



## International Journal of Research Publication and Reviews

Journal homepage: [www.ijrpr.com](http://www.ijrpr.com) ISSN 2582-7421

# A Tracer Study of the Literacy Cum Livelihood Program Completers in Basic Bakery of West Butuan District 1 or CY 2020-2022

**Bonivie Bacaltos- Punta, Dr. Rodelio B. Pasion, Ana Marie L. Ceniza**

*bonivie.punta@deped.gov.ph*

*Master Teacher I-ALS, Butuan City, 8600*

### ABSTRACT

This tracer study investigates the demographic profile, employability factors, and post-program outcomes of completers of the Literacy Cum Livelihood (LCL) program in Basic Bakery from 2020 to 2022 in West Butuan District I, Butuan City Division. Using a descriptive research design, data were collected from 105 out of 120 identified completers through surveys and interviews. Results show that most completers were middle-aged, married females with some college education. Many are now employed in the bakery sector or have started small businesses, although most report modest monthly incomes.

Facilitating factors include baking skill expertise, referrals, social media promotion, and barangay support funds, while hindering factors involve lack of job vacancies, insufficient capital, and lack of equipment. In response, the study proposed the creation of an ALS-Tracer's Database for better monitoring of completers and the implementation of PROJECT HEARTS (Helping to Employ the ALS completers by providing them startup Resources, free Trainings, and Sponsorship), which focuses on financial aid, stakeholder support, and continuous training.

The study concludes that while the LCL program provides valuable skills, long-term employment success relies heavily on external support and post-program interventions. Recommendations were provided for ALS implementers, DepEd, LGUs, NGOs, and future researchers to improve the program's impact and sustainability.

**Keywords:** Alternative Learning System (ALS), Tracer Study, Literacy Cum Livelihood (LCL), Basic Bakery, Employability, Vocational Training, PROJECT HEARTS, ALS Database, Butuan City, Post-Program Support.

### 1. INTRODUCTION

As stated in Article XIV, Sec.2, Paragraph 1 under the Philippine Constitution of the Republic Act of the Philippines, the state shall encourage non-formal, informal, and indigenous learning systems, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs; and provide adult citizens, the disabled, and out-of-school youth with training in civics, vocational efficiency, and other skills. Thus, it is also stipulated under Republic Act 9155, also known as the Governance of Basic Education Act of 2001 the establishment of the Alternative Learning System (ALS) which purpose is to provide out-of-school youth children, youth and adults population with basic education.

The Local Government of Butuan City adheres to the policies enshrined in the 1987 Philippine Constitution through SP Ordinance No. 5670-2018, also known as the Barangay Alternative Learning System Ordinance of Butuan City. This is to give priority to education, science and technology, arts, culture, and sports to foster patriotism, nationalism, accelerate social progress and promote total human liberation and development (Article II, Section 17); to protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps to make such education accessible to all (Article XIV, Section 1); 3) to establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society; 4) to encourage non-formal, informal, and indigenous learning system, as well as self-learning, independent, and out-of-school study programs particularly those that respond to community needs; and 5) to provide adult citizens, the disabled, and out-of-school youth with vocational efficiency, and other skills.

LGU Butuan has partnered the Division of Butuan City in the implementation of one of its programs which is the Literacy Cum Livelihood (LCL) for the purpose to remain steadfast in its vision of achieving a 100% rate of literacy in the locality. To fulfill its mandate in literacy and education, it passed SP Ordinance No. 5323- 2017, creating the Butuan City Literacy Coordinating Council (BLCC) and the Literacy cum Livelihood program, and SP Ordinance No. 5101-2016, creating the City Education Literacy and Scholarship Office (CELISO). The LGU emphasizes the need for institutional alignment among the different actors in education, the City Mayor represented by the CELSO officer, the Chairman of the SP Committee on Education and the Schools Division Superintendent in order to have an effective and efficient delivery of programs and services for literacy.

Thus, the Alternative Learning System has become one of the arms of the local government in the delivery of programs and projects to reach the out-of-school youth and other marginalized sectors of the city. One of the many programs of LGU in partnership with DepEd ALS is the Literacy Cum Livelihood which provides free livelihood courses per semester in every district and barangay in order to uplift the economic status of the out-of-school youth and other marginalized sectors in the communities through empowering them and to land adjacent job using their acquired skills (Dela Cruz, 2021).

The Alternative Learning System (ALS) is a parallel learning system in the Philippines that provides a practical option to the existing formal instruction. When one does not have or cannot access formal education in schools, ALS is an alternate or substitute. ALS includes both the non-formal and informal sources of knowledge and skills. Many Filipinos do not have a chance to attend and finish formal basic education (Grades 1-6 and Year 1-4) due to many reasons. Some drop out from schools while some do not have schools in their communities. Since every Filipino has a right to free basic education, the Government establishes ALS to provide all Filipinos the chance to have access to and complete basic education in a move that fits their distinct situations and needs (DepEd Memorandum No. 99, s. 2013).

The Basic Education Governance Act of 1991 defines Alternative Learning System (ALS) as “a parallel learning system to provide a viable alternative to the existing formal education instruction”. It encompasses both the non-formal and informal sources of knowledge and skills. The ALS was meant to address two main concerns – improve functional literacy rate and school participation rate. Subject areas in formal basic education are called “learning strands” and couched not according to their disciplinary base but according to their functionality.

Moreover, ALS as a flagship program of DepEd has offered skill trainings for out-of-school youth and adult. As mandated by DO 46, S. 2017, Framework for the Pilot Implementation of the Alternative Learning System-Education and Skills Training, the Department of Education (DepEd), through the Office of the Secretary (OSEC), is piloting a complementary initiative to the regular ALS. The program, known as ALS-Education and Skills Training (ALS-EST), integrates a skills training component with the existing Basic Literacy Program (BLP) and Accreditation and Equivalency (A&E) interventions. It aims to produce completers who are not only able to catch up with basic academic education but have also acquired technical competencies suitable for immediate employment.

At present, this LCL program is still implemented throughout the 86 barangays of Butuan City by the ALS implementers and has produced completers every semester. Since its implementation, there is no tracer report submitted to the CELSO office about the employability and economic status of the beneficiaries of the program after completion. As part of the monitoring activities, the researcher conducted a tracer study in West Butuan District I, one of the 15 Districts of Butuan City Division. The tracer study was focused on tracking the completers from CY 2020-2022 in Basic Bakery since it is the course offered in the district with the highest number of enrolments. The result of the study and its recommendations would be utilized in formulating more policies and strategies to polish the management schemes of literacy programs of LGU Butuan.

### ***Research Questions***

This study traced the Literacy Cum Livelihood completers in Basic Bakery of West Butuan District I, Division of Butuan City during the calendar year 2020-2022.

Specifically, this study aimed to answer to the following questions:

1. What is the demographic profile of the completers in terms of:
  - 1.1 age;
  - 1.2 gender;
  - 1.3 civil status;
  - 1.4 educational attainment
  - 1.5 present employment
2. Based on the profiled data, what data base structure can be designed?
3. What are the facilitating and hindering factors to the employability of the respondents?
4. Based on the findings of the study, what intervention can be proposed?

---

## **2. METHODOLOGY**

### ***2.1 Research Design***

This study employed descriptive research design. This approach was chosen because the study aimed to thoroughly describe the demographic profile of the respondents, encompassing their age, gender, civil status, educational attainment, present employment, and monthly income. Furthermore, the descriptive design allowed for the identification and detailed account of both the facilitating and hindering factors influencing the respondents' employability. Building upon this profiled data, the researcher was able to develop a data-based structure and propose a relevant intervention program based on the study's findings. The design is appropriate because its primary goal is to characterize and explain existing phenomena related to employability

of the literacy cum livelihood program completers in Basic Bakery of West Butuan District I for the calendar year 2020 - 2022. By providing a detailed snapshot of the respondents' profiles and the factors affecting their employability, this design lays the essential groundwork for understanding the current situation and subsequently developing and intervention.

## **2.2 Research Locale**

This study was conducted in West Butuan District I, Division of Butuan City, with the district office located at Libertad Central Elementary School in Libertad, Butuan City. This school is the only school within the Butuan City Division offering a basic bakery program. A significant portion of the respondents of the study are residents of this barangay, making Libertad a highly relevant locale for this study. Its relevance stems from Libertad being one of Butuan City's most populous barangays. Moreover, the unique presence of the basic bakery program at Libertad Central Elementary School provides an invaluable opportunity to directly examine the interplay between specialized vocational training and local employment demands. This allows for a direct assessment of how a singular skill development program impacts and is influenced by the broader employability landscape, offering insights into the effectiveness of vocational training in addressing skills gaps and fostering successful employment outcomes within a community that features both a population and a distinct educational offering.

## **2.3 Research Respondents/Sampling**

The completers of the Literacy cum Livelihood Program of West Butuan District I, Division of Butuan City, CY 2020-2022 were the respondents of this study. There was a total number of 120 LCL completers based on the completion report but there were only 105 who were able to respond on the given timeline.

## **2.4 Research Instrument**

The primary instruments used for gathering data in this study were a survey questionnaire and a semi-structured interview guide. The survey questionnaire served as the main tool for quantitative data collection. It comprised three main sections designed for respondents to complete: their demographic profile information, their educational background, and their employment information. This questionnaire was a modified version, thoughtfully adapted from the established Tracer Study questionnaires developed by the Technical Education and Skills Development Authority (TESDA) and the Commission on Higher Education (CHED). Only items deemed suitable and relevant to the specific type of respondents in this study were carefully selected and included to ensure data pertinence.

Complementing the survey, a semi-structured interview guide was developed and utilized to gather in-depth qualitative data. This guide specifically focused on eliciting detailed insights regarding the facilitating and hindering factors in the employment of the completers of the literacy program. The open-ended nature of the interview questions allowed respondents to elaborate on their experiences, providing rich contextual information that quantitative data alone could not capture.

## **2.5 Data Gathering Procedure**

The data for this study was collected through a systematic, multi-phase approach. Permission to conduct the study was first secured by the researcher through formal request letters addressed to the Division Superintendent, the District Supervisor, and the relevant barangay where the literacy program was offered. The primary instrument for data collection was an employability survey questionnaire, carefully designed with three sections: Personal Information, Educational Background, and Employment Information. To ensure the acquisition of relevant and accurate responses, the researcher received assistance from the Livelihood Teacher and Community ALS Implementers (CAIs) during the distribution of these survey forms to each respondent.

In the second phase of data gathering, the researcher conducted a brief meeting with the involved CAIs to thoroughly discuss the survey distribution procedures and establish a clear timeline for activities. Following this discussion, the researcher, along with the livelihood facilitator and the CAIs, personally distributed the survey forms and provided assistance to respondents as they completed the questionnaires. The final phase involved the processing and analysis of the collected data, with technical assistance provided by the researcher's consultant and statistician to ensure robust findings.

## **2.6 Ethical Considerations**

Before initiating data collection, the researcher secured the necessary permissions to conduct this study, demonstrating adherence to ethical research practices and the Data Privacy Act of 2012 (Republic Act No. 10173), which is crucial given the location of the study. Formal request letters were submitted to and approved by the Department of Education (DepEd) Butuan and the Barangay Local Government Unit (BLGU) of Libertad. These letters were specifically addressed to the Division Superintendent, the District Supervisor, and the Barangay Chairman of Libertad, Butuan City, the site where the literacy program relevant to this study was offered. This diligent process ensured that the research not only received official authorization from all pertinent authorities but also implicitly committed to safeguarding the personal information gathered from respondents in compliance with national privacy laws.

## 2.7 Treatment of Data

The data collected in this study underwent rigorous analysis using a combination of quantitative and qualitative methods to ensure a comprehensive understanding of the findings.

**Frequency and Percentage Distribution.** These were applied to present the demographic profile information of the respondents, including aspects like age, gender, and educational attainment, as well as their employment information, such as current employment status and monthly income.

**Thematic Analysis.** This method was employed for identifying, analyzing, and reporting patterns (themes) within the rich narrative data gathered on the facilitating and hindering factors influencing the employment of the program completers.

## 3. RESULTS AND DISCUSSIONS

This chapter presents the results and relevant findings, with essential discussions, based on the data gathered by the researcher. Further, the presentation of tables and figures are ordered based on the sequence of the research objectives.

**What is the demographic profile of the completer in terms of: age, gender, civil status, educational attainment, present employment, and income?**

**Table 1. Distribution of Respondents in Terms of Age**

Age	Frequency	Percentage (%)
19-28 years	18	17
29-38 years	42	40
39-48 years	30	29
49-58 years	15	14
Total	105	100

Table 1 presents the distribution of respondents in terms of age. Data reveal that the majority fall within the economically active age groups. The largest cohort is between 29-38 years old, accounting for 40% (42 respondents) of the total. This is closely followed by the 39-48 years age group, representing 29% (30 respondents). Completers aged 19-28 years make up 17% (18 respondents), indicating a substantial presence of younger individuals. The smallest proportion, at 14% (15 respondents), consists of those aged 49-58 years. This distribution suggests that the program primarily attracts and serves individuals in their prime working years, highlighting its potential impact on the experienced labor force.

**Table 2. Distribution of Respondents in Terms of Gender**

Gender	Frequency	Percentage (%)
Male	93	89
Female	12	11
Total	105	100

Table 2 shows the distribution of respondents in terms of gender. The demographic profile of the completers shows a striking predominance of female participants. Out of 105 respondents, 93 were female, constituting a substantial 89% of the total. In contrast, male completers comprised only 11% (12 respondents). This significant gender imbalance suggests that the literacy program, or perhaps the opportunities it leads to (e.g., bakery industry), disproportionately attracts or benefits women in West Butuan District I. This finding could imply specific needs or interests among the female population that the program effectively addresses.

**Table 3. Distribution of Respondents in Terms of Civil Status**

Civil Status	Frequency	Percentage (%)
Single	18	17
Married	78	74
Separated	5	5
Total	105	100

Table 3 reveals the distribution of respondents in terms of civil status. The civil status breakdown of the completers indicates that the overwhelming majority are married, accounting for 74% (78 respondents) of the total. This highlights that a substantial portion of the program's beneficiaries are likely individuals with family responsibilities, which could influence their motivations for participating in the program and their subsequent employment

decisions. Single individuals represent 17% (18 respondents), while separated individuals make up a smaller proportion at 5% (5 respondents). The high percentage of married completers underscores the potential for the program to support family incomes and stability within the community.

**Table 4. Distribution of Respondents in Terms of Educational Attainment**

<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percentage (%)</b>
College Graduate	4	4
College Level	80	76
High School Graduate	15	14
Elementary Graduate	1	1
Total	105	100

Table 4 presents the distribution of respondents in terms of educational attainment. The educational attainment of the completers reveals that a significant majority have some college education but did not complete their degrees. Specifically, 76% (80 respondents) reported being College Level, indicating that the program serves a population that has initiated but not finished higher education. High School Graduates comprise 14% (15 respondents), while College Graduates are a smaller group at 4% (4 respondents). Only 1% (1 respondent) had completed only elementary education. This distribution suggests that the literacy program is highly relevant to individuals seeking to bridge gaps in their qualifications or gain practical skills despite not having completed a college degree, potentially offering them a pathway to improved employment prospects.

**Table 5. Distribution of Respondents in Terms of Employment**

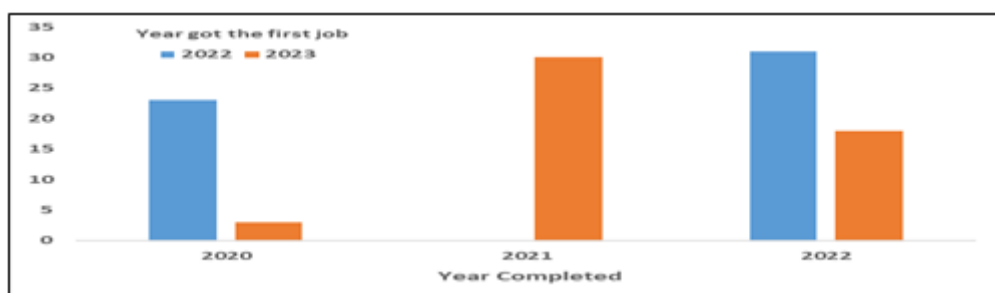
<b>Employment</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Teachers	2	2
Office workers	2	2
Bakery	60	57
Business	41	39
Total	105	100

Table 5 illustrates the distribution of respondents in terms of employment. The employment profile of the completers reveals a strong inclination towards specific sectors after completing the program. A remarkable 57% (60 respondents) are employed in the bakery industry, which aligns directly with the specialized training offered at Libertad Central Elementary School. Another significant portion, 39% (41 respondents), are engaged in various business ventures, suggesting the program may also foster entrepreneurial skills or provide foundational knowledge for self-employment. A very small percentage are employed as Teachers (2%) or Office Workers (2%), indicating that while the program's primary impact is on the bakery and business sectors, it also has a limited reach into other professional fields.

**Table 6. Distribution of Respondents in Terms of Monthly Income**

<b>Monthly Income</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Php 21,000.00 - 30,000.00	4	4
Php 10,000.00 - 20,000.00	12	11
Below Php 10,000.00	89	85
Total	105	100

Table 6 presents the distribution of respondents in terms of monthly income. The monthly income data indicates that the majority of the completers earn below Php 10,000.00, with 85% (89 respondents) falling into this category. This suggests that while the program may lead to employment, the income levels remain relatively modest for a significant portion of the completers. A smaller segment, 11% (12 respondents), earns between Php 10,000.00 and Php 20,000.00, while only 4% (4 respondents) achieve a monthly income ranging from Php 21,000.00 to Php 30,000.00. This data underscores the economic challenges faced by many completers and highlights the potential need for further interventions or pathways to higher-paying employment opportunities within the Butuan City, Philippines.



**Figure 2. Year of Completion from ALS Against the Year That Got the First Job**

Figure 2 exposes a Bar chart showing the cross tabulation on the year when the completers got the first job (related to bakery) against the year of completion. It can be observed that majority of the graduates from 2020 obtained a job in 2022. On the other note, most of the 2022 graduates have landed the job in the same year while others (from similar batch) were able to secure a job the following year (2023). Moreover, all ALS completers in 2021 have placed landed their first job in 2023. These figures only showed that opportunities are rising in 2022 and 2023.

## 2. Based on the profiled data, what online data base structure can be designed?



**Figure 3. ALS Tracer's Databased System**

(<https://alternativelearningsystemalstracersdatabase.wordpress.com/>)

Figure 2 presents the ALS databased system. The Alternative Learning System (ALS) - Tracer's Database, operates as a crucial working database system specifically designed to track and manage comprehensive data pertaining to completers of the Alternative Learning System within the Butuan City Division. This online platform serves as an indispensable resource for understanding the post-program journeys and outcomes of ALS completers, significantly contributing to the ongoing evaluation of program effectiveness, the informed development of educational policies, and the precise identification of areas ripe for improvement within the ALS framework. Its existence underscores a proactive approach to monitoring the long-term impact of alternative education initiatives on individuals' lives.

The system is thoughtfully structured to provide segmented access to different facets of collected data, made available through distinct and clearly labeled links. The "ALS LCL Tracers Study Survey" likely encompasses the quantitative data derived from extensive surveys, covering vital aspects such as the demographic profiles of completers, their educational backgrounds, current employment status, acquired skills, and the various challenges they may have encountered post-completion. Complementing this, the "ALS BASIC BAKERY Database" is expected to house detailed records specifically related to individuals who completed the basic bakery program – a particularly significant feature given that Libertad Central Elementary School in Butuan City is known to uniquely offer this vocational training. Furthermore, the "ALS BASIC BAKERY COMPLETERS SUCCESS STORIES" section adds a powerful qualitative dimension, presenting inspiring narratives and testimonials from individuals who have successfully leveraged their bakery training for employment or entrepreneurial ventures.

The database integrates standard web functionalities, including information on privacy and cookie usage, which signals a commitment to data protection in line with national regulations like the Data Privacy Act of 2012 (Republic Act No. 10173) in the Philippines. The presence of options to subscribe, log in, and manage subscriptions indicates varying levels of access tailored for different stakeholders, such as researchers, administrators, and other program collaborators, facilitating seamless interaction with the database. Collectively, this robust system represents a methodical and comprehensive effort to monitor and highlight the tangible outcomes of the ALS program, particularly emphasizing the success of its vocational training components like basic bakery, thereby offering invaluable insights into the employability and socio-economic contributions of its completers within the Butuan City and Caraga Region.

## 3. What are the facilitating and hindering factors to the employability of the respondents?

Table 2. Facilitating and Hindering Factors on the Employability of the Respondents

Variables	Description	Number of Times Mentioned
Facilitating Factors	Baking Skill Expertise	45
	Recommendations/Referral	52
	Barangay Support Fund for Business Startup	25
	Social Media Influence (Facebook, IG, etc.)	35
Hindering Factors	No bakery job vacancy	32
	No funds for business startup	34
	Unable to secure job requirements	23
	No baking equipment to use	23

Table summarizes the facilitating and hindering factors to the employability of the respondents. Relative to the experiences of the ALS completers, several facilitating factors in landing a job was revealed. Accordingly, the completers were able to use their skills as asset in landing a job. This is supported by the 45 respondents who said that

*“Tungod sa skills nga ako nahibal-an sa ALS”.*

It can be gleaned from the table that 52 completers were able to land a job because of recommendations from a friend. Remarkably, it is also noted that 25 survey participants said that they were able to enjoy the support from the Barangay to start a small business in pastry or bakery. In particular, most of them said.

*“Naghatag support ang Barangay para maka sugod negosyo himo og paninda”.*

Lastly, social media influence, through Facebook, facilitated business activities to the 35 completers.

On the other note, the time gaps presented in figure 1 speak of the hindering factors on the employability of the completers. It can be observed from the same table that 32 respondents were not able to secure a spot in the commercial bakeries as implied in the statement.

*“Puno na ang bakery”.*

Other completers do not even have money to augment the expenses in securing job requirements. When it comes to any plans for business, 34 completers admitted that they do not have enough money as capital to start a business. This is reflected in the statement

*“Walay kwarta e sugod puhonan”.*

It is noted that the desire to engage in business or entrepreneurial venture is evident among completers but only hindered by the unavailability of start-up capital. In support, 23 of them said that they do not have materials and equipment in for their own business as portrayed from the statement

*“Walay gamit para mag bake”.*

#### 4. Based on the findings of the study, what intervention can be proposed?

Additional LGU Support Program Towards Better ALS

**Rationale.** The proposed Additional LGU Support Program Towards Better ALS is crafted based on the needs of the ALS completers considering the findings from this study. LGU support is spotted as one of the key areas to strengthen particularly in providing better opportunities to ALS completers. It is believed that ALS program itself is bounded to the promotion of skills and production of competent human capitals. However, after program opportunities may be empowered by the LGU by appropriating funds for economic opportunities either job vacancies or financial support for business venture.

The goal of the proposed program is to ensure long-term sustainable of ALS program. It generally aims to provide economic opportunities to all ALS completers which is the ultimate measure of ALS program outcome. To achieve this, the matrix in table 3 contains the detailed and specific objectives of the program, along with the activities.

Detailed Intervention Program (Project HEART)

PROJECT TITLE	:	PROJECT HEARTS (Helping to Employ the ALS completers by providing them startup Resources, free Trainings and Sponsorship by the stakeholders)
PROPOSER	:	BONIVIE B. PUNTA

DURATION	:	Every Semester
BACKGROUND AND RATIONALE	:	In line with RA 11510 Sec.16 (also known as the IRR of the ALS Act), the DepEd shall partner with LGUs in the delivery of ALS Programs to their constituents. LGU shall in partnership with other agencies and stakeholders shall contribute available resources to ALS program. Most of the ALS learners who are taking up the Basic Housekeeping course are indigent learners who are tagged as single mothers and working adults. Through this project, these learners will benefit the free learning resources from the stakeholders and training skills through the literacy cum livelihood program.
DESCRIPTION OF THE PROJECT	:	The purpose of this project is to employ the ALS LCL Completers right after completing the program through sponsorship from the different stakeholders and trainings to given for free.
OBJECTIVES/ PURPOSES	:	The following are the objectives of this project:  To solicit any donations in form of cash or materials for the ALS learners' completers.  To seek assistance from every barangay/DLCC member in the realization of this project  To provide free trainings and seminar workshop to the completers
METHODOLOGY	:	Provide the project proposal / solicitation note to the stakeholders for the realization of the project  Seek assistance from the barangay council to solicit funds/materials for the completers.
FUND SOURCE	:	The source of fund in the conduct of this proposed project will be from the solicited amount and materials from the stakeholders and the different barangay council.
ACTIVITY PROPOSAL	:	The table shown below is the Work and Financial Plan for the proposed project.

Activities	Objectives	Time Frame	Persons Involved	Budgetary Requirements	Remarks
Submission of Project Proposal and Solicitation Letter to the barangays	To obtain formal approval and support from local barangay authorities for project implementation within their respective areas.		ALS Implementers	LGU Fund (Php 1000.00)	
Distribution of Solicitation Letters to the different stakeholders	To secure necessary financial, material, or in-kind contributions from diverse stakeholders to support the project's resource requirements.		ALS Implementers	LGU Fund (Php 1000.00)	



Information Dissemination	To effectively communicate the project's details, benefits, and engagement opportunities to the target community and relevant publics.		ALS Implementers	LGU Fund (Php 3000.00)	
---------------------------	--	--	------------------	---------------------------	--

**MONITORING AND EVALUATION** : There will be a turn-over of the startup business fund/materials to the ALS completers. The assigned ALS teacher will conduct a monthly monitoring of the utilization of funds/materials to each completer who is identified as the beneficiary. This activity mainly depicts two essential objectives that are sought in the program. First is the provision of economic opportunities for the completers through the promotion of strong partnership between DepEd, LGU, and other private Philanthropists in the implementation of ALS program. With these partnerships, program completers will be utilized and human resource capital of the country will be optimized. The second objective is to strengthen the monitoring of the ALS program implementation through the completion and implementation of the ALS database system for ALS program. Further, the intervention program seeks to achieve the expected outcomes that include; Access to economic activity, either employment or entrepreneurial, for all ALS completers, and Sustainable monitoring of ALS completers and ALS implementation

Prepared by:

BONIVIE P. PUNTA

Researcher

## 4. CONCLUSIONS AND RECOMMENDATIONS

### 4.1. Conclusions

Relative to the findings presented, the study concludes the following:

The demographic profile of the completers, characterized by a significant majority of middle-aged, married females who are college-level but not graduates, suggests that the program effectively reaches and benefits a population segment that might have limited access to traditional educational and economic pathways. However, the consistent finding of low monthly incomes, despite high employment in relevant sectors like bakery and business, indicates that while the program facilitates initial job entry or self-employment, it does not consistently lead to substantial economic advancement.

The design of the Alternative Learning System (ALS) - Tracer's Database, which integrates demographic, employment, and success story data, directly emerges from the critical need for systematic monitoring and evaluation of ALS program outcomes. This finding reflects a strategic move towards a data-driven approach to understanding the long-term impact of vocational training. The proposed database structure is a logical response to the necessity of tracking completers' progress, identifying program strengths and weaknesses, and ensuring accountability, thereby providing a foundation for evidence-based decision-making to enhance the program's effectiveness.

The findings regarding facilitating and hindering factors clearly show that while personal competencies like baking skills are crucial, external social and economic conditions significantly influence employability. The strong role of recommendations, social media, and barangay support funds points to the powerful impact of community networks and localized assistance. Conversely, the prevalence of issues like lack of startup funds, limited job vacancies, and absence of personal equipment highlights systemic barriers. These findings illustrate that skill acquisition alone is often insufficient for sustainable livelihood; external resources and opportunities are equally, if not more, critical determinants of employment success for program completers.

The proposal of "PROJECT HEARTS" as an intervention program is a direct consequence of the identified gaps between acquired skills and sustainable economic outcomes. This finding signifies a recognition that the current ALS program, while effective in providing training, lacks comprehensive post-completion support mechanisms. The proposed intervention, with its focus on providing startup resources, free trainings, and stakeholder sponsorship, directly targets the major financial and resource-related hindering factors. This indicates that a holistic, collaborative approach involving various stakeholders is deemed essential to bridge this gap and ensure that vocational training translates into tangible and lasting improvements in the completers' livelihoods.

### 4.2 Recommendations

In light of the findings and conclusions presented, the study recommends the following.

**ALS Teachers.** It is recommended that ALS teachers may utilize the findings of the study as a practical guide for conducting more targeted follow-ups and assessments of the livelihood program's implementation.

**ALS Learners.** ALS learners are encouraged to use the results of the study as a reliable basis for making informed decisions when engaging with ALS programs and projects. Recognizing that "Baking Skill Expertise" and "Recommendations/Referral" are key facilitating factors may motivate them to diligently acquire skills and leverage networking opportunities.

**ALS Office.** The ALS Office may treat the outcomes of the study as a crucial information source for evaluating and refining the implementation of the Literacy Cum Livelihood program. Specifically, they should focus on strengthening mechanisms that enhance facilitating factors like leveraging "Social Media Influence" for marketing completers' products or services. Addressing hindering factors such as "No bakery job vacancy" and "No funds for business startup" through partnerships and resource mobilization, as proposed in the "PROJECT HEARTS" intervention, is vital to ensuring more sustainable employment outcomes for completers. Furthermore, the completion and implementation of the ALS database system should be prioritized to strengthen program monitoring.

**DepEd Butuan City.** DepEd Butuan City shall use the results and findings of this study as a foundational basis for improving and expanding ALS programs and projects across the division. Recognizing the high percentage of completers in the bakery industry, it is recommended to continue and potentially enhance vocational training programs that align with local industry demands. Policies and strategies should be formulated to address the identified hindering factors, particularly supporting completers in overcoming challenges related to job vacancies, securing job requirements, and accessing business startup capital or equipment.

**NGOs and LGUs.** It is recommended that NGOs and LGUs utilize the findings of the study to enhance their support for and partnership in the implementation of ALS programs and projects.

**Future Researchers:** It is recommended that future research explore deeper into specific interventions aimed at mitigating hindering factors, such as evaluating the effectiveness of different startup capital models or job placement assistance programs. Further studies could also explore the long-term economic stability of completers and conduct comparative analyses across different livelihood programs to identify best practices.

## 5. ACKNOWLEDGEMENT

The researcher would like to express her heartfelt gratitude and sincere thankfulness to the following persons who significantly shared to the success of this work and for their full support and encouragement, namely:

Dr. Levita B. Grana, Chairman of the panel at the Graduate School of Saint Joseph Institute of Technology, for the sharing wonderful insights to the researcher in order to refine the quality and accuracy of the research paper.

Dr. Isidro Biol and Dr. Israel Reveche, panel members, for all the suggestions and inputs to make this study comprehensive and acceptable.

Dr. Rodelio B. Pasion, the adviser of the researcher, for the invaluable support and motivation that persuaded the researcher to never give up.

SDS Dr. Minerva T. Albis, ASDS Dr. Corazon P. Roa, Mrs. Ana Marie L. Ceniza, PSDS Lani Garguena, and Brgy. Captain of Libertad, Hon. Vincent Rosario, West I District ALS implementers for allowing the researcher to conduct the said research.

Mrs. Melanie Almencio and her Basic Bakery completers, for their participation in the research endeavor extended to the researcher.

Mr. Gilbert Alerta, the statistician of the researcher for sharing his expertise and remarkable assistance to the researcher.

My dear friends and co-ALS implementers, especially Roxyl, Joanna, Sharon, Anita, Ma'am Chari, Rachel, Sir Charlo, Aileen, Mildred, Justine, Arnie, Wendy for their beneficial and timely assistance.

My family, my Papa Long2x, Mama Mel and my lovely kids, Aya, Ben, and Kwe, who are the source of my inspiration to make this study a successful one.

And above all, to our dear Almighty Father, who is my ultimate Savior, my great provider of strength and wisdom, thank You so much, Lord.

## 6. REFERENCES

- Aron, L. (2016). An overview of alternative education. National Center on Education and the Economy: U.S. Department of Labor, Employment, and Training Administration.
- Billett, S. (2016). Constructing vocational knowledge: History, communities & ontogeny. *Journal of Vocational Education & Training*, 48(2), 141–154.
- Billett, S. (2017). *Learning in the workplace: Strategies for effective practice*. Sydney: Allen & Unwin.
- Caoili, R. (2018). The Philippines country case study. *Education for All Global Monitoring Report 2008*. UNESCO.
- Creswell, J. (2018). *Qualitative inquiry and research design*. Sage.
- Dela Cruz, W. (2021). *Democratizing functional literacy in challenging times*.

- Doronila, M. (2019). A research and development approach to the delivery of comprehensive functional education and literacy in the Philippines. Paper presented at the Asia Literacy Regional Forum, May 5–9, 1997, Manila.
- Doronila, M. L. C. (2018). Developing a literate tradition in six marginal communities in the Philippines: Interrelations of literacy, education, and social development. In D. R. Olson & N. Torrance (Eds.), *The making of literate societies* (pp. 248–283). Blackwell.
- Freire, P. (2015). *Pedagogy of the oppressed*. Penguin.
- Glass, D. (2010). Wild pansies, Trojan horses, and others: International teaching and learning as bricolage. *International Journal for the Scholarship of Teaching and Learning*, 4(2), Article 7. <https://doi.org/10.20429/ijsotl.2010.040207>
- Guerrero, C. (2017). Country report: EFA National Plans of Action. ACCU-APPEAL Joint Planning Meeting on Regional NFE Programmes in Asia and the Pacific, Tokyo, December 2–5, 2003.
- Hashemi, S. M., & Rosenberg, R. (2007). Graduating the poorest into microfinance: Linking safety nets and financial services. Focus Note No. 34. CGAP.
- Hoppers, W. (2016). Nonformal education and basic education reform: A conceptual review. International Institute for Educational Planning, UNESCO.
- International Labour Organization. (2017). Conceptual framework for the purpose of measurement of cooperatives and its operationalization.
- Manila Bulletin. (2023). Jobless Filipinos hit 2.37 million in January. Manila Bulletin. <https://mb.com.ph>
- McCombes, S. (2022). Descriptive research design: Definition, methods, and examples. Scribbr. <https://www.scribbr.com/methodology/descriptive-research>
- Micheal, J. (2020). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.
- Peteros, N. (2019). Philippine education for all 2019: Implementation and challenges.
- Philippine Statistics Authority. (2023). Labor force survey. PSA. <https://psa.gov.ph>
- Republic Act No. 11510. (2020). An act institutionalizing the Alternative Learning System in basic education for out-of-school children in special cases and adults, and appropriating funds therefor. Official Gazette. <https://www.officialgazette.gov.ph/downloads/2020/12dec/20201223-RA-11510-RRD.pdf>
- Robinson-Pant, M. (2017). Informal learning in the workplace: A review of the literature. *Australian Journal of Adult Learning*, 51(2), 355–373.
- Sail, Rise Butuan. (2024). Reorganization of the City Education, Literacy, and Scholarship Office (CELISO). <https://www.risebutuan.gov.ph>
- Smile Foundation. (2022). Importance of livelihood training. Smile Foundation. <https://www.smilefoundationindia.org>
- Smith, M. (2016). What is non-formal education? The encyclopedia of informal education. <http://infed.org/mobi/what-is-non-formal-education>
- United Nations. (2004). Education for all: Best investment for development, Economic and Social Council told. United Nations News. <http://www.un.org/News/Press/docs/2002/ECOSOC5999.doc.htm>
- Veal, A. (2015). Recognition of prior and experiential learning in European universities. *Assessment in Education*.
- Villot, M. (2021). Youth employment challenges in the post-pandemic world. UNESCO. <https://unesco.org>