

**COMMUNITY-BASED SKILLS TRAINING PROGRAMS:
AN ASSESSMENT**

A Master's Thesis
Presented to
The Faculty of the Graduate School
Samar State Polytechnic College
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In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Public Management

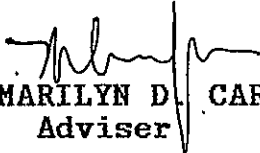
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APPROVAL SHEET

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D E D I C A T I O N

*TO LUCY TABU, MY FORMER SCHOOLMATE AND HOUSEMATE WHO
BECAME MY EVER SUPPORTIVE AND LOVING WIFE AND MOTHER TO
KATRINA AND JOENNA . . . WITH PRIDE AND LOVE I DEDICATE THIS
BOOK.*



JUN

ABSTRACT

An assessment of community-based skills training programs conducted by the National Manpower and Youth Council in the Province of Samar in 1993. This study and the analysis showed the following findings. A total of 314 trainee-graduates claimed the following had contributed a little: include financial component in a skills training program, establish linkage with banks, NGOs that have lending programs and increased employability and productivity. A total of 31 stakeholders claimed that the foregoing items had contributed a little. For the conclusions, training preparation. Lack of qualified trainor, lack of well-developed training design, course plan does not utilize the indigenous materials, time schedule, lack of funds, lack of defined recruitment criteria of trainees, uncooperative officials, lack of training coordinator and lack of training venue. For the recommendation, there should be a training coordinator based in the community to organize/activate and plan for a skills training program. Likewise, the coordinator should monitor and follow-up the training program and the status of the trainees.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Skills development is considered a basic right of every individual particularly for the disadvantaged groups in the urban and rural areas. The National Manpower and Youth Council (NMYC) is a consistent contributor to the manpower and skills development efforts of the country. This agency was established on March 19, 1969 under Republic Act No. 5462 also known as the Manpower and Out-of-School Youth Act of 1969. The NMYC took over the functions of the then Manpower Development Council. After twenty-five years of providing relevant, accessible and efficient skills development, President Fidel V. Ramos signed Republic Act No. 7796 on August 25, 1994 creating the Technical Education and Skills Development Authority (TESDA) which replaced and absorbed the National Manpower and Youth Council (NMYC), the Bureau of Technical and Vocational Education (BTVE) and the personnel and functions pertaining to technical-vocational education in the regional offices of the DECS and the apprenticeship program of the Bureau of Local Employment of the Department of Labor and Employment ("TESDA Act" 6).

Quantity-wise, the agency was able to produce a combined output of 218,351 graduates both from its

Secretariat-implemented and NMYC-assisted programs in 1991 (Skills Plan, 1993).

However, it is worth noting that NMYC does not have the monopoly of skills training programs in the non-formal system. Other government agencies have their own share. The Department of Agriculture's Agricultural Training Institute (DA-ATI), the Department of Education, Culture and Sports (DECS), and the Department of Trade and Industry (DTI) are prime actors in skills development. DA-ATI was able to produce 223,426, DECS 70,461 and DTI 40,913. (Skills Plan, 1993).

Some of these agencies have monitored and evaluated the programs' progress at specific period in terms of appropriateness of the courses delivered, the quality of the training, and the quality of graduates. These quality graduates of skills training programs were measured in terms of proper use of skills for an increased production, employment and income. On the other hand, in line with the national development vision of international competitiveness and total human development based on people empowerment, the primary goal of skills development is to develop a world-class Filipino skilled workforce that is highly productive, flexible to changing market opportunities and adaptive to emerging and new technologies which is explicitly described in the Labor Code of the Philippines

(1991) which states that:

. . . government will protect the labor force, promote employment and human resources development and insure industrial peace based on social justice.

Prof. Eduardo Morato (1993) of the Asian Institute of Management said that:

International competitiveness summarizes an economy's success in world markets, generally an exporter of manufactured goods. It is determined by the ability of the enterprises located in that country to produce goods and services that are more attractive than those of competitors and the ability to take advantage of changing opportunities in the international market to sustain that attractiveness. The easiest assessment of competitiveness is a country's export performance over time.

The community-based skills training programs continue to be the focus of national development goals and strategies. As a partner in growth, the rural sector has been mobilized to achieve economic change and growth.

Community-based skills training programs became the biggest source of training outputs for the NMYC. The agency commenced the trend to catalyze the cooperative mobilization of its partners (local government units, non-governmental organizations, private firms, and other government line agencies) in providing assistance to training in the communities.

The skills training program in the communities have mobile training concepts where the NMYC makes use of local venues. There is flexibility in the schedules and

appropriateness in its content and instruction methods. The skills training courses are, most often than not, pre-packaged training curriculum on community trades or skills, like carpentry, dressmaking or tailoring, barangay electrician, livelihood courses in food processing and preservation, and cottage industries and related services. To ensure the effectiveness or impact of these programs, possible employment opportunities and income-generation are being recommended as part of the wholistic approach of the training package.

In 1987, with an assistance coming from the World Bank Loan (Vocational Training Project I), NMYC introduced two big community-based training programs to expand its service diversification from purely training to (self) employment promotion. These two projects were called the Community Training Centers (CTCs) and the Training for Entrepreneurship Development (TREND). The TREND course was implemented as an approach towards youth development in terms of preparing young people for livelihood opportunities as well as a mechanism that shall foster and accelerate the socio-economic growth and development of low income municipalities (LIMs) and improve the quality of life of the Filipino people as a whole. Objectively, the said program was aimed at developing the entrepreneurial capability of the target group to enable them to effectively

put up and manage business enterprise, Baldemor (1993).

For so long a time, Samar island with a population of more than 1.4 million has been described as underserved and underdeveloped among the other islands of the archipelago. While the rest of the country are in rapid improvement, development and construction, enjoying their economic advancement, Samar remains in a quagmire of poverty. According to Solita Collas-Monsod of the Manila Bulletin (1993), 71% of the people in the island live below the poverty threshold.

The target sector of the program were the out-of-school youths and unemployed adults in the province of Samar who were provided with various skills training programs by the NMYC at the height of the economic crisis in 1980-81 through the provincial manpower development offices. The program objective was to work closer with the municipalities and villages and to be more relevant to their training needs. In 1993, the NMYC Samar Provincial Manpower and Development Office extended skills training programs to out-of-school youths (OSYs) and unemployed adults (UAs) in the twelve barangays within the six municipalities of the province of Samar.

It was the desire of the researcher to conduct a study on the impact of the skills training programs provided to the trainee-graduates by the concerned agency.

Statement of the Problem

This study sought to assess the impact of the skills training programs on the trainee-graduates and the communities as a whole. It aimed to gauge the over-all effectiveness of the training programs in the Province of Samar during the year 1993 as perceived by the trainee-graduates and the stakeholders with respect to the conduct of the programs.

Specifically, the study attempted to answer the following questions:

1. What is the profile of the trainee-graduates of skills training programs as to:
 - 1.1 sex?
 - 1.2 age?
 - 1.3 educational attainment?
 - 1.4 economic status?
 - 1.5 civil status?
2. What is the socio-demographic profile of the communities where the skills training programs were conducted and completed by NMYC, vis-a-vis:
 - 2.1 population?
 - 2.2 age distribution?
 - 2.3 sex distribution?
 - 2.4 livelihood activity?
 - 2.5 average family income per month?

- 2.6 average family size?
- 2.7 sources of income?
- 3. What is the profile of the NMYC conducted trainings in terms of:
 - 3.1 adequacy of training inputs?
 - 3.2 skills training conducted according to community needs?
- 4. As perceived by the trainee-graduates and the stakeholders, to what extent are the following objectives achieved by the NMYC conducted trainings?
 - 4.1 employment creation in the communities;
 - 4.2 income generation in the communities; and
 - 4.3 upliftment of the living conditions of the beneficiaries.
- 5. As perceived by the trainee-graduates and stakeholders, to what extent did the NMYC trainings contribute to the following?
 - 5.1 improved quality of life;
 - 5.2 improved training delivery system; and
 - 5.3 management/policy re-directions.
- 6. Is there a significant difference between the perceptions of the trainee-graduates and stakeholders on:
 - 6.1 the extent to which the objectives were

achieved by the NMYC conducted trainings?

6.2 the extent of contribution of the NMYC to the present status of the prospective beneficiaries?

7. What are the hindrances/constraints encountered by the trainee-graduates and stakeholders concerning the conduct of the programs?
8. What suggestions or recommendations are to be offered by the trainee-graduates and stakeholders to improve the training delivery in the future?
9. What are the implications of the findings, recommendations and conclusions to the manpower development efforts of the National Manpower and Youth Council?

Null Hypotheses

Based on the foregoing statement of the problem, the following hypotheses were formulated:

There are no significant differences between the perceptions of the trainee-graduates and the stakeholders on:

1. the extent to which the following objectives were achieved by the NMYC conducted trainings, namely:
 - a. employment creation in the communities;

- b. income generation; and
 - c. upliftment of the living conditions of the beneficiaries.
2. the extent of contribution of the NMYC to the present status of the prospective beneficiaries concerning the following:
- a. improved quality of life;
 - b. improved training delivery system; and
 - c. management/policy re-directions.

Theoretical Framework

This study was anchored on the theory of Ernesto Franco which states that:

. . .skills development is lifelong and can make a person strong, smart and committed. Skills Development training sees to it that the person is provided the means for learning how to handle the task or job properly.

In the Philippine setting, skills development training is currently undertaken in two approaches - the formal and the non-formal system. Programs classified as formal include those being delivered by the public and private technical-vocational schools under the supervision of the Bureau of Technical and Vocational Education of the Department of Education, Culture and Sports (DECS-BTVE).

Dr. David Korten (1991) equated people-centered development with participatory community development

interventions. According to him, interventions are important but for some organizations these are generally inconsequential. He further said that:

Development gives priority in the use of local resources to developing and producing for local markets that cater to the needs of local people and that human resource development is grounded in the theoretical argument that growth has not absorbed the poor into adequately remunerated jobs because they lack the physical strength, skills and educational attainment to have an economic value in the market. These deficiencies are to be overcome through social investment programs aimed at developing the nation's human resources into employable commodities.

In line with the above-statement of Korten, the Philippine Government is strengthening the delivery system which is the skills training program as described in Republic Act (RA) 7796 otherwise known as the Technical Education and Skills Development Authority (TESDA) Act of 1994.

Conceptual Framework

The study on the impact of the community-based skills training program in the province of Samar was the subject of this study. The paradigm in Figure 1 illustrates that the National Manpower and Youth Council is the lead implementing agency of the community-based skills training programs. These programs were implemented in coordination with the DTI, SSPC, DA, DAR, and the Local Government Units as represented in the framework as Stakeholders. Based on

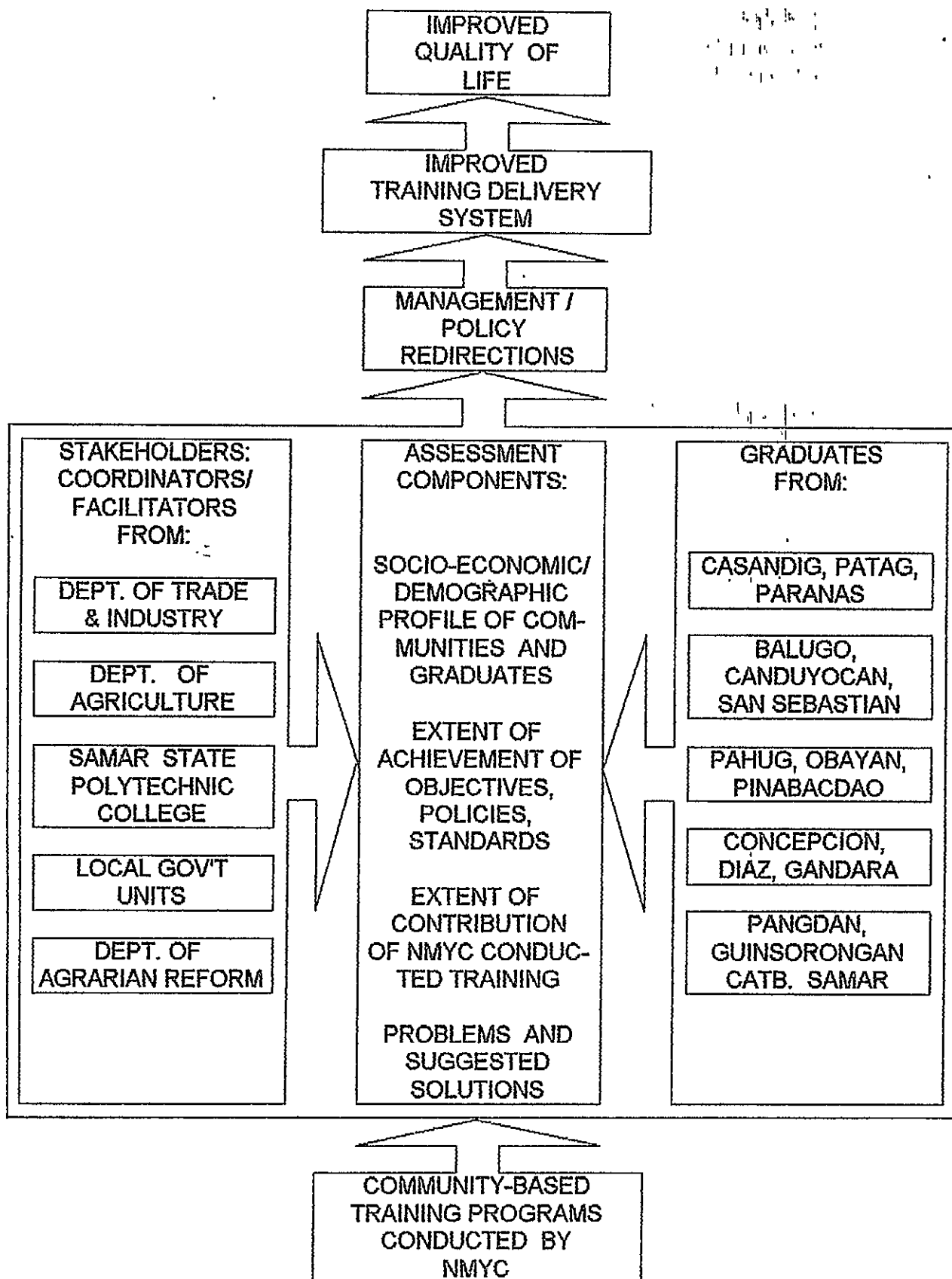


FIGURE 1. CONCEPTUAL FRAMEWORK OF THE STUDY ILLUSTRATING THE RESEARCH ENVIRONMENT, COMPONENTS TO BE INCLUDED IN THE ASSESSMENT AS WELL AS THE ULTIMATE AIM OF THE RESEARCH.

the figure, the researcher is guided of the checklist of components that need to be assessed, namely: socio-economic/demographic profile of communities and trainee-graduates, extent of achievement of objectives, policies and standards, extent of contribution of NMYC conducted trainings and the problems as well as the suggested solutions. Further, if proper investigation is made, the researcher will recommend management/policy re-directions geared towards improving the training delivery system resulting to an improved quality of life for the beneficiaries who are the out-of-school youths and the unemployed adults. Findings, conclusions and recommendations of the researcher were based on the perceptions of the respondents which were geared towards providing inputs for management and/or policy re-directions thereby affecting improved training delivery system and ultimately improved the quality of life of the trainee-graduates.

Significance of the Study

This study is beneficial to the following: out-of-school youths and unemployed adults, local government units and the communities thereat, partners from private and public sector, policy and decision makers and most specifically the NMYC as a whole.

It is of public knowledge that there is a greater

portion of out-of-school youths and unemployed adults living in the communities who are dispersed, mobile and sometimes migrating from one place to another without any vision in life. Providing and developing livelihood opportunities through skills trainings would prepare them for a better quality of life either in self- or wage- employment.

As for local government units, they being partners in skills training programs will also benefit from this work in terms of re-directing their policies on manpower development and institutionalizing skills training program through inclusion in their municipal development plans. Most probably, if realized and applied to the fullest, there will be poverty alleviation in the communities and, in the next five years or more the responsibility for effectively providing community-based skills training programs shall be devolved and assumed by the LGUs themselves (TESDA Act, 1994).

The partners from the public and private sectors who are also enhancers and assistants in the conduct of training programs will continue helping the NMYC in its strides of transforming and developing the out-of-school youths and unemployed adults into productive workers and entrepreneurs in the future.

Technocrats in the government, who are the policy and decision makers will also benefit from this study by

adopting or suiting their policies, programs and strategies to the manpower needs and opportunities existing in the countryside. Centralized planning and concentration strategy should be moved on to a deconcentrated plan and strategy for development which would mean inviting decisions from the grassroots and from them develop and re-direct plans and policies useful for all sectors in the society.

As a catalyst, implementor and enhancer, NMYC will create an environment conducive to mobilizing resources for investments and employment generation. This can be done by encouraging the government, LGUs, NGOs and other agencies concerned with local poverty, unemployment and income-generation, to pour more resources in the communities and pushing them to work harder in non-farm activity like skills training in order to alleviate poverty in poor areas. Linking the demand of firms, establishments and industries with the skills of those trained will boost employability in the countryside, if ever, this kind of strategy will be manifested by the concerned sectors.

Once these things are done, NMYC will upscale its operations and services while aiming to be highly efficient particularly on a delivery system called skills training.

Scope and Delimitation

This study was conducted to assess the impact of the

skills training programs on the trainee-graduates and on the communities as a whole. It aimed to gauge the effectiveness of these programs that were implemented in 1993 in twelve barangays within the six municipalities of Samar as perceived by the following number of trainee-graduates and stakeholders as shown in Table 1, namely: 1) 42 came from Paranas, out of which 23 were from Patag and 19 were from Casandig, 2) 35 from Pinabacdao, 21 were from Pahug and 14 were from Obayan, 3) 34 from San Sebastian, 19 and 15 from Balugo and Canduyucan respectively, 4) 64 came from Basey, out of which, 36 and 28 came from San Antonio and San Agustin, Basey, 5) 36 were from Gandara, 16 and 20 came from Concepcion and Diaz respectively, and 6) 33 from Catbalogan composed of 19 and 14 from Pangdan and Guinsorongan respectively. The total number of trainee-graduates from the recipient-communities of skills training programs was 244. A total of 28 coordinators/facilitators who represented the stakeholders came from the following involved agencies, namely: two from DTI, ten from SSPC, eight from DA, two from DAR, and one from each of the Local Government Units of Paranas, Pinabacdao, San Sebastian, Basey, Gandara and Catbalogan, Samar. Figure 2 shows the map of the Province of Samar indicating the locations of the aforementioned barangays.

**Number of Respondents by Agency and by Barangays
of the Six Municipalities of Samar**

Name of Agency, Municipality, and Barangay		Respondents		Total of Respondents	
		DTI	Other Government Agencies		
SSPC		10			
DA		8			
DAR		2			
PARANAS		1			
Casandig		19			Rotierops Processing
Pabig		23			Dreemaking
SAN SEBASTIAN					
Balugo		19		1	Food Processing
Canduyuan		15			Food Processing
PINABACDAO					
Pating		21		1	Kaeng/Ube Making
Obayan		14			Bamboo Furniture Making
GANDARA					
Concepcion		16		1	Bag and Basket Making
Diaz		20			Bag and Basket Making
BASEY				1	
San Antonio		38			Rural Ergy. Electricity
					Dreemaking
					Cosmetology
					Dreemaking
					Cosmetology
San Agustin		26			
CATBALOGAN					
Pangdan		19		1	Marino Resources Processing
Guinearongan		14			Rural Ergy. Electricity
TOTAL		244		23	

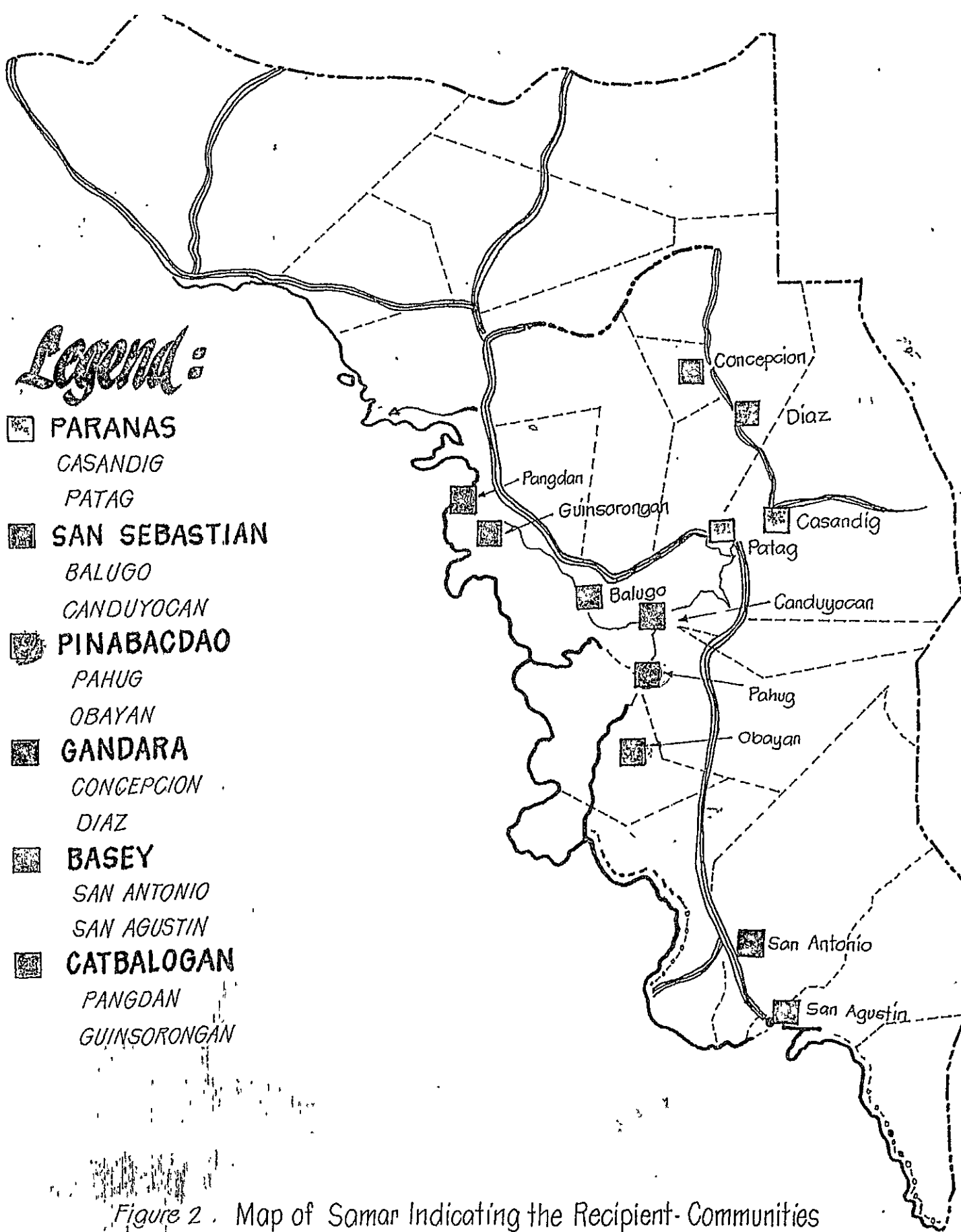


Figure 2 . Map of Samar Indicating the Recipient- Communities of NMYC Skills Training Programs .

Definition of Terms

In order to understand and have a clear frame of reference of terminologies, the researcher has prepared the following definitions of terms as used in this study:

Community-based skills training. This refers to the flexible or mobile program which takes place in rural areas. It is rigidly structured but most of the activities are associated with work. Courses offered in this program are short-term, having a maximum training duration of 20 days or 160 hours.

Community development. This means that a skills training is not only meant to benefit the individual trainee and his family, but if possible also contribute to a wider process of socio-economic development in the community.

Employed. This refers to persons who are working for pay or profit, or without pay on the farm or enterprise operated by a member of the same household related by blood, marriage or adoption.

Employment. This pertains to a situation wherein a person 15 years old and over is engaged in service for pay or profit belonging to the absorbed manpower supply production.

Impact assessment. This connotes effect on employment

and income/welfare of trainees and others in the community.

Manpower. This refers to that portion of the population which has actual or potential capability to contribute to the production of goods and services.

Non-Formal training. This refers to a flexible program capable of rapid change according to individual learning needs which takes place in an informal environment. It is not rigidly structured and it emphasizes work. It is designed as appealing to workers who have inadequate financial resources or little opportunity to undergo formal training.

Productivity. This refers to the relationship between output (the quantity of goods and services produced) and impact (the quantity of labor, capital, land, energy and other resources used in the production of goods and services) during a given period.

Self-Employed. This refers to persons who conduct their economic activities on their own.

Skill. This term means an acquired skills and ability to completely carry out a task or job, usually of a manual nature.

Skilled worker. This refers to a person who has acquired the full qualifications needed to perform a recognized trade, craft or related occupation.

Training inputs. As used in this study, this refers to

supplies and materials, tools and equipment or facilities and financial resources to be utilized to pay the honoraria of trainers and the like.

Training program. This refers to a program for the systematic development of the attitude, knowledge, skills, behavior pattern required by an individual to perform adequately a given task or job.

Vision. This refers to a mental picture of what an individual or agency wants the province or community to look like at a given future time.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents various related literature and studies informative data about manpower development both here and abroad which the researcher had painstakingly browsed and gathered. These materials are excerpts from bright minds who have emphasized the development as well as the production of skilled manpower evolving from formal and non-formal training systems.

RELATED LITERATURE

The policy of the State to provide relevant, accessible high quality and efficient skills development programs is related to the study for it recognizes the active participation of concerned sectors which include the local government units, non-governmental organizations and industries presently operating in the rural communities ("TESDA Act" 2). But very few of the manpower development programs in Samar were private-driven activity or an industry-led one by an NGO or an industry. There is an absence of inter-/intra-linkages between and among agencies including private sector on skills development programs.

In South Korea, a strategy for rural development

called the Saemaeul Undong or New Village Movement made remarkable changes at improving the rural living standards throughout the country (Kim, 1977). At the start, the movement underwent a trial-and-error process of implementation of the programs such as: building and constructing of common wells, laundries, compost plots and other facilities which invited disappointment to the local officials. But, Mr. Park Tiong Gui, an innovator of the program, continued the concept of rural development by introducing income-generating projects, particularly those dealing with food processing and preservation, regional crop specialization and cooperative production - all these received priority. The movement grew and evolved because of the existing village associations including women's leagues, youth clubs, and saemaeul production units. These institutions channeled spontaneity and made possible the continuity of cooperative efforts. The program expanded and included the movement leaders from government and society at large in the advocacy campaign which is rural development.

Although the movement was centered on the villages or rural areas, was Korea's strongly centralized administrative system guided and shaped Saemaeul.

What is really appreciative in the Saemaeul's concept of development, is that, all of the movement's program took

place in the countryside and there was an integration of activities of all adults involved which was a key theme and factor in the movement.

The Philippines' strategy for rural development is a different case in point. Historically, the Department of the Interior and Local Governments today, was before the Presidential Arm for Community Development (PACD) during the Marcos regime, then, renamed to Department of Local Government and Community Development (DLGCD) and again the department was changed to the Ministry of Local Government and Community Development (MLGCD).

It is noted that community development before was an objective rather than an excuse in the sense that there was a strong relationship between the Executive Branch of the government and the concerned operating department or ministry. Hence, the line of control between the department and the top brass was unmistakable and strictly maintained. At present, with the advent of the Local Government Code, the LGUs are given the sole responsibility for the implementation of projects while the national government lays down the policy and monitors the implementation on such activity. In principle, the LGUs carry out independent programs. The foregoing literature is similar to this study in terms of the target community that provided with skills training programs. Although Kim's study was concentrated on

the different programs for the people in the villages of Korea, the present study focuses on one program which is skills training in six municipalities of Samar.

The local government code of 1991 was aimed to enable local government units to attain their fullest development as self-reliant communities and make them more effective partners in the attainment of national goals ("Aquino Management" 31).

In 1991, the NMYC started devolving direct skills training to local governments and non-governmental organizations. The devolution process was supported by a development program for training planning officers and program administrators. The last two programs covered improvement in training delivery and staff development ("Manpower for National Progress" 24).

According to Middleton, Ziderman and Adams (1993), helping unemployed youths and adults find jobs has been a persistent and difficult challenge in both industrial and developing countries. He said that:

Skills development has figured prominently in most strategies. The rationale behind this training assumes that a significant share of unemployment results from a mismatch between the skills required in available jobs and the competencies of the unemployed. Thus, the success of training strategies depends heavily on both the existence of employment opportunities and the capacity of training programs to identify and develop the correct skills.

Middleton's literature dealt with the importance of

matching the needs of the demand sector, the industry or firms that provide employment opportunities, and that of the supply side, the skilled manpower.

Middleton also expressed that:

Some countries have initiated training programs for rural youth intended to develop employment skills pertinent to the rural non-farm economy. Perhaps the best known examples are found in Africa, with the Botswana Youth Brigades being especially prominent. Although some of these programs have succeeded in giving young people technical skills, there have been problems in translating those skills into jobs located in rural areas.

The previous statement aroused the interest of the researcher to conduct the study and inspired him to exert more efforts in the conduct of research with the hope that the proposed study can help solve the problem of unemployment in the rural areas where most of the programs are being poured in.

An earlier World Bank report (1988) revealed that:

The growing number of the poor and the persistence of income inequality [in the Philippines] is a result of three structural factors: unequal asset ownership, particularly land; population growth; and the lack of productivity growth. In addition, economic policies have an anti-poverty bias in such areas as price policies, credit allocation, fiscal policy and government intervention in productive activities.

On the other hand, the community-based development program was best exemplified by the Thailand government in the seventies. Through the Population and Community Development Association (PDA), the following programs were

promoted, namely: family planning, environmental conservation, and income-generating livelihood projects for the rural clients.

The association offered skills training and demonstration projects on various livelihood activities. One of its most successful projects was the Community-Based Integrated Rural Development (CBIRD) project which was initially funded by the Community Integrated Development Association (CIDA). In 1986, PDA was operating six CBIRD centers on cost-recovery and self-reliance basis. These centers acted as anchor establishments to various development projects of the government, non-profit organizations, and business firms.

The centers offered [community-based] skills training and other demonstration projects. In addition, they also provided common service and market facilities to new rural entrepreneurs using the business incubator concept. Hence, in 1988, the CBIRD project was given credit for the social and economic impact and also in the unprecedented change in the pattern of employment and income of its beneficiaries and their communities.

According to Morato (1991), the Philippine manpower situation reflects high levels of unemployment and underemployment, high dependency ratios, high poverty levels and high population growth rates.

As indicated in Table 2, there were 24.4 million employed in different industries as of October 1993 from a total labor force of 26.9 million. Of those employed 11.4 million (46.8%) were in urban areas and 13.0 million (53.2%) in rural areas. By class of workers, wage and salary workers comprised 10.9 million (44.5%), own-account workers 9.8 million (40.2%) and upland family workers 3.7 million (15.3%). (see Table 3).

Unemployment and lack of job opportunities had increased inter-regional migration in the Philippines. Many had left regions and provinces predominated by low-value crop agriculture to seek the greener pastures of urban areas in the country. In the 1980's, most of the migrants went to Metro Manila, Regions 3 and 4 as well as Regions 7 and 11. Metro Manila had the highest net internal migration rate; Region 8 had the highest net outmigration rate, followed by Regions 5 and 6 (Morato, 1991). There were facts which pointed out a possible misplaced emphasis on the youth problem.

A revelation of figures showed an increasing proportion of the unemployed youths in the rural areas or communities. The unemployed youth totaled to almost one-third of the aggregate unemployment whereas the youth labor made up only one-sixth of the total labor force.

Statistics indicated that out of 6.39 million, 4.2

Table 2

LABOR FORCE STATISTICS OF THE PHILIPPINES
OCTOBER 1991 - 1993

YEAR	LABOR FORCE	EMPLOYED	UNEMPLOYED	LIFER	EMPLOYMENT RATE	UNEMPLOYMENT RATE
1991						
January	24,681	22,533	2,148	64.5	91.3	8.7
April	27,524	23,580	3,964	71.4	14.4	14.4
July	25,073	22,586	2,487	65.2	90.1	9.9
October	25,246	22,979	2,267	64.5	91	9
Average	25,631	22,914	2,716	66.4	10.6	10.6
1992						
January	25,345	23,032	2,313	64.3	90.9	9.1
April	27,511	23,936	3,575	69.3	13	13
July	26,122	23,898	2,224	65.3	8.5	8.5
October	26,180	23,917	2,263	65	91.4	8.6
Average	26,290	23,896	2,594	66	90.1	
1993						
January	26,149	23,972	2,177	64.5	91.7	8.3
April	27,740	24,610	3,130	67.9	88.7	11.3
July	26,805	24,504	2,301	65.1	91.4	8.6
October	26,822	24,443	2,379	64.7	91.1	8.9
Average	26,879	24,382	2,497	65.6	90.7	9.3

Table 3

Employment Share By Area and Class of Workers,
in the Philippines, October 1992–1993

	October 1992		October 1993	
	Number (000)	% Share	Number (000)	% Share Increment (000)
Area	23,917	100	24,443	100
Urban	11,248	47	11,443	47
Rural	12,668	53	13,000	53
Class Workers	23,917	100	24,443	100
Wage and Salary Workers	10,605	44	10,879	45
Own–Account Workers	9,671	10	9,819	41
Unpaid Family Workers	3,642	15	3,745	15
				103

Note: Details may not add up to totals due to rounding

Source: NSO, ISH

million of 65.6 percent of the youths between 14 - 21 years old were in the rural areas and that 64 percent of the total unemployed were young people, nearly half of whom were females (Guerrero: 1988).

In the depressed regions, like region VIII, lack of employment opportunities tend to increase school drop out rates, especially for females who comprise two-thirds of the out-of-school youth. They are taken out of school to do household chores.

According to Morato (1991), manpower development agencies, therefore should invest more resources in education and training in the same way putting job opportunities in the depressed areas considering that the expected returns on education and training in these areas are very low.

Table 4 gives the details of the inter-regional migration patterns in the Philippines for 1989.

Morato's case study is related to the present study since the latter considered employment creation and opportunities as criteria for assessing the status of the respondents. Both studies differ in scope, respondents and venue. They only agree in the methodology used.

Turning to an aspect of productivity outside wage employment, Paragua (1990) presented an overview of self-employment projects and programs (community-based skills

Table 4

Inter-Regional Migration Pattern for the
Philippines, 1989

Destination	Total migrants	NCR	I	II	III	IV	V	VI	VII	VIII	IX	X	XI
NCR	378678	42682	16002	51246	75389	51573	44158	22390	48999	4933	6944	4933	5353
I	35678	12447	13004	6657	6761	3597	1156	867	936	538	581	748	519
II	33259	4881	12997		8418	2093	1317	826	548	317	484	481	217
III	101844	42388	9400	3908		13661	8708	4509	3506	813	1423	1191	635
IV	183095	90817	1135	3596	16001		27772	11370	5706	1914	2134	2404	1191
V	36939	15957	779	588	3284	9648		1009	1846	326	472	604	257
VI	33523	11128	975	465	1436	3154	1544		8391	979	1339	2943	1508
VII	51767	6168	477	1079	721	1765	2261	7730		4148	8369	8721	2332
VIII	27606	9560	588	255	839	1547	1403	785	6005	564	2499	2999	672
IX	28141	1213	1333	726	499	432	313	3139	8943	869	6658	2278	2483
X	92323	3990	2002	1049	929	1171	1639	24978	24978	10951		18191	11168
XI	89017	4383	2206	1287	1051	1477	1121	12248	23791	5718	15127		12247
XII	56326	1833	87578	706	1070	749	478	10410	8485	6004	10339	12908	
TOTAL	Emigrants	204778	87578	36298	92255	114683	99285	195536	114987	37205	56639	62080	38582
	1148393	TOTAL IMMIGRANTS/MIGRANTS NATIONWIDE (1989)											

Source: Philippine Statistical Yearbook 1989

training) of the government. His study revealed that the implementation of these programs was riddled with problems of poor coordination, faulty needs assessment, and lack of economic perspective. To him, a standardized approach to monitoring and evaluation of these pockets of livelihood assistance is an important step toward better administration of the same.

The Constitution of the Philippines sets the general direction for the pursuit of self-employment. The fundamental law provides:

The goals of the national economy are more equitable distribution of opportunities, income and wealth; a sustained increase in the amount of goods and services produced by the nation for the benefit of the people; and an expanding productivity as the key to raising the quality of life of all, especially the underprivileged.

According to the Journal on Philippine Labor Review (1990), Paragua summarized the issues and concerns on the implementation of self-employment programs. On institution-building, the following were mentioned: training activities for social preparation are focused more on quantity rather than quality; lack of experts/trainors within the agency; lack of motivation/commitment of trainors; lack of motivation at the field level; poor targetting mechanisms; and environmental constraints. On training activities, the issues and concerns include: duplication/overlapping of training program due to lack of cooperation; poor quality of

training; and lack of training needs assessment and baseline data for planning.

On credit and financing, issues and concerns include: underutilization of available funds due to lack of information on mechanics of availment and bureaucratic red tape; stringent requirements resulting to slow processing/release of funds; and low interest spread for NGO conduits.

On extension services, lack of qualified extension workers; absence of extension programs; and extension workers tend to converge in urban centers.

On monitoring and evaluation, lack of standardized approach in the monitoring and evaluation of livelihood programs; and need for individual agencies to improve their internal monitoring and evaluation.

Paragua's thesis on self-employment program is valuable to the present study in terms of the various components that are assessed particularly on the employability of the beneficiaries after training. However, both studies differ in the methodology, scope and venue.

RELATED STUDIES

In the study of Marco (1993), she recommended that livelihood programs and other employment-generating activities be expanded in Samar island which would involve

providing greater access to credit, entrepreneurial and skills training, and management and business advisory services. She further said that:

There is much more room for people to undergo trainings, those that are appropriate for their needs and aspirations, so that the transfer of technology can indeed push them to sustained production and eventually bring them to self-reliance.

The researcher believed that there is a sustainable program if and when post-training assistance is given emphasis. This assistance includes consultancy services, credit facility and technical support in the preparation of business proposals and others. Most partners in manpower development is scarce of all these, thus, this study is being undertaken to provide a guide on the important areas of concern already mentioned for use by the implementors of the programs.

Marco's study has relevance to this research work in terms of objectives and guideposts toward better and fruitful livelihood programs. Both studies differ in the scope or areas to be covered since the former study focuses on all coastal municipalities of Samar while the latter covers only a few of them.

Guerrero (1988) opined that gainful employment is a must item in any manpower development effort. She cited that there must be a necessity for re-directing the skills needs of the out-of-school youths towards community manpower

needs specifically in Calbayog City.

A development program for job opportunities for the out-of-school youths in the city is imperative considering the increasing number of unemployed adults and the number of students drop-out which can be accounted for under OSYs.

The previous study is related to the present work in terms of objectives, respondents and methodology. They only differ in venue.

A related study on non-formal education programs stressed that courses in the technical education curriculum should be geared towards the occupational needs prevailing in the community and should provide necessary knowledge and skills required of the occupation (Mendiola, 1993).

The previous study is related to the present study in terms of objective and training standards set for a specific training program. But, the study differed in its scope and locations. The former covered non-formal education in the municipality of Catbalogan while the present study covered the community-based skills training programs implemented in the province of Samar.

Longasa (1993) commented that one serious problem which has plagued the country's economy is the inadequate supply of skilled manpower necessary to keep the industry running and growing to meet the industrial needs. This is due to excess labor supply in areas where there is no great demand for certain skills. She said that:

One manifestation of the system has been the turning out of an over-all surplus of college educated people who find difficulty in seeking employment while manpower shortage exists in the technical and skill level.

On the other hand, Dasig (1993) emphasized that massive and appropriate agricultural technology transfer trainings and seminars should be conducted to transform the traditional agricultural practices of the farmers in the area into a modern one - a socialized credit and marketing services should be comprehensively extended to the farmer beneficiaries through their organizations.

The foregoing study has little resemblance to the present research work in terms of providing technology transfer trainings. Nevertheless, it gave an insight on re-focusing training programs not only to non-farm folks but to farmers themselves.

Both works differ in content and venue.

In the study conducted by NMYC 8 on the training needs assessment, the personnel of the planning division ("Needs Assessment" 1) expressed that:

For a training program to be effective, there must be a congruence between the type of skills training offered and the actual needs of the labor market. This way, maximum utilization of both the human and physical resources of the area can be achieved.

It is imperative that an assessment be made first to determine the real and immediate needs of the clientele vis-

a-vis economic opportunities and existing potential resources of the area.

The researcher considers the NMYC study very relevant to the present study for it emphasizes training needs assessment on the planning stage of certain training programs before implementing the same. This will specifically identify the type of skills the industry sector needs from the labor force. Industry sector may either be manufacturing or agricultural-based while labor force sector can be the out-of-school youths, unemployed, and underemployed adults.

Urbiztondo (1985) commented that:

. . . national development has lopsided since there is a widening gap between the manpower needs and manpower development in the country today.

The researcher observed that due to the increasing unemployment rate in the country which during the past years had become a critical problem in the society, there is a need to introduce social reforms through manpower development programs, particularly on social entrepreneurship, which can alleviate the poverty situation of the unemployed considering that the programs' duration under this endeavor is short and manageable.

The on-the-job strategy to augment skills learned in clinical experience is another step which should be considered by the program planners and implementors. This

strategy will increase the trainee's usefulness of his skills. (Abolencia, 1993).

On the other hand, state colleges and universities have the extension service and industrial link programs where most of their graduates are recommended for apprenticeship or on-the-job trainings. Practicality wise, the trainees perform their OJT in nearby urban towns where there are available shops as well as complete facilities for practicum purposes. While other state colleges and universities explore their trainees for OJT in Manila or in other big cities which is not practical and burdensome on the trainee's pocket. An assessment or inventory of industries, firms or shops in the area where the institution operates is important in order to determine the needs of the industries, firms, or shops thus, matching the needed skill with that of trainee's. In so doing, all parties concerned and resources in the area are being utilized to their optimum.

When necessary and where possible the community extension service and state colleges and universities should coordinate with agencies and industries or with private firms to make placement of their graduates easy. Once this is achieved, the monitoring of graduates should continue to get some feedback about the graduates.

According to Layon's study (1984) on the "Proposed Alternative Packages for Secondary Vocational Schools: Strategies for Countryside Development", the occupational

skills training offered in secondary vocational schools is inadequate in terms of equipping the graduates with the skills needed for employment in the local industries. Furthermore, he recommended for proper matching or dovetailing the occupational skills training outputs of the tech-voc schools and the manpower requirements of local industries.

The study of Layon differed in methodology, location and respondents, the previous study is related to the present study in terms of objectives.

Chapter 3

METHODOLOGY

This chapter covers the methods and procedures used to determine the impact of the skills training programs on the trainee-graduates and communities as a whole. It presents the research design, sampling procedure, measuring instruments used in gathering the data, and the statistical treatment which was also used in the data analysis and interpretation.

Research Design

This study made use of the descriptive design of research with the questionnaires and interview schedule as the main instruments in data gathering. The English version of the questionnaires was administered to selected sample of stakeholders while the Samar-Leyte version was used by trainee-graduates of the community-based skills training programs implemented in the province of Samar in 1993.

The following items in the questionnaire were assessed by the concerned respondents, namely: 1. socio-economic/demographic profile of the trainee-graduates, 2. extent of achievement of objectives, policies and standards, 3. extent of contribution of NMYC conducted trainings, and 4. problems and suggested solutions.

The interview schedule which contains the profile of the recipient-communities, namely: population, age and sex distribution, average family size and income, livelihood activity and sources of income was administered to the barangay and government officials.

Sampling Procedure

Stratified and simple random sampling procedures were used in selecting the trainee-graduates and stakeholders.

The first procedure was carried out for the selection of the trainee-graduates with the barangays as the strata, thus all barangay-beneficiaries of the skills training were properly represented.

The total number of trainees for each of the barangays was considered and the size of the sample for each barangay was proportional to the corresponding total number of graduates. The trained samples per barangay were as follows: 23 and 19 from Patag and Casandig of Paranas, 19 and 15 from Balugo and Canduyucan of San Sebastian, 21 and 14 from Pahug and Obayan of Pinabacdao, 16 and 20 from Concepcion and Diaz of Gandara, 36 and 28 from San Antonio and San Agustin of Basey, and 19 and 14 from Pangdan and Guinsorongan of Catbalogan.

On the other hand, the simple random sampling procedure was used in determining the total number of stakeholder-

respondents: two coordinators/facilitators from DTI, ten from SSPC, two from DAR, eight from DA and one from each local government unit representing six municipalities or a total of 28 respondents. The sample size, n, for stakeholders and trainee-graduates was determined by using the Sloven's formula (Downie & Heath: 1974):

$$n = \frac{N}{1 + Ne^2}$$

where, n represents the sample size

N represents the total head count of the target group

e represents the margin of error which is set at .05 in this study

Instrumentation

This study used the field survey questionnaires and interview schedule for the data gathering. Furthermore, documentary analysis was also utilized in order to supplement the data gathered.

Questionnaire. There were two versions of questionnaire used in this study. One was the English version administered to the stakeholders and the other was the Samar-Leyte or the Waray-waray version intended for the trainee-graduates. These questionnaires contained interrelated questions which revolved around the trainee-

graduates and stakeholders. The questionnaire for the trainee-graduates was composed of Parts I - V while Stakeholders answered only Parts II-V. The following were the descriptions of the different components of the questionnaire.

Part I of the questionnaire was designed to determine the demographic profile of the respondents with regard to their (a) personal data; (b) skills training attended; (c) employment history; and (d) sources of income.

Part II required the respondents to identify the problems they experienced during the implementation of the skills training programs in terms of: (a) training preparation; (b) training delivery; (c) post-training activities; (d) evaluation; and (e) their proposed/suggested solutions to each of the problems.

Part III of the questionnaire aimed to elicit the extent of the achievement of objectives, policies and standards, specifically on: (a) employment creation, income-generation and other gainful activities; (b) characteristic profile of the respondents in terms of out-of-school youths or unemployed adults; and (c) training needs.

Part IV emphasized the extent of contribution of NMYC training programs with respect to: (a) improved quality of life; (b) improved training delivery system; and (c) management/policy re-directions.

Part V pertained to the profile of NMYC conducted training program with regards to: (a) adequacy of inputs, and (b) relevance of the conducted skills training.

Interview. A structured interview schedule was formulated in the conduct of this study. This interview schedule was administered to the local planning and development coordinators, municipal interior and local government officers and barangay officials who were deemed responsible for the community profile of the recipient-communities where skills training programs have been implemented. The instrument focused on: (1) Community description; (2) Local economy; and (3) Availability of raw materials and production inputs.

Documentary Analysis. Records available at the NMYC Samar Provincial Office were referred the Age and Educational Attainment of the trainee-graduates of community-based skills training programs in 1993.

Validation of the Instrument

The questionnaire in its original English form was translated to Samar-Leyte language and was subjected to pre-testing last August 31 to September 2, 1995 at Brgy. Bagacay, Calbayog City using 10 NMYC graduates of Dressmaking. No correction or suggestion was made by the

trainee-graduates. The researcher proceeded to field out the same questionnaire to the respondent-communities within the province of Samar.

The English version of the questionnaire was administered to another group of respondents called Stakeholders. This was done in Calbayog City on the same period with the help of the Calbayog City Manpower and Youth Council (CCMYC) Members. The respondents suggested that in Part II under the proposed solution the phrase which reads "... prepare plans" be replaced by "... recommend plans."

Data Gathering

The study involved the coordinated efforts of multi-agencies. The researcher made linkages with the offices and personnel of the Municipal Planning and Development, Municipal Agriculture, WESAMAR, Municipal Interior and Local Government, barangay council and the detailed personnel from the Provincial Capitol who were working at the NMYC office.

The staff of the above-named offices had assisted the researcher conduct the assessment through the use of field survey questionnaires which were served to the 28 stakeholders representing the different partner-agencies and local government units concerned and to the 244 trainee-graduates. The assessment was conducted on September 3 to October 4, 1995. Furthermore, the reseracher made us of the

available enrolment reports of trainee-graduates of 1993 at the NMYC Provincial Office and these documents served as guide as to the personal identity of the respondents. After the questionnaires were fielded, the researcher made close follow-up with the help of the staff in the proper filling of questionnaires as well as in the retrieval of those already properly filled questionnaires. The interview schedule was personally conducted by the researcher to the concerned municipal planning and development coordinators, municipal local government operations officers and barangay officials.

The following difficulties were encountered in the distribution and retrieval of questionnaires: There were respondents who claimed to be very busy and had no time to fill up the form particularly the employees and farmers who were working in their respective jobs; some claimed to have forgotten to fill up, others were out of town. So, the researcher personally re-traced the unaccomplished survey questionnaires. Relative to the results of the interview, majority of the items in the interview schedule had no answers particularly age and sex distribution of population by barangay, average family income and family size by barangay and total labor force. Finally, retrieval of the accomplished questionnaires was 100 %.

The collected data were tabulated, summarized,

crosschecked and analyzed for proper interpretation. This part was the most tedious job.

Statistical Treatment of Data

The data gathered through the interview schedule and questionnaires were tallied, organized and presented in tabular form.

Corresponding statistical values like the weighted mean and variances were computed for the likert-scales adopted, as follows:

$$\bar{X}_w = \frac{\sum Efx}{N}$$

where \bar{X}_w refers to the weighted mean

$\sum Efx$ refers to the total of the product of the frequencies (f) and the scales (X)

N refers to the total number of respondents.

In interpreting the weighted means computed, the following guide was used:

On the Extent of Achievement of Objectives, Policies and Standards:

<u>Weighted Mean</u>	<u>Interpretation</u>
≤ 1.5	Not Achieved (NA)
1.6 - 2.5	Quite Achieved (QA)
≥ 2.6	Fully Achieved (FA)

On the Extent of Contributions of NMYC Training Programs:

<u>Weighted Mean</u>	<u>Interpretation</u>
≤ 1.5	Did not contribute at all (DN)
1.6 - 2.5	Contributed a little (CL)
≥ 2.6	Contributed much (CM)

On Problems Encountered:

<u>Weighted Mean</u>	<u>Interpretation</u>
≤ 1.5	Problem not Existing (NE)
1.6 - 2.5	Problem least mentioned (LM)
≥ 2.6	Problem most mentioned (MM)

On Proposed Solutions:

<u>Weighted Mean</u>	<u>Interpretation</u>
≤ 1.5	Strongly Disagree (SD)
1.6 - 2.5	Disagree (D)
2.6 - 3.5	Uncertain (U)
3.6 - 4.5	Agree (A)
4.6 - 5.0	Strongly Agree (SA)

The statistical tool used in determining the significant difference between the perceptions of the stakeholders and the trainee-graduates about the extent of achievement of objectives, policies and standards and extent of contributions of NMYC conducted trainings was the t-test for independent samples or the pooled variance model, Popham and Sirotnik (1973):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{[(N_1-1) S_1^2 + (N_2-1) S_2^2]}{(N_1 + N_2 - 2)} \left[\frac{N_2 + N_1}{N_1 N_2} \right]}}$$

where: \bar{X}_1 represents the general mean of the responses of the trainee-graduates

\bar{X}_2 represents the general mean of the responses of the stakeholders

N_1 represents the number of cases for the trainee-graduates' group

N_2 represents the number of cases for the stakeholders' group

S_1^2 represents the variance of the responses for the trainee-graduates

S_2^2 represents the variance of the responses of the stakeholders

The computed values of t were compared with the tabular value at $\alpha = .05$ and 28 degrees of freedom at $N_1 + N_2 - 2$.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, analyzes and interprets the data gathered through the questionnaires and interview conducted and administered to the selected samples of stakeholders and trainee-graduates of the community-based skills training programs implemented in the province of Samar for CY 1993. The discussions are centered on the: profile of the trainee-graduates of skills training programs; the socio-demographic profile of the communities where the training programs were conducted and completed by NMYC; the profile of the NMYC conducted trainings; extent of achievement of objectives by NMYC conducted trainings and its extent of contributions to the trainee-graduates and communities; problems encountered and prospective solutions proposed by the respondents.

Profile of the Trainee-Graduates

For the profile of the trainee-graduates of the community-based skills training programs, the following aspects were included: sex, age, civil status, educational attainment, and economic status.

Sex. Table 5 shows the profile of the trainee-graduates of the community-based skills training programs

Table 5

Sex Profile of the Trainees – Graduates of NMYC Skills Training Programs by Barangay

Sex	Barangay																								Total Percent			
	Pating		Cassandig		San Agustin		San Antonio		Paringdan		Guisanogan		Pating		Olayuan		Baluga		Canduyuan		Concepcion		Diaz					
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%				
Male	2	11	0	0	0	0	15	42	0	0	0	0	0	0	6	28	14	100	0	0	0	0	1	6	5	25	43	18
Female	17	89	23	100	28	100	21	58	19	100	14	100	100	15	72	0	0	19	100	15	100	15	94	15	75	201	82	
Total Percent	19	23	28	100	28	100	36	100	19	100	14	100	100	21	14	19	100	100	15	100	16	20	244	100	100			

implemented in the province of Samar according to sex, by barangays. As can be gleaned from the said table, majority (201 or 82%) of the 244 trainee-graduates were females and 43 or 18% were males. The barangays that were dominated by female-graduates were Patag (17 or 89%), Casandig (23 or 100%), San Agustin (28 or 100%), San Antonio (21 or 58%), Pangdan (19 or 100%), Guinsorongan (14 or 100%), Pahug (15 or 72%), Balugo (19 or 100%), Canduyucan (15 or 100%), Concepcion (15 or 94%), and Diaz (15 or 75%).

In contrast, the barangay that was controlled by male-graduates was Obayan (14 or 100%). The dominance of female-graduates could be attributed to the fact that most of the skills training programs were soft-trades applicable only for females.

Age. The age distribution of the trainee-graduates by barangay is depicted in the table numbered 6 which shows that most of the graduates (55 or 22%) belonged to age bracket 17-24. Those below 17 years old were a minority or 14 graduates which is six percent of 244. The barangays with the greater number of young graduates were Patag, Casandig, San Antonio, Pangdan, Guinsorongan, Obayan, Balugo, and Canduyucan. Those barangays with a greater number of old

Table 6

**Age Distribution of Trainee-Graduates
of NMYC Skills Training Programs
by Barangay**

Age Bracket (in years)	Barangay												Total Percent														
	Pating		Casandig		San Agustin		San Antonio		Pangasinan		Guinobatan				Pahug		Obayan		Belugo		Canduyutan		Concepcion		Dez		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Below 17	0	0	5	22	3	11	2	6	0	0	2	14	0	0	0	0	2	11	0	0	0	0	0	0	0	14	6
17 - 24	5	26	5	22	4	14	9	25	4	21	3	21	4	19	10	72	5	26	3	20	2	12	1	5	55	22	
25 - 32	3	16	7	30	3	11	8	22	3	16	5	36	5	24	2	14	2	11	7	46	3	19	4	20	52	21	
33 - 40	1	5	1	4	8	28	7	19	2	11	0	0	6	29	0	0	1	5	1	7	6	38	5	25	38	16	
41 - 49	8	42	1	4	5	18	5	14	5	26	4	29	3	14	2	14	1	5	1	7	3	19	4	20	42	17	
50 and above	2	11	4	17	5	18	5	14	5	26	0	0	3	14	0	0	8	42	3	20	2	12	6	30	43	18	
Total	19	100	23	100	28	100	36	100	19	100	14	100	21	100	14	100	19	100	15	100	16	100	20	100	244	100	

graduates were Pangdan, Balugo, Canduyucan and, Diaz.

Educational Attainment. As expected, the educational attainment distribution of trainee-graduates as reflected in Table 7 shows that almost a majority (47 or 19%) had not finished high school. Thirty or 12% were college graduates. Few had no grade completed which comprised one percent of 244.

Economic Status

Employment Profile. By present employment, Table 8 shows the the greatest number of "unemployed" graduates which is 167 or 68% of 244 followed by 70 or 29% with "self" employment and those in the government service of seven or three percent.

Most of those unemployed were from Patag, Casandig, San Antonio, Pangdan, Guinsorongan, Pahug, Obayan, Balugo, Canduyucan, Concepcion, and Diaz.

Income Distribution. Table 9 shows that by present income, over two-thirds or 92 graduates had no income. These beneficiaries represent all recipient-communities. 42 or 17.2% of graduates had income belonging to P 301- 699 income bracket; 31 or 13% belonged to P 700-999; 18 or seven percent (P 1000-

Table 7

Educational Attainment Distribution of Trainee-Graduates
of NMYC Skills Training Programs
by Barangay

Educational Attainment	Barangay																								Total Percent		
	Pating		Cassandig		San Agustin		San Antonio		Pangasinan		Pangasinan		Pangasinan		Pangasinan		Pangasinan		Pangasinan		Pangasinan		Pangasinan		Pangasinan		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
No Grade Completed	0	0	0	0	0	2	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5	3	1	
Elementary Level	7	37	6	26	3	11	5	14	2	11	2	14	4	19	1	7	2	11	3	20	1	6	4	20	40	16	
Elementary Graduate	3	16	2	9	3	11	8	22	9	47	0	0	4	19	2	14	8	42	2	13	3	19	2	10	46	19	
High School Level	0	0	11	48	4	14	4	11	2	10	5	37	3	14	2	14	3	15	4	27	2	12	7	35	47	19	
High School Graduate	5	26	1	4	6	21	10	27	0	0	3	21	3	14	0	0	2	11	3	20	4	25	3	15	40	17	
College Level	4	21	1	4	8	29	5	14	4	21	3	21	2	10	0	0	4	21	2	13	4	25	1	5	38	16	
College Graduate	0	0	2	9	4	14	2	6	2	11	1	7	5	24	9	65	0	0	1	7	2	13	2	10	30	12	
Total Percent	19	23	28	100	36	100	36	100	19	100	14	100	21	100	14	100	19	100	15	100	16	100	20	244	100	100	

1299); eight of 244 had income within the bracket P 1300-1599 while two or four-hundredths percent each had income within the bracket P 7701-10400 and P 10401 and above.

Other Sources of Income. Profile of sources of income of graduates can be gleaned by Table 10, majority (174 or 71%) of the trainee-graduates answered "No"; 70 or 29% said "Yes" which means they have other source of income.

Previous Employment. In terms of previous employment, Table 11 shows that 184 or 75% of 244 were not previously employed before they took the NMYC skills training program. All came from the 12 barangays.

Relatives and Friends at Home. As a matter of determining the number of relatives and friends at home which was also a factor considered in the graduates' economic situation, Table 12 shows that 179 or 73% answered "No" which means that they do not have them at homes, while 65 or 27% said "Yes".

Civil Status. Civil Status Profile of graduates is depicted by Table 13 which shows that 171 or 70% were married, while a few (68 or 28%) were single.

Table 40
Other Sources of Income Profile
of Trainee--Graduates
by Barangay

[illegible]

11

Previous Employment Profile of Trainee--Graduates

by Darangay

[illegible]

Profile of Relatives/Friends at Home of Trainees—Graduates by Barangay

[illegible]

Marital Status Profile of Trainee-Graduates of NMYC Skills Training Programs by Barangay

①

Only five or two percent were widowed. The barangays with bigger proportion of married graduates were Patag, Casandig, San Agustin, San Antonio, Pangdan, Guinsorongan, Pahug, Obayan, Balugo, Canduyucan, Concepcion, and Diaz.

Socio-Demographic Profile of the Recipient-Communities

Table 14 shows the population, number of families and sources of income of the recipient-communities where the skills training programs were conducted and completed by NMYC. The data showed that, in terms of population, San Antonio of the municipality of Basey had the biggest number (3,000) of people and this was followed by 2,670 of Guinsorongan of the municipality of Catbalogan; Pangdan, 1,956 of the same municipality; Obayan, Pinabacdao, 1,700; Old San Agustin, Basey, 1,655; Casandig, Paranas, 1,285; Concepcion, Gandara, 852; Patag of Paranas, 760; then, Balugo of the municipality of San Sebastian, 674; Canduyucan of San Sebastian, 625; and the least in terms of the number of people was Diaz of Gandara that had only 210. These gave a total population of 15,834.

It can be noted that the barangay with the biggest proportion of population constituted the highest number of families. This refers to San Antonio of Basey that had 446 families followed by Pangdan with 430, then, Old San Agustin, 240; Casandig, 231; Obayan, 178; Concepcion, 158;

Table 14

Population, Family Size and Sources of Income
of Recipient--Communities of the NMYC
Skills Training Programs

COMMUNITIES	POPULATION	NUMBER OF FAMILIES	Crop Production (Major Crops)	SOURCES OF INCOME			
				Livestock (Kind)	Poultry	Fishing	Related Activity
PATAG	760	132	Gabi, Ube, Banana, Pigs, Carabao, Squash, Coconut, Camote, Corn		Chicken		none
CASANDIG	1,285	231	Gabi, Ube, Banana, Pigs, Carabao, Squash, Coconut, Camote, Corn, Rice, Cassava		Chicken		none
OLD SAN AGUSTIN	1,655	240	Banana, Coconut, Rice	Pigs, Carabao	Turkey, Chicken		none
SAN ANTONIO	3,000	448	Banana, Coconut, Rice	Pigs, Carabao	Turkey, Chicken		none
PANGDAN	1,958	430	Rice, Camote, Cassava	Pigs, Carabao, Goats	Chicken		Fish Drying, Hebe Making
GUINSORONGAN	2,670	108	Cassava	Pigs	Chicken		Budol Drying, Fish Drying, Hebe Making
PAHUG	447	144	Pineapple, Gabi, Banana, Rice, Corn	Pigs, Carabao, Goat	Ducks, Chicken		none
OSAYAN	1,700	178	Rice, Corn, Cassava, Banana	Pigs, Carabao	Chicken		none
CANDUYUCAN	625	109	Rice, Coconut	Pigs, Carabao	Chicken		Milkfish, Locon
BALUGO	874	105	Rice, Corn, Cassava, Gabi, Coconut, Camote, Banana	Carabao, Pigs	Chicken		none
CONCEPCION	852	158	Rice, Corn, Cassava, Gabi, Coconut, Camote, Banana	Carabao, Pigs	Turkey, Chicken		none
TOTAL	15,834	2,323					

Pahug, 144; Patag, 132; Canduyucan, 109; Guinsorongan, 108; Balugo, 105; and Diaz, 42. All these add up to a total of 2,323 families.

In terms of sources of income, a host of major crops, kind of livestock, poultry and other fishing-related activity were noted in the recipient-communities like Casandig whose major crops abound, namely: gabi, ube, banana, squash, coconut, rice, corn, camote and cassava. These major crops produced can be found in Old San Agustin, San Antonio, Patag, Pahug, Obayan, Balugo, Diaz and Concepcion. Likewise, the following livestock were present in the communities: pigs, carabaos and goats. In terms of fishing-related activity, the communities had the following: hebe making, budol making, and fish drying. Also noted was the abundant catch of locon and milkfish in Pangdan and Guinsorongan of Catbalogan.

Profile of the NMYC Conducted Trainings

The profile of the NMYC conducted trainings is composed of two parts, namely: (1) adequacy of training inputs which is subdivided into the following components such as: standard tools and equipment, adequate supplies and materials, qualified and competent trainers, and monetary resources; and (2) relevance of skills training conducted.

Adequacy of Training Inputs. Training inputs included

standard tools and equipment used, supplies and materials, qualified and competent trainers, and monetary resources such as commitment fee, financial assistance coming from the LGUs and other agencies, and donations from NGOs and other civic groups. Table 15 elucidates the responses of the trainee-graduates on the aforementioned aspects.

Standard Tools and Equipment. 162 of 244 trainee-graduates claimed that said items were "existing but inadequate". This perception is carried over to the average weighted mean of 2.0 that has similar interpretation.

Adequate Supplies and Materials. The respondents were asked question on the adequacy of supplies and materials used during the conduct of the skills training program. A majority (174 of 244) of trainee-graduates claimed that said items were "existing and adequate" which interpretation had a weighted mean of 2.7.

Qualified and Competent Trainers. Respondents cited "existing but inadequate" trainers based on the weighted mean of 2.5.

Monetary Resources. The NMYC skills training program had mechanism to sustain the training through

Table 315

Perceptions of the Trainees--Graduates on
the Adequacy of Training Inputs of the
NMYC Conducted Trainings

COMPONENTS	Adequacy of Inputs			Total	Weighted Mean	Interpretation
	1 (Not existing at all)	2 (Existing but inadequate)	3 (Existing and adequate)			
1. Standard tools and equipments used	34	162	48	244	2.0	Existing but inadequate
2. Adequate supplies and materials used	0	70	174	244	2.7	Existing and adequate
3. Qualified and competent trainer	0	84	160	244	2.5	Existing but inadequate
4. Monetary resources						
4.1 Commitment fee of P20.00	113	54	77	244	1.7	Existing but inadequate
4.2 Financial assistance from LGUs and other agencies	120	87	37	244	1.7	Existing but inadequate
4.3 Donations from NGOs and other civic groups	42	96	106	244	2.2	Existing but inadequate
Total	309	553	602	244	2.1	Existing but inadequate

the following schemes: collection of commitment fee of P 20 from each trainee which was used for the training certificate of P 5.00 each trainee and P 15.00 was pooled and returned to them in a form of start-up capital in the amount of P 500 per group of three members and above.

During and after the conduct of skills training programs, partnering and collaborating with the LGUs and other agencies were very important. Hence, they ought to share the costs of the training or provide financial assistance to the graduates after the training. There were donations in terms of raw materials or cash from NGOs and civic groups that were given to the trainees during the training. Of the 244 trainee-graduates, 113 said that the commitment fee of P 20 was "not existing at all", 54 claimed it was "existing but inadequate", and 77 of them mentioned the fee was "existing and adequate". But based on the weighted mean of 1.7, it showed that said commitment fee was "existing but inadequate."

There was no financial assistance provided by the LGUs and other agencies. This was how 120 trainee-graduates felt. At least, 87 of them said the assistance was "existing but inadequate", and 77 mentioned it was "existing and adequate." The weighted mean of 1.7 of the responses showed that financial assistance was "existing but

inadequate."

Another form of monetary resource given or provided to the NMYC conducted trainings was the donation from NGOs and other civic groups. 106 of 244 trainee-graduates cited that the donation was "existing and adequate". While 96 of them said it was "existing but inadequate" and only 42 mentioned that donation was "not existing at all." A weighted mean of 2.2 interpreted as "existing but inadequate" clearly defined the aforementioned responses.

Table 16 demonstrates the perceptions of the stakeholders relative to the adequacy of training inputs. Of the total stakeholders, 28 claimed that the standard tools and equipment used during the conduct of the program were "existing but inadequate" based on the equivalent weighted mean of 2.0. 25 out of the 28 stakeholder-respondents cited the same perception for the adequacy of supplies and materials used as represented by a weighted mean of 2.0. Correspondingly, "existing but inadequate" perception was the same for the following components having the respective equivalent weighted means: qualified and competent trainers, 2.5; commitment fee of P 20, 1.5; financial assistance from LGUs and other agencies, 2.0; and donations from NGOs and other civic groups, 1.5.

Relevance of Skills Training Conducted. The skills

Table 16

Perceptions of the Stakeholders on the Adequacy
of Training Inputs of the NMYC
Conducted Trainings

COMPONENTS	Adequacy of Inputs			Total	Weighted Mean	Interpretation
	1 (Not existing at all)	2 (Existing but inadequate)	3 (Existing and adequate)			
1. Standard tools and equipments used	0	28	0	28	2.0	Existing but inadequate
2. Adequate supplies and materials used	2	25	1	28	2.0	Existing but inadequate
3. Qualified and competent trainer	0	12	16	28	2.5	Existing but inadequate
4. Monetary resources						
4.1 Commitment fee of P20.00	13	15	0	28	1.5	Existing but inadequate
4.2 Financial assistance from LGUs and other agencies	14	0	14	28	2.0	Existing but inadequate
4.3 Donations from NGOs and other civic groups	13	15	0	28	1.5	Existing but inadequate
Total	40	95	31	28	1.9	Existing but inadequate //

training programs provided to the graduates of the six municipalities were focused on improving resources, to provide employment, uplift living standards and increase or provide income. Based on Table 17, the following were the varied perceptions of the trainee-graduates concerning the degree of relevance of skills training conducted:

The skills training programs which were perceived to be very relevant by the trainee-graduates were: Brgy. Electricity, Cosmetology, Food Processing, and Bag/Basket Making. Those perceived to be moderately relevant were: Basic Dressmaking, Rootcrops Processing, and Marine Resources Processing. The trainee-graduates perceived Bamboo Furniture Making as not relevant.

On the other hand, Table 18 shows the training programs perceived to be very relevant by the stakeholders were as follows: Basic Dressmaking, Cosmetology, Food Processing, Rootcrops Processing, Marine Resources Processing, Bamboo Furniture Making, and Bag/Basket Making. The training program perceived to be moderately relevant was Brgy. Electricity.

Extent of Achievement of Objectives, Policies and Standards

The NMYC skills training program was part of imparting and developing knowledge, skills, attitudes and habits in the respective training courses undertaken by the

Table 17.1
Perceptions of Trainee-Graduates as to
Relevance of the Skills Training
Conducted by NMYC

COMPONENTS	Relevance			Total	Weighted Mean	Interpretation
	1 (Not Relevant)	2 (Moderately Relevant)	3 (Very Relevant)			
1. Basic Dressmaking	0	30	39	69	2.5	Moderately Relevant
2. Brgy. Electricity	0	0	15	15	3.0	Very Relevant
3. Cosmetology	0	13	0	13	3.0	Very Relevant
4. Food Processing	0	11	39	50	2.6	Very Relevant
5. Rootcrops Processing	9	10	25	44	2.5	Moderately Relevant
6. Marine Resources Processing and Utilization	0	19	0	19	2.0	Moderately Relevant
7. Bamboo Furniture Making	14	0	0	14	1.0	Not Relevant
8. Bag/Basket Making	0	0	20	20	3.0	Very Relevant
Total	23	83	138	244	3.3	Very Relevant

Table 18

Perceptions of Stakeholders as to Relevance
of the Skills Training Conducted
by NAYC

COMPONENTS	Relevance			Total	Weighted Mean	Interpretation
	1 (Not Relevant)	2 (Moderately Relevant)	3 (Very Relevant)			
1. Basic Dressmaking	1	0	4	5	2.6	Very Relevant
2. Brgy. Electricity	0	1	1	2	2.5	Moderately Relevant
3. Cosmetology	0	0	3	3	3.0	Very Relevant
4. Food Processing	1	1	5	7	2.6	Very Relevant
5. Rootcrops Processing	0	1	3	4	2.8	Very Relevant
6. Marine Resources Processing and Utilization	0	0	2	2	3.0	Very Relevant
7. Bamboo Furniture Making	0	1	2	3	2.7	Very Relevant
8. Bag/Basket Making	0	0	2	2	3.0	Very Relevant
Total	2	4	22	28	3.7	Very Relevant

beneficiaries, to increase income and improved standard of living.

On the Objectives of the Program. As can be gleaned in Table 19, 138 out of the 244 trainee-graduates said that the first objective of the program which was to contribute employment creation and income-generation was "not achieved", while nearly three-fourths or 73 of them cited it was "quite achieved" and the rest claimed that it was "fully achieved." In turn, a weighted mean of 1.6 showed that said objective was "quite achieved." With a weighted mean of 1.5, the same perception was given to the second objective of the program which was to "uplift their living conditions".

On Policies. The first six policies that were introduced in the conduct of a skills training program were: (1) target participants of the skills training must be OSYs and UAs; (2) permanent resident of the barangay; (3) at least 17 years old but not over 60 years old; (4) must be willing to undergo skills training and make use the skill and knowledge in productive activity after training; (5) physically and mentally fit; and (6) of good moral character.

According to Table 19, the following interpretations and weighted means were cited by the trainee-graduates in

Table 99

**Perceptions of the Trainees--Graduates as to Extent of Achievement
of Objectives, Policies and Standards
by NATYC Conducted Trainings**

BASELINE/COMPONENTS	Extent of Achievement of Objectives, Policies and Standards			Total	Weighted Mean	Interpretation
	1 (Not Achieved)	2 (Quite Achieved)	3 (Fully Achieved)			
A. Objectives						
1. Contribute employment creation and income--generation in the communities	138	73	33	244	1.6	Quite Achieved
2. Provide opportunities for gainful activity in the community concerned and thus enable the graduates to uplift their living conditions	152	69	33	244	1.5	Quite Achieved
B. Policies						
1. Target participants of the skills training programs must be out--of--school youths and unemployed adults	20	68	136	244	2.2	Quite Achieved
1.1 Permanent resident of the barangay	31	25	188	244	2.6	Fully Achieved
1.2 At least 17 years old but not over 60 years old	8	68	170	244	2.6	Fully Achieved
1.3 Must be willing and should have sufficient interest to undergo training and make use of skill and knowledge in productive activity after training	10	39	195	244	2.7	Fully Achieved
1.4 Physically and mentally fit to undergo training	0	5	239	244	2.9	Fully Achieved
1.5 Of good moral character	0	0	244	244	2.9	Fully Achieved
2. Optimum utilization of raw materials and those which appear to offer potential for employment	68	43	133	244	2.3	Quite Achieved
3. Provide inputs or share in the skills training such as supplies and materials, tools and equipments, trainor's honorarium and the like	58	115	71	244	2.0	Quite Achieved
C. Standards						
1. Undertake training needs assessment (TNA) survey	48	92	104	244	2.2	Quite Achieved
2. Identify, screen & select training participant	45	87	112	244	2.2	Quite Achieved
3. Provide trainor/s to conduct the program based on TNA result	24	76	142	244	2.4	Quite Achieved
4. Provide in part training supplies and materials, tools and equipment	61	85	98	244	2.2	Quite Achieved
5. Provide post--training activity such as networking and consultancy services for the established micro--enterprises	117	62	65	244	1.9	Quite Achieved
Total	778	919	1663	244	2.3	Quite Achieved

the order of the aforementioned policies, namely: quite achieved, 2.2; fully achieved, 2.6; fully achieved, 2.6; fully achieved, 2.7; fully achieved, 2.9; and fully achieved, 2.9. Other policies, such as: optimum utilization of raw materials and provide inputs for the training were cited by at least 158 trainee-graduates to have been "quite achieved" with weighted means of 2.3 and 2.0 respectively.

On Standards. The five specific standards set forth in a skills training program, were: (1) undertake training needs assessment survey; (2) identify, screen and select training participants; (3) provide trainer/s to conduct the program based on TNA result; (4) provide in part training supplies, materials and tools and equipment; and (5) provide post-training activity such as networking and consultancy services for the established micro-enterprises as shown in Table 19.

Of these standards, majority of the trainee-graduates had indicated "quite achieved" with the following weighted means: 2.2, 2.2, 2.4, 2.2 and 1.9 respectively.

On the other hand, Table 20 elucidates the perceptions of stakeholders on the extent of achievement of objectives, policies and standards by NMYC conducted trainings. 14 out of the 28 respondents cited "quite achieved" for the first

Table 20

Perceptions of the Stakeholders as to Extent of Achievement
of Objectives, Policies and Standards
by NMYC Conducted Trainings

BASIS/COMPONENTS	Extent of Achievement of Objectives, Policies and Standards			Total	Weighted Mean	Interpretation
	1 (Not Achieved)	2 (Quite Achieved)	3 (Fully Achieved)			
A. Objectives						
1. Contribute employment creation and income-generation in the communities	9	14	5	28	1.8	Quite Achieved
2. Provide opportunities for gainful activity in the community concerned and thus enable the graduates to uplift their living conditions	5	18	5	28	2.0	Quite Achieved
B. Policies						
1. Target participants of the skills training programs must be out-of-school youths and unemployed adults	0	13	15	28	2.6	Fully Achieved
1.1 Permanent resident of the barangay	0	18	10	28	2.4	Quite Achieved
1.2 At least 17 years old but not over 60 years old	2	6	20	28	2.7	Fully Achieved
1.3 Must be willing and should have sufficient interest to undergo training and make use of skill and knowledge in productive activity after training	0	15	13	28	2.5	Quite Achieved
1.4 Physically and mentally fit to undergo training	0	15	13	28	2.5	Quite Achieved
1.5 Of good moral character	0	13	15	28	2.6	Fully Achieved
2. Optimum utilization of raw materials and those which appear to offer potential for employment	3	15	10	28	2.2	Quite Achieved
3. Provide inputs or share in the skills training such as supplies and materials, tools and equipments, trainor's honorarium and the like	5	8	15	28	2.4	Quite Achieved
C. Standards						
1. Undertake training needs assessment (TNA) survey	0	13	15	28	2.6	Fully Achieved
2. Identify, screen & select training participants	0	18	10	28	2.4	Quite Achieved
3. Provide trainor/s to conduct the program based on TNA result	0	15	13	28	2.5	Quite Achieved
4. Provide in part training supplies and materials, tools and equipment	0	16	12	28	2.4	Quite Achieved
5. Provide post-training activity such as networking and consultancy services for the established micro-enterprises	0	18	10	28	2.4	Quite Achieved

objective of the program which was to contribute employment creation and income-generation as supported by a weighted mean of 1.8. Similarly, 18 out of 28 respondents cited "quite achieved" having a weighted mean of 2.0 for the second objective of the program which was to provide gainful activity in order to uplift the living conditions of the beneficiaries. In terms of the policies of the program, 13 of the respondents said "quite achieved" that target participants must be OSYs and UAs as against 15 respondents who cited it was "fully achieved". The latter interpretation clarified the two distinct perceptions having a weighted mean of 2.6 as shown in said table. The following were the stakeholders' perceptions for the rest of the policies, namely: permanent resident of the barangay - quite achieved (2.4); at least 17 years old but not over 60 years old - fully achieved (2.7); willing to undergo training - quite achieved (2.5); physically and mentally fit - quite achieved (2.5); of good moral character - fully achieved (2.6); optimum utilization of raw materials - quite achieved (2.2); and provide inputs - to the skills training such as supplies, materials and tools and equipment - quite achieved (2.4). Furthermore, stakeholders also cited different perceptions on the standards set forth for the skills training program, as follows: undertake training needs assessment surveys - fully achieved (2.6); screen and

select training participants - quite achieved (2.4); provide trainor/s to conduct the program based on TNA result - quite achieved (2.5); provide in part training supplies, materials and tools and equipment - quite achieved (2.4); and provide post-training activity - quite achieved (2.4).

Extent of Contributions of NMYC Training Programs

The contributions of the NMYC training program assessed by the trainee-graduates were: (1) improved quality of life; (2) improved training delivery system; (3) management/policy re-directions. Under improved quality of life, were: increased income after training; generated employment either self or wage; created production groups; alleviated poverty; and sustainability of economic activity gained from acquired skills. Also, contributions which were recognized under improved training delivery system were: adequate training supplies; tools and equipment for the training program; technical know-how of trainor; conducive training venue and facilities used; thoroughly and properly screened participants for the training program; and regular monitoring of the program. Finally, considered contributions under management/policy re-directions were: include financial component in a skills training; establish strong linkage with rural and development banks, development NGOs and civic organizations; and increase

employability and productivity.

Based on the responses of the trainee-graduates as shown in Table 21, it appears that under improved quality of life which includes increased income after training, generated employment and created production groups were mainly had "contributed a little" having weighted means of 1.6, 1.5, and 1.6 respectively while the rest were cited "did not contribute at all" as employed by the weighted means 1.4 and 1.2 respectively.

Asked to cite their perceptions on the improved training delivery, 135, 121, 119, 132, and 133 trainee-respondents cited "contributed a little" in order to the following contributions: adequate training supplies, technical know-how of trainor, conducive training venue, properly screened participants, and regular monitoring of training program with the corresponding weighted means of 1.5, 2.4, 2.2, and 2.2 respectively.

The same response, "contributed a little" was cited for the following contributions under management/policy re-directions, viz: include financial component in skills training, establish strong linkage with banks and NGOs, and increase employability and productivity with weighted means of 1.7, 2.2 and 1.8 respectively.

On the other hand, as perceived by the stakeholders, the following were the responses on the contributions of

Table 12.1

**Perceptions of the Trainee--Graduates as to
Extent of Contributions of NMYC
Training Programs**

CONTRIBUTIONS	Extent of Contributions			Total	Weighted Mean	Interpretation
	1 (Did not contribute at all)	2 (Contributed a little)	3 (Contributed much)			

A. Improved Quality of Life

1. Increased income after training	121	94	29	244	1.6	Contributed a little
2. Generated employment either self or wage	153	65	26	244	1.5	Contributed a little
3. Created production groups	159	71	14	244	1.6	Contributed a little
4. Alleviated poverty and stability of economy the community	169	71	4	244	1.4	Did not contribute at all
5. Sustainability of economic activity gained from acquired skills	200	44	0	244	1.2	Did not contribute at all

B. Improved Training Delivery System

1. Adequate training supplies, tools and equipment for the training program	109	135	0	244	1.5	Contributed a little
2. Technical knowhow of trainer	5	121	118	244	2.4	Contributed a little
3. Conducive training venue and facilities used	21	119	104	244	2.2	Contributed a little
4. Thoroughly and properly screened participants for the training program	31	132	81	244	2.2	Contributed a little
5. Regular monitoring of training program	34	133	77	244	2.2	Contributed a little

C. Management/Policy Recommendations

1. Include financial component in a skills training program	94	150	0	244	1.7	Contributed a little
2. Establish strong linkage with rural and development banks, development NGOs and civic organizations with lending programs for self-employment activities	42	109	93	244	2.2	Contributed a little
3. Increase employability and productivity	93	55	96	244	1.8	Contributed a little

Total

1231

1299

642

244

1.7

Contributed a little

NMYC training programs vis-a-vis improved quality of life, improved training delivery system and management/policy re-directions as depicted by Table 22: increased income - contributed a little (2.3); generated employment - contributed a little (2.2); created production groups - contributed a little (2.0); alleviated poverty - contributed a little (2.2); and sustainability of economic activity - contributed a little (1.6). Under training delivery: adequate training supplies - contributed a little (2.0); technical know-how - contributed a little (2.2); conducive training venue and facilities - contributed a little (2.2); properly screened participants (2.4); and regular monitoring of training program - contributed a little (1.7).

The "contributed a little" rating was given by the stakeholders on the following components under management/policy re-directions, such as: include financial component in a skills training program, establish strong linkage with banks and NGOs, and increase employability with weighted means of 1.9, 1.5, and 1.5 respectively.

Comparison of the Perceptions of the Trainee-Graduates and that of Stakeholders

Extent of Achievement of Objectives, Policies and Standards of the NMYC Conducted Trainings. Table 23 presents the perceptions of both the trainee-graduates and

Table 22
Perceptions of the Stakeholders as to
Extent of Contributions of NIATC
Training Programs

CONTRIBUTIONS	Extent of Contributions			Total	Weighted Mean	Interpretation
	1 (Did not contribute at all)	2 (Contributed a little)	3 (Contributed much)			
A. Improved Quality of Life						
1. Increased income after training	0	20	8	28	2.3	Contributed a little
2. Generated employment either self or wage	0	21	7	28	2.2	Contributed a little
3. Created production groups	5	19	4	28	2.0	Contributed a little
4. Alleviated poverty and stability of economy the community	0	22	6	28	2.2	Contributed a little
5. Sustainability of economic activity gained from acquired skills	10	18	0	28	1.6	Contributed a little
B. Improved Training Delivery System						
1. Adequate training supplies, tools and equipment for the training program	5	18	5	28	2.0	Contributed a little
2. Technical knowhow of trainer	2	19	7	28	2.2	Contributed a little
3. Conductive training venue and facilities used	0	22	6	28	2.2	Contributed a little
4. Thoroughly and properly screened participants for the training program	0	18	10	28	2.4	Contributed a little
5. Regular monitoring of training program	12	12	4	28	1.7	Contributed a little
C. Management Policy Recommendations						
1. Include financial component in a skills training program	7	16	5	28	1.9	Contributed a little
2. Establish strong linkage with rural and development banks, development NGOs and civic organizations with lending programs for self-employment activities	15	10	3	28	1.5	Contributed a little
3. Increase employability and productivity	18	5	5	28	1.5	Contributed a little
Total	74	220	70	28	2.0	Contributed a little

Table 23

**Extent of Achievement of Objectives, Policies and Standards
of the NYC Conducted Trainings as Perceived by the
Trainees—Graduates and Stakeholders**

BASE LINES/COMPONENTS	TRAINING OBJECTIVES				CONTRIBUTED			
	Trainees	Stakeholders	Graduates	Stakeholders	Trainees	Stakeholders	Graduates	Stakeholders
A. Objectives								
1. Contribute employment creation and income-generation in the communities	1.6	Quite Achieved	1.8	Quite Achieved	1.7	Quite Achieved		
2. Provide opportunities for gainful activity in the community concerned and thus enable the graduates to uplift their living conditions	1.5	Quite Achieved	2.0	Quite Achieved	1.8	Quite Achieved		
B. Policies								
1. Target participants of the skills training programs must be out-of-school youths and unemployed adults	2.2	Quite Achieved	2.6	Fully Achieved	2.4	Quite Achieved		
1.1 Permanent resident of the barangay	2.6	Fully Achieved	2.4	Quite Achieved	2.5	Quite Achieved		
1.2 At least 17 years old but not over 60 years old	2.6	Fully Achieved	2.7	Fully Achieved	2.6	Fully Achieved		
1.3 Must be willing and should have sufficient interest to undergo training and make use of skill and knowledge in productive activity after training	2.7	Fully Achieved	2.5	Quite Achieved	2.6	Fully Achieved		
1.4 Physically and mentally fit to undergo training	2.6	Fully Achieved	2.5	Quite Achieved	2.7	Fully Achieved		
1.5 Of good moral character	2.6	Fully Achieved	2.6	Fully Achieved	2.8	Fully Achieved		
2. Optimum utilization of raw materials and those which appear to offer potential for employment	2.3	Quite Achieved	2.2	Quite Achieved	2.2	Quite Achieved		
3. Provide inputs or share in the skills training such as supplies and materials, tools and equipments, trainor's honorarium and the like	2.0	Quite Achieved	2.4	Quite Achieved	2.2	Quite Achieved		
C. Standards								
1. Undertake training needs assessment (TNA) survey	2.2	Quite Achieved	2.6	Fully Achieved	2.4	Quite Achieved		
2. Identify, screen & select training participant	2.2	Quite Achieved	2.4	Quite Achieved	2.3	Quite Achieved		
3. Provide trainor/s to conduct the program based on TNA result	2.4	Quite Achieved	2.5	Quite Achieved	2.4	Quite Achieved		
4. Provide in part training supplies and materials, tools and equipment	2.2	Quite Achieved	2.4	Quite Achieved	2.3	Quite Achieved		
5. Provide post-training activity such as networking and consultancy services for the established micro-enterprises	1.9	Quite Achieved	2.4	Quite Achieved	2.2	Quite Achieved		

Total

Mean

Variance

Computed t-value: -0.8598

Tabular/Critical t-value @

Significance: Not significant //

Decision: Accept Ho

34.2

2.28

0.177429

36.0

2.40

0.057143

2.94

Quite Achieved

the stakeholders on the achievement of objectives, policies and standards of the NMYC conducted trainings. In terms of contribution of the training for employment creation and income-generation in the communities, the trainee-graduates gave a weighted mean of 1.6 while the stakeholders gave a weighted mean of 1.8 which are both considered as "quite achieved." Likewise, the second objective which is to provide opportunities for gainful activity obtained weighted means of 1.5 and 2.0 from the trainee-graduates and stakeholders respectively which means "quite achieved." Relative to the policies enforced in the conduct of the programs, trainee-respondents gave a weighted mean of 2.2 which means "quite achieved" as against the stakeholders' weighted mean of 2.6 which means "fully achieved" for the policy that target participants of the skills training must be OSYs and UAs. Both perceptions were considered "quite achieved." On permanent residency in the barangay, trainee-graduates gave a weighted mean of 2.6 which means "fully achieved" while stakeholders gave weighted mean of 2.4 which means "quite achieved." Both citations were considered as "quite achieved." On age requirement which is from 17 to 60 years old, both respondents gave weighted means of 2.6 and 2.7 respectively which means "fully achieved" and the stakeholders gave a weighted mean of 2.5 which means "quite achieved", these were accounted for as

"fully achieved." On physical and mental health, graduate-respondents gave a weighted mean of 2.9 which means "fully achieved" and stakeholders gave a weighted mean of 2.5 which means "quite achieved", these were considered as "fully achieved." On character, both groups of respondents shared the same by giving weighted means of 2.9 and 2.6 respectively which mean "fully achieved" both responses were considered also "fully achieved." Relative to the optimum utilization of raw materials, the trainee-graduates and stakeholders gave weighted means of 2.3 and 2.2 respectively which mean "quite achieved" which were both considered as "quite achieved." On the provision of inputs such as supplies, materials, tools and trainor's honorarium, both groups of respondents gave weighted means of 2.0 and 2.4 respectively which mean "quite achieved" which were also considered as "quite achieved."

Under the training standards, trainee-graduates gave a weighted mean of 2.2 which means "quite achieved" and stakeholders gave 2.6 which means "fully achieved." Both groups of respondents considered as "quite achieved" the undertaking the TNA survey prior to the implementation of the program. In terms of identifying, screening and selecting training participants, both groups of respondents gave weighted means of 2.2 and 2.4 respectively which mean "quite achieved" and both were considered as "quite

achieved." On providing trainors in the conduct of the program based on the result of the survey, trainee-graduates gave a weighted mean of 2.4 which means "quite achieved" and stakeholders gave 2.5 which also means "quite achieved." Both responses were considered as "quite achieved." In terms of training supplies provided in part, both groups of respondents gave weighted means of 2.2 and 2.4 respectively which mean "quite achieved" and responses were considered as "quite achieved." Finally, providing the post-training activity such as networking and consultancy services were given weighted means of 1.9 and 2.4 respectively which mean "quite achieved" and both were considered as "quite achieved."

As a whole the objectives, policies and standards of the NMYC conducted trainings were assessed by the trainee-respondents as "quite achieved" with an average weighted mean of 2.28. The same qualitative assessment was given by the stakeholders with an average weighted mean of 2.40. Comparing the perceptions of these two groups of respondents, it can be noted that the weighted means given by the stakeholders is higher than that of the graduate-respondents by 0.12. To determine whether this difference is significant, the t-test for the independent samples was computed and was found to be -0.9596. Comparing this value with that of the tabular/critical value at $\alpha = 0.05$ and 28

degrees of freedom which is 2.048 , it can be noted that the computed value is numerically less than the tabular or critical value. Thus, the first null hypothesis of this study which states that "There is no significant difference between the perceptions of the trainee-graduates and the stakeholders on the extent to which the following objectives were achieved by the NMYC conducted trainings, namely: employment creation in the communities; income-generation; and upliftment of the living condition of the beneficiaries" is therefore accepted.

This implies that the stakeholders and the trainee-graduates are in agreement in terms of assessing the extent of achievement of objectives, policies and standards of the NMYC conducted trainings. This could be attributed to the fact that the skills training programs were administered in accordance to the objectives, policies and standards provided and driven by the NMYC and other cooperating agencies with the full support of the local government units.

Extent of Contributions of NMYC Conducted Training Programs

Table 24 presents the perceptions of both the trainee-graduates and stakeholders on the extent of contributions of NMYC conducted training programs under the three major contributions, namely: improved quality of life; improved

Table 24

**Extent of Contributions of NMYC Training Programs
as Perceived by the Trainee-Graduates
and Stakeholders**

CONTRIBUTIONS	Trainee-Graduates				Stakeholders			
	Weighted Mean		Interpretation		Weighted Mean		Interpretation	
	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation	Mean	Interpretation
A. Improved Quality of Life								
1. Increased income after training	1.8	Contributed a little	2.3	Contributed a little	2.0	Contributed a little	2.0	Contributed a little
2. Generated employment either self or wage	1.5	Contributed a little	2.2	Contributed a little	1.8	Contributed a little	1.8	Contributed a little
3. Created production groups	1.6	Contributed a little	2.0	Contributed a little	1.8	Contributed a little	1.8	Contributed a little
4. Alleviated poverty and stability of economy the community	1.4	Did not contribute at all	2.2	Contributed a little	1.8	Contributed a little	1.8	Contributed a little
5. Sustainability of economic activity gained from acquired skills	1.2	Did not contribute at all	1.6	Contributed a little	1.4	Did not contribute at all	1.4	Did not contribute at all
B. Improved Training Delivery System								
1. Adequate training supplies, tools and equipment for the training program	1.5	Contributed a little	2.0	Contributed a little	1.8	Contributed a little	1.8	Contributed a little
2. Technical knowhow of trainer	2.4	Contributed a little	2.2	Contributed a little	2.3	Contributed a little	2.3	Contributed a little
3. Conductive training venue and facilities used	2.2	Contributed a little	2.2	Contributed a little	2.2	Contributed a little	2.2	Contributed a little
4. Thoroughly and properly screened participants for the training program	2.2	Contributed a little	2.4	Contributed a little	2.3	Contributed a little	2.3	Contributed a little
5. Regular monitoring of training program	2.2	Contributed a little	1.7	Contributed a little	1.6	Contributed a little	1.6	Contributed a little
C. Management/Policy Re-directions								
1. Include financial component in a skills training program	1.7	Contributed a little	1.8	Contributed a little	1.8	Contributed a little	1.8	Contributed a little
2. Establish strong linkages with rural and development banks, development NGOs and civic organizations with lending programs for self-employment activities	2.2	Contributed a little	1.5	Contributed a little	1.8	Contributed a little	1.8	Contributed a little
3. Increase employability and productivity	1.8	Contributed a little	1.5	Contributed a little	1.6	Contributed a little	1.6	Contributed a little
Total	23.5		25.7					
Mean	1.80	CL	1.98	CL	1.84	CL	1.84	CL
Variance	-8.87	285	-11.70	333				
Computed t-value: -1.236								
Tabular critical t-value @ = .05 and degrees of freedom = 28								
Significance: Not significant								
Decision: Accept Ho								

training delivery system; and management/policy re-directions. In terms of increased income after training, the trainee-graduates gave a weighted mean of 1.6 while the stakeholders gave a weighted mean of 2.3. Both were considered as "contributed a little." On generated employment either self or wage, both groups of respondents gave weighted means of 1.5 and 2.2 which were also considered as "contributed a little." Relative to the production groups created, the same responses were given by both groups of respondents with weighted means of 1.6 and 2.0 respectively. For alleviating poverty and stability of economy in the community, the trainee-graduates gave a weighted mean of 1.4 while the stakeholders gave a weighted mean of 2.2 which were both considered as "contributed a little." On sustained economic activity, the trainee-graduates provided a weighted mean of 1.2 and the stakeholders gave a weighted mean of 1.6 which were both accounted for as "did not contribute at all."

Relative to an improved training delivery system, both groups of respondents gave weighted means of 1.5 and 2.0 respectively which were accounted for as "contributed a little" concerning the adequacy of training supplies, tools and equipment for the training program. In terms of technical know-how of the trainor, trainee-graduates gave a weighted mean of 2.4 while stakeholders gave a weighted mean

of 2.2 which were both considered as "contributed a little." On conducive training venue and facilities, both respondents rated 2.2 each which means "contributed a little." For properly screened participants, both groups of respondents gave weighted means of 2.2 and 2.4 respectively which again were considered as "contributed a little." In terms of regular monitoring of training program, trainee-graduates gave a weighted mean of 2.2 while stakeholders had given 1.7 which were both considered as "contributed a little."

When asked about the contributions of the management as far as re-directing its policies were concerned, both groups of respondents gave weighted means of 1.7 and 1.9 respectively which were accounted for as "contributed a little" specifically, inclusion of financial component in a skills training program. In terms of establishing strong linkage with banks, NGOs and other civic groups, the trainee-graduates gave a weighted mean of 2.2 while the stakeholders gave a weighted mean of 1.5 which were both considered as "contributed a little." Finally, on increased employability and productivity, both groups of respondents gave weighted means of 1.8 and 1.5 respectively which again were considered as "contributed a little."

As a whole the contributions of NMYC training programs were assessed by the graduate-respondents as "contributed a little" with an average weighted mean of 1.80. The same

qualitative assessment was given by the stakeholders with an average weighted mean of 1.98. Comparing the perceptions of these two groups of respondents, it can be noted that the weighted means given by the stakeholders was higher than that of the trainee-graduates by 0.18. To determine whether this difference is significant, the t-test for independent samples was computed and found to be -1.236. Comparing this value with that of the tabular/critical value at $\alpha = .05$ and 28 degrees of freedom which is 2.048; it can be noted that the computed value is numerically less than the tabular or critical value. Thus, the second null hypothesis of this study which states that "There is no significant difference between the perceptions of the trainee-graduates and the stakeholders on the extent of contributions of the NMYC to the present status of the prospective beneficiaries concerning an improved quality of life; improved training delivery system; and management/policy re-directions" is therefore accepted.

This further implies that the stakeholders and trainee-graduates were in agreement in terms of assessing the contributions of the NMYC conducted trainings as far as improved quality of life, improved training delivery system, and management/policy re-directions are concerned. This could also be attributed to the fact that the trainee-graduates have had experienced an improvement in their

standard of living simply because they were able to apply the knowledge and skills in looking for opportunities that require their talents. Thus, a community-based skills training program can be said to be an indispensable element in a social environment like those communities that have received such program.

Problems Encountered by the Trainee-Graduates and Stakeholders in the Conduct of the Training Programs

As can be gleaned in the following tables, the trainee-graduates and stakeholders had encountered problems in the conduct of the skills training programs.

On Training Preparation. Table 25 shows that the trainee-graduates claimed that the lack of qualified trainer for the training course was "not existing" followed by 27 of them who cited it was "most mentioned." These perceptions were both considered as "not existing" with the weighted mean of 1.3. While 12 of the 28 of the stakeholders gave an assessment to the said problem as "least mentioned" as depicted by Table 26 followed by 11 respondents who claimed it was "most mentioned", both were considered as "least mentioned" with a weighted mean of 2.2. The problem on lack of well-developed training design was "not existing" as claimed by 104 trainee-graduates followed by 91 of them who claimed it was "most mentioned" and both were considered as

Table 25

Problems Encountered in the Implementation
of Community-Based Skills Training
Programs as Perceived by the
Trainees - Graduates

PROBLEMS ENCOUNTERED		PERCENTAGES					TOTAL No. of Trainees Mentioned	AVERAGE OF 5 PERCENTAGES	INTERPRETATION
1	2	3	4	5					
(Not Existing)	(Least Mentioned)	(Not Mentioned)	(Most Mentioned)	(Not Existing)	(Least Mentioned)				
A. On Training Preparation									
1. Lack of qualified trainer	200	17	27	244	1.3			Not Existing	
2. Lack of well developed training design	104	49	91	244	1.8			Least Mentioned	
3. Designed activities on the course plan do not utilize the indigenous materials available in the community	141	26	27	244	1.7			Least Mentioned	
4. Time schedule for a skills training is insufficient	173	34	37	244	1.4			Not Existing	
5. Lack of funds for the conduct of the program	110	18	116	244	1.9			Least Mentioned	
6. Lack of defined criteria for the recruitment and selection of trainees	152	16	76	244	1.8			Least Mentioned	
7. Presence of uncooperative officials	186	14	44	244	1.4			Not Existing	
8. Lack of training coordinator based in the community	148	18	78	244	1.7			Least Mentioned	
9. Lack of training venue	190	3	51	244	1.1			Not Existing	
B. On Training Delivery									
1. Delay in the delivery of training supplies and materials, tools and equipment	157	7	80	244	1.7			Least Mentioned	
2. Inappropriate or substandard tools and equipment	176	22	46	244	1.5			Not Existing	
3. Lack of staff to monitor and follow-up the training system	112	18	114	244	2.0			Least Mentioned	
4. Lack of supplies and materials as well as tools and materials	158	8	78	244	1.5			Not Existing	
5. Absenteeism of participant during training	152	16	76	244	1.6			Least Mentioned	
C. On Post- Training Activities									
1. Lack of follow-up visits	90	11	143	244	2.2			Least Mentioned	
2. Lack of credit/reed capital	47	2	195	244	2.4			Least Mentioned	
3. Lack of avenue for marketing the products and services of the graduates	93	15	136	244	1.8			Least Mentioned	
4. Lack of placement for those who will opt for wage employment	103	10	131	244	2.0			Least Mentioned	
D. On Evaluation									
1. Lack of feedback mechanism as to the outcome of the training program, findings and recommendations	50	15	169	244	2.4			Least Mentioned	
2. Re-planning of future training delivery system based on the above-named items	101	21	120	244	2.0			Least Mentioned	
TOTAL		2509	324	1809	244	1.8		Least Mentioned	

Table 26

Problems Encountered in the Implementation
of Community-Based Skills Training
Programs as Perceived by the
Stakeholders

PROBLEMS ENCOUNTERED	PERCEPTIONS			AVERAGE	
	1 (Not Existed)	2 (Least Mentioned)	3 (Most Mentioned)	TOTAL Mentioned	INTERPRETATION
A. On Training Preparation					
1. Lack of qualified trainer	5	12	11	28	2.2 Least Mentioned
2. Lack of well developed training design	6	15	21	28	2.0 Least Mentioned
3. Designed activities on the courses plan do not utilize the indigenous materials available in the community	7	15	6	28	1.9 Least Mentioned
4. Time schedule for a skills training is insufficient	8	15	5	28	1.8 Least Mentioned
5. Lack of funds for the conduct of the program	8	12	8	28	2.0 Least Mentioned
6. Lack of defined criteria for the recruitment and selection of trainees	8	20	0	28	1.7 Least Mentioned
7. Presence of uncooperative officials	10	15	3	28	1.8 Least Mentioned
8. Lack of training coordinator based in the community	10	11	7	28	1.8 Least Mentioned
9. Lack of training venue	8	18	2	28	1.7 Least Mentioned
B. On Training Delivery					
1. Delay in the delivery of training supplies and materials, tools and equipment	7	13	8	28	2.3 Least Mentioned
2. Inappropriate or substandard tools and equipment	8	13	7	28	2.3 Least Mentioned
3. Lack of staff to monitor and follow-up the training system	6	12	10	28	2.1 Least Mentioned
4. Lack of supplies and materials as well as tools and materials	8	13	7	28	2.3 Least Mentioned
5. Absentism of participant during training	7	16	5	28	1.9 Least Mentioned
C. On Post-Training Activities					
1. Lack of follow-up visits	10	12	6	28	1.8 Least Mentioned
2. Lack of credit/seed capital	5	12	11	28	2.2 Least Mentioned
3. Lack of avenue for marketing the products and services of the graduates	3	10	15	28	2.4 Least Mentioned
4. Lack of placement for those who will opt for wage employment	5	8	15	28	2.4 Least Mentioned
D. On Evaluation					
1. Lack of feedback mechanism as to the outcome of the training program, findings and recommendations	8	12	8	28	2.0 Least Mentioned
2. Re-planning of future training delivery system based on the above-named items	8	11	8	28	1.8 Least Mentioned
TOTAL	146	265	163	28	2.0 Least Mentioned

"least mentioned" with a weighted mean of 1.8 which was also the same to the stakeholders' perception with a weighted mean of 2.0 which means "least mentioned." A "least mentioned" assessment by the trainee-graduates and stakeholders to the problem on course plan that did not include utilization of raw materials existing in the community with weighted means of 1.7 and 1.9 respectively. Insufficient time schedule for a skills training program was rated "not existing" by 173 trainee-graduates followed by 37 of them who claimed it was "most mentioned." Both were considered as "not existing" with a weighted mean of 1.4 while the stakeholders gave a weighted mean of 1.8 which means "least mentioned." In terms of funds used for the conduct of the program, 116 graduate-respondents gave "most mentioned" assessment followed by those 110 graduates who said it was "not existing" and both were considered "least mentioned" with a weighted mean of 1.9 as against 2.0 of stakeholders which also means the same. The lack of defined criteria in the recruitment of trainees was said to be "not existing" by 152 trainee-graduates followed by 76 of them who claimed it was "most mentioned." Both were considered "least mentioned" with weighted mean of 1.8. Stakeholders gave a weighted mean of 1.7 which means "least mentioned." The presence of uncooperative officials in the conduct of the training program was "not existing." This was how 186

trainee-graduates felt followed by a few (44) of them who cited it was "most mentioned." Both were considered as "not existing" with a weighted mean of 1.4 while 15 of the 28 stakeholders said it was "least mentioned" as supported by the weighted mean of 1.8. Concerning the lack of training coordinator based in the community, 148 trainee-respondents claimed it was "not existing" followed by 78 who gave "most mentioned" assessment and both were considered as "least mentioned" with weighted mean of 1.7. The same assessment was given by the stakeholders with a weighted mean of 1.8. In terms of the lack of training venue, 190 out of the 244 trainee-graduates had given "not existing" rating as shown by its weighted mean of 1.1 while the stakeholders gave a weighted mean of 1.7 which means "not existing."

On Training Delivery. Concerning the delay of the delivery of training materials, 157 out of the 244 graduate-respondents gave an assessment of "not existing" followed by a minimal of 80 graduates who claimed it was "most mentioned." Both were considered as "least mentioned" with a weighted mean of 1.7. Stakeholders gave a weighted mean of 2.3 which means "least mentioned." Inappropriateness of tools and equipment was, for 176 trainee-graduates, "not existing" which was followed by 46 of them who said it was "not mentioned." Both were considered as "not existing"

having a weighted mean of 1.5 as against to the perception of the stakeholders who claimed this was "least mentioned" with a weighted mean of 2.3. The lack of staff to monitor the program was said to be "least mentioned" by both graduate-respondents and stakeholders who had given weighted means of 2.0 and 2.1 respectively. On the other hand, 158 graduate-respondents rated "not existing" the lack of supplies and materials during the conduct of the training program followed by the 78 graduates who claimed it was "most mentioned." Both were considered "not existing" with a weighted mean of 1.5. While the stakeholders had given a weighted mean of 2.3 which means "least mentioned." The problem on absenteeism of the training participants was given an assessment of "not existing" by 152 trainee-graduates followed by 76 graduates who claimed it was "most mentioned." These were considered as "least mentioned" having a weighted mean of 1.6.

On Post-Training Activities. The lack of follow-up visits had been "most mentioned" by 143 graduate-respondents followed by 90 of them claimed that it was "not existing." Both were considered as "least mentioned" with weighted mean of 2.2. In terms of lack of capital, both respondents gave "least mentioned" assessment based on their weighted means of 2.4 and 2.2 respectively. The lack of avenue for

marketing of products was cited by 136 graduate-respondents as "most mentioned" followed by 93 who claimed this was "not existing." Both were considered as "least mentioned" with a weighted mean of 1.8 while the stakeholders gave 2.4 as its weighted mean which means "least mentioned." The lack of placement of graduates after training was cited by both groups of respondents as "least mentioned" as provided by the weighted mean of 2.0 and 2.4 respectively.

On Training Evaluation. More than 75% of 169 trainee-respondents claimed that lack of feedback mechanism about the result of the completed programs was "most mentioned" followed by 60 of them who said this was "not existing." Both were considered as "least mentioned" having a weighted mean of 2.4. On the other hand, the stakeholders gave a weighted mean of 2.0 which means it was "least mentioned." Relative to the re-planning of future training programs, both respondents gave weighted means of 2.0 and 1.8 respectively which both mean as "least mentioned."

Finally, as shown by the two preceding tables, the various problems faced by the stakeholders and the trainee-graduates during the conduct of skills training programs were "least mentioned" with the average weighted means of 1.8 from the first group of respondents and 2.0 from the second group of respondents.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, the conclusions drawn and the corresponding recommendations formulated.

Summary of Findings

The study and the analysis showed the following findings:

Profile of the Trainee-Graduates of Skills Training Programs as to:

Sex. Majority (201 or 82%) of the trainee-graduates were females while 43 or 18% were males. The ratio of the number of females to the number of males was 5:1.

Age. More than one-fifth (55) or 22% of the trainee-graduates were in the 17-24 age group; and 52 or 21% were in the 25-32 age group.

Educational Attainment. A total of 30 or 12% had finished college, 38 or 16% had college level, 40 Or 17% had elementary, 40 or 16% had elementary level, and 3 or 1% had no grade completed.

Economic Status

By present employment profile. 70 or 29% were self-employed, seven or three percent were in the government service, none were in the private firm, and 167 or 68% were unemployed.

By present income. Nearly one-fourth (42) or 17.2% had an income ranging from P301-699, 31 or 13% enjoyed an income between P700-P999, 18 or seven percent of the graduates' income belonged to P1,000-P1,299, eight or three percent of 244 had an income ranging from P1,600-P1,999, eight or three percent of graduates' income ranged from P2,300-P4,999, and two or eight-hundredths of the 244 graduate-respondents received an income between P7,701-P10,400, for one respondent and the other was between P10,401 and above while 92 or 38% had no income at all.

By other sources of income. 70 or 29% of the graduate-respondents said "Yes" which means they had other income sources while 174 or 71% said "No."

On relatives and friends at home. 179 or 73% said they had no relatives or friends at their homes, only 65 or 27% claimed "Yes."

Socio-Demographic Profile of the Communities

By population. Patag of the municipality of Paranas had a population of 760; Casandig - 1285; Old San Agustin -

1,655; San Antonio - 3,000; Pangdan - 1,958; Guinsorongan - 2,670; Pahug - 447; Obayan- 1,700; Canduyucan - 625; Balugo - 674; and Concepcion - 852.

Number of families. The barangay with the most number of families is San Antonio, Basey with 446, followed by Pangdan, Catbalogan with 430; Old San Agustin, 240; Casandig, 231; Obayan, 178; Concepcion, 158; Pahug, 144; Patag, 132; Canduyucan, 109; Guinsorongan, 108; and Balugo, 105.

Sources of income/livelihood activity. The sources of income of the recipient-communities were: (1) crop production which consisted of the following major crops harvested during the year, namely: gabi, ube, squash, coconut, camote, corn, cassava, rice and pineapple; (2) livestock consisted of pigs, carabao, goat; (3) Poultry - where chicken, turkey and ducks were present; (4) Fishing-related activity included fish drying, hebe making, budol drying; and in-land fishery with milkfish and locon as the common species.

Profile of the NMYC Conducted Trainings

Adequacy of training inputs. The following items in the skills training programs were assessed by the trainee-graduates and stakeholders as existing but inadequate,

namely: tools and equipment, supplies and materials, trainors, commitment fee of P20, financial assistance from LGUs and other agencies, and donations from NGOs and other civic groups.

Skills training in accordance to community needs.

Fifteen of the 244 trainee-graduates claimed that Brgy. Electricity was very relevant; 13 claimed that Cosmetology was also very relevant training course; 50 and 20 respondents respectively claimed that Food Processing and Bag/Basket Making were very relevant; while 69 of them said that Dressmaking was moderately relevant; 44 claimed Rootcrops Processing was very relevant, too; and Marine Resources Processing with 19 respondents who claimed it was also moderately relevant. Only Bamboo furniture Making was judged by 14 trainee-graduates not relevant.

Extent of Achievement of Objectives

Employment Creation, and Income-generation in the communities. 73 out of the 244 graduate-respondents said that the objective which was to create employment was quite achieved while 14 of the stakeholders made the same assessment.

Upliftment of the living conditions of the beneficiaries. 59 of the 244 trainee-graduates claimed that

the NMYC training program aimed to uplift their living conditions was only quite achieved. Similarly, 18 of the 28 stakeholders have the same answer of quite achieved.

Extent of Contributions of NMYC Training Programs

Improved quality of life. Only 345 graduates claimed that the NMYC training program had contributed a little in terms of the following: increased income after training, employment was generated, production groups were established, poverty was alleviated and economic activity was sustained through proper application of the acquired skills while there were 100 stakeholders who made a similar comment regarding the foregoing contributions.

Improved training delivery system. The following were the perceptions of the trainee-graduates on the different contributions that made improved training delivery system: adequate training supplies, tools and equipment-contributed a little (135); technical know-how of trainers-contributed a little (131); conducive training venue-contributed a little (119); properly screened participants-contributed a little (132); and regular monitoring of training programs - contributed a little; 19 of them claimed that the technical know-how of the trainer had contributed a little. But, 18 had claimed contributed a little for the properly screened

participants of the training programs and 12 had mentioned contributed a little on the regular monitoring of training program.

Management/policy re-directions. A total of 314 trainee-graduates claimed the following had contributed a little: include financial component in a skills training program, establish linkage with banks, NGOs that have lending programs and increased employability and productivity. A total of 31 stakeholders claimed that the foregoing items had contributed a little.

Analysis of the Significant Difference Existing Between the Trainee-Graduates and the Stakeholders

The Extent of Achievement of Objectives by the NMYC Conducted Trainings. In terms of comparing the perceptions of the trainee-graduates and the stakeholders using the t-test for the pooled variance model the computed t-value was -0.9596 which proved to be numerically less than the tabular value of 2.048 at $\alpha = .05$ and 28 degrees of freedom, hence the acceptance of the first null hypothesis which states that "There is no significant difference between the perceptions of trainee-graduates and the stakeholders on the extent to which the following objectives were achieved by the NMYC conducted trainings, namely: employment creation in the communities; income-generation; and upliftment of the living

condition of the beneficiaries."

Extent of Contributions of the NMYC to the Present Status of the Beneficiaries. The computed t-value for comparing the perceptions of the two groups of respondents was -1.236 which was likewise numerically less than the critical t-value of 2.048 at $\alpha = .05$ and 28 degrees of freedom. Hence, the hypothesis that "There is no significant difference on the extent of contributions of the NMYC to the present status of the prospective beneficiaries concerning the following: improved quality of life; improved training delivery system; and management/policy re-directions" was accepted.

CONCLUSIONS

In the light of the findings of this study, the following conclusions were drawn:

1. In general, both the Trainee-Graduates and the Stakeholders considered the training inputs of the NMYC conducted trainings as "Existing but inadequate."
2. The skills trainings conducted by NMYC were deemed "very relevant" by both the Trainee-Graduates and the Stakeholders.

3. The Trainee-Graduates perceived the Objectives, Policies and Standards as "Quite Achieved" by the NMYC conducted trainings. The same assessment was manifested by the Stakeholders.
4. Both Trainee-Graduates and the Stakeholders assessed the NMYC Training Programs to have "Contributed A Little" towards: 1) Improved Quality of Life; 2) Improved Training Delivery System; and 3) Management/Policy Re-directions.
5. There is no significant difference between the perceptions of the trainee-graduates and stakeholders on:
 - 5.1) the extent to which the objectives were achieved by the NMYC conducted trainings; and
 - 5.2) the extent of contributions of the NMYC to the present status of the prospective beneficiaries.
6. Problems considered least mentioned are as follows:
 - 6.1) On Training Preparation

Lack of qualified trainor, lack of well-developed training, course plan does not

utilize the indigenous materials, time schedule, lack of funds, lack of defined recruitment criteria of trainees, uncooperative officials, lack of training coordinator and lack of training venue.

6.2) On Training Proper

Delay of delivery of training inputs, inappropriate and substandard tools, lack of supplies, materials and tools for the training, lack of staff and absenteeism of trainees.

6.3) On Post-Training

Lack of follow-up visits, lack of credit, lack of market of products and placement of graduates.

6.4) On Training Evaluation

Lack of feedback mechanism regarding the result of the program and re-planning the future training program.

RECOMMENDATIONS

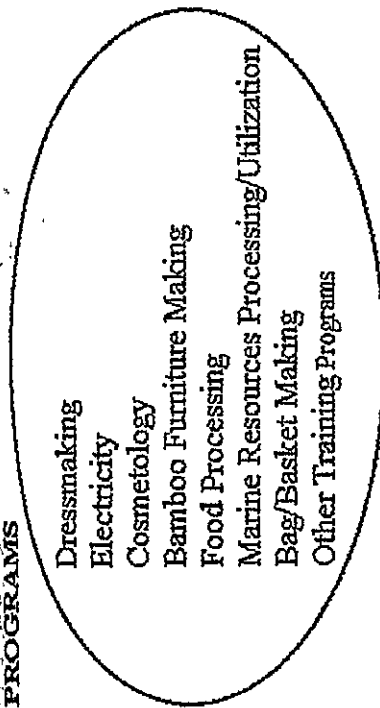
Based on the findings and conclusions drawn from the study, the following recommendations were formulated to improve training delivery of TESDA (NMYC) in the future:

1. Qualified and competent trainers should be employed/hired to conduct trainings at the provincial and municipal level.
2. NMYC training programs should have a well-developed training design that will focus on the use of available indigenous materials in the community. A well-developed training design shall be prepared and presented to the partners or stakeholders and to the beneficiaries prior to its implementation.
3. There should be a training coordinator based in the community to organize/activate and plan for a skills training program. Likewise, the coordinator should monitor and follow-up the training program and the status of the trainees.
4. Management at the regional level should establish proactive or continuing policies and standards in the preparation of more efficient and cost-effective training program so that more people could benefit from these.
5. The Head of the TESDA Samar Provincial Office should establish linkages with agencies that

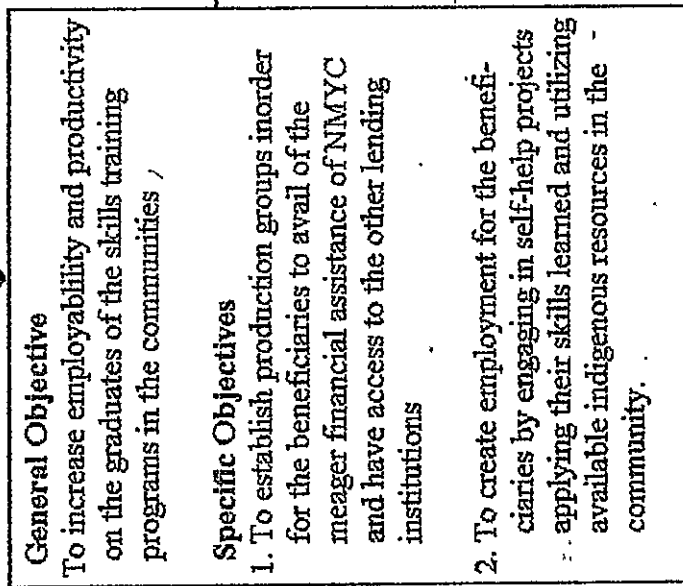
could offer financial assistance and/or potential sources of funding in order to sustain the skills gained by the beneficiaries from the training program.

6. Sustainability of program/plan should be included in the training design.
7. At the provincial level, the agencies involved in manpower development should have a formal and functional monitoring and evaluation system that will track down the study of training program, trainees and employment status of the graduates, following the flowchart shown in Figure 3 of the succeeding page.

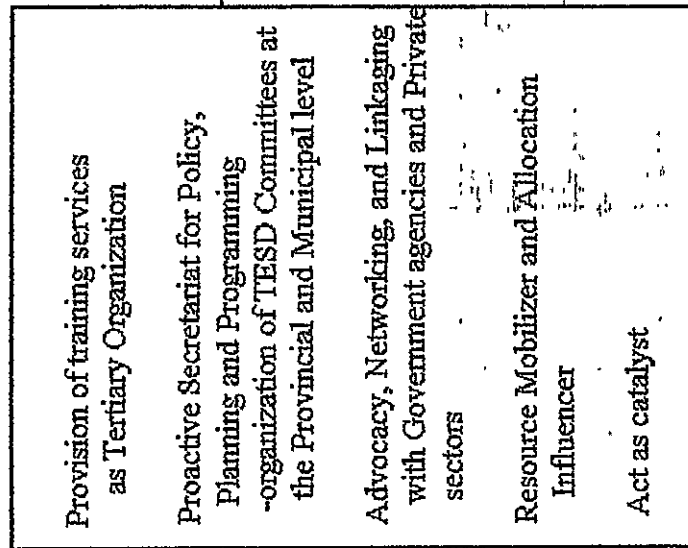
Depicted in the model on the impact of community-based skills training programs is its composition, namely: Dressmaking, Electricity, Bamboo Furniture Making, Food Processing, Marine Resources Processing/Utilization, Bag/Basket Making, and other training programs needed by the community. The general objective of the program is to increase employability and productivity on the graduates of the skills training programs in the communities. The following are the specific objectives: (1) to



OBJECTIVES



STRATEGIES



IMPACT OF THE COMMUNITY
BASED TRAINING PROGRAM

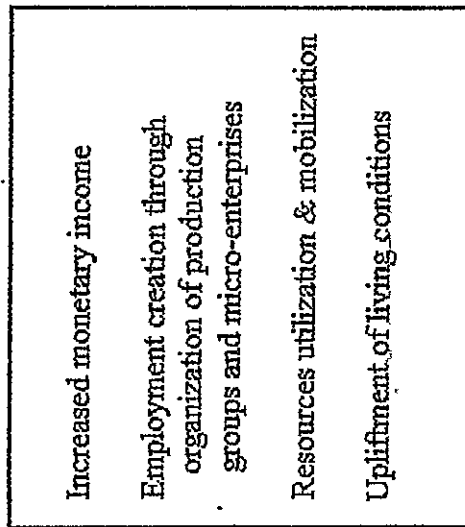


Figure 3 The Model on the Impact of Community-Based Skills Training Programs

establish production groups in order for the beneficiaries to avail of the meager financial assistance of NMYC and have access to other lending institutions; (2) to create employment for the beneficiaries by engaging in self-help projects applying their skills learned and utilizing available indigenous resources in the community.

To attain the foregoing objectives, the following strategies are set: provision of training services by NMYC as tertiary organization; acting as proactive secretariat for policy, planning and programming - organization of Technical Education and Skills Development (TESD) Committees at the provincial and municipal levels; advocacy, networking and linkaging with government agencies and private sectors; resources mobilizer and allocation influencer; and to act as catalyst.

Furthermore, the impact of these skills training programs are measured with the following yardsticks: increased monetary income after training, creation of employment through organization of production

groups and micro-enterprises, resources
utilization and mobilization, and
upliftment of living conditions.

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A P P E N D I C E S

APPENDIX A

Samar State Polytechnic College
Graduate Studies Department
Catbalogan, Samar

June 20, 1995

The Dean
Graduate Studies Department
Samar State Polytechnic College
Catbalogan, Samar

Ma'am:

I am interested to work on my thesis proposal and so, I am submitting to you one of the following researchable problems, preferably No. 1:

1. COMMUNITY-BASED SKILLS TRAINING PROGRAMS: AN ASSESSMENT
2. IMPACT OF MIDDLE LEVEL MANPOWER DEVELOPMENT PROGRAM PROVIDED BY THE TECHNICAL VOCATIONAL EDUCATION SECTOR
3. NMYC'S CONTRIBUTIONS TO THE POVERTY ALLEVIATION IN SAMAR

Very truly yours,

(SGD.) PAMFILO C. TABU, JR.

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO
Dean, Graduate Studies Department

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME : TABU PAMFILO, JR. CIDRO
 Surname *First Name* *Middle Name*

CANDIDATE FOR DEGREE : MASTER OF ARTS

AREA OF SPECIALIZATION : PUBLIC MANAGEMENT

TITLE OF PROPOSED THESIS/DISSERTATION:

COMMUNITY-BASED SKILLS TRAINING PROGRAMS: AN ASSESSMENT

(SGD.) PAMFILO C. TABU, JR.
Applicant

PROF. MARILYN D. CARDOSO
Name of Designated Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed.D.
Dean, Graduate Studies

CONFORME :

(SGD.) PROF. MARILYN D. CARDOSO
Adviser

In 3 copies: 1st copy - for the Dean
 2nd copy - for the Adviser
 3rd copy - for the Applicant

APPENDIX C**FIELD SURVEY QUESTIONNAIRE FOR THE IMPACT OF THE COMMUNITY-BASED SKILLS TRAINING PROGRAMS**

Dear Respondent:

The undersigned would like to solicit your opinion on issues and concerns related to the implemented skills training programs in your community. This survey questionnaire is being undertaken by the researcher in partial fulfillment of the requirement in the masteral degree program of the Graduate Studies Department, Samar State Polytechnic College, Catbalogan, Samar. The main objective of this research work is to be able to gather data that could be used for improving the training delivery system of the National Manpower and Youth Council and its partners and the same will provide development strategy for uplifting the economic conditions of the Samareños in the future.

Again, may I request you to fill in the herein questionnaire to the best of your knowledge and rest assured that the information you share will be treated with strict confidentiality.

Thank you.

Very truly yours,

(SGD.) PAMFILO C. TABU, JR.
MAPM Student

PART I. Respondent's Profile

Direction: Please answer/fill-in/check your choice/response from the options as applicable.

1. Name: (optional) _____
2. Home Address: _____
3. Sex: ☐ Male ☐ Female
4. Marital Status: ☐ Single ☐ Married
☐ Widow/er ☐ Others, please specify
5. If married, please specify the number of children: ____
6. Do you have relatives/friends staying with you?
☐ yes ☐ no
If yes, specify the number: _____
7. The following are training courses offered by NMYC. Check the course(s) you have attended and completed and specify the date on the space corresponding the training course. (Check as many as possible)

Training Courses	Date(s) Attended
<input type="checkbox"/> Bag Making	_____
<input type="checkbox"/> Bamboo Furniture Making	_____
<input type="checkbox"/> Basic Dressmaking	_____
<input type="checkbox"/> Brgy. Electricity	_____
<input type="checkbox"/> Cosmetology	_____
<input type="checkbox"/> Food Processing and Preservation	_____
<input type="checkbox"/> Marine Resource Processing and Utilization	_____
<input type="checkbox"/> Rootcrops Processing and Preservation	_____
<input type="checkbox"/> Others, please specify	_____

8. Employment History

8.1 Are you presently employed? ☐ yes ☐ no

If yes, please fill-in the following information:

8.1.1 Type of employment (please check)

☐ Self-Employment☐ Government-Employment☐ Private Employment☐ Others, please specify:

8.1.2 Monthly Salary/Income: P _____

Other Monetary benefits: P _____

8.1.3 When did you get your present employment?

_____ If no, why? _____

8.2 Did you have previous jobs other than your job at present? ☐ yes ☐ no

If yes, please fill-in the following information:

8.2.1 Previous Employment Period Ave. Monthly Income

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8.3 Do you have other sources of income aside from your present employment/job? ☐ yes ☐ no

If yes, please fill-in the following information:

Other Jobs	Date Acquired	Ave. Monthly Income
_____	_____	_____
_____	_____	_____

PART II. Problems Encountered in the Implementation of the
Community-Based Skills Training Programs

Direction: Please check the number that corresponds to your perceptions of the items or problems experienced upon implementation of the training program by using the following rating scale:

where, 1 - represents not existing (NE)
2 - represents least mentioned (LM)
3 - represents most mentioned (MM)

PROBLEMS	RATING SCALE		
	1 (NE)	2 (LM)	3 (MM)
A. On Training Preparation	:	:	:
1. Lack of qualified trainor	:	:	:
2. Lack of well-developed	:	:	:
or designed training	:	:	:
3. Designed activities on the	:	:	:
course plan do not utilize	:	:	:
the indigenous materials	:	:	:
available in the community	:	:	:
4. Time schedule for a skills	:	:	:
training is insufficient	:	:	:
5. Lack of funds for the	:	:	:
conduct of the program	:	:	:
6. Lack of defined criteria	:	:	:
for the recruitment and	:	:	:
selection of trainees	:	:	:

- | | | | | |
|---|---|---|---|---|
| 7. Presence of uncooperative officials | : | : | : | : |
| 8. Lack of training coordinator based on in the community | : | : | : | : |
| 9. Lack of training venues | : | : | : | : |

A. 1 Proposed Solutions

Direction: Please check the number that corresponds to your perceptions of the proposed solutions to those problems by using the following rating scale: (Note: Use the same scale for the succeeding proposed solutions.)

where, 1 - Strongly Disagree (SD)

2 - Disagree (D)

3 - Uncertain (U)

4 - Agree (A)

5 - Strongly Agree (SA)

PROPOSED SOLUTIONS	RATING SCALE				
	1	2	3	4	5
	(SD)	(D)	(U)	(A)	(SA)
1.1 Ask qualified trainers from other training institutions	:	:	:	:	:
1.2 Get a copy of training design from NMYC	:	:	:	:	:
1.3 Request NMYC personnel to include indigenous materials	:	:	:	:	:

available in the community	:	:	:	:	:	:
1.4 Longer training duration	:	:	:	:	:	:
1.5 Ask for funding counterpart	:	:	:	:	:	:

	:	RATING SCALE					:
PROPOSED SOLUTIONS	:	1	2	3	4	5	:
	:	(SD)	(D)	(U)	(A)	(SA)	:

from other involved agencies	:	:	:	:	:	:	:
1.6 Ask from NMYC defined criteria:	:	:	:	:	:	:	:
in the recruitment and select-	:	:	:	:	:	:	:
ion of participant/trainee	:	:	:	:	:	:	:
1.7 Encourage participation, soli-	:	:	:	:	:	:	:
cit support of officials and	:	:	:	:	:	:	:
conduct forum for communities	:	:	:	:	:	:	:
1.8 Coordinate with the communi-	:	:	:	:	:	:	:
ties where training programs	:	:	:	:	:	:	:
: : :	:	:	:	:	:	:	:
were held	:	:	:	:	:	:	:
1.9 Request NMYC to conduct	:	:	:	:	:	:	:
seminars for focal persons in	:	:	:	:	:	:	:
the communities	:	:	:	:	:	:	:

	:	RATING SCALE					:
PROBLEMS	:	1	2	3	:	:	:
	:	(NE)	(LM)	(MM)	:	:	:

B. On Training Delivery	:	:	:	:	:	:	:
1. Delay in the delivery of	:	:	:	:	:	:	:
of training supplies and	:	:	:	:	:	:	:

PROBLEMS	RATING SCALE		
	1 (NE)	2 (LM)	3 (MM)
and materials, tools and equipment			
2. Inappropriate or substandard tools/equipment			
3. Lack of staff to monitor and follow-up the training system			
4. Lack of supplies/materials as well as tools/equipment			
5. Absenteeism of participant during training			

PROPOSED SOLUTIONS	RATING SCALE				
	1 (SD)	2 (D)	3 (U)	4 (A)	5 (SA)
1.1 Provide transport and follow-up, direct purchase or canvass and buy at the nearest municipality where the needed items are readily available					
1.2 Check materials/supplies/tools and equipments before delivery					

1.3 Ask for additional staff from	:	:	:	:	:
:	:	:	:	:	:
NMYC regional office	:	:	:	:	:
1.4 Get funding assistance for	:	:	:	:	:
supplies, etc. from LGUs and	:	:	:	:	:
other agencies before imple-	:	:	:	:	:
mentation of the program	:	:	:	:	:
1.5 Encourage the participant/	:	:	:	:	:
trainee to attend all sessions:	:	:	:	:	:
and inculcate into their minds:	:	:	:	:	:
that the program is a part	:	:	:	:	:
of community development	:	:	:	:	:

	:	RATING SCALE			:
PROBLEMS	:	1	:	2	:
	:	(NE)	:	(LM)	:
	:		:	3	:
	:		:	(MM)	:

C. On Post-Training Activities	:	:	:	:	:
1. Lack of follow-up visits	:	:	:	:	:
2. Lack of credit/seed capital	:	:	:	:	:

	:	RATING SCALE			:
PROBLEMS	:	1	:	2	:
	:	(NE)	:	(LM)	:
	:		:	3	:
	:		:	(MM)	:

3. Lack of venue for marketing	:	:	:	:	:
the products and services	:	:	:	:	:

of the graduates	:	:	:	:
4. Lack of placement for those	:	:	:	:
who will opt for wage	:	:	:	:
employment	:	:	:	:

PROPOSED SOLUTIONS	RATING SCALE				
	1 (SD)	2 (D)	3 (U)	4 (A)	5 (SA)
1.1 Encourage NMYC staff and other agencies to make follow-up visits on the graduates	:	:	:	:	:
1.2 Tap NMYC start-up loan assistance program or look for other potential sources for funding	:	:	:	:	:
1.3 Get support of the DTI for access to market outlets	:	:	:	:	:
1.4 Link up with PESO representative based in the community	:	:	:	:	:

PROBLEMS	RATING SCALE		
	1 (NE)	2 (LM)	3 (MM)
D. On Evaluation	:	:	:
1. Lack of feedback mechanism as to the outcome of the training program, findings, conclusions, and recommen-	:	:	:

dations	:	:	:	:
2. Re-planning of future	:	:	:	:
training delivery system	:	:	:	:
based on the items above	:	:	:	:

	RATING SCALE				
PROPOSED SOLUTIONS	1	2	3	4	5
	(SD)	(D)	(U)	(A)	(SA)

1.1 NMYC and other involved	:	:	:	:	:
agencies to come up with a	:	:	:	:	:
common format on feedback	:	:	:	:	:
mechanism indicating the	:	:	:	:	:
findings, conclusions, and	:	:	:	:	:
recommendations	:	:	:	:	:

	RATING SCALE				
PROPOSED SOLUTIONS	1	2	3	4	5
	(SD)	(D)	(U)	(A)	(SA)

1.2 Encourage the involved	:	:	:	:	:
agencies to prepare plans for	:	:	:	:	:
an improved training delivery	:	:	:	:	:
system based on the evaluation:	:	:	:	:	:
of past programs	:	:	:	:	:

PART III. Extent of Achievement of Objectives, Policies and Standards

Direction: Please check the number that corresponds to your perceptions on the extent of achievement of the various items under objectives, policies and standards respectively by using the following rating scale:

where, 1 - represents Not Achieved (NA)

2 - represents Quite Achieved (QA)

3 - represents Fully Achieved (FA)

BASELINES	RATING SCALE		
	1 (NA)	2 (QA)	3 (FA)
A. Objectives			
1. Contribute employment			
creation and income			
generation in the			
communities			
2. Provide opportunities			
for gainful activity in			
the community concerned			
and thus enable the			
graduates to uplift their			
living conditions			
B. Policies			
1. Target participants of			
the skills training			

programs must be out-of-	:	:	:	:
school youths and unem-	:	:	:	:
ployed adults	:	:	:	:
1.1 Permanent resident	:	:	:	:
of the barangay	:	:	:	:
1.2 At least 17 years old:	:	:	:	:

BASELINES	RATING SCALE			
	1 (NA)	2 (QA)	3 (FA)	
but not over 60 years:	:	:	:	:
old	:	:	:	:
1.3 Must be willing and	:	:	:	:
should have suffi-	:	:	:	:
cient interest to	:	:	:	:
undergo training and	:	:	:	:
make use of skill	:	:	:	:
and knowledge in	:	:	:	:
productive activity	:	:	:	:
after training	:	:	:	:
1.4 Physically and ment-	:	:	:	:
ly fit to undergo	:	:	:	:
training	:	:	:	:
1.5 Of good moral	:	:	:	:
character	:	:	:	:
2. Optimum utilization of	:	:	:	:
raw materials and those	:	:	:	:
which appear to offer	:	:	:	:

the beneficiaries to ensure the : : : :
 establishment of micro-enterprises : : : :

PART IV. Extent of Contribution of NMYC Training Programs

Direction: Please check the number that corresponds to your perceptions on the extent of contributions of NMYC Training Programs by using the following rating scale:

where, 1 - represents did not contribute at all
 (DN)

2 - represents contributed a little (CL)

3 - represents contributed much (CM)

CONTRIBUTIONS	RATING SCALE			
	1 (DN)	2 (CL)	3 (CM)	
A. Improved Quality of Life	:	:	:	:
1. Increased income after training	:	:	:	:
2. Generated employment either self or wage	:	:	:	:
3. Created production groups	:	:	:	:
4. Alleviated poverty and stability of economy in the community	:	:	:	:

CONTRIBUTIONS	RATING SCALE			
	1 (DN)	2 (CL)	3 (CM)	
5. Sustainability of economic	:	:	:	:

activity gained from ac-	:	:	:	:
quired skills	:	:	:	:
B. Improved Training Delivery System	:	:	:	:
1. Adequate training supplies	:	:	:	:
tools/equipment for the	:	:	:	:
training program	:	:	:	:
2. Technical know-how of	:	:	:	:
trainer	:	:	:	:
3. Conducive training venue	:	:	:	:
and facilities used	:	:	:	:
4. Thoroughly and properly	:	:	:	:
screened participants	:	:	:	:
tools/equipment for the	:	:	:	:
training program	:	:	:	:
5. Regular monitoring of	:	:	:	:
training program	:	:	:	:
<hr/>				
	:	RATING SCALE		:
CONTRIBUTIONS	:	1	2	3
	:	(DN)	(CL)	(CM)
<hr/>				
C. Management/Policy Re-	:	:	:	:
directions	:	:	:	:
1. Include financial compo-	:	:	:	:
nent in a skills training	:	:	:	:
program	:	:	:	:
2. Establish strong linkage	:	:	:	:
with rural and development	:	:	:	:
banks, development NGOs and	:	:	:	:

civic organizations with	:	:	:	:
lending programs for self-	:	:	:	:
employment activities	:	:	:	:
3. Increase employability and	:	:	:	:
productivity	:	:	:	:

PART V. Profile of NMYC Conducted Training Programs

Direction: Please check the number that corresponds to your perceptions on the adequacy and relevance of the training programs conducted by the NMYC by using the following rating scale:

A. Adequacy of Inputs:

where, 1 - represents not existing at all (NE)

2 - represents existing but inadequate
(IA)

3 - represents existing and adequate (AD)

TRAINING INPUTS	RATING SCALE			
	1 (NE)	2 (IA)	3 (AD)	
a.1 Standard tools and	:	:	:	:
equipment used for:	:	:	:	:
Brgy. Electricity	:	:	:	:
Cosmetology	:	:	:	:
Dressmaking	:	:	:	:
Food Processing/	:	:	:	:
Preservation	:	:	:	:
Marine Resource	:	:	:	:

Processing/Utili-	:	:	:	:
zation	:	:	:	:
Bamboo Furniture Making:	:	:	:	:
Bag/Basket Making	:	:	:	:

TRAINING INPUTS	RATING SCALE			
	1 (NE)	2 (IA)	3 (AD)	
a.2 Adequate Supplies and	:	:	:	:
Materials used for:	:	:	:	:
Brgy. Electricity	:	:	:	:
Cosmetology	:	:	:	:
Dressmaking	:	:	:	:
Food Processing and	:	:	:	:
Preservation	:	:	:	:
Bamboo Furniture Making	:	:	:	:
Rootcrops Processing	:	:	:	:
Marine Resource Processing	:	:	:	:
Bag/Basket Making	:	:	:	:
a.3 Qualified and Competent	:	:	:	:
Trainors in:	:	:	:	:
Brgy. Electricity	:	:	:	:
Dressmaking	:	:	:	:
Cosmetology	:	:	:	:
Food Processing	:	:	:	:
Rootcrops Processing	:	:	:	:
Marine Resource Processing	:	:	:	:
Bamboo Furniture Making:	:	:	:	:

Bag/Basket Making	:	:	:	:
a.4 Monetary Resources	:	:	:	:
Commitment Fee of P 20	:	:	:	:
Financial Assistance from	:	:	:	:
LGUs and other agencies	:	:	:	:
Donations from NGOs and:	:	:	:	:
other civic groups	:	:	:	:

B. Relevance of Skills Training Conducted

where, 1 - represents not relevant (NR)

2 - represents moderately relevant (MR)

3 - represents very relevant (VR)

	RATING SCALE			
	1 (NR)	2 (MR)	3 (VR)	
Basic Dressmaking	:	:	:	:
Brgy. Electricity	:	:	:	:
Cosmetology	:	:	:	:
Food Processing	:	:	:	:
Rootcrops Processing	:	:	:	:
Marine Resource Proces-	:	:	:	:
sing and Utilization	:	:	:	:
Bamboo Furniture Making	:	:	:	:
Cosmetology	:	:	:	:
Bag/Basket Making	:	:	:	:

APPENDIX D

Republic of the Philippines
Samar State Polytechnic College
GRADUATE/POST-GRADUATE STUDIES DEPARTMENT
Catbalogan, Samar

Hinigugma nga Sangkay,

Alayon pun-i o batona an mga impormasyon nga nahisusulod han kalakip nga questionnaire. Ine nga dokumento usa ka bahin han pagsusi o pag-evaluate han mga programa nga gindumara han National Manpower and Youth Council ha iyo mga lugar han tuig 1993. Dugang pa, an tuyo hine amo an masabtan ngan makita kon may-ada ba daku nga epekto ngan kapulsanan an mga pag-hag-id nga ginhimo, nakabulig ba ine ha iyo komunidad ngan makahatag ine hin mga paagi o pitad ha pagpauswag pa han mga programa han nasabi nga ahensya sugad man an iya mga kasugbong ha tidaraon nga panahon. Ano man an iyo magigin baton ha tagsa nga pakiana, titipigan ito nga sikreto ngan tatagdon sugad nga daku nga bulig ha amon.

Damo nga salamat.

An iyo sangkay,

(SGD.) PAMFILO C. TABU, JR.

GIN-APROBAHAN:

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate/Post-Graduate Studies Department

Bahin Uno. Tindog han Tagbaton.

Direksiyon: Alayon batona/pun-i/tsike an imo pinili nga baton tikang ha mga pagpipilian kon naaplikar.

1. Ngaran: (mahimo isurat o dire isurat)_____
2. Inuukyan:_____
3. Sekso: () Lalake () Babaye
4. Sibil nga Kahimtangan: () Solo () Inasaw-an
() Balo () Lain pa
5. Kon inasaw-an, alayon ibutang kon pipira an mga anak:_____
6. May-ada mo ba mga kaurupdan/kasangkayan nga aada ha imo?
() Oo () Dire
- * Kon Oo, ibutang kon pipira: _____
7. An masunod amo an mga kurso han paghag-id nga gintanyag han NMYC. Tsike an kurso o mga kurso nga imo gin-atenderan ngan gintapos ngan ibutang an petsa ha linya uyon han kurso.
(Pag-tsik hin usa o sobra pa kon posible)

Mga Kurso han Pag-hag-id	Petsa nga Gin-atenderan
() Pag-ayad han Radyo	_____
() Paghimo hin Bag	_____
() Paghimo hin Muebles tikang ha kawayan	_____
() Panahi para ha babaye	_____
() Elektrisidad ha Barangay	_____
() Arot, Pedikyor, Manikyur ngan Kurong	_____
() Pagproseso ngan pagpreserbar han pagkaon	_____
() Paghimo hin Muebles	_____

- () Pagproseso ngan paggamit han _____
 mga butang han dagat _____
- () Paghimo hin mga produkto tikang _____
 han tipaka _____
- () Paghimo hin banig tikang ha _____
 tikog _____
- () Lain pa _____

8. Kasaysayan han Panarabahoan

8.1 Natrabaho ka ba yana? () Oo () Dire

Kon Oo, alayon pun-i an masunod nga impormasyon

8.1.1 Klase han Pangempleyo (Alayon pag-tsik)

() Kalugaringon

() Ha Gobyerno

() Ha Pribado

() Lain pa, alayon iklaro kon ano _____

8.1.2 Binulan nga suweldo/kita: P _____

Lain nga Panalapi : P _____

8.1.3 Kan-o mo nakaptan an imo presente nga trabaho?

_____ Kon dire, kay ano? _____

8.2 Nagkamay-ada ka ba mga trabaho ha naglabay nga kaiba
 hiton imo yana trabaho? () Oo () Dire

Kon dire, alayon pun-i an masunod nga impormasyon:

8.2.1 Naglabay nga Empleyo Panahon Aberids nga
 binulan nga kita

Bahin Dos. Gin-atubang nga mga Problema ha Pag-implementar han mga Programa han Paghag-id ha Komunidad.

Direksiyon: Alayon tsike an numero nga nauyon han imo panhunahuna han mga butang o mga problema nga naeksperiensiahan ha pag-implementar han programa pinaagi ha paggamit han masunod nga suruklan:

- Diin, 1 - nagrerepresentar nga dire naeksister (DE)
 2 - nagrerepresentar nga waray pag-unabiha (WU)
 3 - nagrerepresentar han makadamu pagunabiha (MU)

MGA PROBLEMA	SUKOL HAN PAGGRADO			
	1	2	3	
	(DE)	(WU)	(MU)	
A. Pagpangandam para han pag-hag-id				
1. Kulang han kwalipikado nga magturutdo				
2. Kulang han ginpauswag o gindesyng nga pag-hag-id				
3. An gindesyng nga mga				
MGA PROBLEMA	SUKOL HAN PAGGRADO			
	1	2	3	
	(DE)	(WU)	(MU)	
buruhaton han kurso dire nagamit han presente nga mga bagay nga aada ha komunidad				
4. Kulang an panahon para han paghag-id				

5. Kulang han pundo para ha pagdumara han programa				
6. Kulang han mga espisipiko nga mga suruklan para ha pagpili han mga estud- yante				
7. Dire nakooperar nga mga opisyales				
8. Kulang han mga tawo nga nakabase ha komunidad				
9. Kulang han mga katirokan o lugar para han pag- hag-id				

A. 1 Ginplastar nga mga solusyon

Direksyon: Alayon tsike an numero nga nauyon han imo panhunana han angay nga solusyon para han nasabi nga problema pinaagi han paggamit han masunod nga suruklan. (Tigamni: Gamita an pariho nga suruklan para han masunod nga iginplastar nga mga solusyon.)

- Diin, 1 - Marig-on nga dire nauyon (MD)
 2 - Dire nauyon (DN)
 3 - Dire sigurado (DS)
 4 - Nauyon (N)
 5 - Marig-on nga nauyon (MN)

GINPLASTAR NGA MGA SOLUSYON	SUKOL HAN PAGGRADO				
	1	2	3	4	5
	(MD)	(DN)	(DS)	(N)	(MN)
1.1 Kuha hin iba nga kualipika- do nga mga magturot do tikang					

	ha iba nga eskuylahan han pag-hag-id.					
1.2	Pangaro hin kopya han desin- yo para han pag-hag-id tikang ha NMYC.					
1.3	Paghangyo ha empleyado han NMYC nga iupod an naeksister nga kinaiya nga mga butang dida ha komunidad.					
1.4	Hirohilawig nga panahon ha paghag-id.					

GINPLASTAR NGA MGA SOLUSYON		SUKOL HAN PAGGRADO				
		1	2	3	4	5
		(MD)	(DN)	(DS)	(N)	(MN)
1.5	Pangaro para han dugang nga pundo tikang ha nahi- uupod nga mga ahensiya.					
1.6	Pangaro tikang ha NMYC han espisipiko nga mga suroklan ha pagpili han estudyante.					
1.7	Aghata an partsipasyon, aro hin suporta han mga opisya- les ngan pagdumara hin pag- iristorya para ha mga komunidad.					
1.8	Pakigsabot han mga barangay diin hihimoon an mga pag- hag-id.					

- 1.9 Paghangyo ha NMYC nga magdumara hin mga seminar para han mga nahitukahan dida ha mga komunidad.

- Diin, 1 - nagrerepresentar nga dire naeksister (DE)
 2 - nagrerepresentar nga waray pag-unabiha (WU)
 3 - nagrerepresentar makadamu pag-unabiha (MU)

MGA PROBLEMA	SUKOL HAN PAGGRADO		
	1 (DE)	2 (WU)	3 (MU)
B. Pagdumara han paghag-id			
1. Urhi an pag-abot han mga ginkikinahanglan nga mga suplay ngan materyales, kagamitan ngan ekipahes			
2. Dire nahiuyon o waray ha sukol nga mga gamit/ ekipahe			
3. Kulang han tawo nga nagkikita ngan nag-aalinsunod han paghag-id.			
4. Kulang han mga suplay/ materyales sugad man an mga gamit/ekipahe			
5. Dire natambong nga mga estudyante durante han			

paghag-id.

- Diin, 1 - Marig-on nga dire nauyon (MD)
 2 - Dire nauyon (DN)
 3 - Dire sigurado (DS)
 4 - Nauyon (N)
 5 - Marig-on nga nauyon (MN)

GINPLASTAR NGA MGA SOLUSYON	SUKOL HAN PAGGRADO				
	1	2	3	4	5
	(MD)	(DN)	(DS)	(N)	(MN)
1.1 Paghatag hin dagmit nga pag-alinsusunod han canbas, direkta nga pagpalit han mga butang ha hirani nga munisipyo nga diin ine presente					
1.2 Usisahon an materyales/ mga suplay/ mga gamit ngan ekipahes antes i-deliber					
1.3 Paghangyo para han dugang nga mga tawo tikang han rehiyonal nga opisina					
1.4 Pangaro hin bulig pinansiyal para han mga suplay, ngan iba pa tikang ha mga munisipyo ngan iba pa nga mga ahensiya antes an implementasyon han programa.					
1.5 Aghata an partsipante nga					

umatindir han ngatanan nga
sesyon ngan ipasilsil ha ira
mga hunahuna nga an programa
usa ka bahin han kauswagan
han komunidad ,

- Diin, 1 - nagrerepresentar nga dire naeksister (DE)
 2 - nagrerepresentar nga waray pag-unabiha (WU)
 3 - nagrerepresentar makadamu pag-unabiha (MU)

MGA PROBLEMA	SUKOL HAN PAGGRADO		
	1 (DE)	2 (WU)	3 (MU)
Mga buruhaton katapos han paghag-id.			
1. Kulang hin mga pagbisita			
2. Kulang hin pautang/ guti-ay nga kapital			
3. Kulang han paagi para mahibaligya an mga pro- dukto ngan mga serbisyo han mga graduado.			
4. Kulang hin bulig ha pag- butang ha ira para pag- empleyo.			

- Diin, 1 - Marig-on nga dire nauyon (MD)
 2 - Dire nauyon (DN)
 3 - Dire sigurado (DS)
 4 - Nauyon (N)

5 - Marig-on nga nauyon (MN)

GINPLASTAR NGA MGA SOLUSYON	SUKOL HAN PAGGRADO				
	1	2	3	4	5
	(MD)	(DN)	(DS)	(N)	(MN)
1.1 Aghaton an mga tawo han NMYC ug an iba pa nga mga ahen- siya nga maghimo hin mga pagbisita ha mga graduado					
1.2 Gamiton han patikang nga pautang nga bulig han NMYC o mangita para han iba pa nga potensial nga mga surok han pagpautang					
1.3 Aro hin suporta han DTI para han pagbaligya han mga produkto					
1.4 Makigsabot han representan- te han PESO nga aada ha komunidad					

- Diin,
- 1 - nagrerepresentar nga dire naeksister (DE)
 - 2 - nagrerepresentar nga waray pag-unabiha (WU)
 - 3 - nagrerepresentar makadamu pag-unabiha (MU)

MGA PROBLEMA	SUKOL HAN PAGGRADO		
	1	2	3
	(DE)	(WU)	(MU)
Ebalwasyon			
1. Kulang han impromasyon mahitungod han resulta			

- han programa, mga nahiba-
roan, mga konklusyon,
ngan mga rekomendasyon
2. Pagplano utro han masunod
nga programa bahin han
sistema han paghag-id.

- Diin, 1 - Marig-on nga dire nauyon (MD)
2 - Dire nauyon (DN)
3 - Dire sigurado (DS)
4 - Nauyon (N)
5 - Marig-on nga nauyon (MN)

GINPLASTAR NGA MGA SOLUSYON	SUKOL HAN PAGGRADO				
	1	2	3	4	5
	(MD)	(DN)	(DS)	(N)	(MN)
1.1 An NMYC ngan iba pa nga nahiuupod nga mga ahensiya nagkamay-ada hin komon nga porma han mga pagpahayag han mga nasabtan, mga konklusyon ngan mga rekomendasyon					
1.2 Aghata an mga ahensiya nga mag-andam hin mga plano para han pagpauswag han sistema han paghag-id basado han ebalwasyon han naglabay nga mga programa.					

Bahin Tres. Kahaluag han naabot nga mga tumong, polisiya ngan suruklan.

Direksyon: Alayon tsike an numero nga mauyon han imo panhuna-huna bahin han pagkab-ot han damu nga mga bagay ilarum han mga tumong, polisiya nga suruklan pinaagi han paggamit han masunod nga sukol han paggrado.

- Diin, 1 - nagrerepresentar nga waray maabot (WM)
 2 - nagrerepresentar nga naabot hingutiay (NG)
 3 - nagrerepresentar nga naabot hin bug-os (NB)

MGA BASIHANAN	SUKOL HAN PAGGRADO		
	1	2	3
	(WM)	(NG)	(NB)
A. Mga Tumong			
1. Nakaamot han pag-employo ngan pagkuha hin kita dida ha mga komunidad			
2. Nakahatag hin mga oportunidad para han mabungahon nga buruhaton ha komunidad ngan nakahimo nga maoropay an kahimtang han mga nagtapos			
B. Mga Polisiya			
1. Kinahanglan nga an mga partisipante han paghag-			

id in batan-on nga dire
naeskuwela ngan mga adul-
to nga waray trabaho

1.1 permanente nga umu-
rukoy han barangay

1.2 Dire maubos hin 17
anyos ngan dire
masobra hin 60 anyos

MGA BASIHANAN	SUKOL HAN PAGGRADO			
	1	2	3	
	(WM)	(NG)	(NB)	

1.3 Kinahanglan intere-
sado ha pagtambong
han paghag-id ngan
gamiton an abilidad
ngan kahibaro ha
pagin produktibo
katapos han paghag-
id

1.4 Maopay an pisikal
nga panlawas ngan
mahunahunaon ha
pagtambong han
paghag-id

1.5 Maopay an pamatasan

2. Bug-os nga paggamit han
mga resorses nga naghaha-
tag hin higayon para ha

pag-employo			
3. Paghatg han mga kinahang- lanon han programa han paghag-id sugad han sup- lay nga materyales, gamit			
MGA BASIHANAN	SUKOL HAN 1 (WM)	PAGGRADO 2 (NG)	3 (NB)
ngan ekipahe, suhol han magturotdo ngan iba pa			
C. Mga Suruklan			
1. Pagdumara han panginano han mga kinahanglan han paghag-id (PKP)			
2. Kilalahon, susihon ngan pilion an mga partisipante para han paghag-id			
3. Pagtagana han mga magtu- rotdo ha pagdumara han programa basado han resul- ta han PKP			
4. Pati-una nga paghatag hin suplay/ materyales ngan gamit/ ekipahe			
5. Paghatag han bulig katapos han paghag-id sugad han pagkonsulta bahin han pro- yekto ngan parig-onon an			

mga graduado para mapaha-
mutang an gudtiay nga mga
negosyo

Bahin Kwatro. Kahaluag han Amot han mga Programa han Paghag-id

Direksyon: Alayon tsike an numero nga nauyon han imo mga huna-huna han kahaluag han mga amot han mga programa han paghag-id han NMYC pinaagi han paggamit han masunod nga sukol han paggrado.

Diin,

- 1 - nagrerepresentar han kawaray gud nahiamot (WN)
- 2 - nagrerepresentar han nakaamot hin guttiay (NG)
- 3 - nagrerepresentar han daku nga nahiamot (DN)

MGA KONTRIBUSYON	SUKOL HAN PAGGRADO			
	1	2	3	
	(WN)	(NG)	(DN)	

- A. Napauswag an kalidad han kinabuhi
1. Pag-umento han kita katapos han paghag-id
 2. Nakapahamutang hin pag-employo bisan la ha paglugaring o pangalayon
 3. Nakaglarang hin mga grupo para produksyon
 4. Nakaiban han kapobrehan ngan nagmaopay an ekonomiya dida ha komunidad

MGA KONTRIBUSYON	SUKOL HAN PAGGRADO		
	1	2	3
	(WN)	(NG)	(DN)
5. Pagpadayon han buruhaton pan-ekonomiya tungod han nakuha nga kahibaro ha paghag-id			
B. Napauswag nga sistema han pagdumara han paghag-id			③
1. Igo nga suplay para han paghag-id, mga gamit/ ekipahe para han programa			
2. Kahibaro-teknikal han mag- turotdo			
3. Maupay nga lugar para han paghag-id ngan kagamitan nga nagamit			
4. Pinakamaopay nga pagpili han mga partisipante ngan mga gamit/ ekipahe para han programa			
5. Regular nga panginano han programa			

- Diin, 1 - nagrerepresentar nga waray maabot (WM)
 2 - nagrerepresentar han naabot hin gutiay (NG)
 3 - nagrerepresentar han naabot hin bug-os (NB)

MGA KONTRIBUSYON	SUKOL HAN PAGGRADO			
	1	2	3	
	(WM)	(NG)	(NB)	
C. Naiiba nga Panlantaw ha Pag-				
dumara/ Polisiya				
1. Iupod an pinansiyal nga			3	
bahin dida ha programa				
han paghag-id				
2. Pagpahimutang hin marig-				
on nga pakig-upod han mga				
bangko ha lokal ngan				
syudad, mainuswagon nga				
mga NGO ha pagserbisyo				
han mga organisasyon nga				
may-ada programa han pag-				
pahuram para han kaluga-				
ringon nga panginabuhi				
3. Patuboon an pangempleyo				
ngan kamaduroto				

Bahin Singko. Tindug han Gindudumara nga mga Programa han
 Paghag-id han NMYC.

Direksyon: Alayon tsike an numero nga nauyon han imo
 panhuna-huna bahin han kaigo ngan bili han
 mga programa han paghag-id nga gindumara han
 NMYC pinaagi han paggamit han masunod nga
 sukol han paggrado.

A. Pagkaigo han mga kinahanglanon

Diin,

- 1 - nagrerepresentar han dire gud pageksistir (DE)
- 2 - nagrerepresentar nga naeksistir kondi kulang (K)
- 3 - nagrerepresentar nga naeksistir ngan igo (EI)

MGA KINAHANGLANON PARA HAN PAGHAG-ID		SUKOL HAN PAGGRADO			
		1	2	3	
		(DE)	(K)	EI)	
a.1	Eksakto nga gamit ngan ekipahe nga ginagamit para hin Arot, Pedikyor, Ma- nikyur ngan Kurong Panahi para ha Baba- yen-an Pagproseso ngan pag- preserbar han pag- kaon Pagproseso ngan pag- gamit han mga butang ha dagat				

MGA KINAHANGLANON PARA HAN PAGHAG-ID		SUKOL HAN PAGGRADO			
		1	2	3	
		(DE)	(K)	EI)	
	Paghimo hin Mueblos tikang ha kawayan Paghimo hin Mueblos Paghimo hin banig tikang ha tikug				

Pag-ayad hin radyo
 Lain pa
 a.2 Igo nga suplay ngan
 materyales nga maga-
 gamit para han:
 Elektrisidad ha
 barangay
 Arot, Pedikyor, Mani-
 kyur ngan Kurong
 Panahi para ha babaye
 Pagproseso ngan pag-
 preserbar han pag-
 on
 Paghimo hin banig
 tikang ha tikug
 Paghimo hin Mueblos
 tikang ha kawayan

MGA KINAHANGLANON PARA HAN PAGHAG-ID	SUKOL HAN PAGGRADO		
	1 (DE)	2 (K)	3 (EI)
Pag-ayad hin raddyo			
Paghimo hin Mueblos			
Paghimo hin mga pro- dukto tikang ha tinapa			
a.3 Kalipikado ngan mao- pay nga mga magturot- do han:			

Elektrisidad ha				
barangay				
Panahi para ha babaye				
Arot, Pedikyor, Ma-				
nikyor ngan kurong				
Pagproseso ngan pag-				
preserbar han pag-				
kaon				
Pagproseso ngan pag-				
gamit hin mga bu-				
tang tikang ha				
dagat				
Paghimo hin Mueblos				
tikang ha kawayan				
Pag-ayad hin radyo				
Paghimo hin Mueblos				
a.4 Mga Panalapi				
Bayad nga may				
Bulig pinansyal ti-				
kang ha mga munusip-				
yo				

B. Importansiya han gindumara nga Paghag-id

Diin:

- 1 - nagrerepresentar han dire kaimportante (DK)
- 2 - nagrerepresentar han igo la kaimportante (IK)
- 3 - nagrerepresentar hin duro jin kaimportante (DK)

	SUKOL HAN PAGGRADO		
	1	2	3
	(DK)	(IK)	(DK)
Elektrisidad ha			
barangay			
Panahi para ha babaye			
Arot, Pedikyor, Ma-			
nikyor ngan kurong			
Pagproseso ngan pag-			
preserbar han pag-			
kaon			
Pagproseso ngan pag-			
gamit hin mga bu-			
tang tikang ha			
dagat			
Paghimo hin Mueblos			
tikang ha kawayan			
Pag-ayad hin radyo			
Paghimo hin Mueblos			

APPENDIX E
COMMUNITY PROFILE
 (Interview Instrument)

Barangay: _____

Municipality: _____ Province: _____

PART I. Community Description.

Direction: Check as appropriate of answer.

1. Population of the barangay

1.1 total population _____

1.2 total families _____

1.3 total labor force _____

1.3.1 female _____%

1.3.2 male _____%

1.4 % of the unemployed _____

1.5 of the unemployed:

1.5.1 female _____%

1.5.2 male _____%

2. Geographical features

2.1 Nearest towns/cities with influence	Distance
on project:	(km)

2.2 Barangays or municipalities near	Distance
the project site:	(km)

2.3 Access to project site from the nearest
 barangays/towns
 _____ by road

_____ by river
 _____ by trail
 _____ others (specify) _____

2.4 General topography

_____ Flat _____ Hilly _____ Mountainous

3. Available Utilities

Utilities	Specify type
-----------	--------------

3.1. Water for:

3.2. home use	_____
---------------	-------

3.3. irrigation	_____
-----------------	-------

3.2 Power/Lighting	_____
--------------------	-------

3.3 Transportation	_____
--------------------	-------

PART II. Local Economy

Direction: Please check as appropriate of answer.

1. Present sources of income

1.1 Agriculture Production

1.1.1 Crop Production	_____
-----------------------	-------

1.2.1 Livestock	_____
-----------------	-------

1.3.1 Poultry	_____
---------------	-------

1.4.1 Fishing	_____
---------------	-------

1.5.1 Others(specify)	_____
-----------------------	-------

2.2 Non-farm activity

2.2.1 Food Processing	_____
-----------------------	-------

2.2.2 Craft	_____
-------------	-------

2.2.3 Clothing/textile	_____
------------------------	-------

2.2.4 Service	_____
---------------	-------

2.2.5 Retailing	_____
-----------------	-------

2.2.6 Others(specify)	_____
-----------------------	-------

2. Availability of raw materials/production inputs

Direction: Please list down the available materials existing in the community and categorize them as to used, not used, exported and imported.

2.1 Agricultural activity

2.1.1 Crop production

_____	_____
_____	_____

2.1.2 Animal Husbandry

_____	_____
_____	_____

2.1.3 Fishing

_____	_____
_____	_____

2.2 Non-farm activity

2.2.1 Food Processing

_____	_____
_____	_____

2.2.2 Craft

_____	_____
_____	_____

2.2.3 Clothing/textile

_____	_____
_____	_____

2.2.4 Service

_____	_____
_____	_____

2.2.5 Retailing

_____	_____
_____	_____

Computation of the T-value for Comparing the Perception
of the Trainee-Graduates and the Stakeholders on
the Extent of Achievement of Objectives
of the NMYC Conducted Trainings

X_1^2	X_2	X_2^2	
2.5	1.8	3.24	$N_1=15 \quad N_2=15 \quad 2X_1=34.2 \quad \Sigma X_1^2=80.46$
2.25	2.0	4.50	$\Sigma X_2=36.00 \quad \Sigma X_2^2=87.20$
4.81	2.6	6.76	
6.76	2.4	5.76	$\bar{X}_1 = \frac{34.2}{15} = 2.28$
6.76	2.7	7.29	
7.29	2.5	6.25	
8.41	2.5	6.25	$\bar{X}_2 = \frac{36.00}{15} = 2.40$
8.41	2.6	6.76	
5.29	2.2	4.84	
4.00	2.4	5.76	$S_1^2 = \frac{N_1 \Sigma X^2 - (\Sigma X_1)^2}{N_1 (N_1 - 1)}$
4.84	2.6	6.76	
4.84	2.4	5.76	
5.76	2.5	6.25	$= \frac{15 (80.46) - (34.2)^2}{15(14)}$
4.84	2.4	5.76	
3.61	2.4	5.76	
$\Sigma X_1^2=80.46$	$\Sigma X_2=36.00$	$\Sigma X_2^2=87.20$	$= \frac{1206.9 - 169.64}{210}$
			$= \frac{37.26}{210}$
			$= .177429$

$$t_c = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left[\frac{N_2 + N_1}{15(15)} \right]}}$$

$$= \frac{2.28 - 2.40}{\sqrt{\frac{14 (.177424) + 14 (.057143)}{15 + 15 - 2} \left[\frac{15 + 15}{15(15)} \right]}}$$

$$= \frac{-0.12}{\sqrt{\frac{(2.484006) + (.800002)}{28} \left[\frac{30}{225} \right]}}$$

$$= \frac{-0.12}{\sqrt{\frac{3.284008 (.133333)}{28}}}$$

$$= \frac{-0.12}{\sqrt{(0.117286) (.133333)}}$$

$$= \frac{-0.12}{\sqrt{.01563809423}}$$

$$= \frac{-0.12}{.12505236598}$$

$$t_c = -0.9596$$

Computation of the T-value for Comparing the Perceptions of
the Trainee-Graduates and the Stakeholders on the Extent
of Contributions of the NMYC Conducted Trainings

X_1	X_1^2	X_2	X_2^2
1.6	2.56	2.3	5.29
1.5	2.25	2.2	4.84
1.6	2.56	2.0	4.00
1.4	1.96	2.2	4.84
1.2	1.44	1.6	2.56
1.5	2.25	2.0	4.00
2.4	5.76	2.2	4.84
2.2	4.84	2.2	4.84
2.2	4.84	2.4	5.76
2.2	4.84	1.7	2.89
1.7	2.89	1.9	3.61
2.2	4.84	1.5	2.25
1.8	3.24	1.8	2.25
$\Sigma X_1 = 23.8$	$\Sigma X_1^2 = 44.27$	$\Sigma X_2 = 25.7$	$\Sigma X_2^2 = 51.92$

$$N_1 = 13 \quad N_2 = 13$$

$$\bar{X}_1 = \frac{23.8}{13} = 1.81 \quad \bar{X}_2 = \frac{25.7}{13} = 1.98$$

$$= \frac{N_1 \Sigma X_1^2 - (\Sigma X_1)^2}{N_1 (N_1 - 1)} = \frac{13(44.27) - 23.8^2}{13(12)} = \frac{575.51 - 566.44}{156} = \frac{9.07}{156}$$

$$= 0.149103$$

$$= \frac{N_2 \Sigma X_2^2 - (\Sigma X_2)^2}{N_2 (N_2 - 1)} = \frac{13(51.92) - (25.7)^2}{13(12)} = \frac{675.61 - 660.49}{156} = \frac{15.12}{156}$$

$$= 0.096923$$

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{(N_1 - 1) S_1^2 + (N_2 - 1) S_2^2}{N_1 + N_2 - 2} \left[\frac{N_1 + N_2}{N_1 N_2} \right]}}$$

$$= \frac{1.81 - 1.98}{\sqrt{\frac{12 (0.149103) + 12 (0.096923)}{13 + 13 - 2} \left[\frac{13 + 13}{13 (13)} \right]}}$$

$$= \frac{-0.17}{\sqrt{\frac{(1.789236) + (1.163076)}{24} \left[\frac{26}{169} \right]}}$$

$$= \frac{-0.17}{\sqrt{\frac{2.952312}{24} (0.153846)}}$$

$$= \frac{-0.17}{\sqrt{0.123013 (0.153846)}}$$

$$= \frac{-0.17}{\sqrt{.018925}}$$

$$t = \frac{-0.17}{0.137568}$$

$$t = -1.2357$$

$$\text{or } t = -1.236$$

APPENDIX H

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY'S (TESDA) VISION, MISSION AND GOALS

VISION

"We, at the Technical Education and Skills Development Authority, as responsible Filipino citizens, commit ourselves to an organization that is united in purpose and direction.

We play a central role in rooting out poverty through the promulgation of policies and implementation of programs that develop world class skills among our people to prepare them for sustainable jobs in a globally competitive agro-industrial economy.

To showcase private-public sector cooperation, we work with other government agencies, private business and labor groups as well as with the academe. We assume both leadership and catalytic roles through consultation, participation and partnership, within the Authority, as well as our constituencies in the cities and in the countryside.

As an organization fired by a deep sense of nationalism, imbued with known integrity and recognized for its high degree of competence, TESDA is thus acknowledged as a development-oriented institution which contributes significantly to the improvement of the Filipinos' quality of life."

MISSION

"We, in TESDA, commit ourselves to the integration of multi-sectoral efforts in technical education and skills development for the purpose of developing an adequate stock of highly skilled middle-level manpower for globally competitive enterprises in agriculture, industry and services sectors and in the process raise the status of tech-voc education and blue-collar workers in the Philippines.

Through planning, networking, direct training delivery as well as through promotion and advocacy, we shall set and uphold policies and skills standards which will guide tech-voc education and training institutions in the public and private sectors in the development and upgrading of middle-level manpower to adequately satisfy market demands."

GOALS and OBJECTIVES

1. To promote and strengthen the quality of technical education and skills development programs to attain international competitiveness;
2. To focus technical education and skills development on meeting the changing demands for quality middle-level manpower;
3. To encourage critical and creative thinking by disseminating the scientific and technical knowledge base of middle-level manpower development programs;
4. To recognize and encourage the complementary roles of public and private institutions in technical education and skills development and training systems; and
5. To inculcate desirable values through the development of moral character, with emphasis on work ethic, self-discipline, self-reliance and nationalism.

CURRICULUM VITAE

NAME : PAMFILO CIDRO TABU, JR.

RESIDENCE ADDRESS : 021 Purok 4, Brgy. 74
San Lorenzo Ruiz
Tacloban City

OFFICE ADDRESS : Technical Education and Skills
Development Authority (formerly
National Manpower and Youth
Council) Government Offices Bldg.,
Catbalogan, Samar

POSITION : Interim Chief, Program Development
and Accreditation Division

DESIGNATION : Assistant Provincial Officer

DATE OF BIRTH : August 3, 1961

PLACE OF BIRTH : Dolores, Eastern Samar

CIVIL STATUS : Married with two (2) children:
Katrina and Joenna

SPOUSE : Lucia Aranas Pabello-Tabu

EDUCATIONAL ATTAINMENT

ELEMENTARY : Dolores Central School
1968 - 1975

SECONDARY : Dolores High School
(1st Hon. Mention)
1975 -1979

BACHELOR OF SCIENCE : Divine Word University
IN EDUCATION MAJOR Tacloban City
IN PHYSICAL (NSDB-IPSED Scholar)
SCIENCES 1979 - 1983

MASTER OF ARTS IN : Samar State Polytechnic College
PUBLIC MANAGEMENT Catbalogan, Samar
(NMYC Scholarship Grantee)
Summer 1993 - December , 1995

AWARDS/RECOGNITION

CERTIFICATE OF COMPLETION for having completed the Seminar on Bagong Sigla: Mga Tagong Kaalaman, Quality Worklife Program conducted by the Training Systems Associates, Inc., Tacloban City on December 10-12, 1995.

CERTIFICATE OF PARTICIPATION in the TESDA Visioning and Strategic Planning Workshop conducted by the Development Academy of the Philippines (DAP) held in Harbor View Hotel, Cebu City on September 13-15, 1995.

COMMAND APPRECIATION for invaluable services rendered for the success of the Livelihood Program for military dependents of the 8th Infantry Division, Philippine Army, in support to the national leadership's thrusts of nation-building through skills training and development, given on August 3, 1995 at 8ID, PA, Camp Lukban, Catbalogan.

CERTIFICATE OF RECOGNITION for exemplary performance as Provincial Manpower Development Officer of the Samar Provincial Office, given by NMYC-RMDO 08 on February 17, 1995, Tacloban City.

CERTIFICATE OF COMPLETION for having attended in the Basic Course on Manpower Development Programming and Coordination, Concepts and Practices at the Provincial Level, conducted by the Philippine Rural Reconstruction Movement in cooperation with the International Association of Professional Development Managers, given on November 25, 1995, Casa Anson, Tacloban City.

CERTIFICATE OF COMPLETION for having passed the requirements of Advanced Supervisory Program initiated by the National Manpower and Youth Council, Manila in coordination with the Training Systems Associates, Inc., given on December 29, 1994, Manila.

CERTIFICATE OF PARTICIPATION for having actively participated in Project Development and Implementation for Community Training and Employment Coordinators held at Shrine Park, Matina Heights, Davao City on October 3-7, 1994.

CERTIFICATE OF APPRECIATION for being a resource speaker of the Enlisted Personnel Development Program, given on September 1, 1994 at Camp Lukban, Catbalogan, Samar.

CERTIFICATE OF COMPLETION for having satisfactorily completed the 16th Junior Executive Training - Supervisory Training for Effective Administrative Management (JET-STREAM), given on July 11, 1995 at ATI-NTC, Visca, Baybay, Leyte.

CERTIFICATE OF APPRECIATION for invaluable support to the success of the celebration of Samar Enterprise Development Week, given on July 25, 1995 by the DTI-Samar Provincial Office, Catbalogan.

CERTIFICATE OF COMPLETION for having actively participated in the Agency's program entitled: Concepts and Strategies for Training Interventions in the Informal Sector conducted by NMYC-IVTD, Manila on June 27-29, 1994.

CERTIFICATE OF APPRECIATION for valuable professional service and assistance rendered to the Fourth Year students of Samar National School during the Career Day Program held on February 16, 1994, Catbalogan.

CERTIFICATE OF TRAINING for having participated in the Training Program on Planning and Managing Rural Vocational Training sponsored by the NMYC VI and conducted by the College of Management, University of the Philippines in the Visayas, Punta Villa Beach Resort, Arevalo, Iloilo City, November 7-14, 1993.

CERTIFICATE OF COMPLETION for having attended the Area Planning Workshop conducted by the Asian Institute of Management at White Rock Resort Hotel Subic Bay Zambales on November 21-25, 1993.

CERTIFICATE OF COMPLETION for satisfactorily completed the Training Services Counsellors Workshop conducted by the Lulu S. Moguel Marketing and Human Resource Development Consultants, Inc., given on October 23, 1993, Manila.

CERTIFICATE OF PARTICIPATION for having actively participated in the Seminar Workshop and Convention on the theme: Teaching for Understanding the Concepts, Principles and Theories of Classical and Modern Physics, given by the Philippine Association of Physics Instructors (PAPI), Manila on April 6, 1990.

SCHOLARSHIPS

National Science and Development Board-Integrated Program
for Science Education (NSDB-IPSED) Scholar SY 1979 -1983

National Manpower and Youth Council (NMYC) Scholarship
Grantee in the Masteral Degree Program Summer 1993 to
December , 1995.

ELIGIBILITIES

Professional Board Examination for Teachers (PBET)

Career Service Professional Examination

WORK EXPERIENCES**Government**

From 1990 to present at NMYC Regional Office No. 8

From 1985 to 1990 at DECS

Private

From 1983 - 1984 at the Leyte Progressive^c High School,
Tacloban City

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