1983	Sibalom
	ECYCP/V-1.3	Feb. 1983	Calinog
	ECYCP/V-1.4	Jan. 1984	Roxas City
	ECYCP/V-1.5	Jul. 1985	Kabankalan
Region VIII	ECYCP/V-2.1	Jan. 1982	Catbalogan
	ECYCP/V-2.2	Jan. 1982	Allen
	ECYCP/V-2.3	Jan. 1982	Bontoc
Region IX	ECYCP/M- 1	Sep. 1984	Zamboanga City
<hr/>			
Total	15 Centers		

Following the establishment of these Centers, education & training programs of FYDP have eminently expanded. During the period 1974-1985, 50,204 out-of-school youth participated in education & training courses and the number of graduates reached 43,100 or 86 % of the total participants. All together 35 different courses in 10 fields are offered by each Center. The most popular courses among them are handicraft, dressmaking, cosmetology, food trades and tailoring.

As part of the Special Fund Program, Project LEAD for the training of youth in community leadership was launched in 1978, and a total of 107 out-of-school youth were trained with financial support from UNESCO in Paris and the Ala-Ala Foundation. Project READ for the preparation and distribution of simple reading materials has been implemented in the Headquarters of FYDP and in ECYCP/L-1, Lingayen Regional Center, with donations from the Ayala Foundation. Project LEARN for the training of rural women was implemented with the

participation of 750 rural women under the sponsorship of UNESCO in Bangkok.

In addition to the above mentioned activities, various conferences and seminars have periodically been held to discuss problems of education, vocational training and employment of out-of-school youth.

(3) Future Plan

As of 1986 only ECYCP/M-1, Zamboanga Regional Center, was newly established in Region IX according to the Second Six-Year Program (1981-1986), although it has a plan to establish new Regional Centers in four Regions to build a nation-wide education & training network. Three other Regional Centers in Region II, in Region VII and in Region X have not been established yet. In Region X, notice of agreement in principle has been received from the president of the Northern Mindanao State Institute of Science and Technology for the proposed Regional Center, and in Region II and in Region VII, negotiations with appointed host institutions still continue.

What remains to be done in the future is to extend the coverage areas of FYDP's activities to other provinces in Region I (ECYCP/L-1) and in Region V (ECYCP/L-2).

As for the Regular Program, emphasis is placed on extending the coverage areas accepting new trainees, and lining up equipment for education & vocational training by promoting the Plan to establish new Centers. As for Special Fund Programs like Project LEAD, Project READ and Project LEARN, the performance is not satisfactory because of the shortage of funds. Many of their important components are to be integrated into the Regular Program.

Among many reasons that brought about delays or interruptions in various projects planned in the Second Six-Year Program, the main one is a limitation of funding. The recent economic depression has made it difficult to raise funds necessary for FYDP, so the requests for

funding from USAID and the Japanese government have been made.

2.6 Outline of Education Centers for Young Citizen Producers (ECYCP)

2.6.1 Location of Each Center

As of 1986, 5 Regional Centers, 8 Associate Centers and 2 Branch Centers have been established. Locations and names of the Centers are shown in the figure on the front page of this report and tabulated in Table 2.9 with the names of relevant host institutions. Most of the Centers are set-up in the universities or colleges which are the social core of their respective Regions.

2.6.2 Natural Conditions

Climatic conditions of each Region in which Centers are located are not so severe that they will not be a main factor in restricting education & vocational training. However, damage caused by floods or typhoons occasionally occurs in Pili and Salcedo which have very pronounced rainy seasons (Fig. 2.4).

2.6.3 Socio-economic Conditions

(1) Population

According to the Philippine Statistical Year Book in 1985, the average annual population growth rate of the respective Regions where Centers are located, is estimated to be 1.9-2.4 % during the period of 1985 - 1990, which is lower than that of the national average of 2.5 % (Table 2.10).

The population ratios of young ages such as 7-12 years old and 13-16 years old in the said Regions are all higher than that of the national average except in the case of 7-12 years old in Region I.

It could be said that socio-economic conditions of the Regions in which Centers are located, are placing some pressure on adults to leave the said Regions. Especially, the cases of Regions V and VIII are conspicuous.

(2) Enrolment Conditions

The enrolment ratios in elementary schools and secondary schools of the said Regions have been compared with those of the national average (Table 2.10). In general, enrolment ratios of young ages in the said Regions are lower than the national average.

(3) Industry

According to GDP in 1982 by industrial sector, the largest three are Manufacturing, Trade, and Agriculture, Forestry & Fisheries in that order which account for 70 % of GDP. However, in Regions except NCR (Manila) weight of Agriculture, Forestry & Fisheries is generally the highest and Trade comes next (Table 2.11).

(4) Per capita GRDP

Reflecting the stagnant economic conditions, per capita GDP in 1984 was lower than that of 1983. Per capita GRDP in all Regions where Centers are located is much lower than the per capita GDP of 1,801 pesos. Especially those of Regions I, V, and VIII are only 40-50 % of per capita GDP (Table 2.12). The living standards of those Regions are expected to be improved through the active promotion of education & vocational training.

2.6.4 Conditions of Infrastructures

(1) Road

Each Center has been set up in the university or colleges which are the social core of the relevant Region. Accessibility from the

main road is kept in good condition. Generally, the Center and surrounding municipalities/barangays where itinerary training is carried out are connected to each other by national roads, provincial roads or municipal roads. However, some barangay roads linking Centers to the town proper of a municipality are occasionally flooded and become inaccessible during the rainy season. In those areas, itinerary training classes are carried out only during the dry season.

(2) Electricity

All the host institutions have a power supply. However, they often experience power troubles such as brown-outs and voltage fluctuations. For selecting electric equipment, this situation must be taken into consideration.

Electrical charge has much regional variation caused by the different sources of energy such as thermal, hydro and geothermal type (Table 2.13).

(3) Water

All the Centers have some kind of water supply, such as a water work system, deep wells and springs. Such differences will not cause any serious problems (Table 2.13).

(4) Fuel

Compared with electrical charge, fuel costs do not have much regional variation. The fuel supply is also quite stable anywhere in the country (Table 2.13).

2.6.5 Activities of Each Center

(1) Areas Served by Center and it's Activity

The activity of each Center is generally limited within the

province where the Center is located (Fig. 2.5-2.8).

The number of served municipalities in the relevant provinces varies greatly among the Centers. Centers with a long history such as Lingayen, Binmaley, Pili, Banga and Salcedo, show a high coverage rate of 50-100 %, while some new Centers show less than 10 % as shown in Table 2.14. Based on this fact, it is understood that the activity of the Centers can be expanded by continuing education & training programs.

The total number of graduates of each Center from the year of commencement to 1985 is as shown in Table 2.15. It can be said that the activities of each Center have generally developed favorably not only in the cases of long experienced Centers but also in the cases of newly established ones.

The number of course by field by Center and the average number of trainees per class by Center in 1985 are shown in Table 2.16. Training in the fields of Dressmaking/Beauty Culture and Handicraft, for which equipment is relatively easily available, are popular. Training for the fields of Food Processing and Practical Agriculture reflecting speciality of the host institution, have also been conducted actively. Especially, in Pili, Banga and Salcedo, their activities have been conducted steadily and continuously, playing roles as Regional Centers. Moreover, the activity of Lingayen Center has also shown remarkable extension.

(2) Facilities for Education and Training

As mentioned in Chapter 2.5.2 (3), the necessary classrooms and equipment for the operation of the Centers are borrowed from the host institutions. But, in some courses, itinerant education & training in the barangays around the Centers have been held at suitable places such as the classrooms of an elementary school or a volunteer's home/factory by using the equipment lent from the host institution. More or less 10 classrooms are provided for the activities of each

Center by the host institution. The average space of a classroom is about 60 m². Storerooms for equipment are also provided in each Center (Table 2.17).

(3) Fields of Education & Training and Curriculum

The activities of the Center consist of various fields of education & training such as Dressmaking/Tailoring, Cosmetology/Beauty Culture, Food Trades/Processing and Preservations, Secretarial Instruction, Practical Agriculture, Fisheries/Aquaculture, Handicraft/Woodworking Electronics/Electricity, Automotive/Machineshop, etc. The curricula of education & training are arranged as follows.

- Unit of curriculum : class per course per field
- Number of trainee : 20-30 per class
- Term of course : 100-120 hours within a period 3-4 months
- Class day : Saturday and/or Sunday
- Class hours per day : 6-8 hours

Currently, classes are operated only during the week-end. In the case of week days, it is difficult to hold classes because classrooms and equipment lent to the Center are used for formal education and training, while trainees also have their own work.

As for text-books and a library, trainees are presently using what belongs to the host institutions. Much time is being consumed by hand copying of text-books. When office equipment such as mimeographing machines and duplicating machines are supplied, class hours will be saved and used more effectively by concentrating practical training.

(4) Trainees and Educators

1) Trainees

Most trainees are out-of-school youth at the elementary school

and secondary school level. Young adults and housewives also participate in some courses.

They are eager to acquire skills and technologies to improve their living and to upgrade their income level. Many of them are not satisfied with finishing only one course and participate in multiple courses.

2) Educators

The educators in each Center are not full-timers but part-timers. They are mainly composed of teachers of vocational schools, elementary and secondary schools attached to the host institutions, and some are graduates from the Centers, who are self-employed. Some professors and lecturers of the College and private volunteers possessing necessary experience and skills in the community are also included.

They are eager to serve during their weekend as out-of-school youth educators in spite of the small honoraria. Sometimes they stay overnight and teach at remote areas where traffic service is inconvenient.

They hold monthly meeting at the Center and exchange information to improve their training methods and to increase the efficiency of their activities.

(5) Transportation

Itinerary training utilizing equipment (i.e., sewing machines, tool sets etc.) and covering fairly wide areas is frequently conducted. Various transportation means such as buses, tricycles and jeepneys are being used to conduct itinerary training. However, lack of transportation facilities is one of the constraints to conducting itinerary training programs. When transportation facilities such as vehicles and motorcycles are supplied, the efficiency of equipment utilization will be upgraded as a whole, because it enables Centers to

expand served areas and to carry out monitoring and supervising of the activities.

2.6.6 Maintenance of Equipment

(1) Equipment for Education and Vocational Training

Each Center has scarce equipment for education of out-of-school youth. Currently, lessons and training are conducted by utilizing the aged and scarce equipment borrowed from the host institutions.

As for equipment for itinerary training, those which are supplied from the host institutions are not sufficient in view of the needed kinds and quantity. Frequently equipment which is owned by an educator or a volunteer in the municipality is being used. Consequently, it is understood that the present situation regarding provision of equipment to the Centers is to be improved by supplying sufficient kinds and quantities of equipment.

(2) Operation and Maintenance

The educators in charge of each course are responsible for maintenance of existing equipment which belongs to the host institutions. Although existing equipment is not much, they are to be kept in good repair and stored inside tool boxes or on racks in classrooms or storerooms.

Equipment is repaired at the workshop of the host institutions or by a professional teacher in case the trouble is simple or spareparts are available.

According to the budget allocations of the host institutions in 1986, an average of 13 % of total operational costs (P 10,768,000) is allocated to the maintenance (Table 2.18).

3. PROJECT

3. PROJECT

3.1 Request of the Project and Its Examination

The Philippine government requested the Grant-in-Aid from the Japanese government for the provision of equipment which is necessary for education & training programs for out-of-school youth in the existing 15 Centers organized by FYDP. Requested equipment is listed by Center and by education & training field.

(1) Whether All 15 Centers are to be Taken as the Project Site or Not.

As described in Chapter 2, the activities of FYDP have been continuing for about 12 years since 1974, and more than 43,000 out-of-School youth have already graduated from the Centers.

Each of the 15 Centers is located at a strategic site in each Region, and area served by each Center have been steadily expanding through the activities of the education & training in spite of the insufficient supply of equipment.

When it comes to considering the effects of the provision of necessary equipment to the Centers, it is justifiable to take all of the 15 Centers as the project site of this Study.

(2) Examination of Requested Equipment List

The requested equipment list was prepared taking into consideration not only the types of education & training field but also the specific conditions of each Center. Consequently, examination of the qualitative and quantitative adequacy of equipment is to be done based on the results of a field survey.

3.2 Outline of the Project

The outline of the Project agreed upon through discussions with the Government of the Philippines is as follows (refer to Appendix III: Minutes of Discussions).

(1) Project Title

The Project title has been finally confirmed as " The Development Project for Out-of-School Youth and Young Adults " (hereinafter, described as "the Project"), although the title was called " Providing Facilities for Development of Out-of-School Youth " in the Project request.

(2) Objectives of the Project

The objectives of the Project are the improvement of the effectiveness of the education and training programs for out-of-school youth and young adults to acquire livelihood competencies as well as knowledge and skills to improve their home and community living conditions by providing necessary equipment.

(3) Executing Authority

The Project shall be implemented jointly by the Ministry of Education, Culture and Sports (MECS) and the Foundation for Youth Development in the Philippines, Inc. (FYDP). MECS shall be the executing authority of the Project.

Actual operation of the Project will be implemented jointly by FYDP, each Center and its host institution, while all equipment is formally received by MECS. The host institutions are responsible for the operation and maintenance of equipment. In MECS, Bureau of Technical and Vocational Education (BTVE) is in charge of the Project.

The organization chart for implementing the Project is shown in

Fig. 2.3.

(4) Composition of the Equipment

Required equipment is classified into the following eleven (11) fields :

- 1) Production of Reading Materials for Monitoring Results and Documentation
- 2) Dressmaking and Tailoring Trade
- 3) Cosmetology and Beauty Culture
- 4) Food Trades, Processing and Preservations
- 5) Secretarial Instruction
- 6) Practical Agriculture
- 7) Fisheries and Aquaculture
- 8) Handicraft and Wood-working
- 9) Electronics and Electricity
- 10) Automotive and Machine Shop
- 11) Others

3.3 Basic Plan

3.3.1 Future Plan of the Center

Each of the 15 Centers has already submitted its future operational plan comprising the kinds of education & training courses and annual number of classes by course, taking into consideration the present condition of the Center, speciality of the host institution and requests from the surrounding barangays. The Study Team requested MECS/FYDP to summarize those future plans from the following view points.

- a) to integrate different names used for similar courses into one name in case their training programs are almost the same,
- b) to prepare plans reflecting regional characteristics and the recent activities of the Center, and

c) to consider sharing of the roles between the Regional Center and the Associate Center.

In response to the said request, MECS/FYDP prepared future education & training programs by Center and discussed them with the Study Team.

3.3.2 Examination of Adequacy of Future Plan

(1) Adequacy of Course Plan

The following Table shows the number of planned courses by education & training field prepared by MECS/FYDP.

Annual Number of Planned Courses by Field

Center	Educational Field											Total
	D/T	C/B	F/P	S	A	F/A	H/W	E/E	A/M	O		
L-1 R.C. : Lingayen	★ 4	★ 3	★ 3	2	10	-	★ 8	☆ 5	☆ 5	-	40	
B.C. : Binamaley	★ 3	★ 3	☆ 3	2	☆ 4	☆ 7	-	☆ 4	3	-	29	
B.C. : Bayambang	☆ 4	☆ 3	☆ 3	2	☆ 9	-	1	4	2	-	28	
L-2 R.C. : Pili	★ 4	★ 4	4	-	★ 11	-	☆ 5	5	5	-	38	
V-1 R.C. : Banga	★ 4	★ 4	★ 3	-	★ 12	☆ 6	★ 10	☆ 5	5	-	49	
V-1.1 A.C. : Hantic	☆ 4	3	☆ 3	-	☆ 9	-	5	3	5	-	32	
V-1.2 A.C. : Sibalom	☆ 4	☆ 4	☆ 3	☆ 2	1	-	☆ 5	☆ 4	☆ 5	-	28	
V-1.3 A.C. : Calinog	☆ 3	-	☆ 4	-	☆ 9	-	☆ 5	3	☆ 4	-	28	
V-1.4 A.C. : Roxas	☆ 3	☆ 3	☆ 3	-	1	☆ 6	6	☆ 5	☆ 6	-	33	
V-1.5 A.C. : Kabankalan	☆ 4	3	☆ 3	-	★ 11	-	☆ 5	4	3	2	35	
V-2 R.C. : Salcedo	★ 3	4	★ 3	-	★ 8	-	☆ 5	4	6	☆ 1	34	
V-2.1 A.C. : Catbalogan	☆ 3	☆ 3	2	-	2	-	5	☆ 5	★ 5	-	25	
V-2.2 A.C. : Allen	☆ 3	4	☆ 3	-	3	-	☆ 5	☆ 4	☆ 4	-	26	
V-2.3 A.C. : Boatoc	4	2	3	-	☆ 5	7	5	5	5	-	36	
M-1 R.C. : Zamboanga	★ 4	☆ 3	☆ 4	2	☆ 3	-	1	★ 5	5	★ 1	28	
Kind of Courses by field	4	4	4	2	12	7	10	5	6	2	56	

Remarks 1) Abbreviations of Educational Field are as follows.

D/T : Dressmaking and Tailoring Trade
 C/B : Cosmetology and Beauty Culture
 F/P : Food Trades, Processing and Preservations
 S : Secretarial Institution
 A : Practical Agriculture
 F/A : Fisheries and Aquaculture
 H/W : Handicraft and Wood-working
 E/E : Electronics and Electricity
 A/M : Automotive and Machine Shop
 O : Others

2) ★ : Implemented actively
 ☆ : Implemented

The fields of Dressmaking and Tailoring Trade, Cosmetology and Food Trade are targeted mainly for women. Those fields are popular among women and many courses have been conducted frequently. The number of planned courses in each field is 3-4, respectively and does not differ among Centers. Courses in the fields of Electronics and Electricity, and Automotive and Machine Shop were formally conducted only in 6-8 centers. However, according to the plan, all the Centers positively requested those courses not only to be continued but also to be newly started. Educational training for those courses are not much restricted by a locational factor and can be conducted by teachers of a secondary school and a vocational school, or local voluntary technicians.

In the fields of Practical Agriculture, Fisheries and Aquaculture, and Handicraft and Wood-working, the number of planned courses differ much among Centers. The field of Practical Agriculture is classified into the two sub-fields of Agriculture and Livestock Husbandry. Centers such as Lingayen, Bayambang, Pili, Banga, Calinog, Hamtic, Kabankalan and Salcedo plan to conduct many courses in both sub-fields. When one considers that all of these Centers' host institutions (except that of Lingayen) are agricultural universities rich in experience, weighing of course plans by these Centers can be said to be reasonable. On the other hand, no agriculture courses have been held in Lingayen Center, although agriculture training for out-of-school youth in Pangasinan Province has been practiced in its eastern areas mainly by Bayambang Center. However, the beginning of new agriculture courses planned by Lingayen Center may be acceptable because the College of Agriculture of Pangasinan State University has agreed to support training courses in the western area of the Province, and at the same time, several training staff are planned to be assigned there from Bayambang Center.

As for course plans in the fields of Fisheries and Aquaculture, all of the proposed 4 Centers have a speciality or training experience in this field. Both of the host institutions of Binmaley and Bontoc Centers have colleges of fisheries, and both of Banga and Roxas

Centers located in the northern part of Panay Island where prawn farming industry is actively promoted, can have cooperation from the near-by Batan Branch of South-Eastern Asia Fisheries Development Center (SEAFDEC). Consequently, there are no technical problems to carrying out fisheries courses in those Centers.

As for the field of Handicraft and Wood-working, various courses are planned in both Regional Centers of Lingayen and Banga. Since there are well-known resort areas such as One Hundred Islands and Buracay Islands in the vicinity of both Centers, educational courses of those Centers include bamboo crafts, shell crafts, leather crafts, T-shirt printing, etc., aiming at producing artisans of souvenir products.

As for the field of Secretarial Instruction, only Sibalom Center has training experience and new courses are planned to be opened at the 4 Centers of Lingayen, Binmaley, Bayambang and Zamboanga. Presently ently secretarial training is conducted mainly by the staff of vocational schools such as typist schools. It seems to be important that more courses are established in this field as a goal of part of the out-of-school youth training is to provide a chance for the graduates to engage in office work.

Courses included in the field of Others consist of Family Planning, Continuing Education etc., which are requested by certain mayors or Barangay captains based on specific regional backgrounds.

Through the above mentioned discussions, it is understood that the contents of the course plan by field by Center prepared by FYDP sufficiently reflects not only achievements of FYDP but also regional conditions and requests.

(2) Adequacy of Class Plan

The annual number of classes planned by MECS and FYDP are summarized in the following Table.




Annual Number of Planned Classes by Field

Centers	Educational Field											Total
	D/T	C/B	F/P	S	A	F/A	H/W	E/E	A/M	D		
L-1 R.C. : Lingayen	★20	★21	★14	4	20	-	★28	★15	★14	-	-	136
B.C. : Binmaley	★11	★8	★8	2	★8	★13	-	★7	4	-	-	61
B.C. : Bayambang	★7	★5	★9	2	★16	-	1	5	3	-	-	48
L-2 R.C. : Pili	★26	★19	10	-	★2	-	★8	10	11	-	-	111
V-1 R.C. : Banga	★15	★18	★17	-	★3	★11	★6	★11	13	-	-	157
V-1.1 A.C. : Hamtic	★7	5	★6	-	★16	-	5	4	5	-	-	48
V-1.2 A.C. : Sibalom	★8	★9	★8	★4	1	-	★8	★7	★10	-	-	55
V-1.3 A.C. : Calinog	★4	-	★6	-	★13	-	★7	3	★5	-	-	38
V-1.4 A.C. : Roxas	★4	★7	★8	-	1	★12	11	★12	★12	-	-	67
V-1.5 A.C. : Kabankalan	★10	4	★7	-	★2	-	★8	5	5	★4	-	71
V-2 R.C. : Salcedo	★13	9	★12	-	★10	-	★12	7	10	★4	-	97
V-2.1 A.C. : Catbalogan	★4	★6	4	-	2	-	6	★9	★10	-	-	41
V-2.2 A.C. : Allen	★4	5	★6	-	3	-	★7	★5	★6	-	-	36
V-2.3 A.C. : Bontoc	7	4	7	-	★12	11	6	8	6	-	-	61
M-1 R.C. : Zamboanga	★14	★9	★9	4	★6	-	1	★13	6	★8	-	70
Total	154	129	131	16	219	47	144	121	120	16	1096	

Remarks 1) Abbreviations of Education Field are as follows.

- D/T : Dressmaking and Tailoring Trade
- C/B : Cosmetology and Beauty Culture
- F/P : Food Trades, Processing and Preservations
- S : Secretarial Institution
- A : Practical Agriculture
- F/A : Fisheries and Aquaculture
- H/W : Handicraft and Wood-working
- E/E : Electronics and Electricity
- A/M : Automotive and Machine Shop
- D : Others

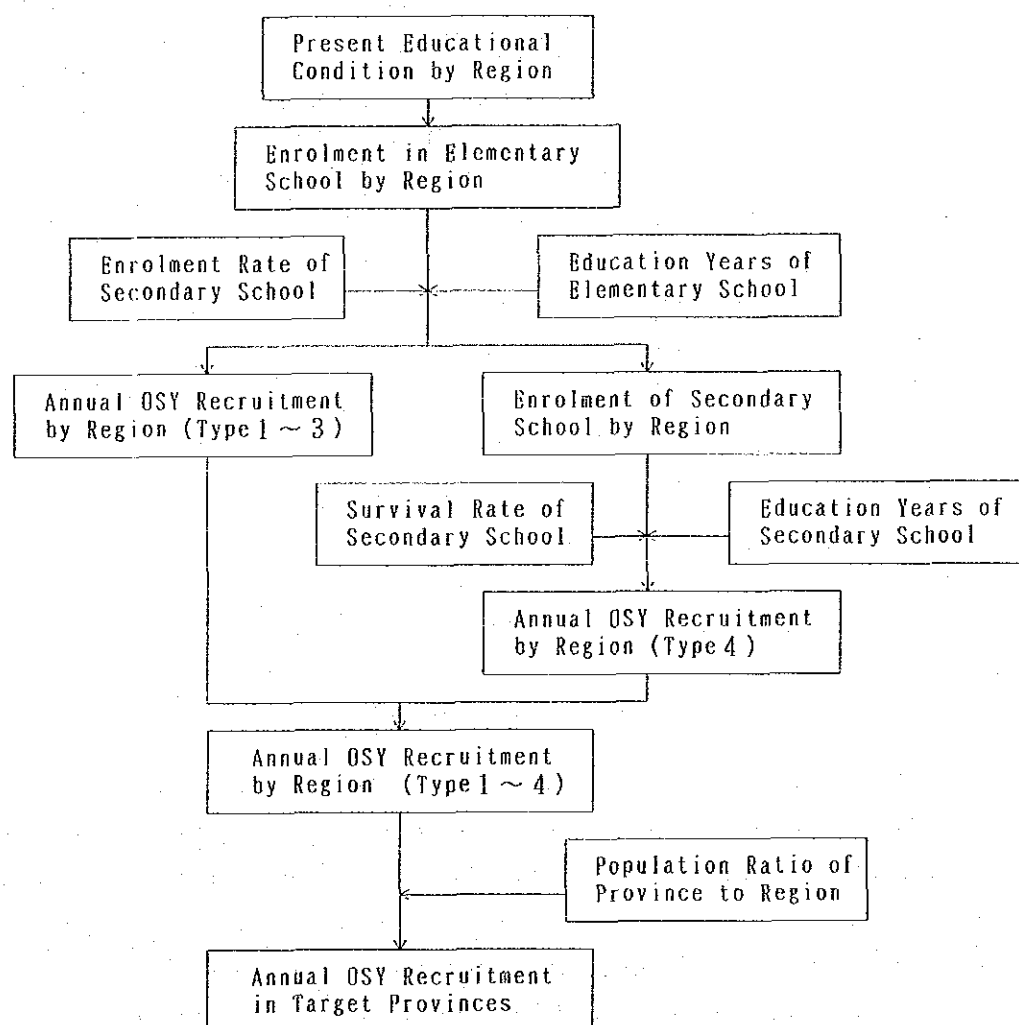
- 2) ★ : Actively Implemented
 ☆ : Implemented

- 3)  : more than 25 classes annually
 : 10 ~ 25 classes annually
 : less than 10 classes annually

As in the case of course plans, class plans are also prepared by putting emphasis on the strong points of each Center. Generally, cases where education & training as a set course are actively implemented are more common. Most of those enrolled in the Centers are out-of-school youth and it is believed that they do not insist on participating in some specific course but accept any ones which are implemented by the Center.

The adequacy of a class plan is examined to see if the number of planned classes is over-designed or not, by comparing the estimated number of enrolment in the planned classes with the potential number of out-of-school youth in the province where the Center is located.

As described in the former Chapter, it was ascertained that the areas served by the activities of FYDP within the province where the Center is located expanded as the operating history of the Center grew longer. Hence, the areas served by the itinerary training of the Center can be considered to cover all of the municipalities in the Province. Based on such an assumption, the annual number of out-of-school youth recruitment in the Province is estimated by the following flow chart. Detailed calculations are described in Annex I.



Flow Chart for the Estimation of Annual OSY Recruitment

The annual number of out-of-school youth recruited by each Province where a Center is located is shown in the next Table compared planned classes. According to this, the annual out-of-school youth

Annual OSY Recruitment and Projected Number of Trainees

Unit : persons

Center	Province	1) Population (1985)	2) Annual OSY Recruitment		3) Planned No. of Trainees	Ratio (%) B / C
			A	B		
Region I						
L-1	R.C. : Lingayen B.C. : Binmaley B.C. : Bayambang	Pangasinan	1,806,000	21,740	6,125	28.2
Region V						
L-2	R.C. : Pili	Camarines Sur	1,242,000	22,840	2,775	12.1
Region VI						
V-1	R.C. : Banga	Aklan	366,000	5,650	4,100	73.6
V-1.1	A.C. : Hamutic	Antique	389,000	8,550	2,575	30.1
V-1.2	A.C. : Sibalom					
V-1.3	A.C. : Calinog	Iloilo	1,616,000	24,860	1,025	4.1
V-1.4	A.C. : Roxas City	Capiz	555,000	5,960	1,675	28.1
	(Panay Island Total)		2,926,000	45,020	9,375	20.8)
V-1.5	A.C. : Kabankalan	Negros Dcc.	2,176,000	33,410	1,750	5.2
Region VIII						
V-2	R.C. : Salcedo	Eastern Samar	353,000	6,570	2,425	36.9
V-2.1	A.C. : Katbalogan	Western Samar	551,000	10,230	1,025	10.0
V-2.2	A.C. : Allen	Northern Samar	416,000	7,710	900	11.7
	(Samar Island Total)		1,320,000	24,510	4,350	17.7)
V-2.3	A.C. : Bontoc	Southern Leyte	326,000	6,060	1,525	25.2
Region IX						
M-1	R.C. : Zamboanga City	Zamboanga del Sur	1,343,000	24,940	1,750	7.0
Total			11,139,000	178,520	27,400	15.3

Remarks 1) Regional population (1985) × Population ratio (Province/Region)
 2) Annual recruitment by Region × Population ratio (Province/Region)
 3) No. of class × 25 trainees/class

recruitment in the Province is much larger than the annual planned enrolment in all Centers. One can consider that there are still plenty of out-of-school youth without education or training. It is understood that the planned number of classes is still insufficient. However, considering that the Project will play a role as an initial step in providing large scale educational training for out-of-school youth jointly implemented by MECS and FYDP, the plan shall be made based on this role. From this view point, it is appreciated that the number of planned classes is not so small and not so large considering the experiences and historical achievements of each Center.

(3) Secure Supply of Educators

Table 3.1 shows the number of educators required by field by Center based on the class plans prepared by MECS/FYDP, and compares it with the present number of educators. The present total of 297 educators will increase to 559 or about double. Some Centers will require 2-4 times the present number of educators, and educators of new courses will have to be recruited to the Centers which are introducing new educational courses. Therefore, the following measures are to be taken to recruit additional educators.

1) Optimum Arrangement of a Special Training Program for Educators by FYDP

FYDP has been carrying out special training programs to recruit educators for each Center since 1974. A total of 908 educators have already been graduated during the First and Second Six-Year Programs (Tables 2.5 and 2.8). This figure is much larger than the said required number of educators, however, those educators trained have been over-concentrated at certain Centers such as Bayambang, Lingayen and Banga. Consequently, the necessary educators shall be secured by optimizing special training programs for educators at each Center.

2) Recruitment of Educators from Educational Organizations in the Vicinity

As for the recruitment of educators for newly introduced courses, it takes much time to train such people through the said special training programs. Consequently, each Center should find a way to accomplish the required recruitment with the cooperation of other educational or vocational schools in the vicinity. A list of educational organizations in the vicinity of each Center is shown in Table 3.2.

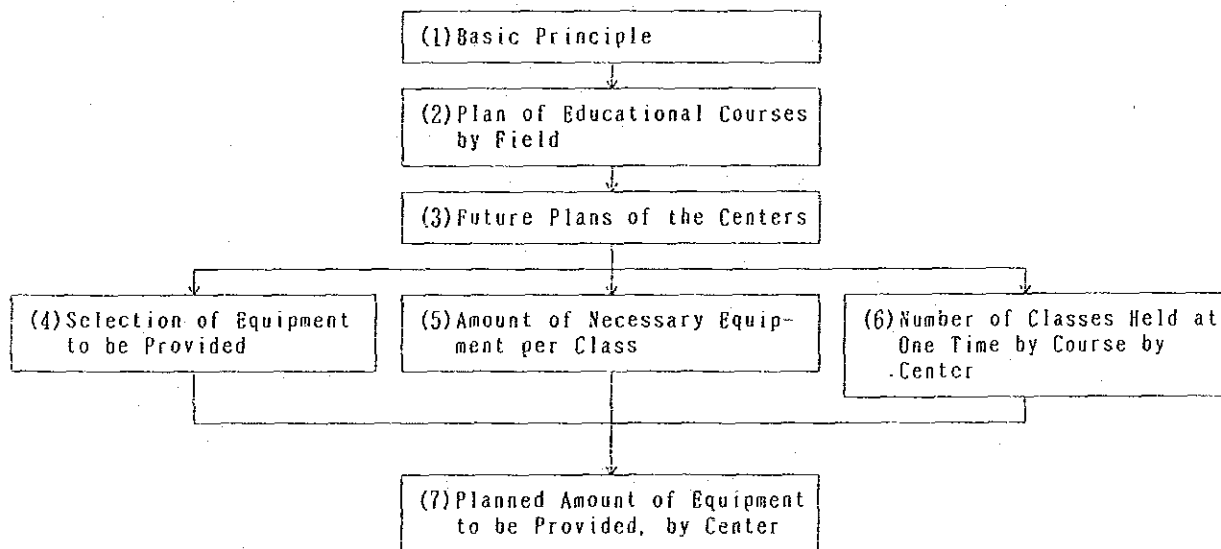
3.3.3 Selection of Equipment and Determination of the Project Scale

(1) Basic Principle

Following is analyzed information used to determine the Project.

- 1) Results of discussions conducted with the Government of the Philippines during the field survey
- 2) Past successes and the future plans of FYDP and each Center
- 3) Training curricula by course carried out by each Center
- 4) Results of a reconnaissance survey on the present activities of each Center

Selection of equipment and determination of the Project scale are to be performed in line with the next flow chart.



Equipment Planning Flow

Remark: () shows relevant parenthesis number in Section 3.3.3 in the Report.

The following items are being paid attention for the works.

1) On selection of the equipment

- In case there are no disadvantages of price or maintenance for the equipment, procurement of such equipment in the Philippines is to be carried out in the Plan.
- Grade of equipment should be adapted to the technical level of the users.
- Local conditions such as voltage fluctuations, etc., should be considered.

2) On amount of equipment to be supplied

- Present activities of each Center should be well reflected.

(2) Plan of Educational Courses by Field

As described in 3.2 (4), the 11 educational fields were selected as areas requiring equipment supply through discussions with the Government of the Philippines. Since the courses requested for out-of-school training by each Center varied by name and curricula, they were sorted out and integrated as the 61 courses in 11 fields as shown in the next page. Out of the 11 fields, Field 1: Production of Reading Materials for Monitoring Results and Documentation is not categorized into other fields for education & training, but, the field for supporting activities of education & training for out-of-school youth. As for field 11: Others, required equipment was considered to be in the category of field 1. Consequently, it was confirmed that only fields 1-10 are the target fields of the Project, excluding field 11.

Educational Courses by Field

1. Production of Reading Material For Monitoring Results and Documentation
 - 1- 1 Production of Reading Material
 - 1- 2 Documentation
 - 1- 3 Monitoring and Supervision
 - 1- 4 Education and Seminar
 - 1- 5 Others
 2. Dressmaking and Tailoring
 - 2- 1 Dressmaking/Clothing
 - 2- 2 Tailoring
 - 2- 3 Embroidering
 - 2- 4 Others
 3. Cosmetology and Beauty Culture
 - 3- 1 Cosmetology
 - 3- 2 Beauty Culture
 - 3- 3 Hair Science
 - 3- 4 Others
 4. Food Trades, Processing and Preservations
 - 4- 1 Food Precessing
 - 4- 2 Food Preservation
 - 4- 3 Cooking/Baking
 - 4- 4 Others
 5. Secretarial Instruction
 - 5- 1 Secretarial Instruction
 - 5- 2 Typing
 6. Practical Agriculture
 - (Crop Production)
 - 6- 1 Rice Production
 - 6- 2 Corn Production
 - 6- 3 Vegitable/Root Crop Production
 - 6- 4 Fruit Tree Production
 - 6- 5 Mushroom Culture
 - 6- 6 Reforestation
 - 6- 7 Sloping Agriculture Land Technology
 - 6- 8 Other Plant Propagation
 - (Livestock Production)
 - 6- 9 Swine Raising/Piggery
 - 6-10 Poultry/Broiler Production
 - 6-11 Cattle Raising
 - 6-12 Other Animal Raising
 7. Fisheries and Aquaculture
 - (Capture Fishery)
 - 7- 1 Fish Capture
 - 7- 2 River Fishing
 - 7- 3 Other Fishing
 - (Aquaculture)
 - 7- 4 Prawn Culture
 - 7- 5 Oyster Culture
 - 7- 6 Inland Fish Culture
 - 7- 7 Other Aquaculture
 8. Handicraft and Wood-working
 - (Handicraft)
 - 8- 1 Wood and Bamboo Craft
 - 8- 2 Shell Craft
 - 8- 3 Bag Making
 - 8- 4 T-shirt Printing
 - 8- 5 Leather craft
 - 8- 6 Sculpture
 - (Wood-working)
 - 8- 7 Furniture and Cabinet Making
 - 8- 8 Architectural Technology
 - 8- 9 Ceramics
 - 8-10 Horology
 9. Electronics and Electricity
 - 9- 1 Practical Electricity
 - 9- 2 Basic Electronics
 - 9- 3 Electric Appliance Repair
 - 9- 4 Electrical Housewiring
 - 9- 5 Others
 10. Automotive and Machinshop
 - 10- 1 Practical Automotive
 - 10- 2 Auto-Diesel Mechanics
 - 10- 3 Motorcycle Repair
 - 10- 4 Mechanical Works/Machinshop
 - 10- 5 Welding Works
 - 10- 6 Others
 11. Others
 - 11- 1 Family Planning/Nursing
 - 11- 2 Basic Reading/Writing
-

(3) Future Plans of the Centers

The annual number of classes by course by Center were determined through discussions with the Government of the Philippines on the future plans of MECS and FYDP, which were prepared based on the results of the educational training, special requests and future programs of each Center (refer to Annex II).

The education & training systems and curricula presently being used by each course were taken into the future plan without change, as shown below.

- 1) Place for holding classes : Each Center and municipal/barangay hall, elementary school or other suitable place near the Center.
- 2) Educators : Trainers or professors of the host institutions, graduates of the Centers, local voluntary technicians, etc. Those educators come to the above mentioned place and conduct training with the necessary equipment.
- 3) Schedule for holding classes : Classes are to be held when the number of applicants reaches 20-30, following the request from a municipality/barangay
- 4) Curriculum
 - Number of trainees per class : 25 /class
 - Class days : Every Saturday and/or Sunday
 - Term of course : 100-120 hrs/course
 - Duration of class : 3-4 months/class
 - Time of a certain class opening per year : 2 times/class*
/year

* Considering the duration of a class of 3-4 months/class, holding such a class is theoretically possible 3-4 times in a year. However, that is in the case of a class opening with the most efficient combination of places, educators

and equipment use. In this study, 2 times/class/year is taken as standard.

5) Number of graduates

Total number of graduates (G) are calculated by the following equation.

$$G = T \times C \times R$$

Where,

T: Number of trainees per class (25/class)

C: Total number of classes (1,096 class)

See Section 3.3.2 (2)

R: Graduated/Enroled ratio (90%)

See Table 2.8.

Then,

$$G = 25 \times 1,096 \times 0.9 = 24,700 \text{ persons/year}$$

(4) Selection of Equipment to be Provided

Selection of the equipment and determination of the grade of the equipment were carried out as follows, through discussions and confirmation of the requested equipment list submitted by MECS and FYDP.

1 st step (Examination of equipment items)

: To select the necessary items of equipment by simulating the actual training process with a class following the curriculum of an education course.

2 nd step (Determination of equipment grade)

: To determine the equipment grade and specifications based on the curriculum, knowledge and utilization ability of educators and pupils and local conditions for maintenance of the equipment.

The list of equipment to be provided is shown in Chapter 4, Basic Design.

(5) Amount of Necessary Equipment per Class

The amount of necessary equipment for one class operation by course shall be determined.

Except for the basic lecture phase and introduction phase, the method for most efficient use of equipment is to divide trainees into groups utilizing different training items instead of doing the same thing at the same time using the same kind of equipment.

The amount of necessary equipment per class was calculated for a class of 25 trainees following the above mentioned principle.

The following are examples of the above mentioned examinations.

[Ex. 1] 2-1 Dressmaking/Clothing Courses

Equipment	Training group (No. of trainees)	Pattern Making (9 pers.)	Cutting (8 pers.)	Sewing (8 pers.)	No. of Equipment per Class
2-1 Sewing machine, (foot operation)				1 set/2 pers.	4
2-2 Sewing machine (Electric operation)				*	*
2-3 Master Cutter Scissors		1 /group	1 /4 pers.		3
2-4 Pinking Scissors			1 /group		1
2-5 Button Hole Scissors			1 /group		1
2-6 Rulers Set		2 sets/group			2

* ; Sewing machine (electrical operation) shall not be installed and used temporary when required.

[Ex. 2] 3-2 Beauty Culture Course

Equipment	Training group (No. of trainees)	Manicuring Group (6 pers.)	Makeup Group (9 pers.)	Hair cutting Group (10 pers.)	No. of Equipment per Class
3-1 Manicuring Set		1 set/3 pers.			2
3-2 Hair Cutting Scissors				4 /group	4
3-3 Electric Hair Trimmer				2 /group	2
3-4 Electric Hair			1 /group	1 /group	2
3-5 Manicuring Table		1 /3 pers.			2
3-6 Hair Trimmer				2 /group	2

[Ex. 3] 6-1 Rice Production Course

Rice Production Course shall be held at each growing stage, and all trainees shall be engaged in practical work at peak season, that is paddy cultivation (including planting of rice seedlings), spraying pesticide and harvesting.

Equipment	Training group (No. of trainees)	Planting Group (15~25)	Cultivation Group (5 ~10)	Harvest Group (15~25)	Other Group (5 ~10)	No. of Equipment per Class
6-1 Power Sprayer				1 /group		1
6-2 Knapsack Sprayer				1 /group		1
6-3 Wheel Barrow			1 /group	(1 /group)	1 /group	2
6-4 pH Meter				1 /group		1
6-5 Irrigation Pump		1 /group				1
6-6 Rice Thresher				1 /group		1
6-7 Spade		1 /group	3 /group		1 /group	5
6-8 Rotary Tiller		1 /group	(1 /group)			1
6-9 Tractor		1 /group	(1 /group)		(1 /group)	1
6-10 Shovel		1 /group	3 /group		1 /group	5
6-11 Pickmattok			2 /group		1 /group	3

(6) Number of Classes Held at One Time by Course by Center

A certain class will be held 2 times/year [refer to above (3)]. Therefore, the number of classes by course by Center is one half of the annual number of classes in the future plans indicated in Annex

II. In other words, all the equipment for each course will be used twice a year.

(7) Planned Amount of Equipment to be Provided, by Center

Finally, the planned amount of equipment to be provided (N_p) is calculated by the following formula.

$$N_p = \sum E_c \times C$$

where,

E_c : Amount of necessary equipment per class [refer to (5)]

C : No. of classes by course at one time [refer to (3) and (5)]

An example of the calculation is shown below.

[(5):Amount of necessary equipment per class]

Unit: Amount of equipment/class

Equip-ment	Course			
	V	W	X	Y
A	4	4	2	1
B	1	2	1	1
C	1	1	1	1
D	1	1	1	1

[(3):No. of classes by course]

Unit: No. of class/year

Course	Center			
	I	II	III	IV
V	13	6		
W	4	2		
X	2	1		
Y	2	1		

[N_p of the equipment A for Center I]

The necessary amount of equipment A both for Course V and W are the same; that is 4 pieces of equipment/class (Left Table). When Course V and W are taken as one course, the annual No. of classes is to be $13 + 4 = 17$ classes in total (Right Table). The total No. of

classes by course held at one time (C) can be calculated as follows based on the condition that the No. of classes by course held at one time is to be 1/2 of the annual No. of classes as described in (6).

	Classes/year	Times/year	Classes/time
Course V and W : C =	17	÷ 2	= 9
Course X : C =	2	÷ 2	= 1
Course V : C =	2	÷ 2	= 1

Therefore, Np of the equipment A for Center I is obtained as follows :

	Classes/time	Equipment/class	Equipment/time
Np of Course V and W =	9	X 4	= 36
Np of Course X =	1	X 2	= 2
Np of Course Y =	1	X 1	= 1
<hr/>			
Np	=		39

4. BASIC DESIGN

4. BASIC DESIGN

4.1 Basic Design Principles

The basic design of the Project is based on the following principles.

(1) Selection of equipment with suitable specifications shall be based on the thorough examination of local maintenance conditions.

(2) Project costs shall be minimized and the utilization of local equipment shall be examined in view of price as well as suitability, and moreover, due consideration shall be given to the timely completion and the function and durability of the equipment.

(3) The working period shall be minimized by maintaining a functional relationship between the supervisor and the contractor to achieve smooth delivery of the equipment to the 16 project sites including the Headquarters of FYDP.

4.2 Basic Design

4.2.1 Layout Plan

All equipment shall be provided for MECS, however, the delivery of the equipment shall be made to each host institution in which a Center is located. The classroom and storeroom areas prepared are shown as follows.

Classrooms and Storerooms Prepared by Center

Unit : m²

Centers		Classrooms	Storerooms
Region	I		
L- 1	R. C. : Lingayen	580	110
	B. C. : Binmaley	720	70
	B. C. : Bayambang	800	70
Region	V		
L- 2	R. C. : Pili	800	360
Region	VI		
V- 1	R. C. : Banga	760	140
V-1.1	A. C. : Hantik	480	40
V-1.2	A. C. : Sibalom	400	70
V-1.3	A. C. : Calinog	460	80
V-1.4	A. C. : Roxas	380	120
V-1.5	A. C. : Kabankalan	640	70
Region	VIII		
V- 2	R. C. : Salcedo	720	80
V-2.1	A. C. : Catbalogan	480	80
V-2.2	A. C. : Allen	500	40
V-2.3	A. C. : Bontoc	420	40
Region	IX		
M- 1	R. C. : Zamboangae	720	70

4.2.2 Equipment Plan

The following Tables summarize all items and the quantity of the equipment selected through the examination measures explained in chapter 3.3, Basic Plan. The equipment list by Center is shown in Annex VI.

Items and Quantity of Equipment

Code	Equipment	Quantity	Code	Equipment	Quantity
1. Production of Reading Materials for Monitoring Results and Documentation			2-3	Master Cutter Scissors	219
1-1	Copying Machine	16	2-4	Pinking Scissors	111
1-2	Mimeographing Machine	16	2-5	Button Hole Scissors	110
1-3	Scanning Machine	7	2-6	Ruler Set	159
1-4 Typewriter, Manual Operation			3. Cosmetology and Beauty Culture		
1-5	Typewriter, Electrical Operation	21	3-1	Manicuring Set	268
1-6	Overhead Projector	15	3-2	Hair Cutting Scissors	212
1-7	Slide Projector	15	3-3	Electric Hair Trimmer	124
1-8	Paper Cutter	16	3-4	Electric Hair Drier	87
1-9	Punching Machine	16	3-5	Manicuring Table	267
1-10	Stapler	21	3-6	Hair Clipper	188
1-11	Lettering Set	21	4. Food Trades, Processing and Preservations		
1-12	Camera Set	5	4-1	Refrigerator	20
1-13	Compact Camera	16	4-2	Chest Freezer	17
1-14	Book Press Cutter	16	4-3	Combination Range	26
1-15	Video Tape Recorder	16	4-4	Canning Machine	20
1-16	Video Camera Set	6	4-5	Heat Sealer	20
1-17	Filling Cabinet	22	4-6	Pressure Cooker	45
1-18	Motorcycle	35	4-7	Double Boiler	45
1-19	Vehicle, 4WD	15	4-8	Mixer	28
2. Dressmaking and Tailoring Trade			4-9	Blender	28
2-1	Sewing Machine, Foot Operation	295	4-10	Weightng Scale	67
2-2	Sewing Machine, Electrical Operation	60	4-11	Casserole Set	210
			4-12	Rice Cooker	41
			4-13	Tableware Set	50
			4-14	Cooking Knives	67

Code	Equipment	Quantity
5.	Secretarial Instruction	
5-1	Typewriter, Manual Operation	40
5-2	Typewriter, Electrical Operation	6
6.	Practical Agriculture	
6-1	Power Sprayer	37
6-2	Knapsack Sprayer	68
6-3	Wheel Barrow	191
6-4	PH Meter	43
6-5	Irrigation Pump	20
6-6	Rice Thresher	13
6-7	Spade	330
6-8	Rotary Tiller	28
6-9	Tractor	7
6-10	Shovel	330
6-11	Pickmutton	305
6-12	Artificial Insemination Set for Cattle	18
6-13	Emasculator Set for Cattle	18
6-14	Artificial Insemination Set for Swine	13
6-15	Castrator Set for Swine	13
6-16	Incubator	32
7.	Fisheries and Aquaculture	
7-1	FRP Tank, Small	21
7-2	FRP Tank, Large	13
7-3	Aerator Set	21

Code	Equipment	Quantity
7-4	Salino-refract Meter	9
7-5	Thermometer	15
7-6	Fishing Boat	3
7-7	Diving Set	23
7-8	Compass	3
7-9	Life Jacket	43
7-10	Fishing Net Set	7
7-11	Fishing Gear Set	50
7-12	PH Meter	8
7-13	Water Quality Checker	4
8.	Handicraft and Wood-Working	
8-1	Electric Sander	37
8-2	Electric Planer	37
8-3	Electric Circular Saw	23
8-4	Chain Saw	16
8-5	Belt Sander	32
8-6	Portable Disc Grinder	32
8-7	Electric Drill	32
8-8	Cross Cut Saw	182
8-9	Rip Saw	182
8-10	Claw Hammer	182
8-11	Carpenter's Level	30
8-12	Bench Vise	67
8-13	C Clamp	214
8-14	Bar Clamp	214
8-15	Hand Drill	145
8-16	Auger Brace	156

Code	Equipment	Quantity
8-17	Chisel Set	160
8-18	Leathercraft Tool Set	66
8-19	Jack Plane	182
8-20	Smoothing Plane	182
8-21	Hand Tool Set	103
8-22	Tool Cabinet	15

9. Electronics and Electricity

9-1	Tool Set	126
9-2	Soldering Kit	231
9-3	Electric Drill	90
9-4	Hand Drill	72
9-5	Multitester	106
9-6	Blow Torch	46
9-7	Tool Cabinet	20

10. Automotive and Machine Shop

10-1	Electric Welder	20
10-2	Oxy-acetylene Welder	20
10-3	Welding Helmet	100
10-4	Welding Goggles	100
10-5	Mechanical Tools Set	92
10-6	Garage Jack	27
10-7	Portable Hydraulic Jack	108
10-8	Grease Gun Set	36
10-9	Air Compressor	22
10-10	Painting Equipment Set	52
10-11	Chain Hoist	22

Code	Equipment	Quantity
10-12	Battery Charger	18
10-13	Brake Service Tool Set	27
10-14	Tool Cabinet	22

4.3 Working Plan

4.3.1 Implementation Plan

(1) Procurement

Equipment with suitable specifications designated on the Detailed Design Document (Tender Document) shall be procured both in Japan and the Philippines. During the procurement procedure, the equipment shall be selected with sufficient consideration of the local maintenance and service system as well as the harmonizing the usage of equipment including spareparts with the technical level of users and operating conditions, etc.

(2) Transportation

All equipment shall be transported to a certain store house in Manila at one time and then delivered to each Center following the installation plan. Close attention shall be paid at each check point to prevent damage or theft during transportation and storage. The installation and delivery of the equipment are planned to be carried out by 3 delivery teams. On this occasion, delivery plans shall be prepared to keep to a punctual working schedule considering the local transportation conditions.

(3) Installation and Delivery

It will be necessary to keep to a strict schedule for the work at each Project site, because the number of delivery places will be as many as 16 including FYDP. Therefore, preparatory work following the delivery plan and based on the discussions with each center are quite important. That work includes confirmation of each place to which deliveries are made, checking and installation measures and arrangements for workers.

4.3.2 Supervising Plan

(1) Installation and Delivery Plan

The equipment to be provided by the Project is planned for each Center and shall be checked and handed over at each delivery site. The installation and delivery work shall be implemented by 3 independent teams with their respective routes as shown in the next Table. During that work, it is necessary to set up an administration station in Manila and to assign a full time staff for arrangement and control of equipment delivery as well as reporting to MECS and FYDP.

The duration of the installation work shall be scheduled not to overlap with the rainy season in the Philippines.

Installation and Delivery Plan

Team	Route	Project Site	Location
Team 1	Route 1	F Y D P	Manila
	Route 2	BCYCP L- 1 : Lingayen Binmaley Bayambang	Pangasinan Province
	Route 3	BCYCP L- 2 : Pili	Camarines Sur Province
Team 2	Route 4	BCYCP V- 1 : Banga 1.1 : Hamtic 1.2 : Sibalom 1.3 : Calinog 1.4 : Roxas	4 Provinces in Panay Island
	Route 5	BCYCP V-1.5 : Kabankalan	Negros Occidental Province
Team 2	Route 6	BCYCP V- 2 : Salcedo 2.1 : Catbalogan 2.2 : Allen 2.3 : Bontoc	3 Provinces in Samar Island Southern Leyte Province
	Route 7	BCYCP M- 1 : Zamboanga	Zamboanga del Sur

(2) Supervising Plan

All equipment shall be examined before delivery both in Japan and in the Philippines whether it is of approved design specifications or not. Then, after checking the external appearance, quantity and function at each project site, it shall be handed over.

The progress of delivery work for each Center shall be reported to MECS and FYDP when work for every route is completed, and communication between the delivery teams shall be well maintained through the local consultant office.

4.3.3 Undertaking of Both Governments

The following division of work for the Project is undertaken by the Government of Japan and the Government of the Philippines.

Division of Works for the Project

Work Items	Japan side	Philippine side
1. To prepare the space for installation of equipment		0
2. To secure the arrangement of utilities		0
3. To procure the equipment	0	
4. To ensure unloading and custom clearance		
1) Transportation to the Philippines	0	
2) Tax exemption and custom clearance		0
3) Domestic transportation in the Philippines	0	
5. To bear the commission for B/A (Banking Arrangement) to the Japanese foreign exchange bank		0
6. To accord convenient official services for Japanese nationals whose work may be required in connection with the Project at their entry into and departure from the Philippines and during their stay therein for the performance of their work		0
7. To maintain and use properly and effecttively the equipment provided by the Grant-in-Aid		0
8. To bear all expenses other than those to be borne by the Grant-in-Aid necessary for the installation of equipment as well as the construction of facilities and transportation		0

4.3.4 Working Schedule

The working schedule of the Project is shown as follows.

Working Schedule

Work Items \ Month	1	2	3	4	5	6	7	8	9	10	11	12
<ul style="list-style-type: none"> • Preparation of tender documents • Inquiry on the approval of the tender documents • Evaluation of tender price • Inquiry on the approval of the tendering results • Procurement of the equipment • Preparation of the inspection manual at the factory • Performance of inspection at the factory and preparation of inspection report • Preparation of the inspection manual at the site • Performance of inspection at the site 												
<ul style="list-style-type: none"> • Consultant agreement • Tendering • Contract • Hand over 	△		△		△							△

Remarks : work in Japan
 : work in the Philippines

4.3.5 Portion of Construction Cost of the Philippine Government

The estimated portion of construction cost borne by the Philippine Government is shown below.

Item	Amount (pesos)
Electric works	30,000
Total	30,000

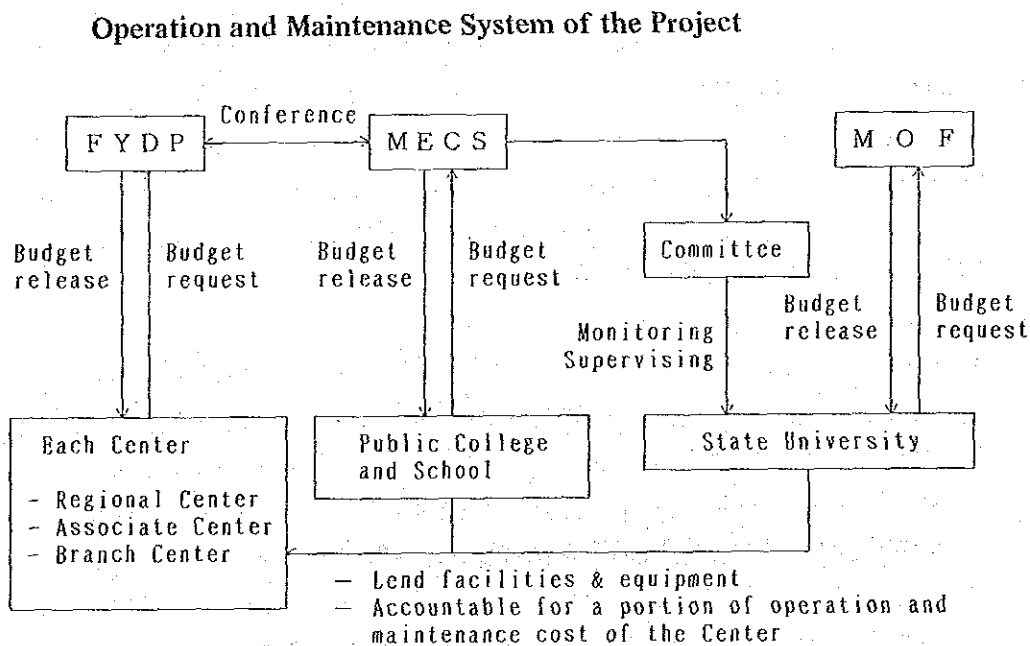
5. PLAN FOR OPERATION AND MAINTENANCE

5. PLAN FOR OPERATION AND MAINTENANCE

5.1 Operation and Maintenance System

Equipment which is provided by the Project is formally accepted by MECS. In other words, MECS shall be the executing authority of the Project, while the Project is jointly implemented by MECS and FYDP. The equipment is to be principally installed in the classrooms and storerooms of the relevant host institution of each Center. FYDP shall be accountable for the operation costs of honoraria to educators, their transportation fees and raw materials for training, etc. The host institution shall be responsible for all the costs of operation and management. However, in case the funds of FYDP happen to be insufficient, the host institution shall support by way of making up the balance of the deficit, the budget of which is to be requested of MECS through its annual budget arrangement.

The chart of the Operation and Management System of the Project is shown below.



5.2 Operation and Maintenance Costs

Items for operation and maintenance are listed below.

(1) Personnel expenses

Personnel expenses are for the honoraria for educators.

Assumption : Terms of course; 100 hours/course

Unit of honoraria; 10 pesos/hour

(2) Fuel expenses

Fuel expenses are for the fuel costs of a diesel car.

Assumption : Fuel price; 4.9 pesos/liter

Fuel consumption rate; 7 km/liter

Run for itinerary training; 120-180 km/week

Run for monitoring & supervising; 120 km/week

(3) Other expenses

Other expenses are reading materials, documentation, meetings and communications, etc.

Assumption : 10 % of personnel expenses

(4) Headquarters expenditure

Assumption : Applied actual value in 1985

(5) Maintenance expenses

Assumption : 1 % of total amount of equipment to be provided.

Estimated total of annual operation and maintenance costs of the

Project is summarized in the Table below. The breakdown costs of each Center is shown in Table 5.1.

Estimated Total of Annual Operation and Maintenance Costs

Unit: 10³ pesos/year

Items	Cost
(1) Personnel expenses	1,080.0
(2) Transportation expenses	105.0
(3) Other expenses	108.0
Sub total	1,293.0
(4) Headquarters expenditure	192.0
Sub total	1,485.9
(5) Maintenance expenses	391.0
Grand total	1,876.9

The revenue of FYDP in 1985 was 540,000 pesos as shown in Table 2.4. Assuming that this is the maximum level of future revenues of FYDP, the host institutions shall be accountable for the deficit of 1,340,000 pesos in total for the Project operation.

As described in 2.6.6.(2), the total allocated budget for operation and maintenance costs and non-formal education costs among all the host institutions is 10,768,000 pesos in 1986. Consequently, the estimated deficit of 1,340,000 pesos for the Project operation is equivalent to 12.4 % of the said budget. Each host institution should arrange its annual budget taking into consideration such an increase in operation and maintenance costs.

6. EVALUATION OF THE PROJECT

6. EVALUATION OF THE PROJECT

6.1 Socio-economic Evaluation

By providing an efficient amount of equipment for education & vocational training in the Project, the activities of FYDP will become more effective and many out-of-school youth will get new skills to enable them to live on their own income. Therefore it is expected that the Project will contribute to the development of the disadvantaged rural areas in the country.

6.2 Strengthening the Education & Training System

FYDP has been implementing education & training for out-of-school youth free of charge. At the same time, for those who cannot afford the expense of starting income-generating projects among graduates, FYDP has been assisting their development of self-reliance by giving them small loans without interest. The deficiency of equipment for education & vocational training is becoming a large factor that restricts the development of the FYDP's activities in both the quality of education & training and the number of trainees.

By providing equipment for the Project, it will be possible to remove a bottleneck in FYDP's activities through increasing education & training, improving the contents of education & training, and extending the areas covered by the education & training network. As for the operation & maintenance system for equipment, it is guaranteed in advance because host institutions supporting the Centers' activities have already attained satisfactory results. Therefore, by providing equipment for the Project, very great effects will be attained by the assistance.

6.3 Direct Benefits from Education & Training

Those who enjoy direct benefits from education & training are

out-of-school youth. Because the education & training courses of FYDP are given free of charge, out-of-school youth can gain whatever knowledge and skills they wish without worrying about the expense. And, because the education & training courses are held not only in the Centers but also in barangays through itinerary vocational training, they have not to worry about loss of time or money associated with attendance. Furthermore, because each education & training course is determined according to the wishes of trainees, they can learn subjects that they are truly interested in. Besides, because there is a system to give small loans without interest to graduates, for income-generating projects they are given certain aftercare.

A diploma certifying the acquiring of skills given to graduates is the only material reward that out-of-school youth can get, but it offers a strong incentive for participating in the education & training courses. They are expected to contribute to give on their own income by putting their skills to practical use as self-employed or as employees. As for the Food Processing course, Dressmaking course, etc., practical use of their skills in family life is emphasized as well as income enhancing. Graduates are expected to spread their skills among neighboring people.

Though the results of FYDP's activities are obvious at first glance, they reflect the real needs of the community. It is expected that about 24,700 out-of-school youth will be trained through the implementation of the Project. The number will reach 3.3 times the 7,500 which was the average number of graduates per year during the period 1983-1985. So, the Project will largely contribute to stabilizing rural society.

7. CONCLUSIONS AND RECOMMENDATIONS

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7.1 Conclusions

In the rural areas of the Philippines, there are many low-income families with many out-of-school youth because of their family and/or economic situation. These out-of-school youth are at a disadvantage when it comes to job opportunities, and are consequently unemployed or under-employed. The situation of such young people is a factor of social problems.

Since 1974, FYDP, in cooperation with MECS, has established 15 Education Centers in host institutions covering various locations, and has sent out self-reliant citizens through the implementation of education & training for out-of-school youth. FYDP has been developing its activities of enlightenment at the grass-roots level, penetrating into the communities. However, FYDP cannot supply a sufficient amount of education & training equipment to each Center on account of budget limitation, because the activities of FYDP depend only on earnings from its Funds and donations. This equipment deficit is a real bottle-neck to the development and expansion of the activities of FYDP.

By providing the necessary amount of education & training equipment for the activities of FYDP, the Project is expected to enable 24,700 out-of-school youth to graduate from the training programs of FYDP, the scale of which is about 3.3 times of the annual average in past three years. Consequently, it is considered that the Project will generate more fruitful and efficient effects for the activities of FYDP, and contribute to the socio-economic development of the Philippines as a result.

From this point of view, the Grant Aid for the Project by the Japanese Government is very meaningful. It is advisable that the Project proceed to the implementation phase.

7.2 Recommendations

1) Number of different items of equipment provided by the Project amount to 119 items, and total pieces of equipment amount to 8,480. The maintenance of the equipment is planned to be done by the relevant host institution. When the Project begins operations, a large amount of equipment will be utilized for itinerary training outside of the Centers. Consequently, it is recommended that the maintenance of the equipment is to be emphasized by providing a new maintenance section in the host institution.

2) FYDP implements not only education & training programs for out-of-school youth but also special educator programs for graduates of the Center to assist in the expansion of its activities. However, according to the achievements of the 1st and 2nd 6 year plans, the number of trained graduates differs much among Centers. Consequently, it is recommended that the budget arrangement of this special program shall take into consideration the future demand for educators in each Center.

3) By implementing the Project, rapid expansion of the education & training activities for out-of-school youth is expected. To promote more efficient use of the provided equipment, it is recommended that some back-up system for the FYDP activities should be set up for the purpose of enriching the ongoing education & training programs.