

## Hospitality Sustainable Livelihood Extension Program: A Revisit

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Cite this paper as:

Edlyn R. Narag, Joy Ann Martin and Shelley Pascual (2024). Hospitality Sustainable Livelihood Extension Program: A Revisit. *Frontiers in Health Informatics*, 13(7), 1387-1406.

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### ABSTRACT

*This study aimed to assess the community extension program on the livelihood of the beneficiaries. The program included training in culinary arts, bread and pastry production, housekeeping, and food and beverage services. The study gathered data on the personal profile of the respondents, the effects of the program on their social and economic status, and the number of graduates who passed the National Certificate II (NCII) exam. The research design was mixed methods, combining qualitative and quantitative approaches to achieve multiple validities and contribute to the published literature. The instrument used for data collection was a survey, with guided interviews to gather additional information. The respondents were the 118 trainees of the 2017 Sustainable Livelihood Program.*

*The study used frequency and percentage count to categorize the profile of the respondents. For the effect of the program on the socio and economic impact to the beneficiaries, a modified Likert Scale value was assigned to score the four categories. The item mean was used to analyze the socio-economic impact of the beneficiaries. A criterion scale was used by the researcher for the assessment of results, with a mean range of 3.25-4.00 indicating Strongly Agree, 2.50-3.24 indicating Agree, 1.75-2.49 indicating Disagree, and 1.00-1.74 indicating Strongly Disagree.*

*The study on the Sustainable Livelihood Program provides valuable insights into the profile of beneficiaries, their skills development, and the program's impact. The findings reveal that the majority of beneficiaries are in the age group of 26-30, with more female participants across all programs. Educational attainment shows a higher percentage of beneficiaries with an Elementary education. The program has a positive impact on beneficiaries, enabling them to acquire skills, increase household income, and improve economic situations. Beneficiaries strongly agree on the development of culinary, bread and pastry production, housekeeping, and food and beverage service skills. The program also shows strong positive impacts on financial aspects, scaling up, and employment opportunities. Recommendations include tailored training programs, support for female beneficiaries, geographic expansion, diversification of occupations, financial literacy integration, and continuous monitoring for program enhancement. The study aligns with the Sustainable Livelihood Program's goal to improve socio-economic well-being through self- and wage employment engagement. It emphasizes the importance of tailored interventions to address beneficiary needs effectively and sustainably. By implementing these recommendations, the program can further empower beneficiaries, enhance their skills and economic prospects, and contribute to sustainable development in the communities it serves.*

*Keywords: Sustainable Livelihood Extension program, culinary, bread and pastry production, housekeeping, food and beverage skills.*

## INTRODUCTION

The Sustainable Livelihood Program is a capability-building program of the DSWD that provides access to opportunities that increase the productivity of the livelihood assets of the poor, vulnerable, and marginalized communities, in order to improve their socioeconomic well-being.

Economic development places a high value on skills training. For the community's vulnerable and marginalized members, it is essential as it can boost employment and income, provide food security, and enhance nutrition and health. Opportunities for employment and revenue generation are provided by skills training. As a result, the College considers this as a chance to expand its outreach program among marginalized people. This supports the college's efforts in the Department of Social Welfare and Development's Sustainable Livelihood Program, which aims to provide Pantawid Pamilyang Pilipino Program recipients work and income-generating opportunities through the program's two tracks: a) microenterprise development and employment facilitation. Concerning the goal of improving Pantawid's state of well-being. In order to help Pantawid Pamilya recipients achieve the goal of improved well-being—moving from survival to self-sufficiency—SLP acts as a conduit between beneficiaries and the various partner programs and support services. One notable program is a collaboration with Technical Education and Skills Development Authority to offer training in technical and vocational skills.

The Sustainable Livelihood Program (SLP) is a government initiative in the Philippines aimed at reducing poverty and inequality by generating employment among poor households. Since its inception in 2011, the program has been dedicated to providing livelihood assistance and interventions that focus on capacity building, skills development, and the creation of sustainable employment opportunities. It has two tracks: the micro-enterprise development track, which provides participants with access to funds and training to support their entrepreneurial endeavors, and the employment facilitation track, which offers employable individuals access to locally available jobs. The long-term goal of the program is to improve the socio-economic well-being of its beneficiaries through their engagement in self- and wage employment, ultimately contributing to the overall economic empowerment of the communities it serves

The Pantawid Pamilyang Pilipino Program (4Ps) is a human development measure of the national government that provides conditional cash grants to the poorest of the poor, to improve the health, nutrition, and the education of children aged 0-18. It is patterned after the conditional cash transfer (CCT) schemes in Latin American and African countries, which have lifted millions of people around the world from poverty. The 4Ps operates in all the 17 regions in the Philippines, covering 79 provinces, 143 cities, and 1,484 municipalities. Beneficiaries are selected through the National Household Targeting System for Poverty Reduction (NHTS-PR), which identifies who and where the poor are in the country.

Complementing the 4Ps is the modified conditional cash transfer (mcct) program, which caters to families in need of special protection. These include street families, itinerant indigenous families, families displaced by natural and man-made disasters, families with a person with disability (pwd), child laborers, children in conflict with the law, and families with members with terminal disease and victims of human trafficking.

As of August 26, 2015, there are 4,353,597 active household-beneficiaries, of which 570,056 are indigenous households and 217,359 have at least one PWD. The program also covers 10,235,658 schoolchildren aged 0 to 18, from the total registered with an average of two to three children per household. These cash grants are distributed to the household-beneficiaries through the Land Bank of the Philippines or, if not feasible, through alternate payment schemes such as Globe G-Cash remittance and rural bank transactions.

Livelihood Program is an income generating activity which helps the underprivileged member of the community to develop and train their skills in the project that would help them earn some income for their daily needs. ([www.mambugan.camilliansistersphilippines.org](http://www.mambugan.camilliansistersphilippines.org))

The Cagayan State University has a fourfold function as a premier tertiary institution. One of these is community service. CSU exerts efforts in achieving relevance to the community it serves and establishing

sustainable livelihood programs that would uplift the quality of life of the community people. Extension service projects as avenues for the people, by the people, and of the people, should by itself be initiating, capitalizing and sustaining approach to community development. Since Community Extension Service projects are people oriented, they should respond to particular issue affecting people existence, adaptive to change and development processes, and directed towards transformation all of thorough inter-disciplinary approach( <http://www.mseuf.edu.ph>).

Based from the premises stated earlier, the College of Hospitality management extension office came up with this project to capacitate the 4Ps beneficiaries with the necessary skills needed for employment and ultimately to uplift their standard of living so as not to be so dependent on the small amount given by the government to sustain their living.

As an active partner of TESDA, the College of Hospitality Industry Management came up with this extension program titled –Sustainable Livelihood Program in collaboration with DSWD. The beneficiaries came from selected municipalities and city of Cagayan specifically Iguig Cagayan, Rizal Cagayan and Tuguegarao City. This project provides lifelong skills and competencies for 4Ps beneficiaries identified by the partner agency- Department of Social Welfare and Development in support to the endeavors of the DSWD-Sustainable Livelihood Program(SLP) which seeks to provide income-generating opportunities and employment to the beneficiaries through the two tracks of the program, the microenterprise development and employment facilitation under their program modality-Technical-Vocational Skills Training for Enterprise and Employment. The extension program was attended by 118 clients from the three municipalities in Cagayan participated in the extension program, making up the first group of beneficiaries. The Department of Social Welfare and Development's Regional Office 2 coordinators convened the 4Ps recipients from Tuguegarao, Rizal, and Iguig. Trainers came from Cagayan State University-Andrews, specifically from the faculty of the College of Hospitality Management, which is led by Dr. Lianne T. Abuan, the college's dean. The initiative ran from March 28, 2017, to May 18, 2017.

In order for us to determine the program's sustainability, the study aims to evaluate the program's sustainability by taking the beneficiaries' effects into account. Other municipalities could potentially be included in another extension program if the outcomes prove to be highly beneficial and efficient.

## CONCEPTUAL FRAMEWORK

The Sustainable Livelihood Program (SLP) is grounded in a conceptual framework that encompasses five main components: the vulnerability context, livelihood assets, structures and processes, livelihood strategies, and livelihood outcomes. This framework aims to expand the conventional definition and approaches to poverty reduction by focusing on the capabilities, assets, and activities required for a sustainable means of living. The program's long-term goal is to improve the socio-economic well-being of its beneficiaries through their engagement in self- and wage employment, ultimately contributing to the overall economic empowerment of the communities it serves. The SLP has two tracks: the micro-enterprise development track, which provides participants with access to funds and training to support their entrepreneurial endeavors, and the employment facilitation track, which offers employable individuals access to locally available jobs. The program has shown significant growth, serving a large number of families and aiming to reduce poverty and inequality by providing and expanding access to employment and livelihood opportunities

Extension service projects as avenues for the people, by the people, and of the people, should by itself be initiating, capitalizing and sustaining approach to community development. Since Community Extension Service projects are people oriented, they should respond to particular issue affecting people existence, adaptive to change and development processes, and directed towards transformation all of thorough inter-disciplinary approach. On a whole, Community Extension Service Program is evaluated based on its responsiveness in addressing the needs of the community where it is being implemented which is evidenced by: (a) development sustainability, (b) people's opportunity to become productive and (c) developed self-reliance among client-partners ([www.mseuf.edu.ph](http://www.mseuf.edu.ph)).

Many of the households earn their living from the entrepreneurial use of natural resources or by participating in the nonfarm economy. However, rural households face two critical challenges—many income-generating activities are characterized by low productivity and rural markets often do not work well for poor and low-income households. Addressing these issues is critical to improving the livelihoods of rural households and helping them move out of poverty. This can be done by first, encourage research and development to test new products, delivery systems along with ways to improve access to markets for producers. Second, strengthening the infrastructure of organizations that are focused on improving rural and urban livelihoods. Third, supporting policy analysis and advocacy to improve private and public policies that affect rural livelihoods. Lastly, building robust global networks to support innovation and effective advocacy ([www.fordfoundation.org](http://www.fordfoundation.org)).

On Brooks, et.al (2012), stated that small and home-based businesses have long been identified by Extension educators as an important component of economic development, particularly in rural areas. The services available to these businesses can take many forms, including management training, accessibility of local funding, providing incubation facilities, or setting up mentoring relationships. Extension educators wanting to promote certain services should be aware of historical rates of use of these programs and their impacts on various success measures for small businesses. State-level survey results of small business owners are used to discuss the services used, different measures of success, and statistical relationships between the two.

Generally, extension service is the process by which technology and innovation are transferred to an identified clientele with the ultimate objective of improving the way of life of the people. Former Senate President Marcelo B. Fernan (2010) defined extension service as a concept that encompasses people empowerment and human resource development geared towards human capital enhancement, and technology and facilities diffusion among the "masang" Pilipino, if not the poorest of the poor

Besides its educational function, extension is expected to generate political support for the land grant universities. The necessary conditions for extension programs to elicit political support are for them to (a) be a positive net benefit, (b) be clearly attributable to extension, (c) be feasible of political solicitation, and (d) have benefits of sufficient magnitude to motivate political action. The characteristics of programs that affect these conditions are the attributes of (a) incompatible use, (b) exclusion costs, and (c) joint impact (<http://ajae.oxfordjournals.org>)

In the study of Borbon (2011), shows that LPU Batangas is effective in inculcating the vision, mission and objective of its Community Extension Programs to its beneficiaries. The community has experienced the impact of the programs in terms of acceptability, though their perception of sustainability is dependent on the program level of implementation. There was a significant relationship between the status and impact of the community extension programs in literacy, health and peace and order with regards to acceptability and sustainability. However, it was assessed that the programs were less implemented and therefore, needs to be reinforced

### Research Paradigm

Independent Variables	Dependent Variables
<p>The study aims to follow up the extension program implemented by CHM to the DSWD beneficiaries. Specifically, it aims to answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the personal profile of the respondents in terms of</li> <li>1.1 age</li> </ol>	<p>Assessment of the SLP in terms of Social and economic status of beneficiaries</p>

- 1.2 sex
- 1.3 educational attainment
- 1.4 religion
- 1.5 residence
- 1.6 monthly income
- 1.7 occupation
- 1.8 program attended
- 1.9 NC II passers
2. What are the effects of the program (culinary, housekeeping, food and beverages and baking) attended in terms of
  - 2.1 social status
  - 2.2 economic status
3. How many graduates passed the NCII?
4. How do the participants view the HSLEP?
5. Is it possible to revive the HSLEP program?

### Statement of the Problem

The study sought to follow up the extension program implemented by CHM to the DSWD beneficiaries. Specifically, it sought to answer the following questions:

1. What is the personal profile of the respondents in terms of
  - 1.1 age
  - 1.2 sex
  - 1.3 educational attainment
  - 1.4 religion
  - 1.5 residence
  - 1.6 monthly income
  - 1.7 occupation
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  - 1.9 National Certificate II passers
2. What are the effects of the program (culinary, housekeeping, food and beverages and baking) attended in terms of

- 2.1 social status
- 2.2 economic status
- 3 How many graduates passed the NCII?
- 4 How do the participants view the HSLEP?
- 5 Is it possible to revive the HSLEP program?

## METHODS AND PROCEDURES

### Research Design

The educational research that was employed in this study is Mixed Methods Research (MMR) design which is the combination of elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.

The overall goal of mixed methods research, of combining qualitative and quantitative research components, is to expand and strengthen a study's conclusions and, therefore, contribute to the published literature. Ultimately, mixed methods research is about heightened knowledge and validity. The design as a product should be of sufficient quality to achieve multiple validities legitimization (Johnson and Christensen [2017](#); Onwuegbuzie and Johnson [2006](#)), which refers to the mixed methods research study meeting the relevant combination or set of quantitative, qualitative, and mixed methods validities in each research study.

### Research Instrument

The study used the survey research design. The instrument used for the collection of data was adopted from the sustainability development project of the extension program used by the College of Hospitality Management. Guided interview instrument was used to get additional data from the respondents.

### Respondents of the Study

The respondents involved in this study are the One hundred eighteen trainees of the 2017 Sustainable Livelihood Program. These trainees are recipients of the trainings in Culinary Arts, Bread and Pastry Production, Housekeeping and Food and Beverage Services which is presented in the table below.

**Table 1:** Frequency of Respondents per Skill

SKILLS	Number of Participants/Attendees
CULINARY Arts	50
Bread and Pastry Production	24
Housekeeping	38
Food and Beverage Services	6
<b>Total</b>	118

### Statistical Treatment of the Study

This study made used of the following statistical tools, which are needed in the analysis of the data.

Frequency and percentage count were used to categorize the profile of the respondents. For the effect of the program on the socio and economic status of the beneficiaries, A modified Likert Scale value was assigned to score the four categories as follows:

### Socio and Economic Impact

Scale Value	Categories
4 points	Strongly Agree
3 points	Agree



2 points Disagree

1 point Strongly Disagree

To analyze the socio- economic impact of the beneficiaries, the Item mean was use and is presented in the equation below:

$$\bar{X}_i = \frac{\sum Wx}{\sum f}$$

where:

$\bar{X}_i$  = Item mean

$W$  = Weighted in the point scale

$X$  = Frequency

$\sum f$  = Sum of Frequencies

A criterion scale was used by the researcher for the assessment of results as follows:

Mean Range	Arbitrary Level
3.25-4.00	Strongly Agree
2.50-3.24	Agree
1.75-2.49	Disagree
1.00-1.74	Strongly Disagree

## RESULTS AND DISCUSSIONS

**Table 2.1** Frequency and Percentage distribution of respondents when grouped according to Age

Age	Culinary		Bread and pastry		housekeeping		Food and Beverage services	
	F	P	F	P	F	P	F	P
41-45	5	10	4	16.67	5	21.05	1	16.67
36-40	5	10	5	20.83	5	26.32	1	16.67
31-35	10	20	5	20.83	8	26.32	1	16.67
26-30	20	40	5	20.83	10	26.32	2	33.33
20-25	10	20	5	20.83	5	13.16	1	16.67
<b>Total</b>	50	100	24	100	38	100	6	100

The provided information displays the percentage of respondents in four distinct fields—culinary, housekeeping, bread and pastry, and food and beverage services—across various age groups. According to the data, the age group of 26–30 comprises the majority of respondents in all four fields, followed by the age group of 31–35. Additionally, the data indicates that as the age group increases, the percentage of respondents decreases.

**Table 2.2** Frequency and Percentage distribution of respondents when grouped according to Sex

Sex	culinary		Bread and pastry		housekeeping		Food and Beverage services	
	F	P	F	P	F	P	F	P
Male	6	12	5	20.83	7	18.42	2	33.33
Female	44	88	19	79.17	31	81.58	4	66.66
<b>Total</b>	50	100	24	100	38	100	6	100

Based on their sex, the data displays the frequency and percentage distribution of respondents. Fifty responders are enrolled in the culinary program. There are 44 females and 6 males. There are 24 respondents in the profile for the bread and pastry program; 20.83% of them are men and 79.17% are women. Of the 38 participants in the housekeeping program, the highest percentage was 81.58%, and the lowest was 18.42%. 33.33% of the six respondents to the food and beverage services are men, and 66.66% are women. The data also suggests that a higher proportion of female respondents are present across all programs.

**Table 2.3** Frequency and Percentage distribution of respondents when grouped according to Educational Attainment

Educational Attainment	Culinary		Bread and pastry		housekeeping		Food and Beverage services	
	Frequen cy	percenta ge	Frequen cy	percenta ge	Frequen cy	percenta ge	Frequen cy	percenta ge
High School	11	22	6	25	10	26.32	2	33.33
Elem Graduate	39	78	18	75	28	73.68	4	66.67
<b>Total</b>	50	100	24	100	38	100	6	100

The distribution of respondents across various programs and educational levels is shown by the data on respondents' educational attainment.

According to the data, beneficiaries who have completed elementary school (Elem) are more likely to be involved in all programs than beneficiaries who have completed high school. The respondents who have completed elementary school (Elem) are more likely to work in housekeeping, whereas those who have completed high school are less likely to work in food and beverage services.

**Table 2.4** Frequency and Percentage distribution of respondents when grouped according to Religion

Religion	Culinary		Bread and pastry		housekeeping		Food and Beverage services	
	F	P	F	P	F	P	F	P
Roman Catholic	41	82	20	83.33	21	75	4	66.67
Non-Roman Catholic	9	8	4	16.67	7	25	2	33.33
<b>Total</b>	50	100	24	100	28	100	6	100

The table shows the respondents' religion and their distribution across the different programs. The respondents are categorized into two groups: Roman Catholic and Non-Roman Catholic. The data reveals that a higher percentage of Roman Catholic respondents than non-roman catholic in all the programs

**Table 2.5** Frequency and Percentage distribution of respondents when grouped according to Residence

Residence	Culinary		Bread and pastry		housekeeping		Food and Beverage services	
	F	P	F	P	F	P	F	P
Iguig	15	30	10	41.67	10	26.32	2	33.33
Rizal Cagayan	10	20	4	16.67	8	21.05	2	33.33
Tuguegarao	25	50	10	41.67	20	52.63	2	33.33
<b>Total</b>	50	100	24	100	38	100	6	0

The table shows the distribution of respondents across different programs based on their residence. The respondents are categorized into different residences, including Iguig, Rizal and Tuguegarao. The respondents are distributed across four programs such as : Culinary, Bread and Pastry, Housekeeping, and Food and Beverage services.



The data indicates that the highest percentage of respondents engaged in the all the programs are from Tuguegarao City and Lowest respondents come from Rizal Cagayan.

**Table 2.6** Frequency and Percentage Distribution of Respondents when grouped according to Monthly Income

Monthly Income	Culinary		Bread and pastry		Housekeeping		Food and Beverage services	
	F	P	F	P	F	P	F	P
10,000-15,000	10	20	2	8.33	10	26.32	1	16.67
9,000-9,500	5	10	2	8.33	10	26.32	2	33.33
8,500-9,000	30	60	10	41.67	10	26.32	2	33.33
8,000-8,500	5	10	10	41.67	8	21.05	1	16.67
<b>Total</b>	50	100	24	100	38	100	6	100

The table shows the distribution of respondents across different programs based on their monthly income. The participants are categorized into different income ranges, including 10,000-15,000, 9,000-9,500, 8,500-9,000, 8,000-8,500, and 8,000-8,500.

The data indicates that the highest percentage of participants engaged in all the programs are from the P8,500-P9,000 income range.

**Table 2.7** Frequency and Percentage Distribution of Respondents when grouped according to Occupation

Occupation	Frequency	Percentage
Sari-Sari store Owner	5	4.24
Bakery Staff	20	16.95
OFW	5	4.24
Laundry Shop	38	32.20
Restaurant Owner/staff	50	42.37
<b>Total</b>	118	100

The data shows the frequency and percentage distribution of respondents by occupation. The occupations include Sari-Sari store Owner, Bakery Staff, OFW, Laundry Shop, and Restaurant Owner/staff. There 5 Sari-Sari owner or 4.24% of the total, 20 bakery staff or 6.95% of the total, 5 OFW or 4.24% of the total, 38 Laundry Shop staff or 32.20% of the total and 50 restaurant owner/staff or 42.37% of the total. The data indicates that the majority of the respondents are engaged in the restaurant industry, either as owners or staff. This is followed by a significant number of respondents working in laundry shops and as bakery staff. The presence of respondents engaged in Sari-Sari store ownership and as Overseas Filipino Workers (OFW) is relatively lower compared to the other occupations.

**Table 2.8** Frequency and Percentage Distribution of Respondents when grouped according to NCII Passers

NCII passers	Culinary		Bread and pastry		housekeeping		Food and Beverage services	
	F	P	F	P	F	P	F	P
Passers	38	76	20	83.33	30	78.95	6	100
Non-Passers	12	24	4	16.67	8	21.05	0	0
<b>Total</b>	50	100	24	100	38	100	6	100

The table shows the percentage of passers and non-passers for the NCII exams in culinary, bread and pastry production, housekeeping, and food and beverage services.

The data shows the distribution of individuals who passed the National Certificate (NC) II in culinary, bread and pastry, housekeeping, and food and beverage services. 38 individuals passed in culinary or 76% of the total, and 12 or 24% of participants not pass. 20 individuals passed in Bread and Pastry or 83.33% of the total and 4 individuals did not pass or 16.67% of the total. For housekeeping, 30 individuals passed or 78.95% of

the total, and 8 individuals did not pass or 21.05% of the total. For food and beverage services, all the participants passed.

The results provide various resources related to the NCII exams in culinary, bread and pastry production, housekeeping, and food and beverage services. These aim to equip learners with the knowledge, skills, and attitudes needed to perform tasks related to these fields effectively. The results also highlight the importance of consistent and standardized training programs for learners to acquire the necessary competencies in these fields (*TRAINING REGULATIONS BREAD and PASTRY PRODUCTION NC II PRODUCTION/BAKING NC II TOURISM SECTOR (HOTEL and RESTAURANT) TECHNICAL EDUCATION and SKILLS DEVELOPMENT AUTHORITY East Service Road, South Superhighway, Taguig City, Metro Manila, n.d.*), (Road et al., n.d.) (*Food-And-Beverage-Services-NC-II-CG.pdf*, 2023)

The results also provide insights into measuring employee performance in the hospitality industry, emphasizing the importance of key performance indicators (KPIs) for different departments, including food and beverage service, housekeeping, and reservations(*Bread and Pastry Production Manual.pdf*, 2023)

**Table 3.1** Effects of Sustainable Livelihood Program

Effects of sustainable livelihood program	Item mean	Description
I am able to acquire skills which provided me a regular source of income	3.10	Strongly Agree
I am able to buy needed equipment for additional income	3.44	Strongly Agree
I am able to increase my household income	2.99	Agree
I am able to cope with the increase in price of basic needs for my family	3.00	Agree
I am less worried about my livelihood	3.00	Agree
Over-all Mean	3.11	Agree

The table above shows the effects of Sustainable Livelihood Program and similar initiatives have a positive impact on individuals' income, household assets, and overall well-being. The program enables respondents to acquire skills, purchase necessary equipment, and increase their household income, leading to a reduction in worries about livelihood and an overall improvement in their economic situation.

The results also highlight the positive effects of livelihood programs on income generation, food consumption, and household assets, particularly among ultra-poor households in rural areas. Additionally, the accumulation of social and livelihood capital through such programs can lead to higher-quality employment opportunities and increased family income. Overall, the evidence suggests that sustainable livelihood programs play a significant role in improving the economic and social well-being of participants, leading to positive outcomes such as increased income, improved food security, and enhanced household assets.

The mean scores provided in the table indicate a strong agreement that the sustainable livelihood program has had a positive impact on the participants' ability to acquire skills that provided them with a regular source of income, buy needed equipment for additional income, and cope with the increase in the price of basic needs for their family. However, the participants only agreed that they were able to increase their household income and were less worried about their livelihood. The overall mean of 3.11 reflects an agreement on the program's positive impact on the participants. The results provide insights into the importance of sustainable livelihood programs in promoting economic stability, self-sufficiency, and positive change in society. These programs go beyond creating job opportunities and support economic growth, boost productivity, and create avenues for income for people and communities by investing in sustainable livelihoods(train, 2024).

Additionally, the results highlight the importance of social impact assessment (SIA) in examining the social impact of livelihood development activities, including the distinction between output, outcome, and impact (Tadele Zemedede Wubayehu, 2020). The results also provide insights into the challenges and opportunities associated with sustainable livelihood programs, including the need for effective poverty-reducing

interventions, greater commercial viability, and strengthened supporting interventions such as capacity-building, business monitoring, and technical support(Orbeta, Aniceto C et al., 2020)

In summary, the mean scores collectively highlight the importance of sustainable livelihood programs in promoting economic stability, self-sufficiency, and positive change in society. The findings emphasize the need for effective poverty-reducing interventions, greater commercial viability, and strengthened supporting interventions to maximize the benefits of sustainable livelihood programs. (Li et al., 2023).

**Table 3.2** Skills develop of participants in Culinary Arts

<b>Skills develop For Culinary Arts</b>	<b>Item Mean</b>	<b>Description</b>
Able to describe in details the 5 stations in the kitchen	2.98	Agree
Able to categorize the kitchen tools and equipment and acquainted with their uses.	3.24	Strongly Agree
Able to apply the different measuring and cutting techniques	3.10	Agree
Able to apply the proper usage of the different seasonings: flavoring, herbs and spices.	3.45	Strongly Agree
Able to prepare different types of soup and stocks	3.55	Strongly Agree
Able to apply appropriate cooking method to fish and shell fish	3.78	Strongly Agree
Able to prepare different dishes on fruits and vegetables.	3.12	Strongly Agree
Able to prepare different dishes on cereals and grains.	3.56	Strongly Agree
Able to apply appropriate cooking method for poultry and egg	3.23	Strongly Agree
Over-all Mean	3.33	Strongly Agree

The data on the skills developed under culinary arts shows that the respondents have acquired competencies in various areas, including kitchen tools and equipment, measuring and cutting techniques, seasoning, soup and stock preparation, fish and shellfish cooking, fruit and vegetable dishes, cereal and grain dishes, and poultry and egg cooking. The overall mean of the item means is 3.33, indicating that the respondents strongly agree that they have developed these skills. The results provide additional information on the definition and examples of culinary skills, including knife skills, creativity, and time management

Overall, the data suggest that the development of culinary skills is essential for success in the culinary arts industry. The skills developed by the respondents in the provided data align with the competencies and strengths that professionals in this industry possess, as highlighted in the results.

**Table 3.3** Skills develop of participants in Bread and Pastry Production

<b>Skills develop in Bread and Pastry Production</b>	<b>Item Mean</b>	<b>Description</b>
Able to relate the background of baking and pastry production	3.29	Strongly Agree
Able to use baking tools and equipment properly	2.99	Agree
Able to select quality ingredients for best baking results	3.10	Strongly Agree
Able to demonstrate appropriate measuring, mixing and baking techniques in cake and yeast-leavened breads	3.25	Strongly agree
Able to prepare skillfully cakes, icings and yeast leavened breads.	3.55	Strongly Agree
Able to evaluate the finished products based on standard criteria	3.99	Strongly Agree
Able to practice good working attitude, personal hygiene, sanitary measures and safety precautions in the kitchen	3.66	Strongly Agree
Over-all Mean	3.40	Strongly Agree

The item mean of each statement under bread and pastry production skills indicates the level of agreement or strong agreement with the specific skills developed in this area. The results offer insights into the competencies and skills required for Bread and Pastry Production NC II Qualification, as well as the factors that influence students' skills in this field. The overall mean of 3.40 (Strongly Agree) indicates a high level of agreement with the skills developed in bread and pastry production.

The results provide additional information on the competencies required for the Bread and Pastry Production NC II Qualification, as well as studies that explore the influence of students' grit and interest on their skills in this field. These resources collectively offer valuable insights into the skills and competencies developed in bread and pastry production, as well as the factors that impact students' skills in this area.

The results provide various resources related to bread and pastry production, including manuals, learning models, and visualization techniques. These resources aim to equip learners with the knowledge, skills, and attitudes needed to perform tasks related to bread and pastry production effectively. The results also highlight the importance of consistent and standardized training programs for learners to acquire the necessary competencies in Bread and Pastry Production Manual, (2023).

The mean scores provided in the table indicate a strong agreement that the participants were able to relate the background of baking and pastry production, select quality ingredients, demonstrate appropriate techniques, prepare skillfully, evaluate finished products, and practice good working attitude, personal hygiene, sanitary measures, and safety precautions in the kitchen. However, the participants only agreed that they were able to use baking tools and equipment properly. The overall mean of 3.40 reflects a strong consensus on the program's positive impact on bread and pastry production.

The results also provide insights into key performance indicators (KPIs) for housekeeping, emphasizing the importance of measuring employee performance in the hospitality industry. These KPIs are instrumental in evaluating the impact of training and development programs on employee performance and overall operational effectiveness as stated in the study of RODIL & Briones, (2022).

In summary, the results collectively highlight the importance of consistent and standardized training programs in bread and pastry production. The findings emphasize the need for learners to acquire the necessary competencies in bread and pastry production, supporting the strong agreement reflected in the mean scores. The results also highlight the importance of measuring employee performance in the hospitality industry, including bread and pastry production, through key performance indicators (KPIs) as specified by Abbas (2023).

**Table 3.4** Skills develop of participants in Housekeeping

<b>Skills develop in Housekeeping</b>	<b>Item Mean</b>	<b>Description</b>
Able to discuss the overall structure and operation of Hospitality Industry	3.27	Strongly Agree
Able to identify the appropriate usage and safety measures in cleaning agents, tools, supplies and equipment	3.10	Agree
Able to execute the standard operating procedure in Rooms keeping	3.10	Agree
Able to perform the proper steps in laundry service and other services like ironing and mending.	3.23	Strongly Agree
Able to execute Butler service operation procedure	3.88	Strongly Agree
Able to develop the knowledge, skills and attitudes to perform housekeeping operations	3.98	Strongly Agree
Over-all Mean	3.43	Strongly Agree

The table presents the mean scores for various aspects of housekeeping operations, indicating a high level of agreement and strong agreement across the board. The overall mean of 3.43 reflects a strong agreement with the different aspects evaluated. This suggests that the individuals assessed possess the knowledge, skills, and attitudes to perform housekeeping operations effectively. The results emphasize the importance of housekeeping in the hospitality industry and the need for consistent and standardized training programs for housekeeping staff. They also highlight the significance of key performance indicators (KPIs) in gauging the efficacy of housekeeping and optimizing staffing levels. The evolving health and safety conversations, especially in the post-COVID-19 era, have further underscored the importance of attention to detail, maintaining cleanliness standards, and ensuring guest happiness as essential performance standards for

housekeeping teams.

The results provide insights into key performance indicators (KPIs) for housekeeping, including metrics such as the average time taken to clean a room and the number of rooms cleaned by each staff member per day. These KPIs are instrumental in gauging the efficiency of housekeeping staff and optimizing staffing levels to maintain cleanliness standards.

In summary, the results underscore the critical role of housekeeping in the hospitality industry and the importance of training, performance standards, and KPIs in ensuring effective housekeeping operations and guest satisfaction as supported by Housekeeping Performance Standards Every Hotelier Needs (2024). The high mean scores in the table align with the emphasis on the need for consistent training and the use of KPIs to optimize housekeeping staff levels and maintain cleanliness standards.

**Table 3.5** Skills develop of participants in Food and Beverage Service

Skills developed in Food and Beverage Service	Item Mean	Description
Able to relate the importance of Food and Beverage Service	3.15	Agree
Able to differentiate the function of the Food and Beverage Department from other departments	3.66	Strongly Agree
Able to identify and outline the flow of authority and chain of command in Food and Beverage Department	3.98	Strongly Agree
Able to apply professional ethics in dealing with the customers	3.89	Strongly Agree
Able to determine the table appointments used in food and beverage department	3.55	Strongly Agree
Able to apply the proper handling of table appointment and safety and sanitation standard	2.89	Agree
Able to design an effective menu card	3.00	Agree
Able to execute proper table set-up procedures	2.98	Agree
Able to demonstrate room service	3.96	Strongly Agree
Over-All Mean	3.45	Strongly Agree

The table presents the mean scores for various aspects of food and beverage service, indicating a high level of agreement and strong agreement across the different items evaluated. The overall mean of 3.45 reflects a strong agreement with the various elements of food and beverage service assessed. The results emphasize the importance of measuring employee performance in the hospitality industry, including the food and beverage service department. Key performance indicators (KPIs) such as food and beverage sales per guest, employee attitude, time per table turn, seating efficiency, wait staff tips, and service reviews and ratings are highlighted as essential metrics for gauging the performance of staff in the food and beverage service department.

In summary, the results highlight the importance of measuring performance in the food and beverage service department through key performance indicators (KPIs) and operating metrics. The high mean scores in the table align with the emphasis on the need for consistent training and the use of KPIs to evaluate the performance and profitability of the food and beverage service department and was supported by HotStats, (2019).

**Table 4:** Assessment of the Program on Financial Aspect

Financial Aspect	Item Mean	Description
I was able to exceed break-even point when I started to apply the skills acquired	3.25	Strongly Agree
My income increases when I started to use/apply skills learned	3.00	Agree
My monthly income became stable	3.76	Strongly Agree
Over-all Mean	3.34	Strongly Agree



The mean scores indicate a positive assessment of the livelihood program on the financial status of the participants. The participants strongly agreed that they were able to exceed the break-even point, and their monthly income became stable. The overall mean of 3.34 reflects a strong agreement with the positive impact on the financial aspect. The results further support the positive impact of livelihood programs on income generation and financial stability. Volpenhein et.al, (2022) in their studies have shown that livelihood promotion programs lead to increased income, improved employment rates, and higher savings, indicating a positive effect on the financial status of the participants.

Additionally, the literature highlights the benefits of financial inclusion in improving wealth creation and reducing financial risks, further underlining the positive impact on the financial aspect as gleaned in the Beneficiaries of Monitored Livelihoods Programmes See Gains in Employment, Income and Savings | UNHCR Blog, (2020).

In summary, the mean scores align in demonstrating the positive assessment of livelihood programs on the financial status of the participants. The findings emphasize increased income, employment gains, and improved financial stability as key outcomes of livelihood programs, supporting the strong agreement reflected in the mean scores as supported in the study of Amidu, M, (2021).

**Table 4:** Assessment of the Program on Scaling Up and Employment

Scaling Up and Employment	Item Mean	Description
I was able to expand my business	3.33	Strongly Agree
I was able to hire employees	3.78	Strongly Agree
I was able to market my product	3.88	Strongly Agree
I was able to add new services	3.00	Strongly Agree
Over-all Mean	3.50	Strongly Agree

The mean scores indicate a strong agreement that the livelihood program has had a positive result on the participants' ability to expand their businesses, hire employees, market their products, and add new services. The overall mean of 3.50 reflects a strong consensus on the program's positive impact on scaling up and employment. The results further support the positive impact of livelihood programs on employment and business expansion. As stated in the Development Evidence Portal (2024), the Sustainable Livelihood Program's Microenterprise Assistance in the Philippines increased the numbers of working hours, employment, and labor force participation among the program's beneficiaries.

In like manner, as gleaned in the Livelihood and Employment Creation Project (2019), the Livelihood and Employment Creation Project in Liberia aims to support the creation of income-generating opportunities, thereby contributing to the reduction of poverty and inequalities. ₂

The results also provide insights into measuring performance in the hospitality industry, emphasizing the importance of key performance indicators (KPIs) for different departments, including food and beverage service, housekeeping, and reservations as evidence in the study of Chaithra M.J. (2022)

**Table 5:** Assessment of the Program on Social Impact

Assessment of the program on Social Aspect	Item Mean	Description
We are able to buy food anytime	3.27	Strongly Agree
We always have sufficient food	3.77	Strongly Agree
We are able to buy our basic and other needs of the family	3.88	Strongly Agree
We are able to improve our dwelling	3.96	Strongly Agree
We are able to buy vehicle for the family	3.00	Agree
We are able to financially support our kids and other members of the family	3.00	Agree
We are able to purchase gadgets and appliances for the house use.	3.67	Strongly Agree
Over-all Mean	3.51	Strongly Agree



The mean scores indicate a strong agreement that the livelihood program has had a positive result on the social aspect of the participants' lives. The participants strongly agreed that they were able to buy food anytime, always had sufficient food, were able to buy their basic and other needs of the family, were able to improve their dwelling, and were able to purchase gadgets and appliances for house use. The overall mean of 3.51 reflects a strong consensus on the program's positive impact on the social aspect.

The results further support the positive impact of livelihood programs on the social aspect of the participants' lives. Studies have shown that livelihood promotion programs lead to increased access to assets, create opportunities, and help reduce poverty and vulnerability, indicating a positive effect on the social aspect of the participants' lives as mentioned in the study of Tadele Zemedu Wubayehu, (2020).

Additionally, the literature highlights the benefits of social impact assessment (SIA) in examining the social impact of livelihood development activities, including the distinction between output, outcome, and impact as shown in the study of Kuhnke et al., (2016)

### SUMMARY OF FINDINGS

The findings of the study on the Sustainable Livelihood Program reveal several key insights about the beneficiaries, their skills development, and the program's impact. Here is a summary of the main findings:

#### Profile of the Respondents

**Age:** The majority of beneficiaries are in the age group of 26-30, followed by the age group of 31-35, with percentages decreasing as the age group increases.

**Sex:** There are more female beneficiaries in all the programs.

**Educational Attainment:** A higher percentage of beneficiaries with an Elementary (Elem) education are engaged in all the programs, while a lower percentage have a high school education. Participants with an Elementary (Elem) education are more prevalent in Housekeeping, while those with a High School education are less represented in Food and Beverage services.

**Residence:** The highest percentage of beneficiaries are from Tuguegarao City, and the lowest beneficiaries come from Rizal Cagayan.

**Occupation:** The majority of the respondents are engaged in the restaurant industry, followed by significant numbers working in laundry shops and as bakery staff. The presence of respondents engaged in Sari-Sari store ownership and as Overseas Filipino Workers (OFW) is relatively lower compared to the other occupations.

**Income:** The highest percentage of participants are from the P8,500-P9,000 income range.

**NCII Passers:** The majority of beneficiaries passed the National Certificate II in culinary, bread and pastry, and housekeeping, indicating a high pass rate across the programs.

**Assessment of Sustainable Livelihood Program.** The overall mean of 3.11 reflects an agreement on the program's positive result on the beneficiaries. The program enables beneficiaries to acquire skills, purchase necessary equipment, and increase their household income, leading to a reduction in worries about livelihood and an overall improvement in their economic situation.

#### Skills Development

Beneficiaries strongly agree that they have developed culinary, bread and pastry production, housekeeping, and food and beverage service skills.

**Culinary Skills Developed.** The overall mean of the item means is 3.33, indicating that the respondents strongly agree that they have developed culinary skills.

**Bread and Pastry Production Skills Developed.** The overall mean of 3.40 (Strongly Agree) indicates a high level of agreement with the skills developed in bread and pastry production.

**Housekeeping Skills Developed.** The overall mean of 3.43 reflects a strong agreement with the different aspects evaluated.

**Food and Beverage Service Skills Developed.** The overall mean of 3.45 reflects a strong agreement with the various elements of food and beverage service assessed.

### **Assessment of the Program**

**Financial Aspect.** The overall mean of 3.34 reflects a strong agreement with the positive result on the financial aspect

**Scaling Up and employment.** The overall mean of 3.50 reflects a strong consensus on the program's positive result on scaling up and employment

**Social Aspect.** The overall mean of 3.51 reflects a strong consensus on the program's positive result on the social aspect.

In summary, the study on the Sustainable Livelihood Program and the broader context of social programs and financial well-being highlight the importance of understanding and aligning with beneficiaries' preferences, engaging with them, and analyzing the impact of the programs on their lives using rigorous methods. These findings can help enhance the effectiveness of social programs and improve the lives of the beneficiaries.

## **CONCLUSIONS**

### **Skills Development**

Beneficiaries strongly agree that they have developed culinary, bread and pastry production, housekeeping, and food and beverage service skills.

### **Assessment of the Program**

**Financial Aspect:** There is a strong agreement with the positive impact on the financial aspect.

**Scaling Up and Employment:** There is a strong consensus on the program's positive impact on scaling up and employment.

**Social Aspect:** There is a strong consensus on the program's positive impact on the social aspect.

The overall mean scores reflect a general agreement on the program's positive result on the beneficiaries, enabling them to acquire skills, increase their household income, and improve their economic situation

The study provides valuable insights into the profile of the beneficiaries, their skills development, and the assessment of the Sustainable Livelihood Program. The findings can be used to further enhance the effectiveness of the program and tailor it to the specific needs of the beneficiaries.

## **RECOMMENDATIONS**

Based on the findings of the study on the Sustainable Livelihood Program, several recommendations can be suggested to further enhance the program's effectiveness. These recommendations are based on the profile of the beneficiaries, their skills development, and the program's impact:

### **1. Tailored Training Programs**

Develop tailored training programs that specifically target the needs of beneficiaries with varying educational backgrounds. For instance, customized training modules can be designed to accommodate the different educational levels of the beneficiaries, ensuring that the content is appropriate and effective for each group.

### **2. Support for Female Beneficiaries**

Provide targeted support and resources for female beneficiaries, considering that there are more female beneficiaries in all the programs. This can include specialized training, mentorship, and access to networks that can help them overcome specific challenges they may face in their respective industries.

### 3. Geographic Focus

Given the concentration of beneficiaries from Tuguegarao City, consider expanding the program's reach to other areas, such as Rizal Cagayan, where the number of beneficiaries is lower. This can help ensure a more equitable distribution of program benefits across different regions.

### 4. Diversification of Occupations

While the majority of respondents are engaged in the restaurant industry, efforts can be made to diversify the occupations of the beneficiaries. This can involve promoting and supporting entrepreneurship in other sectors, such as agriculture, retail, or services, to create a more balanced and resilient beneficiary base.

### 5. Financial Literacy and Management

Integrate financial literacy and management training into the program to complement the skills development initiatives. This can help beneficiaries make informed decisions about their income, savings, and investments, thereby maximizing the financial impact of the program.

### 6. Continuous Monitoring and Evaluation

Implement a robust monitoring and evaluation framework to continuously assess the impact of the program on beneficiaries. This will help identify areas for improvement and ensure that the program remains responsive to the evolving needs of the beneficiaries and the local economy.

By implementing these recommendations, the Sustainable Livelihood Program can further empower beneficiaries, enhance their skills and economic prospects, and contribute to sustainable development in the communities it serves.

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