

MINUTES OF MEETING
BETWEEN
JAPAN INTERNATIONAL COOPERATION AGENCY
AND
THE AUTHORITIES CONCERNED OF
THE GOVERNMENT OF THE REPUBLIC OF THE PHILIPPINES
ON
JAPANESE TECHNICAL COOPERATION
FOR
THE PROJECT ON GENDER RESPONSIVE EMPLOYABILITY (WAGE & SELF)
AND TRAINING
IN THE REPUBLIC OF THE PHILIPPINES

The Japan International Cooperation Agency (hereinafter referred to as "JICA") organized the Terminal Evaluation Team (hereinafter referred to as "Evaluation Team"), headed by Ms. Harumi KITABAYASHI, Deputy Resident Representative of JICA Philippine Office, for the purpose of conducting the terminal evaluation for the Project on Gender Responsive Employability (Wage & Self) and Training (hereinafter referred to as "the Project").

After intensive study and analysis of the activities and achievements of the Project, the Evaluation Team prepared the Terminal Evaluation Report (hereinafter referred to as "the Report") and presented it to the Joint Coordinating Committee.

The Joint Coordinating Committee agreed on the contents of the said report.

Taguig City, Metro Manila, September 5, 2006



Mr. Shozo MATSUURA
Resident Representative
JICA Philippines Office
Japan International Cooperation Agency
Japan



Dr. Santiago M. Yabut
Deputy Director General of Field
Operation,
TESDA
The Republic of the Philippines

**TERMINAL EVALUATION REPORT
ON
THE PROJECT ON GENDER RESPONSIVE
EMPLOYABILITY (WAGE & SELF) AND
TRAINING**

TERMINAL EVALUATION TEAM

**Taguig City, Metro Manila
September 5, 2006**

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CONTENTS

1. Outline of the Terminal Evaluation.....	1
1.1 Background.....	1
1.2 Member of the Terminal Evaluation.....	2
1.3 Schedule of the Evaluation.....	2
1.4 Summary of the Project.....	2
1.4.1 Project Name.....	2
1.4.2 Cooperation Period.....	2
1.4.3 Implementation Organization.....	2
1.4.4 Objectives of the Project.....	2
1.4.5 Outputs of the Project.....	2
2. Methodology of the Evaluation.....	3
2.1 Methodology.....	3
2.2 Criteria for Evaluation.....	3
2.3 Limitation of the Evaluation.....	3
3. Performance of the Project.....	4
3.1 Inputs to the Project.....	4
3.1.1 Inputs by JICA.....	4
3.1.2 Input by Philippine Side.....	4
3.2 Outputs of the Project.....	4
3.3 Achievement of the Project Purpose.....	8
3.4 Achievability of the Overall Goal.....	9
4. Evaluation Result based on Five Criteria.....	10
4.1 Relevance.....	10
4.2 Effectiveness.....	10
4.3 Efficiency.....	10
4.4 Impact.....	10
4.5 Sustainability.....	11
5. Promoting Factor / Inhibiting Factors.....	12
5.1 Promoting Factors.....	12
5.2 Inhibiting Factors.....	12
6. Conclusion.....	13
7. Recommendations.....	14

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Annex

1. Schedule
2. Organization Chart
3. PDM
4. List of Expert Dispatched
5. Training of Counterpart Personnel in Japan
6. List of Equipment purchased by JICA
7. Local Operation Expenses borne by JICA
8. Assignment of Counterpart Personnel
9. Allocation of Budget by the Philippine Side
10. Result of the Project
11. Entrepreneurship Support Service
12. TWC Library Users
13. Training Result



Key Abbreviations

APEC:	Asia-Pacific Economic Cooperation
BSUC:	Business Start-Up Course
CAC:	Center Advisory Committee of TESDA Women's Center
CBT:	Competency Based Training
CG:	Computer Graphics
DOST:	Department of Science and Technology
DTI:	Department of Trade and Industry
EDU:	Entrepreneurship Development Unit
FASSU:	Finance & Administrative Support Services Unit
GAD:	Gender and Development
GADC:	Gender and Development Committee
GADFP:	GAD focal person of TESDA (same as TGFP)
GST:	Gender Sensitivity Training
GTH:	Gift, Toy & Handy-craft
HRM:	Hotel & Restaurant Management
ILO:	International Labour Organization
ISMO:	Industrial Sewing Machine Operator
JCC:	Joint Coordination Committee
JICA:	Japan International Cooperation Agency
KKOSS:	Kasanayan Kabuhayan One Stop Service
LGU:	Local Government Unit
MOOE:	Maintenance and Other Operating Expenditure
NCRFW:	National Commission on the Role of Filipino Women
NGO:	Non-Governmental Organization
NSCB:	National Statistical Coordination Board
OFW:	Overseas Filipino Workers
OJT:	On-the-Job Training
PDM:	Project Design Matrix
PESO:	Public Employment Service Office
RAU:	Research and Advocacy Unit
R/D:	Record of Discussions
TCTP:	Third Country Training Programme
TESDA:	Technical Education and Skills Development Authority
TGFP:	TESDA gender focal persons
TMU:	Training Management Unit
TOT:	Training of Trainers
TVET:	Technical and Vocational Education and Training
TWC:	TESDA Women's Center
UNDP:	United Nations Development Program
WID:	Women in Development



1. Outline of the Terminal Evaluation

1.1 Background

The Government of the Philippines planned to improve the status and welfare of women, settling on "Philippine Plan for Gender-responsive Development 1995-2025" in 1995 and introduced the view of Gender and Development (GAD) into mid-term development plan. However, in actuality the working opportunity was limited, and the participation of women in the society varies with socio-economic status. Therefore, the Government of Philippines requested to the Government of Japan Grant Aid to improve the women's vocational skill and elevate the economic empowerment of women. In response to that, the Government of Japan provided Grant Aid for the construction of TESDA Women's Center (1997-1998). The Center was planned to provide the vocational training for women, research and advocacy to improve the social and economic status of women.

After the opening of the Center in 1998, the long term experts were dispatched by JICA in the field of improvement of women's status, research, advocacy, management of the Center and vocational training planning.

The Center provides 12 vocational training courses in 9 fields such as automotive, ceramics, hand-made gift, electronics, food preparation, garment, hotel restaurant service, jewelry and welding, training of trainer's course, skill improvement course and entrepreneurship course. It also carries out research, publicity and advocacy.

In 2002 Technical Education Skill Development Authority (TESDA) Women's Center Medium Term Directions: 2002-2005 was put in place and it declared the Center to be a base of empowerment of Filipino women in reinforcing the function of research and entrepreneurship assistance and establishing the network not only providing the vocational training. Through the past cooperation, the vocational training produced a certain number of graduates regularly and helped the employment of graduates through OJT. However, the entrepreneurship assistance has just started in 2002 and this activity needed to be reinforced. In addition, the research and advocacy system is not enough directed toward the women's empowerment. Under such circumstances as it was requested to strengthen the Center comprehensively and effectively, the Government of Philippines has requested from the Government of Japan a technical cooperation in strengthening the Center.

In response to this request, JICA executed in ex-ante evaluation study in September 2003. The Record of Discussion (R/D) was signed in February 2004. The 3-year project started in February 2004 to improve the employability of women.

Before this technical cooperation ends in February 2007, the terminal evaluation is required to assess the progress, achievement and performance of the Project and recommend actions to be taken.

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1.2 Member of the Terminal Evaluation

Leader	Ms. Harumi KITABAYASHI	Deputy Resident Representative, JICA Philippines
Cooperation Planning	Ms. Yukiko TANAKA	Assistant Resident Representative, JICA Philippines
Evaluation Analysis	Mr. Shuichi SUZUKI	Fujita Planning Co.& Ltd

1.3 Schedule of the Evaluation

The Terminal Evaluation was conducted from August 28, 2006 to September 6, 2006. (refer to the detailed schedule in Annex 1)

1.4 Summary of the Project

1.4.1 Project Name

Project on Gender Responsive Employability (wage and self) and Training

1.4.2 Cooperation Period

February 16, 2004 to February 15, 2007 (3 years)

1.4.3 Implementation Organization

Supervision Agency : TESDA (Technical Education and Skills Development Authority)

Implementation Organization : TWC (TESDA Women's Center)

(Organization chart is attached as Annex 2.)

1.4.4 Objectives of the Project

(PDM is attached as Annex 3.)

(1) Overall Goal

TESDA Women's Center is strengthened as a center of influence for economically empowering women through training, research and policy recommendation.

(2) Project Purpose

Employability, both wage and self, of women trained at TESDA Women's Center (TWC) is strengthened through integrated research, training, and advocacy activities of TWC.

1.4.5. Outputs of the Project

(1) Gender mainstreaming capacity of TESDA Women's Center (TWC) staff and TESDA gender focal persons is strengthened.

(2) TWC training systems, contents, and methodologies are improved integrating gender perspectives to enhance employability of women.

(3) TWC one stop service (KKOSS) for employment of women (wage and self) is strengthened.

(4) TWC's functions of policy recommendation, information dissemination and networking on economic empowerment of women are strengthened through activities of TWC.

2. Methodology of the Evaluation

2.1 Methodology

The terminal evaluation was conducted based on the "JICA Guideline for Project Evaluation". Guided by the five evaluation criteria enumerated below, the evaluation activities included review and analysis of project documents and reports, conduct of field survey in project sites, questionnaire survey and interview among project stakeholders, and discussion with key informants from the Project.

2.2 Criteria for Evaluation

1) Relevance

Relevance refers to the validity of the Project Purpose and the Overall Goal in connection with the development policy of Philippine in the target sector and assistance policy of Japan as well as the needs of target groups and stakeholders at the time of the Evaluation

2) Effectiveness

Effectiveness refers to the extent to which the Project Purpose has been achieved as planned through the activities in the Project (not by external factors) and examines the attainment of the Project purpose, relationship between the Project Purpose and Outputs and influence of external factor (include Important Assumptions).

3) Efficiency

Efficiency refers to the productivity of the implementation process and examines if and to what extent the Input has been converted into Outputs and if timing of the input as well as output is appropriate in term of the Project.

4) Impact

Impact refers to direct and indirect positive and negative influence caused by implementation of the Project, including the extent to which the overall goal has been attained.

5) Sustainability

Sustainability refers to the extent to which the benefits generated by the Project are able to be sustained after the termination of the Project and examines mechanisms to sustain the benefits (ex. Organization, Finance, Human resource).

2.3 Limitation of the Evaluation

Since the evaluation study period was short, scope of the study had a limitation in depth and questionnaire was not designed according to statistic accuracy. The evaluation study was mainly conducted based on qualitative data analysis because it was difficult to describe the performance of gender mainstreaming in quantitative data.

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3. Performance of the Project

3.1 Inputs to the Project

3.1.1 Input by JICA

(1) Dispatch of Experts

- Long-term experts : Gender Mainstreaming & Entrepreneurship / Chief Advisor, Gender Sensitive / Project Coordinator
- Short-term experts : Gender Information and Statistics, Goods Development Design, Animation Graphics, Reinforcement of KKOSS (Total 6 personnel)
(as of August 2006) (refer to the details in Annex 4)

(2) Training of Counterpart Personnel in Japan

Total 12 persons (as of August 2006)

(refer to the details in Annex 5)

(3) Provision of Equipment

JICA purchased various equipment mentioned in Annex 6.

(Deed of Donation is not made yet.)

(4) Local Operation Expenses

Table 1 Local Operation Expenses shouldered by JICA

(Unit: Philippine Peso)

JFY 2004 (April-Mar)	JFY 2005 (April-Mar)	JFY 2006 (April-July)	Total
8,205,284.57	8,371,755.43	1,133,152.33	17,710,192.33

(refer to the details in Annex 7)

3.1.2 Input by Philippine Side

(1) Assignment of Counterpart Personnel

All staff (29) of TWC

(refer to the details in Annex 8)

(2) Allocation of Budget by the Philippine Side

Table 2 Allocation of Budget by the Philippine Side

(Unit: Philippine Peso)

	2004 (Jan-Dec)	2005 (Jan-Dec)	2006 (Jan-Jun)	Total
Salary	5,352,036.00	5,352,036.00	2,676,018.00	13,380,090.00
MOOE (Regular Budget)	2,661,688.79	2,217,715.13	1,476,154.35	6,355,538.27
Revolving Fund*	7,533,044.02	7,515,453.11	2,735,598.00	17,784,055.13

*Revolving Fund generated from TWC Canteen, Dormitory, Day Care etc. is used for maintenance and operation of facility.

(refer to the details in Annex 9)

3.2 Outputs of the Project

Outline of the project performance based on PDM and objectively Verifiable Indicator is described in Annex 10-1.

Output 1: Gender mainstreaming capacity of TWC staff and TGFP is strengthened.

Indicators of Output 1 are mostly satisfied. All trainers in TWC and all GAD Focal Persons (174 persons) at central, provincial and regional offices and training centers and schools attended Gender Sensitivity Training. Through attending the training, they understood the meaning of gender mainstreaming and were encouraged to promote gender mainstreaming in TVET. Schedule of the training courses are described in Annex 10-2.

Though it is difficult to confirm knowledge and behavior change of all trained persons, some persons commenced GAD related activities after the training, and TWC is supporting their projects.

Output 2: TWC training systems, contents and methodologies are improved integrating gender perspectives to enhance employability of women.

This output was mainly concerning the training courses conducted by TWC. Major results and products to be commended so far were as follows.

New subjects such as entrepreneurship, gender sensitivity, work ethics and leadership are included in all the skills training courses conducted by TWC. This inclusion was highly evaluated both by graduates and employers, for graduates became more confident and competent in their working place.

Improvement of teaching materials from the viewpoint of gender mainstreaming has been sustained through regular meeting of trainers of TWC.

Following the TESDA policy to re-organize all skill training courses to be competency-based program, TWC is currently formulating the learning materials based on CBT delivery. Thus, in the view point of integration of gender perspective into the existing skills training courses by TWC, Output 2 was achieved.

Aside from this, Animation & CG training course was conducted as trial, though it was not clearly mentioned in PDM. However, the TWC decided that the CG course will not be offered as a TWC regular training program because this course shall be provided by the newly established training institution of TESDA (IT Training Center). The IT resources provided by JICA to TWC will be used in IT-based instructions such as basic computer literacy for TWC trainees and advanced IT-based method of teaching by the trainers.

Output 3: TWC one stop service (KKOSS) for employment of women (wage and self) is strengthened.

The concept of KKOSS seemed to have been inspired by a project supported by UNDP WID fund. Originally the idea was to set up a unit that directly provides business counseling services to women clients, as well as provides short-term training on the relevant subjects.

As shown in Annex 11, 14 training courses and forums were conducted by the Entrepreneur

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Development Unit and more than 1,000 women participated. More than 2,000 copies of brochures on topics relevant to business start-up were produced and distributed. Direct counseling services, however, have not been established as the word "one-stop service center" usually suggests.

The frequency of counseling services seems to be declined since 2005 as seen in Table 3. The failure to assign a counselor from cooperating NGO's or other agencies has been cited as one of the probable reasons for the reduction. Being a TESDA branch, TWC is not staffed with certified counselor.

Besides, in the first quarter of 2006, the Entrepreneurship Development Unit (EDU) of TWC was merged with Research and Advocacy Unit (RAU). The former tasks of EDU are now borne by RAU (counseling and advocacy) and Training Management Unit (entrepreneurship related training).

However trainers integrate the concept of entrepreneurship in all technical training courses and provide an informal counseling to graduates, applying the acquired knowledge through TOT on entrepreneurship.

Thus, Output 3 was achieved except for business counseling.

Table 3 Number. of user in Business Support Services

Type of Service	2004				2005				2006				Total
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Training	40	72	336	76	41	30	36		7	6			644
Technology	0	7	91	0									98
Employment	1	1	17	0					3	8			30
Market	1	8	83	19					4	3			118
Credit	1	4	27	7					4	3			46
Others	36	31	39	49	17	101	17	277					567
Total	79	123	593	151	58	131	53	277	18	20	0	0	1,503
Annual Sum.	946				519				38				

Output 4: TWC's functions of policy recommendation, information dissemination and networking on economic empowerment of women are strengthened through activities of TWC

There are three compartments in Output 4: policy recommendation, information and dissemination and networking.

Policy Recommendation

TWC outsourced five researches / studies since 2004 on issues related to skills development and employment of women. The result of "Study on Employment Opportunities in the TWC's Nine Trade Areas" was presented to the Center Advisory Committee of TWC which is headed by former senator Hon. Leticia Ramos-Shahani and consists of representatives from the industry / employer sector, labor union, academies, women NGO's, NCRFW and TESDA Director General and TESDA GAD committee chairperson.

Information and Dissemination

TWC website was developed in 2004 which provides information on various activities of TWC.

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Newsletters were published regularly. Success stories and good practices of TWC graduates, which were originally planned to be published as articles of newsletter, were published and distributed in the form of separate brochures.

The users of the library increased slightly from 2004 to 2005, however the number may not reach the target (5,600 per year).

Members of TWC are invited to TV program bi-monthly and also to radio program interview four times per month on average. A three-minute TV segment on TWC activities is broadcasted on Channel 4 four times per week.

Networking

The number of industry partners increased from 80 in 2003 to 108 in 2005, which resulted in increased OJT opportunities and technical support for training courses.

International training program on gender and development based entrepreneurship in Technical Vocational Education and Training was conducted in 2004 and 2005. Actually this is the continuing activity under JICA's third-country training program since 1999. This program enabled officers from TVET sector in Asian countries to share experiences and establish network.

International seminars stated as the output indicator in PDM were not conducted.

Table 4 Number of Industry Partner

Trade Area	Category				Total
	OJT	Employment	Both	Other	
Automotive	15	2			17
Electronics	2	4	3		9
Ceramics	2	2			4
Food Processing	2	2	7		11
GTH	3				3
Dress making	5	1	8		14
H & R Management	17	6	2	1	26
ISMO	1	7	1		9
Jewelry	5	4	2		11
Metal Welding	2	2			4
				Total	108

As a whole, Output 4 was achieved in terms of indicators except for international seminars and library users. However, the decreased number of staff in the research unit and reduced budget posed concern over the future development of research and information function of TWC.

3.3 Achievement of the Project Purpose

Employability, both wage and self. of women trained at TWC is strengthened through integrated research, training, and advocacy activities of TWC.

There are three indicators for assessing the achievement of the Project Purpose in PDM.

- Ratio of certified graduates is the % of TWC pre-employment course graduates who passed the

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examination for national certification. It was 100% for batch 14 in 2005.

- Employment rate of graduates is % of pre-employment course graduates who were either employed or self-employed at the time of graduation. It was 61.1% for batch 14 in 2005.
- Self-employment rate of graduates is % of participants in business start-up courses who started business within one year. The result was 50% in 2004 and 40% in 2005.

Differences in employment ratio by courses are given in Graph 1. Generally, employment ratio is higher among the graduates of electronics, industrial sewing machine operation, jewelry, food processing and dress making. Before project implementation, non-traditional courses like automotive & welding had been generally experiencing lower employment ratio, but it increased after project implementation as a result of stronger advocacy to employers.

From the three indicators, it may be concluded that the Project Purpose will be achieved by the end of the project term unless the employment situation changes drastically.

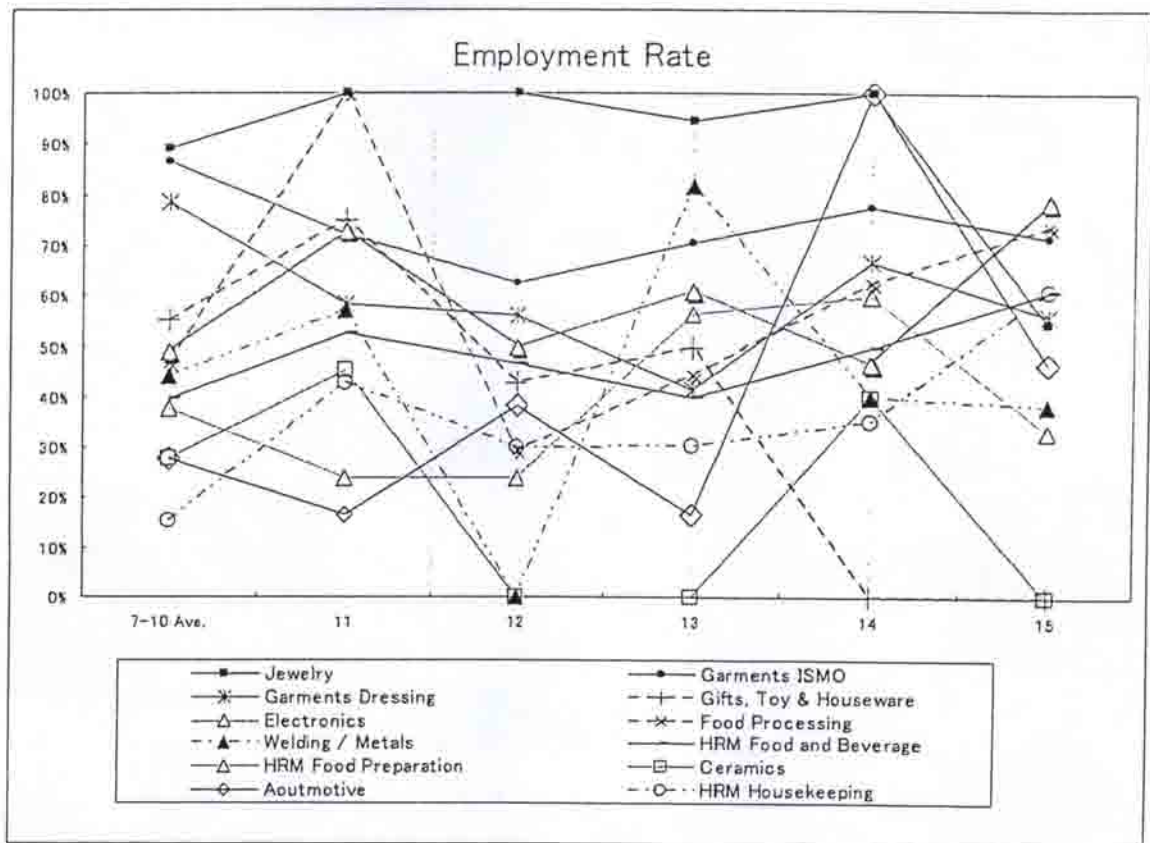
The evaluators, however, would like to draw attention to some achievements which do not directly contribute to the Project Purpose. As expressed by the narrative description and indicators of the Project Purpose, the achievement of the Project is measured mainly by the outcome of training functions of TWC or performance of TWC graduates. This means that contribution of outputs such as training of gender focal persons outside TWC (Output 1) and information, dissemination and networking (Output 4) are not fully captured in the indicators for Project Purpose.

Details of employment rate are described in Annex 13.

Graph 1 Trend of Employment rate Batch 11-15

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3.4 Achievability of the Overall Goal

TWC is strengthened as a center of influence for economically empowering women through training, research and policy recommendation.

In the PDM, there is a logical gap between Project Purpose and Overall Goal. The overall goal as stated in the PDM is the "long-term goal of the TWC strengthening" with emphasis on policy recommendation rather than the result / product of the Project Purpose, that is strengthened employability of TWC graduates. But as stated in 3.3 above, the project outputs 1 and 4 contribute directly to the achievement of the overall goal.

Some examples were reported regarding TWC's function of gender mainstreaming in economic / empowerment of women. TWC contributed to establishment of TESDA GAD Initiative in TVET Sector 2006-2010, which describes the GAD concept in TVET sector and pursuing necessary actions for gender mainstreaming activities in TVET. TWC Strategic Plan 2005-2010 is formulated and in the process of approval of TESDA top management.

National Commission on the Role of Filipino Women utilizes the data from TWC and TESDA to enhance gender-mainstreaming in the Philippines.

If TWC sustains the current functions of training, research, information and advocacy, it can surely make a valuable contribution to economic empowerment of women through development and dissemination of gender-sensitive TVET strategy and good practices.

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4. Evaluation Results based on Five Criteria

4.1 Relevance

(1) Consistency with Gender policy in the Philippines

The Project is in line with Executive Order No. 273 "Philippine Plan for Gender-responsive Development 1995-2025". It is also in line with the President Arroyo's 10 point agenda, which includes generation of 3 million of women entrepreneurs.

(2) Consistency with the Official Development Assistance (ODA) policy of Japan

In the ex-ante evaluation study of the Project, it was confirmed that the project direction was consistent with the Country Strategy in the field of support to vulnerable people. The country strategy is not revised.

(3) Conformity with need of stakeholders

The training and other services that TWC provides match the needs of Filipino women with secondary education who seek employment or self-employment business opportunity.

4.2 Effectiveness

Improvement of training courses, including new subjects, providing entrepreneurship training, networking with industry partners and study on labor market are thought to be effective to improve employment / self-employment ratio of TWC graduates.

As mentioned in "Clause 3.3 Achievement of the Project Purpose", some activities of the Project such as training of gender focal persons, were directed and effective to nation-wide gender mainstreaming of TVET. This was a contribution to Overall Goal rather than Project Purpose.

4.3 Efficiency

The Project is relatively efficient because Activities and Inputs were mostly implemented on schedule, the Project promoted cost sharing with private sector and reduced the expenses of meeting, seminar and workshop.

4.4 Impact

(1) Achievability of the Overall Goal

Since the Project already influenced to establish TESDA GADC Strategic Plan for 2004-2006, the Project contributes to the Operational Policy of GAD aspect in TESDA.

Gender mainstreaming in TVET was already embedded widely through the enhancement of GAD capacity of TESDA GAD focal persons because the awareness of gender sensitivity of GADFP became high and GADFP attempted some actions for gender mainstreaming.

(2) Other Positive impacts

In ILO annual report 2005, a column introduced that "Free Quality Training" offered by TWC promotes women into higher paying jobs not traditionally held by women. This is one of the examples

of international recognition of the TWC's activities.

Besides, the number of gender sensitivity training conducted by the invitation of private companies was increased.

In Rizal province, a GAD focal person who received gender-sensitivity training at TWC and counterpart training in Japan is trying to start a satellite project to develop a fish leather craft training course collaborated with DOST and private shoe companies.

(3) Negative impacts

It was not confirmed through the evaluation study.

According to the above impacts, the Project has generated positive impacts only.

4.5 Sustainability

Since the project scope is to promote gender mainstreaming in TVET sector, it is out of the evaluation scope to confirm the sustainability of TWC training courses.

(1) Policy Aspect

Under the "Philippine Plan for Gender-responsive Development 1995-2025", the Government of the Philippines continues to promote gender mainstreaming strongly. The gender mainstreaming in TESDA will be one of the Operational Policies of TESDA.

(2) Organization Aspect

According to the rationalization plan of TESDA, the number of staff in TWC will be reduced. Continuity of research, information and advocacy is uncertain at the moment.

(3) Financial Aspect

TWC regular budget (MOOE) is about 2,000,000 Pesos which is almost fixed for three years. Large portion of this budget is allocated for training.

It will be difficult to continue the activities at the same level during the project period especially research and advocacy activities because most of the expenses were shouldered by JICA.

Down-sizing and budget insufficiency of TWC are the major concerns regarding sustainability of the benefit and capacity procured by the Project.

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5. Promoting Factors / Inhibiting Factors

5.1 Promoting Factors

TWC had a good reputation among industry partners in producing skilled persons. Trainees, alumni and entrepreneurs have trust upon TWC trainers and kept a good communication, through which follow-through guidance were provided.

5.2 Inhibiting Factors

- (1) Fiscal deficiency of the Government of the Philippines undoubtedly casts a shadow on the budgetary allocation to TWC. The rationalization of government organizations may negatively affect the sustainability of research, information and advocacy.
- (2) The project framework as expressed in the PDM and PO has not been revised despite obvious difficulties in achieving certain targets such as the business counseling activities and the international seminars. This may partly be attributed to the frequent change of the Executive Director heading TWC (three times during the three-year project period). Therefore, certain revisions in the implementation plan were not made timely.

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6. Conclusion

It may be safely stated that TWC contributed to the promotion of gender mainstreaming in technical and vocational education and training (TVET) sector in the Philippines, through pioneering innovative training courses, expanding gender focal persons network in TESDA and collection and analysis of gender disaggregated data on TVET, just to mention a few.

Some of the planned functions were, however, not materialized in an expected way, such as operation of one-stop business counseling service unit. The concept of such services is still relevant and much needed by future women entrepreneurs. But considering the mandate of TESDA / TWC, this is the objective to be achieved in effective cooperation and collaboration with other agencies and organization rather than TWC alone.

Regarding further consideration and sustenance of TWC's function as gender mainstreaming center in TVET, recent downsizing of the center staff under the rationalization policy and frequent change of the Executive Director are the major concerns in the future.

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7. Recommendations

The terminal evaluation team made the following recommendations.

Recommendation to TESDA Management

- (1) It is strongly recommended that TESDA support TWC for sustaining and consolidating functions and roles as gender mainstreaming center for TVET sector.
- (2) Rightsizing & stable management composition of TWC should be addressed.

Recommendation to TWC

- (3) TWC should continue to play its unique role in gender mainstreaming of TVET. Functions such as gender sensitivity training and networking of gender focal persons in TVET, collection and analysis of gender disaggregated data on TVET should be continued as one of the center's responsibilities.
- (4) It is expected that the past achievements by TWC be extended to more beneficiaries, by means of cooperation and collaboration with relevant actors, such as DTI, PESO, LGUs, private sectors and NGOs. In doing so, TWC should carefully identify its comparative advantages and strengthen and focus on such area of services.

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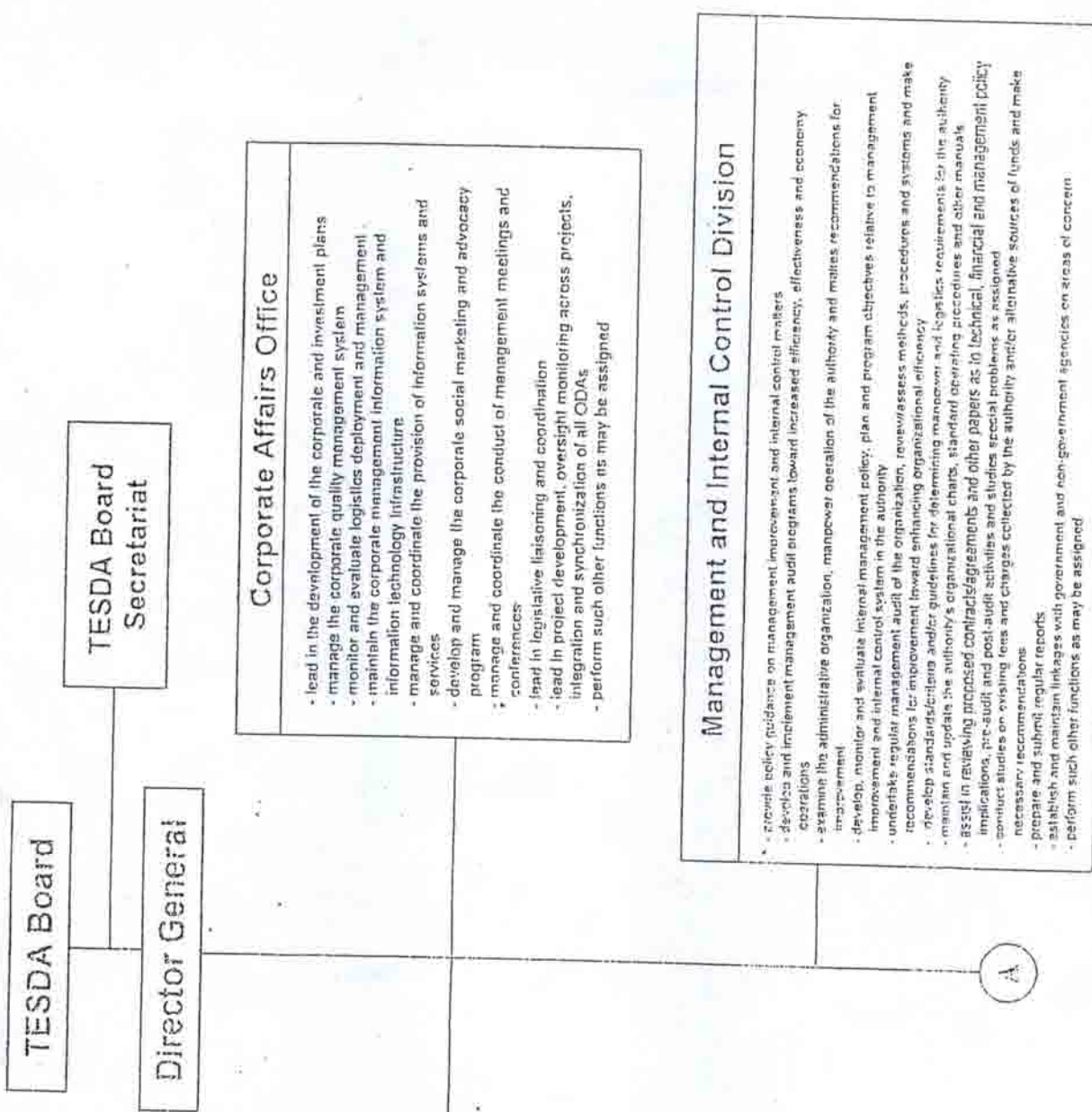
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Schedule

	Date		Schedule	Stay
1	28-Aug	Mon	Tokyo 9:40 (JL741) - Manila 13:05 16:00 Internal Mtg	Manila
2	29-Aug	Tue	9:00 General Mtg (TWC) 10:45 Courtesy Call on TESDA Deputy Director 11:00 Interview (Director, Chief) 13:00 Interview (Graduate) 14:00 Interview (TMU) 16:00 Interview (Japanese Expert)	Manila
3	30-Aug	Wed	9:00 Interview (Research Advocacy Unit) 13:30 Interview (Industry Partner & Graduate : Dam Good Stuff, Inc.) 16:00 Interview (Industry Partner & Graduate: Moondish Foods Corporation)	Manila
4	31-Aug	Thu	8:00 Manila→TESDA Rizal Provincial Training Center / Interview(GADFP)→Manila 13:30 Interview (Industry Partner: Liberty Commodities Corporation) 15:00 Interview (Entrepreneur) 16:30 Interview (Trainees & Graduates) 17:00 Mtg with TESDA Planning Office	Manila
5	1-Sep	Fri	9:30 Mtg with NCRFW 11:00 Interview (FASSU / Administration, Finance Section)	Manila
6	2-Sep	Sat	Preparation of Report	Manila
7	3-Sep	Sun	Preparation of Report	Manila
8	4-Sep	Mon	AM:Internal Mtg 15:00 General Mtg, Discussion on Minutes	Manila
9	5-Sep	Tue	16:00 JCC / Signing on Minutes	Manila
10	6-Sep	Wed	10:00 Report to RR of JICA Manila 14:25 (JL742) - Tokyo 19:40	

Manila

Technical Education and Skills Development Authority
**INTERIM REALIGNED FUNCTIONS OF EXECUTIVE OFFICES
 AND REASSIGNMENT OF OFFICIALS AND STAFF**



Office of the Chief of Services for Administration

- respond to logistic, safety and security requirements and ensure maintenance of records, physical facilities, equipment and vehicles
- spearhead the development of an HRD Plan and ensure its implementation and monitoring
- manage personnel administration
- provide legal services to protect the well-being of the organization, personnel and its programs
- act on payment of salaries, issuance of checks, remittance of statutory deductions and deposit of collections
- ensure the propriety and completeness of all financial transactions and generates accurate financial accountability reports
- develop and implement a procurement program, warehousing and periodic inventory and disposal of properties
- perform such other functions as may be assigned

Management and Internal Control Division

- provide policy guidance on management improvement and internal control matters
- develop and implement management audit programs toward increased efficiency, effectiveness and economy
- examine the administrative organization, manpower operation of the authority and makes recommendations for improvement
- develop, monitor and evaluate internal management policy, plan and program objectives relative to management improvement and internal control system in the authority
- undertake regular management audit of the organization, reviews methods, procedures and systems and make recommendations for improvement toward enhancing organizational efficiency
- develop standards, criteria and/or guidelines for determining manpower and logistic requirements for the authority
- maintain and update the authority's organizational charts, standard operating procedures and other manuals
- assist in reviewing proposed contracts/agreements and other papers as to technical, financial and management policy implications, pre-audit and post-audit activities and studies special problems as assigned
- conduct studies on existing fees and charges collected by the authority under alternative sources of funds and make necessary recommendations
- prepare and submit regular reports
- establish and maintain linkages with government and non-government agencies on areas of concern
- perform such other functions as may be assigned

Approved:

[Signature]

SECRETARY AUGUSTO BOBOY SYJUCO
 Director General, TESDA

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DDG for Sectoral TVET

DDG for Field Operations

Planning Office

- design and establish planning processes and methodologies to enhance the efficiency of resource allocation decisions within the TESD sector.
- lead in the preparation and periodic updating of national and sectoral plans for TESD which shall become the basis for resource allocation decisions within the sector.
- conduct researches, studies and develop information systems for effective and efficient planning and policy making within the sector.
- monitor and analyze labor market information
- develop and implement programs and projects aimed at building up planning capabilities of various institutions within the sector
- lead in international cooperation initiatives (e.g., APEC, JPEPA, ASEAN, APSDEP, etc.)
- prepare agenda and formulate policy recommendations to the Board
- monitor R/PTESDCs
- perform such other functions as may be assigned

Standards Development and Certification Office

- develop and establish a national system of skills standardization, testing and certification in the country
- design, innovate and adopt processes and methodologies whereby industry groups and workers' guilds take on progressively the responsibility of setting skills standards for identified occupational areas, and the local government units actively participate in promoting skills, standards, testing and certification
- establish and implement a system of accrediting private enterprise, workers associations and guilds and public institutions to serve as skills testing venues
- conduct research and development on various occupational areas in order to recommend policies, rules and regulations for effective and efficient skills standardization, testing and certification system in the country
- develop curriculum exemplars, program standards and learning materials
- perform such other functions as may be assigned

TVET Systems Development Office

- provide direction, policies, measures and guidelines for effective and efficient administration of formal, non-formal, community-based and enterprise-based TVET programs implemented by various institutions, LGUs and enterprises
- establish and maintain a system for registering, accrediting, monitoring and evaluating the different formal, non-formal, community-based and enterprise-based TVET programs
- formulate guidelines on the establishment of networks of institutions, enterprises, LGUs and NGOs implementing formal, non-formal, community-based and enterprise-based TVET and training programs
- formulate policies/guidelines on scholarships/student assistance programs
- develop programs which will build up institutional capabilities within the sector
- develop a national career guidance program
- formulate a program on work ethics and values education
- perform such other functions as may be assigned

Regional Coordination Office

- integrate national policies into regional/provincial operations
- coordinate and monitor programs and projects at the regional/provincial level
- manage scholarship programs
- monitor resources generated and utilized
- perform such other functions as may be assigned

Regional Office

- serve as secretariat to R/TESDCs
- provide effective supervision, coordination and integration of TESD programs, projects and related activities in their respective jurisdictions
- develop and recommend TESDA programs for regional and local-level implementation within the policies set by the Authority
- perform such other functions as may be assigned

Provincial Office

- serve as secretariat to PTESDCs
- provide technical assistance particularly in LGUs for effective supervision, coordination, integration and monitoring of TVET programs within their localities
- review and recommend TESDA programs for implementation within their localities
- coordinate operations of private schools and educational centers
- establish network of institutions, LGUs and enterprises implementing TVET programs
- perform such other functions as may be assigned

Office for TESDA Institutions

- manage the implementation of program priorities and policies in the TESDA Institutions (TI)
- harmonize national policies with areal requirements into program offerings of the TI
- recommend policies for the enhancement of the efficiency and effectiveness in the management and operations of the TI
- manage the external resource and income generation of the TI
- perform such other functions as may be assigned

TESDA Institutions

- provide responsive formal and non-formal TVET programs
- conduct applied research and development and provide advisory services in coordination with RO/FOs
- conduct outreach programs in coordination with RO/FOs
- enhance occupational skills of the TI
- initiate resource and income generation
- perform such other functions as may be assigned

National Center for Technical Education and Skills Development

- develop and implement an integrative program for continuing development of talents, teachers and instructors within the TESD sector
- implement programs which build up institutional capabilities within the sector
- perform such other functions as may be assigned

TESDA Women's Center

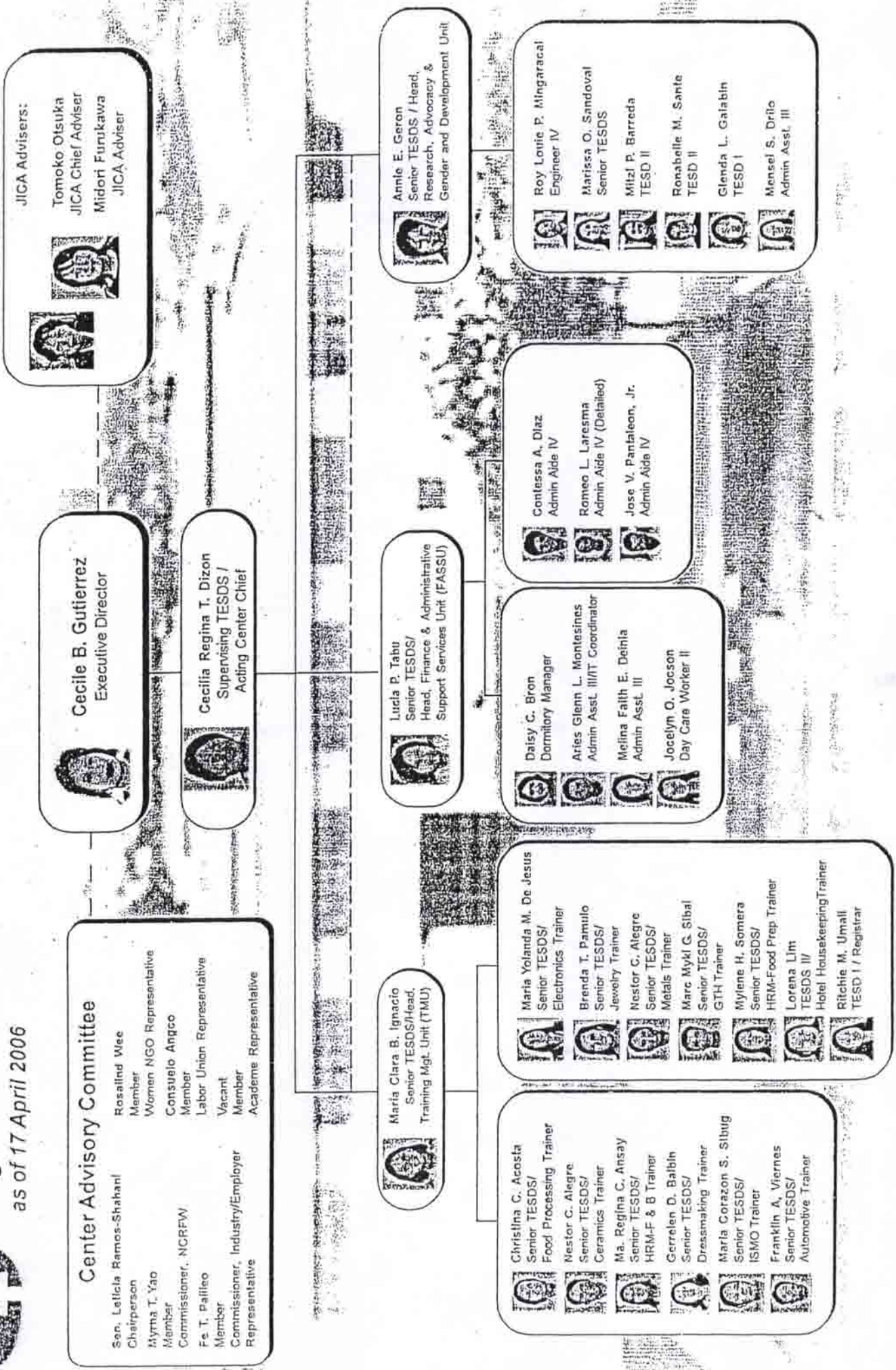
- provide technical training for women
- coordinate research and development in program for women of the TVET
- conduct research and development in program for women of the TVET
- perform such other functions as may be assigned

Approved:

SECRETARY AUGUSTO BOBOY SYTUCO
Director General, TESDA

TESDA Women's Center Organizational Chart

as of 17 April 2006



Project Design Matrix

Project Title: Gender Responsive Employability (wage and self) And Training Project Period: 2004. 2.16- 2007. 2.15

Target Area: Philippines

Target Group: Users of TESDA Women's Center, TESDA Women's Center staff, TESDA gender focal persons and TESDA stakeholders

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>Overall Goal</p> <p>TESDA Women's Center is strengthened as a center of influence for economically empowering women through training, research and policy recommendation.</p>	<p>1.The number of macro and TVET policy measures on economic empowerment of women taken within three years after the completion of the project.</p> <p>2.The number of policy recommendation on economic empowerment of women increases</p> <p>3.The number and kind of information on economic empowerment of women increase</p>	<p>-TESDA documents - NCR/FW documents -NSCB statistics</p>	
<p>Project Purpose</p> <p>Employability, both wage and self, of women trained at TESDA Women's Center (TWC) is strengthened through integrated research, training, and advocacy activities of TWC.</p>	<p>1.Ratio of certified graduate of pre-employment training reaches 80% by the end of the project (75% as of Oct. 2003)</p> <p>2.Employment rate of graduates of pre-employment training courses reaches 60% both for wage and self employment by the end of the project (50% as of Oct. 2003)</p> <p>3.Employment rate of graduates of entrepreneurship training courses reaches 35% for self employment by the end of the project (30% as of Oct. 2003)</p>	<p>-TWC training course reports</p> <p>-Project monitoring report</p>	<p>-Economic situation of the Philippines does not aggravate drastically</p> <p>-Policies regarding economic empowerment of women in the Philippines do not deteriorate</p>
<p>Outputs</p> <p>1 Gender mainstreaming capacity of TESDA Women's Center (TWC) staff and TESDA gender focal persons is strengthened</p> <p>2 TWC training systems, contents, and methodologies are improved integrating gender perspectives to enhance employability of women</p>	<p>1-1 More than 10 staff undergo one training per year based on Staff Development Plan, acquire certificate and deepen understanding about gender responsiveness</p> <p>1-2 TESDA gender focal persons undergo trainings every year based on the training needs analysis</p> <p>2-1 Improvement plans to enhance effectiveness and efficiency of training courses are prepared by Training Management Unit and by each trade area/course for every batch</p> <p>2-2 Improvements of training courses are made every batch by each course based on training needs assessment</p> <p>2-3 Improvements of training/learning materials are made</p>	<p>1-1 Staff Development Plan</p> <p>1-2 Implementation records of training for staff of TWC and TESDA gender focal persons</p> <p>2-1 Training course improvement plans</p> <p>2-2 Training course implementation reports</p> <p>2-3 Training course</p>	<p>-Economic situation of the Philippines does not aggravate drastically.</p>

<p>every batch by each course based on training needs assessment</p> <p>2-4 Operation manual for training management is prepared and revised every year</p> <p>2-5 Comprehensive report regarding improvement of training courses from gender perspective is prepared by the end of the project</p> <p>2-6 The number of partner companies (placement for OJT and employment) increases</p>	<p>operation manual</p> <p>2-4 List of industry partner</p> <p>2-5 Project monitoring report</p>
<p>3-1 More than 1000 copies of brochures/leaflets on entrepreneurship development training programs are circulated every year</p> <p>3-2 More than 500 copies of brochures/leaflets on market of products and raw materials are circulated every year</p> <p>3-3 More than 800 copies of brochures/leaflets on micro credit lending programs are circulated every year</p> <p>3-4 More than 500 copies of brochures/leaflets on technology for product development and improvement are circulated every year</p> <p>3-5 At least 10 business counselors are certified by the end of the project</p> <p>3-6 More than 3000 cases of business counseling are conducted by the end of the project</p> <p>3-7 2 case study reports on business counseling are developed per year</p> <p>3-8 More than 500 copies of case study reports are circulated per report</p> <p>3-9 More than 500 copies of Directory of Woman Entrepreneurs is circulated every year</p> <p>3-10 The number of graduates of entrepreneurship training courses and KKOSS users increase every year</p>	<p>3-1 KKOSS actively reports</p> <p>3-2 Case study reports</p> <p>3-3 Business plans</p> <p>3-4 Project monitoring report</p>
<p>3-1 TWC one stop service (KKOSS) for employment of women (wage and sell) is strengthened</p>	<p>4-1 Documents regarding data and information on TWC activities</p> <p>4-2 Minutes of meeting of CAC</p> <p>4-3 TWC Web-site</p> <p>4-4 TWC newsletter</p> <p>4-5 Reports on</p>
<p>4-1 TWC's functions of policy recommendation, information dissemination and networking on economic empowerment of women are strengthened through activities of TWC</p>	<p>4-1 Data and information regarding TWC activities is accumulated</p> <p>4-2 At least 3 policy recommendations are presented at CAC by the end of the project</p> <p>4-3 The Number of access to library is doubled by the end of the project from 2500 in 2003.</p> <p>4-4 TWC web-site is developed and updated at least 6 times a year</p> <p>4-5 TWC newsletter, published more than 3000 copies bi-</p>

<p>monthly, will carry success stories of both TWC graduates and women more than 15 times.</p> <p>4-6 International conferences are held at least twice by the end of the project.</p> <p>4-7 Network meetings coordinated with stakeholders related to TVET and research are held at least once a year</p> <p>4-8 The number of industry partner related to training courses increases from 80 by 15% every year</p> <p>4-9 ICIP reports are prepared after each program</p>	<p>international conferences related to networking</p> <p>4-7 ICIP reports</p> <p>4-8 Project monitoring report</p>	
<p>Activities</p> <p>1-1 Training needs analysis for TWC staff and TESDA gender focal persons is done once a year</p> <p>1-2 TWC Staff Development Plan is prepared and revised once a year based on the results of training needs analysis</p> <p>1-3 TWC staff undergo relevant trainings/workshops based on the Staff Development Plan</p> <p>1-4 Debriefing sessions to improve activities are held after every training</p> <p>1-5 Coordinate with GADC and implement trainings from gender perspectives for TESDA gender focal persons</p> <p>2-1 Training needs analysis from the view point of gender is conducted</p> <p>2-2 Improve on-going training courses based on review</p> <p>2-3 Review and improve training management systems</p> <p>2-4 Prepare improved training/learning materials</p> <p>2-5 Redesign trade areas and/or training courses and implement in cooperation with TESDA stakeholders</p> <p>2-6 Monitor and evaluate redesigned training course and/or trade area</p> <p>2-7 Prepare comprehensive report regarding improvement of training courses from gender perspective</p> <p>3-1 Collect, produce and disseminate business information useful for entrepreneurs</p>	<p>Inputs</p> <p>Japanese site</p> <p>Experts on long term basis</p> <ul style="list-style-type: none"> -Gender mainstreaming and entrepreneurship development -Gender responsive capacity development <p>Experts on short-term basis</p> <ul style="list-style-type: none"> -Necessary areas (1st year) Product development and design Entrepreneur sustainability Gender information and statistics <p>Training in Japan</p> <p>-2-3 persons a year in necessary areas (1st year)</p> <p>Gender mainstreaming and economic empowerment of women</p> <p>Gender information and statistics</p> <p>Equipment</p> <p>Equipment necessary to improve training courses and other necessary equipment per requested</p> <p>Others</p> <ul style="list-style-type: none"> -Local cost <p>Philippine Site</p> <p>Counterparts for Japanese experts</p>	<p>international conferences related to networking</p> <p>4-7 ICIP reports</p> <p>4-8 Project monitoring report</p>

<p>3-2 Implement needs survey for making the Three Year Plan of KKOSS</p> <p>3-3 Train business counselors</p> <p>3-4 Provide business counseling services</p> <p>3-5 Document business counseling/consultation</p> <p>3-6 Directory of Woman Entrepreneurs is prepared</p> <p>3-7 Provide training in business support services for TWC trainees</p> <p>3-8 Monitor and evaluate KKOSS activities for improvement</p> <p>4-1 Make a research plan for policy recommendation and information dissemination</p> <p>4-2 Implement researches based on research plan</p> <p>4-3 Present and discuss the results of researches at CAG and other relevant organizations</p> <p>4-4 Identify measures to sustain implementation of researches at TWC through discussion at CAG and with other relevant organizations</p> <p>4-5 Enlarge and revise current data-base on women and TVET, labor and employment and gender mainstreaming</p> <p>4-6 Improve library from perspectives of women and TVET, labor and employment and gender mainstreaming for further effective utilization</p> <p>4-7 TWC web-site is developed and continuously updated</p> <p>4-8 Document and disseminate success stories and lessons learned of wage and self employed women</p> <p>4-9 Newsletters are published and circulated bi-monthly</p> <p>4-10 Strengthen network with stakeholders related to TVET and employment</p> <p>4-11 Strengthen network with stakeholders related to research</p> <p>4-12 Hold international conferences to expand the network in Asia Pacific Region</p> <p>4-13 Implement Third Country Training Program on Gender Mainstreaming in TVET</p>	<p>Administrative personnel</p> <p>Facility and equipment</p> <p>-Existing equipment belonging to TWC</p> <p>-Offices for Japanese experts</p> <p>Finance</p> <p>-Salaries for TWC personnel</p> <p>-Operation cost</p>	
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TESDA: Technical Education and Skills Development Authority

TWC: TESDA Women's Center

NCREW: National Commission on the Role of Filipino Women

NSCD: National Statistical Coordination Board

GAG: Gender Advisory Committee

GADC: Gender and Development Committee

KKOSS: Katanayan Kabuhayan One Stop Service

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