



Community-based Agricultural Training of Technical Education and Skills Development Authority (TESDA) in Region 3: An Analysis

¹Name of 1st Author, Franklin M. Macasaquit

¹Designation of 1st Author, DPA-Student/TESD Specialist II

¹Name of Department of 1st Author, Tarlac State University

¹Name of organization of 1st Author, TESDA Provincial Training Center-Tarlac, Tarlac, Philippines

Abstract: This study evaluated the community-based agricultural training of Technical Education and Skills Development Authority (TESDA) in region 3 along with: Training Programs, Target Beneficiaries, and Budget allocation. This study determined the level of satisfaction of Community-based agricultural training in terms of instruction, facilities and benefits. In addition, the level of employability and problems encountered by the respondents during and after the community-based agricultural training were identified. To wit, measures were proposed to improve the community-based agricultural training delivery of TESDA in Region III.

The study used a quantitative descriptive research design to narrate the contributions of community-based training delivery among the beneficiaries. Descriptive research sought to answer the question, is the community-based training cover the full range of knowledge, skills, and attitudes needed to be an effective citizen, worker, and lifelong learner.

The respondents of the study were delimited to the two hundred nineteen (219) respondents of the study who were purposively selected evaluated the community-based training agricultural training implemented in the Region III. This study covered the year 2021.

I. INTRODUCTION

According to the World Bank, inclusive, sustainable, and nutritious food systems are necessary to achieve the United Nations' global development goals by 2022. Agricultural growth is one of the best ways to slash severe poverty, promote shared wealth, and feed the expected 9.7 billion people by 2050. The agriculture sector's growth is two to four times more effective at raising the incomes of the poorest people than growth in other sectors. According to a 2016 study, 65% of working poor people relied on agriculture for their income. Agriculture, which in 2018 contributed 4% of the global GDP and up to 25% of the GDP in some least developed countries, is another significant driver in economic growth.

In relation, the livelihoods of more than a billion small farmers and other rural people in developing nations depend on agricultural transformation and development. Extension and advisory services are crucial to this change because they can offer farmers guidance and information, facilitate innovations and connections, and help them manage risks and natural catastrophes (Davis, Babu and Ragasa, 2020).

The community-based rural agricultural extension model is based on the idea of providing one or two community members with specialized and intensive technical training. These individuals then promote various appropriate technologies and provide technical services while receiving sporadic support and review from a supporting organization. In this demand-based model, agricultural organizations or communities enter into direct agreements with service providers to obtain the information and associated services that farmers request (Feder et al., 2010; Rivera, 2001).

As a result, the Rainforest Project's (n.d.) community development program is put into effect by holding agroforestry, organic farming, and permaculture trainings to help people improve their sustainable agricultural practices. The local community is taught about the ecosystem and how the ecological system may be utilised to help their farming through these trainings. Since 2001, these training programs have reached more than 1000 farmers in 53 villages surrounding the Leuser Ecosystem, and more than 10,000 individuals have taken part in awareness-raising events.

The majority of Filipinos live in rural areas and depend on agriculture to support their families in the Philippines, which is predominately an agricultural country. Nearly a quarter of all Filipinos who are employed labor in the agricultural industry, which includes the four subsectors of farming, fishing, livestock, and forestry. In 2020, the industry generated gross value added (GVA) worth 1.78 trillion Philippine Pesos, or 10.2 percent of the country's GDP. (GDP). However, due to the protracted lockdown imposed as a result of the coronavirus (COVID-19) epidemic and the natural calamities that afflicted the country, the sector's gross output fell by 1.2 percent in that year (Statista Research Department, 2021).

However, many farmers lack the skills, background, and expertise necessary to operate profitable farms. Inadequate infrastructure is a result of this issue, and many farmers lack access to the desirable irrigation systems or milling towers required to establish a workable agricultural system in contemporary civilization (Williams, 2019).

In the Philippines, technical-vocational institutes (TVIs), local governments, and non-governmental organizations frequently collaborate to give community-based training, which can be more responsive to regional need. However, worries that it may be of lower quality and be mostly supply-driven because of few resources, facilities, and connections to industry call for ongoing monitoring efforts from TESDA.

Those who cannot access or are not accessible by official training provisions, such as the poor and marginalized groups, are the main target audience for the community-based Training for Enterprise Development Program. They have little economic options, poor management skills, and low skill levels. Since the majority of them are ineligible for traditional credit programs, they have no access to capital. The program offers much than just basic skill training. It is specifically created to encourage the development of livelihood ventures that will be put into action by the participants right after the training. Additionally, it is intended to support partner groups like LGUs, NGOs, people organizations, and other organizations with a mission to aid the underprivileged in engaging in productive endeavors to benefit both themselves and their communities (TESDA 2021).

As a crucial component of skills and lifelong learning systems, community-based vocational training (CBVT) can improve training availability and quality, especially for those in underprivileged circumstances in rural communities. The basic enablers of decent work, productivity, and sustainability are skills development and lifelong learning, which may increase the value and production of labor, empower individuals and improve societies (ILO 2021).

"An Act Instituting a Philippine Labor Force Competencies Competitiveness Program and Free Access to Technical-Vocational Education and Training (TVET)" (Republic Act 11230) states that this. In which, The Philippine Constitution states that the State shall promote a just and dynamic social order that will ensure the prosperity and independence of the country, as well as liberate the people from poverty, through policies that provide adequate social services, promote full employment, a rising standard of living, and an improved quality of life for all.

The government organization in charge of overseeing and managing technical education and skills development (TESD) in the Philippines is called the Technical Education and Skills Development Authority (TESDA). Republic Act No. 7796 gives the Technical Education and Skills Development Authority (TESDA) the responsibility of "providing relevant, accessible, high quality and efficient technical education and skills development in support of the development of high quality Filipino middle level manpower responsive to and in accordance with the Philippine development goals and priorities."

In light of TESDA's role, national leadership in the development of a skilled workforce is provided, with a focus on guaranteeing an adequate supply of skilled employees and technicians at an international standard to satisfy the needs of the businesses. The majority of Filipinos now have open and accessible access to skills and technician education thanks to community-based training.

The study aimed to evaluate the community-based agricultural training of Technical Education and Skills Development Authority in region 3 along with: Training Programs, Target Beneficiaries, and Budget allocation. This study determined the level of satisfaction of Community-based agricultural training in terms of instruction, facilities and benefits. In addition, the level of employability and problems encountered by the respondents during and after the community-based agricultural training were identified. To wit, measures were proposed to improve the community-based agricultural training delivery of TESDA in Region III.

Through the findings of the study, it is hoped that the results will be used for the institution to enhance their practices as to training delivery. With that efficient, effective and standardize service delivery will be assured to the clients of TESDA.

1.1 Conceptual framework

The study aimed to evaluate the community-based agricultural training of Technical Education and Skills Development Authority in region 3 along with: training programs, target beneficiaries, and budget allocation. This study determined the level of satisfaction of Community-based agricultural training in terms of instruction, facilities and benefits. In addition, the level of employability and problems encountered by the respondents during and after the community-based agricultural training were identified. To wit, measures were proposed to improve the community-based agricultural training delivery of TESDA in Region III. Lastly, the implications of the study to public administration were drawn.

II RESEARCH METHODOLOGY

The methodology section presented the subjects, sources of data and instrument which was used in collecting data. This also presented the research design, research locale, respondents of the study, methods of gathering data, and the statistical treatment that were employed in this study.

2.1 Research Design

The study used quantitative descriptive research design to analyze the contributions of community-based training delivery among the beneficiaries. The goal of this research was to determine whether community-based training covered the entire spectrum of information, skills, and attitudes required to be a successful worker, citizen, and lifelong learner. According to McGuinness (2017), unsuccessful approaches to address skills mismatches are a result of the lack of specificity in the concept of mismatch. The answer is that, under the correct circumstances, they can be taught in either location. The study aimed to evaluate the community-based agricultural training of Technical Education and Skills Development Authority in region 3 along with: training programs, target beneficiaries, and budget allocation. This study determined the level of satisfaction of Community-based agricultural training in terms of instruction, facilities and benefits. In addition, the level of employability and problems encountered by the respondents before, during and after the community-based agricultural training were identified. To wit, measures were proposed to improve the community-based agricultural training delivery of TESDA in Region III. Lastly, the implications of the study to public administration were drawn.

2.2 Population and Sample

The respondents of the study were delimited to two hundred nineteen (219) which composed of the beneficiaries, partner LGUs, Administrators, and Trainers from each of the provinces covered in the study. The beneficiaries were those who underwent community-based agricultural training in their respective provinces. The respondents answered the survey questionnaires and underwent interview for data gathering purposes.

2.3 Data and Sources of Data

For this study data gathering was used as a reference for this study, drawn from a number of data collections. The researchers used interview, documentary analysis, and questionnaire. The questionnaire was composed of modified questions constructed by the researcher and contained every question that might be asked to provide a solution to the issues the study raised. The survey's questions must be answered by the respondents either in person when the questionnaire is distributed or online using Google Forms. This study was administer questionnaires to the respondents to evaluate the community-based agricultural training delivery of TESDA in Region III. Researcher used interview, this method in conducting a face-to-face interaction with the beneficiaries of the TESDA in Region III to validate the answers. Researcher used a documentary analysis using available documents in TESDA Regional Office III, Provincial Offices, and different local government offices. The study analyzed and interpreted documents such as reports, publications, new papers, and other materials related to community-based training.

2.4 Statistical tools

The researcher collected data were tabulated and arranged into tables for creating a compelling and presentation of findings. As a result, these were subjected to the following statistical treatments:

Frequency. This is the amount of times a repeated event occurs in one unit of time. It also refers to angular frequency and angular frequency, emphasizing the distinction between spatial frequency and temporal frequency. The period is the reciprocal of the frequency since it is the length of time for one cycle in a repeating occurrence.

Percentage. Instead of being expressed as a fraction, this is a piece of a whole expressed as a number between 0 and 100. There are three percentages: 100 percent for everything, 50 percent for half of it, and 0 percent for nothing.

Ranking. Data were arranged from the highest to lowest numerical values.

Likert Scale. It is a commonly use survey tool that request an assessment of some variables from among a range of potential responses. A 5-point likert scale was also use to answer the level of satisfaction of Community-based agricultural training.

2.5 Ethical Consideration

The researcher ensured that responses and participants had been adequately briefed and were aware of the study's objectives. Respondents choose whether to expose their names and personal information. Along with assurances from the researchers regarding the safety and well-being of their respondents while collecting data. Furthermore, the information acquired has been managed with the utmost consent and confidentiality, and it will only be used for academic purposes. As stated in Section 8 of the Data Privacy Act of 2012, which emphasizes the importance of maintaining the confidentiality of personal information that always comes into its knowledge and possession, it is necessary to take intentional steps to protect that information.

III. RESULTS AND DISCUSSION

3.1 Summary of Findings

1. Table 4.1: Descriptive Sta Under instruction, instilling the value of teamwork and positive work values obtained a grand mean of 4.87 or highly satisfied for both implementers (4.93) and beneficiaries (4.82).
2. The statement pertaining to the demonstration of self-control got a grand mean of 3.97 or moderate satisfied. The implementers rated 4.50 or highly satisfied while the beneficiaries rated 3.44 or sometimes satisfied.
3. The overall grand mean for Instruction was 4.46 or moderate satisfied rated by both implementers (4.65) and beneficiaries (4.28).
4. The overall grand mean for facilities was 4.33 or moderately satisfied for both implementers (4.45) and beneficiaries (4.22).
5. The benefits obtained by the beneficiaries was rated with 4.67 or highly satisfied.
6. The overall benefits rated by Local Government Units was 4.57 or highly satisfied.
7. Fifty-nine graduates took 1 to 6 months in looking for a job. To wit, 63 or 37.7% are farm owners.
8. The topmost problems encountered before the community-based agricultural training was incomplete submission of requirements within the set period of time with a frequency of 95 or 43.38%. While, the least problems encountered was no provision of the enrollment policy by the TESDA Personnel with a frequency of 8 or 3.65%.

9. The topmost problems encountered during the community-based agricultural training was late provision of allowance such as Training Support Fund and PPE with a frequency of 73 or 33.33%. While, the least problems encountered was that trainer did not clearly discuss the competencies with a frequency of 5 or 2.28%.
10. The topmost problems encountered after the community-based agricultural training was late provision of tool kit with a frequency of 87 or 39.73%. While, the least problems encountered was no support from the Local Government Unit and other community organization with a frequency of 16 or 7.31%.

3.2 Conclusions

The study's findings led to the following conclusions, which were drawn.

1. The beneficiaries believed that the trainers were effective in providing instruction to apply the teamwork environment for both trainees and trainers in doing different tasks.
2. The trainees need to master particular skills before they can move on to another task, that is why sometimes they take more time to finish the activity.
3. There are still lapses on the part of the implementers and beneficiaries. The implementers need to improve some indicators. It is noted that the unit of competency and outcomes to be attained were not completely discussed on the first day of training.
4. The statements of the implementers confirm that most of the Local Government Unit partners have no training venue available for each program offered.
5. Majority of the beneficiaries claimed that they encountered delays in the provision of their allowances and tool kits.
6. The local government units among the eighteen (18) respondents confirmed that graduates met some of the needs of the community in terms of agricultural training, increased their ability to analyze social issues, and enhanced their sense of social responsibility.
7. The respondents claimed that their career opportunities did not totally expand outside of their community.
8. The trainees admitted that they have shortcomings in not immediately providing these documents due to the necessary expenses and the slow process in their barangay in getting some requirements included.
9. The trainees encountered delays in the provision of the Php160 training support fund and one-time Php500 pesos for personal protective equipment.
10. The trainees encountered delays in the provision of tool kits.

3.3 Recommendations

The following recommendations were deduced from the study's findings and conclusions.

1. The Technical Education and Skills Development Authority should establish a distinct division to concentrate on community-based training as well as overseeing and assessing the initiatives it has started. This is done to improve the tracking of alumni of community-based training programs on their employment status and post-training entrepreneurial activity.
2. In order to carry out the mission to provide opportunities for community-based training, the TESDA should develop a capability program among local government entities as well as other stakeholders. This implies offering LGUs and other stakeholders technical assistance in developing, managing, and implementing TVET programs under community-based agricultural training. The provision of technical support for the development of trainers, curriculum, and learning materials, as well as for administration, assessment, and certification.
3. Forge a partnership with the local government units and stakeholders for community-based agricultural training. This will lead to strong commitments among the partners to improve the quality of training delivered in their respective communities. This will pave the way to assure a conducive environment for the trainees by building facilities that fit the needs of the training and providing additional aids in tools, equipment, and other materials needed.
4. Devolve the authority to purchase tool kits to the regional office under Special Training for Employment Scholarship Program. This will help to expedite the purchase of tool kits for trainees, which will speed up the process of giving them. It is important that immediately after the training, their tool kits are given to the beneficiaries so that they can immediately use them in their workplace and continuously practice their skills. However, all BAC Chairman per region must form a Technical Working Group that will focus on the specs that will be needed per qualification that must be the same in class and price nationwide to avoid comparison and confusion of its recipients.
5. Established job linkages among partner government agencies and industries involved in agriculture sector. This is to ensure that all training programs implemented are aligned with the job requirements or needs of the industries in the area. Therefore, during the planning stage of what training program will be given by the TESDA in collaboration with the local government units and partner industries, it will give the direction of job matching, wherein after the training there will be guaranteed job employment among the graduates.
6. Capability-building training among trainers and staff will enhance their qualifications for participating in professional development training, conferences, symposiums, and seminars locally and internationally. This will address the lapses as noted in the responses of the respondents during the implementation of community-based training in the area, and it will also help to improve the quality of training delivered by trainers and staff in the execution of their official duties in the community.
7. TESDA should create a research team per province that will go to the communities to conduct research and study about the real need for agricultural training and also to monitor before and after the training. This will help to fill the real lack of skills that should be provided to the community. In this way, TESDA students are really interested in what they learn and know that they will really give it importance because they understand that they can use it in their future.
8. Additional manpower and personnel are needed in every training center. Personnel can no longer attend to the additional assignments and duties being performed in the community due to multiple priorities. This will help to increase the number of trainers and staff that will work in each community, which will be focused on each program that will be given.
9. More scholarship programs for community-based agricultural training to be allocated per province will help to fill all those who need training in different communities, because sometimes, with limited training programs, not all barangays have been given the opportunity to be trained in TESDA. Now that the economy is slowly returning to normal, it is only appropriate to expand the program provided by TESDA to help Filipinos be ready for the labor market demand, not only locally but even abroad.

10. Post-training support for all graduates of community-based agricultural training is very important to give them access to job employment or the possible development of small businesses. This will come to pass through regional alliances and teamwork between the institution and other appropriate community stakeholders. Any government program must employ a participative and partnering approach to guarantee that all issues and worries are properly addressed. Additionally, a key component of lifelong learning initiatives that all require a strong commitment and shared responsibility for successful implementation is community-based vocational training.

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