



United Nations
Educational, Scientific and
Cultural Organization

UNEVOC

International Centre
for Technical and Vocational
Education and Training



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Improving the Participation of Female Students in TVET Programmes Formerly Dominated by Males

The Experience of Selected Colleges and Technical Schools in the Philippines

UNESCO-UNEVOC CASE STUDIES OF TVET IN SELECTED COUNTRIES

- No. 1 Revitalizing a Technical Training Institute in Kenya
- No. 2 Integrating Sustainable Development in Technical and Vocational Education and Training
- No. 3 Improving the Participation of Female Students in TVET Programmes Formerly Dominated by Males: The Experience of Selected Colleges and Technical Schools in the Philippines

Published by:

UNESCO-UNEVOC International Centre
for Technical and Vocational Education and Training
Hermann-Ehlers-Str. 10
53113 Bonn
Germany
Tel: +49 228 815 0100
Fax: +49 228 815 0199
E-mail: publications@unevoc.unesco.org
Website: www.unesco.org/unevoc

ISBN 978-92-95071-12-4

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Preface

Questions of expanding access to technical and vocational education and training (TVET) to learners, especially relating to increased participation of female learners, loom large among policy issues on the agenda of UNESCO. They are of interest to many educational leaders, planners and practitioners who are involved in developing and innovating TVET in developing countries with a view to making it equitable. Dealing with the issue of TVET for All, the report of the Second International Congress on TVE (1999) expressed concern about "the under-representation of women in TVE". It went on to recommend as follows:

Traditional perceptions of appropriate roles for men and women in the work place should be challenged. TVE must respond with gender-inclusive learning programmes, both in content and delivery, including measures to attract men into previously female-dominated training and careers. Faculty need to be gender-sensitive. (UNESCO, 1999. *Second International Congress on Technical and Vocational Education: Final Report*. Seoul, Republic of Korea, 26-30 April 1999, p. 66).

Emphasis being put by UNESCO and other UN Agencies on gender-sensitization in this decade makes this Case Study at once relevant and topical.

The marginalization of women leads to countries losing out on the possibility of utilizing the potential of this human capital. In a number of developing countries, women are a sizeable proportion of the population, constituting the majority of the population in some of the countries. Thus, there is a strong desire to change the situation related to their enrolment in TVET courses, in particular enacting policies conducive to improving access to TVET for all, with the accent being put on increasing the participation of females in fields that have been dominated by males. Some of the male-dominated fields are described in the Case Study. Crucially, it is necessary to increase the role of women in national development. Moreover, there is growing pressure to improve gender equality.

Often, efforts to put in place appropriate policies and suitable support measures come to grief, or take inordinate long time to effect, for lack of the availability of easy- to-use examples, case studies, and other tools.

Reference to examples of what works in different countries would be helpful to educational leaders and planners seeking to introduce changes of this kind. Access to examples, case studies, and other tools would create learning opportunities and provide a frame of reference for the educational leaders and their planners. This would make it unnecessary for them to start from scratch, thereby trying to re-invent the wheel.

This case study analyses and describes policies and practices that obtain in selected institutions in the Visayas Region of the Philippines to improve the participation of females in male-dominated TVET courses. It shows a mixture of changes that were made to make it happen: ranging from policies, to physical infrastructure, to funding, to support services such as guidance and counselling and to learning environments. Notable among the support measures were recruitment campaigns, placement of women in jobs, teachers' upgrading, and prioritization of women for classroom management and officerships. The presence of women in teaching and management positions provides role models to female learners. Underlying the policy shifts and support was an overriding drive for equal opportunities. The increased participation created chances for females to network.

The case study contributes to the pool of resources of what works with reference to increasing the enrolment of female students in formerly male-dominated fields. Lessons can be learnt from the case study by those wishing to improve the participation of females in male-dominated courses. One lesson is that endeavours to do so should mainstream gender across all initiatives in order to ensure women's equal participation.

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Abstract

The most pressing concern that faces human society during this century is the attainment of a higher level of social and human capital in the global economy through educational opportunities and support systems. The technical and vocational education and training (TVET) sector has a crucial role to play in the development of human resources for future manpower requirements.

Optimizing human potential at the same time as achieving sustainable economic growth is the core of every country's development plan and the platform of its governance. It is a fact that the women of today have taken significant steps to address some transformations in the learning environment and various processes that would affect how they are able to function and compliment the responsibilities of their male counterparts in the world of work.

The promotion of equal access of women to TVET started in earlier decades, but the most significant effort was carried out in September 1995 during the fourth World Conference on Women in Beijing, China. Thereafter; UNESCO's Medium-Term Strategy for 1996–2001 laid down actions to secure gender equality. Mainstreaming the gender perspective in all policy planning, implementation and evaluation activities so as to fully benefit from women's competence, experience and potential in TVET has gained momentum across the nations of the world. However, to this date, many of the initiatives fall short of the expectations to bring women's synergy into TVET.

It should be noted that, despite the deficiencies in many TVET sectors, some colleges and training institutions in some parts of the world have taken the initiative to launch some distinct practices that could trigger changes in the enhancement of women's competence in TVET—a male-dominated field of specialization. Thus, this project is directed to identifying cases in various TVET providers in Region VI and other regions of the Philippines, which relate to building social and human capital as key elements in empowering women on the road to development.

1 Introduction

1.1 Objectives of the study

The purpose of this project is to draw attention to case studies on improving the participation of female students in technical and vocational education and training (TVET) programmes formerly dominated by males in selected colleges and training institutions in the Visayas (Region VI) and other regions of the Philippines. The results of the study will throw light on the promotion of equal access for women to TVET programmes in selected institutions. The study will elucidate various practices and approaches to gender mainstreaming, especially support systems, such as the legal framework of TVET in the Philippines, information taken from the database of the Technical Education and Skills Development Authority's (TESDA) certification in Region VI, laws and legislation concerning women, and the outcomes of related research and other surveys conducted in the past. Some significant insights are drawn from information obtained from interviews with presidents, administrators, deans and department heads, guidance counsellors of State universities and colleges, private TVET providers as well as the TESDA supervised/administered institutions within the local government units.

Specifically, the project desired to identify the lessons learned, which could be employed for: (a) future development and enhancement of TVET curricular programmes; (b) improving infrastructure programmes; (c) initiating educational reforms in TVET teacher-training and guidance programmes; (d) enhancing the role of the family and the community in support of career choices; (e) revisiting the legal framework and policies affecting women's equal access to education and labour; and (f) examining the intricacies of social and human capital build-up. The implications drawn for colleges and training institutions in the Visayas region of the Philippines could also influence changes in other Asian nations, as well as in other countries in the world during the present century and beyond.

1.2 Methodology

The project is descriptive research which focuses on analysing and describing successful approaches by selected institutions using a questionnaire developed to identify learning and training institutions in unique circumstances. Respondents of the survey were teachers, supervisors and deans. The institutions included in the survey were selected from TVET providers in Region VI and other regions of the Philippines. A follow-up interview was conducted in selected colleges and training institutions to obtain a deeper understanding of the factors that influenced the success of these institutions. The presidents, administrators, administrative officers, deans, department chairs and guidance counsellors of these institutions were interviewed to obtain their views on their unique approaches to gender mainstreaming. A documentary analysis was used to support various aspects of the cases presented.

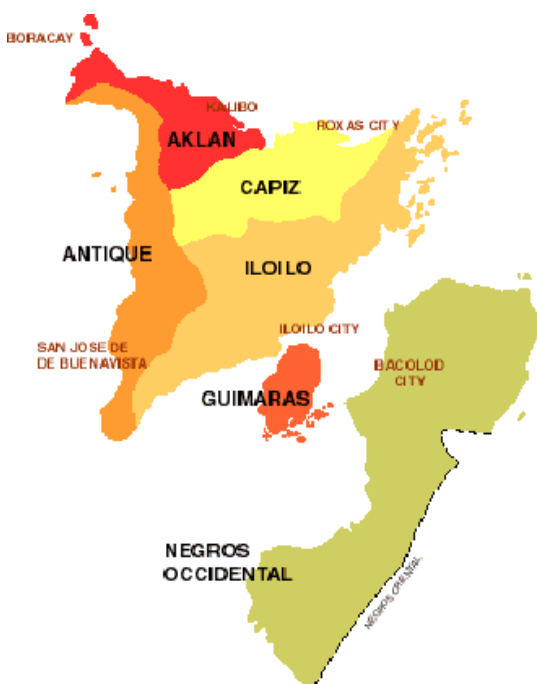
1.3 Scope and limitation of the study

The survey was conducted in thirty institutions which were composed as follows: six TESDA administered/supervised institutions; six private universities and colleges; and nineteen State universities and colleges. The classification of these institutions is based on the different categories of TVET providers in the Philippines, a historical sketch, their organizational set-up, funding and governance. Of the institutions included in the survey, seven are located in Mindanao and Luzon areas, while the rest are in the Visayas, that is to say in Region VI. The five case studies included: the New Lucena Polytechnic College; the Professional Electronics Institute; the Western Visayas College of Science and Technology; the Northern Iloilo Polytechnic State College; and Guimaras State College. These five institutions demonstrated significant initiatives on improving the participation of female students in TVET programmes formerly dominated by males. The thirty institutions, using three classifications included in the survey are shown in Table 1.

TABLE 1: The thirty institutions covered by the study (showing the five institutions dealt with in this case study in bold text)

TESDA ADMINISTERED/SUPERVISED INSTITUTIONS:		STATE COLLEGES AND UNIVERSITIES:	
1.	Regional Training Center of the Province of Iloilo	1.	Western Visayas College of Science and Technology, Iloilo City
2.	Regional Training Center of Talisay, Negros Occidental	2.	Leon National College of Agriculture, Leon, Iloilo
3.	Passi Trade School, Passi City	3.	Guimaras State College, Guimaras, Iloilo
4.	Leon Ganzon Polytechnic College, Balasan Iloilo	4.	West Visayas State University–Lambunao Campus, Lambunao Iloilo
5.	Laguna State Polytechnic, National Capital Region	5.	Purificacion Dolar Monfort College, Dumangas, Iloilo
6.	New Lucena Polytechnic College, New Lucena, Iloilo	6.	Don Jose Sustiguer Monfort Memorial National State College, Barotac Nuevo, Iloilo
		7.	Southern Iloilo Polytechnic College, Miag-ao Iloilo
		8.	Negros Oriental State University, Dumaguete City
PRIVATE INSTITUTIONS:		9.	Siquijor State University, Siquijor
1.	Central Philippine University, Iloilo City	10.	Northern Negros State College of Science and Technology, Negros Occidental
2.	Professional Electronics Institute, Iloilo City	11.	Marikina Polytechnic College, Marikina City
3.	Filamer Christian College, Roxas City	12.	Negros Oriental State University, Sibulan, Negros Oriental
4.	STI, Inc. Iloilo City	13.	Nothern Iloilo Polytechnic State College, Estancia, Iloilo
5.	Abba Institute of Technology, Inc., Iloilo City	14.	Nueva Vizcaya State University, Bambang Nueva Ecija, Luzon
6.	AMA Computer Training Center, Iloilo City	15.	Carlos Hilado Memorial State College, Negros Occidental
		16.	Zamboanga City State Polytechnic College, Zamboanga City
		17.	Capiz State University, Dumarao, Capiz
		18.	Polytechnic State College of Antique, Sibalom, Antique

FIGURE 1: The provinces from which the cases were drawn



1.4 Related literature

The legal framework of TVET in the Philippines

The 1987 Constitution of the Republic of the Philippines, Article XIV, Section VIII, mandates the protection and promotion of the right of all citizens to quality education at all levels. Non-formal, informal as well as self learning, independent, and out-of-school study programmes will be encouraged, particularly those that respond to community needs. Adult citizens, the disabled, and out-of-school youth shall be provided with training in civics, vocational efficiency and other skills.

In 1994, Republic Act 7796 created the Technical Education and Skills Development Authority (TESDA) mandated to provide relevant, accessible, high-quality and efficient technical education and skills training in support of the development of a globally competitive Filipino workforce. TVET in the Philippines is predominantly provided by the private sector, which constitutes 62% (2,796 institutions) of the delivery systems, with 38% (1,264 institutions) within the public system. The training providers are TESDA, the Department of Education (DepEd) through vocational secondary schools, State universities and colleges (SUCs), higher education institutions (HEIs) and local government units (LGUs).

With such a variety of TVET providers, TESDA has devised ways to rationalize all TVET or middle-level skills into a single, nationally recognized qualification. The Unified TVET Program for Registration and Accreditation System (UTPRAS) has been adopted to provide assistance and incentives to ensure quality TVET programmes. The TESDA Occupation Qualification and Certification System (TOQCS) is the national system of skill standardization, testing and certification. The national skills certification programme was established with the purpose of providing more entry points for the certification of skills. The system provides four levels of national certificate qualifications that correspond to four levels.

- Level IV (Master Technician)—National License;
- Level III (Technician)—National Certificate III;
- Level II (Craftsman)—National Certificate II;
- Level I (Operator)—National Certificate I.

TESDA certification

TESDA is mandated to provide measures that would improve quality, including the assessment and certification of the competencies of middle-level skilled workers via the Philippine TVET Qualification and Certification System (PTQCS). The assessment process is aimed at evaluating whether the graduate or worker can perform to the standards defined in the competencies. Certification is then given to those who meet the standards. This process establishes the levels of productivity, quality and global competitiveness of the middle-level Filipino workers. A Registry of Certified Workers providing information on the pool of certified workers for certain occupations is maintained in a database at TESDA's regional offices nationwide. Accredited assessment centres, backed up with certified competency assessors, are also scattered across the country.

Region VI in the Visayas Region of the Philippines has centres that provide competency testing on various TVET fields of specialization to students and trainees after completing the required training courses. This process assures the quality of training to all sectors across the country. During the first year of implementation in 1997, trainees and graduates voluntarily submitted for certification. However, starting in 2009 all trainees and graduates must take this certificate as a compulsory requirement prior to the issuance of documents of graduation and completion. It is noted that this quality-assurance scheme has significantly increased the efficiency of training regulations across the whole country, whether the job placement is local, national or international. Table 2 presents Region VI's female registered workers, their ages, field of study and origin. This table revealed a young population of certified female workers in male-dominated fields of specialization, the influence of culture in the family and community in the choice of fields and the spread of origin within Region VI.

TABLE 2: Women registrants, origin and field of specialization in Region VI

Area of specialization	Age level						Area of origin
	15-19	20-24	25-29	30-34	35-39	40 above	
Architectural drafting				1			Negros Occidental
	2						Passi City
Sub-total	2			1			3
Consumer Electronics Mechanic		1					Oton, Iloilo
Sub-total		1					1
Hotel kitchen cook	1	1					Alimodian
	3						Anilao
	1						Antique
	4	1					Balasan
	2	1					Banate
	1						Barotac Nuevo
	2						Batad
	2						Bingawan
	1	2					Cabatuan
		3					Calinog
	71	14				1	Capiz
	4	6					Carles
	1						Concepcion
	2						Dingle
	1						Dumangas
	3	2			1		Estancia
	4						Guimaras
	1						Guimbal
	2	1					Igbaras
	24	4	1	4		1	Iloilo City
		2					Janiauy
	4	4					Lambunao
	1						Lemery
	4						Leon
	2						Lucena
	1				1		Maasin
	1						Mina
	1	1					Negros Occidental
	2	6	1			1	Oton
	3						Passi City
	9	2					Pavia
						1	Pototan
	1						San Enrique
	3	2				1	Santa Barbara
	2						Sara
	1						South Cotabato
	1						Sultan Kudarat
	2						Tigbauan

		1					Tubungan
			1		1		Zaraga
Sub-total	168	53	2	4	2	5	234
Computer technician	3						Aklan
		1					Antique
		1					Cabatuan
	1	1					Capiz
		1					Guimaras
		1					Igbaras
		3					Iloilo City
		1					Lucena
		1					San Joaquin
Sub-total	4	10					14
Building wiring electrician			1			1	Antique
			1				Bacolod City
			1				Cadiz City
			1				Talisay City
Sub-total			4			1	5
Baker	17	1			1		Aklan
	3	2					Balasan
	1						Batad
	35	13	1				Capiz
	3	6					Carles
	2						Concepcion
	4	2					Estancia
	1	2		1		2	Iloilo City
	33	12	1				Negros Occidental
			1			1	Oton
	16	8	3	1			Passi City
		1					San Dionisio
	1	1					San Enrique
	1	1					San Rafael
	1						Sara
Sub-total	118	49	6	2	1	3	179
Electric arc welder	1						Bacolod City
Sub-total	1						1
General mason	1						Iloilo City
Sub-total	1						1
Mess man			1				Negros Occ
Sub-total			1				1
Domestic refrigeration mechanic	1						San Dionisio
Sub-total	1						1
Grand Total							440

Source: TESDA Region VI Database of Women Registrants with their area of origin and field of specialization.

According to the Philippine Overseas Employment Agency, overseas employment remains a viable option for Filipinos. Annual deployment data showed that close to 1 million Filipinos went abroad to work. Estimates on the number of Filipinos working overseas have been placed at more than 7 million. At present, the global economy is undergoing severe pressures; however, Filipinos working overseas are lauded as modern-day heroes because their homebound remittances have kept the Philippine economy afloat.

As reflected in the 2007 survey results conducted by the National Statistics Office on overseas Filipino women, the following items were included as highlights:

- A total of 1.75 million overseas Filipino workers (OFWs) were deployed all over the world during the period April to September 2007. There was a significant 15.3% increase over the previous year's estimate of 1.52 million OFWs.
- Of the 1.75 million OFWs in 2007, **female OFWs were estimated at 857,000 (49.1%) or an increase of 12.2% from the 764,000 estimated female OFWs in 2006.** Male OFWs accounted for 50.9% or roughly 890,000 of the total OFWs in 2007. There had also been an increase of 18.5% from the estimated 751,000 male OFWs in 2006.
- Female OFWs in 2007 were generally younger than males. **Around 50.1% of female OFWs were aged 25 to 34 years** while only 40.3% of male OFWs fell into this same age group. **The trend is for the percentage of younger female OFWs to increase because in 2006 an estimated 48.8% of the total female OFWs belonged to the 25 to 34 age group.**
- Luzon remains the major supplier of OFWs. **In 2007, the top three suppliers of female OFWs were CALABARZON (Cavite, Laguna, Batangas, Rizal and Quezon), NCR (Metro Manila) and Central Luzon with 13.8%, 12.5% and 10.9% respectively.**
- The same trend was true in 2006 with 14.1%, 13.0% and 10.6% respectively. Likewise, the same regions were the top suppliers of male OFWs both in 2007 and 2006.
- The United Arab Emirates, Hong Kong and Saudi Arabia were the top three countries of destination for OFWs. **Of the total of 857,000 female OFWs in 2007, 13.9% were in the United Arab Emirates, 12.4% in Hong Kong and 12.1% in Saudi Arabia.**
- In the 2006 figure of 764,000 female OFWs, Saudi Arabia accounted for 15.8%, Hong Kong with 12.9% and the United Arab Emirates 10.5%. As to male OFWs, Saudi Arabia continues to dominate with 27.1% in 2007 and 27.9% in 2006. Second is the United Arab Emirates with around 10.4% in 2007 and 7.9% in 2006 of the total male OFWs.
- The 2007 and 2006 estimates may give a hint as to why Filipinos abroad are generally held in low regard or even suffer discrimination. **In 2007, 58.3% of the total female OFWs were labourers and unskilled workers, slightly lower compared with 2006 at 59.0%.** On the other hand, an estimated 49.3% in 2007 and 52.4% in 2006 of male OFWs were in trades and related work, plant and machine operators and assemblers.
- Remittances from female OFWs worldwide were relatively lower than their male counterparts. Of the total Php109.8 billion estimated OFW remittances for the period April to September 2007, around 32.5% (Php35.6 billion) came from female OFWs. For the same period in 2006, 35.2% (Php35.9 billion) of the Php101.9 billion OFW remittances were from female OFWs.

Current legislation and Filipino women

The Philippines turned its attention to women's rights and their protection in the very early years of the Philippine democratic process. Each year various laws are reviewed to fit the demands of the present times, which puts added-value perspectives on maximizing women's potentials in order to address changes in the world of work. Among the most highly publicized bills is Republic Act No. 6725, which is a consolidation of Senate Bill No. 680 and House Bill No. 8153 passed by the Senate and the House of Representatives on 3 June and 4 June 1993 respectively, and during the Congress's Second Regular Session on 25 July 1998 centred on women's employment and the protection of labour.

Other significant national mandates supporting the gender and development initiatives for women in learning, training and work include the following:

- Section 14, Article II of the 1987 Philippine Constitution which states that: "the State recognizes the role of women in nation building and shall ensure the fundamental equality before the law of women and men".
- The adoption of a landmark law for women—Republic Act No. 7192 or the Women in Development and Nation Building Act—can be considered as the outcome of lobbying carried out by women's groups inside and outside the government, with sympathetic support from gender-sensitive legislators.

Passed by Congress on 11 December 1991, and approved by the President of the Philippines on 12 February 1992, the Act "promoting the integration of women as full and equal partners of men in development and nation building and for other purposes" entered into operation with the issuance of its implementing rules and regulations by the National Economic and Development Authority (NEDA) on 18 November 1992.

Republic Act No. 7192 specifies that a substantial portion of the funds received through official development assistance packages shall be set aside by government agencies to support activities for women. The implementing rules in 1993 state that at least 5% of these funds shall be in "support of programs/projects that mainstream/include gender concerns in development". Republic Act No. 7192 further directs the bureaucracy to "review and revise all their regulations, circulars, issuances and procedures to remove gender bias therein".

The National Economic Development Authority (NEDA) and the National Commission on the Role of Filipino Women (NCRFW) have been given the main roles and responsibilities in mainstreaming gender concerns in development planning, advocacy, programming, monitoring and evaluation.

Executive Order 273 directed all government agencies and local administrations to extend the scope of the 5% reservation so that it applies to the full budget of all agencies, as well as to the budgets of local government units to institutionalize gender and development (GAD) efforts in government by incorporating GAD concerns in their planning, programming and budgeting processes.

Social capital and human capital

Social capital is built particularly effectively through civic engagement, which appears to be more or less synonymous with active citizenship (Putnam, 2002). Putnam sees active citizenship as an important source of social capital because it is the main way in which people experience reciprocity through their pursuit of shared objectives.

Furthermore, he also found evidence that social capital improves education and health outcomes and child welfare, increases tolerance for gender and racial equity, enhances civil liberty and economic and civic equity, and decreases crime and tax evasion. He also stressed that social capital can be measured in the following ways: (a) vertical versus horizontal—the extent to which networks involve relationships among agents more or less equally located in the relevant hierarchy, as opposed to relationships between agents located at different levels; (b) strong versus weak ties—strong ties by definition create greater solidarity amongst network members; (c) bridging versus bonding—bridging ties bring together heterogeneous members, whereas bonding ties link more or less homogeneous members.

Social capital in this study is regarded as a dense web of networks underpinned by shared values and producing high levels of social trust, which in turn fosters further co-operation between people. The concept of social capital is not without its weaknesses, but its potential has helped make it one of the most influential aspects in any learning process.

On the other hand, human capital is defined by the OECD (1998:9) as "the knowledge, skills and competences and other attributes embodied in individuals that are relevant to economic activity."

Human capital can be regarded as the sum of the capacities of all individuals in the community—their level of intelligence, education, creativity, innovativeness, health and well-being, capacity for empathy and caring. Human beings are the central focus of development and the ultimate purpose of communities, government and societies.

Human capital focuses on the economic behaviour of individuals, especially on the way their accumulation of knowledge and skills enables them to increase their productivity and their earnings—and in so doing to increase the productivity and wealth of the societies they live in. The underlying implication of a human capital perspective is that investment in knowledge and skills brings economic returns, individually and therefore collectively.

The general outcome of human capital is equated to an increase of income or productivity of the individual person. Social capital can be directly attached to economic status at very different levels: at the country level (Fukuyama, 1995), at the regional level (Maskell et al., 1998) or between and within organizations, clubs or communities (Grootaert, 1999). From a social capital perspective, the direct impact of acquiring diplomas, certificates and assessment outcomes from education and training may be as much in the strengthening of networks and information flows as in the acquisition of individual competencies or improving productivity.

As such, this project recognizes the complementing roles of human and social capital as factors promoting both economic and social development. Knowledge and skills which dwell within human capital are acquired through the social process of learning, which takes place in families, communities, learning and training institutions and other social networks, which are typical measures of social capital.

Moreover, they can be seen as powerful and mutually reinforcing agents to economic growth and gender empowerment, which are requisites of a healthy citizenry in a situation of democratic governance.

2 The Western Visayas College of Science and Technology, Iloilo City

2.1 Historical data

Education in the Province of Iloilo, as influenced by the United States of America, dates back to 21 January 1901, when the Philippine Commission, under the Administration of the Military Governor of the Islands, passed Public Act No. 74 creating the Bureau of Education. On 1 September 1901, the superior administrative authority of the Bureau was passed from the military governor to the Secretary of Public Instruction.

In 1905, the Iloilo Trade School (ITS) was headed by Bruce Ingersoll as principal and supported by two other American teachers, N. Richmond Baugh and Emery Scates. In the same year, ITS witnessed the birth of technical skills training in the Philippines, particularly in the Visayas. Housed in an old two-storey wooden building in Iznart Street, Iloilo City, the school opened its first intermediate curriculum with special training in woodworking, building construction and sheet-metal working. In June 1918, the growing number of students in Grades V, VI and VII led the school to transfer to La Paz, Iloilo City, fronting Iloilo Provincial High School.

In the year 1925, two one-storey concrete buildings were constructed to house sixteen workshops at Burgos St., La Paz, Iloilo City, where it has remained until today. An important step towards educating and training students for middle-level manpower was taken by the school when it started to offer the secondary trade curriculum. Commonwealth Act No. 313 provided for the school to be officially known as the Iloilo School of Arts and Trades (ISAT). This move led to more challenging responsibilities and a bigger role in nation-building. In 1939 two-year and three-year curricula for teachers of arts and trades started. Inspired by its success in the two-year trade technical course, the school concentrated on the training of teachers for industrial arts and other vocational courses. In 1972, the school opened a new workshop major for girls called the girls' vocational courses (GVC) to train competent teachers in all areas of home economics. The curricular offerings increased with the addition of Bachelor of Science in Practical Arts Education and Bachelor of Science in Industrial Technology. Various significant events followed with each succeeding year.

On the historic date of 18 May 1983, Iloilo School of Arts and Trades was converted into the Western Visayas College of Science and Technology (WVCST). Another historic milestone was the identification of WVCST as the UNEVOC Regional Centre of the Philippines in 1991, which was officially launched in March 1999.

Massive expansion in curricular offerings, physical facilities, funding schemes and manpower resources led WVCST to become a premiere institution of higher learning committed to the development of people through the integration of spiritual, scientific and technological education.

2.2 Profile of TVET in the college

TABLE 3: Two-Year Ladderized Education Programmes, summary of graduates, academic year 2008–2009

COLLEGE OF INDUSTRIAL TECHNOLOGY	Male	Female	Total
Diploma of Industrial Technology (DIIT)	95	12	107
Associate in Hotel & Rest. Technology (AHRT)	22	68	90
Diploma in Automotive Technology (DAT)	62	1	63
Diploma in Electrical Technology (DELT)	45	1	46
Diploma in Electrical Technology (DELX)	37	6	43
Diploma in Fashion & Apparel (DFAT)	0	30	30
Sub-Total	261	118	379
COLLEGE OF ARTS AND SCIENCES	Male	Female	Total
Two-Year Ladderized BS Information Technology	25	38	63

Two-Year Ladderized BS Information System	0	2	2
Two-Year Ladderized BS Computer Science	7	22	29
Sub-Total	32	62	94
Grand Total	293	180	473

TABLE 4: Vocational Education Training Programme (Modular Training), 1st Sem. AY-09-10

Field of specialization	Level	Male	Female	Total
Architectural drafting	NCI	8	3	11
Auto servicing	NCII	101	2	103
Beauty care	NCII	2	14	16
Commercial cooking	NCII	51	84	135
Consumer elx. technician	NCII	34	1	35
Commercial refrigeration and air conditioning	NCII	20	0	20
Dressmaking	NCII	4	6	10
Industrial electricity	NCI	28	0	28
Lathe machine operation	NCI	16	2	18
Shielded metal arc welding	NCII	25	2	27
Total		289	114	403

2.3 Gender and development

Gender equality is seen as both an aim and a pre-condition for sustainable development. Gender equality in TVET must emphasize gender-sensitive approaches in all educational activities. Pursuit of gender equality is central to sustainable development where each member of society respects another and plays a role in which they can fulfil their potential. Gender parity in education is part of "TVET for All" goals. Women and girls must be given the opportunity to actively participate in family and community decisions. The WWCST Gender and Development programme continuously pursues its goal and objective to assist and provide every stakeholder with an opportunity to maximize his/her human potential, which is consistent with the following laws and legislation on Filipino women:

1. Section 14, Article 11 of the 1987 Philippine Constitution;
2. Republic Act No. 7192 or the Women in Development and National Building Act;
3. Executive Order 273 institutionalizing GAD efforts in government.

2.4 Institutional research conducted on women

Conducted in 2001, "Women's Participation in Technical Vocational Courses in WWCST" was a research project aimed at benchmarking the participation of women in TVET. The findings revealed that there was a large female population enrolled in Garment Trades and Food Technology. However, Hotel and Restaurant Services, Drafting Technology and Computer Courses have now started to attract women in the age-group 19–50 starting from 2001. The Vocational Training Program (Modular Training) had a limited number of women students enrolled in 2001. The following recommendations were put forward:

1. Scholarship programmes and other assistance for TVET should be provided.
2. Job creation and placement of women graduates in work should be planned.
3. The physical lay-out of the laboratory should provide equal mobility for men and women trainees.
4. Curricular offerings should be expanded.

Another research project on "Vocational Guidance: Its Implication to Career Growth and Development" used print-based media aimed at making a brief study of the importance of career guidance and its implications for an individual's career growth and development. Specifically, it aimed to assess the vocational guidance framework for a better understanding of its nature, scope and functions. The study revealed that there was a

great need in an industrial society to help young people find suitable places in the world of work. It showed some evidence that guidance and counselling services, specifically along the lines of vocational guidance in school, are needed and must be utilized. The study also underscored the implications, which were that a measure of responsibility to help young people find work must be undertaken as a matter of importance by the parents, the school, the government and non-governmental organizations. It has been pointed out in this study that vocational guidance is one of young people's most pressing necessities as they prepare for a career after schooling.

2.5 Discussion

President Gloria Macapagal-Arroyo signed Executive Order No. 358 on 15 September 2004, which mandated TESDA and the Commission on Higher Education (CHED) to develop and implement a unified national qualification framework that established equivalency pathways and access ramps for easier transition and progression between TVET and higher education.

Ladderized education provides a smooth transition between technical and vocational courses and higher education. A student may start with technical/vocational modules, and therefore would require less college courses to earn a college diploma. In this way, students have the option of completing the bachelor's degree or may opt to exit after the first, second or third year in their field of specialization while retaining their credits. After completion of the required number of credits, students will take the TESDA Occupation Qualification and Certification System (OQCS), which is a national system of testing and certification.

It is noted that there has been increased participation of women students in male-dominated fields of specialization, as reflected in the profile of TVET. Specifically, Table 3 revealed that among the courses, the College of Arts and Sciences' two-year ladderized programme in Information Technology and also Computer Science produced many female graduates. Table 4 suggests that women entrants had started to pursue male dominated TVET fields of specification since 2009.

The two-year ladderized courses in the College of Industrial Technology and the College of Arts and Sciences were offered in years 2002, 2006, 2007 respectively. The Board of Trustees—the governing board of the college—has given its support to growth of the curricular offerings and also the provision of learning opportunities to out-of-school youth, as well as to the professional sectors, who would like to take advantage of skills training in various curricular offerings in the evening vocational courses. Furthermore, the accreditation of various courses to TESDA's Unified TVET Programme for Registration and Accreditation System (UTPRAS) has paved the way for many transformations in curricular offerings, physical resources, modular training materials and teacher competencies in instruction. Thus, curricular offerings were expanded and further attracted women entrants. Infrastructure projects were rehabilitated, while the laboratory and workshops were centralized to increase the mobility of students, especially women. At present, the female population continues to grow each year, especially in Computer Science, Information Technology, Information Systems and Hotel and Restaurant Technology. The expansion of courses and restructuring of the laboratory rooms are in response to the research recommendation conducted in 2001 on women's participation in technical vocational courses in WVCST.

Furthermore, the initiatives of the government to further extend financial assistance to students pursuing TVET courses was realized through the scholarship programmes given by President Arroyo via TESDA to all TVET providers all over the country. Recipients of the President Gloria Macapagal-Arroyo (PGMA) Ladderized Programme (LEP) scholarship has given support to the college, as reflected in Table 5, which revealed an increase in scholars from year 2008–2009 to 2009–2010.

TABLE 5: Scholars in TESDA's PGMA-LEP

Course	2008-2009	2009-2010
Information Technology	27	30
Information Science	9	11
Information System	10	12
Hotel and Restaurant Technology	42	42
Total	88	95

The college has continuously strengthened the industrial linkages and placement of graduates, especially in trade skills. Female students, especially in the fields of electronics technology, computer science, automotive technology, machine shop and welding technology, were given the needed assistance in the certification schemes of TESDA shown on Table 2. It is noted in this table that hotel kitchen cook is the most dominant area for females aged 15–19 years, followed by baker for the same age group and computer technology for ages 20–24 years. According to the Dean of the College of Industrial Technology, many companies prefer female welders and assemblers because of their "soft touch" and consistency in doing intricate work. Today, electronic devices are minute and their parts micro-sized, which is why most female graduates have a short waiting time before being hired by companies. It should also be noted that the two faculty members of the Department of Electronics are both women. Both of them were outstanding students and graduated with honours. They have influenced the performance of female students in the laboratory according to information provided by the department head.

Specifically, Republic Act No. 6237, an act amending Republic Act No. 679, as amended by Republic Act No. 1131 on the Women and Child Labour Law, states in Section 7(a) that no women, regardless of age, shall be employed in any workshop, factory, commercial and industrial establishment or other place of labour to perform work which involves lifting heavy objects. This law therefore encourages women to find employed in the electronics industry, and this is one of the reasons why women have succeeded in this field.

With regard to the guidance and counselling services for students, the evening vocational programme has a permanent faculty member whose task is to provide assistance to students. Based on an interview conducted with this guidance counsellor, female students are given equal chances with their male counterparts in classroom activities. Also, female students are often elected as class officers and representatives. Vocational guidance is given as a regular activity since the college is keen that students should complete their courses.

As a governmental institution, the college is subject to yearly evaluation by the Department of Budget and Management (DBM) and the Commission on Higher Education (CHED). A common measure is the percentage rate of graduation using enrolment data and the full-time student equivalent. Furthermore, TESDA is closely monitoring all the courses and sees to it that TVET graduates enter employment with companies. Thus, the Placement/Industry Linkages Development Officer regularly reviews the orientation programme and co-ordinates with companies for the conduct of the qualifying exams for students prior to completion of the course.

2.6 Conclusion

The case study of WVCST reflects some strong institutional initiatives in favour of females which are well designed to increase the participation of students, faculty, guidance counsellors and staff, including the administration. Institutional initiatives did not rest solely on the administration but included key players from the research and development division, the gender and development council, industry linkages and the development/student placement office, guidance and counselling units, students' scholarships divisions and the academic affairs divisions. All had significant programmes and projects to support the participation of women in male-dominated TVET programmes.

Laws and legislation in favour of women provided the foundation for various initiatives, and also guidelines for different sectors of the institution. For the financial support of all the GAD programmes and projects, 5% of the annual budget is allotted by the college yearly as mandated by Executive Order 273, and a committee headed by a focal person has been created to monitor and report all the GAD initiatives each year designed to empower female faculty, students and staff.

With this scenario, the social capital of students is enriched because the whole network of the college is providing support by centralizing co-operation from the different elements. The legal guidelines further justify the course of action of the administration to improve the participation of women in male-dominated TVET programmes.

3 The Professional Electronics Institute, Inc., Iloilo City

3.1 A brief historical sketch

The Professional Electronics Institute, Inc. (PEII) is a private institution offering TVET courses. It started out as the Professional Electronics Technician and Review Center in August 1984. The founder and the first president fulfilled all the requirements for registration with the then Ministry of Education Culture and Sports; thus, PEII first saw the light on 21 August 1985.

The school commenced enrolment in June 1985 and was able to accept the maximum enrolment of 186 students. Today, the school continues to function normally and upgrades its technical facilities regularly, thus staying on the cutting edge of electronics technology.

As a promising technical/vocational institution, PEII remains true to its commitment; that is to contribute to national development through improvement and updating of facilities and equipment, and offering new courses, improving methods of instruction, and looking for possible venues for industrial practice and on-the-job training for its graduates.

3.2 A profile of TVET at the PEII

TABLE 6: Curricular programmes at the PEII

No. of years	Field of specialization	Registration – Year
One year	Auto Diesel Mechanics	NTR VI – 0049 series of 2001
Two years	Architectural Drafting	NC2 NTR#0306052022
Two years	Computer Secretarial	NC2 NTR#0306052020
Two years	Hotel and Restaurant Management	WTR#VI 0048 series 2001
Two years	Computer Technician (Hardware Servicing)	NC2 –WTR#0306052021
Two years	General Electronics	NTR VI – 0253 series of 2002
Two years	Marine Electronics Service Technician	NTR# 030605226
Four years	BS Hotel and Res. Management	Ladderized Education Programme
Four years	BS Hotel and Res. Technology	Ladderized Education Programme

TABLE 7: Private Education Student Financial Assistance Programme and Ladderized Education Programme scholarships at the PEII

Type of scholarship	Year	Number of scholars
PESFA Scholar	2007–2008	55
PESFA Scholar	2008–2009	47
LEP Scholar	2007–2008	99

3.3 Discussion

The PEII has experienced growth in the enrolment of female students in the Computer Technician Course (Hardware Servicing) and Consumer Electronics since 2005. In the first semester of 2009–2010, the Computer Technician Course had twenty-eight female students and fifty-six male students. Other than Computer Technician and Consumer Electronics courses, in 2007–2008 female students had enrolled in the Automotive Servicing and Architectural Drafting courses. The institute has intensified its recruitment campaign and was successful in expanding curricular offerings for female entrants.

Recruitment campaigns are well planned and take place in the months prior to the scheduled high-school graduation of public and private schools. A team from the college conducts school visits bringing with them

flyers which carry success stories and describe the available scholarship programmes provided by TESDA and assistance to private institutions provided by the government. This strategy enabled the college to report growth in the female population over the last five years, specifically on computer-related courses.

In all courses at PEII, female students are treated in the same way as their male counterparts in their academic and laboratory exercises. What is required of the students is competence in the field of study and the system of grading does not prevent female students from performing well. According to the Guidance Counsellor, female students in the male-dominated fields revealed that their family and friends had influenced their career choices. The only common problems that female students faced, as registered by the guidance office, are personal relationships and family problems.

With regard to the Bachelor of Science in Hotel and Restaurant Management, specifically in the area of Commercial Cooking, there are more female students enrolled than male students. However, with the feedback system for monitoring the job placement of students, graduates who had actual experience of the world of work commented that there are more men than women employed in the field. Based on this information, the administration started to introduce various schemes for a new recruitment strategy, as well as strengthening linkages with industry. According to the vice-president, based on her visits to companies in the local and national markets, networking is very crucial to the placement of graduates. For instance, the institute had been able to identify effective placement opportunities in Dubai, Saudi Arabia, Canada and the United States of America for the ladderized programme in Bachelor of Science in Hotel and Restaurant Management and Technology. This projection corresponds to the survey conducted by the **National Statistics Office on overseas Filipino workers**.

With the current trends and transformations in the industrial sector, the upgrading of teachers is seen to be important for the future growth of the training institute. Therefore, the administration supports efforts to direct all teachers in the major subjects towards the TESDA assessors' assessment. Currently, PEII is proud to share that expertise with other TVET providers, as their institute was identified as TESDA's assessment centre.

Currently, scholarship programmes, such as the Private Education Financial Assistance Programme (PESFAP), is one form of assistance to students in private education under Republic Act No. 8645, otherwise known as the "Expanded Government Assistance to Students and Teachers in Private Education Act".

Section 8 of the above-mentioned Act establishes TESDA-PESFAP as assistance to college freshman. The programme will offer educational grants to deserving students in private, post-secondary, non-degree TVET courses in line with the skills requirements of the priority sectors identified in the National Technical Education and Skills Development Plan (NTESDP).

Under this plan, there are three types of programmes for private, post-secondary, non-degree, vocational/technical courses, namely:

- One year programmes (operator);
- Two-year programmes (craftsman);
- Three-year programmes (technician);
- School fees: Tuition and other school fees not exceeding Php500.00 per semester or whichever is lower paid directly to schools upon billing. Any excess amount charged above the amount provided will be borne by the grantee;
- Monthly student stipend: Php500.00 per month not to exceed five months or Php500.00 per semester paid directly to the grantee on a monthly basis;
- Student book allowance: P250.00 per semester paid directly to the grantee. Except for tools, school formulated manuals/handouts are acceptable.

The programme is open to all Filipino high-school graduates intending to take non-degree programmes in technical/vocational courses and who satisfy the following general requirements:

1. They must belong to a family whose annual income is not more than Php120,000.00.
2. In case of exemption in filing an income tax return, an original copy of the certificate from the Bureau of Internal Revenue or an affidavit under oath certifying that the income of parents falls below the taxable amount.
3. They must be a secondary school graduate without having attended any post-secondary or higher education unit after school graduation and with a general average of 80% and above.
4. They must be physically fit to undergo training/education.
5. They must not have any pending administrative or criminal charges.
6. They must be of good moral character certified by their school principal.
7. They must not be a recipient of any scholarship grant of a similar nature.

As reflected in Table 6 above on PESFAP and LEP scholarships at the PEII, there are many recipients of the scholarship programme provided by the government. With PESFAP, there is a qualifying examination given by TESDA. Once a student is able to pass the examinations, tuition fees, the book allowance and monthly subsistence are provided by the government. Together with the LEP, this is a scholarship programme for poor and deserving student enrolled in a ladderized course. A cash sum is given to the students per semester. Scholarships for TVET are one of the government's programmes to maximize access to educational opportunities. Based on the results of the survey, the majority of the respondents cited the scholarship programme as one of the most important elements for the success of TVET in their institution.

3.4 Conclusion

The case study presented has revealed the effort of the private sector to invigorate TVET growth and development, despite some difficulties since the support of the government is limited to scholarships, training and assistance to private institutions incorporated in PESFAP. It is revealing to note that, among public TVET providers, the personnel services (salaries and wages of the teachers and employees) are paid through the National Expenditures Programme of the General Appropriations Act provided each year. The ability of the yearly budget of private institutions to support maintenance and operating expenses, salaries and wages of faculty members and staff depend on the total population of students, i.e. the collection of fees.

The student population is crucial to sustaining growth and development. It is for this reason that a massive campaign is devoted to attracting students to the courses, and particularly making courses available to women. The recruitment programme is well designed to project the good image of the college, including the profile of the faculty, the scholarship programmes available, the work placement of graduates, networking and linkages. Thus, the image of TVET has been refined without tailoring the TVET programme specifically for men. Based on the quantity of female candidates, their origin and field of specialization, the college is proud to claim that it has made a significant contribution to increasing the number of women taking TESDA's national certificate qualifications. This effort is seen to be an exemplary initiative to improve women's access to TVET programmes.

The cases of PEII and WVCST have highlighted the financial situation and types of funding assistance provided to both public and private TVET providers. Recruitment campaigns, scholarship programmes, teachers' upgrading, networking and guidance counselling are some of the important factors that contribute to the expansion of female students in the male-dominated TVET courses.

4 The New Lucena Polytechnic College, New Lucena

4.1 A brief historical sketch

The New Lucena Polytechnic College (NLPC) in the municipality of New Lucena, Province of Iloilo, formerly known as the New Lucena Community College (NLCC), has been in existence since 1971. It recently changed its name by virtue of Republic Act 8596 on 18 March 1998. The officer-in-charge of the vocational school and the administrative officer gave basic information about the college during an interview.

Formerly a quasi-public institution, the college is now a fully government-subsidized institution under the direct supervision of the TESDA. The institution is mandated to offer both paramedical and technical courses: the one-year Institutional Housekeeping Course; the two-year Associate in Elderly Health-Care Course; the two-year Midwifery Course; and the one-year Health Aide Course.

From 1978 up to the present, the college has gained prominence in the field of quality paramedical education as shown by the high pass rate and the large number of top-scorers in the Midwifery Licensure Examination. The college is also working towards becoming the centre of excellence in the field of these technical courses.

The school is a market-driven institution, established to provide top-quality and affordable paramedical and vocational/technical education, geared to producing multi-skilled, educated and globally competitive middle-level manpower for productive employment.

TABLE 8: Enrolment profile of health-care services in a female-dominated TVET course at the New Lucena Polytechnic College

Course/Qualification Title/NC level	Schedule of training			Number of enrollees		
	Date of start	Date of finish	No. of training hours	M	F	Total
Health Care Services NC II	2-Mar-09	9-Oct-09	996	7	18	25
Health Care Services NC II	13-Apr-09	16-Oct-09	996	3	22	25
Health Care Services NC II	13-Apr-09	16-Oct-09	996	6	19	25
Health Care Services NC II	13-Apr-09	16-Oct-09	996	3	21	24
Health Care Services NC II	13-Apr-09	16-Oct-09	996	5	20	25
Health Care Services NC II	20-Apr-09	16-Oct-09	996	2	23	25
Health Care Services NC II	20-Apr-09	16-Oct-09	996	3	22	25
Health Care Services NC II	20-Apr-09	16-Oct-09	996	4	21	25
Health Care Services NC II	20-Apr-09	16-Oct-09	996	2	22	24
Health Care Services NC II	27-Apr-09	23-Oct-09	996	7	16	23
Health Care Services NC II	27-Apr-09	23-Oct-09	996	7	15	22
				49	219	268

TABLE 9: Enrolment profile of male-dominated courses at the New Lucena Polytechnic College

Course/Qualification Title/NC Level	No. of training hours	Summary of enrolment school year 2009–2010		
		M	F	Total
PC Operations		43	80	123
Hardware Services		16	19	35
Shielded Metal Arc Welding NC1 A	268	20	0	20
Shielded Metal Arc Welding NC1 B	268	20	2	22
Shielded Metal Arc Welding NC1 C	268	21	1	22
Shielded Metal Arc Welding NC1 D	268	21	1	22
Shielded Metal Arc Welding NC1 E	268	20	2	22

TABLE 10: Enrolment profile of community centre-based programmes at the Lucena Polytechnic College

Course/Qualification Title/NC Level	Schedule of training			Number of enrollees		
	Date of Start	Date of Finish	No. of training hours	M	F	Total
Baking/Pastry Production NC II (Sta. Barbara)1	20-Jul-09	14-Aug-09	116	3	17	20
Baking/Pastry Production NC II (Sta. Barbara)2	20-Jul-09	14-Aug-09	116	3	16	19
				6	33	39

TABLE 11: Enrolment profile of community centre-based programmes at the New Lucena Polytechnic College

Course/Qualification Title/NC Level	Schedule of training			Number of enrollees		
	Date of Start	Date of Finish	No. of training hours	M	F	Total
Baking/Pastry Production NC II (San Miguel)1(SPIII)	24-Aug-09	11-Sep-09	116	5	20	25
Baking/Pastry Production NC II (San Miguel)1(SPIIB)	24-Aug-09	11-Sep-09	116	6	19	25
				11	39	50

TABLE 12: Enrolment profile of community centre-based programmes at the Lucena Polytechnic College

Course/Qualification Title/NC Level	Schedule of training			Number of enrollees		
	Date of start	Date of finish	No. of training hours	M	F	Total
Baking/Pastry Production NC II (Leon)1(SPIII)	14-Sep-09	30-Sep-09	116	12	13	25
Baking/Pastry Production NC II (Leon)2 (SPIIB)	14-Sep-09	30-Sep-09	116	10	15	25
				22	28	50

TABLE 13: Enrolment profile of community centre-based programmes at the New Lucena Polytechnic College

Course/Qualification Title/ NC Level	Schedule of training			Number of enrollees		
	Date of start	Date of finish	No. of training hours	M	F	Total
Baking/Pastry Production NC II (SPIII) B2 *B11	12-Oct-09	15-Dec-09	996	15	4	19
Baking/Pastry Production NC II (SPIII) B3 *B12	12-Oct-09	15-Dec-09	996	12	7	19
Baking/Pastry Production NC II (SPIII) B4 *B13	12-Oct-09	15-Dec-09	996	11	7	18
				38	18	56

4.2 Discussion

Formerly, the College's flagship programme was Midwifery which is under the supervision of the Commission on Higher Education (CHED). Funding is embedded in the General Appropriation Act (GAA) of TESDA which covers personnel services, maintenance and operating expenses. No capital outlay and equipment outlay is provided by the GAA. The Pangulong Gloria Macapagal Arroyo (PGMA) Scholarship training costs could be used to purchase materials and supplies, overhead costs for lighting and water bills and also equipment and trainers' fees. With regard to the placement of graduates, the college has a jobs' bridging programme which functions through the graduates' assistance employment centre. Clients have direct lines to the college to request graduates from the college. In the records of the centre for females, the functions most in demand areas are household help, health care and services.

The college has a unique classification of programmes, namely:

1. Community-based programmes: TESDA-registered training programmes are brought to the local community where the clientele resides. This is part of the PGMA Scholarship Programme, which brings the training to the doorstep of the trainees, thus increasing rural dwellers' participation and access to the government's programmes. The training programmes are clientele-focused, covering areas such as household services, bread and pastry preparation and commercial cooking. These areas form part of the tourism course and the "Pangkabuhayan" scheme, which means trainees can use their skills to earn a living to support their family. All the equipment, supplies and materials are brought to the community centres in order to carry out the training programmes. The central office of TESDA in Manila sets the targets for the number of training programmes, upon prior discussion with the college as to which community will benefit from the training and how many sessions will be conducted during the year. Screening and interviews are conducted and the preferences of the trainees are noted as to what course they would like to pursue. The programme is open to all community members and has no gender bias. However, for those with a physical handicap, a guidance counsellor gives advice on the type of work they are fit to join. Also included in the community-based programmes are health education classes that cater to any mothers and fathers who would like to attend.
2. Centre-based programmes: TESDA-registered training programmes that are taken at the college.

The Language Skills Institute gives free training to students and trainees. The training is a computer-based programme and requires daily attendance. Time slots are provided with the minimum number of fifteen students and a maximum of twenty-five. Every slot should meet the required minimum number of students for training to commence. The required numbers of training hours differ according to the language. For English language the requirement is 100 hours, for Japanese it is 150 hours and for Spanish it is 100 hours. According to the Administrative Officer, Welding Technology is open to all, especially women because according to the study conducted at the Women's Centre in the National Office of TESDA, women are good candidates for the welding trades at the international level. She also emphasized that the household help and midwifery course, which are female dominated, do also accommodate male enrollees.

Another distinct feature of the curricular offerings is the LEP Program with Twinning Courses with the West Visayas State University (WVSU) Pototan Campus, which are being monitored by TESDA and CHED. As a requirement of the college for students to proceed to the Bachelor's Degree course in Hotel and Restaurant Services and Technology and Information Technology at the WVSU-Pototan Campus, they have to take one assessment for certification per semester upon completion of the required training programme. To be able to proceed to the third year, they have to pass at least one assessment as required by the WVSU-Pototan before they can be admitted upon endorsement by the college. This requirement is also for the good of students because they should have ways of finding a job if they are not able to proceed and graduate with a bachelor's degree.

The hospital facility is designed to perform complete services for hospital operations, which was established to satisfy the requirement of CHED regarding midwifery schools. Other facilities and the upgrading of structures were provided by the Central Office of TESDA. It is the only TESDA-administered institution in the Philippines where a complete hospital facility with laboratory and dental care is accredited by the Philippine Health Accreditation. The fund for hospital operations is provided by TESDA. The hospital has a total of fifteen full-

time staff, which includes three medical doctors, one medical technologist, one dentist, three nurses, three midwives and two administrative staff. The hospital service becomes the practical laboratory for the Health Care courses. The hospital equipment is provided by TESDA, and other donors such as GTZ (Germany), as well as other agencies and clienteles. The hospital is a member of the Philippine Hospitals Association (PHA). Starting in 2007, the hospital charged minimum fees because the government has allowed institutions to earn money in order to augment their financial needs for maintenance and operating expenses.

Aside from the hospital facilities, the college is a recipient of the Child Minding and Feeding Centre, a priority project of President Arroyo and TESDA Secretary-General Augusto Syjuco spearheaded by the Korean International Co-operation Agency (KOICA). The basic aim of the centre is to provide support services to the small children of the trainees, students, faculty and staff. This very important facility enables women to complete the schooling, training sessions and responsibilities expected of them, because there is a child-care facility equipped with human resources while they are studying and working. For this service, the college charges fees that are very minimal and lesser fees for students and trainees. The facility consists of the activity room, study room, play room, feeding room and sleeping quarters, and is manned by qualified staff.

The college must remain vigilant about its campaign for the Gender and Development Programme (GAD) which respects the government's call to its agencies to design a GAD Plan and map activities undertaken to make use of the 5% for gender mainstreaming in the allocated budget. The college has courses integrated with GAD, which include midwifery and hotel restaurant service technology. But in information technology they have found it difficult to alter the curriculum. Instead, they have added lectures on GAD by the GAD focal person who underwent a ten-month training course for this purpose. They also prepared and distributed flyers to raise awareness among the college population. In the summer of 2007, the college carried out a workshop on genderizing the curriculum sponsored by CHED. One of their outputs is changing the terminology of he/she pronouns in workbooks and manuals into the sense of an "individual". Also, with regard to the layout of laboratories and workshops, they have procured one-step ladders for female students to be able to reach documents and other materials from high shelves. There are separate comfort rooms for males and females in every building. The Provincial Regional Director of TESDA is an active member of a women's organization and serves as a pillar for women in TVET sectors.

4.3 Conclusion

This case study reflects some strong institutional initiatives which have been well designed to cater to multiple clients. The two main streams of the college's curricular offerings include the centre-based programmes, which take place in the college, and the community-based programmes, which are extension classes carried out in remote communities in the Second District, Province of Iloilo. The community-based scheme is a unique scenario which extends the services of the institution to the grassroots level, bringing the training centre to the doorstep of the trainees, with the increasing number of recipients as reflected in tables 10–13. It is evident that housewives are the main clienteles of the training programmes who are able to augment their family income through supporting their basic needs. With the number of training programmes being conducted in community areas, quite a number of men joined baking and pastry production training programmes.

On the other hand, in the centre-based programmes, another unique strategy employed is a free language programme, which is a value-added service to attract students, thus increasing the number of students and trainees enrolling each year, especially those who would like to work abroad.

Other distinct initiatives are the existence of the drop-in centre and the hospital. These support systems enable women to move towards self-fulfilment because the women's responsibility of child-rearing and health services are provided by the provisions found in the training centres. Also, the GAD programme and initiatives provided strong directions for the fulfilment of women's empowerment in the community and employment. Both human and social capitals are enriched with these support systems in place. A correct balance between various initiatives can achieve the best results in terms of personal benefits and social sustainability.

The cases of WVCST and NLPI present vivid perspectives on how these government TVET providers have enriched their resources to provide high-quality manpower resources as prescribed by the TESDA certifications and

quality assurance framework. Moreover, support systems in the institutions have significantly increased the access and survival rate of women in male-dominated TVET courses.

5 The Guimaras State College, Buenavista

5.1 A brief historical sketch

The Guimaras State College had its humble beginning in 1964 as a secondary vocational institution (Buenavista Vocational School) by virtue of Republic Act No. 3933. Representative Rodolfo Ganzon was the principal author of the Bill with Congressman Fermin Caram supporting the implementation of the law.

Because of a lack of funds to support its initial operations, the school was not opened immediately. Four years later the school opened with a few students in the first and second year high school, the personnel consisting of a principal, two vocational teachers and two academic teachers, with five non-teaching personnel.

During the first six years of its operation, it was placed under the supervision of the Superintendent of the Iloilo School of Arts and Trades (now Western Visayas College of Science and Technology). In 1980, the school was granted a permit to offer post-secondary courses. The two-year technical and technology courses paved the way for higher education. Nowadays, among the courses offered are Foods, Garments, Automotive Engineering, Building Construction, Furniture and Cabinet Making, Agriculture, Electricity, Electronics and Cosmetics.

In 1990, the school passed with credit the assessment conducted by the Bureau of Technical and Vocational Education, particularly for its progressive curricular offerings. In 1992, the Sangguniang Bayan of Buenavista passed a resolution requesting the Congressional Representative to file a bill so that its name could be changed to Guimaras Polytechnic College.

In June 2000, a consultation and public hearing was conducted on House Bill Nos. 7382 and 5807 sponsored by Representative Emily R. Lopez of the Lone District of Guimaras. Then, during the first regular session of the eleventh Congress, Hon. Dante V. Liban and Hon. Emily Lopez filed House Bill No. 12358 (a Substitute Bill to Nos. 7382 and 5807). A year after, on 8 June 2001 Republic Act No. 9138 establishing Guimaras State College (GSC) was signed into law by President Gloria Macapagal Arroyo, integrating Guimaras Polytechnic College in the Municipality of Buenavista and the WWCST Guimaras Extension in the Municipality of Jordan.

TABLE 14: Attendance at the GSC in 2008 and 2009

	Year 2008			Year 2009		
	1 st sem	2 nd sem	Total	1 st sem	2 nd sem	Total
Enrolment	180	172	352	151	149	300
Graduates		40	40		74	74
Scholars	13	13	26	16	15	31

5.2 Discussion

During an interview conducted in 2009, the president of the college made various observations on women in male-dominated TVET courses. During field visits to industrialized zones in various parts of the country, he had noted that the population of female production line workers is high with an approximate ratio of 3:1 compared to male workers. Furthermore, as outlined in the 2007 survey conducted by the National Statistics Office on overseas Filipino workers (OFWs), one of the highlights was that female OFWs were generally younger than males. In 2007, there were 50.1% female OFWs aged 25 to 34 years compared to only 40.3% male OFWs in the same age group. With this increasing trend of younger female OFWs, the college is prepared to increase access of women to TVET.

In the GSC, TVET programmes are seen as a way of eradicating poverty in the province of Guimaras. Since it is a very young province with only one State college, there is a wide range of students who would like to enrol in the college. Students with a good level in high school have a greater chance of joining the institution.

The course preference of female students would usually be in already female-dominated fields like home economics, but there is now an increasing trend towards Information Technology. It is well known that customs and traditions in the family have a great influence on the selection of courses. As such, the college has to prepare an intensive dissemination campaign and employ effective strategies during career guidance to make the male-dominated fields attractive to females.

As of today, the massive upgrading of teachers is the priority of the administration. This is because it is believed that prior to the expansion of curricular offerings, teachers' competencies are central to curricular reforms. TVET programmes need to be congruent to the development plans of the province. They have established a very good linkages programme with industry which could assure job placement for their students in the future.

The Alumni Association is now helping the college by donating chairs for seating, the construction of study rooms for the students and the alumni hall. Also, the Parent/Teachers Association has assisted the college in several project undertakings, such as: concreting of roads, construction of comfort rooms, donating furniture and chairs, and providing sports outfits for the athletes.

5.3 Conclusion

The case study has presented some strong institutional initiatives, which focus mainly on curricular reforms and the upgrading of teachers. A strong link is established with the Alumni Association, a key player in the development of the whole institution. Competence in TVET needs competent human resources, not only for the realization of the vision and mission of the college but also for the benefit of the Province of Guimaras. This is the reason why expanding curricular offerings and the enhancement of the teaching/learning environment has been a joint effort of the Province of Guimaras and of the GSC.

Consistent with the wishes of the national and local government, the GSC continually provides linkages for the work placement of graduates. This case study presents a significant relationship between the local government unit and the institutional community. Both agencies focus on the strategy of producing quality graduates to stimulate growth and development at the provincial level. The case further supports the concept articulated by Putnam (2002) that increasing social capital through civic engagement will harness enormous energy from the whole population. Since both government entities are involved, the graduates are assured that both the human and social capital are taken greatly into consideration by all sectors.

Networking and the collaboration of TVET providers and stakeholders were vital in all the cases presented so far. Strengthening social capital is deemed necessary to impact growth and the development for all human capital. With the status of TVET across the whole archipelago seen against the background of a sluggish national economy, networking and collaboration will harness each institution's capabilities.

6 The Northern Iloilo Polytechnic State College, Estancia

6.1 A brief historical sketch

The school was first known as the Western Visayas branch of the Philippine Institute of Fisheries Technology (PIFT) and was authorized by the Omnibus Bill enacted as Republic Act No. 685 on 9 May 1952, opening on 2 July 1956.

The school was first administered by the Director of Fisheries through the Superintendent of the PIFT. Pursuant to Reorganization Plan No. 30-A, the school was transferred to the Department of Education on 12 January 1957. In 1963, with the creation of the Bureau of Vocational Education by virtue of Republic Act No. 3742, agricultural, fisheries and trade technical schools were all transferred to the Bureau of Vocational Education. Republic Act No. 4349, enacted on 19 June 1965, provided for the conversion of this school to a college, otherwise known as the Western Visayas College of Fisheries.

On 10 June 1983, President Ferdinand E. Marcos signed Batas Pambansa Blg. 500 converting and integrating Western Visayas College of Fisheries and Estancia High School into a polytechnic State college to be known as the Northern Iloilo Polytechnic State College (NIPSC).

On 11 August 1989, President Corazon C. Aquino signed Republic Act No. 6747 converting Barotac Viejo National Agricultural College into a branch of NIPSC to be known as the Northern Iloilo Polytechnic State College-Barotac Viejo Campus.

Other branches and campuses were integrated with NIPSC pursuant to CHED Memo No. 27 of 2001 including the following: Batad Polytechnic College; Victor Salcedo Polytechnic College; Lemery Polytechnic College; Ajuy Polytechnic College; and Concepción College of Fisheries. A Board of Trustees resolution renamed the aforementioned polytechnic colleges as NIPSC Batad Campus, NIPSC Victorino Salcedo Sara Campus, NIPSC Lemery Campus, NIPSC Ajuy Campus and NIPSC Concepción Campus.

6.2 Profile of TVET across six campuses

TABLE 15: Enrolment profile at NIPSC Ajuy Campus

Field of specialization	Male	Female	Total
Criminology	214	60	274
Associate in Hotel and Restaurant Management	70	88	158
Computer Programming Technology	50	119	169

TABLE 16: Enrolment profile at NIPSC Batad Campus

Field of specialization	Male	Female	Total
Electronics Technology	13	1	14
Associate in Computer Science	31	43	64

TABLE 17: Enrolment profile at NIPSC Barotac Viejo Campus

Field of specialization	Male	Female	Total
Diploma in Agricultural Technology	19	3	22
Associate in Hotel and Restaurant Management	96	173	269
Diploma in Computer Programming	3	14	17
Diploma in Computer Secretarial	0	1	1

TABLE 18: Enrolment profile at NIPSC Concepción Campus

Field of specialization	Male	Female	Total
2 Yr. Certificate in Foods & Bev. Prep. & Servicing	71	27	44
Electrical Technology	57	1	58
Welding and Fabrication	14	3	17
Diploma in Computer Secretarial	0	1	1

TABLE 19: Enrolment profile at NIPSC Lemery Campus

Field of specialization	Male	Female	Total
Associate in Electronics Technology	48	0	48
Associate in Foods & Bev. Prep	14	36	50
Associate in Computer Technology	29	110	139
Associate in Computer Technician	55	34	89

TABLE 20: Enrolment profile at NIPSC Victorino Salcedo Sara Campus

Field of specialization	Male	Female	Total
Associate in Computer Technology	53	202	255
Diploma in Computer Programming	3	14	17
Diploma in Computer Secretarial	0	1	1

6.3 Discussion

Among the thirteen SUCS in Region VI, NIPSC is the college with the greatest number of extension campuses, as reflected in Tables 15–20. The main campus is strategically located in the northern part of Iloilo in the coastal town of Estancia. According to the vice-president for academic affairs, who has witnessed the growth of the college since he has served this institution for forty years, they are providing seven choices of TVET programmes for female entrants. There are also female teachers in the fields of electrical technology, drafting technology and maritime education who could be role models for their students by showing competence in teaching in a gender-inclusive way. With this virtue, male and female students are sensitive to individual differences as well enhancing open competition among students in academic and laboratory exercises.

The college has three guidance counsellors who are well trained to handle gender issues and effectively promote female students' access to TVET. They are conducting year-round gender advocacy as part of their Gender and Development Programme.

As mentioned by one of the supervisors, as a special provision of the college to enhance female participation in male-dominated programmes, the female students wear the same outfit as male students. However, in the engine tune-up and automotive wiring courses, the students provide special assistance to female students in the conduct of the practical exercises. This member of staff pointed out that even for the Bachelors Degree in Marine Engineering, female students are increasing in number because of the demand for women seafarers on the international market. He appreciated the fact that this year, in the male-dominated courses in TVET, there are female students who could represent the department in the yearly activity of the college which is the search for "Miss NIPSC".

The extension programme of the college has carried out several programmes for women's empowerment in local fishing villages. Many projects were centred on how women can increase domestic income by augmenting the fishing activities of male fishermen.

Some best practices in increasing the participation of women in the college include:

1. Curricular programmes have been improved by enhancing the IT facilities in favour of women who have a tendency to enrol specifically in computer technology. This has been accomplished by improving the building facilities and the equipment, recruiting effective female teachers, and retooling other teachers to support the growth of computer courses.
2. There is no discrimination in terms of job tasks.

3. Female students are prioritized in terms of classroom management and officerships.
4. There is fair treatment in terms of performance evaluation.

6.4 Conclusion

The case study presented demonstrates some strong institutional initiatives. The lessons learned are differentiated from other cases presented in this study. Among the initiatives enhancing the participation of female students in male-dominated TVET, the strong points are programmes on recruitment and prioritization of women for classroom management and officerships.

The basic concept of human capital-building is illustrated in this case and thus the lessons learned from the case are worth sharing. There is greater female mobility in choosing their field of study because the institution ensures equal educational opportunities. The findings of the case of NIPSC, GSC, WVCST as well as NLPI and PELL support Putnam's (2002) concept that social capital improves education and health outcomes and child welfare, and increases tolerance for gender and racial equity.

When there is less social pressure, women's potential is on the rise. The levels of trust and social engagement can vary considerably between male and female students as they face different social networks. However, as pointed out in the case of NIPSC, even the prescribed outfits in the laboratories are the same. Career advancement would need acceptance from the general population living in the vicinity of the college that should spread until students are able to function effectively in all workplaces.

Given a productive working environment, the general outcome of human capital enhancement is equal to the increase of income or productivity of every individual. With this premise, social capital can be directly linked to the economic status at very different levels: at the country level according to Fukuyama (1995), at the regional level according to Maskell et al. (1998), or between and within organizations, clubs or communities according to Grootaert (1999).

The extension TVET training programmes of NIPSC and NLPI have similar objectives of addressing access and equity through "TVET for All". Physical distance, daily subsistence and funds for hands-on training are crucial issues that were addressed by the strategy used by both TVET providers. The marginalized sectors of the local communities were the target clientele of the training programme. In this scenario, quite a number of women benefited from the programmes, especially women who are unable to attend the training centres because of domestic responsibilities. Human and social capital would remain at the lowest level if it were not for the opportunity provided by the extension programmes of TVET.

7 Concluding Statements

The case studies discuss the idea that equal opportunity could be adequately reinforced by institutional support systems, community life and governmental measures, and programmes that address social and human equality. Knowledge and skills embedded in human capital are acquired in the social process of learning, which takes place in families, schools, workplaces, local communities and civil society networks. Individual affiliations to these entities are all typical expressions of social capital stock.

We have seen the impact of raised awareness of gender issues at the institutional level of TVET, which can achieve greater social benefits to individual students and trainees thereby increasing their human capital. Human and social capital in these cases can be seen as mutually reinforcing and producing beneficial effects on economic growth, as well as in other crucial areas such as social control, inclusion, health, governance, institutions and democratic empowerment.

The five cases presented here include various long-term institutional initiatives involving a series of actors: political will, national perspectives, institutional leadership, community issues and dedication by teachers and administrators. It encompasses multiple aspects and complex relationships and provides a better understanding that social and human capital requires a continuous, steady process, but whose beneficial results are tangible.

Nations are struggling to carry out the needed reforms in TVET that could bring economic strength to national economies. The exemplary practices described in the cases of WVCST, PEII, NLPI, GSC and NIPSC draw a long-term and more comprehensive perspective enhancing women's involvement in male-dominated fields of specialization. Furthermore, these cases provide multiple directions, perspectives and strategies for enhancing the TVET curriculum, recruitment, networking and linkages, guidance and counselling, legal frameworks, community and local governance and other support systems. At the same time, they have defined the complementing roles of social and human capital.

Human capital has an increasingly central role in the economic success of nations and individuals, thus opening more links to social capital configurations consistent with socially desirable outcomes for the greater glory of individuals and societies throughout the world.

7.1 Recommendations

As highlighted by these case studies, addressing women's participation in male-dominated programmes leads to the following recommendations about social capital and human capital:

1. In the area of learning and training institutions, investment in high-quality technical and vocational education and training is the most crucial strategy that will have an impact on development. Various schemes and strategies should be designed for massive upgrading of women's competence in TVET. At the same time, this will contribute to a build-up of human and social capital, especially for those living in remote communities, who have remained socially and economically poor and, at the same time, vulnerable to various pressures in society.
2. In the area of networking, more possibilities should be explored to improve and strengthen social capital build-up with various sectors and organizations. This can be an effective way to address this aspect for an inclusive society. Public/private partnerships should be explored that lead to higher-level social and human capital that will be translated into growth of national economies.
3. In the gender dimension, specific attention should be given to mainstreaming across all initiatives using specific courses of action in order to ensure women's equal participation that will enrich their competence, experiences and potentials in TVET courses dominated by males.
4. Although many legal provisions are already in place, implementing and monitoring schemes should be reinforced.
5. Further research could be devoted to address some particular complexities.

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- <www.owwa.gov.ph> Department of Labor and Employment, Overseas Workers Welfare Administration, Republic of the Philippines
- <www.dole.gov.ph> Department of Labor and Employment, Republic of the Philippines
- <www.ched.gov.ph/> Commission on Higher Education, Republic of the Philippines

Appendix A: Philippine Legislation on Women

Republic Act No. 6725

An act strengthening the prohibition on discrimination against women with respect to terms and conditions of employment, amending for the purpose Article One Hundred Thirty-Five of the Labor Code, as amended:

SECTION 1. Article One hundred and thirty-five of the Labor Code, as amended, is hereby further amended to read as follows:

"Art. 135. Discrimination Prohibited. — It shall be unlawful for any employer to discriminate against any woman employee with respect to terms and conditions of employment solely on account of her sex.

"The following are acts of discrimination:

"(a) Payment of a lesser compensation, including wage, salary or other form of remuneration and fringe benefits, to a female employee as against a male employee, for work of equal value; and

"(b) Favoring a male employee over a female employee with respect to promotion, training opportunities, study and scholarship grants solely on account of their sexes.

"Criminal liability for the willful commission of any unlawful act as provided in this article or any violation of the rules and regulations issued pursuant to Section 2 hereof shall be penalized as provided in Articles 288 and 289 of this Code: Provided that the institution of any criminal action under this provision shall not bar the aggrieved employee from filing an entirely separate and distinct action for money claims, which may include claims for damages and other affirmative reliefs. The actions hereby authorized shall proceed independently of each other."

SEC. 2. The Secretary of Labor and Employment is hereby authorized to promulgate the necessary guidelines to implement this Article in accordance with the generally accepted practices and standards here and abroad.

The Magna Carta of Women, which was signed by President Macapagal-Arroyo on August 14, 2009, will promote the economic rights and well-being of women, especially those in the marginalized sectors.

Chairperson Myrna T. Yao of the National Commission on the Role of Filipino Women (NCRFW) said that this law will ensure that Filipino women will be given equal rights in food security and resources for food production that include the titling of land and issuance of stewardship contracts and patents. Furthermore; women will also be given equal opportunities for employment, livelihood, credit, capital and technology, as well as in skills training and scholarships including those for women migrant workers. The government aimed at financing and credit agencies to step up their micro-finance programmes so that they can lend more money to women, especially those in the rural areas, who want to start small businesses or livelihood projects.

The present administration's massive poverty alleviation programme is basically aimed at improving the lives of Filipinos, including women, especially those in the marginalized sectors. The law defines marginalized sectors as those who belong to the disadvantaged or vulnerable groups who live in poverty and have no access to basic social and economic services such as health care, education, water and sanitation, employment, housing, physical infrastructure and the justice system.

Another important piece of legislation centred on women's employment is RA 6237.

Republic Act No. 6237

An act further amending republic act numbered six hundred seventy-nine, as amended by republic act numbered eleven hundred thirty-one (re Woman and Child Labor Law).

SEC. 4. Section seven of the same Act, as amended, is further amended to read as follows:

"SEC. 7. *Employment of women.* —

(a) No women, regardless of age, shall be employed in any shop, factory, commercial or industrial establishment or other place of labor to perform work which requires the employee to work always standing or which involves the lifting of heavy objects.

(b) No woman, regardless of age, shall be employed or permitted or suffered to work, with or without compensation, in any industrial undertaking or branch thereof between ten o'clock at night and ten o'clock in the morning of the following day, except those who are immediate members of the family operating or owning the same. An employer may be exempted from the requirement of this subsection —

"(1) in case of *force majeure* causing an interruption in the work which was not foreseen and which is not of a recurring character;

(2) by the Secretary of Labor, if he finds, after proper investigation, that the work has to do with raw material or materials in the course of treatment which are subject to rapid deterioration and night work is necessary to preserve such materials from loss; and

(3) by the President of the Philippines, with or without the recommendation of the Secretary of Labor, after consultation with employers and workers' organizations concerned in case of serious emergency where national interest demands the suspension of the night work prohibition for women in a particular industry or industries. Such suspension shall be notified by the government to the Director-General of the International Labor Office in its Annual Report on the Application of the Night Work Convention.

"(c) No woman, regardless of age, shall be employed or permitted or suffered to work, with or without compensation, in any commercial or non-industrial undertaking or branch thereof, other than agricultural, between twelve o'clock midnight and seven o'clock in the morning of the following day, except those who are immediate members of the family owning or operating the same.

"(d) No woman, regardless of age shall be employed or permitted or suffered to work in any agricultural undertaking at night without giving her a period of rest of not less than nine consecutive hours.

The prohibition against night work for women provided for in subsections (b), (c) and (d) hereof shall not apply to –

(1) women holding responsible positions of a managerial or technical character; and

(2) women employed in health and welfare services.

...

"(e) In any shop, factory, commercial, industrial, non-industrial or agricultural establishment or other place of labor where men and women are employed, the employer shall not discriminate against any woman in respect to terms and conditions of employment on account of her sex, and shall pay equal remuneration for work of equal value for both men and women employees.

"(f) No woman, eighteen years or over, shall be allowed or permitted or suffered to work in any shop, factory, commercial or industrial establishment or in any place of labor without granting her a rest period of eleven consecutive hours of work between two working periods."

Appendix B: Acronyms

ASEAN	Association of South East Asian Nations
CALABARZON	Cavite, Laguna, Batangas, Rizal and Quezon
CHED	Commission of Higher Education, Government of the Philippines
DepEd	Department of Education, Government of the Philippines
DBM	Department of Budget and Management
ETEEEAP	Expanded Tertiary Education Equivalency and Accreditation Program
GAA	General Appropriations Act
GAD	Gender and Development
GSC	Guimaras State College
HEIs	Higher Education Institutions
KOICA	Korean International Cooperation Agency
LEP	Ladderized Education Program
LGUs	Local Government Units
NCRFW	National Commission on the Role of Filipino Women
NEDA	National Economic Development Authority
NLPC	New Lucena Polytechnic Institute
NCR	Metro Manila
NIPSC	Northern Iloilo Polytechnic State College
NFE A&E	Non Formal Education Accreditation and Equivalency
NGOs	Non-Government Organizations
OFWs	Overseas Filipino Workers
PEII	Professional Electronics Institute Incorporated
PHAs	Philippine Hospitals Association
PGMA	President Gloria Macapagal Arroyo
PTQCS	Philippine TVET Qualification and Certification System
RA	Republic Act
SUCs	State Colleges and Universities, Government of the Philippines
TESDA	Technical Education Skills and Development Authority, Government of the Philippines
TOQCS	Technical Occupation Qualification and Certification System
TVET	Technical and Vocational Education and Training
UTPRAS	Unified TVET Program for Registration and Accreditation System
WVCST	Western Visayas College of Science and Technology
WVSU	West Visayas State University

UNESCO-UNEVOC Case Studies of Technical and Vocational Education and Training in Selected Countries

Editor: L. Efison Munjanganja
Published by UNESCO-UNEVOC
English

This paper appears as the third volume in the series entitled UNESCO-UNEVOC Case Studies of Technical and Vocational Education and Training in Selected Countries, which is part of the UNEVOC International Library of TVET—an extensive publications programme prepared by the UNESCO-UNEVOC International Centre. The Case Studies of TVET in Selected Countries provide in-depth information on issues of specific importance in the TVET systems of selected countries and regions.

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ISBN 978-92-95071-12-4

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