



Daraga Human Resource Development Center: Creating Changes and Conquering Challenges

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ABSTRACTS

This study aimed to document and uncover the history, growth, and development of Daraga Human Resource Development Center (DHRDC) specifically its historical background, profile in terms of (a) vision, mission, goals, and objectives; (b) administration; (c) faculty; (d) curriculum and course offerings; (e) enrolment; (f) physical plant and facilities and (g) community extension. The significant contributions of DHRDC to education and economy are the prospects for development of the DHRDC, including (a) vision; (b) administration; (c) employment of graduates; and (d) establishment of linkages. Ultimately, this research proposed a Development Plan.

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ARTICLE INFO

Article History:

Submitted/Received 21 Jan 2022

First revised 10 Feb 2022

Accepted 25 Feb 2022

First available online 28 Feb 2022

Publication date 01 Mar 2022

Keyword:

Education,
Teaching,
TVET.

1. INTRODUCTION

Filipinos have a deep regard for education because it occupies a central place in Philippine political, economic, social, and cultural life (de Luna *et al.*, 2018). It is strongly viewed as a pillar of national development and a primary avenue for social and economic mobility. Although it is the role of the government to provide access to educational services, the government lacks the much-needed resources to offer these services to all of the populace. For this reason, many private establishments have stepped in to offer education to selected sectors of the population, at the same time taking advantage of the viable business opportunity it presents.

One of these is the establishment of technical education, an option for many Filipinos, especially for those who cannot afford to take up 4 or 5-year degree courses (Schady, 2003). To ensure that the school meets the standard set, the Technical Education and Skills Development Authority (TESDA) was tasked to manage and supervise the delivery of technical vocational education in the Philippines. Quality and excellence of learning are of utmost importance. It is a must that schools should produce quality graduates that will develop the social and economic components of nation-building to achieve a stable economy and deliver basic social services fully.

Along with these challenges, the cradle that caters quality education to the students' needs analysis and assessment to determine the school's progress from the start the beginning of its conception as envisioned by Mr. Dante M. Magayanes, its Founder/Vocational School Administrator III up to the present. DHRDC was created as per Sangguniang Bayan Resolution No. 46 series 2006 duly approved by the council, after a dry run of two years under the program of Bureau of Non-Formal Education with a memorandum of agreement duly approved by TESDA Regional Office, LGU Daraga, and Department of Education. The requirements such as the project proposal, feasibility study, memorandum of undertakings, and memorandum to enter into an agreement prepared solely by the administrator were among the documents submitted to concerned government agencies to legally operate. The school was funded by the LGU Daraga and the income through student matriculation fees and sourcing funds from other line government agencies and NGOs and the building was donated by the Akbayan Party aside from the Department of Education's three existing buildings.

DHRDC is aiming high on empowering Bicolanos to produce globally and technically competent manpower resources with the cooperation of DepEd, LGU, and TESDA. At present, the administration of LGU Daraga strongly supports the said institution to create a more comprehensive technical-vocational school and highly skilled and employable graduates.

This study brought significance to the following: how the school increased the productivity of the students and workers, provided scholarships to low-income families, increased the literary rate, provided quality education to the Bicolanos, produced globally competitive and skilled TESDAs, attracted more investments in the community and helped the local government unit to effectively provide community-based development opportunities to its constituents. After twelve years of struggles for victory as an institution, Daraga Human Resource Development Center continuous to keep itself on track of its visions and goals; that is to provide high quality technical vocational education to the poorest of the poor not only in Albay but also in nearby provinces such as Sorsogon, Camarines Sur, Camarines Norte, Masbate, and Catanduanes.

The researcher, a Daragueño by birth, the son of the founder of the DHRDC, a student of history, and an educator was inspired to conduct this study to identify the remarkable and notable changes in his hometown brought about by the operation of DHRDC; an institution

providing quality education, expanding opportunities, increasing the productivity of the Daragueño, attracting more investments in the community, and setting the foundation for sustained economic growth as part of the development of the Municipality of Daraga.

The historical background, significant contributions, prospects for development, and the status of DHRDC from its humble beginnings up to the present were the main concerns of this study. The findings of the study shall be used by the administration as essential inputs on the operation of the Daraga Human Resource Development Center to maintain the standard requirements of regulatory agencies and more so with the founder's dream of quality but affordable education to the youths and adults.

2. METHODS

This study used descriptive-historical research. Descriptive method² is designed for the investigation of gathered information about present existing conditions. Historical research is a method of social science that examines historical events to create explanations that are valid beyond a particular time and place, either by direct comparison to other historical events, theory building, or reference to the present day. The research presentation was discussed in words or pictures instead of numbers. The historical research was employed to identify the historical background and status of DHRDC in terms of several points:

- (i) vision, mission, goal, and objectives,
- (ii) administration
- (iii) faculty
- (iv) curriculum and course offerings
- (v) enrolment,
- (vi) physical plant and facilities and
- (vii) community extension;

The prospects for development of the school along:

- (i) vision
- (ii) administration
- (iii) employment of the graduates and
- (iv) establishment of linkages.

The descriptive method was employed to determine the significant contributions of DHRDC to education and the economy.

The compilation and analysis techniques were used to describe and assess the coverage of this study entitled "Daraga Human Resource Development Center: Creating Changes and Conquering Challenges". Compilation is the process of bringing things together or something created by putting together things that have been gathered from various sources and places (Bigby *et al.*, 2014). A work of art that is made from a collection of different objects. Analysis means the examination of something in detail to understand it better or draw conclusions from it.

The historical method as a process of selecting the area or topic to write the history, collecting data about events that occurred in the area regarding the topic, collating the data, sifting authentic from non-authentic, and making an interpretative narrative about or critical inquiry into the whole truth of events (Wood, 1990). It describes what occurred in the past and then makes a critical inquiry into the truth of what occurred. According to Fitzgerald,⁵ historical methods is concerned with describing past events or facts in a spirit of inquiring critically for the whole truth. Concerning research information, the historian's knowledge is

intensely dependent on the transmission from those living at the time, and this information is from what is known as source materials for the particular topic.

This method was supplemented by Oral History. According to Linda Shopes, Oral History is the collection and study of historical information using the sound recording of interviews with people having personal knowledge of past events. Oral history allows you to learn about the perspectives of individuals who might not otherwise appear in the historical record. The everyday memories of everyday people, not just the rich and famous, have historical importance. If historians do not collect and preserve those memories, those stories, then one day, they will disappear forever.

The researcher collected data from the school administrator, employees, LGU, and TESDA personnel to assess, identify, and analyze the differences between the past and the present status of the school and to answer questions concerning the current status of the institution.

3. RESULTS AND DISCUSSION

Systematic presentation, analysis, and interpretation of data are reported in this chapter. Careful and assiduous treatment of data was made possible in this part to ensure valid research results.

The presentation and analysis of data gathered included the following discussions. The historical background and the status of DHRDC in terms of its objectives, goal, vision, and mission; curriculum and courses offered; enrollment; physical plant and facilities; administration; faculty; and community extension. Likewise, are the significant contribution of DHRDC to education and economy; the prospects for development of the representatives from LGU Daraga and TESDA, and the proposed Development Plan for DHRDC.

3.1. Historical Background of Daraga Human Resource Development Center

Anislag is one of the biggest barangays in the southern part of Daraga, Albay. After twelve years it turns to be the town's most promising venue for commerce and excellent education. It became also the sanctuary for the victims of Mt. Mayon eruptions since this was held by the municipal government as a relocation area.

The big potential for social improvement of Anislag has not been a secret to Mr. Dante M. Magayanes who is a former student of Anislag Barangay High School. He grew up at the nearby barangay of Maopi in Daraga, Albay. After years of study and employment, he decided to commit to being an educator. And when he was assigned to his former high school campus, he treated it as God's calling. It has been already thirty-five years since Magayanes came back and the former school is now the Anislag Elementary School – Annex Campus. It was occupied by two classes in grade four which were conducted in a dilapidated Marcos type building and the abandoned Gabaldon Building. He then made an initiative in converting the six thousand square meters school site into a training center as shown in **Figure 1** which caters to the needs of the poor but hardworking students who can't afford to pursue tertiary education in colleges and universities.

In 2003, in partnership with Hon. Marlene R. Magayanes, Vice Mayor of the Municipality of Daraga, and through the DepEd Non-Formal Education in Daraga South District they started with the Literacy Programs. In September 2005, DHRDC integrated skills training with an approved Memorandum of Agreement with the Technical Education and Skills Development Authority (TESDA), Regional Office V, represented by the TESDA Regional Director Fortunato M. Bosangit; the Local Government Unit of Daraga, represented by the Municipal Mayor Gerry R. Jaucian; and the Department of Education, Albay Division, represented by the Schools Division Superintendent Dr. Epifanio B. Buela.



Figure 1. Daraga human resource development center in Anislag, Daraga, Albay.

On July 11, 2006, the Sanggunian Bayan of Daraga approved the Municipal Resolution No. 46 s. 2006, the creation and establishment of the Daraga Human Resource Development Center, based on the Municipal Executive Order No. 3, s. 2003, which is the creation of the Municipal Literacy Coordinating Council.

Later on, the AKBAYAN Partylist Representative Eta Rosales, donated a Multi-Purpose building amounting to one million pesos (Php 1,000,000.00) and the Department of Education allocated one million and two hundred thousand pesos (Php 1,200,000.00) for the repair of the old devastated buildings. The Provincial Government extended help thru Governor Fernando Gonzales who donated six hundred thousand pesos (Php 600,000.00) for the repairs and acquisition of additional mock-up equipment.

The Diocese of Legazpi thru Mrs. Mediatrix Villanueva donated sewing machines and other equipment. The Local Government Unit of Daraga also donated repairable computers and reproduces three thousand copies of A&E modules being used for Distant Education for the Out of School Youth and Adults who wish to take up the Accreditation and Equivalency Test. The Bicol University, National Statistics Office Region V, and Education for Life Foundation donated steel cabinets, and office & school furnishing.

DHRDC was recognized already by the Education Network and Civil Society Network for Education Reforms during the International Education Summit held on September 25-27, 2007 at National Irrigation Administration Complex, Diliman, Quezon City which were participated by the DepEd Central Office, National Economic Development Authority, UNESCO, TESDA, and other government agencies.

On February 11, 2011, the School Administrator was designated as Community Training and Employment Coordinator (CTEC) and tasked to coordinate with TESDA in the implementation of technical-vocational education and training (TVET) programs; responsible for planning, monitoring, and implementing community-based skills training programs; and coordinate between the Municipality of Daraga and TESDA for other TESDA programs such as assessment and certification, scholarship and other services.

In 2013, DHRDC launched the Enramada Restaurant and Catering Services. Enramada is a Spanish word that describes a festivity done by Daraguenos for an upcoming wedding.⁸ During the annual Cagsawa Festival, the school joined in the Cagsawa Culinaria. The activity was a perfect training ground to showcase the expertise in food servicing of the trainers and the trainees of Culinary Arts. For the first time, the patronage was overwhelming. Among the

bestsellers are the following: Sisig Cagsawa, Sisig Oragon, Enramada's Original Taro Shake, and Caluko.

3.2. DHRDC Enrollment

The first classes were conducted in 2005 with only fifty-six (56) students. Now, for the school year 2017-2018, as shown in **Figure 2**, the enrollees outnumbered the previous count to five hundred seventy-seven (577) for the registered TESDA courses which are the following: Computer System Servicing NC II, Electronic Products Assembly Servicing NC II, Electrical Installation and Maintenance NC II, Automotive Servicing NC I, Driving NC II, Bread and Pastry Production NC II, Cookery NC II, and Dressmaking NC II. There is a visible growth in enrollment from 2005 – to 2016. The highest recorded student population was in School Year 2015-2016. After this year there was a high decrease in enrollment due to the implementation of the Senior High School Program.

The total number of graduates for the past years was consistent in the decrease due to the students' drop-out every second semester according to the School Registrar. In response, the school encourages scholarship grants from the different public and private institutions to make enrollment attractive to students. The scholarship grants are the Training for Work Scholarship Program (TWSP) and the Special Training for Employment Program which is both from TESDA. A total of 1104 scholarship grants from TESDA were given to DHRDC since 2013.

The Department of Social Welfare and Development (DSWD) also provided scholarships through the Sustainable Livelihood Programs/4Ps. The school also signed a Memorandum of Agreement with the Department of Interior and Local Government (DILG), and EDUCO Philippines for the new sets of the grant on the different Community-Based and School-Based Training. Students after graduation were employed through networks of employers for domestic, local employment, and overseas, part of the school's Enrollment to Employment (E2E) Program. The school was also facilitated by certified TESDA Trainers and mostly are accredited Provincial Assessors.

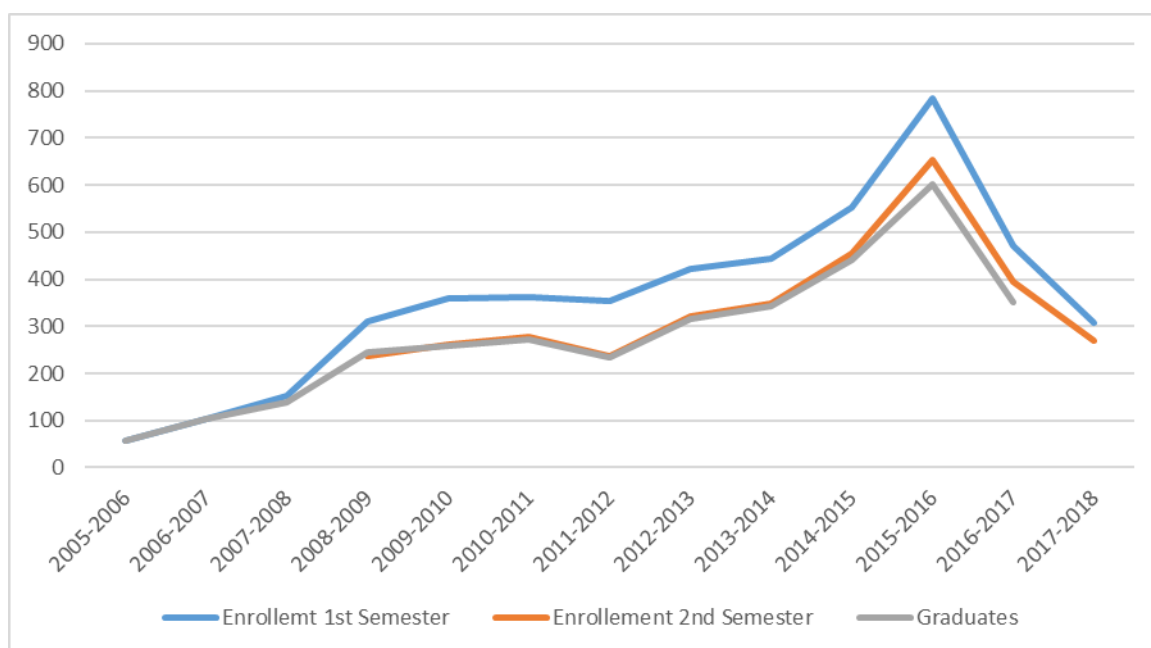


Figure 2. Total Number of Enrollment and Graduates for The Past Years.

3.3. DHRDC as Senior High School Ready

In **June 2016**, DHRDC started to offer Senior High School Program it has complied and submitted all the required documents and supporting papers to the Department of Education. DHRDC was evaluated by the DepEd Regional Office Senior High School Task Force and they found the school competent. The school was highly recommended to the DepEd Central Office to implement such a program. DHRDC is now co-partnering with DepEd in upgrading the education system in the Philippines through the K+12 program.

As Daraga Human Resource Development Center opens its doors for the implementation of the new program, with the upgraded laboratories and facilities, students will surely reap everything that they need to learn in terms of skills education. New buildings will soon rise to accommodate more students. The institution aims to provide quality education in terms of actual activities and experiences to its clients.

3.4. DHRDC as an Economic Enterprise

After twelve years of struggles for victory as a high-caliber institution, Daraga Human Resource Development Center continuous to keep itself on track of its visions and goals. On **December 6, 2016**, a Municipal Ordinance was passed by the Sangguniang Bayan of Daraga headed by Hon. Neil Montallana, this was "An Ordinance Establishing the Daraga Human Resource Development Center as A Technical Vocational Institution and as an Economic Enterprise of the Municipality of Daraga, Albay."

This entitles the school in promoting quality vocational education and training shall assist, formulate and implement a plan to develop the capability of local government unit to assume ultimately the responsibility for effectively providing community-based technical education and skills development opportunities to its constituents.

Furthermore, converting DHRDC into an economic enterprise will contribute to the LGU revenue generation and resource mobilization through efficient financial planning and management system that will allow careful control and tracking of revenues and expenditures.

3.5. DHRDC Organic Agriculture-Tourism Farm School

8 March 2017 marked the first executive meeting of partners-stakeholders for the soon to open DHRDC Organic Agriculture-Tourism Farm School at the prospect extension campuses at Talahib Hills in Talahib, Daraga, Albay at Gabawan Lake Tourism Park in Gabawan, Daraga, Albay and Sanitary Landfill in San Ramon, Daraga, Albay.¹¹ The opening of these campuses is expected in 2019.

People may view generally education as expensive, but then again, if we want quality learning for our future generation, these changes must be faced with courage and perseverance. As the famous Aristotle once said, "The roots of education are bitter, but the fruit is sweet."

3.6. The Status of Daraga Human Resource Development Center

The Daraga Human Resource Development Center is a complete package training institution that aims to harness the youth's potential to its optimum level in terms of technical know-how. It will help generate employment for men and boost their economic productivity.

3.6.1. Vision, Mission, Goals, and Objectives

The vision is to empower the students through more responsive quality TESDA Programs. The mission is to Empowerment of the Filipino with desirable knowledge, skills, attitude, and values that will enable him to think critically and creatively, act innovatively and humanely, improving the quality of his/her life and his/her family, community, and country. Goals are:

- (i) Develop the community as the biggest southern barangay of Daraga and serve thousands of relocates of Mayon Volcano flashfloods.
- (ii) Cater the poor of the poorest turning them into a productive citizen of the country.
- (iii) Transfer technology to students and meet the demand in the global market.
- (iv) Implement ASEAN Integration on K to 12 Curriculum parallel in other countries on the technical-vocational educational system.
- (v) Developed lifelong learning.
- (vi) Developed more trainers' capacities to tertiary trainers and educators through a Ladderized program.

To achieve the goals, the school shall perform the following:

- (i) Strive for academic excellence in instruction, extension, and production through accreditation.
- (ii) Provide appropriate and continuing faculty and staff development programs.
- (iii) Provide and maintain appropriate technologies, instructional facilities, materials, and equipment.
- (iv) Produce quality graduates who are globally competitive to man the needs of business and industry.
- (v) Harness strong rapport with the stakeholders for the successful \ implementation of the programs and projects of the school.
- (vi) Attain training center status through Unity, Solidarity, and Teamwork.

3.6.2. Administration

Daraga Human Resource Development Center was established in September 2005 with an approved Memorandum of Agreement with the Technical Education and Skills Development Authority (TESDA), Regional Office V, the Local Government Unit of Daraga, and the Department of Education, Albay Division. The LGU Daraga appropriate One Hundred Fifty Thousand Pesos (Php 150,000.00) for the operation of the DHRDC coming from the 54 barangays Internal Revenue Allotment and LGU General Appropriation Act subsidy.

Aside from the aforementioned appropriation, the DHRDC was able to generate an income from various sources such as TESDA Scholarship Grants, DILG, DSWD, Intervida, and other NGOs'. The administration experienced a problem that posed barriers to the attainment of its vision. The obstacle in achieving the desired vision was the inadequacy of classrooms, inadequate funds for capital outlay equipment, and the effect of the K to 12 programs that decrease the number of enrollees for the past 2 years.

This study confirms the findings of the study conducted by **SEAMEO INNOTECH** that the Technical and Vocational Schools are still beset with the problems of quality, relevance, efficiency, and access.

3.6.3. Faculty

In 2005, Daraga Human Resource Development Center started with a limited number of teaching and non-teaching personnel. The institution was headed by the Founder/School Administrator and DepEd District ALS Coordinator, Mr. Dante M. Magayanes, he was responsible for the leadership of the school, the implementation of policies, and the overall supervision of day-to-day operations. When he retired from the service in 2016 he was appointed by LGU Daraga as Vocational School Administrator III of DHRDC. The school administrator was responsible for hiring the teaching and non-teaching personnel.

At present, there are 43 teaching and non-teaching staff. The institution has 24 instructors, 17 are Technical Course Trainers, and 7 are Academic Instructors which specialize in different areas such as Information Technology, Automotive Mechanics, Consumer Electronics, Dressmaking, Culinary Arts, Bread, Pastry and other academic subjects. Out of 17 Technical Course Trainers, 9 are TESDA Provincial Assessors. All of these instructors are Bachelor's degree holders and passed the TESDA Assessment for technical-vocational instructors.

It means they are all eligible to teach in this technical-vocational school. Their nature of appointment is regular permanent and the rest are all job order which means they only teach if there is enough number of students enrolled in the area they specialize. The Non-Teaching staff is composed of the cashier, registrar, administrative aide, liaison officer, property officer, employment track officer, school nurse, librarian, utility, and security guards and their nature of appointment are all regular. In general, the instructors and personnel were all qualified.

3.6.4. Curriculum and Courses Offerings

The Technical Education and Skills Development Authority (TESDA) provide the set of curriculums for teaching the technical vocational education and training (TVET) courses to students under the TESDA program. TVET plays a central role in the education model that prepares students for tertiary education, middle-skills development, employment, and entrepreneurship.

The need to provide and make accessible relevant technical education and skills development compels TESDA to undertake direct training activities at the same time support training activities undertaken by other key players in the technical education and skills development sector.

The Daraga Human Resource Development Center offers youth and adults a wide array of courses to choose from. These courses are conducted within 9 months. It is composed of 7 months In-Center-Training and 2 months of On-The-Job Training. These courses are designed to enable students to acquire basic knowledge and skill in their chosen course in preparation for gainful employment.

Figure 3 shows it has the following TESDA registered courses: Dressmaking NC II, Bread, and Pastry Production NC II, Electrical Installation and Maintenance NCII, Cookery NC II, Automotive Servicing NC I, Driving NC II, Computer System Servicing NC II, and Electronic Products Assembly Servicing NC II.

This implies that technical-vocational schools should offer courses that are in demand in the community and will ensure the employability of all graduates. The present study confirms the recommendation of **Guerrero's** study that, vocational courses to be offered in a training program should be toward manpower needs and occupational interest for a more effective self-employment opportunity.

TESDA Registered Program	
Daraga Human Resource Development Center Anislag, Daraga, Albay Phone #: (052) 204-0047	
Tech-Voc Course Offered	
Dressmaking NC II	275 Hrs.
Bread and Pastry Production NC II	141 hours
Electrical Installation and Maintenance NC II	402 hours
Cookery NC II	316 hours
Automotive Servicing NC I	156 hours
Driving NC II	118 hours
Computer Systems Servicing NC II	280 hours
Electronics Products Assembly and Servicing NC II	280 hours

Figure 3. DHRDC's TESDA Registered Program.

3.6.5. Enrollment

The first classes in DHRDC were conducted in 2005 with only fifty-six students. Now, for the school year 2017-2018, the enrollees outnumbered the previous count to five hundred seventy-seven (577) for the registered TESDA courses which are the following: Computer System Servicing NC II, Electronic Products Assembly Servicing NC II, Electrical Installation and Maintenance NC II, Automotive Servicing NC I, Driving NC II, Bread and Pastry Production NC II, Cookery NC II, and Dressmaking NC II. There is a visible growth in the enrolment from 2005 to 2017. The highest recorded student population was in School Year 2015-2016. After this year there was a high decrease in enrolment due to the implementation of the Senior High School Program.

The total number of students enrolled in this institution for the school year 2017- 2018 is 577. According to the interview conducted by the researcher majority of these students took up technical-vocational courses because of interest in work and for immediate employment.

3.6.6. Physical Plant and Facilities

Daraga Human Resource Development Center has a school site that measures 6000 square meters. It has eleven classrooms, seven comfort rooms, an administration room, registrars' office, library, multi-purpose hall, 2-storey Dormtel with restaurant and function hall, 2-story Technological Center, ICT Room, Cookery Room, canteen, chapel, and covered court. The equipment is composed of 40 sets of computers, scanners, printers, projectors, LED televisions, and an air conditioner. It also has three automotive mock-up equipment, 15 mock-up computers, 15 sewing machines, three mock-up refrigerators, three mock-up television, one mock-up photocopier, three mock-up vehicles, two ovens, gas stove, 4-door freezer, 4-door chiller, cooling rack, dishwashing machine, crepe maker, panini grill, gas

griddle griller, gravity feed slicer, water dispenser, gravity feed slicer, band saw, food warmer, infra-red display warmer, 10 units tabletop four gas burner, lava rock griller, noodle cooker, 2-door glass chiller, 6-door chiller, wire shelving, waffle maker square, 2-deck gas oven, 2 units cake showcase, bread slicer, A-frame pastry sheeter, planetary cake mixer and a refrigerator which are all used in hands-on activities. The library contains 3000 copies of modules and 1000 volumes of textbooks.

Figure 4 shows the DHRDC Main Campus at present. **Figures 5** and **6** show the Dormtel with Function Hall and Restaurant, the newly constructed Covered Court, and other school facilities. This implies that the center has good training facilities and equipment but not all of the facilities are provided. According to the school administrator, this center was funded by the municipal government.

Financial support for supplies, materials, equipment, and facilities are released from the municipal office, provincial government, and office of the 2nd Congressional District. After it became an economic enterprise of the LGU Daraga in January 2017, the school cannot purchase the needed equipment on time because of the Procurement Act, which means if a certain agency is planning to purchase equipment and supplies; it must undergo every process such as bidding, canvassing and others, which takes time to complete the transactions despite the availability of funds.

In this situation, it is necessary to appropriate more a realistic amount for non-formal skills training every year for the technical-vocational schools to carry out the mission mandated by law to spearhead manpower development in the country. Similarly, such finding would recall what **Mendoza** stressed: “vocational education can be achieved through adequate provision for equipment, tools, supplies, and materials. Provision for proper accommodations and financial support is a needed concern to attain effective vocational education.”¹²

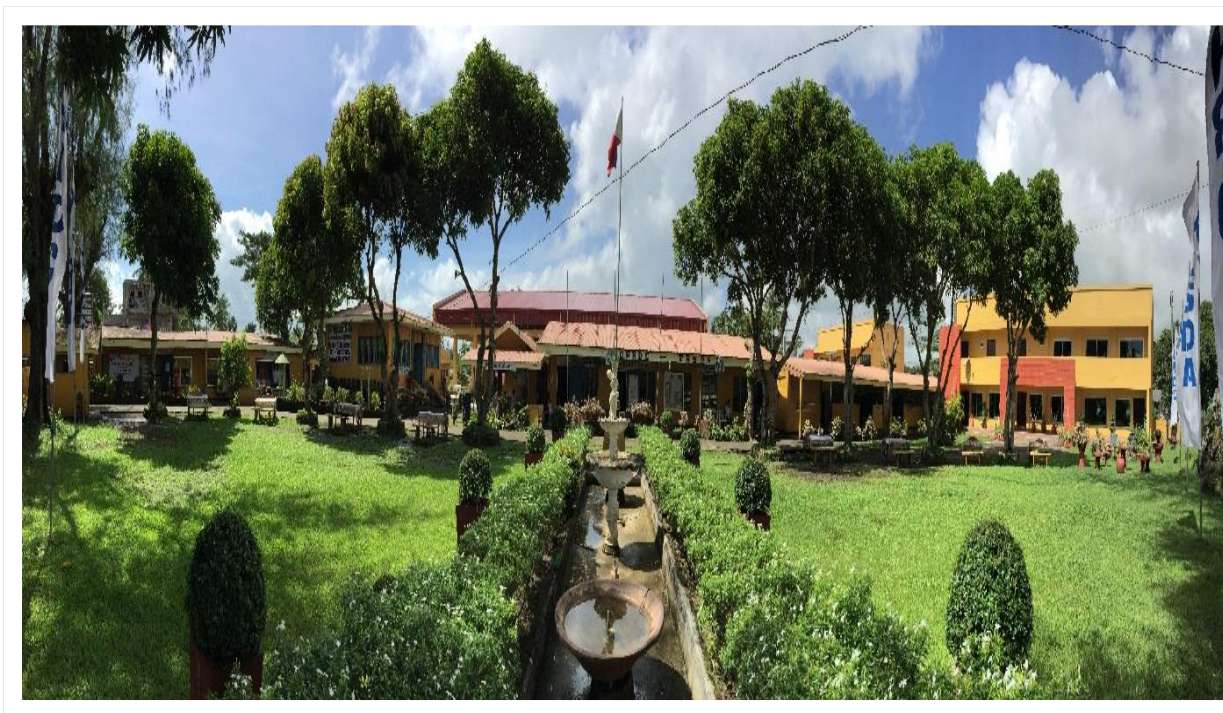


Figure 4. The DHRDC Main Campus.



Figure 5. The Dormtel with Function Hall and Restaurant and the newly constructed DHRDC Covered Court.



Figure 6. DHRDC's Facilities and Mock-up Equipment.

3.6.7. Community Extension

The DHRDC promotes community engagement efforts that start with an awareness of the social realities of our time. The awareness gained from this stage serves as the foundation for building partnerships with like-minded institutions working to address the same realities.

Contributing its strengths and capacities, the school collaborates with partners to address identified issues and ensure personal and structural transformation as well.

Since 2005, the DHRDC emphasized the need to create tie-ups and expand linkages with government and non-government organizations to carry out the extension programs of the school. As such, in the past 12 years, the Administrator entered in the various memorandum of agreements, to wit: 1.) Memorandum of Agreement with the TESDA Regional Office V, LGU Daraga and DepEd Albay Division on September 2006; 2.) Memorandum of Cooperation with the LGU Bascaran, Daraga, Albay on February 4, 2011. 3.) Memorandum of Cooperation with the LGU Canarom, Daraga, Albay on March 1, 2011; 4.) Memorandum of Agreement with DSWD RO V; 5.) Memorandum of Agreement with Intervida on May 2011; 6.) Memorandum of Agreement with the LGU Ibaugan, Daraga, Albay; 7.) Memorandum of Agreement with the LGU Nabasan, Daraga, Albay; 8.) Memorandum of Agreement with the LGU San Rafael, Daraga, Albay on June 15, 2011; 9.) Memorandum of Agreement with the LGU Bigao, Daraga, Albay on March 1, 2012; 10.) Memorandum of Agreement Simbag sa Pag-asenso, Inc. on December 16, 2012. 11.) Memorandum of Agreement with the LGU San Roque, Daraga, Albay on October 1, 2013; 12.) Memorandum of Agreement with the LGU San Vicente Grande, Daraga, Albay; 13.) Memorandum of Agreement with the LGU San Ramon, Daraga, Albay on March 10, 2014; 14.) Memorandum of Agreement with the LGU Villahermosa, Daraga, Albay; 15.) Memorandum of Agreement with the LGU Mayon, Daraga, Albay; 16.) Memorandum of Agreement with TESDA PTC Guinobatan on October 21, 2014. 17.) Memorandum of Agreement with the Yulinked Philippines Corp.; 18.) Memorandum of Agreement with the DILG on Training for Better Access to Job Opportunities (TraBAJO) Program and 19.) Memorandum of Agreement with the Ako Bikol Partlist and TESDA Albay on September 29, 2017.

The memorandum of the agreement became the basis for the ongoing community extension programs of the school which focus on community-based skills training on Computer Literacy, Therapeutic Massage, Dressmaking, Automotive, Literacy Training, Tree Planting Activity, Gift Giving, and Feeding Program.

3.7. Significant Contribution of DHRDC to Education and Economy

School is not only important to us as individuals' school helps society progress by educating its members who bring their newly acquired information to the workforce. School boosts confidence and teaches us to establish and maintain friendships, and helps us learn how to work together as a team, which is a primary tenet of any successful society.

3.7.1. Education

The information supplied by the respondents of the study on the significant contributions of Daraga Human Resource Development Center to education revealed the following findings: The general appraisal made by the students, employees, and other stakeholders to education as shown in **Table 1** were as follows, It provided quality education to the Bicolanos obtained the highest appraisal with WM of 1.44; followed by It developed lifelong learning to students and employees with WM of 1.52; It expanded opportunities for students/employees with WM of 1.54; It developed students' ability to use technology; It increased the productivity of the students/workers and developed student's critical thinking skills both earned WM of 1.62; It developed student's ability to collaborate, work in teams with WM of 1.65; It increased the literary rate with WM of 1.69; It provided scholarships to the low-income families with WM

of 1.73; It developed student's oral and written communication skills with a WM of 1.75; It empowered women with a WM of 1.79 which means the respondents strongly agree.

Table 1. Results of Survey on the Significant Contributions of DHRDC to Education.

Indicators	WM	VI	R
It increased the literary rate.	1.69	Strongly Agree	8
It provided scholarships to low-income families.	1.73	Strongly Agree	9
It developed lifelong learning for students and employees.	1.52	Strongly Agree	2
It increased the productivity of the students/workers.	1.62	Strongly Agree	5
It expanded opportunities for students/employees.	1.54	Strongly Agree	3
It developed students' ability to use technology.	1.62	Strongly Agree	5
It developed students' ability to collaborate, work in teams.	1.65	Strongly Agree	7
It developed students' critical thinking skills.	1.62	Strongly Agree	5
It developed students' oral and written communication skills.	1.75	Strongly Agree	10
It developed students' willingness to examine civic and global issues.	1.99	Agree	12
It developed students' ability to conduct research to learn about issues and concepts.	2.31	Agree	13
It empowered women.	1.79	Strongly Agree	11
It provided quality education to the Bicolanos.	1.44	Strongly Agree	1
Average Weighted Mean	1.71	Strongly Agree	

Nevertheless, the lowest is the, It developed student's willingness to examine civic and global issues with WM of 1.99 and it developed student's ability to conduct research to learn about issues and concepts with WM of 2.31 which means the respondents agree. Generally, all the significant contributions of Daraga Human Resource Development Center to education mentioned above, 46% of the respondents strongly agree and 43% agree on it with an Average Weighted Mean of 1.71 with a verbal interpretation of strongly agree as shown in **Table 1**.

3.7.2. Economy

The general appraisal made by the students, employees and other stakeholders to economy as shown in **Table 2** were as follows, It sets the foundation for sustained economic growth obtained the highest appraisal with WM of 1.55; followed by produced globally competitive and skilled TESDA Specialists with WM of 1.61; It created jobs/employment with WM of 1.62; It reduced the unemployment rate with WM of 1.63; It developed the community with WM of 1.64; It produced more TESDA Provincial Assessors with WM of 1.67; It give the stakeholders the chance to learn about new career opportunities with WM of 1.71; It improved the capacity of individuals to live a decent life and to escape from the hunger trap with WM of 1.73; It raised the standards of living of the people with WM of 1.74; It attracted more investments in the community with WM of 1.76; It improves people's capacity to diversify assets and activities; and It provided business opportunities to the community both obtained with WM of 1.78 which mean the respondents strongly agree in all indicators.

Nevertheless, the lowest in rank among the indicator is the following: It provided additional revenue to the local government, and it helps the local government unit to effectively provide community-based development opportunities to its constituents both obtained with WM of 1.81 which mean the respondents agree in all indicators. Generally, all the significant contributions of DHRDC to the economy mentioned above, 47.49% of the respondents strongly agree and 40% agree on it with an Average Weighted Mean of 1.70 with a verbal interpretation of strongly agree as shown in **Table 2**.

Table 2. Results of Survey on the Significant Contributions of DHRDC to the Economy.

Indicators	WM	VI	R
It developed the community.	1.64	Strongly Agree	5.0
It raised the standards of living of the people.	1.74	Strongly Agree	9.0
It attracted more investments in the community.	1.76	Strongly Agree	10.0
It improves people's capacity to diversify assets and activities.	1.78	Strongly Agree	11.5
It improved the capacity of individuals to live a decent life and to escape from the hunger trap.	1.73	Strongly Agree	8.0
It gives the stakeholders the chance to learn about new career opportunities.	1.71	Strongly Agree	7.0
It produced more TESDA Provincial Assessors.	1.67	Strongly Agree	6.0
It sets the foundation for sustained economic growth.	1.55	Strongly Agree	1.0
It produced globally competitive and skilled TESDA Specialists.	1.61	Strongly Agree	2.0
It created jobs/employment.	1.62	Strongly Agree	3.0
It reduced the unemployment rate.	1.63	Strongly Agree	4.0
It provided business opportunities to the community.	1.78	Strongly Agree	11.5
It provided additional revenue to the local government.	1.81	Agree	13.5
It helps the local government unit to effectively provide community-based development opportunities to its constituents.	1.81	Agree	13.5
Average Weighted Mean	1.70	Strongly Agree	

Based on the appraisal of the respondent on the significant contributions of Daraga Human Resource Development Center to education and economy mentioned above, 46.55% of the respondents strongly agree and 41.49% agree in all indicators. It implies that the DHRDC has significant contributions to education and the economy. Without school, knowledge would not spread as quickly, and our access to new ideas and people could easily be cut off. A world without school would create difficulties in learning and would stall the dispersion of economic growth, tolerance, and the appreciation of our fellow human beings.

Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in human capital. Education enriches people's understanding of themselves and the world. It improves the quality of their lives and leads to broad social benefits to individuals and society. Education raises people's productivity and creativity and promotes entrepreneurship and technological advances. In addition, it plays a very crucial role in securing economic and social progress and improving income distribution. This study also confirms the statement of **TESDA Director General Joel Villanueva**, that TESDA schools and centers are creating graduates with employable skills which contribute to the thriving economy. TVET could just offer the best chance at a solid career to graduates, and the savior against the rising unemployment.⁹

3.8. Prospects for Development of the DHRDC

The researcher interviewed the two stakeholders of the institution which are the LGU Daraga and TESDA to determine their prospects for the development of DHRDC along with the employment of the students, establishment of linkages, administration, and vision. These stakeholders were chosen to be interviewed because they have a specific role or function in the operations of Daraga Human Resource Development Center. The first sector is the Local Government Unit of Daraga which plays the role of allocating funds and supporting the programs. The role or function of TESDA in the operations of the institution is the issuance of certificates, giving Assessment/Trade Tests to the graduates, integrating, coordinating, monitoring skills development programs, and providing TESDA Scholarships.

3.8.1. Vision

According to the interview with the representative of the LGU Daraga, their vision is to empower the learner through more responsive quality literacy and skills training programs. These programs are the following: Basic Literacy or Zero Illiterate out-of-school youth, children, and adults; and implement livelihood and skills training known as literacy com-livelihood. The vision of TESDA is to become a leading partner in the development of the Filipino workforce with excellent competence and positive work values.

In general, Daraga Human Resource Development Center is a training center that will cater to the needs of the poor, underprivileged, underserved but deserving students who cannot afford to pursue tertiary education in Metro Legazpi and Daraga with a vision and mission of empowering Bicolano's for global competitiveness thru human resource development which everyone will be benefited resulting to the reduction of illiteracy and unemployment rate in the region.

3.8.2. Administration

Based on the interview with the LGU Daraga their plan for the next five years in terms of administration is to have additional instructors and personnel through the recommendation of the administrator who is the one who knows the manpower needs. He recommends those for hiring and then to be approved by the municipal mayor. They also plan to have staff development through conducting seminars/training for their instructors and personnel to enhance their skills and knowability. In terms of funding and facilities, the LGU Daraga plans to allocate more funds from different government and non-government organizations to purchase additional mock-up equipment and construct the 2 Four-Storey Building worth one hundred fifty million pesos (Php150, 000,000.00) as shown in Figure 7 from the Office of the 2nd Congressional District headed by Congressman Joey Sarte-Salceda to provide the youth and adults with technical-vocational education training. The construction is expected to start in January 2018.

In partnership with Daraga Community College, DHRDC will offer 1-3 year Ladderized Technical-Vocational courses next school year. The school will offer the following courses: Diploma in Hotel and Restaurant Technology, Diploma in Industrial Automation and Mechatronics Technology, Diploma in Automotive Technology, Diploma in Welding Technology, and Diploma in Civil Technology.

This implies that DHRDC opens opportunities for career and educational advancement to students and workers. It creates a seamless and borderless education and training system that allows transfers in terms of flexible entry and exit between technical-vocational and higher education programs in the post-secondary school educational system. This study confirms the recommendation of **TESDA XI Director Gaspar Goyena** encouraged students to take the technical-vocational course and have bigger chances for employment because of the skill-based training under the ladderized education program of the government.

This is according to Republic Act No. 10647 also known as Ladderized Education Act of 2004, the harmonization of all education and training mechanisms that allow students and workers to progress between technical-vocational and higher education programs, or vice-versa. Ladderized Education Program is part of TESDA's overall thrust to solve the increasing mismatch in the skills of secondary and tertiary graduates in the country to the needs of the industry.



Figure 7. Proposed Two 4-Storey Building worth Php150 Million at DHRDC in Anislag, Daraga, Albay.

3.9. DHRDC's Organic Agricultural-Tourism Farm School

The LGU Daraga started the planning for the proposed Organic Agricultural-Tourism Farm School, an extension campus of DHRDC in San Ramon, Albay; Talahib, Daraga, Albay and Gabawan, Daraga, Albay as shown in **Figure 8**. This will be the first LGU-based agri-tourism farm school in the Philippines. One of the goals of the project is to improve farmers' quality of life with an increase in the market presence of organic products in the local and international markets in line with the development of agri-tourism programs in the community through technical-vocational training. The objectives are the following:

- (i) Facilitate a high standard of technical-vocational training in organic and aqua farming.
- (ii) Increase the number of certified practitioners in organic & aqua farming.
- (iii) Create creative opportunities in the promotion of agri-tourism through close cooperation with the local heads and the entire community.
- (iv) Develop a research center that will focus on the continuous improvement in organic and aqua farming and agri-tourism.

The project has three progressive phases: Phase 1 is the establishment of the Organic Agricultural-Tourism Farm School in Gabawan Lake, Gabawan, Daraga, Albay. Phase 2 is the establishment of Aqua Farm in Talahib, Daraga, Albay, and Phase 3 is the establishment of Biogas Facility in San Ramon, Daraga, Albay. The initial budget for the implementation of the project is Three Hundred Eighty-Two Million Eight Hundred Ninety-Nine Thousand Pesos (Php 382,899,000.00) intended for the construction of road network, buildings, tools, equipment, and other materials. The implementing agencies are the following: TESDA, LGU Daraga, Office of the 2nd District Congressman, DA, DOT, DENR, DOST, DSWD, DILG, DPWH and DepEd.



Figure 8. Proposed Organic Agri-Tourism Farm School, an extension campus of DHRDC at Gabawan Lake, Gabawan, Daraga, Albay.

This implies that the establishment of DHRDC's Organic Agricultural-Tourism Farm School is a holistic progressive project in promoting and developing agri-tourism in the community through education or skills training, research, farm-tourism enterprising and employment. This study confirms the study of the **Asian Development Bank and Australian Aid** that highlights the need to establish new institutions for quality assurance, conduct high-quality research, and develop specialized institutions.

3.9.1. Employment of the graduates

According to the interview conducted with the representative of LGU Daraga their plan to improve the employment of the graduates is to coordinate with the Municipal Public

Employment and Services Office which is in charge of giving employment to job-seekers. The agency also logged on graduates' bio-data on the municipal website in partnership with DOLE and other business establishments in the area, throughout the country, and even abroad to lessen the unemployment rate.

The school also provides employment opportunities under the Enrollment to Employment program in partnership with international and local industries, DicSiemitsu Japan International, House Technology Industrials Pte. Ltd, YHMD International Manpower Services, AI – Alamiah International Manpower Services, EFRATA Management Solution, Inc., LAMCOR Laguna Auto-Parts Manufacturing Corporation, Hitachi Philippines, Toyota Jeddah, Saudi Arabia, Royal Caribbean, Ichinomiya Electronics Phils, William Garments – Batangas, Stretch Distribution Incorporated, HGST Laguna, Biggs Diner – Daraga, Jollibee, Liberty Commercial Center (LCC), Metro Gaisano, Export Processing Zone Authority (EPZA) – Clark, Subic Bay Metropolitan Authority (SBMA), Sunwest Realty and Aggregates, Cavite Economic Zone (CEZ) / Cavite Export Processing Zone (CEPZ), Batangas First Industrial Park, Calamba Premiere International Park (CPIP), Laguna TechnoPark, Light Industry, and Science Park – Laguna, Embarcadero, MangInasal, JY Enterprises, All Electronics Enterprises, Denver Computer Shoppe, Hong Enterprises, Yokohama Philippines, Albay Power and Energy Corporation (APEC), Sorsogon Electric Cooperative (SORECO) and other local industries.

The TESDA also plans to improve the employment of the graduates by determining the manpower needs of business establishments/industries through domestic and international market intelligence reports to pinpoint specific job requirements. TESDA shall find the right people who can be trained to fit the jobs in partnership with NGOs, social welfare agencies/institutions, and school and community organizations. TESDA shall train the people using standards of quality TVET developed in consultation with various industry sectors. This matching process contributes to the best job-skills fit.

According to the Employment Track Officer, based on the statistical data for the school year 2016-2017 has a graduate of 350, 170 of them were already hired in several shops, offices, and business establishments anywhere in the country matched with their chosen courses. This signifies that the institution already achieved its vision to eradicate illiteracy and reduce the unemployment rate in the region.

3.9.2. Establishment of linkages

Based on the interview with the representative from LGU Daraga the institution has linkages with the following government and non-government organizations to meet the needs of the technical-vocational school. The Akbayan Party-list who donated a multi-purpose building amounting to one million pesos (Php1,000,00.00), the Provincial Government of Albay donated six hundred thousand pesos (PHP600,000.00) for the repair of a multi-purpose building, twelve million pesos (Php12,000,000.00) for the construction of Two-Storey Dormitel and Two-Storey Technological Center and four million pesos (Php4,000,000.00) for the acquisition of additional mock-up equipment for Cookery and Bread & Pastry, the Office of the 2nd Congressional District of Albay donated six million pesos (Php6,000,000.00) for the construction of Covered Court.

The TESDA Provincial Office donated sewing machines and automotive mock-up equipment, the Bicol University donated steel cabinets, the Children International donated 1000 volumes of textbooks, and other organizations such as children International, Intervida Philippines, Aboitiz Power Corp., DIC Shemitsu Ltd. Japan, Education for Life Foundation-Quezon City, Bangko Sentral ng Pilipinas, Department of Labor and Employment ROV,

Department of Environment and Natural Resources ROV, National Economic and Development Authority ROV, Department of the Interior and Local Government ROV, National Statistics Office ROV, Department of Health-Center for Health Development Bicol, Shellmed Industries, Multi-Tech Industrial & Development Corporation-Makati, Export Processing Zone Authority (EPZA)-Cavite, Philippine National Police Daraga, Bureau of Jail Management and Penology ROV, Department of Social Welfare and Development-FOV, 901st Philippine Army, CS Garments-Cavite, Metro Gaisano, Diocese of Legazpi, Philippine Coconut Authority ROV, Commission on Human Rights ROV, Daraga Community College, the Barangay Council of Anislag, and the Liga ng mga Barangay of Daraga.

Establishing linkages with different organizations helps the technical-vocational institutions to stay in operation for a long period to cater to the needs of the poor, which results in economic progress and helped increase the literacy and employment rate in the country. The present study confirms the recommendation of **Galvez, Gu, Gomes, and Brizuela** of establishing strong linkages with concerned government and non-government organizations.

3.10. Proposed Development Plan of DHRDC

The findings of the study revealed the growth and progress of the Daraga Human Resource Development Center, the School Development Plan sets out the strategic vision for where the education service of DHRDC will be by 2020. Currently, the DHRDC provides services to approximately 1000 students from Senior High School, Technical Vocational schools, and Community Based-Trainings for them to be empowered with desirable knowledge, skills, attitude, and values that will enable them to think critically and creatively, act innovatively, and humanely, improving the quality of his/her life and his/her family, community and country.

The School Development Plan has been developed from a detailed analysis of available data. This was shared with stakeholders whose input was gathered during the planning process as part of a desire to generate ownership and support for the plan. The stakeholders from students, employees, and representatives of other stakeholders were asked to develop this plan.

Based on the interview, survey, and documentary analysis made, the following findings and conclusions were drawn:

- (i) Mr. Dante M. Magayanes made the initiative to convert the six thousand square meters school site into a training center. In 2003, in partnership with the LGU Daraga and DepEd Non-Formal Education started the Literacy Programs. In 2005, DHRDC integrated skills training with an approved Memorandum of Agreement with the Technical Education and Skills Development Authority Regional Office V, the Local Government Unit of Daraga, and the Department of Education, Albay Division. In 2006, DHRDC was formally established based on the approved Municipal Resolution No. 46 s. 2006 by the Sanggunian Bayan of Daraga. In 2016, DHRDC started to offer Senior High School Program and was converted to an Economic Enterprise of the Municipality of Daraga, Albay.
- (ii) The DHRDC has proven its clear vision, mission, goals, and objectives; the LGU needs to allocate more funds for the operation of DHRDC; the institution has 43 teaching and non-teaching staff and all are qualified to work in the institution; the instructors who will handle technical-vocational courses need to acquire the necessary training and competence aligned with TESDA requirements, providing the set of curriculum for teaching the Technical Vocational Education and Training (TVET) courses to students

under the TESDA program and it offers youth and adults a wide array of courses needed by the community. The first class in DHRDC was conducted in 2005 with only fifty-six students. An increase in many enrollees was noticed but due to the K to 12 implementations, a decrease in the number of enrollees was noted in the school year 2016-2017. Technical-vocational education can be more effective if adequate facilities are available. DHRDC proved that community extension serves as the foundation for building partnerships.

- (iii) Based on the appraisal of the respondents, the DHRDC has significant contributions to education and the economy.
- (iv) The vision of any institution can be achieved through a proactive administration, adequate facilities, quality training programs, competent, dedicated, and qualified personnel. Establishing linkages with different organizations helps the community become more productive. 5. The development plan shall set the pathway towards achieving the vision, mission, and objectives of the DHRDC.

From the findings and conclusions of this study, the following recommendations are drawn:

- (i) The DHRDC should continuously maintain the standard by strictly complying with the regulations set forth by DepEd and TESDA.
- (ii) There should be the continuous implementation of staff development programs, the conduct of performance evaluation and monitoring, and market analysis to address the demands of the community and job market. There should be a wider information-dissemination campaign to increase access to the program. The acquisition and upgrading of its facilities and equipment should be made a priority of the top management. Partnership with the industries is vital for graduates' job placement and on-the-job training of its students.
- (iii) The institution must also focus on developing students' oral and written communication skills and the ability to conduct research to learn about issues and concepts as part of the institution's significant contributions to education. The significant contributions of DHRDC may be used as a reference guide, especially by the present and future administrator of DHRDC which will bring innovative and better programs.
- (iv) The LGU Daraga should allocate more funds to improve the existing vocational-technical programs and the creation of new programs to meet the urgently needed trained manpower in the country. A survey of manpower needs of business establishments/industries should be considered first before offering additional courses.

The output of this study may be used as a basis in meeting what is expected for DHRDC to attain, in uplifting the standard of the school, and in making the founder's dream come true.

4. CONCLUSION

The conclusions are

- (i) DHRDC emerged as one of the biggest LGU run training centers in Bicol. It has already conquered change to be the most outstanding technical vocational school in Albay and one of the best in the Bicol Region. DHRDC is now making an impact on the community by producing quality graduates and the institution shows that it has a form that supports the long-term LGU's sustainable development plans.
- (ii) The DHRDC proved that it has a clear vision, mission, goals, and objectives. The LGU needs to allocate more funds for the operation of DHRDC. The instructors to handle

technical-vocational courses need to be competent in the trade they teach to ensure learning among students.

- (iii) The DHRDC offers youth and adults a wide array of courses needed by the community. DHRDC proved that community extension serves as the foundation for building partnerships and always considered skills training as one of the components of extension programs.
- (iv) Based on the appraisal of the respondent the DHRDC has significant contributions to education and the economy.
- (v) The vision of any institution can be achieved through having a cooperative administration, adequate facilities, and quality training programs. Establishing linkages with different organizations helps the community become more productive.

The development plan can be a tool as a good basis for recommendation in meeting what is expected for Daraga Human Resource Development Center to attain, in uplifting the standard of the school, and in making the founder's dream come true.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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