DEPARTMENT OF SOCIAL WELFARE AND DEVELOPMENT
THE REPUBLIC OF THE PHILIPPINES

No. 1

BASIC DESIGN STUDY REPORT ON THE PROJECT FOR IMPROVEMENT OF THE TRAINING EQUIPMENT FOR THE PRODUCTIVITY SKILLS CAPABILITY BUILDING FOR DISADVANTAGED WOMEN-PHASE II IN THE REPUBLIC OF THE PHILIPPINES

MARCH, 1996

JAPAN INTERNATIONAL COOPERATION AGENCY
CHUO KAIHATSU CORPORATION
INTEM CONSULTING, INC.

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PREFACE

In response to a request from the Government of the Republic of the Philippines the Government of Japan decided to conduct a basic design study on the Project for Improvement of the Training Equipment for Productivity Skills Capability Building for Disadvantaged Women - Phase II - and entrusted the study to the Japan International Cooperation Agency (JICA).

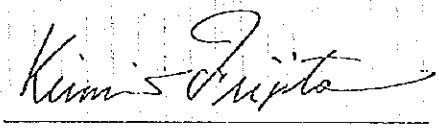
JICA sent to the Philippines a study team from December 1 to December 20, 1995.

The team held discussions with the officials concerned of the Government of the Philippines, and conducted a field study at the study area. After the team returned to Japan, further studies were made, and as this result, the present report was finalized.

I hope that this report will contribute to the promotion of the project and to the enhancement of friendly relations between our two countries.

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

March, 1996



Kimio Fujita
President
Japan International Cooperation Agency

March, 1996

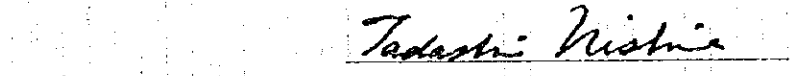
Letter of Transmittal

We are pleased to submit to you the basic design study report on the Project for Improvement of the Training Equipment for Productivity Skills Capability Building for Disadvantaged Women - Phase II in the Republic of the Philippines.

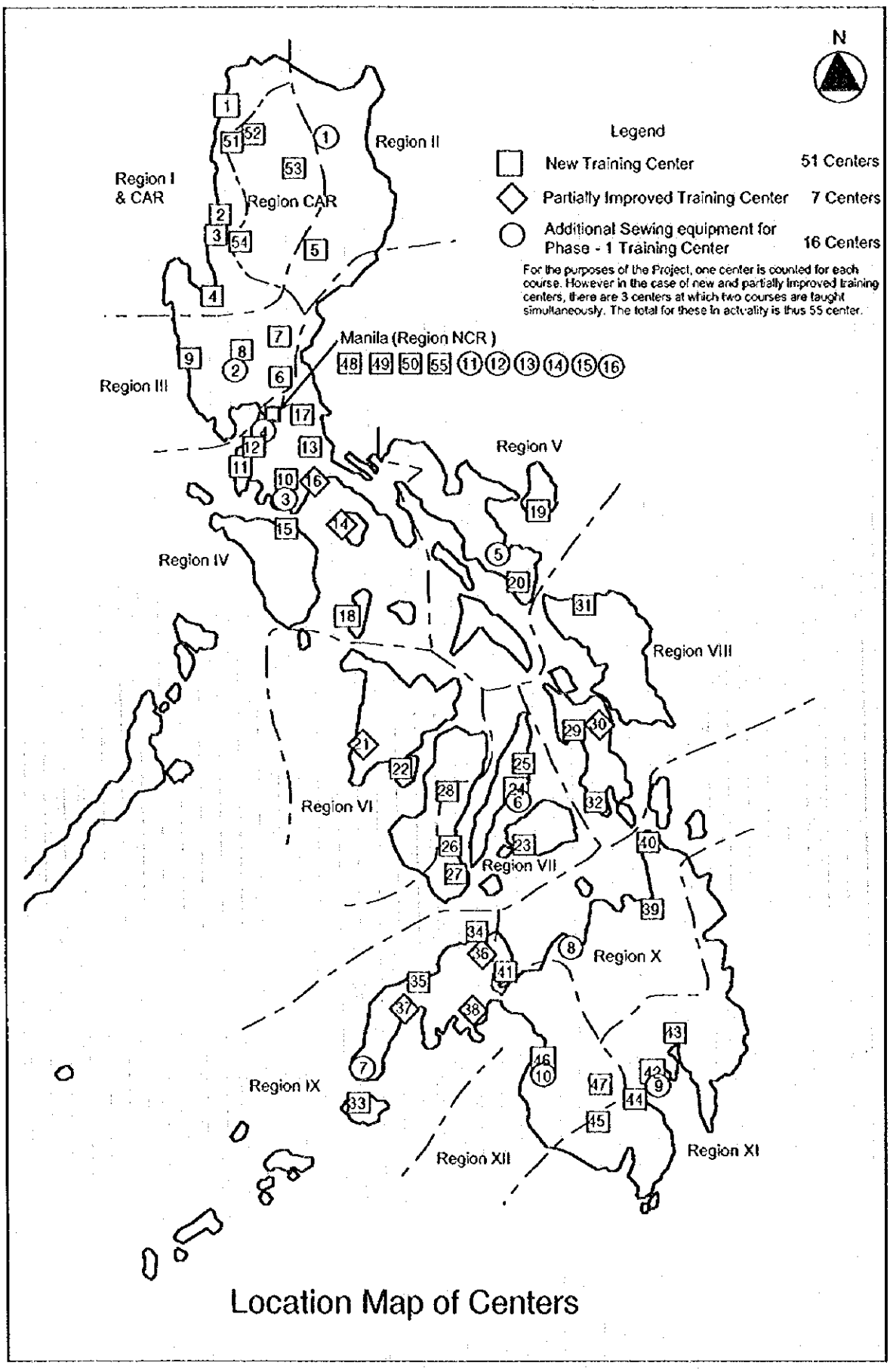
This study was conducted by Chuo Kaihatsu Corporation associated with INTEM Consulting Inc., under a contract to JICA, during the period from November 28, 1995 to March 29, 1996. In conducting the study, we have examined the feasibility and rationale of the project with due consideration to the present situation of the Philippines and formulated the most appropriate basic design for the project under Japan's grant aid scheme.

Finally, we hope that this report will contribute to further promotion of the project.

Very truly yours,



Tadashi NISHIE
Project Manager
Basic design study team on
the Project for Improvement of the
Training Equipment for Productivity
Skills Capability Building for
Disadvantaged Women - Phase II



Location Map of Centers

Glossary of Terms and Abbreviation

AFTA	Association of South East Asian Nations Free Trade Area
AUSAID	Australian Agency for International Development
CAR	Cordillera Administrative Region
CID	Canadian International Development Agency
DANIDA	Danish International Development Agency
DSWD	Department of Social Welfare and Development
E/N	Exchange of Notes
GDP	Gross Domestic Product
GNP	Gross National Product
GTZ	Deutche Gesellschaft fur Technische Zwammenarbeit
ILO	International Labor Organization
LAN	Local Area Network
NCR	National Capital Region
NCRFW	National Commission on the Role of Filipino Women
NGO	Non Governmental Organization
NSO	National Statistics Office
ONCC	Office of Northern Cultural Communities
OSCC	Office of Southern Cultural Communities
PATAMABA	Pambansang Tagapag-ugnay Mgamga Manggagawa sa Bahay (The National Network of Home workers)
PCUP	Presidential Commission for the Urban Poor
PDPW	Philippine Development Plan for Women 1989-1992
PPDG	Philippine Plan for Gender Responsive Development 1995-2025
PSCB	Productivity Skills Capability Building
SEA-K	Self-employment Assistance Kaunlan
TESDA	Technical Education and Skills Development Authority
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WID	Women in Development

CONTENTS

CHAPTER 1: BACKGROUND OF THE PROJECT

1.1 Background of the Project

Although the GDP growth rate for the Philippines averaged 3.2% per annum overall during the Aquino administration (1986~1992), (according to the Philippine Development Report, 1987~1992), it dropped off to nearly zero in the last 2 years (1991 and 1992) of that administration as a result of various factors including impact of the Gulf War, damage to property and crops due to the eruption of Mr. Pinatubo, and serious power shortage. For the same 1987~92 period, average inflation rate was 11.0% per annum; and the unemployment rate remained steady around the 10% mark, averaging 9.8% per annum.

Under the Ramos administration commencing in 1992, the government presented its vision for reconstruction of the Philippine economy in the form of a Medium-term Development Plan (1993-98) with emphasis on human resources development and upgrading the capability of Philippine products and services to compete on the international market. Growth rate of the national economy rose to 2.1% in 1993 and 4.3% in 1994 (World Bank Report, 1994), reflecting recovery in the industrial sector with improvements in the power supply situation. Nevertheless, although the aforementioned growth rates represent an improvement over the immediately preceding years, they are still not as robust as those of other countries in the Southeast Asian region due to various factors such as loss of income as a result of the withdrawal of the U.S. military from its large bases at Clark and Subic (prompted in part by the destruction caused by the Mt. Pinatubo eruption), flagging foreign investment, and stagnating growth in the agricultural sector which is a mainstay of the economy. Government deficit spending has continued, with constant outlays being required for disaster countermeasures. Although major emphasis has been placed on human resources development under the mid-term development plan ultimately aimed at the eradication of poverty, uplifting the impoverished class is anticipated to take some time.

The strategy under the Medium-term Development Plan comprises (i) human resources development, (ii) strengthening of the macro-economy and financing, (iii) agro-industrial development, (iv) infrastructure development and (v) promotion of participation by all sectors in economic development. Under human resources development which is the highest priority target of the said medium-term plan, strengthening of vocational training programs and expansion of primary education are the major items of focus.

Against this background, the Department of Social Welfare and Development (DSWD) requested cooperation from the Japanese government in the supply of equipment for the Centers of Productivity Skills Capability Building for Disadvantaged Women (PSCB Centers) which have been established to foster the socio-economic independence of unemployed rural women. These centers are part of the Department's central policy of expansion of employment opportunities and eradication of poverty. In response to this request, the Japanese government in 1990 supplied equipment under the Japanese Grant Aid Programme to 21 PSCB Centers in 18 cities throughout the Philippines (Phase I of the subject Project). Five types of vocational course were subject to the said equipment supply, i.e.: sewing craft, food processing and preservation, toy craft, ceramic craft and rattan craft. From 1991 to 1995, the PSCB Centers have graduated 90,000 trainees, a high percentage of which have gone on to find successful employment. In order to further expand the benefits of Phase I of the Project, upgrade the skills capability of rural women, expand employment opportunities and foster the greater participation of rural women in the socio-economic mainstream , the DSWD requested cooperation from the Japanese government under its Grant Aid Programme in the implementation of the Project for Improvement of the Training Equipment for Productivity Skills Capability Building for Disadvantaged Women - Phase II.

1.2 Content of Request (training course, general description of requested equipment)

(1) Content of Original Request and Content at Time of Signing Minutes

Under the original Request (July 1992), equipment for 13 training courses at 85 new PSCB Centers, supplemental sewing equipment for 16 centers targeted under Phase I, office equipment and vehicle were proposed. However, in the ensuing 3 years prior to the dispatch of the Basic Design Study Team, the executing agency (DSWD) reexamined the target courses and centers under Phase II, and revised the Request content to comprise (i) equipment for 5 courses at 59 centers including both newly established centers and previous ones for which some equipment had already been provided by the Philippine government, (ii) supplemental sewing equipment for 16 centers targeted under Phase I, (iii) office equipment and (iv) utility vehicle.

The reason for changing the request content was based on DSWD's experience from actual operation of the centers under Phase I. The selected courses are considered to be the most effective for the targeted women, and will facilitate to the greatest degree the ability of course graduates to be successful in either the job market or self-employment.

In computing the number of centers under the Project, 1 center is counted for each course. This is for convenience in view of the fact that in almost all cases, a specific center offers only 1 course (only a very small number of centers offer 2 courses simultaneously, and in such cases 1 center is counted as 2 for the purposes of the Study).

(2) Modification of Request Content after Signing of Minutes

During the course of the field survey by the Basic Design Study Team, further modifications in the content of the request at the time of signing of the minutes was proposed by the Department. The first modification was the reduction in number of targeted centers from 59 to 58 as a result of reassessment of the sites under consideration through the regional offices (14 locations country-wide) of the Department. Likewise, modification of the content and numbers of requested items was also proposed by the Philippine side after reassessment of these and their relation to the vocational curricula of the centers. Subsequently, an additional revision of target centers including the addition of one previously not considered was proposed.

(3) Changes in Request Content

Comparison between the content of the original request, that at the time of the signing of Minutes, and that at the end of the Basic Design Study field survey is given below.

Courses and nos. of centers under original request	
Toy craft	2 sites
Food processing and preservation	21 sites
Sewing craft	32 sites
Loom weaving	3 sites
Home aid service	3 sites
Embroidery	2 sites
Rattan craft	1 site
Bamboo craft	6 sites
Paper craft	3 sites
Brick making	3 sites
Coco craft	4 sites
Wood craft	1 site
Fiber craft	4 sites
Total: 13 courses	85 sites

Courses and nos. of centers at time of signing of minutes		New	Previous
Toy craft		2 sites	
Food processing and preservation		19 sites	
Sewing craft		23 sites	7 sites
Loom weaving		6 sites	
Home aid service		2 sites	
Total:		52 sites	7 sites
Grand total:	5	59 sites	

Courses and nos. of centers at end of Basic Design Study field survey		New	Previous
Toy craft		2 sites	
Food processing and preservation		18 sites	
Sewing craft		23 sites	7 sites
Loom weaving		6 sites	
Home aid service		2 sites	
Total:		51 sites	7 sites
Grand total:	5	58 sites	

In addition to the above, request content included (i) supplemental sewing equipment for 16 centers equipped previously under Phase I, and (ii) office support equipment and (iii) utility vehicle.

Principal items at the time of narrowing the request down at the time of signing of the minutes to cover 5 courses are indicated below:

(i-A) Sewing equipment (new centers)

Electric high speed sewing machine, foot operated sewing machine, button sewing machine, button holing machine, garter machine, zigzagger, 5 thread machine, over-edging machine, sewing tools

(i-B) Sewing equipment (existing centers for which the Philippine government has already provided a portion of equipment under its own budget)

Electric high speed sewing machine, foot operated sewing machine, button sewing machine, button holing machine, garter machine zigzagger, 5 thread machine, over-edging machine, sewing tools

(i-C) Sewing equipment (supplemental items for centers equipped under Phase I)

Garter machine, zigzagger, 5 thread machine

(ii) Food processing and preservation equipment

Refrigerator, pressure cooker, gas oven, meat processor, various kitchen equipment and utensils

(iii) Toy craft equipment

Foot operated sewing machine, over-edging machine, sewing tools

(iv) Home aid service equipment

Various cooking equipment, refrigerator, washing machine, vacuum cleaner, child care goods

(v) Loom weaving equipment

Loom weaving machine, electric high speed sewing machine, foot operated sewing machine, over-edging machine, zigzagger, bobbin winder, working table

(vi) Office support equipment

Copy machine, typewriter, slide projector, overhead projector, camera, personal computer, cinemaborge with video set

(vii) Communication equipment / vehicle

Fax machine, utility vehicle

(4) Study on Content of Request

The original intent of the Project is to supply equipment to the centers which will have direct impact on the daily training of the center trainees. In this regard, not only class room equipment by also office equipment to be deployed at the centers themselves was included. However, facsimile, utility vehicle and other equipment destined for either the main headquarters of the DSWD in Manila or its regional offices were excluded from the Project.

CHAPTER 2 CONTENT OF THE PROJECT

2.1 Objectives of the Project

The mid-term plan (1993~1998) under the national development program of the Philippine government includes the following economic goals to be achieved by 1998: (i) raising of per capita income to US$ 1,200, (ii) lowering of the poverty rate under 30%, (iii) lowering the unemployment rate below 10%, (iv) raising annual economic growth above 10%, and (v) lowering inflation below 6%. Furthermore, under the Philippine Plan for Gender Responsive Development (1995~2025), the greater participation of women in socio-economic activities is to be promoted through (i) encouragement of women's employment in non-traditional sectors, and (ii) the establishment of specific mechanisms, in the form of development programs for rural women, to facilitate access to vocational skills to generate employment opportunities, increase productive capabilities and lessen harsh labor burden for women.

The Project is designed to open the door to women to more gainful employment, through the strengthening and expansion of vocational training for women from impoverished households in both rural and urban areas, who are eager to work but lack the skills and opportunity to do so. This is to be accomplished under the Project through the supply of equipment to the Centers of Productivity Skills Capability Building for Disadvantaged Women (PSCB Centers) to upgrade the training activities thereat, and thereby addressing the issue of greater women's participation in the mainstream of socio-economic activity and human resources development which have been accorded a high priority within the above mentioned development strategy.

2.2 Basic Concept of the Project

2.2.1 Need and Justification for the Project

(1) Priority of Project within National Developement Planning

The 1993-1998 Medium Term Philippine Development Plan (MTPDP) gives high priority to human development in terms of increasing the level, broadening the scope and sustaining growth in incomes. This Project, after implementation, is expected to provide the necessary skills for women to have opportunity to earn income.

The training graduates will have two options, open employment in the formal sector, that is, to work in the existing manufacturing firms within the rural area or self-employment (may also be called home working), that is, be part of the informal sector. Working in the informal sector may also mean two things, that is, accepting sub-contracted jobs from the manufacturing firms or other sub-contractors, or getting started with one's own business venture using newly acquired skills.

Either way, the trainees, with the employment of their newly acquired skills, will be able "to meet the basic needs, especially raising their incomes above the poverty threshold (MTPDP 1993-1998)." Those trainees who may venture into business will also help "develop an entrepreneurial mass base for self-employment and higher productivity."

Based on the DSWD Status of Employment Report of graduates from 1991 to 1994, 83.1% of the graduates were employed with the following breakdown; 63.1% by self-employment consisting of 19.4% by the DOWSED Self-Assistance Program, 9.2% by LGU/NGO funding and 34.5% by private sources, 15.9% by open-employment, 1.5% became trainers and 2.7% are engaged in sheltered workshop or sub-contractual jobs.

The DSWD has commissioned the Center for Research and Communication to conduct an assessment of the Productivity Skills Capability Building Project where a survey of 30% of the total 1991-1992 graduates were covered. The study was titled Extent of Implementation and Impact of the Project, which reported that 36% of the graduates covered were earning additional incomes between PHP500 to PHP1,000 per month, 26% reported monthly earnings at PHP500 and below, 25% reported incomes between PHP1,000 to PHP2,000 while only 13% reported monthly incomes beyond PHP2,000.

Just to see the potential income generation capability of the graduates, the survey of Bureau of Women and Young Workers (BWYW) was looked into. The table presented below was derived from the results of the BWYW survey:

Proposed	Possible Average Income Per Hour of Homework		
Training Course	Self-employed	With Contractor	Organized Group
1. Sewing			
housedress	P3.30	P1.80	
dress	P12.60	P5.00	P3.80
skirt	P15.00	P4.80	P4.80
polo	P7.50	P6.20	
pants/trousers	P12.50		
blouse/skirt(pair)	P12.00		
baby dress	P12.50	P14.00	P5.22
2. Food Processing			
native cakes	P10.00		
3. Loomweaving			
malong[1)]		P4.20	
tubao[2)]		P11.90	P7.50
4. Toy Craft			P5.30

Source : "Terms and Conditions of Work of Rural Women Homeworker"
by Bureau of Women and Young Workers

1) Malong - traditional Muslim cloth women often use. It is rectangular in shape with both ends sewn together. It can cover the body from armpit up to ankle.
2) Tubao - a big loomwoven scarf (turban) usually worn by Muslim men over their heads.

It may be noted that earnings are dependent on the skills, number of pieces completed in a day and the number of hours devoted to homework.
Further, the survey ordered by DSWD informed that most of the income earned by the graduates was utilized to meet basic requirements such as food and clothing. Next came expenses for utilities such as light and water. Another big chunk is for tuition fees and school related expenses such as transportation and meal allowances, presumably for the children of trainees or for some brothers and sisters in the case of the single trainees.
Based on the above, the income generation prospect of the trainees, after finishing the DSWD courses and after availing of the loans available after graduation, is good. As such, the Project, in its own small way can help attain most of the goals of the MTPDP, thus, needs to be replicated in more areas to expand its coverage to increase the number of beneficiaries.

(2) Relation with Similar Projects in the Philippines

a) Philippine Human Resources Development Center (PHRDC)
The Rural Livelihood Generation Project of the PHRDC has similar objectives with this Project, i.e. that of providing rural livelihood. The two projects are both area-based but the PHRDC project can be said to have a different approach in terms of activities involved, such as:

a. Planning and Technical Services
b. Livelihood and Enterprise Generation
c. Human Resources Training and Development
d. Media Software Development
e. Seafarming

Whereas, this DSWD Project is more focused on human resources training and development. Also, it has a wider scope in terms of area of coverage while the PHRDC Project is only limited to three (3) project sites.

b) TESDA(the Technical Skills Development Authority)

The Project to supply equipment for National Vocational Training Center for Women proposed for cooperation from the Japanese Government is in line with the priorities on women and skill upgrading, and thus, is viewed to support the DSWD Project. Its training, research and development and advocacy services will help support women concerns.

DSWD project related courses to be offered are:

DSWD Courses	TESDA Courses
1. Food Processing and Preservation	1. Agro-processing Fermentation and Biochemistry Drying and Smoking Canning and Bottling Testing and Quality Control
2. Home Aide Service	2. Hotel and Restaurant Food and Beverage Servicing Cooking/Food Preparation Housekeeping and Maintenance Front Desk Operation and Management
3. Sewing Craft	3. Garments Design and Patternmaking Industrial Embroidery Industrial Sewing Dry Cleaning
4. Toy Craft	4. Crafts, Gifts and Housewares Leathercraft Home Decor and Novelty Item Making Stuffed Toy Making Bamboo and Rattancraft

TESDA through its Regional Training Centers can support this Project by being the source of trainers and being a facility to upgrade the existing skills of DSWD trainers, for them to upgrade knowledge in their respective fields. It can also provide post training support service such as job referrals, trade testing, etc., for the DSWD training graduates and will provide the trainees a certificate for skills proficiency the as same as before.

(3) Study from WID/Social Analysis

Based on the 1991 statistical data, approximately 4.87 million families corresponding to 40.7% of total families in the Philippines numbering to about 11,975,400 fall below the poverty line (1994 Manpower Factbook, TESDA). The poverty incidence in rural areas of 47.2% is higher than 31.0% in urban areas (Philippine Country Report on Women, NCRFW, 1995). The number of families below the poverty line according to 1991 statistics was estimated at about 2.85 million.
Based on the 1991 statistical data, the annual average income in rural area was PHP41,199 which is equivalent to PHP3,433 per month which is half of the average family income in urban area. The said amount is lower by about PHP200 than the national annual average poverty line of PHP3,675 per month.

Number of Families and Average Income in 1991

Area	No. of Families	Average Income
Urban	5,938,500	89,571PHP
Rural	6,036,900	41,199PHP
Philippines	11,975,400	65,186PHP

Source: 1994 Philippine Yearbook by National Statistics Office

Based on the Medium-Term Development Plan(MTPDP), the poverty incidence in the Philippines has improved to 40.7% in 1991 as compared to 44.2% in 1985. Actual figures, however, indicate an additional 460,130 families falling below the poverty line from 1988-1991 because of rapid population growth.
Based on the Statistics on Filipino Women published by NSO and NCRFW, the statistical/economic profile of disadvantaged women in the Philippines is as follows:

a) In 1990, about 30 million of the population were women. Of this number, 4.3 million were estimated to be disadvantaged women.
b) A study made by DSWD showed that more than 40% of disadvantaged women were aged 25-34 years old. The second largest group were those aged 35-44 years old.

c) Four out of every five disadvantaged women were married.
d) Of those married, more than two-fifths had 1 to 3 children and more than one-half reported as having at least four children. About 12% reported children numbering from 7-9 and 1.4% with 10 or more children and only 3.4% reported having no children.
e) Almost half of the disadvantaged women were housewives with 31% working in variety stores and 12% as farmers.
f) About 30% of them are unschooled. Two-thirds had completed elementary education.
g) One of out of every five disadvantaged women attended training on health and nutrition.
h) About 5% of them reported their husbands to be unemployed.
i) Fishing, labor and farming are the occupations of the husbands of 58% of the disadvantaged married women.
j) Almost half of them have no income, but most of their families earn PHP1,000 or more per month.

The above mentioned women's profile will be also be the same as that of targeted women of this project. Based on results after training, the DSWD commissioned study where a survey of 30% of the total 1991-1992 graduates were covered, had the following results: i) married women comprised 70% of graduates; ii) the average number per household of graduates is bigger than that of the national average; iii) about 40% of graduates did not complete secondary school; and iv) many of the graduates did not have any income measures before participating in the training. DSWD reported that of 4.3 million disadvantaged women, 1.5 million women need access to employment/livelihood opportunities.

Factors that deprive women of livelihood and employment include; i) low level of education, lack of skills to support employment, ii) discrimination against women in jobs, iii) negative attitudes of society regarding women's potentials as income contributors, iv) limited and/or lack of access to credit facilities for women, v) poor motivation, vi) location in urban centers of livelihood/employment opportunities, and vii) the multifarious task of women in the home.

In this project the participants are mainly recruited through the social workers of DSWD and the social welfare office in local government unit which are locally providing social service. Part of the work of these social offices is to maintain coordination work with DSWD and to maintain close coordination and cooperation within the local area where skills training is provided. The trainees generally belong to rural population in the 18-59 years of age group with household income below the poverty line.

Participants seldom discontinue their training and approximately 80% after training succeed in finding work. The training efficiency is very reasonable. Drawing their income from work after training helps augment the family income and at the same time help the women gain confidence in themselves.

To strengthen the effect of the independence and awareness that women contribute to the family and the community, DSWD offers the seminars of business management and operation, environment hygiene, insurance, regional participation, leadership training, self-development and gender advocacy.

DSWD, based on experience and result of the Phase I project, is getting cooperation and support from various areas of project implementation, from operation cost, collection of talent up to management. This project already gets the local support of the local government units in the form of the LGUs shouldering/providing the building space for training, manpower and maintenance cost. Also, support from congressman through the countrywide development fund and capital assistance from NGOs has been received. As it is, the project at this point already attracts national interest.

This project is an important measure to realize the goals of "eradication of poverty" as set forth in the MDPDP and of encouraging "women's participation in national development" as set forth by the Plan for Gender- Responsive Development. The proposed project of expanding the PSCB project in other regions as well, is expected to expand the quantity, quality and area of coverage and benefits of the Project.

DSWD reports that more than 25,000 women were trained in 59 training centers for a one year period in 1995. Further 14,000 women are targeted to be trained in one year with the implementation of this project's expansion. This will allow the training of at least 2.6% of the 1.5 million women needing employment/livelihood opportunities as reported in 1991. Moreover, it is expected that many of these trained women will have some kind of work such that the role of this project in promoting the welfare of women in terms of providing them employment/livelihood opportunities and improving their social position, will be noticeable.

In rural areas where employment opportunities are limited, provision of skills training to provide women with some choices in what to do with their lives other than to take care of their homes is a very big opportunity for them. This plays a big role in the process of developing the social status of women, by providing them economic independence through income generating activities. With what, the project as proven in Phase I, is expected to contribute to the economic and spiritual growth of families through the development of women in the rural areas.

(4) Study of Conditions in and Around the Targeted Center Areas

It is important that the targeted centers under the Project match the economic and market conditions of the center area such that (i) graduates of the respective vocational courses have access to employment opportunities in the immediate area, (ii) there is good marketability in the area for the type of items to be produced with the skills acquired at the center, (iii) required raw materials for the productive activity as a result of the course are readily available, etc. In this regard, conditions in the center areas were studied in order to assess the necessity and demand for the type of skill to be taught at the center. Site conditions of targeted centers are briefly described in Table 2.1. It is concluded as a result of this study that the courses at each center are appropriate for the socio-economic conditions prevailing in the respective center areas.

TABLE 2.1 TARGETED CENTERS UNDER THE PROJECT

No.	*Region*	*Province*	*City / town*	*Course*	*Description of site area*
1	I	Ilocos Norte	Laoag City	sewing craft	Laoag City is the provincial capital of Ilocos Norte, located in the extreme north of the Philippines. Administratively the city comprises 80 barangays and is a flourishing industrial and commercial center for the northern Luzon region.
2	I	La Union	Bangar	loom weaving	Bangar is located slightly less than an hour by vehicle from the provincial capital at San Fernando. Small~medium sized weaving factories are located in the town and good demand for graduates of the loom weaving course is anticipated
3	I	La Union	San Fernando	food processing and preservation	San Fernando is the capital of La Union province and a major resort area in northern Luzon. Hotels and restaurants are numerous and job opportunities for course graduates are good.
4	I	Pangasinan	Dagupan	food processing and preservation	Dagupan is an administrative center comprising 31 barangays. It is located at the mouth of the Aguno river. Farming of milkfish and freshwater shrimp is common in the area, as well as the cultivation of mango, coconut and vegetables.
5	II	Nueva Viscaya	Bayombong	food processing and preservation	Although much fruit and vegetables are raised in the Nueva Viscaya region, preservation techniques are little known. Skill in food processing and preservation would offer the women in the region, who currently have litte income opportunity, to become economically active.
6	III	Bulacan	San Jose del Monte	food processing and preservation	Meat processing plants are at two locations. In addition, numerous small food processing enterprises are present in the area which is a production center for livestock, vegetables, etc.
7	III	Nueva Ecija	Cabanatuan City	food processing and preservation	This is a major commercial center in northern Luzon. The surrounding region produces much farm produce suitable for processing and preservation. Graduates of the course would have opportunities for self employment in the restaurant and food processing industries.
8	III	Tarlac	Tarlac	sewing craft	Tarlac is a regional industrial center which is the site of 20~30 industrial establishments including electric cable factory, semi-conductor parts factory, sugar cane processing plant, etc. It is an area of continuing industrial park development.

No.	*Region*	*Province*	*City / town*	*Course*	*Description of site area*
9	III	Zambales	Iba	food processing and preservation	Small scale industry is widespread in the area, and it is a center for production of mango, sesame, nuts and mongo bean. As the area is on the coast, fishing is also widely practiced making the procurement of raw products easy for food processing and preservation activities.
10	IV	Batangas	Padre Garcia	sewing craft	Padre Garcia is located in Batangas province in the interior of Luzon island, and is an area of garment industry activity.
11	IV	Cavite	Tagaytay City	food processing and preservation	This is an administrative center in Cavite province. It is an area of much production of fresh food products and is also experiencing steady industrial development. Demand would be high for course graduates for employment in nearby factory cafeterias and restaurants.
12	IV	Cavite	Tanza	sewing craft	Tanza is a seat of local government, and has been designated as a special export zone. Demand for skilled sewing personnel is high in the numerous garment factories in the area which produce for both export and the domestic market.
13	IV	Laguna`	Sta. Cruz	sewing craft, food processing and preservation	Garment factories are numerous in the Laguna area, offering many employment opportunities for center graduates. The area is also a production center for meat, vegetables and fruits, with high demand in the numerous food processing plants of the area for persons with food processing and preservation skills.
14	IV	Marinduque	Boac	sewing craft	Boac is located on Marinduque island, which is a future site of garment factory construction. Demand for center graduates is expected to be high on the island.
15	IV	Mindoro Oriental	Calapan	food processing and preservation	Mindoro Oriental can be reached from Batangas (Luzon) in around 1 hour by high speed boat. Access to markets for products is good, and fishery and farm product industries are active in the region.
16	IV	Quezon	Lucena City	sewing craft	Lucena City is the capital of Quezon province. There is a thriving garment industry in the area with good employment opportunities for center graduates.
17	IV	Rizal	Cainta	sewing craft	This area is located in the suburbs of Metro Manila and is experiencing new development. Factories are clustered in the area, and demand for center graduates is considered good.
18	IV	Romblon	Odiongon	sewing craft	Odiongon is on Tablas island. In light of the present dependency of the island on Manila for items for daily living, garments produced by graduates of the center can be marketed on the island as well as in Manila.

No.	*Region*	*Province*	*City / town*	*Course*	*Description of site area*
19	V	Catanduanes	Virac	loom weaving	Virac City is an area of thriving loom weaving industry, and employment opportunities in the sector are numerous. Promotion of this industry will not only benefit Catanduanes island, but the national economy as well.
20	V	Sorsogon	Irosin	loom weaving	Farms provided the raw materials for weaving are located in the area. Woven items produced are of very high quality, and are marketed in high class clothing outlets both domestically and abroad.
21	VI	Antique	San Jose	sewing craft	Demand for graduates of the center is high in the area due to the present lack of qualified persons with sewing and tailoring skills. Consumers in the Antique region generally travel to Iloilo City to purchase clothing. Establishment of the center is expected to address this problem.
22	VI	Guimaras	San Miguel, Jordan	sewing craft	Residents of San Miguel City on Guimaras island relies on Iloilo City for markets to purchase goods, and graduates of the center are anticipated to promote a garment industry and market in San Miguel City itself.
23	VII	Bohol	Tagbilaran	food processing and preservation	Much fruit and vegetables are produced in the Bohol area. Availability of center graduates with skills in food processing and preservation would promote the marketing of processed food items both in Tagbilaran city and neighboring areas.
24	VII	Cebu	Cebu City	sewing craft, home aid service	The area is in a tourist resort region with numerous restaurants, hotels, pension houses and other resort facilities with strong demand for trained domestics. Garment factories are also located in the area offering employment opportunities for persons with sewing skills.
25	VII	Metro Cebu	Mandaue City	toy craft	There is a relatively large proportion of middle and higher income residents in the area which translates into a market for stuffed toys and other finished toy products. There area is also the site of toy factories with demand for skilled labor.
26	VII	Negros Oriental	Bais City	food processing and preservation	Bais City is an area of many farm products, particularly fruits and vegetables. Demand is high for labor with food processing and preservation skill to promote the marketing of these products.
27	VII	Negros Oriental	Dumaguete City	sewing craft	Dumaguete City is an area undergoing increasing urbanization through the inducement of manufacturing establishments into the area, including garment factories. Demand for course graduates is high.

No.	*Region*	*Province*	*City / town*	*Course*	*Description of site area*
28	VII	Negros Oriental	Canlaon City	food processing and preservation	Farming is the principal source of livelihood in the area. Much vegetables and fruit requiring processing and preservation are produced in the area. The center at this site will graduate trainees with food processing and preservation skills which are anticipated to contribute to enriching the diet of the area population.
29	VIII	Leyte	Ormoc City	sewing craft	Ormoc City is both an industrial center, and a major farming district in western Leyte producing fresh sugar cane, fruits, tubers, etc. which are the raw materials for the food and processing industry. The municipal government is pushing further industrialization through the construction of new factories which will generate employment opportunities.
30	VIII	Leyte	Tacloban City	sewing craft	Tacloban City is the provincial capital of Leyte, and the site of much primary industry. Although some clothing stores and garment factories are present in the area, they are not in sufficient numbers and scale to absorb center graduates. Instead, graduates job opportunities in self-employment and the creation of new enterprises. Tacloban City and its suburbs are seen as a good market for shirts, dresses, and other garment products.
31	VIII	Northern Samar	Catarman	sewing craft, food processing and preservation	With population increase in the area, demand for garment products has risen. Since garment shops are few in the area, value added for products sold is high. Women of the area show strong desire for the opportunity to learn sewing skills not only to make up for possessions lost during flooding, but also for marketing as an income source.
32	VIII	Southern Leyte	Maasin	food processing and preservation	Maasin is a farming district. The Maasin city government is currently pushing a program to spur village industries, and the vocational training at the center will be well suited to processing industries for fresh produce including tubers, fruits, etc. which are produced in abundance in the area.
33	IX	Basilan	Isabela	food processing and preservation	Despite the fact that much fresh fish and livestock products are produced in the area, there are no processing plants. Even in the case of markets outside the province, produce must be shipped in fresh form leading to possible spoilage enroute.
34	IX	Zamboanga del Norte	Dapitan City	food processing and preservation	Dapitan City is located in northeast Mindanao island, and is an area of much fishing industry. Accordingly, it is a suitable area for promotion of food processing and preservation activities.
35	IX	Zamboanga del Norte	Liloy	sewing craft	Liloy is in central Zamboanga del Norte province, and is a major urban center offer good employment opportunities for center graduates.

No.	*Region*	*Province*	*City / town*	*Course*	*Description of site area*
36	IX	Zamboanga del Norte	Rizal	sewing craft	Rizal is a regional urban center in Zamboanga del Norte province. There is good demand for personnel with sewing craft skills, and the vocational center has been opened with funding by the Philippine government.
37	IX	Zamboanga del Sur	Ipil	sewing craft	The center has already been opened under funding by the Philippine government, and demand for envisioned equipment is high.
38	IX	Zamboanga del Sur	Pagadian City	sewing craft	Pagadian City is presently experiencing significant commercial development and urbanization. Development potential of the garment industry is considered good.
39	X	Agusan del Norte	Butuan City	food processing and preservation	Butuan is a thriving city with its own airport and well developed transportation infrastructure. A market is present for processed fish and fruit products.
40	X	Surigao del Norte	Surigao City	sewing craft	This is the largest city in the region and their is good demand for garment products. The center can be easily accessed by potential trainees, and good impact from the vocational training program is anticipated.
41	X	Misamis Oriental	Ozamis	sewing craft	Osamis is currently experiencing rapid industrial growth.
42	XI	Davao del Norte	Davao City	toy craft	This is a major administrative center for the province. Population is large and good demand for dolls, stuffed toys, etc. is anticipated.
43	XI	Davao del Norte	Tagum	sewing craft	The area is backwards in terms of industrial development and offers at present few sources of income for women. The sewing craft course is deemed the optimum vocational training sector for the targeted women
44	XI	Davao del Sur	Digos	sewing craft	The area is backwards in terms of industrial development and offers at present few sources of income for women. The sewing craft course is deemed the optimum vocational training sector for the targeted women
45	XI	South Cotobato	Koronodal	sewing craft	The area is backwards in terms of industrial development and offers at present few sources of income for women. The sewing craft course is deemed the optimum vocational training sector for the targeted women.
46	XII	Maguindanao	Cotobato City	loom weaving	Maguindanao is a production center for loom woven goods. Tourists are numerous and a good market for traditional handicrafted items is present.

No.	Region	Province	City / town	Course	Description of site area
47	XII	North Cotobato	Kidapawan	food processing and preservation	Kidapawan is located in the interior of Mindanao island, and there is a market for processed and preserved food products, principal fruit based.
48	NCR	Metro Manila	Caloocan City	sewing craft	Graduates of the center will have good employment prospects in the garment factories to be constructed nearby.
49	NCR	Metro Manila	Paranaque	sewing craft	Paranaque is a progressive area in the Metro Manila area. The population of the area is hard working, with a good self-help ethic.
50	NCR	Metro Manila	Valenzuela	sewing craft	The center is located in an area of high industrial development. Large scale garment factories exist in the district. Industrial activities in the area include the making of stainless steel items, electroplating of jeeps, manufacture of car batteries, manufacture of plastic goods, etc.
51	CAR	Abra	Bangued	loom weaving	Hand weaving is a major industry of the area. Climate of the region is cool, and demand for the products made in the area is high in neighboring provinces and foreign countries as well. A supply of skilled loom weaving labor is necessary.
52	CAR	Abra	Bucay	sewing	Economic activity in the area is robust, and there is high demand for skilled labor. Personnel with a high level of sewing skill would have employment opportunities in clothing shops and garment factories in the area.
53	CAR	Kalinga	Tabuk	sewing	Loom weaving is widely practiced in the area. Sewing skills to turn this woven fabric into finished goods would be extremely valuable.
54	CAR	Benguet	La Trinidad	loom weaving	Over the years, weaving has been a major industry in the area. It is considered that the decline in the numbers of skilled weavers is the result of lack of channels to pass this traditional skill from older to younger generation. Training at the center would address this problem.
55	NTCL WWD	Metro Manila	Malate	home aid service	Home aid services are considered to be widely in demand in households in the Metro Manila area. Working housewives and mothers need the services of domestics during absence from the home.

2.2.2 Results of Site Selection Study

(1) Site Selection Criteria of the Executing Agency

DSWD applied the following five criteria in the selection of sites.

① Accessibility

This refers to the timeliness, adequacy and regularity of means of transportation to and from the area. Speed and ease of access transport to the site would facilitate monitoring and supervision on the part of the technical staff from the regional and central office as well as allow for disadvantaged women to readily reach the site.

② High incidence of disadvantaged women

Based on the latest statistics from the National Commission on Statistics, 40% of the women's populace falls within the so-called disadvantaged group. This statistic is applied as a criteria in determining the high incidence of disadvantaged women in a particular area.

③ Supportive local government

A supportive local government is a very great factor in the success of the Project. A Memo of Agreement is to be contracted by DSWD with the local government unit for their counterparts and sustained support for the success of the Project which includes providing buildings with electric and water supply, security of equipment/tools/accessories as well as cost for the staff at the center. Other support services like provision of additional materials, capital loan and transportation and subsistence allowance will be 0also negotiated.

④ Presence of employment opportunities for graduates

There are existing small and medium scale industries in the area, i.e. factories and shops which could employ the disadvantaged women trained at the centers.

LGU's and NGO's in the locality provide capital assistance to women who prefer home-based projects, and sheltered/sub-contract jobs.

There is a great demand for the finished products at the centers due to the presence of abundant and cheap raw materials as well as customers both locally and internationally.

⑤ Stable Peace and Order Situation

The stability of a peaceful climate in the locality will sustain the Project. The trainer and center staff and specially the women trainees are assured of their safety. Furthermore, the latter will be motivated to acquire the desired skills at the center until completion of the course.

Suitability of conditions at the 85 center sites were evaluated according to the above criteria, and sites meeting the said criteria are as indicated in Table 2.2. Although 85 sites were indicated in the original request in 1992, this number was reduced to 58 by the Philippine side during the course of the field survey under the Study. The reasons for this were two-fold: (i) some centers had already been equipped under funding by the Philippine government, and (ii) necessary criteria could not be met due to reasons including the present use of the designated building for other purposes by the local government due to elapse of time since the original request, etc.

Table 2.2 Evaluation and criteria of selection of new PSCB centers

Candidate Center				Criteria in the Selection					Evaluation
Region	City	Municipality/ Province	Area of Specialization	Accessibility	High Incidence of Disadvantaged Women	Stable Peace & Order Situation	Support by Local Gov.	Availability of Employment Opportunity for Graduates	
I	LAOAG CITY	ILOCOS NORTE	SC	+	+	+	+	+	Selected
		BATAC, ILOCOS NORTE	SC	+	+	+	-	+	
		DAGUPAN, PANGASINAN	FP	+	+	+	+	+	Selected
		BANGAR, LA UNION	LW	+	+	+	+	+	Selected
		SAN FERNANDO, LA UNION	FP	+	+	+	+	+	Selected
		NARVACAN, ILOCOS SUR	SC	+	+	-	-	+	
		BAUANG, LA UNION	FP	+	+	-	-	+	
		PAGUDGUD, ILOCOS NORTE	FP	+	+	-	-	+	
		CABUGAO, ILOCOS SUR	SC	+	+	+	-	-	
		BURGOS, LA UNION	LW	+	+	-	-	+	
II		BAYOMBONG, NUEVA VISCAYA	FP	+	+	+	+	+	Selected
		BASCO, BATANES	FP	-	+	+	+	-	
		IGUIG, CAGAYAN	SC	+	+	-	-	+	
		APARRI, CAGAYAN	SC	-	+	+	-	-	
		ALCALA, CAGAYAN	FP	+	+	+	-	+	
III	CABANATUAN CITY	NUEVA ECIJA	FP	+	+	+	+	+	Selected
		BALANGA, BATAAN	FP	+	+	+	-	-	
		DINALUPIHAN, BATAAN	FP	+	+	+	-	-	
		TARLAC, TARLAC	SC	+	+	+	+	+	Selected
		IBA, ZAMBALES	FP	+	+	+	+	+	Selected
		SAN JOSE DEL MONTE, BULACAN	FP	+	+	+	+	+	Selected
IV		BOAC, MARINDUQUE	SC	+	+	+	+	+	Selected
	LIPA CITY	BATANGAS	SC	+	+	+	-	+	
		S. JOSE MAMBURAO, OCC MINDORO	FP	-	+	+	-	-	
		CALAPAN, OR MINDORO	FP	+	+	+	+	+	Selected
		SAN VINCENTE, PALAWAN	SC	+	+	+	-	+	
		ODIONGAN, ROMBLON	SC	+	+	+	+	+	Selected
	TAGAYTAY CITY	CAVITE	FP	+	+	+	+	+	Selected
		STA CRUZ, LAGUNA	SC, FP	+	+	+	+	+	Selected
		TANZA, CAVITE	SC	+	+	+	+	+	Selected
		PADRE GARCIA, BATANGAS	SC	+	+	+	+	+	Selected
	LUCENA CITY	QUEZON	SC	+	+	+	+	+	Selected
		CAINTA, RIZAI	SC	+	+	+	+	+	Selected
V		DAET, CAMARINES NORTE	FP	+	-	-	+	-	
		SORSOGON, SORSOGON	LW	+	+	-	-	+	
		NABUA, CAMARINES SUR	SC	-	+	-	-	-	
		MASBATE, MASBATE	SC	+	+	-	-	-	
		DARAGA, ALBAY	LW	+	+	-	-	+	
		VIRAC, CATANDUANES	LW	+	+	+	+	+	Selected
		IROSIN, SORSOGON	LW	+	+	+	+	+	Selected
VI		JORDAN, GUIMARAS	SC	+	+	+	+	+	Selected
		SAN JOSE, ANTIQUE	SC	+	+	+	+	+	Selected
		KALIBO AKLAN	SC	+	+	+	-	+	
	ROXAS CITY	CAPIZ	SC	+	+	-	-	+	
		ESTANCIA ILOILO	FP	+	+	+	-	+	
	BACOLOD CITY	NEGROS OCCIDENTAL	FP	+	+	+	-	+	
VII	DUMAGUETE CITY	NEGROS ORIENTAL	SC	+	+	+	+	+	Selected
	MANDAUE CITY	CEBU	TC	+	+	+	+	+	Selected
		LAZI, SIQUIJOR	FP	+	+	+	-	-	
	CEBU CITY	CEBU	HA, SC	+	+	+	+	+	Selected
	TAGBILARAN CITY	BOHOL	FP	+	+	+	+	+	Selected
	BAIS CITY	NEGROS ORIENTAL	FP	+	+	+	+	+	Selected
		KANLAON, NEGROS ORIENTAL	FP	+	+	+	+	+	Selected

Note : FP : Food Processing SC : Sewing Craft
LW : Loom Weaving HA : Home Aide Service
TC : Toy Craft

Candidate Center				Criteria in the Selection					Evaluation
Region	City	Municipality/ Province	Area of Specialization	Accessibility	High Incidence of Disadvantaged Women	Stable Peace & Order Situation	Support by Local Gov.	Availability of Employment Opportunity for Graduates	
VIII		EASTERN SAMAR	FP	+	+	+	+	-	
	ORMOC CITY	LEYTE	SC	+	+	+	+	+	Selected
	TACLOBAN CITY	LEYTE	SC	+	+	+	+	+	Selected
		CATARMAN, NORTHERN SAMAR	FP, SC	+	+	+	+	+	Selected
		SAN ISIDRO, NORTHREN SAMAR	FP	+	+	-	-	+	
		BASEY, WESTERN SAMAR	SC	-	+	-	-	+	
		MAASIN, SOUTHERN LEYTE	FP	+	+	+	+	+	Selected
IX	DIPLOG CITY	ZAMBOANGA DEL NORTE	FP	+	+	+	-	+	
	PAGADIAN CITY	ZAMBOANGA DEL SUR	SC	+	+	+	+	+	Selected
		RIZAL, ZAMBOANGA DEL NORTE	SC	+	+	+	+	+	Selected
		IPIL, ZAMBOANGA DEL SUR	SC	+	+	+	+	+	Selected
	DAPITAN CITY	ZAMBOANGA DEL NORTE	FP	+	+	+	+	+	Selected
		SILAY, ZAMBOANGA DEL NORTE	SC	+	+	+	-	+	
	ZANBOANGA CITY	ZAMBOANGA DEL SUR	SC	+	+	+	-	+	
		LILOY, ZAMBOANGA DEL NORTE	SC	+	+	+	+	+	Selected
		ISABELA, BASILAN	FP	+	+	+	+	+	Selected
X		AGUSAN DEL SUR	FP	+	+	+	-	-	
		MALAYBALAY, BUKIDNON	FP	+	+	+	-	+	
	OZAMIS CITY	MISAMIS OCCIDENTAL	SC	+	+	+	+	+	Selected
	BUTUAN CITY	AGUSAN DEL NORTE	FP	+	+	+	+	+	Selected
		CAMIGUN	FP	+	+	+	-	-	
	OROQUETA CITY	MISAMIS OCCIDENTAL	SC	+	+	+	+	-	
	SURIGAO CITY	SURIGAO DEL NORTE	SC	+	+	+	+	+	Selected
XI		CORONADAL, SOUTH COTOBATO	SC	+	+	+	+	+	Selected
		POLOMOLOK, SOUTH COTOBATO	SC	+	+	+	+	-	
	DAVAO CITY	DAVAO DEL SUR	TC	+	+	+	+	+	Selected
		SAN ISIDRO, DAVAO ORIENTAL	FP	-	+	+	-	-	
		DIGOS, DAVAO DEL SUR	SC	+	+	+	+	+	Selected
		TAGUM, DAVAO DEL NORTE	SC	+	+	+	+	+	Selected
		MABINI, DAVAO	SC	+	+	+	-	+	
XII		KIDAPAWAN, NORTH COTOBATO	FP	+	+	+	+	+	Selected
		MIDSAYAP, NORTH COTOBATO	FP	+	+	-	-	+	
		MARAWI, LANAO DEL SUR	LW	+	+	-	-	+	
	COTOBATO CITY	MAGUINDANAO	LW	+	+	+	+	+	Selected
		ESPERANZA, SULTAN KUDARAT	SC	+	+	-	-	+	
		PIKIT, NORTH COTOBATO	SC	+	+	-	-	-	
		BALABAGAN, LANAO DEL SUR	SC	+	+	-	-	+	
NCR		PARANAQUE	SC	+	+	+	+	+	Selected
		VALENZUELA	SC	+	+	+	+	+	Selected
		SAN JUAN	SC	+	+	+	-	+	
		CALOOCAN	SC	+	+	+	+	+	Selected
		TAGUIG	SC	+	+	+	-	+	
		MANDALUYONG	SC	+	+	+	-	+	
		MALABON	FP	+	+	+	-	+	
CAR		BUCAY, ABRA	SC	+	+	+	+	+	Selected
		BANGUET, ABRA	LW	+	+	+	+	+	Selected
		TABUK, KALINGA APAYAO	SC	+	+	+	+	+	Selected
		IFUGAO	SC	+	+	-	-	+	
		LA TRINIDAD, BENGUET	LW	+	+	+	+	+	Selected
NTCLWWD		NATIONAL TRAINING CENTER AND LABORATORY, METRO MANILA	HA	+	+	+	+	+	Selected

Note : FP : Food Processing SC : Sewing Craft
LW : Loom Weaving HA : Home Aide Service
TC : Toy Craft

(2) Results of Project Site Study

At the time of signing of the Minutes of Discussion, the number of sites requested to be targeted under the Project was 59. This was done as a result of applying criteria of (i) whether or not an existing structure was available for the center, (ii) whether the available building could be prepared to accommodate the envisioned equipment, (iii) conditions of access by trainees to the centers, (iv) proportion of population in immediate area comprised by disadvantaged women, (v) availability of local government support for center operation and maintenance, (vi) degree of job opportunities in surrounding areas, (vii) security of the site area, etc.

As a result of subsequent field survey and questionnaire survey by the Study Team, modification of the request content was made by the Philippine side as follows:

① Modification of vocational course:

Due to lack of availability of adequate facility, center sites originally planned for Cabarroquis (Region II) and Marawi (Region XII) were changed to Bayombong and Cotabato, both located in the same respective administrative districts. Available space at the new proposed sites was studied and judged to be suitable.

② Additionally requested site:
The Rizal Cainta site in Region IV was additionally requested. Field survey indicated that arrangements to procure a building had been completed and that there would be good demand for trainees. Accordingly, this site was concluded to be suitable.

③ Cancellation of site request:

The originally requested sites at Cotabato (Region XII) and San Juan (NCR) were canceled by the Philippine side for failure to meet the selection criteria indicated above.

As a result of the above modifications, the number of requested sites became 58, i.e. 2 changes, 1 addition and 2 subtractions.

After the Study Team left the Philippines, the following request modifications were subsequently proposed by the Philippine side.

① It was proposed that the course at the Surigao center in Caraga (Region X) originally intended as food processing and preservation be changed to sewing craft due to the difficulty in procuring fresh food products in the area, and conversely that the course at Butuan originally intended as sewing craft be changed to food processing and preservation due to the readily available fresh food products in the area. These modifications were judged to be appropriate particularly in the case of the Surigao center area in light of the fact that unavailability of fresh food products would constrain job opportunities for graduates under a food processing and preservation course, and that the area is in fact one with good employment prospects in the garment industry.

② A supplemental request was made for an additional site in San Jose (Region IV) to teach the sewing craft course. San Jose is located on Mindoro island, and originally it was planned under Phase II to establish a center for training in food processing and preservation centering on fish products. However, at the time the Study Team visited the center site at Calapan on Mindoro, the issue of a possible center at San Jose as well was not raised and the team was unfortunately unable to inspect the San Jose site. Due to the fact that site conditions therefore remain unconfirmed it was decided to not include San Jose under the Project.

2.2.3 Results of Study of Request Content

Under the original request (1992), equipment for 13 courses at 85 centers was requested. However, by the time of the signing of the minutes, this had been narrowed down to 5 courses at 59 centers.

The Study Team both confirmed the content of the request with the Philippine government, as well as surveying conditions at the centers.

Number of courses to be targeted under the Project was determined at 5, i.e. sewing craft, food processing and preservation, toy craft, home aid service and loom weaving. Of these, sewing craft, food processing and preservation, and toy craft are existing courses, for which equipment I could be readily procured and which yielded very good training results, as the experience under Phase I proved. Graduates of the courses exhibited a

high rate of successful employment. Accordingly, the continued procurement of equipment for these courses under Phase II is considered meaningful.

New courses to be covered under Phase II are home aid service and loom weaving. The home aid service training program is expected to contribute to the halt of out-migration of women from urban areas in particular to overseas positions as domestics. Under the said course, skills of women in household management and child rearing would be upgraded. Also, based on trends in other countries as economic development progresses, it can be expected that women with this training can go on to find increasing employment opportunities in the hotel · restaurant sector. In this light, the planning of centers for this curriculum in the urban areas of Manila and Cebu is considered appropriate.

The loom weaving course is to be taught at centers located in areas with a tradition of loom weaving craft in order to provide training in commercial weaving and thereby upgrade income earning potential. Hand operated looms (as opposed to electric looms) are to be supplied in order to preserve traditional weaving methods which imbue the finished product with greater value added. In the typical loom weaving factory, it is the practice to hire a weaver on the basis of capacity for work output with emphasis on the weaving skill already acquired. (rather than on the basis of actual weaving skill) The reason for this is that, particularly in the case of small enterprises, the extra equipment and skilled instructors required to train weavers cannot be afforded. Accordingly, access to free ~ low cost training of novice weavers is necessary.

Both of the above described new courses are considered appropriate in terms of the regions within which they are to be promoted.

2.2.4 Study on Center Curricula and Necessary Equipment

In the case of the on-going sewing craft, food processing and preservation, and toy craft courses, the present content of these curricula was applied as the basic criteria in determining necessary equipment under the Project. Study of necessary equipment items was done through discussions with DSWD and field survey by the Study Team. In the case of the home aid service and loom weaving courses to be newly started under the Project, proposed curricula content was examined and discussions held with DSWD to provide a basis for planning the required equipment.

Table 2.3 Course Curriculum and Usage Plan of Equipment

Name of Course: Sewing Craft (half day course)

No. of trainees: 25 No. of Trainer: 1

Days	No. of Hours	Contents/Subject	Methodology	Usage Plan of Equipment
Day 1	4 hours	- Orientation on the Productivity Skills Capability Building for Disadvantaged Women	Lecture/ Discussion	
Day 2	4 hours	- Trainability Test		Foot Operated Machine (20) Electric High Speed Machine (20)
Day 3	2 hours 2 hours	- Getting to know you exercise - Orientation on the rules and regulations at Productivity Center	Dyad Lecture/ Discussion	
Day 4	2 hours 2 hours	- Care and maintenance of equipment a. Sewing tools, supplies, accessories and equipment proper handling and usage	Discussion/ Demonstration/ Hands-on	Sewing tools (25), ruler set (25)
Day 5	4 hours	b. Parts of sewing machine and their function including simple trouble shooting - proper threading, run round tape - bobbin insertion	Discussion/ Demonstration/ Hands-on	Foot Operated Machine (20) Electric High Speed Machine (20) Button Holing Machine (2) Button Sewing Machine (2) Over-Edging Machine(3)
Day 6 & 7	8 hours	c. Proper operation of a foot operated / high speed sewing machine	Lecture/ Demonstration/ Practice	Foot Operated Machine (20) Electric High Speed Machine (5)
Day 8	4 hours	d. Sewing a half body apron	Demonstration/ Practice	Foot Operated Machine (15) Electric High Speed Machine (10)
Day 9	4 hours	e. Kinds of seams - plain seam - french seam - lapped seam - flat felled	Lecture/ Demonstration/ Practice	Foot Operated Machine (15) Electric High Speed Machine (10)
Day 9 &10	4 hours	- Body measurement	Lecture/ Practice	ruler set (25)
Day 10	2 hours	- Pattern drafting a. Drafting pattern for skirt and blouse b. Basic exercises 1) Straight sew 2) Straight sew with 3 stitches back tack 3) Sew corner with 3 stitches back tack 4) Sew curve with 3 stitches back tack 5) Acute angle with 3 stitches back tack 6) Inverted sew corner with 3 stitches back tack 7) Inverted sew curve with 3 stitches back tack 8) Inverted acute angle with 3 stitches back tack 9) Topstitch 1/16 & 1/4 with back tack 10) Hemming in chain (sew in burst with back tack)	Lecture/ Demonstration/ Practice Demonstration/ Practice	Sewing tools(25), ruler set (25) Foot Operated & Electric H. Speed (20) Foot Operated & Electric H. Speed (20) Foot Operated & Electric H. Speed (20) Foot Operated & Electric H. Speed (20) Foot Operated & Electric H. Speed (20) Foot Operated & Electric H. Speed (20) Foot Operated & Electric H. Speed (20) Foot Operated & Electric H. Speed (20) Foot Operated & Electric H. Speed (20) Foot Operated & Electric H. Speed (20)

Days	No. of Hours	Contents/Subject	Methodology	Usage Plan of Equipment
Day 11 to 13	12 hours	- Operation of special machines button holing, button sewing, overlock machines	Lecture/ Demonstration/ Practice	Button Holing Machine (2) Button Sewing Machine (2) Over-Edging Machine (3)
Day 14 to 26	52 hours	- Job related exercise/ pattern making - Pattern making for polo, T-shirt and shorts - Patch pocket - Slide pocket - Single welt - Double welt - Slash placket - Executive collar - Attach zipper a. lady's zipper (skirt) b. men's zipper (pants) - lady's secret pocket on skirt - Men's secret pocket on pants	Lecture/ Demonstration/ Practice	Foot Operated & Electric H. Speed (20) Over-Edging Machine (3)
Day 27 to 28	8 hours	- Post evaluation on the different seam and job related practicum examination	Practice	All equipment
Day 29	4 hours	- Written post evaluation		
Day 30	4 hours	- Post evaluation on the operational of special machine (Practical examination)		
Total	120 hours			

Table 2.3 Course Curriculum and Usage Plan of Equipment

Name of Course: Food Processing and Preservation (full day course)

No. of trainees: 20 No. of Trainer: 1

Days	No. of Hours	Contents/Subject	Methodology	Usage Plan of Equipment
Day 1	1 hour	- Orientation on the Productivity Skills Capability Building for Disadvantaged Women	Discussion	
		- Productivity Center, rules and regulations, training methodologies, etc.	Discussion	
	0.5 hour	- Conduct of trainability test		All equipment
	0.5 hour	- Knowing each other/self disclosure through a "Getting to Know You Exercise"	Dyad	
	1 hour	- Familiarization with the Different Cooking Utensils, equipment different weights and measures, cooking temperature and cooking terms	Illustration Demonstration Lecture/Discussion	All equipment
	1 hour	- Orientation on the operation/ utilization, care and maintenance and minor repair of different kitchen utensils and equipment	Lecture/Discussion Demonstration	Stuffer, Smoke Drying Machine Meat cutter, Grinding Machine Food cutter, meat slicer, Oven
	1 hour	- Identification of quality foods and proper food handling	Lecture/Discussion Demonstration (go to market)	
	1 hour	- Food spoilage/deterioration causes and effects	Lecture/Discussion	
	1 hour	- Effects and uses of chemicals/ additives in food	Lecture	
	1 hour	- Food nutrient: their importance and functions in the body	Lecture	
Day 2	1 hour	- Importance of food preservation	Lecture/Discussion	
		- Storing of foods - Refrigeration - Freezing	Demonstration	Refrigerator
		- Different methods of food preservation	Lecture/Discussion	
	4 hours	- Cutting of meat	Lecture/Discussion	Stuffer, Meat slicer
		- Any of the following 1) ham 2) corned beef 3) bacon 4) longanisa 5) tocino	Demonstration Return Demonstration	Meat mincer, Meat tenderizer Meat thermometer
	2 hours	- Smoking of fish	Lecture/Discussion Demonstration Return Demonstration	Pressure cooker Process Pressure, Gas oven Smoke Drying Machine
	1 hour	- Pricing / costing of finished product	Lecture	Balance
	1 hour	- Packaging		Automatic Vacuum Packaging Machine
Day 3	4 hours	- Bottling of fish	Lecture/Discussion Demonstration Return Demonstration	Process Pressure Retort Pressure Cooker Gas oven
	2 hours	- Salting/Drying		Cabinet Solar Dryer
	2 hours	- Pricing/costing of finished product packaging	Lecture/Discussion	Balance, Packaging machine

Days	No. of Hours	Contents/Subject	Methodology	Usage Plan of Equipment
Day 4	2 hours	- Pasteurization of fruit juices, concentrate and syrup	Lecture/Discussion Demonstration Return	Helicoidal Juice Extractor, Blender mixer
	2 hours	- Picking of fruits/vegetables	Demonstration	Food cutter, Salinometer
	1 hour	- Packaging/pricing of finished product for fruit and vegetable product		Balance
	1 hour	- Jellies/marmalade		Food cutter, Pulper/finisher Jelly meter, Hand refractormeter
	1 hour	- Jams and dehydration of fruits		Miller, Food cutter, Pulper/finisher
	1 hour	- Pricing/costing of finished product packaging		Balance
Day 5	8 hours	- Processing of starchy products packaging, pricing/costing	Lecture/Discussion Demonstration Return demonstration	Miller, Solar Drying Machine Balance, Needle extruder
Day 6	8 hours	- Return Demonstration		
Day 7	8 hours	- Basic business management skills development	Lecture	
Total	57 hours			

Table 2.3 Course Curriculum and Usage Plan of Equipment

Name of Course: Toy Craft (full day course)

No. of trainees: 20 No. of Trainer: 1

Days	No. of Hours	Contents/Subject	Methodology	Usage Plan of Equipment
Day 1	1 hour	- Orientation on the Productivity Skills Capability Building for Disadvantaged Women	Lecture/ Discussion	
		- Rules and regulations at the Productivity Center	Lecture/ Discussion	
	1 hour	- Knowing each other/self disclosure through a "Getting to Know You Exercise"	Dyad	
		- Familiarization with the parts and functions of foot operated and high speed machine and other equipment / tools and accessories used in Toy Craft	Lecture/Discussion	All equipment
	1 hour	- Orientation on the operation / utilization, care and maintenance and minor repair of foot operated and high speed machine	Lecture/Discussion Demonstration	All equipment
	1 hour	- Familiarization with supplies / materials, shades / color combination, fabric structure and design	Lecture/Discussion	All equipment
	4 hours	- Pattern preparation - Fabric lay outing & cutting - Sewing	Demonstration/ Return Demonstration	All equipment
Day 2	8 hours	- Attaching, setting of accessories (e.g. eyes and nose) Stuffing Finishing touches	Demonstration/ Practice	All equipment
		- Expected output - 1 back pack monkey & similar product		All equipment
Day 3 & 4	16 hours	Pattern tracing Fabric lay-outing and cutting Sewing Attaching, setting of accessories Stuffing - Finishing touches Items to be produced must be any of the following: a. Jennifer doll b. Rabbit c. Doggie d. Koala e. Shaggy lion f. Panda	Demonstration/ Practice	All equipment
Day 5	8 hours	Pattern tracing Sewing Attaching, setting of accessories Stuffing Finishing touches - Items to be produced must be any of the following: a. Birdie b. Mama chick c. Ducking d. Teddy bear	Demonstration/ Practice	All equipment

Days	No. of Hours	Contents/Subject	Methodology	Usage Plan of Equipment
Day 6 & 7	16 hours	Pattern tracing Fabric lay-outing and cutting Sewing Attaching, setting of accessories Stuffing Finishing touches - Items to be produced must be any of the following: a. Doggie b. Monkey c. Rug Doll Utilization of remnants e.g. balls, pin cushion head bond, etc.	Demonstration/ Practice Lecture / Discussion	All equipment
Day 8	8 hours	- Basic business management skills development evaluation		
Total	64 hours			

Table 2.3 Course Curriculum and Usage Plan of Equipment

Name of Course: Home Aide Service (full day course)

No. of trainees: 20 No. of Trainer: 1

Days	No. of Hours	Contents/Subject	Methodology	Usage Plan of Equipment
Day 1	4 hours	1. Orientation on the Productivity Skills Capability Building for Disadvantaged Women in Home Aide Service	Lecture/Discussion	
		2. Course Objectives - Course Content and Schedule - Course Methodology and Evaluation Scheme	Structured Learning Exercises Workshop Demonstration	Blackboard or White board Table and Chair
		3. Overview of Home Aide Service - Definition of Home Aider - The Home Aide Service Program - Objectives of Home Aide Service - Expectations from the Trainees		
Day 2 to 4	22 hours	***MODULE 1*** Worker Personality, Values and Attitudes - The Home Aider's concept of herself - The Home Aider in a team - The Home Aider as a responsible worker	Structured Learning Exercise Workshop Team Building Activities	Blackboard or White board Tables and Chairs
Day 5 to 10	49 hours	***MODULE 2*** Health and Safety - Role of Home Aider - The Essence of Time Management - Basic Activity Planning Principles and Techniques - Homemaking Activities - Planning Menus and Cooking Meals - Meal Preparation and Table Setting	Demonstration	Blackboard or White board Tables and Chairs Demonstration Table Sink with faucet, Cooking Range Refrigerator, Long Table with 10 Chairs Set of Measuring Cup Set of Measuring Spoons Kitchen Knife, Potato Peeler, Grater Cleaver, Strainer, Mortar and Pestel Utility Tray, Wooden Spoon, Colander Basting Spoon, Rubber Scraper, Turner Kitchen Tongs, Sauce Pans, Double Boiler Covered Sillet, Dish Pans, Flour Sifter Utility Can for Silverware, Can Opener Steak Hammer, Kitchen Scissors Utility Bowls, Tea Strainer, Sets of Piepans Cake Pan, Square Pan Rectangular Pan, Tube Pan Cookie Tray Tea Cake Pans, Ice Bucket, Custard Cups Ostirizer with Blender and Grinder Coffee Regulator, Pressure Cooker Automatic Mixer, Electric Egg Beater Rolling Pan, Timer, Pastry Blender Bottle Opener, Complete Sets of Glass, Silverware, China Wares Chaffish Set, Griller, Set Racks Tea Bottle, Water Purifier, Microwave
		- Washing Machine Ironing Clothes	Demonstration/Return Demonstration	Washing Machine, Iron Board Flat Iron, Clothesline
		- Gardening Activities in and around the House	Demonstration/Return Demonstration	Pots for Plants, Squeege/Sponge Pail, Trowel Cutter, Sprayer, Gloves
		- Cleaning Activities in and around the House	Demonstration/Return Demonstration	Carpet Sweeper, Vacuum Cleaner Floor Polisher, Mop, Pail, Gloves Toilet Brush
		- Home Sanitation and Pest Control	Lecture/Demonstration Return Demonstration	Sprayer, Gloves, Pesticides Trash Bags, Washing Solution Utility Can
		- Use and Maintenance of Home Appliances, Furniture and Gadgets	Demonstration/ Return Demonstration	Gloves, Fire Extinguishers Cooking Range, Refrigerator Exhaust Fan, Sofa, Tables and Chars Side Tables, Pressure Cooker Osterizer, Percolator, Washing Machine Vacuum Cleaner, Floor Polisher, Intercom Microwave, Purifier, Bread Toaster Portable Heater, Bed, Mirror

Days	No. of Hours	Contents/Subject	Methodology	Usage Plan of Equipment
Day 11 to 15	43 hours	***MODULE 3*** Care of Child - The Rule and Personal Qualities of a Child Care Giver - Child Development Characteristics, Needs and Activities	Lecture/Discussion	Blackboard or White board
		- Play and Child Development	Lecture/Demonstration Return Demonstration	Crib, Stroller
		- Child Discipline		Toys, Play House
		- Basic Child Care	Lecture/Demonstration	Bathing Paraphernalia for Babies and Toddlers, Feeding Bottles, Blankets Pillows, Musical Instrument(Organ) Pacifiers
Day 16 to 20	32 hours	***MODULE 4*** Home Management and Nutrition - Health Safety and Nutritional Needs of Children	Lecture/Demonstration Return Demonstration	Feeding Bottles, Clinical Thermometer Double Boiler
		- First Aid - Basic Nursing Care at Home	Lecture/Demonstration	First Aid Kit, Medicines
		- Hazards and Other Unsafe Practices at Home	Lecture/Demonstration	Fire Extinguishers
		- Adaptation Skills	Lecture/Demonstration Return Demonstration Role Play	
Total	150 hours			

Table 2.3 Course Curriculum and Usage Plan of Equipment

Name of Course: Loom Weaving (full day course)

No. of trainees: 20 No. of Trainer: 1

Days	No. of Hours	Contents/Subject	Methodology	Usage Plan of Equipment
Day 1	4 hours	Orientation on the Productivity Skills Capability Building for Dis-advantaged Women in Loom Weaving	Lecture Discussion	
	4 hours	Materials for Weaving 1. Fiber Classification 2. Fiber Characteristics	Lecture/ Demonstration	
Day 2	4 hours	Continuation of Materials for Weaving 3. Weaving Yarn 4. Non Yarn Materials	Lecture/Demonstration Hands on	Warping Frame Bobbin Winder
	4 hours	Material Requirements 1. Material Requirement Calculation 2. Simple Cost Accounting	Discussion	
Day 3	8 hours	Pre and Post Loom Operation 1. Material Preparation Warping Process	Demonstration	Warping Frame Reed Heddles Shuttle
Day 4	8 hours	2. Loom Pressing 2.1 Introduction to the Loom Machine 2.2 Beaming 2.3 Drawing in 2.4 Trying in	Demonstration	Loom machine Reed Shuttle Heddles
Day 5 to 9	40 hours	Weaving Proper - Weaving Proper Control - (Chemical Treatment) - Quality for Fiber Checking	Demonstration	Loom machine Shuttle (Rotary Press) Sewing Machine Sewing Tools Scissors
Day 10	8 hours	Basic Business Management Skill Development - Production Management - Marketing Management - Budgeting Management - Bookkeeping and Recording	Lecture Demonstration	Chairs Table White board
Total	80 hours			

2.2.5 Project Framework and Study of Optimum Alternative

As the sewing craft, food processing and preservation and toy craft courses were covered under Phase I and are currently ongoing, the present needs of these curricula were examined in determining equipment content and numbers. On the basis of criteria of curricula content, use plan for requested equipment, training period, numbers of trainees, etc., the requested equipment was deemed appropriate with some minor modification.

With regards to the newly covered home aid service and loom weaving courses, the requested equipment were studied in terms of the content of the proposed curricula, envisioned training program and numbers of anticipated trainees.

A general description of the 5 training courses and the major equipment requested for each is given below. Details are given in Table 2.3 which sets out the curricula of each course and the corresponding equipment use plan, and Table 2.4 which compares the requested numbers of equipment at the time of the signing of minutes and the numbers of the same as determined on the basis of this Study.

(1) Sewing Craft Course

①-A New Centers

The sewing craft course is a half-day, 30 day course. The material required under the course can be procured throughout the country, and the course itself is in high demand. Employment rate of graduates trained with equipment under Phase I was a high 85% (DSWD records). Students are trained in the making of children's clothing, women's clothing, men's dress shirts, etc., and upon graduation seek either employment in garment factories or self-employment.

Equipment to be provided comprises 20 units of high speed electric sewing machines and 20 units of foot operated sewing machines, as well as accessory equipment, for each center for the training of 25 students per class. The foot operated machines would be utilized at the initial stages of training, after which the trainees would move on to the more advanced electrical machines. Although 25 units of each type of machine would yield a 1 to 1 ratio between machine and student, experience in the past has shown that in every class there are always a certain portion of the trainees who can start immediately on the electrical machines, and for this reason the number of units was set at 20.

①-B Centers for which a portion of equipment has already been supplied by the Philippine Government

At the request of regional and local governments, the Philippine Government allocated funding for the creation of sewing craft training centers. However, types and quantities of equipment provided were insufficient to achieve an adequate level of training. Under Phase II, the Philippine side has subsequently requested supplemental equipment for these centers to upgrade them to an appropriate level of performance. These supplementally requested items are deemed appropriate in light of the good demand for training and the sufficient factory (their expected effective performance) at the said centers once provided with the requested equipment.

Content and quality of these supplemental items are to be the same as those for the sewing craft centers to be newly established. However, design quantities will be the same quantities intended for the new centers, assuming class size of 25 trainees, minus the quantity of existing equipment.

①-C Supplemental sewing craft equipment for centers supplied under Phase I

Supplemental items to be supplied to each center already equipped under the previous Phase I total 4 units (3 types), comprising 1 no. of garter machine (also referred to as double chain stitch machine), 2 nos. of zigzagger, and 1 no. of five thread machine.

These equipment are used for special tasks such as sewing shirt cuffs, belt loops, cross-stitching of clothing, over-edging, etc. Under Phase I general equipment for basic sewing was supplied; however, there has become a demand at the centers to provide training in advanced techniques as well. This will also enhance the employment opportunities for graduates. Accordingly, the requested equipment is deemed appropriate under Phase II.

(2) Food Processing and Preservation Course

This course is designed for 20 trainees per class, divided into 5 groups. Trainees are instructed in techniques for food processing and preservation, principally with regards to meat, fish, vegetables and fruits. Trainees learn how to make such processed foods as ham sausage, smoked goods, fruit candy, etc.

As fresh vegetables, fruits and other fresh food products are to be used in the course, it is desirable that these centers be located in areas where such fresh produce can be readily procured, as well as areas which offer ample job opportunity to center graduates. Employment rate of graduates under Phase I was a high 85%

Excluding large items of equipment, numbers of smaller items for use by the instructor and trainees are determined by the two criteria of (i) equipment to be provided in 6 sets, i.e. one set to be used by the instructor in demonstration and 5 sets for the trainees (1 set for each group), and (ii) equipment to be provided in 2 sets, i.e. one set for the instructor and one set for the trainees.

(3) Toy craft course

Twenty units of foot operated sewing machine, etc., are to be supplied to each targeted center for the training of 20 students per class. One course lasts all-day for 8 days. Trainees mainly learn how to design and make stuffed toys and dolls.

Employment rate of graduates under this course under Phase I was 80%. Course trainees were active in the making of toy dolls for export.

Under the course, many fine sewing skills are practiced using a combination of foot operated sewing machine, sewing kit tools, and over-edging machine for finishing decoration.

Given the curriculum content, quantities of items to be supplied to each center are 20 nos. each for sewing machine, sewing tools and ruler, 1 no. of over-edging machine and 2 nos. of iron.

(4) Home aid service course

The home aid service course is envisioned as a full-day, 20 day course aimed at 20 trainees per class. Trainees also receive instruction in the use of home electrical appliances and are expected to be suited for employment in the hotel · restaurant sector.

Each course is divided into 4 modules. Module one covers overall housekeeping tasks and housekeeper behavior; module two covers sanitation and hygiene through laundering,

cleaning, bed making, etc.; module three covers nutrition and table manners; and module four covers infant and child care.

Equipment to be utilized in the course will include home electrical appliances, household furniture, cooking utensils, child care items (baby carriage, baby crib, etc.), fire extinguishers, first aid equipment and materials, etc.

Quantities for specific items under this course are determined at 1 no. where learning is by watching demonstration by the teacher, or 2 nos. where the trainees learn skills by actual repeated use of equipment.

(5) Loom weaving course

The loom weaving course is to be established in areas of traditional loom weaving to foster continuance of this traditional craft which has been practiced since the 18th century. Fiber used in this weaving includes that from pineapple, abaca (a type of hemp), cotton, as well as imitation silk. One course lasts 10 days, and class size is 20 trainees. Trainees use hand operated looms to produce woven cloth of five different designs.

Ten looms are to be supplied to each center, for a class room ratio of 2 trainees per 1 machine. Numbers of students per class and quantities of machines to be supplied were calculated applying criteria of (i) numbers of trainees under the loom weaving instruction course at the Philippine Textile Research Institute, (ii) advice of experts at the Institute, and (iii) number of trainees that can be effectively taught by a single instructor at one time as determined from the foregoing. These are accordingly deemed to be appropriate.

Two types of loom were requested, i.e. the counterbalance type and the jack type. This is due to the fact that the type of loom used in traditional weaving differs depending on the region. Looms are accordingly to be supplied in 2 packages, i.e. counterbalance type loom package and jack type loom package, reflecting these regional differences. In light of materials utilized in regions where the jack type loom is used, the jack type loom package only will also include rotary presses and dyes.

(6) Office support equipment

Under office support equipment, it is planned to supply copy machines, type writers, slide projectors, overhead projectors, and cameras. These items are deemed appropriate in light of their intended uses as described below. However, personal computer,

cinemaborge with complete video set, fax machine, utility vehicle, etc. are to be excluded for the reasons as set out in (f) below.

(a) Copy machine

This item is to be used for reproduction of reports, documents, leaflets, curricula descriptions, and various training materials. This will enable centers to prepare copies of training materials for each individual trainee, including guides for job performance after graduation and materials for home study. This will facilitate learning by the trainees and the smooth transfer of techniques from the instructor to the trainees.

(b) Typewriter (electric and manual)

Typewriters are essential for the centers to prepare the reports which they must submit monthly, quarterly and annually to the DSWD as well as periodically to NGO's.

They will also be used to prepare want-ad newsletters informing trainees of available positions, and follow up reports on the success of center graduates in the job market. The typewriter will be utilized as well in the various record keeping on Project progress.

The electric typewriter will be suitable for long size paper (for example 30~35 cm for charts, etc.). The manual typewriter will accommodate 18 cm width paper for various report and documentation preparation.

(c) Slide projector

The slide projector is to be used to facilitate, through visual presentation, transfer of information and technology during both training sessions for instructors as well as class room sessions with trainees. The equipment would be used for pictorial demonstrations of new techniques in sewing , food processing and preservation, loom weaving, toy craft and home aide service. The women trainees will be able to easily grasp the concepts and ideas if pictures
are presented showing concretely the step by step procedures on the skills being acquired.

(d) Overhead projector

This will be very useful and helpful to the trainer in facilitating the transfer of technology. It will help the trainees to grasp easily the skills being transferred them because of the use of illustrative devices shown in the overhead projector. Likewise, this can be utilized by other trained women for skills enhancement and in providing them new data which may be of help in the management of their projects.

(e) Camera set with built in flash and tripod

The camera set is very important in the documentation of the conduct of the training. Pictorial documents are good evidence of accomplishment which are used in the presentation of reports to the relevant regional and central government agencies, NGO's, and to the Japanese government through JICA.

The pictorial documents will serve as information on the operation of the Project and will promote further the Project and motivate other women to avail of the skills training.

(f) Other equipment

Also contained in the request by the Philippine government were (i) personal computer, cinemaborge with complete video set and utility vehicle, all of which are to be deployed at the Bureaufs main headquarters in Manila, and (ii) fax machines to be deployed at each of the 14 regional offices of DSWD.

The objective of the Project is to open the door for women to gainful employment opportunities through strengthening and expanding the PSCB centers. The vocational programs at the centers are targeted at women of impoverished households in both rural and urban areas who desire work but do no have the skills to be employed. The JICA Study Team has therefore concluded that equipment to be procured must be directly related to the training activities at the centers themselves.

According to the explanation put forth by the executing agency the equipment to be deployed at the Bureau of Womenfs Welfare and at the regional offices of DSWD is for a variety of administrative purposes including upgrading data processing capabilities, facilitating monitoring visits to the centers by DSWD staff, traini

(7) Basic Philosophy in Determining Quantities and Specifications for Equipment

An appropriate number of trainees per single class under the envisioned vocational training is considered to be 20~25 persons. This number allows for an optimum instructor~trainee ratio whereby a maximum number of trainees can participate in the class without excessively diluting the attention that the instructor can give to the individual trainee.

Concerning equipment specification, the following criteria are to be applied in conjunction with consideration to the fact that the items supplied under Phase I performed well, bearing up with minimal breakage or malfunction under repeated use by learning trainees:

a) Items are appropriate to the objectives of the vocational training at the centers

b) Items are sturdy in view of their intended repeated and long term use as training equipment

c) In the case of centers where a portion of equipment has already been provided by the Philippine government under its own budget, items to be supplied under the Project are to be compatible with the aforesaid existing equipment

d) Items are to be easy to keep and maintain

e) Items l not impact adversely on the environment

(8) Equipment packages

Project scope is large, encompassing 5 types of vocational training course at numerous training centers. In order to achieve a uniform level of training, regardless of the center, for each type of course, the same equipment package for a particular course is to andsupplied in principal identically to all the centers teaching that course.

Package 1 is equipment for the sewing craft course, and is further subdivided into Package 1A comprising equipment for the centers to be newly established under the Project, Package 1B comprising equipment for the centers which have already been partially supplied with equipment by the Philippine government under its own budget and Package 1C comprising equipment to be supplied to centers previously equipped under Phase I.

Package 2 is equipment for the food processing and preservation course, Package 3 for the toy craft course, Package 4 for the home aid service course. Package 5 is equipment for the loom weaving course and is further subdivided into Package 5A for counterbalance type loom equipment and Package 5B for jack type loom equipment.

Package 6 is office support equipment.

2.2.6 Project Description

On the basis of the study described above, the basic concept of the subject Project is concluded to be the supply of vocational training items and office support equipment for the 5 courses of sewing craft, food processing and preservation, toy craft, home aid service and loom weaving, to be taught at a total of 74 PSCB centers. This is done with the aim of addressing the issues of migration of rural population to urban centers due to skewed levels of economic development by region, growing size of the impoverished class and increasing out-migration of labor overseas in search of employment.

Equipment to be supplied per 1 center under each course is shown in Table 2.4. Allocation of packages for the 66 centers under the Project is as indicated in Table 2.5.

Table 2.4 Comparison of quantities requested time of Minutes and quantities under Project

Package1-A.SEWING CRAFT / newly prepared (Quantities per center)

Equipments	Quantity Requested at time of Minutes of Discussion	Quantity of Requested at time of requested Field survey	Quantity under Project	Reason for alteration of quantities
1-A.1 Sewing Machine Electric High Speed				
(1) Head & Motor	20	20	20	
1-A.2 Sewing Machine Foot Operated				
(1) Head & Motor	20	20	20	
1-A.3 Button Holing Machine				
(1) Head & Motor	2	2	2	
1-A.4 Button Sewing Machine				
(1) Head & Motor	2	2	2	
1-A.5 Over-Edging Machine				
(1) Head & Motor	3	3	3	
1-A.6 Gartering Machine				
(1) Head & Motor	1	1	1	
1-A.7 Zigzagger				
(1) Head & Motor	2	2	2	
1-A.8 Machine for Buckles and Snap, Manually Operated	1	1	1	
1-A.9 Five Threads Machine				
(1) Head & Motor	1	1	1	
1-A.10 Sewing Tools	25	25	25	
(1) Tailor's Scissors				
(2) Pinking Scissors				
(3) Scissors for Pattern Making				
(4) Small Scissors for Cutting Threads				
(5) Roulette				
(6) Eyelet				
(7) Chisel (L)(S)				
(8) Prick Punch				
(9) Shuttle Bobbin				
(10) Tracing Spatula				
(11) Pin Cushion				
(12) Ruler				
(13) Thimble (L)(S)				
(14) Marking Needle				
(15) Tailor's Chalk				
(16) Needle Set				
(17) Tape Measure				
(18) Stitch Ruler				
(19) Thread Remover				
(20) Wooden Case				
1-A.11 Ruler Set	25	25	25	
(1) Straight Ruler				
(2) Curve Ruler				
(3) French Curve				
(4) Square Ruler				
1-A.12 Electric Iron	2	2	2	
1-A.13 Iron Board	2	2	2	
1-A.14 Working Table	4	4	4	
1-A.15 Chair	25	25	25	
1-A.16 Mirror	1	1	1	
1-A.17 Tools for sewing machine			1	Maintenance Tool

Table 2.4 Comparison of quantities requested time of Minutes and quantities under Prlject

Package 1-B. SEWING CRAFT / partially improved (Quantities per center)

Equipments	Lucena			Marinduque			Antique			Tacloban			Rizal			Pagadian			Ipit		
	Quantity Requested at time of Minites of Discussion	Quantity of Requested at time of requested Field	Quantity under Projet	Quantity Requested at time of Minites of Discussion	Quantity of Requested at time of requested Field	Quantity under Projet	Quantity Requested at time of Minites of Discussion	Quantity of Requested at time of requested Field	Quantity under Projet	Quantity Requested at time of Minites of Discussion	Quantity of Requested at time of requested Field	Quantity under Projet	Quantity Requested at time of Minites of Discussion	Quantity of Requested at time of requested Field	Quantity under Projet	Quantity Requested at time of Minites of Discussion	Quantity of Requested at time of requested Field	Quantity under Projet	Quantity Requested at time of Minites of Discussion	Quantity of Requested at time of requested Field	Quantity under Projet
1-B.1 Sewing Machine Electric High Speed																					
(1) Head & Motor	15	15	15	20	20	20	18	18	18	19	19	19	10	10	10	15	15	15	15	15	15
1-B.2 Sewing Machine Foot Operated																					
(1) Head & Motor	20	20	20	10	10	10	8	8	8	-	-	-	10	10	10	5	5	5	5	5	5
1-B.3 Button Holing Machine																					
(1) Head & Motor	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1-B.4 Button Sewing Machine																					
(1) Head & Motor	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1-B.5 Over Edging Machine																					
(1) Head & Motor	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	2	2	2	2	2	2
1-B.6 Gartering Machine																					
(1) Head & Motor	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1-B.7 Zigzagger																					
(1) Head & Motor	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1-B.8 Machine for Buckles and Snap,	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Manually Operated																					
1-B.9 Five Threads Machine	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
(1) Head & Motor																					
1-B.10 Sewing Tools	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
(1) Tailor's Scissors																					
(2) Pinking Scissors																					
(3) Scissors for Pattern Making																					
(4) Small Scissors for Cutting Threads																					
(5) Roulette																					
(6) Eyelet																					
(7) Chisel (L)(S)																					
(8) Prick Punch																					
(9) Shuttle Bobbin																					
(10) Tracing Spatula																					
(11) Pin Cushion																					
(12) Ruler																					
(13) Thimble (L)(S)																					
(14) Marking Needle																					
(15) Tailor's Chalk																					
(16) Needle Set																					
(17) Tape Measure																					
(18) Stitch Ruler																					
(19) Thread Remover																					
(20) Wooden Case																					
1-B.11 Ruler Set	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
(1) Straight Ruler																					
(2) Curve Ruler																					
(3) French Curve																					
(4) Square Ruler																					
1-B.12 Electric Iron	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1-B.13 Iron Board	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1-B.14 Working Table	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1-B.15 Chair	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
1-B.16 Mirror	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1-B.17 Tools for sewing machine			1			1			1			1			1			1			1

Table 2.4 Comparison of quantities requested at time of Minutes of Discussion and quantities under Project

Package1-C.SEWING CRAFT / Additional for Phase - 1 (Quantities per center)

Equipments	Quantity Requested at time of Minutes of Discussion	Quantity Requested at time of Field survey	Quantity under Project	Reason for alteration of quantities
1-C.1 Gartering Machine				
(1) Head & Motor	1	1	1	
1-C.2 Zigzagger Machine				
(1) Head & Motor	2	2	2	
1-C.3 Five Threads Machine				
(1) Head & Motor	1	1	1	

Table 2.4 Comparison of quantities requested at time of Minutes of Discussion and quantities under Project

Package 2. Food Processing (Quantities per center)

	Equipments	Quantity Requested at time of Minutes of Discussion	Quantity Requested at time of Field survey	Quantity under Project	Reason for alteration of quantities
2.1	Refrigerator	1	1	1	
2.2	Pressure Cooker	2	2	2	
2.3	Process Pressure Retort	1	1	1	
2.4	Gas Oven and Table	1	1	1	
2.5	Meat Mincer	1	1	1	
2.6	Pulper/Finisher	1	1	1	
2.8	Stuffer	1	1	1	
2.9	Smoke Drying Machine	1	1	1	
2.10	Automatic Vacuum Packaging Machine	1	1	1	
2.11	Meat Tenderizer	1	1	1	
2.12	Helicoidal Juice Extractor	1	1	1	
2.13	Jelly Meter	4	2	2	1 unit for teacher, 1 unit for common use by trainees.
2.14	Balance (1) 50Kg	4	1	1	1 unit for common uce by both techer and trainees.
	(2) 100Kg	4	1	1	1 unit for common uce by both techer and trainees.
	(3) 100g		6	6	For weighing seasonings.
2.15	Kitchen Utensils				
	(1) Turner with whole(L)	6	6	6	
	(2) Turner with whole(S)	6	6	6	
	(3) Turner without hole	6	6	6	
	(4) Measure Cup	4	6	6	1 unit for teacher, and 1 unit for each of 5 groups in class.
	(5) Measuring Spoon	4	6	6	Ditto
	(6) Frying Pan	4	6	6	Ditto
	(7) Wok Frying Pan	6	6	6	
	(8) Sauce Pan (L)	6	6	6	
	(9) Sauce Pan (M)	6	6	6	
	(10) Sauce Pan (S)	6	6	6	
	(11) Colander (L)	6	6	6	
	(12) Colander (M)	6	6	6	
	(13) Colander (S)	6	6	6	
	(14) Bowl (L)	6	6	6	
	(15) Bowl (M)	6	6	6	
	(16) Bowl (S)	6	6	6	
	(17) Basket (L)	6	6	6	
	(18) Basket (S)	6	6	6	
	(19) Wooden Ladle (L)	6	6	6	
	(20) Wooden Ladle (S)	6	6	6	
	(21) Square Vat with cover - Large	6	6	6	
	(22) Square Vat with cover - Medi	6	6	6	
	(23) Square Vat with cover - Smal	6	6	6	
	(24) Square Vat with slit - Large	6	6	6	
	(25) Square Vat with slit - Mediun	6	6	6	
	(26) Square Vat with slit - Small	6	6	6	

Equipments	Quantity Requested at time of Minutes of Discussion	Quantity Requested at time of Field survey	Quantity under Project	Reason for alteration of quantities
(27) Steamer 3 layers	4	2	2	1 unit for teacher, 1 unit for common use by trainees.
(28) Chopping Board(L,M,S)	6	6	6	
(29) Knife for frozen meat	6	6	6	
(30) Kitchen Knife (L)	6	6	6	
(31) Kitchen Knife (M)	6	6	6	
(32) Kitchen Knife (S)	6	6	6	
(33) Peeler	6	6	6	
(34) Cleaver Knife	6	6	6	
(35) Paring Knife	6	6	6	
(36) pH Meter - Digital	4	4	4	
(37) Funnel (M)	6	6	6	
(38) Foaming Instrument - Large	6	6	6	
(39) Foaming Instrument - Small	6	6	6	
(40) Kitchen Tong (L)	6	6	6	
(41) Kitchen Tong (S)	6	6	6	
(42) Oval Dish (L)	6	6	6	
(43) Oval Dish (M)	6	6	6	
(44) Oval Dish (S)	6	6	6	
(45) Bottle Washing	6	6	6	
(46) Table Ware Set A	6	6	6	
- Oval Dish (L)				
- Oval Dish (M)				
- Oval Dish (S)				
- Baker Dish				
- Soup Dish				
- Bread Dish				
- Salad Dish				
- Berry Dish				
- Flat Dish				
- Cake Dish				
- Milk Cup				
- Coffee Cup				
(47) Table Ware Set B	6	6	6	
- Table Knife				
- Table Fork				
- Desert Knife				
- Desert Spoon				
- Soup Spoon				
- Butter Knife				
2.16 Blender	4	2	2	1 unit for teacher, 1 unit for common use by trainees.
2.17 Kitchen Timer	4	6	6	1 unit for teacher, and 1 unit for each of 5 groups in class.
2.18 Noodle Extruder	4	6	6	
2.19 Sealer ordinary		1	1	To be used for training in food preservation.
2.20 Miller	1	1	1	
2.21 Slicer	1	1	1	
2.22 Thermometer	1	1	1	

	Equipments	Quantity Requested at time of Minutes of Discussion	Quantity Requested at time of Field survey	Quantity under Project	Reason for alteration of quantities
2.23	Hand Refractometer	1	1	1	
2.24	Salinometer	1	1	1	
2.25	Cabinet Solar Dryer Movable Type	1	1	1	
2.26	A) Lecture Table (wood)		2	2	For use by teacher.
	B) Work Table (stainless steel)	4	2	2	To be stainless steel for water resistance.
2.27	Chair		20	20	Inadvertently omitted from minutes.
2.28	Meat Thermometer	4	2	2	
2.29	Service Wagon with caster	2	2	2	
2.30	Utility Can	4	6	6	
2.31	Water Purifier	2	2	2	
2.32	Tools			1	

Table 2.4 Comparison of quantities requested at time of Minutes of Discussion and quantities under Project

Package 3. Toy Craft (Quantities per center)

Equipments	Quantity Requested at time of Minutes of Discussion	Quantity Requested at time of Field survey	Quantity under Project	Reason for alteration of quantities
3.1 Sewing Machine Foot Operated				
(1) Head & Motor	20	20	20	
3.2 Over-Edging Machine				
(1) Head & Motor	1	1	1	
3.3 Sewing Kit	20	20	20	
(1) Tailor's Scissors				
(2) Pinking Scissors				
(3) Small Scissors				
(4) Roulette				
(5) Eyelet				
(6) Chisel (L, S)				
(7) Prick Punch				
(8) Shuttle Bobbin				
(9) Tracing Spatula				
(10) Pin Cushion				
(11) Ruler				
(12) Thimble (L, S)				
(13) Marking Needle				
(14) Tailor's Chalk				
(15) Needle Set				
(16) Tape Measure				
(17) Stitch Guide				
(18) Thread Remover				
(19) Wooden Case				
3.4 Table Weigh Scale Balance				
(1) 100 g	2	2	2	
(2) 1 kg	1	1	1	
(3) 12 kg	1	1	1	
3.5 Straight Ruler	20	20	20	
3.6 Curve Ruler	20	20	20	
3.7 Pantograph	10	20	20	Simultaneous use by all trainees.
3.8 Eye/Nose Setter	20	20	20	
3.9 Glue Gun		20	20	For joining pieces of cloth.
3.10 Working Tables	3	4	4	1 unit per trainee group.
3.11 Electric Iron		2	2	For removing wrinkles from cloth and other fabric products.
3.12 Iron Board		2	2	Ditto
3.13 Chairs	20	20	20	
3.14 Tools for sewing tools			1	Maintenance tool.

Table 2.4 Comparison of quantities requested at time of Minutes of Discussion and quantities under Project

Package 4. Home Aide Service (Quantities per center)

Equipments	Quantity Requested at time of Minutes of Discussion	Quantity Requested at time of Field survey	Quantity under Project	Reason for alteration of quantities
4.1 Square Table for 4 Chair	5	5	5	
Chairs	20	20	20	
4.2 Wall Fan	2	2	2	
4.3 Garbage Can	1	1	1	
4.4 Rag Drier Rack	2	2	2	
4.5 Fire Extinguisher	2	2	2	
4.6 Sink with Faucet	1	1	1	
4.7 Cooking Range with Oven 2 gas & 2 Electric Burners	2	2	2	
4.8 Refrigerator with Generator	1	1	1	
4.9 Demonstration Table with Mirror & Black Board, White Board	1	1	1	
4.10 Dining Table for Setting with 10 Chairs	1	1	1	
4.11 Exhaust Fan	2	2	2	
4.12 Set of Measuring Cups	2	2	2	
4.13 Set of Measuring Spoons	2	2	2	
4.14 Dietetic Scale	2	2	2	
4.15 Kitchen Knife Set	2	2	2	
4.16 Potato Peeler	2	2	2	
4.17 Cleaver	2	2	2	
4.18 Grater	2	2	2	
4.19 Strainer	2	2	2	
4.20 Mortar and Pestle	2	2	2	
4.21 Chopping Board	2	2	2	
4.22 Utility Tray	2	2	2	
4.23 Wooden Spoon	2	2	2	
4.24 Basting Spoon	2	2	2	
4.25 Rubber Scraper	2	2	2	
4.26 Rotary Egg Beater	2	2	2	
4.27 Flour Sifter	2	2	2	
4.28 Colander	2	2	2	
4.29 Turner	2	2	2	
4.30 Kitchen Tongs	2	2	2	
4.31 Saucepan (set of 2pcs)	2	2	2	
4.32 Double Boiler	2	2	2	
4.33 Covered Skillet	2	2	2	
4.34 Dish Pans L, M, S	2	2	2	
4.35 Utility Can for Silverware	2	2	2	
4.36 Can Opener	2	2	2	
4.37 Steak Hammer	3	2	2	1 unit for teacher, 1 unit for common use by trainees.
4.38 Kitchen Scissors	2	2	2	
4.39 Utility Bowls Set (4kinds bowl)	2	2	2	
4.40 Tea Strainer	2	2	2	
4.41 Strainer	2	2	2	
4.42 Sets Pie Pans (3pans)	2	2	2	
4.43 Layer Cake Pan	3	2	2	1 unit for teacher, 1 unit for common use by trainees.
4.44 Square Pan	3	2	2	Ditto
4.45 Rectangular Pan	3	2	2	Ditto
4.46 Tube Pan	2	2	2	
4.47 Muffin Pan	3	2	2	1 unit for teacher, 1 unit for common use by trainees.
4.48 Tea Cake Pans	3	2	2	Ditto
4.49 Ice Bucket	5	2	2	Ditto
4.50 Cookie Tray	5	2	2	Ditto

Equipments	Quantity Requested at time of Minutes of Discussion	Quantity Requested at time of Field survey	Quantity under Project	Reason for alteration of quantities
4.51 Custard Cups (set of 6 kinds)	2	2	2	
4.52 Blender	1	2	2	1 unit for teacher, 1 unit for common use by trainees.
4.53 Coffee Percolator	1	2	2	Ditto
4.54 Pressure Cooker	1	2	2	Ditto
4.55 Automatic Mixer	1	1	1	
4.56 Electric Egg/Beater		1	1	Necessary for cake making.
4.57 Thermometer	5	2	2	1 unit for teacher, 1 unit for common use by trainees.
4.58 Timer	2	2	2	
4.59 Rolling Pin	3	2	2	1 unit for teacher, 1 unit for common use by trainees.
4.60 Pastry Blender	3	2	2	Ditto
4.61 Bottle Opener (cover & cork)	3	2	2	Ditto
4.62 Complete Setsof(DOZ.) Wine Glass, Silverware, Chinaware.	12	2	2	Ditto
4.63 Beds & Linen : Blanket, Pillow Case, Bed Spread	1	1	1	
4.64 Bread Toaster	1	1	1	
4.65 Coffee Set	1	2	2	1 unit for teacher, 1 unit for common use by trainees.
4.66 Barbecue Grill	1	1	1	
4.67 Set Racks	5	2	2	1 unit for teacher, 1 unit for common use by trainees.
4.68 Tea Kettle	2	2	2	
4.69 Electric Iron	2	1	1	To demonstrate proper handling of iron.
4.70 Iron Board	2	1	1	Ditto
4.71 Washing Machine	1	1	1	
4.72 Vacuum Cleaner	1	1	1	
4.73 Floor Polisher with Accessories	1	1	1	
4.74 Water Purifier	1	1	1	
4.75 Microwave	1	1	1	
4.76 Intercom (pair)		2	2	For training in guest attendance.
4.77 Sofa		1	1	Ditto
4.78 Side Table		1	1	Ditto
4.79 Crib		1	1	For infant care training.
4.80 Stroller		1	1	Ditto
4.81 Bathing Paraphernalia for baby		2	2	Ditto
4.82 Musical Instrument (Organ)		1	1	Ditto
4.83 First Aide Kit		2	2	For firat aid training.
4.84 Tools			1	Maintenance tool.

Table 2.4 Comparison of quantities requested at time of Minutes of Discussion and quantities under Project

Package 5-A. Loom Weaving(for RegionVand XII) (Quantities per center)

Equipments	Quantity Requested at time of Minutes of Discussion	Quantity Requested at time of Field survey	Quantity under Project	Reason for alteration of quantities
5-1.A Loom Weaving Machine (Counter Balanc Type)	10	10	10	
5-2.A Accessories				
Thread	500	500	500	
5-3.A Tools / Accessories	25	10	10	In accordance with nos. of loom.
(1) Scissors(medium)				
(2) Threading Spool				
(3) Spinning Wheel or Warping Mill				
(4) Shuttle				
(5) Warping Pegs Land/Frame				
(6) Heddles				
(7) Reed				
5-4.A Bobbin Winder	1	2	2	1 unit for teacher, 1 unit for common use by trainees.
5-5.A Working Table	4	2	2	Nos. of trainees was reduced.
5-6.A Chair	50	20	20	Ditto
5-7.A Storage Cabinet	1	2	2	Compued on basis of evaluatly of teaching materials.
5-8.A Foot Operated Machines with motor				
(1) Head & Motor		4	4	For bag making.
5-9.A Sewing Machine Electric High Speed				
(1) Head & Motor		2	2	For making clothing, etc.
5-10.A Over-Edging Machine				
(1) Head & Motor		2	2	For tapestry making.
5-11.A Zigzagger				
(1) Head & Motor		2	2	For tapestry making.

Table 2.4 Comparison of quantities requested at time of Minutes of Discussion and quantities under Project

Package 5-B. Loom Weaving(for Region I and CAR) (Quantities per center)

Equipments	Quantity Requested at time of Minutes of Discussion	Quantity Requested at time of Field survey	Quantity under Project	Reason for alteration of quantities
5-1.B Loom Weaving Machine(Jack Type)	10	10	10	
5-2.B Accessories				
Thread	500	500	500	
Dye	100	100	100	
5-3.B Tools / Accessories	25	10	10	In accordance with nos. of loom.
(1) Scissors(medium)				
(2) Threading Spool				
(3) Spinning Wheel or Warping Mill				
(4) Shuttle				
(5) Warping Pegs Land/Frame				
(6) Heddles				
(7) Reed				
5-4.B Bobbin Winder	1	2	2	1 unit for teacher, 1 unit for common use by trainees.
5-5.B Working Table	4	2	2	Nos. of trainees was reduced.
5-6.B Chair	50	20	20	Ditto
5-7.B Storage Cabinet	1	2	2	evaluatly of teaching materials.
5-8.B Motorrized Rotary Pressed	1	1	1	
5-9.B Foot Operated Machines with motor				
(1) Head & Motor		4	4	For bag making.
5-10.B Sewing Machine Electric High Speed				
(1) Head & Motor		2	2	For making clothing, etc.
5-11.B Over-Edging Machine				
(1) Head & Motor		2	2	For tapestry making.
5-12.B Zigzagger				
(1) Head & Motor		2	2	For tapestry making.

Table 2.4 Comparison of quantities requested at time of Minutes of Discussion and quantities under Project

Package-6 OFFICE SUPPORT EQUIPMENT (Quantities per center)

	Equipments	Quantity Requested at time of Minutes of Discussion	Quantity Requested at time of Field survey	Quantity under Project	Reason for alteration of quantities
6.1	Copying Machine	1	1	1	
6.2	Electric Typewriter	1	1	1	
6.3	Typewriter with Ordinary Ribbon (manual operated)	1	1	1	
6.4	Slide Projector	1	1	1	
6.5	Overhead Projector	1	1	1	
6.6	Camera Set with Built-in Flash and Tripod	1	1	1	
6.7	Personal Computer W/Printer and Softwares	6	6	0	To Supplement existing equipment Therefore urgency is low.
6.8	Cinemaborge W/Conplete Video Set	1	1	0	Not directly related to training.

Package-7 COMMUNICATION AND TRAFFIC EQUIPMENT (Quantities per center)

7.1	Utility Vehicle	1	1	0	Not directly related to training
7.2	Fax Machine (Per Region Total 14)	1	1	0	Not directly related to training

Table 2.5 Contents of improvement of equipment for targeted centers

No.	Location of center			Area of Specialization (Training Course)								Office Support Equip.
				Sewing Craft			Food Processing	Toy Craft	Home Aide Service	Loom Weaving		
	Region	Province	Municipality	New center	Partially improved	Additional for Phase-I				Counter Balance	Jack Type	
			Package number	1 - A	1 - B	1 - C	2	3	4	5 - A	5 - B	6
1	I	Ilocos Norte	Laoag City	O								O
2	"	La Union	Bangar							O		O
3	"	La Union	San Fernando				O					O
4	"	Pangasinan	Dagupan				O					O
5	II	Nueva Vizcaya	Bayombong				O					O
6	"	Cagayan	Solana			O						
7	III	Bulacan	San Jose del Monte				O					O
8	"	Nueva Ecija	Cabanatuan City				O					O
9	"	Pampanga	Angels City			O						
10	"	Tarlac	Tarlac	O								O
11	"	Zambales	Iba				O					O
12	IV	Batangas	Batangas City			O						
13	"	Batangas	Padre Garcia	O								O
14	"	Cavite	Gen. Mariano			O						
15	"	Cavite	Tagaytay City				O					O
16	"	Cavite	Tanza	O								O
17	"	Laguna	Sta. Cruz	O			O					O
18	"	Marinduque	Boac		O							O
19	"	Mindoro Oriental	Calapan				O					O
20	"	Quezon	Lucena City		O							O
21	"	Rizal	Calauta	O								O
22	"	Romblon	Odiongan	O								O
23	V	Albay	Legaspi City			O						
24	"	Catanduanes	Virac								O	O
25	"	Sorsogon	Irosin								O	O
26	VI	Antique	San Jose		O							O
27	"	Guimaras	San Miguel, Jordan	O								O
28	VII	Bohol	Tagbilaran City				O					O
29	"	Cebu	Cebu city	O		O			O			O
30	"	Metro Cebu	Mandaue City					O				O
31	"	Negros Oriental	Bais City				O					O
32	"	Negros Oriental	Dumaguete City	O								O
33	"	Negros Oriental	Kanlaon				O					O
34	VIII	Leyte	Ormoc City	O								O
35	"	Leyte	Tacloban City		O							O
36	"	Northern Samar	Brgy. Dalakip, Catarman	O			O					O
37	"	Southern Leyte	Maasin				O					O
38	IX	Basilan	Isabela				O					O
39	"	Zamboanga del Norte	Dapitan City				O					O
40	"	Zamboanga del Norte	Liloy	O								O
41	"	Zamboanga del Norte	Rizal		O							O
42	"	Zamboanga del Sur	Ipil		O							O
43	"	Zamboanga del Sur	Pagadian City		O							O
44	"	Zamboanga del Sur	Zamboanga City			O						
45	X	Agusan del Norte	Butuan City				O					O
46	"	Surigao del Norte	Surigao City	O								O
47	"	Misamis Oriental	El salvador			O						
48	"	Misamis Oriental	Oroquis	O								O
49	XI	Davao del Norte	Matina, Davao City			O		O				O
50	"	Davao del Norte	Tagum	O								O
51	"	Davao del Sur	Digos	O								O
52	"	South Cotabato	Koronadal	O								O
53	XII	Maguindanao Autnm	Cotabato City			O					O	O
54	"	North Cotabato	Kidapawan				O					O
55	NCR	Metro Manila	Caloocan	O								O
56	"	Metro Manila	Makati			O						
57	"	Metro Manila	Parañaque	O								O
58	"	Metro Manila	Quezon City			O						
59	"	Metro Manila	Sta. Cruz			O						
60	"	Metro Manila	Tondo			O						
61	"	Metro Manila	Valenzuela	O								O
62	CAR	Abra	Bangued							O		O
63	"	Abra	Buray	O								O
64	"	Kalinga	Tabuk	O								O
65	"	Benguet	La Trinidad							O		O
66	NTC/WWD	Metro Manila	Malate			O			O			O

2.3 Basic Design

2.3.1 Design Concept

(1) Natural Conditions

Although micro-climate in the Philippines differs somewhat from region to region depending on topography, etc., in general, the rainy season lasts from July to October and the dry season from December to May. June and November are transitional periods between the aforementioned two major seasons, and are subject to unstable weather conditions.

Although rainfall amounts and the contrast between dry and rainy season varies from region to region as well, overall relative humidity throughout the country is high and this fact must be taken into consideration in the selection of equipment under the Project. Particularly with regards to electrically operated equipment, it is necessary that plug and switch parts are properly manufactured to resist condensation due to hot · humid conditions, and this fact must be considered at the detailed design stage of the Project.

(2) Social Conditions

The Project, Productivity Skills Capability Building for Disadvantaged Women of the DSWD, is proposed to generate livelihood opportunities for women in the rural areas so that they would no longer migrate to find employment opportunities abroad or in the nearby cities.
The proposed Project's expansion to cover more areas is hoped to give skills development opportunities to additional number of rural women for them to earn additional income. It is expected that after graduation, the trainees will be able to earn additional money of at least PHP1,000 and above to augment their present family income. The said additional income will be very useful to their families and will somehow raise the present income levels above the poverty threshold.
In such case, the same policies for accepting trainees will be implemented by DSWD to ensure that the poorest of the poor are given priority in this Project. After graduation, self-employment assistance will be given through the provision of the initial capital outlay for the trainees to be able to start own business using their newly acquired skills. Organization of community productivity centers will be encouraged to strengthen the bargaining powers of the graduates, in the areas of buying raw materials and selling finished products, or in such other productive areas.

(3) General Approach to Equipment Procurement

It is desirable that equipment be procured which is durable, of simple construction and easy to master in a short period of time. This is important in light of the fact that the said equipment will be subjected to frequent, repeated use by unskilled hands. The fact that the climate at the center sites is hot and humid must also be taken into account. For electrical equipment, it must be noted that all power sources at the center will be single phase, AC, 220 V, 60 Hz. Other points of not for each course are as follows:

① Sewing craft equipment

It has been requested by the Philippine side that the specifications for the electric high speed sewing machine and the foot operated sewing machine, which comprise a major part of the total equipment procured, be the same as for those procured under Phase I. Although there are local sewing machine manufactures who produce equipment of comparable grade to that under Phase I, the TESDA training center as well as many private garment factories utilize Japanese made equipment. Although there may be cases where original parts for Japanese sewing machines may not be directly available in far flung rural areas, such parts can be readily procured in Metro Manila. Care of machines supplied under Phase I is currently being done by maintenance staff at each center utilizing the spare parts which were supplied under the original procurement. In the case of the centers actually visited by the Study Team, there were no instances in the past where maintenance staff had had to order new parts outside those originally supplied and had been able to attend to maintenance and repair with in-house staff. Furthermore, the DSWD main headquarters in Manila has an organizational set up to respond to spare parts procurement needs of the individual centers if and when such need arises. In the case of the other sewing machines for special purposes as well, Japanese models are most commonly used in the country and the procurement of spare parts for these in Metro Manila likewise poses no problem.

② Food processing and preservation equipment

Main equipment under this category are food processing machines, cooking utensils, and tableware. Emphasis is to be placed on durability as well as easy handling of these items as they are to be vigorously utilized time and again by the trainees. Equipment supplied under Phase I was uniformly of good durability and quality. Under this Phase II as well, DSWD strongly desires the procurement of such Japanese products.

In the case of centers (which had been equipped under Phase I) visited by the Study Team, no instances were seen of equipment in need of repair. In this light, primary consideration will be given to procurement of Japanese items.

③ Toy craft equipment

The main equipment is the foot operated sewing machine. Procurement criteria are the same as for ① above.

④ Home aid service equipment

This includes electrical home appliances, infant care materials and equipment, cooking equipment and utensils, etc. Cooking equipment and utensils are to be the same type as that to be procured for the food processing and preservation course. Power source for electrical appliances (refrigerator, washing machine, etc.) will be the household standard of single phase, AC, 220 V, 60 Hz. Among the furniture and child care items, those that will actually be used after completion of training will be procured locally. Other items which are of adequate durability and available locally, will likewise be so procured.

⑤ Loom weaving equipment

Woven products exhibit a variety of colors, designs and use of materials depending on the area of production, and value added is greater in the case of hand operated looms as opposed to commercial looms. In terms of trends in specific regionalized designs used in weaving, northern Luzon generally uses the "ikat"[1] design while in Mindanao, the "dagmay"[2] and "yakan"[3] designs are applied. There are basically two types of technique used in loom weaving, i.e. the backstrap method and the upright method. Of these, the backstrap method is the more traditional one. The upright method has been widely promoted by the Philippine Textile Research Institute (PTRI) of the Department of Science and Technology due to its greater production efficiency.

[1] A type of design used in traditional weaving by ethnic peoples of northern Luzon.
[2] A type of design used in traditional weaving by ethnic peoples of Davao and Cotobato.
[3] Backstrap weaving method for cotton fabric. This type of fabric cannot be made with the upright type loom.

Nevertheless, there are certain designs such as "tinalak"[4] and dagmay, products generally of Cotobato and Davao, which cannot be made using the upright weaving method. Traditional looms can be obtained in the various regions where loom weaving is prevalent, and the procurement of local looms has a further advantage price-wise in that second hand equipment is available.

The jack type upright loom is designed for abaca weaving, and is both easy to use and efficient. It has been requested for Sorsogon and Catanduanes in Region V and Cotobato in ARMM which are production centers for abaca. The conventional upright loom has been requested for La Union in Region I and Benquet and Abra in CAR for the weaving of materials such as cotton, silk and wool. It is considered appropriate that looms under the Project be procured locally from standpoints of both price and weaving materials to be used.

(4) Use of Local Products

Under Phase I of the Project, almost all items supplied were procured in Japan. Items such as work desks and chairs were procured locally. As many of the same kinds of items as procured under Phase I are to be supplied under Phase II as well, and whereas this equipment will be subject to repeated use by learners, durability and quality will be critical criteria in the selection of equipment. In light of the foregoing, procurement will focus principally on Japanese products as was the case under Phase I. In the case of work desks, chairs and other equipment which are produced locally and which fully meet the requirements for use under the envisioned vocational courses and, these subsequently are to be procured locally.

(5) O/M Capability of the Executing Agency

Since 1991, the DSWD has carried out vocational training courses in sewing craft, food processing and preservation, toy craft, ceramics craft and rattan craft utilizing training equipment provided under Japanese Grant Aid. From 1991 to 1995, numerous trainees have benefited from these courses, with graduates of the centers showing a high employment rate of around 80%. Equipment provided under Phase I was strictly managed and maintained, with no significant loss or damage of the same which was confirmed by the Study Team upon its inspection of centers equipped under the said Phase I. Where minor malfunction or breakage of equipment did occur, these were

[4] Fabric woven by the backstrap type loom using fiber colored by natural dyes.

handily repaired by the maintenance staff. It is accordingly concluded that the DSWD has ample capability to manage and maintain the equipment to be supplied under the Project.

Regarding the technical aspects of O/M of equipment, this will not be a problem as the items to be supplied under Phase II are of essential of the same specifications / grade as those provided under Phase I. To bolster effective O/M of equipment, consumables such as sewing machine needles, etc. and various spare parts will by supplied in appropriate quantities as the centers targeted are scattered throughout the country.

(6) Equipment Specification / Grade

Given the successful performance achieved under Phase I, sturdy and easy to manage items of the same specification / grade as those under Phase I are to be selected for Phase II.

The subject Project (Phase II) aims at expanding the women's vocational training program started by the DSWD with equipment provided under Phase I. This training program is based on policy set out in the mid-term national development plan of the government. Accordingly, for the courses which were covered under Phase I as well, selection of equipment of the same specification / grade as that under Phase I is considered optimum from the standpoint of continuity and compatibility with existing curricula. In the case of home aid service which is a new course under Phase II, much of the equipment to be supplied is the same as that for the food processing and preservation course. With regards to looms for the loom weaving course, types are selected which best reflect regional differences in loom weaving tradition.

Appropriate quantities of equipment are determined on the basis of course curriculum and content, and take into account number of trainees per class, and class composition (number of groups, etc.). In the case of the already on-going courses of sewing craft, food processing and preservation and toy craft, extremely good results have been achieved and this will be a major criteria in determining optimum quantities for each item. For the new courses of home aid service and loom weaving, a careful examination of the proposed curriculum content will be the basis for determining suitable item quantities.

(7) Implementation Schedule

Generally available and widely used items form the core of the equipment to be supplied, as the purpose of the said equipment is standard vocational training courses.

Furthermore, many of the items are the same as those under Phase I. It is planned to procure the major portion of the equipment in Japan (with emphasis on durability and high quality), and as these items are readily available, delivery will be possible within a relatively short period of time. In the case of items to be procured locally, these are generally available on the market as well. Nevertheless, the equipment procurement plan will include a careful check of items for quality and delivery time.

2.3.2 Basic Design

(1) Overall Plan

The envisioned Project aims to supply vocational training equipment to the PSCB centers established to prepare disadvantaged and unskilled women for employment. In a broader sense, this will contribute to addressing the problems (stemming largely from skewed levels of development by region) of population outflow from rural areas to urban centers, and out-migration of labor overseas in search of employment.

The vocational courses to be targeted under the Project are (i) the three currently on-going courses of sewing craft, food processing and preservation and toy craft, and (ii) the 2 newly added courses of home aid service and loom weaving. These courses have been selected on the basis of capability to prepare women for ready and immediate employment, social conditions prevailing in the various regions, and good performance under Phase I in the case of the existing courses in (i) above.

Composition of the PSCB centers to be covered under the Project is (i) 51 locations to be newly established, (ii) 7 locations for which a portion of equipment has already been provided by the Philippine government under its own budget, and (iii) 16 locations originally covered under Phase I. Total number of locations is 74; however, since some centers will simultaneously offer more than 1 course, actual number of center sites is 66. On the basis of actual field inspection of 29 center sites and collation of results of questionnaire survey, building facilities are generally adequate in design and space for their intended function.

However, it will be necessary to make improvements in electrical, gas and water supply facilities on the basis of the design layout for equipment in some centers, and arrangements are underway now by the Philippine government for the necessary budget outlay to accomplish this.

The minimal adequacy of facility space at the centers for the envisioned vocational training courses will be assessed on the basis of a model equipment layout plan for each of the 5 courses.

(2) Equipment Plan

① Major Equipment

In light of the fact that equipment will be subject to extremely frequent use by still unaccustomed trainees, items must be durable and of high quality. As the centers are scattered throughout the country and are often located in rural areas, equipment should also be of simple construction, requiring minimal maintenance and no overly sophisticated training for the replacement of parts.

In light of the foregoing, major equipment items and their intended functions are given in Table 2.5. Table 2.6 indicates quantities of items per course.

TABLE 2.5 MAJOR EQUIPMENT

Item	Specification		No. per center	Intended use / justification
Pulper	capacity material power installed space	: 150 kg/hr : stainless steel : 1.5 kW : approx. 1.3 m x 0.5	1	This device is used to separate the flesh of fruit from the skin, seeds and pit in the course of making juice, jam, etc. and is necessary for the mango, papaya, etc. juice and fruit candy making to be taught under the food processing and preservation course
Rotary press	compression feed speed power installed space	: 0~2,000 kg : 0~10 m/min : 1.5 kW : approx. 850 x 650 x1,200 mm	1	This equipment is used to press out excess dye after dying of fabric, and to soften material. It is required in the weaving of carpets, bags, etc. and is therefore necessary under the loom weaving course
Miller	capacity cutter material power installed space	: 150 kg/hr : hard, tensile steel : 1.5 kW : approx. 48 cm x 65 cm	1	This equipment is used to grind adzuki beans, soy beans, peanuts, etc. and is necessary for cookie making under the food processing and preservation course.
Sewing machine (electric high speed)	for thick fabric max. stitching speed needle stroke	: : 4,500 stitches / min : approx. 31 mm	20	This equipment is central to the making of clothing, etc. under the sewing craft course during the later stage for more advanced students. 20 units are to be supplied per location for a class size of 25 trainees.
Sewing machine (foot operated)	max. stitching speed max. seam length pedal	: 1,000 stitches / min : 5 mm : hinge type	20	This equipment is central to the making of clothing, etc. under the sewing craft course at the outset for beginners. 20 units are to be supplied per location for a class size of 25 trainees (at the outset some trainees will already be able to move up to the more advanced electrical machine.

TABLE 2.6 QUANTITIES OF ITEMS PER COURSE

	No. of models	Nos. per center	Total units
Sewing craft	38	136	3,974
Food processing and preservation	81	376	6,768
Toy craft	31	195	390
Home aid service	93	169	338
Loom weaving	22	70	420
Office support	6	6	330
Total	271	952	12,220

Breakdown of numbers of locations for the above equipment is as follows:

1	Sewing craft centers	
1-A	New centers for sewing craft course	23 locations
1-B	Sewing craft centers for which a part of equipment has already been procured	7 locations
1-C	Sewing craft centers under Phase I to be supplied with supplemental equipment	16 locations
2	Food processing and preservation centers	18 locations
3	Toy craft centers	2 locations
4	Home aid service centers	2 locations
5	Loom weaving centers	
5-A	Centers for counterbalance type loom weaving	3 locations
5-B	Centers for jack type loom weaving	3 locations
6	Centers to be provided with office support equipment	55 locations

② Equipment Standards

Although some items will be procured locally in the Philippines, the bulk of items are to be procured in Japan. The reason for this is discussed below.

Courses at the PSCB centers will include both half-day and full day courses. Normally, class-room sessions will be held every day from Monday thru Friday for the duration of a course. In addition, special sessions will be held on Saturday and Sunday where demand requires such. The following table indicates the standard schedule for the 5 courses targeted under the Project, i.e. sewing craft, food processing and preservation, toy craft, home aid service, and loom weaving.

TABLE 2.7 COURSE SCHEDULES

Course	Schedule		Total no. of students per year
	No. of days and no. of students per course	No. of times per year	
Sewing craft	30 days (for half-day course) (except Saturday and Sunday) standard class size: 25 students (to be divided when necessary into morning and afternoon groups for a total of 50 students per day)	10 times	250
Food processing and preservation	2 weeks (except Saturday and Sunday) standard class size: 20 students	12 times	240
Toy craft	8 days (except Saturday and Sunday) standard class size: 20 students	12 times	240
Home aid service	20 days (except Saturday and Sunday) standard class size: 20 students	12 times	240
Loom weaving	10 days (except Saturday and Sunday) standard class size: 20 students	12 times	240

It can be seen from the above that the equipment to be supplied will be subject to heavy repeated use by numerous trainees at each center. This constant use by beginners who in many cases will not know the correct way to use equipment at the outset requires that top priority be placed on durability of items. It is also important that equipment have a long utility life with minimal malfunction or required maintenance. Locally available products vary greatly in quality, price and size. To ensure quality control of the items to be supplied, the major portion of these will be accordingly procured in Japan. Items to be procured locally and the reasons therefor are given in Table 2.8low.

TABLE 2.8 ITEMS TO BE PROCURED LOCALLY

Item	Specification		Reason for local procurement
Work desk; work table	material size (approx.)	: wood : 1800 (L) x 900 (W) x 750 (H) mm	This is fixed, non moving equipment, and durable items are readily available locally
Chair	material size (approx.)	: wood : 465 (L) x 465 (W) x 735 (H) mm	same as above
Mirror	size (approx.)	: 600 (L) x 1800 (W) x 60 (H) mm	This is to be used for trying on clothing under the sewing craft course, and will not be subject to heavy use.
Bed	material accessories	: wood : mattress, sheets, etc.	Quality is ample for purposes under the vocational training. Accessories are also of sufficient quality.
Sofa	3 piece set		This item is for training in furniture care and cleaning and will not be subject to rough handling
Crib	side opening type accessories	: mattress, sheets, etc.	Generally available local product is of adequate quality. Accessories are also of sufficient quality.
Bathing paraphernalia for baby	material size (approx.)	: polyester : 800 (L) x 500 (W) x 450 (H) mm	As this will be for training and not for real baby washing, it will not be subject to rough handling.
Loom weaving machine	counterbalance type jack type		Local machine is best suited to preserving traditional weaving methods.
Accessory thread	cotton etc.		same as above
Dye	fabric dye		same as above

(3) Facility Plan

(a) Course-wise Required Floor Space for Equipment

Specific layout of equipment for each of the five courses, i.e. sewing craft, food processing and preservation, toy craft, home aid service and loom weaving will depend on the available floor space and room layout at each center.

However, in order to determine the minimal floor space required, model layouts for equipment were designed taking into account equipment size and intended use. On this basis, minimal required floor space under each course is computed as set out below. These values are then used as criteria in judging the adequacy of space at the targeted centers under the Project.

① Sewing craft equipment required space: 112.0 m^2

The main item under this equipment is sewing machines. These can be classified by size into two groups: (i) the electric high speed machine and special purpose machines (button sewing machine, etc.), and (ii) the foot operated machine. Space taken up by a single electric powered machine was computed at 1.2 m x 1.2 m, including 1.2 m x 0.65 m for the machine itself plus chair space of 0.5 m x 0.5 m. Space occupied by the foot operated machine was computed at 0.65 x 1.2 m. From this, a model layout was prepared. Whether this area is to be used for class room lectures as well will depend on specific room layout and available space at each center.

② Food processing and preservation equipment required space: 136.5 m^2

Equipment size ranges from large (refrigerator, etc.), to medium (pots, pans), etc. to small (spoons, other tableware, etc.). Large items such as the refrigerator would sit directly on the floor. Medium and small sized items would be placed on shelves to be readied by the Philippine government side. On this basis a model layout was designed such that equipment would be arranged along the walls of the class room, with central space available for demonstration and training. Extremely small items to be placed on the shelves, and which take up negligible space have not been included in the diagram.

③ Toy craft equipment required space: 70.0 ㎡

Training under this course involves both machine and hand sewing. Space in the classroom will be occupied by work tables to accommodate the foot operated sewing machines and afford space for hand sewing works.

④ Home aid service equipment required space: 143.9 ㎡

Area to be used for home aid service training can be broadly grouped into 4 modules: (i) a simulated living room space with tables and chairs, which will also double as a lecture area, (ii) a guest entertaining area with sofa, side table, etc., (iii) a baby care, washing, ironing and household chores area within which the baby crib, washing machine and bassinet set will be placed, and (iv) a cooking area with refrigerator, cooking range, etc. The model layout assumes that each area occupies a separate room (although it would be possible to partition off these separate areas within a single large room if necessary). Concept for layout of the cooking area is essentially the same as for the food processing and preservation equipment.

⑤ Loom weaving equipment required space: 85.8 ㎡

Hand operated looms are to be provided in line with the request of the Philippine government. There are two types of hand operated loom to be provided under the Project, i.e. the jack type and the counterweight type, with the jack type being the larger of the two. The model layout is based on the space occupied by the jack type loom, which is computed at 1.1 m x 0.9 m plus chair space of 0.6 m x 0.9 m, for a total of 1.8 m x 0.9 m per unit.

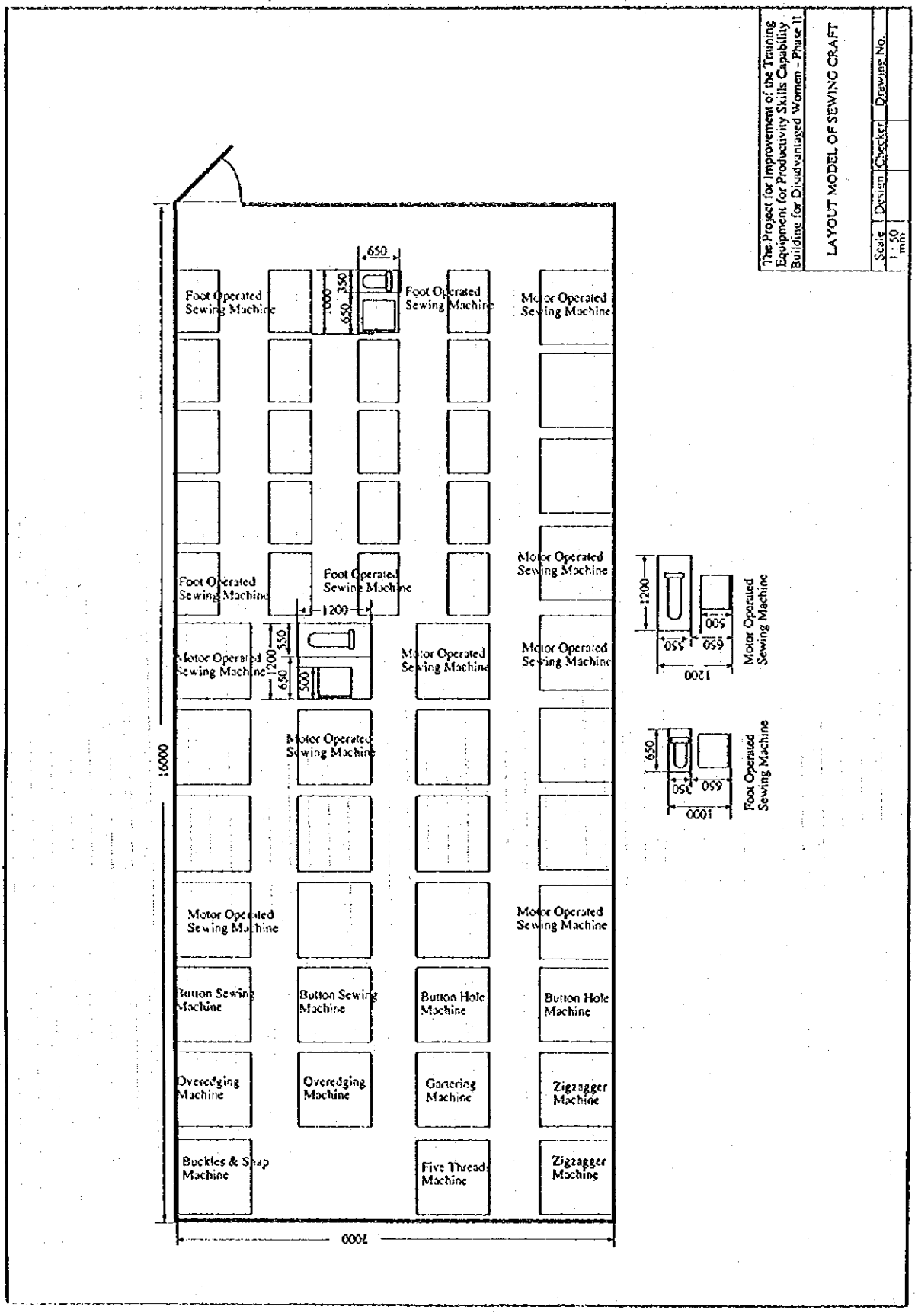
(b) Model Layouts for Equipment

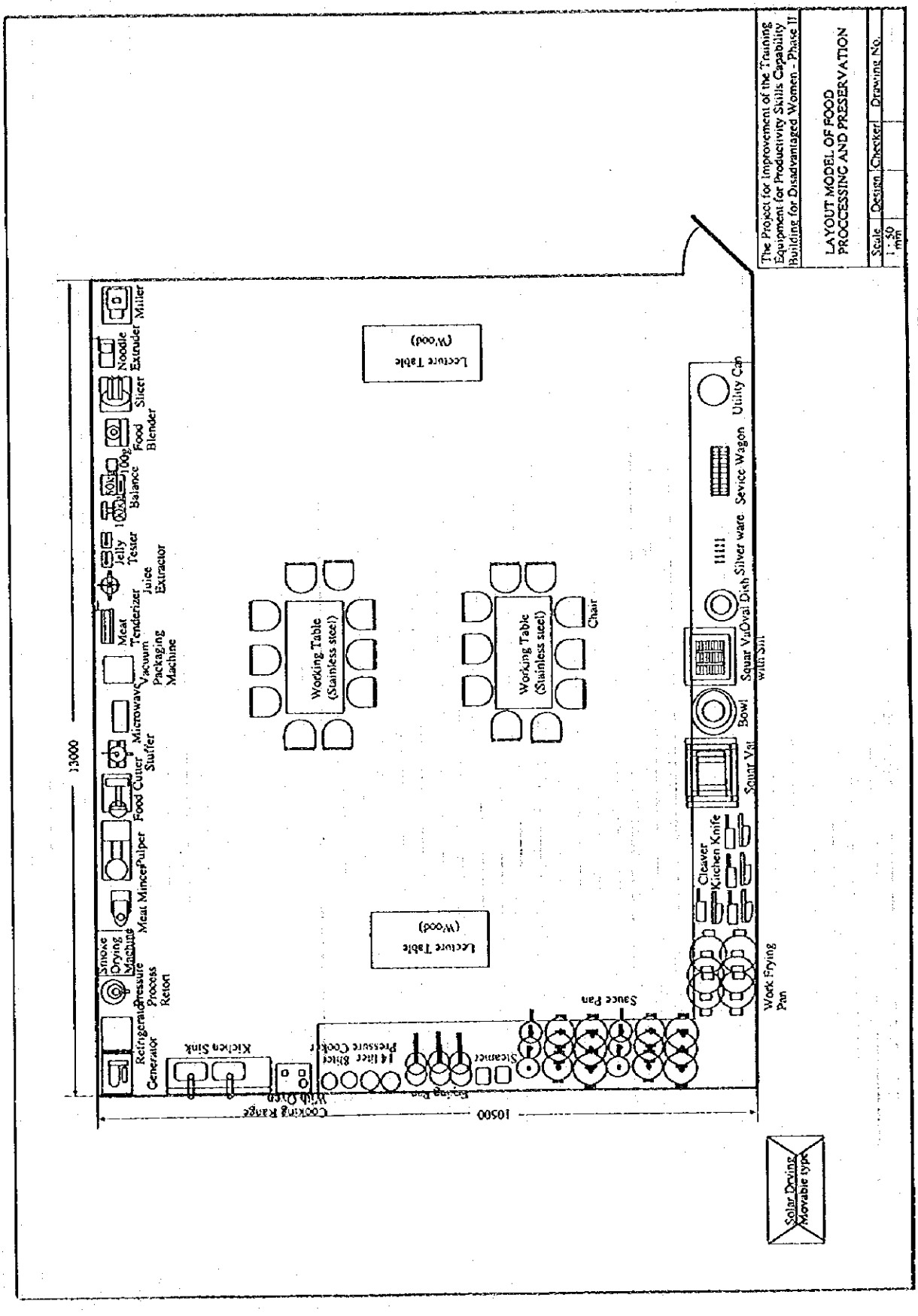
Model layouts for equipment under each of the courses are shown in Figure 2.1.

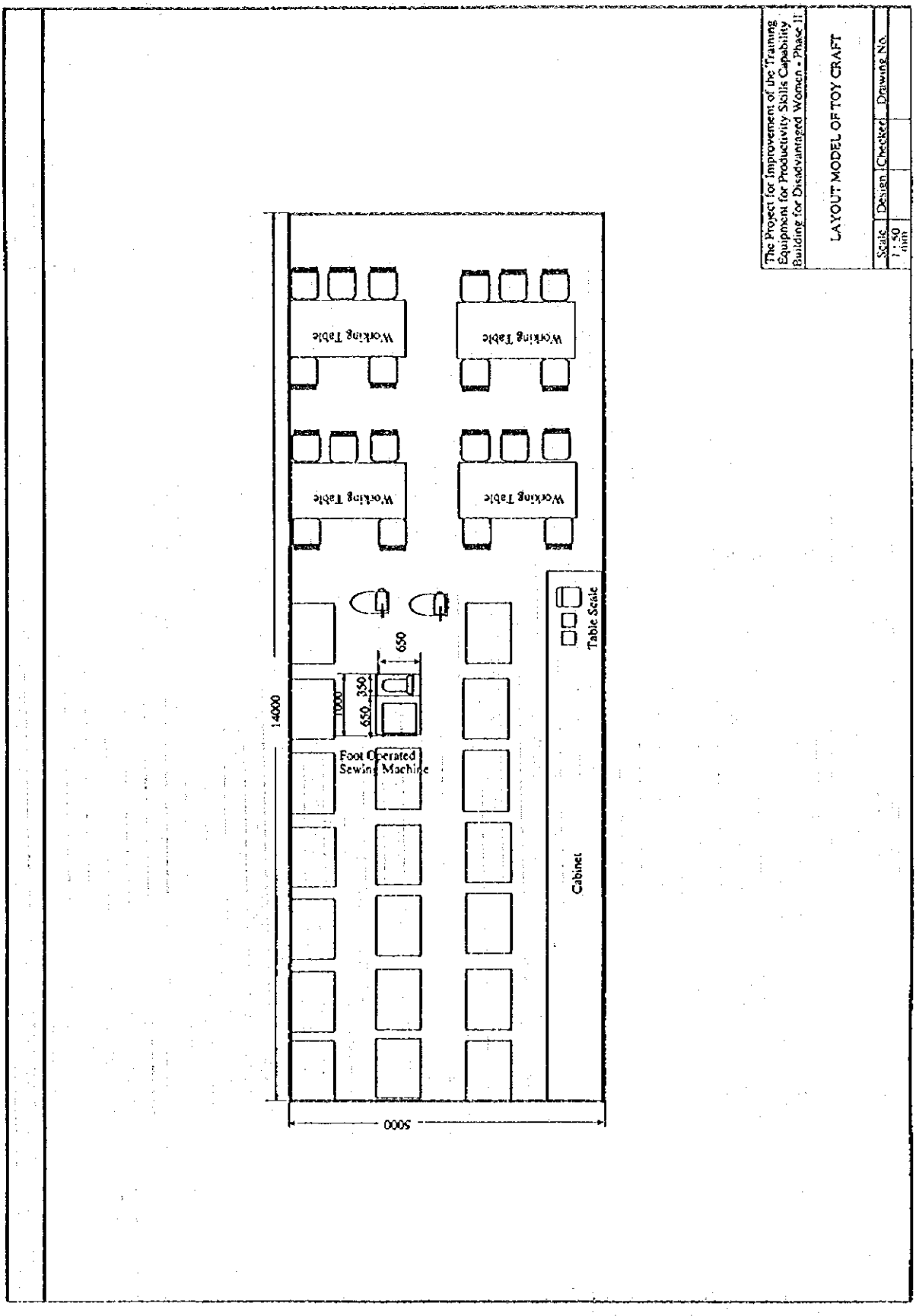
(c) Currently Available Space

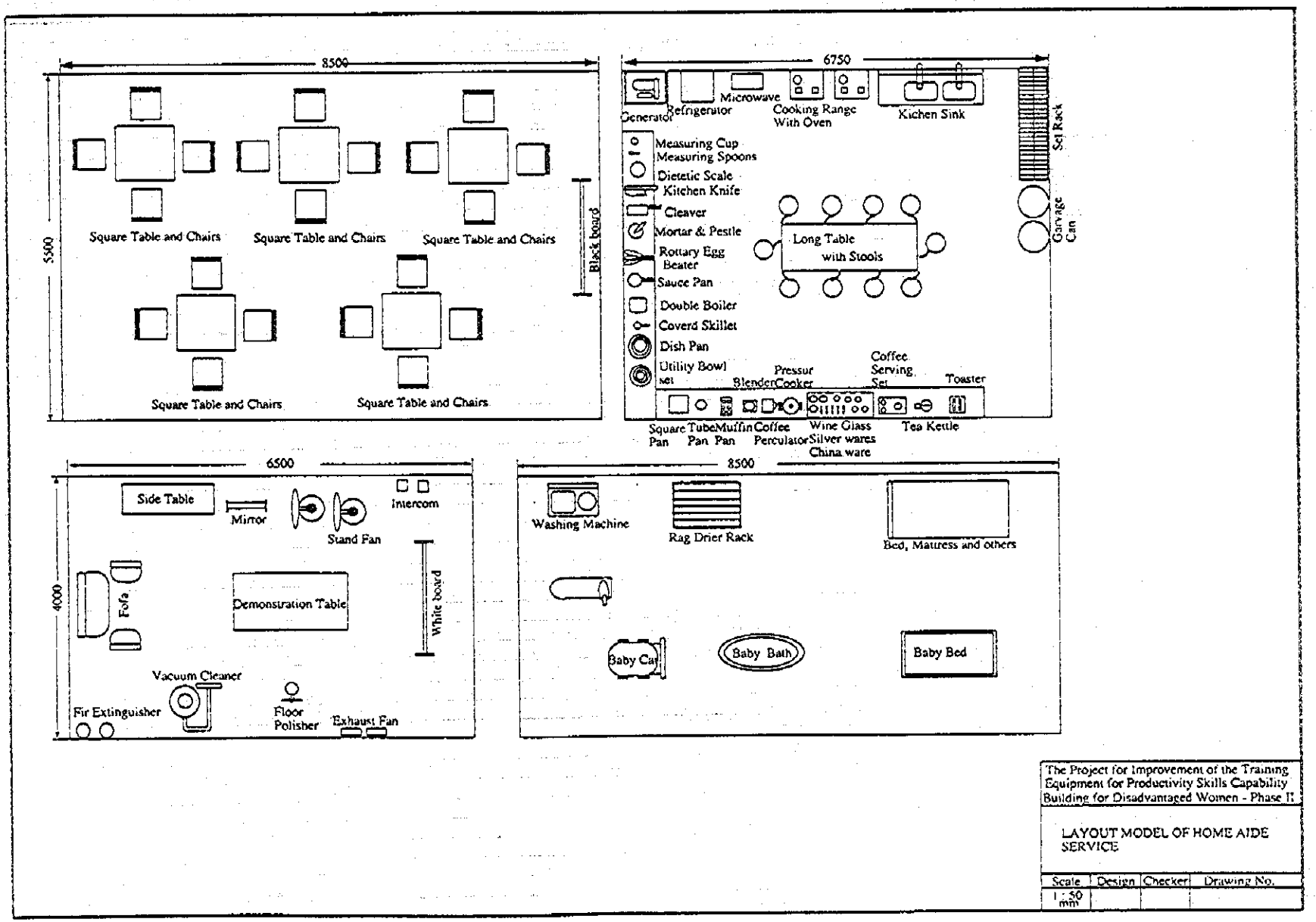
Table 2.9 compares the minimum required floor space indicated above and the currently available floor space at the center buildings. Although some centers have slightly less available space than the recommended requirement, this difference is small enough that

present facility space is considered to be of acceptable size. Detailed and specific layouts for each center will be designed at the time of actual equipment installation.


The Project for Improvement of the Training Equipment for Productivity Skills Capability Building for Disadvantaged Women - Phase II
LAYOUT MODEL OF SEWING CRAFT
Scale
Design
Checker
Drawing No.
1 : 50 mm
Foot Operated Sewing Machine
Motor Operated Sewing Machine
Button Sewing Machine
Button Hole Machine
Overedging Machine
Gartering Machine
Zigzagger Machine
Buckles & Snap Machine
Five Thread Machine
650
1000
350
650
1200
250
500
16000
7000
1200
500
550
650
1200
Motor Operated Sewing Machine
650
550
650
1000
Foot Operated Sewing Machine


The Project for Improvement of the Training Equipment for Productivity Skills Capability Building for Disadvantaged Women - Phase II
LAYOUT MODEL OF FOOD PROCESSING AND PRESERVATION
Scale
Design
Checker
Drawing No.
1 : 50
mm
13000
10500
Lecture Table (Wood)
Working Table (Stainless steel)
Chair
Lecture Table (Wood)
Working Table (Stainless steel)
Chair
Refrigerator Generator
Pressure Process Retort
Smoke Drying Machine
Meat Mincer
Pulper
Food Cutter
Stuffer
Microwave
Vacuum Packaging Machine
Meat Tenderizer
Juice Extractor
Jelly Tester
Balance
Food Blender
Slicer
Noodle Extruder
Miller
Kitchen Sink
Cooking Range
With Oven
Boiling Pan
14 liter Pressure Cooker
Steamer
Sauce Pan
Work Frying Pan
Cleaver
Kitchen Knife
Sauce Vat
Bowl
Square Vat
Oval Dish
Silver ware
Service Wagon
Utility Can
Solar Drying
Movable type

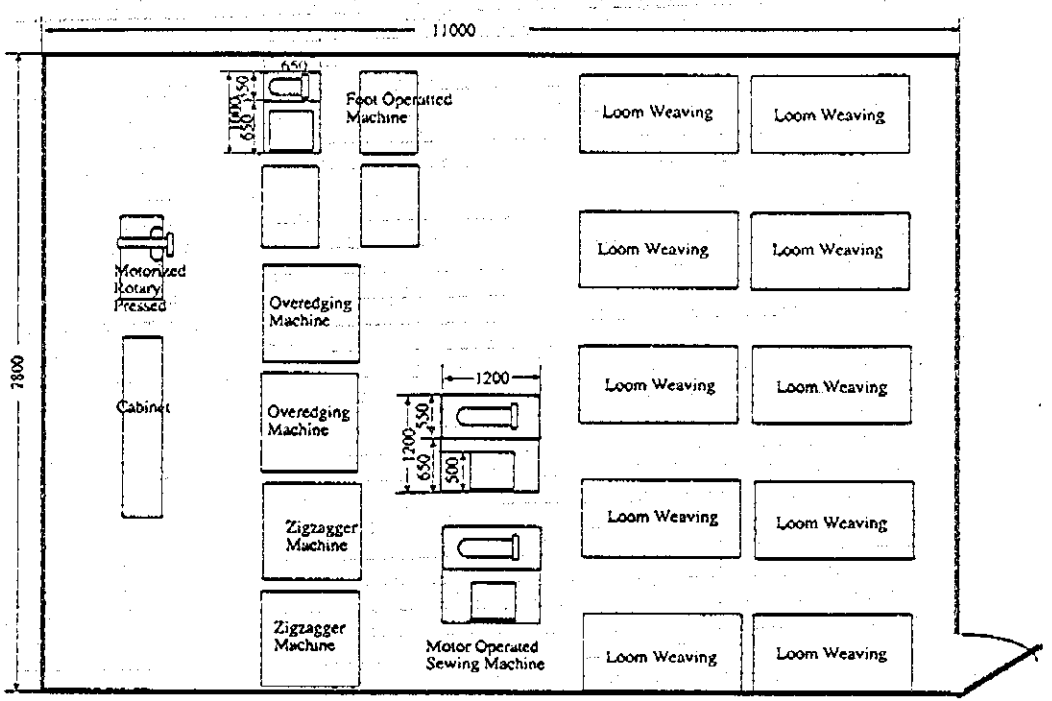

The Project for Improvement of the Training Equipment for Productivity Skills Capability Building for Disadvantaged Women - Phase II
LAYOUT MODEL OF TOY CRAFT
Scale
Design
Checked
Drawing No.
1 : 50
Unit
Working Table
Working Table
Working Table
Working Table
650
350
1000
650
Foot Operated Sewing Machine
Table Scale
Cabinet
14000
5000

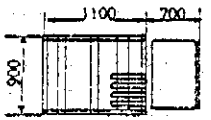


The Project for Improvement of the Training Equipment for Productivity Skills Capability Building for Disadvantaged Women - Phase II

LAYOUT MODEL OF HOME AIDE SERVICE

Scale	Design	Checker	Drawing No.
1 : 50 mm			





Loom Weaving

The Project for Improvement of the Training Equipment for Productivity Skills Capability Building for Disadvantaged Women - Phase II			
LAYOPUT MODEL OF LOOM WEAVING			
Scale	Design	Checker	Drawing No.
1 : 50 mm			

Table 2.9 Evaluation of Available Floor Space at Center

No.	Location of Center			Area of Specilizatin	Current Area of Facility(m2)	Required area(m2)	Evaluation
	Region	Province	Municipality				
1	I	Ilocos Norte	Laoag	Sewing Craft	120	112	OK
2		La Union	Bangar	Loom Weaving	126	78	OK
3		La Union	San Fernand	Food processing	126	137	Adjust equipment arrangement
4		Pangasinan	Dagupan	Food processing	174	137	OK
5	II	Nueva Viscaya	Bayombong	Food processing	150	137	OK
6	III	Bulacan	San Jose del Monte	Food processing	140	137	OK
7		Nueva Ecija	Cabanatuan	Food processing	99	137	Future extension of space
8		Tarlac	Tarlac	Sewing Craft	105	112	OK
9		Zambales	Iba	Food processing	266	137	OK
10	IV	Batangas	Poblacion, Padre Garcia	Sewing Craft	84	112	Space to be extended to154m^2
11		Cavite	Tagaytay City	Food processing	136	137	OK
12		Cavite	Tanza	Sewing Craft	180	112	OK
13F		Laguna	Sta. Cruz	Food processing	118	137	Future extension of space
13S				Sewing Craft	118	112	OK
14		Marinduque	Boac	Sewing Craft	150	112	OK
15		Mindoro Oriental	Libis, Calapan	Food processing	132	137	OK
16		Quezon	Gulang-Gulang, Lucena	Sewing Craft	160	112	OK
17		Rizal	Municipal Hall, Cainta, Rizal	Sewing Craft	144	112	OK
18		Romblon	Odiongan	Sewing Craft	200	112	OK
19	V	Catanduanes	Virac	Loom Weaving	216	86	OK
20		Sorsogon	Poblacion Irosin, Sorsogon	Loom Weaving	89	86	OK
21	VI	Antique	San Jose, Antique	Sewing Craft	121	112	OK
22		Guimaras (Jordan)	San Miguel, Jordan	Sewing Craft	96	112	Adjust equipment arrangement
23	VII	Bohol	Tagbilaran	Food processing	225	137	OK
24H		Cebu	Labangon, Cebu city	Home Aide Service	150	144	OK
24S				Sewing Craft	112	112	OK
25		Metro Cebu	Mandaue city	Toy Craft	145	70	OK
26		Negros Oriental	Bais city	Food processing	150	137	OK
27		Negros Oriental	Dumaguet city	Sewing Craft	160	112	OK
28		Negros Oriental	Canlaon city	Food processing	200	137	OK
29	VIII	Leyte	Ormoc city	Sewing Craft	163	112	OK
30		Leyte	Tacloban city	Sewing Craft	96	112	Future extension of space
31		Northern Samar	Brgy, Dalakit, Catarman	Sewing Craft	144	112	OK
				Food processing	184	137	OK

No.	Location of Center			Area of Specilizatin	Current Area of Facility(m2)	Required area(m2)	Evaluation
	Region	Province	Municipality				
32		Southern Leyte	Bray-Asuncion, Maasin	Food processing	136	137	OK
33	IX	Basilan	Isabela	Food processing	94.5	137	Future extension of space
34		Zamboanga del Norte	Dapitan City	Food processing	129	137	Adjust equipment arrangement
35		Zamboanga del Norte	Liloy	Sewing Craft	96	112	Adjust equipment arrangement
36		Zamboanga del Norte	Rizal	Sewing Craft	130	112	OK
37		Zamboanga del Sur	Ipil	Sewing Craft	153	112	OK
38		Zamboanga del Sur	Pagadian City	Sewing Craft	166	112	OK
39	X	Agusan Norte	Butuan City	Sewing Craft	132	112	OK
40		Surigao del Nort	Surigao	Sewing Craft	230	137	OK
41		Misamis Oriental	Ozamis city	Sewing Craft	120	112	OK
42	XI	Davao del Norte	Matina, Davao City	Toy Craft	350	112	OK
43		Davao del Norte	Tagum	Sewing Craft	160	112	OK
44		Davao del Sur	Mati, Digos	Sewing Craft	108	112	OK
45		South Cotabato	Koronadal	Sewing Craft	140	112	OK
46	XII	Maguindanao	Cotobato city	Loom Weaving	168	87	OK
47		North Cotabato	Kidopawan	Food processing	200	137	OK
48	NCR	Metro Manila	A. Mabini St., Caloocan city	Sewing Craft	605	112	OK
49		Metro Manila	Barangay San Isidro, Pararaque	Sewing Craft	86	112	Future extension of space
50		Metro Manila	Dalandanor, Valenzuela	Sewing Craft	420	112	OK
51	CAR	Abra	Bangued	Loom Weaving	168	87	OK
52		Abra	Bucay	Sewing Craft	200	112	OK
53		Kalinga	Bulanao, Tabuk	Sewing Craft	100	112	OK
54		Benguet	La Trinidad	Loom Weaving	168	87	OK
55	NTCLWWD	Metro Manila	Malate	Home Aide Service	284	144	OK

2.4 Project Executing Setup

2.4.1 Organization

The project executing agency is the DSWD. An organogram of the agency is given in Figure 2.2.

The DSWD has a staff of 512 at its main headquarters in Manila, and a total staff of 2,081 at its 14 regional offices. Total manpower of the DSWD is 2,593. Of this, 174 staff are directly engaged in the administration and operation of the PSCB centers. Table 2.10 indicates the numbers of staff by region and the numbers of staff at the centers (as of 1995).

The PSCB centers fall under the jurisdiction of the relevant regional office of the DSWD, and are centrally managed through these regional offices by the Bureau of Women's Welfare at the DSWDs headquarters in Manila. Activities of the DSWD are to promote better health practices (health, hygiene, nutrition, child care), higher literacy rates, more stable livelihoods (expansion of technical and vocational training programs) and greater participation in the socio-economic mainstream of women of disadvantaged women.

2.4.2 Budget

Trends in the budget of the DSWD and that of the national government as a whole are indicated in the following table. Although the DSWD's budget accounts for only 0.2% of the total national budget, it has increased at a greater rate than the national budget during 1993~1995.

Year	Budget of DSWD (million pesos)	Growth rate (1993 = 100)	National budget (million pesos)	Growth rate (1993 = 100)
1993	445	100	313,746	100
1994	756	169	369,047	118
1995	887	199	392,450	125

Budget allocation for operation of the PSCB centers was 40,610,000 pesos in 1994 and 40,914,203 in 1995, accounting for about 5% of the DSWD's total annual budget. As was the case in the implementation and operation of centers under Phase I, for a portion of the facilities, use of building space and costs for electricity, gas, etc. have been put

forward by the local government (municipality, city). As a result in such cases, the cost for O/M of the facility need not be borne totally by the DSWD.

2.4.3 Staff and Technical Level at the Centers

Figure 2.3 shows the relationship between the regional offices of the DSWD and the PSCB centers. As can be seen from the diagram, the standard staff at the PSCB center comprises 1 center director, 1 trainer, 1 women's welfare worker / social worker, 1 project evaluation staff, 1 care and maintenance staff, and 1 security guard.

The qualifications of the trainer at the crux of the center staff are generally that he or she have a bachelor's degree in technical education or equivalent, have had experience related to the subject course (teaching, working in a factory, etc.), and that he or she express a strong desire to work for the benefit of disadvantaged women. In some cases a new trainer may come from among the ranks of the advanced TESDA vocational training program (sewing, food processing and preservation). Also, in the case of the loom weaving course, a trainer may be recruited from graduates of the Philippine Textile Research Institute.

Technical staff are deployed to each regional office of the DSWD for periodic check of equipment. When technical problems cannot be resolved at the regional level, the Manila headquarters is contacted for appropriate action.

Duties of staff at each center are as follows:

(1) Center Head

- Act as the center manager
- Coordinate with provincial / municipal offices / local government units, NGO's in the recruitment of trainees
- Negotiate with local government units for provision of sponsorship for needs of trainees, i.e. transportation, accommodation expenses, etc.
- Conduct general orientation to the group of women prior to start of training program regarding policies, rules and regulations (including house rules)

- Oversee the total operation of the productivity center and submit monthly reports on status of the Project

- Prepare communications to barangay captains, non-governmental organizations, other government organizations for monitoring the graduates

(2) Project Evaluation Officer

- Identify marketable skills needed by industries in coordination with other governmental organizations

- Identify placement for graduates of respective skills training program and market of their products as well as products of clients / graduates engaged in entrepreneurial activities

- Monitor the program in relation to skills acquisition and its application to one's own business enterprise

- Conduct basic business management skills development seminars for the clients interested in undertaking their own entrepreneurial activities or job counseling for those going into open employment

(3) Social Worker

- Assist the center manager in the assessment of potential trainees

- Monitor attendance of trainers as well as the trainees

- Report to the center manager issues relative to center operations, technical programs concerns

- Submit regular reports and feedback on the progress of the participants / trainees

(4) Trainers

- Prepare daily plan of activities suited to the needs of trainees using the training syllabus provided by the Bureau of Women's Welfare as Guide and Reference

- Assess aptitude of trainees

- Conduct skills training in her area of specialization

- Assess and evaluate individual trainees

(5) Maintenance Staff

- Take charge of regular care and maintenance as well as repair of equipment / tools / accessories. If major repair is needed and not within the capability of staff concerned, center head should elevate matter to the field monitoring and technical assistance office for action.

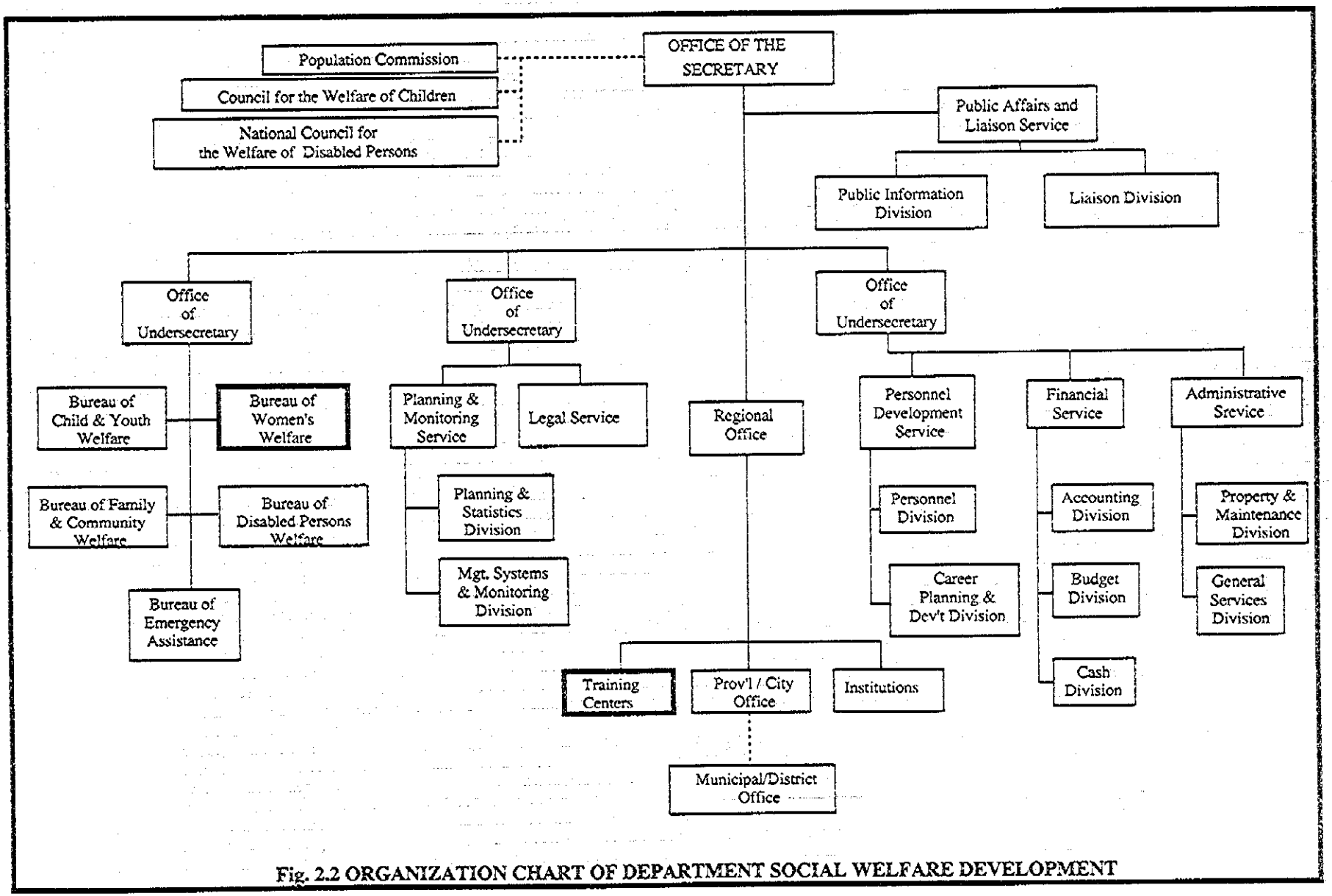


Fig. 2.2 ORGANIZATION CHART OF DEPARTMENT SOCIAL WELFARE DEVELOPMENT

Table 2.10 Staff number of DSWD Regional Offices and staff number of PSCB centers (1995)

Region	Number of Staff	
	Regional Office	PSCB centers
I	111	12
II	29	10
III	142	12
IV	192	15
V	92	11
VI	107	9
VII	39	11
VIII	109	12
IX	147	8
X	116	14
XI	98	12
XII	98	11
CAR	69	9
NCR	582	28
Total	1,931	174

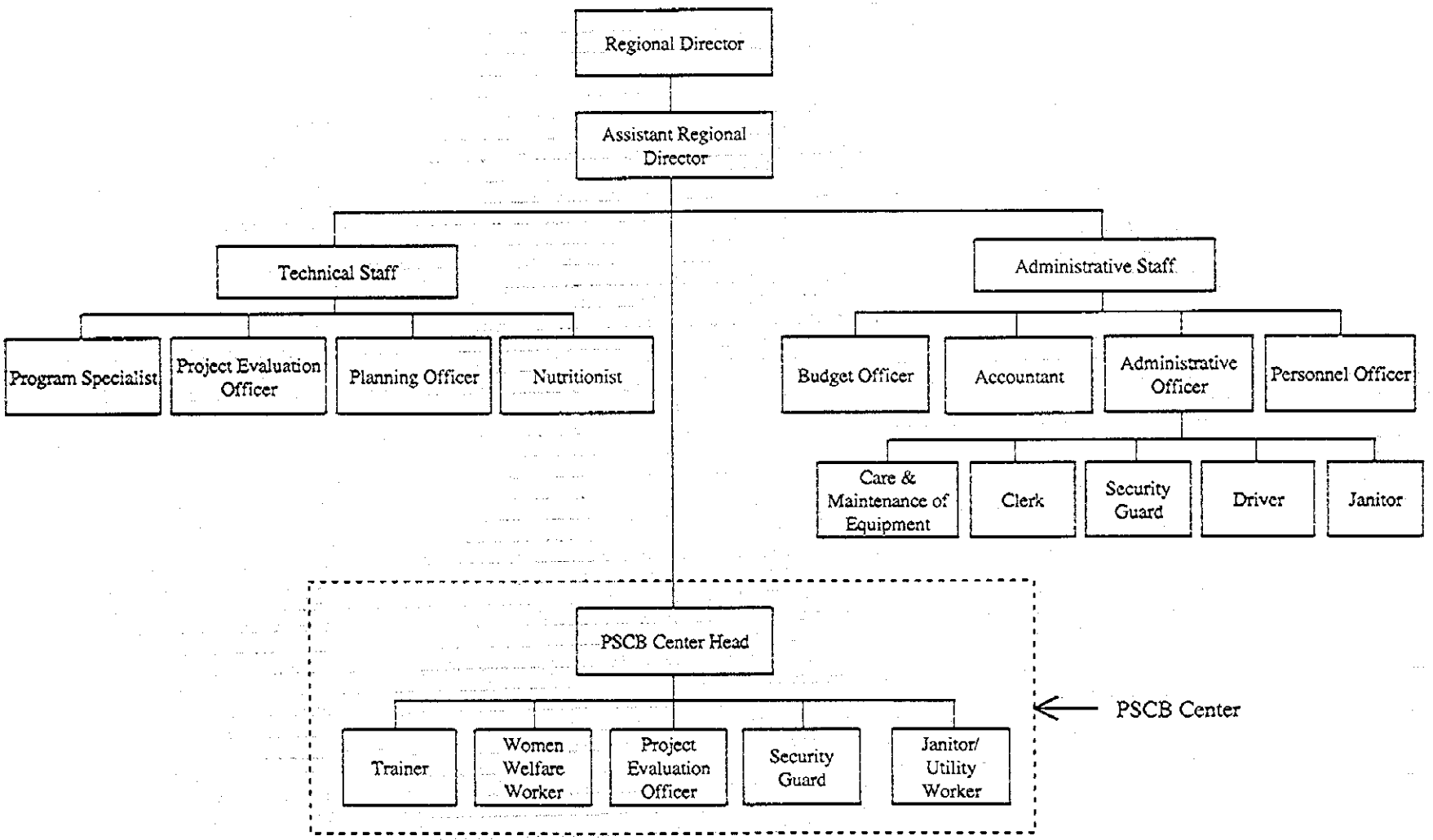


Fig. 2.3 Organization Chart of DSWD Regional Office and PSCB Center

CHAPTER 3 IMPLEMENTATION PLAN

3.1 Implementation Plan

3.1.1 Implementation Concept

Implementation of the Project is to take less than one year, to include detailed design, tendering, procurement, transport to each site and installation. The implementation plan is accordingly formulated to ensure completion of the Project within the allotted time frame, and taking into consideration quantities of equipment and time required to complete each stage of the Project.

DSWD of the Philippine government will assume responsibility of renovation of the center interiors where necessary in preparation of equipment installment. The consultant will periodically dispatch supervisory personnel at critical stages of the Project to support the executing agency in Project implementation according to schedule.

3.1.2 Implementation Conditions

At 66 locations, the number of centers targeted under the Project is many, and it is essential that equipment be delivered to each center as planned without deviations, misplacement of items, confusion of items, etc. To accomplish this, items to be procured in Japan from the various manufacturers will be depoted at a single location where the equipment will be inventoried, divided into lots according to destination center, packed and then shipped by vessel. Upon arrival at Manila port, equipment will be transferred to a suitable warehouse and again inventoried while still packed. Equipment will then be transported overland, separately according to destination center. Final check of equipment quantities will be made at the respective center site by DSWD staff and the supplier.

In the case of equipment procured in the Philippines, items will be delivered to a single warehouse in Manila where items will inventoried, divided into lots according to destination center, packaged and then transported overland, separately according to destination center.

Dividing of equipment procured in the Philippines into lots will be done at a suitable warehouse location in Manila and transported overland, separately according to destination center.

3.1.3 Scope of Works

The scope of works of the Japanese side will be supervision of all stages of procurement, up to and including transport to the center sites. Responsibility of the Philippine side will be to make arrangements for necessary warehouse space in Manila and appropriate areas at the center sites for stockpiling and opening equipment packages during installation. Since there are no heavy items to be supplied, no special temporary facilities or equipment will be necessary for installation.

3.1.4 Consultant Supervision

Despite the fact that number of centers and items to be supplied are both large, no particular difficulties with regards to supervision of implementation are anticipated provided the process of dividing items (all of which are very common items which do not require any specialized training in handling) into lots by destination center is carried out successfully. However, due to the large number of different items, care must be given to proper transport of all items to the correct sites. In consideration of this, spot check by consultant personnel is to be done at critical stages of the shipping and transport process.

Principal tasks of the consultant under supervision of implementation will be as follows:

① Preparation of detailed specifications for equipment

② Detailed study of equipment layout plans (for each individual center)

③ Preparation of tender documents and support in tendering procedures

④ Pre-shipment/transport inspection of equipment (both that procured in Japan and in the Philippines)

⑤ Visual check and inventory of equipment procured in Japan upon its arrival in Manila

⑥ Confirmation of equipment arrival at center sites (representative centers from each region will be visited by the consultant staff to inspect status of equipment arrival on site)

Specific responsibilities of consultant team members are as follows:

(a) Team leader (spot check basis)

① Overall project progress
② Signing of contract between consultant and the executing agency
③ Preparation of detailed specifications for equipment

(b) Equipment engineer 1 (spot check basis)

① Preparation of detailed specifications for equipment
② Equipment layout study
③ Confirmation of equipment arrival on site

(c) Equipment engineer 2 (spot check basis)

① Pre-shipment/transport inspection of equipment (procured in Japan and Philippine)
② Confirmation of equipment arrival on site

(d) Tender procedure specialist

① Preparation of tender documents and assistance to executing agency in tendering procedures

3.1.5 Procurement Plan

The majority of equipment under the Project will be procured in Japan with emphasis on quality and durability. Equipment procured from the various manufacturers in Japan will be transported to a single site where it will be inventoried, divided into lots according to destination center, packaged and then shipped by vessel to Manila. After passing customs at Manila port, equipment will be visually checked and inventoried, and then transported overland to the respective destination centers.
Transport to each center site will be done under a region-wise transport plan, to be supervised at the regional level.