THE IMPACT OF THE "COMP TECH" TRAINING PROGRAM ON LIVELIHOOD AND EMPLOYMENT STATUS IN A PHILIPPINE COMMUNITY

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Abstract : This study assesses the impact of the "CompTech" training program implemented by Colegio de San Juan de Letran Calamba's School of Engineering and Architecture in Barangay Masili, Calamba City from Academic Year 2016-2017 to 2019-2020. The program aimed to enhance computer competency and skills, particularly in Computer System Servicing (CSS) NC II, among unemployed residents and out-of-school youth. The study employs a mixed-methods approach, combining quantitative surveys and qualitative key informant interviews, to evaluate the program's impact on the livelihood and employment status of beneficiaries. Key areas examined include the relevance of skills acquired, effectiveness in improving job prospects, and sustainability of the program's benefits. The results indicate that the CompTech training program had a positive impact on participants. Prior to the training, only 23% of beneficiaries were employed, but this increased to 77% after completion. Many participants gained technical skills and obtained employment, with 54% securing jobs in the IT/electronics sector. Additionally, 15% of beneficiaries started their own small businesses utilizing the skills learned. Interestingly, the study also identified gaps in terms of long-term skill retention and entrepreneurial support beyond the training period. About 31% of employed participants reported not fully utilizing their CompTech skills in their current jobs. Recommendation includes strengthening partnerships with local industries, providing post-training mentorship and business development assistance, and regularly reviewing the curriculum to ensure continued relevance. The study underscores the importance of holistic community development programs that address both skills training and sustainable livelihood opportunities.

Keywords: *community development, computer skills training, livelihood and employment, impact assessment*

I. INTRODUCTION

The global educational landscape is undergoing a reflective transformation driven by the necessity for sustainable development and inclusive economic growth. The United Nations Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) (United Nations, 2024), underscore the critical role of skills-based education and training in poverty reduction and fostering equitable societies. This emphasis on skills development is reflected in the growing global adoption of competency-based education and training (CBET), which prioritizes the acquisition of practical skills directly relevant to labor market demands (UNESCO, 2015). This shift aligns with international best practices that advocate for education systems that are responsive to the evolving needs of the global economy and the changing nature of work. Furthermore, the integration of the Environmental, Social, and Governance (ESG) framework into development initiatives is gaining traction as a holistic approach to assessing the sustainability and societal impact of such programs (Boffo & Patalano, 2020).

At the national level, the Philippines has implemented significant educational reforms, most notably Republic Act No. 10533, and the Enhanced Basic Education Act of 2013 (K to 12 Program). This landmark legislation expanded the basic education curriculum to include Kindergarten and 12 years of basic education, aiming to equip students with a more robust foundation in knowledge and skills (Philippines: Republic Act No. 10533 of 2013, Enhanced Basic Education Act | Refworld, 2024). A key component of the K to 12 program is the emphasis on Technical-Vocational-Livelihood (TVL) tracks, which provide students with opportunities to acquire nationally recognized certifications (National Certificates I and II) from the Technical Education and Skills Development Authority (TESDA). These certifications are designed to enhance the employability of graduates and provide pathways to gainful employment or entrepreneurship, particularly beneficial for those who may not pursue traditional academic routes. However, despite

these advancements in the national education system, many communities in the Philippines still face significant socio-economic challenges that limit access to quality education and opportunities for sustainable livelihoods.

Barangay Masili, located in Calamba, Laguna, is a case study of these persistent challenges. While the barangay has experienced modest population growth, reaching 3,827 residents in 2020 according to PhilAtlas.com (https://www.philatlas.com/luzon/r04a/laguna/calamba/masili.html, retrieved February 10, 2019), it continues to deal with issues of poverty, limited access to resources, and a significant lack of technological skills among its residents (PhilAtlas, n.d.). These limitations significantly constrain employment and entrepreneurial prospects, especially for unemployed and out-of-school youth. Recognizing these pressing needs, the Colegio de San Juan de Letran Calamba, through its Community and Extension Services Department (CESD), introduced a comprehensive community extension project from Academic Year (AY) 2016-2017 to AY 2019-2020. A key component of this project was the CompTech Training program, which aimed to address the technological skill gap within the community. Completing this program necessitates a thorough impact assessment to evaluate its effectiveness and inform future community development initiatives.

This impact study aims to evaluate the CompTech Training program implemented in Barangay Masili comprehensively. The study will assess the program's effectiveness in addressing the technological skill gap and improving the livelihood and employment of its participants. A key aspect of this evaluation will be an examination of the program's alignment with the ESG framework (Boffo & Patalano, 2020), focusing on its contributions to sustainable development, social equity, and responsible governance. The program's design, informed by a Participatory Rapid Assessment (PRA) conducted at its inception, ensured that the training was tailored to the specific needs and challenges identified by the Masili community stakeholders. This participatory approach is crucial for ensuring the relevance and effectiveness of community development initiatives. The PRA process involved active engagement with community members, allowing for the identification of the most pressing needs and the co-creation of solutions. This participatory approach symbolizes community-based development projects and ensures that interventions are contextually appropriate and sustainable.

The findings of this study will be valuable for a range of stakeholders. For the Masili community, the study will provide insights into the long-term impacts of the CompTech training on participants' lives and employment prospects. For Letran Calamba, the results will offer valuable feedback on the effectiveness of its community extension efforts, informing future initiatives and resource allocation. More broadly, the study's findings will contribute to the growing knowledge of technology-focused community development programs, offering valuable lessons for policymakers and practitioners in education and community development. By analyzing the program's long-term impact and relevance within the current socio-economic context, this study seeks to provide insights into the potential for replicating and scaling similar initiatives for sustainable community development in line with ESG standards and national/global development agendas. The study's conclusions will offer valuable recommendations for improving the design and implementation of future community development programs, ensuring they are both effective and sustainable.

II. OBJECTIVES OF THE STUDY

The study aims to determine the impact of the CompTech Training program implemented at Barangay Masili, Calamba City, Laguna, from AY 2016-2017 to AY 2019-2020. Specifically, it aims to:

Assess the impact of the four-year computer skills training program on the skills acquired by beneficiaries and evaluate how these skills have benefited the community.

Determine both the planned and unplanned impacts of the CompTech Training program on the personal and professional development of participants, including changes in their employment status and livelihood opportunities.

Analyze the gaps between planned and unplanned impacts of the program, focusing on how these have evolved over the four-year period and their implications for participants' personal and professional growth.

Identify issues and concerns in the implementation of the CompTech Training program, considering the changing technological landscape and community needs over the four-year period, and propose recommendations for program improvement.
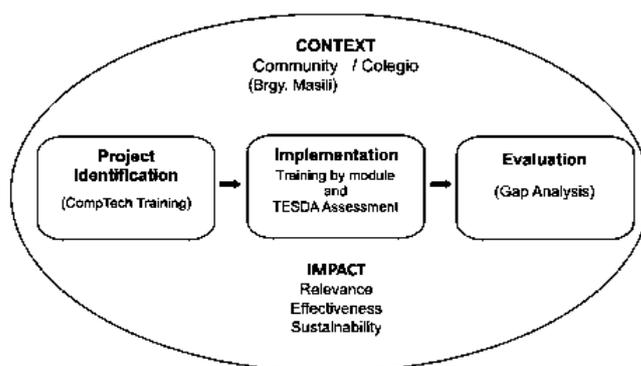
Conceptual framework

Figure 1. Conceptual Framework of the Study

The conceptual framework for this study, as shown in Figure 1, offers a structured approach to analyzing the impact of the CompTech Training Program on the livelihood and employment status of Brgy. Masili beneficiaries while incorporating

Environmental, Social, and Governance (ESG) principles. The framework centers on three key criteria: relevance, effectiveness, and sustainability. These criteria directly relate to the study's objectives.

Relevance. This assesses how well the program aligns with beneficiary needs and local labor market demands. It also evaluates the applicability of learned skills to both formal employment and entrepreneurial ventures. Furthermore, it examines integrating ESG principles, particularly social and governance aspects, into the training modules. This directly addresses the study objective of assessing the program's impact on skills acquired by beneficiaries and how these skills benefited the community.

Effectiveness. This measures the program's direct impact on beneficiaries' employment and livelihood status, including changes in employment status and new livelihood opportunities. This directly relates to the study objective of determining the impacts of the CompTech Training program on participants' personal and professional development, including changes in their employment status and livelihood opportunities.

Sustainability. This assesses the program's long-term viability and continued impact, focusing on the resilience of acquired skills and their contribution to sustainable livelihood options. This relates to the study objective of analyzing the gaps between planned and unplanned impacts of the program and their implications for participants' personal and professional growth.

The framework acknowledges the interconnected nature of these criteria and their combined effect on beneficiaries' employment and livelihood status. By focusing on these integrated criteria, the framework provides a focused lens for assessing the program's impact while considering broader implications for sustainable community development and alignment with ESG goals.

III. METHODOLOGY

Research Design
This study employs a Convergent Parallel Design, a mixed-methods approach, to evaluate the impact of the CompTech Training program on beneficiaries in Barangay Masili. The research design is primarily descriptive, combining quantitative and qualitative methods to comprehensively understand the program's effects on participants' knowledge, skills, and values. A Convergent Parallel Design was used to combine quantitative and qualitative data to provide a deeper and more comprehensive understanding of the program's impact. Both types of data are collected concurrently and then integrated to create a more complete picture.

Population and Sample
The data collection process spanned two weeks in the community, with individual interviews conducted at the barangay hall. All interviews were recorded and stored on a designated YouTube channel for easy access and analysis. A convenience sampling method was used to identify 13 participants from the 38 beneficiaries in Barangay Masili, focusing solely on the direct beneficiaries from the partner community.

Data Sources and Collection
The study drew on both primary and secondary data sources. Primary data came from observations, personal interviews, and social media interactions, while secondary data was retrieved from compilation reports and relevant literature. Ethical considerations were prioritized, with all participants informed about the study's purpose and providing consent for their involvement.

It's important to note that this study is limited to the 13 available participants from Barangay Masili and does not include beneficiaries from Letran Calamba. This limitation is acknowledged in interpreting the results and conclusions drawn from the study. Despite this constraint, the mixed-methods approach and comprehensive data collection strategies provide a robust framework for understanding the impact of the CompTech Training program on its beneficiaries in Barangay Masili.

Data collection involved both quantitative and qualitative methods. Quantitatively, a researcher-made questionnaire was administered to gather data on six key areas related to the training program. These areas included participants' information sources, reasons for joining, skill utilization, pre-training knowledge, and the effects of their participation. Qualitative data was collected through key informant interviews, document reviews, and direct observations. This multifaceted approach allowed for a richer, more nuanced understanding of the program's impact.

Data Analysis
Data analysis employed thematic analysis based on frequency responses. This involved transcribing recorded interviews. Frequency distribution analysis was also conducted and presented in tabular format. This approach, supported by recent research, provides a flexible tool for synthesizing the beneficiaries' experiences with the CompTech Training program.

Ethical Considerations
Ethical considerations were prioritized throughout the research process. All participants provided informed consent, and their identities were kept confidential when reporting results. The study acknowledges its limitations in sample size and geographical scope, focusing solely on participants from Barangay Masili. Colegio de San Juan de Letran Calamba selected Barangay Masili as a partner community based on three key criteria: (a) the barangay's status as a poor or underserved community, aligning with the Colegio's commitment to gospel values; (b) its accessibility from Letran Calamba, ensuring high participation rates across various sectors; and (c) the barangay's willingness to collaborate with the Colegio, promoting the sustainability of programs and projects aimed at community development and achieving the shared goals of both the Colegio and the community.

IV. RESULTS AND DISCUSSION

This section presents the data gathered to address the study's objectives. The analysis begins with describing the beneficiaries' and participants' profiles, then examines their pre-project conditions, post-project conditions, and finally, areas requiring improvement. The analysis integrates findings from the 2015 Participatory Rapid Appraisal (PRA) (Appendix A), which summarized the needs of the partner community in Barangay Masili. The PRA identified key issues such as dengue and typhus, stray animals, drug use, gossip, polluted water sources, inadequate sanitation, waste segregation, and educational deficiencies. These issues serve as a crucial backdrop for interpreting the impact of the CompTech training program.

4.1 Beneficiary and Participant Profile

Table 1. Brgy. Masili tally of beneficiaries in CompTech Training

	2016-2017	2017-2018	2018-2019	2019-2020	Total
Masili Participants	9	13	16	0	38

Before delving into the program's impact, it's essential to establish a baseline understanding of the participants. Table 1 shows the number of participants in the CompTech training program across four years (2016-2020).

Table 1 presents the beneficiary tally. The analysis of the CompTech training program's participation reveals a trend of steady growth from 2016-2017 to 2018-2019, with 9, 13, and 16 participants, respectively. This suggests initial success in attracting participants and building program awareness. However, a sharp contrast was observed between 2019 and 2020, where participation plummeted to zero. This dramatic drop is strongly attributed to the onset of the COVID-19 pandemic and the subsequent implementation of lockdowns and social distancing measures. The inability to conduct in-person training directly resulted in the program's temporary suspension. This experience highlights a critical vulnerability inherent in many skills training programs—their significant dependence on face-to-face interaction and their consequent susceptibility to disruptions caused by unforeseen events like the pandemic.

The total number of participants across the four years (38) is relatively low compared to similar skills development initiatives reported in other studies. This disparity may be attributed to several factors, including differences in program promotion strategies, community awareness, and the availability of alternative training opportunities. The lower participation rate in the CompTech program suggests a need for a more comprehensive and targeted recruitment strategy.

4.2 Brgy. Masili CompTech Training Participants

Table 2. Brgy. Masili CompTech Training Participation (2016-2020) and Certification Exam Completion

Year	Initial Participants	Completed Program and took the Certification Exam	Reason for Non-Completion/Non-Attendance
2016-2017	9	4	5 (Incomplete program; insufficient attendance impacting skill development)
2017-2018	13	2	11 (Incomplete program; insufficient attendance impacting skill development)
2018-2019	16	7	9 (Incomplete program; insufficient attendance impacting skill development)
2019-2020	0	0	COVID-19 Pandemic
Total	38	13	25 (Incomplete program; insufficient attendance impacting skill development)

The following discussions and analysis of program effectiveness will focus solely on the 13 participants who completed the CompTech training program and successfully took the certification exam. This subset represents those who fully engaged with the program, providing a more accurate reflection of the program's impact. The reasons for attrition, as detailed in Table 2, highlight the significant effect of insufficient attendance on program completion and certification exam success, echoing the research findings on the importance of consistent program attendance.

Sources of Information and Educational Attainment

Understanding how participants learned about the CompTech training program, and their educational backgrounds offers crucial insights into the program's reach and its target audience. This information is essential for evaluating the program's effectiveness and planning for future iterations.

4.3 Source of Information about CompTech Training

Table 3. Source of information about CompTech Training

Source of Information	Frequency	Percentage
Brgy. Officials	6	46%
SK Chairman	2	15%
SK Councilor	1	8%
Friends	3	23%
CES Moderator	1	8%
Total	13	100%

Table 3 reveals that Barangay officials were the primary source of information for most participants (46%). This aligns with the established role of barangays as the primary planning and implementing units in local government, responsible for education development and outreach programs. Their significant contribution highlights the effectiveness of leveraging existing community networks for program dissemination. While friends (23%) played a secondary role, the involvement of Sangguniang Kabataan (SK youth council) officials (15% + 8% = 23%) and a Community and Extension Services (CES) moderator (8%) indicates a limited outreach strategy. This suggests that future outreach could benefit from expanding information channels, possibly incorporating social media to broaden reach and engagement.

4.4 Brgy. Masili Beneficiaries' Educational Attainment

Table 4. Brgy. Masili beneficiaries' educational attainment

Educational Attainment	Frequency	Percentage
Elementary Graduate	1	8%
High School Graduate	5	38%
College Level	4	31%
College Graduate	3	23%
Total	13	100%

Table 4 shows a diverse educational background among participants, with a significant proportion (92%) having completed high school or some college education. This suggests the program's appeal to a broad range of educational levels within the community. However, the low % of elementary graduates (8%) warrants attention. The relatively high percentage of participants with higher education (31% college level, 23% college graduates) may reflect the existing educational attainment levels in Brgy. Masili and the correlation between education and employment opportunities (Nielsen and Roos, 2015). The low number of elementary graduates (8%) suggests a need for targeted strategies to reach and support individuals with lower levels of formal education, potentially through literacy programs or alternative learning methods. Addressing this gap could significantly broaden the program's impact.

4.5 Reasons for Participation in CompTech Training

Table 5. Reasons for Participation in CompTech Training

Reason	Frequency	Percentage
Help to find a Job	1	8%
Acquire knowledge and Skills	11	84%
To be NCII-passer	1	8%
Total	13	100%

Table 5 reveals the primary motivations for participating in the CompTech training. Most (84%) sought additional knowledge and skills in PC Repairing. This strongly supports the program's design, which focuses on providing practical, in-demand skills. The desire for skill enhancement aligns with the broader need for improved employment prospects in Brgy. Masili, where many residents are unemployed (85%, Table 5). The relatively low percentages of participants seeking job placement assistance (8%) or NCII (National Certificate II) certification (8%) suggest that the program's core value proposition lies in its ability to equip individuals with marketable skills rather than solely focusing on job placement or formal certification. However, this should be considered when planning future program improvements. Future efforts could include incorporating stronger job placement support and highlighting the value of NCII certification to attract a broader range of participants and improve overall outcomes. The strong emphasis on skill acquisition aligns with research highlighting the importance of specific skills training in improving employment prospects (Sankardas & Rajanahally, 2015).

Linking Educational Attainment to Employment

4.6 Pre-project status of beneficiaries

Table 6. Pre-project status of beneficiaries

Employment	Frequency	Percentage
Employed	3	23%
Unemployed	10	77%
Total	13	100%

The low employment rate in Brgy. Masili (85% unemployed, Table 6), as noted in the additional context, is likely linked to the educational attainment of residents. The CompTech training program aims to address this issue by providing skills training that could lead to employment opportunities (Sankardas & Rajanahally, 2015). The high percentage of participants seeking knowledge and skills (84%, Table 5) underscores the program's relevance in addressing the community's need for improved employment prospects. As mentioned in the additional context, the local government's efforts to improve employment figures align with the program's objectives. The program's success in reaching a diverse educational group, while needing improvement in reaching those with lower levels of education, is a significant step towards addressing the employment challenges in Brgy. Masili.

Post-Project Employment Status and Certification

This section analyzes the CompTech training program's impact on employment and attaining NCII-CSS (National Certificate II - Computer System Servicing) certifications. The analysis considers the immediate post-training employment status and the long-term success in obtaining certifications.

4.7 Post-project status of beneficiaries

Table 7. Post-project status of beneficiaries

Employment Status	Frequency	Percentage
Employed	10	77%
Unemployed	3	23%
Total	13	100%

Table 7 presents the employment status of the 13 NCII-CSS certification recipients after completing the CompTech training. While the post-training employment rate significantly increased to 77%, 23% remained unemployed. This indicates that while the training equipped participants with valuable skills, additional support is crucial for successful job placement and career development. This finding highlights the need for integrating more robust job placement services into the program, including resume building workshops, interview skills training, and networking opportunities.

4.8 Passing percentage rate of beneficiaries per academic year

Table 8. Passing percentage rate of beneficiaries per academic year

	2016-2017	2017-2018	2018-2019	2019-2020	Total	Passing Percentage (for total participants who took NCII-CSS)
Masili Participants	4	2	10*	0	16	98% (2* COC)

Note: with 2 NC2 takers which is not part of the participants

Table 8 details the passing rates for the NCII-CSS certification across different academic years. The overall passing rate of 98% demonstrates the program's effectiveness in equipping participants with the necessary skills to meet the certification requirements. The presence of two Certificates of Competency (COCs) indicates that some participants completed most of the required competencies but need to retake one or two competency areas to achieve full certification. This suggests that while the training is effective, some participants may require additional support or focused training on specific competencies to ensure full certification. The absence of NCII takers in 2019-2020 is directly attributed to the COVID-19 pandemic's disruption of TESDA assessment and certification processes. This highlights the vulnerability of skills training programs to external factors beyond their direct control. Future program planning should incorporate contingency plans to mitigate the impact of such disruptions, perhaps by exploring alternative assessment methods or establishing partnerships with other organizations to ensure ongoing support and certification opportunities. The high passing rate, even with the COCs, reflects positively on the quality of the training provided.

Issues and Concerns for Project Improvement
4.9 Non-taker beneficiaries of CompTech Training in Brgy. Masili

Table 9. Non-taker beneficiaries of CompTech Training in Brgy. Masili

Beneficiary	Did not take NCII-CSS	NCII-CSS Passers
Masili Participants	15 (53%)	13(47%)

Table 9 reveals that a significant portion (53%) of the CompTech training program beneficiaries in Brgy. Masili did not pursue NCII-CSS certification. A primary contributing factor is irregular attendance during the training. This emphasizes the strong link between consistent attendance and academic success. In the context of the CompTech program, this translates to a reduced

chance of certification and, consequently, diminished employment prospects. Therefore, future program iterations should prioritize strategies to improve attendance. This could involve:

Incentivizing attendance. Implementing a reward system for consistent attendance, rewarding good attendance (not just perfect attendance).

Addressing barriers to attendance. Identifying and addressing underlying reasons for absenteeism, such as transportation issues, childcare challenges, or health concerns. This may involve collaborating with local government units (LGUs) to provide support services.

Strengthening engagement. Making the training more engaging and relevant to participants' needs and aspirations, fostering a welcoming and supportive learning environment.

4.10 Program Outcomes and Key Informant Insights

The CompTech training program's success is evident in the improved lives of its beneficiaries, who gained valuable skills and employment opportunities. Graduates found work in various sectors, including factory work, server support (Piso Net Supplies), and computer repair, leveraging their NCII certifications to secure these positions. Several success stories further highlight the program's impact. One beneficiary transitioned to a quality control role, utilizing their newly acquired technical skills. Others improved the efficiency and profitability of family-owned computer shops. Providing affordable local computer repair was particularly beneficial during the COVID-19 pandemic's increased demand. Career advancement was also observed, with one participant progressing from an IT support role to a potential permanent position directly linked to their NCII certification. This success even motivated them to pursue further education through the Alternative Learning System (ALS), demonstrating the program's transformative influence on professional and educational aspirations.

Key informant interviews (KIIs) provided further insights into the program's impact and areas for improvement. Participants consistently reported significant benefits from the training, applying their new computer skills in personal and professional contexts. One respondent, now an Office Clerk, described using their skills to troubleshoot computers for family members, stating, "Naapply ko po sya sa bahay po namin at sa bahay ng mga kapatid ko pag po nagpapaayos sila ng mga computer nila, pag may problem po na kaunti ay ako na po ang nagaayos ng computer nila. May impact po yung natutunan ko kasi nadagdagan po yung skills ko sa pagtroubleshoot ng computer at iba pang proseso sa computer." This sentiment was echoed by others who found practical application for their workplace skills. For example, a staff member for the vice mayor highlighted the program's impact, stating, "Nung time na yun bago dumaan sa programa ang alam ko lang talaga ay mga Microsoft Word lang po. Marami ako natutunan at malaking tulong, kasi ang tyaga po ni Maam Grace sa pagtuturo sa amin. Ang pagkakaalam ko sa iba naming kasama ay malaki talaga tulong kasi nagamit nila sa kanilang trabaho," emphasizing the practical application of their learned skills. Another participant working in resort accommodation demonstrated versatility by managing online bookings.

However, KIIs also revealed challenges. Some participants struggled to complete the certification process, with one admitting, "Di ko po natapos yung kailangan kong gawin kaya di ako nakapasa dun sa isang part." Knowledge retention proved difficult for some, as one participant noted, "Naituro naman po sa amin, hindi ko lang talaga matandaan." The COVID-19 pandemic significantly impacted the program, disrupting access to practice opportunities and impacting income for some participants who relied on computer shops. One participant shared, "Nung una Maganda talaga ang program, kaya lang inabot ng pandemic nay un, kaya lang nung nagsara na ang mga computer shop dito, nawalan din kami ng sideline, 2 years din. Yun isa naming kasama nakakapagservice kaya nagagamit nya. Yung isa may computer shop kasi kaya talagang nagagamit nya yung natutunan nya," illustrating the pandemic's disruptive effect on skill application.

In summary, while the CompTech training program yielded significant positive impacts, improving skills and employability, challenges remain regarding certification completion, knowledge retention, and the long-term effects of the COVID-19 pandemic. These findings from the program's outcomes and the KII discussions provide valuable insights for future program improvements, ensuring lasting benefits for the community.

V. CONCLUSION

In assessing the impact of the CompTech training program on skills acquired and community benefit, the CompTech program demonstrably enhanced the computer skills of Barangay Masili residents, leading to significant community benefits. The achievement of TESDA NCII certification by 13 participants validates the program's rigorous training. Moreover, a substantial 77% employment rate among participants, with a significant portion (54%) employed in the IT/electronics sector, directly reflects the program's success in equipping individuals with in-demand skills. Also, the positive impact extended to existing family businesses, showcasing the program's broader economic ripple effect.

For the planned and unplanned impacts on the personal and professional development of the participants, the program's success extended beyond the planned outcome of TESDA certification. The high employment rate and the support of family businesses significantly improved participants' livelihoods and career prospects. The emergence of community leaders among the participants also highlights the program's transformative impact, extending its influence beyond economic gains to broader social empowerment.

For the gap analysis between planned and unplanned impacts, while the program achieved considerable success, areas for improvement exist. Specifically, 31% of employed participants reported underutilizing their acquired skills, indicating a need for strengthened post-training support. Furthermore, inconsistent attendance and skill development challenges, partly attributed to scheduling conflicts and pre-existing educational differences, necessitate program delivery and support structure improvements.

VI. RECOMMENDATIONS/ACTION PLAN

The following recommendations outline a thorough strategy to build upon the CompTech program's successes and address the identified challenges, ensuring its long-term sustainability and maximizing its impact on the Barangay Masili community.

1. Strengthening Industry Partnerships for Enhanced Employability. The program's effectiveness hinges on the relevance of its training to the demands of the local job market. A concerted effort to foster strong industry partnerships is crucial to bridge the gap between skill acquisition and employment. This involves proactively seeking collaborations with businesses and/or companies. This engagement will entail direct outreach, presentations highlighting the program's graduates' skills and the mutual benefits of collaboration, and the negotiation of formal Memoranda of Understanding (MOUs). These MOUs will outline specific commitments from each partner, including guaranteed internship placements, job shadowing opportunities, and participation in the program's development.

2. Comprehensive Post-Training Support for Sustainable Career Advancement. A comprehensive post-training support system is essential to maximize the utilization of acquired skills and promote sustainable career advancement. A three-branched approach is suggested; first, a formal mentorship program will pair each graduate with an experienced professional in the IT sector or a successful CompTech alumnus. Mentors will provide ongoing guidance on career development, job searching, and skill enhancement through regular meetings and access to professional networks. Second, a series of workshops focusing on business planning, marketing, and financial management will be offered to graduates interested in entrepreneurship. They will be led by experienced business professionals and incorporate practical exercises and individualized consultations. Third, a modular advanced training program addressing identified skill gaps and incorporating emerging industry trends will be developed and delivered within the next year, offered in flexible formats (online and in-person) to cater to diverse learning styles and schedules.

3. Program Review and Enhancement for Continuous Relevance. The CompTech program must remain responsive to the evolving needs of the local job market and the aspirations of its participants. A formal program review process will be implemented, incorporating regular meetings with stakeholders to gather feedback and identify areas for improvement. Furthermore, combining online and in-person instruction, blended learning approaches will be piloted to enhance learning outcomes and engagement.

4. Continuous Monitoring and Evaluation. A robust monitoring and evaluation system ensures the program's long-term effectiveness and impact. Regular follow-up surveys will assess the program's long-term impacts on employment, livelihood, and overall socio-economic well-being. Annual reports summarizing program performance, including data analysis and recommendations for improvement, will be submitted to relevant stakeholders, fostering transparency and accountability.

By implementing these recommendations, the CompTech program can ensure its long-term sustainability and maximize its positive impact on the Barangay Masili community. It serves as a model for holistic community development programs that address both skills training and sustainable livelihood opportunities.

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