Filipino Women in Education

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Introduction

Education, as one of the sub-themes of the UN Decade for Women is taken up in this publication as a sector where women's participation, both as beneficiaries and agents of educational services is described. Aimed at highlighting the trend, shifts or changes having particular relevance to women which occurred during the decade, this report covers the specific period from 1975 to 1985.

This report is divided into three major sections:

1. women as beneficiaries of education,
2. women as educators and administrators or agents of educational services, and
3. a general assessment or review of the status and role of Filipino women in the field of education during the decade.

FILIPINO WOMEN IN EDUCATION

The Philippine Constitution of 1973 (Article XV, Sec. 8 (1 and 5) specifically provides that "the State shall maintain a complete, adequate and integrated system of education relevant to the goals of national development, a system of free public elementary education, and in areas where finances permit, establish and maintain a system of free public education at least up to the secondary level". Further, Art, XV, Sec. 8 (6) of the same Constitution stipulates that the "State shall provide training to adult citizens and out-of-school youths, and create and maintain scholarship to poor and deserving students".

The Education Act of 1940 made primary education for children of school age compulsory and provided penal sanctions for non-compliance. However, financial constraints have hampered strict implementation of the act. Through the years, efforts to improve the educational system towards more equity and quality have been made. Innovations like the New Elementary School Curriculum (NESC), a compact and simplified curriculum stressing the mastery of basic skills in the first two grades to ensure maximum learning in the upper grades and the Program for Decentralized Educational Development (PRODED), a massive, long-term project aimed at improving the entire elementary school system have been introduced.

The Philippine Education System covers a six-year elementary level schooling (except in some private schools with grade seven) followed by four years of high school or secondary education in preparation for college or tertiary level studies.

Free elementary level schooling is available to almost everyone as evidenced by a largely public school elementary enrolment (96.3% public to 3.7% private). On the secondary level, the ratio is pegged at about 60 percent public to 40 percent private. On the tertiary level, the private sector controls 85 percent of the enrolment (MECS, 1982).

It has repeatedly been said that the Philippine educational system provides access to education to both males and females at all levels and types of education and training as revealed by enrolment figures which will be presented in succeeding sections.

Despite the massive approach and its being an equal opportunity system to both sexes, the education system of the country is not without its share of problems. Foremost is the insufficient funds allocated to the Ministry of Education, Culture and Sports (MECS) giving rise to problems of low teacher compensation and dearth of school resources, which in turn result in the low quality of students (Arcelo et. al, 1984). This has been, among others, the cause behind the recent demonstrations of both students and teachers alike.

The Office of Planning Service (1983) of the Ministry indeed reports a much decreased percentage of the national budget appropriated to the Ministry from almost 26 percent in 1970 to only 10.5 percent in 1985 (Table 1). The MECS budget however does not include the appropriation for state colleges and universities which are given separate budgetary allocations. Neither does it include the infrastructure allocation for school buildings which is incorporated in the budget of the Ministry of Public Works and Highways.

I. WOMEN AS BENEFICIARIES

In the Philippines women attain equal if not higher education than men. This observation is easily validated by enrolment figures showing women to be almost always equally represented at all levels. Just like the men who dominate in some fields of tertiary education, women also have their own fields where they predominate. Even in the generally accepted male disciplines like Engineering and Geology, women's participation has started to become visible. And in the graduate level, women's representation is known to be higher than the men.

The question may therefore be validly raised whether women in the Philippines still need special programs to ensure their equal participation or representation in the education system.

A study of available education statistics indeed support the national policy of no discrimination on the basis of sex in terms of access to education. However, these statistics only form part of the whole education story as it relates to the women issue. There are numerous other aspects like traditionalism in attitudes and women's absorption into the labor market among others, which put all these seemingly positive women-related figures into a less striking picture.

A. GENERAL EDUCATION STATUS

The popularity of education in the Philippines lies in the belief that college education is a key to social and occupational mobility and is therefore an end to be consistently pursued. As aptly described by Castillo (1979), "the dream of every Filipino parent is to see his child obtain a college degree." It has been regarded as a passport to upward social mobility — a hope for the future among the lower class. To farmers, for example, college education has been regarded as their children's way out of farming, a way out of a poor and difficult life. Education is believed to be an avenue to a good job and carries prestige within itself. To the Filipino and his family, therefore, education is an "investment" toward a better job, greater self respect, and social esteem. To the parents, educated children are a continuing source of security for old age.

At present, however, there are those who opine that such regard for education is starting to be changed, not because of any drastic change in social value systems of the people, but primarily because of the economic difficulties which have beset the country and its people, together with resulting new trends such as the mass migration of manual laborers and domestic helpers to the Middle East, Hongkong and Singapore (Salanga, 1984). Salanga claims that it is no longer possible for the poor and underprivileged to shoulder the present cost of education. And since one can now get overseas employment without any college diploma, he says that education in the eyes of the less-privileged has become no longer that meaningful.

Although Salanga's opinion is on the negative, he somehow still asserts that the high value Filipinos place on education still prevails. He cites the increasing enrolment in barangay and provincial schools vis-a-vis the decreasing city schools enrolment as a good index of the solution being taken by the lower class in minimizing cost of education.

Most recent generalizations concerning the educational attainment of Filipino women comes from the Integrated Survey of Households of the National Census and Statistics Office for the last quarter of 1982 (NEDA, 1984) placing the median educational attainment of women as an elementary graduate. Almost 8%, however, have college or higher degrees. There is no significant difference in the highest grade completed by urban and rural women. Differentials are exhibited, however, when women are categorized by marital status. On the average, single women in urban areas have completed high school while their rural counterparts have some high school education. In both urban and rural areas, married, widowed, as well as women separated from their husbands are elementary graduates.Rural widows and separated women managed to attain only some elementary level education.

1. LITERACY

Literacy rate, which according to the national planning body (NEDA, Social Development in the Philippines, 1982) is education's key impact indicator, has generally been on the rising trend from the 1960's to the 1980's. Actual literacy data, which are gathered every ten years by the National Census and Statistics Office (NCSO), show the following trend:

Literacy Rate* by Sex
1960, 1970, 1980

Year	Both Sexes	Male	Female
1960	72.0	73.6	70.6
1970	82.6	84.3	80.9
1980	83.3	83.9	82.8

In many instances where comparisons among developing countries have been made, it has repeatedly been said that the Philippines has done relatively well in the matter of making its population literate. And in line with the basic contention of this report, i.e., that the Philippine educational system is an (almost) equal-opportunity social system, it is worthy to note in the above table a very minimal sex differential from 1960 to 1980 with a much reduced 1.1 percentage point difference in 1980.

* Covers population 15 years old and over. Lifted from a special report generated by NCSO for NCRFW, Sept. 1983.

For the same year (1980), the MECS through the Office of Non-formal Education (ONFE) conducted a survey on illiteracy which showed more illiterate men than women (1,299,131 vs. 1,240,185) (Lazo, 1984).

Literacy statistics, however, is one indicator which is often misreported, probably because of the basic difficulties surrounding its definition and measurement and also because of the many published projection data on literacy. Until 1980, Philippine definition of a literate person required only ability to read and write. Based on this definition and for planning purposes, the National Economic and Development Authority (NEDA) estimated the national average literacy rate at 89.27 percent in 1975 and projected that by 1985, it would be about 93 percent. As earlier stated, however, actual literacy figures gathered and computed by the National Census and Statistics Office (NCSO) for 1970 and 1980 are much lower than projected.

Below is an expanded literacy table comparing rates of 1970 and 1980. Note a consistently higher rate for the younger age group (15 to 19 years) and for both the male and female urban population.

Literacy Rate: 1970 and 1980*

AGE	Female		Male		Both Sexes	
	1970	1980	1970	1980	1970	1980
Philippines	80.9	82.8	84.3	83.9	82.6	83.3
15 to 19 years	93.2	92.9	92.3	91.3	92.7	92.1
20 yrs. & over	78.2	80.4	82.6	82.2	80.4	81.3
URBAN	91.3	92.3	94.0	94.0	92.5	93.1
15 to 19 years	96.8	97.1	96.9	96.8	96.8	97.0
20 yrs. & over	90.0	91.2	93.4	93.4	91.6	92.2
RURAL	75.3	76.1	79.6	77.6	77.4	76.9
15 to 19 years	91.0	89.9	90.1	88.0	90.5	89.0
20 yrs. & over	72.0	72.9	77.4	75.2	74.7	74.1

**Source: National Census and Statistics Office.*

The same table also shows a much larger urban-rural differential than that based on sex. The figures further show that:

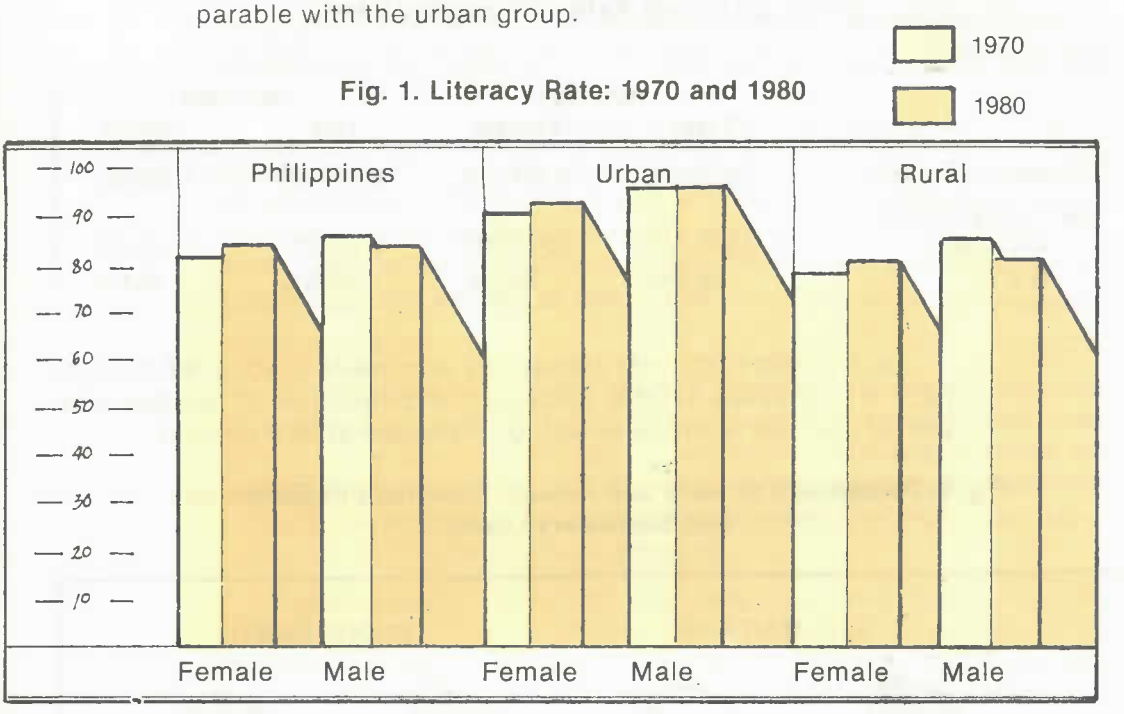
a. An increasing proportion of the younger generation is becoming literate or educated compared to the generations of their parents and grandparents;

b. A positive edge is enjoyed by the urban population;

c. Literacy among the older population from the rural areas is much lower and actually pulls down the over-all rate for the rural group; and

d. The literacy of the younger age group (15 to 19 years) is almost comparable with the urban group.

Fig. 1. Literacy Rate: 1970 and 1980



2.FORMAL EDUCATION

The Philippine formal education system is one of the largest in the world. Elementary enrolment in SY 1981-1982, for example, reached over 8.8 million while that of the secondary level registered 2.9 million. With such a large base for tertiary level education, post-secondary or college enrolment as a proportion of the relevant age-groups in the national population has been said to be the second highest in the world since the 1960s (NEDA, n.d.)

a. School participation in different levels

Elementary level

In 1982, the MECS reported a total of 31, 729 government and private schools of which 30, 561 or 96.32 percent were government schools, while 1,168 or 3.68 percent were private schools. Total enrolment was recorded at about 8.6 million with approximately 272,479 teachers resulting to a teacher-pupil ratio of 1:31.

In SY 1970-71, a total of about 7 million pupils were enrolled in the elementary level. This was about 89.2 percent of the total population aged 6-12 years (gross enrolment ratio or GER). Female pupils

numbered 3.4 million or about half of the total school population, and constituted 89.2 percent of all females in the 6-12 age group.

Gross Enrolment Ratio: Elementary Level

	1970-1971		1982-1983	
	Total	Female	Total	Female
Population 6-12 yrs.	7,825,261	3,837,528	8,965,096	4,359,082
Elementary School Enrolment	6,977,127	3,425,098	8,581,267	4,186,389
G E R	89.2%	89.2%	95.8%	96.0%

In SY 1982-1983, with elementary enrolment at about 8.6 million, GER is computed at 95.8 percent. The proportion of females was almost one half with the female GER pegged at 96.0 percent.

Fig. 2. Percentage of Male and Female Enrolment in Elementary and Secondary Levels

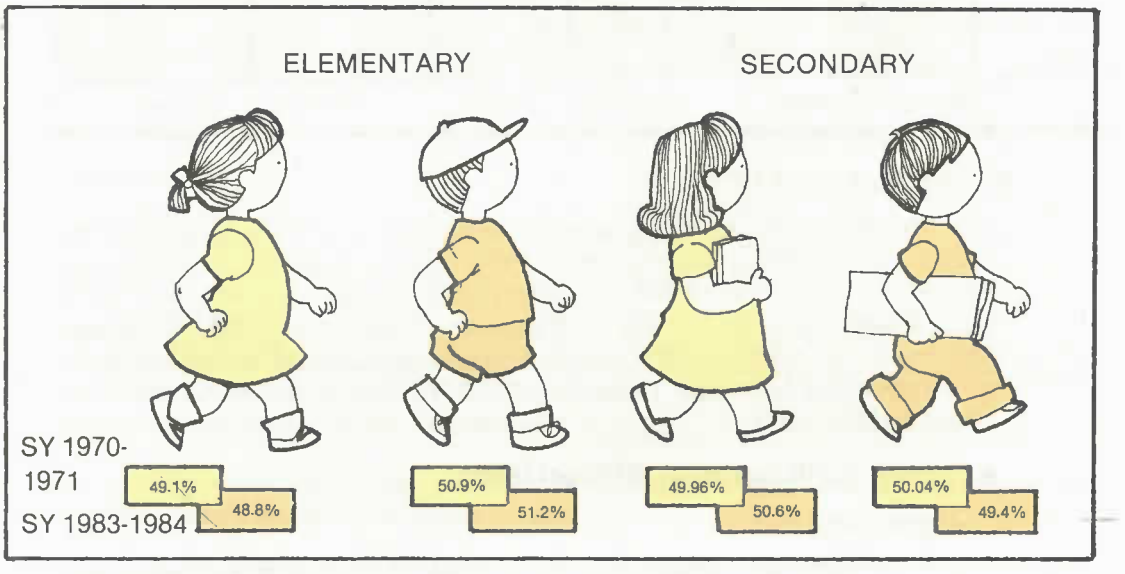


Table 2 which shows the female representation in enrolment through the years also shows a very minimal sex differential in school participation both on the elementary and secondary levels. Further, there is a continuously narrowing male-female difference indicating a 2.4 point difference for elementary and 1.2 points for secondary in SY 1983-84. Data for SY 1970-71 and for 1982-83 also show no disadvantage on the part of the females (Tables 3 and 4).

At least two conditions encourage high enrolment figures on the elementary level. One is the traditionally high value that Filipinos place on education. The other is the minimal expense involved in sending children to elementary school. Because the government provides free education (96.8% in 1983-1984) at this level, parents incur very little expense, especially when one considers that such schools are within the neighborhood.

It may be stated at this point that where the Constitution grants equal opportunities and free education for that matter, parents take full advantage of the privilege and whether male or female; they do allow their children to obtain the rudiments of education. The stereotyped notion that boys are given priority over girls in schooling is, therefore, not evident at this stage.

Secondary Level

In 1982, there were 5,354 schools offering secondary education. Of this number, 3,298 (61.6%) were government schools and 2,056 (38.4%) were private schools. Government secondary schools are either nationally funded (which includes the agricultural, fisheries, trade, home industries and general/comprehensive high schools) or locally funded (barangay high schools).

Approximately 1.6 million students were attending secondary schools in 1970-1971 with females forming half of the enrollees. Gross enrolment ratios for males and females were computed at 45.0 percent and 43.5 percent, respectively. These figures are only about half of the elementary GER presumably because of higher drop-out rates and the greater expense involved in secondary education.

School year 1982-1983 (Table 2) showed a slightly improved picture for females as they slightly exceeded the 50 percent parity enrolment indicator (50.9%).

Gross Enrolment Ratio: Secondary Level

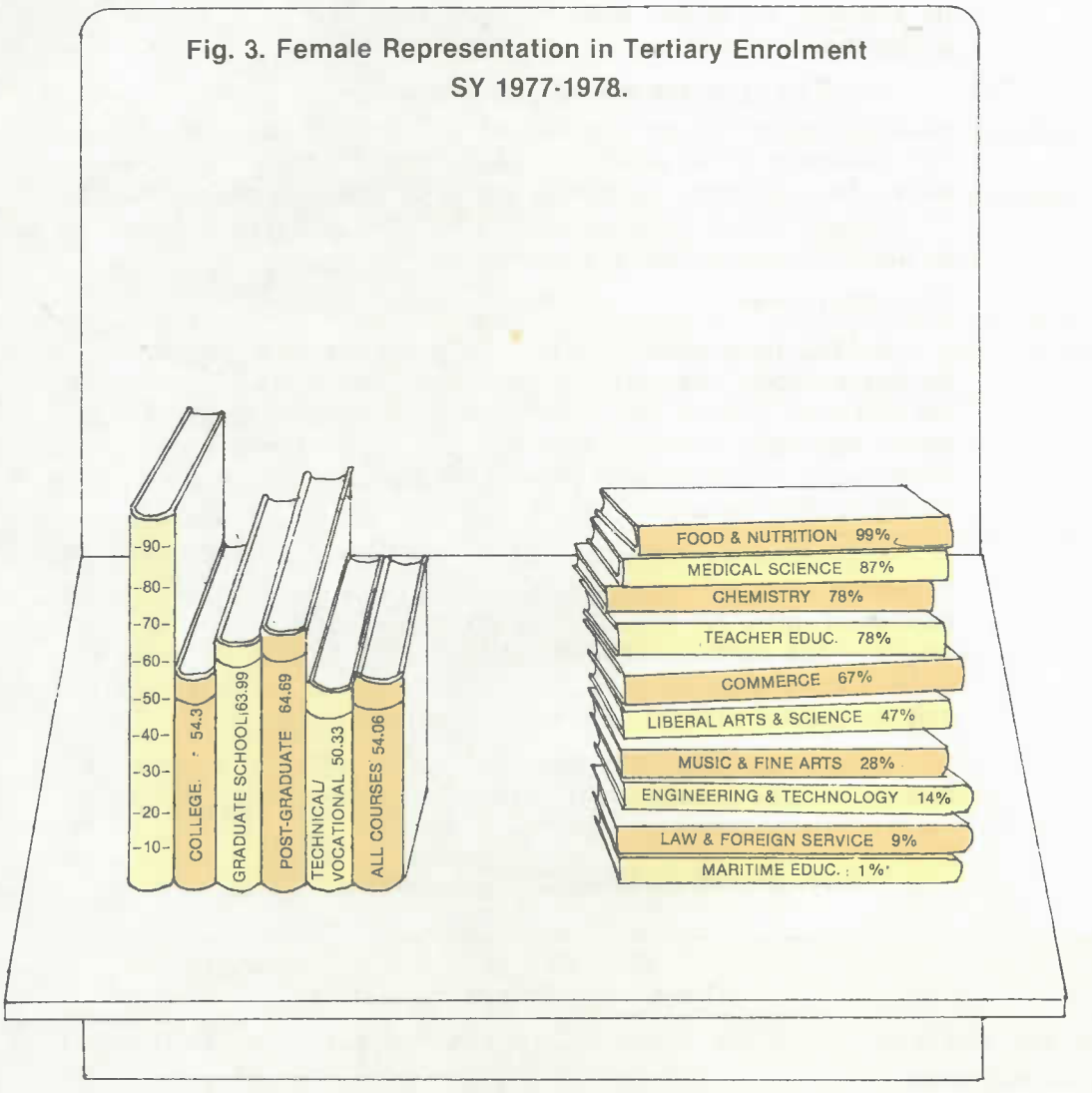
	1970-1971		1982-1983	
	Total	Female	Total	Female
Population 13-16 yrs.	3,617,355	1,832,059	5,644,577	2,804,065
Secondary School Enrolment	1,595,041	796,869	3,074,219	1,563,604
GER	44.1%	43.5%	54.5%	55.8%

Tertiary Level

Private school data for SY 1970-1971 (Table 3) show a higher percentage of females than males at the college and graduate levels. The same table,on the other hand, shows a much higher male participation in public vocational schools courses as agriculture, fishery and trade, a clear indication of the generally pervading sex stereotyping of courses during the period.

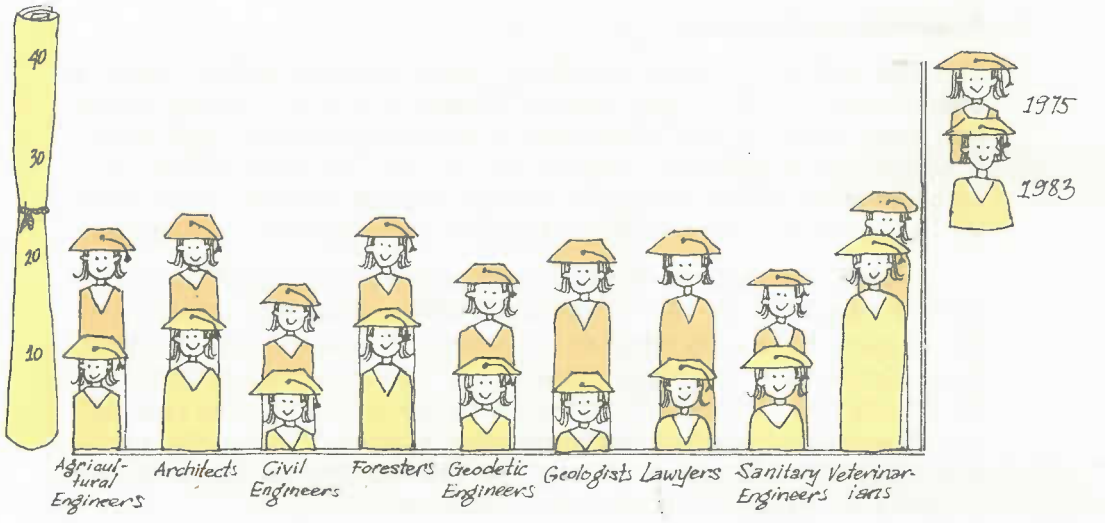
Five years later, during SY 1977-78, MECS data on tertiary enrolment (Table 5) again show high percentages of females in college and graduate courses, with Food and Nutrition, Medical Science, Chemistry and Teacher Education being dominated by females.

Fig. 3. Female Representation in Tertiary Enrolment SY 1977-1978.



Although sex-disaggregated tertiary enrolment data after SY 1980 are not available, Sutaria (1984) concurs with the still accepted notion that at present there are more females in the higher level of studies. Such opinion is further substantiated by data on professionals or Board passers who registered with the Professional Regulation Commission (PRC) for 1975 and 1983 indicating women's gradual entry into traditionally-masculine courses.

Fig. 4. Female Representation in Male-Dominated Professions 1/



Source: Data from Philippine Regulation Commission accessed from National Computer Center

1/ Over 50% are male

2/ Data from the Office of the Bar Confidant, Supreme Court

In terms of school attendance, therefore, it can be said without much fear of contradiction that in the Philippines, boys and girls, men and women are given equal chances to education.

Concern should rather focus on what studies and educators (PCSPE*, 1972; SOUTELE**, 1975; Castillo, 1979; Magno, 1985) have repeatedly observed — that of a marked "rural lag" in school participation. Castillo reported that in 1970, more than 90 percent of urban children 9-11 years old were in school, while only 80 percent of their rural counterpart were able to do so.

Castillo's comparison of regional and provincial proportions of children 6-14 years old who were not in school further attested to the urban-rural disparities, showing that the most privileged regions in terms of school attendance were the highly urbanized centers in

* Presidential Commission to Survey Philippine Education.
* Survey of the Outcomes of Elementary Education.

Greater Manila, Southern Tagalog and Central Luzon. Within regions, a big disparity likewise existed among provinces in terms of their schools' holding power, with marked lower school attendance in places where incomes are lower.

b. Academic performance

The favorable school enrolment ratios which have been said to characterize the Philippine school system is only part of the education story. Forming part of the picture is the high drop-out rate which, according to a study of Castillo (1974), "by the time 100 Grade I enrolees reach Grade VI only 65 of them are left; only 45 reach Grade VI; 16 survive to finish high school; and 11 complete a college degree."

In 1982, Valisno reported a more favorable picture using the cohort survival rate from SY 1970-71 to SY 1979-80 wherein she showed that out of every 100 pupils enrolled in Grade 1, 71 reach Grade IV and 60 finish Grade VI — the highest grade level of elementary schooling in the Philippines. Of this same cohort, about 49 proceed to first year high school and about 34 reach fourth year high school. Of this number, only about 20 enroll in first year college with the National College Entrance Examination (NCEE) as a selection instrument.

Latest available data on drop-outs for SY 1982-83 in Table 6 show a higher rate for the secondary level than for first or elementary level. This is easily explained by the fact that more students in the secondary level are forced to stop schooling in order to help the family in income-generating activities.

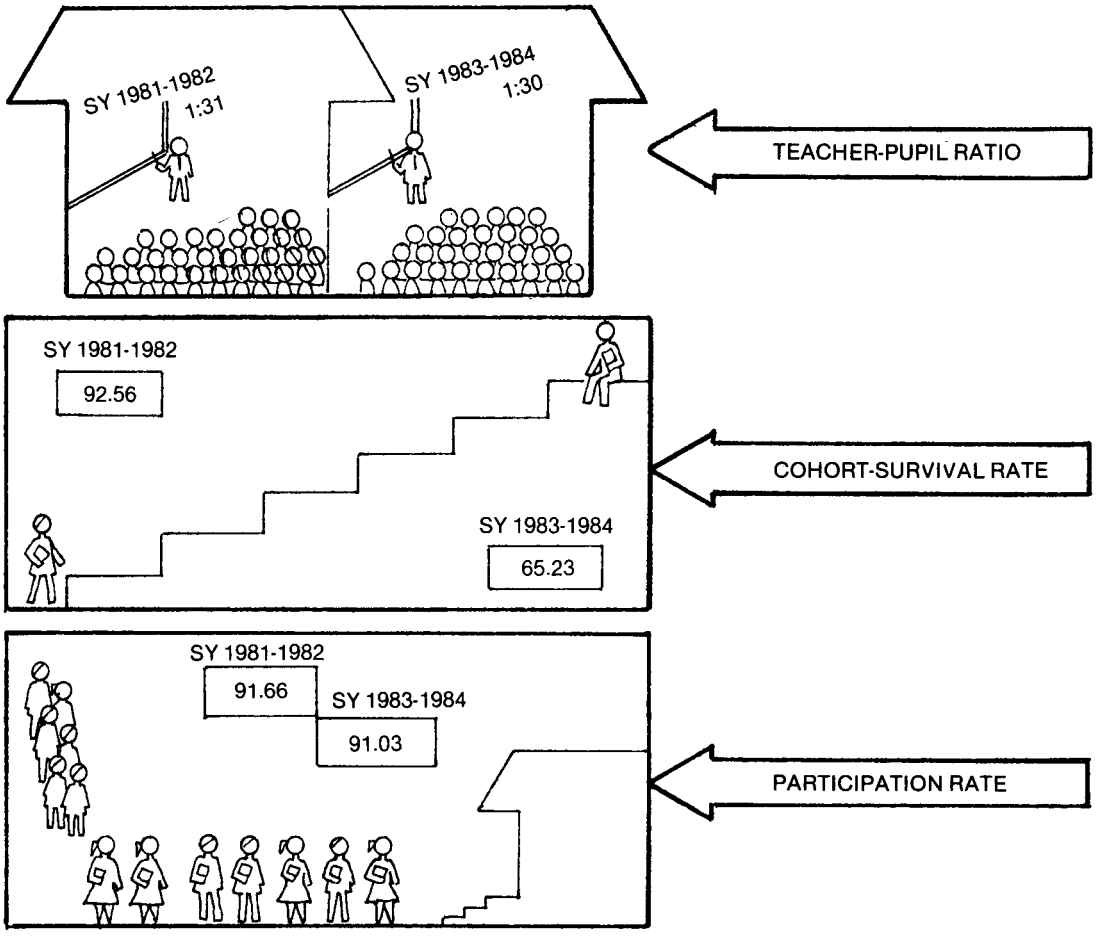
Another probable reason is that unlike elementary education which is provided free to almost everyone (96.3% of elementary schools in SY 1982-83 were government-financed), only 60% of secondary schools were financed by government for the same year. Still another most likely reason is the greater expense involved in secondary education.

Although the male-female differential in drop-out rates is not that significant, it is interesting to note that for SY 1982-83, males consistently exhibited a higher drop-out rate on both the elementary and secondary levels.

Looking at the other academic performance indicators in Table 6, i.e., repetition rate and number of failures, it is easily noted that again females seem to be better off than males in both instances. Data on the number of failures in elementary and secondary levels are particularly favorable to females, with almost 2/3 of the total registered failures attributed to male students.

For a fuller picture of Philippine government elementary schools, Table 7 shows the trend in performance indicators from SY 1981-1982 (during this school year, the use of performance indicators was started) to SY 1983-1984.

Fig. 5. Selected School Performance Indicators in Government Elementary Schools.



Another available performance indicator is the National College Entrance Examination results. The NCEE, a scholastic aptitude test measuring basic reasoning abilities in verbal and quantitative areas is a broad gauge instrument providing effective discrimination over most of the range of academic ability of college-bound students. Table 8 shows the comparative national performance in the various NCEE subtests of males and females from 1979 to 1981 wherein the obtained means and standard deviations are presented. It is to be noted that although very slightly (probably, insignificantly) the General Scholastic Aptitude (GSA) mean scores of females consistently enjoy an edge over those of the males. However, while the females consistently

register this slightly higher over-all GSA mean scores, the table shows that they continuously register lower mean scores in the subtests on Mathematical Ability and Reasoning Ability. It is in the Verbal Ability and Reading Comprehension subtests where females consistently exhibit an edge.

c. Vocational/Technical education and training

The past few years have seen an increasing stresss on vocational-technical education on the secondary level. From 1976 to 1980, enrolment in the public vocational-technical schools rose from 55,938 to 81,456, or an increase of 40 percent (Sevilla, 1982). The number of schools also increased from 138 to 172.

Two factors contributed to the growth of vocational/technical education during the period. One was the finding of the Commission to Survey Philippine Education (PCSPE) in 1972 that the country severely lacked middle-level manpower to fill the need of industries. The other was the institutionalization of the National College Entrance Examination (NCEE) in 1974 which automatically prevented a certain percentage of high school graduates from pursuing college courses and therefore were forced to get into vocational/technical education. Furthermore, the Educational Act of 1982 provides for a bureau of technical and vocational education to promote the programs of voc-tech education and formulate plans and policies.

At present, post-secondary vocational/technical courses are still expanding with an ever increasing variety of courses ranging from handicrafts to statistics, computer courses and entrepreneurship, among others.

Participation

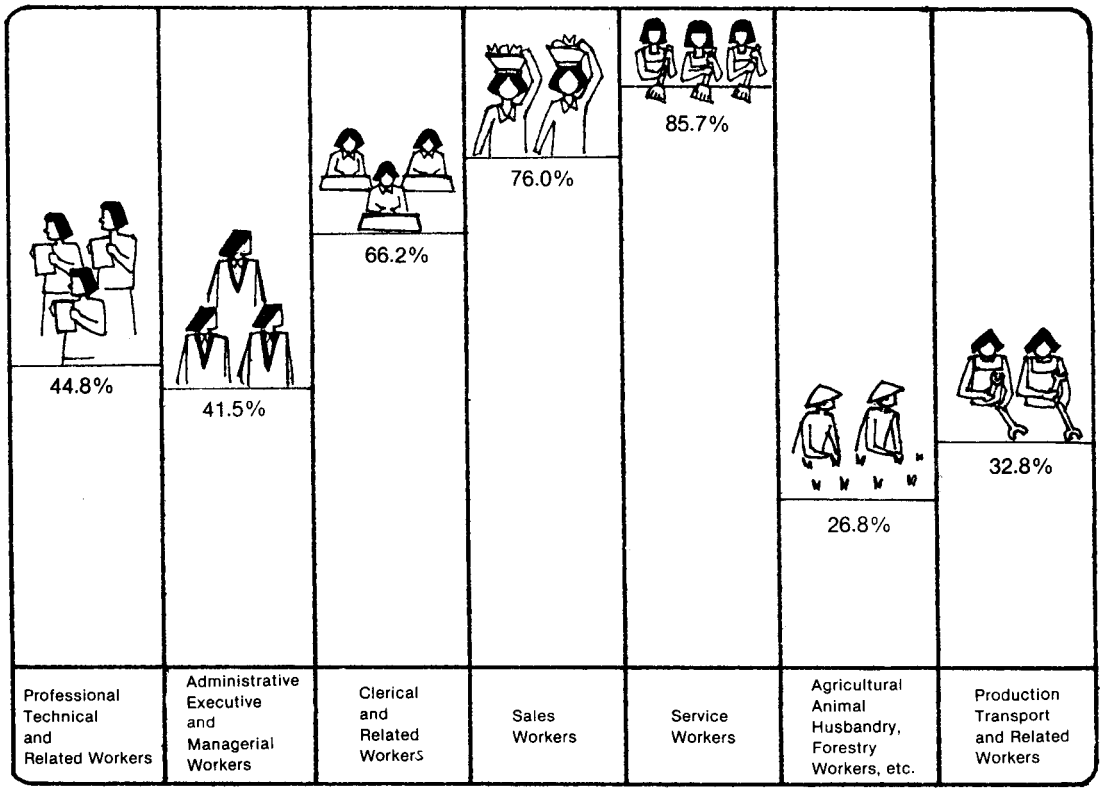
Lazo (1984) reported that in 1976, the types of training attended by women were usually in the garments trade, embroidery, secretarial/typing, foods and nutrition, food preservation/food processing. Men, on the other hand, were mostly in instructional techniques/supervisory courses, electricity, rice and corn production, automotive mechanics, radio-TV mechanics, fibercraft, and poultry and rabbit raising. Quite apparent was the "sex bias" in training participation.

This phenomenon, according to Lazo (1984), could be the result of women's natural attraction to "female vocational courses" as well as the absence of strong social and government intervention to encourage women's participation in "non-tradional" and less stereotyped female-oriented vocational training. Lazo further remarked that this traditionalism in women's training participation could lead to their getting lesser incomes, since the male trades and vocations are generally better paid.

Starting 1980, however, the National Manpower and Youth Council (NMYC) (in National Training Program Classification Scheme, 1982) reported encouraging increases in the enrolment of women in both technical and vocational education (Tables 9 and 10). Women have started to penetrate almost all training programs. Even nontraditional courses like welding, electricity, drafting, silk screen printing and many others have attracted women as well.

For the year 1980, the highest female participation was in service skills (96.2%) followed by skills training for cottage industries, (72.0%). During 1981, although total female participation in NMYC vocational training programs decreased from 44.2% in 1980 to only 35.1%, the highest female participation was again recorded in service workers' training (85.7%). For the year 1982, NMYC reported a total of 195,015 graduates, of which 107,063 or 54.9% were females.

Fig. 6. Percent of Female NMYC Trainees, 1981



It is difficult to be definitive about women's participation in the training programs of the Office of Non-formal Education (ONFE), the other lead agency of the government in the area of vocational/technical education, because no disaggregated data by sex

can be obtained from their office. However, Sutaria (1984) claimed that participation in ONFE training programs is highly sex-typed, i.e., vocational skills courses like dressmaking/tailoring, food preservation, cooking, and handicrafts are generally women's domain. The technical education courses on the other hand like auto mechanic, carpentry, electricity, and the like are usually dominated by men. If ever, only a small percentage of women train under these courses.

Training in non-traditional areas

Because sex-bias in the choice of courses is much more evident in technical and vocational training programs, the government, through the NMYC, has undertaken pilot-training experiments for training of women in non-traditional occupations through their thirteen regional manpower development offices. Aimed at providing basic skills and skills upgrading to women in non-traditional occupations that they may have gainful employment and become active partners of men in the industrialization of the country, training is given in occupational areas such as production and other related work, equipment operation and for laborers. Overall number of female graduates for 1981 and 1982 in Table 11 shows encouraging participation of women, particularly in defense driving, welding and silk screen printing in 1981 and in radio repair, silk screen, practical electricity and driving in 1982.

Also, as early as 1979 the NMYC Regional Manpower Development Office in Region I has been training women welders in the province of La Union. Women graduates have been monitored closely through the Atlantic Gulf and Pacific Co. in Poro Point, San Fernando, La Union where some of them were employed after training. Table 12 shows the rate of employment of both male and female welding graduates.

Another special effort of NMYC to attract girls and women into vocational and technical areas in which they are under-represented or which are traditionally reserved to men was undertaken in 1980, through the Career Materials Development Program. The program recognized the importance of development, production and promotion of Occupational Materials containing organized information to rationalize career choices of the youth. These materials are for both males and females but strongly emphasize possible entrance of females into traditionally male-dominated occupations. For emphasis, these Occupational Information Series (OIC) deviate from the customary usage of "he" in identifying the worker and use "he/she" instead to encourage non-sexist orientation in work. Portrayal of women in non-traditional occupations like welding, electricity, and automotive has likewise encouraged women to enrol in these industry-based occupations.

B. Higher Education and **Absorption into the Labor Market**

While it is true that females are equally represented in higher education, and just like the men, even dominate in some fields of studies, the fact remains that such seemingly equal access to education does not guarantee for women equality in employment opportunities. So that while there seems to be no problem areas in the education sector, it is in their absorption into the world of work where indications of discrimination or unequal treatment are manifested.

Latest available employment data from the NCSO show that women still cluster in the lower-paying positions and in traditionally female occupations such as administrative/clerical and sales work. To elucidate further on this, let us look into available statistics on women in the professions.

1. WOMEN PROFESSIONALS

In 1970, the Census of Population (Marquez, 1975) registered a total of 1,083,760 professionals (defined as those persons finishing a college degree in the different fields of study),55.65 percent of whom were females. While there were more women professionals than men, most of them were concentrated in only three major fields of study, namely: education (76.32% females); natural sciences (59.64% females); and medical sciences (71.50% females). The fields of humanities, social sciences, engineering, and agriculture were dominated by the males. (See Table 13).

Table 14, on the other hand, shows indications of an increasing "feminization" of other fields of study which were traditionally "for males only." Note the continuously increasing female representation in engineering professions such as civil, electronics and communications, geodetic, mining and sanitary engineering.

Another easily discernible trend concerns the medical sciences wherein out of the ten listed professions, only one (veterinarian) continues to be male-dominated during the three reference years. The rest are definitely female-dominated although some showed a few points decrease in representation.

Of the total 50 professions accessed by the NCRFW (1982), eleven professions do not have any single woman representative. Among these are the seafaring professions such as marine engineering and deck officership, and those type of engineering courses which have always been identified as very "masculine" such as mining and metallurgical engineering.

2. WOMEN'S ABSORPTION INTO THE LABOR MARKET

a. Higher Education — Labor Market Imperfection

It has long been realized that the past expansion in Philippine higher education was brought about mainly by a deliberate effort to meet the social demand for education without enough manpower studies to effectively match the graduates with demands of labor. Up to the present, disparity in the supply of and the demand for college graduates in the labor market is being felt not only in numerical terms but also in their kind and quality. The lack of effective career guidance and counselling system in institutions of higher learning has further led to a lopsided distribution of graduates among fields of specialization.

Even with educational reforms like the selective admission scheme (e.g. the NCEE), increasing cost of education due to inflation, regionalization of institutions and others, Sanyal e. al. (1979) estimate that there would be a surplus of about 83,927 college graduates in 1982. However, it is to be noted that NEDA reports a rather low unemployment rate among college educated females in 1984 (8.5% as can be deducted from Table 15).

Such imperfection in the labor market created by an oversupply of college graduates (both males and females) makes employment chances for females (who are already behind in the race in the first place because of traditional attitudes) slimmer compared to males. This is confirmed by Cortes (1982) when she reported that at least in the Metropolitan Manila area, women are last to be hired by private firms and first to go during difficult times. Even when females do make it into paid employment, Fidelino(1981) pointed out that placement of the two sexes in the administrative hierarchic structure is far from equal.

Indications of discrimination affecting women's absorption into the labor market are summed up by NEDA (1984) to be in terms of hiring preference, skills and training opportunities (in turn taken from Zosa-Feranil, WID Special Studies, No. 2), promotions, lay offs, company policies (in turn taken from Cortes, 1983) and types of jobs that are open to them which definitely would have a corresponding effect on the salary or wages to which they would be entitled.

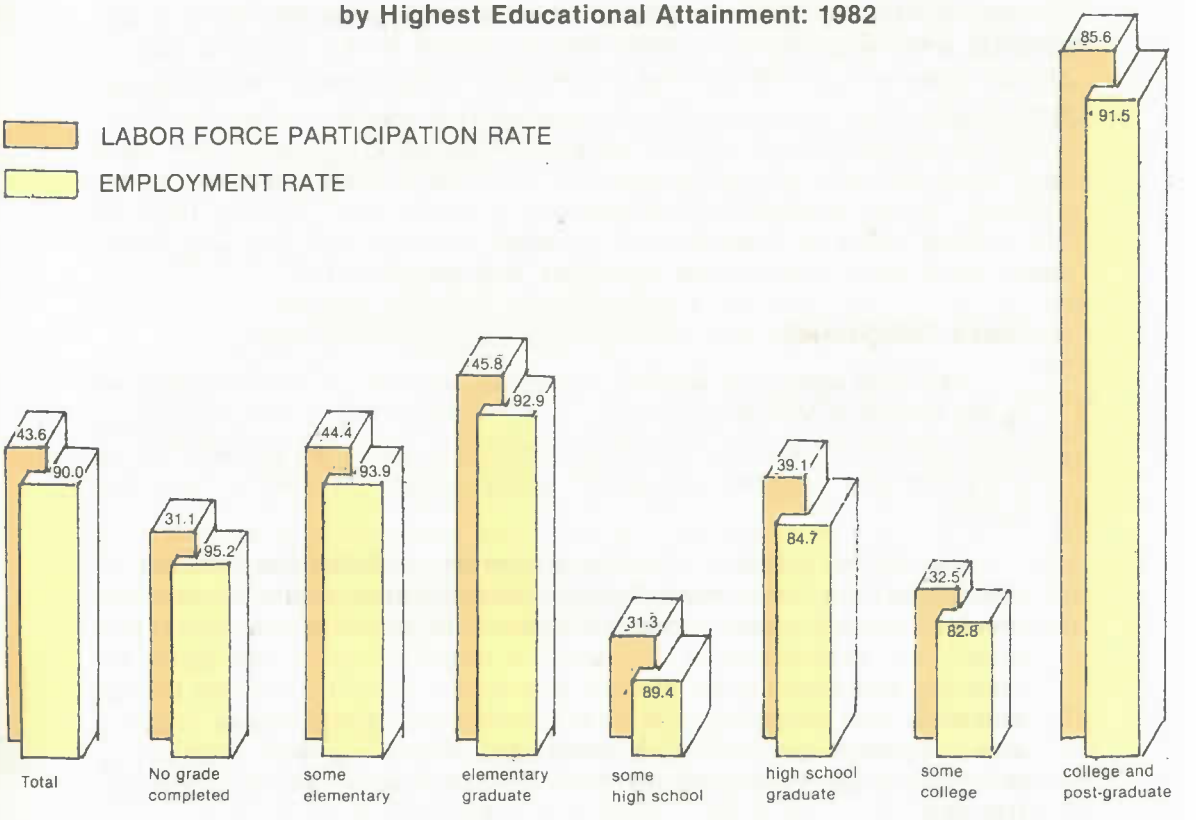
b. Female Labor Force Participation and Employment Rate

With the above conditions prevailing, an analysis of female labor force participation and employment rates by highest grade completed (Table 15) shows as expected, a relatively higher participation rate among women who have completed the three levels of education. A high 85.6 percent of college graduates enter the labor market, of which only 8.5 percent are unemployed. The second highest participa-

tion rate is found among elementary school graduates where 45.8 percent join the labor force and end up with about 7 percent unemployed. The lowest participation rates are found among women who have some secondary (31.3%) or some college education (32.5%) probably because most of them are still in the process of completing their education. Surprisingly, the highest unemployment rates are found among high school graduates (15.3)% and women with some college education (17.2%). On the other hand, while only 37.1 percent of women who have not completed any grade have entered the labor market, they enjoy the highest employment rate of 95.2 percent. A most probable explanation for this would be that the less educated are willing to do whatever types of work are available and that the types of work they are qualified for are relatively more numerous than those requiring higher educational attainment.

Fig. 7 .

Female Labor Force Participation and Employment Rates by Highest Educational Attainment: 1982



Relevant to interject at this point is the recent development concerning overseas employment and its effect on women's participation in the world of work.

Because of the boom in overseas jobs for high-technology male personnel in the last few years, the country, particularly those firms which employ big numbers of this kind of manpower, suffered from mass resignations. A case in point is that of the Philippine Long Distance Telephone Company (PLDT) which solved the problem by hiring women engineers and technicians to replace the men who have left for better-paying jobs abroad. As of December, 1984, PLDT reports (Villa, 1984) having hired 30 women engineers and 80 female technicians over the last ten months, and expects to take in more.

Since the PLDT has been vocal about its strategy and how the women are proving as efficient as the men on the job (Villa, 1984), other companies which have been similarly affected by the mass exodus to the Middle East may take on the cue. This development opens for women a rich employment area to get trained for.

C. Non-formal or Out-of-School Education and Training

The non-formal system of education in the Philippines refers to any educational activity carried on outside the framework of the formal system to provide selected types of learning to particular sub-groups of the population, specifically out-of-school youths and unemployed adults. Today, the Philippines has an estimated total of seven million out-of-school youths aged 12-17 years old, who are neither enrolled in formal schools nor taking up vocational courses in schools organized by the government (Matela, 1980). Of this number some 68.2 percent are reported to come from the rural areas-nearly all of them unemployed, unskilled, and unproductive.

1. ONFE PROGRAMS

The lead agency as regards non-formal education in the Philippines is the Office of Non-Formal Education (ONFE) of the Ministry of Education, Culture and Sports. Equally accessible to both men and women, its programs are grouped into seven areas which are briefly described below:

Functional Literacy. Functional literacy includes the teaching of reading, writing, numeracy and other communication skills. The development of literacy skills is made functional by utilizing the needs, problems and aspirations of the specific target group as the basis for teaching and learning. Its ultimate goal is to enable the learners to read and write, and to use these skills in communicating their ideas, learning and acquiring new skills and knowledge, improving their relationship with others, and their capacity to live a better, happier and more productive life.

Vocational/Technical Skills Training. Great importance is attached to this area in view of the presence of about seven million out-of-school youths and adults without the necessary skills to qualify them for

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Vocational/Technical Skills Training. Great importance is attached to this area in view of the presence of about seven million out-of-school youths and adults without the necessary skills to qualify them for

employment. Hence, these groups are given instruction in dressmaking, tailoring, typing, stenography, carpentry, handicrafts, improved agriculture and other vocational activities of their choice, as a preparation for employment. Instruction is also provided in basic electricity, auto mechanics, automotive, machine shop operation, welding, plumbing and many other technical courses depending on the needs of the OSYs, adults and the community in general.

Civic Citizenship Education. This includes citizenship training in taxation education, environmental education, Geography, Philippine History and Constitution and other important government thrusts. While these many be offered in the form of short or long term courses by themselves, usually they are also given as added instructions to those enrolled in vocational/technical courses to round up their training in skills, knowledge, values and attitudes.

Social-Cultural Development. Courses under this area are intended to promote desirable values and are carried out through the organization of dance troupes, choral groups and other musical activities of the target group's choice. Friendly competitions in various cultural activities among the out-of-school groups are encouraged.

Sports and Physical Fitness Development. Instruction is given to interested groups of OSYs and adults in different sports like basketball, softball, volleyball, karate and arnis. Through group instructions, the NFE students learn not only how to play the game skillfully but also the meaning of sportsmanship and fair play.

Leadership Training. All throughout the year, the Office of Non-formal Education organizes a series of in-service training activities in the form of seminars, workshops, conferences and meetings for NFE workers at various levels to train them on special aspects of non-formal education such as curriculum and materials development, program planning, effective management, evaluation and monitoring, use of media and others. Selected personnel are also sent abroad periodically to participate in conferences and training programs or to visit and study the non-formal education programs of other countries. Others are also given scholarship grants to undertake extended studies in selected universities in or outside the country for further professional training or to earn higher degrees.

Mass Media Education. One of the activities of the Office of Non-formal Education is the promotion of non-formal education through the mass media. This is done through periodic radio broadcast on special topics related to non-formal education. On a more continuing basis, the School on-the air program has been launched to provide the masses, especially in the rural areas, with essential information related to new technologies in agriculture and on the various government development thrusts.

For calendar year 1982 Bernardino (in Report of the National Planning Workshop on Women Workers, 1983) reports that out of 1,246,984 who graduated from non-formal education courses of ONFE, more than two-thirds were females. They outnumbered the men in such courses as functional literacy, dressmaking, tailoring, cosmetology, culinary arts, handicrafts, embroidery, typing and vermicology. She also noted that women were starting to enrol in courses like electricity, appliance repair and auto-mechanics. In addition, women attended seminars on responsible parenthood, prevention of drug addiction, health and safety in the home, environmental sanitation and taxation education.

2. OTHER GOs' AND NGOs' NON-FORMAL PROGRAMS

Aside from the ONFE, out-of-school programs are offered by other government (GO) and non-government organizations (NGOs). Below are selected programs with brief descriptions, and comments on women's participation, whenever data permit.

a. The School on Wheels or Mobile Schools, another project of the MECS is designed to reach the remote barrios or villages and bring non-formal education to the people who cannot go to school on account of their remoteness. This is done by using a van furnished with facilities for vocational skills training. The other program areas are integrated with skills training. Courses offered are dressmaking, tailoring, cosmetology, automechanics and typing.

b. The Distance Learning Delivery System is designed for secondary school learners who, for one reason or another, were not able to finish their secondary courses. Instruction is provided using modules in the five major subjects in the secondary level. The student learns his lessons at his own pace. Upon finishing the modules for a certain year level and passing an examination, he gets the modules for the next level until he successfully completes the four years of module learning. A secondary education certificate is then awarded to those who pass the final examination.

c. Another program for school drop-outs is the Accreditation and Equivalency Program, which is a system of accrediting and validating knowledge and skills in academic areas gained through formal, non-formal and informal ways and placing them in the appropriate level of the formal system if they so desire. It also accredits and validates work experience for purposes of job promotion, entry to job training, employment or self-fulfillment.

d. The Practical Skills Development (PSD), job placement and self-employment program of the Ministry of Social Services and Development which was started in 1977 includes nine courses: cosmetology, dressmaking, tailoring, beauty culture, massage, cooking, animal industry, cottage industry, and practical electricity/electronics. An effectiveness audit done in 1980 showed that courses in tailoring (24.9%) dressmaking (20.8%) and cottage industries (20.5%) had the most trainees. Heavily attended by women (74%), most of the

trainees were single (55%) young (16.25 years), and had gone to high school (Lazo, 1984). At the time of audit, 70 percent of those trained were working while 30 percent were not. Although the PSD program is open in principle to both men and women, it appears that women are more drawn to it by the nature of the courses.

e. The Civic Assembly of Women of the Philippines (CAWP), through its 74 affiliate organizations, undertakes education and training projects directed mainly to women and children. Projects include vocational training, depending on perceived demands within a given period and locality, leadership training and adult education, among others.

f. Functional literacy is probably one of the best covered areas of non-formal education by the NGOs.Easily, one can come up with a long list of organizations actively involved in its delivery. The Philippine Literacy Forum, Inc., with its annual convention attended by all interested literacy workers; serves as an effective forum for sharing experiences, pooling resources and solving common problems concerning the delivery of literacy programs. Although not intentional, literacy programs appear to be "women's" domain (PLFI Conference, 1984) probably because of the reluctance of men in the villages to accept their illiteracy or ignorance.

Worthwhile mentioning here is the NCRFW — supported literacy projects which were specifically designed for special groups of Muslim women whose literacy levels were known to be way below the national average. The "Matiya Tanu" and the "Magbassa Kita" projects were successfully implemented in ten provinces of Mindanao.

g. The "Balikatan Sa Kaunlaran," which literally translated means women working shoulder to shoulder with men for development was launched by the National Commission on the Role of Filipino Women in 1977 to act as its extension arm in the delivery of programs. A joint undertaking of men, women and youth from the government and private sectors working together towards the fuller integration of women in the development efforts of the country, it has become a nationwide movement to mobilize and maximize women power and potential for improving the quality of life of the family and the community. In 1982, the BSK as an organization was incorporated, thereby acquiring a legal personality of its own. BSK councils are now organized in 132 provinces and cities leaving only one province and one city unorganized. Such councils have chapters in the municipalities reaching down to the barangays.

BSKs undertake development projects based on identified local needs concerning women. For example, skills training, income-generating projects for additional income, educational programs for value formation, personal development and attitudinal change, programs in nutrition, and health to meet health problems, cultural programs and others.

Although BSK projects sometimes involve women's training, the NCRFW itself does not always offer the courses. It only does so when the training needs are within its capability as when it conducted seminar-workshops for BSK leaders on the development of managerial skills. Ordinarily, however, as the need for training arises, the BSK group in the community links up with training organizations such as the NMYC, MECS and MSSD in the area. The latter agencies are asked to offer special training suited to specific BSK needs or to accomodate BSK trainees.

3. CHARACTERISTICS OF WOMEN TRAINEES IN NON-FORMAL EDUCATION AND TRAINING.

As reported by Lazo (1984), the lack of documentation, especially those with disaggregation by sex prevents one from drawing up a systematic profile of women trainees, much less a picture of the trend in women's participation through the years in various education and training programs. Following nonetheless are impressions gathered from key informants which she used in describing the characteristics of women trainees.

Women trainees predominate in the non-formal education, practical skills development programs of the MECS and MSSD. It is believed that this is because the programs offered are mainly those traditionally identified as women's concerns.

In the non-formal vocational and technical courses, the trainees are usually single, young (15-25) high school graduates. BSK trainees, on the other hand, tend to be older and involve married women who eventually venture into business and income-generating activities.

4. THE ROLE OF MEDIA AND OTHER INFORMAL MEANS OF EDUCATION

a. In the delivery of non-formal education

Since the bulk of the out-of-school youths and unemployed adults are in the countryside, educational efforts to extend learning opportunities to make them better informed and more useful citizens have relied on various forms of communications media. Aside from the ONFE radio broadcasts on special non-formal education topics, other government agencies involved in the transfer of information make use of a "multi-media programming approach" which uses extensive broadcasting beamed primarily to the rural areas, television, films, print (particularly comic magazines and brochures for the low literacy levels), exhibits, and through a wide network of extension workers — inter-personal or face to face communication (Matela, 1980).

Because of their established popularity, and great appeal to those at low literacy levels, both in the rural and urban areas, comic magazines as teaching aids have been used effectively in such programs as family planning, nutrition and health care. Instructional comic magazines are also used for cottage industries to create

awareness of opportunities for gainful ways of supplementing the family income. Comic presentations are also the popular medium for information/motivational programs of agrarian reforms.

Films, such as one-minuters, feature films, dramatized type of information-education programs, short newsreels are also used in this expanded approach to non-formal education.

Television has become another popular medium for NFE programs, particularly those relating to productive, entrepreneurial skills, health and nutrition. Because television has the convenience of reach permeating all sectors of society (80% of Metro Manila households in 1984 had TV sets according to a recent survey (Gonzales, 1984) all at one time, it has become a potent tool in the transfer of knowledge, skills and new technology.

b. In correcting the limited, traditional and discriminatory attitudes towards women

The role of media (both print and non-print) in promoting a more positive role and image of women has not been fully explored. Rather, the past years have seen the continued depiction of women in media, particularly in advertisements, as the inferior lesser half of humanity and as s e x o b j e c t s. Time and again, women are portrayed as seductive, flimsy-clad objects of desire. Otherwise, they are pictured as best left in the home or kitchen-as emotionally and physically dependent wives or mothers.

Critics have also argued that present marketing strategies have helped reinforce the fantasies that beguile women into accepting their role as ornaments of beauty and sensuality. Indrani (1985) further opines that "even if a woman is shown to work outside the home, she is often caricatured as domineering, selfish and unpleasant.

On the positive side, however, there has been an increase during the last years in the number of women's magazines including a number which focus on the new emerging roles of women. Such regularly feature case presentations of women in different fields or occupations who have made successes in both their career and family life. On television, there is the recently-started early morning program featuring women achievers.

But such developments prove modest compared to the negative images of women presented in both broadcast and print advertisements.

Of urgency, therefore, is the need for strong government intervention, probably in terms of policies, which will promote a fairer deal for women. In addition, pressure groups should be organized to influence government policy towards more positive value orientations concerning women not only in advertisements but in programs as well. Also, there should be efforts to make people in the mass media aware of the issues concerning women.

5. PROGRAMS FOR TECHNOLOGY TRANSFER

Interest in appropriate technology or AT, as it is popularly called, has significantly grown in the Philippines in the recent six or seven years, particularly among agencies and groups engaged in countryside development. Organizations either engaged in AT research and development, information dissemination or actual transfer of appropriate technology skills. As in neighboring countries, the trend in Philippine technology transfer programs directly or specifically addressed to women focussed on domestic needs (Yousef and Hollnsteiner in Indrani, 1984).

Much information on available, recently developed and tested technologies have been generated. Thus, the UP Institute of Small Scale Industries (UP-ISSI) which serves as secretariat to the Association for the Development of Appropriate Philippine Technology (ADAPT) attempted to put together all organizations involved in appropriate technology work in "Appropriate Technology Directory." The directory is a color coded country-to-country (includes Asia-Pacific countries) listing of AT organizations with brief descriptions of the organizations involvement in AT work, publications, researches and projects and facilities offered (UP-ISSI, n.d.)

A cursory look at the UP-ISSI directory indicates an almost equal involvement of both government and private organizations, colleges and universities in appropriate technology research and transfer programs.

Some of the lead government agencies with programs for technology transfer include the Bureau of Agricultural Extension of the Ministry of Agriculture and Food, the Technology Resource Center, National Science and Technology Authority, Department of Food Science and Nutrition of the University of the Philippines, and the National Commission on the Role of Filipino Women through its tie-up with Balikatan councils and units. On the other hand, NGOs include units attached to private colleges and universities, the International Institute for Rural Reconstruction and the Philippine Center for Appropriate Technology and Training, among many others.

Following are some selected transfer of technology programs directed specifically to women:

a. The Bureau of Agricultural Extension, the educational arm of the Ministry of Agriculture and Food, has the Home Extension Program and its Rural Improvement Clubs (RICs) providing technology transfer on home management, improved practices in home food production and nutrition, better child care and practical guides in profitable home projects.

b. The PWU Batek Center, which primarily aims at doing its bit in improving the quality of life in rural communities by helping combat malnutrition through income-generating activities utilizing available resources, also pursues continuous search for appropriate village

technologies for subsequent transfer and application in communities it identifies as in need of such. Among its innovative village technologies falling under food production and processing technology are the following:

— Polythene Solar Drier: an innovative technology in local food processing especially designed for drying perishable foodstuff using solar energy, it is a highly hygienic drying technique. This drier provides the technology to help community members engage in small-scale food production for home consumption and for additional income for the family.

— Low-Cost Extrusion Cooker: a low-cost device for the production of highly nutritious blends from indigenous foods, i.e., cereals, legumes, etc.

— Nutrimixes: Batek's approach in reaching the grassroots level on good nutrition. Mothers are taught how to prepare nutrimixes (low-cost highly nutritious food blends) right in their own homes out of crops grown from the local home gardens.

— Utilization and conversion of wastes into useful products such as energy and fertilizers is another technology which the Center disseminates for practical application.

c. The Approtech Philippines, Inc. acts as an umbrella-like organization for agencies which are involved in AT work. It aims at making technologies, processes, managerial skills and know-how appropriate to the development needs of the country's less privileged available to them. To attain its objectives, API focuses its activities on four major thrusts and stategies, namely; Information Dissemination, Technology Verification, Technology Networking and Technology Transfer.

d. It is through the Balikatan councils and in cooperation with other government agencies that the National Commission on the Role of Filipino Women undertakes technology development and transfer programs. Example of its projects with technology transfer component is the setting up of experimental/demonstration farms like the azolla farms and rice-fish culture farm. Others include the setting-up of a charcoal industry project, brick-making, training of women in preservation and processing of meat and fish utilizing solar energy, among others.

Yet other forms of involvement of the NCRFW are through training and information dissemination and strengthening of linkages with other agencies directly engaged in technology transfer.

Much as it is desired to establish the status of women in terms of their access to transfer of technology programs, such cannot be done mainly because of the absence of documentation.

At this point therefore, it would be worthwhile to look at some generalizations arrived at by Youssef and Hollnsteiner (in Indrani, Depthnews, 1984) on the type of technology women need to advance their cause. The authors claim that what women need is technology for cash earnings and not much of the technology that is "almost exclusively oriented toward domestic needs" as what women's programs used to consist of heavily in the past. The same study also claims that even income-generating programs for women have served to "keep women in the subsistence domain because they concentrate on activities involving simple technology like sewing, cooking and food processing.

In contrast, the paper noted that technical extension programs for men teach new techniques and the handling of new equipment designed to improve cash earnings. It further notes that with the thrust for export agriculture, the gap between technology delivery for men and women has widened even further. In the main, it has been the men who have shifted to cash crop cultivation, which is more profitable and has been the focus of technological innovations. On the other hand, subsistence farming which has been left to the women is presumed not to require much improved technology.

A reason that is put forward by this study for the dominance of household-centered technology for women is that some development planners still feel that "household labor-saving devices should be sufficiently widespread before women are released for productive, cash-earning activities." This thinking, according to Youssef and Hollnsteiner merely "sharpens the designation of women as a special target group in the technology movement and threatens to distance them even further from the production process."

D. Other Significant Developments on Women and Education

1. COUNTERACTING SEX-ROLE STEREOTYPING

In almost all areas, be in the professions, in the choice of occupations or non-formal training courses, sex-role stereotyping seems to have always been a limiting influence on women. Of great significance, therefore, are the efforts to counter traditional attitudes and sex-role biases which have recently become more visible, with some even slowly being institutionalized. These are enumerated below:

a. Curricular innovations

Elementary. In the New Elementary School Curriculum, work education is introduced in Grade I as a common learning area for boys and girls. Home Economics and Livelihood Education are also common

learning areas in Grades IV and VI. The activities emphasize the development of desirable work attitudes, skills and habits relevant to everyday chores at home, school and community. In Civics and Culture, the concept that both sexes can do the same tasks is introduced. Likewise, textbooks now reflect this concept through pictures and situational problems.

Secondary. Reforms include integrated practical arts subjects for both boys and girls.

Tertiary. There have been moves towards conversion of exclusively male or female schools into co-educational institutions.

b. NCRFW-MECS study to explore the possibility of active intervention in schools for the development of positive sex-role concepts

Very recently, the interagency project entitled "Effects of Integrating Sex-Role Concepts in the Syllabus on the Values and Attitudes of Students" established the possibility of successfully teaching attitudes and values.

At the end of the semester during which the experiment was integrated, the group of students emerged from their classes with a more positive outlook toward the roles of men and women. They had unlearned some of the stereotyped sex-roles, and learned new roles related to three major constructs: complementarism of man and woman, equality of man and woman in some aspects of life, and the emerging role of the Filipina woman in family, local, national and international affairs.

Encouraged by the outcome of this experiment, especially at the elementary and secondary levels, the heads of these two bureaus have agreed to integrate such concepts into the level curriculum.

2. **Studies on Women and Organization of Women Centers in Universities**

Another significant development during recent years is the proliferation of women's studies which heighten the public's awareness of women's issues and concerns. Moreover, there was an increased interest by writers to feature such studies, thereby, further drumming up the women issue.

Women issues became popular subject matter for concerned government and non-government organization including post-graduate students. Such generated interest in turn led to the setting-up of Women Centers or Centers for Women Studies in some universities in the country. This is indeed a very promising development for the cause of women.

II. WOMEN EDUCATORS AND ADMINISTRATORS

A. As Teachers

In 1970, Castillo (1979) reported the number of college graduates who had degrees in education or teacher-training to be 478,232, almost half a million, which was 44 percent of all college graduates for that year. Of that number, 76 percent were females.

In 1983, the Civil Service Commission (CSC) reported females to comprise 80.4 percent of all teachers in the second level of the civil service. Further, it reported 82.9 percent of the public school system's 300,319 classroom teachers to be females.

For SY 1983-1984, the MECS estimates that females comprise 87, 85 and 85 percent of elementary, secondary and tertiary level teachers, respectively (Table 17).

In 1975, 1979 and 1983, successful female examinees of the Professional Board Examination for Teachers (PBET) were 80%, 82% and 84%, respectively (Table 14), a clear indication of the still increasing femalization of the teaching profession.

1. MULTIPLE ROLES

In the Philippines, teachers are the most widely distributed professionals geographically. In the majority of barangays (smallest geopolitical unit), the teacher is the most highly educated member of the community and quite often, is the only professional working at the barrio level. It is for this reason that the public elementary school system and the teachers are usually regarded as the most strategic "delivery system" for practically all, if not all, of the development programs designed to reach the grassroots level. Manalang (1968) in an intensive study of the barrio school, found multiple roles which the teacher has to perform:

> "A barrio teacher's life is overburdened with diverse and sometimes conflicting activities. Aside from being instructor in a variety of subjects, supervisor of work education, recreation leader for pupils, disciplinarian and moralist, a teacher also struggles valiantly to be excellent fund-raiser, time-keeper, data-gatherer, accountant of school sales and commercial activities, tourist guide to important visitors and others. Under the present order, the teacher and the school system are expected to be indefatigable agents of social change, as conceived and directed by the bureacracy in response to the demands of the national superstructure. The "in-school-off-school" approach to optimum use of community resources, continuous progression schemes and work education emphasis are some

> of the new programs which teachers must fit themselves into to make schooling relevant to the goals of national development. In addition, there are other curricular imperatives, namely, the constitution and tax consciousness, cooperatives and land reform, population and nutrition education, production and the green revolution, Buy Filipino Movement, drug education and wise conservation and utilization of natural resources."

Teacher reactions to their multiple roles as implementors of all kinds of development projects and educational innovations have not really been on the positive. An EDPITAF study (1976) reports that both teachers and school heads believe that there have been so many innovations introduced so fast that there is no time to implement and evaluate results. They also think that the daily school program is so crowded that teachers do not have time to try out innovations. Such reactions, among others, have caused the education ministry to take drastic measures aimed to lighten the burden on teachers, such as the adoption of new elementary curriculum which basically propagates a return to the "basics" (reading, writing and arithmetic) integrating therein the different basic subject areas as science, health and social studies.

Rimando (1979a), in a random interview with teachers and field school officials reported that teachers generally "point to the MECS practice of frequently involving teachers in community activities as aggravating the already deteriorating elementary education in the country." Some randomly given programs by responding teachers in which they are asked to participate are the operation "timbang" (weighing of babies to check on malnutrition), organization of cooperatives, fund raising campaigns, road cleanliness and beautifications, family planning, and information campaigns. One primary school teacher in the sample aptly asked the question, "how can we be expected to produce children who can read, write and compute well with all these community activities burdening us throughout the school year"?

2 WORK CONDITIONS

The same EDPITAF study (1976) provides a profile of the elementary teacher and school head and some indications of teacher morale and teacher-attitudes toward educational innovations. It also reports that because the teacher, especially in the barrio school, is almost always the most highly educated member of the community and that only about 20 percent of her cooleagues are male, there is a high probability that the single teacher will either remain single, or, if she marries, will marry "down-ward", educationally speaking. The single female teacher's social life, therefore, is filled with other female colleagues, school children, married men, and younger bachelors with less education than she has.

The dearth of school resources is one of the problems with which teachers and school heads have always been saddled. In the same study mentioned above, very discouraging ratings were given by school heads about school resource materials such as library books, instructional materials for pupils use, teaching aids and laboratory equipment. Because teaching must go on inspite of the dearth of school resources, more than one half of school heads in the study reported that teachers themselves provided materials such as chalks, colored papers and cartolinas.

3. TEACHERS' WAGES AND BENEFITS

Despite the many demands of a teaching job, a career in teaching means a stable job, a regular salary, retirement benefits and a great deal of respectability. Such was the attraction of the profession that in 1967, del Castillo reported that there were already about 70,000 unemployed teachers. Until the early '70s, teacher education was the popular choice of most college bound high school graduates whose grades did not meet the higher requirements of other higher education courses. Generally believed to be a less demanding course which one can easily get by, this trend resulted not only in the oversupply of teacher education graduates but also in the general lowering of teacher quality.

This oversupply plus the fact that they are among the biggest group of government workers had its adverse consequence on teacher welfare. At present, teachers continue to be among the lowest paid of all professionals despite their many organized mass actions and protests for salary adjustments. At present, secondary teachers earn an average of from less than ₱800 to over ₱1,500 (Arcelo et. al. in Chua, 1984).

Teaching has, therefore, lost much of its appeal not only to prospective students but to practicing teachers as well. Nowadays, large numbers of teachers leave their profession for better paying jobs in the Middle East, Nigeria and other countries, even as domestic helpers, tutors, or hotel aides. More and more are opting to engage in business or to sell insurance (David, 1979); still others transfer to better-paying jobs in other government agencies (Rimando, 1979 b).

Salanga (1984), in this connection, observes that attitudes toward teachers have radically changed with the times. No longer as exalted in the community as they used to be, he says that at present "it is those teachers who come back as balikbayan* domestics who are feted and made the envy of every family in town."

4. TEACHER REACTIONS

Recently (starting sometime in 1983), teachers started to openly air their plight. Triggered by widespread dissatisfaction over poor working conditions, particularly salaries and allowances, teachers, particularly those from government elementary and secondary schools staged walkouts and strikes to press for their demands. New organizations of

*"Balikbayan" are overseas workers, immigrants, etc. who come back either for vacation or visits.

teachers, such as the Association of Concerned Teachers and the National Alliance of Teachers and Office Workers were formed. A new breed of militant women teachers initiated rallies and demonstrations particularly in Metro Manila.

Since the Ministry has not been able to meet all of the demands, primarily due to lack of funds, sporadic rallies and strikes still break out in some areas.

On the other hand are the less vocal group of teachers, who, instead of marching on the streets turn to other means of income generation to augment their income. These are the ones who work part-time in other schools, engage in small scale business or sell insurance policies. Recently, these activity were formally recognized by the Ministry through a Memorandum Circular which authorized teachers to engage in part time jobs.

5. POSITIVE ACTIONS FOR TEACHER WELFARE

Cognizant of this sad status of teachers, the government through the MECS, has initiated some actions, albeit modest, towards improving their status. Valisno (1982) claims that since 1979, the status of the teaching profession has started to advance gradually. This she attributes to the institutionalization of the following innovations/programs:

a. To elevate the status of teacher education and to ensure quality teacher graduates, candidates for teacher-training courses have been required to have qualified with a 45th, 50th and 55th percentile score in 1980, 1981 and 1983, respectively even when the NCEE cutoffs for other courses were pegged at 35th and 40th percentiles.

   Basis for such increases in the current scores was the findings of a study on the performance of the 1981 PBET examinees which showed better performance of AB, BS Chemistry and BS Nursing graduates than those who finished BS in Elementary Education or BSE. It was also gathered that most of those who opted to go into teacher-training courses were those who scored just a little above the prevailing NCEE cut-off or those who just worked it to the cut-off.

b. There has been concerted effort to deload teachers of their other community development commitments. The curriculum, especially in the elementary level, has been cleared of much of the subject areas which used to crowd it. Following the principle of returning to the "basics" which are reading, writing, and arithmetic; these three now serve as the major subject areas wherein content areas from health, science and social studies are integrated.

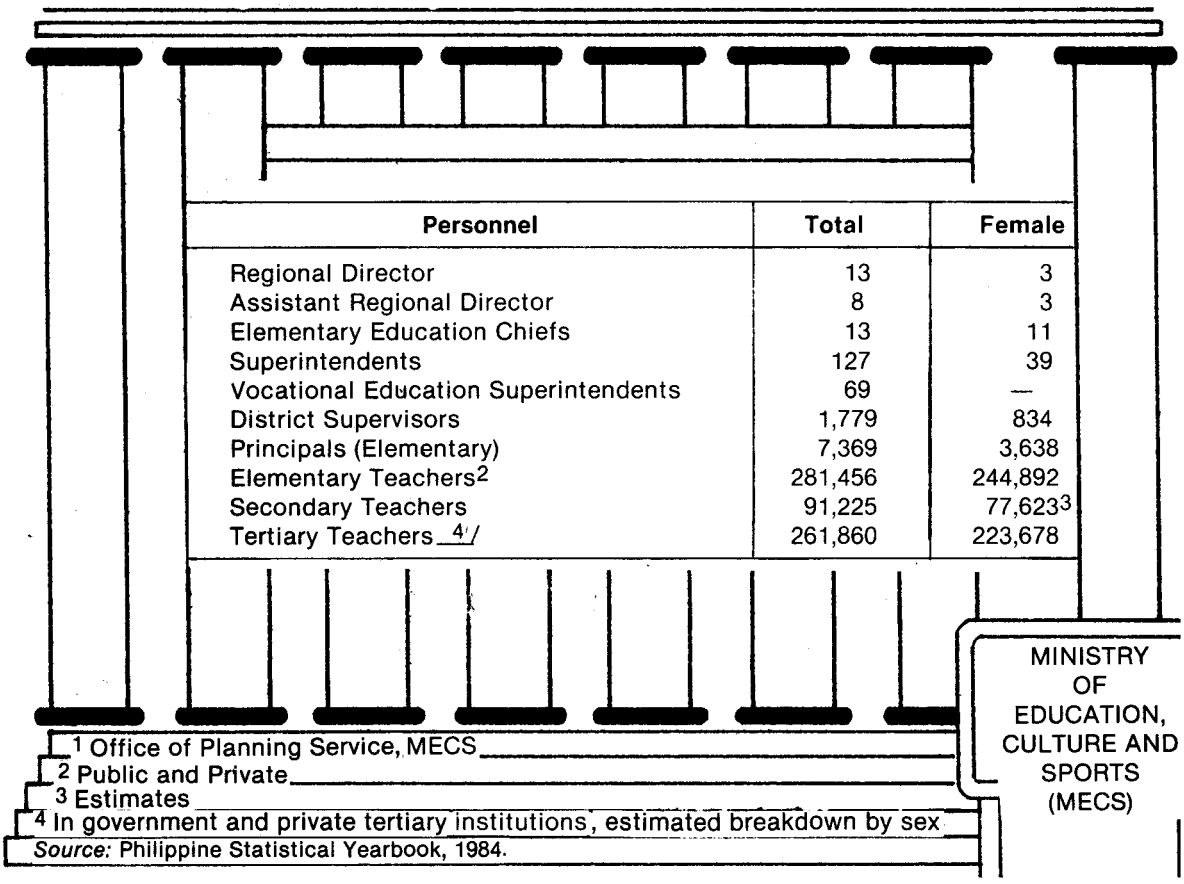
c. Since 1976, a massive re-training of teachers has been implemented by the Ministry as a result of the earlier mentioned SOUTELE study. The present Program for Decentralized Educational Development (PRODED) also has as one of its major components, the training of teachers on the use of newly-developed instructional materials.

d. Although not as high as would please most teachers, there has been some adjustments in the salaries, and allowances of teachers in the last years.

B. As School Administrators

The Ministry of Education, Culture and Sports is a female-dominated system, with Central Office personnel and public school teachers representing 51 percent and about 82 percent females, respectively. However, it is lamentable that despite such, women are yet to be adequately represented in the upper echelons of the system (Tables 16 and 17). At present, only 19 of the 52 decision-making positions at the Central Office are occupied by women.

Fig. 8. MECS Regional Field Offices Personnel by SEX, SY 1983-1984.[1]



Personnel	Total	Female
Regional Director	13	3
Assistant Regional Director	8	3
Elementary Education Chiefs	13	11
Superintendents	127	39
Vocational Education Superintendents	69	—
District Supervisors	1,779	834
Principals (Elementary)	7,369	3,638
Elementary Teachers[2]	281,456	244,892
Secondary Teachers	91,225	77,623[3]
Tertiary Teachers 4/	261,860	223,678

[1] Office of Planning Service, MECS
[2] Public and Private
[3] Estimates
[4] In government and private tertiary institutions, estimated breakdown by sex
Source: Philippine Statistical Yearbook, 1984.

Similarly, data from the Career Executive Service (CES) Board show that of the 55 incumbent CES Officers, only 16 (29%) were women. Eight other positions were vacant as of August, 1984.

At the regional field level (Table 17), the scenario for women appears more favorable. However, disparities are still evident at the higher levels particularly the positions of the regional and assistant regional directors where only about a quarter of all the posts are assigned to female administrators.

Note that the other positions are more equitably distributed except for the elementary education chiefs which seem to be ruled by the females (85%).

Table 17 also shows that State Colleges and Universities are also under male administration. Of the 74 presidents in SY 1983-1984, only seven are women.

Although sex has never been considered by the promotion board in making its decisions, Sutaria (1984), who is a member of the Promotions Board says that for top management positions, there have always been more male candidates than females. She further claims that on record no one has as yet ever complained of discrimination based on sex in matters affecting promotion and the distribution of resources, benefits and services.

What could be the reasons then that in the very field where women outnumber the men, the minority seems to have been accorded easier access to top positions. One can only conjecture that once again it is the traditionalism in attitudes that is at work here. Recommending officers, either men or women, are probably reluctant to elevate women to top positions in the hierarchy due to the still surfacing notion that women's priority should always be the home and family and therefore may not be able to assume added responsibilities called for by very high positions. This phenomenon in turn demotivates women to demonstrate their capacity to perform just as well as men.

C. As Agents for Technology Transfer

Although there are no available statistics to show women's participation in technology transfer, Lazo (1984) claims that women's participation in this type of work, would be most probably similar to their kind of participation as trainors in vocational-technical education courses, i.e., very sex-typed. Hence, the very close association between women and home technicians versus men and the highly technical or specialized skills.

An encouraging case, however, is that of a woman occupying the highest position, that of Director-General of the Technology Resource Center, the national agency for technology development and dissemination in the country.

Past experience of some agencies in the actual promotion of appropriate technologies (Philippine Reply to UN Questionnaire, 1984) is indicative of the degree of effectiveness of women in "selling" innovative technologies to rural women. Reported was the futility of calling community meetings, specifically with the female members of the village, when trying to introduce new techniques. However, when a new strategy was used, that of inviting prominent respected women of the barangay to demonstrate to a female audience the technology which they themselves have just learned and benefited from, it was made evident that using female resource persons was indeed effective in enticing other women to adopt new devices or ideas.

III. ASSESSMENT

A. Highlights of Trends/Changes during the Decade

1. EQUALITY STATUS

Either as beneficiaries or agents of change, the equality status of women in education during the decade can be summed up as follows:

a. Based on such indicators as enrolment figures for all levels and literacy rates, the Philippine educational system is shown to afford equal opportunity to men and women to benefit from educational services. It is between rural and urban groups of women where disparities in access to educational opportunties are evident. This rural-urban disparities, however, holds true for the male population as well.

b. Women's gradual entry into nontraditional areas, i.e., vocational/technical training including male-dominated college courses is retarded not by policy but by the reluctance of women themselves resulting from cultural dictates as manifested in the stereotyping of sex roles.

c. Teaching as a basically female domain is beset by many serious problems such as low wages which threaten quality of instruction and erode the prestige of the profession. This situation lends credence to the often discussed phenomenon in employment, i.e., female-dominated occupations and professions always end up as lower-paying and with less welfare benefits than those fields where men predominate.

d. It is in the area of decision-making where women experience some de facto discriminatory practices because while they are a majority both inside and outside the classroom and even in the ministry of education itself, only a handful of the decision-making positions are entrusted to them. Prevailing traditional attitudes towards women, e.g., their priority should be the home, are believed to be behind such phenomenon.

e. The role of media and other informal means of education is emphasized in correcting traditional attitudes, stereotyping of sex roles and sexploitation of women as well as in educating women on their rights and duties as citizens.

The fact that women in the Philippines continue to enjoy equally with men the benefits of educational services could be attributed to the basically high value placed by Filipino families in general to education and most probably to the zest with which the women pursue their studies in an attempt to counteract the effects of what they perceive as a discriminating world of work after graduation.

2. DEVELOPMENT IMPLICATIONS

a. Entry in nontraditional areas

In terms of development, one of the more promising signs in women's education is their entry into nontraditional areas in both formal and non-formal sectors. Although the progress is gradual, it indicates women's and government's efforts, to overcome attitudinal barriers to women's search for new roles and better opportunities.

The resulting expansion in the range of gainful activities in which women can engage also imply higher incomes for them. Further, women's participation in nontraditional trades could also help counteract traditional attitudes concerning their sex and stereotyping of roles. Far fetched as it may seem, women's self esteem is also likely to be positively affected as they could serve as models to other women who have very limited means of earning money.

For the country, this is one very good response to the women's high unemployment problems. In the absence of waged and salaried jobs which women find difficulty in applying for, entrepreneurial ventures (for which many women are trained for) would partially solve this problem.

Another positive result of women's entry into masculine fields is the creation of a ready manpower pool to replace the skills and positions left behind by migrant men workers.

b. Other Developments

Counteracting sex role stereotypes. Efforts to counter traditional attitudes and sex role stereotyping have become more visible and are in fact slowly being institutionalized. The significance of these efforts cannot be overemphasized considering the effects of such stereotyped attitudes in limiting the roles played by women.

Decentralization of educational resources. Because of the observed disparities among regions and between urban and rural areas, the MECS has embarked on a massive decentralization program (Program for Decentralized Educational Development) which covers all areas of education including resources, teacher development and instructional materials development.

Nonformal education programs particularly on literacy have focused on women and children in rural areas.

Accreditation and equivalency program. First conducted in 1978, this program aims to retrieve school leavers and accredit and validate their work experiences and other informally or nonformally acquired learning through an accreditation and equivalency scheme. Aside from providing for the placement at appropriate grade/year level, it also provides for recognition of their general knowledge and skills for job placement or promotion.

Very promising is the government's attempts to reduce the disparities between urban and rural areas or between urban and rural women in terms of educational development (as exemplified by PRODED). This could definitely pave the way for similar endeavors (e.g. economic and health programs) so that eventually, the ever-widening gap between the rich and the poor is narrowed.

B. Factors Contributing to the Observed Trends

The continuous progress in the situation of women in education is mostly attributable to the relatively high value placed on education. In addition, there are the various government and non-government programs directed specifically to women as well as the generally stirred awareness among policy makers and development workers on the potentials of women if integrated in the mainstream of all development efforts. Hence, the following circulars which have been released by government to further dramatize the importance of the women issue and other programs which have significantly affected the women and education issue:

1. LEGISLATIVE FACTORS

- Letter of Instruction No. 1066: directs the Ministries of Education, Culture and Sports; Health; and Labor and Employment to look into priority areas for the effective implementation of the "Philippine Targets and Strategies for Full Participation of Women in Socio-Economic Development" — the country plan of action for the UN Decade for Women which covers the sub-themes: education, employment and health.
- MEC Memorandum No. 198 s. 1980: urges Bureau and Regional Directors, Chiefs of Services and Heads of Units, Presidents and Heads of State and Private Colleges and Universities, and superintendents of schools to take heed of LOI 1066 and afford official cooperation and support to the Ministry in the planning and monitoring of activities related to the Philippine Targets and Strategies for Full Participation of Women in Development.
- MEC Memo No. 19 s. 1980 — regarding integration of women in national development.
- Memo No. 118 s. 1980 — regarding women's Rights Movement of the Philippines Scrapbook Contest "Honor our Outstanding Women."

2. CURRICULAR INNOVATIONS

Definitely positive steps towards furthering the cause of women are the curricular innovations on the three levels of schooling with respect to counteracting stereotyped attitudes and values. The results of the MECS-NCRFW study on this issue have already proven significant in the sense that officials of the three level bureaus of the MECS have been influenced to incorporate positive sex role concepts in their respective curriculum levels.

3. DECENTRALIZATION OF EDUCATIONAL RESOURCES

In response to the urban-rural disparities in terms of quality of graduates, literacy rates and other school performance indicators, the ministry has embarked on a massive decentralization program (PRODED). In addition, there has been the increase in number of barangay schools throughout the countryside. Tertiary level institutions have also been encouraged to put up branches in the provinces or to move existing city campuses to the provinces, nearer to their clientele.

4. THE ROLE OF NGOs

The role of the NGOs in the delivery of educational services particularly to the out of school population contribute to a large extent to the outreach of education. NGOs, specially those involved in literacy programs, have focused on rural groups of women and children.

5. PROGRAMS ENCOURAGING WOMEN'S ENTRY TO NONTRADITIONAL AGREAS

Programs such as NMYC's promotional materials explicitly encouraging women to get into every available training course also served as model for other agencies involved in short term skills training.

A more active career guidance and counselling in schools and universities together with the NCEE helped rationalize career choices of higher education students.

C. Problems and Obstacles Encountered

Aside from the stereotyping of sex roles and the ministry's financial difficulties, the following are some of the problems which affected and will continue to affect the participation of women in education both as agents and beneficiaries;

1. *Teacher's Prestige. Perhaps the most immediate problem of the ministry* is restoring to the teaching profession the prestige that it used to enjoy. Teachers are no longer as exalted in the community as they used to be. They are leaving the schools for better paying jobs which require very little education. Despite efforts to raise its status, teaching is still the last recourse of those who fail to make it to other professions. And until it was discovered, teachers examinations were rigged with anomalies in some areas in the country.

2. *Lack of women trainors*. In the training of women in vocational/technical courses, there are very few women trainors in these areas who can provide the necessary support and encouragement to other women to continue or dare enlist in the training.

3. *Higher education and absorption into the labor market*. While it is true that there is no discrimination in terms of access to education, it is in the absorption of the graduates into the world of work where some areas of discrimination are noted. And when they are already employed, studies show that women are promoted last and fired first.

4. *Oversupply of college graduates.* Evidently, there has been a disparity in the supply of and demand for graduates in the past years. The lack of an effective system of career guidance and counselling in institutions of higher learning has further led to a lopsided distribution of graduates among fields of specialization.

5. *Lack of sex-disaggregated data.* Another problem is the insufficient concern among program implementors of the importance of monitoring and documenting their programs according to sex. This report could have been greatly substantiated had there been more data which are disaggregated by sex. However, this problem is traceable to another problem, that of insufficient funds for monitoring and data gathering purposes.

D. Strategies for the Future

1. Because attitudes are not formed overnight, continuous efforts should be done in promoting equality between the sexes. Although significant strides have been achieved in terms of curricular programs designed to eradicate sex-typing of roles and other cultural biases with respect to men and women, much remain to be seen on their acceptance and outcomes. In this connection, an effective strategy using mass media to inculcate positive sex role concepts among adults should complement the curricular innovations being introduced in the schools. In this way, children will not find difficulty trying to reconcile what they learn in school and what they see at home and experience in their environment.

2. A major problem is the need to improve women's status in media. Stereotyping of sex roles is evident in advertisements, in television and radio programs and even in movies and which also gives rise to false impressions and low regard for women, reinforcing the serious issue of women being treated as sex objects. Media can be an ally not only in minimizing exploitation of women but also in educating them of their rights and duties.

3. It is true that there is no discrimination between men and women when it comes to educational training. However, in the competition for employment, women appear to be disadvantaged. In order to offset this, special

courses on assertiveness training for women and continuous upgrading of skills are probably necessary.

4. To enable women graduates of non-formal entrepreneurial training programs to start on their own towards real profitable ventures, the government, with the support of other concerned groups should come up with a mechanism of extending to them easy term credit.

5. A strategy to further attract more women into non-traditional areas of vocational and technical training, where wages are usually higher, is to have more women trainors in those fields. As shown by other programs for women as in technology transfer, the "modelling" strategy is an effective way of attracting women into trying out novel ways and ideas. Related to this is a more expansive training of women in those nontraditional areas which are being vacated by the men in their present exodus to the Middle East in search of the dollar. The job vacancies created definitely offer a rich area where women can come in.

6. The role of teachers in the formation of new value systems promoting equality between the sexes is another fact which cannot be over-emphasized. Hence, a more expansive orientation regarding the status and the role of women should be given to teachers (ultimately to be passed on to their students) starting from the elementary level to the tertiary level of education. Teachers and teachers' organizations should undertake activities that will increase awareness of women's issues.

   And because it has long been recognized that low teacher morale resulting from low wages highly affect quality of instruction, and therefore the quality of graduates, legislative action to increase the salaries of teachers should be sought.

7. The deteriorating moral values of young Filipino women, evidenced by newspaper reports, both local and foreign, of the continuously increasing number of young girls turning prostitutes is a big challenge to both government and non-government workers in the field of non-formal education. A redirection of emphasis of the different programs for out-of-school youths should probably focus on the strengthening of the moral fibers of the youth in addition to improving their general awareness so that they do not easily fall victims to unscrupulous individuals.

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Statistical Tables

Table 1: Expenditures on Education: CY 1970-CY 1985*

Expenditures (in pesos)			
Year	National Government	MECS	Percentage
CY 1970	3.20 B	0.83 B	25.96
CY 1971	3.72 B	1.01 B	27.78
CY 1972	5.59 B	1.25 B	22.4
CY 1973	7.94 B	1.29 B	16.3
CY 1974	13.02 B	1.49 B	11.5
CY 1975	18.93 B	1.78 B	9.4
CY 1976	23.19 B	1.84 B	8.0
CY 1977	27.39 B	2.04 B	7.4
CY 1978	28.68 B	3.20 B	11.16
CY 1979	32.23 B	3.45 B	10.70
CY 1980	37.89 B	3.41 B	9.01
CY 1981	50.32 B	3.83 B	7.61
CY 1982	57.09 B	4.39 B	7.69
CY 1983	61.84 B	5.47 B	8.84
CY 1984	53.45 B	5.61 B	10.50
CY 1985	58.33 B	6.16 B	10.54

* Data for CY 1970 to CY 1982 reprinted from: Office of Planning Service, An Assessment of the Five Year Development Plan (1978-1982) while that for CY 1983-1985 are taken from the General Appropriations Act for the year.

Table 2: Percentage of Male and Female Enrolment, Elementary & Secondary Levels

School Year	Elementary Level		Secondary Level	
	% Male	% Female	% Male	% Female
1970—1971[1]	50.9	49.1	50.04	49.96
1980—1981[2]	51.3	48.7	—	—
1982—1983[3]	51.3	48.7	49.1	50.9
1983—1984[4]	51.2	48.8	49.4	50.6

Source: [1] Castillo, Gelia T. Beyond Manila: Philippine Rural Problems in Perspective, 1979, p. 361.
[2] 1981 MECS Bulletin
[3] 1982-83 MECS Bulletin
[4] Planning Service, MECS

Table 3: Enrolment in Public and Private Schools, by Sex: SY 1970-71

	Both Sexes	Male	Percent	Female	Percent
Public Schools					
Total	7,194,522	8,700,617	51.4	3,404,205	48.6
Primary	4,894,157	2,548,945	52.1	2,345,212	47.9
Intermediate	1,661,726	831,758	50.1	829,968	49.9
Secondary	638,639	319,614	50.1	319,025	49.9
Private Schools					
Total	1,923,013	933,925	48.3	998,088	51.7
Kindergarten	50,196	25,520	50.9	24,676	49.1
Primary	322,276	122,643	38.1	199,633	61.9
Intermediate	98,968	48,683	49.1	50,285	50.9
Secondary	956,402	478,558	44.5	477,844	49.9
Collegiate	567,571	252,754	44.5	314.817	55.5
Graduate level	16,600	5,767	34.8	10,833	65.2
Public Vocational Schools					
Total	108,438	68,140	62.8	40,297	37.2
Agriculture	35,826	21,499	60.0	14,327	40.0
Fishery	11,380	5,947	52.3	5,433	47.7
Trade	61,032	40,595	66.5	20,437	33.5

Source; Castillo, Gelia T. Beyond Manila: Philippine Rural Problems in Perspective, 1979, p. 361.

Table 4: Enrolment by Level and by Sex, Governmental and Private: SY 1982-83

Level	Both Sexes	Male	Percent	Female	Percent
Pre-School	153,884	76,239	49.5	77,645	50.5
Elementary	8,591,267	4,404,878	51.3	4,186,389	48.7
Secondary	3,074,219	1,510,615	49.1	1,563,604	50.9

Source: MECS Statistical Bulletin, SY 1982-83.

Table 5: Female Representation in Tertiary Enrolment: SY 1977-1978

College		54.23%
Food and Nutrition	98.88%	
Medical Science	86.51	
Chemistry	77.99	
Teacher Education	77.63	
Commerce & Bus. Adm.	66.71	
Liberal Arts & Science	47.17	
Music and Fine Arts	27.51	
Engineering and Technology	14.09	
Law and Foreign Service	9.37	
Maritime Education	.91	
Graduate School		63.99
Post-Graduate		64.69
Technical/Vocational	50.53	
All Courses	54.06	

Source: Ministry of Education, Culture and Sports

Table 6: School Performance of Government Elementary and Secondary Schools SY 1982-1983

Performance Indicators	Elementary			Secondary		
	Both Sexes	M	F	Both Sexes	M	F
Repetition Rate	2.31	2.84	1.76	—	—	—
Drop-Out Rate	2.78	3.26	2.27	7.39	8.8	6.0
No. of Failures	221,335	137,385 (62.1%)	83,950 (37.9%)	76.957	49,944 (64.9%)	27.013 (35.1%)
Rate of Failure*	2.71	3.28	2.11	4.47	5.79	3.14

Source: MECS Statistical Bulletin, SY 1982-1983

* Ratio of the number of registered failures to the number of enrolees for the level (excluding drop-outs); computed from data found in MECS Bulletin, SY 1982-1983.

Table 7: School Performance Indicators of Government Elementary Schools 1981 to 1984

School Year	Participation Rate	Retention Rate	Transition Rate	Cohort Survival Rate	Teacher Pupil Ratio	Drop-out Rate	Repetition Rate
1981-1982	91.66	91.52	92.86	92.56	1:31	2.92	2.14
1982-1983	93.98	91.10	92.41	66.45	1:31	2.78	2.31
1983-1984	91.03	90.85	92.92	65.23	1:30	2.72	2.18

Source: Office of Planning Service
Ministry of Education, Culture and Sports

Table 8: Means and Standard Deviations of the Standard Scores in the Various Subtests and GSA of the 1979, 1980 and 1981 NCEE, By Sex

			AREAS									
Year	Sex	N	RA		MA		VA		RC		GSA	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1979	M	226,132	500.58	92.08	503.79	103.23	492.42	89.27	492.65	90.09	496.98	83.28
	F	249,816	499.40	89.35	496.57	96.34	506.42	92.62	506.04	91.42	501.73	82.63
1980	M	242,177	502.90	86.89	504.21	99.96	494.70	84.45	493.99	84.54	499.08	73.75
	F	275,013	498.75	85.14	495.19	94.16	504.56	83.70	505.90	83.38	501.23	71.58
1981	M	284,236	505.162	88.26	505.63	101.72	496.24	88.55	493.73	89.00	500.32	78.94
	F	324,236	498.82	81.53	497.46	95.88	506.06	88.16	508.73	90.83	502.89	76.54

Legend:

GSA — General Scholastic Aptitude
RA — Reasoning Ability
MA — Mathematical Ability
VA — Verbal Ability
RC — Reading Comprehension

Source:

Research and Guidance Report. National Educational Testing Center, Ministry of Education, CUlture & Sports, 1982

Table 9: 1980 NMYC Training Outputs, by Sex

Program Classification	Total Trainees	Male	Female	%Female
Agricultural Skills	7,311	5,006	2,305	31.5
Industrial Skills	9,920	9,068	852	8.6
Skills for Cottage Industries	8,962	2,507	6,455	72.0
Batarisan (In-plant Training)	5,891	3,683	2,208	37.5
Development of Integrated Skills	19,789	10,172	9,617	48.6
Service Skills	2,863	110	2,753	96.2
TOTAL	54,736	30,546	24,190	44.2

Table 10: 1981 NMYC Training Outputs, By Sex

Program Classification	Total Trainees	Male	Female	%Female
Training Program for:				
— Professional, Technical and Related Workers	1,710	943	767	44.8
— Administrative, Executive & Managerial Workers	1,500	878	622	41.5
— Clerical & Related Workers	1,247	421	826	66.2
— Sales Workers	467	112	355	76.0
— Service Workers	7,838	1,123	6,715	85.7
— Agricultural, Animal Husbandry, Forestry Workers, Fishermen & Hunters	23,567	17,257	6,310	26.8
— Production/Related Workers, Transport Equipment Operators & Laborers	119,500	80,352	39,148	32.8
TOTAL	155,829	101,086	54,743	35.1

Table 11: Number of Female Graduates in NMYC Non-Traditional Training Programs for Women, 1981 & 1982

1981:			1982:		
Defense Driving	—	373	Auto Electricity and Driving	—	22
Engine Repair	—	6	Radio Repair and Servicing	—	254
Motor Rewinding	—	57	Arc Welding	—	13
Wood Lamination	—	96	Gas Welding	—	12
Radio Repair	—	48	Welding	—	45
Bamboo and Coconut Craft	—	56	Silk Screen	—	148
Shoe Designing & Pattern Making	—	2	Coco Midrib Craft	—	56
Slipper Making	—	11	Appropriate Technology Programs	—	9
Audio Visual Production	—	3	Metrology	—	8
Sheet Metal	—	2	General Upholstery	—	1
Machine Shop	—	30	Carpentry	—	18
Metal Fabrication	—	34	Gas Engine Maintenance	—	1
Diesel Mechanic	—	28	Electrician Aide	—	4
Wood Processing	—	24	Construction and Related Trades	—	33
Building Wiring	—	30	Electric Machine Rewinding	—	9
Auto Mechanic	—	13	Appliance Servicing	—	6
Consumer Electronics	—	13	Consumer Electric Mechanic	—	26
Appliance Repair and Servicing	—	33	Lathe Machine Operation	—	12
Refrigeration and Airconditioning	—	9	Practical Electricity	—	242
Electricity	—	59	Plumbing/Pipefitting	—	39
Rattancraft	—	2	House Wiring	—	24
TV Antenna Repair and Installation	—	21	Driving and Trouble Shooting	—	586
Welding	—	159	Refrigeration and Airconditioning	—	24
Silk Screen	—	106	Appliance Repair and Maintenance	—	3
Furniture and Cabinet Making	—	8	Total		1,595
Electronics	—	68			
Total		1,291			

Source: National Manpower and Youth Council

Table 12: Male and Female Welders Employed at AG & P* 1980-1982

Month & Year		Total	Male	Female	%Female
January	1980	55	51	4	7.3
December	1980	85	67	18	21.2
January	1981	94	76	18	19.1
December	1981	122	109	13	10.6
January	1982	126	109	17	13.5
December	1982	109	90	19	17.4
Total		591	502	89	15.06

*Atlantic, Gulf & Pacific Company

Table 13: Female Population Who Completed College Degree by Major Field of Study, Philippines: 1970

Fields of Study	Degree Holders		
	Total	Female	%Female
Total Philippines	1,083,760	603,145	55.65
Humanities	39,826	15,135	38.00
Education	478,232	365,001	76.32
Fine Arts	12,240	3,608	29.48
Law	43,785	4,197	9.58
Social Sciences	260,957	116,161	44.51
Natural Sciences	6,672	3,979	59.64
Engineering	68,260	4,879	5.66
Medical Science	88,240	63,093	71.50
Agriculture	17,363	1,841	10.60

Source: 1970 Census of Population.

Table 14: Percentage Female Among PRC* Registered Professionals

Professions	1975	1979	1983
A. Accounting			
Certified Public Accountant	60	59	67
B. Engineering			
Aeronautical	—	—	—
Agricultural	11	30	23
Chemical	46	60	67
Civil	6	13	16
Electrical	0.3	3.6	0.7
Electronics & Communications	6	9	10
Geodetic	8	16	19
Marine (Engine Officers)	0	0	0
Mechanical	0.2	0.3	0.2
Metallurgical	—	—	—
Mining	0	0	5
Sanitary	8	13	15
C. Health/Medical			
Chemist	80	88	81
Dentist	53	50	70
Nurse	96	95	92
Nutritionist-Dietician	96	100	100
Optometrist	76	80	88
Pharmacist	97	75	95
Physician	46	53	52
Therapist (Occupational)	100	100	100
Therapist (Physical)	60	100	62
Veterinarian (1976)	—	38	30
D. Health — Allied			
Medical Technologist	82	75	77
Occupational Therapist Technician	74	100	31
Physical Therapist Technician	70	100	—
E. Others			
Architect	13	—	23
Customs Broker	50	32	100
Deck Officers	0	0	0
Forester	12	18	22
Geologist	5	16	21
Lawyer**	7	17.8	22
Master Plumber	7	1	4
Social Worker	94	100	97
Sugar Technologist	14	—	0
Teacher*** (1976)	80	82	84

* Professional Regulation Commission.

** Registered with the Office of the Bar Confidant, Supreme Court. Figures reflect only Bar passers for the year.

*** Registered successful PBET (Professional Board Examination for Teachers) examinees.

Table 15: Female Labor Force Participation and Employment Rates by Highest Educational Attainment: 1982

	Labor Force Participation Rate (%)	Employment Rate (%)
Total	43.6	90.0
No grade completed	37.1	95.2
Some Elementary	44.4	93.9
Some High School	31.3	89.4
High School graduate	39.1	84.7
Some College	32.5	82.8
College and post graduate	85.6	91.5

Source: National Census and Statistics Office.

Table 16: MECS Central Office Personnel, By Sex: SY1983-1984

Personnel	Male	Female	Total	%F
Minister	1	0	1	0
Deputy Minister	4	1	5	20.0
Head Executive Assistant	0	1	1	100.0
Bureau Director	5	1	6	16.67
Assistant Bureau Director	3	2	5	40
Bureau Division Chiefs	6	5	11	45.45
Center Executive Director	1	2	3	66.67
Assistant Center Executive Director	1	1	2	50.0
Assistant Secretary	2	0	2	0
Service Chiefs	2	1	3	33.33
Service Division Chiefs	4	5	9	55.56
Cultural Agency Director	4	0	4	0
Total	33	19	52	36.5%

Source: Information and Publications Division, Ministry of Education, Culture and Sports, April 16, 1984

Table 17: MECS Regional Field Offices Personnel by Sex, SY 1983-1984[1/]

Personnel	Total	Male	Female	%F
Regional Director	13	10	3	23
Assistant Regional Director	8	5	3	37.5
Elementary Education Chiefs	13	2	11	84.6
Superintendents	127	88	39	30.7
Vocational Education Superintendents	69	69	—	0
District Supervisors	1,779	945	834	46.9
Principals (Elementary)	7,367	3,729	3,638	49.4
Elementary Teachers [2/]	281,456	36,564	244,892	87
Secondary Teachers	91,225	13,602	77,623[3/]	85.1
Tertiary Teachers[4/]	261,860	38,182	223,678	85.4
Presidents of State Colleges & Universities	74	67	7	9.5

[1/] *Source: Office of Planning Service, MECS*

[2/] Public and Private

[3/] Estimates

[4/] In government and private tertiary institutions, estimated breakdown by sex. Source: Philippine Statistical Yearbook, 1984.