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Monograph **2**

The Financing of Vocational Education

The Philippine Case

Leonisa C. de la Llana

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**INTERNATIONAL LABOUR OFFICE
Asian and Pacific Skill Development Programme
Islamabad, Pakistan, 1982**

Published by the Asian and Pacific Skill Development Programme (APSDEP)
P.O. Box 1423 Islamabad, Pakistan. April 1982.

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ISBN 92-2-102690-6

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5. Manpower—that portion of the population having actual or potential capability to contribute to the production of goods and services.
6. Manpower Policy—the outline of a series of steps and procedures whereby action can be taken to adjust or manipulate the labour market.
7. Non-Formal Education—any organised learning activity outside the established formal system whether operating separately or as an important feature of some broader activity intended to serve an identifiable learning clientele and a learning objective in a flexible setting.
8. Non-Chartered Schools—all schools under the Ministry of Education and Culture.
9. Non-Vocational Schools—refer to those basically offering general or academic curricula.
10. Out-of-School Youth—persons aged 13 or above not attending formal schools.
11. Skills Upgrading—training for supplementary knowledge and skills which increases the versatility and occupational mobility of a worker; sometimes referred to as supplementary training.
12. Trade Test—examinations or tests to determine whether a person meets the standard of proficiency of a particular trade.
13. Training Institutions—public and private organisations and agencies carrying out non-formal training.
14. Training Programme—an organised activity primarily designed for the systematic development of the attitude, knowledge, skill and behaviour patterns required for performing a task satisfactorily.
15. Vocational Education or Vocational Training—activities conducted within a conventional school setting, essentially aimed at providing the knowledge and skills required for employment in a particular occupation, or for a group of related occupations, in any field of economic activity. Other terms are defined as they appear in the text.

The Philippine Manpower Development System

BACKGROUND AND HISTORY

Vocational Education Programmes within the Formal Education System

The Philippine school system is traditionally responsible for providing the manpower required by the economy. The first vocational training institution, the Manila Trade School, was established in 1901 by Act No. 74 of the Philippine Commission. It eventually became a state college, the Philippine College of Arts and Trades (now called the Technical University of the Philippines) with the granting of its charter through Republic Act (R. A.) No. 2237. The establishment of other vocational schools followed both as insular or national schools and provincial agricultural schools. These trade schools remained within the purview of the formal school system specifically the provincial high schools through common locations or sharing of buildings, classrooms and laboratories. These schools were mainly operated and financed by provincial, city or local governments although in 1927, Act. No. 3377 of the Philippine Legislature authorised a subsidy for agricultural and trade schools from the national fund. Through the same act, the Division of Vocational Education was created to supervise all vocational schools. A superintendent of vocational education headed the division.

The first vocational schools under the division, then called "national schools," grew in number with the enactment of the Commonwealth Act No. 313 by the National Assembly in 1938. Two provincial trade schools in Cebu and Iloilo and two provincial agricultural schools in Bay and Bukidnon were added to the Philippine College of Arts and Trades (PCAT, formerly, Manila Trade School) and the Central Luzon Agricultural School (now the Central Luzon State University) in Munoz, Nueva Ecija. These schools, were under the supervision of the national government. The administration of these schools was transferred to a full-fledged superintendent of vocational education from the territorial division's superintendent of schools. This change made the administration of national vocational schools independent of the school division.

The financing of national schools came exclusively from the national budget. In 1953, Republic Act No. 948 placed all public vocational schools under the national government by providing 5 million for their operation and maintenance. Later on, several vocational schools were established; others were converted into regional-vocational types administered by superintendents.

In 1954, an Assistant Director for Vocational Education was appointed in the Bureau of Public Schools. The Division of Vocational Education in the General Office was reorganised to form five divisions: Agriculture Education Division; Trade and Industrial Education Division; Home Economics Division; Vocational Information and Placement Division; and Home Industries Division. In 1957, the Fisheries Education Division was added to take over the training of skilled fishermen and technicians conducted by the Fisheries Commission. These divisions, placed under the Assistant Director for Vocational Education, were charged with the responsibility of supervising the vocational schools.

In 1963, the Bureau of Vocational Education was created through Republic Act No. 3742 and given the responsibility of administering all public vocational schools. The administrative supervision of all special, secondary, post-secondary, teacher education, and other programmes of vocational and technical education was transferred from the Bureau of Public Schools to this new Bureau. All vocational divisions in the Bureau of Public Schools, except the Home Economics Division, were placed under the Bureau of Vocational Education. Some regional vocational schools were elevated to state chartered institutions with authority to offer higher vocational and technical education, vocational teacher education and some degree programmes in agriculture, industrial technology and engineering.

The financing of these vocational schools were given direct financial allotments from the national budget through the National Appropriations Act in the form of direct financial allotments.

When the Interim Reorganization Plan of the government was implemented in 1972, the Bureau of Vocational Education was abolished. Its functions and responsibilities were distributed among the different offices of the Department of Education specifically the Bureau of Secondary Education and the Bureau of Higher Education.

Manpower Training Programmes outside the Formal Education System

The Philippine government's goal of economic development high-

lighted the need for more skilled and qualified workers. Recognising the low productivity and wastage due to workers with insufficient skills and the pressure of rising unemployment, the government created the Manpower Development Council (MDC) under the Office of the President on December 8, 1966 through Executive Order No. 53. The Council was tripartite in structure with representatives from government, industry and labour. Its task was to integrate and co-ordinate the various institutions involved in planning, programming and executing activities related to manpower development. The MDC was perceived to be the highest manpower planning body for the country.

The MDC conducted two manpower training programmes for out-of-school youths and unemployed adults. The first programme called the Pilot Accelerated Training Programme was organised in 1968 in five selected provinces with the participation of other government agencies specifically, the Bureau of Vocational Education of the Department of Education and local governments. The programme had a total enrolment of 1,073 participants who were trained in 16 different skills. The training enjoyed full government subsidy. The per capita cost of training was low as facilities and personnel of existing vocational schools were utilised.

The second programme called the National Accelerated Manpower Training Programme was established on June 19, 1968. Similar to the first, its aim was the training of skilled and semi-skilled manpower for a period not exceeding three months at no cost to the trainees. The projected output was approximately 30,000 to 50,000 trainees annually. The participating agencies were the MDC, the Department of Education, the Department of Labour, provincial and city governments, and members of the private sector, including both employers' and workers' organisations. The establishment of training centres in selected localities was a feature of the programme. For every training centre, a Manpower Training Committee was created with the following functions :

- a. To undertake the preparation for training programmes.
- b. To supervise the preparation and review the course contents of the programmes.
- c. To render immediate supervision over the conduct of training.
- d. To conduct local manpower surveys, ascertain manpower needs in the locality, insure proper selection of trainees, and prepare and submit the budgets for its training centres.

The following composed the said committees :

- a. The Provincial Governor or City Mayor, as ex-officio chairman in his capacity as chairman of the provincial or city economic development council.
- b. The President, superintendent or head of college or school as vice-chairman.
- c. Training co-ordinators of the Department of Labour or the Manpower Development Council.
- d. One prominent leader in industry within the province or city.
- e. One prominent leader in the labour movement of the locality, or in the absence of an active unit of the movement, a civic leader in the community.

Table 1 below summarises the output of the programmes in the three quarters of its operation.

Period	No. of Training Centres	No. of Trades or course offerings	No. of Enrollees	No. of Graduates
1st Qtr.	61	30	10,490	8,599
2nd Qtr.	94	44	17,736	14,449
3rd Qtr.	100	46	17,523	14,219

In February 27, 1969, Republic Act No. 5462 otherwise known as the Manpower and out-of-school Youth Development Act was passed by the Congress of the Republic of the Philippines creating the National Manpower and Youth Council (NMYC) to take over the functions of the Manpower Development Council. The act was signed into law on March 19, 1969 by President Ferdinand E. Marcos.

The creation of the Council, as the NMYC has become known, was in recognition of the need for a more permanent institution with highly qualified personnel to take overall responsibility for the nation's manpower. The council, tripartite in nature, is composed of eight ex-officio members coming from the government and six appointed members coming from the private sector, particularly industry, labour family and youth welfare. It functions as the policy-making body with a Secretariat serving as its implementing arm. The Secretariat is headed by a Director General and originally has three component offices and several staff and service branches.

The NMYC basically continued the MDC programmes. The pro-

grammes for self-employment yielded the most graduates. In 1969-70 the council started programmes for the upgrading of industrial workers to encourage the participation of the private sector. Specific programmes were conducted in the field of in-plant and instructor training. Training programmes with agricultural skills and skills needed by cottage industry were introduced for the out of school youth.

With the promulgation of the Labor Code of the Philippines (Presidential Order No. 12) into law on May 1, 1974, the NMYC became an agency attached to the Department of Labour effective on November 1, 1974.

Book II of the Labor Code (as revised by subsequent legislations) is entitled Human Resources Development and is composed of two parts: (1) The National Manpower Development Programme which sets the objectives, responsibilities and structure of the NMYC; and (2) the Training and Employment of Special Workers which provides for the training of apprentices, learners and handicapped workers.

On September 5, 1978, the NMYC was transferred from the Ministry of Labor* to the Office of the President through Letter of Implementation No. 72 issued by the President. The composition of the Council, however, remains the same with the Minister of Labour still the chairman of the Council and the Minister of Education and Culture as vice-chairman. The three times in the decade that the NMYC changed hands did not have much effect on its structure. In terms of the policies and programme priorities, however, some changes could be discerned. This is discussed in another portion of the paper.

Related Programmes

Besides the two distinct systems outlined above, other manpower development activities include the apprenticeship programme, the training programmes of enterprises in the private sector and the certificate programmes of private vocational institutions.

Apprenticeship gained official recognition on April 6, 1951, with the approval of Republic Act No. 602, otherwise known as the Minimum Wage Law. Its purpose, however, was not primarily the training of workers but merely to prevent the curtailment of employment opportunities spawned by the law. Apprenticeship was adopted as a national policy in manpower deve-

*In 1979, the Philippine government changed its form into a Parliamentary system and Departments were renamed Ministries.

lopment on June 22, 1957 with the approval of the National Apprenticeship Act of 1957 (R. A. No. 1826).

DESCRIPTION OF THE MANPOWER DEVELOPMENT SYSTEM

Objectives and Philosophy

The manpower development system of the Philippines is made up of two distinct parts :—(1) The vocational education system under the responsibility and control of the Ministry of Education and Culture; and (2) the manpower development programmes identified with the NMYC which came to be known as the non-formal education system. This distinction is reflected in the currently used terms—“education” for the formal system and simply “training” for the non-formal system. Priorities, are the common subjects of discussion in the financing of each of the system’s programmes and jurisdictional issues. Despite efforts, both on the policy level and the implementation level, not to overlap, the issue of co-ordination is not settled.

The vocational objective of the country parallels that of the basic education which provides for compulsory education to the total population. Act No. 74 of the Philippine Commission which created the first vocational education institution states that “Filipinos must be trained and developed into an intelligent, industrious and efficient citizenry.” Act No. 3377 of 1927 states that the controlling purpose of education to be given in vocational schools “shall be to fit pupils for useful employment.” The Bureau of Vocational Education was created in 1963 “for the purpose of strengthening, promoting, co-ordinating, expanding the programmes of vocational education...and of enhancing the socio-economic programmes of the Philippines through the development of skilled manpower in agriculture, industrial and trade-technical, fishery and other vocational courses.” R. A. No. 2237 gives the chartered state colleges the responsibility of providing “higher vocational, professional, and technical instruction and training... and to promote research, advanced studies, progressive leadership in the field of trade-technical and industrial education and in arts and technology.”

The National Apprenticeship Act of 1957 (R.A. No. 1826 as amended) organised the apprenticeship programme “to establish a national apprenticeship system through the voluntary co-operation of employers, employees, and interested governmental and non-governmental agencies, and

to provide for the establishment and furtherance of apprenticeship standards to safeguard and promote the welfare of apprentices." The Labour Code restated the same objectives and more specifically sets out the main features of the country's apprenticeship programme under the Bureau of Apprenticeship.

The NMYC was established pursuant to the provision of R. A. No. 5462 "to take care of, train and develop human resources, and to establish institutions and formulate integrated plans, programmes and projects that will insure efficient and proper allocation, accelerated development and optimum utilisation of the nation's manpower and out-of-school youth and thereby develop civic efficiency and strengthen family life." The Labour Code expands the objective of the country's national manpower development programme which is "to develop human resources, establish training institutions, and formulate such plans and programmes as will insure efficient allocation, development and utilisation of the nation's manpower and thereby promote employment and accelerate economic and social growth." The responsibilities and functions of the NMYC together with the specific offices in the council's secretariat, charged with their implementation, outline the kind of manpower development system intended for the Philippines. As described in the different articles of the Labour Code, manpower development in the Philippines in the 1970's ceased to be equated with merely manpower training and followed the trend in manpower development initiated by the industrialised and developed countries in the 1960's. In brief, this new concept of manpower development is composed of manpower planning, manpower programme development and manpower training. These basic components are supported by other elements such as the establishment of industry boards; the employment service function; the granting of incentives for training; and the co-ordination of all manpower development activities.

The Structure

Organization and Administration

The Bureau of Vocational Education was originally responsible for the administration of public vocational schools; and the Bureau of Private Education for the co-ordination and administration of private vocational schools.

The Bureau of Vocational Education was one of the major bureaus under the Department of Education. The bureau was composed of the

Director of Vocational Education, one Assistant Director for Education Affairs and Field Supervision and another Assistant Director for administrative services. For administrative purposes, the total organisation was divided geographically with the direct supervision of vocational schools entrusted to superintendents and principals. This structure paralleled the administrative organisation of the elementary and secondary education of the general education curriculum.

With the abolition of the bureau during the reorganisation of the Philippine government in 1972, its responsibilities as well as personnel were transferred to the Bureau of Secondary Education and the Bureau of Higher Education also under the Department of Education.

In 1977, the Office of Non-Formal Education was created in the Department of Education and was given the responsibility of co-ordinating all non-formal training programmes of the Department which were not explicitly under the jurisdiction of the defunct Bureau of Vocational Education.

Manpower training programmes are now under the supervision of the National Manpower and Youth Council. The NMYC is composed of a tripartite Council as the policy-making unit and supported by the Secretariat headed by a Director General assisted by a Deputy Director General. It is composed of the following four offices, each headed by an Executive Director.

- (a) The Office of Manpower Planning and Development is composed of four divisions:
 - (1) The Planning Division which formulates the national manpower plans.
 - (2) Programme Development and Evaluation Division which initiates programmes for implementation by the NMYC as well as other institutions, and evaluates the training programmes.
 - (3) Research and Surveys Division which supports the planning and programming functions with the needed data and statistics.
 - (4) Industrial Manpower Development Division which establishes industry boards.
- (b) The Office of Manpower Skills Development is composed of four divisions, namely the :
 - (1) Training Division which operates the National Skills Centre and conducts model training programmes for replication throughout the country.

- (2) Skills Training Promotion and Evaluation Division which implements the Training Incentives Scheme.
- (3) Curriculum and Training Aids Development Division which develops model curricula and other training aids.
- (4) Trade Skills Standards Division which establishes and implements the trade standards through certification.
- (c) The office of Vocational Preparation is composed of the following three divisions :
 - (1) Planning and Evaluation Division which develops plans and programme for the out-of-school youth.
 - (2) Programme Implementation and Co-ordination Division which implements programme for out-of-school youth and co-ordinates manpower programmes for the same.
 - (3) Vocational Guidance Division which develops and implements vocational guidance programmes.

The above mentioned central office units support thirteen Regional Manpower Development Offices (RMDOs) and ten Regional Manpower Training Centres (RMTCs) in the country. The RMDOs are patterned after the NMYC central office in function and structure to give standard NMYC services to the different regions. The RMTCs, not necessarily one for each region, have facilities and instructors oriented towards the needs of the regions where they are located.

Under the Ministry of Labour are other bureaus and offices whose functions complete the manpower development system of the country. One of these is the Bureau of Apprenticeship. There are others bureaus responsible for the placement function of the manpower development field. These are the following :

- a. The Overseas Employment Development Board which undertakes a systematic programme for overseas employment of Filipino workers, other than seamen, in excess of domestic needs; to protect their rights to fair and equitable employment practices and to promote the welfare of Filipino emigrants.
- b. National Seaman Board which establishes and maintains a comprehensive seamen employment programme.
- c. Bureau of Employment Services which undertakes the recruitment and placement of workers domestically.

Article 49 of the Labour Code says: "In order to integrate the national manpower development effort, all manpower training schemes as provided for in this Code shall be co-ordinated with the Council, particularly

those having to do with setting of skills standards. For this purpose, existing manpower training programmes in the government and in the private sector shall be reported to the Council which may regulate such programmes to make them conform with national development programmes." This provision excludes apprentices, learners and handicapped workers since they are governed by specific provisions of the Labour Code. This provision remains a stumbling block in NMYC's operation—its implementation being limited to pilot or experimental attempts only. The apparent reasons for this is not only financial but also organisational. The NMYC at the implementation level could not command the co-operation, much less the full compliance of other agencies and institutions, both public and private, in reporting their manpower development activities. On the other hand, this lukewarm attitude gives the NMYC some time to gear its resources specially its technical capability to handle such a function. This problem is complicated by jurisdictional questions on the manpower development activities of the different sectors, i.e., the non-formal training programmes conducted within the school setting during the vacation months.

Although the vocational schools have been established to provide the specific skills needed in the particular locality where they are situated, many vocational schools are found in places where natural resources, population concentration or industrial establishments are not present. The Regional Manpower Training Centres were established along the same principle. At the start of the project, a study was made to find a suitable location for the training centres. A few more years are needed to verify the results of the study and, hence, measure the success of the Regional Manpower Training Centre. In summary, the basic structure of the Philippine manpower development system may be described as geographically oriented and government directed.

The Delivery Systems of Manpower Development Programmes

Two distinct delivery systems are therefore utilised—the formal and the non-formal systems. Although the dichotomy may hamper the implementation of the total programme, co-ordination in responsibilities and policies related to it set the tone for the division.

The delivery of manpower services under both systems are direct, meaning that the government uses its own agencies, institutions and resources to provide vocational education. All the formal education programmes are under the Ministry of Education and Culture and are conducted

within the school setting. The growth in number of public vocational schools from 1940 to 1970 has been phenomenal, starting from 44 schools in 1940–1941 to 224 schools under the Bureau of Vocational Education in 1969–1970, or an increase of 409 percent. As of this year, 1980, there are 318 non-chartered vocational schools.

Most of the programmes of the non-chartered vocational schools are in the secondary curriculum level. The courses offered at the post-secondary level, ranging from one to three years, generally referred to as technical education courses, are being undertaken by state or chartered colleges and universities such as the Technical University of the Philippines and by private vocational institutions.

The non-formal system spearheaded by the NMYC gives manpower development services directly and indirectly. The direct services are training programmes both in the basic skills and upgrading levels in agriculture, industry and service categories. NMYC also offers training programmes for trainers and instructors, for managers and entrepreneurs and other special training programmes catering to the country's out-of-school youth. These training programmes are conducted in the NMYC Training complex located in Metro-Manila and in the ten Regional Manpower Training Centres. Other arrangements are also possible such as joint undertakings between the NMYC and the vocational schools specially for the upgrading of vocational school instructors' skills during the summer months. NMYC also conducts some of these training programmes in co-operation with private enterprises and groups like the Kabataang Barangay and the University of the Philippines' Institute of Small Scale Industries.

Indirect manpower development services include the other functions of the NMYC—manpower planning; programme development and evaluation; the establishment of industry boards; the implementation of the tax incentive scheme; the formulation of national trade skill standards; the development of model curricula and training aids; and the development of pilot training programmes.

The NMYC has two national manpower plans—one for 1974-1977 and the latest for 1978-1982, which set out the training targets for the country's manpower development programme according to the National Economic Development Plans formulated by the National Economic and Development Authority, the Philippines' highest planning body. To support the national manpower plan, an implementation and evaluation programme is developed to set manpower activities and guide the manpower programmes of other agencies and institutions during the planning period. This feed-back

system also monitors the implementation of the plan for evaluation and re-planning.

At present, five industry boards are operating in the automotive, construction, land transportation, apparel and textile and the power and electricity industries. Based on the British Industry Training Board system, these boards are tripartite committees responsible for the manpower development of the industry for which they are established. Although the NMYC plays a major role by providing the government counterpart funds, these boards have become the venue for private sector participation in manpower development, no matter how small it is at the start. Since the whole programme of establishing the boards is barely five years old, initial experience indicates that it may need a lot of government support in terms of resources and co-ordination before the private sector is ready to give its full share to the programme.

The Tax Incentive Scheme in the Labor Code grants "an additional deduction from taxable income of one-half of the value of labor training expenses incurred for development programmes to the person or enterprise concerned provided that such development programme other than apprenticeship, are approved by the Council and the deduction does not exceed ten per cent of direct labor wage." In its pilot implementation, from March 1977 to February, 1980, 91 firms applied for the incentive for a total number of 324 programmes processed. Out of these, 236 are approved. The programme is now undergoing evaluation for a wider application later on.

The development of pilot training programmes and new curricula and training aids are on-going concerns of the council. Efforts along these lines are concentrated in the skills centre in Metro-Manila which the United Nations Development Programme and the International Labour Organisation helped in building and completing. These international organisations along with others also send experts on different aspects of vocational education to assist local counterparts.

With the decentralisation of government offices, a few years back, regional offices now provide the services formerly concentrated in the Metro-Manila area. The regional offices of the Ministry of Labor and on employment assist in the placement through dissemination of information on employment opportunities and referrals. The public employment offices under the administrative and technical supervision of the Bureau of Employment Services specifically provide for placement services in localities.

The delivery vehicles for the country's manpower development programmes are therefore government initiated and government controlled,

providing the service direct to its client.

Clientele: Categories, Selection Process and Number Served

Vocational schools under the Ministry of Education and Culture practically do not have any formal screening mechanism for their enrollees except for some counselling service and aptitude testing. The purpose of this is not to screen out the applicants but to classify or group them. Every elementary school graduate is qualified to enter the secondary vocational schools. The only limiting factor is the physical capacity of the schools.

The post-secondary schools, mostly chartered state colleges and universities and private vocational schools, have a more formal screening process. In addition to the standard counselling and aptitude testing, there are competitive entrance examinations given to reduce the number of applicants into the number which the facilities of these schools can accommodate.

On the other hand, the basic qualification of the trainees of the NMYC training programmes is secondary education. Aptitude testing is given to ascertain the suitability of the course to the trainees' capability and interest. Except for the Kabataang Barangay programme which specifies the out-of-school youth as its client, the training programmes are open to everybody and courses for both male and female trainees are offered.

Although existing programmes are directed towards the younger segment of the population, the Philippine manpower development policy does not specify a client category. Unlike the United States manpower policy which singles out the disadvantaged as its client group, the Philippine manpower policy seeks to serve the whole population.

Table 2 summarises the enrolment in different types of vocational schools from 1978-1980. During this span, the enrolment in non-chartered vocational schools increased by an average of 10.01 percent from 206,650 in 1978 to 250,000 in 1980. For the same time period, the enrolment of chartered schools increased by an average of 14.47 percent from 50,934 to 66,716. In the private vocational schools, the increase in enrolment was less impressive in 1979 with chartered vocational schools having more than half of the total reported enrolment of vocational schools from 1978-1980 while non-chartered vocational schools and private schools accounted for almost equal shares of the residual. The overall increase in total enrolment was 9.78 per cent, much faster than the enrolment increase in private vocational schools. In 1979, the total enrolments of private vocational schools

was 59,147. This increased by 1.91 per cent per next year to 60,277.

The above figures indicate the increasing role of state colleges and universities with the growth in its enrolment the fastest among the three. This reflects a desirable trend in vocational education since the technical courses offered in these colleges and universities approximate the technician courses in Europe. The graduates possess the skills that the industry needs.

For lack of complete information on the number of trainees and non-formal training programmes being conducted all over the country, the training output of the NMYC, the apprenticeship and the learnership programmes are taken as indicators of the number of graduates of these programmes. The training output accounts for the reported graduates of training programme conducted by the thirteen NMYC regional offices including the skills centre in Region IV, Metro-Manila, the National Capital Region and the reported apprenticeship and learnership graduates of the regional offices of the Ministry of Labor and Employment (Please see Tables 3, 3-a and 3-b). During the three years, 1977-1979 where data are available, the number of NMYC graduates increased from 23,708 to 38,706 for an average annual increment of 36.46 percent. The year 1978 produced the greatest number of graduates, 42,091, which was an increase of 88.96 percent from 23,708 in 1977. In 1979, the number of graduates decreased to 38,706 or 8.04 percent from the previous year.

In 1977, the NMYC National Capital Region accounted for the largest share of graduates with 21.92 percent followed by Region IV-A, Southern Tagalog and Palawan with 10.95 percent share. In 1978, with 161.39 percent increase in the number of graduates, Region IV-A, Southern Tagalog Region had the largest share with 16.12 percent; Region VIII, the Eastern Visayas Region, followed with 12.35 percent while the number of those graduated by the National Capital Region decreased by 19.59 percent for a 9.93 per cent share of the total. Region VII, Central Visayas, accounted for the largest share of graduates with 19.75 percent of the total followed by Region IV-A and Region VI, Western Visayas, with a ten percent share each in 1979. The overall trend in 1979 was decreasing. However, this was not a sign that the manpower development thrust was weakening but rather a shift in emphasis from mere manpower training to manpower planning and programme development and evaluation.

The apprenticeship programme graduated a total of 36,629 apprentices from 1977 to 1979 all over the country. During this period, the number of apprentices graduating decreased from 13,106 in 1977 to 10,996 in 1978. This figure increased by 13.9 percent in 1979 to 12,527 apprentices graduat-

ing. Most of the apprentices came from Region IV which accounted for one-half of the total graduates per year while the fastest average growth rate was exhibited by Region VI.

In 1978 and 1979, the number of reported graduates throughout the country, increased by 37.75 percent from 1,123 in 1978 to 1,547 in 1979. Region III accounted for the biggest bulk of graduates with 49.78 percent share of the total in 1978 and 32.51 percent share in 1979.

Given the enrolment figures of vocational schools and the output of the non-formal system, the number of these served by the vocational schools is large even considering that not all enrolees graduate. However, the output of training programmes conducted outside the NMYC, i.e. by private business enterprises and institutions is considered as though the apprentices and learners have been graduated by them. This brings the output of the non-formal manpower development system to less than a hundred thousand per year. Given a labour force of around 16 million and an unemployment rate of 10 percent (including conversion of underemployment) per year, this assumed manpower development capacity of the country only makes a small contribution towards the estimated 1.6 million unemployed. Other manpower development services such as placement may alleviate the problem but only to a very limited extent.

The Financing of Manpower Development

The financing of manpower development has two facets which complicate the formulation of a national manpower policy. Firstly, the method of financing has evolved with the manpower development system. It reflects how the system developed from its origins to the present. Secondly, the manner by which a country finances its manpower development describes the philosophy of the system and determines the future and the direction of its manpower programmes. As in the previous sections of this paper, separate analyses are made for the financing of the vocational education programme under the Ministry of Education and Culture and the rest of the system as represented by the NMYC and the Ministry of Labour and Employment. The main items of interest are the appropriations, revenues and expenditures for the former and the role of the government and the private sector for the latter.

THE VOCATIONAL EDUCATION PROGRAMME OF THE MINISTRY OF EDUCATION AND CULTURE

Appropriations

Among all public educational institutions, vocational schools received the smallest share of the total appropriations. In 1977, vocational schools received P-233 million or only 8.58 percent of the total appropriations of P 2.718 million for the public education system. By 1980, there was a slight improvement to a 10.28 percent share of the total. The 1977 to 1979 average share was 9.57 percent while the 1978 to 1980 average was 10.13 percent. Of these, the percent share of non-chartered vocational schools as against chartered schools was 67.17 percent and 32.83 percent respectively during the 1977-1979 period and 64 percent and 36 percent for the 1978-1980 period. (Please see Table 4).

As shown in Table 5, the appropriation per school of non-chartered, non-vocational schools was greater than the appropriations for non-chartered vocational schools for the years 1977 to 1980. The 1977 to 1979 average appropriation per school of the former was P 1.091 million against P 592,990

of the latter. This was also the case for chartered schools where the 1977 to 1979 average was P 23.725 million for non-vocational education and P 6.208 million for vocational education. However, the growth rate of appropriations for vocational education in both the growth rate of appropriations for vocational education in both the chartered and non-chartered categories were slightly greater than that for non-vocational schools.

Table 6 shows the average growth rate of enrolment, appropriations and the appropriation per student of all types of public schools from 1978 to 1980. Only the non-chartered vocational schools experienced a decreasing rate of appropriation per student—a negative 3.11 percent. This can be explained by the growth in enrolment of these schools, 10.01 percent which exceeded the 6.51 percent growth in appropriation. The chartered vocational schools experienced 19.87 percent growth in appropriation per student and an enrolment growth rate of 14.47 percent which was below the 38 percent growth in appropriations.

The financial profile of non-chartered vocational schools from 1970 to 1980 shown in Table 7 shows that although total appropriations went up by 247.65 percent during the decade or from P 74.84 million in 1970 to about P 260.18 million in 1980, appropriation per student only went up by 46.65 percent or from P 709.65 to P 1,040.71. The growth in enrolment explains this low increase in appropriation per student. The 137.05 percent increase estimated by the Ministry of the Budget might still be lower considering the disparities shown in the table.

Of the three school types among the non-chartered vocational schools (agriculture, fishery and trade), trade displayed the highest average distribution of enrolment followed by agriculture and fishery. This distribution was also followed in terms of appropriations. (please see Table 8.) For chartered vocational schools (the 18 vocational schools composed of about 38 percent of the country's 47 chartered colleges and universities), the same trend was observed. Table 9 shows the average percentage distribution of enrolment and appropriation per school type for 1978 to 1980. Trade vocational schools had a 65.66 percent in enrolment and 54.13 percent share in appropriation.

In terms of appropriation per region in non-chartered vocational schools, the three regions with the biggest share of the total appropriation were Region VI—Western Visayas, Region VIII—Eastern Visayas and Region II—Cagayan Valley with a total share of 40.31 percent in terms of appropriations and 42.45 percent in terms of the number of schools. The total appropriation was P 260.2 million and the total number of vocational schools was

318. (Please see Table 10.) On the other hand, the three regions with the smallest average share in appropriation were Region IV—the National Capital Region; Region XII—Southern Mindanao; and Region XI—Southeastern Mindanao with a total share in appropriation of 10 percent and 8.49 percent share in number of schools. (Please see Table 11.)

Revenues

There are three main sources of revenue of public non-chartered vocational schools. They are: (1) donations and appropriations; (2) tuition income; and (3) miscellaneous income which includes auxiliary or production income, interest and investment and other income sources. During the 1978-1980 period, the growth rate of miscellaneous income was the greatest at 64.41 percent followed by tuition income at 37.18 percent. However, in terms of percentage share, donations and appropriations was the highest at 90.12 percent followed by tuition income at 6.47 percent and miscellaneous income at 3.41 percent share. (Please see Table 12.)

Among the three levels of non-chartered vocational schools, the secondary schools had the highest average revenue growth rate at 35.38 percent for the period 1978-1980 (Please see Table 13). This was followed by higher education schools and lastly by post-secondary schools. According to the type of school, fishery had the highest average revenue growth rate from 1978 to 1980 at 29.32 percent. However, among all the categories, the secondary trade schools had the highest revenue growth rate of 48.75 percent during the 1978-1980 period.

In the case of 106 private vocational schools, tuition income had the highest average share in total revenue for the two time periods 1974-1978 and 1978-1980. The share of tuition income was 92.64 percent and 91.77 percent respectively (Please see Table 14). In terms of growth rate, however, donations and appropriations outdid the other revenue sources for both the periods at 56.81 percent and 43.39 percent respectively. Tuition income, on the other hand, decreased in share with the growth rate going down from the 1974-1978 average of 14.87 percent to 11.10 percent in 1978-1980.

One of the several factors causing the decreasing share of tuition income was the freezing of tuition fees in the school years 1974-1977. Maximum increases in tuition fees of 10 percent and 15 percent were also fixed for some selected schools and although enrolment was generally increasing, it showed a fluctuating trend, averaging only a growth rate of 0.74 percent in the school years, 1973-74 and 1977-78 and 4.38 percent during 1977-78 and 1979-80.

Expenditures

There are two main items of expenditures, namely, (1) operating expenditures including personal services and maintenance and operations; and (2) non-operating expenditures or capital expenditures.

For public non-chartered vocational schools, operating expenditures had the biggest share at 95.75 percent of the total expenditures in 1978 and increased to 99.31 percent in 1980 (Please see Table 15). The increase from 1978 to 1980 of operating expenditures was 10.13 percent as against the 19.95 percent increase in 1974-1980. Personal services accounted for more than half of the operating expenditures item at 60.06 percent, 63.54 percent and 65.92 percent for the years 1978, 1979 and 1980 respectively. Under maintenance and operations, 32.35 percent was spent on supplies and materials in 1978 and 30.99 percent comprising the biggest item under this expenditure in 1980. The highest growth rate item was for repair and maintenance which was 31.85 percent in 1979 and 21.72 percent in 1980. Its average growth rates in 1974-1980 and 1978-1980 were also the highest at 57.86 percent and 26.78 percent respectively. On the other hand, capital expenditures accounted for only 4.25 percent in 1978. It increased to 55.93 percent in 1980, taking a 0.69 percent share of the total.

Almost the same trend was observed in the case of chartered vocational schools. Operating expenditures were 97.16 percent of the total in 1978 and 96.66 percent in 1980 for a growth rate of 13.54 percent. Personal services accounted for 74.01 percent in 1978 and 70.64 percent in 1980, again the highest among the items. The highest growth rate for the time period 1978-1980 was experienced in grants and subsidies under maintenance and operations which increased by 46.31 percent. The second highest growth rate for the same time period was for repair and maintenance at 44.10 percent on the average. Total expenditure which was P 60.72 million in 1978 increased by 17.49 percent in 1980 to P 83.69 million. (Please see Table 16)

Operating expenses of private vocational schools were 97.16 percent of the total expenditures on the average for 1978-1980 against 1.41 percent each for non-operating expenditures and income taxes. The total expenditure of about P 28 million went up to P 31 million in 1979 and to P 34 million in 1980 with an average annual increase of 10 percent for the three years. The biggest increase among all the items were fringe benefits under personal services at 17.10 percent on the average for 1978-1980 (which in 1980 was only 7.90 percent of the total). This was followed by miscella-

neous expenses at 11.51 percent, administrative expenses at 10.64 percent, personal services at 10.44 percent, operating expenses at 10.07 percent and capital expenses at 10.21 percent. However, capital expenditure on the average, for 1978-1980 had only a 0.4 percent share of the total. Capital expenditure had the smallest share among the expenditure items (Please see Table 17).

Table 18 shows the growth rates of the expenditure of private vocational schools from 1974-1978. In this table, non-operating expenses or capital expenses increased by 23.08 percent during the four years, the highest among the expenditure items. In 1980, the total expenditure of all private vocational schools was P 34.28 million.

In the public education sector, vocational schools had the highest cost per capita among the different types of education. For the school year 1977-78 and 1979-80, the cost per student in public elementary schools and in all secondary schools averaged to P 350.65 percent and P 553.33 percent respectively. These figures were all lower than the computed average of the public vocational schools. Table 19 shows the average cost per student in public vocational schools for 1977-78 to 1979-80. For non-chartered vocational schools, there was a decrease in cost per student of 1.91 percent for an average of P 886.93. The highest cost per student was in chartered agricultural schools at P 1,687.45 with an increase of 3.98 percent. As compared to private vocational schools (Table 20), the cost per student in public vocational schools was considerably higher. For the same time period, the average cost per student in private vocational schools was P 353.69.

Analysis of the Financial Data

The vocational education system is under the strong influence of the government. Appropriations from the government is still the biggest source of revenue for public vocational schools accounting for more than 90 percent of the total despite the fast growth rates of other revenue items. The opposite is true in the case of private vocational schools. Tuition income made the biggest revenue contribution (more than 90 percent) but experienced a decreasing growth rate while donations and appropriations increased by more than 50 percent. Considering the number of private vocational schools, 106 as against the 318 of the public sector with a ratio of 1 : 3 (the same ratio is reflected in enrolment), the government still has the biggest share in the vocational education system. Given the social objective of vocational education, this is expected. However, the traditional reason

behind the sharing of the burden is now being questioned. Instead of relying on the government for bearing the responsibility, the end user i.e., the industry should play an active role in providing vocational education.

Among all the types of public education institutions, vocational schools received the smallest share of the total government appropriation for education. For the past decade, the vocational education share in total appropriation did not exceed 10 percent. The amount appropriated per school was lower than that for non-vocational education. Even the appropriation per student decreased during the past few years.

Due to the country's problems of inflation and unemployment, it is necessary that a greater number of people be prepared for immediate employment as early as possible in their working lives. To attain a measure of success and make the influence or impact of the vocational Education programme felt, government support is necessary both in terms of more substantial financial support and more so, policy support.

Given the agricultural bias of the nation's economy, trade schools had the biggest appropriation and enrolment over the other two vocational school types, fishery and agriculture. It is also observed that the three regions which received the biggest appropriations are still considered depressed areas. This means that these regions—Eastern Visayas, Western Visayas, and Cagayan Valley are not active in terms of economic productivity. Moreover, the vocational schools graduates cannot be absorbed as these schools are not situated in business and industrial areas.

On the other hand, one of the three regions receiving the smallest share in the appropriation was the National Capital Region or Metro-Manila, the centre of economic activity. The unsuitable location and appropriation of vocational schools demand reorientation of priorities and policies.

Appropriation from the government was the biggest source of revenue of public vocational schools. Other revenue sources such as tuition fees and miscellaneous income and interest income contributed very little to the total revenue. Private vocational schools had the same revenue sources with tuition income contributing more than 90 percent. This over-reliance of both public and private vocational schools on one revenue source leads to inflexibility in their policies and programmes. Other revenue sources should be explored by these institutions both on a national scale and on each school basis.

The marketability of the trainees' output can be a source of income for these schools apart from loans and contributions from non-governmental sources.

Vocational education had the highest per capita cost among all the education types. Its expenditure pattern showed that the biggest share went to personal services, (more than 90 percent for both public and private vocational schools). Though this branch of the educational system is acknowledged to be the most capital intensive, non-operating expenditure was less than 5 percent. This explains the poor facilities in vocational schools. This is an area where external assistance would be most welcome and co-operative undertakings would lessen the cost for everyone. School aids and facilities are the most important tools in the learning process in the vocational education programme and should, therefore, be developed.

THE MANPOWER DEVELOPMENT FIELD

Since the co-ordination and monitoring of manpower development activities have begun recently, information on expenditure on non-governmental manpower training programmes other than those conducted under the Ministry of Education and Culture is fragmented. Instead of surveying the financing scheme of these programmes, a representative group can be chosen whose manpower development experience may be an indicator for the rest.

For Fiscal Year 1974-75, the estimated budget for selected government training programmes was around P 40 million. The amount was doubled the next year and by 1980 increased to more than P 120 million. These appropriations were for specific government manpower development projects and government agencies, given the various manpower development tasks identified in the budget. These amounts still understated total expenditures since some government manpower development programmes were not explicitly mentioned in the summary estimates of the Ministry of the Budget (Please see Table 21).

The 1980 appropriation for manpower development is less than 10 percent of the approximately P 3 billion for general education. The Ministry of Education and Culture's budget, however, includes the appropriation for vocational schools which does not exceed 10 percent of the annual total budget.

This disparity between the formal and non-formal types of education does not tally with the expectations from the manpower development area. The traditional reliance upon the formal school system even for short-term courses partly explains this. But more importantly, it is due to relatively recent introduction of manpower development in the Philippines.

The government, being aware of its limitations introduced the industry board system and the tax incentive scheme to generate private sector participation in this area.

The NMYC has established five industry boards. It put up the initial funding for the industry boards' support during the stage of organisation and co-ordination. Table 21 summarises the total government expenditure board from 1976 to 1979 amounting to P 1,318,000. The amount allocated to each Board only covered the organisational and administrative costs. Other funding sources were tapped for specific projects such as manpower and training surveys and the conduct of training programmes (Please see Table 22).

Each Board receives an average P 75,000 annually for its maintenance except the Automotive Industry, and the Regional Power and Electricity Industry Board. The Automotive Industry Board has received a total of more than P 500 thousand in four years since its main purpose was to pilot the industry board scheme. Its experience and growing-up pains are supposed to guide the establishment of the next industry boards. On the other hand, the Board for the electric and power industry has a regional set-up corresponding to Regional Manpower Development Offices of the NMYC. Its budget of P 43,000 divided equally among the thirteen regional Boards is augmented by the NMYC regional offices through staff support and co-ordination.

Two industry boards have tapped other means besides the NMYC grant to finance their programmes. The Construction Industry Board entered into an agreement with the Philippine Overseas Construction Board to conduct a study on the construction industry manpower profile sometime in 1978. It received a grant of P 30,000 for the survey. The Ministry of Labor and Employment has given a grant of a quarter of a million pesos from the Welfare Fund collected by the Bureau of Employment Services and the Overseas Employment Development Board from recruitment agencies and construction companies which send workers abroad. The Welfare Fund is also a contingency fund from which the Ministry could draw money for cases of emergency affecting workers abroad such as sickness and death. A portion of this Fund is set aside for manpower development and training to replace lost skills in the domestic labour market.

The Apparel and Textile Industry Board entered into a co-operative project with the NMYC and the Philippine Textile Research Institute to conduct a training programme on industrial sewing machine operation. It received P 60,000 from the Philippine Textile Research Institute to finance the project. The NMYC agreed to provide the venue for the training programme

and the instructors. It also put up half of the industrial sewing machines needed for the training. The industry board provided the co-ordination and staff work and additional industrial sewing machines which were donated by a sewing machine distributor to a member association of the Board.

The basic method of financing provided by the NMYC cannot support the regular maintenance of the Board. At this point, some of them are starting to experiment on funding schemes not only to augment the government grants but also to serve as a take-off point for more serious fund generation later on. The Boards are aware that the government grant per Board gradually decreases every year to compel the Boards to be self-sufficient. The Boards are trying to work out a scheme to collect membership fees together with annual dues. The automotive, land transportation and apparel and textile industries boards have adopted these schemes. The Automotive Industry Board collects P 100.00 per member plus an annual due of P 100.00. The Land Transportation Industry Board collects P 700.00 per board member and another P 700.00 per association as annual due. The Apparel and Textile Industry Board has a higher amount with P 5,000.00 membership fee per association and P 1,000.00 per individual member. Each of these boards has at least eleven paying members. The total fees are very minimal to sustain each board's total expenses. This is expected since until now the private sector considers manpower training expenditure as a cost without considering the benefit of skilled manpower. The law establishing industry boards needs to be supplemented by an additional regulation giving more substance to the portion on financing and private sector participation.

The Tax Incentive Scheme (TIS) has been implemented on an experimental basis from March 1977 to February 1980. The scheme is now undergoing evaluation by the NMYC for a wider scope of implementation later on. Table 23 gives the highlights of the TIS during its experimental stage.

A total of 324 applications from 91 companies were processed. Out of these 73 percent or 236 proposals were approved. These proposals covered 381 approved training programmes, 54 percent of which were for skills training and 39 percent for supervisory and middle management training. Of the 17,397 trainees, 60 percent or 10,503 were trained for basic skills and 26 percent or 4,571 were trained for supervisory and middle management training. The proposed total cost was P 17,89 million of which 50 percent was deductible from taxable income. The per capita cost to the government was P 154.25 and to the private sector P 359.93.

If applications to the TIS are an indicator of the interest of the

private sector to manpower development, the small number of applicants show the low priority of training in the private sector. There are about half-a-million establishments in the Philippines, an estimated 20,000 of which are considered large establishments by the National Census and Statistics Office.¹ Not even 0.5 percent of these twenty thousand establishments applied for this incentive for training. There are two main reasons cited for this lukewarm response of the private sector. Assuming that large establishments generally conduct at least one training programme a year, a large number of them could have applied. One reason is that the incentive given is low compared with the incentives which business establishments could avail of from the government. The time and effort it would take them to apply and process their applications is not worth the tax deduction they would get. Another reason is the experimental nature of the scheme which limits the types of skills and training programmes eligible for incentives. It is hoped that with the evaluation now taking place, a more exhaustive implementation will take place and some of the limitations of the first attempt corrected.

The apprenticeship programme under the Ministry of Labor and Employment provides another revenue for more active private sector participation. The cost of apprenticeship to the government consists of the administration provided by the Bureau of Apprenticeship and the decrease in government tax revenue because of the deductibility of training costs not exceeding 10 percent of direct labour wage. To the private business enterprises conducting apprenticeship and learnership programmes, the costs include the wage and other allowances, the materials used during the training, the downtime in production due to the use of the machineries for the training programme and the cost of the supervisor's time in instructing and overseeing the apprentices. Unfortunately, the cost of the last four above-mentioned items are not reported to the Bureau of Apprenticeship nor any study or research made to evaluate them. For simplicity, this paper assumes that the cost of the last four items roughly equals the output produced by the apprentices which are of value to the company.

1. The definition of large establishment for agriculture, forestry and fishing as well as industrial establishments (engaged in mining and quarrying; manufacturing; electricity; gas and water; and construction) are those with employment size of ten persons or more and for non-industrial establishments (engaged in wholesale and retail; restaurants and hotels; transport, storage and communication; financing, insurance, real estate and business services; community, social, recreational and personal services) are those with average monthly sales receipts of P 50,000.

The basic cost of apprenticeship to companies is the wage and allowances given to the trainees. The law allows a starting wage for apprentices below the statutory minimum wage which in no case, shall be below 75 percent of the applicable statutory minimum wage. For example, since the present statutory minimum wage is P 13.00 in Metro-Manila and P 12.00 outside Metro-Manila, the authorised starting wage of apprentices in Metro-Manila should not be less than P 9.95 and for those outside Metro-Manila no less than P 9.00. Apprentices are also entitled to wage increases and to the emergency cost of living allowance. The increase shall be according to the graduated scale of wages included in written programme and in the apprenticeship agreement between the apprentices and the employer. Given a schedule of wages of representative establishments with apprenticeship programme, the length of training programme conducted and the number of apprenticeship agreement recognised, the cost of apprenticeship to a company may be estimated.

The length of training depends on the kind of trade or occupation where training is desired. The longest period is about three years and six months and the shortest is three months. Based on the approved work processes and training hours of apprenticeable trades prepared by the Apprenticeship Standards Division of the Bureau, the average length of training in weeks is about 62 weeks or 372 days. In 1979, there were about 36,739 apprenticeship recognised agreements. Using this number as the measure of the number of apprentices trained rather than the number of graduates, the total cost of apprenticeship to the private sector in 1979 was somewhere between P 134.35 million (the average minimum wage of an apprentice being P 9.83 per day) and P 200.9 million (the average maximum wage being P 14.70 per day).

Policy Recommendations

Most of the controversy on manpower development, central to which is the allocation of the funds, stems from the unco-ordinated efforts in this area. It proves difficult to monitor manpower development activities and consequently the funds actually devoted and spent on its programmes. There is a tendency to doublecount the expenditure as well as the output of the different sectors involved. Reports on manpower development activities are found in various forms ranging from budget presentations to annual reports that contain information suited to the aim of the document. The NMYC is mandated by legislation to co-ordinate all manpower development activities but lacks in support. Government support should not only come in terms of logistics, but more importantly, in terms of complementary legislations. To encourage both public and private sectors alike to report on their manpower development activities, the government agency needs more than persuasive power to make the scheme work. The logistics of the NMYC including the technical staff should be geared towards such a nationwide endeavour.

The main reason behind the establishment of industry boards is to get the maximum private sector participation for manpower development, both in terms of financing and policy-making at the basic industry level. This is a timely move of the government to transfer gradually the training of the mainstream labour force to industry. For one, the private sector is in a better position than the government to know its needs in terms of skilled workers and has the best means to satisfy this need. Secondly, the government could then devote its efforts to the bulk of unemployed composed mainly of youth and the unskilled. Legislation for industry boards should therefore provide for a financing system mainly from the private sector. This could not be done, as proven, by the almost four years' experience in industry board establishment without a government regulation compelling private sector participation for there is a long tradition of relying on government initiative to produce the skilled workers needed by the industry.

As described in earlier portions of this paper, the financial burden for manpower development is indeed shouldered almost entirely by the government. The contribution of students and trainees or the population at large in the form of tuition fees and specific taxes for manpower development is

very minimal considering that the clients of manpower development and vocational education come from the low and the lower middle-income classes.

As suggested by practitioners and policymakers, the sector in the best position to provide the necessary skills should do so. This is certainly new to developing countries used to considering the government as the provider for programmes believed to be social in content and purpose. Hence, the traditional rationale behind the sharing of financial burden according to age categories, status of trainees and whoever benefits the most have become untenable in the context of rising costs. Manpower development should be considered as more than a social programme. It is an investment as sound or as risky as any other item in a company's investment portfolio.

The present Philippine manpower development policy enunciated in various legislations and decrees, is exhaustive enough to cover every angle and client of the system. However, in its bid to be all-encompassing, overlaps in agency responsibilities occur. This situation can hold if resources are abundant and the necessary output is produced effectively and efficiently. Policy support which is more far-reaching and lasting in influence is as important as financial support. Integration of all policies on vocational education and manpower development is necessary to build a manpower development structure without the problems the existing dichotomy produces.

The most important element, however, is to win the confidence and support of the private sector to government initiated programmes. Insufficient financing and stop-gap policies are more expensive in the long run and lose private sector interest. The government should, therefore, invest adequately to implement its programmes efficiently. This should be the main concern of the government at this point if it seeks to achieve relevance and continuity of manpower development in the country.

Table 2. Enrolment of Different Types of Vocational Schools
School Year 1977-78 to School Year 1979-80

School Type	Number of Schools	1978			1979			1980		
		Enrol- ment	% Share	Enrol- ment	% Share	Growth Rate	Enrol- ment	% Share	Growth Rate	Average Growth Rate
Non-Chartered Vocational/Technical Schools ^a	328	206,650	66.03	232,180	66.20	12.35	250,000	66.31	7.68	10.01
Chartered Vocational/Technical Schools ^b	18	50,934	16.28	59,388	16.94	16.60	66,716	17.70	12.34	14.47
Private Vocational/Technical Schools ^c	92	55,538	17.69	59,147	16.86	6.84	60,277	15.99	1.91	4.38
Total ...	—	312,942	100.00	350,715	1000.00	12.07	376,993	100.00	7.49	9.78

^a Schools under the Bureau of Higher Education and the Bureau of Secondary Education included. Enrolments of two of the 330 schools were not accounted for.

^b Includes 18 schools identified as offering basically vocational/technical courses out of the 41 chartered schools with reported enrolments.

^c Includes only the enrolment of 92 private vocational/technical schools with reported enrolments.

Source: Budget Operations Service, Ministry of Budget and National Government Budget, 1978-1980 for enrolment in the public sector and LOI No. 703 Survey, 1978 for the private sector.

Table 3. NYMC Training Output Per Region
CY 1977-1979

Region	1977			1978			1979			Average Growth Rate
	Output	% Share	Output	% Share	Growth Rate	Output	% Share	Growth Rate		
1. Ilocos Region	2,019	8.52	3,112	7.39	54.14	1,519	3.92	(51.19)	1.48	
2. Cagayan Valley	1,622	6.84	3,977	9.45	145.19	1,737	4.49	(56.32)	44.43	
3. Central Luzon	2,325	9.81	5,193	12.34	123.35	3,844	9.93	(25.98)	48.69	
4. National Capital Region	5,197 ^a	21.92	4,179 ^b	9.93	(19.59)	3,390	8.76	(18.88)	(19.23)	
4-A. Southern Tagalog	2,595	10.95	6,783	16.12	161.39	4,001	10.34	(41.01)	60.19	
5. Bicol	1,091	4.60	1,970	4.69	80.57	2,271	5.87	(15.28)	32.65	
6. Western Visayas	845	3.56	1,287	3.06	52.31	4,049	10.46	(214.61)	(81.15)	
7. Central Visayas	1,591	6.71	3,531	8.39	121.94	7,645	19.75	(16.51)	119.23	
8. Eastern Visayas	1,657	6.99	5,199	12.35	213.76	1,330	3.44	(74.42)	139.34	
9. Western Mindanao	2,009	8.47	2,344	5.57	16.67	855	2.21	(63.52)	(23.43)	
10. Northern Mindanao	958	4.05	2,270	5.39	136.95	3,790	9.79	66.96	73.37	
11. Southeastern Mindanao	1,799	7.59	1,534	3.64	(14.73)	1,874	4.84	22.16	(4.95)	
12. Southern Mindanao	—	—	712	1.69	100.00	2,401	6.20	237.22	163.10	
TOTAL ...	23,708	100.00	42,091	100.00	80.96	38,706	100.00	(8.04)	36.46	

a. Output of the Skills Center at Taguig, Metro Manila.

b. For 1978, this includes the output of the Skills Center and the NCR Training Programmes.

Table 3a. Apprentices Graduated by Region
CY 1977-1979

	Regions Output	1977 % share	Output	1978 % share	Growth Rate	Output	1979 % share	Growth Rate	Average Growth Rate
1.	208	1.59	365	3.32	75.48	117	0.93	(67.95)	3.76
2.	35	0.27	65	0.59	85.71	131	1.05	101.54	93.62
3.	3141	23.97	602	5.47	(80.83)	1443	11.52	139.70	29.43
4.	7437	56.74	4679	42.55	(37.08)	5977	47.71	27.74	(4.67)
4a.	—	—	2643	24.03	—	3130	24.98	18.42	—
5.	37	0.28	12	.11	(67.57)	119	0.95	891.66	412.04
6.	193	1.47	960	8.73	397.41	363	2.89	(62.18)	167.61
7.	852	6.50	803	7.30	(5.75)	758	6.05	(5.60)	(5.67)
8.	183	1.39	68	0.62	(62.84)	107	0.85	57.35	(2.74)
9.	302	2.30	64	0.58	(78.81)	45	0.36	(29.68)	54.24
10.	218	1.66	136	1.23	(37.61)	178	1.42	30.88	3.36
11.	500	3.82	781	7.10	56.20	130	1.04	(83.35)	(13.82)
12.						29	0.23	—	—
<hr/>									
Total 13,106		100%	10,996	100.00	(16.09)	12,527	100%	13.92	(1.08)

Table 3b. Learners Graduated by Region
CY 1978-1979

Regions	Output	1978 % Share	Output	1979 % Share	Growth Rate
1.	17	1.51	42	2.71	147.06
2.	41	3.65	164	10.60	300.00
3.	559	49.78	503	32.51	(100.18)
4.	51	4.54	17	1.09	(6.67)
4a	27	2.40	134	8.66	396.29
5.	0	—	33	2.13	—
6.	51	4.54	38	2.45	(25.49)
7.	361	32.14	98	6.33	(515.68)
8.	0	0	5	0.32	—
9.	1	0.09	2	0.13	100.00
10.	8	0.71	480	31.03	5900.00
11.	7	0.62	31	2.00	342.86
12.	—	—	—	—	—
Total	1123	100.00	1547		37.75

Table 4. Distribution of Government Appropriation by Level and Type of Education, CY 1977-1980

(in thousand pesos)																
Status of Schools	1977				1978				1979				1977-79		1978-80	
	Amount		%		Amount		%		Amount		%		Average	Average		
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%	Average	Average				
All Educational Levels	2,717,699	100.00	-	3,327,237	100.00	-	3,739,965	100.00	-	4,273,295	100.00	-	100.00	-		
Non-Vocational/Technical Schools ¹	2,484,514	91.42	100.00	3,002,366	90.24	100.00	3,352,446	89.64	100.00	3,884,189.67	89.72	100.00	90.43	100.00		
Elementary	1,882,978	69.29	75.79	2,291,710	68.88	76.33	2,555,507	68.33	76.40	2,915,927.33	68.23	76.05	68.83	76.17		
Non-Chartered ²	89,766	3.30	3.61	100,071	3.01	3.38	129,836	3.47	3.88	116,627.67	2.73	3.04	3.26	3.61		
Chartered ³	511,770	18.83	20.60	610,585	18.35	20.34	667,103	17.84	19.72	301,634.67	18.76	20.19	18.34	20.22		
Vocational/Technical Schools	233,185	8.58	100.00	324,871	9.76	100.00	387,519	10.36	100.00	439,105.33	10.28	100.00	9.57	100.00		
Non-Chartered	160,360	5.90	68.77	229,372	6.89	70.60	240,785	6.44	62.14	260,177.00	6.09	59.25	6.41	67.17		
Chartered	72,825	2.68	31.23	95,499	2.87	29.40	146,734	3.92	37.86	878,928.33	4.19	40.75	3.16	32.83		

¹ Refers to schools basically offering academic or general programme.
² Figures were derived by getting the difference between the sum of appropriation of schools under the Bureau of Secondary Education and Bureau of Higher Education, and the total appropriation of schools considered as vocational also under the two bureaus.
³ Derived by getting the difference between chartered and vocational/technical schools. (12 for 1977 and 18 for 1978-1980) and the reported total appropriations for all state colleges and universities.
Source : Budget Operation Service, Ministry of Budget and National Government Budget 1978-80.
Prepared by : Planning Service, NSDB Research and Statistics Division.

Table 5. Comparison of Appropriations of Vocational and Non-Vocational Schools
CY 1977-80

(in thousand pesos)																					
Status of Schools	1977			1978			1979			1980		Average 1977-1979		Average 1978-80							
	Number	Appropriation	%	Number	Appropriation	%	Growth Rate	Number	Appropriation	%	Growth Rate	%	Growth Rate	Appropriation/School	%	Growth Rate					
Non-Chartered Schools (BSE & BHE)																					
Non-Vocational/Technical Schools	86	89,766	35.89	131	100,071	30.38	1,163.62	11.48	122	129,836	35.08	1,604.23	29.73	116,628	30.95	10.17	33.77	20.61	1,090.55	32.12	10.35
Vocational/Technical Schools	373	160,360	64.11	328	229,372	69.62	699.30	62.66	328	240,785	64.97	734.10	4.98	260,177	69.05	6.52	66.23	24.00	592.99	67.88	18.18
Total ...	459	250,126	100.00	459	329,443	100.00	717.74	31.71	450	370,621	100.00	823.60	27.68	376,805	100.00	1.67	100.00	29.79	695.43	100.00	20.35
Chartered Schools																					
Non-Vocational/Technical Schools (including U.P.)	27	511,770	87.50	25	610,585	86.47	24,423.40	28.85	24	667,103	81.97	27,795.96	13.81	801,635	81.75	14.71	85.31	21.33	23,724.60	-	19.12
Excluding U. P. System	-	202,605	-	-	328,161	-	5,617.59	-	-	399,947	-	-	-	557,396	-	-	-	-	-	-	-
Vocational/Technical Schools	15	72,825	12.50	17	95,499	13.53	16,811.52	15.71	18	146,734	18.03	8,751.89	45.11	178,923	18.25	38.00	14.69	30.41	6,208.16	-	32.94
Total ...	42	584,595	100.00	42	706,084	100.00	1,978.80	20.78	42	813,837	100.00	19,379.07	15.26	980,560	100.00	20.49	100.00	18.17	16,702.51	-	18.84

Note : Two of the 330 non-chartered Vocational/Technical Schools were not accounted for. Figures were computed or lifted for Appendix 2.1. Based on the number of schools with reported appropriations in the national government budget 1978 to 1980.
Prepared by : Planning Service, NSDB, Research and Statistics Division.

Table 6. Average Growth Rates (%) of Enrolment, Appropriation and Appropriation/Student Across Types of Public Schools (1978-80)

Type of Public School	Enrolment	Appropriation	Appropriation/ Student
Elementary Schools	1.50	12.80	11.14
Non-Chartered Schools			
Vocational/Technical	10.01	6.51	(3.11)
Non-Vocational/Technical	8.71	9.78	1.50
Chartered Schools			
Vocational/Technical	14.47	38.00	19.87
Non-Vocational/Technical*	15.24	30.72	20.66

*Excluding the UP System.

**Table 7. Financial Profile of Vocational Technical Schools
1970-80**

Description	1970	1980	Growth Rate
Total Appropriation	P 74.84 M	P 260.18 M	247.65%
Total Enrolment	105,464	250,000*	137.05
Appropriation/Student	P 709.65	P 1,040.71	46.65
Number of Schools	314	318	1.27
Appropriation/School	P238,353.50	P 818,166.67	243.25

*Estimated by the Ministry of Budget.

**Table 8. Average Distribution of Enrolment and Appropriation
Across Programmes CY 1978-80**

School Type	Enrolment	Appropriation	Number of Schools (CY 1980)
Agriculture	30.61%	36.11%	111
Fishery	15.08%	16.14	65
Trade	54.31	47.75	142
Total ...	100.00	100.00	318

**Table 9. Average Percentage Distribution of Enrolment and
Appropriation for Chartered Vocational/Technical Schools
By Programme or School Type (1978-80)**

Agriculture		34.45	45.87
Trade		65.55	54.13
	Total ...	100.00	100.00

**Table 10. Average % Share of the Top Three Regions with the
Biggest Share of Total Appropriation
(CY 1978-80)**

Region	% Share	Number of Schools (CY 1980)	Amount
VI West Visayas	15.32%	37	P 37.87
VIII East Visayas	13.24%	52	P 35.47
II Cagayan Valley	11.75%	46	P 33.4 M
Total ...	40.31%	135	P 33.4 M

**Table 11. Average % Share of the Three Regions with the Least
Share of Appropriation (CY 1978-80)**

Region	% Share	Number of Schools (CY 1980)
IV National Capital Region	2.73%	4
XII South Mindanao	3.40%	9
XI South-Eastern Mindanao	3.87%	14
Total ...	10.00%	27

**Table 12. Average % Share and Growth Rate of Revenue Components
of Non-Chartered Vocational/Technical School (1978-80)**

Revenue Components	Average 1978-80	
	%	Growth Rate
Donation/Appropriations	90.12	22.43
Tuition Income	6.47	37.18
Miscellaneous Income	3.41	64.41
Auxillary/Production Income	2.81	72.66
Interest/Investment Income	—	—
Other Income	0.60	33.02
Total Revenue	100.00	24.32

**Table 13. Revenue Growth Rates (%) of Public Non-Chartered
Vocational/Technical Schools by Category, School Type
and School Year**

Level/Type	Number	1978-79	1979-80	Average
Secondary Schools				
Agriculture	26	36.29	14.60	25.44
Fishery	20	42.74	33.72	38.23
Trade	40	(18.82)	116.33	48.75
All School Type	86	1.37	69.39	35.38
Post Secondary Schools				
Agriculture	34	10.83	13.66	12.25
Fishery	22	46.61	19.36	32.99
Trade	45	21.93	11.47	16.70
All School Type	101	20.90	13.60	17.25
Higher Education Schools				
Agriculture	29	31.35	20.11	25.73
Fishery	7	23.18	12.70	17.94
Trade	25	20.47	17.15	18.81
All School Type	61	25.80	18.39	22.09
All Categories				
Agriculture	89	26.71	17.80	22.26
Fishery	49	37.91	20.72	29.32
Trade	110	9.99	35.80	22.90
All School Type	248(a)	19.20	26.48	22.84

(a) Includes schools with reported revenues only.

**Table 14. Growth Rate and % Distribution of Revenues of Private
Vocational/Technical Institutions**

Revenue Components	(Projected)			
	Average 1976-78		Average 1978-80	
	%	Growth Rate	%	Growth Rate
Donation/Appropriation	0.84	56.81	1.30	43.39
Tuition Income	92.64	14.87	91.77	11.10
Miscellaneous Income	6.52	26.33	6.93	12.24
Total Revenue	100.00	15.58	100.00	11.39

Total 15. Growth Rate and Percentage Distribution of Non-Chartered Public VTE Schools Expenditure Components 1978-80

	1978		1979*		1980*		1974-78		AVERAGE 1978-80	
	%	Growth Rate	%	Growth Rate	%	Growth Rate	%	Growth Rate	%	Growth Rate
I. Operating Expenditure	95.75	97.99	10.12	99.31	10.14	91.90	19.95	97.68	10.13	
A. Personal Services	60.06	63.54	13.82	65.00	12.76	52.23	23.80	63.17	13.29	
B. Maintenance and Operations	35.69	34.45	3.88	33.30	5.31	39.67	18.63	34.51	4.60	
1. Administrative Expenses (Trans. Travel & Promotions)	1.89	1.94	10.44	1.56	(12.66)	3.79	(5.38)	1.80	(1.11)	
2. Repair and Maintenance	.03	.03	31.85	.04	21.72	.01	57.86	.03	26.78	
3. Non-Salary Institutional (Supplies and Materials)	32.35	31.16	3.63	30.99	8.10	31.41	30.96	31.50	5.86	
4. Miscellaneous Expenses	1.42	1.32	.32	.80	(34.35)	4.46	(24.52)	1.18	(17.01)	
II. Non-Operating Expenditures (Capital Expenses)	4.25	2.01	(49.22)	.69	(62.64)	8.10	18.20	2.32	(55.93)	
III. Total Expenditure	100.00	100.00	7.59	100.00	8.68	100.00	18.79	100.00	8.14	

Source : Computed from Financial Statements gathered during the LOI 703 Project Survey, 1978.

* Projected.

Table 16. Distribution and Growth Rates of Expenditure of Chartered Vocational/Technical Schools, by School Type (in thousand Pesos) 1978-80

Expenditure.	1978			1979			1980			AVERAGE	
	Amount	%	Growth Rate	Amount	%	Growth Rate	Amount	%	Growth Rate	%	Growth Rate
A. Operating Expenditure											
1. Personal Services	44,935	74.01		49,717	67.01	1064	59,113	70.64	18.90	70.55	14.77
2. Maintenance & Operation	14,057	23.15		21,525	29.01	53.13	21,777	26.02	1.17	26.06	27.15
Repair & Maintenance	1,247	2.05		2,349	3.17	88.37	1,948	2.33	(.17)	2.52	44.10
Supplies & Materials	7,450	12.28		10,461	14.10	40.42	10,341	12.36	(.01)	12.91	20.20
Grants and Subsidies	324	.53		572	.77	76.54	664	.79	16.08	70	46.31
Others	5,036	8.29		8,143	10.97	61.70	8,824	10.54	8.36	9.93	35.03
3. Total Operating Expenses	58,992	97.16		71,242	96.02	20.77	80,890	96.66	13.54	96.61	17.15
B. Non-Operating Expenditure.											
1. Equipment Outlay	1,725	2.84		2,953	3.98	71.19	2,797	3.34	(.05)	3.39	35.57
2. Total Non-Operating Expenses	1,725	2.84		2,953	3.98	71.19	2,797	3.34	(.05)	3.39	35.57
C. Total Expenditure	50,717	100.00		74,195	100.00	22.20	83,687	100.00	12.79	100.00	17.49

Note: Includes expenditures of 18 chartered schools identified as vocational/technical institutions.

Source : National Government Budget, 1978 to 1980.

Table 17. Growth Rate and Percentage Distribution of Expenditure of 106 Sample Private Vocational/Technical Institutions 1978-80

	1978			1979			1980			Average 1978-80		
	Amount	%	Growth Rate	Amount	%	Growth Rate	Amount	%	Growth Rate	%	Growth Rate	%
1. Personal Services	14,729,141.73	52.03	10.69	16,304,013.41	52.22	10.69	17,965,794.34	52.46	10.19	52.24	10.44	10.44
1.1 Salaries and Wages	12,729,229.75	45.06	9.43	13,958,394.78	44.71	9.43	15,259,710.94	44.56	9.32	44.78	9.38	9.38
1.2 Fringe Benefits	1,973,911.98	6.97	18.83	2,345,618.63	7.51	18.83	2,706,083.40	7.90	15.37	7.46	17.10	17.10
2. Maintenance and Operating Services	12,756,839.70	45.07	9.97	14,029,260.60	44.94	9.97	15,334,077.42	44.77	9.30	44.92	9.64	9.64
2.1 Administrative Expenses	1,846,767.92	6.52	11.65	2,061,979.37	6.61	11.65	2,244,939.81	6.55	8.87	6.56	10.64	10.64
2.2 Maintenance Operations	3,943,546.67	13.93	9.97	4,336,838.96	13.89	9.97	4,731,455.63	13.82	9.10	13.88	9.54	9.54
2.3 Non-Salary Instructional Expenses	2,255,109.78	7.97	6.44	2,400,452.11	7.69	6.44	2,589,854.03	7.56	7.89	7.74	7.16	7.16
2.4 Miscellaneous Expenses	2,671,584.43	9.44	12.39	3,002,580.49	9.62	12.39	3,321,642.02	9.70	10.63	9.58	11.51	11.51
2.5 Depreciation Expenses	2,039,830.90	7.21	9.20	2,227,409.67	7.13	9.20	2,446,185.93	7.14	9.82	7.16	9.51	9.51
3. Total Operating Expenses	27,485,981.43	97.10	10.36	30,333,274.01	97.16	10.36	33,299,871.76	97.23	9.78	97.16	10.07	10.07
4. Total Non-Operating Expenses	418,438.31	1.47	6.85	447,112.93	1.43	6.85	462,484.27	1.35	3.44	1.41	5.14	5.14
4.1 Interest & Bank Charges	301,275.58	1.06	7.88	325,026.34	1.04	7.88	320,593.85	.94	(0.01)	1.01	3.94	3.94
4.2 Capital Expenses	117,162.73	.41	4.20	122,086.59	.39	4.20	141,890.42	.41	16.22	.40	10.21	10.21
5. Provision for Income Taxes	401,861.87	1.42	9.26	439,066.39	1.41	9.26	485,451.00	1.42	10.56	1.42	9.91	9.91
6. Total Expenditure	28,306,281.61	100.00	10.29	31,219,453.33	100.00	10.29	34,247,807.03	100.00	9.70	100.00	10.00	10.00

Source : Financial Statements gathered during the LOI 703 Project Survey, 1978.

**Table 18. Growth Rate of Expenditure of Private Vocational/
Technical Institutions by School Year 1974-78**

Expenditure	1974-75	1975-76	1976-77	1977-78	Average
A. Operating Expenses					
Personal Services	24.79	19.34	7.99	16.94	17.27
Maintenance and Operation	21.04	11.13	13.97	11.97	14.53
Total Operating Expenses	22.97	15.41	10.75	14.58	15.93
B. Non-Operating Expenses	57.78	(53.10)	103.03	(15.38)	23.08
C. Total Expenditure	23.48	13.83	11.65	14.08	15.76

Table 19. Average Cost per Student in Public Vocational/Technical Schools, School Year 1977-78 to School Year 1979-80

School Type	Amount	Growth Rate
Non-Chartered	P 886.93	(1.91)
Chartered	P 1,240.45	1.69
Agriculture	P 1,687.45	3.98
Trade	P 998.85	(0.14)

Table 20. Trends of Cost per Student in Private Vocational/Technical Schools

School Year	Amount	Growth Rate
1977-78	P 332.74	—
1978-79	P 348.74	8.84
1979-80	P 379.58	13.91
Average	P 353.69	62.82

Table 21. Estimated Budget for Selected Government Training Programmes
by Category 1974-80¹

Categories	FY 1974-75	FY 1975-76	CY 1977 ²	1978	1979	1980
Agricultural Programmes	1,430,380	744,000	922,000	10,443,000	6,284,000	54,923,500
Apprenticeship Promotion	2,726,900	1,415,000	1,133,500	1,577,500	1,696,500	1,770,500
Employment Promotion	2,752,900	3,402,000	4,311,500	5,806,500	6,011,500	6,281,000
Overseas Employment	—	10,236,000	11,725,000	18,149,000	19,361,000	19,583,000
Manpower Development	33,485,000	57,185,000	50,000,000	44,565,000	34,905,000	42,025,000
Total	40,395,180	72,982,000	68,092,000	80,541,000	68,258,000	124,582,500

¹This table was formulated by calculating the appropriation of the Ministry of the Budget for different government agencies, taken from Presidential Decrees and General Appropriation Act.

²This year, the fiscal year reckoning of the Budget was changed to calendar year.

Table 22. Government (NMYC) Appropriation for Industry Board

Boards	Date ¹	1976-77	1978	1979	1980	Total
Automotive ²	1st qtr. 1978	P 400,000	100,000	50,000	75,000	625,000
Construction	last qtr. 1977	P 25,000	100,000	50,000	75,000	250,000
Land Transportation	last qtr. 1978	—	25,000	100,000	75,000	200,000
Apparel and Textile	last qtr. 1978	—	25,000	100,000	75,000	200,000
Power and Electricity	last qtr. 1978 ³	—	43,000	—	—	43,000
Total		P 425,000	293,000	300,000	300,000	1,318,000

¹The dates here are the approximate periods when the Industrial Manpower Development Orders establishing each of the Boards were signed by the Minister of Labor. Funding for the boards may start even before this date to underwrite the initial expenses of co-ordination and setting-up the office.

²This board started as a pilot board, hence, the substantial amount given for its initial funding.

³The Regional Power and Electricity Industry Board has a different set-up having been regionalised from the start and receiving the support of the NMYC Regional Offices.

Table 23. Highlights of the Training Incentive Scheme
March 8, 1977 to February 15, 1980

I.	Training Incentive Scheme Application						Total	%
A.	Number of Processed Applications						324	100
1.	Number of Approved Applications						236	73
2.	Number of Disapproved Applications						88	27
B.	Number of Applicant-Firms						91	100
1.	Business Firms						83	91
	i. BOI--Registered	36						
	ii. Not BOI--Registered	47						
2.	Training Institutions							
C.	Sectoral Distribution of Applicant--Firms*						8	9
	Sector	Frequency						
1.	Manufacturing	68						
2.	Construction	48						
3.	Mining and Quarrying	22						
4.	Services	13						
5.	Agriculture	10						
6.	Commerce	5						
7.	Transportation & Facilities	1						
D.	Programme Information for Approved Training Programmes							
			Total	Proposal	%		Total	Programme
								%
1.	Number of Proposals/Programmes by Type of Training		236		100		381	100
a.	Skills Training		92		39		206	54
	Basic	55				160		
	Skills upgrading	37				46		
b.	Supervisory/Middle Management Training		125		53		149	39
c.	Trainers' Training		9		4		9	2
d.	Others		10		4		17	5
	Salesmanship	6				11		
	Health & Safety	2				4		
	Security	1				1		
	Waiters' Training	1				1		
2.	Proposed Number of Trainees							
a.	For Basic Skills						17,397	100
b.	For Skills Upgrading						10,503	60
c.	For Supervisor/Middle Management Training						1,470	9
d.	For Trainers' Training						4,571	26
e.	Others						261	2
	Salesmanship	286				592		3
	Health & Safety	59						
	Security	27						
	Waiters' Training	20						
E.	Proposed Programme Cost							
1.	Proposed Total Cost				P 17,890,416.50			
2.	50% of Total Cost				P 8,945,208.25			
3.	Estimated Revenue Foregone from the Government at a 30% Tax Rate				P 2,683,562.48			
F.	Per Capita Cost							
1.	Government				P 154.25			
2.	Private				P 359.93			

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