TECHNICAL EDUCATION AND
SKILLS DEVELOPMENT AUTHORITY
THE REPUBLIC OF THE PHILIPPINES

No. 1

BASIC DESIGN STUDY REPORT
ON
THE PROJECT FOR CONSTRUCTION
OF
NATIONAL VOCATIONAL TRAINING AND DEVELOPMENT CENTER FOR WOMEN
IN
THE REPUBLIC OF THE PHILIPPINES

JULY, 1996

JAPAN INTERNATIONAL COOPERATION AGENCY (JICA)
KUME SEKKEI CO., LTD.
OVERSEAS VOCATIONAL TRAINING ASSOCIATION (OVTA)

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PREFACE

In response to a request from the Government of Republic of the Philippines the Government of Japan decided to conduct a basic design study on the Project for the Construction of National Vocational Training and Development Center for Women and entrusted the study to the Japan International Cooperation Agency (JICA).

JICA sent to the Philippines a study team (B/D I) from January 12 to February 21, 1996 and a study team (B/D II) from March 25 to April 18, 1996.

The team held discussions with the officials concerned of the Government Philippines, and conducted a field study at the study area. After the team returned to Japan, further studies were made. Then, a mission was sent to the Philippines in order to discuss a draft basic design, 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 Republic of the Philippines for their close cooperation extended to the teams.

July, 1996

Kimio Fujita
President
Japan International Cooperation Agency

July, 1996

Letter of Transmittal

We are pleased to submit to you the basic design study report on the Project for the Construction of National Vocational Training and Development Center for Women in the Republic of Philippines.

This study was conducted by Kume Sekkei Co., Ltd. - Overseas Vocational Training Association Consortium under a contract to JICA, during the period from January 12, 1996 to July 31, 1996. In conducting the study, we have examined the feasibility and rationale of the project with due consideration to the present situation of Philippines and formulated the most appropriate basic design for the project under Japan's grant aid scheme.

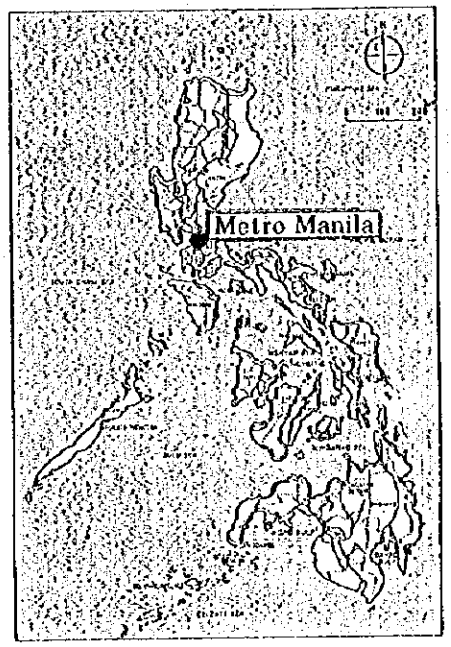
Finally, we hope that this report will contribute to further promotion of the project.

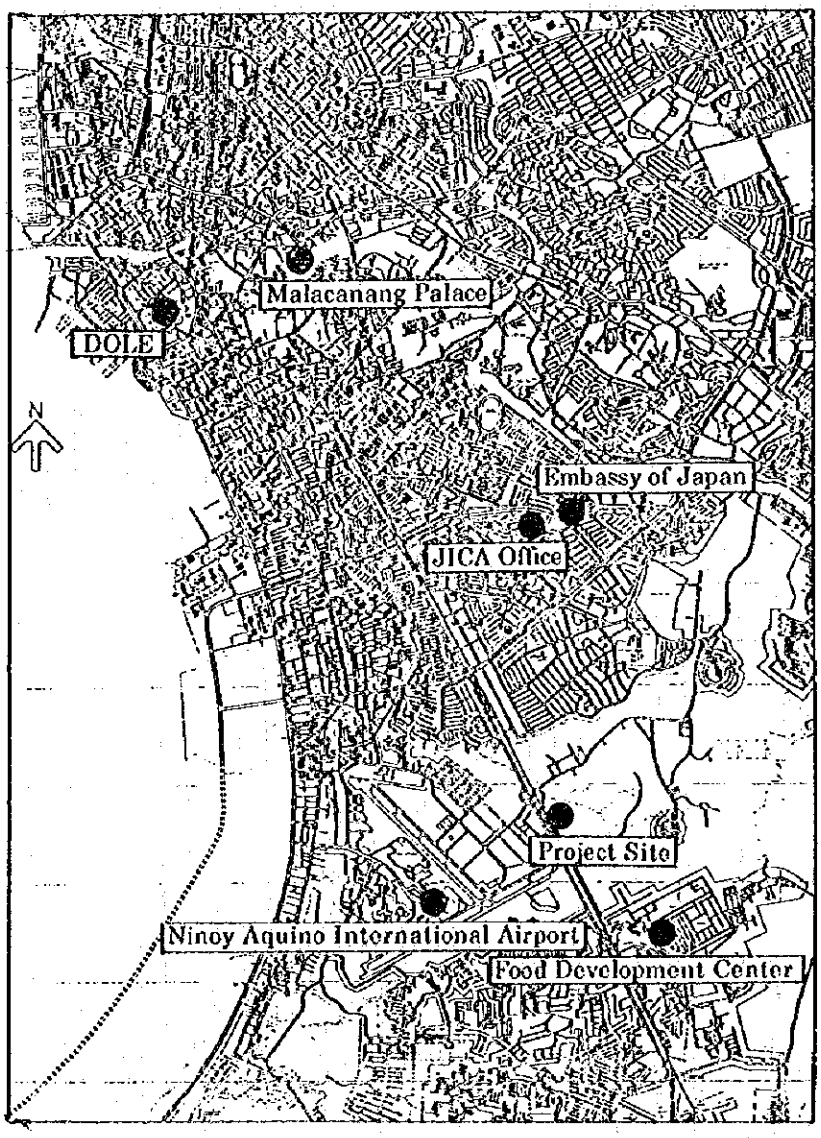
Very truly yours,

Akitada Yanagisawa
Project manager
Basic design study team on
the Project for the Construction of
National Vocational Training and
Development Center for Women
Kume Sekkei Co., Ltd.
Overseas Vocational Training Association
Consortium

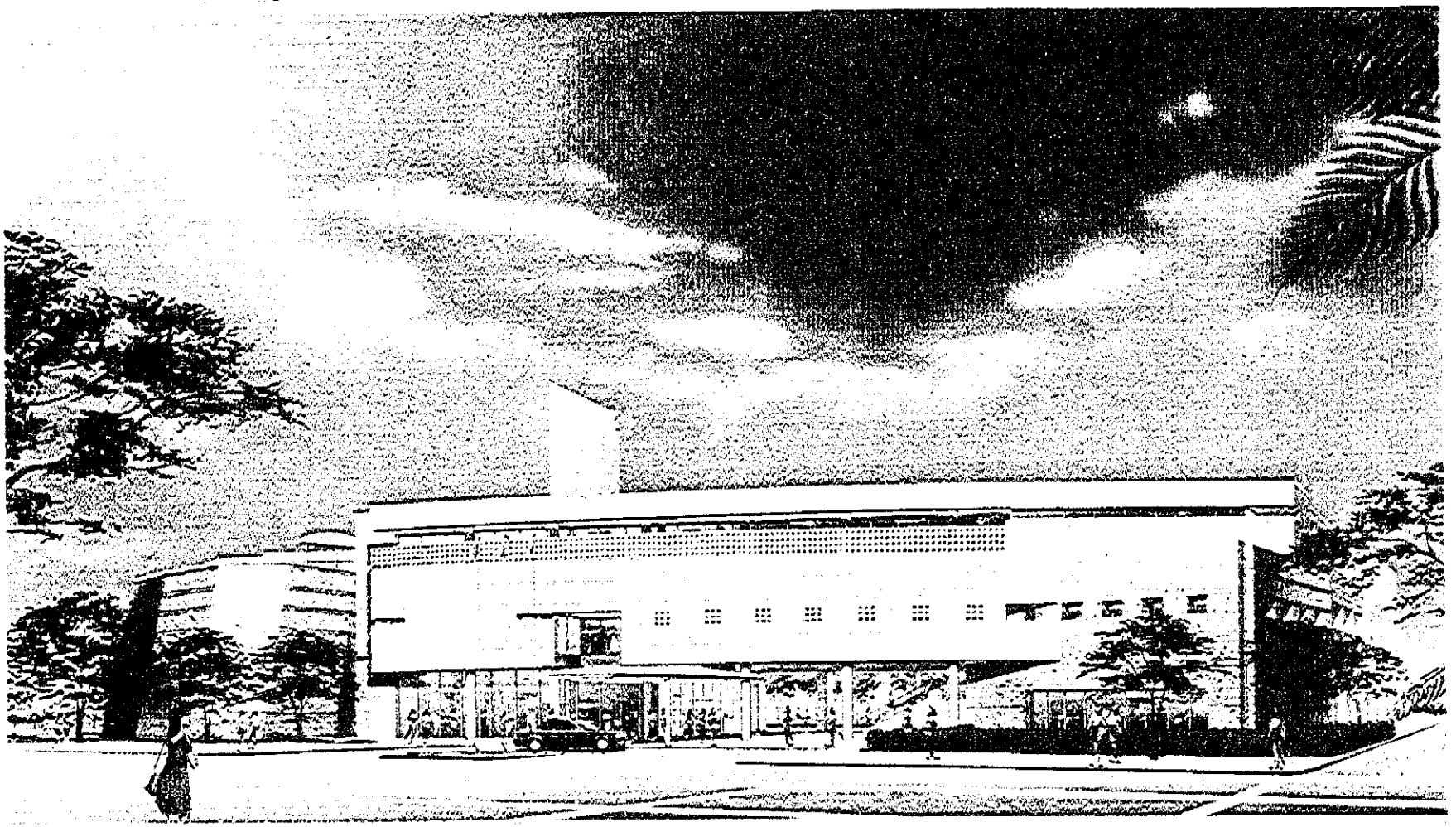
Location Map

The Republic of the Philippines





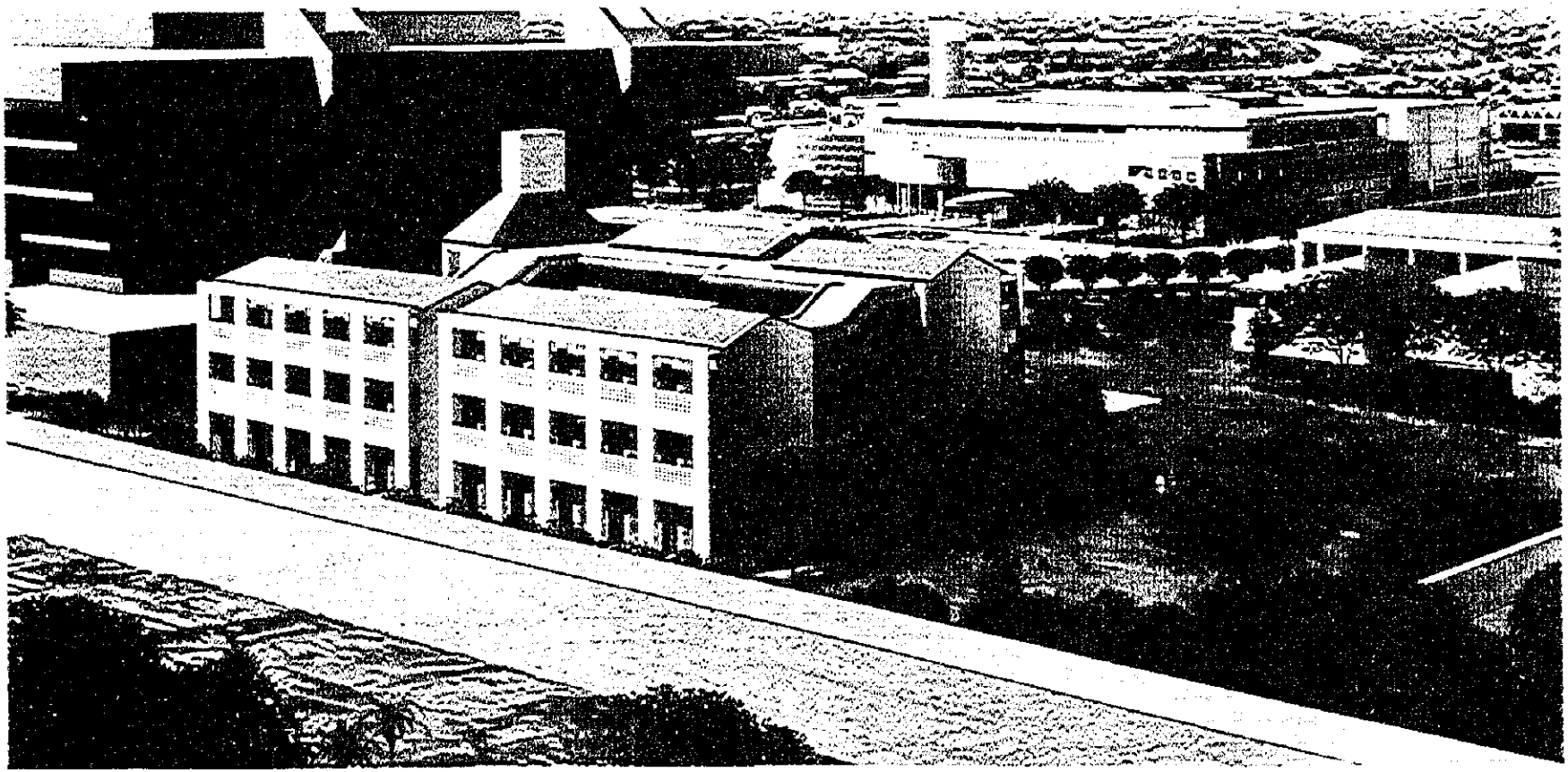
Perspective Drawing



NATIONAL VOCATIONAL TRAINING AND DEVELOPMENT CENTER FOR WOMEN OF THE REPUBLIC OF THE PHILIPPINES

KUME DESIGN GROUP MAY 1990

Center Building



NATIONAL VOCATIONAL TRAINING AND DEVELOPMENT CENTER FOR WOMEN IN THE REPUBLIC OF THE PHILIPPINES

KUME SEKKEI Co., Ltd. MAY 1996

Dormitory Building

Abbreviations

ADB	Asian Development Bank
APDC	Asian and Pacific Development Center
ASEAN	Association of South-East Asian Nations
BOT	Build Operate Transfer
BTVE	Bureau of Technical and Vocational Education
BWYW	Bureau of Women and Young Welfare
CO	Central Office
CTUs	Community Training Units
DA	Department of Agriculture
DBM	Department of Budget and Management
DECS	Department of Education, Culture and Sports
DIWA	Development Institute for Women in Asia
DOLE	Department of Labor and Employment
DOST	Department of Science and Technology
DSWD	Department of Social Welfare and Development
DTI	Department of Trade and Industry
EEO	Equal Employment Opportunity
E/N	Exchange of Notes
ESCAP	Economic and Social Commission for Asian and the Pacific
GAD	Gender and Development
INSTRAW	International Research and Training Institute for the Advanced Women
JICA	Japan International Cooperation Agency
MERALCO	Manila Electric Company
MSU	Mindanao State University
MWSS	Metropolitan Waterworks and Sewerage System
NCR	National Capital Region
NCRFW	National Commission on the Role of Filipino Women
NCWP	National Council of Women in the Philippines
NEDA	National Economic and Development Authority
NGO	Nongovernmental Organization
NITVET	National Institute for Technical Vocational Education and Training
NVTDCW	National Vocational Training and Development Center for Women
NMYC	National Manpower Youth Council
OHP	Over Head Projects

OJT	On the Job Training
OMSD	Office of Manpower Skill Development
OWWA	Overseas Worker Welfare Authority
PCED	Program Coordination & Evaluation
PEVOTI	Project for Enhancing Vocational Training of the IVTD
PLDT	Philippine Long Distance Telephone Company
PMTCS	Provincial Manpower Training Centers
PO	People Organization
POEA	Philippine Overseas Employment Administration
PWU	Philippine Women University
RIC	Rural Improvement Club
RMTCS	Regional Manpower Training Centers
STCs	Satellite Training Centers
SVCS	State Universities and Colleges
TEI	Technical Educational Institute
TESDA	Technical Education Skill Development Authority
TLRC	Technology and Livelihood Resource Center
TSGD	Technical Services & Guidance Division
TSS	Trade Schools
TVET	The Technical and Vocational Education and Training
UAP	University of Asia and Pacific
UNIFEM	United Nations Industrial Development Fund for Women
UP	University of Philippines
VTI	Vocational Training Institution
VTR	Video Tape Recorder
WAND	Women's Action Network for Development
WB	World Bank
WID	Women in Development
WINT	Women in Non-Traditional Trades
WSAP	Women's Study Association of the Philippines

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CHAPTER 1 BACKGROUND OF THE PROJECT

CHAPTER 1 BACKGROUND OF THE PROJECT

1.1 Problems of Women's Participation in Socioeconomic Activities

"Women in Development" (WID) and "Gender and Development" (GAD) aim at positively recognising the roles to be played by men and women in the process of socioeconomic development, a viewpoint which has tended to be ignored in the past, and promoting active involvement and reception of benefits in order to stimulate the advancement of more sustainable socioeconomic development. As women in particular have a special role in regard to pregnancy, childbirth and lactation to rear the next generation, reflecting their sexual difference from men, the role of women in the development process has often been confined to biological reproduction. In addition, gender issues determined by social and cultural conditions and different role assignments for men and women have generally restricted the access of women to resources (education, training and entrepreneurial opportunities, etc.) In many instances, the potential strength and vitality of women in production activities are under-estimated and/or little utilised compared to the abilities of men.

Filipino women have different degrees of awareness of the social advancement of women depending on income level. Compared to other countries in Asia, Filipino women with a high income have made deeper inroads into society. The Government of the Philippines is at the forefront of Asian countries in terms of preparing WID and GAD programmes to enhance the status of women in various ways. Article 2 of the Constitution of the Philippines recognises the role of women in national building and gives a constitutional guarantee for equality of the sexes. In 1981 and before anyone else, the Government of the Philippines ratified the Convention on Elimination of All Forms of Discrimination Against Women, an international treaty aiming at achieving the political, social and economic equality of men and women. The National Economic Development Plans of the Philippines also specifically refer to enhancement of the socioeconomic status of women. In addition, the Philippine Plan for Gender-Responsive Development 1995 - 2025 has been announced, underlining the progress made by legal and institutional reforms along the path of GAD. However, it is essential that diverse issues reflecting the actual socioeconomic conditions be viewed from a proper perspective in order to understand the circumstances surrounding ordinary women in the Philippines.

There is a general tendency in most families to give priority to male family members in regard to access to vocational training/education or technical training. In the case of families with limited financial resources, the priority of men over women is clearly observed in terms of educational opportunities for future earning. Vocational training facilities and equipment, particularly in

non-traditional fields, tend to lack any consideration for female trainees. Moreover, the fixed ideas of gender roles have restricted women's access to these areas.

While it is true to say that the TESDA has been trying to rectify sexual discrimination in terms of access to vocational training by experimenting with the implementation of the WINT Programme in designated areas, stronger cooperation with enterprises, employment services and psychological assistance for women, etc. are required of the TESDA. Efforts to enhance gender awareness in vocational training is a task which should be continuously pursued.

In short, the enhancement of gender awareness not only relates to the entire range of vocational training but is also a wider social issue which requires a stronger drive through cooperation between governmental and non-governmental organizations.

1.1.1 Women in the Philippines

(1) Population and Women

Demographic data on the Philippines show that more than half of the total population (50.6%) is below 20 years of age (National Statistical Bureau, 1994). The annual population growth rate (average between 1980 and 1993) of 2.3% is relatively high. If this trend continues, it is estimated that the present population will double by the year 2024 (UNDP, Human Development Report, 1994). Because of the strong influence of the Catholic religion, the progress of family planning is trailing behind that of other ASEAN countries (practice of birth control: 37% in 1988). The aggregate special birth rate, i.e. the number of children of each woman in her lifetime, is 3.9 (1993) which is relatively higher than in other developing countries in relation to the GNP level (2.8 in Indonesia and 2.2 in Sri Lanka in 1993). This special birth rate is important not only from the viewpoints of the future manpower forecast and employment creation but is also a factor causing a heavy burden on women.

As clearly indicated in Table 1-1-4 - Breakdown of Unemployed by Age Group, almost 50% of the unemployed in the Philippines are young people upto 24 years of age. Given the annual increase of people of working age of nearly one million, the creation of employment opportunities for young people is one of the most pressing tasks for the Philippine economy.

(2) Household Income and Ratio of the Poor

The income gap has been widening in the Philippines and the average household income by region shows that the monthly income in Metro Manila is almost double that of other regions (Table 1-1-1 Although the average household income is not particularly meaningful because of the inclusion of high income households, the ratio of the poor reveals the general situation of household finance in each region. Region V, which has an extremely high ratio of the poor of 65.3%, is an area from which many of the labourers who work away from home in the sugar plantations originate from.

Table 1-1-1 Household Income in the Philippines

	Monthly Household Income (Pesos) [1]	Amount of Savings (Pesos) [2]	Official Poverty Line (Pesos) [3]	Ratio of the Poor (%) [4]
National Average	40,408	7,887	2,709	49.5
Metro Manila (NCR)	79,314	18,959	4,037	31.8
South Tagalog (Region IV) [5]	37,978	5,920	2,832	49.3
Bikol (Region V)	26,570	3,317	2,443	65.3
South Mindanao (Region XI)	37,132	7,071	2,763	52.2

Notes 1) Average monthly household income based on a family of 6.

2) Average monthly household savings based on a family of 6.

3) The official poverty line varies from region to region.

4) The ratio of households of which the income is on or below the poverty line.

5) Incorporates 3 administrative areas, excluding Metro Manila.

Source: Philippine Statistical Yearbook 1992, NBCB

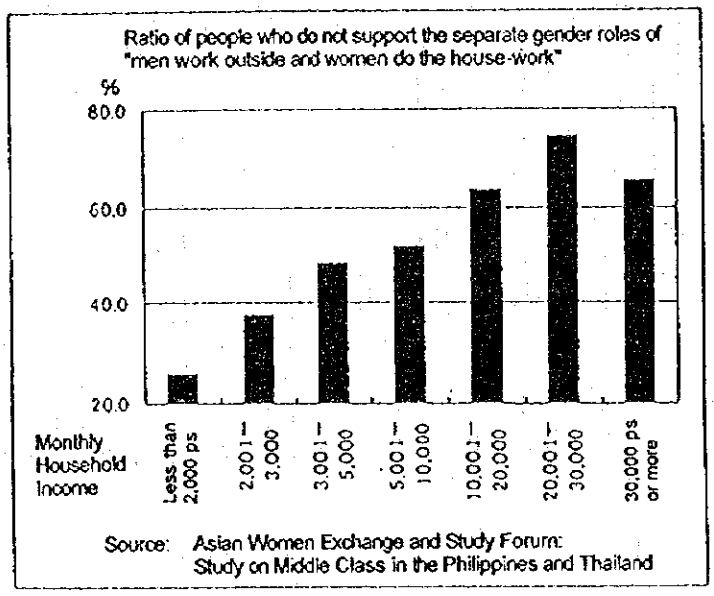
(3) Gender Awareness and Income

Different income groups in the Philippines show different degrees of support to separate gender roles, such as "men work outside while women look after the home", as shown in Table 1-1-2.

The general trend is that low income households support the traditional division of labour while higher income households are liberated from the fixed differences between the sexes. This is partly because of the facts that the higher income group has surplus cash to employ a housemaid and has less financial worry in regard to the education of children. Meanwhile, in rural areas characterised by low productivity and low income, women have no option but to conduct domestic chores with no financial gain. There is a strong

traditional division between the sexes in terms of the roles played. In short, the level of gender awareness in the Philippines greatly varies depending on income level and lifestyle, which in turn differ from one region to another and from urban areas to rural areas.

Table 1-1-2 Income and Support for Separate Gender Roles



(4) Labour Conditions

a) Domestic Employment Situation

In terms of the employment population, primary industries show a declining trend while the service sector shows an increasing trend. Those sectors which a relatively high ratio of women are retailing and services. Professional and technical jobs also have a high ratio of women. In contrast, men feature high in agriculture, forestry, fisheries, manufacturing and transportation. Men are also dominant in manual jobs.

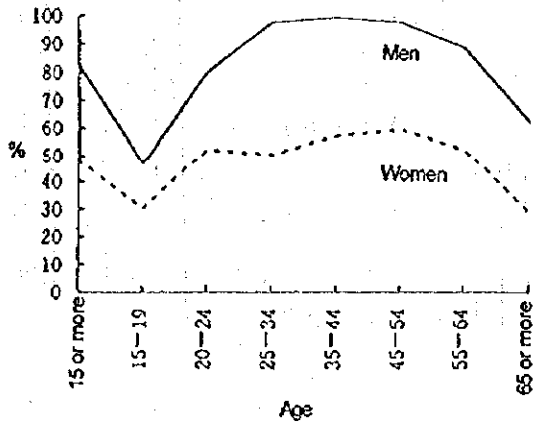
Even though the principle of equal pay for equal work regardless of sex is supposed to be in force, a household survey conducted in 1990 (random sampling of 1,200 samples throughout the country) found that 37% of the female respondents mentioned fewer employment opportunities for women and that some 30% of the same female respondents pointed out disadvantages in terms of promotion and wages. Government services are the leading sector for equal employment opportunities (EEO) as women account for some 60% of civil servants (Administration Service Committee Report, 1991).

The inter-regional population movement by age and sex shows that young women between 15 and 24 years of age accounted for more than one-quarter of the people moving between regions in 1992 which was almost double the number of men of the same age group moving from one region to another. As a result, the female population is higher than the male population in urban areas. Such a high level of movement among young women suggests that they work away from home in a different region to earn extra money in order to supplement the inadequate household income at home caused by the regional income gap.

The female ratio by type of job shown in Table 1-1-3 indicates a relatively high proportion of women in professional, technical and sales jobs. There are more men among managers and those working in the agriculture, forestry, fisheries, manufacturing and transportation sectors. Manual work is also dominated by men.

Table 1-1-3 Workforce Ratio by Sex, Age and Job Type in the Philippines

Workforce Ratio by Sex and Age



Workforce Ratio by Job Type

(Unit: %)

	Men	Women	Combined
Professional, Technical	3.4	10.0	5.8
Managerial	1.3	1.0	1.2
Clerical	3.0	6.0	4.1
Sales	6.7	24.9	13.4
Services	6.3	14.3	9.2
Agriculture, Forestry and Fisheries	52.7	31.5	44.9
Production, Labour and Transportation	26.4	12.2	21.2
Others	0.2	0.2	0.2
Total	100.0	100.0	100.0

Source: National Statistical Office: General Household Survey, 1992

According to the Workforce Report 1992 published by the NMYC, the total workforce in the Philippines stands at 26.18 million (16.45 million men and 9.729 million women), of which 23.917 million (15.147 million men and 8.77 million women) are employed, indicating a high rate of wholly unemployed of 8.6%. Breakdown of the unemployed by age group (Table 1-1-4) shows that 47% of the unemployed are upto 24 years of age which is a main characteristic of the unemployed

in the Philippines. This tendency is the same for men and women. The total number of unemployed men and women is 1.3 million and 9.5 million respectively. The ratio of unemployed in the workforce is higher in the case of women.

Table 1-1-4 Breakdown of Unemployed by Age Group and Gender (October, 1990)

(Unit: 1,000 persons, %)

Age Group	Grand Total	Ratio	Men	Ratio	Women	Ratio
Total	1,993	100.0	1,099	100.0	893	100.0
15 - 19	369	18.5	204	18.6	165	18.5
20 - 24	577	29.0	303	27.6	275	30.8
25 - 34	495	24.8	277	25.2	218	24.4
35 - 44	214	10.7	111	10.1	102	111.4
45 - 54	152	7.6	96	8.7	56	6.3
55 - 65	104	5.2	62	5.6	42	4.7
65 -	82	4.1	46	4.2	36	4.0

Source: 1990 Yearbook of Labour Statistics, Bureau of Labour and Employment Statistics

b) Question of Working Overseas

Apart from prompting inter-regional movement, the limited employment opportunities for women in local areas forces them to work overseas to boost the household income, creating an issue for national debate. The total number of Filipinos working overseas is estimated to be somewhere between 2 and 3 million (officially registered number: approximately 720,000 in the 1994 report of the POEA), of which women, mainly working as maids and entertainers, account for 40%. According to 1994 statistics of the Central Bank, 2.9 billion US dollars were remitted to the Philippines by these people although the real amount may have been four times higher at 12 billion US dollars. There is no doubt that overseas work is an important source of foreign currency earning for the Philippines. The 3 top countries of destination are Saudi Arabia, Hong Kong and Japan in that order. A questionnaire survey conducted as part of a field survey on 108 returnees from working abroad and now living in Manila found that 70% originally went abroad to support their families. It is suspected that escape from a family dispute/problem may also have been a strong motive in addition to the need to financially support families suffering from the vicious circle of poverty. 55% of those interviewed are married and 47% are women with a child/children. Some 40% of the women who worked overseas sent home more than 50,000 pesos/year. This figure exceeds 12 months earnings based on the average monthly wage of 3,996 pesos in fiscal 1993 (Metro Manila).. The majority of women

working abroad finish their contracts without incident and return home although there are also many cases of depression or criminal involvement due to language and cultural differences, etc. in the host countries. Table 1-1-5 shows the number of women who experienced various problems, including criminal prosecution, while working overseas. Because of the increasing number of women working overseas, the total number of women facing problems also shows an increasing trend.

Table 1-1-5 Filipino Women Facing Problems While Working Overseas

(Unit: person)

Nature of Problem	1991	1992
Physical Abuse	106	185
Lack of Communication	108	118
Excessive Labour	37	65
Unpaid or Reduced Wages	117	140
Poverty or Illness	89	168

Source: NCRFW, Women Overseas Workers 1995

As described above, the protection of the human rights of Filipino workers in host countries and the availability of jobs for those returning home are 2 key problems relating to the practice of working overseas. One of the most important tasks of the Department of Labour and Employment (DOLE) is to address these 2 problems and the Overseas Workers Welfare Agency (OWWA) has been established to assist people working overseas.

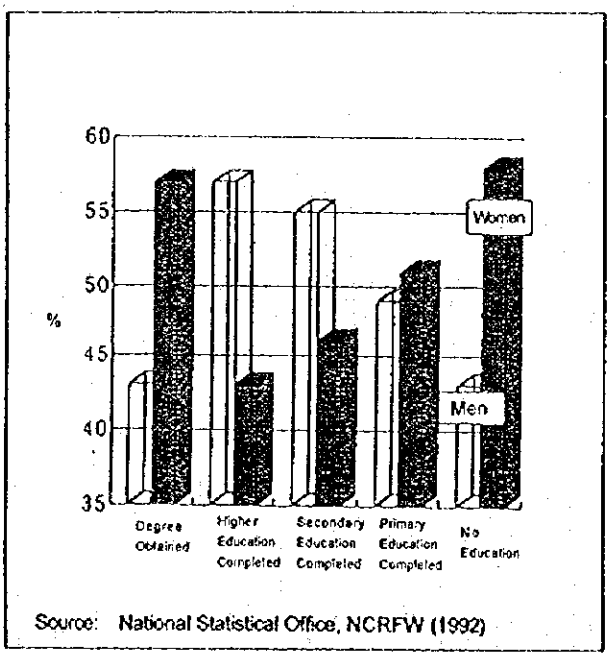
As the subject of working overseas is one of the most important areas for the DOLE (Department of Labour and Employment), the OWWA (Overseas Workers Welfare Agency) has been established to protect the welfare of Philippine people working overseas. The main services provided by the OWWA are the provision of loans for people working overseas, vocational training for people working overseas and their family members, consultations through the Overseas Workers Center, advisory service for family members at home, money transmittal service and assistance for returning workers vis-a-vis self-employment. In the case of vocational training, there is no established vocational training facility in the Philippines providing women with exclusive training opportunities in traditional and non-traditional industrial areas despite the fact that some 40% of the Filipino working abroad are women. The extremely small number of female trainers at existing vocational training institutions

and the shortage of facilities for women (separate toilets and changing rooms, etc.) at these institutions makes women hesitate to take up training opportunities.

(5) Access to Education and Training

a) General Access to Education

Table 1-1-6 Educational Background of Adults of 25 Years of Age or More by Sex



Source: National Statistical Office, NCRFW (1992)

The income gap and education of women are closely related in that lower income households tend to give educational priority to boys. Women with a higher income background enjoy higher education in a much more advantageous fashion than men from lower income households. Table 1-1-6 shows that women account for just less than 60% of those who do not finish primary education. The gender gap in terms of illiteracy, however, has been narrowing year by year. When compared with other ASEAN countries, Filipino women enjoy a relatively high enrolment rate in secondary education (Human Development Report, 1995) although employment opportunities to match their educational career are limited. One result of this is that more than 40% and 26% of women working overseas have completed secondary and higher education respectively (based on interviews with people returning to the Philippines after working overseas as part of the Basic Design Study for the Center).

b) Access to Technical Education

Technical education is promoted on the premise that jobs are available at the end of the educational courses. Technical education for women is considered to be inferior investment in education because the scope of job availability for women who have completed such courses in smaller than that for men. Consequently, technical education is generally geared to men.

The number of graduates in engineering subjects in the Philippines is 7,499 for women and approximately 110,000 for men (DECS for 1992/93 school year). A similar discrepancy can be seen for those who have completed training in non-traditional areas at the TESDA's training facilities. Compared to 12,626 men, only 426 women have completed training in such areas (Training Statistics in Non-Traditional Areas, TESDA 1992/93 Training Year, Impact Evaluation of WINT Programme). The ratio of women was a mere 3.28%.

Table 1-1-7 Ratio of Women in TESDA's Basic Technical Training Courses (1992/93 Training Year)

(Unit: %)

	Auto-motive	Machine	Electronics	Refrigeration / Air-Conditioning	Welding	Electrical	Construc-tion	Average
Southern Tagalog (Region IV)	0.81	0.00	11.90	0.00	10.39	7.50	0.00	4.02
Metro Manila (NCR)	6.84	5.00	15.25	6.86	17.14	6.98	0.00	10.14
National Average	1.57	1.34	10.75	1.07	2.53	3.33	0.15	3.28

Source: TESDA, Impact Evaluation of WINT Programme, 1994

In the case of households facing financial limitations, the access of women to vocational training/education or technical training tends to be restricted and male members tend to be given priority. Under these circumstances, the standard practice of education in non-traditional areas in particular is to focus on male trainees and female trainees are not specially considered in terms of the training contents, training facilities (dormitories and toilets, etc.) and equipment selection, etc. (ILO, Diversification of Women's Occupations Through Training, Project Findings and Recommendations, 1992). These inferior arrangements seem to have deterred the interest of women in technical training, particularly in non-traditional industrial areas.

1.1.2 Women's Issues and the United Nations

The United Nations (UN) is an international organization which was established in October, 1995 after the Second World War to replace the League of Nations in order to achieve world peace and to improve the welfare of mankind. Having been described as a crusader for human rights, the UN has been playing a central role in various fields, including the movement seeking equality between men and women. In its Preamble, the UN Charter proclaims that to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small in 1946, one year after its establishment, the Committee for Women's Rights was set up to exchange information and to conduct research on the status of women. The Universal Declaration of Human Rights adopted in December, 1948 calls for the protection of basic human rights for all mankind, thereby constituting a precondition for sexual equality. Many conventions have been adopted in the subsequent years, including the Convention on the Prohibition of Slave Trade and Exploitation of the Prostitution of Others, the Convention on Women's Suffrage, the Convention on the Protection of Motherhood and the Convention on Equal Pay for Equal Work.

Despite the conscious efforts of many, the movement to improve the status of women failed to achieve quick success. Consequently, the representatives of private sector women's organizations jointly proposed the UN's introduction of an international year of women which was agreed in 1975. The world conference held in Mexico in 1975 passed a resolution on the World Action Programme to eliminate discrimination against women, urging all member countries of the UN to make efforts to enhance the status of women in their own countries, taking the opportunity of the International Decade of Women (1976 - 1985). The most important achievement in this decade was the Convention on Elimination of All Forms of Discrimination Against Women in December, 1979 which was quickly ratified by the Government of the Philippines. This convention stipulates general rules to achieve equality between men and women for the first time in human history and differs from previous conventions on the following 3 points.

- Comprehensive prohibition of all forms of discrimination against women.
- Elimination of the traditional division of work between men and women in society and at home, including the joint responsibility of men and women for domestic work and childcare in order that the reproduction function of women is not a source of discrimination.
- Responsibility of countries ratifying the convention to not only introduce a law to ban sexual discrimination and to make the necessary revisions to existing laws but also to employ suitable measures to ensure the sufficient development of women and to enhance the status of women in relation to existing customs and culture.

The world conference in the last year of the UN International Decade of Women (1985) was held in Nairobi, the capital of Kenya, with 12,000 participants from many countries throughout the world. This conference was divided into the inter-governmental conference and the meeting of worldwide NGOs with separate venues. The inter-governmental conference adopted the Future Strategy to Enhance Women's Status Toward the Year 2000. The representatives of each national government were urged to prepare a national action programme by establishing priority issues and a priority order based on the realities of each country while referring to the objectives of the Future Strategy. In the case of the Philippines, the Development Programme for Women (1989 - 1992) was prepared in 1989 and was announced as a presidential decree.

The 34th meeting of the UN Committee for Women's Rights was held in 1990 in Vienna, Austria. At this meeting, the recommendation to urge all governments to speed up the implementation of the national action programme was adopted in view of the strong concern that the objectives of the Future Strategy agreed upon in Nairobi would not be fulfilled by the target year of 2000.

In September, 1995, the 4th World Women's Conference was held in Peking, China under the theme of "Action for Equality, Development and Peace". With the participation of government representatives of 190 countries, observers from 9 areas, etc. and representatives of 59 organizations and NGOs, the conference was the world's largest international conference. The NGO Forum Peking '95 which was held at the same time as the conference attracted more than 30,000 people from 180 countries and some 5,000 workshops and displays were organized to make strong appeals to the inter-governmental conference. The focal issues at the conference included "the empowerment of women", "women's rights as human rights", "women and men", "governments and NGOs' and "partnership between countries" and the action guidelines were unanimously adopted, spelling out strategic targets for the year 2000 and concrete measures to be taken in 12 key problem areas, such as poverty, education and health. As described so far, enhancement of the status of women involves a number of issues to be addressed by developing countries among UN members and/or advanced countries and, therefore, is a problem which cannot be solved by a single country.

Having reviewed the completed Development Programme for Women (1989 - 1992), the Government of the Philippines prepared the Philippine Plan for Gender-Responsive Development Plan 1995 - 2025 in September, 1995, announcing the government's commitment to enhancing the status of women in the Philippines. This plan urges all government organizations, agencies, bureaus, offices and state enterprises to incorporate the principles of GAD in their medium to long-term development programmes, public investment programmes

and/or annual plans. Following the launch of the plan, not only the gathering and exchange of information in the Philippines but also cooperation and information exchange with organizations responsible for women's issues in neighbouring countries have become important items on the agenda for the Philippines. In this context, the R & D and advocacy sections of the Center are expected to play a key role by providing a place for information exchange and mutual cooperation in order to materialise the ideas of both domestic and international exchanges and cooperation through the involvement of governmental and non-governmental organizations. Accordingly, networking with Asian and Pacific countries is an important theme to be pursued by the Center.

1.1.3 4th World Women's Conference and Pending Issues for the Philippines

The 4th World Women's Conference was held in Peking, China in September, 1995 and the Philippine delegation identified the dire conditions of women in rural areas, working overseas and prostitution as 3 leading national problems regarding women in the Philippines. The conference called for the economic independence of women, including proper employment, and the enjoyment of equal human rights and basic freedom for the empowerment of women. The Peking Declaration was adopted to urge national governments to introduce appropriate measures by the end of the present century to implement the Action Programme. In addition to the above-mentioned problems in the Philippines, violence against women was highlighted at the conference. In fact, violence against women (both at home and outside) has become a major problem in the Philippines even though it has so far escaped criminal and civil proceedings. Violence at home appears to be fairly common in connection with the financial hardship of low income families. In reality, the violence can take many forms, ranging from the mental and/or physical abuse of women, failure to financially support family members on the part of husbands and disregard for the reproductive rights of women (right to choose how many children a women wishes to have or not to have) to sexual harassment, exploiting the economic weakness of women. In order to eradicate these problems, it is necessary to teach women the skills to improve their economic and social status with the conscientious backing of the government.

The problem of violence against women is related to "the lack of understanding of and interest in women's rights which are recognised both internationally and nationally", a statement included in the Action Programme adopted by the conference. In the case of the Philippines which sends many women overseas to work, this is not only a national issues but is also an issue with international dimensions as the cooperation of host countries is required to ensure women's rights for Filipino women working overseas.

NGO networks at home and those with international coverage can play an important role in improving the situation of women as the joint efforts of NGOs in various countries to tackle common themes should prove more effective than the isolated efforts of individual NGOs.

1.2 Industrial Structure in the Philippines

The process of industrialisation in the Philippines began in the 1950's prior to other Asian countries and the industrialisation rate (ratio of the manufacturing sector's output in the GNP) reached as high as 23.2% in 1970. Excepting Japan, this figure was second only to Taiwan (26.4%) and far exceeded that of Singapore (19.3%) and South Korea (15.6%).

The emphasis of the industrialisation process on import substitution, mainly in the capital intensive consumer goods sector, meant that the newly emerging manufacturing sector soon faced the problem of a small domestic market. Consequently, the growth of the manufacturing sector in the Philippines came to a halt. Throughout the 1970's, the emphasis of the industrialisation policy gradually changed and was placed on export-oriented industrialisation with efforts made to encourage inward foreign investment and the development of labour-intensive industries. Nevertheless, the rate of industrialisation remained at 25.1% in 1983, showing slow progress compared to Taiwan and South Korea where the corresponding rates had rapidly increased to 42.4% and 32.8% respectively by 1982.

The stabilised political situation due to progress of the peak talks with anti-government organizations following the inauguration of the present Ramos administration in June, 1992, the vesting of emergency powers in the President to solve the power problem following legislation of the 1993 Power Crisis Act by the Parliament and improvement of the power supply situation due to active assistance for the construction and rehabilitation of power stations by Japan and other donor countries resulted in the Philippine economy, which recorded zero growth in both 1991 and 1992, recording annual growth of the real GNP of 2.3% which was the first good economic news in 3 years. Amidst the signs of economic recovery however, structural problems of the Philippine economy began to surface. The expanded domestic demand in 1993 causes a substantial import increase (21.2% on the previous year) and the trade deficit widened by 1,500 million dollars on the previous year. As a result, the deficit in the current balance reached an unprecedented level of 3,290 million dollars. As clearly shown by the main economic indices in Table 1-1-9, the annual current balance of the Philippines has generally been in the red. While the visible trade balance is chronically in the red, the invisible trade balance and balance of the transfer account (remittance from people working overseas) are in the black. The main reason for the poor performance of the current balance is the increasing trade balance deficit due to growing imports as a result of economic recovery.

Table 1-1-9 Main Economic Indices

(Unit: million dollars)

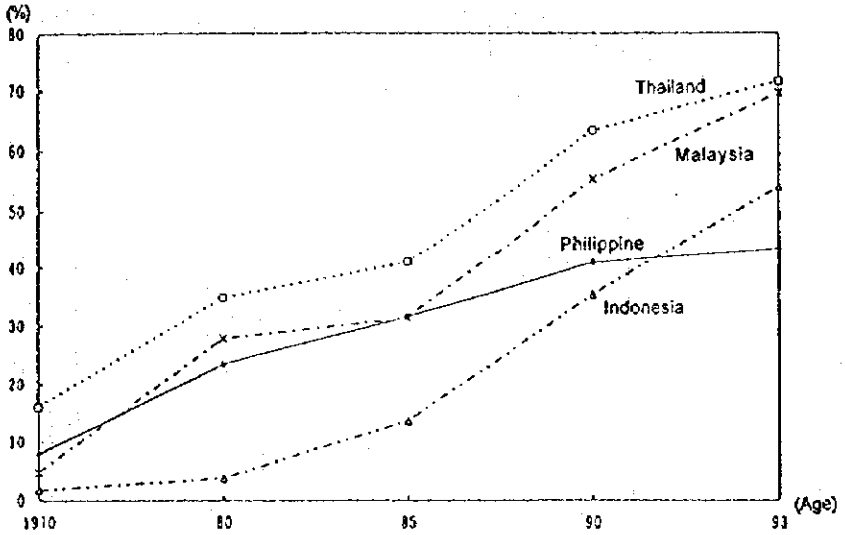
	1990	1991	1992	1993	1994
Real GDP Growth Rate (%)	2.7	△0.8	0.1	2.1	4.3
Inflation Rate (%)	12.7	17.7	9.0	10.4	10.2
Unemployment Rate (% in October)	8.4	10.6	9.8	9.3	9.5
Exports (FOB)	8,186	8,839	9,824	11,375	13,433
Imports (FOB)	12,206	12,050	14,519	17,597	21,232
Trade Balance	△4,020	△3,211	△4,695	△6,222	△7,799
Current Balance	△2,695	△1,033	999	△3,289	△3,002
External Debt	28,549	29,956	30,934	34,282	37,698
DSR (%, IMF Method)	27.2	23.0	24.5	24.9	18.7
Foreign Reserve	1,993	4,470	5,218	5,801	6,995

Sources: NSCB, Bank of the Philippines, World Bank and Asia Development Bank

Although the worsening current balance has not stopped the recovery path of the Philippine economy, there still appears to be much room for improvement in regard to the structural adjustment problems which caused the economic slump upto the early 1990's. Table 1-1-10 shows the low export growth of industrial products in the Philippines since the second half of the 1980's compared to other ASEAN countries in which economic development has taken place with a high export growth of industrial products. The ratio of industrial products in the total export value of the Philippines was 43.6% in 1993, showing very slow export growth of industrial products since the 1980's.

Given the above analysis results, certain measures should be employed to ensure expansion of the domestic demand and sustainable economic growth in addition to continuous political stability.

Table 1-1-10 Philippines: Struggling Exports of Industrial Products



Note: Export ratio of industrial products = total export value of industrial products of Country A + total export value of Country A

Source: ADB's Key Indicators; UN's Asia-Pacific Statistical Yearbook

Viewed from the number of enterprises by capital size and the added value amount, the industrial structure in the Philippines shows a distorted picture where most companies are small and most added value is created by large enterprises. The following targets should be adopted by the official industrial policy if Philippine industries are to advance to a higher level.

① Export promotion by inviting foreign capitals to assist export-oriented industries
② Fostering of small and medium size enterprises to produce more added value

To achieve these targets, the following measures are required.

① Provision of various incentives and development of infrastructure to facilitate inward direct investment
② Fostering of so-called supporting industries, i.e. small and medium size enterprises to supply raw materials and parts, etc., and the creation of close linkage between foreign-affiliated assembly industries and domestic industries

The above measures will ensure a reliable local supply of raw materials and parts, etc. for foreign-affiliated enterprises while the cost reduction due to a higher local content will improve the export prospects of local products and will subsequently contribute to improving the current balance.

The provision of a capable workforce is an essential condition for supporting industries, i.e. small and medium size enterprises supplying raw materials and parts, etc. to consolidate their business strength. Vocational training for young, unemployed people, who account for some 50% of the unemployed in the Philippines, to equip them with skills is crucial for the industrial development of the Philippines. If these workers and technicians learning new skills through vocational training obtain jobs with small and medium size enterprises, enabling the latter to produce the high precision parts and raw materials required by manufacturing enterprises and others, not only will the chronic deficit of the trade balance improve but the rate of unemployment will also decline through a further recruitment drive on the part of growing small and medium size enterprises.

While the principles of sexual equality, equal employment opportunities for men and women and equal pay for equal work are clearly adopted in the Philippines by laws, regulations and development programmes (see 1.1.1), there is still lingering sexual discrimination in terms of a personal income gap, in turn reflecting a regional income gap and poor awareness of gender issues, etc.

At present, one million women in the Philippines are said to be unemployed and nearly half a million women enter the labour market every year. A large number of businesses is required to absorb this large workforce. The Government of the Philippines has established industrial parks near Manila and Cebu, etc. to encourage the direct investment of foreign capitals, providing various incentives together with the development of infrastructure with a view to facilitating export-oriented industrialisation. If large foreign enterprises which have moved to the Philippines to take advantage of these incentives foster local supporting industries to supply raw materials and parts, etc. new employment opportunities will arise with a subsequent decline of the unemployment rate. If the Center is successful in training currently unemployed women as qualified technicians or engineers through vocational training in both traditional and non-traditional industrial areas and in finding employment for them at enterprises and if qualified female trainers can provide pre-recruitment education for non-skilled female workers at such enterprises, women may well be encouraged to seek employment in those industrial areas traditionally dominated by men. The expanded occupational choices for women in this manner should reduce the rate of unemployment among women. On becoming qualified technicians or engineers, women can expect to receive higher wages than ordinary workers, thus enhancing not only their own socioeconomic status but also that of women in general.

CHAPTER 2 CONTENTS OF THE PROJECT

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2.1 Objectives of the Project

The Government of the Philippines believes that enhancement of the social and economic status of women is essential for development of the Philippine economy and the Medium Term Philippine Development Plan for 1993-1998, and the Philippine Plan for Gender Responsive Development 1995-2025 announced after the inauguration of President Ramos, clearly stipulates in its section on Manpower Development and Nation Building that the gender issue must be carefully considered in development plans / programmes of all levels, and urged all government organizations, agencies, bureaus and offices to incorporate the principles of GAD in their plans / programmes, implementation schedules and budget allocation plans. The Programme aims at promoting development based on gender equality and encouraging Filipino women to actively participate in the development process in the Philippines.

Despite the formulation of the higher plan and programme, there are no vocational training facilities exclusively for women in the Philippines. Nor is there a national center for R & D and advocacy activities relating to GAD. The request for the Project is intended to rectify this situation through the establishment of the Center with three functions, i.e. vocational training for women, R & D incorporating the WID/GAD concepts and advocacy.

[Short-Term Objectives of the Center]

(1) Model Center
To provide a model center for the training and development of women for new and wide career opportunities in the fields of new technologies and vocational occupations

(2) Supporting Activities
To conduct support studies and research, advocacy, programmes, projects, services and related activities to enhance the participation of women in development programmes

(3) Self-reliant Institution
To establish a self-reliant institution which can provide useful assistance for small and medium size enterprises, organizations and agencies for the development of women for women to make decisive inroads in the fields of technology, entrepreneurship and vocational occupations

(4) Execution of Training

To train women in technical and vocational skills, training methodology and non-skill programmes, such as entrepreneurial culture, business management and leadership, etc.

(5) Promotion of Participation

To promote the participation of other sectors and people in the development of women and their careers through national and international advocacy, social marketing, networking and programme linkage

(6) Counseling for job placement

To execute the counseling for the women who are looking for job.

[Medium and Long-Term Objectives of the Center]

(1) Improve the Overall Status of Women

To improve the overall status of women in the economic sector by providing them with access to opportunities for training and career advancement in new, alternative and currently regarded non-traditional technology-based occupations

(2) Participation of Women in Development

To establish a model training center which will act as the catalyst for the greater participation of women in development to support long-term global and development strategies

(3) Net Working with Asia and Pacific Countries

To enhance the social and economic status of women in Asia and Pacific Countries, National Center need to exchange the information by networking with Asia and Pacific countries

(4) Promotion of Regional Development

To promote regional industrial development programmes, entrepreneurial culture and strategies for economic democratisation with women as catalysts and active partners

2.2 Basic Concept of the Project

2.2.1 Outline of the Activities

(1) Linkage of Three Functions: Importance of Functional Coordination of the Center

In principle, the Center has three functions, i.e. vocational training, research and development (R & D) and advocacy. It is essential that these three functions work in a harmonious manner to achieve the enhancement of women's status, the higher goal of the Center's activities. The long-term independence of the Center will also rely on the smooth linkage of its functions. Fig. 2-2-1 and Table 2-2-1 below illustrate and explain this linkage of the Center's three principal functions.

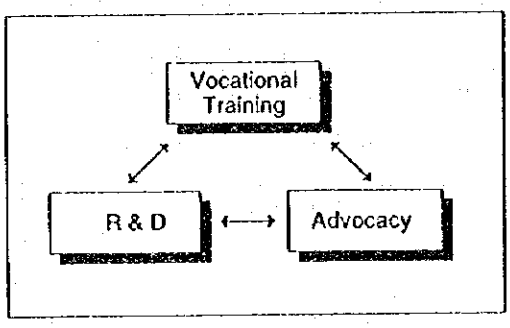


Fig. 2-2-1 Linkage of Principal Functions of the Center

Table 2-2-1 Details of Actual Linkage of Three Functions

R & D - Training	R & D provides the relevant information, data and measures required for vocational training. Vocational Training identifies the necessary research areas and problems.
Training - Advocacy	Vocational Training requests the Advocacy to publicise the Center. Advocacy provides technical information and assistance on gender sensitive training and social awareness of gender issues.
R & D - Advocacy	R & D disseminates the outputs of research and identifies the subjects for advocacy. Advocacy identifies the issues and problems which should be tacked by R & D.

(2) Incorporation of WID/GAD to the Center

The basic concept of the Project of achieving the higher target of the Center incorporates the viewpoint of "Gender and Development" (GAD) whereby women's issues are considered social issues, in addition to the viewpoint of "Women in Development" (WID). Here, gender signifies the different roles associated with each gender originating from the

relative relationships between men and women with social and cultural undertones. When the conventional (fixed) role-sharing between men and women is no longer compatible with the social reality or when it restricts women's access to various resources (education and material resources, etc.), introduction of the GAD viewpoint, which treats the problems of gender as problems affecting all society, becomes necessary to solve the various problems surrounding men and women in the socioeconomic development process.

1) The Center and WID Viewpoint

One significance of the Center is its rectification of conventional, male-oriented vocational training which has been a bottleneck to the promotion of female training at the TESDA. This male-oriented training regime is illustrated by the lack of a women's dormitory and toilets. The provision of such facilities under the Project will significantly contribute to the recruitment of female trainees in non-traditional fields. The new approach to encouraging women's access to vocational training is further supported by the introduction of a creche to allow those women with infants to attend training courses. A further component of the WID viewpoint incorporated in the Project is the planned establishment of a career guidance office to assist female trainees with finding employment as a concrete way of enhancing women's status in society.

2) The Center and GAD Viewpoint

While women's issues may be solved by meeting the particular needs of a situation in which women are placed, the enhancement of women's status essentially demands better awareness of gender issues in society. This awareness may well be achieved by advocating programmes designed to improve gender awareness and also by making gender training a compulsory subject for all trainees. Fig. 2-2-2 shows the Center's commitment to the WID and GAD viewpoints.

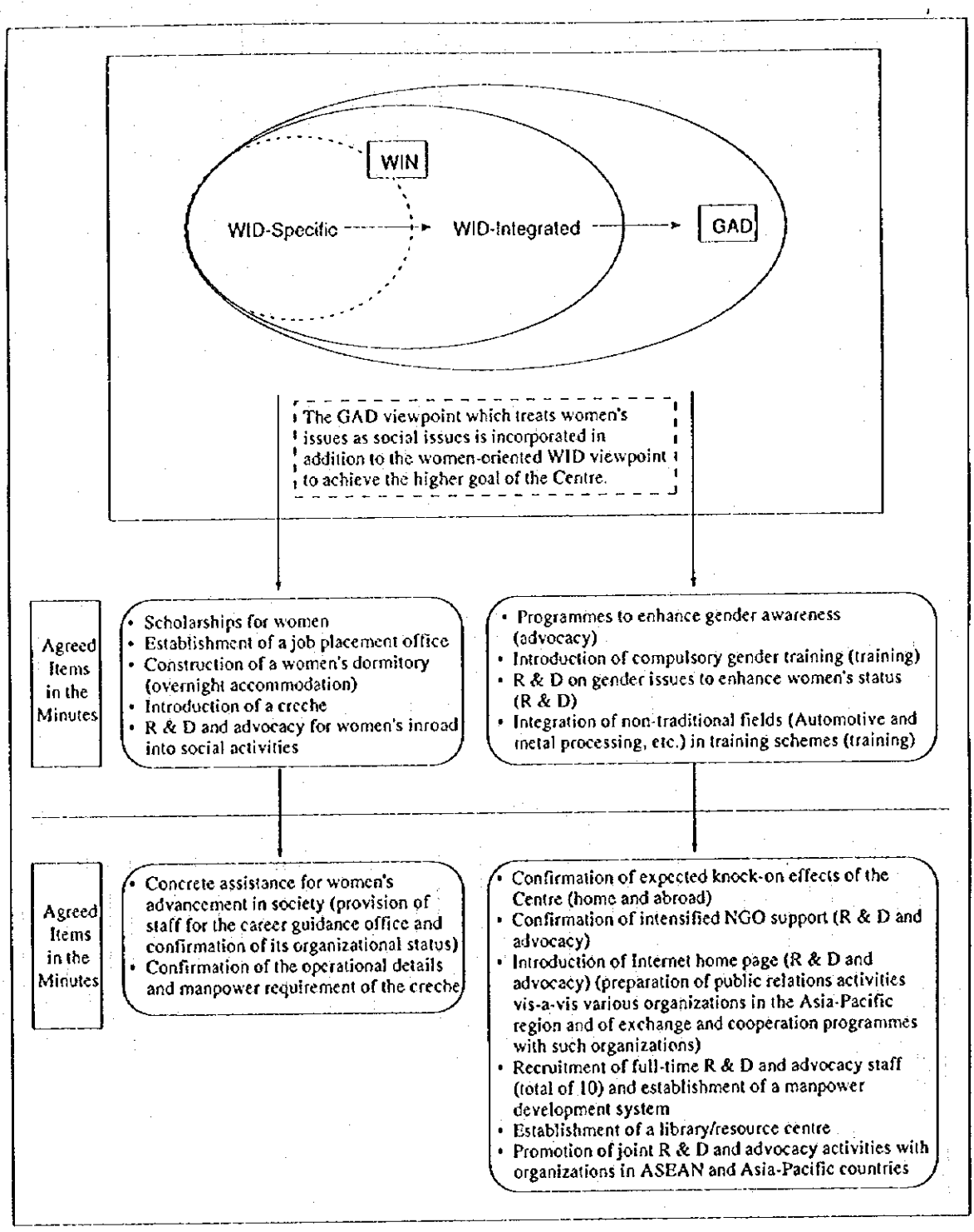


Fig. 2-2-2 Center's Commitment to WID and GAD Viewpoints

(3) Promotion of Exchanges and Cooperation with Asia-Pacific Countries

One of the Center's important roles is the promotion of cooperation not only within the Philippines but also with organizations with similar interests in the Asia-Pacific region. Extensive cooperation with such organizations based in Asia-Pacific countries, including Japan, will facilitate the Center's becoming a focal point for international cooperation activities. The promotion of a global partnership on gender issues demands that the Philippines extend its R & D and advocacy cooperation to not only Japan but also to many Asia-Pacific countries with the assistance of both governmental and non-governmental organizations.

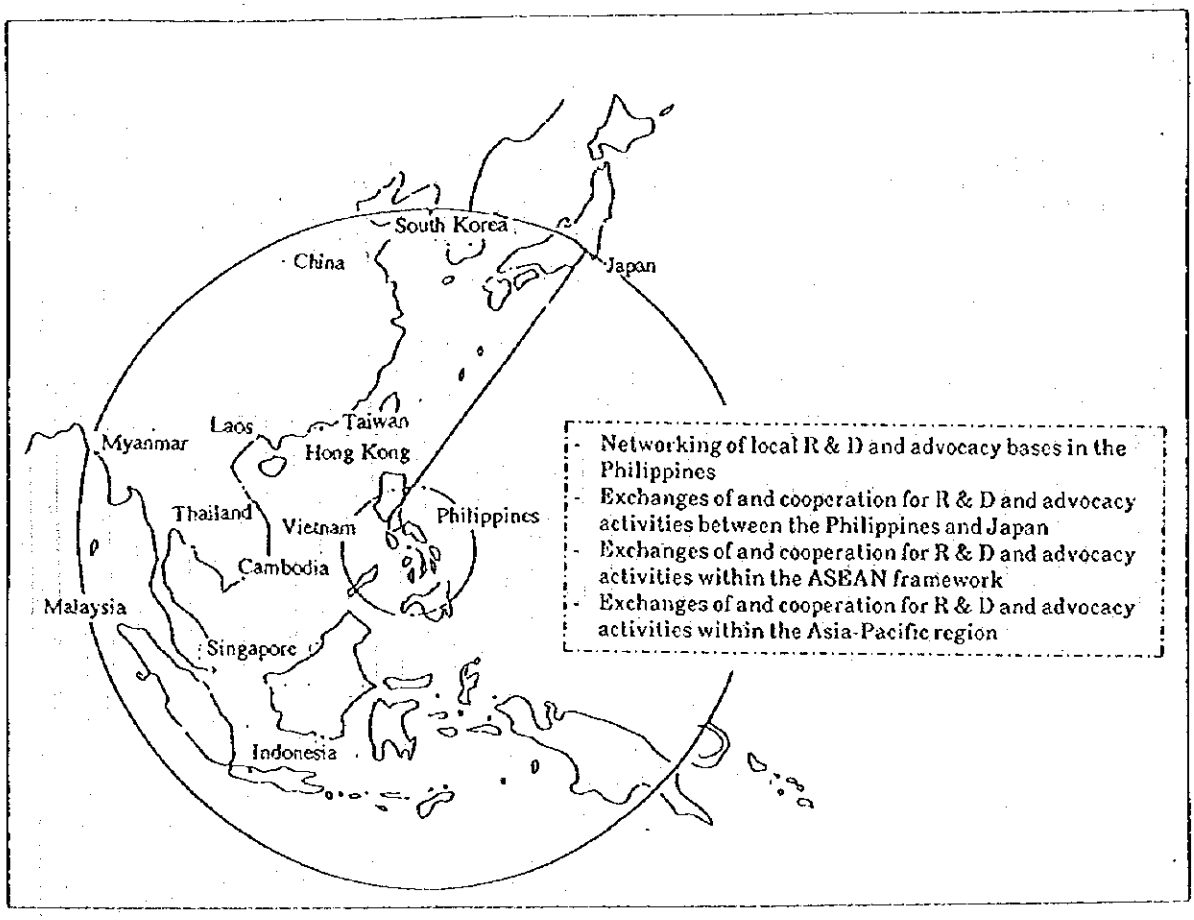


Fig. 2-2-3 R & D and Advocacy Cooperation Between the Philippines and Other Asia-Pacific Countries

(4) Linkage with Such Government Organizations as NCRFW and DSWD

For the Center to achieve its goal, the establishment of firm linkage with government organizations involved in gender issues is essential. The following government organizations (NCRFW, DSWD, DOST, DA and DTI, etc.) along with the TESDA Task Force were involved in the preparation of the original request for the Project and the Center should continue to maintain concrete links with these organizations.

1) NCRFW

The NCRFW has been established at the Presidential Office as the national machinery, i.e. national headquarters, to enhance the status of women and is situated above the TESDA in the government hierarchy. The technical cooperation of the NCRFW will be sought in the efforts by the TESDA to establish a network with organizations involved in the enhancement of women's status, the promotion of women's employment and the economic independence of women, all of which are targets of the advocacy activities under the Project. As the NCRFW has been providing gender training for government employees, its cooperation should be sought by the TESDA for the implementation of gender awareness programmes as part of the advocacy activities.

2) DSWD

The DSWD has been implementing a number of programmes, including those aimed at alleviating poverty, for women suffering from social disadvantages. The DSWD selects its trainers from its own training centers and pays for them to attend courses to upgrade their expertise. As the DSWD has rich experience in vocational training in traditional industrial fields, the DSWD's provision of technical advice on training facilities, equipment and training curriculum, etc. is desirable in order for the TESDA to further consolidate its cooperative relationship with the DSWD.

3) BYWY/DOLE

As a government bureau which promotes women's employment and welfare, the activities of the BYWY/DOLE include the implementation and evaluation of projects addressing women's needs and the preparation of working standards, etc. The TESDA's cooperation with the BYWY/DOLE is highly feasible for the organization of joint symposiums and seminars, etc. on such issues as the state of employment

and working environment, etc. as part of the Center's R & D activities and the state of equal employment opportunities and improvement of the working conditions, etc. as part of the advocacy activities.

4) DTI

The DTI has been playing a leading role in gender training and is the key organization for women's training. The National Industrial Manpower Training Council (NIMTC) of the DTI was a member of the Multi-Sectoral Task Force which prepared the original request for the Project. The DTI conducts research on manpower development, the manpower demand in the industrial sector and many other subjects and the TESDA should seek the DTI's cooperation for its R & D activities and advocacy of gender awareness in industrial circles. The Bureau of Small and Medium Business Development (BSMBD) and regional operation group of DTI provides financial assistance for small businesses run by women and organizes seminars and workshops to encourage women entrepreneurs through NGOs. The TESDA should seek the concrete assistance of the NIMTC in relation to training, research and advocacy on economic activities which target women. Joint training schemes between the TESDA and NIMTC should also be on the future agenda.

5) DOST

The Philippine Council for Industry and Energy Research and Development (RCIERD) of the DOST sent divisional managers to the Multi-Sectoral Task Force to plan and prepare the original request for the Project. The RCIERD is an organization involved in the preparation of government policies and research on science and technology and, as such, commands an important position in the industrial development of the Philippines. The RCIERD should be able to provide professional surveys and advice on the training details, etc. in relation to the development of women's aptitude and the involvement of women in industrial activities, both of which are essential for the successful functioning of the Center.

6) DA

The Agriculture Training Institute (formerly the Agricultural Extension Bureau) of the DA was involved in the preparation of the original request for the Project. The gender-related programmes prepared by the Institute target women and are implemented at the barangay level (lowest administrative unit) through the RIC (Rural

Improvement Club; a NGO). The provision of the Institute's technical assistance /cooperation on the processing of agricultural products and agribusinesses is feasible.

(5) Training of Female Vocational Trainers

The Center will be the first vocational training facility exclusively for women in the Philippines and will have 9 training areas, including such non-traditional industrial areas for women as automotive, metals and electronics. Anyone completing senior high school education will be eligible for enrolment. In order to provide training opportunities for all women, free full boarding will be provided for trainees of the trainer training courses and scholarships will also be provided to cover the training fee depending on family income to ensure a minimum financial burden on the trainees. After completing a 20 month training course, each successful trainee will be awarded the qualification of assistant trainer and will commence work as an assistant trainer at an organization supervised by the TESDA or at a private enterprise. Their presence should encourage other women to undergo training and to seek employment in both traditional and non-traditional industrial areas. The development of new labour markets for women due to the emergence of qualified women is expected to facilitate the principle of equal pay for men and women for the same jobs. This appears to be a viable way of eradicating the wage gap between men and women.

(6) Enrolment at Technical Colleges

The teaching level for general subjects of the trainer training courses is set at the same level as the general education at higher educational institutions, i.e. universities. Negotiations are currently in progress with the CHED to allow successful trainees of the trainer training courses to enrol at technical colleges. Those who have successfully completed at TESDA course are currently only awarded the qualification of technician. However, once their enrolment at technical colleges has been approved, they can hope to obtain the qualification of engineer at the end of their study. Through such a system, the trainees of the Center's trainer training courses will have the prospect of moving on to higher education to obtain higher qualifications. In turn, this prospect will enhance the status of the Center in the Philippines.

2.2.2 Contents of Vocational Training

(1) Examination of Training Courses

1) Views of Enterprises

The questionnaire survey conducted on enterprises which provide employment opportunities for trainees and which use the Center for the education/training of their employees has found the following views on vocational training among the enterprises.

- Most enterprises show a willingness to employ women with knowledge and skills. This indicates a potentially large employment market for women provided they acquire a high level of vocational capability through trainer training and pre-employment training, etc.

- The availability of training programs at the Center which are appropriate vis-a-vis business needs enhances the prospect of enterprises using such programs for the training of their employees. This indicates the strong interest of enterprises in skill upgrading training.

2) Views of Prospective Trainees

- All groups of prospective trainees for the training courses at the Center, i.e. high school students, vocational trainees and the currently employed, show strong interest in all fields of training. Since these women are considered to be candidate trainees for trainer training and skills upgrading training, their strong needs indicate the importance of these training courses.

- The survey on female returnees from overseas work found that 29% hope to attend vocational training programs, 22% hope to attend entrepreneurship programs and 34% hope to attend social counseling and education programs for gender enhancement. These figures indicate that, among these returnees, there is a strong preference for pre-employment training to build up vocational capabilities and non skill training such as improvement of the social environment.

Based on the above findings, the establishment of the 4 training courses requested by the Government of the Philippines, i.e. "comprehensive trainers training", "pre-

employment training", "skills upgrading training" and "non skill training" is deemed appropriate. In addition, as "training skill training" is required to make trainer training and skills upgrading training feasible, this particular training is established as independent training, producing a training regime of 5 different training courses.

(2) Definitions of Trainors and Trainers

There are two types of vocational teaching staff in the Philippines, i.e. trainers and trainors. As these two terms are used in a confused manner in the original letter of request, clarification of their definitions is necessary. A trainer is a person who trains (instructs) trainees while a trainor is a person who trains trainers as well as trainees. A trainor is essentially required to be a university graduate. The TESDA Act defines a trainer and trainor as follows. "Trainers" are persons who direct the practice of skills towards immediate improvement in some task. "Trainors" are persons who provide training for trainers aimed at developing the capacity of the latter to impart the attitudes, knowledge, skill and behaviour patterns required for specific jobs, tasks, occupations or groups of related occupations. In regard to the training goals, it is necessary to set goals from a double-sided point of view comprising the depth and width of skills. In order to provide the services of a trainer for a training institution or enterprise, equipping trainers with the abilities of the Trade Test 2nd Class level is aimed at covering a range of several skill areas. The Project intends to train trainers of the above definition.

(3) Examination of Training Goals/Objectives, Target Population and Training Duration

1) Comprehensive Trainer Training Course

a) Training Areas

Six training areas are introduced, i.e. (i) automotive and (ii) electronics which do not exist women trainers, (iii) metals which exist few women trainers, (iv) agro-processing, (v) hotel and restaurant and (vi) jewellery. Garments and crafts have been dropped from the scope of the comprehensive trainer training course as there already is a sufficient number of trainers in these areas.

b) Training Targets (Target Skill Levels)

The vocational training facilities run by the TESDA provide numerous training programmes, centering on basic training programmes designed to equip the

trainees with skills of the Trade Test 3rd Class and skills upgrading programmes designed to equip the trainees with skills of the Trade Test 2nd Class. As the successful trainees of the Center's training courses will train others, they should have the knowledge and skills of at least the Trade Test 2nd Class. In order for the Center's successful trainees to become good trainers, their knowledge and skills should not be limited to a single subject of the Trade Test but should extend to related areas.

c) Target Population

The target population was originally high school leavers but has now been extended to post-secondary school leavers.

d) Training Duration

Completion of the study of training methodology, practice and theory training and on-the-job training in a two year period was originally planned. How these subjects should be allocated vis-a-vis terms, however, was not definitely decided. Following strict examination of the training goals and target population, the training duration and training subjects have been allocated a total training duration of 20 months with the breakdown given below.

- Fundamental Subjects: 2 months
  During this period, such general subjects as mathematics, physics, chemistry and language, etc. will be taught. These subjects are also taught by colleges, etc. under the jurisdiction of the Commission for Higher Education (CHED) and the course intends to provide trainees with the opportunity to move onto a higher education to become qualified engineers in the future through the CHED's certification of completed units on these subjects.

- Basic Skill Training: 10 months (in-house skill training)
  Practical training and theoretical lectures will be provided during this period at a training institution with the aim of equipping the trainees with knowledge and skills equivalent to the Trade Test 2nd Class so that the trainees can possibly work as trainers or supervisors in the future.

- OJT Training: 6 months (OJT at a factory)
  During this period, the trainees will learn applied technologies and skills in an actual work environment based on the knowledge and skills acquired during the 10 month basic skill training period at a training institution. The period includes 80 hours of training methodology training.

- Training Methodology Practice: 2 months
  During this period, the trainees will undergo training practice at the training institutions supervised by the TESDA. Using the knowledge and skills acquired in the previous 18 months training, the trainees will prepare a training programme and lesson plan, etc. with the guidance of the trainors and will build up practical experience of working as trainers by actually conducting training.

e) Enterprises Providing OJT Facilities and OJT Method

The TESDA has already established a good relationship with many enterprises through the existing one to 2 month long OJT training schemes (Refer to Annex 6-7). This OJT period gives enterprises the opportunity to assess trainees with future recruitment in mind and also gives trainees the opportunity to demonstrate their abilities to possible future employers. Given such importance of OJT for both enterprises and trainees, the following measures should be adopted to safeguard the OJT period from becoming a period of simple labour to assist the manufacturing activities of enterprises on the part of trainees.

i) Full prior consultations on the OJT contents and programme must be conducted between the trainers in charge and those in charge of OJT at the participating enterprises.

ii) During the entire OJT period, the trainers should guide the trainees, listen to their problems, conduct an interim assessment of their progress and modify the training contents, etc. with those in charge of OJT at the participating enterprises.

iii) After completion of OJT, a meeting should be held with the participation of enterprise representatives to review all aspects of the OJT and to evaluate its results with a view to identifying points for future improvement of the training contents and training programme.

2) Pre-Employment Training Course

a) Training Areas

The areas for which the pre-employment training course is provided are (i) automotive, (ii) electronics, (iii) metals, (iv) ceramics, (v) agro-processing, (vi) hotel and restaurant, (vii) garments, (viii) crafts-gifts & houseware and (ix) fine jewellery.

b) Training Goals and Target Population

This training course aims at teaching the necessary skills to qualify the Trade Test 3rd Class for the unskilled and unemployed. None of the women who have completed a training course at the DSWD Training Center is reported to have achieved the Trade Test 3rd Class. Therefore, they are included in the target population for this training course.

c) Training Duration

As the scope of training varies from one training area to another, the training duration accordingly differs. A duration of 2 - 6 months should be flexibly applied and an average training duration of 4 months is provisionally used to determine the training contents to achieve the training goals.

3) Skills Upgrading Training Course

a) Training Areas

The areas for which the skills upgrading course is provided are seven areas such as (i) electronics, (ii) ceramics, (iii) agro-processing, (iv) hotel and restaurant, (v) garments, (vi) crafts-gifts & housewares and, (vii) fine jewellery except automotive and metal because is no trainees in those two training areas.

b) Training Goals and Target Population

This training course aims at teaching the necessary skills to qualify the Trade Test 2nd Class for those company employees with at least one year's working experience or with the Trade Test 3rd Class Certificate.

c) Training Duration

A short term of approximately 3 weeks is considered appropriate for an enterprise, etc. to dispatch its employees to this type of training course. However, to learn what is necessary to qualify the Trade Test 2nd Class, a reasonable training duration is required. A training course length of 1 - 2 months has, therefore, been decided as a compromise.

4) Training Methodology Training Course

a) Training Areas

Upon the request of training institutes, enterprises and NGOs, develop the training methodology such as how to progress and teach the training which is required by them and train them.

b) Training Goals and Target Population

This training course aims at teaching the necessary skills required for trainers to work at vocational training institutions or enterprises. The target population are those with the Trade Test 2nd Class qualification or equivalent skills.

c) Training Period

80 hours

5) Non-Skill Training Course

a) Training Areas

Proposed Training Areas are such as following 9 areas tentatively.

- Entrepreneurship Development
- Leadership & Management Development
- Advocacy & Social Marketing
- Strategic Management & Managing Change
- Work Values & Attitude Development
- Community Organizing & Development
- Cooperative Development

- Meetings & Conference Management
- Gender Sensitivity

However, the Training Areas will be finalized after starting R/D activity in the center, and study the real training need.

b) Training Goals and Target Population

This course aims at teaching the advanced, non-technical skills required to become a trainor or a leader at a vocational training institution, enterprise or NGO. The target population are trainers or those with similar qualifications to trainers.

c) Training Period

24 - 80 hours depending on the training area.

(4) Selection of Training Areas

To select the training areas, a questionnaire survey was conducted on female high school leavers and female returnees from overseas contract workers aged approximately between 17 and 45 to obtain objective data on the level of interest and necessity for vocational trainees in 9 areas, including non-traditional industrial areas for women (automotive, metals and electronics). As the provision of vocational training was found necessary in non-traditional trade areas because of a strong demand, the following 9 areas were earmarked for trainer training for women by the survey findings.

1) Automotive
2) Electronics
3) Metals
4) Ceramics
5) Agro-Processing
6) Hotel and Restaurant
7) Garments
8) Crafts, Gifts and Houseware
9) Fine Jewellery

[Number of Trainees/Course]

The number of trainees/course was originally uniformly set at 16 trainees for each of the nine areas. As a result of the needs survey and exchange of opinions with vocational experts of the TESDA, etc., the number of trainees/course has now been set at either 16 or 10 depending on the area. In the case of training methodology training, the number of trainees has been set at 12 as the training involves role-playing and video play-back practice. For non-skill training, the number has been set at 20 in consideration of the fact that this training is mainly conducted in the classroom. The training details by course are shown in Annex 6-1.

(5) Selection of Training Subjects

A working group of training experts was established in TESDA to select the training subjects, taking the following principles into consideration.

1) Those subjects required to achieve the training goals of the course in question should be emphasised.

2) Training contents that could cause a problem of pollution should be avoided.

3) Training for dirty or heavy duty work should be avoided in view of the fact that the training is vocational training for women. The training should take the feminine attributes (delicacy, manual deftness and persistence, etc.) of the trainees into consideration.

4) Each subject should be selected in relation to the Trade Test. The subjects should comprise appropriate self-contained training units and should be appropriate in terms of the flow of the entire training. Refer to Annex 6-2 training subject in each area related trade test standard.

5) The overall configuration of the subjects should be of an appropriate size as a training area.

6) The training should emphasise training designed to foster entrepreneurs as well as basic skills and knowledge.

7) The comprehensive trainer training is intended to foster trainers to work at training institutions and enterprises, etc. The trainers so fostered should have a skill level equal to the Trade Test 2nd Class or Competency-Based Test. In regard to skill coverage, it should be considered the minimum required for a trainer to cover at least several skill areas.

8) Any area in which a technology may have particularly advanced or where any training may not be suitably implemented at an institution due to a rapidly changing technology should be entrusted to OJT at an enterprise, etc.

9) In the case of pre-employment skill training, all subjects on which training is provided should be included in the comprehensive trainer training.

10) The skill upgrading training basically aims at improving skills to the 2nd Class level for those with a Trade Test 3rd Class Certificate or Competency-Based Test. The training contents should include the planned subjects of the comprehensive trainer training. Some training subjects, however, may be difficult to implement in the basic skill training for comprehensive trainer training within a period of 10 months. If these subjects are essential in terms of the needs of enterprises, they should be included in the skills upgrading training.

As a result of the above examination of appropriate subjects, the following 27 subjects by training field have been identified instead of the 39 subjects originally requested (Refer to Annex 6-3).
And followings are the justification for selecting the training subjects.

a) Automotive

Analysis of the automobile inspection system in the Philippines found that inspection and maintenance of the braking mechanism and engine are considered particularly important. In addition, there is strict emission control. A smoke tester is used to rigourously check diesel-engine automobiles which account for some 60% of all and those failing to observe the emission standard are compulsorily required to undergo adjustment of the fuel injection system at a garage, etc. The training of technicians in this field is urgently required and the light nature of the work appears suitable for women. Although there are many areas relating to automobiles which require a technical qualification, training should focus on those areas areas where feminine attributes can be fully utilised and should exclude dirty work and heavy duty work

which are deemed unsuitable for women. The likely candidates are electrical and electronic control systems which involve light work despite their crucial functions. Learning of engine tuning is considered essential as the engine comprises the heart of an automobile and the omission of engine tuning would deny the basic principle of mechanical training on automobiles. Consequently, the selected subjects are (1) autotronics, (2) automotive electricity and (iii) engine tuning.

b) Electronics

The selected subjects are (1) fundamental principles, dealing with fundamental electronics and basic electrical and electronic circuits, (ii) consumer electronics for the repair of radios and TVs, etc. and (3) industrial electronics for sequential control. The inclusion of electronic CAD as part of the OJT was considered but was dropped at the time of concluding the Minutes for the B/D Phase 2 because of the perceived difficulty of software maintenance due to rapid technological changes.

c) Metals

Each subject originally requested by the Philippine side in this area was large enough to comprise an independent training area. The selected subject is welding in view of the fact that women are already working as welders with a good reputation among employers, etc. Training subjects were finalized by Welding (Gas Welding, Arc Welding, TIG and MIG).

d) Ceramics

The focus was originally placed on such industrial ceramics as roof tiles, other types of tiles and roof blocks, etc. but it was later found that the manufacture of these items involves too much heavy work for women to handle. Consequently, the course emphasis is on relatively light work which suits women, i.e. the manufacture of ceramic vases, cups and ornaments. The training subjects selected are (1) design and model making, (2) mould making and (3) firing/handling/packaging which are matched with the subject of trade test.

e) Agro-Processing

A survey on the types of human resources desired by the food industry in the Philippines and expectations of the vocational training of the industry found that the

highest priority of food processing enterprises is the establishment of the concept of food hygiene among employees. The training subjects are selected taking the work involved in food processing, raw material availability and suitability of subjects for vocational training, etc. into consideration. Emphasis is placed on hygiene throughout the training on the selected subjects, i.e. (1) fermentation and biochemistry, (2) drying and smoking and (3) packaging/canning/bottling.

f) Hotel and Restaurant

It is understood that trainees should acquire all-round ability to deal with various situations, ranging from the front reception service to restaurant cooking. Although the trainees are not required to become professional cooks, they should acquire knowledge of the restaurant business as part of hotel management. Based on the above considerations, the selected subjects are (1) front desk operation and management, (2) housekeeping and maintenance, (3) food and beverage services, (4) cooking and food preparation and (5) dry cleaning.

g) Garments

The establishment of a new business is relatively easy in the dress-making field once the relevant expertise has been acquired and there is a strong demand among enterprises for pattern designers using CAD and embroideresses using sewing machines. The subjects must be identified based on the core elements of dress-making and design and pattern-making should include CAD. The tentative subjects were further examined by the B/D Survey and because of the use of new materials, the garments made during the training would not require dry cleaning. Consequently, the subject of dry cleaning has been included in the hotel and restaurant area as the restaurant component has a teaching unit on laundry.

h) Crafts, Gifts and Houseware

The original request included craftwork using leather, bamboo and rattan as the raw materials and the manufacture of stuffed toys. Analysis of suitable training subjects for women in view of the trends of the relevant industries in the Philippines and the promotion of new businesses led by women found stuffed toy manufacture to be the most appropriate choice. The course should enable the trainees to produce not only stuffed toys covered with cloth but also small leather items.

i) Fine Jewellery

Fine jewellery has two distinctive components, i.e. metal carving and jewellery focusing on the arrangement of precious stones. The subjects are selected by combining the core elements of the above-mentioned two types of work. Polishing for fine jewellery is, in fact, part of the finishing work while the contents of goldsmithing are the same as those of fine jewellery design, casting, making and finishing. Therefore, these two subjects, i.e. polishing and goldsmithing, have been dropped.

The final line up of the training subjects in each area are as shown in Annex 6-2.

(6) Examination of Training Curriculum

Experts (one in each field), such as trainors actually conducting training, were invited to establish a working group with a view to examining the training curriculum for the Center and were consulted in regard to the selection of the suitable subjects described in (4) above. Based on the principles described below, the training curriculum for each training area was examined.

- Clarification of the training details required for practical training on each subject agreed in the B/D
- Establishment of training details to suit the actual conditions of Philippine industries and real training requirements
- Elaboration of training details, taking the desirable training method and steps into consideration
- The general ratio between classroom lectures and practical training is set at 25% to 75% although this ratio naturally varies from one training field to another.

The resulting training details for each area are described below.

1) Automobiles

The emphasis is placed on light work.

- Use of training simulators to assemble and inspect electric and electronic circuits
- Overhaul, inspection and adjustment of electric and electronic devices/systems
- Inspection and tuning of engine, its components and peripheral devices

2) Electronics

- Instrumentation and assembly of basic electric and electronic circuits
- Use of training simulators and real equipment to adjust or repair radios, TVs, audio equipment and visual equipment
- Sequential control (not major industrial instrumentation) using PLCs (programmable logic controllers) and micro-computers, etc.

3) Metals

- Basic machining, including edge preparation which is crucial to ensure welding strength, as pre-welding work, gas welding, gas cutting, arc welding, CO2 shielded arc welding, TIG and MIG
- Use of 9 mm thick plate with 5 layers of beads to exploit the delicate touch of women

4) Ceramics

- Learning of all aspects of ceramic work (knowledge and skills of design and model making, hand forming, potting wheel work, mould making and casting, decoration and firing) through the actual production of vases, small lamp stands, cups, saucers and small ornaments, etc.
- Marketability and design and the two key concepts for establishment of the training details

5) Agro-Processing

- Handling of raw materials for foodstuffs as well as final products and pre-treatment/processing of raw materials which emphasis on hygiene control (a thorough understanding of the concept of food hygiene is essential
- The training details have been established to meet the tasks identified in relation to fermenting, drying, smoking, packaging, canning and bottling through the use of standard and readily available raw materials in the domestic market

6) Hotel and Restaurant

- Front desk operation and management, housekeeping and maintenance, food and beverage services, cooking and food preparation to assist the trainees acquisition of knowledge and skills in all aspects of hotel management; computer operation together with customer care and communication skills comprise important ingredients of front desk operation; dry cleaning is included in the laundry service which is part of housekeeping and maintenance

7) Garments

- The necessary knowledge and skills involved in design and pattern making, cutting, sewing, finishing and embroidery to make the trainees capable of producing children's clothing, suits and dresses, etc; machine embroidery and pattern design using CAD introduced as skills upgrading courses in view of their strong demand by the industry
- Emphasis on pattern design to produce highly value-added garments

8) Crafts, Gifts and Houseware

- The main emphasis is on the knowledge and skills required for the manufacture of stuffed soft toys (covered with cloth) coupled with the manufacture of products combining cloth and leather as well as small leather products; further emphasis on employment promotion and the fostering of entrepreneurs
- Special emphasis on design to give products added-value

9) Fine Jewellery

- Emphasis on processing skills, such as metal carving, in view of the difficulty of mastering knowledge and skills covering the two aspects of fine jewellery, i.e. processing and jewellery making (arrangement of precious stones, etc.) within a limited period but with sufficient training on the knowledge and skills of jewellery making to allow the trainees to work as trainers on fine jewellery in general
- Learning of the knowledge and skills of fine jewellery and processing through the work involved in five subjects, i.e. (1) fine jewellery design, (2) casting, making and finishing, (3) stone setting and engraving, (4) appraisal and (5) gem cutting and polishing

The curriculum for each training area is given in Annex 6-4.

(7) Examination of Annual Training Schedule

The training schedule described in this report has been determined on the premise that, in view of the limited availability of accommodation space, trainer training courses will comprise the mainstay of the training while intensive skill upgrading courses and non-technical skill courses will be provided in the periods when empty beds are available (Annex 6-5). While the basic assumption is that all trainees will stay in at the dormitory during the training period, the reality will be that many trainees will travel to the Center daily from various parts of Metro Manila depending on the course or programme contents. As these trainees will not occupy dormitory beds, their training periods can be free of the

question of bed availability, making the simultaneous introduction of more courses possible. In the case of skills upgrading courses, the course periods may often be determined in view of accommodating the requirements of enterprises, etc. which send trainees to these courses. Therefore, as far as the implementation of skill upgrading courses and non skill courses are concerned, flexible training schedules are adopted, taking the training needs of enterprises and the circumstances of the trainees (either travelling to the Center or staying at the dormitory to attend a course) into consideration.

(8) Recruitment of Trainees and Trainers

The trainees and trainers are essential components of the training and their proper recruitment must be ensured by appropriate, systematic measures.

1) Recruitment of Trainees

The following methods will be used to recruit trainees. In addition, personal contacts and word of mouth will be used in view of their effectiveness in the Philippines.

- Distribution of recruitment leaflets to women's high schools, etc.
- Advertisements via related organizations and the NGO network
- Advertisements via industries and industrial associations cooperating with the TESDA
- Recruitment requests at regional meetings of the heads of the TESDA facilities held at the TESDA

2) Recruitment of Trainers

The trainers must have sufficient knowledge and skills to conduct both classroom lectures and practical teaching. The following methods will be used to recruit trainers with special emphasis on the above requirements.

- Public advertisements in newspapers and magazines
- Introduction by TESDA board members
- Introduction by universities, research institutions, industrial associations and enterprises, etc. cooperating with the TESDA

2.2.3 R & D Activities

(1) Objectives and Methods of R & D Activities

1) Objectives of R & D Activities

The R & D activities of the Center will be conducted with a view to making recommendations for the enhancement of the status of women, i.e. the higher goal of the Center, and will have the following concrete objectives.

i) To assist the implementation of effective vocational training, the expansion of training opportunities in both traditional and non-traditional vocational area, the development of women's job capabilities and the promotion of employment.

ii) To stimulate public attention vis-a-vis the roles of women in social development and gender/women's issues.

iii) To improve the medium-to-long-term self-reliance and independence of the Center.

2) Methods

The R & D activities at the Center will not only be commissioned to external research organizations with the necessary expertise to deal with the target issues based on strict analysis of the target R & D fields and tasks involved but will also be conducted in-house by planning the necessary R & D programmes and applying for external funding. The results of such R & D activities will be published in the Center's bulletins, etc. for wider use and R & D exchanges at home and abroad will be actively encouraged. R & D symposiums, etc. should also be jointly organized with external research organizations at home and abroad. The achievements of all these activities must be used to strengthen the various functions of the Center to consolidate its self-reliant and independent status.

(2) Targeted Beneficiaries of R & D Activities

The positive achievements of R & D activities can influence the formation of policies relating to general vocational training for women. As their impacts are also felt in terms of employment promotion and the expansion of training opportunities, the targeted beneficiaries of the Center's R & D activities will be diverse as shown in Fig. 2-2-4.

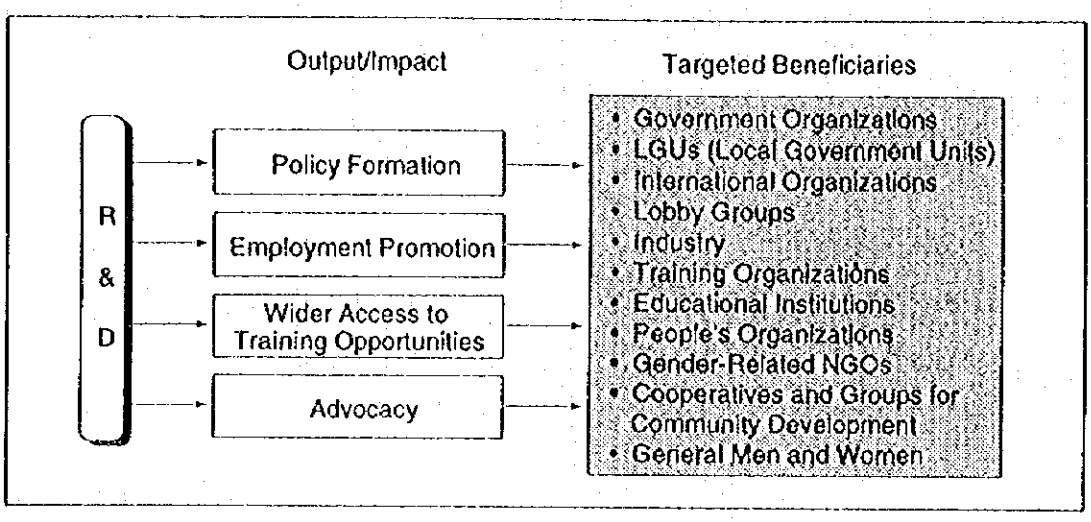


Fig. 2-2-4 Targeted Beneficiaries of Center's R & D Activities

(3) Contents of R & D Activities

1) Planning and Implementation of R & D Activities

a) Preparation of R & D Activity Plan

It is important that the Center prepare an annual R & D activity plan as well as a detailed research schedule and that it clarify the job assignments for its R & D staff.

b) Clarification of R & D Themes

There are two distinct categories of themes to be pursued by R & D activities. One relates to issues broadly connected to enhancing women's status, which is the higher goal of the Center while the other directly relates to vocational training for employment which is the immediate objective of the Center. One criterion for the selection of a R & D theme is that the intended R & D activity should provide proposals for vocational training and/or advocacy activities by the Center. In regard to themes for the enhancement of women's status, R & D activities should aim at contributing to the socioeconomic advancement of women in relation to various issues concerning women of the low and middle income strata and also to various social development issues in both rural and urban areas. The concrete themes for R & D activities, identified by the B/D 1 survey, are listed in Table 2-2-3.

Table 2-2-3 Proposed Examples of Concrete R & D Themes

Themes Generally Relating to Enhancement of Women's Status	Themes Relating to Vocational Training and Employment
• Gender issues in low income households • Economic empowerment to enhance women's status • Development of gender training techniques to improve male-female relationship • Gender responsive lifestyle in households • Analysis of social consciousness which prevents women from access to training and employment opportunities • Social development in rural areas and roles of women • Organization of women's groups and improvement of women's collective negotiation capability • Networking for working women • Reproductive health and rights • Situation of working women abroad and advocacy issues • Improvement of legal framework for female workers	• Industrial demand for women workers by skill area • Employment market and women's education and training • Incentives for businesses to promote their employment of women • Training and recruitment methods for female vocational trainers • Development of production processes to make the best use of feminine skills • Development of effective programmes to produce female entrepreneurs • Gender responsive vocational training and facilities • Follow-up surveys on graduates of the Center • Development of gender training programmes for employers • Working hours and working style suitable for women • Need for advanced non-technical skill training

c) Understanding of Research Trends of Existing Research Institutions and Creation of In-House Database on Research Outlines

The planning and implementation of R & D activities at the Center require a proper understanding of the past and present research trends/themes of existing government, university and NGO-related research institutions and the gathering of the achievements (reports) of such R & D activities. These achievements should then be used to create an in-house database for the Center which categorises research under the names of research institutions and research themes so that outlines of past and present research can be easily accessed.

d) Networking of Research Institutions

In order to establish a network of existing research institutions, symposiums and joint research, etc. should be promoted with such institutions on common themes. An Internet home page will be introduced to publicise the Center's activities and to exchange information.

e) Decision on R & D Themes, Institutions to be Entrusted and Implementation of R & D Activities

The priority themes for R & D activities for each year will be decided based on recommendations made by the vocational training section and advocacy section. Appropriate research institutions will then be selected depending on the themes. The selection criteria will be (i) a research institution already engaged in research linked to a particular recommendation, (ii) a research institution which has conducted research relating to a recommended theme and (iii) a research institution with an appropriate organizational structure and research history.

f) Use of External Funding to Expand Scope of Center's R & D Activities

The TESDA's budget plan anticipates three R & D projects each year. The preparation of a research plan, assuming the use of external funding, and the submission of applications for external funding for the Center's in-house R & D activities should consolidate the R & D capability of the Center and its staff members.

2) Feedback of R & D Results

a) Publication of Research Bulletins

The publication of research bulletin is currently planned. As the manpower strength already secured is inadequate to conduct this extra publication work, the appointment of part-time researchers, etc. will be necessary to enlist the assistance of those with the relevant experience at existing research institutions, etc. The publication cost cannot be fully met within the present budgetary framework of the TESDA and the introduction of external assistance should be considered. The quarterly bulletin is expected to contain reports on commissioned research, planning of future R & D activities and contributions of knowledgeable persons and researchers outside the Center. The planned publication frequency may require review (for possible reduction) from the viewpoint of maintaining the quality of the reports as these can be regarded as the showpieces of the Center's activities.

b) Proposal of Likely Themes for Vocational Training and Advocacy Activities of the Center

One of the important roles of the Center's R & D activities is the proposal of likely themes for the vocational training and advocacy activities of the Center based on R & D achievements. In addition to the active reporting of R & D results at Advisory Committee meetings and other internal meetings of the Center, the Center Advisory Committee should be encouraged to promote the coordination of the different functions of the Center by making proposals on vocational training and advocacy activities based on the reported results/ achievements of R & D activities.

(4) Survey on Existing Organizations for Possible Commissioning of R & D Activities

The study team members and local consultants used a survey form to clarify which of the existing organizations may be commissioned to undertake R & D activities for the Center. In view of the R & D structure, past R & D achievements and current R & D issues, etc., the organizations with which the Center can establish close linkage in the future can be classified as government R & D organizations, government research institutions, university R & D organizations and NGO R & D organizations (dealing with such issues as women's studies, social development and management/ employment/ labour). Some of the candidate organizations are listed below. The research outlines of some of the existing organizations with which the Center may be able to cooperate in terms of R & D activities are given in Annex 6-6. In addition to these organizations, those in Mindanao and northern Luzon will be regarded as regional bases for the nationwide network for R & D activities inspired by the Center.

1) Government Related Institutions
   a) NCRFW
   b) BWYW/DOLE
   c) PIDS

2) University Affiliated Institutions
   a) UP SOLAIR
   b) UP Center for Women's Studies
   c) SDRC
   d) PWU
   e) MSU Center for Women's Studies
   f) UAP, University of Asia and South Pacific

3) NGO Research Institutions

(Women's Studies)

a) ISIS International

b) Women's Studies Association for the Philippines (WSAP)

c) Norfil Foundation, etc.

(Social Development)

d) Philippine Business for Social Progress (PBSP)

e) Caritas

f) Ayala Foundation

(Employers and Employment)

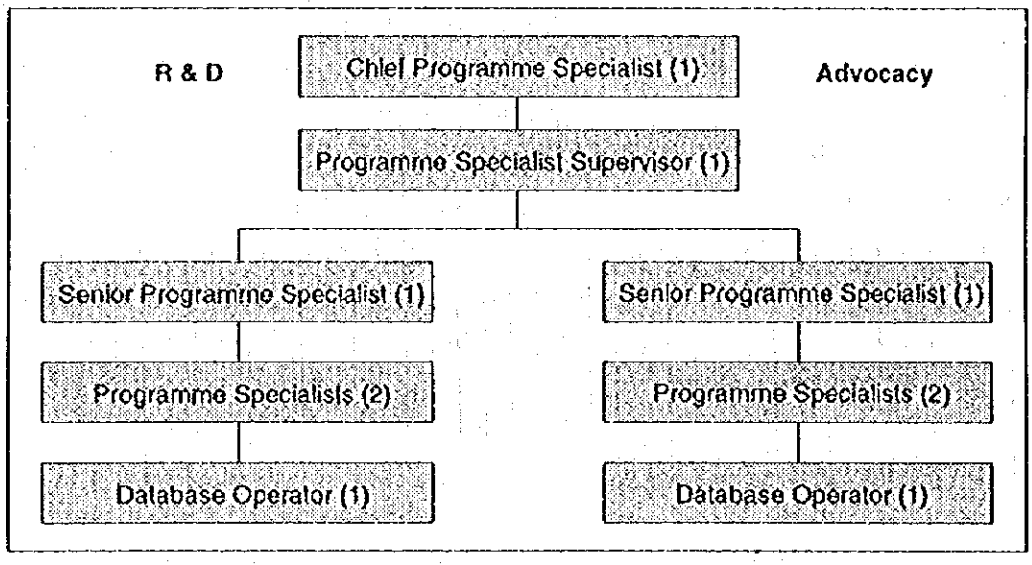
g) Personal Management Association of the Philippines (PMAP)

h) Employers Confederation of the Philippines (ECOP), etc.

(Labour Union)

i) TUCP-DAWN, etc.

(5) Manpower for R & D Activities



Note: The above is the assignment of 10 full-time TESDA staff members who will be assisted by several part-time staff.

Fig. 2-2-5 Organizational Structure of R & D and Advocacy Activities

From a functional point of view, while R & D will play an important function at the Center, the TESDA believes that it will be difficult to establish an independent R & D section at present given the current circumstances. There are three main reasons for this. Firstly, while an official regulation demands that an independent section headed by a chief

programme specialist requires at least 7 staff members, the assignment of 7 staff members to each of the R & D and advocacy functions will be difficult. Secondly, as part of the drive for administrative reform, the government intends to integrate the R & D section of government organizations with the policy planning section. Thirdly, mutual cooperation and linkage in terms of manpower usage is encouraged to improve efficiency. The minimum new recruitment under the Project agreed by the TESDA is one chief programme specialist and one programme specialist supervisor, both of which will conduct R & D and advocacy work, one senior programme specialist, 2 programme specialists and one database operator. The criteria for the chief programme specialist is set at a minimum of 4 years experience as a chief programme specialist and a master's degree or higher. Table 2-2-3 shows the staff qualification standards proposed by the TESDA. Recruitment should, in principle, be conducted publicly with priority given to people with the relevant experience, such as those engaged in gender-related R & D programmes at the NCRFW or other organizations and those engaged in the WINT Programme at the TESDA.

Table 2-2-4 Qualification Standards Proposed by TESDA for New R & D Staff for the Center

	Educational Background	Work Experience
Chief Programme Specialist	MA relevant to the position	4 years in the same position
Programme Specialist Supervisor	BA with 24 MA units	3 years relevant experience
Senior Programme Specialist	BA with 24 MA units	2 years relevant experience
Programme Specialist	BA	one years relevant experience

Long and short training courses should be provided for their regular attendance in order to steadily improve their professional expertise. Further incentives should also be provided for the specialists to build up their careers based on positive job motivation.

2.2.4 Advocacy Activities

(1) Objective of Advocacy Activities

The overall objective of the advocacy activities is improvement of the social awareness of gender issues with a view to enhancing the relative status of women in Philippine society. Concrete activities include advocacy vis-a-vis not only the various functions and activities of the Center but also regarding more general issues relating to women. Moreover,

exchanges between NGOs operating in the Philippines and also between those operating in the Asia-Pacific region should be encouraged to improve social attitudes to the advancement of women in society.

(2) Methods

1) Sponsoring of symposiums, etc. to vitalise NGO networks to raise social awareness of gender issues
2) Advocacy activities vis-a-vis women and gender-related issues at the Center and TESDA and advocacy activities vis-a-vis trainees, trainers and graduates of the Center as well as vocational groups established by graduates of the Center
3) Provision of seminar/meeting facilities for NGOs at the Center, coupled with the provision of information, to assist their activities
4) Advertisement of the Center's facilities in accordance with the phased programme to improve their utilisation rate

(3) Participants/Targeted Beneficiaries of Advocacy Activities

The participants and targeted beneficiaries of the Center's advocacy activities widely range from those of other educational and training institutions to the general public in view of the general improvement of the social awareness of gender issues. The scope of the beneficiaries is expected to extend to various organizations and the general public of Asia-Pacific countries as the positive impacts of the Center should be spread through international exchange activities.

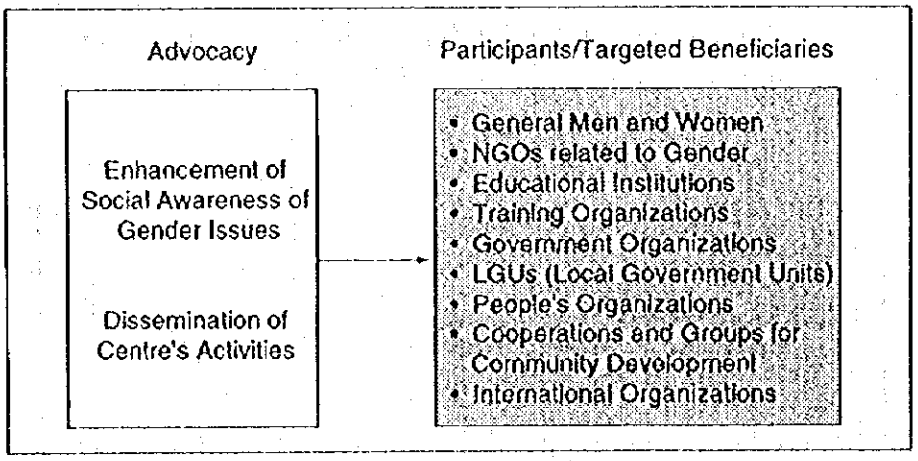


Fig. 2-2-6 Participants/Targeted Beneficiaries of Center's Advocacy Activities

(4) Concrete Advocacy Activities

The following advocacy activities were identified by a survey on similar activities by government organizations and NGUs, etc. and were also suggested by the original request and the TESDA has confirmed the planned adoption of such activities as the Center's advocacy activities.

1) Preparation of Advocacy Programmes and Concrete Activities Based on Such Programmes

The Center is expected to prepare both short-term and medium-to-long-term advocacy programmes and to conduct concrete activities based on such programmes. These concrete activities are largely classified as advocacy activities relating to the enhancement of women's status and advocacy activities relating to vocational training and employment.

Table 2-2-5 Proposed Examples of Various Advocacy Activities

Enhancement of Women's Status	Vocational Training and Employment
Organization of symposiums/seminars on socioeconomic empowerment, gender training, burden-sharing lifestyle, rural development and roles of WID/GAD, establishment of women's groups and improvement of collective bargaining ability, networking of working women, diffusion of reproductive health and rights, psychological support for returning OCWs, legal literacy programmes and desirable partnerships to facilitate women's progress in society, etc. Provision of support for WID/GAD-related NGO activities Facilitation of the use of the Center's networking space for WID/GAD-related NGOs Dissemination of information on the Center (publication of bulletins/newsletters and advertisements, etc.)	Organization of symposiums/seminars on networking of NGOs involved in women's training/education and employment, self-emancipation for working, fostering of advisers on new businesses, development and utilisation of women's aptitude by enterprises, improved legal literacy relating to female workers and partnerships to facilitate active participation of women in training and employment, etc. Strengthening of collaboration with the WINT Programme (introduction of women's activities and assistance for women in non-traditional industrial areas) Promotion of the media's interest in the promotion of women's employment and participation in economic activities Organization of events for female trainers, leaders, entrepreneurs and skilled workers

2) Advertisement of the Center

A phased advertisement programme for the Center should be prepared, followed by an intensive advertising campaign in order to increase the utilisation rate of the Center's facilities.

Advertising Campaign (Provisional)

	April, 1997	April, 1998	April,1999	
Preparation of the Center's logo, introductory leaflets, headed envelopes and posters, etc.				
Advertisement of the Center through radio, TV and cinema				
Preparation and publication of bulletins/ newsletters				
Monitoring of the public use of the Center				
Intensive advertising campaign				

3) Promotion of Center's Space for Participation in Networking of NGOs

As proposed by the NCRFW, the Center should provide open space for use by WID/GAD-related NGOs. The promotion and management of such space should be conducted by staff members of the Center assigned to such work.

(5) Recruitment of Advocacy Staff

The minimum new requirement under the Project agreed by the TESDA is one chief programme specialist and one programme specialist supervisor, both of which will conduct R & D and advocacy work, one senior programme specialist, 2 programme specialists and one database operator. The criteria for the chief programme specialist is set at a minimum of 4 years experience as a chief programme specialist and a master's degree or higher. Recruitment should, in principle, be conducted publicly with priority given to people with the relevant experience, such as those engaged in gender-related R & D programmes at the NCRFW or NGOs. It is necessary to have a key person(s) who will serve the Center for a long period of time in the implementation of the advocacy function.

2.2.5 Technical Cooperation

The TESDA has expressed a desire to enlist the assistance of JICA experts dispatched on an individual basis for the preparation of short and long-term programmes, strengthening of the linkage with local bases to promote the Center's presence and functions in local areas and the implementation of joint R & D and exchange schemes with third countries, etc. and also to involve NGOs in the implementation of these activities. Table 2-2-6 shows a possible case of technical cooperation by JICA experts for the R & D and advocacy activities of the Center.

The TESDA is a newly established government organization aimed at supervising market-oriented, practical vocational training based on technical education and skill development programmes designed to improve the international competitiveness of Philippine industries. The TESDA is expected to ensure that vocational training in the Philippines is properly conducted through cooperation with private sector organizations and private enterprises to share the social cost of training. The following technical cooperation should prove effective to achieve the maximum aid effects of the Project in terms of the promotion of employment for women, expansion of the scope of employment for women and improved social awareness of WID/GAD in addition to the achievement of the objectives of the TESDA described above.

(1) Joint Assistance: Utilisation of JICA Experts, JOVC and Private Sector

Joint assistance teams which are eager to provide technical cooperation, involving JICA experts, JOVC volunteers, NGOs and various private organizations, are necessary to make the best use of their expertise, energy and enthusiasm. One idea may be the appointment of a person with a deep understanding of thinking in the private sector together with excellent management ability to the Center's key coordinating position so that vocational training at the Center can be appropriately conducted with the cooperation of private sector organizations and private enterprises on the grounds that the cost of vocational training is a social cost to be shared by all beneficiaries.

1) Vocational Training

A key principle in the selection of training equipment for the Center is the selection of equipment which can be easily maintained by the Center itself. In the case of vocational training equipment, operation and maintenance without technical cooperation are important considerations in the selection process. Despite such careful planning, however, the dispatch of experts for a short period and the training of the Center's instructors in Japan should further improve the operational efficiency

of the Center, particularly in relation to those training areas in which the TESDA lacks previous experience.

2) R & D and Advocacy Functions

The TESDA has already requested the dispatch of one JICA expert each to supervise the R & D function and advocacy function of the Center. The TESDA has also expressed a desire to secure the cooperation of JICA experts to involving NGOs in the preparation of both long-term and short-term programmes, joint activities with its regional offices and joint research and exchanges with third countries. Table 4-2 shows possible examples of technical cooperation by JICA experts for the R & D and advocacy activities of the Center.

Table 2-2-6 Possible Technical Cooperation by JICA Experts for R & D and Advocacy Activities of the Center

	Phase I (2 years)	Phase II (2 years)	Phase III (2 years)
	Preparations/Initial Activities	Intensification of Activities	Strengthening of Self-Reliant Function
R & D	• Preparation of long-term and short-term R & D programmes • Preparations for Resource Center • Preparation and implementation of R & D programmes	• R & D in cooperation with regional centers • Joint R & D and exchanges with third countries • Consolidation of Resource Center • Continuous implementation of R & D programmes	• Continuous implementation of R & D programmes • Evaluation and adjustment of vocational training function, etc. • Survey to evaluate programmes of the Center/proposals designed to strengthen self-reliant function • Improved cooperation with related organizations
Advocacy	• Preparation of advocacy programme • Preparation of public relations programme • Preparations for Resource Center • Preparation and implementation of advocacy activities • Preparation and implementation of public relations activities	• Advocacy activities in cooperation with regional centers • Joint advocacy and exchanges with third countries • Consolidation of Resource Center • Continuous implementation of public relations activities	• Continuous implementation of advocacy activities • Strengthening of self-reliant function of Resource Center • Continuous implementation of advocacy activities • Improved cooperation with related organizations

(2) Cooperation for Training of TESDA Staff

- Assistance for training sections (WID/GAD statistics and database seminar, etc.) sponsored by the UN. INSTRAW, UN. ESCAP and ILO, etc.
- Acceptance of trainees by JICA.
- Training in third countries with the cooperation of R & D and advocacy organizations in the Asia and Pacific region.
- Acceptance of trainees under the Asian Women Working Exchange Project sponsored by the Women and Youth Association, an auxiliary body supervised by the Women's Bureau of the Ministry of Labour.

(3) Cooperation for Training of Those Successfully Completing Training Courses at Vocational Training Centers for Women

Dispatch of those successfully completing the training courses of vocational training centers for women for further training in third countries with the cooperation of vocational training centers and advocacy organizations in the Asia and Pacific region.

(4) Technical cooperation by such governmental organizations in the Philippines as the NCRFW, DTI, DA and DSWD.

(5) Joint R & D/Advocacy Programmes and Exchanges with NGOs

Several Japanese NGOs have expressed a willingness to establish a joint R & D/advocacy programme and/or exchanges in response to an unofficial enquiry. These include the Kita-Kyushu Exchange Forum (based in the city of Kita-Kyushu) and Forum Yokohama (sponsored by the Yokohama Women's Association).

2.3 Basic Design

2.3.1 Design Concept

The principal objective of the Project is the establishment of the Center through the construction of the necessary facilities and provision of the required equipment so that the Center can conduct vocational training, R & D and advocacy activities with a view to enhancing the socioeconomic status of women in the Philippines. Given such a profound objective, the facilities plan must take the following conditions into proper consideration.

- Adaptability to Local Climate
  Manila is located in an area with a typical tropical climate and buildings are required to have features which shut out strong sunlight and severe squalls to ensure a pleasant indoor environment. As the planned construction site is near Manila International Airport as well as an expressway, special attention is required in regard to sound insulation.

- Ease of Use
  The Center is expected to be used by not only trainees but also by those belonging to NGOs and other related organizations. In view of the many, infrequent visitors to the Center, the facilities should be easy to use and it should be easy to find the way around the Center.

- Gender Responsible Facility
  It is believed that most of the visitors to the Center will be women and, therefore, all the facilities must be women-friendly. However, they must also be able to be used by men as well as on the basis of the GAD concept.

- Flexibility to Changes
  The Center's training areas may change to reflect changes of the social conditions in the future. All the facilities should be flexible enough to accommodate different equipment layouts and equipment changes, etc.

- Easy Maintenance
  The design should ensure a low running cost which can be met by the limited budget of the Center.

In addition to the above conditions, the basic design must emphasise functionality, durability and economy to achieve the goals of the Project in an efficient manner in accordance with the design principles described next.

(1) Facility Design Principles

1) Gender Responsible Facility

As most of the Center's users will be women, the following points must be carefully noted in the facility design.

- Hygiene
  The number, details and case of use of the toilets and showers should be taken into careful consideration. A rest room should be introduced to liaise with the clinic located at the TESDA Headquarters building.

- Strict Privacy
  A counselling room should be introduced for the provision of mental/moral support for the trainees, graduates and ordinary women. Privacy must be regarded as an important feature of the locker room, dressing room and dormitory (bedrooms), etc.

- Safety
  The facility design should also feature safety, including the use of non-slip floor materials. Further care should be taken in regard to the use of the facilities by the handicapped and also in regard to security at the Center.

- Day Care Center (Creche)
  A day care center should be introduced to look after the children (upto 5 years old) of the trainees and NGO staff members using the Center to facilitate their use of the Center.

- Finance
  While the TESDA will provide scholarships for the Center's trainees, self-catering facilities, etc. should be provided in the dormitory building to further reduce the financial burden on the trainees.

2) Environmental Care

The planned construction site has special external environmental factors, i.e. aircraft noise and traffic noise (the construction of a skyway parallel to the existing expressway is planned). In order to minimise the adverse impacts of noise of training,

those rooms requiring air-conditioning, the machine room, etc. and rooms without permanent occupants should be located on the road side and the window frames of the air-conditioned rooms should have a high sound insulation performance. Methods appropriate for the planned site should be employed in regard to the waste water, solid waste and noise generated at the Center.

3) Flexible Spatial Arrangement

Special care should be given to the following facilities to ensure the maximum flexibility of their use in order to respond to changing requirements in the future so that the Center can function as a national center for many years.

- Workshops
  Large, flexible space is planned to allow easy partitioning or re-partitioning to accommodate changes of the training areas in the future.

- Multi-Purpose Hall
  A concrete slab floor is planned to allow the diverse use of the hall for seminars, conferences, exhibitions, ceremonies, bazaars and indoor recreational activities of the trainees, etc.

- Common Use Rooms
  The drawing room and personal computer room, etc. which will be commonly used for various training courses have been designated common rooms. The function room and meeting room will also be used for common purposes to ensure a high use efficiency. Moveable partitions are planned for the lecture rooms and function room to provide flexible floor space to suit different use purposes.

4) Reduction of Running Cost

Particular consideration should be given to the following points to reduce the operation and running cost.

- Adoption of Appropriate Grades
  The grades for the building finishing, building services and floor area of each room, etc. for the Center should, in principle, be similar to those adopted for the existing facilities of the TESDA. However, strong emphasis should be placed on maintenance-free features to minimise the maintenance requirements.

- Energy Saving
  Given the tropical climate, eaves and louvres will be introduced to shut out harsh sunlight and strong squalls. The facilities to be air-conditioned are strictly limited and natural ventilation is encouraged for ordinary rooms to minimise dependence on mechanical ventilation.

- Clarification of Administration Zone
  Use of the Center by not only trainees but also by many other people working for NGOs, etc. is anticipated, making it essential to keep some parts of the Center open at night on week days and also at the weekend. Appropriate zoning must, therefore, be introduced, taking the use purposes of each room into consideration, in order to minimise the administrative work involved which in turn should contribute to reducing the running cost.

- Two Phase Construction
  The dormitory building to be constructed as part of the Center complex will be used by those trainees of the comprehensive trainer training course (72 trainees/year) which is planned as a full-boarding course because of its long duration of 20 months. If we consider the size of the building, it will difficult to complete it within single fiscal year. Consequently, different completion and handing-over dates for the main Center building and dormitory building should be considered to suit the construction schedule of the Center.

5) Attractive Facilities

Although the Center will be part of the TESDA, it will be considered a national center for the enhancement of women's status in the Philippines. The facilities should, therefore, be attractive enough to act as a national center.

- Gender Responsible Facility
  As the Center will be the first of its kind in the Philippines, careful attention should be paid to every detail to make the facilities of the Center model facilities with gender responsible for regional training centers to be established in the future.

- Openness and Ease of Use
  As a public facility, the design of the Center should stress openness to welcome everyone and should avoid any possible intimidation. The areas for people to