

---

**Beyond Participation: A Multifaceted Evaluation  
of the Differently Abled MagkaNegosyo,  
Magkatrabaho Extension Project**

*Helen Garcia*  
*Bukidnon State University*  
*ORCID No. 0000-0002-4869-9215*  
*helengarcia@buksu.edu.ph*

*Joy Amor Montales*  
*Bukidnon State University*  
*ORCID No. 0000-0001-6097-0357*  
*jmontales@buksu.edu.ph*

*John Paul S. Medrano*  
*San Isidro College*

*Yeo Sook Fern, PhD*  
*Multimedia University*  
*ORCID No. 0000-0002-8060-5872*

### **Abstract**

Extension projects are the social responsibilities of a state university. This project assessed the impact of the extension project of the Hospitality Management Department to the Persons-with-Disability beneficiaries in Malaybalay City using the input-process-output- outcome model of the theory of change. The researchers used a qualitative research design employing documentary and narrative analyses to determine the output and outcomes of the activities conducted on the extension project. The project enhanced vocational skills in bread, pastry, housekeeping, and business among PWDs in Malaybalay City, improving their employment opportunities and self-esteem. Consequently, the impact is extended to the community as the participants support their family members in education and meeting their daily needs. Other participants made a community-level impact by influencing other people through this training.

**Keywords:** *Impact study, persons-with-disability, narrative analysis, outcomes*

### **Introduction**

Higher Education Institutions (HEIs) play a significant role in driving social transformation and improving the quality of life for marginalized communities. Recognizing this responsibility, the Commission on Higher Education (CHED) issued Memorandum Order No. 52 Series of 2016.

This directive encourages HEIs in the Philippines to actively engage in research and development, innovation, and extension services to promote inclusive social and economic development.

In response to this mandate, Bukidnon State University (BukSU) has committed to improve the quality of life for individuals and communities through its primary responsibilities in instruction, research, extension, and production. The BukSU Extension programs are implemented by the university's various colleges in collaboration and coordination with key stakeholders. The different Colleges in the university are mandated to implement extension activities congruent with the programs they offer. Extension activities frequently impact the participants' values, attitudes, knowledge, and skills. The project practice volunteerism and other life values even after the extension projects (Pesigan et al., 2017). Hence, the extension projects conducted by the university are potential partners for social change.

As a partner of social change, the Hospitality Management Department implemented the project entitled *PWD Maka Negosyo, PWD Maka Trabaho!* (Building Links to Employment and Entrepreneurship) anchored on the thrusts and priorities of the University's Education and Advocacy. Since the project is first in Bukidnon, it aims to develop a framework for community-based training that will lead to employment and entrepreneurial opportunities for the PWDs.

The motivation for this initiative is that even with the implementation of the Republic Act 7277 or the Magna Carta for Disabled Persons, people with disabilities still encounter different challenges in their everyday lives. There are several challenges that PWDs encounter such as poverty, discrimination, and prejudice limiting their opportunities to be employed and to live as an integral part of the society. Recognizing these challenges, the government and non-government agencies develop policies and programs to promote equal opportunities. However, even with the Special Education in the Department of Education, the agency faced problems like a poor learning environment, a lack of budget, lack of instructional materials, and inadequate learning facilities (Allam & Martin, 2021). Hence, the extension project of the Hospitality Management Department seeks to provide PWDs with the necessary competencies for the hospitality industry, as it is renowned as a growing and demanding business industry for employment and entrepreneurial opportunities.

The gaps in the opportunities offered to the PWDs are seen in education and economic opportunities. In the case of Cebu City, the rate and quality of employment of women with PWD are generally low. The identified factors were low educational attainment, lack of training and experience, and physical limitations (Mina, 2017). Moreover, underemployment is another challenge for employed PWDs. Mina (2013) revealed the underemployment of PWD. The leading occupation among PWDs in the rural areas is agriculture while those in the urban areas are in massage clinics. Their employment is informal and temporary. Others are engaged in entrepreneurial activities.

Over the years, the PWDs have been fighting for their rights in the workforce in the Philippines. Despite the efforts for inclusivity, the issue of equal opportunity persists. Recently, studies revealed significant findings regarding inclusive growth by hiring PWDs in the National Capital Region with the help of government and non-government interventions (Avecilla et al., 2024). Just like all other persons, economic opportunity comes in venturing into businesses. According to Ortiz and Capitán (2021), when vulnerable groups undertake entrepreneurial activity

in the labor market, the multiplying effect of this value is made explicit in society, in general, and in the collective of people with disabilities (PWDs).

In Malaybalay City, the profile of the PWDs is not yet established but it is generally observed that employment access for PDWs in government and non-government agencies is low. Also, the business opportunities for PWDs being marginalized individuals are limited. The university looks at the contribution of the PWD as the beneficiaries of the extension project “PWD Makatrabaho, PWD Makaanegosyo: Building Links to Employment and Entrepreneurship” to give equal economic opportunity for employment and entrepreneurial activities through training offered by the Hospitality Management Department of the College of Business in Bukidnon State University.

The primary objective of this project was to empower PWDs for business and provide them with opportunities to develop skills and training toward entrepreneurship and job placement. Furthermore, it also hoped to alleviate their current situation and eliminate discrimination. This study assessed the overall impact of the extension project conducted by the Hospitality Management Program of Bukidnon State University for PWD. By evaluating the extension project’s success, this research provided valuable insights to inform future initiatives for the PWD community. The findings will be made as a basis to improve the “PWD Maka Negosyo, PWD Maka Trabaho!” project to ensure the achievement of the intended outcomes.

## Objectives

The study answered the following questions:

1. What are the Activities conducted by BUKSU in the extension project “PWD Maka Trabaho, PWD Maka Negosyo: Building Links to Employment and Entrepreneurship”?
2. What are the challenges experienced by the PWD beneficiaries during the implementation of the extension project?
3. What are the personal, social, and economic changes experienced by the beneficiaries of the extension project?

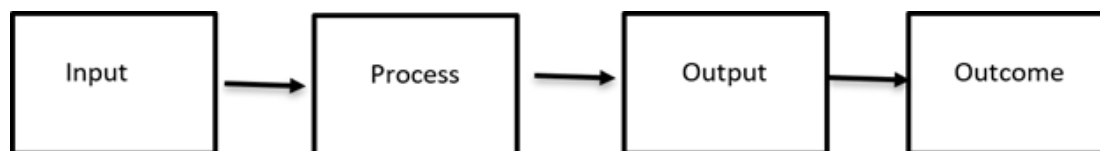
## Framework of the Study

The researchers used the theory of change introduced by Weiss (1995) as anchorage. The theory-based evaluation emphasizes the importance of the underlying assumptions linking programs, activities, and projects to outcomes. The theory of change fits to improve the design, implementation, and evaluation of social programs like extension programs introduced by state universities and colleges in the communities for societal changes. In other studies, Connel and Kubisch (1998) refined the Theory of change to a more comprehensive community initiative. The application of the theory extends to education, health, and community services. From thereon, the theory has been pivotal in conducting project impact evaluation. The theory of change outlines the causal pathways connecting activities to outcomes and impacts, explicitly discussing assumptions and factors influencing the pathways (Vogel, 2012). Vogel (2012) emphasized a participatory approach to the theory of change involving multiple stakeholders in assessing intended outcomes.

The framework of the study is an Input-Process-Output- Outcome model. This framework illustrates how the theory of change connects the activities conducted to the output and outcomes of a community project.

**Figure 1**

*Input-Process-Output-Outcome Conceptual Framework of the Study*



The input considered in this study includes the approved extension proposals, funding support, and human and physical resources used in the training. The approved research proposals served as a reference in the implementation of the training consisting of the training objectives, design, budget, and expected outcomes. Another input is the funding support for the implementation of the training. This funding covered the honorarium of the trainers, training supplies including the raw materials and supplies for the bread and pastry, and housekeeping. The physical resources included the training facilities like lecture rooms and laboratories.

Process defines how the skills were acquired by the PWD beneficiaries. The process consisted of training, assessment methods, and coaching and mentoring programs implemented to acquire the basic competencies in bread and pastry and housekeeping. The acquisition of the skills ran for three years and the faculty extensionists adjusted the process of the training and the mentoring and coaching programs depending on the individual needs.

The outputs of the extension project were the participation and attendance of the PWD in all trainings conducted by the faculty. These can be expressed in the attendance of the PWD in training sessions, the number of activities conducted by the faculty extensionists, and the number of performance tasks delivered by PWDs during the training. The output also extends to the number of National Certificates (NC) II passers.

The outcomes of the project included the personal, professional, and societal impact. These may include the business and employment opportunities opened to the PWDs. Outcome indicators may include the number of employed beneficiaries, the number of trained beneficiaries who are already in business, awards, and recognitions received, an increase in self-esteem, and a change in the living conditions of the PWDs

## Methodology

The study employed a qualitative research design. It used document and narrative analyses in determining significant life experiences of the PWD beneficiaries of the extension project implemented in Malaybalay City, Bukidnon. Narrative analysis was used to capture participants' voices through their stories and experiences. These stories narrate how the project changed the PWDs' lives (Clandinin & Connelly, 2000).

The research setting was Malaybalay City. There were 12 participants in the study. They were the beneficiaries of the PWD extension project in partnership with the Parents Mobilization Action Group (PMAG) and the JCI Bukidnon. There were 18 PWD beneficiaries of this project

conducted by 8 faculty from the Hospitality Management Department. 16 of the PWDs were from Barangays Casicang, 9, Apo Macote, Milamin, Managok, and Can-ayan. The other two beneficiaries were from Impasug-ong and Sumilao. Out of the 18 only 12 PWDs completed the training.

There were two data sources: the extension documents and the interview. All narratives of the extension beneficiaries submitted as a requirement for extension implementation were considered as secondary information. In addition to the extension reports, a semi-structured interview was also conducted.

The participants for the face-to-face interview were purposively selected based on their physical capacity to ensure the convenience of both the interviewer and the interviewees. The criteria included completion of training, distance of the participants, and their mobility. Only those who are from Malaybalay, physically able, and have completed the training were interviewed. Those who are from Impasug-ong and Sumilao answered open-ended questions through Facebook Messenger. The data gathering for the deaf and mute also provided written responses to the open-ended questions sent through email or Facebook Messenger accounts.

The researchers used the interview guide as a research instrument. The instrument was validated by academic and industry experts in terms of content and language. The interview guide was originally written in English and translated into Cebuano for the convenience of the participants. The academic expert validated both the content and language in English and Cebuano versions while the industry expert validated the appropriateness of the content to the type of participants.

The researchers secured permission to gather data both from the university and the participants. Before the conduct of the interview, the participants were given an Informed Consent Form for voluntary participation in the study. The researchers interviewed nine (9) face-to-face participants that ran 30-45 minutes each and analyzed eight (8) narratives. These narratives came from the reports submitted by the extension project leaders to the Extension Unit of the University. These interviews were audio and or video recorded, transcribed, and translated into English by the researchers.

The researchers used inductive narrative and thematic analyses. Before coding, the researcher created a verbatim transcription of the interview and then organized the data using frames. This way, the researchers had greater familiarization with the data. From the frame, the researchers looked for codes- words or phrases that capture the meaning of the responses of the participants. They represent concepts or constructs that answer the research inquiries. Then, the codes were grouped according to the conceived meaning to look for themes that were reviewed vis-à-vis the research objectives and codes extracted. Following the review were naming and defining themes that required definition and description of each theme using the codes generated and the direct statements from the participants. Finally, the report of the narrative and document analysis were presented through tables.

### *Ethical statement*

This qualitative research follows the ethics protocol of the university. The researchers invited the participants for an interview to share their experiences as beneficiaries of the extension project “PWD Maka Trabaho, PWD Maka Negosyo: Building Links to Employment and Entrepreneurship”. The participants received an informed consent form indicating the risks, benefits, voluntary participation, duration, compensation, and data handling. All participants gave

their consent to voluntarily participate in the conduct of research and understood the risks and benefits they could gain from their participation. Since this is an impact study, the direct benefit of the participants is the enhancement of the next project conducted by Bukidnon State University. All the data shared by the participants were handled following the provisions of the Data Privacy Act of the Philippines.

## Results and Discussion

The researchers presented the results of the study following the research objectives. The participants shared their experiences on the projects and analysis of the impact was done through the outcomes of the extension project.

### *Activities Conducted by the Hospitality Management Department of Bukidnon State University for the PWD Beneficiaries*

Table 1 presents the activities conducted by the Hospitality Management faculty extensionists of Buksu in the implementation of the extension project for PWDs. Out of 18 initial beneficiaries, 12 completed the training sessions. The PWDs received training on bread and pastry and housekeeping, business and financial management skills for the deaf and mute, and handicapped beneficiaries.

**Table 1**

### *Activities Conducted by BUKSU HM Faculty to the PWDs in Malaybalay City*

Activities	Participants	Length of Training	Objectives	Output	Expected Outcome
		2 months			
		December 3, 2017			
		December 10, 2017			
		January 7, 2018			
Training on House-keeping	PWDs	January 14, 2018	To equip PWDs with the necessary skills for employment and business	Number of hours of Training	Enhanced employability and skillset for PWDs
		January 21, 2018			
		January 28, 2018			
		February 4, 2018			
		February 11, 2018			
		February 18, 2018			
Bread and Pastry		October 23-30 2018			
		June 26, 2019			
Entrepreneurship		June 27, 2019			
		June 28, 2019			
Financial Management		July 1, 2019			
		July 2, 2019			
The Job training in Housekeeping		360 hours			
		February 25-April 22, 2018			
NC 2 Training Housekeeping	PWDs	February 10-12, 2019	To achieve NC 2 certification in Housekeeping and Bread and Pastry	NC 2 Certificates	Certification leads to better job opportunities
Bread and Pastry		May 20- 24, 2019			
Business Exposure		January 29-30, 2019	To expose PWDs to real business environments	Business exposure reports and Financial report	Practical understanding of business operations
Food Bazaar	PWDs	February 13-14, 2019			
Food Exhibit					
NC 2 Training		June 26-28, 2019	To achieve NC 2 certification in specific fields	NC 2 Certificates	Certification leads to better job opportunities
Housekeeping and Bread	PWDs	July 1-2, 2019			
and Pastry		July 13, 2019			

The training started in the last quarter of 2017 up to the second quarter of 2019. During the first session, all participants received training on housekeeping. Since housekeeping requires more mobility, the handicapped participants found it challenging. In the next sessions, the training design was changed to suit both the deaf and mute and the handicapped.

### *Training*

The Hospitality Management Faculty conducted a series of trainings on housekeeping, bread and pastry, entrepreneurship, and financial management to the PWD from 2017 to 2019 to equip PWDs with the necessary skills for employment and business. The implementation of the trainings ran for 30 days and was supplemented by 360 hours of on-the-job training on housekeeping in 2018 at a business hotel for exposure. The HM faculty used the training facilities of the university, financed the cost of the ingredients, and developed training materials. The department forged partnerships with non-profit organizations advocating equal opportunities for disadvantaged groups like the Parents Mobilization Action Group (PMAG) and the JCI Bukidnon to help them organize the participants for the training sessions.

Out of the 18 listed participants identified by PMAG, only 12 completed 15 laboratory and lecture training sessions. Those who took the training on housekeeping were sent to 360 hours of on-the-job training at a local hotel. In 2019, the faculty with the Hospitality Management students and PWD trainees organized a food exhibit showcasing all products made during the training.

### *Mentoring and Coaching*

Apart from the knowledge and skills competencies acquired through training, the faculty extended their services to mentoring and coaching for National Certificates assessed and issued by the Technical Education Skills Development Authority (TESDA). Higher Education emphasizes the extension services that focus on training needs for TESDA. In the Philippines, the top three (3) most needed skills in the hospitality industry are housekeeping, front office, and food and beverage (De La Cruz et al., 2024). The Hospitality Management Department boosts housekeeping and bread and pastry that best fits based on the physical ability of the participants. In 2019, The faculty coached the PWD for the NC2 Certificates for bread and pastry, and housekeeping competencies for five (5) months and two (2) months in business exposure and financial reporting. The coaching sessions focused on skills assessment and exposure to business operations. The coaching happened through skills demonstration and critique of the return demonstration.

To augment the mastery of the skills, the faculty conducted more engaged mentoring programs with the beneficiaries in the business exposure. PWDs participated in food exhibits organized by the university where they displayed their products during the training. To complete the business cycle, the participants participated in one-on-one mentoring sessions for financial statement preparations and analysis. The mentoring sessions ran for one month. Mentoring is a successful training mechanism for PWDs for skills development as it creates a sense of value (Ver Medalla & Medalla, 2018).

Overall, the PWDs received sufficient training to help them prepare for the National

Certification Assessment and with mentoring and coaching sessions. The 12 PWDs passed the NCII assessment which is considered one of the achievements of this project.

*Challenges Experienced by the PWD Beneficiaries during the Implementation Extension Project*

Like all social projects, the extension project on PWDs conducted by the Hospitality Management Department encountered challenges in the implementation. These challenges are crucial for successful implementation and the achievement of the desired result. Table 2 presents the different challenges encountered by the participants. These challenges were summarized in 4 themes: limited to no hospitality and business skills before BukSU training, distance of the training facility and budgetary constraints, and physical disability hindering skills acquisition.

Table 2  
*Challenges Experienced by the PWD Beneficiaries during the Implementation of the Extension Project*

Themes	Descriptions
Limited to no hospitality and business skills before BukSU training	<ul style="list-style-type: none"> <li>- First formal vocational training in hospitality and business skills</li> <li>- First time in the university</li> <li>- No experience in bread and pastry</li> <li>- No experience in formal housekeeping and business skills training</li> </ul>
Distance of the training facility and budgetary constraints	<ul style="list-style-type: none"> <li>- Physical distance of the laboratory and lecture halls</li> <li>- No financial support from partners</li> <li>- Faculty providing financial support for the training supplies and materials</li> <li>- High cost of transportation</li> </ul>
Physical disability hindering skills acquisition	<ul style="list-style-type: none"> <li>- Deaf and Mute had difficulty in bread and pastry training</li> <li>- Handicapped were physically challenged in housekeeping</li> <li>- Readiness in business skills acquisition</li> </ul>

*Limited to no hospitality and business skills before BukSU training*

Most participants did not have housekeeping and bread and pastry skills before the training. Juan (not his real name) was a corn harvester and did not know bread and pastry or housekeeping before joining the capability development program of the Hospitality Management Department

*“Before ko naka avail sa training sa bread & pastry ug housekeeping, wala pa jud koy experience ani nga mga training”*(Before I joined the training for bread and pastry and housekeeping, I did not have experience in any hospitality vocational training). – Juan

Maria (not her real name) has limited bread and pastry skills. Most of them did not have skills training experiences. Other participants expressed that this was their first formal vocational training and their first time at the university.

The chosen beneficiaries of the extension project were members of the Parents Mobilization Action Group (PMAG), a forerunner of the National Federation of Parents, an association empowering the human rights of parents having children with disability. The partnership with BUKSU and PMAG gave access to livelihood training for persons with disability. Before the PWD extension projects, PMAG members attended sessions or meetings for counseling only and not for vocational training.

#### *Distance of the training facility and budgetary constraints*

The training participants were apprehensive about attending the capability development program for the PWD due to the distance of the training and limited financial capability, particularly on the traveling expenses. Most importantly, the apprehensions sprang from the varied physical disability of the participants.

*“unya ato nga time murag kuan gyud, galisod gani ang uban kay naa sa laing barangay lagyo, so una gyud nila nga problema ang pamilete, so maka apil sila dili gyud sisid gyud nga kanang kada kuan gyud, pila to ka days gani naa uban nga mo palta pero ang uban ni survive gyud ato.”*( then, that time, I felt It was hard to attend the training, participants came from different barangay which are far. So the first problem was the transportation fees; they can not attend all the trainings. Others missed a number of days of training and while others survived.  
- Maria

Although there were partner agencies during the implementation of the training, there was no financial support coming from partners who can shoulder the transportation and training allowance of the PWDs. In most cases, the faculty shouldered the training supplies and materials, especially for bread and pastry.

#### *Physical disability hindering skills acquisition*

The physical disabilities of the beneficiaries posed a challenge in the teaching and learning process. For example, the deaf and mute participants had to be taught separately and slowly while the handicapped did not fit the housekeeping training. The participants expressed their challenges in the following statements.

*“I doing that I will have to learning and training in Housekeeper and Foods and Beverages of our program have activity from Bukidnon State University for PWD and we are four deaf. Know and best to have hard trainer for the deaf.”*(I am doing fine in the learning and training for housekeeping and food and beverages programs from Bukidnon State University for PWD. We are 4 deaf beneficiaries and I know it is hard to find trainers for the deaf. - Gina

*“So naa sa kuan kanang naka experience sa housekeeping, lisud sya, pero naa uban nga kauban namo nga kaya man sa ilahang kuan kay dili man bikil sa ilahang lawas, lain man gud ug disabilities ang uban, so katong naay mga physical disabilities didto nag focus sa bread and pastries, then, pero nag*

*try ghaon mi gihapon mi sa housekeeping, mao lage, mamugto ang kanang grabe nah singot, at least na kuan namo bah na experience, ang nilahutay ato kato ra gyud naay bitay kauban namo nga naa visual disability, isa ra kabook iya mata nga naa diperensya, kato dayong mga deaf, sila tong naglahutay sa housekeeping, unya nag OJT sila diha bitaw sa casisan”* (So, there were some PWDs who experienced housekeeping but it was hard, But there were some of us who tried and they survived because it was not difficult for them physically. They have different disabilities. Others focused on bread and pastries. But we also tried housekeeping. We sweated a lot, at least we experienced it. One survived, the one with the visual disability. The deaf also completed their OJT in housekeeping at Casisang. - Maria

Maria has a leg disability and training requiring physical strength like housekeeping did not fit her. She opted to complete the bread and pastry due to limited mobility requirements. Other participants like the deaf and the mute completed housekeeping as these required minimum instructions and communication.

*Personal, Social, and Economic Changes Experienced by the Beneficiaries of the Extension Project*

The PWDs who completed all the activities conducted by the faculty extensionists experienced personal, social, and economic changes. These life changes are presented in Table 3 showing the themes, sub-themes, and the description of the themes.

**Table 3**  
*Life Changes Experienced by the Beneficiaries of the Extension Project*

Themes	Sub-themes	Description
Personal Changes	Improved Self-esteem	<ul style="list-style-type: none"> <li>- Feeling valued</li> <li>- Improved self-confidence</li> </ul>
	Knowledge and Skills Developed	<ul style="list-style-type: none"> <li>- Skills acquired in bread and pastry, house- keeping, and business</li> <li>- Increased knowledge in learning areas</li> </ul>
Social Changes	-increase participation in social activities	<ul style="list-style-type: none"> <li>- greater participation in meetings</li> <li>- serves as a resource person during training</li> </ul>
	Strengthened Social Networks	<ul style="list-style-type: none"> <li>- connects more with other PWDs in Malayba- lay</li> </ul>
Economic Changes	Family Support	<ul style="list-style-type: none"> <li>- supported kin’s education</li> <li>- provided basic needs of the family</li> </ul>
	Increase in income from employment	<ul style="list-style-type: none"> <li>- gainfully employed</li> </ul>
	Increase Income from Business	<ul style="list-style-type: none"> <li>- Started own bakery</li> <li>- Started to sell cakes on an order basis</li> </ul>

## Personal Changes

The PWD beneficiaries of the project experienced personal changes. The participants expressed that their self-esteem increased because of the increase in self-confidence. Maria was chosen by the City Social and Development Office to be a resource person for skills demonstration during the family forum. The invitation added self-confidence and pride as he shared his knowledge of bread and pastry. Peter also expressed that the training boosted his self-confidence to mingle with other people with disability. Maria improved her social skills, gaining more friends through training and employment. She was also invited by different barangays to give skills demonstrations even to persons with no disability.

*“ sa pagka ing ani na nga naa nakoy nahibaw-an, bisag kinsa na dili lang kay mga persons with disability lang akoang maka kuan (demo) naay uban na. Usahay maulaw pa gani ko pero kuan na, kanang gahinay hinay na ug kanang, mura bitawg musaka ang confidence bitaw, in ana na kay, sauna kay di gyud ko magtagad, Maulaw gyud ko, mouna gyud ang kaulaw mang gud. (Now that I have already the competency, I can share with anyone not limited to PWDs. Sometimes I feel shy but slowly I feel confident unlike before when I didn't usually talk with people.” - Maria*

The findings presented above affirm Chu and Chan (2024) giving emphasis on vocational training and improving the psychological, social relation, and physical health domains of the persons with disabilities. Learners in vocational training such as those skills learned in the hospitality industries developed independence, self-reliance, and confidence towards their work fostering social integration. The social skills enhance their future employment skills (Barros et al., 2024)

Another notable personal change experience by the PWD after the training was knowledge and skills acquisition. There were three (3) skills introduced during the training: bread and pastry, housekeeping, and business. Depending on their physical abilities, the participants chose their desired skills. The PWDs with limited physical movement due to the disabilities in their legs chose bread and pastry. Juan is a cripple who learned bread and pastry skills.

*“I have learned a lot especially in Bread and Pastry. I learned the proper cooking procedure, the ingredients.”- Juan.*

Clara (not her real name) learned the skills in housekeeping. She shared

*“...I learned during our first training the proper bed set-up, cleaning, and proper use of the cleaning materials and chemicals. I learned how to use the air freshener and cleaning solvents. I learned how to clean the hotel rooms, especially on the use of the unfamiliar supplies and equipment for the comfort rooms.”*

The Hospitality Management faculty organized a product exhibit joined by the participants of the PWD extension projects. Different bread and pastry products made by the participants were exhibited to the university personnel. The exposure allowed real related learning experience to venture into business covering selling, marketing, and bookkeeping. A one-on-one mentoring was conducted among the participants where a faculty was assigned to business, another for the accounting, and yet another for financial management skills.

As a result of the 3-year program, all the beneficiaries have secured National Certificates (NC) II in bread and pastry and bookkeeping giving them the edge to secure employment or go into business.

### *Social Changes*

Along with the personal change experiences by the PWDs, their social interactions also changed. They showed increased participation in social activities, strengthened social networks, and provided family support. They became more active in participating in meetings with their organizations and connected more with other PWDs and non-PWDs in their community. They served as resource persons in skills development in the barangay and extended financial support to education and basic family needs.

In the case of Maria, she shared her knowledge not only with her family but also with the barangays in Malaybalay City under different sectors. As a government employee of LGU Malaybalay City, Maria devotes her time to training PWD and non-PWD in bread and pastry. Despite her disability, she offered skills demonstrations with other barangays in the Municipality. She also extended the same training outside her duties.

*Na share nimo sa,. dili lang sa pamilya, apil pud sa lain nga mga sektor o sa lain nga kanang mga tawo pud sa barangay (you will share your knowledge not only to your family but to others people in your barangay).*

Juan, expressed “...*this is a great help financially because through my salary, I was able to support my 3 nephews and send them to school since they don't have a father anymore and we have a broken family, with no parents to support us.*” Juan showed a great amount of support to his nephews by sending them to school from the salaries he earned and the business he put up as a result of the competencies he acquired through the trainings. The contribution he made to the 3 children will have multiple effects on society. His example is consistent with the findings of Zhang (2014) highlighting the effectiveness of sibling influence to facilitate social mobility. The influence of siblings to generate status in society is far more effective than parental influence. Juan is only one among the many disadvantaged Filipinos who devote their income to helping family members get a good education.

Juan and Maria made a remarkable contribution to themselves and their families. Employment and the volunteerism of the PWD beneficiaries of the project impacted their quality of life and benefit society (Cheah et al., 2024).

## *Economic Changes*

The extension program allowed the PWD access to livelihood where they could earn income and support their families for their everyday living. The program also provided access to employment. The skills they gained opened up employment opportunities. Despite their disability, there exists wider employment opportunities in the industry.

Juan, through the income received from his employment in a local restaurant, had started a sari-sari store.

*“kahigayonan na mahimong beneficiary na mahatagan ug blessed kaayo nga nakatraining sa BUKSU extension sa Bread and Pastry ug salamat sa BUKSU nga nakatabang nga naemployed .... ug sugod ato nahimong naayahay akong kahintang ug nakatigum para kapital pagsugod ug sari-sari store diri sa among Barangay ug gikaloy-an akong negosyo karon ni uswag and akong tindahan ug maoy nakatabang sa inadlaw-adlaw naka nga panginahanglan. (The opportunity to become the beneficiary of the BUKSU Extension project on Bread and Pastry ..... helped me get an employment... then, I felt lesser financial burden and was able to save for a start up capital of a sari-sari store in our Barangay. I am blessed that this business expanded which helped me and my family in our daily needs)”*  
- Juan

Tina, who manages a business with her sister expressed that the training helped her to learn more skills in bread and pastry.

*“Ako ika storya about sa training.... and daghan kaayo ko ug na tun-an sa training sa pagluto sa cake ug pan ug makatabang na pud ko sa ako igsoon nga kabalo pud sya muloto, naa nah syay kauban, nalipay pud sya, kay naa na daw syay kauban sa pag kuan kanang mag assess (What I can share about the training.... I learned a lot especially in bread and pastry and I can already help my sister who also knows how to cook.”* Tina

Joy contemplates venturing into a business after she has acquired sufficient skills in bread and pastry.

*“.....nahimo ni syang bridge nga makahimo mig Negosyo nga among kaugalingon, nah wala man mi na ngimpliyo so murag naa na mi idea ba nga puwed diay namo nih himoong Negosyo. Maka Negosyo dayon mi sa amo kaugalingon (This training will become a bridge to have our own business; since we are not employed, we have now an idea how to enter into a business.)* - Joy

Apple, who also ventured into business in now innovating to improve the existing products. Her business started right after the training of the bread and pastry. She supplies party

cakes in events and now slowly investing in other supplies and equipment for baking to sustain her business.

*“..... pero karon ga hinay-hinay nami ug kuan nga kanang pangita ug variations ug innovations, para improve ang amo-ang product, then, mas ma gamit gyud namo ilabi nah gyud kanang naay kanang members nga kanang mag birthday, naa mag order unya, puwed sad gamiton para sa amo-ang mga personal na mga kuan, sa cake ug sa kuan sa Pastry, unya sa pan, gahapon nag practice gihapon mi Ma'am, dayon, mao ra gyud na siyay amo ma kuan gusto sad nako nga improve gyud siya, murag naka trigger sad sa ako-a ba nga, naka encourage sa ako a nga mag hinay-hinay ug pamalit ug mga gamit para maka sustain sa ako-a (We are slowly innovating in the product variations for improvement. Then, our direct clients are the other members of the association especially during birthdays. They will order and we can also use the skills for our personal events. We are also improving our bread .. and this encourages me to buy other supplies and equipment to sustain the business.)- Apple*

In summary, the skills learned by the PWDs in the program enhanced their employment and business opportunities. The extension project provides valuable skills and knowledge including opportunities for real-life learning, collaboration, and community building. Bread and pastry and housekeeping are effective careers for PWDs depending on their physical limitations. For the deaf and mute participants, bread and pastry was effective. The training for the deaf developed resilience and augmented their financial stability. Cosmod et al. (2024) stress the significant contribution of deaf employees to the industry if they are equipped with the right skills and support. Likewise, the tourism industry attracts many entrepreneurs and the training provided to the PWD equipped them with the necessary skills. The experiences of Juan, Maria, Apple, Joy, and Tina are already geared towards entrepreneurship in the hospitality management industries. The theory of change used as anchorage in this paper properly illustrated the impacts of the extension projects through the life changes experienced by the participants. The PWD beneficiaries improved their lives and their families which created a multiple impact on the community through the formal trainings provided by the university. These findings concur with Cheausuwantavee and Keeratiphantawong (2021) in providing multiple ways to improve the career of PWDs including the provision of suitable education and training, and customization of employment among others.

## **Conclusion and Recommendation**

There were a series of activities conducted by the HM faculty during the implementation of the extension project for the PWD in Malaybalay City including training, mentoring, and coaching. As a result, all PWD who completed the training passed the National Certification Level 2 for hospitality vocational skills in bread and pastry and housekeeping. The PWD experienced personal, social, and economic changes. It created ample opportunities for business and entrepreneurship and boosted their self-esteem. From very shy members of society, they increased their societal participation by connecting more with other people and sharing their knowledge and experiences. They also extended economic support, particularly in educating siblings and

other family members. In general, the extension project achieved its intended results; however, the challenges encountered during the implementation were due to a lack of partnership between government and non-government organizations.

The faculty of the Hospitality Management Department of Bukidnon State University may engage more extensionists including students and consider expanding the PWD project to other barangays in the municipality. The college and department may also look for potential partners who can provide financial support in the conduct of activities such as the LGU Malaybalay and TESDA for NCII Assessment and Certification.

## References

- Allam, F. C., & Martin, M. M. (2021). Issues and challenges in special education: A qualitative analysis from teacher's perspective. *Southeast Asia Early Childhood*, 10(1), 37-49.
- Avecilla, J. E. V., Cedeño, F. J. C., Gloriani, M. M. L., Millevo, M. C. T., Sanchez, Z. B., & Andalecio, A. B. P. (2024). Breaking down employment barriers for PWDs: Disability inclusion in the Philippine hospitality industry. *Journal of Tourism, Culinary, and Entrepreneurship (JTCE)*, 4(1), 1-16.
- Barros, M. G. D., Bucio, J. V., & Presente, J. R. L. (2024). The impact of the vocational skills training program for individuals with intellectual disabilities under the transition class in Tagoloan Central School. *Best Practices in Disability-Inclusive Education*, 3(2).
- Cheah, K. J., Riches, V., & Manokara, V. (2024). Impact on persons with disabilities and their families when they are contributors to society through volunteerism and employment. *Journal of Applied Research in Intellectual Disabilities*, 37(2), e13172.
- Cheausuwantavee, T., & Keeratiphantawong, N. (2021). Improving the career of persons with disabilities: Provision of suitable education and training, and customization of employment. *Journal of Vocational Rehabilitation*, 55(2), 203-215. <https://doi.org/10.3233/JVR-211124>
- Chu, H. Y., & Chan, H. S. (2024, March). The effect of vocational training on visually impaired people's quality of life. *In Healthcare* 12, (6) p. 692. MDPI.
- Clandinin, D.J., & Connelly, F.M. (2000). *Narrative inquiry: Experiences and story in qualitative research*. San Francisco. Jossey-Bass.
- Connell, J. P., & Kubisch, A. C. (1998). Applying a theory of change approach to the evaluation of comprehensive community initiatives: Progress, prospects, and problems. In K. Fulbright-Anderson, A. C. Kubisch, & J. P. Connell (Eds.), *New approaches to evaluating community initiatives* pp. 15-44 Aspen Institute.
- Cosmod, E. S., Bracho, E. M. M., & Layson, B. L. (2024). Empowering deaf learners: Bread and pastry skills for life. *Best Practices in Disability-Inclusive Education*, 3(1).

- De La Cruz, J. V. G., Bagason, J. M., & Ballon-Bagason, J. G. (2024). Training needs assessment: An action research for the community extension program of the College of Hospitality and Tourism Management. *Training*, 8(2), 42-47.
- Haider, G. (2024). An appraisal of policy for employment of persons with disabilities (PWDs). Available at SSRN 4687116
- Juliana, C., Carmen Maria, I., & Alexandrina, S. (2016). Entrepreneurship in the tourism and hospitality industry. *Management Strategies Journal*, 31(1), 264-275.
- Mina, C. D. (2013). *Employment of persons with disabilities (PWDs) in the Philippines: The case of Metro Manila and Rosario, Batangas* (No. 2013-13). PIDS Discussion Paper Series.
- Mina, C. D. (2017). *Employment profile of women with disabilities in San Remigio and Mandaue City, Cebu, Philippines* (No. 2017-57). PIDS Discussion Paper Series.
- Ortiz García, P., & Olaz Capitán, Á. J. (2021). Entrepreneurship for people with disabilities: from skills to social value. *Frontiers in Psychology*, 12, 699833.
- Pesigan, N. R. I., Mahia, Y. J. B., Oliva, J. M., Panganiban, R., Ramirez, C. M. L., Ronquillo, J. T., & Felicen, S. S. (2017). Impact of community extension activities to the tourism and hospitality management students. *Journal of Tourism and Hospitality Research*, 14(1), 96-117.
- Ver Medalla, D., & Medalla, B. M. (2018, June). Empowering persons with disabilities through training and employment: A case study. In *International Forum Journal* (Vol. 21, No. 1, pp. 150-172).
- Vogel, I. (2012). *Review of the use of 'Theory of Change' in international development*. UK Department for International Development (DFID).
- Weiss, C. H. (1995). Nothing as practical as good theory: Exploring theory-based evaluation for comprehensive community initiatives for children and families. In J. P. Connell, A. C. Kubisch, L. B. Schorr, & C. H. Weiss (Eds.), *New approaches to evaluating community initiatives* (pp. 65-92). Aspen Institute
- Zhang, Q. F. (2014). The strength of sibling ties: Sibling influence on status attainment in a Chinese family. *Sociology*, 48(1), 75-91.