Working Group 2

A. The Current Situation of Formal Education in the Philippines

B. Technical/Vocational Education and Training in Laguna

Advisor
Yutaka Otsuka, Professor

Members of Working Group 2-A
Masamichi Toyooka
Yoshiko Ogura
Mia Kim
Yumi Kondo
Tsunetaka Tsuchiya **

Members of Working Group 2-B
Patrícia Moutinho Brito
Riai Yamashita
Gabriele Castaldi
Koichi Motomura *

*Group Leader  **Sub Group Leader
A. The Current Situation of Formal Education in the Philippines

0. Introduction

Compared with other countries, the literacy rate in the Philippines is quite high. Moreover enrolment rate is 99.9% in primary level and 77.8% in secondary level, which is higher than Singapore and the highest in ASEAN countries (Figure 0-1). However while statistics on educational attainment may be high, the economic situation in the Philippines is still not so good. The Philippines has succeeded in expanding its education in quantitative terms, but now they have to think about “Quality of education”.

Figure 0-1 Literacy rate and enrolment ration in ASEAN countries

<table>
<thead>
<tr>
<th></th>
<th>Adult literacy rate (% age 15 and above)</th>
<th>Youth literacy rate (% age 15-24)</th>
<th>Age grope enrolment rations (adjusted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singapore</td>
<td>91.8</td>
<td>99.7</td>
<td>99.4</td>
</tr>
<tr>
<td>Brunei</td>
<td>90.7</td>
<td>99.3</td>
<td>87.6</td>
</tr>
<tr>
<td>Malaysia</td>
<td>86.4</td>
<td>97.1</td>
<td>99.9</td>
</tr>
<tr>
<td>Thai</td>
<td>95.0</td>
<td>98.8</td>
<td>88.0</td>
</tr>
<tr>
<td>Philippine</td>
<td>94.8</td>
<td>98.4</td>
<td>99.9</td>
</tr>
<tr>
<td>Vietnamese</td>
<td>92.9</td>
<td>96.7</td>
<td>99.9</td>
</tr>
<tr>
<td>Indonesia</td>
<td>85.7</td>
<td>97.3</td>
<td>99.2</td>
</tr>
<tr>
<td>Myanmar</td>
<td>84.1</td>
<td>90.5</td>
<td>99.3</td>
</tr>
<tr>
<td>Cambodia</td>
<td>37.4</td>
<td>56.9</td>
<td>99.9</td>
</tr>
<tr>
<td>Laos</td>
<td>46.1</td>
<td>67.5</td>
<td>73.0</td>
</tr>
<tr>
<td>Total</td>
<td>85.1</td>
<td>87.6</td>
<td>65.4</td>
</tr>
</tbody>
</table>


Quality of education is inadequate. Especially math and science performance is poor.

Students cannot understand well.

There are not enough textbooks for students.

Teacher cannot handle a class well.

There are too many students attending a class.

There are many children in a family

People lack awareness about over-population.

Medium of instruction is different from local language.

Core Problem

Figure 0-2 Problem tree of the Philippine educational system
We made a problem tree to diagnose the quality of education in the Philippines (Figure 0-2). Although this tree does not show all the problems of the Philippine educational system, we found some important topics to think about this problem (topic 1 ~ 4). In this group report, we would like to discuss about these topics, based on our own research in the Philippines. Our report is taking an omnibus style, which is written individually, yet our framework is based on “Quality of Education in the Philippines”.

First, there are not enough teaching materials in the Philippines. For example, normally a few students have to share a textbook and some of them cannot bring it home. On the basis of this condition, chapter 1 will be discussing about “The Lack of Textbooks” by Tsuchiya.

Second, in the Philippines, the medium of instruction is English (for subjects like math, science and English) and Filipino (for the other subjects). However there are more than 100 local languages (including dialect) used in the Philippines and the language used in classroom is sometimes different from their local language. In relation to this, chapter 2 is concentrating on “Bilingual Education” by Kondo.

Third, there are too many students per class in the Philippines. Although the reasons are varied, people’s lack of awareness about over population is also one of the reasons. So in chapter 3, we discuss “Influence of Health Education” by Ogura.

Finally, after finishing their secondary education, many people go directly to work in the society. However, since most high school graduates do not have much skill for work, chapter 4 is concentrated on “Secondary Education as a Pre-stage of Working” and we will see how high school students perceive about their post-high school education by Toyooka.

0-1. General information

Before going to discuss the individual topic, we would like to see the educational system of the Philippines and overview of Laguna, where is our main research field.

0-1-1. Educational system in the Philippines

In the Philippines, educational system consists of 6 years elementary education, 4 years secondary education and 4 years higher education (figure0-3). From 1994, educational administration is shouldered by 3 government agencies, i.e. DECS (Department of Education, Culture and Sports), CHED (Commission on Higher
Education) and TESDA (Technical Education and Skills Development Authority). DECS is in charge of basic education in elementary and high school, and CHED is in charge of colleges and universities. On the other hand, TESDA is in charge of technical and vocational sectors both in formal and non-formal systems.

0-1-2. Overview of Laguna

Throughout the OFW period, our main research field was Laguna province, and we visited some elementary and high school as well as administrative offices. Laguna is in Region 4 (Southern Tagalog Region) and its local language is Tagalog. Laguna has the second largest population among provinces in Region 4, which is estimated to be 1,903,684 in 2000. There are 562 elementary schools and 175 secondary schools in Laguna, as well as 601 primary schools, 34 colleges and one university (U. P. L. B. = University of the Philippines, Los Baños). Literacy rate is 93.18% in 1995, which is almost same as the national average, i.e. 94.1% in 1995.

1. The lack of textbooks

1-1. Introduction

At present, the lack of textbooks is a serious problem in the Philippines. When we visited elementary schools, we observed that two or three, sometimes more than four students were sharing one old textbook. In Japan, all students have their own textbooks, and of course they can bring them home. In addition, when they are promoted to the upper grade, their old textbooks are not used by other students since they will be getting new ones. The situations in these two countries are quite different. Therefore, we would like to discuss imbalanced and insufficient distribution of textbooks in the Philippines.

1-2. Outline of the research

In this paper, what we try to show is how serious the lack of textbooks in the Philippines’ schools is. Three points seem to be helpful in attempting to outline this problem. The first point is the relationship between the size or location of schools and the students / textbook ratio. The second point is about the subject, that is to say, which subject has fewer textbooks than other subjects are in each school. The last point is grade levels. It refers to which grade has the greater student / textbook ratio.

In order to conduct this research, we visited five elementary schools in Laguna Province. Two schools are located in San Pablo and Los Baños, which are urban areas. School A has 5377 students and 123 teachers. School B has 1389 students and 36 teachers. The other three schools are located in Sta. Maria, which is a rural area. School C has 489 students and 15 teachers. School D has 388 students and 9 teachers. School E has 264 students and 9 teachers.

1-3. Comparison of the number of students and the student / textbook ratio

First, we focused on the relationship between the size of schools and the student / textbook ratio. This ratio is studied in four main subjects (English, Filipino, Mathematics and Science / Health). In school A, which is the biggest school among 5 schools, 1.44 students on the average share one textbook. Meanwhile, in school E,

---

1 The ratio of the number of students to the number of textbooks in one class. This is the number of students divided by the number of textbooks in each grade and in each subject.
which is the smallest school, one textbook is shared by 2.14 students. So, the more students the school has, the lower the student / textbook ratio become (Figure 1-1). In addition, schools in urban areas are in a better situation than in rural areas.

According to DECS, textbooks are supposed to be distributed in accordance with the number of enrolled students. However, the actual situation is different as this figure shows. If textbooks are distributed by the enrollment of students, the ratio should be same in every school. This is one of the gaps between the scheme of DECS and the actual condition.

1-4. The Student / textbook ratio in each subject

Secondly, we looked into each subject. There is another gap between DECS’s scheme and the actual condition in schools. DECS places a higher priority on language education than other subjects. If so, it is natural to think that there are more textbooks for language subjects such as Filipino, which is the national language and English, than for other subjects. But comparing with other main subjects such as Mathematics and Science / Health, language subjects have fewer textbooks than the others (Figure 1-2). Interestingly, the student / textbook ratio for Filipino is the highest in three schools (B, D and E school). In E school, one Filipino textbook is shared by more than three students. It is the same case for English. English has the highest rate in A school and second highest in three schools (B, C, E school). If DECS wants to encourage language teaching, it is important to improve this situation.
However, in these four subjects, one can see better condition in these four subjects than others. For example, in *Hekasi* which is Social studies in 4-6 grades, students do not have any textbooks in school E. School B is also facing serious problem of scarcity of textbooks in this subject. They do not have any textbooks in 4th and 5th grades. In 6th grade, one textbook is shared by 20 students. Other subjects do not have enough as same as *Hekasi*. But except for the main four subjects, there is no correlation between the number of students and the student / textbooks ratio. This is because it is better and easier for the teachers to prepare materials themselves than to teach with textbooks that are shared by many students. But in the four main subjects, it is too difficult to teach them without textbooks. That's why textbooks for these subjects are more equally distributed than other subjects.

### 1-5. The students / textbook ratio in grades

The last point that we would like to discuss about is grades. Tendency of the student / textbook ratio by grade is very clear. Comparing former grades (1st - 3rd) and latter grades (4th - 6th), the ratio of the latter grade is higher than the former one (Figure 1-3). It can be estimated from this fact that the former grades are given greater priority than the latter grades. The reason is considered to be that the older the students become, the easier for the teachers to handle.

*Figure 1-3. Students / textbook ratio in each grade*

1. The more students the school has, the lower the student/ textbook ratio becomes;
2. Schools in rural areas have a higher ratio than urban areas;
3. The lack of Filipino textbooks is the most serious among the four major subjects; and
4. Students in latter grades have to share textbooks, more than former grade students.

Also, it should be added that there are some gaps between DECS’s scheme and the present situation. We may, therefore, reasonably conclude that, two tasks must be fulfilled by DECS urgently. First, they should allocate more budgets on textbooks. Second, they should perceive the conditions of each area to distribute textbooks properly. It is impossible to try to solve all of the educational problems because of budget constraints. But even if they do not have sufficient budgets and capacity, higher priority should be given to these tasks when policies are decided. This is so because distribution of textbooks is one of the most fundamental and important
issue on school education. To say more, without textbooks, it is too difficult for the students to obtain a high quality of education.

2. Bilingual Education

2-1. Introduction

The Philippines is a multi-lingual country where more than 130 languages are spoken. It is very difficult to figure out whether all these languages are independent languages or just dialects. So far, 70 of them have been recognized as different languages, and eight languages of them, which have the number of native speakers reaching 800 thousand or more such as Tagalog, Sebuano, Iloko, Bikol, Hiligaynon, Waray, Pampanggo, and Pangasinan, are called major languages. In such an environment, English is regarded as the most important second language, the most versatile one in communicating with people who have different language background.

In schools, English is not only taught and learnt as subject, but also used as a language of instruction due to the bilingual education policy adopted at all levels of schooling. Another instruction language is Filipino, the national language. Mathematics, science, and English lessons are instructed in English, and the rest in Filipino. Though manuals and guidelines on the teaching of English in primary schools are provided, no prescribed approach has been applied permanently. While people in the Philippines have channeled their energies into English education, the Department of Education, Culture, and Sports adopted the Lingua Franca Policy last year. Under this policy, only one language is used as medium of instruction. So far, major Lingua Franca are Tagalog, Sebuano, and Iloko. There is one pilot school in every region now.

Thus, the Philippines is quite an interestingly diverse country to survey about languages. The author of this section is particularly interested in such language condition in the Philippines and wrote this paper about bilingual education in primary schools particularly focusing on mathematics lessons.

2-2. Mathematics Classes

During the overseas fieldwork, we observed elementary school classes of grade one and grade two at three different schools. School X is located in urban-rural area that there is one of the famous universities in that area. Majority of pupils’ parents have higher education and work at academic institutions. School Y and Z are located in rural area and have one or two sections of every grade. Besides, school Z is a pilot school of the Lingua Franca Policy in Region ‡. Therefore, all subjects are taught in Tagalog for grade 1 pupils at school Z. According to a DECS officer, Lingua Franca school is chosen among lower income level areas.

School X (in urban-rural area)

Grade: 1st /Number of pupils: 53

- Instruction is only in English. Tagalog, their native language, is not used in class.
- Pupils usually make responses to teacher’s instructions in their voices. For example, “thank you, teacher” is often said by pupils when teacher admonishes them to be well behaved.
- Teacher adopts Audio-lingual Method.
- Almost all the pupils understand what their teacher says in English. It seems that there are no significant language problems in this class.
• Pupils who have performed perfectly are usually “rewarded” with their classmates’ clapping hands. They may clap their hands once, twice, or three times following their teacher’s dictate.

**School Y (in rural area)**
Grade: 2nd / Number of pupils: 35
- Pupils who are divided into three groups depending on their language ability sit together with their members in three different groups.
- Instruction is often in Tagalog rather than in English.
- English instruction is always followed by its translation spoken in Tagalog.
- Most pupils could give no response to teacher's question until their teacher repeated the same question in Tagalog.
- According to teacher, one third of pupils cannot read and write Tagalog.
- It is explained that pupils who live in poverty have lower literacy.

**School Z – Lingua Franca school (in rural area)**
Grade: 2nd / Number of pupils: 42
- Each pupil has his/her own small blackboard. Answers are written on this small blackboard.
- Together with the blackboard, each pupil has his/her own paper clock. Being asked the time written in Arabic numerals, pupils show their clocks after setting the hands to the appropriate position.
- Pupils give quick responses to teacher’s prescription.
- It seems that none of the pupils have any language problems.

2-3. Findings

Estimating by pupils’ performance, it seems that bilingual education has succeeded at school X while school Y has some problems. Since we have only limited information on these schools, we cannot discuss the problems at school Y in detail at the moment. However, there is considerable evidence to show that there is ample scope for improvement in the present bilingual education. On the other hand, it seems that Lingua Franca Project has succeeded. However, the project only started last year. Thus, it is too early to conclude whether the project is successful or not.

3. Influence of Health Education

3-1. Introduction

To minimize overpopulation, family planning is indispensable. As shown in Table 3-1, total fertility rate (TFR) in the Philippines is very high compared with other Southeast Asian countries.

<table>
<thead>
<tr>
<th>Table 3-1: Comparison of TFR, population growth rate and women’s literacy rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Philippines</strong></td>
</tr>
<tr>
<td>Total Fertility Rate</td>
</tr>
<tr>
<td>Population Growth Rate</td>
</tr>
<tr>
<td>Women’s Literacy Rate</td>
</tr>
</tbody>
</table>

In general, if women’s literacy rate is high, TFR will decline. However this prevailing opinion does not fit in the Philippines. This research is aimed at finding the causes of this phenomenon as well as determine the influence of health education. Information was collected from questionnaires and interviews. This paper is a result of our field research on health education in formal schools.

3-2. The present condition of health education

DOH (Department of Health) is in charge of planning and implementation of health programs, such as responsible parenthood (used as the same meaning as “family planning” in the Philippines) plan. DOH central office prescribes the outline of the national health programs, and provincial governments decide which to promote.

Also, DOH central office supports and gives advice to DECS for composing the curriculum of health education. Since responsible parenthood plan is one of the main issues of DOH national policy, it is introduced in school curriculum.

Health education concerning responsible parenthood starts from 5th grade of elementary school. They teach male-female differences in organs and basic mechanism of pregnancy in science class. Next step is in 3rd grade of high school. Contents are concept of responsible parenthood and usage/effects of contraceptives, which is taught in PHEM (physical health education and music) class. In addition, municipality health educators, who are appointed by DOH provincial offices visit schools and give supplementary lectures. This is a casual lecture for high school students. They provide practical information according to the provincial health programs.

Lack of teachers and classrooms leads to conduct a joint class where students are taught together without reference to their sex. Though some high school teachers prefer to teach separately, most of them say that it is better to teach together, because students can feel closer to each other. And from another point of view, since more than 90% of schoolteachers are female, it might be quite difficult for them to handle a health education class only for male students.

Compared with health education in Japan, the contents of the Philippines’ curriculum are more detailed and practical. In Japan, the quality of sex education is poor: it provides only basic information and classes are limited to female students. But recently, it is changing to an equal education for both sexes.

3-3. Results of the questionnaire

A questionnaire was used to study the influence of health education for creating awareness of overpopulation. This was distributed to 4th grade students in two high schools. They have already finished their lessons about responsible parenthood in the previous year. This research was conducted in schools. Besides the specific questions, it asked their sex, age and religion. Their name was not required to write down. It took about 10 to 15 minutes for the students to fill out the questionnaire.

Two sites in Laguna Province were chosen for this research. One is San Pablo, the only city, and the other is St. Maria, the farthest municipality from Metro Manila. According to the statistics, St. Maria has the lowest

<table>
<thead>
<tr>
<th>Site name</th>
<th>Total number</th>
<th>Male</th>
<th>Female</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Pablo</td>
<td>109</td>
<td>48</td>
<td>61</td>
<td>14-19</td>
</tr>
<tr>
<td>Santa Maria</td>
<td>49</td>
<td>20</td>
<td>29</td>
<td>15-19</td>
</tr>
</tbody>
</table>
literacy rate among Laguna Province.

Question 1. Did you know about responsible parenthood (family planning) before you learned in school?

Figure 3-1: Result of Question 1

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>St.Maria</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>San.Pablo</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

Question 2. Was the information different from the one you had? (Question given only to the students who answered YES in Q1)

Figure 3-2: Result of Question 2

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>St.Maria</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
</tr>
<tr>
<td>San.Pablo</td>
<td>20%</td>
<td>80%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Most of the students who had information about responsible parenthood beforehand answered that their parents had talked to them. And around 80% of the female students heard about it when they were in elementary schools.

The difference between the information they heard from their parents and school education contents was about the usage of contraceptives. Some parents had told their children about so-called “natural family planning” (NFP)\(^2\), which does not use contraceptives. However, this method has higher risk of failure and also it is not an effective measure against AIDS or other STDs. It cannot be said that NFP is very effective method for fertility control. (Effectiveness for preventing pregnancy: oral pills 97%, male condoms 90%, NFP 75%)

Question 3 asks whether they think it is important to teach responsible parenthood in school curriculum. Approximately 90% of the students answered YES. Most of the reasons were to have proper information and to be aware of overpopulation.

Question 4. Have you ever been to a lecture or a workshop (outside school) concerning about this matter?

Figure 3-3: Result of Question 4

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>St.Maria</td>
<td>50%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>San.Pablo</td>
<td>40%</td>
<td>60%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Main reason for not attending these workshops was lack of opportunities. Expectation and the result turned out to be opposite. Generally, cities have more opportunities, than rural areas. However from this result, in this

\(^2\) Method to prevent pregnancy. Roughly classified into two types. 1) Avoid intercourse during fertile period. 2) Withdrawal.
city, there is less demand for these activities or they are meeting some difficulties in conducting them.

**Question 5. Do you think the government should enhance responsible parenthood plan?**

**Figure 3-4: Result of Question 5**

As mentioned earlier, DOH provincial offices are commissioned to implement responsible parenthood plan. However, in Laguna Province, the local government does not put emphasis on the plan. Pressure from the church and government executives’ beliefs influences the government policy.

It should be noted that, approximately 83% of the population in the Philippines are Christians (Roman Catholic), which prohibits the use of contraceptives. This might not be the only reason, but prevalence rate of family planning is low. (Table 3-3) And in San Pablo 80%, and in Santa Maria 70% of the students who answered the questionnaire were Catholics.

Going back to the result of the previous question, it may be presumed that, the area where the ratio of believers of religion, which does not adopt contraceptives, is lower, it becomes easier for the people to have information and opportunities.

For these reasons, even if promotion of responsible parenthood plan is one of the main agenda of DOH, there is a big gap of achievement between provinces. The biggest problem is that DOH central office does not direct local offices, which have been devolved to local government units since 1991, to help them implement the plan. This means that even if Laguna Province is lagging behind in achieving responsible parenthood plan, there is no immediate remedy in sight. As we can see from the interview results, the government policy does not suit students’ concerns.

Students’ reason for answering YES in this question was to have a countermeasure for overpopulation crisis. They realize that overpopulation is a big problem, which will be an obstruction for development of their country.

<table>
<thead>
<tr>
<th>Table 3-3: Comparison of contraceptive prevalence rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Methods 3</td>
</tr>
<tr>
<td>Condoms, oral pills, sterilization and others</td>
</tr>
<tr>
<td>All Methods 4</td>
</tr>
</tbody>
</table>

Source: International Planned Parenthood Federation, Reproductive Rights 2000

3-4. Findings

Although responsible parenthood plan is introduced, so far, it is not very effective to reduce TFR. DOH central office have set up a target of this plan, which aim to reduce TFR down to 2.1 by 2005. Sorry to say, but

---

3 Condoms, oral pills, sterilization and others
4 All methods including NFP
judging from the present situation, we cannot do other than doubt the achievement.

Through this research, we have found a point, which might corroborate the comment of DOH official. She mentioned that one of the supposable obstacles to implement this plan is people’s belief. As aforementioned, it is natural to think that rural areas are more conservative and lack information about responsible parenthood. However, from these results, we can say that it is not only the geographical area or literacy rate, which influence people’s accessibility to information.

Though, religious belief is very sensitive issue to discuss in program implementation, government and church should think carefully to make a decision, which meets the needs of young generation, who are concerned about this matter. Since teaching about responsible parenthood properly in school, students’ awareness of overpopulation and other problems caused by high fertility rate, is growing even they are religious.

As far as we observed, we can conclude that health education is effective to awake awareness of this matter, and when this generation enter their productive age, we can expect that it would help them to practice responsible parenthood plan.

4. Secondary Education as A Pre-stage of Working

4-1. Introduction

The Philippines has high enrolment rates in primary and secondary education. According to interviews with school staff from six elementary schools and three high schools conducted during October 2000, it was estimated that around 90% of elementary school students graduate and then continue their education at high schools. Teachers from the same high schools also estimated that around 50% of graduates are enrolled at tertiary institutions. Despite a lack of follow-up surveys on elementary and high school graduates, statistics and interview results indicate that almost all children have access to a primary education, and a majority of children have access to a secondary education. The percentage of high school graduates going on to tertiary education, however, is approximately halved.

Then, what are high school graduates’ hopes for the post-high school? Some of them may pass the National College Entrance Examination (NCEE) and then go to study at a college or university. Some may go to a private institution, which provides technical/vocational training. And others enter the labor market and then start working. But here for the third group, even if secondary education curriculum in the Philippines provides high school students with basic job skills, knowledge and information for obtaining initial gainful employment, how prepared are they for entering the labor market and working? Among 175 high schools in Laguna, there are only several schools which have special technical/vocational curriculum. This means that only small percentage of students can get technical/vocational education in secondary education. So the graduates from a general high school, who do not go on to a college, university or technical/vocational institution, are the weakest in the labor market. Referring to results of a questionnaire we provided to high school students, we shall see if they are ready to start working.

---

5 DECS “Education in the Philippines”
4-2. Students’ post-high school preferences

In order to make clear how prepared students are for entering the labor market, 68 grade IV students from an urban high school, and 48 students of the same grade from a rural high school, were asked to complete a questionnaire regarding options available to them at the post-secondary education stage. When analyzing the responses, no apparent disparity was found between the urban high school students and the rural school students.

Responses to the questionnaires indicated, however, that 90% of the students hoped to enter university or college, with 62% of them having clear aims to study a specialized field and 25% just hoping to obtain a degree. When one considers these figures, it becomes very evident that a majority of secondary school students do hope to continue their education at a tertiary level. The following diagram displays what courses students are interested in, and suggests that science and technology courses followed by computer and math are the most sought-after courses for which the high school students would like to specialize.

4-3. Counseling for high school students

Although the Philippines can be considered a country which has a large enrolment in tertiary education, it must be noted that a high percentage of high school graduates who hope to continue their education are not necessarily able to enter tertiary institutions. More than half of the above 90% students do not go on to a university or college, and their hopes of specialization are not realized so easily. One of reasons why there is this gap between students’ preferences and the real situation is that high schools are not taking an active part in giving students the advice about their next courses after high school. This is confirmed by the fact that the schools we visited did not have follow-up survey for their graduates and teachers did not know the exact percentages of graduates in each post-high school course, as aforementioned.

The questionnaire results aforementioned show the amount of counseling that high school students receive. It indicates that 76% of students talked about their future options, regarding education, with other family members, and 18% with friends. An excessively low number of students talked about post-high school options with their teachers, with a figure as low as only 4%. It seems that if high schools provided counseling for their students then a higher percentage of students who had hoped to enter a tertiary institution would be able to, or that students would be made more aware of other options available, i.e. vocational courses, apprenticeships, etc.

The questionnaire results also demonstrated that 90% of graduating secondary school students are anxious about what they will do after completing their secondary education with 30% of these students indicating a strong anxiety.

---

*Any counseling the students ever had from grade I up to the 5th month of grade IV*
4-4. Findings

Research suggests that students may not be made aware of options available to them at the post-secondary stage and hence are not prepared to enter the workforce. Figure 4-4, “Unemployed Persons by highest grade completed in Region IV – Percentage Values”, in the education group B report, highlights this further with 45% of the unemployed in region IV only having completed a secondary education. This high proportion also suggests that people who do not continue their education after high schools are more susceptible to future unemployment.

It could be argued that if a higher number of students received teacher's counseling or professional advice about post-high school options at the high school level, they would not only be made more aware of options available to them, but that post-high school anxiety and possibly future unemployment, could be significantly reduced.

5. Conclusion

Through our research, we could observe the existing condition of the Philippines’ formal education. Since we made a great point of interviewing teachers and students in the fields, we have picked out many problems, which DECS and other government officials pay less attention or did not recognize. To improve the quality of education, at least it might be better for DECS to look further a field and reflect on their current policies.

Also, alleviation of disparity between rural and urban areas might be one of their main tasks. The gap between areas was bigger than we had imagined. Massiveness of the education facilities such as teaching materials and other statistics\(^7\) indicate the imbalance in areas. And it is not only the economic condition but also parents’ motivation for their children's education influences their performance.

As aforementioned, in Laguna Province, Tagalog is spoken as their native language. Since Tagalog is the base language of Filipino, students have no difficulty in understanding Filipino as a medium of instruction. It can be supposed that in non-Tagalog speaking area, there would be more or other problems, which DECS might have to work on.

Moreover, the relation with the society is another issue. For providing adequate education to help the students to enrich their life, such as skill training, reconsideration of the school curriculum has a room to discuss. In addition, school system to support students for their future consideration is needed.

Since the style, which we took for our group research was a rather daring plan, we cannot completely deny that the focus of this report is somewhat discursive. But observing the Philippines’ education system from various points of views, we have found diverse problems, which can be considered as a merit of our style.

As we just stayed in the Philippines for a short time, it is difficult to suggest a perfect remedy for an overall improvement of education quality. However, we hope that our research results would be some help to anyone who is concerned with this topic.

Acknowledgment

We deeply appreciate all the students, teachers, government officials and organizations that accommodated us, for the immeasurable cooperation and hospitality. We are also grateful to all the faculty members and staff of UPLB and GSID, for supporting us. And most of all, our deepest gratitude is given to Edit, our counterpart from

\(^7\) Teacher/student ratio, size of one class etc.
UPLB. She organized our schedules and accompanied us during our stay. Without her wholehearted support, advice and patience, we could not possibly accomplish our research.

Reference

“The DECS Background”
Laguna’s Main Statistics

UNDP “Human Development Report 2000”
Maraldo Pamela Ph. D. , R. N & The People’s Medical Society, Women’s Health for Dummies, IDG Books WORLDWIDE 1999

小野原 信善. 1998. 『フィリピンの言語政策と英語』 窓映社.
北村邦夫 編 「リプロダクティブ・ヘルス / ライツ」 ベリネイタルケア □ 9 8 夏期増刊 メディカ出版

Internet

B. Technical/Vocational Education and Training in Laguna

1. Introduction

For some decades now, it is considered that the Philippines have been having a problem of educated unemployment. In the 70s, many of the university graduates were not being utilized in the labor force, particularly those who undertook courses in the most popular areas, like teacher training, commerce and the liberal arts.

The government tried to solve this problem by using different measures. One of these was the reduction of the supply of graduates, both by limiting the opening of new schools in these areas, and by introducing the National College Entrance Examination. Another measure had to do with curricular reforms: the development of a technique-oriented curricula for those who did not pass that exam, the upgrading of vocational high schools to technical colleges, among others. These changes made vocationally specific training even more skill-specific, the emphasis now being on applied, practical training to meet supposed labor market demand.

Another approach was to develop non-formal education. This was marked by the creation of the National Manpower and Youth Council (NMYC), which coordinated many programs, offering shorter and more flexible skills training courses. The clientele addressed was the majority of the educated labor force, from high school-leavers and out-of-school youth to college graduates.

Today the situation in the Philippines still shows signs of unemployment amongst educated labor. Graduates from universities and high schools have much difficulty in acquiring their job. In certain cases, they are employed but their skills are not sufficiently utilized, due to over-qualification for the job or to a mismatch of their skills with the skills required by the job.

Recently, many changes happened in terms of government policy towards approaching this problem. The creation of the Technical Education and Skills Development Authority (TESDA) in 1994 is a proof of the attention that has been dedicated to this issue. TESDA is now the institution responsible for coordinating Technical/Vocational Education and Training (TVET). For this reason, Education Group B became interested in exploring the way in which such new measures were being implemented, analyzing present achievements and identifying eventual shortcomings.

Another reason why we decided to focus our research in this topic is that TVET has been taking a very significant role in the recent setting of Laguna. This seems to be due to the fast pace of industrialization of this area. TVET is supposed to respond to these changes by generating and delivering an appropriate amount and quality of human resources for this increasing demand. In other words, TVET (supply side) would respond to the needs of labor market (demand side) by providing technical skills to people who represent the potential future employees of the growing sector of industrial companies.

In order to grasp the present situation of TVET in Laguna, we interviewed principals, teachers/trainers of Technical/Vocational Institutions (TVIs) and Training Centers (TCs), and directors of institutions such as TESDA, the Department of Education Culture and Sports (DECS), the Department of Social Welfare and Development (DSWD), and NGOs. In addition, interviews and questionnaires exploring the perceptions of students/trainees about TVET were conducted in the TVIs and TCs that we visited.
Meanwhile, we also looked at the demand side of human resources. The labor market in Laguna consists of demand from various private companies, especially from the industrial sector. Matters to clarify were how the employment situation has been in Laguna, whether there is a demand for more graduates from TVET and the like. The situation or trend of the labor market was analyzed through interviews and data acquired from some institutions, such as the Department of Labor and Employment (DOLE), Toyota Motor Corporation, local shops and other sources.

In the following chapter 2, we begin by describing how TVET has been administrated, what kind of procedures are taken to implement TVET, and how several institutions coordinate to supply trained human resources into the labor market of the Philippines. Chapter 3 begins by describing the main characteristics of the TVIs and TCs that we visited. Then, on the basis of the results of the questionnaire research that we conducted with students/trainees of TVIs and TCs, we attempt to analyze their opinions and perceptions regarding TVET. In chapter 4, the present situation of the labor market in Laguna is mentioned by referring to basic statistics of the employment context. In the conclusion part, our reflections about TVET provided by this field research will be presented.

2. The Structure of Technical/Vocational Education and Training in the Philippines

TVET includes a diversity of courses and programs and is put into practice through the coordination of a multitude of organizations, with distinct roles and contributions. This section presents a brief explanation of the existing types of TVET in the Philippines and of the various institutions involved in its setting.

2-1. Different types of Technical Vocational Education and Training

The main distinction to be made is between formal and non-formal TVET. **Formal** TVET is established within the formal educational system, and exists both at the secondary and tertiary level. This kind of education is mainly offered in Technical Vocational High Schools and in Polytechnic Colleges. At the secondary level, the coordination of TVET is done by DECS, while at the tertiary level it is done by TESDA and CHED. It basically combines the formal component of classroom learning with an extra component of skills training. This second part would provide the students with the practical knowledge needed to engage in working life. The targeted students are the poor youth who cannot afford to be enrolled in a university course.

**Non-formal** TVET refers to organized learning activities established outside the formal system and intended for a particular target population. This clientele is especially the out-of-school youth and adult illiterates, but some of the programs are specifically directed to the unemployed, disadvantaged women, and people with disabilities, amongst other groups. Courses are skills-oriented and their duration can range from just a few days to two years. This kind of education is offered at public and private Technical Vocational Institutions (TVIs) and Training Centers (TCs). The Bureau of Non-Formal Education, part of DECS, is responsible for programs such as Basic and Functional Literacy, which can go up to the secondary level of education. Above this level, non-formal education programs are coordinated by TESDA.

2-2. Intuitions involved in the coordination of TVET

Until 1994, the Department of Education, Culture and Sports (DECS) was solely responsible for all levels
and types of education in the Philippines. Since then, there are three main organizations responsible for education, as was mentioned in the introductory part of this group’s report.

**TESDA and its different roles**

TESDA is one of the two newly created institutions. It is responsible for non-degree post-secondary technical/vocational education. It was created to “mobilize the full participation of the industry, labor, technical and vocational institutions, local government and the civil society for skilled manpower development programs”. It integrated the former National Manpower & Youth Council (NMYC), the Bureau of Technical-Vocational Education of DECS and the Office of Apprenticeship of the Department of Labor and Employment (DOLE).

Amongst its many goals, TESDA aims to develop quality middle-level manpower, which would be a contributing factor for the country to achieve international competitiveness.

TESDA has many different responsibilities:

**Definition of Programs**

At a central level, TESDA defines the types of programs that can be offered nationwide at any given TVI or TC. There are many types of programs, and some of them are established in coordination with other institutions, like DECS (for secondary formal TVET), CHED (for tertiary formal TVET) and DSWD (for some non-formal TVET), amongst others. A description of all these programs would become quite extensive, thus we choose to only explain in more detail the programs we were able to observe directly, such as the “Dual Training System” and the “Productivity Skills and Capability Building for Disadvantaged Women” projects (see chapter 2).

**Trainers Training and Certification**

TESDA’s National Institute for Technical Vocational and Education Training (NITVET) offers training for TVET trainers. TESDA also has a system of testing and certifying people who, despite not having taken their courses, possess enough knowledge to become TVET trainers.

**Skills Standardization**

The Skills Standards and Certification Office of TESDA is in charge of establishing a national system of skills standardization, testing and certification. This system would allow people who did not undergo formal education but acquired equivalent knowledge and skills through their life or work experience, to take tests and be accredited with certificates of “competency equivalence”. Such a certificate of equivalency to secondary education, for example, would make that person eligible for TVET courses, providing opportunities for these people to engage in further education.

**Accreditation of TVET providers**

TESDA is also responsible for implementing a system of accreditation through which all TVIs and TCs need a TESDA certification in order to provide TVET programs.

**Curricula Development**

In coordination with DOLE and with the private sector, TESDA has developed a study of “job analysis”: an extensive description of all tasks involved in a certain technical job and the skills needed to engage in such professions. This study has been done for about ten occupational areas (making for a total of about one hundred
occupations), and TESDA is in the process of extending this to other professions. The job analysis is the basis for the crucial definition of the **Training Regulations** for TVET courses. The Training Regulations Manuals are the guides that should be followed by all TVIs and TCs throughout the country. TESDA will only give certification to the courses if the curricula follow these regulations.

These are amongst the most important functions of TESDA. However, TESDA is also providing direct training in the 64 “TESDA supervised schools”, which were recently assigned to them. It also coordinates the TESDA Women’s Center, a project carried out with the support of JICA, amongst other projects.

TESDA has regional and provincial level offices, such as the Provincial office of Laguna, which also have their specific responsibilities.

### 2-3. Other Institutions

As was pointed out before, other institutions are involved in the coordination of TVET. Their collaboration creates a complexity of relations that we attempt to summarize in Figure 2-1.

![Diagram of the institutions involved in TVET and their roles](image)

**Figure 2-1: Representation of the institutions involved in TVET and of their several roles.**

Looking at TVET through a simple perspective of input and output, the inputs to TVET come, on the one hand, from the TVIs and TCs, which are the institutions providing the courses and programs. These can be public institutions, but the majority is privately run, thus having decision power over which courses they offer. On the other hand, there are supporting institutions which define the programs that these centers can offer, provide trainers’ training and certification, establish skills standardization systems, provide accreditation to these TVIs and TCs and establish the training regulations which guide the programs’ curricula development. As mentioned above, these functions are basically provided by TESDA, although the last one is also supported by DOLE.

In order to provide this TVET to the target population, facilities, funds, trainers, equipment and materials are the basic requirements. These can be provided by a variety of institutions, depending on the type of TVET and on the type of program. Figure 2-1 lists some of these institutions that assist the implementation of TVET.
Finally, in order to provide this target population with job information from the labor market, consequently, in order for the trainees to be absorbed by the labor market, DOLE becomes a supporting institution: it offers a monitoring system for job placement, carried out by the Public Employment Service Offices (PESOs).

3. Technical Vocational Education and Training (TVET) Programs in the Province of Laguna

In the province of Laguna, there are 61 technical vocational institutions (TVIs) and 11 training centers (TCs). Almost all TVIs are private and independent from TESDA in terms of decision making. Recently, because of the globalization trend of the world economy, most TVIs and TCs give encouragement to computer (IT) courses, such as computer technology, computer programming, computer science, and telecommunication technology.

3-1. The Characteristics of the TVIs and TCs Visited

We visited two formal and three non-formal TVIs and TCs. Here, we will briefly look at the main characteristics of each of them. Further details about them are provided in the appendix.

3-1-1. Formal TVET

The Laboratory High School of Laguna State Polytechnic College (LSPC) in San Pablo is a TVI which offers formal courses in areas such as welding, electricity, drafting, food technology and garments. Students are required to have graduated from elementary schools. For the first two years, they receive traditional classroom learning, but the last two years include practical skills training as well. Mostly, students continue studying after graduation.

The Secondary Education Department of Laguna State Polytechnic College (LSPC) in Santa Cruz is also a TVI, providing formal courses to graduates from elementary schools. The courses are in various areas of technology, such as industrial, refrigeration and air conditioning, automotive, civil, electrical, electronics, drafting, and home technology. Each course includes OJT (on the job training) of about 1,200 hours at private companies. Most of graduates tend to continue studying at college or university.

3-1-2. Non-formal TVET

The Don Bosco College Manpower Training Center is a TC that offers non-formal courses. The trainees are high school graduates and they are 17-22 year-old males. The courses provided are industrial mechanics, industrial electro-mechanics and wood technology. An interesting point is that this TC offers Dual Training System that is recent program promoted by TESDA. It consists of a 15 months course, which is divided into a taught course for 10 months and OJT for 5 months. Notably, around 90% of trainees find employment after graduation.

The Santa Cruz Provincial Compound of DSWD is a TC, which implements the project called “Productivity Skills Capability Building for Disadvantaged Women”. This project is financially supported by the LGU (local government unit) and JICA. There are two courses: sewing craft and food processing and preservation. The objective of this project is to improve the status of disadvantaged women through provision of skills. This would enable them to become productive, thus, contributing to increased family income through self-employment, open employment or sheltered workshop. The trainees are 18-59 year-old women from...
depressed barangays and they are at least elementary school graduates. After the completion of the courses, most of the trainees of food processing become self-employed. In the case of sewing craft, 40 percent of graduates engage in open-employment and 40 percent become self-employed.

The Laguna Training Center in San Pablo is a TC that offers non-formal courses. There are two courses: auto-cad computer basics and industrial sewing machine operations. The trainees of computer basics are 18-35 years old and they have studied at least two years in college. They learn practical skills and theoretical schemes. In case of sewing machine, the trainees are over 18 years old high school graduates. The course includes skill training and “modular sessions”, such as self-enhancement and basic business management. Most of the graduates become self-employed.

3-2. Results of Questionnaire Survey for Trainees of TVIs and TCs

When we visited the TVIs and TCs in the province of Laguna mentioned above, we conducted a questionnaire survey for trainees. It mainly aimed to identify trainees’ motivations, their opinions about the course and their future plans after completing the course. Here, we will look at the results of these three aspects. The following data are the average figures of 90 trainees.

Figure 3-1 shows the trainees’ main reasons for taking the courses. The strongest motivation is to obtain knowledge and skills necessary for a job, followed by to get a job. The third one is to get a high salary. It seems that all these reasons are directly related to entering the labour market.
Figure 3-2 shows the trainees’ opinion about the courses and training centers. From the result, we can see that the trainees’ opinion is generally very good. Another question that we do not present here shows that they tend to feel that the courses are interesting.

The last figure shows the trainees’ future plans for after completing the courses. From this, we can see that the majority of trainees intend to get a job in the same field of work as the course. One fifth of them are going back to study in a school or university, and some of them are going to continue in their present position at the company. The reason why relatively large proportion of trainees intend to go back to study is that half of the trainees who answered the questionnaire are still at secondary level.

In summary, the trainees’ opinions and attitudes towards TVET are fairly positive. Also, our impression from the results of the questionnaire survey and interview is that the quality of TVET is quite high. However, some further improvements are needed. On the one hand, the funds for TVET are still not enough. Also, TVET is considered to be the education for the poor who cannot afford to go to college as a minor form of education. In order to promote it, this image of TVET should be changed.

4. The Labor Market Situation in the Province of Laguna

4-1. Main Economic Activities in Laguna

The province of Laguna has vast prime agricultural areas and is richly endowed with natural resources. However, there are discrepancies within the region. Its proximity to Metro Manila has contributed positively to a faster pace of industrial development. The predominant activities in two of the four districts of Laguna (1 and 2) are indeed industrial based, with a marked presence of multi-national corporations (27 establishments in district 1 alone). Manufacturing, electronics, food processing, machine and car assembly are the largest activities in terms of employees and yearly turn over. By contrast, districts 3 and 4 are mostly agriculture oriented,
producing a rich supply of rice, fruits, vegetables, fish and forestry products. With this economic environment, agri-based industries along with cottage and small-scale industries have long been established.

The role of the tertiary sector has also been gaining importance. The following figure displays employment shares as of July 2000 in the province of Laguna as a whole, showing that this sector is the most important employer. According to Region IV surveys provided by the regional office of DOLE, industry and service sectors gained share continuously against a steady decrease in agriculture related activities.

4-2. Department of Labor and Employment (DOLE): Roles and Programs

DOLE looks upon its mission as “(to) promote social justice and protect human rights and respect for human dignity through the assurance of workers’ protection and welfare, promotion of full employment and manpower development, the maintenance of industrial peace and enhancement of workers participation in policy making”.

The quoted ambitious mission is being implemented through a series of programs closely coordinated and monitored together with other governmental agencies, such as DSWD, TESDA (which itself is part of DOLE), LGUs, and sporadically with the private sector.

Through its regular survey on unemployment at provincial and local levels, DOLE plays a fundamental role in providing information on labor market trends. Labor demand and supply discordance and inappropriate human resource development policies can thus be highlighted. Correspondingly, inputs can be implemented for a proper steering by the competent authorities. In this respect, the contribution of DOLE assumes a decisive role in the design and setting of appropriate curricula for TVET, one that can meet the ever and swiftly changing industries’ requirements. Indeed, TESDA relies strongly on labor statistics and other information provided by DOLE to identify new emerging trends from the demand side and create the adequate responses on the supply side. That is, TESDA takes that information into account to create new programs and design the according curricula.

The Public Employment Service Offices (PESOs), mentioned in chapter 2, are an example of institutionalized offices aiming at employment facilitation through career and employment guidance. They offer a job placement monitoring system that tries to match job seekers with job offers, by gathering information from both supply and demand sides.

DOLE recognizes the importance of education in future labor trends. While interviewing various officials, the acknowledgment of the change of times seemed a common understanding: rapid technology changes and intense competition force employees to change their attitude towards learning and job tenure. The philosophy behind every new program and activity emphasizes how important it is that education be continuously developed not for its own sake, but for real and effective application purposes to pursue the overall goal of national development.

4-3. Employment situation

According to various statements gathered during interviews with public officials at local, provincial and national levels, the province of Laguna seems to be particularly blessed in terms of labor issues, unemployment rates being relatively low.

Beyond a worrisome slump in 1991, the trend appears stable and surely one of the most successful in the
whole country. Even the strong crisis of 1997 that hit the high-growth economies of South East Asia did not have the devastating effects as was the case in other regions. The recent slump during this year (July 2000), with employment down to 86.6%, is explained by public officials as uncertainties dominating Filipino politics and allegedly corrupt actions of the president.

When looking at the data displaying the distribution of unemployed people by educational level (see Figure 4-3 and 4-4), stunningly the group with the highest unemployment rate is that of high school graduates. A more detailed analysis shows that, in fact, graduates from polytechnic high schools (e.g. San Pablo and Santa Cruz) transit smoothly from school to first job. In other words, the worrisome 45% unemployment rate of high school graduates probably reflects the reality of those who graduated from high schools of the formal educational system. We realized a common consensus among officials about the reason for this situation: it is due to poor curricula and curricula that do not meet labor market demands. Some officials went even further and explained that most of the graduates from formal system high schools were not able to pass companies’ entrance examinations due to lack of satisfactory comprehension capabilities, in particular, insufficiently developed attitude towards problem solving in daily life.

5. Conclusion

Through our fieldwork, we were able to conclude that there is still a certain level of unemployment among educated people (mainly high school graduates). Because this problem is attributed to curricula inadequacy in the

![Figure 4-2: Employment Rates in the Province of Laguna in the time frame 1987-2000](image-url)

![Figure 4-3: Unemployed Persons by highest grade completed in Region IV – Absolute Values](image-url)

![Figure 4-4: Unemployed Persons by highest grade completed in Region IV – Percentage Values](image-url)
formal educational system, it seems clear that either this curricula needs to be improved or the option for these graduates is to enroll in TVET courses after high school graduation. Either way, TVET seems to have an important role in solving this problem.

TESDA has performed well in fulfilling its assigned tasks, in coordination with other organizations. However, it seems that this institution is being faced with so many different tasks that its resources are not enough to respond to all the needs. But the mere fact that the central government keeps assigning this institution new roles is a sign of its good performance.

Through the questionnaire survey of trainees/students of TVIs and TCs and interviews with managers, it was found that most of the trainees were satisfied with the quality of courses provided by TVIs and TCs. However, the image of TVET is still anchored to the meaning of a “minor” level of education. In terms of post-secondary courses, they are considered to be the alternative available for the less wealthy, who cannot afford university. Other types of courses are less available and information about them is not easy to find. As an attempt to promote the image of TVET, TESDA has created the “Skills Olympics”, a competition among graduates of TESDA certified courses which has been widely advertised. Nevertheless, through street interviews with locals, we realized that there are still many people who have no knowledge about the existence of TESDA and of this kind of education. On the other hand, companies like Toyota Motor Corporation give great value to TVET, which is reflected in their recruitment: about 80% of their employees in the Santa Rosa plant are graduates from TVET courses.

We also realized that there is a certain mismatch between human resources produced by TVET and the absorption by labor market. Whereas TVET has been offering IT-related courses and generating corresponding human resources, labor market (in Laguna, specifically in the industrial sector) has been demanding people trained in other fields, such as electronics. In trying to explain why this is happening, we arrived to the conclusion that, on the one hand, the population does not know which kind of jobs are in more demand, that is, they do not have information about what skills are being requested by the labor market. This lacking service could perhaps be provided by DOLE. On the other hand, the TVIs and TCs are not willing to offer different courses, even if they do receive this kind of information from TESDA. The problem seems to be that training in other fields, like electronics, requires equipment that can be quite costly, as well as the trainers. Being profit oriented, these centers are not willing to risk it, especially because the less-informed general population is more interested in the very fashionable IT-related courses.

TVET is certainly in demand and seems to be gaining a very important place in the educational scenario. Improvements in TVET would require intervention in promoting TVET image among the general population, providing TESDA with more control over the TVIs and TCs decisions, and in disseminating more information about the available courses and their advantages in terms of access to employment opportunities.

References
Department of Social Welfare & Development (DSWD)Brochure of Productivity skills Capability Building for
Disadvantaged Women Phase

M.D. Leonor (1985) Unemployment, Schooling and Training in Developing Countries

Technical Education and Skills Development Authority (TESDA) The Quality Assured Philippine TESD System

Technical Education and Skills Development Authority (TESDA) Brochure of Dual Training System

Technical Education and Skills Development Authority (TESDA) Brochure of TESDA Women’s Center

International Assistance Corps (1996) Impact Evaluation of Technological Education Development in the Philippines

International Assistance Corps (1997) Impact Evaluation of Technological Education Development in the Philippines - Women's Center

Internet address:

http://www.tesda.org/

http://www.census.gov.ph/

http://www.pids.gov.ph/
### Appendix: Characteristics of the Schools and Training Centers visited (1)

<table>
<thead>
<tr>
<th>Form</th>
<th>School/Center</th>
<th>Target Population</th>
<th>Conditions for Acceptance</th>
<th>Type of Education Provided</th>
<th>Goals</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Formal</strong></td>
<td>LSPC San Pablo Laboratory High School</td>
<td>Graduates from elementary school</td>
<td>Elementary School Diploma, entrance examination</td>
<td>T-V High School Course (2 years in classroom, 2 years classroom + skills training)</td>
<td>Developing new methods of teaching; providing pupils with more specific skills to prepare them for working life</td>
<td>Welding, Electricity, Drafting, Food Technology, Garments</td>
</tr>
<tr>
<td></td>
<td>LPSC Santa Cruz Secondary Education Department</td>
<td>Graduates from elementary school</td>
<td>Elementary School Diploma, entrance examination</td>
<td>T-V High School Course (including OJT of about 1200 hours)</td>
<td>Providing pupils with more specific skills to prepare them for working life</td>
<td>Industrial Technology, Refr. &amp; Air Conditioning, Automotive Technology, Civil Technology, Electrical, etc.</td>
</tr>
<tr>
<td><strong>Non-Formal</strong></td>
<td>Don Bosco Manpower Training Center</td>
<td>17-22 year old males high school graduates</td>
<td>High School Graduates Low income level Test &amp; Interview Screening by private companies (sponsors)</td>
<td>Dual Training System 15 months (10 months taught courses, 5 months OJT)</td>
<td>Offer the poor yet deserving youth the chance of learning a trade and getting a job; Form good Christians</td>
<td>Industrial Mechanics, Industrial Electro-Mechanics, Wood Technology</td>
</tr>
<tr>
<td></td>
<td>DSWD Provincial Compound Santa Cruz</td>
<td>18-59 years old disadvantaged women from depressed barangay</td>
<td>Elementary School Graduates (at least) Low income level Consent from spouse Highly motivated</td>
<td>Productivity Skills and Capability Building Programs 10 to 18 days, including skills training and modular sessions (self-enhancement, basic business, etc.)</td>
<td>Enhance capability of income generation by self, open or sheltered workshop employment; Prevent out migration</td>
<td>Sewing Craft, Food Processing and Preservation</td>
</tr>
<tr>
<td></td>
<td>Laguna Training Center San Pablo</td>
<td>18-35 years old, at least 2 years in College</td>
<td>First come, first served</td>
<td>15 hours, 70% practical skills and 30% theoretical classes</td>
<td>Enhance their chances of absorption by the labor market</td>
<td>Auto-Cad, Computer Basics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Over 18 years old, preferably High School Graduates</td>
<td>Low income level Willingness to learn</td>
<td>120 hours, including skills training and modular sessions (self-enhancement, basic business, etc.)</td>
<td></td>
<td>Industrial Sewing Machine Operations</td>
</tr>
</tbody>
</table>
## Appendix: Characteristics of the Schools and Training Centers visited (2)

<table>
<thead>
<tr>
<th></th>
<th>Tuition Fees</th>
<th>Supporting Institutions</th>
<th>Absorption by labor market</th>
<th>Improvements needed (managers’ opinion)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORMAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LSPC San Pablo Laboratory High School</td>
<td>Free</td>
<td>National Government DECS</td>
<td>Most of graduates continue studying</td>
<td>Developing new methods of teaching; providing pupils with more specific skills to prepare them for working life</td>
</tr>
<tr>
<td>LPSC Santa Cruz Secondary Education Department</td>
<td>Very low tuition fees</td>
<td>National Government DECS Private companies (OJT)</td>
<td>Most of graduates continue studying</td>
<td>Providing pupils with more specific skills to prepare them for working life</td>
</tr>
<tr>
<td><strong>NON-FORMAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don Bosco Manpower Training Center</td>
<td>85% of students only pay entrance fee (sponsored scheme)</td>
<td>Don Bosco College TESDA Private companies NGOs</td>
<td>Around 90% of graduates are employed (a monitoring system is provided)</td>
<td>Offer the poor yet deserving youth the chance of learning a trade and getting a job; Form good Christians</td>
</tr>
<tr>
<td>DSWD Provincial Compound Santa Cruz</td>
<td>Free (trainees bring some low cost materials)</td>
<td>LGU DSWD JICA TESDA DOLE (PESO)</td>
<td>For Sewing Craft: 40% self-employment 40% open employment For Food Processing: Mostly self-employment</td>
<td>Enhance capability of income generation by self, open or sheltered workshop employment; Prevent out migration</td>
</tr>
<tr>
<td>Laguna Training Center San Pablo</td>
<td>Free (trainees bring some low cost materials)</td>
<td>LGU TESDA DOLE (PESO) NGOs</td>
<td>Industrial Sewing Machines Operations: mostly self-employment</td>
<td>Enhance their chances of absorption by the labor market</td>
</tr>
</tbody>
</table>
Other Collected Literatures

The name of the institution

The name of the literature

WG2-A

Provincial Treasurer of Laguna
Collection and Remedies of Taxes

Provincial Government of Laguna
Anti-Poverty Program in Laguna

Commission on Higher Education
Philippine Higher Education- A Brief Guide - CHED

Department of Education, Culture and Sports,

DECS
Organization Chart
Office of Planning Service
Financial Management Service
Administrative Service
Human Resource Development Service
Technical Service
Bureau of Elementary Education
DECS Regional Offices
Bureau of Secondary Education
Bureau of Nonformal Education
Bureau of Physical Education and School Sports
School Health and Nutrition Center
National Education Testing and Research Center
Education Development Project Implementing Task Force
National Educators Academy of the Philippines

THE DECS BACKGROUND
The Philippine Educational System in Capsule
Overview of the Nonformal Education Accreditation and Equivalency (NFE A&E) System
Nonformal education accreditation and equivalency system: The Philippine experience
Pathway to learning in NFE A&E system: A learner's point of view
List of Provinces/Municipalities/Cities of the NFE A&E system Project Sites

EDUKASYONG PANGMASA
Challenges in the New Millennium - Journal of Southeast Asian Education

DECS (Division Office)
Department of Education Culture and Sports Division Office (Original Chart)

DECS (Division of Laguna, District of Santa Maria)

Department of Health (Central office)
National Objectives for Health
Health Human Resource Development the Philippines
Structure of Department of Health
Health Manpower Development and Training Service Programs
Government Agencies Involved in Health-Related Programs
Non-Government Health Organizations
Manual on Environmental Health Impact Assessment

Department of Health (Provincial office)
Health Profile 1999
Teaching materials
GABAY PARA SA KALUSUGAN
Gabay sa Pagpapasuso ng Ina
Menstruation
Avoiding Pregnancy
Cahbriba Alternative School Foundation(Inc.)
Cahbriba Achievers

UP Open University
UPOU in the new millennium

Laguna Provincial office
Laguna's Main Statistics

San Pablo City National High School (Main)

San Pablo City National High School
San Pablo City National High School, Application for Enrolment

WG2-B
Commission on Higher Education (CHED)
A brief guide of Philippine Higher Education
Brochure of CHED
Fact sheet

DOLE, Laguna
Employment Status, Region ᵇ: July 1999-July 2000
Magazine of Philippine Labor

DOLE, Manila
Briefing Notes on Alternative Education System and HRD in the Philippines
Highlights of the Draft Medium Term, Comprehensive Employment Plan, 1999-2004

Don Bosco College
Broacher of Don Bosco College

DSWD, Laguna
Application form for the Productivity Skills Capability Building for Disadvantaged Women(English and Tagalog)
Guidance in the operation of the Productivity Skills Capability Building for Disadvantaged Women
Materials for explanation of DSWD

DSWD, Manila
Broacher of Productivity skills Capability Building for Disadvantaged Women Phase ᵇ & ᵇ

Laguna Provincial Office
Budget Process for Local Government Units
Comprehensive Development Program of Province of Laguna 21-ph(?) Agenda
Collection and Remedies of Taxes, Manuel Nori E. Leycano, JR.
Laguna’s main statistics

Laguna State Polytechnic College
Fact sheet
Student’s Handbook of Secondary Education

Student’s Handbook of Tertiary Education
The GEARS (volume 36, 37, 39)

Laguna Training Center
Broacher of Laguna Training Center
Syllabus and curriculum outline in Basic Computer course and industrial Sewing machine operation

RED Foundation
Aquaculture-Fisheries Program on Food Security and Poverty Alleviation
Production of Battered and Breaded Fish Products from minced fish and surimi
Sustained and Integrated Support Services Training course For the Agricultural MAKAMASA Program, Region ᵇ & ᵇ, Bathes 4&5

TESDA, Laguna
Enhancing Rural Development through CBTED
Guide in Career Planning and Selection
PESFA Grant Application Form
The Quality Assured Philippine TESD System
Technical Education and Skills Development Act of 1994 (Public Act No. 7796)

TESDA, Manila
Brochure of Dual Training System
Brochure of JITCO scheme
Broacher of TESDA Women’s Center
Materials for Conference on Development Financing for Middle-Level Skills Development

TESDA Newsletter
TESDA quarterly magazine, December 1999
Trainees Handbook of TESDA Women's Center

San Pablo City National School of Arts and Trade
Broacher of San Pablo City National School of Arts and Trade
Fact sheet