
The Implementation of the Community-Based Training for Enterprise Development (CBTED) Program in Region III, Philippines: Basis for Program Enhancement

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INTRODUCTION

People's emancipation from mass poverty is always the vision of whoever occupies the highest post in the country. All of them constantly put on view their concern for the common masses—their empathy for their sad plight and obsession to the material blessing with those who have been less in life.

As a result, various pro-poor programs were and continuously being implemented which intensely benefit the lowly sector of the society such as the unemployed, underemployed, small farmers, fisher folks, out-of-school-youth, displaced workers, and the differently abled. These sectors either lack the basic knowledge and skills and/or working knowledge to improve their technologies or engage into entrepreneurial activities to transcend their economic status. Hence, it is for this reason that the Technical Education and Skills Development Authority (TESDA) exerts more efforts in implementing programs that would develop or enhance the knowledge, attitudes and skills of Filipino workers so as to make them productive and globally competitive.

One of TESDA's programs is the Community-Based Training for Enterprise Development or CBTED. As defined in the Manual of Operations prepared by one of its offices, the Office of Non-Formal TVET, the program is the marriage of community-based training to enterprise development which stems from the inquiry, "after skills training, *what?*" It follows a methodology that starts with the policy of ownership. Making the community folks as the legitimate owners of specific project intervention. It espouses a participatory and consultative approach with the community folks addressing development in their own phase and language.

Skills training programs and enterprise development opportunities are identified by and from the people themselves. The identification process is linked to the profile of the community which includes the context within which economic activities operate in the community, sources of income, existing income generating activities, the availability of raw materials, sources of credit and market activities within the community and nearby communities.

The CBTED program is implemented by TESDA jointly with the Local Government Units (LGUs). This is in accordance with the Technical Education and Skills Development Act of 1994 which maintained the intention of devolving some of the agency's functions to LGUs. The law, specifically Sec. 11 of RA7796 IRR, states that in establishing the delivery system for quality education and skills development opportunities, TESDA shall:

"formulate, implement and finance a specific plan to develop the capability of local government units to assume ultimately the responsibility for effectively providing community-based technical education and skills development opportunities."

In order to enhance the capability of LGUs to manage community development programs on their own, TESDA undertook various measures designed to strengthen the role

and competence of Community Training and Employment Coordinators (CTEC) as community-based coordinators. Such measures include: institutionalizing the CTECs as delivery mechanism in the implementation of TESDA's community-based training for enterprise development program as well as equipping them with skills and knowledge in shepherding and mentoring community group enterprises under the CBTED project (ONFTVET, 1999). TESDA also embarked on strengthening and building partnership with non-government organizations (NGOs) and other local players involved in skills training and enterprise development.

As a matter of history, the community-based training in the Philippines had undergone several decades of transformation and "revolution". Its milestones started in 1960s when CBTED commenced with an agriculture-based program designed as an approach of several agricultural schools called the National Agricultural Skills Training Program (NASTP). In 1970's, an industry and sector-based programme followed suit during the advent of rural electrification which was then known as the National Electrification Skills Training Programme (NESTP). Sometimes in 1980's, outreach training programmes became one of the most popular components of the manpower development in the country with almost all service and government-oriented agencies doing training in one way or another.

As a result of the sector-specific rural training programmes, the then National Manpower and Youth Council (NMYC and now TESDA) created in its national office the Rural Vocational Training Division (RVTD). Its mission was to study further the potentials of rural training in developing manpower in the countryside. In 1987, the Community Training Center (TCT) was launched as a project of the former NMYC under the World Bank Vocational Training (Phase I). It was pilot tested until 1989. It was in 1991 when the CTC was

renamed as the Community Training Unit (CTU) and continued as a regular training delivery system with an objective of expanding quality skills training programs and services to the country's rural communities so that employability and productivity of the OSYs and unemployed adults will be promoted and enhanced. This was done in partnership with Local Government Units and other partners.

In 1990, TRUGA or the Training for Rural Gainful Activities was introduced. Significantly, TRUGA was able to develop country-specific methodologies in training needs and opportunities survey. Its distinct feature was the use of a methodology that looked at employment or income potentials before training is organized and implemented. In 1993, the Training Delivery for the Informal Sectors (TDIS) was introduced to build the capability of LGUs to manage their own community development programs with training as an entry point. The primary targets of the project are regular LGU personnel trained as CTECs.

In 1998, under the Restructured VTP II, CBTED as a program commenced where fourteen (14) proponent-organizations from the six provinces of Central Luzon availed of technical and financial assistance for the development and management of their enterprises. Along with these CBTED projects, enskilling program for CTECs was conducted purposively to make them equip with skills and knowledge in shepherding and mentoring community-based enterprises.

Finally, in 2000, the community-based training for enterprise development program was mainstreamed in the regular program of TESDA through the creation of the CBTED Division (CBTEDD) under the office Non-Formal TVET. The CBTEDD takes the role of implementing programs such as Strengthening Networking Delivery Mechanism, Consolidation and Installation of methodologies and Systems in

CBTED as well as for Research and Development Award System, among others.

CBTED Program is purposively designed to catalyze the creation of livelihood enterprises that shall be implemented by the trainees immediately after training. Hence, the skills and business portions are strictly linked with each other through a series of activity elements and materials that deliberately put structure on the action and thinking of all actors involved in the process: *the trainees, the trainers, the coordinators, and resource providers.*

STATEMENT OF THE PROBLEM

The study was focused on the evaluation of the Community-Based Training for Enterprise Development (CBTED) Program in Region III as basis for program enhancement.

More specifically, this study attempted to answer the following questions:

1. How may the CBTED as a program be described in terms of:
 - 1.1 institutional mandate
 - 1.2 program components
 - 1.3 program beneficiaries
 - 1.4 funding sources (logistical support)?
2. How may the CBTED program delivery system/mechanism be evaluated in terms of:
 - 2.1 qualification of trainers and trainees
 - 2.2 scope of work
 - 2.3 time frame
 - 2.4 operational guidelines
 - 2.5 linkages and tie-ups?
3. How may the projects under the CBTED program be evaluated in terms of:
 - 3.1 selection of project beneficiaries

- 3.2 project implementation
- 3.3 benefits from the project?
- 4. How may the CBTED program linkages with partners be evaluated in terms of:
 - 4.1 logistical support
 - 4.2 technical support
 - 4.3 employment?
- 5. What problems are encountered in the implementation of the CBTED program and what solution should be offered for these problems to be resolved?

METHOD

The research is a descriptive type of study. The research locale were the six provinces of Region III such as Bataan, Bulacan, Nueva Ecija, Pampanga, Tarlac, and Zambales. A total of 345 major stakeholders of the CBTED Program were selected as respondents of the study composed of the CTECs, beneficiaries/trainees, and trainers. Descriptive statistics such as frequencies, percentage and means were used in processing the data. This statistical treatment, according to Freund, Williams and Perles (1998), refers to any treatment of data which is designed to summarize or describe some of their important features without attempting to infer anything that goes beyond the data.

RESULTS AND DISCUSSIONS

The salient **findings of the study** are as follows:

- 1.1 There are significant differences in the perceptions of the three groups of respondents regarding CBTED program relative to the institutional mandate of TESDA. The CTECs and beneficiaries “agree” while the trainers

“strongly agree” that CBTED program helped in promoting TESD program in attaining international competitiveness and likewise meet the demands for quality middle-level manpower. They also believed that CBTED enhances the complimentary roles of public and private institutions in the development of moral character with emphasis on work ethics, self reliance and nationalism.

- 1.2 There are significant differences in the perceptions of the three groups of respondents regarding CBTED program components. The CTECs and beneficiaries “agree” while the trainers “strongly agree” with the presence of the following CBTED components, namely: skills training and enterprise development, incentive and reward mechanism, system of program monitoring and evaluation and direct participation of the LGUs. GOs, NGOs, rural leaders and the community themselves.
- 1.3 There are no significant differences in the perceptions of the CTECs, beneficiaries and trainers regarding CBTED program beneficiaries. Generally, the three groups of respondents “agree” with the different statements about beneficiaries of CBTED program. These are the presence of criteria for selection of trainees which were clearly defined in the project proposals. Important aspect of the criteria is the priority given to lowly sectors of the community which include the unemployed, underemployed, OSY, small farmers, fishermen, differently-abled and the displaced workers.
- 1.4 No significant differences existed in the perceptions of the CTECs, beneficiaries and trainers relative to CBTED program funding sources. The three groups of respondents are almost unanimous when they disagree that collaterals were required for the beneficiaries prior to the approval of their CBTED projects. All of them were

aware that program funds were not sourced solely from TESDA. There are other government agencies, NGOs, and LGUs who shared resources for the projects.

- 2.1 There are significant differences in the perceptions of the CTEC, beneficiaries and trainers regarding the qualification of trainers of CBTED program in Region III. Generally, the CTEC and beneficiaries “agree” while the trainers “strongly agree” with the qualifications of trainers of CBTED program. The trainers were believed to be competent and have mastery of the trade they are teaching. They are effective as manifested by the number of graduates they produced. Most of them are accredited by TESDA and are making use of course syllabi approved by TESDA.
- 2.2 No true differences existed in the perception of the CTECs, beneficiaries, and trainers regarding the qualifications of CBTED trainees. The trainees of CBTED program are not less than 14 years old and can read, write and do simple arithmetic. They have the material time available to attend the training and belong to lowly sectors which include the unemployed, underemployed, OSY, small farmers, fishermen, differently-abled and displaced workers.
- 2.3 There are no significant differences in the perceptions of the CTECs, beneficiaries and trainers regarding CBTED scope of work. The three groups of respondents are in agreement that the training program is based on industry needs of the locality and it includes entrepreneurship. Memorandum of Agreement (MOA) is usually forged between/among TESDA and the different stakeholders and partners. The three groups of respondents disagree that the beneficiaries are the ones preparing the project proposals.

- 2.4 There are no significant differences in the perceptions of the CTECs, beneficiaries and trainers regarding their degree of agreements with the time frame of CBTED program. The three groups of respondents generally “agree” with all the statements about time frame of the program. They agree that time frame should be established and phase-out mechanism should be installed. A good example of this is their belief that program should be terminated if the implementation is highly politicized.
- 2.5 No true differences existed in the perceptions of the CTECs, beneficiaries and trainers regarding their degree of agreement with different statements about CBTED program operational guidelines. The three groups of respondents are agreeable that participatory and consultative approaches should be done until such a time that MOA is forged between/among the different stakeholders. The training aspect of the [program should be implemented within the barangay taking into consideration the qualification of the trainees. Graduates of the program should be referred for job placement and in some instances assisted in sourcing funds for their small enterprises.
- 2.6 No significant differences existed in the perceptions of the CTECs, beneficiaries and trainer pertaining to their degree of agreement with the different statements about program linkages and tie-ups. The three groups of respondents generally are agreeable that linkages with other stakeholders/partners as practiced in CBTED program are contributory to the successful implementation of the program. They agree that specific roles to be played in the program should be clearly spelled-out in the MOA to avoid organizational conflict.

- 3.1 There are no significant differences existed in the perception of the CTECs, beneficiaries and trainers regarding their degree of agreement with the statements about program service delivery. CBTED programs were mostly implemented as planned. However, there are few cases when projects were diverted to other more productive enterprise. Generally, a project lasted for more than one cycle which was in conformity with the intention of making the program continuing.
- 3.2 There are no significant differences existed in the perception of the CTECs, beneficiaries and trainers regarding their extent of agreement with the different statements about the selection of project beneficiaries. The three groups of respondents generally “fairly agree” with the process of selecting the project beneficiaries. Although they agree that there is a set of criteria being followed in the selection, yet politicking system is still present.
- 3.3 There are no significant differences existed in the perceptions of CTECs, beneficiaries and trainers regarding their agreement with the statements under CBTED program benefits. The three groups of respondents have almost the same perception relative to CBTED program benefits particularly on the projects availed of by the beneficiaries. They found out that the project became a tool for them to earn extra income or helped them to be employed. Likewise, they found the CBTED program as a whole environment friendly. All of them disagree that these projects are usually expanded to adjacent communities.
- 4.1 There are no significant differences existed in the perceptions of the CTECs, beneficiaries and trainers regarding their degree of agreement with the statements about CBTED program logistical support. The CTECs,

beneficiaries and trainers are unanimous when they strongly agree that sources of funds were identified before the implementation of the program and these were properly utilized. They all are not in agreement that TESDA is the sole source of CBTED funds.

4.2 No true differences existed in the perceptions of the CTECs, beneficiaries and trainers regarding their degree of agreement with the statements concerning technical support of CBTED program. The CTECs, beneficiaries and trainers “strongly agree” that areas for technical intervention clearly defined and stated in the operational guidelines of the program. It also includes the possible sources. However, there are some problems encountered in requesting for technical support which may due to the training date, duration, distance of venue and availability of the resource person. In some cases, TESDA provides the technical supports needed in the project.

4.3 There are no significant differences existed in the perceptions of the CTECs, beneficiaries and trainers regarding their degree of agreement with the different statements on employment. Generally, the three groups of respondents disagree with the most of the statements about employment. These are the absence of a system in providing employment to graduates of CBTED, provision of seed capital to start their enterprise and having a system of monitoring employment of CBTED graduates.

5.1 The first three (3) problems for the CTECs are as follows: “CTEC plantilla to LGUs. Most of the them are just designated and co-terminus with their Local Chief Executive” (Rank 1), “Some Local Chief Executive have CBTED program as their least priority” (Rank 2), and “Unavailability of LGU funds to finance livelihood programs and expand existing CBTED project” (Rank 3). The last three problems in the ranking of CTEC are

“Trainers’ honoraria are too low” (Rank 8), “Lack of skills of the organization to document successes and failures of CBTED projects” (Rank 7), and ‘Lack of skills of beneficiaries regarding project management and record keeping (Rank 6).

For the beneficiaries, the first three problems in their ranking are “Unavailability of LGU funds to finance livelihood program and expand existing CBTED projects (Rank 1), “No monitoring and evaluation system installed for CBTED projects” (Rank 2), and “Lack of skills of beneficiaries regarding project management and record keeping” (Rank 3). On the other hand, the last three problems in the ranking of beneficiaries are as follows: “CTECs from lower class municipalities have no chance of competing for CTEC award due to poor output” (rank 8), “No CTEC plantilla in LGUs. Most of them are just designated and co-terminus with their Local Chief Executive” (Rank 7), and “Trainers honoraria is too low” (Rank 6).

In the case of the trainers, the first three problems they identified are “Trainers honoraria is too low (Rank 1), “Some Local Chief Executives have CBTED program as their least priority” (Rank 2), and “Unavailability of LGU funds to finance livelihood program and expand existing CBTED projects” (Rank 3). On the other hand, the last three problems in the trainers’ ranking are “No CTEC plantilla in LGUs. Most of them are just designated and co-terminus with their Local Chief Executive” (Rank 8), “CTECs from lower class municipalities have no chance of competing for CTEC Awards due to poor outputs” (Rank 7), and “Lack of skills of the organization to document successes and failures of the CBTED projects” (Rank 6).

5.2 The first three solutions given by the CTECs are as follow: “Institutionalization of CTEC position” (Rank 1),

“TESDA to allocate funds for financing new and on-going (for expansion) enterprises” (Rank 2), and “Monitoring and evaluation system should be installed to ensure sustainability of CBTED projects” (Rank 3). For the beneficiaries, first three solutions are: “TESDA to allocate funds for financing and on-going (for expansion) enterprises” (Rank 1), “Monitoring and evaluation system should be installed to ensure sustainability of CBTED projects” (Rank 2), and “TESDA to provide continuous capability building program for the beneficiaries” (Rank 3). In the case of the trainers, the first three solutions identified are “Trainers’ honoraria should be increased” (Rank 1), “TESDA to allocate funds for financing new and on-going (for expansion) enterprises” (Rank 2), and “TESDA to focus interventions to lower class municipalities where they are needed most” (Rank 3).

CONCLUSIONS

In the light of the findings of the study, the following conclusions are drawn:

- 1.1 The implementation of the CBTED program in Region III is contributory to the attainment of TESDA vision being a leading partner in the development of Filipino workforce with world-class competence and positive values.
- 1.2 The CBTED program has all the ingredients needed to ensure effective implementation in Region III. Nevertheless, some components have to be improved.
- 1.3 The criteria set forth for the selection of the CBTED beneficiaries are very good, relevant and well thought of. With the adherence to the criteria, deserving beneficiaries will be its outcome.
- 1.4 The CBTED program is funded by different stakeholders who are interested in providing the needy the skills

training that they could utilize in changing their economic status. TESDA being the lead agency is providing in the most cases a bigger bulk of the logistic support.

- 2.1 Based on the perceptions of the three groups of respondents, the trainers handling CBTED training are very much qualified. However, they tend to rate themselves higher as compared to the perception of CTECs and beneficiaries.
- 2.2 The qualification of the trainees as stipulated in the project proposal is adhered to strictly most of the time. Thus, ensuring the capability of the trainees to undergo community-based training.
- 2.3 The scope of work is explicitly reflected in the MOA. This includes the beneficiaries, the governance, venue, duration trainers and resource complementation. Resource includes time, money, and machine need in the project.
- 2.4 Based on the findings, the respondents are of the opinion that time frame of the program must be clearly defined. In short, the duration should be specified as to when it was started and finished. Apparently the respondents are aware of the significance of the time frame in the implementation of the program.
- 2.5 Based on the findings, it could be concluded that program operational guidelines are available but should further be made known to all concerns. The operational guidelines are vital or essential to enhance the successful implementation of the program.
- 2.6 To make CBTED program implementation effective and efficient, needed resources must be shared different organizations concerned. They should pool together time, money and machine of their respective organization to further enhance the successful implementation of the program. Accordingly, working directly with an organized group (i.e. cooperative) with proven track record in managing an enterprise has an advantage.

- 3.1 The program service delivery is generally realized with the exception of a few. It is envisioned that CBTED program should be continuing to benefit more clientele in the locality.
- 3.2 It could be concluded that just like any other programs, established set of criteria are formulated and agreed upon by the implementers of CBTED program. These were strictly followed with some minor deviations.
- 3.3 The CBTED program of TESDA served its main purpose of providing skills, knowledge and attitudes to the needy but deserving individuals in the barangay level. Somehow, through this program the upliftment of the lives of the poor people were to a certain extent realized due to their acquired employable skills and/or established enterprise.
- 4.1 Based on the finding, it could be concluded that one of the most important components of the project is the logistic support. CBTED program implementers are aware of this, thus even at the planning stage, the possible source of fund were already identified.
- 4.2 Another equally important component of the program is the technical support being afforded by TESDA as well as some technical people from other co-operating organizations and agencies. However, problems in availing such support were encountered due to poor consideration by the organizers on the training date, distance of venues, trainers/resource persons' tight schedules and limited resources. Therefore, there is a need for proper scheduling of community-based training.
- 4.3 The employment aspect of CBTED graduates is still wanting. Efforts to improve this component of the program should be pursued.
- 5.1 Generally, the serious problems identified by the three respondents are those that have implications to the roles they are performing in the implementation of CBTED program in Region III.

5.2 The three groups of respondents have varied priority solutions to the CBTED problems which are reflective of their functions in the implementation of the CBTED program in Region III. This is borne out by their first solution offered. The CTEC want the institutionalization of their position, the trainers would like their honoraria be increased, and the beneficiaries would like TESDA to pour in more budgets for the program so that more people would be benefited.

RECOMMENDATIONS

In the, light of the findings of the study and the conclusions drawn, the following recommendations are hereby given:

1. Since the supervision, monitoring and evaluation of CBTED programs are found wanting, it is recommended that a mechanism to this effect should be installed. The methods of monitoring and evaluation should be well defined with people who will do these functions.
2. Relative to CTECs' concerns, the following recommendations are given:
 - 2.1 There is a need to utilize indigenous manpower at the barangay level to serve as a working arm of designated Municipal CTEC. Each barangay should have one Volunteer CTEC who is selected and supported by the community whose responsibilities include educating the masses on CBTED program, skills training needs assessment, training program development and management, monitoring of graduates, among others.
 - 2.2 For the incentives and awards mechanism of the program, there should be different categories in the selection of Best Performing CTECs, These are municipal, city and provincial levels. The municipal search shall be intended for Barangay CTEC volunteers. Provincial and

Regional Search for Best Performing CTECs shall have two categories- the CTEC Volunteers and the Municipal CTEC.

2.3 TESDA should develop a continuing capability building program for CTECs to make them more actively involved in the program. This program should result to the creation of a pool of CTEC trainers of varied organizational and enterprise management capabilities which will then be tapped to handle training for other CTECs in the region. There is a need for the CTEC regional and national federations to lobby behind Congress for the institutionalization of CTEC positions in the LGU structure with the necessary backing of TESDA and the League of Mayors and Governors.

3. For **funding**, the recommendations are as follows:

3.1 Sourcing of funds for CBTED program should not be solely the responsibility of TESDA. The proponents of the program should also tap other agencies, LGUs, NGOs and other stakeholders willing to provide logistic support to the program. In this regard, linkages should be strengthened between/among possible partners. Relative thereto, there is a need to create a multi-sectoral CBTED Committee at the provincial and regional levels which will compose of representatives from the government agencies, financing institutions, NGOs and even peoples organizations. Government agencies may include the Department of Labor and Employment, Department of Science and Technology, Department of Trade and Industry, Department of Interior and Local Government, as well as Government Financing Institutions (GFIs) like the Land Bank of the Philippines and the Asean Development Bank. In principle, the Committee helps in identifying and prioritizing the training needs of the community; undertakes program promotion and information dissemination to target groups;

provides part of the resource inputs to training; assist in sourcing out fund for establishing enterprises; assist in the recruitment and selection of trainers/instructors; and assists in the placement/referral of trainee-graduates.

3.2 The proponents of the CBTED program should be able to source out funds for enterprise development. This will be one of the major concerns of the proposed CBTED Task Force. However, the proponents should be familiarized and trained on the preparation of Training Proposals, CBTED Skills Training Design and Enterprise Planning as included in the CBTED Operation Manual.

3.3 LGU should allot a portion of their Internal Revenue Allocation (IRA) for CBTED program to be implemented in the different barangays. On the other hand, TESDA should strengthen its advocacy to go in for the devolution of some of its training functions to LGU in accordance with TESDA Act of 1994. LGUs should be properly informed of their roles in implementing community-based training for enterprise development helping them realize that the program will in one way or another help in the alleviation of the poverty in their localities.

4. In the case of the CBTED trainees, the recommendations are as follows:

4.1 The selection of all trainees should be done without reporting to “palakasan system” and hopefully should not be politicized. In other words, strict adherence to the selection process or procedure should be monitored in order to ensure a fair and honest identification of the trainees. This ultimately will redound to better quality outputs/graduates since all the trainees possess them entry qualification as spelled out in the project plan.

4.2 Placement of the CBTED graduates should be one of the outcomes of the program. Qualified and deserving

graduates should be recommended for employment through the PESO officers of the municipalities or provinces.

5. Recommendations relative to the trainer:

- 5.1. There should be continuous intervention by TESDA in the upgrading of skills of CBTED trainers. Training of CBTED trainers should be regularly implemented to make them keep abreast with the latest trends in their fields of specialization. Likewise, ten trainers should be required to pass the assessment test of TESDA and make them as one of the criteria in the selection of would-be CBTED trainer.
- 5.2. There should be a standard honorarium given to CBTED trainers. This is recommended because of their clamor to increase their honorarium. In this regard, it is recommended that the minimum daily wage being implemented in the region be made as the basis for the computation of the trainer's honorarium.
6. It is also strongly recommended that entrepreneurship should be part of every CBTED program implemented. The acquisition of the rudiments of entrepreneurship will enable the CBTED graduates to put their up their own enterprise.
7. For its time frame, particularly on the enterprises implemented under the CBTED program, these should be continuous and self sustaining. It is anticipated that these CBTED projects could produce various cycles, thus ensuring the continuous skills development and self-employment of more lowly citizens.
8. It is recommended that provision for the expansion in neighboring\ communities of the existing projects be made if found successful.
9. To ensure higher level of success, it is recommended that priority be given to an organized group like cooperatives and other peoples organizations (POs) with proven track

record in terms of organizational and enterprise management.

10. A similar study should be conducted in other regions of the country to have a wider baseline data regarding the impact of the implementation of CBTED program.
11. Finally, a parallel study should be conducted but this time taking into consideration the outcome of the program in terms of job waiting time, salary of graduates employed and nature of work to name a few.

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