

# **GENDER PROFILE OF THE TVET SECTOR**

Submitted to the Technical Education and Skills Development Authority

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## **INTRODUCTION**

The “Gender Profile of the TVET Sector” presents and analyzes data about women and men in the TVET sector. Based on technical and vocational education and training (TVET) statistics and available studies, the report explores three aspects of TVET: the women and men who have enrolled, graduated, and been assessed and certified; labor demand and employability of TVET-trained women and men; and TESDA as the agency that regulate and deliver TVET services. The focus of the report is on differences or ‘gaps’ between women and men in participation in TVET training, access to TVET resources, in the management of the sector and the delivery of TVET programs and services. It also looks into gender issues surrounding post-training employment of TVET graduates. Unless otherwise specified, the data come from the most recently available TVET statistics – for 2014 to 2016 –from the TESDA website.

### **The Philippine TVET Sector**

The management of the Philippine Education and Training System is tri-localized into basic, middle, and higher education. Basic education, consisting of the mandatory kindergarten and 12 years of elementary and secondary education (K to 12), falls under the Department of Education (DepEd). The Commission on Higher Education (CHED) manages higher education, which confers baccalaureate degrees and covers graduate and post-graduate programs.

The Technical Education and Skills Development Authority (TESDA) is responsible for middle education and focuses on post-secondary TVET for middle-level learners. Republic Act 7796, or the TESDA Act, defines these learners as: (1) those who acquired practical skills and knowledge through formal and non-formal education and training equivalent to at least a secondary education; or (2) skilled workers who have become highly competent in their trade or craft as attested by industry. All middle learners undergo a certification process under the Philippine TVET Quality Framework (PTQF) to prove competency.

TVET is provided through a network of public and private institutions under several modes:

- Institution-based, which covers school-based, or direct delivery or provision of TVET programs by public and private schools, including TESDA-administered schools; center-based, or the delivery of training programs by the TESDA Regional, Provincial and Specialized Training Centers, as well as, private training centers;
- Enterprise-based, or training programs implemented within companies or enterprises; and
- Community-based, which refers to training delivery conducted at the local or community level, primarily in partnership with local government units (LGUs) and/or non-government organizations (NGOs).

Currently, there are 4,075 TVET providers. Of these, 3,684 (or 90.4 percent) are private technical and vocational institutions (TVIs) while 391 (9.6 percent) are public TVIs.

## **TESDA Mandate**

As the TVET Authority, TESDA is mandated by RA 7796 to provide “relevant, accessible, high quality and efficient technical education and skills development of high-quality Filipino middle-level manpower responsive to and in accordance with Philippine development goals and priorities.” TESDA is currently repositioning TVET towards a two-pronged strategy: TVET for global competitiveness and TVET for social equity. TVET is recognized to contribute to economic growth and social equity by providing productive and employable skills needed by the industries, the communities and the individuals. These are all aimed at developing productive and world-class skilled workforce for decent and productive employment to achieve sustainable inclusive growth.

## **Gender Equality and Women’s Empowerment Mandates**

To promote gender equality and women’s empowerment, the Philippine Magna Carta of Women (MCW) requires supporting substantive equality between women and men and the empowerment of women (Statement of Principles). This principle has been further articulated in terms of equal access and elimination of discrimination in education, scholarship and training (Sec. 13), specifically: (a) encouraging the enrolment of women in non-traditional skills training; (b) promotion of gender-sensitive training programs, curricula and instructional materials, and (c) gender-responsive career counseling. Moreover, TESDA, along with DepEd and CHED, are instructed to develop “mechanisms for assessment and monitoring of compliance, such as sex-disaggregated list of students, tracers of graduates and the like.”<sup>1</sup>

The Magna Carta of Women also requires government agencies, including TESDA, to adopt gender mainstreaming as a strategy “to promote and fulfill women’s human rights and eliminate gender discrimination in their systems, structures, policies, programs and processes.”<sup>2</sup> The Magna Carta of Women also recognizes women’s right to protection from violence, and promotes women’s rights to representation and participation, and instructs appointing authorities to ensure the representation of women or women’s groups in policymaking and decision-making bodies.<sup>3</sup>

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<sup>1</sup> Philippine Commission on Women (PCW) (2010), “9710: Magna Carta of Women Implementing Rules and Regulations” (Manila: PCW), Rule 4, Section 16, p. 59.

<sup>2</sup> MCW, IRR, Rule VI, Section 37, pp. 104–105.

<sup>3</sup> MCW, IRR, Rule IV, Section 14, pp. 53–54.

## PARTICIPATION IN TVET PROGRAMS

### Enrolment and Graduates

TVET enrolment has more than quadrupled since 1995, reaching almost 2.3 million in 2016. As with basic and tertiary education, TVET female enrollees outnumber male enrollees (53 percent to 47 percent in 2016; Table 1) but not as much as in tertiary education (57 percent to 43 percent).<sup>4</sup> Among those enrolled in tertiary education, over 26 percent are in the sciences, technology and mathematics (STEM) disciplines, with men outnumbering women (63 percent to 37 percent), particularly in engineering (71 percent to 29 percent). If one includes medicine and allied fields, the percentage jumps to 32 percent, with women's share rising by six points to 43 percent.<sup>5</sup> Overall, women's completion rate seems to be relatively better. There were more women among the STEM graduates: 41 percent vs. the men's 59 percent.<sup>6</sup> When medicine and allied fields are included in STEM, women's total share jumps to 48 percent among the graduates.

Women and men TVET enrollees have reportedly similar training completion rates in recent years, resulting in about the same sex ratio among the TVET graduates as among the enrollees.

**Table 1: TVET enrolment and graduates, by sex, 2008, 2014-2016\***

| Year | Enrolment |           |           |          | Graduates |           |           |          |
|------|-----------|-----------|-----------|----------|-----------|-----------|-----------|----------|
|      | Female    | Male      | Total     | % Female | Female    | Male      | Total     | % Female |
| 2008 | 1,208,353 | 805,567   | 2,013,920 | 51.1     | 1,076,777 | 735,751   | 1,812,528 | 59.4     |
| 2014 | 1,061,058 | 972,359   | 2,033,417 | 52.2     | 926,233   | 859,446   | 1,785,679 | 51.9     |
| 2015 | 1,182,271 | 1,099,118 | 2,281,389 | 51.8     | 1,119,792 | 1,009,966 | 2,129,758 | 52.6     |
| 2016 | 1,209,202 | 1,060,463 | 2,269,665 | 53.3     | 1,146,779 | 1,004,457 | 2,151,236 | 53.3     |

\*Sex-disaggregated data for 2009-2013 had been disregarded.

**Demographic profile.** A study on the employability of 2014 TVET graduates that TESDA undertook in 2015 reports the modal age cohort of TVET graduates as 15-24 years (52 percent among women and 62 percent among men), although a number of the graduates are older: about 21 percent among women and men are 25-34 years old, and 14 percent among women and 9 percent among men are 35-44 years old. TVET graduates are at least secondary school graduates before they took up a TVET course. Among the women graduates, 46 percent have completed high school before joining a TVET program, and 34 percent have some college education or are college

<sup>4</sup>[http://www.tesda.gov.ph/Download/Tvet\\_trends?page=4](http://www.tesda.gov.ph/Download/Tvet_trends?page=4). Retrieved on 7 November 2017.

<sup>5</sup>Disciplines considered in the STEM enrolment/graduate computations are: Architecture and Town Planning, Engineering and Technology, Information Technology, Mathematics and Computer Science, and Natural Science. For an exhaustive list of STEM degree courses, see <http://stemdegreelist.com/stem-degree-list/>. Retrieved on 14 May 2018.

<sup>6</sup>[http://www.tesda.gov.ph/Download/Tvet\\_trends?page=4](http://www.tesda.gov.ph/Download/Tvet_trends?page=4). Retrieved on 7 November 2017.

graduates. Some 10 percent are high school undergraduates. Among the men, there are fewer college-educated (28 percent) and more high school graduates (53 percent).

**Reasons for going to TVET programs.** Based on the same TESDA study, about 46 percent of female graduates and 55 percent of male graduates have gone to TVET to improve their chances of employment or finding a job, while at least 28 percent did so to gain, upgrade or enhance their skills. Slightly more women than men take up TVET for a job promotion or income increase (6 percent vs. 4 percent) or for their personal use (12 percent vs. 7 percent).

**Access to TVET programs.** Technical and vocational training is offered by TESDA-accredited technical and vocational institutions (TVIs), which include TESDA technology institutes or centers and private training service providers. Access to TVET programs is through tuition or scholarships. To improve universal access to TVET, TESDA offers online courses and runs mobile training facilities.

In 2014, some 291,370 TVET graduates (or over 16 percent of all graduates) were recipients of a scholarship under the Training for Work Scholarship Program (TWSP), Skills Training for Employment Program (STEP), Private Education Students Fund Assistance (PESFA), or one of the funds supported by LGUs, civil society organizations (CSOs) and others. Of the scholars, 52 percent were male and 48 percent female (see Table 2), despite women outnumbering men among the enrollees and graduates for that year (see Table 1). Probably because more men were interested in TVET for employment purposes, STEP has particularly favored men, who account for 3 of 5 scholars.

**Table 2: Distribution of TVET graduates, by scholarship program and by sex, 2014**

| Scholarship Program                  | Female  |         | Male    |         | Total     |
|--------------------------------------|---------|---------|---------|---------|-----------|
|                                      | Number  | Percent | Number  | Percent |           |
| TWSP                                 | 77,849  | 48.2    | 83,811  | 51.8    | 161,600   |
| STEP                                 | 6,612   | 34.1    | 12,777  | 65.9    | 19,389    |
| PESFA                                | 14,547  | 51.9    | 13,462  | 48.1    | 28,008    |
| Others                               | 41,158  | 50.0    | 41,154  | 50.0    | 82,313    |
| Total graduates with scholarships    | 140,166 | 48.1    | 151,204 | 51.9    | 291,370   |
| Non-scholarship programs             | 491,641 | 52.8    | 438,770 | 47.2    | 930,411   |
| Total graduates                      | 631,807 | 51.7    | 589,974 | 48.3    | 1,221,781 |
| Trainees reported more than once (?) | 294,426 |         | 269,472 |         |           |
| Total reported TVET statistics       | 926,233 | 51.9    | 859,446 | 48.1    | 1,785,679 |

Source: TESDA, "2015 Study on the Employability of TVET Graduates." Unpublished report.

**Gender patterns in enrolment.** In recent years, there have been at least three notable gender differences in enrolment in TVET programs. One concerns the predominance of men in institution-based programs, where they accounted for as high as 56 percent of total enrolment in 2015. In contrast, women participated more in community-based programs, where their share of enrolment hit a high 60.3 percent in 2016 (see Table 3). This pattern was evident in eight of the 17 regions (IV-A, IV-B, V, VIII, X, CAR, CARAGA and ARMM). Meanwhile, five regions had more women and men in institution-based programs (I, III, VII, XII and NCR), and two regions (VI and XI) had higher female and male enrolment in community-based programs. Regions II and IX had no discernible pattern in 2016, but had more women and men in community-based programs.

**Table 3: Percent distribution of TVET enrolment by delivery mode and sex, 2008-2016\***

| Year | Institution-based |      |                     | Enterprise-based |      |                 | Community-based |      |                     |
|------|-------------------|------|---------------------|------------------|------|-----------------|-----------------|------|---------------------|
|      | Female            | Male | Total               | Female           | Male | Total           | Female          | Male | Total               |
| 2008 | 55.0              | 45.0 | 748,120<br>(37.1)   | 54.7             | 44.8 | 70,371<br>(3.5) | 63.4            | 36.6 | 1,195,429<br>(59.4) |
| 2014 | 47.2              | 52.8 | 1,028,005<br>(50.6) | 52.6             | 47.4 | 69,138<br>(3.4) | 57.6            | 42.4 | 936,274<br>(46.0)   |
| 2015 | 44.5              | 55.5 | 1,166,613<br>(51.1) | 45.3             | 54.7 | 63,625<br>(2.8) | 60.3            | 39.7 | 1,051,151<br>(46.5) |
| 2016 | 48.7              | 51.3 | 1,151,644<br>(50.7) | 49.4             | 50.6 | 72,458<br>(3.2) | 58.6            | 41.4 | 1,045,563<br>(46.1) |

*\*The figures in parentheses pertain to the share of enrolment in a delivery mode to total TVET enrolment for the year.*

Time use studies in the Philippines in the 1980s and 1990s, as well as the pilot time use survey conducted by the National Statistics Office/Philippine Statistics Authority in 2000 indicate that gender division of labor generally result in women contributing at least 70 percent total household production time,<sup>7</sup> and about 84 percent of child care time.<sup>8</sup> This gender division of labor has constrained women’s labor force participation, and may also have been instrumental in more than half of women TVET enrollees joining the more accessible community-based programs, or qualifications that are often related to livelihood with low entry requirements (see Table 4).

<sup>7</sup> See, for instance, Illo, J.F.I. and others (1994), “Women in agriculture: The Philippine case” (Manila: NCRFW), <http://pcw.gov.ph/publication/women-agriculture-philippine-case>. Retrieved 1 December 2017.

<sup>8</sup>Tiefenthaler (1997), cited in Asian Development Bank (ADB) (2013), “Gender Equality in the Labor Market in the Philippines” (Mandaluyong: ADB).<http://www.adb.org/sites/default/files/publication/31194/gender-equality-labor-market-philippines.pdf>. Retrieved 1 December 2017.

**Table 4: Percent distribution of TVET female and male enrollees and graduates, by delivery mode, 2008-2016\***

| Year             | Female            |                  |                 |           | Male              |                  |                 |           |
|------------------|-------------------|------------------|-----------------|-----------|-------------------|------------------|-----------------|-----------|
|                  | Institution-based | Enterprise-based | Community-based | Total     | Institution-based | Enterprise-based | Community-based | Total     |
| <b>Enrollees</b> |                   |                  |                 |           |                   |                  |                 |           |
| 2008             | 34.0              | 3.2              | 62.7            | 1,208,353 | 41.8              | 3.9              | 54.3            | 805,567   |
| 2014             | 45.8              | 3.4              | 50.8            | 1,061,058 | 55.8              | 3.4              | 40.8            | 972,359   |
| 2015             | 43.9              | 2.4              | 53.6            | 1,182,271 | 58.8              | 3.2              | 38.0            | 1,099,118 |
| 2016             | 46.4              | 3.0              | 50.7            | 1,209,202 | 55.7              | 3.5              | 40.7            | 1,060,463 |
| <b>Graduates</b> |                   |                  |                 |           |                   |                  |                 |           |
| 2008             | 39.4              | 3.3              | 57.2            | 1,076,777 | 39.3              | 4.3              | 56.5            | 735,751   |
| 2014             | 41.9              | 3.0              | 55.0            | 926,233   | 51.8              | 3.5              | 44.7            | 859,446   |
| 2015             | 43.3              | 2.6              | 54.1            | 1,119,792 | 54.6              | 2.8              | 42.6            | 1,009,966 |
| 2016             | 44.8              | 2.7              | 52.4            | 1,146,779 | 54.1              | 3.5              | 42.3            | 1,004,457 |

*\*Sex-disaggregated data for 2009-2013 was disregarded.*

Another gender pattern is related to the fact that community-based TVET programs, which are attended more by women than men, are rarely, if ever, covered by TESDA training regulations, or “with training regulations” (WTR) programs. As evident in Table 5, the percentage of male enrollees in WTR programs exceeds that among women by at least 10-percentage points. Among the graduates, the gender gap has been widest at almost 12-percentage points in 2014.

**Table 5: TVET enrolment and graduates, by registration status of TVET program, by sex, 2014-2016**

| Year             | With Training Regulation (WTR) |         |         | No Training Regulation (NTR)* |         |           | Percent in WTR programs |      |       |
|------------------|--------------------------------|---------|---------|-------------------------------|---------|-----------|-------------------------|------|-------|
|                  | Female                         | Male    | Total   | Female                        | Male    | Total     | Female                  | Male | Total |
| <b>Enrolment</b> |                                |         |         |                               |         |           |                         |      |       |
| 2014             | 442,414                        | 518,587 | 961,001 | 618,644                       | 453,772 | 1,072,416 | 41.7                    | 53.3 | 47.3  |
| 2015             | 358,445                        | 459,673 | 818,118 | 823,826                       | 639,445 | 1,463,271 | 30.3                    | 41.8 | 35.9  |
| 2016             | 424,525                        | 479,690 | 904,215 | 784,677                       | 580,773 | 1,365,450 | 35.1                    | 45.2 | 39.8  |
| <b>Graduates</b> |                                |         |         |                               |         |           |                         |      |       |
| 2014             | 369,606                        | 444,200 | 813,806 | 556,627                       | 415,246 | 971,873   | 39.9                    | 51.7 | 45.6  |
| 2015             | 341,804                        | 394,143 | 735,947 | 777,988                       | 615,823 | 1,393,811 | 30.5                    | 39.0 | 34.6  |
| 2016             | 386,493                        | 441,070 | 827,563 | 760,286                       | 563,387 | 1,323,673 | 33.7                    | 43.9 | 38.5  |

*\*Includes monitored programs implemented by other government agencies and NGOs.*

A third notable gender pattern is the strong gendering of sectors or qualifications resulting from TVET career choices of women and men. While courses in tourism and information and communication technology (ICT) are favorites of both women and men (Table 6), outside these, men tend to prefer some while women, others.



**Table 6: Distribution of women and men enrollees, by selected sectors: 2013, 2014, 2016**

| Sector   | 2013      |         |           | 2014      |         |           | 2015      |           |           |
|--|-----------|---------|-----------|-----------|---------|-----------|-----------|-----------|-----------|
|  | Female    | Male    | Total     | Female    | Male    | Total     | Female    | Male      | Total     |
| Tourism  | 26.3      | 19.2    | 23.0      | 27.4      | 16.1    | 22.0      | 28.7      | 15.0      | 22.3      |
| ICT  | 15.6      | 15.2    | 15.4      | 14.0      | 14.2    | 14.1      | 6.9       | 7.5       | 7.2       |
| Social, community development & other services | 18.0      | 8.6     | 13.6      | 10.4      | 2.7     | 6.7       | 13.0      | 3.9       | 7.7       |
| Automotive and land transp.                    | 3.2       | 12.8    | 7.6       | 0.9       | 11.5    | 6.0       | 1.4       | 13.2      | 6.9       |
| Electrical & electronics                       | 4.8       | 5.4     | 5.1       | 2.0       | 5.5     | 4.2       | 5.6       | 12.4      | 8.8       |
| Processed food & beverage                      | 6.7       | 3.5     | 5.3       | 5.9       | 2.9     | 4.4       | 8.4       | 4.0       | 6.3       |
| Metals & engineering                           | 2.0       | 6.9     | 4.3       | 1.2       | 9.1     | 4.9       | 1.2       | 9.9       | 5.2       |
| All Sectors                                    | 1,040,594 | 902,995 | 1,943,589 | 1,061,058 | 972,359 | 2,033,417 | 1,209,202 | 1,060.463 | 2,269,665 |

More men than women tend to gravitate toward automotive and land transportation, construction and, to some extent, electrical and electronics. These are sectors with the lowest or relatively low women's participation (see Table 7). In sharp contrast are sectors, such as tourism (hotels and restaurants), social, community development and other services, processed food, health care, and garments, which are dominated by women. In the same way that other fields are linked to masculine attributes (strength), the feminized sectors are associated with feminine attributes of caring and nurturing.

However, there are women's niches in some of the sectors heavily associated with men. The preference for young women workers in electronics, particularly for the semiconductors assembly lines, has long been documented, and has been found to rest on the assumption that young women are cheaper to hire and are thought, at least, to have the required manual dexterity ('nimble fingers') and docility (easier to discipline) than male workers.<sup>9</sup>As will be evident in the discussion, below, the assumed feminine attribute of manual dexterity also underlies the hiring of mainly women workers for auto wiring harness assembly in the auto parts industry (see Table 8). In downstream electronics and semiconductor manufacturing services, 'female spaces' have also been

<sup>9</sup>Elson, D. and R. Pearson (1984). "The Subordination of Women and the Internationalisation of Factory Production." In *Of Marriage and Market: Women's Subordination Internationally and its Lessons*, ed. by K. Young, C. Wolkowitz and R. McCullagh. London: Routledge. pp 18-40.

created in the masculine world of software development, content processing and technical support services.<sup>10</sup>

**Table 7: Female participation (as percent to total enrollees and graduates) in selected sectors and qualifications, 2013, 2014 and 2016**

| Sector and qualification                          | 2013      |           | 2014      |           | 2016      |           |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
|   | Enrollees | Graduates | Enrollees | Graduates | Enrollees | Graduates |
| <b>Dominated by male enrollees</b>                |           |           |           |           |           |           |
| Automotive and land transportation                | 22.3      | 23.0      | 7.5       | 8.8       | 11.0      | 14.7      |
| Automotive servicing NC II                        | 12.9      | 12.3      | 2.7       | 3.0       | 2.9       | 2.5       |
| Automotive wiring harness assembly NCII           | --        | --        | --        | --        | 40.2      | 46.5      |
| Automotive wiring harness/wiring harness assembly | 24.5      | 41.2      | 61.6      | 57.7      | 68.3      | 66.7      |
| Wire harness assembler                            | 61.2      | 62.4      | 74.9      | 72.7      | 46.8      | 35.5      |
| Construction                                      | 29.6      | 29.8      | 10.8      | 10.5      | 12.0      | 12.2      |
| Electrical installation & maintenance NC II       | 25.0      | 26.5      | 5.6       | 5.9       | 10.4      | 10.5      |
| Plumbing NC II                                    | 14.4      | 16.0      | 9.5       | 8.6       | 13.4      | 14.1      |
| Metals and Engineering                            | 25.4      | 27.8      | 12.2      | 10.8      | 12.0      | 12.4      |
| Shielded metal arc welding NC I                   | 54.4      | 49.5      | 9.0       | 7.7       | 10.0      | 10.5      |
| Shielded metal arc welding NC II                  | 16.1      | 18.5      | 9.0       | 7.8       | 10.5      | 10.5      |
| <b>Attracting women and men enrollees</b>         |           |           |           |           |           |           |
| Agriculture, forestry and fishery                 | 43.5      | 44.8      | 47.3      | 46.7      | 56.0      | 56.0      |
| Electrical and electronics                        | 50.6      | 47.2      | 37.3      | 35.8      | 34.0      | 33.8      |

<sup>10</sup>Saloma-Akpedonu, C. (2006). *Possible Worlds in Impossible Spaces: Knowledge, Globability, Gender and Information Technology in the Philippines*. Quezon City: Ateneo de Manila University Press.

| Sector and qualification                               | 2013        |             | 2014        |             | 2016        |             |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
|  | Enrollees   | Graduates   | Enrollees   | Graduates   | Enrollees   | Graduates   |
| Consumer electronics servicing NC II                   | 42.5        | 42.6        | 38.0        | 35.6        | 38.1        | 34.7        |
| Electronics assembler                                  | 67.0        | 52.2        | 94.2        | 87.7        | 62.4        | 56.7        |
| Electronics production line-back-end operation level 1 | 83.2        | 81.7        | 89.8        | 89.0        | 84.0        | 81.2        |
| ICT  | 54.3        | 55.2        | 56.3        | 51.0        | 51.0        | 51.1        |
| Computer hardware servicing NC II                      | 48.3        | 48.6        | 45.4        | 44.8        | 40.9        | 41.6        |
| Computer systems servicing NC II                       | -           | -           | 41.7        | 43.0        | 52.2        | 53.2        |
| Programming NC IV                                      | 50.5        | 52.0        | 50.0        | 42.9        | 42.2        | 48.7        |
| <b>Dominated by women enrollees</b>                    |             |             |             |             |             |             |
| Tourism (hotel and restaurants)                        | 61.2        | 60.8        | 65.0        | 64.7        | 68.6        | 69.0        |
| Food and beverage services NC II                       | 58.2        | 57.8        | 59.6        | 60.5        | 62.6        | 61.9        |
| Housekeeping NC II                                     | 62.9        | 62.8        | 64.1        | 62.4        | 66.2        | 65.0        |
| Bartending NC II                                       | 54.4        | 53.5        | 56.1        | 53.9        | -           | -           |
| Commercial Cooking NC II                               | 58.8        | 57.6        | 57.7        | 58.2        | 63.1        | 64.1        |
| Bread and pastry production NC II                      | 58.4        | 60.3        | 69.7        | 68.7        | 72.6        | 68.7        |
| Social, community dev.& other services                 | 70.7        | 69.2        | 80.6        | 76.2        | 76.2        | 76.8        |
| Processed food and beverage                            | 68.7        | 70.0        | 68.8        | 68.8        | 70.8        | 70.9        |
| Human health/health care                               | -           | -           | 60.5        | 73.8        | 75.5        | 75.6        |
| Garments   | 66.4        | 65.9        | 84.5        | 83.1        | 86.3        | 85.7        |
| <b>Totals for all sectors</b>                          | <b>53.5</b> | <b>53.4</b> | <b>52.2</b> | <b>51.9</b> | <b>53.3</b> | <b>53.3</b> |

**Table 8: Visibility of women in selected industries and sub-industries, 2010**

| Industry<br>(number of<br>sub-<br>industries) | No.<br>of<br>firms | Production workers |                   | Sub-industries where women make up<br>at least 50% of the workforce  |
|---|--------------------|--------------------|-------------------|--|
|   |                    | Number             | Percent<br>female |  |
| Auto parts                                    | 221                | 38,298             | 53.6              | Motor vehicle lighting equipment (75%);<br>electric ignition (70%), particularly auto<br>wiring harness      |
| Chemicals                                     | 513                | 16,433             | 22.5              | None   |
| Copper  | 51                 | 4,681              | 38.9              | Fabricated wire products (64%)   |
| Electronics                                   | 266                | 152,228            | 80.1              | All; men notable in radar, measuring<br>and controlling devices (42%), and<br>communications equipment (46%) |
| Iron and<br>Steel                             | 299                | 10,085             | 3.5               | None   |
| Plastics                                      | 602                | 28,919             | 33.4              | Other plastic, industrial and office/school<br>supplies (53%)  |

*Source: Illo (2015), "Gender Analysis of Selected Philippine Manufacturing Industries" (Makati: USAID Advancing Philippine Competitiveness Project (USAID COMPETE), based on data from PSA-NSO, Annual Survey of Philippine Business and Industry (ASPBI), Vol. III-A, 2010.*

At the same time, 'male spaces' have been carved out in such feminine fields as housekeeping. This has reportedly been triggered by hotel and resort owners being leery of sexual harassment of women housekeepers/chamber maids by guests. Interestingly, commercial cooking continues to be women-dominated considering that male cooks are ubiquitous when cooking turns large scale.

The gendering of TVET career choices are often shaped by what trainees and/or their parents consider as gender-appropriate fields, or training for skills that females and males are expected to do and are likely to be useful when looking for employment. These are also most likely influenced by job advertisements, employment prospects, and/or hiring patterns of industries.

In 2014, TESDA issued a Labor Market Intelligence Report (LMIR) on the Manufacturing Sector, listing the employment potentials of several industries. Heading the list were electronics, food processing, chemicals, iron and steel, automotive, garments, and mineral processing. Of these, the garments industry absorbs 23.5 percent of women employed in the manufacturing sector, while electronics accounts for 18.4 percent and manufacture of computers and peripherals, 9.5 percent.<sup>11</sup> The other industries have

<sup>11</sup>National Statistics Office-Gender and Development Committee (GCOM) (2013), "Women in Manufacturing Industries," Gender Fact Sheet. March.

predominantly male work force (see Table 8), although female spaces exist, shaped by gendered expectations about natural attributes and skills.

The incursion of women into some male-dominated sectors (or men in female-dominated fields) has been noted in several TVIs, which have fostered women's participation in formerly male-dominated fields through a combination of factors, such as non-sexist guidance counseling, industry linkages, availability of scholarships, and active cooperation of the academic affairs divisions (for colleges). Part of the social marketing seems to have been the comparative advantage that women bring into a field (say, welding), such as a 'delicate touch to welding', based on gender-related attributes. This has resulted in higher intake of women in non-traditional female fields.<sup>12</sup> More importantly perhaps, efforts of TESDA since the 1990s to actively recruit women to train in hitherto masculine qualifications, such as welding (particularly shielded metal arc welding, or SMAW) and, more recently, plumbing, continue to bear fruit, as thousands of women enroll in courses leading to SMAW certification, and women welders demonstrate time and again their skills in competitions and at work.

### **Assessment and Certification**

To control the quality of products of the TVET system, TESDA instituted the Philippine TVET Qualification and Certification System (PTQCS), a "quality-assured system in recognition of the attainment of competencies (knowledge, skills, attitudes and values) as referred to the competency standards set for middle-level occupation." It is the process of determining the qualification level of a person and a tool in identifying the training needs of a person with competency gaps.

TESDA policy requires graduates of WTR programs to undergo competency assessment, although NTR program graduates and practitioners can apply for assessment and certification for a particular qualification. The TESDA study of the employability of 2014 TVET graduates reports that almost 25 percent of the 2014 WTR program graduates have chosen not to be assessed and certified for various reasons, but primarily because they thought assessment was not mandatory (24 percent among the women and 20 percent among the men), they had no time (24 percent and 29 percent, respectively) or had no money to pay for the fees and other related expenses (15 percent and 17 percent).

Assessment and certification data for 2014 and 2016 indicate roughly comparable certification rates for women in men in the male-dominated automotive and land transportation sector and the female-dominated tourism sector (Table 9). Not surprisingly perhaps, a higher percentage among the women passed the assessment in the health/social and community development and other services sector, while a similar

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<sup>12</sup>Misola, N.K. (2010), "Improving the Participation of Female Students in TVET Programmes formerly Dominated by Males: The Experience of Selected Colleges and Technical Schools in the Philippines." Bonn, Germany: UNESCO-UNEVOC International Center for Technical and Vocational Education and Training (UNEVOC). [http://www.unevoc.unesco.org/fileadmin/user\\_upload/docs/CS3\\_Philippines\\_Women.pdf](http://www.unevoc.unesco.org/fileadmin/user_upload/docs/CS3_Philippines_Women.pdf). Retrieved on 9 December 2017.

pattern was evident among the men in the assessment for construction-sector qualifications. It is worth noting, however, that the certification-rate gap between women and men in construction narrowed from 9.5-percentage points in 2014 to 4.2-percentage points in 2016. Women also performed marginally better than men in metals and engineering. Conversely, men registered higher certification rates in female-dominated sectors of processed food and beverage. The higher certification rate of the few men in feminine qualifications or of the few women in masculine qualifications could probably be because these 'outliers' have chosen the field because they believe they could do better in it than the average men or women.

**Table 9: Certification rates of WTR graduates, by sex, 2014 and 2016**

| Sector  | 2014           |                |                    |             | 2016           |                |                    |             |
|---|----------------|----------------|--------------------|-------------|----------------|----------------|--------------------|-------------|
|   | Assessed       |                | Certification rate |             | Assessed       |                | Certification rate |             |
|   | Female         | Male           | Female             | Male        | Female         | Male           | Female             | Male        |
| <b>Dominated by male graduates</b>                  |                |                |                    |             |                |                |                    |             |
| Automotive and land transportation                  | 4,636          | 102,686        | 88.6               | 88.5        | 7,894          | 127,091        | 90.6               | 91.4        |
| Construction  | 4,988          | 87,652         | 81.5               | 91.0        | 7,432          | 81,805         | 90.4               | 94.6        |
| Metals and engineering                              | 5,632          | 63,617         | 92.7               | 91.3        | 10,429         | 102,336        | 94.7               | 93.7        |
| <b>Attracts both women and men trainees</b>         |                |                |                    |             |                |                |                    |             |
| Agriculture, forestry and fishery                   | 12,665         | 14,903         | 92.3               | 90.8        | 15,564         | 13,638         | 94.1               | 94.9        |
| Electrical and electronics                          | 14,864         | 32,144         | 86.7               | 83.8        | 53,717         | 128,886        | 82.7               | 86.4        |
| ICT   | 44,092         | 53,676         | 81.2               | 84.4        | 8,673          | 8,983          | 68.7               | 73.0        |
| <b>Dominated by female graduates</b>                |                |                |                    |             |                |                |                    |             |
| Tourism   | 219,525        | 116,380        | 92.4               | 91.9        | 313,744        | 153,056        | 92.7               | 91.7        |
| Health, social, community dev. & other services     | 317,255        | 28,080         | 93.6               | 91.3        | -              | -              | -                  | -           |
| Social and community development and other services | -              | -              | -                  | -           | 272,604        | 20,507         | 94.2               | 89.0        |
| Processed food and beverage                         | 18,428         | 7,731          | 93.7               | 95.3        | 25,286         | 9,624          | 94.7               | 96.6        |
| Human health/health care                            | --             | --             | --                 | --          | 58,417         | 14,405         | 96.1               | 95.8        |
| Garments  | 12,856         | 1,250          | 90.1               | 91.7        | 21,275         | 1,973          | 87.2               | 87.9        |
| <b>Totals for all sectors</b>                       | <b>657,889</b> | <b>574,227</b> | <b>92.0</b>        | <b>90.6</b> | <b>802,490</b> | <b>719,040</b> | <b>92,3</b>        | <b>91.5</b> |

A comparison of competency rates for the two years shows the following gender-related patterns. First, results of assessments have improved for both women and men in several sectors: agriculture, forestry and fisheries; automotive and land transportation; construction; metals and engineering; and processed food and beverage. Second, changes in a few sectors involved greater gains among men (electronic and electrical, and agriculture, forestry and fisheries) while at least in one (construction), greater gains among women. ICT competency rates plunged for both women and men, but particularly for women. And third, competency rates for men and women in electronic and electrical sector moved in opposite direction, with women losing ground to men. The trends for ICT and the electronic and electrical sectors are alarming and need to be investigated and the issues addressed.

The most recent available sex-disaggregated TVET data on assessment and certification for automotive-related qualifications shows that TESDA certified 63,359 men and 2,527 women for the automotive industry. All but 16 (13 in auto body painting and 3 in automotive wiring harness assembly) of the men were for automotive servicing (77 percent) or for driving (23 percent). Among the women, trainees certified for the factory floor (automotive wiring harness assembly) accounted for 9 percent; for servicing, 30 percent; and for driving, 60 percent. While women were a minority in the automotive servicing and driving qualifications, all but three of those certified for automotive wiring harness assembly were women.<sup>13</sup>

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<sup>13</sup> TESDA (2012), Philippine TVET Statistics, 2005-2011, pp. 33-34.

## EMPLOYMENT STRUCTURE AND EMPLOYABILITY OF TVET GRADUATES

### Employment Structure

For several years now, the country continues to be one of the fast-growing economies of the region, with the industrial sector – specifically the construction industry, which was growing at over 10 percent since 2015 – and exports spurring growth in the past few years.<sup>14</sup> Although the manufacturing sector could not sufficiently absorb the labor force making the transition from the agricultural sector, manufacturing activities nonetheless picked up in 2016 and grew at 7.0 percent, after a slower growth in 2015, and over 8.0 percent in 2017.<sup>15</sup>

The services sector is the primary employer of women and men workers (see Table 10), but the agricultural sector continues to absorb at least a quarter of a predominantly male work force. In 2016, the industrial sector, particularly the manufacturing and construction industries, employ a combined 16.5 percent. In the services sector, trading and repair of motor vehicles, motorcycles and household appliances is the biggest employer of women (for trading) and men (primarily for repair works). About three of five Filipino workers are in wage or salary employment, mainly in private establishments (Table 11). Among the women, as many as 11 percent of wage workers are in private domestic service, although this has gone down to 8 percent in 2016. More women workers are also working without pay in a family farm or business.

**Table 10: Comparative share in Gross Domestic Product (GDP) and employed female and male employment, by selected sectors: 2014-2016**

| Industry group/ sector                            | 2014         |             |             |             | 2016         |             |             |             |
|---|--------------|-------------|-------------|-------------|--------------|-------------|-------------|-------------|
|   | Share in GDP | Employment  |             |             | Share in GDP | Employment  |             |             |
|   |              | Female      | Male        | All         |              | Female      | Male        | All         |
| <b>Agriculture, hunting, forestry and fishing</b> | <b>10.0</b>  | <b>20.3</b> | <b>37.2</b> | <b>30.5</b> | <b>8.7</b>   | <b>17.3</b> | <b>33.2</b> | <b>27.0</b> |
|   |              |             |             |             |              |             |             |             |
| <b>Industrial Sector</b>                          | 33.4         | 10.2        | 19.7        | 16.0        | 33.9         | 10.0        | 22.2        | 17.5        |
| Mining and quarrying                              | 1.1          | 0.2         | 0.9         | 0.6         | 1.0          | 0.1         | 0.8         | 0.5         |
| Manufacturing                                     | 23.3         | 9.5         | 7.5         | 8.3         | 23.2         | 9.2         | 7.7         | 8.3         |
| Construction                                      | 5.7          | 0.4         | 10.8        | 6.7         | 6.4          | 0.5         | 13.2        | 8.2         |
|   |              |             |             |             |              |             |             |             |
| <b>Services</b>                                   | 56.6         | 66.5        | 42.8        | 52.2        | 57.3         | 72.7        | 44.6        | 55.5        |
| Wholesale and retail trade and repair of motor    | 16.5         | 28.4        | 12.4        | 18.8        | 16.8         | 30.1        | 12.9        | 19.7        |

<sup>14</sup> The World Bank (2018), “Philippines Economic Update: Investing in the Future,” April. <http://pubdocs.worldbank.org/en/280741523838376587/Philippines-Economic-Update-April-15-2018-final.pdf>. Retrieved on 15 May 2018.

<sup>15</sup> Philippine Statistics Agency, <http://psa.gov.ph/nap-press-release/sector/Manufacturing>. First Quarter 2018. Retrieved on 15 May 2018.



| Industry group/ sector  | 2014         |            |        |        | 2016         |            |        |        |
|---|--------------|------------|--------|--------|--------------|------------|--------|--------|
|   | Share in GDP | Employment |        |        | Share in GDP | Employment |        |        |
|   |              | Female     | Male   | All    |              | Female     | Male   | All    |
| vehicles and motorcycles  |              |            |        |        |              |            |        |        |
| Transport and storage   | 7.5          | 0.6        | 11.1   | 6.9    | 7.6          | 0.7        | 11.7   | 7.4    |
| Financial intermediation/finance                                  | 7.2          | 1.8        | 0.9    | 1.3    | 7.2          | 1.8        | 0.9    | 1.2    |
| Public administration and defense, and compulsory social security | 4.1          | 5.5        | 4.8    | 5.1    | 3.9          | 6.0        | 4.9    | 5.4    |
| Others  | 10.1         |            |        |        | 10.4         |            |        |        |
| Accommodations and food services                                  |              | 6.4        | 3.1    | 4.4    |              | 6.3        | 3.1    | 4.3    |
| Information and communication                                     |              | 0.9        | 0.9    | 0.9    |              | 0.8        | 0.9    | 0.9    |
| Education   |              | 6.0        | 1.5    | 3.2    |              | 5.9        | 1.4    | 3.2    |
| Administrative and support services                               |              | 2.5        | 3.0    | 2.8    |              | 3.0        | 3.5    | 3.3    |
| Human health and social welfare activities                        |              | 2.1        | 0.7    | 1.2    |              | 2.2        | 0.6    | 1.4    |
| Other service activities  |              | 10.2       | 2.7    | 5.6    |              | 13.6       | 2.9    | 7.1    |
| All employed population (in 000)                                  |              | 15,286     | 23,365 | 38,651 |              | 15,963     | 25,035 | 40,998 |
| Total Gross Domestic Product (in PhP pesos)                       | 7,165,478    |            |        |        | 8,126,403    |            |        |        |

Sources of data: for employment, PSA "2017 Gender Statistics on Labor and Employment."

[https://psa.gov.ph/sites/default/files/attachments/ird/specialrelease/2017%20Gender%20Statistics%20on%20Labor%20and%20Employment%28GSLE%29%20publication%20rev\\_0.pdf](https://psa.gov.ph/sites/default/files/attachments/ird/specialrelease/2017%20Gender%20Statistics%20on%20Labor%20and%20Employment%28GSLE%29%20publication%20rev_0.pdf). Retrieved 12 December 2017. For the national income accounts data, <http://psa.gov.ph/nap-press-release/data-charts>. Retrieved 12 December 2017.

**Table 11: Distribution of female and male employed population, by type of worker, 2014-2016**

| Industry group/<br>sector        | 2014   |        |        | 2015   |        |        | 2016   |        |        |
|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|                                  | Female | Male   | All    | Female | Male   | All    | Female | Male   | All    |
| Wage and salary workers          | 55.3   | 59.7   | 58.0   | 56.9   | 60.8   | 59.2   | 58.0   | 63.9   | 61.6   |
| In private HHs                   | 10.6   | 1.3    | 5.0    | 10.8   | 1.4    | 5.1    | 8.0    | 1.4    | 5.1    |
| In private establishment         | 33.9   | 51.9   | 44.8   | 34.6   | 52.8   | 45.6   | 35.6   | 56.0   | 48.0   |
| With pay in own family farm/bus. | 0.3    | 0.3    | 0.3    | 0.2    | 0.3    | 0.3    | 0.3    | 0.4    | 0.3    |
| Government/GOCC                  | 10.5   | 6.1    | 7.9    | 11.2   | 6.3    | 8.2    | 11.1   | 6.2    | 8.1    |
| Self-employed                    | 29.2   | 32.7   | 31.3   | 28.9   | 31.9   | 30.8   | 30.0   | 30.7   | 30.4   |
| Unpaid family workers            | 15.4   | 7.7    | 10.8   | 14.2   | 7.2    | 10.0   | 12.0   | 5.4    | 8.0    |
| All employed population (in 000) | 15,286 | 23,365 | 38,651 | 15,335 | 23,406 | 38,741 | 15,963 | 25,035 | 40,998 |

*Source of data: PSA, "2017 Gender Statistics on Labor and Employment."*

Gender-stereotyped choices of TVET programs and gender biases of industries feed each other. In the rare occasions when employers wish to hire women for jobs usually held by men, they complain that there are very few women takers.<sup>16</sup>

As noted earlier, the preference for male workers among industries in the Philippine government's list of priority industries tend to rest on 'physical strength' or hazards associated with the job, while women's attention to details and 'nimble fingers' are female attributes highly valued in electronics. Majority of female workers are found in non-production posts, except for electronics industries where women run the assembly lines (see Table 12). In the auto parts industry, women outnumber men whether in the factory floor or in the office, suggesting that women are not limited to office and administrative roles, but are integral in higher value-adding processes. This is particularly evident in the manufacture of electric ignition or starting equipment for internal combustion engines, where 70 percent of the production workers and 58 percent of office-based workers are women. As in the electronics industry, the production of electrical components is generally thought of as requiring manual dexterity and great attention to details.<sup>17</sup>

<sup>16</sup>Illo, J.F.I. (2015), "Gender Analysis of Selected Philippine Manufacturing Industries." USAID COMPETE.

<sup>17</sup>Floro, V. M. (2015), "Gender Analysis of the Philippine Auto Parts Manufacturing Industry," USAID Advancing Philippine Competitiveness Project (COMPETE), February.

**Table 12: Distribution of workers in selected industries, by category of workers, 2010**

| Industry                   | No. of firms | Total employment |                | Production workers |                | Non-production workers |                |
|----------------------------|--------------|------------------|----------------|--------------------|----------------|------------------------|----------------|
|                            |              | Number           | Percent female | Number             | Percent female | Number                 | Percent female |
| Auto parts                 | 221          | 49,995           | 53.6           | 38,298             | 53.6           | 11,697                 | 53.5           |
| Chemicals & Petrochemicals | 513          | 26,617           | 33.4           | 16,433             | 22.5           | 10,184                 | 43.2           |
| Copper                     | 51           | 6,319            | 37.6           | 4,681              | 38.9           | 1,638                  | 33.8           |
| Electronics                | 266          | 195,246          | 73.2           | 152,228            | 80.1           | 43,018                 | 48.5           |
| Furniture                  | 686          | 23,205           | 29.4           | 17,668             | 25.0           | 5,537                  | 43.0           |
| Iron and Steel             | 299          | 14,944           | 15.4           | 10,085             | 3.5            | 4,895                  | 40.3           |
| Housing                    | 530          | 36,026           | 10.2           | 25,299             | 1.1            | 10,727                 | 31.8           |
| Plastics                   | 602          | 37,345           | 36.0           | 28,919             | 33.4           | 8,426                  | 45.1           |
| All Manufacturing          | 16,269       | 978,027          | 45.7           | 734,596            | 45.8           | 243,431                | 45.7           |

*Source of data: PSA-NSO, Annual Survey of Philippine Business and Industry (ASPBI), Vol. III-A, 2010.*

Where assembly line production is employed, women's reproductive roles (pregnancy and childbirths, plus attending to sick children and family members) could serve as deterrents to hiring women, but employers have found ways of replacing them in the line, when needed. A workers' union issue revolves around women workers' right to their job upon their return from maternity leave.<sup>18</sup> As evident in job advertisements posted online, some employers seem to prefer men for particular job openings (engineering and technical jobs). This is also reflected in the total employment in industries such as iron and steel, copper manufacturing, plastics, etc., with electronics (semiconductors and electric wiring) as the exception, where more women are employed.

### **Employability of TVET Graduates**

More than five of 10 women and men who take up TVET courses reportedly do so to enhance their chances of employment. Recent TESDA impact evaluation studies show that less than 70 percent of TVET graduates, women and men, have found employment, leaving more than 3 of 10 TVET graduates who have not found work within 6 to 12 months after completing their TVET training. Men have an edge over women; with an employment rate difference of as much as 5.5 percentage points among the 2009 TVET graduates (see Table 13). The gender gap in employment-to-population ratio is much greater. Among the 2013 graduates, the employment-rate gap is 2.5 percentage points, while the difference in employment-to-population ratio stood at 4.0

<sup>18</sup> Illo, J.F.I. (2015), "Gender Analysis of Selected Philippine Manufacturing Industries." Makati: USAID Advancing Philippine Competitiveness (COMPETE). February.

percentage points. Various factors, possibly including women’s reproductive roles and the nature of courses the women took, could have inhibited them from working or actively looking for work resulting in their lower labor force participation rate (62 percent vs. 70 percent among the men).<sup>19</sup>

**Table 13: Employment rates of women and men graduates of TVET programs based on Impact Evaluation Studies (IES) of TESDA Programs, 2009-2014**

| Year of IES | Year graduated | Female graduates |                 | Male graduates |                 | All      |                 |
|-------------|----------------|------------------|-----------------|----------------|-----------------|----------|-----------------|
|             |                | Employed         | Employment rate | Employed       | Employment rate | Employed | Employment rate |
| 2011        | 2009           | 135,737          | 58.2            | 206,773        | 52.7            | 342,510  | 60.9            |
| 2013        | 2010           | 119,390          | 64.8            | 143,729        | 66.9            | 263,119  | 65.9            |
| 2012        | 2011           | 104,728          | 60.0            | 136,831        | 63.6            | 241,559  | 62.0            |
| 2013        | 2012           | 169,186          | 64.8            | 178,625        | 65.8            | 347,811  | 65.3            |
| 2014        | 2013           | 209,569          | 65.2            | 244,527        | 65.6            | 454,096  | 65.4            |

<sup>19</sup> TESDA “2015 Study on the Employability of TVET Graduates.”

## INSTITUTIONAL PROFILE

TESDA has five executive offices, 17 regional offices, 87 provincial/district offices, and over 3,000 permanent employees. An unreported number of TESDA workers are contractual personnel. In 2017, almost 1,300 of the 3,000 plus permanent or plantilla personnel worked in central, regional and provincial offices of TESDA, and over 2,000 were in TESDA training centers and schools.

### Sex Distribution of Managers and Personnel

Historical data from TESDA show that men accounted for an average of 56 percent of TESDA executives at the central, regional and provincial office levels (Table 14). Since 2012, however, there were more women executives at the central office, but field offices continued to be headed by men. Women consistently outnumbered men at the technical (70 percent), supervisory (58 percent) and administrative positions (56 percent).

**Table 14: Distribution of TESDA central, regional and provincial offices' plantilla human resources complement, by position and by sex: 2008-Nov. 2017**

| Year | Executive |    |       | Supervisory |    |       | Technical |     |       | Administrative |     |       | Total |     |       |
|------|-----------|----|-------|-------------|----|-------|-----------|-----|-------|----------------|-----|-------|-------|-----|-------|
|      | F         | M  | Total | F           | M  | Total | F         | M   | Total | F              | M   | Total | F     | M   | Total |
| 2008 | 40        | 55 | 95    | 27          | 15 | 42    | 346       | 210 | 556   | 340            | 292 | 632   | 753   | 572 | 1,325 |
| 2009 | 42        | 57 | 99    | 30          | 14 | 44    | 347       | 198 | 545   | 322            | 269 | 591   | 741   | 538 | 1,279 |
| 2010 | 44        | 58 | 102   | 32          | 13 | 45    | 364       | 214 | 578   | 339            | 268 | 607   | 779   | 553 | 1,332 |
| 2011 | 44        | 56 | 100   | 29          | 14 | 43    | 363       | 210 | 573   | 329            | 268 | 597   | 765   | 548 | 1,313 |
| 2012 | 45        | 52 | 97    | 30          | 13 | 43    | 362       | 205 | 567   | 326            | 261 | 587   | 763   | 531 | 1,304 |
| 2013 | 41        | 49 | 90    | 32          | 11 | 43    | 344       | 201 | 545   | 333            | 247 | 580   | 750   | 508 | 1,258 |
| 2014 | 44        | 53 | 97    | 30          | 10 | 40    | 335       | 204 | 539   | 326            | 245 | 571   | 735   | 512 | 1,247 |
| 2015 | 47        | 56 | 103   | 32          | 14 | 46    | 332       | 204 | 536   | 328            | 243 | 571   | 739   | 517 | 1,256 |
| 2016 | 47        | 58 | 105   | 33          | 16 | 49    | 346       | 218 | 564   | 342            | 249 | 591   | 768   | 541 | 1,309 |
| 2017 | 47        | 61 | 108   | 32          | 15 | 47    | 374       | 226 | 600   | 349            | 253 | 602   | 802   | 555 | 1,357 |
| Ave. | 44        | 56 | 100   | 31          | 13 | 44    | 351       | 209 | 560   | 333            | 260 | 593   | 760   | 538 | 1,298 |
| %    | 44        | 56 | 100   | 58          | 42 | 100   | 70        | 30  | 100   | 56             | 44  | 100   | 59    | 41  | 100   |

In TESDA-managed schools and Regional Training Centers (RTCs) and Provincial Training Centers (PTCs), supervisors were generally men, who account for an average of 10 out of 11, and so were technical staff, with 7 out of 10 being men (see Table 15). Women outnumbered men among the teaching staff while there were more men among the non-teaching staff. This sex distribution of personnel – with women as teachers and office staff and men as supervisors – echo the pattern observed in the education sector as a whole. It also reflects the bias for men as “industrial arts” and laboratory or workshop instructors and technicians.

**Table 15: Distribution of TESDA RTCs/PTCs and schools' plantilla human resources complement, by position and by sex of personnel: 2008-Nov. 2017**

| Year | Supervisory |    |     | Technical |     |     | Administrative |    |     | Teaching |     |       | Non-Teaching |     |     | Total |       |       |
|------|-------------|----|-----|-----------|-----|-----|----------------|----|-----|----------|-----|-------|--------------|-----|-----|-------|-------|-------|
|      | F           | M  | T   | F         | M   | T   | F              | M  | T   | F        | M   | T     | F            | M   | T   | F     | M     | T     |
| 2008 | -           | 11 | 11  | 88        | 270 | 358 | 47             | 40 | 87  | 676      | 545 | 1,221 | 351          | 422 | 773 | 1,162 | 1,277 | 2,439 |
| 2009 | -           | 10 | 10  | 90        | 248 | 338 | 42             | 37 | 79  | 658      | 526 | 1,184 | 342          | 407 | 749 | 1,132 | 1,228 | 2,360 |
| 2010 | 1           | 12 | 13  | 101       | 248 | 349 | 45             | 35 | 80  | 633      | 503 | 1,136 | 348          | 410 | 758 | 1,128 | 1,208 | 2,336 |
| 2011 | 1           | 12 | 13  | 95        | 249 | 344 | 47             | 30 | 77  | 632      | 511 | 1,143 | 327          | 390 | 717 | 1,102 | 1,192 | 2,294 |
| 2012 | 1           | 12 | 13  | 94        | 245 | 339 | 46             | 30 | 76  | 613      | 493 | 1,106 | 319          | 380 | 699 | 1,073 | 1,160 | 2,233 |
| 2013 | -           | 11 | 11  | 81        | 233 | 314 | 38             | 20 | 58  | 562      | 482 | 1,044 | 307          | 350 | 657 | 988   | 1,096 | 2,084 |
| 2014 | 2           | 9  | 11  | 83        | 231 | 314 | 33             | 25 | 58  | 563      | 505 | 1,068 | 303          | 340 | 643 | 984   | 1,110 | 2,094 |
| 2015 | 2           | 8  | 10  | 91        | 218 | 309 | 32             | 23 | 55  | 550      | 492 | 1,042 | 318          | 353 | 671 | 993   | 1,094 | 2,087 |
| 2016 | 2           | 7  | 9   | 100       | 214 | 314 | 26             | 25 | 51  | 559      | 501 | 1,060 | 332          | 371 | 703 | 1,019 | 1,118 | 2,137 |
| 2017 | 2           | 7  | 9   | 105       | 227 | 332 | 27             | 33 | 60  | 564      | 513 | 1,077 | 359          | 387 | 746 | 1,057 | 1,167 | 2,224 |
| Ave. | 1           | 10 | 11  | 93        | 238 | 331 | 38             | 30 | 68  | 601      | 507 | 1,108 | 331          | 381 | 712 | 1,064 | 1,166 | 2,230 |
| %    | 9           | 91 | 100 | 28        | 72  | 100 | 56             | 44 | 100 | 54       | 46  | 100   | 46           | 54  | 100 | 48    | 52    | 100   |

### Gender Mainstreaming

In the Philippines, gender mainstreaming in government agencies is guided by the PCW Gender Mainstreaming Evaluation Framework (GMEF), which spells out four key elements of gender mainstreaming, namely: creation and strengthening of the GAD Focal Point System (GFPS or GADFPS), building of agency capability on GAD, conduct of gender audit, and institutionalization of a GAD database and generation of sex-disaggregated data.<sup>20</sup>“TESDA’s GAD Journey” chronicles key gender mainstreaming initiatives in the TVET sector.

<sup>20</sup>Using the gender mainstreaming evaluation framework (GMEF), which was developed by the Philippine Commission on Women in 2001. The PCW published in 2016 the enhanced framework in “A Handbook on the Application of the Enhanced Gender Mainstreaming Evaluation Framework” after a series of testing of earlier versions with several national government agencies, including TESDA.

TESDA has issued key policies supporting or promoting gender mainstreaming in the TVET sector. It has created a GFPS that includes a GFP Executive Committee, a Technical Working Group (TWG) that is composed of division chiefs from various units of the TESDA Central Office, and GAD focal points in the agency's regional offices. The TESDA Women's Center (TWC) serves as the GFPS Secretariat. TESDA has likewise collected and made available online sex-disaggregated data for enrolment and graduates in TVET programs.

Gender mainstreaming in TVET is focused towards building awareness on gender equality to increase the participation of women in technical-vocational education and training. Training particularly on gender sensitivity, gender-based program/project planning, and gender analysis constitutes an important part of the TVET GAD Initiatives. The TESDA Women's Center has a pool of GAD Trainers with expertise in conducting Gender Sensitivity Training (GST), gender analysis, and results-based management program monitoring and evaluation.

Finally, there have been efforts by TESDA to promote the entry of women to programs that have hitherto been associated with men, such as welding. As early as the 1990s, its Women in Non-Traditional Trades initiative has produced women welders who have excelled in competitions and at work. Several TVIs have also promoted women's entry into some male-dominated sectors (or men in female-dominated fields) by providing, among others, non-sexist guidance counseling, scholarships and linkages with industry to help ensure the absorption of women in male-associated fields.

## **GENDER EQUALITY ACHIEVEMENTS AND CHALLENGES**

### **Achievements**

The Enhanced GMEF defines five levels of gender mainstreaming: foundation formation (Level 1), installation of strategic mechanisms (Level 2), GAD application (Level 3), commitment enhancement and institutionalization of GAD processes (Level 4), and replication and innovation (Level 5). By 2017, TESDA has reached the third level of gender mainstreaming, although it has various elements of the fourth and fifth levels, such as TESDA GAD experts serving as resource persons to local government units (LGUs) and other national government agencies.

**Issuance of policies supportive of gender mainstreaming.** Key gender mainstreaming achievements at TESDA include the issuance of key policies (memoranda, orders, resolutions, circulars) that recognize, support and promote gender mainstreaming in TESDA and the TVET sector. Key among these are TESDA circulars that provide for the inclusion of modules about GAD, AIDS prevention and age-appropriate sexual health education for TVET trainees (Circular No. 02, series of 2011); national rollout of the Gender-sensitive Curriculum and Trainers' Manual to all TVET institutions (Circular No. 02, s. of 2012); and inclusion of a gender perspective in all research studies, as applicable (Circular No. 7, s. of 2013).

The TESDA GFPS Executive Committee passed Resolution No. 2013-01, incorporating GAD in all Training Regulations and corresponding curricula, and Resolution No. 2014-01, incorporating GAD and data sex-disaggregation across all TESDA programs, activities and projects. In 2016, TESDA issued Circular No. 58, which provides guidelines for the conduct of reintegration program for returning Overseas Filipino Worker (OFWs) and Order No. 242, amending the creation of the GFPS Executive Committee and TWG. In view of all these, the Philippine Commission on Women named TESDA as one of the most gender-responsive government agencies during the GADtimpala awarding event on March 28, 2014.

The TESDA Women's Center has significantly contributed to TESDA's GADtimpla bronze award. Based in the National Capital Region (NCR), the TWC promotes women's economic empowerment in technical education and skills development. Between 1998 and 2013, the Center has graduated a total of 4,853 trainees, of whom 4,698 (96.8 percent) were women. Between 2014 and 2016, the Center graduated an additional 2,404 trainees. These included 2,095 women (87.2 percent) and 309 men (12.8 percent; see Table 16), which indicate the opening of TWC programs to more men applicants.

**More women entering non-gender stereotyped fields.** More significantly perhaps, the TWC trains women in a number of qualifications in male-dominated fields, such as automotive servicing, welding, consumer electronics servicing, and plumbing(see box); barista and bartending; in addition to traditionally women's areas of food and beverage services(Cookery NC II, Food and Beverage Services NC II,



preparing cold meals and hot meals), food processing (Food Processing NC II, and food processing by various means), dressmaking, household services and housekeeping. Similarly, to combat gender role stereotyping, TWC has been enrolling men in qualifications usually associated with women.

**Table 16: Summary statistics on women and men enrolled and graduated from the TESDA Women's Center, by qualification categories 2014-2016**

| Qualification Category                      | 2014         |             |             | 2015        |             |             | 2016         |             |             |
|---|--------------|-------------|-------------|-------------|-------------|-------------|--------------|-------------|-------------|
|   | F            | M           | Total       | F           | M           | Total       | F            | M           | T           |
| <b>Enrolled</b>                             | <b>842</b>   | <b>41</b>   | <b>883</b>  | <b>832</b>  | <b>109</b>  | <b>941</b>  | <b>675</b>   | <b>237</b>  | <b>912</b>  |
| Fields usually associated with men          | 208          | 31          | 239         | 237         | 88          | 325         | 182          | 167         | 349         |
| Fields usually associated with women        | 590          | 3           | 593         | 595         | 21          | 616         | 393          | 23          | 416         |
| <b>Target enrolment and enrolment rate</b>  | 1,028 (85.9) |             |             | 975 (96.5)  |             |             | 1,040 (87.7) |             |             |
| Fields usually associated with men          | 300 (80.0)   |             |             | 410 (79.3)  |             |             | 380 (91.8)   |             |             |
| Fields usually associated with women        | 677 (87.6)   |             |             | 565 (109.0) |             |             | 485 (86.0)   |             |             |
| <b>Graduates</b>                            | <b>684</b>   | <b>26</b>   | <b>710</b>  | <b>852</b>  | <b>97</b>   | <b>949</b>  | <b>559</b>   | <b>186</b>  | <b>745</b>  |
| Fields usually associated with men          | 178          | 22          | 200         | 207         | 76          | 283         | 161          | 137         | 298         |
| Fields usually associated with women        | 490          | 1           | 491         | 617         | 17          | 634         | 329          | 20          | 349         |
| <b>Target graduates and graduation rate</b> | 876 (81.1)   |             |             | 881 (107.7) |             |             | 939 (79.3)   |             |             |
| Fields usually associated with men          | 256 (78.1)   |             |             | 325 (87.1)  |             |             | 343 (86.9)   |             |             |
| Fields usually associated with women        | 576 (85.2)   |             |             | 511 (124.1) |             |             | 438 (79.7)   |             |             |
| <b>Assessed</b>                             | <b>697</b>   | <b>29</b>   | <b>726</b>  | <b>841</b>  | <b>97</b>   | <b>938</b>  | <b>556</b>   | <b>185</b>  | <b>741</b>  |
| Fields usually associated with men          | 196          | 23          | 219         | 209         | 76          | 285         | 160          | 137         | 297         |
| Fields usually associated with women        | 477          | 1           | 478         | 622         | 21          | 643         | 327          | 19          | 346         |
| <b>Certified</b>                            | <b>676</b>   | <b>28</b>   | <b>704</b>  | <b>791</b>  | <b>94</b>   | <b>885</b>  | <b>514</b>   | <b>171</b>  | <b>685</b>  |
| Fields usually associated with men          | 190          | 23          | 213         | 208         | 76          | 284         | 155          | 125         | 280         |
| Fields usually associated with women        | 463          | 1           | 464         | 583         | 18          | 601         | 300          | 18          | 318         |
| <b>Certification Rates**</b>                | <b>97.0</b>  | <b>96.6</b> | <b>97.0</b> | <b>94.0</b> | <b>96.9</b> | <b>94.3</b> | <b>92.4</b>  | <b>92.4</b> | <b>92.4</b> |
| Fields usually associated with men          | 96.9         | 100         | 97.3        | 99.5        | 100         | 99.6        | 96.9         | 91.2        | 94.3        |
| Fields usually associated with women        | 97.1         | 100         | 97.1        | 93.7        | 85.7        | 93.5        | 91.7         | 94.7        | 91.9        |

### TWC Free Training Programs

Automotive and land transportation:

- Automotive Servicing NC II
- Motorcycle/Small Engine Servicing NC II
- Preventive Maintenance on Motorcycle Electrical & Mechanical Systems

Electrical and electronics:

- Electrical Installation and Maintenance NC II
- Electronic Products Assembly and Servicing NC II
- Service Industrial Electronic Modules, Products and Systems

Plumbing NC I and NC II

Welding:

- Gas Metal Arc Welding (GMAW) NC II
- Shielded Metal Arc Welding (SMAW) NC I
- Shielded Metal Arc Welding (SMAW) NC II

How successful has the campaign been to address gender stereotyping in TVET courses at the TWC? As evident in Table 17, below, women seemed to be receptive to enroll, graduate, be assessed and certified in qualifications often associated with men, with at least one-fourth of a year's intake of women trainees going to these 'non-traditional' courses for women, and 30 percent getting certified in these qualifications. In contrast, the few men who join TWC programs are generally interested in masculine qualifications, although a (temporary) surge was noted in 2015 before it settled down to about 10 percent in 2016.

**Table 17: Percentage of women and men trainees in fields or qualifications usually associated with the other sex, 2014, 2015 and 2016**

| Item  | 2014 | 2015 | 2016 |
|---|------|------|------|
| <b>Enrolment</b>  |      |      |      |
| Percentage of women in qualifications usually associated with men | 24.7 | 28.4 | 26.9 |
| Percentage of men in qualifications usually associated with women | 7.3  | 19.3 | 9.7  |
| <b>Graduates</b>  |      |      |      |
| Percentage of women in qualifications usually associated with men | 26.0 | 24.3 | 28.8 |
| Percentage of men in qualifications usually associated with women | 3.8  | 17.5 | 10.7 |
| <b>Assessment</b>   |      |      |      |
| Percentage of women in qualifications usually associated with men | 28.1 | 24.8 | 28.8 |
| Percentage of men in qualifications usually associated with women | 3.8  | 21.6 | 10.2 |
| <b>Certification</b>  |      |      |      |

| Item  | 2014 | 2015 | 2016 |
|---|------|------|------|
| Percentage of women in qualifications usually associated with men | 28.1 | 26.3 | 30.1 |
| Percentage of men in qualifications usually associated with women | 3.6  | 19.1 | 10.5 |

**Improved employability of women.** The continuing attraction to women of training for qualifications that may be considered gender-inappropriate for them would rest partly on their employment chances after graduation. Table 18 suggest that although the employed-to-graduate ratio of women in fields usually associated with men is lower than that for the men, there were generally more women graduates with these qualifications who found a job (66 percent in 2014 and 76.6 percent in 2015) compared to women in traditionally ‘feminine’ qualifications or fields (52.9 percent and 42.0 percent, respectively). In general, employment of graduates in these fields is lower compared to employment of those in ‘masculine’ fields, a pattern that is probably exacerbated by decisions of some women graduates not to seek employment.

**Table 18: Employed-to-graduate ratio of women and men graduates of selected TWC programs, by qualifications**

| Qualification                                      | 2014        |             |             | 2015        |             |             |
|--|-------------|-------------|-------------|-------------|-------------|-------------|
|  | Female      | Male        | All         | Female      | Male        | Total       |
| <b>All graduates</b>                               | <b>56.6</b> | <b>76.9</b> | <b>57.4</b> | <b>51.5</b> | <b>72.2</b> | <b>53.6</b> |
| <b><i>Fields usually associated with men</i></b>   | <b>66.0</b> | <b>76.0</b> | <b>67.5</b> | <b>76.6</b> | <b>78.8</b> | <b>77.1</b> |
| Automotive Servicing NC II                         | 86.2        | 50.0        | 83.9        | 70.8        | 93.3        | 79.5        |
| Consumer Electronics Servicing NC II               | 44.4        | -           | 44.4        | 57.7        | -           | 57.7        |
| Gas Metal Arc Welding NC II                        | 70.0        |             | 70.0        | 80.8        | 80.0        | 80.7        |
| Plumbing NC II                                     | 61.8        | 88.2        | 66.1        | 65.6        | 72.5        | 68.3        |
| Shielded Metal Arc Welding NC II                   | 96.0        | 0.0         | 85.7        | 98.0        | 72.7        | 93.3        |
| <b><i>Fields usually associated with women</i></b> | <b>52.9</b> | <b>100</b>  | <b>53.0</b> | <b>42.0</b> | <b>41.2</b> | <b>42.0</b> |
| Cookery NC II                                      | 37.2        | 100         | 38.5        | 32.8        | 33.3        | 32.8        |
| Dressmaking NC II                                  | 72.3        | -           | 72.3        | 67.9        | -           | 67.9        |
| Food and Beverage Services NC II                   | 56.5        | -           | 56.5        | 42.3        | 44.4        | 42.4        |
| Food Processing NC II                              | 71.0        | -           | 71.0        | 66.7        | 100         | 67.1        |
| Housekeeping NC II                                 | 49.3        | -           | 49.3        | 30.4        | 0.0         | 30.3        |
| <b>Others</b>                                      |             |             |             |             |             |             |
| Bartending NC II                                   | 43.8        | 66.7        | 47.4        | 78.6        | 100         | 81.2        |

## Challenges

The analysis of recent TVET statistics, results of employability studies, and statistics on labor demand in the Philippines, as well as, a review of gender mainstreaming efforts in TESDA have pointed to the following key gender issues in the TVET sector:

- *Gender role stereotypes in the choice of TVET courses or programs.* Generally, majority of TVET enrollees and graduates (about 52 percent) are female. However, there are fewer women than men enrollees and graduate in ‘hard’ technical programs, such as automotive, construction, metals and engineering, and maritime. Majority of female enrollees, graduates and certifications are found in ‘soft’ sectors, such as garments, tourism, social, community development and other services, health care). TVET career choices are often influenced by family preferences for gender-role appropriate programs for their daughters or sons. However, where opportunities are present, as in the TWC, there has been significant number of women training in qualifications usually associated with men, and landing a job after graduation.
- *Accessibility of livelihood-focused training programs, particularly to women with young children.* TESDA TVET statistics show that there are more male than female institution-based TVET enrollees and graduates, and more female than male community-based enrollees and graduates. Community-based trainings are often local government unit (LGU) programs that offer very short courses focused on livelihood, with low-entry requirements, and purposively designed for women. Even in non-women-focused programs, men are reportedly not interested, as they prefer training for wage jobs.
- *Employers’ gendered preferences.* As evident in job advertisements posted online, some employers seem to prefer men for particular job openings (engineering and technical jobs). This is also reflected in the total employment in industries such as iron and steel, copper manufacturing, plastics, etc., with electronics (semiconductors and electric wiring) as the exception, where more women are employed.
- *Low supply of women in ‘hard’ technical fields.* The highly technical areas of engineering and technology are traditionally male bastions, with women accounting for no more than 30 percent of graduates in any academic year during the past 10 years.<sup>21</sup> Similarly, women constitute a small percentage (less than 4 percent) of those with TVET qualifications in automotive (with the exception of automotive wiring harness assembly NCII), electrical installation, or metals and engineering.

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<sup>21</sup> Philippine Statistics Authority, “2016 Gender Statistics on Labor and Employment.” <https://psa.gov.ph/sites/default/files/attachments/ird/pressrelease/GSLE%202016%20PUBLICATION.pdf>. Retrieved on 27 October 2017.

- *More male graduates than female graduates have found employment.* More men who have found work, with employment-to-population ratio of 51 percent, than among the women (47 percent). Various factors, possibly including reproductive roles, could have inhibited women from working or actively looking for work resulting in their lower labor force participation rate (62 percent vs. 70 percent among the men).<sup>22</sup>
- *Limited supply of high-qualification TVET graduates.* Industries observed that it is not only technically trained women who are in short supply, but quality labor, in general, be they female or male. Among the concerns of industries are: (1) outdated science and engineering curricula resulting in graduates' lack of familiarity with current practices, for instance, in actual electronics production;<sup>23</sup> (2) not enough skilled workers (such as machinists) and experienced engineers, who might have been lured by higher pay to work overseas; and (3) insufficient supply of university and TVET graduates, women or men, with technical skills relevant to the needs of the chemicals industry to work as laboratory technicians and plant production operators.<sup>24</sup>

Additionally, while there may be little reported cases of sexual harassment, the choice of a TVET qualification or career might be partly traced to fear of parents and/or potential TVET trainees of their safety in training environments that are dominated by men. In the workplace, sexual harassment incidents could have influenced decisions of employers to hire men in jobs that have been associated with women, such as housekeeping, a trend that seems to be spreading to other parts of the tourism industry. At the organizational or organizational level, the gender issues and challenges revolve around improving the gender mainstreaming status of TESDA. These challenges include:

- *Dangers of gender-blind TVET policy-making.* Gender mainstreaming requires continuous support to yield gender equality and women's empowerment results. Without policies that create TVET training arrangements that are conducive for women to work for qualifications typically associated with men, gender-neutral policies effectively keep women in crowded, lower-paid fields.
- *Disadvantages associated with absence of complete sex-disaggregated data.* Analysis of relevant gender issues and tracking of gender-related results of some TVET programs can be hampered by the lack of sex-disaggregated data and information on the negative impact of TVET programs. There is a need to constantly flag the importance of establishing and maintaining a database that contains data about women and men trainees, their chosen qualifications, scholarship benefits, and the like.

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<sup>22</sup> TESDA "2015 Study on the Employability of TVET Graduates."

<sup>23</sup>Estolatan, E.C. (2015), "Gender Analysis of the Philippine Electronics Industry," USAID COMPETE, p. 13

<sup>24</sup>Saculsan, P.G. (2015), "Gender Analysis of the Philippine Chemicals Industry," USAID COMPETE, p. 7.

- *Sexual harassment in the workplace.* This can take various forms. One is when sexual favor is made as a condition for hiring or employment, re-employment, or continued employment of said individuals or for granting these individuals favorable compensation, terms, conditions, promotions, or privileges.
- *Lack of awareness of gender issues in the TVET sector among its employees and service providers,* leading to policies, programs and projects that continue to downplay the needs of the poor, particularly the women.

A different challenge lies in improving women's representation in the management of the TVET sector at the field level. Historical human resource data show that field offices continue to be headed by men. Although women are found in greater number in technical, supervisory and administrative positions, there may be a continuing need to engage them in promoting gender equality and women's empowerment in the agency and among the women and men they serve.

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**Annex Table. Women and men enrolled, graduated, assessed and certified, by qualification, from the TESDA Women's Center, 2014-2016**

| Qualification*                              | 2014         |           |            | 2015        |            |            | 2016         |            |            |
|---|--------------|-----------|------------|-------------|------------|------------|--------------|------------|------------|
|   | F            | M         | Total      | F           | M          | Total      | F            | M          | Total      |
| <b>Enrolled</b>                             | <b>842</b>   | <b>41</b> | <b>883</b> | <b>832</b>  | <b>109</b> | <b>941</b> | <b>675</b>   | <b>237</b> | <b>912</b> |
| <b>Fields usually associated with men</b>   | <b>208</b>   | <b>31</b> | <b>239</b> | <b>237</b>  | <b>88</b>  | <b>325</b> | <b>182</b>   | <b>167</b> | <b>349</b> |
| Automotive Servicing NC II                  | 38           | 6         | 44         | 20          | 16         | 36         | 27           | 36         | 63         |
| Consumer Electronics Servicing NC II        | 27           | 0         | 27         | 49          | 3          | 52         | 45           | 20         | 65         |
| Gas Metal Arc Welding NC II                 | 33           | 3         | 36         | 53          | 14         | 67         | 37           | 18         | 55         |
| Plumbing NC II                              | 75           | 21        | 96         | 60          | 40         | 100        | 23           | 69         | 92         |
| Shielded Metal Arc Welding NC II            | 35           | 1         | 36         | 55          | 15         | 70         | 50           | 24         | 74         |
| <b>Fields usually associated with women</b> | <b>590</b>   | <b>3</b>  | <b>593</b> | <b>595</b>  | <b>21</b>  | <b>616</b> | <b>393</b>   | <b>23</b>  | <b>416</b> |
| Cookery NC II                               | 58           | 1         | 59         | 51          | 7          | 58         | 66           | 7          | 73         |
| Dressmaking NC II                           | 78           | 0         | 78         | 79          | 0          | 79         | 92           | 2          | 94         |
| Food and Beverage Services NC II            | 150          | 2         | 152        | 135         | 12         | 147        | 77           | 4          | 81         |
| Food Processing NC II                       | 62           | 0         | 62         | 74          | 1          | 75         | 84           | 2          | 86         |
| Housekeeping NC II                          | 200          | 0         | 200        | 256         | 1          | 257        | 74           | 8          | 82         |
|   |              |           |            |             |            |            |              |            |            |
| <b>Target enrolment and enrolment rate</b>  | 1,028 (85.9) |           |            | 975 (96.5)  |            |            | 1,040 (87.7) |            |            |
| Fields usually associated with men          | 300 (80.0)   |           |            | 410 (79.3)  |            |            | 380 (91.8)   |            |            |
| Fields usually associated with women        | 677 (87.6)   |           |            | 565 (109.0) |            |            | 485 (86.0)   |            |            |
|   |              |           |            |             |            |            |              |            |            |
| <b>Graduates</b>                            | <b>684</b>   | <b>26</b> | <b>710</b> | <b>852</b>  | <b>97</b>  | <b>949</b> | <b>559</b>   | <b>186</b> | <b>745</b> |
| <b>Fields usually associated with men</b>   | <b>178</b>   | <b>22</b> | <b>200</b> | <b>207</b>  | <b>76</b>  | <b>283</b> | <b>161</b>   | <b>137</b> | <b>298</b> |
| Automotive Servicing NC II                  | 29           | 2         | 31         | 24          | 15         | 39         | 22           | 36         | 58         |
| Consumer Electronics Servicing NC II        | 36           | 0         | 36         | 26          | 0          | 26         | 37           | 5          | 42         |
| Gas Metal Arc Welding NC II                 | 20           | 0         | 20         | 47          | 10         | 57         | 40           | 12         | 52         |
| Plumbing NC II                              | 68           | 17        | 85         | 61          | 40         | 101        | 23           | 67         | 90         |
| Shielded Metal Arc Welding NC II            | 25           | 3         | 28         | 49          | 11         | 60         | 39           | 17         | 56         |
| <b>Fields usually associated with women</b> | <b>490</b>   | <b>1</b>  | <b>491</b> | <b>617</b>  | <b>17</b>  | <b>634</b> | <b>329</b>   | <b>20</b>  | <b>349</b> |
| Cookery NC II                               | 51           | 1         | 52         | 64          | 6          | 70         | 42           | 3          | 45         |
| Dressmaking NC II                           | 65           | 0         | 65         | 78          | 0          | 78         | 69           | 1          | 70         |
| Food and Beverage Services NC II            | 108          | 0         | 108        | 130         | 9          | 139        | 69           | 7          | 76         |
| Food Processing NC II                       | 62           | 0         | 62         | 69          | 1          | 70         | 54           | 1          | 55         |
| Housekeeping NC II                          | 150          | 0         | 150        | 276         | 1          | 277        | 95           | 8          | 103        |
|   |              |           |            |             |            |            |              |            |            |



| Qualification*                              | 2014        |             |             | 2015        |             |             | 2016        |             |             |
|---|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | F           | M           | Total       | F           | M           | Total       | F           | M           | Total       |
| <b>Target graduates and graduation rate</b> | 876 (81.1)  |             |             | 881 (107.7) |             |             | 939 (79.3)  |             |             |
| Fields usually associated with men          | 256 (78.1)  |             |             | 325 (87.1)  |             |             | 343 (86.9)  |             |             |
| Fields usually associated with women        | 576 (85.2)  |             |             | 511 (124.1) |             |             | 438 (79.7)  |             |             |
|   |             |             |             |             |             |             |             |             |             |
| <b>Assessed</b>                             | <b>697</b>  | <b>29</b>   | <b>726</b>  | <b>841</b>  | <b>97</b>   | <b>938</b>  | <b>556</b>  | <b>185</b>  | <b>741</b>  |
| <b>Fields usually associated with men</b>   | <b>196</b>  | <b>23</b>   | <b>219</b>  | <b>209</b>  | <b>76</b>   | <b>285</b>  | <b>160</b>  | <b>137</b>  | <b>297</b>  |
| Automotive Servicing NC II                  | 27          | 1           | 28          | 24          | 15          | 39          | 22          | 36          | 58          |
| Consumer Electronics Servicing NC II        | 43          | 0           | 43          | 26          | 0           | 26          | 37          | 5           | 42          |
| Gas Metal Arc Welding NC II                 | 26          | 0           | 26          | 49          | 10          | 59          | 40          | 12          | 52          |
| Plumbing NC II                              | 69          | 19          | 88          | 61          | 40          | 101         | 23          | 67          | 90          |
| Shielded Metal Arc Welding NC II            | 31          | 3           | 34          | 49          | 11          | 60          | 38          | 17          | 55          |
|   |             |             |             |             |             |             |             |             |             |
| <b>Fields usually associated with women</b> | <b>477</b>  | <b>1</b>    | <b>478</b>  | <b>622</b>  | <b>21</b>   | <b>643</b>  | <b>327</b>  | <b>19</b>   | <b>346</b>  |
| Cookery NC II                               | 51          | 1           | 52          | 61          | 6           | 67          | 42          | 2           | 44          |
| Dressmaking NC II                           | 59          | 0           | 59          | 78          | 0           | 78          | 67          | 1           | 68          |
| Food and Beverage Services NC II            | 109         | 0           | 109         | 144         | 13          | 157         | 69          | 7           | 76          |
| Food Processing NC II                       | 67          | 0           | 67          | 63          | 1           | 64          | 54          | 1           | 55          |
| Housekeeping NC II                          | 136         | 0           | 136         | 276         | 1           | 277         | 95          | 8           | 103         |
|   |             |             |             |             |             |             |             |             |             |
| <b>Certified</b>                            | <b>676</b>  | <b>28</b>   | <b>704</b>  | <b>791</b>  | <b>94</b>   | <b>885</b>  | <b>514</b>  | <b>171</b>  | <b>685</b>  |
| <b>Fields usually associated with men</b>   | <b>190</b>  | <b>23</b>   | <b>213</b>  | <b>208</b>  | <b>76</b>   | <b>284</b>  | <b>155</b>  | <b>125</b>  | <b>280</b>  |
| Automotive Servicing NC II                  | 27          | 1           | 28          | 24          | 15          | 39          | 22          | 36          | 58          |
| Consumer Electronics Servicing NC II        | 41          | 0           | 41          | 26          | -           | 26          | 32          | 5           | 37          |
| Gas Metal Arc Welding NC II                 | 22          | 0           | 22          | 49          | 10          | 59          | 40          | 12          | 52          |
| Plumbing NC II                              | 69          | 19          | 88          | 61          | 40          | 101         | 33          | 57          | 90          |
| Shielded Metal Arc Welding NC II            | 31          | 3           | 34          | 48          | 11          | 59          | 28          | 15          | 43          |
| <b>Fields usually associated with women</b> | <b>463</b>  | <b>1</b>    | <b>464</b>  | <b>583</b>  | <b>18</b>   | <b>601</b>  | <b>300</b>  | <b>18</b>   | <b>318</b>  |
| Cookery NC II                               | 51          | 1           | 52          | 56          | 6           | 62          | 40          | 2           | 42          |
| Dressmaking NC II                           | 57          | 0           | 57          | 78          | -           | 78          | 63          | 0           | 63          |
| Food and Beverage Services NC II            | 101         | 0           | 101         | 134         | 10          | 144         | 69          | 7           | 76          |
| Food Processing NC II                       | 64          | 0           | 64          | 39          | 1           | 40          | 34          | 1           | 35          |
| Housekeeping NC II                          | 136         | 0           | 136         | 276         | 1           | 277         | 94          | 8           | 102         |
|   |             |             |             |             |             |             |             |             |             |
| <b>Certification Rates**</b>                | <b>97.0</b> | <b>96.6</b> | <b>97.0</b> | <b>94.0</b> | <b>96.9</b> | <b>94.3</b> | <b>92.4</b> | <b>92.4</b> | <b>92.4</b> |

| Qualification*                              | 2014        |            |             | 2015        |             |             | 2016        |             |             |
|---|-------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|   | F           | M          | Total       | F           | M           | Total       | F           | M           | Total       |
| <b>Fields usually associated with men</b>   | <b>96.9</b> | <b>100</b> | <b>97.3</b> | <b>99.5</b> | <b>100</b>  | <b>99.6</b> | <b>96.9</b> | <b>91.2</b> | <b>94.3</b> |
| Automotive Servicing NC II                  | 100         | 100        | 100         | 100         | 100         | 100         | 100         | 100         | 100         |
| Consumer Electronics Servicing NC II        | 95.3        | -          | 95.3        | 100         | -           | 100         | 86.5        | 100         | 88.1        |
| Gas Metal Arc Welding NC II                 | 84.6        | -          | 84.6        | 100         | 100         | 100         | 100         | 100         | 100         |
| Plumbing NC II                              | 100         | 100        | 100         | 100         | 100         | 100         | 143.5       | 85.1        | 100         |
| Shielded Metal Arc Welding NC II            | 100         | 100        | 100         | 98.0        | 100         | 98.3        | 73.7        | 88.2        | 78.2        |
| <b>Fields usually associated with women</b> | <b>97.1</b> | <b>100</b> | <b>97.1</b> | <b>93.7</b> | <b>85.7</b> | <b>93.5</b> | <b>91.7</b> | <b>94.7</b> | <b>91.9</b> |
| Cookery NC II                               | 100         | 100        | 100         | 91.8        | 100         | 92.5        | 95.2        | 100         | 95.4        |
| Dressmaking NC II                           | 96.6        | -          | 96.6        | 100         | -           | 100         | 94.0        | 0.0         | 92.6        |
| Food and Beverage Services NC II            | 92.7        | -          | 92.7        | 93.1        | 76.9        | 91.7        | 100         | 100         | 100         |
| Food Processing NC II                       | 95.5        | -          | 95.5        | 61.9        | 100         | 61.9        | 63.0        | 100         | 63.6        |
| Housekeeping NC II                          | 100         | -          | 100         | 100         | 100         | 100         | 98.9        | 100         | 99.0        |

*\*Not included in either category of qualifications were Barista NC II and Bartending NC II. Under 'fields usually associated with women, two (Household Services NC II and Pharmacy Services NC II), which were not offered in 2015 and 2016, were not included in the totals for this category although they were excluded from those listed in the table.*

*\*\*As used in the TVET statistics publications, certification rate refers to the percentage of those assessed who passed and received their certification for a particular qualification.*