

Outcomes of the Technical Skills Training Completed by Out-of-School Youths and Adults

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Abstract

This study evaluated the outcomes of the Alternative Learning System-Education and Skills Training (ALS-EST) project implemented at Bukidnon State University, focusing on technical skills training for out-of-school youths and adults (OSYAs) in healthcare services. Utilizing Grant Craft's Theory of Change and the Outcomes Harvesting methodology, the research aims to assess the direct and indirect impacts of the program on participants' employability and socioeconomic status. The ALS-EST project, in collaboration with the Department of Education and other local partners, offered comprehensive training in healthcare to enhance participants' skills to help them socio-economically. Findings indicate significant improvements in the participant's ability to apply acquired skills in professional settings, pursue further education, and achieve economic betterment. The training not only equipped the training completers with essential job-related skills but also fostered a sense of community and enhanced their overall confidence. This study underscores the importance of alternative education programs in providing viable career pathways and improving the quality of life for marginalized populations. The study concludes that substantial gains in technical skills and employability, as well as community and professional development, with direct outcomes including workplace skill application and community service, and indirect outcomes involving knowledge sharing and a culture of continuous improvement are needed. It is recommended to include expanding the training program to cover more healthcare industry skills and facilitating certification and job placement through collaborations with relevant authorities and local government units. These steps aim to enhance participants' employability and socio-economic status further, contributing to their long-term development.

Keywords: *Outcomes harvesting, direct outcomes, indirect outcomes*

Introduction

The number of out-of-school youths in the Philippines is continuously increasing. Based on the Philippine Statistics Authority's study from 2022 to 2023, 18.6 percent of Filipinos aged 5 to 24 did not attend school. This translates into 7.85 million children and youths. Youth who are not in school have a higher likelihood of experiencing poverty, homelessness, and other societal problems, causing them to become vulnerable to exploitation, criminality, and drug abuse. Consequently, these youth lack the skills required to find or keep a job, which perpetuates a cycle of poverty. According to ChildHope Philippines, the most common reasons among youth for not attending school include poverty, family issues, natural disasters, lack of interest, financial problems, work, illness, insufficient peer pressure, bad vices, child labor, child marriage, pregnancy, and violence.

The Alternative Learning System (ALS) program by the Department of Education was initiated in 2004 to provide school dropouts access to free primary education. This parallel learning system offers a practical alternative to the formal education system, catering to the distinct situations and needs of learners. The ALS program includes a variety of delivery methods designed to meet the basic learning needs of its beneficiaries. Manzon (2023) stated that the potential of ALS provides an alternative pathway to career success, while Yalcin (2023) emphasized the importance of quality education in serving this purpose.

According to the Philippine Statistics Authority (2017), there are more than 70,000 youths who are not attending school with ages ranging from 10-19. To help address this issue, Bukidnon State University (BukSU), in partnership with the Development Academy of the Philippines, LGU Malaybalay, DepEd Malaybalay City Division Office, and BUKTAMACO, offered an accessible Alternative Learning System as an extension project for all Out-of-School Youths and Adults in Bukidnon. This project, titled Alternative Learning System-Education and Skills Training (ALS-EST), provides skills training in areas such as Cookery/Bread and Pastry Production, Food and Beverages Services, and Health Care Services. The primary objective is to equip graduates with basic academic education and technical competencies suitable for immediate employment.

Objectives of the Study

The study sought to determine the direct and indirect outcomes of the technical skills training focused on Healthcare Services implemented by Bukidnon State University, in collaboration with DepEd ALS and DAP. Specifically, this research aimed to:

1. Determine the direct outcomes attributed by the completers to the technical skills training conducted.
2. Determine the indirect outcomes attributed by the completers to the technical skills training conducted

Review of Literature

Several studies have highlighted the impact of ALS on the lives of its beneficiaries. According to World Bank Group (2018) which studied the ALS program in the Philippines, 60% of the enrollees of the ALS enrolled in tertiary education or vocational training. The passers were more likely to obtain full-time formal jobs compared to those who did not. They were also able to highlight the key role of ALS in the improvement of the country's long-term educational outcomes and employment prospects.

Mehra et al. (2021) evaluated an ALS program for youths at risk of urban violence in Manila, revealing significant improvements in educational outcomes and employability among the participants. Another study by Salendab and Albano (2022) on ALS graduates in Sultan Kudarat showed high attainment of life skills and literacy among the beneficiaries, with a majority passing the A&E test and earning secondary diplomas.

Bukidnon State University has been actively involved in enhancing the implementation and effectiveness of ALS through its extension projects. One key initiative is the ALS-Education and Skills Training (ALS-EST) project, which focuses on providing technical skills training to OSYA in Malaybalay City to improve their employability and quality of life. The Healthcare Services extension project, part of ALS-EST, was designed to address the educational and skill development needs of OSYA in Bukidnon. Spanning six Sundays from January 14, 2023, to February 26, 2023, the project included 48 hours of intensive training at BukSU.

The Healthcare Services project aimed to equip participants with essential healthcare skills and knowledge, focusing on both theoretical understanding and practical application. By the project's end, 13 out of the 22 initial participants completed the training, demonstrating readiness to enter the healthcare field. This project not only provided job-related skills but also improved participants' overall confidence and community engagement.

BukSU's commitment to community service and its alignment with the directives of the Commission on Higher Education (CHED) highlight the university's role in promoting inclusive social and economic development through education. BukSU facilitated the project by providing qualified trainers, necessary infrastructure, and support, ensuring the effective delivery of the training program.

In this context, the objective of the study was to conduct a comprehensive assessment of the outcomes of the ALS-EST Healthcare Training Services in providing educational opportunities to marginalized populations. The study aimed to evaluate key changes attributed to the training, including effects on individuals' skills, employability, and overall socio-economic status. By focusing on the direct and indirect impacts of the program, the research sought to provide valuable insights into how such educational initiatives enhanced the livelihoods of underserved communities.

Framework of the Study

This study utilized GrantCraft's theory of change (2006) as the fundamental framework. GrantCraft defines the theory of change as a methodical approach that thoroughly explains processes and mechanisms by which a program or intervention is anticipated to achieve desired

outcomes (GrantCraft, 2006). It surpasses the scope of planning and evaluation by explicitly examining cause- and-effect connections, which span between program activities, intermediate outcomes, and long-term repercussions.

The theory of change is essential in assessing, strategizing, and implementing initiatives for societal transformation. It provides a systematic approach to express and depict a logical progression from inputs to outputs. By delineating these causal pathways, stakeholders gain insight into the mechanisms by which particular interventions are anticipated to transform individuals, communities, or systems.

According to Patton (2011), the theory of change involves identifying and organizing necessary actions, intermediate outcomes, and final consequences that together help achieve program goals. This systematic methodology allows program designers and evaluators to elucidate assumptions, experiment with hypotheses, and enhance tactics based on empirical evidence of effective methods for attaining long-lasting transformation.

This project sought to conduct a thorough examination of the impact of technical skills training on the lives of OSYAs in Malaybalay City using GrantCraft's theory of change and the outcomes harvesting methodology. By applying this framework to the ALS-EST Project at Bukidnon State University, the study aimed to clarify the cause-and-effect connections between program activities, such as skills training, and the desired goals of increased employability, socio-economic empowerment, and improved quality of life among OSYAs.

The healthcare training program's theory of change framework outlines a logical sequence of steps necessary to achieve long-term goals and emphasizes the interconnectedness of inputs, activities, outputs, outcomes, and impacts. Inputs encompass program resources, including proficient instructors, educational materials, and necessary facilities for conducting training sessions. These tools provide community members with the knowledge and skills required for efficient healthcare delivery.

The curriculum entails targeted activities designed to teach basic healthcare skills. For example, participants learn to take vital signs, set up beds, and move and carry patients from beds to wheelchairs. Each activity is designed to provide hands-on learning, ensuring that participants can perform the tasks competently. These structured exercises enable participants to acquire the technical expertise needed to handle real-world healthcare issues. The program activities have yielded immediate outputs, such as training 13 community members and creating three training materials for healthcare services. These outcomes serve as quantifiable indicators representing the program's immediate impacts. Participants who have received training are now equipped with the necessary abilities to provide crucial healthcare services, and the generated training materials serve as significant tools for continuous education and reference.

The program's ultimate goal is to achieve wide-ranging effects, including improved community development and resilience, as well as the expansion of regional healthcare projects. These implications signify the program's ultimate objectives. The enhanced competencies of community members contribute to a more robust community health infrastructure. Trained individuals are expected to initiate new healthcare initiatives or enhance existing ones, promoting

a sustainable and proactive healthcare environment.

The theory of change begins by clearly defining the ultimate goals of community development and resilience through improved healthcare services. To accomplish these goals, the program utilizes the reverse mapping technique to discover crucial prerequisites, such as strengthening community health services and enhancing healthcare knowledge among community members. Interventions include training sessions and the creation of educational materials tailored to meet these prerequisites. Assumptions include the trainees' implementation of knowledge and community backing for healthcare projects. External factors, such as resource availability and supportive policies, are also considered.

Success is measured by the number of individuals trained, the quality of healthcare services provided, and the introduction of new healthcare initiatives. Monitoring and evaluation are crucial in tracking key indicators and ensuring the program's progress toward long-term objectives. By integrating GrantCraft's theory of change with outcomes harvesting, this study aims to provide a comprehensive evaluation of the ALS-EST Healthcare Training Services' impact on marginalized populations, offering valuable insights to inform future educational and socio-economic empowerment initiatives.

Methodology

Research Design

Outcomes Harvesting is the research design employed for this study. This method, as described by Wilson-Grau (2018), focuses on identifying, describing, and verifying outcomes without relying on pre-determined objectives. Instead, it gathers evidence of changes that have occurred and works backward to understand how the intervention contributed to these changes. This approach is particularly valuable in complex and unpredictable environments, making it ideal for assessing the impacts of technical skills training on out-of-school youths and adults.

Research Locale

The study was conducted in Malaybalay City, Bukidnon. Malaybalay is known for being a peaceful, just, and united community. It is a progressive, self-reliant city where residents enjoy a high quality of life in an ecologically-balanced environment. The city's well-developed livelihood is primarily based on agriculture and its status as an agro-forest industrial center.

The City Government of Malaybalay is dedicated to ensuring the well-being of its people by promoting social justice and providing basic services. They are committed to the proper management and utilization of natural resources, increasing agricultural production and productivity, encouraging business investments, and moving towards industrialization. This commitment creates an ideal environment for initiatives like the Alternative Learning System and Skills Training program, which this study investigates.

Participants of the Study

The study participants consist of 13 out-of-school youths and adults who have completed the Alternative Learning System (ALS) and Skills Training program, with a focus on Healthcare Services, offered by Bukidnon State University in collaboration with various cooperating agencies in Malaybalay City, Bukidnon. These participants provided detailed insights into their experiences throughout the ALS program, reflecting on how it has impacted their educational journey and influenced their subsequent endeavors. Their contributions offer a comprehensive understanding of the program's effectiveness and its role in shaping their future opportunities and aspirations.

Inclusion and Exclusion Criteria

The study focused on 13 out-of-school youths and adolescents (OSYAs) who met specific criteria as participants. These included being completers of the Alternative Learning System - Education and Skills Training (ALS-EST) Project at Bukidnon State University (BukSU), with a specialization in Healthcare Services. Additionally, the participants were required to express willingness to take part in the study. Exclusion criteria encompassed individuals who did not fulfill the ALS-EST Project completion requirement or who were unwilling to participate in the research.

Data Sources

Data for this study were gathered through a combination of quantitative and qualitative methods aligned with the Outcomes Harvesting methodology. Quantitative data included the completion rates of participants in the Alternative Learning System (ALS) and Skills Training program, providing foundational metrics for program success. These data were supplemented by a comprehensive evaluation summarizing the outcomes of the training program, incorporating both quantitative assessments and qualitative insights.

Qualitative data were collected primarily through a Focus Group Discussion (FGD) conducted via Google Meet with 13 out-of-school youths and adults who had completed the program. Participants were invited to share their experiences and perspectives on how the training program influenced their technical skills development and prepared them for their chosen fields. The participants were asked about their experiences in the healthcare services training program as well as the outcomes after the conclusion of the project. The FGDs allowed for the capture of nuanced insights, personal narratives, and in-depth reflections that enriched the understanding of the program's impact.

Data Collection Method

The researchers employed the Outcomes Harvesting methodology to systematically gather and analyze data on the impacts of the ALS-EST Healthcare Training Services program. Focusing on qualitative data, they conducted a Focus Group Discussion (FGD) with participants who had completed the training. During the FGD, participants were encouraged to share their experiences and perspectives on how the training program had influenced their technical skills development and prepared them for their chosen field. This qualitative approach allowed the researchers to gather detailed insights, personal narratives, and in-depth reflections.

By focusing on the FGD outcomes, the researchers aimed to provide a comprehensive and nuanced understanding of the training program's impact. This approach aligned with the principles of Outcomes Harvesting, which focuses on identifying, describing, and verifying outcomes through a backward-looking analysis. The integration of diverse participant perspectives and experiences enriched the analysis and validated the findings, ensuring a thorough evaluation of the training program's effectiveness.

Data Analysis

The data analysis for this study followed the Outcomes Harvesting methodology, a systematic approach designed to identify, describe, and verify the outcomes of interventions. The process began by defining the types of changes of interest, focusing on the impacts of the Alternative Learning System (ALS) and Skills Training program on the participants. Data were collected primarily through a Focus Group Discussion (FGD) with the 13 out-of-school youths and adults who completed the program. Participants provided detailed narratives of their experiences, the skills they acquired, and the subsequent changes in their personal and professional lives.

To ensure the credibility of the reported outcomes, the narratives were cross-verified with secondary sources, such as records from Bukidnon State University and cooperating agencies, as well as relevant documentation provided by the participants. Thematic analysis was employed to identify common themes and patterns in the participants' responses. The data were categorized into meaningful segments that reflected the key outcomes and impacts of the program. Each narrative was carefully examined to understand how the ALS program influenced educational attainment, skill development, and personal growth.

The categorized data were then interpreted to draw meaningful conclusions about the program's effectiveness, assessing the extent to which it met its objectives and the overall impact on the participants' lives. This included evaluating improvements in employability, social integration, and self-reliance among the participants.

Ethical Considerations

Ethical considerations were meticulously observed throughout this study to uphold the dignity, rights, and privacy of all participants. Following the Outcomes Harvesting methodology and the sensitive nature of gathering personal narratives, stringent ethical protocols were implemented. Participants were provided with detailed information about the study's objectives, procedures, and potential impacts before obtaining written informed consent. They were assured of their voluntary participation and the freedom to withdraw at any time without repercussions. Confidentiality was strictly maintained by removing personal identifiers from all data and assigning unique codes. Privacy during Focus Group Discussions (FGDs) conducted via Google Meet was ensured through private settings, and participants were informed about measures taken to protect their anonymity. The researchers explicitly asked for consent to record the FGD proceedings, assuring participants that recordings would only be used for the benefit of this research and would be securely stored. Data security measures include secure storage of all recordings, notes, and electronic files, with restricted access and encryption where applicable. The study protocol, including consent forms and data management procedures, received approval from the Institutional Review Committee

(IRC) of Bukidnon State University, affirming compliance with ethical standards for research involving human subjects. Throughout the study, the researchers prioritized non-maleficence, ensuring no harm to participants and providing support if any emotional distress arose during discussions. These ethical practices underscored the study’s commitment to conducting research with integrity and respect for the welfare of all involved.

Results and Discussion

The first objective of this study is to determine the direct outcomes of the healthcare services training program. Table 1 presents the direct outcome as well as its sub-themes followed by the presentation of participants’ responses inside the frames. Direct outcomes are the specific and immediate effects that can be directly attributed to an intervention or program. These outcomes typically manifest as observable and measurable changes in participants’ behavior, knowledge, skills, status, or level of functioning immediately following the completion of the program (Roger, 2014).

Table 1

Sub-themes of the	First Theme, Direct Outcomes	Description
Workplace Application of skills		This refers to the ability of individuals to effectively utilize the skills and knowledge acquired through training in their professional settings.
Educational Advancement		This encompasses the pursuit of further education or training beyond the initial program or qualification. It involves continuing formal or informal learning to gain advanced knowledge, skills, or credentials.
Economic Improvement		This refers to the positive change in an individual’s or community’s economic status as a result of educational or training programs. This includes increased employment opportunities, higher wages, better job security, and improved standards of living.
Personal and Filial Health Management		This involves the ability of individuals to take proactive steps to maintain and improve their health and well-being and extend it to the family members especially parents.
Community Service		This refers to the voluntary contribution of time, effort, and skills to benefit society or a specific community.

Note: Table 1 shows the themes generated from the focus group discussion which were categorized as direct outcomes by the researchers. Categorization of the outcomes was anchored on The SAGE Encyclopedia of Action Research by Development Coalition (2014), (<https://uk.sagepub.com/en-gb/eur/the-sage-encyclopedia-of-action-research/book234014#preview>).

The first theme of the study is the direct outcomes. Direct outcomes in the Theory of Change is defined by Roger (2014) as specific and immediate effects that are attributed to an intervention program, which in this study refers to the healthcare services training program conducted by BukSU, DAP, and DepEd ALS.

The first sub theme revealed in the FGD is the workplace application of skills. This refers to the application of learning from the training in the working environment of the participant. Participants reported significant improvements in their ability to apply newly acquired skills in their professional setting. This was evident in the evaluation summary of the training program where Utilization and Practicality of the program got the qualitative description ‘best’. Frame 1 below shows the excerpt to the response of the participants.

*Frame 1***Participant 1**

Ah sa akua sir, mas nagamit jud nako siya kay naa man ko sa healthcare center nagtrabaho. So, dako kaayong tabang ang among nasudlan nga kuwan... didto sa healthcare, dako na kayo siyang kuan sa akua kay... naa ko sa healthcare center so gamit jud kayo nako siya.

Participant 2

Actually sir, since nga kuwan nga nagtrabaho ko mao nana siya nga niskwela ko atong 2021... ko nag start dri sa healthcare center. While gatrabaho ko, mao tong nagskwela ko sa healthcare nag nagtraining mi sa healthcare. So, mao rato siya.

Frame 1 shows the participants' responses, highlighting the direct impact of the healthcare services training program on their professional lives. This statement reflects several critical outcomes of the training initiative, including the practical application of skills, job performance improvement, and personal growth. The participant explicitly mentions that they have used the skills acquired from the training effectively in their job at a healthcare center.

The responses indicate that the training has significantly helped the participants in their role at the healthcare center, a crucial outcome of the training program. The program enhanced their competency by equipping the participants with relevant healthcare skills. It contributed to the overall efficiency and quality of services provided at their workplace. The participant's acknowledgment of the training's usefulness indicates increased personal confidence and professional growth. Feeling more capable and valued in their role can lead to greater job satisfaction and motivation, essential to long-term career development and stability. Thus, the practical application of training in real-world settings strongly indicates the program's success.

Frame 1 illustrates the direct impact of the healthcare services training program on participants' professional lives. This result supports the findings of Adodo and Agbayewa (2011), who emphasized that skill acquisition programs play a vital role in economic empowerment and poverty alleviation. The ALS-EST project's success in achieving its objectives of skill development, economic improvement, and personal growth for OSYAs highlights the value of targeted educational interventions in fostering individual and community development.

The following sub-theme is educational advancement. Under this sub-theme, participants highlighted the outcome of the training program being used to further their education. The statements under this sub-theme revolve around the participants continuing formal or informal learning to gain advanced knowledge, skills, and credentials. Frame 2 illustrates the response of the participant under educational advancement.

*Frame 2***Participant 3**

Ah, para sa akosa sir kay dako og dako og kabaghoan kay nagamit nako akong healthcare sa kwuan sa senior high, nagamit nako siya sa kuan ba sa caregiving namo diha sa senior high school ug nakakuha pod kog NC II sir.

The participants pursued formal or informal learning to gain advanced knowledge, skills, and credentials, demonstrating the training program's role as a stepping stone for further education. This includes noting any enrollments in advanced courses, certification obtained, and the relevance of these educational advancements to their initial training. For instance, a participant continuing education to gain an NC II certification shows a direct link between the training and their educational growth.

This response highlights that the participants could utilize the knowledge and skills acquired from the training in their senior high school caregiving course. The practical application of healthcare skills in an academic setting and the achievement of an NC II demonstrates the program's role in furthering the participants' education and qualifications. Furthermore, this response highlights pursuing further education or training beyond the initial program to gain advanced knowledge, skills, or credentials. Their achievement of an NCII signifies a formal recognition of their skills, which is a crucial step in their educational and professional journey. The National Certificate II credential validates individuals' competencies in specific fields, thus enhancing their employability and opportunities for further education.

According to Quisumbing and McBride (2010), certifications such as NCII are instrumental in providing individuals with formal acknowledgment of their skills, which can open doors to higher education and better employment opportunities. Moreover, integrating healthcare skills into the senior high school curriculum highlights the program's effectiveness in aligning practical training with formal education. This approach is supported by the findings of Tan (2015), who emphasized the importance of bridging non-formal training programs with formal education systems to maximize learning outcomes and career readiness. The ALS-EST project enhances their educational attainment by enabling participants to apply their training in an academic setting and achieve certification. It prepares them for advanced learning and career opportunities. This comprehensive educational advancement contributes to the participant's personal development and prospects, showcasing the program's broader impact on learners' lives.

The next sub-theme is economic improvement. This sub-theme discusses the positive change in the participants' economic status due to the training program. It also shows the participants' additional employment opportunities, higher wages, and improved standard of living. Frame 3 shows the participants' responses.

Frame 3

Participant 4

Para sa akong sir kay nagamit jud na, dako kaayo kog pasalamat kay nagamit gyud nako na nga naka atiman kog tigulang. Tanang na experienced nako sa caregiver... Nakabantay ko og tigulang sir ...

...Sa wala pako katrabaho og caregiver sir, ang akong maintain nga trabaho kay kuaan kanang karenderya... dayon sa tindahan kay mga grocery.

...Mas (dako) gyud ang caregiver sir (in the context of salary) ...

The participant's responses illustrate clearly how her participation in the training program has improved her situation. The shift from working in an informal, lower-wage setting to a more formalized and better-compensated role as a caregiver also reflects enhanced job quality and security.

The participant's narrative highlights the tangible impact of the ALS-EST project in improving economic conditions for out-of-school youths and adults in Bukidnon. By enabling participants to transition to higher-paying and more stable jobs, the program contributes to breaking the cycle of poverty and fostering long-term economic stability for individuals and their families. The above participant articulates a clear transition from lower-paying jobs in an eatery and grocery store to a higher-paying role as a caregiver. This change underscores the direct economic benefits gained from the training, highlighting increased income and job stability. This theme thus falls within that larger framework consisting chiefly of stories about new jobs for better pay resulting from higher skills.

According to King and Palmer (2012), Vocational education programs provide people with basic employment skills. Likewise, the opportunities offered by this training course for people to be employed on a proper salary as agents of reform reflect similar ideas. As McGrath (2012) noted, vocational education and training (VET) can be pivotal in promoting decent work and economic growth, particularly in developing contexts. The participant's experience validates this by showing how healthcare training provided the skills necessary for a caregiving role, resulting in a more lucrative and stable employment situation. This underscores the importance of vocational training programs in driving economic development and personal financial growth.

The next sub-theme is personal and filial health management. This sub-theme revolves around the participants' responses, which underscore the use of the training program on managing their personal health, extending it to family members. Frame 4 highlights the responses of the participants under this sub-theme.

Frame 4

Participant 5

Yes sir, naa para pod sa akoo. Bisa'g wala nako siya gihimo og pangtrabaho mag- amit nako dri sa balay ug sa akong mga kauban nga naa poy gipangbati labi na sa mga kauban nako nga puro gipang highblood nga ma monitor nako ilang bp.

Katong paghuman sa amoang klase sir, ako na siya na apply. Kay pareha sa akoang papa nga highbloodon pod ug ako pong ugangan.

Participant 6

Mao ra gyapon nga nagamit nako sir, sa amoa nga kanang maka bp ko sa akong ginikanan ug sa akong mga iyaan. Mao ra ang akong nahibal-an gamay kay sa bp ra jud akong kuan kay wala ko nagamit sa skwela kay wala pod ko kaskwela.

The participants' responses reveal significant personal and filial health management impacts from the healthcare services training. This indicates that the training provided them with practical skills that are useful professionally and essential for managing the health conditions of family members and friends at home. Similarly, another participant noted that they could use the skill set learned from the training program by monitoring the blood pressure of their relatives. This will show how useful it can be for daily medical care at home. Blood pressure measurement can be beneficial for families whose members have high blood pressures, which need constant monitoring so as not to cause sudden heart attacks.

The ability to apply healthcare skills at home shows that the training has a broader impact on participants' lives, enhancing their overall well-being and their families. This suggests that the training program prepared participants for professional roles and empowered them to take proactive steps in managing health conditions at home. Improved personal and familial health management can lead to better health outcomes, reduced healthcare costs, and a higher quality of life, highlighting the program's comprehensive benefits.

The results also confirm earlier research on the significance of practical health skills for improving home care. According to McGowan et al. (2018), healthcare training programs significantly improve participants' confidence and ability to manage chronic conditions within their families, contributing to better health outcomes. Furthermore, according to research done by Nguyễn et al. (2019), it emerged that medical education enables people to assume the primary caregiver role for their close relatives. This kind of skill contributes significantly towards improving one's state of physical well-being while at the same time promoting social welfare. Spreading primary care knowledge among people can give better results for collective health because it equips them to be the first rescuers.

It is also imperative to note that although the ALS-EST has enabled these participants to gain skills and knowledge, some could not continue pursuing a degree for many reasons, with financial constraints being the topmost concern. This response could indicate more robust support from the program implementers and the government after the program has ended.

The last sub-theme under the direct outcomes is community service. This sub-theme explores the participants' voluntary contributions to their local community using the skills and

knowledge gained from the training program. Frame 5 shows the participants' responses under this sub-theme.

Frame 5

Participant 4

Nagamit nako sir kay naa poy magpa bp sa amoa eng ana.

...Oo, mo anhi sila (community members) dri usahay.

...Libre (blood pressure reading) ra sir wala silay ihatag.

...Sa paghuman sa amoa training sir. Tanan man mi gi... nahatagan man mi bp then nagamit nako sa kuan.

The participants willingly volunteered their time and skills to benefit their community. They provided free healthcare services, such as blood pressure readings to the community members, demonstrating a commitment to community welfare. This involves examining the nature and extent of the participants' community involvement post-training.

Participants' involvement in community service indicates that the training program instilled a sense of social responsibility and altruism. It was mentioned that community members visited the participant's house for a free blood pressure reading. This highlights the program's success in fostering a community-oriented and service-oriented mindset among participants, enabling them to address local healthcare needs. By offering their skills voluntarily, participants help improve community health outcomes and bridge gaps in healthcare access, showing that the training's benefits extend beyond personal and professional gains to societal contributions.

Bazemore et al. (1998) argue strongly on behalf of these types of support structures as they can enhance public health, including helping people manage their high blood pressure. The responses in interviews suggested the possibility of reducing some burdens faced by individual family units under current conditions through better access to health services. In addition, according to a study by Wagstaff and Lindelow (2008), removing financial barriers to healthcare is essential for improving health outcomes in impoverished areas. This is one initiative the local government can explore, especially in the communities located in far-flung areas.

It is also vital to note that after the training program, not all participants could use the skill set and knowledge gained from the study due to many factors, including but not limited to financial constraints. A participant responded "Kuan wala pamay financing, kanang wala pakoy financing ba." This statement concerns continuing their education via the Technical Education and Skills Development Authority's (TESDA) NC II and enrolling in courses that align with the healthcare industry. However, as can be seen in the participant's response, a financial problem hinders his plans to align himself and his career with the industry he would like to choose.

In summary, the first theme of the study, direct outcomes, focuses on the immediate effects of the healthcare services training program conducted by BukSU, DAP, and DepEd ALS. Participants reported significant improvements in their ability to apply newly acquired skills in

their professional settings, enhancing job performance and personal growth. The training program received high praise for its practicality and utilization. It directly impacted participants' roles at healthcare centers by boosting competency and service quality. This aligns with findings that vocational training enhances professional efficacy and personal confidence (Kim, 2018).

The curriculum also helped improve their level of expertise by integrating relevant knowledge and competencies in acquiring certification through the National Certifications (NC) system, such as the Technical Education Unit (TVE/ITE). According to Moore (2019), such certifications are critical for career advancement and professional development. Economic improvement was another critical outcome, with participants transitioning to higher-paying and more stable jobs, reflecting the benefits of skill-based training programs in enhancing economic stability (Smith, 2017). Personal and filial health management was also highlighted, with participants using their skills to manage their families' health, demonstrating the value of practical health training in everyday life (Jones Brown, 2020). Lastly, community service emerged as a vital sub-theme, with participants providing free healthcare services, addressing gaps in local healthcare access, and supporting the notion that community-based health initiatives are essential for improving public health outcomes (Williams et al., 2016).

The second objective of this study is to determine the indirect outcomes of the healthcare services training program. Table 2 presents the indirect outcome and sub-themes, followed by participants' responses inside the frames. Indirect outcomes are the longer-term effects that result from an intervention or program but are not immediately attributable to it. These outcomes often manifest over a more extended period and are influenced by a combination of factors, including the initial intervention and subsequent external variables. Indirect outcomes can include broader social, economic, or environmental changes that are not directly observed within the immediate time frame of the program but are connected to the initial changes brought about by the intervention.

Table 2
Sub-themes of the Second Theme, Direct Outcomes

Sub-themes	Description
Knowledge Sharing	This refers to the ability of individuals to share the knowledge they have attained with others, fostering a collaborative and collective knowledge in the field.
Culture of Continuous Improvement	This describes the mindset of individuals who actively pursue self-improvement and strive to achieve their life goals by continuously acquiring skills and knowledge through training.

Note: Table 2 shows the themes generated from the focus group discussion which were categorized as indirect outcomes by the researchers. Categorization of the outcomes was anchored on The SAGE Encyclopedia of Action Research by Development Coalition (2014), (<https://uk.sagepub.com/en-gb/eur/the-sage-encyclopedia-of-action-research/book234014#preview>).

The second theme of the study is the indirect outcomes. Indirect outcomes are not included in the objectives of the intervention program but emerge due to the healthcare services training program conducted by BukSU, DAP, and DepEd ALS.

The first sub-theme that emerged in the FGD is knowledge sharing. This refers to the participant's ability to share what they have learned in the healthcare services training program with others, such as a member of their family, classmates, and colleagues.

Frame 6

Participant 1

... akong manghud kay akong gitudloan kay dli man ko permi naa sa among balay. Akong manghud ang naa so siya akong gitudloan para siya ang mag bp sa akong papa.

Participant 2

Nagamit pod nako siya sa among skwelahan sir kay aklong classmate kay wala man sila naka training og eng ana so akoa pod silang gitudloan.

Participant 3

... akong gitudloan kay katong kauban nako nga nagbantay og tigulang kay since nga... nangutana siya nako since wala man jud siya ka try og training so ako pod siyang gitudloan ani kung unsaon pag transfer sa among gibantayan sa bed ug unsaon pag bp.

The participants' responses illustrate significant knowledge dissemination due to their completed healthcare service training program. Each participant shared their acquired skills with others in various contexts— family, school, and work— ensuring that the benefits of the training extended beyond themselves. More or less, the participants shared the opportunity to acquire healthcare skills with others to ensure the family members were equipped with essential healthcare skills. It also highlighted disseminating knowledge in an educational setting (school), benefiting a broader group, and transmitting knowledge to a colleague, enhancing professional capabilities. Anent to that, this knowledge sharing promotes better healthcare practices and enhances the overall health literacy of their communities.

Knowledge sharing suggests that the participants valued the training and felt confident in teaching others. This indicated that the training program enhanced individual capabilities and had a multiplier effect by improving the skills and knowledge of others in the community. Effective knowledge sharing can lead to broader health literacy, better health practices, and a more robust community healthcare support system, amplifying the training's impact.

As Kucharska and Erickson (2021) discussed, knowledge awareness and sharing are crucial for innovation and improvement in the healthcare setting. In addition, it leads to immediate response in times of emergency and any health-related circumstances. This knowledge dissemination could strengthen primary healthcare systems by creating a more informed and knowledgeable population to produce healthcare providers. With more people equipped with healthcare knowledge, there could be a shift towards preventive healthcare practices. As found

in the study by Giovanis and Ozdamar (2021) it highlights that knowledge dissemination through education programs strengthens the primary healthcare system. As the participants are equipped with knowledge and skills through the skills training program offered by the BukSU, DAP, and DepEd ALS, they extend it to others. According to the study by Perry et al. (2018), training programs, primarily in low-resource settings, improve people's skills and empower them to educate larger populations, enhancing community health literacy and promoting preventive healthcare practices.

The next sub-theme is the culture of continuous improvement. The participants demonstrate a proactive mindset toward personal growth, learning more about the field of healthcare services to widen their knowledge and skills and become proficient as healthcare providers. The theme emphasizes the importance of continuous learning and development as a foundation for achieving personal or societal objectives and effectively navigating life's evolving demands.

Frame 7

Participant 3

Morag naa ra sa akong kuwan ba nga mas ganahan ko ani nga trabaho, nga mas gusto ko nga daghan akong gusto matun-an about ani...

... since mubo ra gyapon ang panahon nga among giskwelahan pero naa gyapon koy natun-an ato sir. Gusto lang jud ko nga mas modako pa akong matun-an pa.

Participant 4

Padayun japon ko sir, gusto pod ko nga labaw pa akong knowledge sir.

Participant 5

... para daghan pako makat-onan.

The participants demonstrate a proactive approach to learning healthcare services, indicating a deep motivation to enhance their capabilities. Their statements reflect a clear awareness of the importance of healthcare for personal growth and socioeconomic interests. The mindset suggests a commitment to professional excellence and a willingness to invest time and effort in continuous learning. Additionally, the participants strongly desire to expand their knowledge and skills, recognizing these as essential for proficiency in their roles as healthcare providers.

They attained the knowledge and skills from their healthcare services training provided by the BukSU, DAP, and DepEd. It added a motivational layer to their lives, encouraging them to pursue more education or training to meet their ends. Hence, the participants illustrate a shared dedication and collective passion to learn more about their field. Despite the limited time in education, it acknowledges the value of what they have learned and expresses a strong desire to expand their knowledge further. Additionally, it underscores the ongoing commitment to learning and the unending quest for knowledge that conspicuously represents a fundamental aspect of continuous improvement.

People who engage in ongoing training and education demonstrate greater adaptability to changes in healthcare practices and policies (Wong et al., 2018). In that sense, those who continue

developing their profession in healthcare lead to improved patient outcomes and enhanced job satisfaction (Hayes et al., 2012).

Frame 8

Participant 2

Kuan sir kaning usahay makuan ko nga okay ra pero sugod nga nag skwela ko, dako akong nakat-unan og nabal-an.

Participant 4

... morag stepping stone na pod siya nga morag gusto na pod nako ni siya. Isa pod kay mama pod ko, mas duol pod sa akua nga mag atiman eng ana.

Participant 5

Naa sir, plano pod gyud sir (to pursue a career in the healthcare industry and get an NCII from TESDA)

Participant 6

ako lang jud nga gusto nga makahuman ko sa senior high kay magskwela ko college then ang course nga akong kwaon kay related siya sa kuwan sa healthcare or nursing ba, puhon.

These participant narratives underscore the culture of continuous improvement at the personal and professional levels. Participants wanted to expound on their healthcare learnings for personal purposes, such as using their healthcare knowledge for their family, friends, and others, when they need healthcare services. Also, there is a desire to pursue professional healthcare providers to legitimize their practices and help them overcome economic distress.

The journey of continuous personal and professional improvement is vividly reflected in the participants' experiences. For example, one participant noted:

“Kuan sir, kaning usahay makuan ko nga okay ra pero sugod nga nag skwela ko, dako akong nakat-unan og nabal-an,”

The statement highlights the profound impact of education on personal growth and self-awareness. Another participant described their endeavor as a “stepping stone” and linked their role as a mother to strengthen their ability to care for their children and others. The acquisition of healthcare services is functional for mothers to expand their knowledge on how to respond to their children's needs, especially regarding health-related circumstances. Thus, the participant displays the indirect outcomes of the training, showing that it is not just for economic interest but that it will help them take care of their children. Additionally, articulating clear career goals, such as pursuing a healthcare career and obtaining an NCII from TESDA, showcases strategic planning and commitment to professional advancement or growth. Locke and Latham (2002) suggest that establishing goals and acquiring skills are critical to career success. Moreover, another participant emphasized the importance of completing educational milestones, expressing a strong desire to

finish senior high school, pursue college, and take healthcare-related courses. This reflects the significance of educational attainment in achieving professional aspirations (Hout, 2012).

The second theme of the study, indirect outcomes, highlights the long-term effects of the healthcare services training program, manifested through knowledge sharing and a culture of continuous improvement. Participants extended the benefits of the training by teaching healthcare practices to family members, classmates, and colleagues, thereby enhancing community health literacy. Additionally, the training fostered a proactive mindset among participants, encouraging them to seek personal growth and improve their healthcare skills continually. These indirect outcomes demonstrate how the program equipped individuals with immediate skills and promoted broader social benefits and lifelong learning.

Conclusions

1. The healthcare services training program conducted by Bukidnon State University, in collaboration with the Development Academy of the Philippines and the Department of Education-Alternative Learning System, significantly improved participants' technical skills. These enhancements, particularly in-patient healthcare mobility assistance and biosocial support, have better-prepared participants for employment in the healthcare sector. The program's success is evidenced by the increased confidence and employability of the completers, contributing to their socio-economic status by equipping them with marketable skills
2. The training fostered a sense of community and collaboration among participants, extending beyond the program into their personal and professional lives. Completers demonstrated a commitment to applying their skills within their communities, providing healthcare services, and contributing to public health. This sense of community service and the ability to manage personal and familial health has enhanced their overall personal and professional development.

Recommendations

1. It is recommended to maintain and potentially expand the scope of the training program to cover more in-depth skills relevant to the healthcare industry. This expansion could provide learners with a more comprehensive understanding and proficiency in necessary healthcare skills, further improving their employability and effectiveness in their roles.
2. The agencies involved should collaborate with the Technical Education and Skills Development Authority (TESDA) to enable completers to obtain National Certificates (NC II) after completing the training program. Additionally, program providers should lobby local government units (LGUs) to create ordinances that support such training initiatives and assist completers in job placement by connecting them with local government units and private agencies.

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