Gender and Disabilities Analysis Report

USAID OPPORTUNITY 2.0

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Acronyms and Abbreviations

A&E — Accreditation and Equivalency

ALS — Alternative Learning System

DepEd — Department of Education

DOLE — Department of Labor and Employment

EDC — Education Development Center, Inc.

GDA — Gender and Disabilities Analysis

IRB — Institutional Review Board

KII — Key Informant Interview

M&E — Monitoring and Evaluation

MEL — Monitoring, Evaluation and Learning

MGI — McKinsey Global Institute

OSY — Out-of-School Youth

PBDN — Philippine Business and Disability Network

PIN — Project Inclusion Network

PWD — People with Disabilities

PWD ID — Persons with Disability ID

SEAMEO INNOTECH — South East Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology

TESDA — Technical Education and Skills Development Authority

TVET — Technical and Vocational Education and Training

USAID — United States Agency for International Development

YDA — Youth Development Alliance

YWD — Youth with Disabilities

Executive Summary

The United States Agency for International Development (USAID)-funded Opportunity 2.0 project, implemented by Education Development Center (EDC), aims to strengthen second-chance education programs for vulnerable out-of-school youth (OSY) in the Philippines, and the national and local systems supporting them. During the five-year implementation period, Opportunity 2.0 will provide 180,000 youth ages 15-24 with the skills and opportunities to improve their education, employment, and livelihood outcomes.

To further inform activity implementation as well as monitoring, evaluation, and learning (MEL), EDC conducted a Gender and Disabilities Analysis (GDA) during Year 1 to gain a deeper understanding of the contextual gender gaps and barriers to education and employment and other opportunities for success impacting Filipino youth. The GDA also looked at the underlying causes of gender inequality, harmful norms and unequitable power dynamics.

The GDA was comprised of a comprehensive desk review and primary data collection. Following the conclusion of the desk review, knowledge gaps were identified and research questions were developed and grouped under two main categories:

> **Education:** Gender-related barriers and opportunities affecting access to, retention in, and completion of ALS and TESDA programs for young men, young women, and youth with disabilities (YWD).

> **Employment:** Gender-related barriers and opportunities for employment for young men, young women, and YWD.

The primary data collection for the GDA consisted of one-on-one phone interviews with 67 youth (including eight youth with disabilities), 13 Alternative Learning System (ALS) instructors and 12 Technical Education and Skills Development Authority (TESDA) trainers across six Opportunity 2.0 sites: Cagayan de Oro City, Cebu City, Davao City, Legazpi City, Quezon City, and Zamboanga City. Youth included in the sample were young men and women and youth with disabilities aged 15- to 24-years old who were already enrolled or planning to enroll in either an ALS or TESDA training. Before engaging in the in-depth qualitative interview questions, research assistants asked respondents to answer various demographic questions. Finally, key informant interviews (KIIs) were conducted with four stakeholders supporting gender and disability in the Philippines.

Key Findings

While the Philippines has made great strides toward achieving gender equality at the policy and institutional levels, in practice, these advances have been slower to effect marginalized populations, especially those in rural areas. While responses among young men and young women interviewed for this study indicate that many Filipino youth hold relatively equitable views about gender roles and social norms in relation to career and life choices, in practice, career choices among targeted youth continue to align with limiting gender norms. Findings from this analysis indicate that OSY face gendered barriers to education and employment similar to those documented during the past 10 years, demonstrating negligible improvement in terms of gender equity and social inclusion felt among the target population.

Several key findings emerged from the GDA, and these are highlighted briefly below. Additional details about the findings, as well as recommendations, are included in the body of the report.

Key Findings

Financial constraints remain a major impediment

for both young women and men in accessing, retaining, and completing learning and training programs. Early pregnancy and marriage contribute significantly to school dropout.

- ▶ Lack of childcare options
- ▶ Mothers assume the caretaker role
- ▶ Young men forced to drop out to earn as they are expected to provide for the family

Resources that meet the needs of youth with disabilities (YWD) are generally lacking

in education and training institutions, as well as employers.

- ▶ Only some teachers and trainers are trained
- ▶ Inclusive materials are available but uncommon
- ▶ More emphasis on physical disabilities
- ▶ Lacking in safe and inclusive learning spaces
- ▶ Lack of strong peer support systems

Traditional gender norms continue to influence

conceptions about 'suitable' careers for young men and women, and thus influence educational and course choices.

- ▶ While young men and women express progressive views on gender equality, gendered roles and expectations still underpin career pathways.
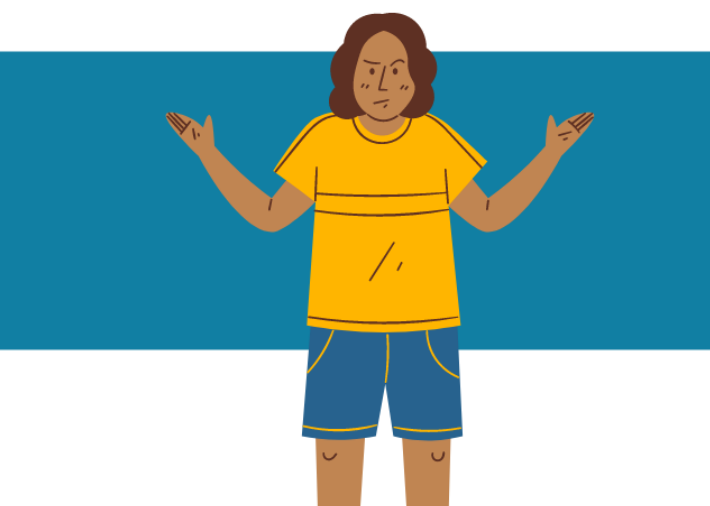
Levels of civic engagement are low

among out-of-school youth, though the reasons differ for young men and young women. Levels are reportedly even lower among YWD.

- ▶ Youth express interest in certain organizations but face barriers such as balancing their participation in these types of activities with work or school.

Education

- Out-of-school young women and young men have unique challenges and opportunities related to access, retention and completion of learning and training programs, though they do face similar impediments, including opportunity costs related to financial constraints; the majority of obstacles have remained consistent over time, despite targeted programming to address gender gaps and barriers.

- Education and training institutions generally lack sufficient resources to meet the unique needs of YWD.

Employment

- Traditional gender norms continue to influence conceptions about 'suitable' careers for young men and women, and thus influence educational and course choices.

- Levels of civic engagement are low among OSY, though the reasons differ for young men and young women; the levels are reportedly even lower among YWD.

- Like education and training institutions, employers also lack sufficient resources to meet the unique needs of YWD.

Barriers to and Opportunities for Education and Training

Opportunity Costs

The overwhelming reason for male and female school dropout is financial constraints manifesting as lost opportunity costs. School-related costs, such as the cost of transportation or books, play a lesser role in school dropout rates. Specifically, GDA respondents indicated that early pregnancy and marriage contribute significantly to school dropout among young women in the Philippines. A lack of childcare options, stigma surrounding early pregnancy, and social expectations for mothers to assume the primary caretaker role place significant pressure on young mothers to delay or terminate their education or training. While early pregnancy was not explicitly mentioned by GDA respondents as a reason for dropout among young men, the findings of this study indicate that financial pressure and gendered expectations lead many young men to drop out of school to pursue economic opportunities and assume the role of primary breadwinner in their household. And while gender-sensitive social services, such as childcare and sexual and reproductive health, are available at the local level to support youth in continuing their education and/or training, some youth are unaware they exist and others report they do not have time to access the services.

Safe and Inclusive Learning Environments

Education and training institutions, as well as employers, often lack the resources required to meet the unique needs of YWD. While nearly all of the ALS implementers and TESDA trainers interviewed had experience teaching YWD, less than half had received training on teaching YWD. Many expressed an interest in receiving additional training in this area, including the use of inclusive materials, such as Braille translations and audio assistive technologies. Although these resources exist and are available in some learning and training centers, they are not common enough to meet the needs of all YWD.

GDA key informants on inclusion also indicated that training and education institutions often utilize a one-size-fits-all approach when working with YWD, which does not take into consideration the diversity of disabilities, as well as each student's unique needs and aspirations; this has been exacerbated during the COVID-19 pandemic due to health and mobility-related restrictions. Additionally, informants noted that a

narrow definition of disability exists, one that places more emphasis on physical disabilities, such as visual or mobile disabilities. Informants mentioned that ramps and spacious learning environments are very important considerations in ensuring learning sites are accessible. They also emphasized that more can be done to promote safe spaces and inclusive learning cultures.

Additionally, respondents indicated that YWD lack strong peer support systems and often rely on the support of family to facilitate their participation in education or training and to instill confidence in achieving their goals. Many of the YWD interviewed said they would feel safe in a learning environment that had supportive teachers and camaraderie among peers but indicated they often experience bullying, discrimination, and isolation, especially during the pandemic when they spend most of their time at home. They also expressed interest in participating in groups dedicated to YWD, through which they could build a peer network and share ideas on how to improve inclusion within education or training systems, highlighting an opportunity to build out socially inclusive civic engagement opportunities.

Barriers to and Opportunities for Employment

Norms and Aspirations

Although young men and young women expressed relatively progressive views on gender equality, which is reflective of the strides the Philippines has made in this area, traditional gender norms continue to influence conceptions about 'suitable' careers for young men and women, as well as course choices. For example, both groups deemed teaching, 'light work,' office work, dressmaking, and stay-at-home jobs as suitable career paths for women, and physical jobs like construction, law enforcement, and engineering as suitable for men. These are indicative of the types of courses and careers that young men and women typically pursue, according to the youth, ALS implementers, and TESDA trainers interviewed for this study. ALS implementers and TESDA trainers indicated that there are no institutional barriers to young men or women enrolling in courses of their interest and that young men and women generally pursue career paths where they anticipate the most success, where they expect to be hired or ones that meet market demands. As hiring practices frequently reflect gender stereotypes, gendered roles and expectations underpin selection of career pathways.

> **Traditional gender norms continue to influence conceptions about 'suitable' careers for young men and women.**

The gendering of career choice and professions impacts the socio-economic outcomes of the young men and women in the program. For example, young women with lower levels of education and/or from the lower socio-economic bracket most often find employment in the informal sector and/or in vulnerable employment, which is characterized as unpaid, poorly paid and/or hazardous due to limited regulatory oversight and a lack of social protections (Albert and Vizmanos, 2017, p. 3; National Economic and Development Authority, 2019, p. 6). While young men may more easily transition from school to a formal workforce, many find jobs with limited prospects for professional growth and a limited pathway for career progression. When valuing the labor of men and women, and taking into account expectations for women to assume much of the unpaid labor in the home, it is estimated that the proportion of women's annual earnings to men's annual earnings in the Philippines is less than 60% (Asian Development Bank, 2013, p. ix).

The barriers to education for YWD extend to employment as well, as many employers lack the resources to meet the unique needs of employees with disabilities. For example, though key informants identified a few employers that hire YWD, they also acknowledged that many may lack the institutional capacity to meet the individual needs of their employees with disabilities, which can result in exclusionary recruitment practices or an inability to provide long term support to employees with disabilities.

Community Engagement

Nearly all of the youth interviewed for this study indicated very low levels of civic engagement, though many expressed interest in certain organizations, such as socially minded, youth-oriented, women-oriented, or YWD-oriented organizations. Despite this interest, youth face barriers to participate in civic engagement, as evidenced by their current limited involvement in such activities. According to this study, young men have difficulty balancing their participation in these types of activities with work and/or school. Young women face similar barriers, as well as barriers related to childcare and balancing time between family and such opportunities. It should be noted that many OSY who pursue a 'second chance' education do so while working and managing their household and social responsibilities. YWD also face similar barriers to participation, as well as barriers related to their disability, such as the suitability of activities and the feasibility of transport.

> Nearly all of the youth interviewed for this study indicated very low levels of civic engagement, though many expressed interest .
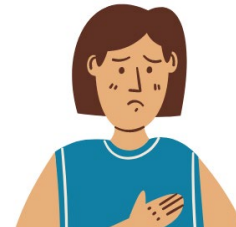
> Many employers lack the resources to meet the unique needs of employees with disabilities.

Methodology

The GDA was comprised of a comprehensive desk review and primary data collection. The research team triangulated secondary data, comprised of at least 34 national gender and disability studies and reports, and primary data to gain a better understanding of gender equality and disability inclusion in the Philippines and their impact on youth development and educational and training outcomes for vulnerable youth ages 15 to 24. USAID ADS 205's domains of gender analysis[1] were referenced during the desk review to provide an overview of gender gaps and barriers at the macro level. Following the conclusion of the desk review, knowledge gaps were identified and key questions developed (see below) to be answered through primary data collection. The research team utilized qualitative data collection methods, which included key informant interviews (KIIs) with four key stakeholders working with youth, as well as one-on-one interviews with 67 youth (including eight youth with disabilities), 12 ALS instructors and 12 TESDA trainers across six Opportunity 2.0 sites: Cagayan de Oro City, Cebu City, Davao City, Legazpi City, Quezon City, and Zamboanga City. The interviews were conducted over the phone between October-December 2020 by a team of Research Assistants due to COVID-19 restrictions on face-to-face activities.

The findings of this initial analysis were shared with Opportunity 2.0 senior management and technical staff during two 'ground-truthing sessions, and recommendations were drafted to inform the project's planned

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[1] 1) Access/control of assets 2) knowledge, beliefs and perceptions 3) practices and participation 4) space and time 5) legal rights and status, and 6) power.

activities and Annual Work Plan, as well as the Learning Agenda and MEL Plan. This will allow Opportunity 2.0 to broaden its knowledge of equity and inclusion during the life of the project through the monitoring of activity implementation with a gender and inclusion lens, including learning about and adaptation of interventions, as needed.

Topics and Research Questions

The Opportunity 2.0 GDA aimed to answer the following key research questions:

RESEARCH QUESTIONS
1. What are the gender-related educational barriers and opportunities affecting access, retention and completion (graduation) in the ALS programs, as well as technical/vocational courses/training offered by the government (TESDA) and other technical vocational education and training (TVET) service providers for young women, young men and YWD? 1a. How do gender norms (at household and community levels) influence the education and training choices of young women and young men? 2. What are the barriers and opportunities to employment (formal and informal) and school-to-work transitions for young men, young women, and YWD? 2a. How do gender norms (at household and community levels) influence the employment choices of young women and young men?

Data Collection Tools

For the primary data collection, the GDA team developed profile forms to capture demographic information about the three key groups of respondents: youth, ALS implementers and TESDA trainers. In addition to these forms, in-depth qualitative interview guides were developed for each of the different respondent groups, as well as key informants. Each instrument was drafted in English and then translated into Tagalog by the Opportunity 2.0 Senior Monitoring and Evaluation Manager. The Tagalog instruments were reviewed and validated during the training of Research Assistants who conducted the phone interviews. The final tools in English and Tagalog can be found in the Annexes.

Sample Design

The GDA sample consisted of 67 OSY ages 15 to 24 who were already enrolled or who were planning to register in either ALS or TESDA skills training. Initially, the project planned to conduct focus group discussions with 10-12 youth participants per site. However, due to COVID-19 restrictions, individual phone interviews were arranged instead. Additionally, interviews were conducted with 12 TESDA trainers (six men and six women) and 13 ALS implementers (eight men and five women) and four key informants. The interviews were conducted with respondents from all six Opportunity 2.0 sites: Davao City, Cagayan de Oro City, Zamboanga City, Cebu City, Legazpi City, and Quezon City.

Data Collection

Coordination with partner agencies to identify youth participants and then conduct interviews was managed remotely. Research Assistants were hired and trained in each of the sites to facilitate and

document the interviews, and audio recordings and written documentation of participants' responses permitted data quality checks. Protocols were followed to obtain youth's or their parent/guardian's informed consent to participate in the interviews and for personal information to be gathered and recorded.

Ethics

EDC and the GDA team worked within the guidelines of the Institutional Review Board (IRB), which exempted this study from IRB full review. The GDA team aimed to collect only necessary data and limited the extent to which personally identifiable information was collected. The team also instituted significant data security measures to limit the possibility of a breach of confidential information at the risk of embarrassment or personal consequence on the part of the study participants. The GDA team complied with EDC's Human Protections Policy, adhering to the Do No Harm principle and ensuring study participants understood the purpose of the study and how their information would be used. Data were only collected from participants who verbally consented to participate in the interview. For youth participants under the age of 18 years old, consent was obtained from their parent or guardian.

Data Analysis

Information on the variables from the demographic profile forms for youth, TESDA trainers and ALS implementers was summarized and emerging patterns on the data were noted. The mean, percentage, and frequency of responses were computed and the data was disaggregated by sex, site, and type of course, as applicable.

Verbatim transcripts of the conversations were derived from audio recordings and translated into English by the Opportunity 2.0 Monitoring, Evaluation and Learning (MEL) Team. Based on these transcripts, responses – ideas, messages, concepts, words, and phrases – were coded or indexed, and grouped or categorized by the themes of the interview questions and organized under the study's two key research questions. Content or context analysis was done by establishing patterns and connections and identifying the most common responses. Results were disaggregated by sex and by training program (ALS or TESDA), as applicable.

Limitations

Restrictions imposed by the COVID-19 pandemic meant that the GDA team had to re-evaluate its planned methods of data collection. Ideally, the primary data collection for this study would have included focus group discussions, which can yield a richer discussion; however, government- and project-imposed restrictions on face-to-face activities meant that the data collection team had to collect data through in-depth, one-on-one phone interviews instead. This methodology can be somewhat restricting for qualitative interviews, as respondents may feel less comfortable divulging information over the phone or in a one-on-one interview. Additionally, while efforts were taken to ensure otherwise, respondents who were in their homes may have felt less comfortable revealing information with others in earshot. The nature of the COVID-19 pandemic also means that youth's current experiences may be quite different than in the pre-pandemic world, although these differences remain of interest to the Opportunity 2.0 project.

Context and Background

Country Context

An archipelago consisting of more than 7,100 islands, the Philippines is the thirteenth most populous country in the world with more than 109 million inhabitants (Worldometer, N.d.). With a 1.4% population growth rate, the Philippines has one of the highest birth rates in Southeast Asia and a bulging youth population, reporting a median age of 25.7 years old (Ibid.). English is a national language in the Philippines next to Filipino (Tagalog) and is spoken by about two-thirds of the population, although there are 170 additional Malayo-Polynesian languages in use throughout the archipelago (Macha, Mackie and Magaziner, 2018). While the country boasts a vibrant economy – one of the fastest growing in Southeast Asia – and political stability (despite concerns over human rights abuses), a closer examination of the rural-urban divide and cultural nuances of the nearly 100 culturally and linguistically unique ethnic groups (Hernandez, Cullinane, and Borlaza, 2021) unveils an inequitable distribution of resources and power. The Asian Development Bank reports that more than 16% of the population (18 million people) are living below the national poverty line, generally in rural areas.

Despite its relative stability, the Philippines has a history of political turmoil and currently grapples with managing violence stemming from Islamic extremist movements in certain regions, as well as the State-supported 'war on drugs' (Nadarajah, 2019). However, government strategies, including the Philippine Development Plan 2017-2022, commit to tackling infrastructure limitations, poverty, income inequality, and regional growth disparities within the country to promote a globally competitive economy and socially inclusive society (Asian Development Bank, 2020). A key pillar of the strategy includes a large investment in improving secondary education coverage and content to ensure it is more responsive to labor market demands and facilitates a smoother school-to-work transition (Ibid.).

Gender Context

Since the introduction of its 1987 Constitution, in which the Philippine government affirmed that women are equal with men, there have been significant efforts to mainstream gender in government policies and programs. The government is committed to capitalizing on the productive potential of women and addressing concerns related to gender to make development strategies more responsive and inclusive. The National Commission on the Role of Filipino Women drafted a Framework Plan for Women highlighting three priority areas to meet gender equality and women's empowerment objectives, namely, the economic empowerment of women, protection and fulfilling of the human rights of women, and gender responsive governance (Dewan, 2008, p. 29). The Philippines has several key policies and plans designed to support social inclusion and gender equity. These include:

- **Philippines Plan for Gender and Development**, 1995-2025, is a National Plan that addresses, provides, and pursues full equality and development for men and women.

- **Republic Act No. 9710**, otherwise known as the Magna Carta of Women, was approved on August 14, 2009, and mandates non-discriminatory and pro-gender equality and equity measures to enable women's participation in the formulation, implementation and evaluation of policies and plan for national, regional, and local development.

- **Memorandum Circular No. 2011-01**, dated October 21, 2011, addressed all Government Departments, State Universities and Colleges, Government-Owned and Controlled Corporations, and all other government instruments to provide guidelines and procedures to establish, strengthen, and institutionalize the Gender and Diversity Focal Point System.

- **The Safe Spaces Act or Republic Act No 11313** was enacted in 2019 and expands the scope of the

Anti-Sexual Harassment Act of 1995 (Republic Act 7877). This law penalizes catcalling, wolf-whistling, misogynistic and homophobic slurs, unwanted sexual advances, and other forms of sexual harassment in public places, workplaces, schools, as well as in online spaces.

According to the World Economic Forum (2020), the Philippines has closed 78% of its overall gender gap and is currently ranked 16 of 153 countries on the Global Gender Gap Index 2020. Impressively, the country has closed 80% of the Economic Participation and Opportunity gender gap, with women outnumbering men in senior and leadership roles, as well as in professional and technical professions. Additionally, the Philippines ranks fifth on the indicator assessing gender wage equality and has closed both its Educational Attainment and Health and Survival gender gaps (p. 32). However, in parliament, women occupy just 28% of seats and 10.3% of ministerial positions, and only 31.5% of firms have female majority ownership versus 68.5% of those with majority male ownership, and 29.9% of firms have female top managers compared to 70.1% of firms with male top managers (Ibid., p. 288).

Social Inclusion Context

People with Disabilities

In 1992, the government of the Philippines passed Republic Act (RA) 7277, which is also known as the Magna Carta for Disabled Persons; the Act was amended in 2007 (RA 9442), 2012 (RA 10524) and 2016 (RA 10754). The Act outlines provisions for PWD, including their right to special education and employment or sheltered employment (Sections 5, 6, and 14). Additionally, Section 8 states that private sector employers will receive "adequate incentives" for offering gainful employment to qualified people with disabilities. The State is also required to provide special education for students who are blind or deaf and students with learning disabilities. In 2012, the Act was amended to require National Vocational Rehabilitation Centers (NVRCs) and Area Vocational Rehabilitation Centers (AVRCs) to refer trained PWD for job placement and provide auxiliary aid to facilitate their employment (TESDA, 2020). The 2012 amendment also stipulated that at least 1% of all positions in government agencies, offices, or corporations be reserved for PWD, and private corporations with more than 100 employees are encouraged to reserve at least 1% of all positions for PWD. The 2016 amendment stipulates that PWD are entitled to receive educational assistance, such as scholarships, grants, financial aids, subsidies, and other incentives, at all levels of the system in both private and public schools, as well as vocational or technical education (Ibid.).

While PWD can apply for an identification card (PWD ID) to avail them of various benefits mandated by law, few access these benefits (Ibid.). The Department of Health (DOH) considers the following types of disabilities as eligible for a PWD ID: psychosocial disability, disability resulting from a chronic illness, learning disability, visual disability, orthopedic (musculoskeletal) disability, mental/intellectual disability, hearing disability, speech impairment, and multiple disabilities. According to a 2010 survey conducted in rural areas, only 29.2% of respondents with disabilities were aware of policies that concern them compared to 67% in urban areas surveyed in 2008. Additionally, slightly more women with disabilities were aware of the policies than men (Tabuga, Policy Awareness and Participation by Persons with Disability in the Philippines, 2013, p. 4-5). Furthermore, many families of PWDs are income poor, and in addition to the lack of awareness and eligibility requirement, other factors such as financial issues, infrastructure, and social perceptions make it difficult for PWD to access mandated discount privileges and other programs and societal affairs in general. Additionally, it is often too costly for poor households to accompany PWD to schools, particularly specialized ones or training centers often located in urban areas (Ibid.).

Despite the 1983 Act to Enhance the Mobility of Disabled Persons by Requiring Certain Buildings, Institutions, Establishments and Public Utilities to install Facilities and Other Devices, which outlines provisions to ensure access to school to some specific groups of disabilities, various infrastructure-related barriers remain. For example, in 2020, the Philippine Institute for Development Studies urged the government to take measures to make education more accessible to PWD and identified the lack of

transportation, basic facilities and infrastructures as major challenges in providing education to PWD (Arcilla, 2020).

According to the Philippines Statistics Authority's 2016 National Disability Prevalence Survey[2], most of the population has some sort of disability, with women affected more than men: 12% of the population aged 15 and older have a severe disability, 47% have a moderate disability, 23% have a mild disability and 19% have no disability. Among women, 15% have a severe disability compared to 9% of men.

Among those aged 15-39, 6% have a severe disability, 42% have a moderate disability, 25% have a mild disability and 28% have no disability. Regarding highest education attainment of those surveyed, 23% of persons with Additionally, only 12% of those with a severe disability had worked, and 10% had never worked. Of those who had never worked, the primary reason given was a health condition or disability (43%), personal family responsibilities (21%) or training or studying commitments (19%) (Ibid.).

In contrast, the top reason for those with mild (58%), moderate (44%) and no disability (52%) for not working is dealing with personal family responsibilities. Furthermore, 25% of those with a severe disability and 13% with a moderate disability find it very or extremely problematic to get an education, and 34% of those with a severe disability and 13% with a moderate disability find it very or extremely problematic to find a job (Ibid., p. 10).

LGBTQ+

According to the Pew Research Center, 73% of adult Filipinos agree that homosexuality should be accepted by society (Pew Research Center, 2013, as cited in UNDP and USAID, 2014, p. 25). However, despite numerous attempts to pass anti-discrimination measures, namely the Sexual Orientation and Gender Identity Expression (SOGIE) Equality Bill otherwise known as the Anti-Discrimination Act, national legislation prohibiting discrimination based on sexual orientation and gender identity in employment, education, health care, housing, and other domains has failed to pass through the Philippines Congress. Additionally, partnership benefits to same-sex couples are not legally recognized (Human Rights Watch, 2020), and LGBTQ individuals do not have the right to marry someone of the same sex (UNDP and USAID, 2014). In the absence of these civil rights and other protections, some local government units have passed anti-discrimination ordinances (ADO), starting with Quezon City government in 2003 (CNN Philippines Life Staff, 2020) and now extending to more than 20 local government units.

Summary of Secondary Data Collection

Education

In the Philippines, education is regarded as "a pillar of national development and a primary avenue for social and economic mobility" (UNESCO, 2015, p. 2). The Department of Education (DepEd) receives the highest budget allocation among other government agencies, as it is required by the Constitution to guarantee that education is accessible to all. The right of every Filipino to quality basic education is further emphasized in Republic Act 9155 or the Governance of Basic Education Act of 2001. Along with Republic Act 6655 or the Free Secondary Education Act, these laws reaffirm the policy of the State to protect and

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[2] National Disability Prevalence Survey or Model Functioning Survey (NDPS/MFS) used the WHO concept or understanding of disability which is the outcome of the interaction between the health conditions and impairments of an individual and his/her environment whether physical, social, attitudinal and/or political. h/ A person with difficulty in functioning may have activity limitations, which means difficulties an individual may have in executing activities. In general, functional difficulties experienced by people may have been due to their health conditions.

promote the rights of all Filipinos by providing children free and compulsory education in the primary and secondary school levels (Ibid.). The investment in education is reflected in the country's literacy rates, which are above 98% for both sexes. Additionally, enrolment in primary education is high for girls (93.7%) and boys (93.9%). However, gender gaps emerge at the secondary and tertiary levels of education to the detriment of young men, as a larger share of women is enrolled in secondary education (71% compared with 60% of men) and tertiary education (57% versus 43%) (World Economic Forum, 2020, p. 288).

In the Philippines, the Constitution protects and promotes the right of all citizens to accessible quality education at all levels, including adults, PWD and OSY with training in civic, vocational efficiency and other skills (Inciong and Quijano, 2004, p. 174). However, students with disabilities face various challenges in getting an education. In 2017, of primary and secondary aged students that were not in school, 27% of boys and 32.5% of girls were not studying due to an illness/disability (David, Albert and Vizmanos, 2018, p. 13). Less than a quarter (23%) of those with a severe disability only reached elementary level and even less (19%) completed elementary education; 21% completed high school. Of those with a moderate disability, 26% completed high school, 18% had some high school education and 17% had some elementary education (TESDA, 2020, p. 6-9). There are also urban/rural differences, with more PWD high school graduates in urban areas than in rural areas (Mina, 2013, p. 4). Inevitably schools receive students with learning disabilities but are often not equipped with specialist guidance counselors needed to provide the appropriate support (David, Albert and Vizmanos, 2018, p. 13). As such, 25% of those interviewed for the National Disability Prevalence Survey with a severe disability and 13% with a moderate disability find it very or extremely problematic to get an education (Ibid., p.10).

> **Gender gaps emerge at the secondary and tertiary levels of education to the detriment of young men, as a larger share of women is enrolled in secondary education.**
>
> —World Economic Forum, 2020

In 2017, DepEd issued the Gender-Responsive Basic Education Policy, which primarily "commits to integrate the principles of gender equality, gender equity, gender sensitivity, non-discrimination and human rights in the provision and governance of basic education" (p. 3). The Policy also includes definitions for gender expression, gender identity, and sexual orientation, among others, and outlines zero tolerance for 'all forms of discrimination, violence and abuse' in learning environments (p. 10). However, despite the 2017 Gender-Responsive Basic Education Policy, 2012 DepEd Child Protection Policy and 2013 Anti-Bullying Law, many LGBT youth continue to experience bullying and harassment in school (UNDP and USAID, 2014; Thoreson, 2017), as discrimination is not always monitored or addressed by school management and teachers. Furthermore, many schools to require students to wear gender-specific uniforms based on their sex assigned at birth rather than their gender identity or preferred gender expression (Thoreson, 2017).

Formal education in the Philippines consists of a minimum of 10 years of schooling (primary and secondary school). Non-formal education includes both vocational and technical and non-degree training and the ALS. The ALS is a non-formal learning system that aims to address the education needs of adult learners who did not complete the education cycle and OSY who do not want to or cannot re-enter the formal system. Most ALS learners are adults who are working at home or in paid employment and include household helpers, vendors, stay-at-home mothers, and young students who aged out of formal high school. Depending on level, the ALS equivalencies can qualify learners to enter technical and vocational institutions, as well as tertiary education (David, Albert, and Vizmanos, 2018, p. 4-5). ALS also serves as a catchment program for people with disabilities (PWD) who cannot attend regular schools (Clarke and May, 2014, as cited in David, Albert, and Vizmanos, 2018, p. 5) and communities with high levels of conflict or those that have been displaced by natural disasters (David, Albert, and Vizmanos, 2018, p. 4-5). DepEd oversees both formal education and the ALS, while the vocational and technical training programs fall

under the mandate of the Technical Education and Skills Development Authority (TESDA), which is managed by the Department of Labor and Employment (DOLE).

Despite the investments made in the education system, more must be done to improve education coverage in the Philippines. For example, the Philippine Statistics Authority's first multidimensional poverty index found that in 2016 and 2017, six in 10 families in 2016 and five in 10 families in 2017 lacked access to basic education (Vergara, 2018). In addition to access, the quality of education is also problematic, especially in poor and/or rural areas. (UNESCO, 2015, pp. 3). As a result, many Filipino youth are not properly equipped to join the workforce and find decent work. The figure below illustrates percentage rates of OSY by region and sex.
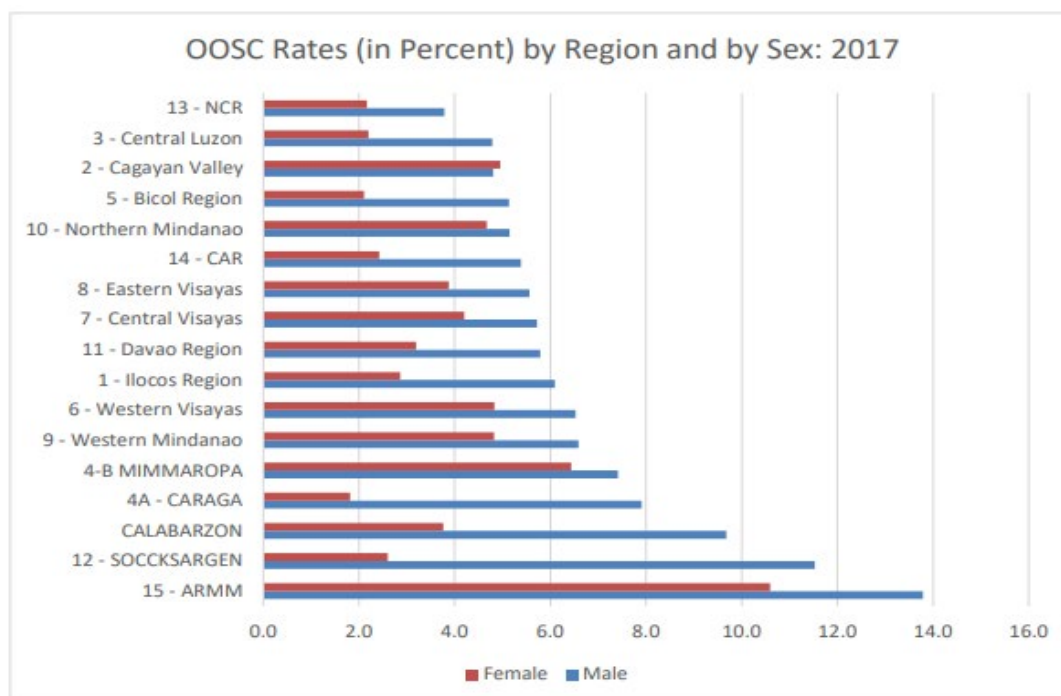

Figure 1. Out-of-School Children by region and sex
Source: David, Albert, and Vizmanos, 2018, p. 12)

It is important to note that boys and young men are at higher risk for school dropout and thus require additional attention to increase retention and completion rates (and/or enrollment in ALS). The Philippine Institute for Development Studies reports that in 2017, 65% of the total out-of-school child population aged 5 to 15 were boys. A 2016 World Bank study posits that this is due to a negligible difference in anticipated labor market earnings that are not expected to increase substantially even with high school completion at age 15 or 16. This is also compounded by "the confines of tradition, males are expected to lend a helping hand in raising family income as soon as they are able" (Dewan, 2008, p. 30). The disparity between boys and girls is evidenced in school participation rates, as well as performance metrics across different grades; girls continue to score better on the national achievement tests than boys in both primary and secondary levels and in every subject tested (David, Albert, and Vizmanos, 2018, p. 12).
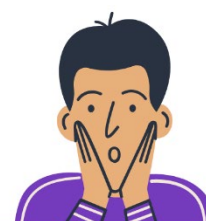
Boys and young men are at higher risk for school dropout and thus require additional attention to increase retention and completion rates.

—Philippine Institute for Development Studies , 2017

Additionally, students who leave school for financial reasons (30% of the potential ALS population) are the most likely group to enroll in the ALS, complete the program, and pass the ALS Accreditation and Equivalency (A&E) Assessment and Certification. For these students, dropping out of school is seldom related to ability or learning. Students who are already working are also considered to be well positioned to succeed in an ALS program, as they have experience managing multiple priorities. However, once enrolled, desk research indicates that for both men and women, reasons for dropping out of the ALS system are generally also related to limited finances, particularly opportunity costs related to the need to support their family financially by seeking employment.

On the other end of the spectrum, students who stop school for marriage or early pregnancy or behavioral reasons are the least likely to enroll and succeed in ALS. The percentage of potential ALS students who have dropped out due to early pregnancy and/or early marriage varies widely; the Philippine Institute for Development Studies estimates it at 5% (Yamauchi et al., 2016, p. 25) while the McKinsey Global Institute (MGI) places the percentage of girls not attending school due only to early marriage at just under 60% (McKinsey Global Institute, 2018, p. 168). Regardless of the percentage, it is recognized that within this category, young men have a higher tendency to resume studies than young women (World Bank, 2016, p. 35). For young women, while it has become acceptable for pregnant girls to attend school during their first and second trimesters, most stop attending school once their pregnancy is clearly showing and months after they give birth. In most cases they do not return to schooling. At this time, young fathers are also likely to drop out of school so that they can work to support their new family (David, Albert, and Vizmanos, 2018, p. 22).

With regard to students pursuing a technical and vocational education, in 2020, 365,797 women and 349,361 men graduated from TVET courses, with the most popular program being tourism (hotel and restaurant) for women and electrical and electronics for men (TESDA, 2020).[3] Though there were more women graduates, course and program selection continues to align for the most part with traditional gender norms. TVET curriculum is also often limited to "socially ascribed roles" for women, like office work, sewing, or catering, providing little encouragement for men or women to pursue career pathways outside of those considered societally typical (Asia Development Bank, 2013, p. 42). For example, in 2020, the number of assessed and certified women in garments, chemicals, and processed food & beverage sectors are significantly higher in terms of percentage distribution while enrolled and certified men dominated the maritime, heating, ventilation, and air conditioning, metals and engineering, and constructions sectors (TESDA, 2020). University tracks also appear segregated, with women less likely to pursue studies in law, information technology, engineering, agriculture, and architecture (Asia Development Bank, 2013, p. 12).

Employment

With regard to the labor force and opportunities for employment, the government of the Philippines has taken considerable measures over past decades to work toward gender equity. For example, the Philippines was one of the first republics in Asia to grant women's suffrage and the government has instituted numerous conventions and plans to make the workplace more equitable. Among other acts, the Philippines has ratified international labor standards for rights in the workplace, including the Equal Remuneration Convention for work of equal value between men and women and the Discrimination (Employment and Occupation) Convention (Asia Development Bank, 2013, p. 1). A prohibition on women's night work shut them out of many opportunities, but the government's repeal of the ban in 2011 opened opportunities for women to join the business process outsourcing sector (Ibid., p. 18). In addition, the Philippines has instituted paid parental leave for both working mothers and working fathers, through the Maternity and Paternity Leave Acts. The Government of the Philippines has taken other measures to assist working parents, including the Republic Act 6972, which requires the government to provide childcare in every barangay, though this act may not be enforced to its fullest extent in practice (Ibid., p. 50).

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[3] The impact of COVID-19 on the tourism industry may have implications on choice of programming once school resumes as normal.

According to MGI, the Philippines shows the best performance in female participation in leadership positions, as well as professional or technical jobs, when compared with other Asia-Pacific countries. For example, the female-to-male ratio of leadership positions is 0.96, and the female-to-male ratio of holding professional or technical jobs is 1.42 (2018, p. 73). The Philippines also demonstrates relative gender parity on social issues, such as education and financial inclusion. The female-to-male ratio for education level is 1.00, as is the female-to-male ratio for financial inclusion (Ibid.). Much of this positive performance can be attributed to the Philippine government's policies and legal protections related to gender equality in society (Ibid., p. 78).

Despite the progressive policies and promising data, there is reason to believe that the gender parity indicators cited above do not reflect the challenges for females who are less educated and/or from lower socioeconomic levels. For example, in the ASEAN region, the Philippines has the lowest labor force participation rate (LFPR) for women at just 46% (National Economic and Development Authority, 2019, p. 2). While about four in five working-age Filipino men are active in the labor force, only half of women aged 15 years or older are (Albert and Vizmanos, 2017, p. 2). Between 1990 and 2015, the LFPR among women increased by less than three percentage points (Abrigo and Francisco-Abrigo, 2019, p. 5). While it is true that unemployment rates have gone down for both men and women, the rates have remained higher for young women between the ages of 15 and 24 – the key age range for the Opportunity 2.0 project (Albert and Vizmanos, 2017, p. 2). Most notably, the widest gaps in labor force participation appear during women's childbearing ages (20 to 39 years old) and decreases in labor force participation have appeared for 15- to 19-year-olds, likely due to the Philippines' recent institution of a K-12 schooling system (National Economic and Development Authority, 2019, p. 1).

According to MGI, the low female-to-male LFPR in the Philippines is mostly due to the low participation of women from lower-income, less-educated groups (MGI, 2018, pg. 73). Many Filipino women from lower-income backgrounds pursue work abroad, which is not included in the official LFPR of the Philippines. For those that stay in the Philippines, many fill unskilled positions, including domestic work and unpaid care work. Particularly prevalent among women from lower-income households is the notion that women should take on the majority of unpaid care and domestic work (UCDW), while men should be the family's breadwinner. Thus, while upper income-level Filipino women see near parity on education, employment opportunity, and leadership positions, women in lower-income groups still face gender gaps related to opportunity, leading some to conclude that the Philippines may be the "most gender-equal country in Asia in the workplace for well-educated and highly skilled women" (Ibid., p. 76).

Regarding PWD, according to Mina (2013), statistics in the Philippines indicate that less than 10% of the employable PWD are wage-employed, and employment among PWD was higher in urban areas than rural areas; the majority of employed respondents in the study in both areas were vulnerable workers (self-employed and unpaid family workers). Additionally, roughly half of working PWD are underemployed. In urban areas, the most commons occupation among PWD was masseur, and in rural areas, agriculture. Respondents in both areas engage in entrepreneurial activities and others are helpers/utility workers or laborers (as cited in TESDA, 2020, p. 11). Parents and caregivers may not allow PWD to seek employment; however, many PWD rely on family members and friends to find a job (Tacadao and De Luna-Narido, 2016, as cited in Medalla and Medalla, 2018). PWD often face discrimination when seeking employment, as well as barriers such as employers' knowledge and attitudes and fear of [additional] costs (Sellevoll, 2016, as cited in Medalla and Medalla, 2018, p. 151). The National Disability Prevalence Survey reported that 34% of those with a severe disability and 13% with a moderate disability find it very or extremely problematic to find a job (Ibid., p. 10). However, according to one study, skills training and education are important factors that help PWD become employable (Tacadao & De Luna-Narido, 2016, as cited in Ibid., p. 154).

In January 2020, Project Inclusion Network (PIN) and DOLE entered into a partnership to promote disability-inclusive employment. The Memorandum of Understanding supports the United Nations

Convention on the Rights of Persons with Disability (RA 7277) and its amendment, specific to employment (RA 10524). DOLE and PIN will collaborate to improve labor market participation of PWD by establishing models and developing resources that promote inclusive employment. Additionally, in January 2020, the Philippine Business and Disability Network (PBDN) was formally launched. PBDN is a country-level platform for and by businesses working toward more barrier-free workplaces for PWD.

LGBTQ+ individuals face challenges in employment both on an individual level and as members of a community that is subject to discrimination and abuse (UNDP and USAID, 2014). A United Nations (UN) study revealed that 30% of LGBT in the country reported being harassed, bullied, or discriminated against by others while at work because of their SOGIE, and 21% of respondents believed that they were denied a job because of their SOGIE (Pangilinan, 2019, p. 1). According to the Philippine Corporate SOGIE Diversity and Inclusiveness (CSDI) Index, a 2018 study conducted by the Philippine LGBT Chamber of Commerce and research firm Cogencia, of 100 surveyed Philippine-based companies, none were implementing policies meant to protect their employees from SOGIE-based discrimination (Casal, 2018). However, 17% of companies did have some form of SOGIE-inclusive, non-discrimination policy, but all were from the Business Process Outsourcing sector where companies are often foreign-headquartered. Only 10 of the 17 companies had a structure for tracking SOGIE inclusiveness, and only six had conducted educational discussions or SOGIE trainings (Ibid.). This may be in part due to the common assumption that LGBTQ+ make up a small percentage of the workforce (Ibid.). Additionally, in separate research about LGBT employment and labor market discrimination in the Philippines, 25% of 105 survey respondents who identified as LGBT reported they had experienced harassment from their employers or superior officers, 33% had experienced harassment from co-workers, and 60% had been the subject of slurs and jokes in the workplace (Enriquez, 2017). If the SOGIE Equality Bill were passed, it would prohibit employers from imposing SOGIE in their criteria for hiring, promotion, transfer, designation, dismissal, selection for training, privileges, and more (Casal, 2018).

As seen across the globe, the COVID-19 pandemic has negatively impacted the Filipino economy. As of April 2020, the country's LFPR was 55.7%, the "lowest in the history of the Philippine labor market" (Philippines Statistics Authority, 2020). Additionally, of the 44.3% of the total population over 15 years old who were not in the labor force as of April 2020, the majority (65.8%) were women (Ibid.). Economists also anticipate that youth employment will be slower to bounce back as businesses and sectors recover from lockdowns and hiring freezes stemming from the pandemic (Jiao, 2020). Regarding the employed population, 61.9% of employed individuals in October 2020 were male while only 38.1% were female (Philippines Statistics Authority, 2020).

Aside from LFPR, the labor market remains quite segregated with regard to the roles and occupations that women and men pursue. Women are overrepresented in vulnerable employment – positions that "lack decent working conditions, adequate social security, benefits, and voice" and representation – relative to men (Albert and Vizmanos, 2017, p. 3). Women are more widely represented in the informal sector, which is characterized by a lack of social protections, low/no pay, and poorer working conditions (National Economic and Development Authority, 2019, p. 6). Notably, women are far more likely to spend their time engaged in unpaid household tasks like cooking, laundry, housework, and caregiving, often working more hours than men that are not considered to be of equal market value (Abrigo and Francisco-Abrigo, 2019, p. 4). A study by DOLE revealed that 31% of working age women reported not working due to an obligation to perform household duties, compared to only 3% of men (Department of Labor and Employment, Decent Work Statistics Online Database, N.d., p. 11). This focus on unpaid care and domestic work starts early, with girls aged 15 reporting spending an average of nine hours of their daily time on housework, compared to an average of only four hours among boys of the same age (Abrigo and Francisco-Abrigo, 2019, p. 7). While married women and women with children are less likely to participate in the labor force, children can be a driving factor in women seeking economic opportunity (National Economic and Development Authority, 2019, p. 20).

Traditional gender, social, and religious norms, as well as constraints to both financial and human capital attainment, contribute to the gendered segregation of the workforce. There is evidence that women's participation in the workforce can lead to marital disputes in some households due to societal norms that deem men as breadwinners for their families, which can manifest in physical or mental abuse (National Economic and Development Authority, 2019, p. 40-42). These social norms within family and kinship systems mean that women have less access to the resources, finances, time, training, and education required to pursue equitable career paths (Asia Development Bank, 2013, p. xi). When women are in the wage-earning workforce, systemic issues such as the time and cost of commuting increases the challenge of participating in the workforce, particularly for mothers (National Economic and Development Authority, 2019, p. 22). Likewise, discrimination against women in the workplace, especially for Muslim women who wear head coverings, makes entering and staying in the workforce difficult (National Economic and Development Authority, 2019, p. 46). Studies show that Muslim women are least likely to be economically active in the Philippines (National Economic and Development Authority, 2019, p. 43). Furthermore, women are less likely to have access to the financial capital required to establish a business, making them underrepresented in entrepreneurship.

As of April 2020, 64.0% of employed males were wage and salary workers, with their sources of employment and/or revenue broken down as presented in Figure 3 (Philippines Statistics Authority, 2020). Additionally, 61.7% of employed women were wage and salary workers, with their sources of employment and/or revenue broken down as presented in Figure 4 (Ibid.).
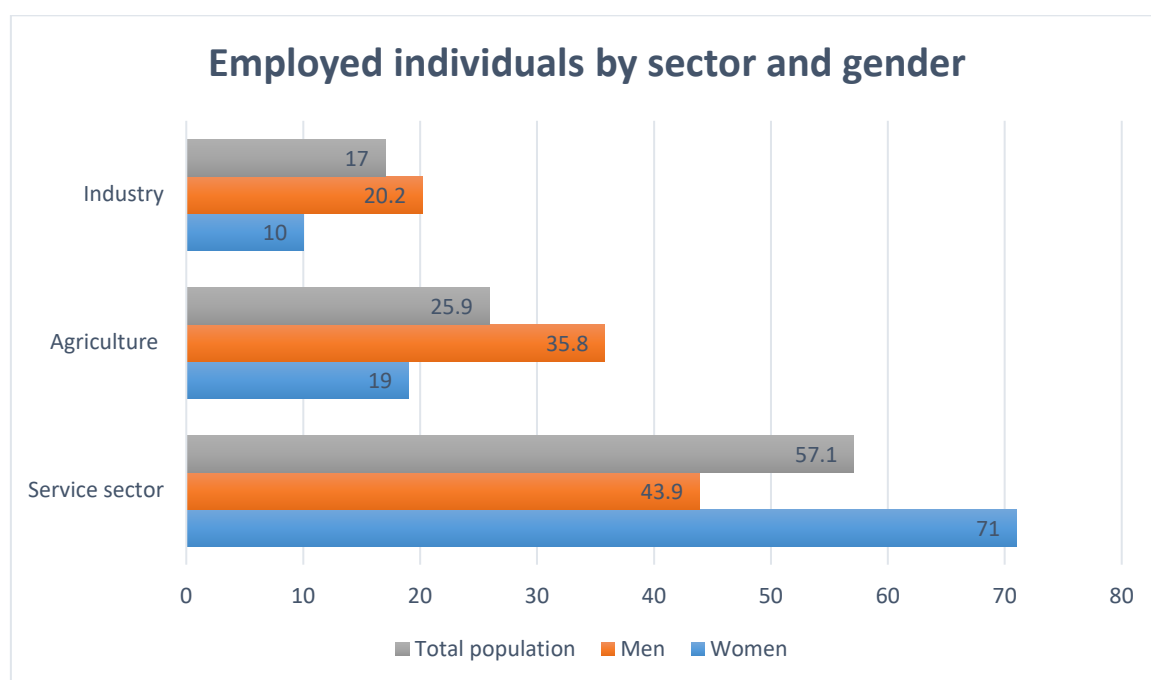

Employed individuals by sector and gender

Figure 22. Breakdown of Employed Individuals by Sex and Sector
Source: Philippines Statistics Authority Employment Situation in April 2020 (published in Nov 2020)
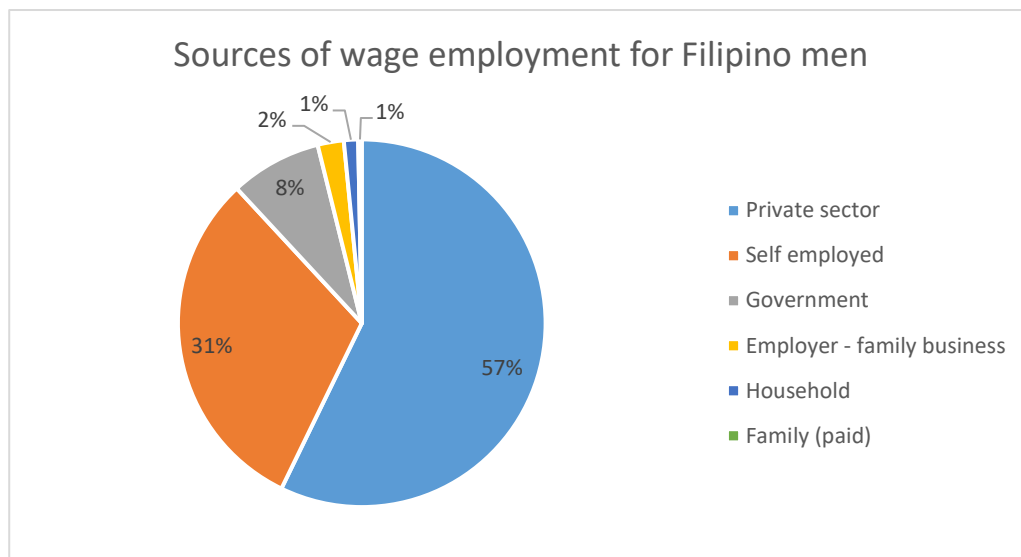
Figure 33. Sources of Wage Employment for Filipino Men

Source: Philippines Statistics Authority Employment Situation in April 2020 (published in Nov 2020)
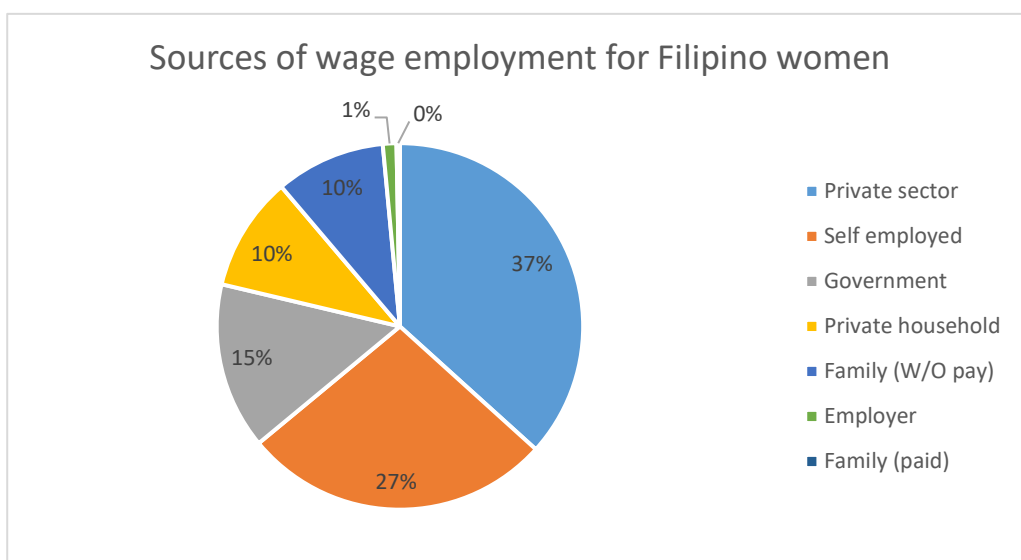
Figure 44. Sources of Wage Employment for Filipino Women

Source: Philippines Statistics Authority Employment Situation in April 2020 (published in Nov 2020)

Knowledge Gaps in Secondary Data

The most significant gap identified in the secondary data was the lack of recent studies and reports on gender and youth in the Philippines, particularly those including analysis of gender gaps and barriers related to access, retention and completion of learning and training programs, as well as the school-to-work transition; most studies identified included data from 2008 to 2015 and were published between 2012 and 2018. There was also significantly less information on YWD than there was on gender, OSY, and the ALS and TESDA education systems. And while additional groups continue to face exclusion and discrimination, including indigenous populations, ethnic and religious minorities, and the LGBTQ+ community, the GDA did not delve deeply into the specific gaps and barriers faced by these groups in relation to access, retention and completion of learning and training programs.

Summary of Primary Data Collection

Respondent Demographics

The GDA data collection team conducted interviews with youth, ALS implementers, TESDA trainers, and several key informants. The demographics, by respondent type, are as follows.

Youth

Sixty-seven youth were interviewed for this study, 52% young men and 48% young women, with an average age of 20. The majority (62.7%) of the respondents are single, t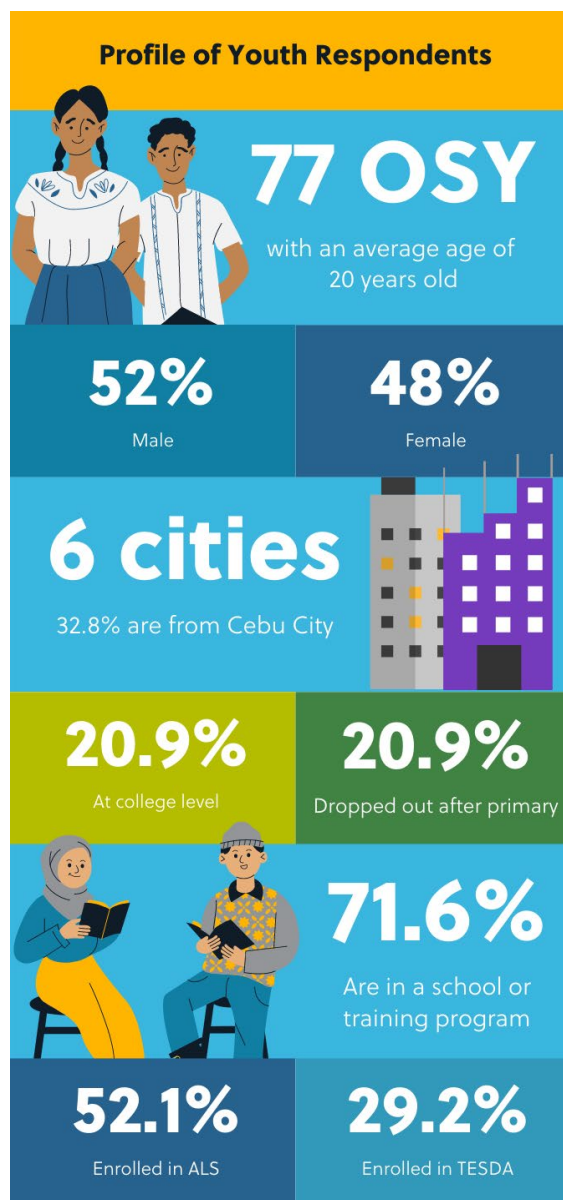hough 20.9% live with their partner, 11.9% are in a long-term relationship, 3.0% are married, and 1.5% are separated. Fourteen of the respondents have child dependents, on average 1-2 children.

Eight of the respondents carry a PWD ID. The most common disability among these youth is visual, though they also have physical disabilities, orthopedic disabilities, mental disabilities, and learning disabilities.

The youth interviewed were spread fairly evenly across six geographic zones, with heavier representation in Cebu City (32.8%) and Quezon City (17.9%). The remaining geographic zones that youth came from are Davao City (13.4%), Zamboanga City (11.9%), Cagayan de Oro City (11.9%), and Legazpi City (11.9%).

The youth respondents had varying levels of education, including the following: 20.9% at the college level, 20.9% had dropped out of school after primary, 11.9% were primary school graduates, 14.9% had reached high school, 16.4% were junior high school completers, and 10.4% were senior high school graduates. About a third (29.9%) of the youth respondents were working.

The majority (71.6%) of youth interviewed are currently enrolled in a school or training program. These youth were mainly enrolled in ALS (52.1%) and TESDA (29.2%) programs, as well as public (10.4%) and private (8.3%) schools. The young men interviewed indicated that their top reasons for dropout were limited financial resources (27.8%), wanting or needing to work (22.2%), and illness or poor health (5.6%). For young women, the top reasons were limited financial resources (14.3%), illness or poor health (14.3%), early pregnancy (9.5%), or a lack of interest (9.5%). These responses reflect the findings from the secondary research, too. The majority (55.2%) of the youth interviewed have their education financed by their parent or guardian, while 16.4% finance it themselves and 6.0% have their education financed by another family member. These expenses may include school supplies, allowances, transportation, etc.

Profile of Youth Respondents

77 OSY with an average age of 20 years old

52% Male

48% Female

6 cities 32.8% are from Cebu City

20.9% At college level

20.9% Dropped out after primary

71.6% Are in a school or training program

52.1% Enrolled in ALS

29.2% Enrolled in TESDA

TESDA Trainers

Twelve TESDA trainers were interviewed for this study, half of whom were men and half women. These trainers were evenly split across six project sites. On average, these trainers had around 12 years of teaching experience and 10 years of experience teaching TESDA courses.

All of the trainers had earned higher education degrees – three had earned a bachelor's degree, four had made progress towards a master's degree, three had earned a master's degree, one was currently enrolled in a doctoral program, and one had earned their PhD.
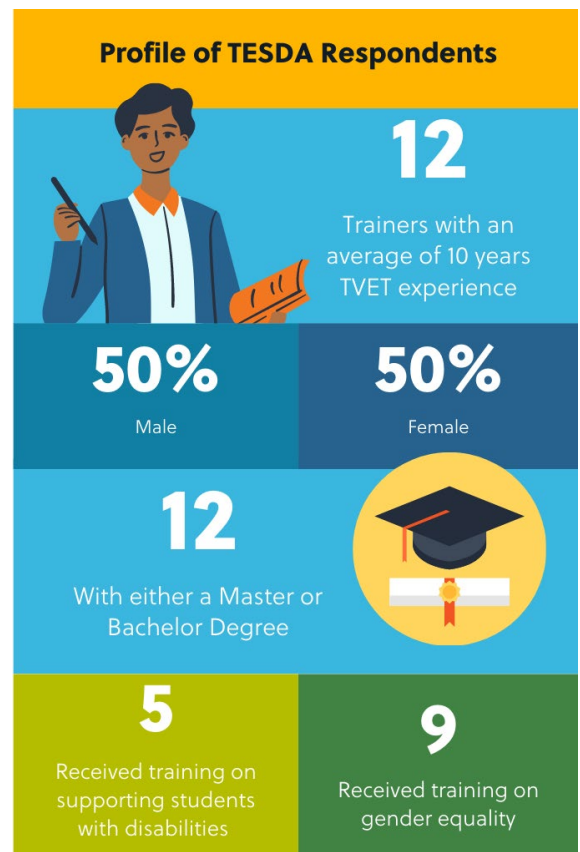
None of the TESDA trainers interviewed had disabilities themselves, but 10 of the 12 had experience teaching YWD, particularly students who were deaf or hard of hearing and students with physical, orthopedic, learning, intellectual, and mental disabilities. Additionally, TESDA trainers had experience teaching youth with visual as well as speech and language disabilities. However, fewer than half, or five out of 12, of the TESDA trainers interviewed had received training on how to support students with disabilities. Those who had been trained had received guidance on basic sign language instruction, university courses in human development, anti-bullying awareness, and trainings on communication applications for communicating with deaf or nonverbal students. These trainings ranged in duration from one to five days.

Of the TESDA trainers, nine had also received training on gender equality, which included university courses, seminars, and trainings of trainers (TOTs) focused on the difference between sex and gender, violence against women, and anti-discrimination practices. These trainings ranged in duration from half a day to a week. In some cases, especially when taught in a university, these trainings have ranged from a month to six months.

ALS Implementers

Thirteen ALS implementers were interviewed for this study, including eight men and five women. The implementers came from five of the project sites: five from Quezon City, and two each from Zamboanga City, Legazpi City, Cagayan de Oro City, and Cebu City. These implementers had an average of 13 years of teaching experience and eight years of teaching with ALS.

While none of the ALS implementers had a disability, 11 of the 13 had experience teaching students with disabilities.

Profile of TESDA Respondents

12 Trainers with an average of 10 years TVET experience

50% Male

50% Female

12 With either a Master or Bachelor Degree

5 Received training on supporting students with disabilities

9 Received training on gender equality

Profile of ALS Respondents

13 ALS implementers with an average of 10 years experience

8 Male

5 Female

6 cities Two each from 6 O2-covered site

5 Received training on supporting students with disabilities

10 Received training on gender equality

Namely, they had taught students with mental disabilities, physical disabilities, learning disabilities, visual disabilities, intellectual disabilities, orthopedic disabilities, and students who were deaf or hard of hearing.

Ten of the 13 ALS implementers interviewed had previously received training on gender equality. These included seminars on gender and development, in-service teacher trainings, and trainings on gender sensitivity. These ranged in duration from half a day to three days.

Less than half (5) of the 13 ALS implementers had received training in how to support students with disabilities. These included trainings from DepEd, Special Education Program workshops, and orientations on using disability-friendly teaching and learning materials. These lasted from half a day to two weeks.

Key Informants

Several key informants from four organizations were also interviewed to provide insight on gender and disability inclusion, as they relate to education and employment. These included gender focal points from the DepEd ALS Task Force (now the Bureau of Alternative Education) and the TESDA Women's Center, selected due to their role in the planning and implementation of gender and disability-related policies affecting ALS learners nationwide and TESDA students. Additionally, as the two key partner organizations benefitting from and co-implementing the project, the O2 team felt it was crucial to include their perspectives on the education and training experiences of youth in terms of gender and disability. Additionally, a key informant was included from the Program Management Bureau of the Department of Social Welfare and Development (DSWD) due to their role leading in the formulation, monitoring, and evaluation of social protection policies and projects for out-of-school youth and persons with disabilities. While the social welfare function is devolved to the local government units, each cities' social welfare and development offices receive continuous technical assistance and policy guidance from the DSWD at the central and regional offices. And finally, an international NGO specializing in support to PWD was also included due to their unique perspective in understanding the barriers PWD have faced during the last four decades and across various local cultures.

Findings

The Government of the Philippines has taken significant measures to emphasize the importance of quality education and skills training among its population, boasting institutional policy measures, high literacy rates, and gender parity figures that are evidence of this prioritization. Programs like DepEd ALS and TESDA provide OSY or over-aged learners with opportunities to continue their education or develop the skills to attain post-training livelihoods. However, the findings of this study indicate that for more vulnerable Filipinos, accessing and completing these programs and finding gainful employment can still be a challenge. As the Philippines continues to make strides in the areas of gender and social inclusion in terms of education and employment, considering the unique needs of vulnerable populations like out-of-school young women and men and youth with disabilities remains critical.

This section focuses on the findings of the primary data collection, sharing these unique needs for this population of youth in the Philippines who are served by the Opportunity 2.0 project. The findings highlight barriers and opportunities for success in education and employment for young men, young women, and youth with disabilities. These findings will be used to inform Opportunity 2.0's technical programming to ensure gender and social inclusion are key components of project activities.

Youth Aspirations for Success

Generally, the young men and women interviewed share similar ideas of success – finishing school, finding stable employment that allows them to both cover basic needs and wants, and having the ability to provide for their current or future families. When asked about their families' ideas of success, the responses were nearly identical for both young men and women – graduating, finding a job, and giving back to the family.

In terms of more immediate goals, the young women interviewed prioritize graduating from school, supporting their family, living independently in their own home, continuing their studies, and finding a job. The young men interviewed also emphasized finishing school, owning a house, and supporting their family, but seem more inclined to find employment than to continue their studies.

Both groups exhibit confidence in achieving these goals stemming from family support and an optimistic outlook, though a lack of confidence remains. Additionally, both groups suggest their confidence wavers because they need more skills, they still struggle financially, and they have low self-esteem. The young women interviewed noted that the pandemic currently contributes to their lack of confidence, while young men identified their limited work experience and poor English skills as additional factors. Despite their positive outlooks, both young men and women recognize that they need tangible skills, resources, and experience to achieve their goals.

> **Both groups (male and female) suggest their confidence wavers because they need more skills, they still struggle financially, and they have low self-esteem.**

The youth with disabilities interviewed have similar definitions and aspirations of success as those without disabilities, namely finding a stable job, finishing school, and providing for others and their family. According to these youth, their families have similar ideas of success, too.

The youth with disabilities interviewed felt confident about their ability to achieve their goals – commonly to get a job, continue their studies, and graduate from school – mostly thanks to the support of their family. However, financial problems and their disability do contribute to insecurity.

Barriers to and Opportunities for Education and Training

Opportunity Costs

Interviews conducted with youth for this study indicate that financial constraints are the overwhelming reason for male and female dropout. While financial constraints can be directly linked to school-related costs, such as transportation fees, for the most part, these financial constraints manifest in terms of opportunity costs. For example, young women, ALS implementers, and TESDA trainers often cited early pregnancy as a reason for school dropout among young women. There are social stigmas associated with early pregnancy – such as embarrassment about attending school while pregnant – but the findings suggest that young women mainly drop out to care for and look after their children, typically due to limited access to affordable childcare. This finding corroborates data from the desk review that suggests young women leave school once their pregnancy becomes visible but also are expected to take on most of the UCDW in the home, including child-rearing. For young men, the main reason for dropout is the tradeoff between attending school or training and pursuing an income-generating activity. Although neither the

On Gender-Related Opportunity Cost

"I got pregnant, so I didn't continue [school] anymore because I thought it might be embarrassing. I still could have continued, but I decided not to because I was embarrassed. After I gave birth, I wanted to go back to school, but it became difficult. So, in the end, I just didn't go back."
—Young woman

"I did not pursue my education due to financial problems and a lack of self-confidence."
—Young man

"I got pregnant early so I decided to work in order to feed my baby."
—Young woman

"Financial constraints are the common issue. They had to stop schooling so they could look for a job to support their family, or they do not have money for allowance and transportation. For female youth, the common reason that they stop is early marriage and pregnancy."
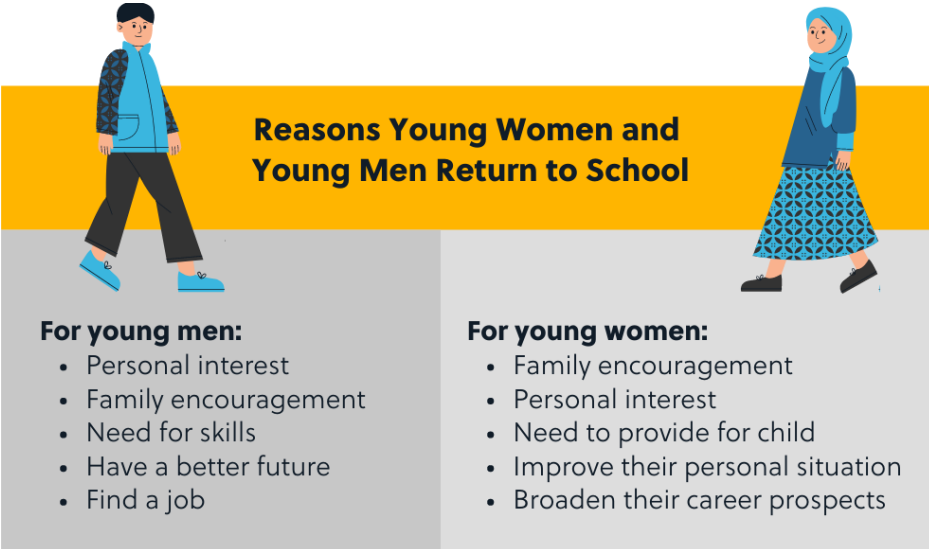—TESDA Trainer

"They need orientation, an orientation about the ALS programs that can help them in the future and the benefits they will gain after they finish their education."
—ALS Implementer

young men nor the ALS implementers or TESDA trainers interviewed directly cited early fatherhood as a reason for young male dropout, earning an income to support their family correlates with the role that men are expected to play in the Philippines as the main breadwinner for their family, which also corroborates findings from the desk review. These findings indicate that, though financial constraints are a universal barrier to education and training, this obstacle is experienced differently when considering gender.

Once young men and women have dropped out of formal school, interviews suggest that these same barriers continue to affect their ability to enroll in ALS and TESDA. Additional barriers related to the COVID-19 pandemic – the postponement of the Accreditation and Equivalency (A&E) Assessment and Certification, limited gathering affecting youth's ability to work and socialize, stress caused by a fear of contracting the virus, and difficulty accessing necessary technologies – make accessing and staying in ALS and TESDA programs more challenging than usual for both male and female OSY.

Reasons Young Women and Young Men Return to School

For young men:
- Personal interest
- Family encouragement
- Need for skills
- Have a better future
- Find a job

For young women:
- Family encouragement
- Personal interest
- Need to provide for child
- Improve their personal situation
- Broaden their career prospects

Despite these challenges, male and female OSY youth do seek to re-enroll in ALS and TESDA programs for various reasons. The young women interviewed commonly cited family encouragement as a catalyst in their return to education, as well as personal interest. Young mothers mentioned that they re-enrolled because they wanted to provide for their child, which may indicate a recognition of the long-term value of ALS and TESDA education. Young men also commonly identified personal interest and family encouragement, though they also specified their need for skills as driving them to re-enroll in ALS or TESDA. These reasons were also highlighted in interviews with ALS implementers, TESDA trainers, and key informants, who suggested that young women re-enroll to improve their personal situation, broaden their career prospects, and support their families, while young men re-enroll to have a better future and find a job.

Proposed Solutions to Address Opportunity Costs

The ALS implementers and TESDA trainers interviewed identified their own approaches to and ideas for improving retention among male and female OSY, such as home visits, where they can establish a personal connection with youth and promote the importance of education and stress their potential. TESDA trainers commonly suggested creating community-based learning centers, so that distance and transportation requirements do not prevent youth from attending their courses and offering allowances that can help students overcome the financial barriers to their education.

Safe and Inclusive Learning Environments

Another important aspect of student retention is the safety of their learning environments, which includes spaces within the school, as well as the school commute. While many of the youth did not indicate that their commute was unsafe, both young men and women commonly suggested that it was relatively insecure for young women, without offering much detail as to why. Young women commonly suggested

that they felt safe when commuting with a friend. Both groups identified danger on the roads, like traffic congestion or crowded public transit, as the main reasons why their commute might be unsafe. Inside the learning environment, both the young men and women interviewed commonly said they felt most safe with a supportive teacher, a clean classroom that follows both course-related safety precautions and COVID-19 protocol, and an environment with camaraderie among classmates. Notably, young women commonly identified the presence of a security guard as something that makes them feel safe in their learning environment.

In addition to the safety and security of learning environments, inclusive learning environments are critical to access and retention for youth with disabilities. The out-of-school youth with disabilities interviewed commonly said that their disability was the main driver of their dropout, in some instances even mentioning that some schools do not accept youth with disabilities, as well as family issues or financial constraints. According to the ALS implementers interviewed, out-of-school youth with disabilities face barriers related to their limited mobility and discrimination or bullying, but the most commonly mentioned barrier was that not all classes are available or accessible to them due to their disability. TESDA trainers also mentioned that discrimination poses a barrier to youth with disabilities, as well as the physical demands of TESDA courses and subsequent careers. A key informant specializing in inclusion of PWD noted that once youth with disabilities have dropped out, they face even more barriers than the average youth in returning to education or training. These barriers include the inaccessibility of buildings and a lack of institutional systems in place to meet the needs of YWD.

The ALS implementers and TESDA trainers interviewed did mention efforts that have been made to improve access to courses for youth with disabilities. These include accessible, spacious learning environments that allow students in wheelchairs to navigate freely, accessible materials whether in Braille, audio-visual formats, or otherwise, and, for TESDA students, activities that are disability friendly. That said, many of the ALS implementers interviewed remarked that teachers need additional training and appropriate, inclusive teaching and learning materials – as well as the resources to develop them – in order to equitably incorporate youth with disabilities into their classrooms.

The latter sentiments were echoed by key informants with specializations in disability and inclusion, who remarked that, in many instances, the efforts taken to make courses and activities more inclusive and accessible are based on a narrow definition of disability and do not sufficiently meet the individual, unique needs of youth with varying disabilities. Furthermore, according to key informants, this problem has sustained with treatment of youth with disabilities throughout the COVID-19 pandemic, as restrictions have been broadly applied to all people with disabilities without considering the unique needs and natures of vulnerability that they may experience. As a result, many youth with disabilities have lost their jobs and experienced greater mobility restrictions that have increased their dependency on family members and weakened their ability to access safe education opportunities.

Once youth with disabilities have access to education and training opportunities, additional efforts need to be made to guarantee their retention in such programs. Both the ALS implementers and TESDA trainers interviewed emphasized peer and family encouragement and anti-bullying practices as important elements in the retention of youth with disabilities. These comments mirror those from youth with disabilities, who said that they feel most safe in their learning environment when they have camaraderie with their classmates, encouraging teachers, facilities that meet their specific needs, and someone to accompany them on their commute

On Safe and Inclusive Environments

"Our classrooms are spacious, so we feel free and comfortable. It's well-ventilated, and the physical setup is orderly. Our trainers are not intimidating and have a sense of humor. The guards are strict when we enter the school gates."

—Young man

"[I feel safe] if my classmates are also students with a disability because they won't engage in bullying and if we are protected by our teachers."

—Youth with disability

"The activities are difficult because they are not designed for [youth with disabilities]. The reality is ALS is not yet prepared to cater to their needs. For example, though I didn't experience having a blind learner, there's no Braille. So how do I teach?"

—ALS Implementer

"One thing to consider is how [youth with disabilities] can move around... In the early stages of building construction, persons with disabilities should be thought of so that everyone has equal access and to prevent discrimination."

—TESDA Trainer

"The approach of institutions to PWD is general, not specific to the disability of the individual."

—Key Informant
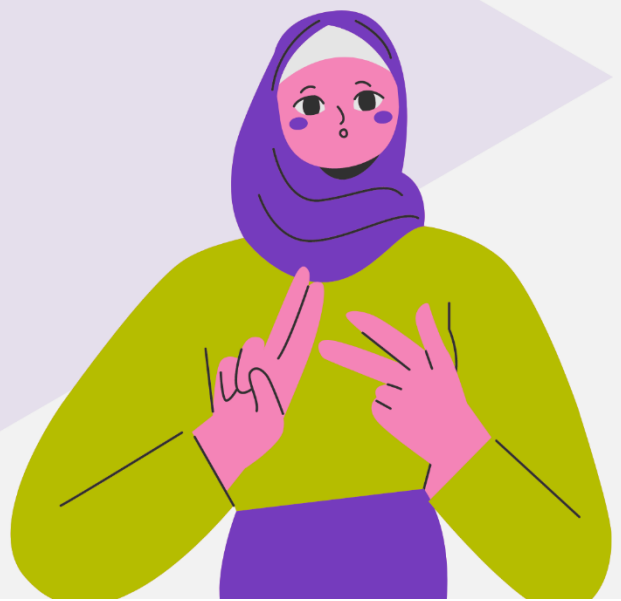
Barriers to and Opportunities for Employment

Norms and Aspirations

As young men, young women, and youth with disabilities seek income-generating activities, gender and inclusion norms play a large role in determining their paths.

The young men and women interviewed expressed progressive views on gender equality in terms of success and aspirations, often indicating that there should be no difference between the work of men and women – a view that aligns with that of their instructors, though perhaps

> **Despite progressive views on gender equality, young men and young women typically select courses and careers that align with traditional gender roles and social norms.**

not always that of their families. These views are also reflective of the progress on gender equality that has been made nationally, as outlined in the desk review. But despite these relatively progressive views on gender equality, young men and young women typically select courses and careers that align with traditional gender roles and social norms. Additionally, both the young men and women interviewed overwhelmingly identified teaching and 'light work' as jobs considered suitable for women, along with office jobs, dressmaking, and staying at home. Young men also identified nursing and culinary as appropriate career paths for women. When it comes to men, both the young men and women identified 'physical jobs', like construction, law enforcement, and engineering, as suitable for men. As to why this is the case, the young women and men interviewed overwhelmingly said that men are physically stronger than women.

These sentiments also reflect the courses and careers that the study's respondents said young women and men pursue. While the ALS implementers and TESDA trainers interviewed mentioned that young men and women are not restricted to any specific courses and that they are free to pursue their interests, choice of courses and career paths continue largely to align with traditional gender norms.

The ALS implementers overwhelmingly identified teaching as the career path that young women pursue, along with careers such as baking, beauty care, nursing, office work, and online retail. These align with the ALS courses that respondents said young women pursue – teaching, nursing, cooking and baking, beauty care, massage, and hotel/restaurant management. The ALS implementers mainly attributed these choices to young women's family influence and personal interest, as well as a high local demand for jobs in these sectors. The TESDA trainers commonly identified tourism, hotel/restaurant management, and retail sales as the types of careers that young women pursue, as well as courses in subjects like tourism, housekeeping, and culinary arts. Notably, they also identified IT and computer systems servicing as courses that young women might be interested in pursuing. While the TESDA trainers also said young women pursue these courses and careers because of the job prospects associated with them, they also suggested that young women prefer 'light' work, as they feel it best suits their skills and experience.

The ALS implementers commonly identified IT, law enforcement/policing, and engineering as the courses that young men typically pursue, along with automotive, electronics, and welding, among others. Likewise, the TESDA trainers commonly identified automotive, welding, IT, and construction as courses and careers that young men typically pursue. Both groups suggested that young men are influenced by their families, career prospects, and personal interest. However, some also mentioned that it may be because these careers are considered to be 'men's work.'

On Gender Norms and Youth Aspirations

"I think that the female should be in the house and the male should be the one to do the job. For example, males should work in offices, as soldiers and police officers. Females should do office work, be a sales lady, or taking care of their children."

—Young woman

"There are certain jobs that are suitable for women like being a teacher or a cook. For men, being a police officer, engineer, and welder."

—Young woman

"Factory work and other heavy work is better suited for males. It would be a pity to let the females carry heavy equipment or do the heavy work."

—Young man

"I don't think that societal expectations influence their choices these days because they are very practical. They always choose the path that allows them to easily earn money or easily find work."

—ALS Implementer

As mentioned above, the ALS implementers and TESDA trainers indicated that neither young men or young women would face any institutional barriers when pursuing courses. While some respondents noted that they have been making efforts to make their activities more inclusive in terms of gender, some systemic barriers persist. For example, women who pursue welding may find themselves using equipment or safety gear designed for men. Men who pursue nursing may encounter similar experiences with equipment and uniforms designed for women These are systemic issues that illustrate why succeeding or feeling welcomed in these courses may be difficult for women or men.

Despite having progressive gender views, young people pursue career paths typical of gender norms

Young women	Young men
• Tourism • Hotel/restaurant management • Retail sales • Housekeeping • Culinary arts	• IT and electronics • Law enforcement and policing • Engineering • Automotive and welding • Construction

According to the youth with disabilities interviewed, as well as the ALS implementers, TESDA trainers, and key informants, youth with disabilities often pursue courses that they consider to be suitable or achievable given their disabilities. Based on the responses, these include courses like massage therapy, computer servicing, and cooking or baking. They may also pursue courses that would land them jobs in call centers or offices. Some of the ALS implementers interviewed indicated that it can be difficult to decide whether to encourage youth with disabilities to pursue these courses, in which they would be more confident of their success, or to encourage them to pursue whatever they wish. But they, as well as key informants, indicated that youth with disabilities should be provided with a variety of options that allow them the freedom of choice, which may serve to boost self-confidence as well.

Gender, Disability, and Community Engagement

As young men, young women, and youth with disabilities seek fulfilling livelihood opportunities, their social networks and level of engagement with their community play an important role. The responses from this study's participants illustrate close-knit support systems for young men and women and family support for YWD, but very low levels of civic engagement, though the reasons differ among young men, young women, and youth with disabilities. Additionally, young men and women seem to know very little about the gender-sensitive social services at their disposal, mostly due to poor publicity and knowledge of the available services and means to access support.

On Gender, Disability, and Community Engagement

"I haven't joined things like that because of time. I can't join and their locations are far away."

"No one would look after my child, which is why I am just at home."

"[Youth] are not aware that there are services they can access locally. Or they don't have the time to learn about them."

—Key Informant

"Usually services are planned top to bottom instead of bottom up, so the services provided may not necessarily address the needs of the youth. Since OSY and PWD are just recipients, they don't have a say on the types of services that they would need."

—Key Informant

"There is still stigma and stereotypes on topics that should not be discussed. The high incidence of teenage pregnancies already affirms that most youth are still unaware of their sexuality."

—Key Informant

Both the young men and women interviewed indicated that they have strong, tight-knit support systems. The young men interviewed said they turn to their family, friends, siblings, and their spouse or girlfriend when in need of support. The young women also said they turn to friends, their spouse or boyfriend, their mother and siblings when in need of support. Notably, the young men uniquely mentioned that they turn to themselves for support, and the young women uniquely mentioned that they turn to their teachers for support. Both groups commonly said they seek financial and emotional support and help with family problems. Young women emphasized that they seek support with their studies and work, too. Family remains a major influence in the lives of both the male and female respondents, though both groups said they also feel that they themselves are a big influence on their own lives. Notably as well, some young women said that their child has the biggest influence on their life, as they must choose a path that will best help them support and provide for their child.

The youth with disabilities interviewed for this study commonly indicated they had strong support systems, mostly consisting of family members. They said they primarily rely on their families for financial support and help with their studies. They also indicated that their family members have the biggest influence over their life, since they often have a say over their finances and because they worry about issues pertaining to their disability. The youth with disabilities interviewed did not commonly report having close knit friend groups, mostly because they spend much of their time at home – especially during the pandemic – and because they could not relate very well to their peers in their education and training programs, with some even experiencing bullying at school. As mentioned previously, the youth with disabilities indicated that having friends at school would make them feel safer or more comfortable in their learning environments.

Very few of the young men and women interviewed said they participate in civic organizations. Those that do, mainly the young men, participate in faith-based, youth-oriented, and sports organizations and were mainly drawn to these organizations because of the interesting activities, their faith, and formal outreach. Those that do not participate in civic organizations said they would be interested in specific types of organizations. The young men interviewed said they could be interested in organizations that help others – like the Red Cross – or youth-oriented organizations. The young women also expressed interest in organizations like these, as well as religious organizations and women-oriented organizations, including organizations for young mothers.

Nonetheless, youth mentioned they face barriers to participation in civic organizations. The young men interviewed said they would have difficulty balancing their time if participating in a civic organization and have also never been invited to one, though they commonly said they are simply not interested in joining one. While the young women interviewed expressed similar barriers, they also mentioned that their pregnancy or children prevent them from joining civic organizations – an added time barrier, especially without available childcare.

The majority of the youth with disabilities interviewed in this study did not participate in any civic organizations, mostly because they are not interested, are not aware of how to participate, or because they feel prevented by their disability. Some did indicate that they would be interested in participating in civic organizations, namely organizations that help others or organizations specifically dedicated to people with disabilities, such as providing insight and ideas for how to make learning environments more accessible or to encourage camaraderie among youth with disabilities, as well as with those without disabilities.

Youth-friendly Services

Key informants identified numerous youth-friendly, gender-sensitive social services available to young men and young women. For example, the key informant (KI) from the ALS Task Force identified barangay halls as a key location where youth can access gender-sensitive services, such as information on adolescent reproductive health. However, according to the informant, teachers can often feel uncomfortable sharing such information with youth, so inviting health workers to barangay halls can help youth in this area. One KI identified Galang Group, which has provided trainings for LGBTQ+ youth, and Love Yourself, Inc., which has provided age-appropriate sexual and reproductive health seminars that included information on transmission of sexually transmitted infections and HIV, as well as mental health workshops. Another KI identified NGOs like Save the Children, Plan International, and World Vision, among others, as key providers of services in these areas, as well as women's groups or church-based outreach groups.

That said, the KIs acknowledged that youth do face barriers to accessing these services. Namely, communication barriers prevent youth access. One KI noted that information may not be disseminated to everyone that needs the services, and that the creation of services can be a top-down process that does not

Barriers youth face in accessing gender programs and services

Communication barriers in terms of language and platform can discourage youth

Stigma and stereotypes affect what topics are talked about

Top-down design of services lead to activities not responding to needs of youth in communities

Awareness and time Many youth do not know about the services available to them

include the participation of the recipients in determining needs that should be addressed. Another KI suggested that stigma and stereotypes can affect what topics are discussed, especially around sexual and reproductive health, even though there are still high incidences of teenage pregnancy in the Philippines, which this study and others show can have a negative effect on women's retention in and completion of education and training programs. Another KI said it comes down to awareness and time – many youth do not know about the services available to them in barangay halls and, even if they do, they may not find the time to access them.

Gender, Disability, and the Transition to Work

The accessibility of employment opportunities for young men, young women, and youth with disabilities is greatly affected by individual awareness of job opportunities, their ability to successfully apply for jobs, and the institutional accommodations of potential employers.

Both the male and female youth respondents have similar needs when it comes to the school-to-work transition, and the ALS implementers and TESDA trainers interviewed suggested ideas for helping them throughout the process. The young men and women interviewed overwhelmingly rely on word of mouth to find out about jobs, along with online searches and social media. Some, however, reported having no job search experience at all. While many of the youth reported having support in applying to work, mainly from their family and friends, both the male and female respondents emphasized that they need support in this area. The common types of desired support include reviewing application requirements, learning how to

On Gender, Disability, and the Transition to Work

"If there is stereotyping in the industry, if the sector is not ready or open to be gender-sensitive – that is a challenge. Employers should be gender-sensitive and should create policies that are gender-sensitive as well."

—Key Informant

"Specific to PWD is the issue of accessibility of communication, transportation, attitude, HR policy, culture... some practices of recruitment are not applicable or appropriate for PWD."

—Key Informant

"Employers need to be able to meet and address the needs of hired PWD."

—Key Informant

apply for jobs, creating resumes, finding jobs, and – particularly noted by young men respondents – receiving recommendations for positions.

The ALS implementers and TESDA trainers interviewed identified important elements of the school-to-work transition for their students. Both groups of respondents said that key to their students' transition to work would be linkages to companies and job referrals. The ALS implementers also mentioned that students need to be taught how to apply for jobs and that they need financial assistance, as well as working-while-learning opportunities and post-training follow-ups to see how they are faring. The TESDA trainers uniquely suggested that students need positive role models, encouragement to start their own businesses, and the skills to communicate with future employers. Additionally, the TESDA trainers interviewed emphasized the importance of certification in students' school-to-work transitions.

Despite a clearly articulated faith in achieving their goals, youth with disabilities still face barriers to employment and self-employment, including their disability, which can affect their ability to perform certain types of work, and discrimination related to it. Similar to youth without disabilities, the youth with disabilities interviewed indicated that they mostly find out about jobs by word of mouth, and in some cases, through online searches and social media, but that they need support in finding and applying to jobs. Once in jobs, they do indicate that they are given tasks or work that are compatible with their disability – though it is difficult to determine whether the respondents find this helpful or restrictive.

According to our key informants specializing in disability and inclusion, youth with disabilities face specific challenges with the school-to-work transition. Notably, stigma and discriminatory recruitment practices that are exclusive of youth with disabilities make the process especially difficult, and can result in low self-esteem on the part of the youth themselves, further hindering the transition. Our key informants offered some suggestions for improving the school-to-work transition: raising awareness among employers of the value-add of youth with disabilities and on how to make their recruitment practices, policies, and employment environments more inclusive, incorporate local organizations specializing in disability and inclusion in the decision-making process on these changes, as well as including the voices of people with disabilities to ensure approaches are responsive to their real needs. They also suggested that youth with disabilities should be set up with coaching and mentoring programs, either with older youth with disabilities or youth without disabilities, to give them a better sense of the school-to-work transition and prepare them for future barriers and opportunities that come along the way.

Youth with disabilities challenges on school-to-work transition

Discriminatory recruitment practices that are exclusive of youth with disabilities make the process difficult

Low awareness among employers on the vale youth with disabilities can bring to their business

Lack of a support system that allows coaching and mentoring between youth with disabilities

Lack of YWD participation in designing and implementing youth and workforce development programs

Recommendations

The following preliminary recommendations have been drafted to address the key findings from the GDA. These will be further refined by the project senior management and technical team and integrated into future project work plans, as appropriate. Additionally, the recommendations will inform ongoing analysis of project data collected during the life of the project to identify emerging or persistent gender gaps and to adapt activities, as needed.

Findings & Recommendations Impacting Education

Finding: Early pregnancy and marriage continue to lead to drop out among youth, particularly young women, and stigma and gender norms impact young mothers and fathers differently.

Recommendations:

- Develop and implement approaches with key stakeholders at various levels (youth, Youth Development Alliances [YDAs], ALS Task Force, etc.) to combat stigma and discrimination associated with early pregnancy and to promote continuation of education and/or training for young parents or soon-to-be parents.

- Challenge gender norms around fatherhood through appropriate activities (ex., modules/activities or facilitated through youth networks), promoting more equitable child-rearing responsibilities and sensitizing young fathers to the importance of their role in their child's life, beyond the role of income-generation. This would also include discussing the important role and impact a working mother can have on her child/ren.

- Promote healthy, equitable relationships among young parents (and youth generally) and relate that to long-term positive outcomes for their family and their children; consider whether this can be integrated into youth leadership and volunteer activities.

- Improve awareness of and access to childcare and gender-sensitive services among young men and women.

- Develop and offer flexible learning modalities for young parents to facilitate their participation in education and training; facilitate virtual peer groups (WhatsApp, Facebook, etc.) to connect young parents to peers to promote mentoring and support and ensure youth are not isolated in remote learning environments.

- Engage private sector employers in awareness raising and action planning to review recruitment practices, policies, and work environments to identify how to make them more inclusive and equitable for young parents (especially young mothers), considering things like safety and flexible working hours.

Finding: Out-of-school young women and young men have unique challenges and opportunities related to access, retention and completion of learning and training programs, though they do face similar impediments, including opportunity costs related to financial constraints; the majority of obstacles have remained consistent over time, despite targeted programming to address gender gaps and barriers.

Recommendations:

- Encourage the adoption of flexible learning modalities, such as those instituted during the COVID-19 pandemic, within DepEd ALS and TESDA, to allow for learning-while-earning opportunities.

- Ensure equitable dissemination of information related to flexible learning and learning-while-earning opportunities, especially for young men and other populations who may endure pressure to dropout to earn an income.

- Through advocacy and information dissemination approaches, emphasize the long-term benefits of completing education and training programs catered to this population in particular.

- Work with educators and student populations to promote a safe, inclusive culture to address concerns around stigma, bullying and ostracization.

Findings & Recommendations Impacting Employment

Finding: Education and training institutions, as well as employers, may lack the resources required to meet the unique needs of youth with disabilities.

Recommendations:

- Provide guidance to TESDA and DepEd on how to map training/learning sites to determine how accessible they are for different types of disabilities, including follow up guidance on how to improve the infrastructure, content, and delivery modalities where gaps or areas for improvement are identified, in alignment with government policies on PWD.

- Support DepEd and TESDA in utilizing data on people with disabilities to better inform decision making and ensure ALS and TESDA offerings meet the needs of YWDs; ensure Education Management Information System data is updated regularly on number of youth with disabilities enrolled, including other identifiers, such as age, type of disability, and type of training course (ex., through the SEAMEO INNOTECH M&E Consultant working with the ALS Task Force).

- Based on current data on youth with disabilities, provide up-to-date, comprehensive training to ALS implementers and TESDA trainers on how to best serve YWD, building on existing materials or approaches utilized by the public sector or civil society.

- Add a disability and inclusion lens to the work of Opportunity 2.0's YDAs to support inclusion within varying systems, particularly as it relates to private sector engagement and employment of YWD.

- Develop and offer flexible delivery modalities that are inclusive and appropriate for youth with disabilities to combat challenges related to transportation; facilitate virtual peer groups (WhatsApp, Facebook, etc.) to connect YWD to other youth to promote mentoring and support and ensure youth are not isolated in remote learning environments.

- Develop and offer coaching and mentoring activities for and by YWD to support their school-to-work transitions, while enhancing their social support system.

- Engage employers in awareness raising and action planning to ensure their work environments and policies are more inclusive for PWD, as well as sensitizing them to the value-add of hiring PWD.

Finding: Although young men and women expressed relatively progressive views on gender equality, traditional gender norms continue to influence conceptions about 'suitable' careers for young men and women, as well as career choices.

Recommendations:

- Integrate a gender lens into the work of the YDAs to ensure the policies and practices being implemented through and as a result of these organizations are gender-sensitive and inclusive.

- Encourage ALS and TESDA to look closely at possible unintended institutional barriers to young men or women pursuing courses of their interest – i.e., suitable equipment, inclusive activities, representative materials, safe learning environments, etc. – and to continue providing up-to-date training for ALS implementers and TESDA trainers in teaching approaches grounded in gender sensitivity and inclusivity.

- Implement coaching and mentoring activities for young men or women interested in pursuing nontraditional courses or careers to encourage them and better prepare them for possible gender-based barriers they may meet throughout their career.

- Engage employers to determine if/how their recruitment practices, work environments, and policies might be exclusionary for young men or women, to ensure that young men or women pursuing nontraditional career paths can find gainful employment as part of the school-to-work transition.

- Utilize local labor market assessment findings to sensitize youth to all possible career paths available to them, including information about labor market demands and expected wages, to promote more informed choices.

Finding: Levels of civic engagement are low among OSY, though the reasons differ for young men and young women; the levels are reportedly even lower among YWD.

Recommendations:

- Design activities to combat gender and inclusion related barriers faced by youth to promote increased interest and participation in community engagement and leadership opportunities.

- Develop targeted messaging to recruit youth for civic engagement and leadership opportunities, particularly encouraging the participation of young women and YWD.

Conclusion

Despite long-term investments in education, as well as policies promoting gender equality and inclusion of PWD in the Philippines, the findings of this GDA indicate that more must be done to meet the needs and aspirations of marginalized young men and young women, especially young mothers and youth with disabilities. For example, though young men and young women face similar barriers related to access, retention and completion of learning and training programs, particularly financial constraints, they often experience other obstacles differently due to gender norms.

Additionally, the majority of obstacles remain consistent over time, despite targeted programming to address gender gaps and barriers. Although young men and young women from this study expressed relatively progressive views on gender equality, which is reflective of the aforementioned investments and emphasis on gender equality at the national level, traditional gender norms continue to influence conceptions about 'suitable' careers for young men and women, as well as course choices.

Furthermore, certain groups continue to face exclusion and discrimination, including indigenous populations, ethnic and religious minorities, and the LGBTQ+ community, though the GDA did not delve deeply into the specific gaps and barriers faced by these groups in relation to access, retention and completion of learning and training programs. It is also important to note that gender parity indicators cited in the desk review may mask additional barriers faced by women (and men) who are less educated and/or from lower socioeconomic levels. Other key findings from the GDA indicate that education and training institutions, as well as employers, generally lack sufficient resources to meet the unique needs of YWD, and levels of civic engagement are low among OSY, though the reasons differ for young men and young women, and the levels are reportedly even lower among YWD.

Based on the findings of the GDA, as well as the preliminary recommendations, the Opportunity 2.0 project will engage key stakeholders, including DepEd and DOLE (ALS and TESDA), local partners, and the private sector in adapting activities to be more inclusive for targeted youth. This will include dissemination of the findings and recommendations included in this report and ongoing planning and monitoring, evaluation and learning informed by analysis of data collected over the life of the project. Addressing gender and inclusion gaps will take time and concerted efforts at all levels and with multiple stakeholders; however, the Opportunity 2.0 team is committed to applying a gender transformative and inclusive approach to its work to ensure vulnerable OSY can reach their full potential, specifically improved learning and earning outcomes.

Annexes

Gender and Disabilities Analysis Report

USAID Opportunity 2.0 Program

Annexes

Annex A: Primary Data Collection Instruments

USAID Opportunity 2.0
Gender and Disabilities Analysis
ALS Teacher Interview Instrument

Interviewer Script: Welcome! Thank you for being willing to participate in this phone interview. My name is_____ and I am here with_____, who will be taking notes. We work for Education Development Center (EDC), which is a nonprofit organization currently implementing the USAID-funded education project, Opportunity 2.0, with the Technical Education and Skills Development Authority and DepEd Alternative Learning System. The purpose of Opportunity 2.0 is to give out-of-school youth a chance to learn new skills and receive support in the school-to-work transition process and / or to start their own businesses, as well as contribute to their families and communities. The answers that you provide will help us better understand the challenges and needs of youth to ensure our programming is responsive.

Before we begin the interview, we want to mention a few important details. The interview will last for about one hour, and we will start by asking some demographic questions, followed by open-ended questions. If there are any questions that you are not comfortable answering, please let me know and you can skip them with no penalty. You can also ask to stop the interview at any time, with no penalty, if you no longer feel comfortable. The information that you share during the interview will be kept private and will only be viewed by the research team involved in this study. We will take notes and record the audio during this conversation so that we can accurately remember what was said during the discussion. All notes and recordings will be kept confidential. We will not use your name anywhere, nor will any identifying information be shared or published. Even though we will keep the information you share here today private, we recommend that you avoid sharing any identifiable information – your name, others' names, the name of your place of work, things like that.

Do you have any questions? *Pause and give respondent time to think. Answer any questions they may have to the best of your ability.*

Do you agree to participate in this interview? *(Note to interviewer: Wait for verbal confirmation and then proceed. If the respondent indicates that they do not wish to participate, please conclude the interview.)*

Identifying Information
Unique ID (interviewer enter, do not ask participant) _____

What gender do you identify with?
- Male
- Female
- Non-binary/Other
- Prefer not to say

How many years of teaching experience do you have? _____

How many of these are with ALS? _____

Highest Education Level Attained:
- Earned a bachelor's degree
- Earned graduate units in a master's program
- Earned a master's degree
- Earned graduate units in a PhD program
- Earned a PhD degree
- Earned units in a postdoctoral program
- Earned a postdoctoral degree
- Other, please specify: _____

Do you have a PWD ID?
- Yes
- No
- Not sure/not heard of this previously
- Prefer not to say

If yes, do you feel comfortable sharing the type of disability listed on your ID?
- Deaf or hard of hearing
- Intellectual disability
- Learning disability
- Mental disability
- Orthopedic disability
- Physical disability
- Psychosocial disability
- Speech and language impairment
- Visual disability
- Not sure of formal disability
- Prefer not to say

If yes, what opportunities and/or challenges have you had in your role as an instructor with a disability? _____
Have you taught learners with disabilities?
- Yes
    - What kind(s) of disabilities did your student(s) have? (Select all that apply)
        - Deaf or hard of hearing
        - Intellectual disability
        - Learning disability
        - Mental disability
        - Orthopedic disability
        - Physical disability
        - Psychosocial disability
        - Speech and language impairment
        - Visual disability
    - Not sure of formal disability
- No
Have you received guidance and / or training on gender equality?
- Yes

- No
- Not sure
- Prefer not to say

If yes, please briefly describe what the guidance and / or training consisted of
_____

If yes, how long was your training? _____

Have you received guidance and / or training on inclusion and how to support learners with disabilities?
- Yes
- No
- Not sure
- Prefer not to say

If yes, please briefly describe what the guidance and / or training consisted of
_____

If yes, how long was your training? _____

Geographic Information
Location of Residence (please select only one):
- Zamboanga City
- Davao City
- Quezon City
- Cagayan De Oro City
- Legazpi City
- Cebu City

Interview Questions
1. What types of barriers do young men and young women face who are not currently working or studying (NEET)?
   a. In your opinion, what could be done to better integrate these youth into society?
   b. What do you think is the biggest motivator for young women to enroll in the ALS program? What barrier/s might they face in enrolling and completing the program?
   c. What do you think is the biggest motivator for young men to enroll in the ALS program? What barrier/s might they face in enrolling and completing the program?
   d. In your opinion, what could be done to attract these youth to the ALS program?
   e. What additional barriers might the COVID-19 pandemic create for vulnerable young women? Young men?

2. In your opinion, what types of careers do young women tend to gravitate toward?
   a. What do you think influences these career choices (*Prompts: personal interest, input from parents/guardians, labor market, etc.*)?
   b. From your perspective, are there courses where you find there are more young women enrolled? If so, why do you think this is the case? (Probe: Are these influenced by gender roles/social norms?)

      c.   In your opinion, are there any courses that are not appropriate for young women? Why or why not? (*Note to moderator: Ask them to provide more detail about their answer*)

3.   In your opinion, what types of careers do young men tend to gravitate toward?
      a.   In your opinion, what do you think influences these career choices (Prompts: personal interest, input from parents/guardians, labor market, etc.)?
      b.   From your perspective, are there courses where you find there are more young men enrolled? If so, why do you think this is the case? (Probe: Are these influenced by gender roles/social norms?)
      c.   In your opinion, are there any courses that are not appropriate for young men? Why or why not? (*Note to moderator: Ask them to provide more detail about their answer*)

4.   In your opinion, what types of careers do youth with disabilities tend to gravitate toward?
      a.   What do you think influences these career choices (*Prompts: personal interest, input from parents/guardians, accessibility to the training/labor market, etc.)?*
      b.   From your perspective, are there courses where you find there are more youth with disabilities enrolled? If so, why do you think this is the case? (*Probe: Are these influenced by gender roles/social norms or the accessibility of the course?*)
      c.   In your opinion, are there any courses that are not appropriate for youth with disabilities? Why or why not? (*Note to moderator: Ask them to provide more detail about their answer*)

5.   What do you think are important aspects of a 'safe' learning space? (*Prompts: infrastructure, welcoming and inclusive environment, supportive parents, peers and instructor, etc.*)?
      a.   From what you have seen in your program site, what aspects do you think still need more emphasis/work?
      b.   As an ALS teacher, what do you do to promote a safe and inclusive learning space for your learners?

6.   What do you think are some of the main reasons that young women drop out of the program?
      a.   What are some factors that you think contribute to a young woman's likelihood of completing the program? (*Prompts: family, job, social network*)
      b.   What has been done to promote retention of and program completion for young women? (*Prompts: safety nets, talking to parents/guardians, etc.*)?
      c.   In what way might COVID-19 impact dropout and retention rates of young women?

7.   What do you think are some of the main reasons that young men drop out of the program?
      a.   What are some factors that you think contribute to a young man's likelihood of completing the program? (*Prompts: family, job, social network*)
      b.   What has been done to promote retention of and program completion for young men? (*Prompts: safety nets, talking to parents/guardians, etc.*)?

c.   In what way might COVID-19 impact dropout and retention rates of young men?

8. What do you think are some of the main reasons that youth with disabilities drop out of the program?
    a.   What are some factors that you think contribute to a youth with disabilities likelihood of completing the program? (*Prompts: family, job, social network*)
    b.   What has been done to promote retention of and program completion for youth with disabilities? (*Prompts: safety nets, talking to parents/guardians, etc.*)?
    c.   In what way might COVID-19 impact dropout and retention rates of youth with disabilities?
    d.   Do you see any differences between young women with disabilities and young men with disabilities? If so, please explain.
    e.   What additional support, training or resources do you need to be able to teach youth with disabilities?
    f.   What additional support, training or resources do you need to promote more gender equitable learning environments?

9. In your experience, how accessible are the learning activities for youth or trainers who have physical disabilities? (*Prompts: quality lighting for visually impaired, wide pathways for wheelchairs/walkers, assistive technology*)
    a.   How accessible are the physical community learning centers /program sites?
    b.   How accessible are the course materials? (*Prompts: accessible in large print, Braille, audio format, Sign language, paraprofessional or training aide assistance*)
    c.   What do you think could make the training programs more accessible to youth with disabilities?

10. What do you think is the most important element in the school-to-work transition for young women? For young men? For youth with disabilities?
    a.   How do you as an ALS teacher contribute to ensuring youth are equipped to make this transition successfully?
    b.   What more could be done to improve this transition?

USAID Opportunity 2.0
Gender and Disabilities Analysis
TESDA Trainer Interview Instrument

Interviewer Script: Welcome! Thank you for being willing to participate in this phone interview. My name is_____ and I am here with_____, who will be taking notes. We work for Education Development Center (EDC), which is a nonprofit organization currently implementing the USAID-funded education project, Opportunity 2.0, with the Technical Education and Skills Development Authority and DepEd Alternative Learning System. The purpose of Opportunity 2.0 is to give out-of-school youth a chance to learn new skills and receive support in the school-to-work transition process and / or to start their own businesses, as well as contribute to their families and communities. The answers that you provide will help us better understand the challenges and needs of youth to ensure our programming is responsive.

Before we begin the interview, we want to mention a few important details. The interview will last for about one hour, and we will start by asking some demographic questions, followed by open-ended questions. If there are any questions that you are not comfortable answering, please let me know and you can skip them with no penalty. You can also ask to stop the interview at any time, with no penalty, if you no longer feel comfortable. The information that you share during the interview will be kept private and will only be viewed by the research team involved in this study. We will take notes and record the audio during this conversation so that we can accurately remember what was said during the discussion. All notes and recordings will be kept confidential. We will not use your name anywhere, nor will any identifying information be shared or published. Even though we will keep the information you share here today private, we recommend that you avoid sharing any identifiable information – your name, others' names, the name of your place of work, things like that.

Do you have any questions? *Pause and give respondent time to think. Answer any questions they may have to the best of your ability.*

Do you agree to participate in this interview? *(Note to interviewer: Wait for verbal confirmation and then proceed. If the respondent indicates that they do not wish to participate, please conclude the interview.)*

Identifying Information
Unique ID (interviewer enter, do not ask participant) _____

What gender do you identify with?
- Male
- Female
- Non-binary/Other
- Prefer not to say

How many years of teaching experience do you have? _____

How many of these are with TESDA? _____

Highest Education Level Attained:
- Earned a bachelor's degree

- Earned graduate units in a master's program
- Earned a master's degree
- Earned graduate units in a PhD program
- Earned a PhD degree
- Earned units in a postdoctoral program
- Earned a postdoctoral degree
- Other, please specify: _____

Do you have a PWD ID?
- Yes
- No
- Not sure/not heard of this previously
- Prefer not to say

If yes, do you feel comfortable sharing the type of disability listed on your ID?
- Deaf or hard of hearing
- Intellectual disability
- Learning disability
- Mental disability
- Orthopedic disability
- Physical disability
- Psychosocial disability
- Speech and language impairment
- Visual disability
- Not sure of formal disability
- Prefer not to say

If yes, what opportunities and/or challenges have you had in your role as a trainer with a disability? _____

Have you taught students with disabilities?
- Yes
  - What kind(s) of disabilities did your student(s) have? (Select all that apply)
    - Deaf or hard of hearing
    - Intellectual disability
    - Learning disability
    - Mental disability
    - Orthopedic disability
    - Physical disability
    - Psychosocial disability
    - Speech and language impairment
    - Visual disability
    - Not sure of formal disability
- No

Have you received guidance and / or training on gender equality?
- Yes
- No
- Not sure
- Prefer not to say

If yes, please briefly describe what the guidance and / or training consisted of
_____

If yes, how long was your training? _____

Have you received guidance and / or training on inclusion and how to support students with disabilities?
- Yes
- No
- Not sure
- Prefer not to say

If yes, please briefly describe what the guidance and / or training consisted of
_____

If yes, how long was your training? _____

Geographic Information
Location of Residence (please select only one):
- Zamboanga City
- Davao City
- Quezon City
- Cagayan De Oro City
- Legazpi City
- Cebu City

Interview Questions
1. What types of barriers do young men and young women face who are not currently working or studying (NEET)?
   a. In your opinion, what could be done to better integrate these youth into society?
   b. What do you think is the biggest motivator for young women to enroll in a TESDA training course? What barrier/s might they face in enrolling and completing the course?
   c. What do you think is the biggest motivator for young men to enroll in the TESDA training course? What barrier/s might they face in enrolling and completing the course?
   d. In your opinion, what could be done to attract these youth to enroll in TESDA courses?
   e. What additional barriers might the COVID-19 pandemic create for vulnerable young women? Young men?

2. In your opinion, what types of careers do young women tend to gravitate toward?
   a. What do you think influences these career choices (_Prompts: personal interest, input from parents/guardians, labor market, etc._)?
   b. From your perspective, are there courses where you find there are more young women enrolled? If so, why do you think this is the case? (Probe: Are these influenced by gender roles/social norms?)
   c. In your opinion, are there any courses that are not appropriate for young women? Why or why not? (_Note to moderator: Ask them to provide more detail_

about their answer)

3. In your opinion, what types of careers do young men tend to gravitate toward?
    a. In your opinion, what do you think influences these career choices (Prompts: personal interest, input from parents/guardians, labor market, etc.)?
    b. From your perspective, are there courses where you find there are more young men enrolled? If so, why do you think this is the case? (Probe: Are these influenced by gender roles/social norms?)
    c. In your opinion, are there any courses that are not appropriate for young men? Why or why not? (*Note to moderator: Ask them to provide more detail about their answer*)

4. In your opinion, what types of careers do youth with disabilities tend to gravitate toward?
    a. What do you think influences these career choices (*Prompts: personal interest, input from parents/guardians, accessibility to the training/labor market, etc.)?*
    b. From your perspective, are there courses where you find there are more youth with disabilities enrolled? If so, why do you think this is the case? (*Probe: Are these influenced by gender roles/social norms or the accessibility of the course?*)
    c. In your opinion, are there any courses that are not appropriate for youth with disabilities? Why or why not? (*Note to moderator: Ask them to provide more detail about their answer*)

5. What do you think are important aspects of a 'safe' training/learning space? (*Prompts: infrastructure, welcoming and inclusive environment, supportive parents, peers and trainer/instructor, etc.*)?
    a. From what you have seen in your training site, what aspects do you think still need more emphasis/work?
    b. As a trainer, what do you do to promote a safe and inclusive training/learning space for participants?

6. What do you think are some of the main reasons that young women drop out of the training?
    a. What are some factors that you think contribute to a young woman's likelihood of completing the training? (*Prompts: family, job, social network*)
    b. What has been done to promote retention of and training completion for young women? (*Prompts: safety nets, talking to parents/guardians, etc.*)?
    c. In what way might COVID-19 impact dropout and retention rates of young women?

7. What do you think are some of the main reasons that young men drop out of the training?
    a. What are some factors that you think contribute to a young man's likelihood of completing the training? (*Prompts: family, job, social network*)
    b. What has been done to promote retention of and training completion for young men? (*Prompts: safety nets, talking to parents/guardians, etc.*)?
    c. In what way might COVID-19 impact dropout and retention rates of young men?

8. What do you think are some of the main reasons that youth with disabilities drop out of the training?
    a. What are some factors that you think contribute to a youth with disabilities likelihood of completing the training? (*Prompts: family, job, social network*)
    b. What has been done to promote retention of and training completion for youth with disabilities? (*Prompts: safety nets, talking to parents/guardians and friends, etc.*)?
    c. In what way might COVID-19 impact dropout and retention rates of youth with disabilities?
    d. Do you see any differences between young women with disabilities and young men with disabilities? If so, please explain.
    e. What additional support, training or resources do you need to be able to train youth with disabilities?
    f. What additional support, training or resources do you need to promote more gender equitable training/learning environments?

9. In your experience, how accessible are the training activities for youth or trainers who have physical disabilities? (*Prompts: quality lighting for visually impaired, wide pathways for wheelchairs/walkers, assistive technology*)
    a. How accessible are the physical training spaces?
    b. How accessible are the course materials? (*Prompts: accessible in large print, Braille, audio format, Sign language, paraprofessional or training aide assistance*)
    c. What do you think could make the training programs more accessible to youth with disabilities?

10. What do you think is the most important element in the school-to-work transition for young women? For young men? For youth with disabilities?
    a. How do you as a trainer contribute to ensuring youth are equipped to make this transition successfully?
    b. What more could be done to improve this transition?

Interviewer Script: Welcome! Thank you for being willing to participate in this phone interview. My name is_____ and I am here with_____, who will be taking notes. We work for Education Development Center (EDC), which is a nonprofit organization currently implementing the USAID-funded education project, Opportunity 2.0, with the Technical Education and Skills Development Authority and DepEd Alternative Learning System. The purpose of Opportunity 2.0 is to give out-of-school youth a chance to learn new skills and receive support in the school-to-work transition process and / or to start their own businesses, as well as contribute to their families and communities. The answers that you provide will help us better understand the challenges and needs of youth to ensure our programming is responsive.

Before we begin the interview, we want to mention a few important details. The interview will last for about one hour, and we will start by asking some demographic questions, followed by open-ended questions. If there are any questions that you are not comfortable answering, please let me know and you can skip them with no penalty. You can also ask to stop the interview at any time, with no penalty, if you no longer feel comfortable. The information that you share during the interview will be kept private and will only be viewed by the research team involved in this study. We will take notes and record the audio during this conversation so that we can accurately remember what was said during the discussion. All notes and recordings will be kept confidential. We will not use your name anywhere, nor will any identifying information be shared or published. Even though we will keep the information you share here today private, we recommend that you avoid sharing any identifiable information – your name, others' names, the name of your place of work, things like that.

Do you have any questions? *Pause and give respondent time to think. Answer any questions they may have to the best of your ability.*

Do you agree to participate in this interview? *(Note to interviewer: Wait for verbal confirmation and then proceed. If the respondent indicates that they do not wish to participate, please conclude the interview.)*

Identifying Information
Unique ID (interviewer enter, do not ask participant) _____

What gender do you identify with?
- Male
- Female
- Non-binary/Other
- Prefer not to say

How many years of teaching experience do you have? _____

How many of these are with TESDA? _____

Highest Education Level Attained:
- Earned a bachelor's degree
- Earned graduate units in a master's program
- Earned a master's degree
- Earned graduate units in a PhD program
- Earned a PhD degree
- Earned units in a postdoctoral program
- Earned a postdoctoral degree
- Other, please specify: _____

Do you have a PWD ID?
- Yes
- No
- Not sure/not heard of this previously
- Prefer not to say

If yes, do you feel comfortable sharing the type of disability listed on your ID?
- Deaf or hard of hearing
- Intellectual disability
- Learning disability
- Mental disability
- Orthopedic disability
- Physical disability
- Psychosocial disability
- Speech and language impairment
- Visual disability
- Not sure of formal disability
- Prefer not to say

If yes, what opportunities and/or challenges have you had in your role as a trainer with a disability? _____

Have you taught students with disabilities?
- Yes
    - What kind(s) of disabilities did your student(s) have? (Select all that apply)
        - Deaf or hard of hearing
        - Intellectual disability
        - Learning disability
        - Mental disability
        - Orthopedic disability
        - Physical disability
        - Psychosocial disability
        - Speech and language impairment
        - Visual disability
        - Not sure of formal disability
- No

Have you received guidance and / or training on gender equality?
- Yes
- No
- Not sure
- Prefer not to say

If yes, please briefly describe what the guidance and / or training consisted of _____

If yes, how long was your training? _____

Have you received guidance and / or training on inclusion and how to support students with disabilities?
- Yes
- No
- Not sure
- Prefer not to say

If yes, please briefly describe what the guidance and / or training consisted of _____

If yes, how long was your training? _____

Geographic Information
Location of Residence (please select only one):

- Zamboanga City
- Davao City
- Quezon City
- Cagayan De Oro City
- Legazpi City
- Cebu City

Interview Questions

1. What types of barriers do young men and young women face who are not currently working or studying (NEET)?
    a. In your opinion, what could be done to better integrate these youth into society?
    b. What do you think is the biggest motivator for young women to enroll in a TESDA training course? What barrier/s might they face in enrolling and completing the course?
    c. What do you think is the biggest motivator for young men to enroll in the TESDA training course? What barrier/s might they face in enrolling and completing the course?
    d. In your opinion, what could be done to attract these youth to enroll in TESDA courses?
    e. What additional barriers might the COVID-19 pandemic create for vulnerable young women? Young men?

2. In your opinion, what types of careers do young women tend to gravitate toward?
    a. What do you think influences these career choices (*Prompts: personal interest, input from parents/guardians, labor market, etc.*)?
    b. From your perspective, are there courses where you find there are more young women enrolled? If so, why do you think this is the case? (Probe: Are these influenced by gender roles/social norms?)
    c. In your opinion, are there any courses that are not appropriate for young women? Why or why not? (*Note to moderator: Ask them to provide more detail about their answer*)

3. In your opinion, what types of careers do young men tend to gravitate toward?
    a. In your opinion, what do you think influences these career choices (Prompts: personal interest, input from parents/guardians, labor market, etc.)?
    b. From your perspective, are there courses where you find there are more young men enrolled? If so, why do you think this is the case? (Probe: Are these influenced by gender roles/social norms?)
    c. In your opinion, are there any courses that are not appropriate for young men? Why or why not? (*Note to moderator: Ask them to provide more detail about their answer*)

4. In your opinion, what types of careers do youth with disabilities tend to gravitate toward?
    a. What do you think influences these career choices (*Prompts: personal interest, input from parents/guardians, accessibility to the training/labor market, etc.)?*
    b. From your perspective, are there courses where you find there are more youth with disabilities enrolled? If so, why do you think this is the case? (*Probe: Are these influenced by gender roles/social norms or the accessibility of the course?*)
    c. In your opinion, are there any courses that are not appropriate for youth with disabilities? Why or why not? (*Note to moderator: Ask them to provide more detail about their answer*)

5. What do you think are important aspects of a 'safe' training/learning space? (*Prompts: infrastructure, welcoming and inclusive environment, supportive parents, peers and trainer/instructor, etc.*)?
    a. From what you have seen in your training site, what aspects do you think still need more emphasis/work?

b. As a trainer, what do you do to promote a safe and inclusive training/learning space for participants?

6. What do you think are some of the main reasons that young women drop out of the training?
   a. What are some factors that you think contribute to a young woman's likelihood of completing the training? (*Prompts: family, job, social network*)
   b. What has been done to promote retention of and training completion for young women? (*Prompts: safety nets, talking to parents/guardians, etc.*)?
   c. In what way might COVID-19 impact dropout and retention rates of young women?

7. What do you think are some of the main reasons that young men drop out of the training?
   a. What are some factors that you think contribute to a young man's likelihood of completing the training? (*Prompts: family, job, social network*)
   b. What has been done to promote retention of and training completion for young men? (*Prompts: safety nets, talking to parents/guardians, etc.*)?
   c. In what way might COVID-19 impact dropout and retention rates of young men?

8. What do you think are some of the main reasons that youth with disabilities drop out of the training?
   a. What are some factors that you think contribute to a youth with disabilities likelihood of completing the training? (*Prompts: family, job, social network*)
   b. What has been done to promote retention of and training completion for youth with disabilities? (*Prompts: safety nets, talking to parents/guardians and friends, etc.*)?
   c. In what way might COVID-19 impact dropout and retention rates of youth with disabilities?
   d. Do you see any differences between young women with disabilities and young men with disabilities? If so, please explain.
   e. What additional support, training or resources do you need to be able to train youth with disabilities?
   f. What additional support, training or resources do you need to promote more gender equitable training/learning environments?

9. In your experience, how accessible are the training activities for youth or trainers who have physical disabilities? (*Prompts: quality lighting for visually impaired, wide pathways for wheelchairs/walkers, assistive technology*)
   a. How accessible are the physical training spaces?
   b. How accessible are the course materials? (*Prompts: accessible in large print, Braille, audio format, Sign language, paraprofessional or training aide assistance*)
   c. What do you think could make the training programs more accessible to youth with disabilities?

10. What do you think is the most important element in the school-to-work transition for young women? For young men? For youth with disabilities?
    a. How do you as a trainer contribute to ensuring youth are equipped to make this transition successfully?
    b. What more could be done to improve this transition?

USAID Opportunity 2.0
Gender and Disabilities Analysis
KII Instrument

Interviewer Script: Welcome! Thank you for being willing to participate in this phone interview. My name is____ and I am here with_____, who will be taking notes. We work for Education Development Center (EDC), which is a nonprofit organization currently implementing the USAID-funded education project, Opportunity 2.0, with the Technical Education and Skills Development Authority and DepEd Alternative Learning System. The purpose of Opportunity 2.0 is to give out-of-school youth a chance to learn new skills and receive support in the school-to-work transition process and / or to start their own businesses, as well as contribute to their families and communities. The answers that you provide will help us better understand the challenges and needs of youth to ensure our programming is responsive.

Before we begin the interview, we want to mention a few important details. The interview will last for about one hour. If there are any questions that you are not comfortable answering, please let me know and you can skip them with no penalty. You can also ask to stop the interview at any time, with no penalty, if you no longer feel comfortable. The information that you share during the interview will be kept private and will only be viewed by the research team involved in this study. We will take notes and record the audio during this conversation so that we can accurately remember what was said during the discussion. All notes and recordings will be kept confidential. We will not use your name anywhere, nor will any identifying information be shared or published. Even though we will keep the information you share here today private, we recommend that you avoid sharing any identifiable information – your name, others' names, things like that.

Do you have any questions? *Pause and give respondent time to think. Answer any questions they may have to the best of your ability.*

Do you agree to participate in this interview? *(Note to interviewer: Wait for verbal confirmation and then proceed. If the respondent indicates that they do not wish to participate, please conclude the interview.)*

Do you need any accommodations in order to take this survey? (*Note to interviewer: Respondent may need questions asked more slowly, may need a Sign Language interpreter, or may need extra time to respond, for example.)*

Interview Questions

1. What types of barriers do young men and young women face who are not currently working or studying (NEET)?
    a. In your opinion, what could be done to better integrate these youth into society?
    b. What additional barriers might the COVID-19 pandemic create for vulnerable young women? Young men? Youth with disabilities?
    c. What do you think is the biggest motivator for young women to enroll in alternative education (ALS) or technical and vocational skills training (TESDA)?
    d. What do you think is the biggest motivator for young men to enroll in alternative education (ALS) or technical and vocational skills training (TESDA)?
    e. What are societal expectations of success for young women? (*Prompts: completion of education/training course, finding a job or starting a business, starting a family, etc.*)
    f. What are societal expectations of success for young men? (*Prompts: completion of education/training course, finding a job or starting a business, starting a family, etc.*)
    g. What are societal expectations of success for YWD? (*Prompts: completion of education/training course, finding a job or starting a business, starting a family, etc.*)

2. In your opinion, what types of careers do young women tend to gravitate toward?
    a. What do you think influences these career choices (*Prompts: personal interest, input from parents/guardians, labor market, gender roles/social norms, etc.)?*

3. In your opinion, what types of careers do young men tend to gravitate toward?
   a. What do you think influences these career choices (*Prompts: personal interest, input from parents/guardians, labor market, gender roles/social norms, etc.*)?

4. In your opinion, are there any gender-related barriers that result in unequal access to technology and resources? If so, please explain.

5. What gender and/or age specific social networks provide support to youth?[1]
   a. Which ones are most used by youth?
   b. Which ones were most useful to support school-to-work transition for youth? (*Probe: government agencies, civic organizations, educational programs, family, friends, online*)

6. How has COVID-19 impacted access to ALS classes or skills trainings? How has it impacted retention and completion?
   a. How has access to safe spaces for young men and women been affected due to COVID-19?

7. Where do most out of school youth access youth-friendly and gender-sensitive social services, such sexual and reproductive health services?[2]
   a. What barriers might there be to accessing these services for young women? Young men? Youth with disabilities?

8. What education and training materials are available for YWDs?
9. Are the training spaces you're aware of conducive and accessible to YWDs?

10. In your experience, what are the greatest challenges to helping young women transition from the program/training to gainful employment?

11. In your experience, what are the greatest challenges to helping young men transition from the program/training to gainful employment?

12. What are the key barriers you have encountered when helping YWDs find employment?
    a. For YWDs that have completed an ALS or TESDA course, have you encountered the same barriers? Explain. (*Probe: stigma, preferences for certain disabilities, gender differences, restrictions on YWDs*)
    b. Are you aware of outreach to encourage YWDs to take advantage of training opportunities? If so, please provide details.

13. What types of businesses tend to hire YWDs and why? (*Probe: types of jobs YWDs receive, what motivates these businesses to hire YWDs*)
    a. Are many businesses aware of the legal incentives associated with hiring PWDs?
    b. Have you found these incentives sufficient in encouraging businesses to hire YWDs? Explain.

Annex B: Bibliography

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Annex C: Primary Data Collection Sample

Geography/Site	Phone interviews	Key Informant Interviews (phone)
Quezon City	7 young men ages 15 – 24 • 5 enrolled in ALS • 2 enrolled in TESDA • 1 that is a father • 3 with disability 5 young women ages 15 – 24 • enrolled in ALS • 2 enrolled in TESDA • 1 that is a single mother • 1 with disability 5 ALS Implementers • 4 Male teachers • 1 Female teacher 2 TESDA Implementers • 1 Male trainer • 1 Female trainer	Focal person from a public organization focusing in gender and technical-vocational training Representative of a government agency focused on social inclusion Representative of a public organization focused on disability and inclusion Specialist in alternative education system
Legazpi City	4 young men ages 15 – 24 • 2 enrolled in ALS • 2 enrolled in TESDA 4 young women ages 15 – 24 • 2 enrolled in ALS • 2 enrolled in TESDA • 1 that is a mother 2 ALS Implementers • 1 Male teacher • 1 Female teacher 2 TESDA Implementers • 1 Male trainer • 1 Female trainer	
Cebu City	12 young men ages 15 – 24 • 9 enrolled in ALS • 3 enrolled in TESDA • 2 that are fathers • 1 with disability	

	10 young women ages 15 – 24 • 8 enrolled in ALS • 2 enrolled in TESDA • 2 that are mothers • 1 with disability 2 ALS Implementers • 1 Male teacher • 1 Female teacher 2 TESDA Implementers • 1 Male trainer • 1 Female trainer	
Zamboanga City	4 young men ages 15 – 24 • 2 enrolled in ALS • 2 enrolled in TESDA 4 young women ages 15 – 24 • 2 enrolled in ALS • 2 enrolled in TESDA • 2 that are mothers 2 ALS Implementers • 1 Male teacher • 1 Female teacher 2 TESDA Implementers • 1 Male trainer • 1 Female trainer	
Cagayaran De Oro City	4 young men ages 15 – 24 • 2 enrolled in ALS • 2 enrolled in TESDA • 1 that is a father 4 young women ages 15 – 24 • 2 enrolled in ALS • 2 enrolled in TESDA • 1that is a mother • 1 with disability 2 ALS Implementers • 1 Male teacher • 1 Female teacher	

	2 TESDA Implementers • 1 Male trainer • 1 Female trainer	
Davao City	4 young men ages 15 – 24 • 2 enrolled in ALS • 2 enrolled in TESDA 5 young women ages 15 – 24 • 3 enrolled in ALS • 2 enrolled in TESDA • 3 that are mothers • 1 with disability 2 TESDA Implementers • 1 Male trainer • 1 Female trainer	
Totals	92 interviews	4 interviews

Gender and Disabilities Analysis Report

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