

TRACER STUDY OF GRADUATE SUSTAINABLE LIVELIHOOD PROGRAM PARTICIPANTS

*Examining the Sustainability of
Microenterprise/Employment
Projects*

POLICY DEVELOPMENT AND
PLANNING BUREAU

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ACKNOWLEDGMENTS

The Policy Development and Planning Bureau-Research and Evaluation Division (PDPB-RED) expresses its gratitude to all of the officials, staff, stakeholders, and participants that greatly contributed to the completion of this study.

Firstly, the research team is grateful to Dr. Janet P. Cuenca, who mentored them to further polish the study objectives, rationale, and methodology during the conceptualization stage.

Secondly, the PDPB-RED is thankful to the Sustainable Livelihood Program-National Program Management Office (SLP-NPMO) and its regional counterparts for their relentless support and assistance in the implementation of the study from the planning phase up to the data collection phase. Their active support in the coordination activities was detrimental to the success of this research endeavor.

Thirdly, the PDPB-RED would like to thank the management of the Policy and Plans Group for their support to all of the activities of the study.

Finally, the PDPB-RED appreciates all study participants who set aside their time to partake in the data gathering activities. Gratitude goes to all the SLP participants who shared their actual experience, opinion, and insights. Appreciation is also extended to all the SLP-NPMO and Regional Program Management Offices officials and staff, representatives of Local Social Welfare and Development Offices and partner government agencies, as well as participating Local Chief Executives who shared their knowledge, opinion, and recommendations. Thank you for all of the valuable insights provided that contributed to this report.

EXECUTIVE SUMMARY

In pursuit of improving the well-being of poor families and going beyond the conventional approaches in poverty alleviation, the Department had implemented various livelihood schemes for different vulnerable sectors (i.e., family, women, older persons, persons with disabilities, and youth) even before the 1990s. They have since evolved into what is now known as the Sustainable Livelihood Program which has two (2) tracks – microenterprise development (MD) and employment facilitation (EF).

So far, the SLP participants that have been subjected to final assessment were those provided with program grant modalities in 2015 and 2016. For those who were served in the latter year, there were a total of 63,409 SLP participants who have undergone final assessment as of March 2021. Upon assessment as of March 2021, **42.3% of the MD projects and 44.8% of the EF participants have already completed their employment contract, were terminated, or remained unemployed.**

The SLP has been subjected to process evaluations, program assessments, and studies examining the livelihood outcomes of SLP participants, but most of which looked into program participants while they were still under the observation and guidance of the program. **There is little knowledge on how did the participants and their projects fair after graduation from the program.** Thus, the Research and Evaluation Division of the Policy Development and Planning Bureau conducted a **tracer study** on the SLP participants who were provided with program modalities in 2016 and **examine the sustainability of their microenterprise/employment projects three (3) years after their graduation from the program in 2018.** Specifically, this study aimed to achieve the following:

1. To determine the magnitude of SLP participants whose microenterprise/employment projects have been sustained after graduation from the program as of 2021;
2. To identify particular SLP track, modality, industry/occupation group and other program and project aspects with high percentage of sustained microenterprise/employment projects;
3. To identify and examine the facilitating and hindering factors that contribute to the sustainability of microenterprise/employment projects of SLP participants after graduation from the program;
4. To identify policy and program recommendations on ensuring sustainability of microenterprise/employment projects of SLP participants after graduation from the program.

The study employed a sequential explanatory mixed-method approach which comprised a quantitative phase (online tracer survey) followed by a qualitative phase (KIs and FGDs). A total of **205 SLP Participants** (155 MD track and 50 EF track) were surveyed through Computer-Assisted Self Interviewing (CASI) and Computer-Assisted Telephone Interviewing (CATI). To identify gaps and issues in the mainstreaming of program participants, qualitative interviews with implementers and implementing partners of SLP covered staff of the SLP-National and Regional Program Management Offices (N/RPMOs), representatives of Local Social Welfare and Development Offices (LSWDOs), Local Chief Executives (LCEs), partner National

Government Agencies (NGAs), and program beneficiaries (those with sustained and unsustained livelihood projects).

The following are the salient findings of the study addressing the identified research questions:

1. *What is the magnitude of SLP participants with sustained microenterprise/employment projects after graduation from the program? For those who failed to sustain their microenterprise/employment projects, were they able to bounce back and establish other livelihoods?*

Of the 155 MD track participants traced, **nearly half were able to continue the operations of their respective microenterprises**. Whereas, among the 50 EF track participants traced, only 31 were found to have acquired employment after joining the program. Of which, **only a quarter continued to be employed with the same employer** up to the conduct of the study. On the average, the unsustained **microenterprise/employment lasted for 21 months** for both tracks.

There were program participants whose livelihood failed but eventually bounced back to become productive. For both MD and EF track respondents, **employment was more appealing as a way to recover income**. This is more evident for EF track respondents than MD track respondents. Notably though, there were still some that have remained without economic activity.

2. *Which SLP track, modality, industry/occupation group, among other program and project aspects, has high percentage of sustained microenterprise/employment projects?*

Among the MD track respondents, majority of those who received the **Seed Capital Fund** were successful in sustaining their microenterprise. The industry with the greatest percentage of sustained (relative to unsustained) microenterprise was **accommodation and food service**, closely followed by **wholesale and retail trade** (among those with sufficient number of respondents). Majority of **microenterprises managed by an association** were sustained, whereas individual and group enterprises were less commonly sustained. Further, several of **regular businesses** continued their operations as compared to short-term or seasonal businesses. Also, there were more microenterprises that were sustained for those **with at least one paid employee** compared to those without any paid employee. On the other hand, among EF track respondents who successfully landed a job, half of those provided with **Employment Assistance Fund** were still employed at the time of the interview. Across occupational groups, **elementary occupations (e.g., farm laborers, cleaners, maids, domestic helpers, etc.)** had the majority of respondents with sustained (relative to unsustained) employment (though the number of respondents are minimal). In terms of the nature of employment, respondents holding **permanent positions** were able to sustain their employment 50.0% of the time. Further, all EF track respondents who have been **working in the government or government-controlled organizations** have better security of tenure.

3. *What are the facilitating and hindering factors that contribute to the sustainability of microenterprise/employment projects? Were the interventions provided by the program sufficient?*

Facilitating and hindering factors contributing to the success of SLP participants in sustaining their microenterprise/employment revolved around three (3) key themes: **(1) Participant Characteristics and Vulnerabilities, (2) Program Components, and (3) External Factors:**

Influencing Factors	Participant Characteristics and Vulnerabilities	Program Components	External Factors
Facilitating	<ul style="list-style-type: none"> Attitude, efforts, and willingness to pursue and become successful in their chosen endeavor 	<ul style="list-style-type: none"> Commitment, dedication, and teamwork of implementers Support from the DSWD management; Continuous capacity building Functional SLP associations Regular monitoring 	<ul style="list-style-type: none"> Supportive local government Close coordination between the LGU and the DSWD Support from private sectors
Hindering	<ul style="list-style-type: none"> Income shocks (e.g. health crises in the family) General mindset and acceptance of the program and its objectives 	<ul style="list-style-type: none"> Insufficient workforce Conflicts within SLPAs 	<ul style="list-style-type: none"> Natural disasters and calamities, Location of Geographically isolated and disadvantaged areas Greater out-of-pocket expenses than capital/income Out-migration

In line with the findings of the study, as well as the previous program assessments, and noting that the magnitude of participants with sustained livelihood three (3) years after graduation is marginal, the following are recommended for policy and program enhancement, as we gear towards devolving the program to the LGUs:

- To minimize the vulnerabilities of program participants, the program planners and implementers shall **explore the feasibility of augmenting or restructuring the assistance provided and extending the incubation**

period. Further, **social case management** of participants shall be given focus coupled with **continuous capacity building, monitoring, mentoring, and coaching.** Eventually, **proper turnover to appropriate entities** shall be performed for continuity and follow through.

2. The mindset of program participants should be influenced by **inculcating a sense of ownership and obligation** thereby shaping their attitudes, efforts, and willingness to strive harder and resent complacency.
3. The commitment and dedication of SLP staff is not adequate to offset workforce insufficiency, hence **investment in human resources** is fundamental to realize the intended program outcomes.
4. As a way to promote functional SLPA and prevent internal conflicts, **regular assessment of SLPA functionality** is deemed helpful.
5. Given the adverse effect of natural disasters and calamities to livelihoods, **incorporation of shock-responsive program component** is essential.
6. Project proposals of program participants, particularly those in geographically isolated and disadvantaged areas, shall be carefully evaluated through **market-driven assessment of livelihood and job placement** which might also eliminate the need for out-migration.
7. Close coordination between the LGU and the DSWD shall be sustained to **beef up the preparation for the devolution of SLP.** More so, **compliance monitoring** is crucial to uphold the standards set.
8. To capitalize the support of partners from the public and private sectors, **convergence strategies should be strengthened** following a **whole-of-nation approach** which can be supported by **data and information sharing to boost collaboration.**

CHAPTER 1: INTRODUCTION

BACKGROUND

Situational analysis

Poverty is among the prevailing problems faced by developing countries including the Philippines. Ending poverty has been part of the global development agendas since the establishment of the Millennium Development Goals (MDGs) in 2000 up to its extension through the Sustainable Development Goals (SDGs) 2030. The Philippines failed to achieve the MDG target in 2015 to reduce the proportion of population below the national poverty threshold by half. As poverty alleviation efforts have been continuing through the SDGs, the country reduced its poverty incidence by a rate of 29% from 2015 to 2018 (Philippine Statistics Authority, 2020). However, the Philippines continues to lag behind most of its fellow ASEAN Member States in terms of poverty incidence. Figure 1 shows the percentage of the population living below the national poverty line among ASEAN Member States in 2015 and 2018.

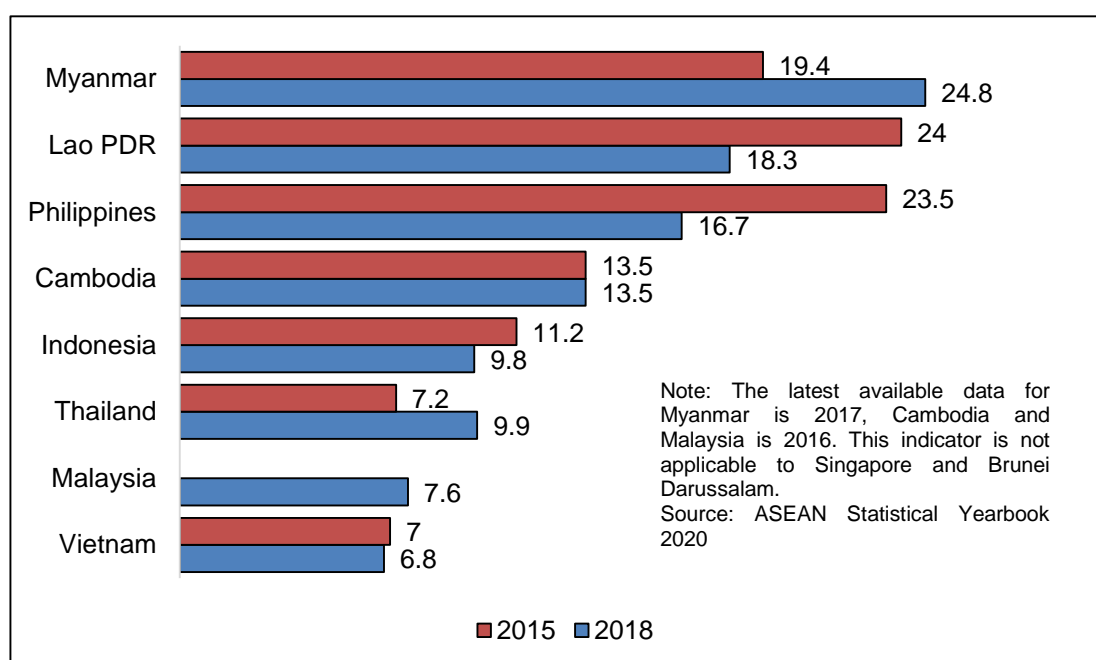


Figure 1. Population living below the national poverty line (%), ASEAN Member States: 2015 and 2018

Among the ASEAN Member States, the Philippines ranks third among those with the highest percentage of population living below the national poverty line in 2018 and second in 2015. Other ASEAN Member States were outshining the country with less than 14% of their respective population living below the national poverty line.

Further, indirect economic shock due to the recent pandemic might negate the country's gains, setting the poverty incidence back to the figures more than a decade ago, as suggested by the simulations done by (Albert, Abrigo, Quimba, & Vizmanos, 2020).

Unemployment, which has been identified by various researchers as a strong predictor of poverty, is also among the areas where the Philippines is lagging behind its neighbor countries in the Southeast Asian region. Over the past decade, the Philippines is consistently among those ASEAN Member States with the highest unemployment rate as illustrated in Figure 2. In 2019, the unemployment rate in the Philippines is 5.1% which is five (5) times higher than that of in Thailand. This figure translates to 2.4 million Filipinos 15 years old and over who are economically active but have no job or business in 2019.

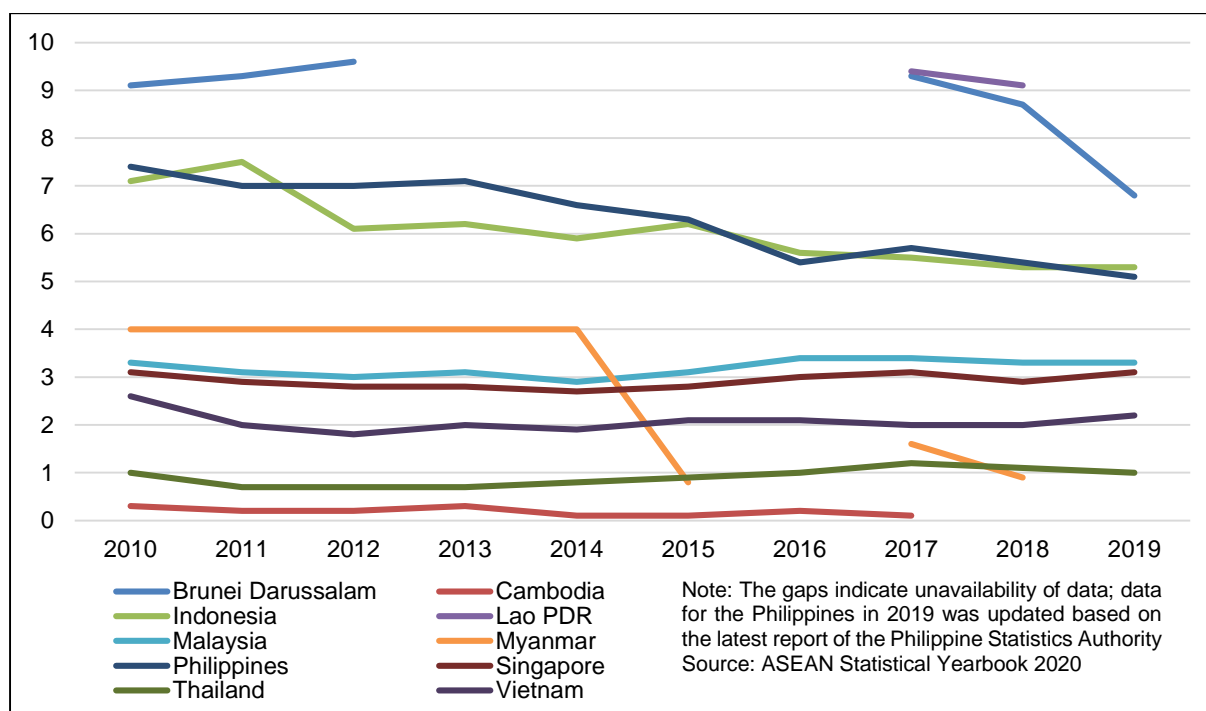


Figure 2. Unemployment rate (%), ASEAN Member States: 2010-2019

The pandemic has greatly affected employment conditions as well. The preliminary results of the 2020 Labor Force Survey estimated that unemployment rate doubled to 10.3% accounting for 4.5 million unemployed Filipinos in the labor force in 2020, compared to the estimate of 5.1% in 2019. This is the highest recorded annual unemployment rate since 2005 (Philippine Statistics Authority, 2021). Moreover, the results of the Consumer and Business Rapid Assessment indicate that majority (66%) of micro, small and medium enterprises had zero sales and had to resort to temporary closure during the onset of the pandemic in March 2020 when the enhanced community quarantine was imposed (National Economic and Development Authority, 2020).

DSWD program addressing unemployment and poverty

In pursuit of improving the well-being of poor families and going beyond the conventional approaches in poverty alleviation, the Department had implemented various livelihood schemes for different vulnerable sectors (i.e., family, women, older persons, persons with disabilities, and youth) even before the 1990s. All of these livelihood approaches were unified into one scheme through the Self Employment Assistance - Kaunlaran (SEA-K) Program by virtue of the DSWD Administrative Order No. 45, series of 1996. The SEA-K Program, a micro-credit scheme, was later

transformed into the Sustainable Livelihood Program (SLP) in 2011. The SLP is a capacity-building program for the poor, vulnerable, and marginalized households and communities to help improve their socio-economic conditions through accessing and acquiring necessary assets to engage in and maintain thriving livelihoods.

In general, the SLP has five (5) implementation stages, namely pre-implementation, social preparation, resource mobilization, project implementation, and mainstreaming. The pre-implementation stage involves identification of project areas and program participants through coordination with various stakeholders. The social preparation stage involves orientation/assembly of potential SLP participants, name-matching with Pantawid Pamilyang Pilipino Program (4Ps) and Listahanan databases, track selection, capability-building activities, formation of SLP associations, and project proposal preparation.

Upon entry to the program, the participant may pursue one (1) of the following tracks:

1. Microenterprise Development (MD) Track - cultivating of resource-based market-driven microenterprise (could be either individual, group, or association enterprise);
2. Employment Facilitation (EF) Track - acquiring technical and vocational skills and availing job network services which link the participants to locally available jobs appropriate to their skills and competencies.

The succeeding stage is resource mobilization which involves project proposal review and approval, and provision of modality. Various modalities of grants include seed capital fund, cash for building livelihood assets fund, skills training fund, and employment assistance fund. After which, the project implementation stage follows. In this stage, the project proposal, be it microenterprise or employment, will be implemented with the supervision or feedback of the Implementing Project Development Officer (IPDO) for three (3) months. Baseline information will be collected during this period. The monitoring will continue for 21 months through the mainstreaming stage, where the participants are monitored every three (3) months and assessed every six (6) months. This stage is also referred to as the “incubation period” where the participants remain under observation and guidance of the program. During which period, it is ensured that microenterprise/employment projects are sustainable through continuous tracking, mentoring, coaching, and capability building. Towards the end of this period, the participants shall be subjected to final assessment and come up with an exit plan to integrate/mainstream them to institutions and other support services for project sustainability.

So far, the SLP participants that have been subjected to final assessment were those provided with program grant modalities in 2015 and 2016. For those who were served in the latter year, there were a total of 63,409 SLP participants who have undergone final assessment as of March 2021. Upon assessment, it seems that the social preparation, capacity-building, resource mobilization, and mainstreaming interventions provided through the program do not guarantee success in sustaining microenterprise/ employment projects. Out of the 49,185 MD projects assessed as of March 2021, 42.3% were already closed, most of which were individual enterprises.

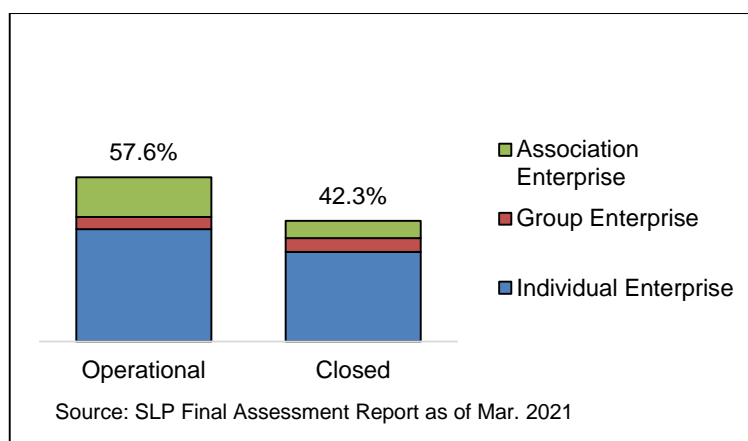


Figure 3. Distribution of 2016 served SLP-MD Projects by Enterprise Status and Type of Enterprise

Meanwhile, among the 14,224 assessed EF participants served in 2016, 44.8% have already completed their employment contract, were terminated, or remained unemployed upon assessment as of March 2021.

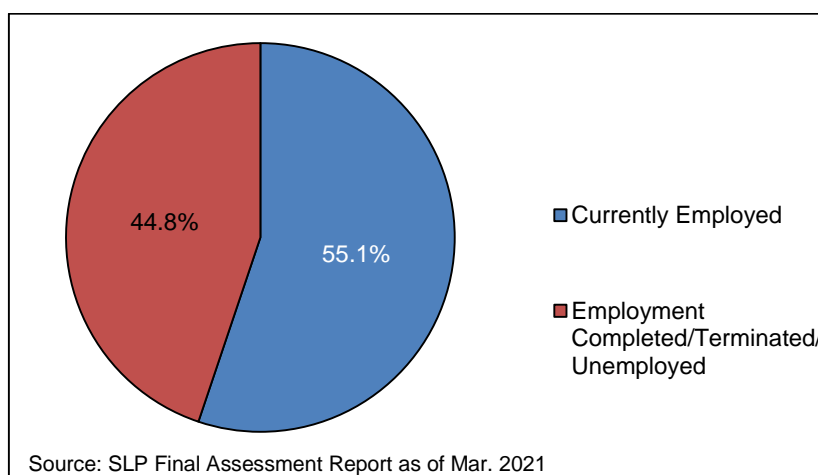


Figure 4. Distribution of 2016 served SLP-EF Participants by Employment Status

According to the CY 2015-2016 SLP Final Assessment Report, the lack of follow through activities after the project implementation was among the identified issues common to both tracks. Though the program was designed to have follow up activities, through regular monitoring and coaching during the incubation period, the problem may be traced back to the issue on limited human resources translating to voluminous workload as identified by the Philippine Institute for Development Studies (PIDS) in its assessment of the early implementation of the SLP (Ballesteros M. M., et al., 2015). This observation is consistent with the issues on the program cited in the DSWD Assessment Reports and Program Review and Evaluation Workshop Reports. Other distinct challenges cited were the experience of shocks (i.e., human health shock for both MD and EF participants, livestock and crop health shock for MD participants, and economic shock for EF participants), and seasonality (i.e., seasonality of prices of raw materials for MD participants and seasonality of employment opportunities for EF participants).

Towards the end of the mainstreaming stage, it is expected that the participants have gained access to external resources through established network linkages. With such,

it is likely that the microenterprise/employment project will be sustained even after graduation from the program. Following this assumption, the final assessment of 2016 served SLP participants indicate that those who have established or at least initiated partnerships are more likely to have sustained microenterprise/employment projects towards the end of the incubation period. This observation holds true for both MD and EF tracks as illustrated in Figures Figure 5 and Figure 6. Particularly, about 9 in 10 (88.2% and 91.7%) MD projects with access or initiated gaining access to external resources remained operational upon assessment. Whereas, around 1 in 3 (32.2%) MD projects with no access to external resources were no longer sustained upon assessment.

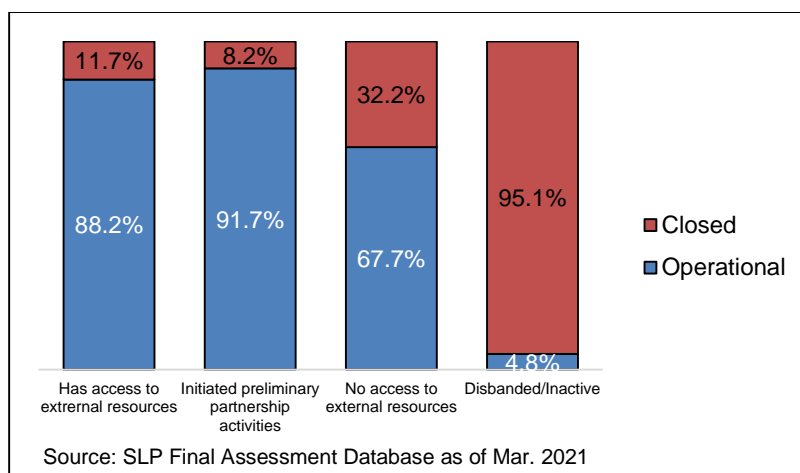


Figure 5. Distribution of 2016 served SLP-MD Projects by Final Assessment Result and Enterprise Status

Similarly, for EF participants, there were more who have access or initiated access to external resources and sustained the employment towards the end of the incubation period. In particular, about 9 in 10 (89.0%) EF participants who have access to external resources through network linkages were currently employed upon assessment. While 7 in 10 (70.7%) EF participants who initiated preliminary partnership activities were currently employed upon assessment. For those with no access to external resources, nearly half (46.8%) were unemployed during the final assessment.

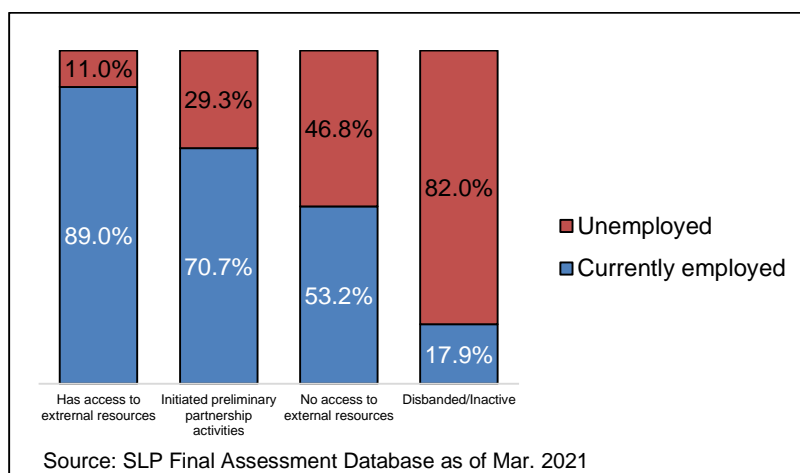


Figure 6. Distribution of 2016 served SLP-EF Participants by Final Assessment Result and Employment Status

According to the CY 2015-2016 SLP Final Assessment Report, the established network linkages were in the form of partnership with other government agencies (e.g., Department of Agriculture, Technical Education and Skills Development Authority, and Public Employment Service Office, etc.), membership in cooperatives, and establishing institutional distributors and buyers, among others. Apart from taking stock of the enabling mechanisms through network linkages, other good practices of MD participants reported in the Final Assessment Report include protecting and financial assets by spending capital fund appropriately, building financial assets by securing savings, and practicing community support within the SLP associations. For EF participants, their good practices include protecting financial assets by spending employment assistance fund appropriately, and displaying good attitude, and applying their acquired skills and competencies at work. In the same report, it was noted that SLP associations that were disbanded and SLP participants who became inactive fell short in protecting their financial assets by spending the funds on personal expenses. It was also cited that they failed to apply the skills and competencies previously acquired.

It can be deduced that the capacity-building activities and grants provided by the SLP cannot assure that the participants will be successful in their chosen track. There were SLP participants who were able to sustain their microenterprise/employment projects upon graduation from the program. But there were also those who ended up closing their microenterprise projects or became unemployed upon graduation from the program despite the continuous guidance and mainstreaming efforts during the incubation period. It becomes interesting then to investigate if the microenterprise/employment projects of successful SLP participants, were able to thrive and cope with shocks and stresses, and those of unsuccessful participants were able to recover and bounce back into the labor market or entrepreneurial value chain.

RATIONALE AND OBJECTIVES

The SLP has been subjected to process evaluations and program assessments. There were also a number of studies examining the livelihood outcomes of SLP participants, but most of which examined program participants while they were still under the observation and guidance of the program. There is little knowledge on how did the participants and their projects fair after graduation from the program. It is therefore interesting to track if SLP participants were able to sustain their microenterprise/employment projects years after graduation from the program and examine the associated factors to such. To fill this gap, a tracer study was conducted to explore the changes in the lives of former participants, whether and how the program contributed to such changes. Findings of the study were expected to provide indications on what livelihood approaches seem to work better, what other mechanisms can be implemented, in what circumstances, and eventually determine if the program was able to build sustainable livelihoods and live up to its name.

Moreover, the tracer study was also aligned with the DSWD Research and Evaluation (R&E) Agenda 2019-2022, as well as the SLP R&E Agenda 2021-2025, particularly on the sustainability of the program to poor families. It will contribute to answering the identified study question if there is evidence that the SLP is likely to grow (scaling up and out) beyond the program life by looking for evidence of institutionalization and

sustainment of systems and mechanisms within the participants and their communities. The study may also inform the future design of the program, once devolved to the LGUs.

The general objective of the study was to trace SLP participants who were provided with program modalities in 2016 and examine the sustainability of their microenterprise/employment projects three (3) years after their graduation from the program in 2018. Specifically, this study aimed to achieve the following:

1. To determine the magnitude of SLP participants whose microenterprise/employment projects have been sustained after graduation from the program as of 2021;
2. To identify particular SLP track, modality, industry/occupation group and other program and project aspects with high percentage of sustained microenterprise/employment projects;
3. To identify and examine the facilitating and hindering factors that contribute to the sustainability of microenterprise/employment projects of SLP participants after graduation from the program;
4. To identify policy and program recommendations on ensuring sustainability of microenterprise/employment projects of SLP participants after graduation from the program.

In congruence with the research objectives, this study intended to answer the following research questions:

1. What is the magnitude of SLP participants with sustained microenterprise/employment projects after graduation from the program? For those who failed to sustain their microenterprise/employment projects, were they able to bounce back and establish other livelihoods?
2. Which SLP track, modality, industry/occupation group, among other program and project aspects, has high percentage of sustained microenterprise/employment projects?
3. What are the facilitating and hindering factors that contribute to the sustainability of microenterprise/employment projects? Were the interventions provided by the program sufficient?
4. What policy and program recommendations can be elicited to ensure the sustainability of microenterprise/employment projects after graduation of SLP participants from the program?

SCOPE AND LIMITATIONS

The tracer survey covered SLP participants in 16 administrative regions of the country who were provided with livelihood grants in 2016 through various modalities of the program. Such participants have already gone through the 21-month incubation period, wherein they were under observation and guidance, and supposedly graduated from the program around 2018. About three (3) years after graduation from the program, these SLP participants were traced to solicit updates on their microenterprise/employment projects. Taking into account memory recall of potential respondents, this cohort was chosen as they were the most recent batch of SLP participants who have undergone final assessment. Due to certain challenges during

data collection such as low access of samples to the internet, multiple invalid mobile numbers, and intervening tasks of interviewers, not all target samples were enumerated.

Qualitative interviews with implementers and implementing partners of SLP covered staff of the SLP-National and Regional Program Management Offices (N/RPMOs), representatives of Local Social Welfare and Development Offices (LSWDOs), Local Chief Executives (LCEs), partner National Government Agencies (NGAs), and program beneficiaries. Participation of interviewees, however, was limited to their availability during the specified schedule of interview. While all intended interviewees from the SLP-NPMO and NGAs were successfully interviewed, there were some representatives of RPMOs, LSWDOs, and LCEs who were unable to participate due to conflict in schedule and/or challenges in coordination.

In consideration of the travel restrictions relative to the community quarantine imposed due to the pandemic, the study was limited to remote means of data collection. Such may be through computer-assisted self-interviewing or computer-assisted telephone interviewing for the survey, and virtual conduct of group discussions and interviews. The study participants were therefore limited to those with access to mobile phones, computer devices, and/or internet.

The analysis of data was descriptive in nature and can only be generalized to the respondents covered and not to the whole population of 2016 served SLP participants due to limitations in sampling and data collection.

CONCEPTUAL FRAMEWORK

Livelihood can simply be defined as a “means of gaining a living”. Sustainability, on the other hand, can be interpreted in several ways. It commonly refers to self-sufficiency and self-reliance. Environmentally speaking, sustainability equates to the protection and preservation of the natural resources. In the social context, sustainability pertains to the ability to cope with stress and shocks, as well as assurance of continuity (Chambers & Conway, 1991). Sustainability can also be viewed in terms of its economic dimension which translates to the achievement and sustenance of a given level of economic welfare (Department for International Development, 1999).

Discussions on the concept of sustainable livelihood trace back to the works of Chambers and Conway in the 1990s. According to Chambers and Conway (1991) "a livelihood comprises the capabilities, assets and activities required for a means of living. A livelihood is sustainable when it can cope with and recover from stresses and shocks and maintain or enhance its capabilities and assets both now and in the future, while not undermining the natural resource base." Following this definition, the Sustainable Livelihoods Approach was adopted by the British Department for International Development (DFID) with its aim to eliminate poverty in developing countries. The same definition is adopted by the DSWD's Sustainable Livelihood Program.

The Sustainable Livelihoods Framework (SLF), which depicts the essence of the Sustainable Livelihoods Approach, is illustrated in Figure 7.

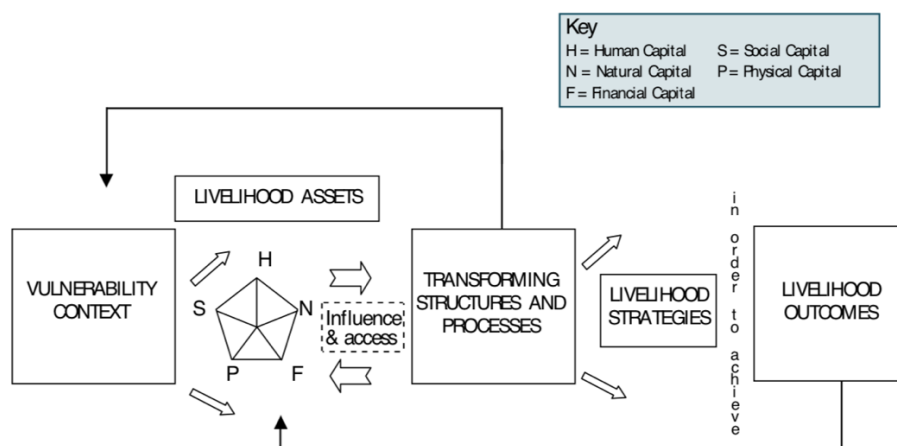


Figure 7. Sustainable Livelihoods Framework (DFID, 1999)

Kollmair and Gamper (2002) described the framework in its simplest form as follows: “...the framework depicts stakeholders as operating in a *Context of Vulnerability*, within which they have access to certain *Assets*. These gain their meaning and value through the prevailing social, institutional and organizational environment (*Transforming Structures and Processes*). This context decisively influences the *Livelihood Strategies* that are open to people in pursuit of their self-defined beneficial *Livelihood Outcomes*.”

The core ideas embedded in the SLF was described by DFID (1999) as follows:

1. Vulnerability Context - uncontrollable external environment comprising *trends* (i.e., demographic trends; resource trends; trends in governance), *shocks* (i.e., human, livestock, or crop health shocks; natural hazards, like floods or earthquakes; economic shocks; local and international conflicts) and *seasonality* (i.e., seasonality of prices, products or employment opportunities)
2. Livelihood Assets
 - a. Human Capital - skills, knowledge, ability to labor and good health
 - b. Social Capital - network connections, membership in formalized groups
 - c. Natural Capital - natural resource stocks
 - d. Physical Capital - basic infrastructure and producer goods
 - e. Financial Capital - available stocks (i.e., cash, bank deposits or liquid assets) and regular inflows of money (i.e., labor income, pensions, or other transfers and remittances)
3. Transforming Structures and Processes - institutions, organizations, policies and legislation that shape livelihoods
4. Livelihood Strategies - combination of activities and choices that people undertake to achieve their livelihood goals
5. Livelihood Outcomes - achievements of livelihood strategies (e.g., more income, increased well-being, reduced vulnerability, improved food security, and a more sustainable use of natural resources)

The SLF is the guiding framework of the SLP. In the SLP’s Theory of Change (see Figure 8), it is emphasized that the role of the program is to build participants’ capability towards enhancement of their livelihood assets and ability to utilize available

resources more productively through livelihood strategies, in the form of microenterprise or employment, as well as linkages to networks that could provide access to technical, financial, or market resources.

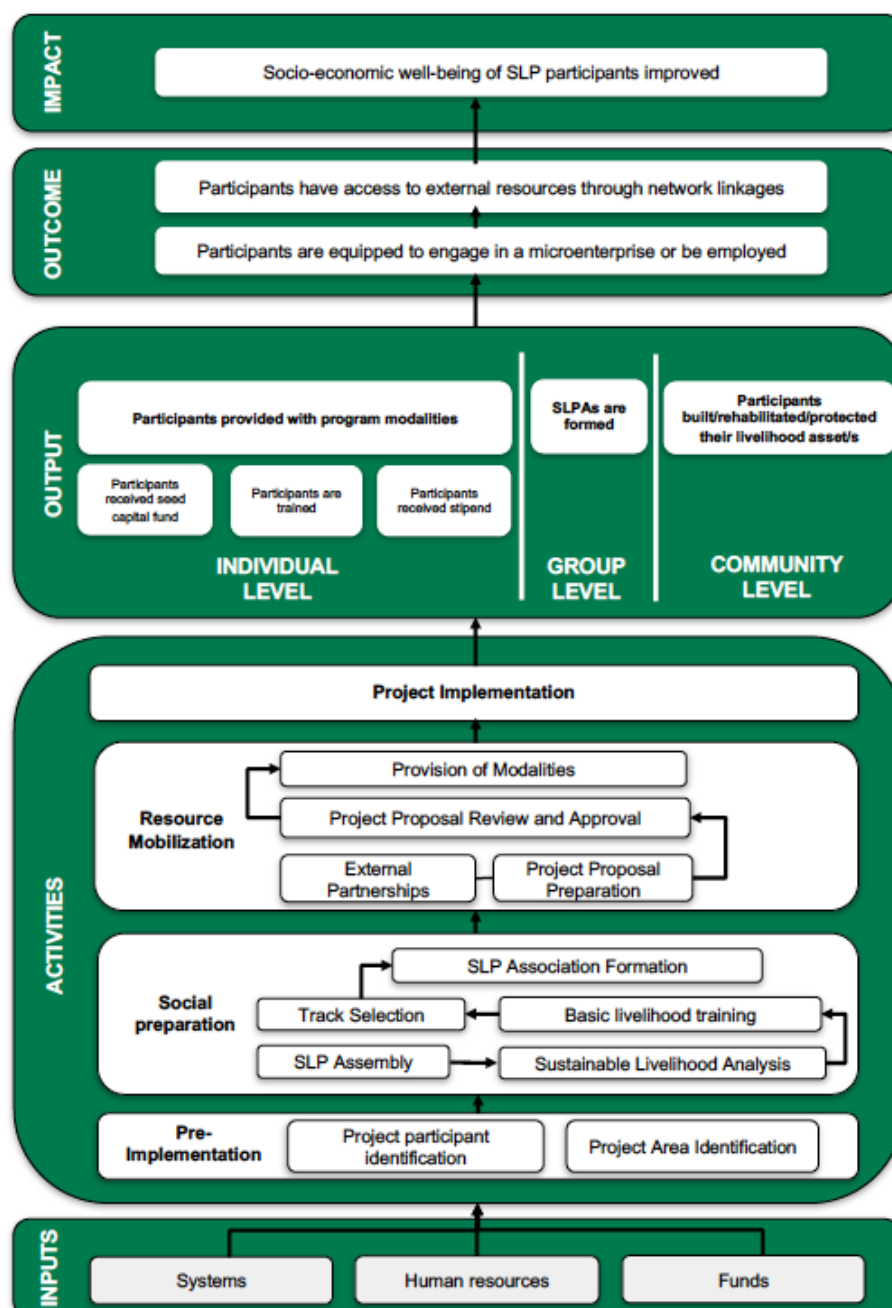


Figure 8. Sustainable Livelihood Program Theory of Change

Anchoring on the presented concepts and frameworks on sustainable livelihood and adapting the conceptual framework of tracer studies developed by Schomburg (2010) as references, this study employed the conceptual framework illustrated in Figure 9.

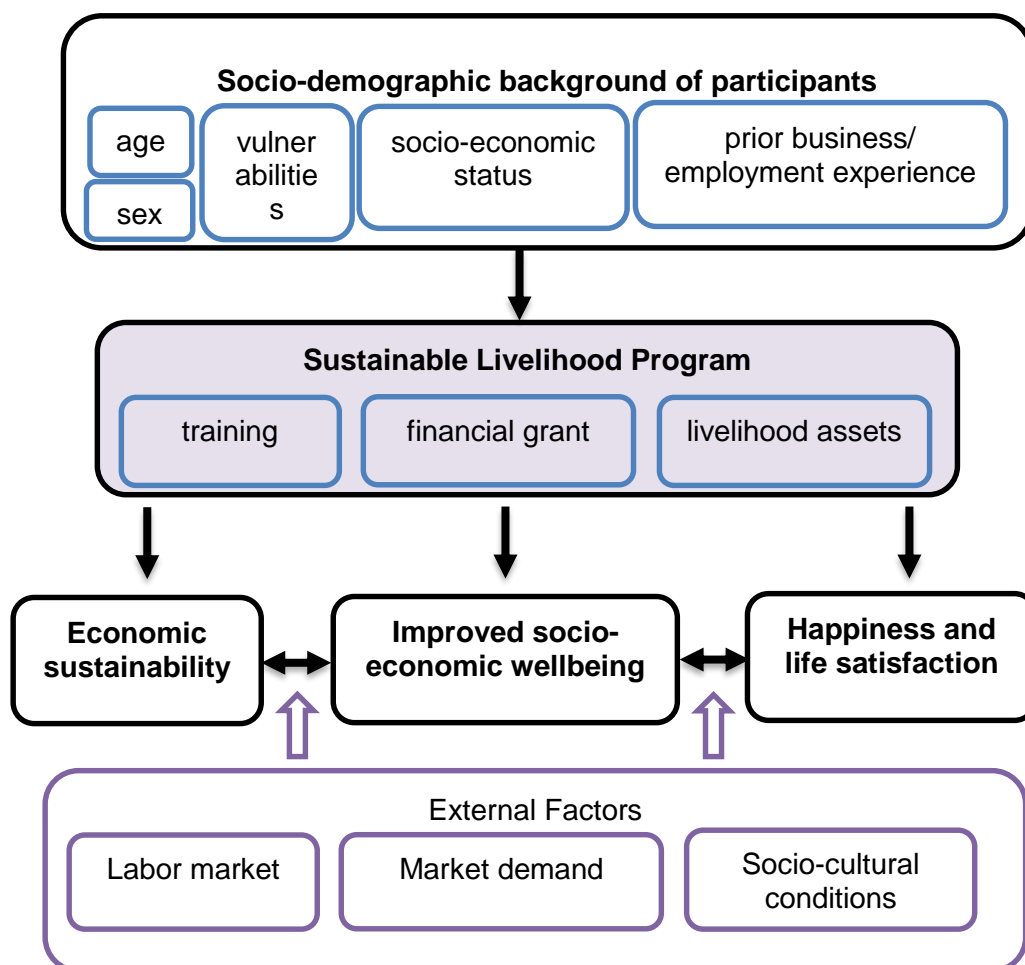


Figure 9. Study Conceptual Framework

The motives of participants in joining the SLP relied on their socio-demographic characteristics, such as but not limited to age and sex, and socio-economic background, such as but not limited to their vulnerabilities, socio-economic status, and prior experience in business or employment. Over the course of participating in the program, the participants were provided with various program modalities in the form of specialized training and financial grants, which promote the acquisition of livelihood assets, be it human, social, natural, physical and/or financial. All these interventions were intended to lead participants sustained microenterprise/employment projects, thereby improving socio-economic well-being, happiness, and life satisfaction. External factors influencing this outcome include the availability of employment opportunities, demand for products and services, and socio-cultural conditions. The study also took note of other emerging factors and measures that were unearthed as a result of initial data gathering, literature review, and desk review of documents and reports.

CHAPTER 2: REVIEW OF RELATED LITERATURE

It has been widely recognized that livelihood interventions are important to improve the well-being of poor families towards poverty alleviation. Singer (2006) argued (as cited by Muklis Lateh, 2017) that the best approach to poverty alleviation in any part of the world lies in encouraging entrepreneurial activity and boosting start-up businesses through enterprise development. Such claim was seconded by Leidholm and Mead (2013; as cited in Alom et al., 2016), who emphasized the value of micro and small enterprises (MSEs) in contributing to the development process through generating income, thereby improving welfare, empowerment, as well as social and political stability. The 2015 International Labor Conference also highlighted the MSEs' contribution to employment, job creation, productivity, income, and economic growth, based on empirical data. According to the International Labor Organization (ILO) report on decent work published in 2019, "gainful employment remains the most reliable way of escaping poverty". Unlike conventional methods in poverty reduction, the concept of sustainable livelihood offers a more coherent and integrated approach (Krantz, 2001).

Enablers of and Barriers to Success of Microenterprise

International studies exploring the success of MSEs are broad and diverse. Though the identified success factors vary by context, central themes revolve around entrepreneur and firm characteristics and external variables (i.e., environment, interventions, financial services).

In Malaysia, it was observed that the characteristics of the entrepreneurs (age, education, business training), business environment (demand for product/service, availability of physical space for business expansion in the area), and availability of finance positively affect the growth of microenterprises (Alom, Abdullah, Moten, & Azam, 2016). Likewise, the entrepreneurs' mindsets also appear to positively influence business performance, based on an evaluation of food services MSEs in Serpong, Indonesia (Ellen et al., 2014; as cited in Lateh, Hussain, & Halim, 2017).

Informal social networks based on ethnicity and gender were found to be the determinants of success of MSEs in Ethiopia, as concluded by the 28-month survey by Garoma (2012). The same research also highlighted a gender gap in which male operators tend to run more successful businesses than their female counterparts. The household responsibilities of female entrepreneurs negatively influence their business performance. This was also affirmed by Bekele & Worku's (2008; as cited in Lateh, Hussain, & Halim, 2017) hazard ratio estimates from Cox regression, which uncovered that women-operated businesses in Ethiopia were 2.52 times more likely to fail versus those operated by men.

Another experiment exploring the effects of loans, cash grants, and business skills training on microenterprise owners in Uganda suggested that male-owned microenterprises can generate higher profits through a combination of financial assistance (loans) and training. The loan-only intervention, however, exhibited an initial impact, but it was momentary (Fiala, 2013).

Rogerson's (2001) study of small enterprises in Africa found that location is a critical factor to success. Based on this analysis, home-based enterprises exhibited higher hazards and closure rates than those located in commercial districts.

According to McKenzie and Woodruff (2013), business training programs in developing countries only have a modest impact on the survivorship of existing firms. Nevertheless, existing studies derived substantial evidence that training programs help launch businesses more quickly. As for profitability, only the field experiments of De Mel, McKenzie, D., and Woodruff, C. (2012) and Berge et al. (2011; as cited in McKenzie and Woodruff, 2013) had sufficient statistical power to detect a 25% increase in revenue and profits after receiving a combination training and grants.

Meanwhile, the barriers to MSE growth have been extensively investigated by international academics, organizations, and business owners over time. Summarizing these sources, the topmost constraints for MSEs are access to finance and business development services, access to solid infrastructure (transport, energy, and telecommunications), and competition from informal enterprises. The lack of pragmatic policies, efficient regulations, and unfavorable legal environments also generally affect the development of MSEs (Berner et al., 2008; ILO, 2015).

At the local level, a number of research studies examined the indicators of livelihood success, particularly that of SLP participants. In a study conducted by Reyes and Arboneda (2018) aimed to develop a characteristic-based sorting tool for SLP participants, results showed that age and previous business experience significantly contribute to the probability of success of SLP participants in the microenterprise development (MD) track. More mature participants (with more experiences) tend to be successful in business. In addition, participants in municipalities with lower costs of doing business and risk takers are more likely to be successful entrepreneurs.

In the study of Ballesteros et al. (2017), the capability building activities provided by SLP affects the success of livelihood projects. All MD participants were provided microenterprise development training. Majority considered this training useful especially those seminars on how to grow the business, time management, recording and how to market products.

The provision of free, specialized training as contributory to the success of MD participants was also concurred by the rapid assessment conducted by the DSWD Social Technology Bureau (Department of Social Welfare and Development, 2019). However effective, the assessment recommended improvement on the conduct of training especially on the administration of training needs assessment, training design, and uniformity in training facilitation.

Meanwhile, the following hindering factors to the success of the study participants' microenterprises were identified:

1. Conflicts within organizations
2. Poor management and leadership
3. Delays in issuance of business permit
4. Cost of warehousing and rent

5. Lack of space to set up machineries
6. Seasonality of demand
7. Weather conditions (for those engaged in retail trade of agricultural products)
8. Physical health and old age (for those engaged in farming)

Enablers of and Barriers to Success of Employment

Interest in evaluating the effectiveness and success factors of Active Labor Market Programs (ALMPs) has risen over time, albeit predominantly carried out in developed and transition countries. Only until the last decade were ALMPs, particularly skills training and employment services (i.e., job search assistance and job placement), rigorously examined in developing countries.

Several meta-analyses of a plethora of impact evaluations of skills training and job placement programs across countries paint a mixed picture, but the effectiveness (or lack thereof) of the said interventions have been consistent so far (Dar & Tzannatos, 1999; Betcherman et al., 2004; McKenzie, 2017). As it appears, the emerging body of evidence shows these interventions are generally far less effective than policymakers, program participants, and economists typically expect – with but a modest impact on employment at a two-percentage point increase (McKenzie D. , 2017). The effectiveness of these programs lies heavily on macroeconomic stability, a functioning infrastructure, a working financial system, adequate labor demand, and reliable program targeting.

Vocational/skills/job training has emerged as the most implemented and widely studied ALMP, following the principle that human capital investment would either spur entrepreneurship or increase employability. But contrary to expectations, training programs seemingly have a modest impact on employment.

While gender differentiation was the consensus to the higher returns from female trainees (Latin America - Ibarra & Shady, 2008; Colombia - Attanasio et al., 2011; Argentina - Alzua & Brassiolo, 2006), a closer investigation by McKenzie (2017) showed that studies that formally tested for gender differences either could not reject that impacts were similar for men and women, or have found significantly higher effects for men (e.g., Turkey – Hirshleifer et al., 2014).

Moreover, according to Cho, Kalomba, Mobarak, and Orozco (2013), young male trainees in Malawi are considerably less likely to record absences, but drop-out rates are not statistically significant between genders. This insight illustrates how women experience more constraints when participating in trainings. While employment outcomes were essentially the same, this was believed to have resulted in more positive reports of well-being among male participants.

The training provider/facilitator is an emerging determinant of success. A randomized experiment involving Turkey's vocational training programs by Hirshleifer et al. (2014) concluded that there are more statistically significant impacts among trainees under vocational training courses offered by the private sector.

Other studies focused on the quality of jobs attained through non-training interventions. Abebe et al. (2016) found that providing transportation subsidies to

young jobseekers in Ethiopia significantly improved the quality of these workers' jobs (i.e., increased the probability of being offered a formal position).

In Uganda, issuing certificates of “soft skills” for workers affected the firms’ assessment of their skills and the applicants’ outlook of the labor market. It may not result in lasting impacts on the number of hours worked, but those with certificates earn 10% more within two (2) years (Bassi & Nansamba, 2017).

A simple intervention in South Africa, like encouraging jobseekers to obtain a standardized reference letter from a former employer, improved the employers’ ability to select more capable applicants. It also benefited females who are commonly left out of informal referral networks (Abel, Burger, & Piraino, 2016).

On the other hand, a common critique of the employment services is that search, and matching frictions, and information asymmetry may be a concern in developing countries where the education system is not as responsive to the immediate needs of the job market. Connectivity issues and accessibility of firms and jobseekers to online job portals may also pose problems in attaining employment objectives.

Additionally, despite costly investments, traditional ALMPs will be unable to control unemployment unless governments make structural reforms. Curtailing the success of ALMPs are the lack of demand-side interventions and policies to boost employment generation, enabling labor laws, fragmented programs (and lack of coordination), and a reliable database system for employment opportunities (McKenzie, 2017; Romero & Kuddo, 2019).

Zooming into the local context, particularly that of SLP, the study conducted by Reyes and Arboneda (2018) found that age, location, and educational attainment of participants significantly contribute to the probability of success in the employment facilitation (EF) track. For the traits, only achievement and internal focus of control were found to be significant determinants of employment success. Based on the profile of the respondents, younger participants and those with previous work experience tend to be more successful.

Similar to the MD track, specialized trainings are provided to EF participants. These are helpful because discussions include values formation, basic job skills (e.g., writing resume and reports, grooming, personality development) and the specific skills for the jobs that they applied for (e.g. security guard, BPO technician).

On the contrary, external factors that may serve as barriers to employment success include following as identified by Ballesteros et al. (2017):

1. Availability of jobs
2. Distance
3. Compliance to documentary requirements
4. Competition with other applicants
5. Family issues (e.g., perception of a family member on certain jobs like therapist)
6. Physical conditions
7. Attitude towards work (e.g., lack of motivation, unwilling to make sacrifices)

Tracer Studies of Program Participants

As the name implies, tracer studies intend to trace, find, and locate former recipients of a specific intervention to document changes in their lives, assess the attribution of the observed changes to the intervention, and gather insights on how the intervention can be designed differently to improve its impact (International Labor Organization, Tracer Study - Book 1: Methodology manual, 2011).

Tracer studies are more commonly applied in exploring the outcomes of educational interventions, particularly that of higher education, by locating graduates of higher education institutions and following up on their lives and their participation in the labor force after graduation. Nevertheless, the conduct of tracer studies on former beneficiaries of program interventions is undeniably valuable because its fundamental objective is in parallel with that of impact evaluations – to analyze the program outcome, be it positive or negative, resulting from the given intervention (Roche, 1999; as cited in ILO, 2011).

The tracer study methodology was applied to the beneficiaries of ILO's International Program on the Elimination of Child Labor (IPEC). While the interventions include livelihood programs for parents of working children, apart from education and non-education interventions for the working children themselves, the tracer study discovered meager improvement in the economic well-being of the household beneficiaries. Livelihood activities were not sustained due to budgetary constraints and lack of time to follow through the enterprises of the parents (ILO, 2012).

A tracer study was also performed on a similar program of the Department of Labor and Employment (DOLE) called Kabuhayan Program Para sa Magulang ng Batang Manggagawa (KASAMA). Few beneficiaries reported improvement in their economic well-being, given the livelihood intervention, as majority of them failed to sustain the said projects. Despite the positive outcomes of the projects for some, in general, no visible signs of improvement were witnessed in terms of the beneficiaries' household/material assets or possessions as they come from poor and vulnerable households with several members. Among the recommendations was to strengthen resilience of livelihoods against shocks by extending insurance coverage to vulnerable households (Gabito, 2014).

Overall, a wide array of researches have investigated livelihood outcomes and associated factors. Evidence on the SLP tend to be limited to assessment of immediate effects to program participants. Given the value of tracer studies to provide insights on the impact (i.e., long-term effect) of the intervention to its beneficiaries, the conduct of this study is timely and relevant. It would provide useful documentation of the program noting the ongoing finalization of the transition plan on the full devolution of social welfare services of the DSWD to the local government units (LGUs).

CHAPTER 3: METHODOLOGY

RESEARCH APPROACH

The study employed a sequential explanatory mixed-method approach which comprised a quantitative phase followed by a qualitative phase. Both methods complemented each other to achieve the objectives of the study. For the quantitative part, an online tracer survey was cascaded to SLP participants served in 2016 through Computer-Assisted Self Interviewing (CASI). In an attempt to improve the response rate, Computer-Assisted Telephone Interviewing (CATI) was also performed. The data collected were used to determine the magnitude of SLP participants with sustained microenterprise/employment projects three (3) years after graduation from the program in 2018. Upon gaining information on the magnitude of SLP participants with sustained microenterprise/ employment projects, selected cases were invited to participate in qualitative interviews, through focus group discussions or in-depth interviews. Key informant interviews and focus group discussions were also conducted with program planners and implementers at the Central Office and Field Offices to identify gaps and issues in the mainstreaming of program participants. Given the restrictions imposed due to the pandemic, all data gathering activities were remote in nature. Additionally, administrative data and reports were also reviewed.

SAMPLE SELECTION

The study participants was limited to those SLP participants with access to mobile devices and the internet. As such, the sampling frame was constructed through convenience sampling taking favor of SLP participants with valid mobile numbers. To maximize the coverage of the tracer study, all participants with valid mobile numbers were asked to accomplish the survey, while selected cases were invited to participate in the focus group discussions. Nevertheless, the estimated sample size (confidence level = 90%; margin of error = 5%) needed to come up with robust findings was 473 participants (250 MD participants; 223 EF participants). These samples were proportionately distributed to the 16 regions based on the constructed sampling frame.

VARIABLES COLLECTED

With reference to the study conceptual framework, the variables collected included the following: (1) SLP participants' socio-demographic background, (2) exposure to the program, (3) status of livelihood, and (4) emerging livelihood condition.

CATEGORY	VARIABLES
Socio-demographic and economic background	Age, sex, household size, educational attainment, previous training, business, and work experiences, membership to basic sectors of the society
Exposure to the program	SLP track, grant modality received, training received, membership in SLP association, type of microenterprise, industry/occupation classification,

CATEGORY	VARIABLES
	nature of business/work, type of business-owner/worker, etc.
Status of livelihood	Status of microenterprise/employment project, income, savings, assets acquired, shocks and stresses experienced, etc.
Emerging livelihood condition	Emerging source of income, industry/occupation classification, nature of business/work, type of business-owner/worker, change in income and wellbeing, level of happiness, level of life satisfaction

DATA COLLECTION TOOLS

The online survey form was constructed using Kobo Toolbox comprising of four (4) parts:

- Part 1 collected the socio-demographic background of the SLP participants, including age, sex, household size, educational attainment, previous training, business, and work experiences, membership to basic sectors of the society
- Part 2 collected information about the participants' exposure to the program, such as the SLP track, grant modality received, training received, membership in SLP association, type of microenterprise, industry/occupation classification, nature of business/work, type of business-owner/worker, etc.
- Part 3 contained questions about the status of the livelihood acquired through SLP, particularly on the status of microenterprise/employment project, income, savings, assets acquired, shocks and stresses experienced, etc.
- Part 4 contained items about emerging livelihood condition such as emerging source of income, industry/occupation classification, nature of business/work, type of business-owner/worker, change in income and wellbeing, level of happiness, level of life satisfaction

The survey questionnaire was pre-tested to SLP participants in an urban area within Metro Manila and a rural area in a nearby province in Central Luzon to check the clarity, appropriateness, and flow of questions. The mode of conduct was through CATI or phone interview.

On the other hand, the key informant interviews (KIIs) and focus group discussions (FGDs), were conducted using a semi-structured questionnaire. Apart from validating the survey findings, the KIIs and FGDs also aimed to explore further the facilitating and hindering factors to the sustainability of livelihood projects. The general flow of discussion was as follows:

1. For the KIIs with program's Management Committee and ; and FGDs of Field Office program implementers
 - a. Background information
 - b. Role in the SLP process
 - c. Graduation and mainstreaming of SLP participants

- d. Success and sustainability of SLP projects
 - e. Devolution of SLP
 - f. Program and policy recommendations
- 2. For the FGDs with SLP participants
 - a. Background information
 - b. Exposure to SLP
 - c. Perceived impact of SLP
 - d. Facilitating and hindering factors to the sustainability of the microenterprise/employment projects
 - e. Program and policy recommendations
- 3. For the KIs of distinct local chief executives
 - a. Background information
 - b. Poverty and unemployment reduction efforts in the community
 - c. Livelihood programs in the community
 - d. Involvement in the SLP
 - e. Assessment of the success and sustainability of SLP projects
 - f. Program and policy recommendations
- 4. For the FGDs of SLP partners (other government agencies, local social welfare and development offices)
 - a. Background information
 - b. Involvement/Exposure to SLP
 - c. Implementation of livelihood programs
 - d. Mainstreaming of program beneficiaries
 - e. Partnership with SLP
 - f. Devolution of SLP

DATA PROCESSING AND ANALYSIS

The collected survey data was processed using necessary spreadsheet and statistical software packages. Prior to analysis, the completeness and consistency of the data were checked and verified. The clean data was then used to produce descriptive and summary statistics. The analysis was done for the two (2) SLP tracks – Microenterprise Development (MD) and Employment Facilitation (EF). Descriptive statistics, cross-tabulations and appropriate graphical charts were also generated to describe the profile of the respondents, the status of the livelihood acquired through SLP, and emerging livelihood condition. The results of the quantitative analysis were supplemented with and validated by the information gathered from qualitative interviews, through triangulation. These analyses were also enriched by other sources of information including literature and desk review.

The paper then attempted to organize the analysis with respect to the study objectives. Although the magnitude of sustained MD and EF was the focus of the study, this report also attempted to provide an overview of the respondents' profile, exposure to the program, livelihood outcomes, well-being and life satisfaction, as well as the facilitating and hindering factors affecting the sustainability of MD and EF projects.

The analyses of this tracer study was then organized into the following thematic sections:

1. Profile of survey respondents
 - a. Socio-demographic background of respondents
 - b. Exposure to the program
2. Livelihood outcomes attained
 - a. Status of livelihood acquired through the program
 - b. Emerging livelihood conditions
3. Factors affecting sustainability and success of livelihood projects

CHAPTER 4: RESULTS AND DISCUSSION

This Chapter presents and discusses the results of the study, primarily of the tracer survey administered to Sustainable Livelihood Program (SLP) participants, triangulated with supporting qualitative data from the interviews with various SLP stakeholders (i.e., staff of the SLP-National and Regional Program Management Offices, representatives of Local Social Welfare and Development Offices, Local Chief Executives, partner National Government Agencies, and program beneficiaries).

PROFILE OF SURVEY RESPONDENTS

Socio-demographic background of respondents

Response rate. Based on the database of SLP participants served in 2016 who have undergone final assessment, those with mobile numbers were extracted to form part of the sampling frame where a total of 486 samples were drawn - 257 participants who pursued the Microenterprise Development (MD) track and 229 participants who pursued the Employment Facilitation (EF) track. Of this target sample, 42.2% was the overall response rate – 60.3% for those in the MD track and 21.8% for those in the EF track as presented in Table 1.

Table 1. Response rate of target survey respondents

SLP TRACK	SAMPLE SIZE	NO. OF RESPONSES	RESPONSE RATE
Microenterprise Development Track	257	155	60.3%
Employment Facilitation Track	229	50	21.8%
TOTAL	486	205	42.2%

To maximize the response rate, the research team utilized two approaches in administering the survey (i.e., Computer-Assisted Telephone Interviewing and Computer-Assisted Self-Interviewing). However, the resulting response rate was still relatively low due to certain challenges during data collection such as low access of samples to the internet, multiple invalid mobile numbers, and intervening tasks of interviewers, among others.

It was noted that the constructed sampling frame was unevenly distributed by track and geographic location, with most of the assessed SLP participants with mobile numbers registered in the database concentrated in the MD track and located in Regions III and VI. Accordingly, there were more survey respondents who belong in these groups. Table 2 shows the breakdown of survey respondents by administrative region.

Table 2. Distribution of survey respondents according to administrative region

REGION	NO. OF RESPONDENTS	%
Cordillera Administrative Region (CAR)	13	6.3
National Capital Region (NCR)	1	0.5
Region I (Ilocos Region)	2	1.0
Region II (Cagayan Valley)	4	1.9
Region III (Central Luzon)	61	29.8
Region IV-A (CALABARZON)	6	2.9
MIMAROPA Region	5	2.4
Region V (Bicol Region)	3	1.5
Region VI (Western Visayas)	75	36.6
Region VII (Central Visayas)	2	1.0
Region VIII (Eastern Visayas)	3	1.5
Region IX (Zamboanga Peninsula)	3	1.5
Region X (Northern Mindanao)	0	0.0
Region XI (Davao Region)	0	0.0
Region XII (SOCCSKSARGEN)	7	3.4
Region XIII (Caraga)	20	9.7
TOTAL	205	100.0

Note: Total percentage may not add up to 100% due to rounding; there were no participants from Regions X and XI in the sampling frame hence no samples were drawn from these regions

Age of respondents. The distribution of the survey respondents varied across the chosen track and socio-demographic characteristics. In terms of age, survey respondents who pursued the MD track were generally older than those who pursued the EF track. The median age of the former was found to be 47 years old with observed values as low as 26 up to as high as 69. Meanwhile, the median age of the latter was lower at 41 years old with a minimum age of 24 up to a maximum age of 60. Figure 10 shows a box-and-whiskers plot of the survey respondents' age by track.

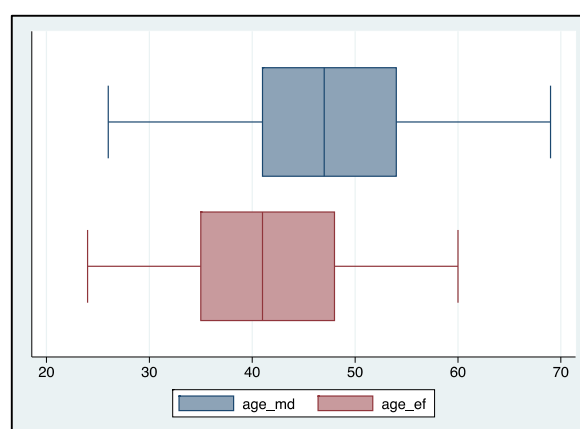


Figure 10. Box-and-whiskers plot of survey respondents' age by SLP track

As laid out in Table 3, the bulk of the survey respondents were concentrated in the middle adulthood (35 to 44 years old) and late adulthood (45 to 64 years old) stages, with majority (56.8%) of MD track participants in the latter and many (42.9%) of EF track participants in the former. Notably, there were no EF track respondents aged 65 and above, but there are still a few (3.2%) MD track respondents in the said age group.

Sex distribution. In terms of the distribution of the survey respondents according to sex, 9 in 10 (91.6%) MD track respondents were female. For the EF track, the percentage share of female respondents was lower at 66.0%. Notably, most of MD track participants were female with the assumption that this particular track may be more favorable to them since most are members of Pantawid households and have children to take care of.

Household size. Regardless of track, majority of the survey respondents belong to a household composed of 5 to 9 members (MD track-67.1%; EF track-66.0%). The average household sizes for MD and EF track respondents were 5.8 and 5.5, respectively.

Educational attainment. Most of the survey respondents were at least high school graduates for both tracks (MD track-65.8%; EF track-76.0%). Notably, however, the percentage of college graduates in the EF track (20.0%) is higher than that of in the MD track (9.0%), in line with the higher employability among college graduates.

Basic sectors membership. Survey respondents commonly belonged to one or more basic sectors of the society. The most commonly reported sector was farmers for both tracks (MD track-27.1%; EF track-48.0%). This sector is followed by older persons for MD track respondents (11.0%) and, in contrast, children and youth for EF track respondents (12.0%).

Exposure to other programs for the poor. As expected, most of the respondents were members of the Pantawid Pamilyang Pilipino Program (MD track-87.1%; EF track-76.0%) given that the priority beneficiaries of SLP are Pantawid members. A few, however, had exposure to other livelihood programs given by the local government unit, other government agencies, or non-government organizations (MD track-9.7%; EF track-12.0%).

Prior business/work/training experience. In terms of previous experience, around 6 in 10 (60.7%) MD track respondents have already managed a business before, while around 7 in 10 (72.0%) EF track respondents have experienced the corporate world prior to joining SLP. Meanwhile for both tracks, a bit more than half (MD track-51.0%; EF track-56.0%) of the respondents had exposure to other training besides those provided by SLP.

Table 3. Distribution of survey respondents by characteristic and SLP track

CHARACTERISTIC	MD Track		EF Track	
	Freq.	Col. %	Freq.	Col. %
Age group				
22 to 34 years old	11	7.1	12	24.5
35 to 44 years old	51	32.9	21	42.9
45 to 64 years old	88	56.8	17	34.7
65 years old and above	5	3.2	0	0.0
TOTAL	155	100.0	50	100.0
Sex				
Male	13	8.4	17	34.0
Female	142	91.6	33	66.0

CHARACTERISTIC	MD Track		EF Track	
	Freq.	Col. %	Freq.	Col. %
TOTAL	155	100.0	50	100.0
Household size				
1 to 4	40	25.8	15	30.0
5 to 9	104	67.1	33	66.0
9 and above	11	7.1	2	4.0
TOTAL	155	100.0	50	100.0
Educational attainment				
Elementary level	9	5.8	4	8.0
Elementary graduate	19	12.3	2	4.0
High school level	25	16.1	6	12.0
High school graduate	53	34.2	21	42.0
Post-secondary level	1	0.6	0	0.0
Post-secondary graduate	1	0.6	0	0.0
College level	33	21.3	7	14.0
College graduate	14	9.0	10	20.0
TOTAL	155	100.0	50	100.0
Sector (multiple response)				
None	58	37.4	12	24.0
Farmers	42	27.1	24	48.0
Older persons	17	11.0	2	4.0
Solo parents	16	10.3	3	6.0
Indigenous peoples	13	8.4	4	8.0
Fisherfolk	9	5.8	4	8.0
Children and youth	4	2.6	6	12.0
Informal settlers and workers	8	5.2	1	2.0
Persons with disabilities	6	3.9	2	4.0
Internally displaced persons	1	0.6	0	0.0
TOTAL	155	100.0	50	100.0
Pantawid membership				
Pantawid member	135	87.1	38	76.0
Non-Pantawid member	20	12.9	12	24.0
TOTAL	155	100.0	50	100.0
Exposure to other livelihood program				
With exposure	15	9.7	6	12.0
With no exposure	140	90.3	44	88.0
TOTAL	155	100.0	50	100.0
Previous livelihood experience				
None	31	20.0	9	18.0
With previous experience in business	64	41.3	5	10.0
With previous experience in work	30	19.4	31	62.0

CHARACTERISTIC	MD Track		EF Track	
	Freq.	Col. %	Freq.	Col. %
With previous experience in both business and work	30	19.4	5	10.0
TOTAL	155	100.0	50	100.0
Other training experience				
No other training	76	49.0	22	44.0
With other training	79	51.0	28	56.0
TOTAL	155	100.0	50	100.0

Note: Total percentage may not add up to 100% due to rounding

Exposure to the program

Main reason for choosing SLP track. The SLP participants are screened using a characteristic-based tool to determine the most appropriate track for them. A specific track may be recommended to them but the final choice still lies with the participant. Among the 155 survey respondents who pursued the MD track, the most commonly reported reason for choosing the said track over its alternative was having prior business experience (44.5%) followed by difficulty looking for work (28.0%). Similarly for EF track respondents, the most commonly mentioned reason was having prior work experience (30.0%) closely followed by difficulty in managing business (28.0%) as indicated in Figure 11.

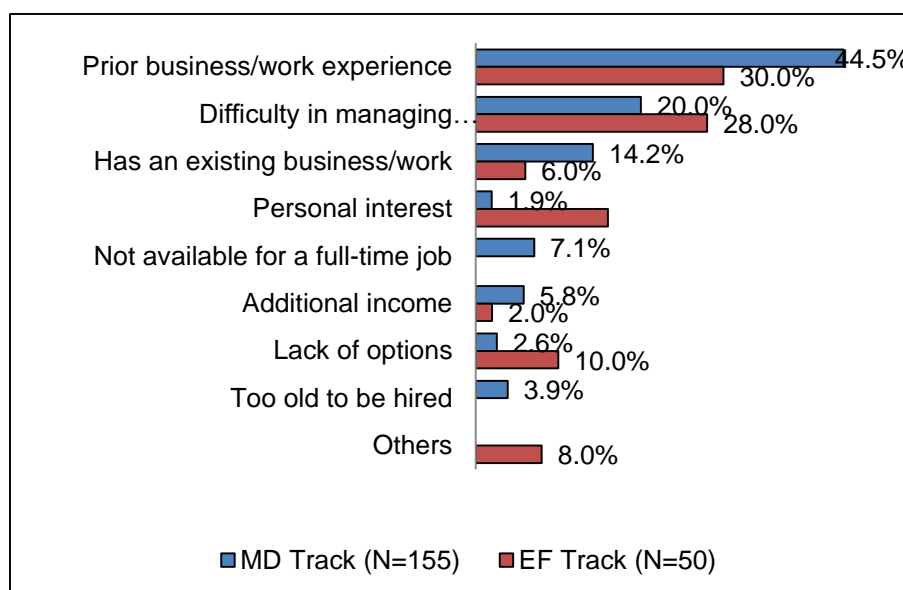


Figure 11. Distribution of survey respondents according to the main reason for pursuing microenterprise or employment by SLP track

Program modality received. Livelihood assistance provided to SLP participants in the MD track may be in the form of Seed Capital Fund (SCF), Skills Training Fund (STF), and Cash For Building Livelihood Assistance Fund (CBLAF). According to Figure 12, a total of 56.1% of the MD track respondents received SCF, which may be in the form of cash or goods needed to start up their businesses. While 40.6% received STF and 3.2% were provided with CBLAF. On the other hand, STF and Employment Assistance Fund (EAF) are the available modalities for the EF track. Around 8 in 10

(82.0%) of EF track participants received STF while the remaining 2 in 10 (18.0%) acquired EAF.

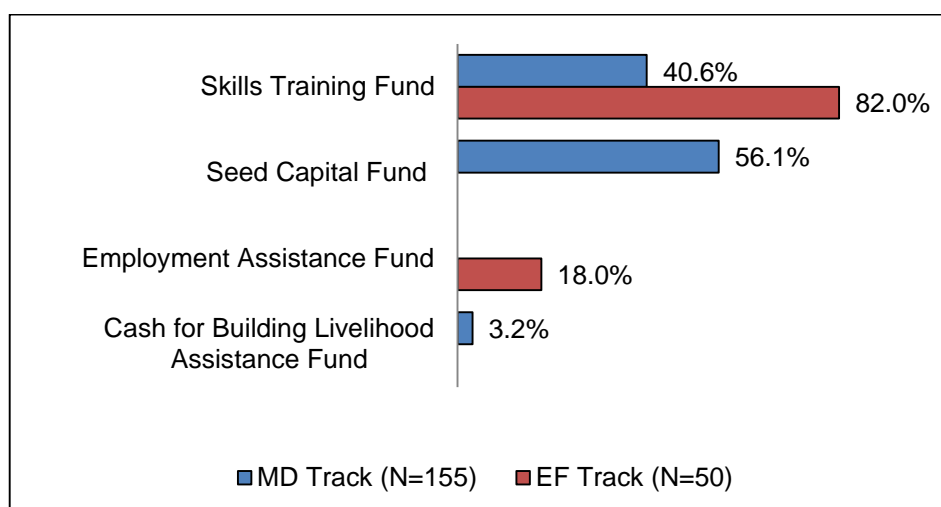


Figure 12. Distribution of survey respondents according to program modality received by SLP track

Perception on the adequacy of program modality received. It can be observed that the survey respondents had conflicting views on the adequacy of program modality received based on Figure 13. A chunk (43.2%) of the MD track respondents thought that the assistance was adequate or very adequate, but another chunk (44.5%) of them thought otherwise, leaving 9.7% undecided. Meanwhile for EF track respondents, nearly half (48.0%) perceived the assistance as adequate or very adequate, but 36% feels the opposite, and 16% of them could not decide.

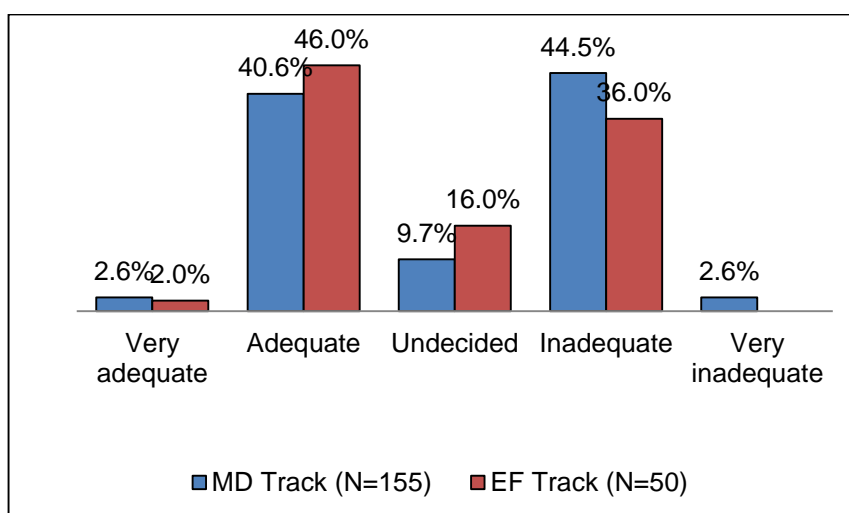


Figure 13. Distribution of survey respondents according to their perception on the adequacy of program modality received

Attendance to the Basic Microenterprise Management Training. Majority (52.3%) of the MD track respondents said that they attended the Basic Microenterprise Management Training, while the remaining 47.7% claimed otherwise or could not remember attending such training. According to Table 4, most (82.8%) of the former asserted that they can still remember somewhat or very much of the lessons during

the training. Further, almost all (92.6%) of them found the training moderately or very useful. On the other hand, only around a quarter (26.0%) of EF track respondents remembered attending the Basic Employment Skills Training. Of these, majority (61.5%) were able to recall somewhat or very much of their learnings from the training. Consequently, when asked about the usefulness of the training, all (100.0%) of them answered to the affirmative.

Table 4. Distribution of survey respondents who remembered attending the Basic Microenterprise Management/Employment Skills Training according to their perception on their recollection of learnings and usefulness of the training

PERCEPTION	MD TRACK RESPONDENTS WHO REMEMBERED ATTENDING THE BASC MICROENTERPRISE MANAGEMENT TRAINING		EF TRACK RESPONDENTS WHO REMEMBERED ATTENDING THE BASC EMPLOYMENT SKILLS TRAINING	
	Freq.	%	Freq.	%
Recollection of learnings				
Very much	19	23.5	1	7.7
Somewhat	48	59.3	7	53.8
Undecided	2	2.5	0	0.0
Not really	12	14.8	5	38.5
Not at all	0	0.0	0	0.0
TOTAL	81	100.0	13	100.0
Usefulness of training				
Very useful	45	55.6	8	61.5
Moderately useful	30	37.0	5	38.5
Undecided	3	3.7	0	0.0
Slightly useful	3	3.7	0	0.0
Not useful	0	0.0	0	0.0
TOTAL	81	100.0	13	100.0

Note: Total percentage may not add up to 100% due to rounding

FGD participants expressed their appreciation on the training as they deem it very useful to provide the practical knowledge needed for their livelihood.

“

Na-enhance po talaga kami sa training. Doon po namin nalaman kung paano namin iaadapt yung binigay sa amin ng government, paano namin papalaguin. (FGD, Participants with Sustained Projects)

‘Yung training na-e-enhance kami talaga. Marunong na kami makipag-usap sa mga costumer. At ‘yung pumapasok sa opisina. Hindi na kami kabahan, hindi na kami matakot. Na-enhance talaga kami, Sir. (FGD, Participants with Sustained Projects)

Sir, ‘yung natutunan namin sa training, ‘yung paano i-enhance yung pagbu-business. Tapos yung pakikisama sa kapwa, number one talaga ‘yun. Malaking bagay po ‘yung natutunan ko doon sa pagtra-training namin. (FGD, Participants with Sustained Projects)

“

Sa training po namin hindi lang po kami tinuruan about doon sa skills na pinili namin, tinuruan rin po kami paano makikisama, paano kausapin yung tao. Tinuruan rin po kami ng iba ibang skills paano makisama tapos nagamit ko po iyon nung nagtrabaho po ako. (FGD, Participants with Sustained Projects)

Kasi sa amin sa ganitong klase ng negosyo, kailangan makita ‘yung finances, malalaman mo kung mayroon ba talaga kayong kita, kungmay mga losses kayo, kasi ‘yun ‘yung pinakaimportante sa amin para mamonitor namin yung kapag nalulugi na kami, o talaga bang kumikita kami. Kaya ‘yun talaga ‘yung malaking tulong na ginawa ng SLP sa amin na binigyan kami ng basic financial training. (FGD, Participants with Sustained Projects)

Industrial and occupational group. Four in ten (40.6%) of the MD track respondents chose to delve into the agriculture sector, particularly through crop farming and livestock raising. Meanwhile, another 4 in 10 (39.4%) decided to endeavor on wholesale and retail trade, through general merchandise, food, and apparel retailing. On the other hand, of the 50 EF track respondents, only 31 or 62.0% were able to land a job through SLP. Of which around 3 in 10 (32.3%) were in craft and related trade work, specifically in construction. These include construction workers, carpenters, welders, mechanics, and other related trades workers. While 1 in 4 (25.8%) were under elementary occupations such as farm laborers, cleaners, maids, domestic helpers, and the like.

The top industrial groups observed in the study is in consonance with that of previous studies. For instance, in the assessment of the older version of SLP, that is, the Self-Employment Assistance Kaunlaran (SEA-K), Ballesteros, et al. (2015) found that the bulk of the enterprises funded under the SLP SEA-K were split between the services sector (retail trade and convenience store) and agricultural activities (backyard livestock raising and small-scale farming). However, it was noticed that the selection of enterprise had less to do with market demand or potential but rather more on the participants’ lifestyles, ease of entry and exit into the chosen enterprise, familiarity, and social network.

Nevertheless, there were a few SLP participants interviewed who considered market demand in deciding on the particular microenterprise that they established through the program.

“

Kaya naisipan naming lumahok (sa SLP) kasi nakikita namin sa community namin doon sa baryo namin na pwede kami magtayo ng business na tindahan, merchandising (ang) sa amin po. (FGD, Participants with Sustained Projects)

‘Yung area namin dito marami ng nagtitinda ng almusal, gulay, mini-grocery. That time, ito yung wala, yung sa RTW - mga damit na nilalabas. (FGD, Participants with Unsustained Projects)

Table 5. Distribution of survey respondents according to industrial and occupational group

INDUSTRIAL GROUP	MD TRACK		OCCUPATIONAL GROUP	EF TRACK	
	Freq.	%		Freq.	%
Agriculture, forestry, and fishing	63	40.6	Craft and related trade workers	10	32.3
Wholesale and retail trade; repair of motor vehicles and motorcycles	61	39.4	Elementary occupations	8	25.8
Accommodation and food service activities	13	8.4	Service and sales workers	5	16.1
Manufacturing	9	5.8	Technicians and associate professionals	2	6.5
Financial and insurance activities	4	2.6	Clerical support workers	2	6.5
Transportation and Storage	1	0.6	Plant and machine operators and assemblers	2	6.5
Administrative and support service initiatives	1	0.6	Professionals	1	3.2
Other Services	3	1.9	Others	1	3.2
TOTAL	155	100.0	TOTAL	31	100.0

Note: Total percentage may not add up to 100% due to rounding

Nature of business/work and type of business-owner/worker. Regardless of track, the majority of the survey respondents' microenterprise/ employment were short-term or seasonal (MD track-54.8%; EF track-61.3%). Almost all (95.3%) of MD respondents with short-term or seasonal microenterprise were self-employed without any paid employee. Whereas for EF respondents with short-term or seasonal employment, they were dispersed across the types of workers with some (31.6%) who worked for private establishments, around a quarter (26.3%) who worked with pay in their own family-operated farm or business, a few (21.1%) who worked for private households, and so on.

Table 6. Distribution of survey respondents who had a livelihood through SLP by track, type of business-owner/worker, and nature of work

TRACK/TYPE OF BUSINESS- OWNER/WORKER	NATURE OF WORK		
	Regular/ Permanent	Short-term or seasonal	Worked for different employers on day-to-day or week-to-week basis
MD Track			
Self-employed without any paid employee	55	81	0
Employer with at least one paid employee	15	4	0

TRACK/TYPE OF BUSINESS- OWNER/WORKER	NATURE OF WORK		
	Regular/ Permanent	Short-term or seasonal	Worked for different employers on day-to-day or week-to-week basis
TOTAL	70	85	0
EF Track			
Worked for private household	0	4	5
Worked for private establishment	1	6	0
Worked for government/government-controlled organization	1	1	0
Worked with pay in own family-operated farm or business	2	5	0
Worked without pay in own family-operated farm or business	2	3	1
TOTAL	6	19	6

LIVELIHOOD OUTCOMES ATTAINED

Status of livelihood acquired through the program

Magnitude of sustained microenterprise/employment. MD track respondents were almost equally distributed according to the status of their microenterprise three years after supposed graduation from SLP. The microenterprise of nearly half (49.7%) of them was still operational up to the conduct of the study. The other half (50.3%), however, have not sustained the microenterprise established through the program and lasted operations for an average of 21 months. Meanwhile for EF track respondents who were able to gain an employment through SLP, only a quarter (25.8%) were still employed with the same employer at the time of the interview. The remaining 74.2% were no longer employed with the same employer and may be unemployed or looked for another livelihood. Their employment lasted for an average of 20.9 months.

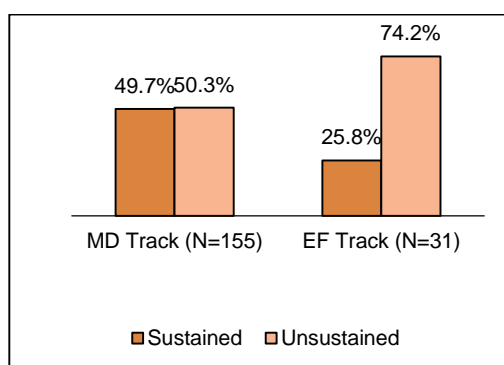


Figure 14. Distribution of survey respondents according to track and status of livelihood

Change in income. A total of 44.2% of MD respondents with sustained microenterprise claimed that their present income from the microenterprise has improved compared to when it was newly established. The same percentage (44.2%) thought otherwise, while 11.7% said that their income remained the same. Nearly half (49.4%) of MD respondents with sustained microenterprise responded that their income is sufficient but only sometimes, while 37.7% of them said that their income was not sufficient at all. On the other hand, majority (62.5%) of EF respondents with sustained employment claimed that their present income from the employment they acquired through SLP has improved compared to when they were first employed. One in four (25.0%) expressed no change in their income, while 12.5% said that their income has become worse. In any case, the present income was not sufficient for their family's basic needs according to 62.5% of EF respondents with sustained employment.

Table 7. Distribution of survey respondents with sustained livelihood according to change in and sufficiency of income by track

CHANGE IN INCOME	MD TRACK			EF TRACK		
	Always sufficient	Sometimes sufficient	Not sufficient	Always sufficient	Sometimes sufficient	Not sufficient
Much improved	3	2	1	0	0	0
Fairly improved	3	16	9	2	1	2
Unchanged		5	4	0	0	2
Slightly worse	4	10	11	0	0	0
Much worse		5	4	0	0	1
TOTAL	10	38	29	2	1	5

Average monthly income and savings. Overall, the average monthly income of MD track respondents (₱5,672.81) was less than that of EF track respondents (₱5,075.37). Nevertheless, the average monthly savings of MD track respondents (₱1,057.92) was greater than that of EF track respondents (₱284.38). Notably, the average monthly income and savings of respondents with regularly running businesses was significantly higher than those respondents with short-term or seasonal microenterprises. In contrast, the average monthly income and savings of respondents with permanent job positions were a bit lower than those whose jobs were short-term or seasonal and even those who worked for different employers.

Table 8. Average monthly income and savings of survey respondents by nature of work and track

Nature of business/work	MD Track		EF Track	
	Average income	Average savings	Average income	Average savings
Regular/ Permanent	₱6,253.13	₱1,302.96	₱5,250.00	₱412.50
Short-term or seasonal	₱2,100.00	₱482.61	₱5,626.50	₱140.00
Worked for different employers on day-to-day or	-	-	₱6,750.00	₱750.00

Nature of business/work	MD Track		EF Track	
	Average income	Average savings	Average income	Average savings
week-to-week basis				
TOTAL	₱5,075.37	₱1,057.92	₱5,672.81	₱284.38

It may be noted that the average income and savings of respondents computed from this study is different from that of in the administrative data, with reference to the 2015-2016 Final Assessment Report as of March 2021, given the probable sampling bias and difference in reference periods.

Manner of keeping savings. Despite the relatively low income for both MD and EF track respondents, majority of them still keep a portion for savings (MD track-58.4%; EF track-62.5%). The most commonly reported manner of keeping the savings is through cold cash (MD track-75.6%; EF track-60.0%), followed by depositing in traditional banks or digital wallets (MD track-42.2%; EF track-40.0%). It is noted that a few (8.9%) of MD track respondents placed their savings in investment vehicles, whereas none of the EF track respondents did the same.

Table 9. Distribution of survey respondents according to the manner of keeping savings

MANNER OF KEEPING SAVINGS	MD TRACK		EF TRACK	
	Freq.	%	Freq.	%
Kept as cash	34	75.6%	3	60.0%
Deposited in traditional banks	19	42.2%	1	20.0%
Deposited in digital wallets (GCash, PayMaya, etc.)	0	0.0%	1	20.0%
Placed in investment vehicles	4	8.9%	0	0.0%
Others	2	4.4%	2	40.0%

Note: Sum of percentages may exceed 100% because respondents may select more than one option

Program and project aspects with high percentage of sustained microenterprise projects. Table 10 presents the distribution of MD track respondents according to the status of their microenterprise across various program and project aspects. Among the three modalities for the MD track, the STF had the greatest percentage of sustained (relative to unsustained) microenterprise at 54.0%. (Though the CBLAF had 60.0%, it was not considered because the number of observations was only limited to five respondents. Also, CBLAF is designed to provide temporary employment from the local government units for around 11 days up to a maximum of 3 months only). All of the MD track respondents with microenterprises in the field of finance and insurance, other services, transportation and storage, and administrative and support services were sustained. However, it is important to note that the number of interviewed respondents for each of the cited industrial groups were at most three only. The succeeding industry with the greatest percentage of sustained (relative to unsustained) microenterprise was accommodation and food service (53.8%), closely followed by wholesale and retail trade (50.8%). Majority (59.3%) of microenterprises

managed by an association were sustained, whereas individual and group enterprises were less commonly sustained. Meanwhile, 77.1% of regular businesses have been sustained as compared to short-term or seasonal businesses with 27.1% of which were still operational at the time of the interview. Also, there were more microenterprises that were sustained for those with at least one paid employee (57.9%) compared to those without any paid employee (48.5%).

Table 10. Distribution of MD track survey respondents according to the status of microenterprise by program/project aspect

ASPECT	SUSTAINED		UNSUSTAINED		TOTAL
	Freq.	%	Freq.	%	
Modality					
Cash for Building Livelihood Assistance Fund	3	60.0%	2	40.0%	5
Seed Capital Fund	47	54.0%	40	46.0%	87
Skills Training Fund	27	42.9%	36	57.1%	63
Industry					
Financial and insurance activities	3	100.0%	0	0.0%	3
Other services	3	100.0%	0	0.0%	3
Transportation and Storage	1	100.0%	0	0.0%	1
Administrative and support service initiatives	1	100.0%	0	0.0%	1
Accommodation and food service activities	7	53.8%	6	46.2%	13
Wholesale and retail trade; repair of motor vehicles and motorcycles	31	50.8%	30	49.2%	61
Manufacturing	4	44.4%	5	55.6%	9
Agriculture, forestry, and fishing	27	42.9%	36	57.1%	63
Information and communication	0	0.0%	1	100.0%	1
Type of microenterprise					
Association enterprise	16	59.3%	11	40.7%	27
Individual enterprise	48	48.0%	52	52.0%	100
Group enterprise	13	46.4%	15	53.6%	28
Nature of business					
Regular	54	77.1%	16	22.9%	70
Short-term or seasonal	23	27.1%	62	72.9%	85
Type of business-owner					
Employer with at least one paid employee	11	57.9%	8	42.1%	19
Self-employed without any paid employee	66	48.5%	70	51.5%	136

Program and project aspects with high percentage of sustained employment.

On the other hand for EF track respondents, Table 11 indicates that 1 in 2 (50.0%) EF track respondents assisted through the Employment Assistance Fund was able to sustain the acquired employment. Across various occupational groups, elementary occupations (e.g., farm laborers, cleaners, maids, domestic helpers, etc.) had the most percentage (66.7%) of respondents with sustained (relative to unsustained) employment. This was followed by technicians and associate professionals, clerical support workers, and plant and machine operators and assemblers, all with 50.0%. It is important to consider, however, that the number of interviewed respondents in the above-mentioned occupational groups was at most three only. In terms of the nature of employment, respondents holding permanent positions were able to sustain their employment 50.0% of the time. Further, all EF track respondents who have been working in the government or government-controlled organizations were still employed at the time of the interview.

It may be noted that the distribution of EF track respondents according to aspects and status of employment arrived from this study is different from that of in the administrative data, with reference to the 2015-2016 Final Assessment Report as of March 2021, given the probable sampling bias and difference in reference periods.

Table 11. Distribution of EF track survey respondents according to the status of employment by program/project aspect

ASPECT	SUSTAINED		UNSUSTAINED		TOTAL
	Freq.	%	Freq.	%	
Modality					
Employment Assistance Fund	2	50.0%	2	50.0%	4
Skills Training Fund	6	22.2%	21	77.8%	27
Occupational group					0
Elementary occupations	2	66.7%	1	33.3%	3
Technicians and associate professionals	1	50.0%	1	50.0%	2
Clerical support workers	1	50.0%	1	50.0%	2
Plant and machine operators and assemblers	1	50.0%	1	50.0%	2
Craft and related trade workers	3	30.0%	7	70.0%	10
Professionals	0	0.0%	1	100.0%	1
Service and sales workers	0	0.0%	5	100.0%	5
Skilled agricultural, forestry and fishery workers	0	0.0%	5	100.0%	5
Others	0	0.0%	1	100.0%	1
Nature of employment					0
Permanent	3	50.0%	3	50.0%	6
Short-term or seasonal	5	26.3%	14	73.7%	19
Worked for different employers on day-to-day or week-to-week basis	0	0.0%	6	100.0%	6

ASPECT	SUSTAINED		UNSUSTAINED		TOTAL
	Freq.	%	Freq.	%	
Type of worker					0
Worked for government/government-controlled organization	2	100.0%	0	0.0%	2
Worked without pay in own family-operated farm or business	2	33.3%	4	66.7%	6
Worked for private establishment	2	28.6%	5	71.4%	7
Worked with pay in own family-operated farm or business	1	14.3%	6	85.7%	7
Worked for private household	1	11.1%	8	88.9%	9

Agreement on the assistance provided by SLP. When asked about the MD track respondents' agreement if they were assisted by the SLP staff in the implementation of their microenterprise, almost all (92.2%) of those with sustained microenterprise answered to the affirmative. Similarly, several (84.6%) of the respondents with unsustained microenterprise agreed with the assistance provided by the SLP staff despite the closure of their microenterprise at the time of the interview. Similar can be observed regarding the guidance of the SLP staff in sustaining the microenterprise. Most MD track respondents, whether with sustained microenterprise (87.0%) or not (75.6%), agreed or strongly agreed that they were guided accordingly. When it comes to frequency of monitoring visit, the most common answer was "sometimes" for both groups of respondents (Sustained-45.5%; Unsustained-32.1%).

Table 12. Distribution of MD track survey respondents according to their level of agreement on the assistance provided by status of microenterprise

LEVEL OF AGREEMENT	SUSTAINED		UNSUSTAINED	
	Freq.	%	Freq.	%
Assistance of SLP staff in the implementation of microenterprise				
Strongly agree	24	31.2%	15	19.2%
Agree	47	61.0%	51	65.4%
Undecided	3	3.9%	7	9.0%
Disagree	3	3.9%	5	6.4%
Strongly disagree	0	0.0%	0	0.0%
TOTAL	77	100.0%	78	100.0%
Frequency of monitoring visit				
Always	5	6.5%	6	7.7%
Often	18	23.4%	20	25.6%
Sometimes	35	45.5%	25	32.1%
Rarely	12	15.6%	20	25.6%
Never	7	9.1%	7	9.0%
TOTAL	77	100.0%	78	100.0%

LEVEL OF AGREEMENT	SUSTAINED		UNSUSTAINED	
	Freq.	%	Freq.	%
Guidance of SLP staff in sustaining microenterprise				
Strongly agree	14	18.2%	11	14.1%
Agree	53	68.8%	48	61.5%
Undecided	6	7.8%	6	7.7%
Disagree	4	5.2%	11	14.1%
Strongly disagree	0	0.0%	2	2.6%
TOTAL	77	100.0%	78	100.0%

Meanwhile for EF track respondents, most of them agreed with the assistance of the SLP staff in applying for a job, regardless of status of employment (Sustained-87.5%; Unsustained-82.6%). As well, most of those with sustained employment agreed with the guidance provided by the SLP staff in sustaining their employment. The percentage, however, is less for those with unsustained employment at 56.5% but still a majority nonetheless. As to the frequency of visit, “sometimes” remain to be the most common answer to respondents with sustained employment (62.5%). Notably though for those with unsustained employment, nearly half (47.8%) claimed that the SLP staff rarely or never visited them to monitor their employment.

Table 13. Distribution of EF track survey respondents according to their level of agreement on the assistance provided by status of employment

LEVEL OF AGREEMENT	SUSTAINED		UNSUSTAINED	
	Freq.	%	Freq.	%
Assistance of SLP staff in applying for a job				
Strongly agree	2	25.0%	3	13.0%
Agree	5	62.5%	16	69.6%
Undecided	1	12.5%	2	8.7%
Disagree	0	0.0%	2	8.7%
Strongly disagree	0	0.0%	0	0.0%
TOTAL	8	100.0%	23	100.0%
Frequency of monitoring visit				
Always	0	0.0%	2	8.7%
Often	2	25.0%	2	8.7%
Sometimes	5	62.5%	8	34.8%
Rarely	0	0.0%	6	26.1%
Never	1	12.5%	5	21.7%
TOTAL	8	100.0%	23	100.0%
Guidance of SLP staff in sustaining employment				
Strongly agree	0	0.0%	1	4.3%
Agree	7	87.5%	12	52.2%
Undecided	0	0.0%	5	21.7%
Disagree	0	0.0%	4	17.4%
Strongly disagree	1	12.5%	1	4.3%
TOTAL	8	100.0%	23	100.0%

There were FGD participants who expressed that the SLP staff was regularly monitoring them and the assistance provided to them was very helpful.



Monthly monitoring po, Sir. (FGD, Participants with Sustained Projects)

(Nakatulong) 'yung naibigay na assistance ng SLP, 'yung monthly monitoring ng PDO sa akin. (FGD, Participants with Sustained Projects)

Kami kasi mino-monitor kami, pinupuntahan talaga kami ng mga PDOs. Kung ano yung mga papers na kailangan i-submit tinuturuan talaga nila kami. Minomonitor nila kami kaya hindi kami natitigil. Dun po talaga kami nagpapasalamat kasi naayos namin yung kabuhayan namin kasi palagi nila kaming minomonitor. (FGD, Participants with Sustained Projects)

Sir nagpapasalamat po ako hindi ako may inaayawan sa SLP. Malaking tulong po ito sa lahat. Hindi lang sa akin, sa lahat po. (FGD, Participants with Sustained Projects)

Shocks and stresses experienced. Regardless of track, most of the survey respondents experienced economic and social shocks and vulnerabilities. According to Figure 15, 9 in 10 (91.0%) MD track respondents and nearly 3 in 4 (74.2%) EF track respondents experienced some kind of shock that affected their respective livelihoods.

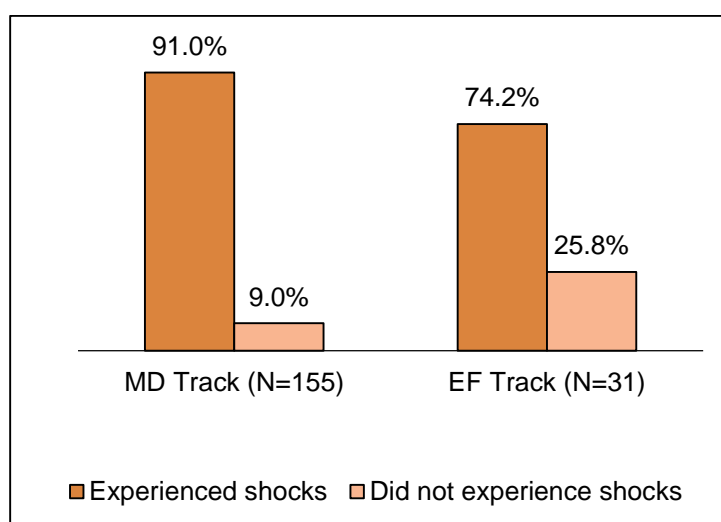


Figure 15. Distribution of survey respondents according to track and experience with shocks

Table 14 lays down the kinds of shocks and corresponding response made by MD track respondents. As expected, economic restrictions due to the pandemic was the top most shock that was experienced by majority (60.6%) of MD track respondents. This was followed by bankruptcy among 3 in 10 (27.7%) MD track respondents, as well as disability/illness of the respondent or their family member (23.9%) and seasonality of prices (21.3%). Regardless of the kind of shock experienced, the most common response was to borrow from formal or informal lenders (100%) and/or ask for financial assistance from family members or government/non-government

institutions (61.9%). Notably, the “others” category was chosen by 25.8% of the MD track respondents, mostly specifying that they did nothing to manage the shock.

Table 14. Distribution of MD track survey respondents according to shocks experienced and corresponding action taken in response

SHOCKS EXPERIENCED	RESPONSE TO SHOCKS				
	Borrowed money	Sold properties/ items	Asked for financial assistance	Claimed micro- insurance benefit/used savings	Others
Economic restrictions due to the pandemic	51	2	32	2	7
Illness/Disease/Disability of self or family member	23	1	9	2	2
Natural hazards (flood, earthquake, etc.)	13	1	7	2	3
Disease/Pest/Infestation of crops/livestock/poultry	5	1	2	2	4
Bankruptcy	20	2	13	1	7
Seasonality of prices	12	1	15	2	3
Seasonality of demand	10	1	5	0	1
Market competition	9	1	4	0	3
Death/illness of employee	1	0	0	0	0
Unfavorable business environment	4	0	2	0	3
Malfunction of tool/equipment	6	0	6	0	2
Others	1	0	1	0	5

Presented in Table 15 are the kinds of shocks and corresponding response made by EF track respondents. As in the experience of MD track respondents, economic restrictions due to the pandemic also rose as the top most shock experienced by majority (58.1%) of EF track respondents. This was followed by disability/illness of the respondent or their family member (45.2%) and natural hazards (35.5%). Similar to the MD track respondents, the most common response was to borrow from formal or informal lenders (74.2%) and/or ask for financial assistance from family members or government/non-government institutions (64.5%). Notably as well, the “others”

category was chosen by 25.8% of the EF track respondents, mostly specifying that they did nothing to manage the shock.

Table 15. Distribution of EF track survey respondents according to shocks experienced and corresponding action taken in response

SHOCKS	RESPONSE TO SHOCKS				
	Borrowed money	Sold properties/items	Asked for financial assistance	Claimed micro-insurance benefit/Used savings	Others
Economic restrictions due to the pandemic	6	1	8	1	2
Illness/Disease/Disability of self or family member	3	3	4	2	2
Natural hazards (flood, earthquake, etc.)	4	2	3	0	2
Bankruptcy	1	0	1	0	0
Forced retirement/retrenchment	1	2	1	1	0
Death/illness of employee	0	0	0	0	0
Seasonality in job opportunities	1	1	0	1	1
Unfavorable work environment	2	0	1	0	1
Malfunction of tool/equipment	3	1	1	0	0
Others	2	0	1	0	0

“

Ang sa akin, Sir, sa pandemic ngayon, grabe ang pagsubok talaga. Walang kita, income, trabaho talaga. No work no pay. Kasi self-employ eh. Ang dinadasal ko na lang sa Panginoon sana matapos na itong pandemic na ito kasi ang hirap talaga. (FGD, Participants with Unsustained Projects)

Emerging livelihood conditions

Emerging source of income. Apart from the livelihood that the respondents acquired through SLP, 3 in 5 (60.5%) have an emerging livelihood at the time of the interview. In particular, 33.2% were currently earning salary from a job and 27.3% were gaining income from a microenterprise, which are besides the microenterprise or employment that they got through the program.

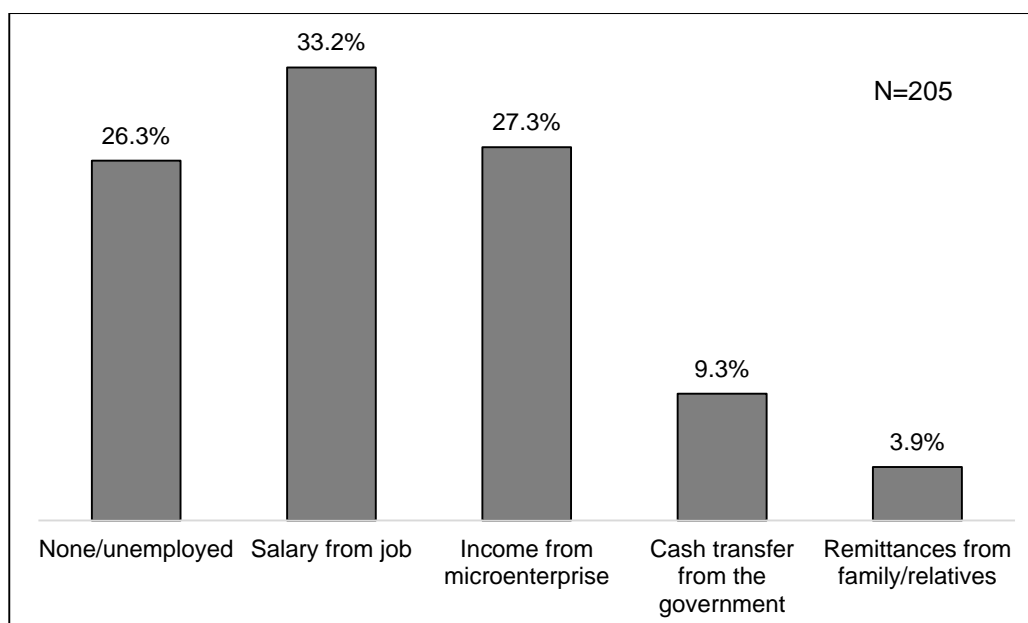


Figure 16. Distribution of survey respondents according to their emerging source of income

Looking closely, the emerging livelihood of the respondents by track and status of livelihood acquired through SLP are presented in Table 16. A total of 37.7% of MD track respondents with sustained microenterprise established another microenterprise as an additional source of income, while 26.0% chose to acquire a job on top of their existing microenterprise. For those MD track respondents with unsustained microenterprise, 32.1% shifted to employment, while 26.9% tried to establish another microenterprise. On the other hand for EF track respondents with sustained employment, half (50.0%) no longer sought for additional source of income, while a quarter (25.0%) had cash transfer from the government as complementary source of income. Whereas for EF track respondents with unsustained employment, 52.2% looked for and landed another job, while 26.1% remained unemployed at the time of the interview.

Table 16. Distribution of survey respondents according to emerging source of income by track and status of livelihood

EMERGING SOURCE OF INCOME	MD TRACK				EF TRACK			
	Sustained		Unsustained		Sustained		Unsustained	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
None/unemployed	20	26.0%	21	26.9%	4	50.0%	6	26.1%
Salary from job	20	26.0%	25	32.1%	1	12.5%	12	52.2%
Income from microenterprise	29	37.7%	21	26.9%	1	12.5%	1	4.3%
Cash transfer from the government	6	7.8%	6	7.7%	2	25.0%	3	13.0%
Remittances from family/relatives	2	2.6%	5	6.4%	0	0.0%	1	4.3%
TOTAL	77	100.0%	78	100.0%	8	100.0%	23	100.0%

Change in income. Among the respondents whose emerging source of income was salary from a new job, 38.2% testified that their income has fairly or much improved, while 33.8% said that no change was observed, and the remaining 28.0% claimed that their income from the new job was slightly or much worse than their income from the livelihood acquired through SLP. Meanwhile for those respondents whose emerging source of income was from a new microenterprise, 60.7% stated that their income has fairly or much improved, whereas 21.5% asserted that their income became slightly or much worse, and the remaining 17.9% declared that their income remained the same with their income from the livelihood acquired through SLP. Improvement in income may imply upscaling of livelihood in the form of expansion of microenterprise or promotion in employment.

Table 17. Distribution survey respondents according to change in income by emerging source of income

CHANGE IN INCOME	SALARY FROM JOB		INCOME FROM MICROENTERPRISE	
	Freq.	%	Freq.	%
Much improved	3	4.4%	7	12.5%
Fairly improved	23	33.8%	27	48.2%
Unchanged	23	33.8%	10	17.9%
Slightly worse	11	16.2%	9	16.1%
Much worse	8	11.8%	3	5.4%
TOTAL	68	100.0%	56	100.0%

Wellbeing, happiness, and life satisfaction. Generally, the respondents expressed improvement in their well-being and positive levels of happiness and life satisfaction. When asked to describe the respondents' socio-economic well-being at present compared to the time when they have not yet joined SLP, the general answer was leaning towards improved wellbeing. In particular, 78.0% of MD track participants, as well as of EF track participants declared that their socio-economic wellbeing has fairly or much improved. In terms of happiness level, most of the respondents were happy upon graduation from SLP and their happiness level was carried on up to the present. A total of 96.7% of MD track respondents and 94.0% of EF track participants were fairly or very happy upon their graduation from SLP. At present, 89.0% of MD track respondents and 84.0% of EF track respondents were either fairly or very happy. Though the percentage of respondents expressing happiness decreased, the figure remains high. The same goes with life satisfaction, with 96.7% of MD track respondents and 94.0% of EF track respondents attesting to be fairly or very satisfied with their life upon graduation from SLP. At present, the percentages somehow declined to 85.8% of MD track respondents and 86.0% of EF track respondents, nevertheless such figures are still high. Table 18 presents the distribution of the MD and EF track respondents according to the change in their socio-economic well-being, happiness level, and level of life satisfaction.

Table 18. Distribution of survey respondents according to the change in their socio-economic wellbeing, happiness level, and level of life satisfaction by SLP track

WELLBEING, HAPPINESS, AND LIFE SATISFACTION	MD TRACK		EF TRACK	
	Freq.	%	Freq.	%
Change in wellbeing				
Much improved	21	13.5%	6	12.0%
Fairly improved	100	64.5%	33	66.0%
Unchanged	27	17.4%	11	22.0%
Slightly worse	6	3.9%	0	0.0%
Much worse	1	0.6%	0	0.0%
TOTAL	155	100.0%	50	100.0%
Happiness level upon graduation from SLP				
Very happy	52	33.5%	19	38.0%
Fairly happy	98	63.2%	28	56.0%
Not very happy	4	2.6%	3	6.0%
Not at all happy	1	0.6%	0	0.0%
TOTAL	155	100.0%	50	100.0%
Happiness level at present				
Very happy	42	27.1%	15	30.0%
Fairly happy	96	61.9%	27	54.0%
Not very happy	15	9.7%	6	12.0%
Not at all happy	2	1.3%	2	4.0%
TOTAL	155	100.0%	50	100.0%
Level of life satisfaction upon graduation from SLP				
Very satisfied	43	27.7%	15	30.0%
Fairly satisfied	107	69.0%	32	64.0%
Not very satisfied	4	2.6%	3	6.0%
Not at all satisfied	1	0.6%	0	0.0%
TOTAL	155	100.0%	50	100.0%
Level of life satisfaction at present				
Very satisfied	36	23.2%	15	30.0%
Fairly satisfied	97	62.6%	28	56.0%
Not very satisfied	19	12.3%	5	10.0%
Not at all satisfied	3	1.9%	2	4.0%
TOTAL	155	100.0%	50	100.0%

FACTORS AFFECTING SUSTAINABILITY AND SUCCESS OF LIVELIHOOD PROJECTS

The facilitating and hindering factors contributing to the sustainability of microenterprise and employment projects established under the SLP, were derived from qualitative findings from the FGDs and KIIs with various stakeholders.

The qualitative results validated the study's conceptual framework as the key themes contributing to the success of SLP projects revolved around the following: (1) Participant characteristics, (2) Program components, and (3) External factors.

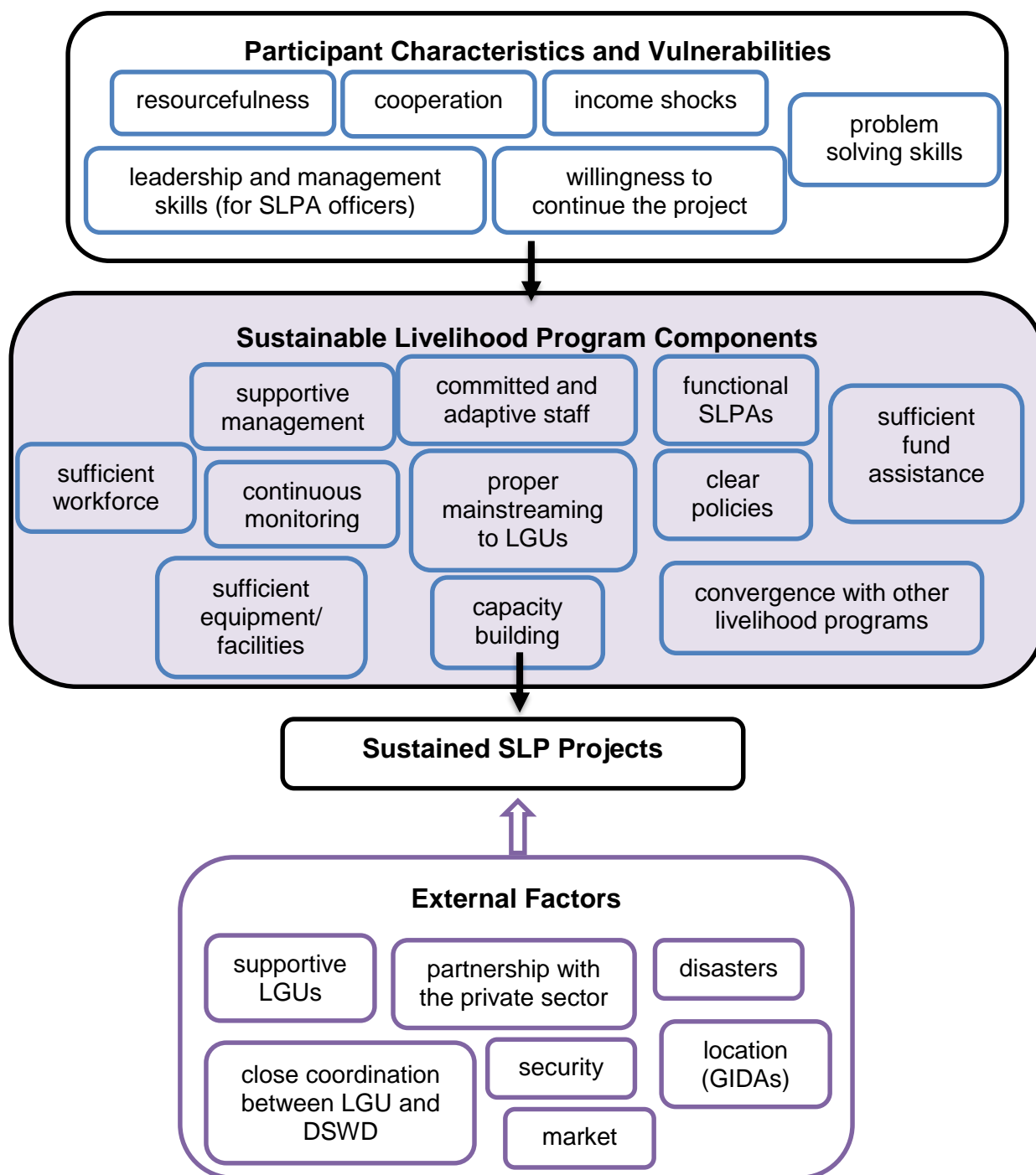


Figure 17. Key influencing factors fitted in the study conceptual framework

Facilitating factors: Participant characteristics

Participants' attitude, efforts, and willingness. For the implementers and partners (i.e., SLP-NPMO, RPMOs, and LCEs), the success and sustainability of SLP projects rely heavily on the participants' attitude, efforts, and willingness to continue their microenterprise and employment. Based on their observations, a common denominator among successful SLP participants – whether from the MD or EF track – is the strong will to carry on with the livelihoods they started.

“Of course interest of the association members, since if they are not interested in putting up their efforts and time in growing their business, hindi siya lalago. (KII, LCE San Isidro)

Sa EF kasi ang ano natin is yong willingness lang talaga ni participants for the EF kasi hindi mo naman siya maoobliga na magtrabaho siya ng continuous kung nakapa ano mo siya eh...kumbaga ano na siya eh parang sa sarili mo na yon eh so although given na na-train mo siya for the skills pero kung yong willingness niya ay wala doon sa mismong ginagawa niya wala tayong magagawa doon. (KII, NPMO)

Such observation was confirmed by the accounts of the FGD participants who sustained and even grew their livelihoods (MD track), and stayed employed (EF track), after graduating in 2018. The said participants exhibited resourcefulness, hard work, and perseverance.

“Ako lang po nakapagpatuloy ng food cart dito, kasi hindi lang po pag-iisda yung negosyo ko. Marami din akong kung ano-anong pinagkakakitaan. Basta hindi naman nakakahiya yung mga trabaho ko at kumikita ako. Kaya medyo lumaki yung negosyo ko. (FGD, Participants with Sustained Projects)

Maging masipag lang po. Maging mabuting empleyado sa mga nakakataas sa amin, sa mga humahawak sa amin. Basta maging maayos po ang trabaho para maging maayos ang pagtingin din nila sayo. (FGD, Participants with Sustained Projects)

Facilitating factors: Program components

Commitment, dedication, and teamwork of implementers. From the perspective of the implementers (i.e., RPMOs), the driving force for the success of the program is the commitment, dedication, and teamwork of its workforce, especially the field Project Development Officers (PDOs). The ability to juggle various duties – from monitoring, providing technical assistance, reporting, and other administrative tasks – and adapt to the needs of the program and its participants, keep SLP afloat.

“Sa amin po siguro is internal strength ang dedicated and committed na field PDOs namin na kahit na anong daming trabahong pinapagawa mo nakakaya pa rin ideliver nila yong task na ini-expect sa kanila. (FGD, RPMO Visayas)

Sa amin sa Dipolog ang factors na nakapag-facilitate is number one (1) teamwork. I'm giving them one (1) area per PDO, per municipality. Ang dami kasi, for example sa LAG, kung may four hundred (400) du'n, how can one (1) PDO do the validation nung monitoring, imposible talaga. We created some team, sub groups, team A, team B. Ang team A may mga PDO s'ya. Ang team B may mga PDO s'ya. I give them some autonomy to do their strategy. Ang mga MPDO naging IPDO na sila, kasi immediate ang need eh. (FGD, RPMO Mindanao)

The LSWDOs also attested to the reliability and adaptability of the field PDOs.

“Yung mga PDO natin sa NCR wala kaming masasabi kasi talagang masisipag sila. Usually sila na yung nag-aadjust sa amin kasi alam nilang marami kaming trabaho. Walang problema sa kanila, ‘pag ni-request namin yung report at data. (FGD, LSWDOs Luzon)

Active support from the DSWD management. The RPMOs also identified support from the DSWD management as another facilitating factor, in terms of coming up with implementation strategies, addressing concerns, and developing/updating policies as needed (e.g., the issuance of Memorandum Circular No. 22, s. 2019 or the “Comprehensive Guidelines on the Implementation of the Sustainable Livelihood Program”).

“Sa regional office naman po, very supportive po ang ating management especially du’n sa mga strategies po natin para mas mapadali, mas mapaganda po natin ‘yung implementation ng SLP. (FGD, RPMOs Luzon)

Another factor na nakapag-facilitate on the parts of implementation of SLP is yong management natin. They are also very supportive in the implementation if they have concern, they will do their best to address especially some LCEs as mentioned by Ms. (redacted) na hindi talaga ganon ka-accepting doon sa program. Our top management are those, our DCs fully supporting us for us to deliver our task in the ground. (FGD, RPMOs Visayas)

Before kasi sobrang haba talaga ng mismong process bago siya ma-provide-an ng grants so na-address naman na siya sa pag-enhance ng MC22. (KII, NPMO)

Adequate and continuous capacity building. Meanwhile, adequate capacity building of the implementers (RPMO Visayas) and the participants (both those with sustained and unsustained projects) alike, appears to have been impactful. The trainings provided seem to help achieve the objective of preparing the personnel implement the program more effectively (especially with the issuance of the new guidelines). On the other hand, the participants lauded the trainings provided by the SLP as they were taught vital skills related to business management and employment (e.g., financial management, customer relationship management, etc.).

“One factor na nakapagpa-facilitate din is meron tayong funds to provide, ample training and orientation doon sa mga staff natin for them to be fully equipped doon sa mga guidelines. (FGD, RPMOs Visayas)

Bukod don sa grants mas nag go-grow sila mas na-e-enhanced yong skills nila (participants) sa pag-provide natin sa kanila ng capacity building (KII, NPMO)

Yung natutunan namin sa training, yung paano i-enhance ang pagbu-business. Hindi porket k’onti ang puhunan ay wala nang mapupuntahan; Nagbigay sila ng basic financial training para paano namin mapalago yung finances namin. Tinuruan

“ *kami paano ma-log in yung kita namin araw-araw, tas yung auditor namin paano ma-audit yung kita namin na nasa tama. Malalaman mo kung meron kayong kita or may mga losses kayo. Kasi yun pinaka-importante sa amin para mamonitor namin kung kumikita o lugì kami. (FGD, Participants with Sustained Projects)*

Sa training po namin hindi lang kami tinuruan about sa skills, tinuruan din nila kami kung paano makikisama, paano kausapin yung tao. Nagamit ko po yun n'ung nagtrabaho na ako. Kahit may client ka na suplada kumbaga pagpasensyahan sila at intindihin para bumalik at bumalik pa rin sa spa namin. (FGD, Participants with Sustained Projects)

Sa amin po marami kaming natutunan sa mga training kagaya ng pag-process ng (business) kagaya nung sa bangus business namin. Dagdag income siya sa amin dati (FGD, Participants with Unsustained Projects)

Strong leadership and cooperation of members among SLP Associations.

Sustainability of microenterprise projects was also attributed to united and cooperative SLP Association (SLPA) members who had effective leaders. Based on the experience of the FGD respondents who had sustained their businesses since graduating from the program in 2018, the strong leadership, coordination and teamwork of their associations greatly helped them continue their livelihood, even in the midst of the pandemic.

“ *Nag-usap-usap kami na itayo namin pagbalik (pagkatapos ng lockdown) ang SLP para lumago. Sa awa ng Diyos, nakahanap kami ng puwesto (para sa parlor). (FGD, Participants with Sustained Projects)*

Yung leadership namin sa Surigao City, maayos ang pagka-President at pagdadala sa association. Yun siguro ang naka-sustain. (FGD, Participants with Sustained Projects)

Regular and continuous monitoring, mentoring, and coaching. Moreover, the regular monitoring also played a role in how MD track participants were able to continue operating their business, as the PDOs provided guidance in crucial stages (e.g., processing of documents). LGU monitoring also proved to be advantageous, since they can provide further interventions and fill the gaps for the DSWD, like in the case of some Mindanao LGUs.

“ *Kami kasi mino-monitor kami, pinupuntahan talaga kami ng mga PDOs. Kung ano yung mga papers na kailangan i-submit tinuturuan talaga nila kami. Minomonitor nila kami kaya hindi kami natitigil. Dun po talaga kami nagpapasalamat kasi naayos namin yung kabuhayan namin kasi palagi nila kaming minomonitor. (FGD, Participants with Sustained Projects)*

Minomonitor namin (LGU) yan gaya sa mga bangus ang business. Pinupuntahan namin 'pag cropping season, tapos 'pag wala silang ma-crop, ita-tap namin yung ibang agencies like Bureau of Fisheries para makahingi ng bangus seedlings. (FGD, LSWDO Mindanao)

Facilitating factors: External factors

Support from the local government. The most mentioned external factor that was said to be crucial in the sustainability of the SLP was the support from the LGUs. The implementers, in particular (i.e., RPMOs, LCEs), agreed that the LGUs' support in terms of providing logistical, administrative and financial assistance as needed, actually facilitated the conduct of activities (e.g., meetings, assemblies, etc.). The openness of the LGUs to the program also enabled a smooth impartation of the program components to the SLP participants. Local governments also played a role in sustaining the SLP projects of the beneficiaries, particularly in the provision of trainings and follow through monitoring.

Ina-allow tayo ng local government unit as well as the barangay LGU level na they provide us the logistics, especially the venue, for us to conduct activities with no fees at all then even support ng mga transportation, minsan kasi sobrang layo ng mga areas. They supported us wholeheartedly without expectation of kung anong pwedeng maibalik sa kanila. (FGD, RPMOs Visayas)

One of the factors ay 'yung mga supportive local government units, some of the local government units kapag nakikita nilang maganda 'yung nangyayari sa constituent nila through the SLP association, naglalabas sila ng local ordinances favorable du'n sa mga project ng association, ganu'n 'yung ginagawa ng ibang LGU, sila 'yung may malaking role. Tapos kapag may mga meron silang, they have the budget for ano naghi-hire sila ng mga livelihood focal para sa part ng LGU, may tumutuktok du'n sa SLP associations." (KII, Ormoc City LGU)

"Nakikipag-tie up din yung LGU sa amin (sa mga training)." (FGD, Participants with Sustained Projects)

Also noteworthy to mention is the heavy involvement of the LGUs in Mindanao in ensuring the success and sustainability of SLP projects – from providing insurance to livestock owners, linking beneficiaries to partners, and maintaining peace and order in the SLP areas. This further drives the point that the strength of the SLP projects not only lies in the DSWD, but its partnership with and degree of support of the LGUs and the communities.

Yung LGU namin may binigay na assistance sa insurance ng livestock so pag namatay yung livestock nila merong matatanggap ang beneficiaries. Tapos yung mga project na kape, nag-survey muna kung saan yung lugar na puwede pagtaniman ng kape. (FGD, LSWDO Mindanao)

Ongoing din ang peace talks ng LGUs sa mga lugar na identified na may lawless elements. Nakakausap nila yung mga elders sa areas na mabigyan ng kasiguraduhan ang peace and order. (FGD, LSWDO Mindanao)

Nu'ng wala silang (bangus na) ma-crop, itatap namin yung ibang agencies like bureau of fisheries para makahingi ng bangus seedlings. (FGD, LSWDO Mindanao)

“Yung pag-assist ng barangay captain napakahalaga yun sa pagbigay ng kasiguraduhan sa mga project, especially sa pag-identify ng constituents nila na hindi palipat-lipat. (FGD, LSWDO Mindanao)”

Conversely, the tendency of some LGUs to politicize the program had adverse effects on the implementation of the projects.

“Pagdating naman po sa hindering factors, unsupportive na LGUs and partners, medyo mahirapan talaga tayo mag-implement sa baba. Then, ‘yung involvement ng LGU pagdating sa identification of participants, kasi aminin man natin o sa hindi, minsan napopoliticize ‘yung ating implementation. Kapag may ganyan medyo mahirap kasi meron tayong guidelines na sinusunod in identifying the participants, pero minsan kapag nai-involve ‘yung LGU, “Ba’t ‘di na lang kami ang mag identify?”, minsan nakakapag-cause siya nang delay of implementation. Kung may pipirmahan sila du’n sa documents natin dini-delay nila. (FGD, RPMOs Mindanao)”

Close coordination between the LGU and the DSWD. The LSWDOs, on the other hand, maintained that the close coordination between the LGU and the DSWD was fundamental in ensuring the continuity of livelihood projects. In some LGUs (e.g. Tantaran, South Cotabato) SLP projects were properly turned over to the local government for continuous monitoring.

“Kung sa coordination, actually meron na silang inassign dito na focal dito sa area namin kaya madali ang coordination namin. Kasi kung minsan ‘pag ako mismo tumatawag sa region, nagrerespond naman sila kaagad. Nag-detail na din sila ng worker na dito naka-assign. Daily na siya dito not unless may activity like nag-augment ng payout or nag-attend ng meeting, du’n lang siya nawawala. (FGD, LSWDO Luzon)”

Always kami nangco-conduct ng dialogue between LSWDO and PDO tapos nacocoordinate namin ‘yun from municipal, provincial up to the regional level. (FGD, LSWDO Visayas)

Dito po sa Tantaran, properly turned over and mino-monitor po ang SLP Participants. Yung iba kasi namatay na ‘yung negosyo so ineevaluate namin kung makakasustain pa ba ‘yung perang naiwan sa bangko. (FGD, LSWDO Mindanao)”

Support from private sectors. To some extent, support from private sectors were also deemed as a major element in the program as they rake in the market for microenterprises.

“The private sectors encourage the associations to enter in a contract. Pero hindi naman s’ya palugi. Kumbaga ito naman ‘yung matitinong private sectors hindi naman natin malalahat ‘yan, pero ganun ‘yung tinitignan so that merong steady market ‘yung association. So dalawa ‘yung pinaka critical d’yan ‘yung local government, supposedly sa kanila natin ita-transition, the other one is ‘yung mga private sectors. (KII, San Isidro LGU)”

Hindering factors: Participant characteristics

Vulnerabilities of participants. Upon inquiring with SLP participants who were unable to keep their businesses and employment, the inability to recover from financial shocks/crises brought by sudden health issues of some family members, appeared to be the primary reason for ending their projects. Seemingly, the amount of assistance (₱5,000.00 to ₱15,000.00) is insufficient and could be easily exhausted once a crisis hits (e.g. sickness in the family).

Naka-plano na din sana na magtayo din kami ng bigasan, tapos may eggs, kasi ‘yun ang wala pa dito. Kaso 6 months ago na-stroke ‘yung tatay ko. (FGD, Participants with Sustained Projects)

Di ko na rin matutukan yung pag-aapply kasi sumabay po yung na-stroke yung ate ko and na-hospital siya. (FGD, Participants with Sustained Projects)

Very minimal lang po kasi ‘yung binibigay natin sa kanila kaya hindi lahat makakapag-sustain, kasi yung iba magagamit talaga yung capital sa ibang needs ng pamilya. Lalo nitong pandemic na maraming ibang members ng pamilya may sudden loss of employment. (FGD, LSWDO Luzon)

Mindset on the program. The implementers also observed that the general lack of interest in the program is another determinant of the sustainability of SLP projects, whether microenterprise or employment. The disinterest could stem from a limited grasp of the program and its objectives due to lack of training of the PDOs guiding them, or the short time for social preparation. Further reasons pointed out were the aversion to embracing new livelihood ideas, and tending to other life priorities (e.g., seeking other livelihood opportunities, taking care of family members).

There are some communities and some members of the communities that they have failed to really internalize and accept the instructions, the motivations ng SLP natin. Maybe not well received, maybe those who were responsible for giving this knowledge about SLP maybe they were not so equipped. I think we still need more training and more exposures for this group of workers so they can reach out to those doubting from our communities. (KII, San Isidro LGU)

Given ‘yung comprehensive level nung participants to fully appreciated ‘yung sinasabi nung social preparation, hindi pa talaga nila ma-embrace pa, du’n may kulang, ‘yun sana ang tutukan; Ang unang titignan mo kung susundin ng beneficiary ‘yung natutunan n’ya, sufficient s’ya. Since kulang ‘yung social preparations because of the constrains, ke’langan madaliin ‘yung ganito, madaliin ‘yung ganun, at hindi naman talaga pumasok sa utak nung program participants ‘yung dapat n’yang gawin du’n lang s’ya nagkakaroon nung problema. (KII, NPMO)

Isang big example na lagi kong sinasabi, ‘yung mga fisherman na narelocate sila sa isang lugar na puro bundok. Ang alam nila ay fishing, pero sa paligid nila ay farming or poultry na. Ipipilit mo ba na maging fisherman sila kung alam mong hindi na magiging feasible ‘yun ganyang kabuhayan. Kung mag-stick lang sa gano’n — usually ang mga beneficiaries kasi kung hindi mo sila mapaliwanagan doon sa mga

“proyekto, mag-stay sila sa kung anong alam nila. I think ‘yun ‘yung isa sa pwedeng maging hindering factor to create mas feasible na negosyo para sa kanila.” (KII, NPMO)

Ang atin kasi grants ang binigay mo. Kahit nagbigay ka ng training, grants, even first project kasi namin it is still the willingness of participants. Kasi una sila ‘yung namili ng track nila, MD ba sila o EF. Hanggang sa dulo, it’s their willingness ma-involve sa program. Kapag hindi na talaga at nakita naman natin na okay. Kasi may mga ibang participants naman na nag-aabroad. Hindi talaga sila marerearch. Even mga nanay na ang reason ay wala na kasing mag-aalaga sa anak ko. Hindi mo rin mapipilit na yun. (KII, NPMO)

Hindering factors: Program components

Insufficient workforce. The implementers (i.e., DSWD and LGU) were in agreement that the lack of workforce, coupled with the fast turnover of staff in some areas inhibited the endurance of MD and EF initiatives. The resulting heavy work/case load of PDOs who juggle case management/monitoring, reporting and duties as Special Disbursing Officers, hampered the smooth operations of the program. Some LSWDOs in Visayas also complained about the short intervals between replacements of PDOs severely affect the monitoring and supervision of SLP participants.

“Hindi hundred percent na nasu-supervise mo yo’ng buong community so yon lang so ang ano natin don is...overload ‘yong mismong workloads... hindi kasi kakayanin talaga if ever na sumabay ‘yong nag-o-overlap ‘yong mismong ini-implement mo tapos you need to monitor and you need to guide them so ‘yon lang siguro ‘yong pinaka maanong part sa PDO II sa baba. (KII, NPMO)

‘Yung PDO natin siya pa nag-i-implement siya pa magmomonitor tapos may bababa pa na bago (na directives), ‘yon ‘yong naglilimit din sa atin to make our implementation smooth or minsan to have a full impact na maganda quality ng result. (FGD, RPMOs Visayas)

Kulang po sa manpower. Dito mag-isa lang po ang PDO. Tapos hindi po siya tumatagal ng one year and hindi lang Pilar yung assigned sa kanya. Multitasking po sila mga two to three LGUs ang assigned. So pagdating sa monitoring medyo nagkakandahirap. (FGD, LSWDOs Visayas)

Conflicts within SLP Associations. Internal conflicts within SLPAs were also said to be the cause of the disintegration of cooperatives/group businesses. The irreconcilable differences association members and leadership issues usually caused such conflicts.

“Nakikita ko pong factor bakit ‘di nasusustain ang microenterprise projects is ‘yung ‘di nagkakasundo ang mga members. Nadi-disintegrate sila, kumbaga nawawala yung mga association members. Pag nag-aaway yung officials nawawalan ng gana yung members. (FGD, LSWDOs Mindanao)

Hindering factors: External factors

Natural disasters and calamities. Majority of the respondents cited disasters, like for instance, the current COVID-19 pandemic, as the primary cause of business closures and unemployment. Since not all are capable of bouncing back (especially those who experienced other income shocks/crises), sustaining MD and EF projects were difficult. Disaster/calamity occurrences also hampered field operations and made program implementation and monitoring challenging.

Yung quarantine scenario in this time of pandemic, wherein marami talagang enterprise at employment ang affected. Some of them nag-stop ng work. Some of them nag-stop ng enterprise. (FGD, RPMOs Mindanao)

Nakapag-business naman po (kami). Talaga lang pong nagka-pandemic kaya natigil. (FGD, Participants with Unsustained Projects)

Itong pandemya malaking hadlang po. Nagbawas po 'yung construction (na pinapasukan), tapos hindi na sila pumipili ng babae ngayon. (FGD, Participants with Unsustained Projects)

Kasi dito po very istrikto po ang mga LGUs natin, 'pag lumabas ka ng probinsya maraming ganitong ke'langan. May mga pagluwag naman po pero 'yung kapag super istrikto sila, hindi po kami maka-move, hindi po kami makapasok sa isang area, given na galling kami sa ganitong areas, high risk na area. (FGD, RPMOs Luzon)

Far-flung areas. The location of participants also impeded monitoring, and somewhat dictated the presence/absence of market for the microenterprises.

Part din ng ating hindering factors 'yung accessibility of areas, kasi may mga areas talaga tayo na ini-implement 'yung project na malalayo, hindi ka puwedeng sumakay ng any kinds of transportation, maglakad ka lang o sumakay ka sa kabayo, o magtawid ka sa ilog, pero wala tayong choice kasi ke'langan nating i-serve lahat kung kakayanin natin, even 'yung mga sa part ng areas, kelangan natin silang i-reach out. (FGD, RPMOs Mindanao)

Also problema talaga 'yung mga projects du'n sa mga bulubundukin. Lack of market talaga. Ilang bahay lang du'n ang nakatira in that particular area. Isang sari-sari store you need at least twenty (20) families na du'n talaga magbili, pero ilan lang ang mga nandu'n. And also, problem on the resources, it's not resource-based. (FGD, RPMOs Mindanao)

For some MD track participants, location of the microenterprise relative to their residence was crucial due to the daily extra out-of-pocket expenses incurred which are not covered by the seed capital fund provided by the program.

“*Malayo po ‘yung fish cage namin, mga 20km po bago marating. Malaki tuloy expenses namin kasi kailangan pa puntahan. Sariling expenses po ‘yun, pamasahé namin back and forth tapos pagkain. Araw-araw po kami du’n, magbabantay pa kami (ng palaisdaan). (FGD, Participants with Unsustained Projects)*

Out-migration and insufficient capital assistance. Other observed hindering factors referred to were migration of beneficiaries to other areas (Mindanao), insufficient capital assistance, and unmet need for assistance in specific matters such as securing documentary requirements (e.g., renewal of certificates).

“*Dito sa Polomolok ang pinakaissue is residency. Marami sa beneficiaries ay ‘di sila permanent resident sa isang barangay. ‘Pag nakakita sila ng opportunity sa ibang barangay lilipat sila so mapapabayaán nila ‘yung project nila. (FGD, LSWDOs Mindanao)*

Sa pinanyal po talaga (ang problema) eh. Kagaya ‘yung sa amin, may kapital pero ‘yung mga pamasahé at pagkain namin sa sariling bulsa na naman nanggagaling. (FGD, Participants with Unsustained Projects)

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

SUMMARY OF FINDINGS

The findings of the study in line with the research problem and research questions are summarized as follows:

Statement of the problem: *Were SLP participants able to sustain their microenterprise/ employment projects years after graduation from the program?*

RESEARCH QUESTIONS	SALIENT FINDINGS
1. What is the magnitude of SLP participants with sustained microenterprise / employment projects after graduation from the program? For those who failed to sustain their microenterprise / employment projects, were they able to bounce back and establish other livelihoods?	<p>Through a tracer survey of SLP participants provided with program modalities in 2016, a total of 155 MD track participants and 50 EF track participants were enumerated to obtain updates on the status of their microenterprise/ employment projects three (3) years after supposed graduation from the program in 2018. Of the 155 MD track participants traced, nearly half were able to continue the operations of their respective microenterprises. Whereas, among the 50 EF track participants traced, only 31 were found to have acquired employment after joining the program. Of which, only a quarter continued to be employed with the same employer up to the conduct of the study. On the average, the unsustained microenterprise/employment lasted for 21 months for both tracks.</p> <p>There were program participants whose livelihood failed but eventually bounced back to become productive. For both MD and EF track respondents, employment was more appealing as a way to recover income. This is more evident for EF track respondents than MD track respondents. Notably though, there were still some that have remained without economic activity.</p>
2. Which SLP track, modality, industry/ occupation group, among other program and project aspects, has high percentage of sustained microenterprise	<p>Among the MD track respondents, majority of those who received the Seed Capital Fund were successful in sustaining their microenterprise. The industry with the greatest percentage of sustained (relative to unsustained) microenterprise was accommodation and food service, closely followed by wholesale and retail trade (among those with sufficient number of respondents). Majority of microenterprises managed by an association were sustained, whereas individual and group enterprises were less commonly sustained. Further, several of regular businesses continued their operations as compared to short-term or seasonal businesses. Also, there were more microenterprises</p>

RESEARCH QUESTIONS	SALIENT FINDINGS
/ employment projects?	that were sustained for those with at least one paid employee compared to those without any paid employee. On the other hand, among EF track respondents who successfully landed a job, half of those provided with Employment Assistance Fund were still employed at the time of the interview. Across occupational groups, elementary occupations (e.g., farm laborers, cleaners, maids, domestic helpers, etc.) had the majority of respondents with sustained (relative to unsustained) employment (though the number of respondents are minimal). In terms of the nature of employment, respondents holding permanent positions were able to sustain their employment 50.0% of the time. Further, all EF track respondents who have been working in the government or government-controlled organizations have better security of tenure.
3. What are the facilitating and hindering factors that contribute to the sustainability of microenterprise / employment projects? Were the interventions provided by the program sufficient?	Facilitating and hindering factors contributing to the success of SLP participants in sustaining their microenterprise/employment revolved around three (3) key themes: (1) Participant characteristics and vulnerabilities , (2) Program components , and (3) External factors . Facilitating factors subsumed under participant characteristics and vulnerabilities include their attitude, efforts, and willingness to pursue and become successful in their chosen endeavor. As to program components, facilitating factors include the commitment, dedication, and teamwork of implementers; support from the DSWD management; continuous capacity building; functional SLP associations; and regular monitoring . More so, facilitating factors that are external in nature include support from the local government, close coordination between the LGU and the DSWD, and support from private sectors . On the other hand, hindering factors under participant characteristics include vulnerabilities and mindset on the program. Program components that deter sustainability of livelihood projects are the insufficiency of workforce and conflicts within SLPAs . Lastly, hindering factors that are external in nature include natural disasters and calamities, geographically isolated and disadvantaged areas, out-of-pocket expenses, and out-migration .
4. What policy and program recommendations can be elicited to ensure the sustainability of microenterprise / employment	To warrant sustainability of microenterprise/ employment projects of graduated SLP participants, facilitating factors should be further cultivated. Whereas, hindering factors have to be curtailed. As such the following are recommended: <ul style="list-style-type: none"> • To minimize the vulnerabilities of program participants, the program planners and implementers shall explore the feasibility of augmenting or restructuring the assistance provided and extending the incubation period. Further, social case management of

RESEARCH QUESTIONS	SALIENT FINDINGS
projects after graduation of SLP participants from the program?	<p>participants shall be given focus coupled with continuous capacity building, monitoring, mentoring, and coaching. Eventually, proper turnover to appropriate entities shall be performed for continuity and follow through.</p> <ul style="list-style-type: none"> • The mindset of program participants should be influenced by inculcating a sense of ownership and obligation thereby shaping their attitudes, efforts, and willingness to strive harder and resent complacency. • The commitment and dedication of SLP staff is not adequate to offset workforce insufficiency, hence investment in human resources is fundamental to realize the intended program outcomes. • As a way to promote functional SLPAs and prevent internal conflicts, regular assessment of SLPA functionality is deemed helpful. • Given the adverse effect of natural disasters and calamities to livelihoods, incorporation of shock-responsive program component is essential. • Project proposals of program participants, particularly those in geographically isolated and disadvantaged areas, shall be carefully evaluated through market-driven assessment of livelihood and job placement which might also eliminate the need for out-migration. • Close coordination between the LGU and the DSWD shall be sustained to beef up the preparation for the devolution of SLP. More so, compliance monitoring is crucial to uphold the standards set. • To capitalize the support of partners from the public and private sectors, convergence strategies should be strengthened following a whole-of-nation approach which can be supported by data and information sharing to boost collaboration.

RECOMMENDATIONS

Though the SLP has been implemented for more than a decade and its predecessor livelihood schemes trace back to even before the 1990s, there are still several gaps that need to be addressed to foster sustainability of livelihood projects of program participants after graduation from the program. In line with the recommendations of previous program assessments and noting that the magnitude of participants with sustained livelihood three (3) years after graduation is marginal, the following are recommended for policy and program enhancement, as we gear towards devolving the program to the LGUs:

To minimize the vulnerabilities of program participants and reduce the effect of shocks, the SLP planners and implementers (DSWD and eventually, LGUs) are recommended to:

Explore the feasibility of augmenting or restructuring the assistance provided, incorporation of shock-responsive component, and extending the incubation period. The current range of seed capital/employment assistance fund amounting from ₱5,000.00 to ₱15,000.00 may not be enough to cover the capital outlay and operating expenses of all businesses emanating from the program. The varying contexts, locations, and nature/type of enterprises and employments of the SLP participants must be considered. Further assistance may be provided at times of calamities and disasters to provide a safety net for participants as a way to make the program shock-responsive. Also, given that several livelihood projects fail to succeed less than two years after mainstreaming, extension of the incubation period, presently around two years, to possibly three years with the first two years dedicated to monitoring and the third year allotted for the transition to LGUs.

Focus on social case management of participants. Throughout the incubation period, the SLP participants are regularly monitored and assessed using standard tools. However, the process lacks proper social case management of participants. Apart from the administration of the monitoring and assessment tools, the particular conditions of each participant should be assessed and managed accordingly to provide them with solutions to the challenges, shocks, stresses, and crises that they encounter during the implementation of their chosen livelihood. Through social case management, the participants are given tailor-fit solutions to address their difficulties. For instance, beneficiaries residing in the far-flung areas have higher dependency to the field staff, thus, they should be guided more carefully. To effectively manage the particular cases of the participants, however, sufficient workforce with appropriate capacities should be available. The caseload of field PDOs should be minimized to allow them to focus on the quality of work contributing to the intended outcome (i.e., success of program participants) rather than delivering outputs (i.e., provision of program modality).

Practice continuous capacity building, monitoring, mentoring, and coaching. While the program provides basic training on business management and employment skills upon intake of participants, some might no longer recall the learnings from the one-time training if there will be no further capacity building activities. It is recommended that continuous capacity building be pursued all throughout the incubation period to refresh the learnings of the participants while they are hands-on with their existing livelihoods. Moreover, training on specific business (e.g. market research, financial literacy, product development, branding and packaging, etc.) may also be provided. During the monitoring period, thorough mentoring and coaching should be provided to the participants rather than just accomplishing the monitoring tools for compliance. Through mentoring and coaching, failed livelihood projects could be prevented or rather be revived. Besides, regular monitoring of participants' well-being and livelihood keeps their spirits up and motivates them to strive harder to achieve self-sufficiency. Once mainstreamed, further monitoring should also be performed by the LGU to sustain the gains from the program.

Guarantee proper turnover of SLP graduates to LGUs and other appropriate entities. It was found that during the implementation of the program in 2016, there were no comprehensive guidelines on the mainstreaming of SLP beneficiaries who exit the program after the incubation period. While some SLP-RPMOs have initiated coordination with LGUs and other partners to mainstream their program participants,

especially that detailed mainstreaming guidelines was issued recently, proper implementation should be monitored to ensure that the gains of the program participants are sustained and further improved. Aside from the turnover of documents to LGUs, it may be useful to hold a ceremony and provide a token to graduate participants to acknowledge their hard work and perseverance in sustaining their livelihood. Further assistance may also be provided to allow them to expand or upscale their existing livelihood.

To influence the mindset of program participants and shape their attitudes, efforts, and willingness to strive harder and resent complacency, the SLP planners and implementers (DSWD and eventually, LGUs) are recommended to:

Inculcate sense of ownership and obligation among participants. There is a common notion that government programs are mere dole out assistance and beneficiaries are not obligated to pay back or manage the assistance given with proper duty. Hence, it is necessary that the sense of ownership and obligation on the chosen livelihood be inculcated to the participants to shift their mindset from being passive to active recipients of the assistance. As such, they will have the correct attitude, commitment, dedication, and willingness to pursue and become successful in their chosen endeavor. This can be introduced during the social preparation phase and reiterated during the mainstreaming phase of program implementation. Livelihood-seeking/sustaining behaviors may also be included in the program's success indicators so that these can be integrated and monitored as well.

To cultivate the commitment and dedication of SLP staff and address the prevailing problem of workforce insufficiency, the SLP planners and implementers (DSWD and eventually, LGUs) are recommended to:

Invest in human resources. The committed, dedicated and hardworking workforce of the SLP who are juggling various duties – from monitoring, providing technical assistance, reporting and other administrative tasks - appear to be its backbone. However, issues on heavy work/caseload vis-a-vis the number of personnel (e.g., 2 to 3 LGUs per PDO) and fast turnover of staff, continue to plague the program. To ensure smooth operations, proper monitoring and case management, it is therefore imperative to invest in additional staff.

To promote functional SLPAs and prevent internal conflicts, the SLP planners and implementers (DSWD and eventually, LGUs) are recommended to:

Regularly assess the functionality of SLP Associations. It was observed that functional SLP Associations with effective leadership is detrimental to the success of the association, as a whole, and its individual members. While a poorly managed association might lead to mismanagement of funds, disinterest among members, and inactivity. In this regard, it is recommended that SLPAs be regularly assessed in terms of its functionality and capacity to manage on its own. Internal conflicts within SLPAs should be resolved accordingly. Further, the program should aim for SLPAs to be transformed into accredited cooperatives that can better provide microfinance services to their members.

To secure marketability of program participants, especially those in the far-flung areas, as well as to eliminate the need for out-migration, the SLP planners and implementers (DSWD and eventually, LGUs) are recommended to:

Perform market-driven assessment of livelihood and job placement. It is acknowledged that participants undergo necessary assessment in identifying the SLP track and project proposal development in determining the industrial or occupational group to be pursued. However, the assessment should not be based solely on the participants' interest and lifestyle, ease of entry and exit, familiarity, and social network. Rather, appropriate market analysis should be part of the initial stages of program implementation, especially the project proposal development. Available resources and job opportunities, market competition, market demand, and availability of access roads within each locality should be among the bases in choosing the track and industry or occupation sector.

To sustain the gains of the program, the coordination between the LGU and the DSWD shall be strengthened through:

Beefing up of the preparation for the devolution of social welfare services. In line with the Mandanas Case Ruling and the Executive Order No. 138, series of 2021, which entail full devolution of social welfare services, including the SLP, the LGUs should have been preparing in close coordination with DSWD. There are LGUs that have already been implementing their own livelihood programs, while there are others that are yet to replicate the programs of the national government, including the SLP. Regardless of which, necessary preparations should include gathering baseline data on the poor and vulnerable sectors within their locality to be prioritized as program beneficiaries, setting or adopting standards and guidelines for program implementation, allocating sufficient financial, human, and physical resources to implement social welfare services including livelihood programs. LGUs may consider absorbing outgoing staff of SLP who already have knowledge, experience, expertise, and social network in implementing livelihood programs. Further, competencies of human capital to be invested in should include project management, technical coordination, business management, and the like.

Conduct of compliance monitoring. Though there are existing guidelines in the implementation of the program and the technical assistance is constantly provided, there might be cases of non-compliance and deviation from the implementation guidelines. Hence, it is recommended that regular spot checks and monitoring visits be conducted to ensure compliance with the set standards.

To capitalize the support of partners from the public and private sectors, national government agencies are recommended to:

Strengthen convergence of livelihood programs/projects across agencies. A plethora of livelihood schemes ranging from capacity building, provision of capital, cash-for-work, and setting up enterprises, have since been offered especially to the poor and marginalized sectors of society. However, there is a need to ensure a comprehensive and cohesive livelihood support to the intended beneficiaries. The agencies must level off on how their existing social protection programs can work together and complement each other.

Adopt a whole-of-nation approach. While each agency has their respective mandates regarding the provision of livelihood and income-generating programs and services, all should lead towards the achievement of the goals set forth in the Philippine Development Plan and the country's long term vision, AmBisyon Natin 2040. Existing inter-agency committees, such as the Human Development and Poverty Reduction Cluster and the Social Development Committee, should be capitalized as a venue to discuss convergence efforts, share good practices, and share resources. More so, the private sector and civil society organizations, such as the Philippine Chamber of Commerce and Industry, should be engaged to extend the reach and accelerate the success of livelihood interventions.

Improve data and information sharing among agencies to boost collaboration. We have already made strides in terms of establishing database systems and directories/lists of beneficiaries, since the inception of livelihood programs in the country. Even so, database and information systems across government agencies are still disjointed. To boost coordination/collaboration, and in support of the whole-of-nation approach, data sharing (e.g., developing publicly available “dashboards” with real-time monitoring data) has to be improved.

Further recommendations for policy and program enhancement are as follows:

Validation and enhancement of administrative data. The administrative data of the program is vital in coming up with baseline, monitoring, accomplishment, and assessment reports used as evidence in program and policy enhancement. The same database is also used in responding to data requests and conducting specialized studies. While the provided administrative data to the research team was rich in information, it was observed that there were incomplete entries, non-standardized inputs, and invalid contact information. Further, some SLP participants were misclassified in terms of the track pursued when validated during the survey. Hence, it is recommended that the existing information system be revisited to review all fields for possible improvements such as validation mechanisms, completeness checks, and the like. SLP-RPMO should be constantly provided with capacity building and technical assistance in using the information system.

Review of the existing guidelines on accreditation of Civil Society Organizations (CSOs) organized by the SLP as beneficiaries using DSWD funds. Accreditation of the CSOs as part of the requirements to avail the SLP grants is an additional requirement that entails additional time but considered as no value added in the implementation. Their accreditation can only be used for the purpose of the release of SLP grants and the DSWD was the one that organized this group.

Restructuring the SLP implementation cycle to deviate from the annual budget cycle. If the program aims towards providing quality implementation and impact, there should be enough resources and time to implement the program. Aligning the implementation into the budget cycle of one (1) year cannot guarantee an impact to the beneficiaries of the SLP program.

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ANNEXES

Annex A: Survey Questionnaire for SLP Participants

INFORMED CONSENT FORM

Title of the Study: Tracer Study of Graduate SLP Participants: Examining the Sustainability of Microenterprise/Employment Projects

Proponent: Policy Development and Planning Bureau
Department of Social Welfare and Development

Ang Policy Development and Planning Bureau (PDPB) ng Department of Social Welfare and Development (DSWD) ay naglulunsad ng mga pag-aaral bilang batayan sa pagdedesisyon. Sa kasalukuyan, ang aming pinag-aaralan ay ang Sustainable Livelihood Program (SLP), isa sa pangunahing programa ng DSWD na nagsasagawa ng mga pagsasanay at nagkakaloob ng tulong-pinansyal para sa kabuhayan ng mga benepisyaryo nito. Kaugnay nito, layunin ng pdpb na kumustahin ang mga benepisyaryo ng nasabing programa at alamin kung naipagpatuloy nila ang kanilang kabuhayan.

Ang pangunahing layunin ng pag-aaral na ito ay kumustahin ang mga benepisyaryo ng slp na napagkalooban ng kabuhayan noong taong 2016 at alamin kung naipagpatuloy nila ang kanilang kabuhayan tatlong taon makalipas na sila ay makapagtapos sa nasabing programa

Kayo po ay napiling lumahok sa pag-aaral na ito dahil isa kayo sa mga napagkalooban ng kabuhayan sa pamamagitan ng slp noong taong 2016 at nakapagtapos sa nasabing programa noong taong 2018.

Kayo po ay sasagot ng tracer survey sa pamamagitan ng online link o telephone interview. Para sa online survey, kakailanganin po ninyo ng smartphone o computer, at malakas na internet connection para ma-access ang online survey. Para sa telephone interview, kakailanganin po ninyo ng mobile phone at malakas na network connection para makausap kayo ng interviewer.

Ang survey ay tataagal ng 30 minuto.

Ang hihinging datos ay ilang personal at iba pang impormasyon tulad ng mga sumusunod:

- A. Socio-demographic at economic background*
- B. Paglahok sa programa*
- C. Kalagayan ng kabuhayan*
- D. Exposure sa mga eksternal na factor*

Ang mga makukuhang impormasyon ay buburahin makalipas ang isang taon matapos ang pag-aaral na ito.

Ang mga personal na impormasyon na inyong ibabahagi ay gagamitin lamang sa pag-aaral na ito at mananatiling kumpidensyal. Ang inyong pagkakakilanlan ay hindi isasama sa resulta ng pag-aaral na ito.

Ang mga impormasyong inyong ibabahagi sa amin ay lubos na makatutulong sa pagpapabuti ng mga programang pangkabuhatan na ipinatutupad ng pamahalaan.

Ang inyong paglahok sa pag-aaral na ito ay walang kaakibat na panganib at hindi magdudulot ng pagbawi ng tulong-pinansyal na ipinagkaloob ng SLP.

Ang inyong paglahok sa pag-aaral na ito ay boluntaryo. Ang inyong desisyon sa paglahok sa pag-aaral na ito ay hindi makaaapekto sa mga serbisyo at benepisyo na maaari ninyong matanggap mula sa DSWD.

Kung kayo po ay may katanungan o nagbago ang inyong isip tungkol sa impormasyong inyong ibinahagi, maaari kayong makipag-ugnayan kay

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CERTIFICATE OF INFORMED CONSENT

Nabasa ko at lubusang naunawaan ang mga nakasaad sa form na ito. Nabigyan ako ng pagkakataong magtanong ukol sa pag-aaral na ito at naipaliwanag sa akin nang mabuti. Ako ay kusang-loob na lalahok sa pag-aaral na ito.

Pangalan: _____

Pirma: _____

Petsa: _____

(MM/DD/YYYY)

TRACER SURVEY OF GRADUATE SLP PARTICIPANTS (FILIPINO)Online Link: <http://bit.ly/slptracer>

Ang Kagawaran ng Kagalingan at Pagpapaunlad Panlipunan o DSWD ay kasalukuyang nagsasagawa ng sarbey para balikan ang mga nakalipas na benepisyaryo ng programa nito para sa kabuhayan o Sustainable Livelihood Program (SLP) para kumustahin ang kalagayan ng kanilang mga naitayong negosyo o nakuhang trabaho. Ikaw ay hindi pinipilit na makilahok sa pag-aaral na ito, ngunit ang iyong mga sagot ay makakatulong ng malaki sa pagpapabuti ng mga programa para sa kabuhayan ng ating pamahalaan. Pakisagutan ang mga sumusunod na tanong sa abot ng iyong makakaya. Walang tama o maling sagot. Kami ay interesado sa iyong personal na pagtingin at karanasan.

Q.N.	QUESTION	RESPONSE CODE	GO TO
A. Contact and Geographic Information			
A101	Mobile number (09xxxxxxxx)	11-digit number	
A102	Region	(pre-filled - refer to PSGC)	
A103	Province	(pre-filled - refer to PSGC)	
A104	Municipality	(pre-filled - refer to PSGC)	
B. Socio-Demographic Background			
B101	Ilang taon ka na sa iyong huling kaarawan?	16 < Number < 100	
B102	Ano ang iyong kasarian?	Lalaki Babae	1 2
B103	Ilan ang nakatira sa inyong sambahayan kabilang ang iyong sarili?	1 <= Number <= 30	
B104	Ano ang pinakamataas na antas ng edukasyon na iyong natapos?	No grade completed Preschool Elementary level Elementary graduate High school level High school graduate Post-secondary level Post-secondary graduate College level College graduate Post baccalaureate level Post baccalaureate graduate	00 10 20 21 30 31 40 41 50 51 60 61
B105	Ikaw ba ay kabilang sa alin sa mga sumusunod na grupo? (maaaring pumili ng higit sa isa)	No Persons with disabilities Older persons Children and youth Farmers Fisherfolk Indigenous peoples Internally displaced persons Informal settlers and workers Solo parents Other (specify)	0 1 2 3 4 5 6 7 8 9 99
Magpatuloy sa SECTION C1			
C1. Pakikilahok sa programa			
C101	Ikaw ba ay naging myembro ng Pantawid Pamilyang Pilipino Program ng DSWD?	Oo Hindi	1 2 C103

Q.N.	QUESTION	RESPONSE CODE	GO TO
C102	Sa anung taon ka naging myembro ng Pantawid Pamilyang Pilipino Program ng DSWD?	4-digit number < 2022	
C103	Ikaw ba ay naging myembro ng Sustainable Livelihood Program (SLP) ng DSWD?	Oo Hindi	1 2 END
C104	Sa anung taon ka naging myembro ng SLP ng DSWD?	4-digit number < 2022	
C105	Sa nakalipas na limang taon, naging benepisyaryo ka ba ng kahit alin mang programa para sa kabuhayan, mula man sa gobyerno o hindi?	Oo Hindi	1 2 C108
C106	Anong programa ito?	(open-ended)	
C107	Anong ahensya/institusyon/organisasyon and nagsagawa nito?	(open-ended)	
C108	Bago ka naging benepisyaryo ng SLP, mayroon ka na bang karanasan sa pagnenegosyo o pagtatrabaho?	Oo, sa pagnenegosyo Oo, sa pagtatrabaho Oo, parehong pagnenegosyo at pagtatrabaho Wala pa	1 2 3 4
C109	Ikaw ba ay nakalahok sa iba pang training/seminar/orientation bukod sa mga naibigay ng SLP?	Oo Hindi	1 2
C115	Sa paanong paraan ka natulungan ng SLP?	Pagnenegosyo Pagtatrabaho	1 2 C201 C301

SECTION C2: Microenterprise Development Track (Pagnenegosyo)

C201	Ano ang pangunahing dahilan mo sa pagpili sa pagnenegosyo imbes na pagtatrabaho nang ikaw ay sumali sa SLP?	Dating karanasan sa pagnenegosyo Pagkakaroon ng negosyo sa kasalukuyan Walang sapat na oras para sa trabaho Hirap sa paghahanap ng trabaho Katandaan Iba pa (pakitukoy)	1 2 3 4 5 99	
C202	Anong klase ng tulong pinansyal pangkabuhayan ang naipagkaloob sa iyo ng SLP?	Seed capital fund Skills training fund Cash for building livelihood assistance fund Don't know	1 2 3 92	
C203	Ang iyong natanggap na tulong pinansyal pangkabuhayan ay naging sapat ba o hindi sapat para makapagpatayo ng negosyo?	Lubos na sapat Sapat Hindi makapasya Hindi sapat Lubos na hindi sapat	1 2 3 4 5	
C204	Ikaw ba ay nakadalo ng training tungkol sa pamamahala ng negosyo o Basic Microenterprise Management Training?	Oo Hindi	1 2	C207
C205	Naaalala mo pa ba maski isang bagay na natutunan mo mula sa training?	Lubos na naaalala Bahagyang naaalala	1 2	

Q.N.	QUESTION	RESPONSE CODE		GO TO
		Hindi makapasya Hindi na gaanong naaalala Lubos na hindi na naaalala	3 4 5	
C206	Naging gaano kapakipakinabang o hindi kapakipakinabang ang training na ito sa iyo?	Lubos na kapakipakinabang Bahagyang kapakipakinabang Hindi makapasya Hindi gaanong kapakipakinabang Lubos na hindi kapakipakinabang	1 2 3 4 5	
C207	Ikaw ba ay naging myembro ng isang SLP association?	Oo Hindi	1 2	C212
C208	Ilan ang myembro ng SLP association na kinabibilangan mo?	5 <= Number <= 300		
C209	Ikaw ba ay nagkaroon ng katungkulan bilang isang opisyal ng SLP association na ito?	Oo Hindi	1 2	C114
C210	Ano ang naging katungkulan mo sa SLP association na ito?	President Vice president Treasurer Auditor Member Other (specify)	1 2 3 4 5 99	
C211	Ang inyong SLP association ba ay aktibo pa din sa ngayon?	Oo Hindi	1 2	
C212	Sino ang namamahala ng naitayong negosyo?	Sarili Grupo Asosasyon	1 2 3	
C213	Saang industriya kabilang ang negosyong iyong naitayo sa pamamagitan ang SLP?	Agriculture, forestry, and fishing Manufacturing Water supply, sewerage, waste management and remediation activities Wholesale and retail trade; repair of motor vehicles and motorcycles Transportation and Storage Accommodation and food service activities Information and communication Financial and insurance activities Administrative and support service initiatives Others (specify)	1 2 3 4 5 6 7 8 9 99	
C214	Paano mo maisasalarawan ang naitayong negosyo sa pamamagitan ng SLP?	Regular na negosyo Panandalian/kaswal o negosyo na may pinipiling panahon	1 2	
C215	Ikaw ay anung klase ng negosyante?	Negosyante na walang pinapasahod na empleyado Negosyante na may pinapasahod na isa o higit pang empleyado	1 2	

Q.N.	QUESTION	RESPONSE CODE	GO TO
C216	Ikaw ba ay sumasang-ayon o hindi sumasang-ayon na tinulungan ka ng tauhan ng SLP sa pagtatayo ng iyong negosyo?	Lubos na sumasang-ayon Sumasang-ayon Hindi makapasya Hindi sumasang-ayon Lubos na hindi sumasang-ayon	1 2 3 4 5
C217	Gaano kadalas o kadalang ka binisita ng tauhan ng SLP para subaybayan ang naitayong negosyo?	Palagi Madalas Paminsan Madalang Hindi kailanman	1 2 3 4 5
C218	Ikaw ba ay sumasang-ayon o hindi sumasang-ayon na ikaw ay ginabayan ng tauhan ng SLP kung paano papanatilihin ang negosyo bago ka hayaang pamahalaan ito?	Lubos na sumasang-ayon Sumasang-ayon Hindi makapasya Hindi sumasang-ayon Lubos na hindi sumasang-ayon	1 2 3 4 5
<i>Magpatuloy sa SECTION D1</i>			
SECTION D1: Current Status of Microenterprise Established through SLP (Kasalukuyang Kalagayan ng Negosyong Naitayo sa pamamagitan ng SLP)			
D101	Sa kasalukuyan, ang negosyong naitayo sa pamamagitan ng SLP ay patuloy pa din ba?	Oo Hindi	1 2 D114
D102	Paano mo maisasalarawan ang kasalukuyang buwanang kita mo sa iyong negosyo kumpara noong bagong tayo pa lamang ito?	Lubos na tumaas Bahagyang tumaas Walang pagbabago Bahagyang bumaba Lubos na bumaba	1 2 3 4 5
D103	Magkano ang iyong pangkaraniwang kita kada buwan? (ilagay ang "0" kung walang kita o lugi)	Number >= 0	
D104	Ang iyong kasalukuyang kita kada buwan ay sapat ba o hindi sapat para punan ang mga pangunahing pangangailangan (pagkain, sabon, tubig, gamot, atbp.) ng iyong pamilya?	Oo, sa maraming pagkakataon Oo, ngunit paminsan lamang Hindi	1 2 3
D105	Magkano ang iyong pangkaraniwang ipon kada buwan? (ilagay ang "0" kung hindi nakakaipon)	Number >= 0	
D106	Sa kasalukuyan, paano mo itinatabi ang iyong ipon? (maaaring pumili ng higit sa isa)	Itinatabi bilang cash Idinedeposito sa mga bangko Idinedeposito sa online wallets (GCash, PayMaya, etc.) Inilalagak sa investment Iba pa (pakitukoy)	1 2 3 4 99
Pakisagot kung gaano ka sumasang-ayon o hindi sumasang-ayon sa mga sumusunod na pahayag:			
D107	Sa kasalukuyan, ako ay may kaalaman sa bookkeeping o pagtatala ng mga transaksyon	Lubos na sumasang-ayon Sumasang-ayon Hindi makapasya Hindi sumasang-ayon Lubos na hindi sumasang-ayon	1 2 3 4 5
D108	Sa kasalukuyan, ako ay may kaalaman sa accounting o pagtutuos ng salapi	Lubos na sumasang-ayon Sumasang-ayon	1 2

Q.N.	QUESTION	RESPONSE CODE		GO TO
		Hindi makapasya	3	
		Hindi sumasang-ayon	4	
		Lubos na hindi sumasang-ayon	5	
D109	Sa kasalukuyan, ako ay may kaalaman sa pamamahala ng negosyo	Lubos na sumasang-ayon	1	
		Sumasang-ayon	2	
		Hindi makapasya	3	
		Hindi sumasang-ayon	4	
		Lubos na hindi sumasang-ayon	5	
D110	Sa kasalukuyan, ako ay may mga kakilalang koneksyon (partner o kasosyo) na nakakatulong sa aking negosyo	Lubos na sumasang-ayon	1	
		Sumasang-ayon	2	
		Hindi makapasya	3	
		Hindi sumasang-ayon	4	
		Lubos na hindi sumasang-ayon	5	
D111	Sa kasalukuyan, ako ay may regular na suppliers o pinagkukunan ng producto o materyales	Lubos na sumasang-ayon	1	
		Sumasang-ayon	2	
		Hindi makapasya	3	
		Hindi sumasang-ayon	4	
		Lubos na hindi sumasang-ayon	5	
D112	Sa kasalukuyan, ako ay may mga suki na regular nang bumibili ng mga produkto o nangangailangan ng serbisyo	Lubos na sumasang-ayon	1	
		Sumasang-ayon	2	
		Hindi makapasya	3	
		Hindi sumasang-ayon	4	
		Lubos na hindi sumasang-ayon	5	
D113	Sa kasalukuyan, ako ay may pag-aaring kagamitan o pwesto para sa aking negosyo	Lubos na sumasang-ayon	1	
		Sumasang-ayon	2	
		Hindi makapasya	3	
		Hindi sumasang-ayon	4	
		Lubos na hindi sumasang-ayon	5	
D114	Ikaw ba ay nakaranas ng mga pagsubok na nakaapekto sa negosyong naitayo sa pamamagitan ng SLP?	Oo	1	
		Hindi	2	E101
D115	Anu-anong uri ng pagsubok ang iyong naranasan? (maaaring pumili ng higit sa isa)	Paghihigpit sa pagnenegosyo dahil sa pandemya	1	
		Pagkakasakit ng sarili o kapamilya	2	
		Natural na kalamidad (baha, lindol, atbp.)	3	
		Sakit/Peste sa pananim/alagang hayop	4	
		Gyera/atake ng terorista	5	
		Pagkalugi ng negosyo	6	
		Pabago-bagong presyo ng paninda/materyales	7	
		Pabago-bagong demand ng mamimili/kostumer	8	
		Kumpetisyon sa merkado	9	
		Pagkamatay/Pagkakasakit ng empleyado	10	
		Hindi kanais-nais na	11	

Q.N.	QUESTION	RESPONSE CODE	GO TO
		environment sa pagnenegosyo Pagkasira ng kagamitan sa negosyo Iba pa (pakitukoy)	12 99
D116	Paano mo hinarap ang pagsubok na iyong naranasan? (maaaring pumili ng higit sa isa)	Umutang ng pera mula sa mga pormal na institusyon (bangko/credit apps) Umutang ng pera mula sa mga impormal na nagpapautang (kapigbahay/kapamilya/kamag-anak/kaibigan) Nagbenta ng mga ari-arian Nagbenta ng mga gamit sa bahay Nagbenta ng mga kagamitan sa negosyo Humingi ng tulong pinansyal mula sa kapamilya/kamag-anak/kaibigan Humingi ng tulong pinansyal mula sa gobyerno o iba pang institusyon Nag-claim ng benepisyong mula sa microinsurance Iba pa (pakitukoy)	1 2 3 4 5 6 7 8 99
D117	Sa iyong palagay, gaano kahusay o hindi kahusay ang iyong pagharap sa mga pagsubok na iyong naranasan?	Lubos na mahusay Mahusay Katamtaman Hindi mahusay Lubos na hindi mahusay	1 2 3 4 5
D118	Ilang buwan nagtagal ang negosyo na iyong naipatayo sa tulong ng SLP (Ilagay ang "99" kung patuloy pa din ang negosyo hanggang sa kasalukuyan)		
<i>Magpatuloy sa SECTION E</i>			
SECTION C3: Employment Facilitation Track (Pagtatrabaho)			
C301	Ano ang pangunahing dahilan mo sa pagpili sa pagtatrabaho imbes na pagnenegosyo nang ikaw ay sumali sa SLP?	Dating karanasan sa pagtatrabaho Hindi nasisiyahan sa kasalukuyang trabaho Hirap sa pamamahala ng negosyo Iba pa (tukuyin)	1 2 3 99
C302	Anong klaseng tulong pinansyal pangkabuhayan ang naipagkaloob sa iyo ng SLP?	Skills training fund Employment assistance fund Don't know	1 2 92
C303	Ang iyong natanggap na tulong pinansyal pangkabuhayan ay sapat ba o hindi sapat para maka-apply ng trabaho?	Lubos na sapat Sapat Hindi makapasya Hindi sapat Lubos na hindi sapat	1 2 3 4 5
C304	Ikaw ba ay nakadalo ng training tungkol sa pagiging empleyado o Basic Employment Skills Training?	Oo Hindi	1 2

Q.N.	QUESTION	RESPONSE CODE	GO TO
C305	Naaalala mo pa ba maski isang bagay na natutunan mo mula sa training?	Lubos na naaalala Bahagyang naaalala Hindi makapasya Hindi na gaanong naaalala Lubos na hindi na naaalala	1 2 3 4 5
C306	Naging gaano kapakipakinabang o hindi kapakipakinabang ang training na ito sa iyo?	Lubos na kapakipakinabang Bahagyang kapakipakinabang Hindi makapasya Hindi gaanong kapakipakinabang Lubos na hindi kapakipakinabang	1 2 3 4 5
C307	Sa alin sa mga sumusunod kabilang ang nakuhang trabaho sa pamamagitan ng SLP?	Armed forces occupations Managers Professionals Technicians and associate professionals Clerical support workers Service and sales workers Skilled agricultural, forestry and fishery workers Craft and related trade workers Plant and machine operators and assemblers Elementary occupations Others (specify)	1 2 3 4 5 6 7 8 9 10 99
C308	Paano mo maisasalarawan ang nakuhang trabaho sa pamamagitan ng SLP?	Permanente or regular Panandalian o short-term Trabaho sa ilalim ng iba't ibang amo sa araw-araw o linggo-linggo	1 2 3
C309	Ikaw ay anung klase ng empleyado?	Nagtatrabaho para sa pribadong sambahayan Nagtatrabaho para sa pribadong institusyon Nagtatrabaho para sa gobyerno Nagtatrabaho ng may bayad para sa negosyo o taniman ng pamilya Nagtatrabaho ng walang bayad sa negosyo o taniman ng pamilya	1 2 3 4 5
C310	Ikaw ba ay sumasang-ayon o hindi sumasang-ayon na tinulungan ka ng tauhan ng SLP sa paghahanap at pag-aapply ng trabaho?	Lubos na sumasang-ayon Sumasang-ayon Hindi makapasya Hindi sumasang-ayon Lubos na hindi sumasang-ayon	1 2 3 4 5
C311	Gaano kadalas o kadalang ka binisita ng tauhan ng SLP para subaybayan ang nakuhang trabaho?	Palagi Madalas Paminsan Madalang Hindi kailanman	1 2 3 4 5

Q.N.	QUESTION	RESPONSE CODE	GO TO
C312	Ikaw ba ay sumasang-ayon o hindi sumasang-ayon na ikaw ay ginabayan ng tauhan ng SLP kung paano magtagal sa trabaho bago ka hayaan mag-isa?	Lubos na sumasang-ayon Sumasang-ayon Hindi makapasya Hindi sumasang-ayon Lubos na hindi sumasang-ayon	1 2 3 4 5
<i>Magpatuloy sa SECTION D2</i>			
<i>SECTION D2: Status of Employment Acquired through SLP (Kalagayan ng Trabahong nakuha sa pamamagitan ng SLP)</i>			
D201	Sa kasalukuyan, ikaw ba ay nagtatrabaho pa din sa parehong employer na napasukan mo sa pamamagitan ng SLP?	Oo Hindi	1 2 D203
D202	Ikaw ba ay nagtatrabaho sa ibang employer bukod sa napagtrabahuhan mo sa pamamagitan ng SLP?	Oo Hindi	1 2 D212
D203	Paano mo maisasalarawan ang iyong kasalukuyang buwanang sahod kumpara noong bagong pasok ka pa lamang sa trabahong naitulong sa'yo ng SLP?	Lubos na tumaas Bahagyang tumaas Walang pagbabago Bahagyang bumaba Lubos na bumaba	1 2 3 4 5
D204	Magkano ang iyong pangkaraniwang sahod (bawas na ang mga kaltas) kada buwan?	Number > 0	
D205	Ang iyong kasalukuyang sahod (bawas na ang mga kaltas) kada buwan ay sapat ba o hindi sapat para punan ang mga pangunahing pangangailangan (pagkain, sabon, tubig, gamot, atbp.) ng iyong pamilya?	Oo, sa maraming pagkakataon Oo, ngunit paminsan lamang Hindi	1 2 3
D206	Magkano ang iyong pangkaraniwang ipon kada buwan? (ilagay ang "0" kung hindi nakakaipon)	Number >= 0	
D207	Sa kasalukuyan, paano mo itinatabi ang iyong ipon? (maaaring pumili ng higit sa isa)	Itinatabi bilang cash Idinedeposito sa mga bangko Idinedeposito sa online wallets (GCash, PayMaya, etc.) Inilalagak sa investment Iba pa (pakitukoy)	1 2 3 4 99
Pakisagot kung gaano ka sumasang-ayon o hindi sumasang-ayon sa mga sumusunod na pahayag:			
D208	Sa kasalukuyan, kaya kong gumawa ng sarili kong resume	Lubos na sumasang-ayon Sumasang-ayon Hindi makapasya Hindi sumasang-ayon Lubos na hindi sumasang-ayon	1 2 3 4 5
D209	Sa kasalukuyan, mayroon akong technical skills na kailangan sa aking trabaho	Lubos na sumasang-ayon Sumasang-ayon Hindi makapasya Hindi sumasang-ayon Lubos na hindi sumasang-ayon	1 2 3 4 5
D210	Sa kasalukuyan, ako ay may mga kakilalang koneksyon na nakakatulong sa aking karera bilang empleyado	Lubos na sumasang-ayon Sumasang-ayon Hindi makapasya	1 2 3

Q.N.	QUESTION	RESPONSE CODE	GO TO
		Hindi sumasang-ayon Lubos na hindi sumasang-ayon	4 5
D211	Sa kasalukuyan, ako ay may pag-aaring tools o kagamitan na kailangan para sa aking trabaho	Lubos na sumasang-ayon Sumasang-ayon Hindi makapasya Hindi sumasang-ayon Lubos na hindi sumasang-ayon	1 2 3 4 5
D212	Ikaw ba ay nakaranas ng mga pagsubok na nakaapekto sa trabahong nakuha sa pamamagitan ng SLP?	Oo Hindi	1 2 E101
D213	Anu-anong uri ng pagsubok ang iyong naranasan? (maaaring pumili ng higit sa isa)	Paghihigpit sa pagtatrabaho dahil sa pandemya Pagkakasakit ng sarili o kapamilya Natural na kalamidad (baha, lindol, atbp.) Gyera/atake ng trerorista Pagsarado/Pagkalugi ng kumpanya Sapilitang pag-retire o pagliban sa trabaho Pagkamatay/Pagkakasakit ng amo Pabago-bagong oportunidad sa trabaho Hindi kanais-nais na environment sa pagtatrabaho Pagkasira ng kagamitan sa trabaho Iba pa (pakitukoy)	1 2 3 4 5 6 7 8 9 10 99
D214	Paano mo hinarap ang pagsubok na iyong naranasan? (maaaring pumili ng higit sa isa)	Umutang ng pera mula sa mga pormal na institusyon (bangko/credit apps) Umutang ng pera mula sa mga impormal na nagpapautang (kapigbahay/kapamilya/kamag-anak/kaibigan) Nagbenta ng mga pag-aari Nagbenta ng mga gamit sa bahay Nagbenta ng mga kagamitan sa negosyo Humingi ng tulong pinansyal mula sa kapamilya/kamag-anak/kaibigan Humingi ng tulong pinansyal mula sa gobyerno o iba pang institusyon Nag-claim ng benepisyo mula sa microinsurance Iba pa (tukuyin)	1 2 3 4 5 6 7 8 99
D215	Sa iyong palagay, gaano kahusay o hindi kahusay ang iyong pagharap sa mga pagsubok na iyong naranasan?	Lubos na mahusay Mahusay Katamtaman	1 2 3

Q.N.	QUESTION	RESPONSE CODE	GO TO
		Hindi mahusay Lubos na hindi mahusay	4 5
D216	Ilang buwan nagtagal ang trabaho na iyong nakuha sa tulong ng SLP? (Ilagay ang "99" kung patuloy pa din ang negosyo hanggang sa kasalukuyan)		
<i>Magpatuloy sa SECTION E</i>			
<i>SECTION E: Emerging Livelihood Conditions (Kalagayan ng panibagong kabuhayan)</i>			
E101	<i>Bukod sa kabuhayang nakuha sa pamamagitan ng SLP, may iba ka pa bang pinagkukunan sa kasalukuyan?</i>	Wala Sweldo mula sa trabaho Kita mula sa negosyo Tulong pinansyal mula sa gobyerno Padala mula sa mga kapamilya/kamag-anak	1 2 3 4 5 F101 E102 E106 F101
<i>Pangunahing pinagkukunan: sweldo mula sa trabaho</i>			
E102	Sa alin sa mga sumusunod kabilang ang iyong kasalukuyang trabaho (bukod sa kabuhayang nakuha sa pamamagitan ng SLP)?	Armed forces occupations Managers Professionals Technicians and associate professionals Clerical support workers Service and sales workers Skilled agricultural, forestry and fishery workers Craft and related trade workers Plant and machine operators and assemblers Elementary occupations Others (specify)	1 2 3 4 5 6 7 8 9 10 99
E103	Paano mo maisasalarawan ang iyong kasalukuyang trabaho (bukod sa kabuhayang nakuha sa pamamagitan ng SLP)?	Permanente or regular Panandalian o short-term Trabaho sa ilalim ng iba't ibang amo sa araw-araw o linggo-linggo	1 2 3
E104	Sa kasalukuyan, ikaw ay anung klase ng empleyado?	Pagtatrabaho para sa pribadong sambahayan Pagtatrabaho para sa pribadong institusyon Pagtatrabaho para sa gobyerno Pagtatrabaho ng may bayad para sa negosyo o taniman ng pamilya Pagtatrabaho ng walang bayad sa negosyo o taniman ng pamilya	1 2 3 4 5
E105	Paano mo maisasalarawan ang kasalukuyang sahod kumpara sa kita mula sa kabuhayang nakuha sa pamamagitan ng SLP?	Lubos na tumaas Bahagyang tumaas Walang pagbabago Bahagyang bumaba Lubos na bumaba	1 2 3 4 5
<i>Pangunahing pinagkukunan: kita mula sa negosyo</i>			

Q.N.	QUESTION	RESPONSE CODE	GO TO
E106	Saang industriya kabilang ang kasalukuyang negosyo (bukod sa kabuhayang nakuha sa pamamagitan ang SLP)?	Agriculture, forestry, and fishing Manufacturing Water supply, sewerage, waste management and remediation activities Wholesale and retail trade; repair of motor vehicles and motorcycles Transportation and storage Accommodation and food service activities Information and communication Financial and insurance activities Administrative and support service initiatives Others (specify)	1 2 3 4 5 6 7 8 9 99
E107	Paano mo maisasalarawan ang iyong kasalukuyang negosyo?	Regular na negosyo Panandalian/kaswal o negosyo na may pinipiling panahon	1 2
E108	Sa kasalukuyan, ikaw ay anung klase ng negosyante?	Negosyante na walang pinapasahod na empleyado Negosyante na may pinapasahod na isa o higit pang empleyado	1 2
E109	Paano mo maisasalarawan ang kasalukuyang kita ng negosyo kumpara sa kita mula sa kabuhayang nakuha sa pamamagitan ng SLP?	Lubos na tumaas Bahagyang tumaas Walang pagbabago Bahagyang bumaba Lubos na bumaba	1 2 3 4 5
<i>Proceed to SECTION F</i>			
SECTION F: Well-being, happiness, and life satisfaction			
F101	Paano mo maisasalarawan ang iyong kalagayan sa buhay sa kasalukuyan kumpara sa noong bago ka sumali sa SLP?	Lubos na bumuti Bahagyang bumuti Walang pagbabago Bahagyang lumala Lubos na lumala	1 2 3 4 5
F102	Sa kabuuan, kung iisipin mo ang iyong buhay noong 2018, matapos kang gabayan ng SLP, masasabi mo ba na ikaw ay...	Lubos na masaya Bahagyang masaya Hindi masaya Lubos na hindi masaya	1 2 3 4
F103	Sa kabuuan, kung iisipin mo ang iyong buhay sa ngayon, masasabi mo ba na ikaw ay...	Lubos na masaya Bahagyang masaya Hindi masaya Lubos na hindi masaya	1 2 3 4
F104	Sa kabuuan, gaano ka nasisiyahan o hindi nasisiyahan sa iyong buhay noong 2018, matapos kang gabayan ng SLP?	Lubos na nasisiyahan Bahagyang nasisiyahan Hindi nasisiyahan Lubos na hindi nasisiyahan	1 2 3 4
F105	Sa kabuuan, gaano ka nasisiyahan o hindi nasisiyahan sa iyong buhay sa ngayon?	Lubos na nasisiyahan Bahagyang nasisiyahan	1 2

Q.N.	QUESTION	RESPONSE CODE		GO TO
		Hindi nasisiyahan	3	
		Lubos na hindi nasisiyahan	4	
<i>Proceed to SECTION G</i>				
<i>SECTION G: Pahintulot sa pagproseso at pagbahagi ng nakuhang impormasyon</i>				
G101	Pinapayagan mo ba ang DSWD na i-manage ang impormasyon, kabilang ang personal na datos na nakuha sa survey na ito, at sa pagproseso at pamamahagi ng datos sa partners para sa paggawa ng pananaliksik/research at pagpapabuti ng mga programa ng gobyerno?	Oo	1	
		Hindi	2	
		Hindi sigurado	3	
END OF SURVEY				

Maraming salamat sa iyong oras. Ang iyong mga sagot ay makatutulong ng malaki para sa tagumpay ng pag-aaral na ito.

Annex B: Key Informant Interview Tools

Key Informant Interview with Central Officer-SLP Implementers (Director, Unit Heads, Project Development Officers)

Designation/Type of Officer: _____

Name of Interviewer: _____

Time Started: _____

Time Ended: _____

I. INTRODUCTION

I am _(name)_, _(position)_ from the Policy Development and Planning Bureau (PDPB) of the Department of Social Welfare and Development (DSWD). We are conducting research and evaluation studies for evidence-based decision making. At present, we are examining the Sustainable Livelihood Program (SLP), which provides livelihood training and financial grants to its participants. PDPB would like to trace previous SLP participants and examine how sustainable their livelihood projects have been.

The general objective of the study is to trace SLP participants who were provided with program modalities in 2016 and examine the sustainability of their microenterprise/employment projects three (3) years after their graduation from the program in 2018.

You are invited to participate in this study because you are identified as a key informant who is knowledgeable in the overall planning, operations, monitoring and evaluation, and partnership building processes of the SLP.

You will be asked to join a virtual meeting room via Google Meet or Zoom to participate in an interview where a facilitator will ask a set of questions for you to answer. You will need a smartphone or a computer and stable internet connection to participate.

Personal and other information to be collected are the following:

- a. Demographic background
- b. Involvement/exposure to SLP
- c. Observations and recommendations on SLP

Information that will be collected from you will be deleted one (1) year after completion of the study.

Strict confidentiality of personal information will be ensured by confining the access of the information gathered to the research team. Your name will not be included in the results of the study.

The information you will provide will help improve the design of livelihood programs implemented by the government.

Generally, there are no risks or harm that your participation in the study will cause to you. Your decision to participate in the study is completely voluntary. If you decide not to participate, it will not affect the care, services, or benefits you are entitled to. If you decide to participate in the study, you may withdraw from your participation at any time without penalty.

If you have questions or changed your mind about the data you shared, please contact:

CYNTHIA B. LAGASCA
Designated Data Privacy Officer for Policy and Plans
Email address: pdpb_red@dswd.gov.ph
Landline No.: (02) 8951-7120 / (02) 8951-7436

CERTIFICATE OF INFORMED CONSENT

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Printed Name of Participant: _____
Signature of Participant: _____
Date: _____
(MM/DD/YYYY)

II. DISCUSSION PROPER		KEY POINTS
A. RESPONDENT'S PROFILE		
1	Name	
2	Age	

II. DISCUSSION PROPER		KEY POINTS
3	Sex	
4	Position	
5	Division/Unit	
6	Number of years as (state position) under the Sustainable Livelihood Program	
7	Employment Status (Permanent, MOA, Contractual, JO)	
B. ROLE OF THE DIVISION/UNIT IN THE SLP PROCESS		
8	<p>Can you briefly describe your division/unit's mandate and role in the SLP process? How about your position's mandate and role in the SLP process?</p> <p>(Probe:)</p>	
9	What are your KRAs? What aspects of your work do you believe contribute to the achievement of the SLP's outcomes and impact? Also, how do they contribute to ensuring livelihood outcomes are <u>attained</u> and <u>sustained</u> ?	
10	What activities do you carry out in facilitating/monitoring the SLP participants? Until what stage of the SLP process are you involved?	

II. DISCUSSION PROPER		KEY POINTS
11	<p>Does your work involve partnering/ coordinating with other divisions/offices/institutions? Who? How do you usually coordinate with them?</p> <p>How crucial are these partnerships in ensuring livelihood outcomes are <u>attained</u> and <u>sustained</u>?</p>	
12	<p>Based on your observation, what is the most significant partnership which contributes to the achievement of livelihood outcomes?</p>	
13	<p>How many MD and EF participants on average does the program take in every year/per batch? Who is responsible for facilitating and monitoring their microenterprises and employment?</p> <p>(Probe about the average caseload ratio per IPDO and their view on it – Are there enough/not enough IPDOs? How does this affect the achievement and sustainability of livelihood outcomes? What is the ideal caseload ratio?)</p>	

II. DISCUSSION PROPER		KEY POINTS
C. GRADUATION/MAINSTREAMING OF SLP PARTICIPANTS		
14	<p>How is the graduation/mainstreaming determined and carried out? Are there tools and mechanisms that help decide whether participants are ready for graduation/mainstreaming? How were these tools developed? When were these tools implemented?</p> <p>Probe: How appropriate and accurate can these current tools and mechanisms measure and predict the participants' preparedness for graduation/mainstreaming?</p>	
15	Are MD/EF participants still monitored after graduation? How and until when?	
16	What improvements can be made (if needed) to the monitoring of SLP participants?	
D. SUCCESS AND SUSTAINABILITY OF SLP PROJECTS		

II. DISCUSSION PROPER	KEY POINTS
<p>17 What are the standard indicators of success for MD/EF projects? What are the MOVs for these indicators? What framework (theoretical/academic/program's M&E) were these indicators derived from?</p> <p>Probe: Are these indicators sufficient? If so, what else should be added? What should be eliminated?</p>	
<p>18 In your time as a (position), have there been changes in the success indicators (i.e., livelihood outcomes of SLP participants) of the program? Can you briefly walk me through the evolution of these success indicators? What is your opinion on these changes?</p>	
<p>19 How does the program gauge the <u>sustainability</u> of MD/EF projects?</p> <p>Probe: Do the success indicators measured for graduation/mainstreaming also determine long-term sustainability of MD/EF projects?</p>	
<p>20 Based on your observations/studies/reports/testimonies from the field about the 2016 SLP participants who graduated last 2018...</p> <p>Which track, modality, industry/occupation group, exhibited a high percentage of sustained microenterprise and employment projects? Why?</p>	

II. DISCUSSION PROPER		KEY POINTS
21	<p>Based on your observations/studies/reports/testimonies from the field about the 2016 SLP participants who graduated last 2018...</p> <p>How likely are they to sustain their microenterprise/employment, three years after graduation? Why?</p>	
22	<p>How likely do you think are they able to improve their employment status/scale up their microenterprises, three years after graduation? Why?</p>	
23	<p>How likely do you think are they able to attain the following?</p> <ul style="list-style-type: none"> a. Economic Sustainability b. Improved Socio-Economic Well-Being c. Social Sustainability 	
24	<p>What improvements/changes which can be attributed to the program, have been observed in the SLP participants' <u>communities</u>?</p>	

II. DISCUSSION PROPER		KEY POINTS	
25	<p>What do you think accounts for the <u>success</u> of the SLP participants as well as the <u>sustainability</u> of their microenterprises/ employment?</p> <p>What factors hinder the success and sustainability of the SLP participants' microenterprises/ employment?</p>	Facilitating	Hindering
26	What could have been done better for the projects that failed and were not sustained?		
27	How does the program manage "failed" projects? What steps are the program implementers taking to improve the success rate in the subsequent SLP participants?		

II. DISCUSSION PROPER		KEY POINTS
28	Based on your observations/studies/reports/testimonies from the field, were the interventions provided by the SLP to the 2018 graduates sufficient? How so?	
29	Is the “incubation period” of 21 months sufficient to foster sustainability? Why or why not? (If the answer is NO, probe: What do you think should be the minimum number of months for the incubation period, which guarantees sustained employment/MD?)	
E. PROGRAM RECOMMENDATIONS		
30	In your opinion, what measures are needed to sustain the success of MD/EF projects after graduation/mainstreaming? Probe: policy guidance, technical assistance, possible innovations, IT investments, partnerships, convergence	
31	What program activities/components do you think were most successful in contributing to the sustainability of MD/EF projects – and should be continued?	

II. DISCUSSION PROPER		KEY POINTS
32	What program activities/components do you think inhibited the sustainability of MD/EF projects – and should be discontinued?	
33	Moving forward, what areas or provisions in the current policies/guidelines do you think should be examined and amended (if any)?	
34	How do you envision the program to be run by the LGUs once devolved? What lessons can the DSWD impart to them? What do you think should they change/improve? What should they invest in?	
35	What other recommendations do you have in terms of ensuring the sustainability of MD/EF projects?	

Thank you so much for your time and for sharing your opinions. Your insights are of great help in making this research endeavor successful. Before we end this discussion, is there anything that you wanted to add which you did not get a chance to bring up earlier? On behalf of the PDPB Research and Evaluation Division, we would like to thank you again for participating. The next section will be a declaration of consent to process and manage the information obtained from this interview, which we need to administer in compliance to the Data Privacy Act of 2012.

*****END OF KII*****

Declaration (record):

1. Are you attesting that the information you provided in this survey is true and correct based on your knowledge and understanding?

____ Yes ____ No

2. Are you providing consent that DSWD can process and manage the information obtained for the purpose of the research?

____ Yes ____ No

Name of Respondent

Date

Certification:

I attest that the information provided in this form was personally obtained and reviewed by me.

I further declare that the information collected and validated was managed with strict confidentiality and protected from unlawful and unauthorized processing.

I am aware that any violation committed on the foregoing will be penalized in accordance with pertinent provision of RA 10173 or the Data Privacy Act of 2012.

Name and Signature of Interviewer

Date of Interview

Key Informant Interview with Community Leaders (LCEs)

Name of Interviewer: _____

Time Started: _____

Time Ended: _____

I. INTRODUCTION

I am _(name)_, _(position)_ from the Policy Development and Planning Bureau (PDPB) of the Department of Social Welfare and Development (DSWD). We are conducting research and evaluation studies for evidence-based decision making. At present, we are examining the Sustainable Livelihood Program (SLP), which provides livelihood training and financial grants to its participants. PDPB would like to trace previous SLP participants and examine how sustainable their livelihood projects have been.

The general objective of the study is to trace SLP participants who were provided with program modalities in 2016 and examine the sustainability of their microenterprise/employment projects three (3) years after their graduation from the program in 2018.

You are invited to participate in this study because you are identified as a key informant who can provide insights on the impact and importance of livelihood programs in communities. The information you will provide will help improve the design of livelihood programs implemented by the government.

You will be asked to join a virtual meeting room via Google Meet or Zoom to participate in an interview where a facilitator will ask a set of questions for you to answer. You will need a smartphone or a computer and stable internet connection to participate.

Personal and other information to be collected are the following:

- d. Demographic background
- e. Involvement/exposure to SLP
- f. Observations and recommendations on SLP

Information that will be collected from you will be deleted from the local and online databases and devices of the research team one (1) year after completion of the study.

Strict confidentiality of personal information will be ensured by confining the access of the information gathered to the research team. Your name will not be included in the results of the study.

The information you will provide will help improve the design of livelihood programs implemented by the government.

Generally, there are no risks or harm that your participation in the study will cause to you. Your decision to participate in the study is completely voluntary. If you decide not to participate, it will not affect the care, services, or benefits you are entitled to. If you decide to participate in the study, you may withdraw from your participation at any time without penalty.

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Landline No.: (02) 8951-7120 / (02) 8951-7436

CERTIFICATE OF INFORMED CONSENT

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Printed Name of Participant: _____
Signature of Participant: _____
Date: _____
(MM/DD/YYYY)

II. DISCUSSION PROPER		KEY POINTS
A. RESPONDENT'S PROFILE		
1	Name	
2	Age	
3	Sex	

II. DISCUSSION PROPER		KEY POINTS
4	Position	
5	Office/Division/Unit	
6	Employment Status (Permanent, MOA, Contractual, JO)	
7	<p>(If elected LCE) Number of terms and years in the office: <input type="checkbox"/> First Term <input type="checkbox"/> Second Term <input type="checkbox"/> Third Term since _____</p> <p>(If appointed officer/personnel) Number of years in service: _____</p>	
B. BACKGROUND OF THE COMMUNITY		
8	<p>Can you give a brief introduction of your community?</p> <p>a. Population size</p> <p>b. Income class</p> <p>c. Primary industry/source of living</p> <p>d. Top issues and concerns (hunger? health? poverty? unemployment/underemployment?)</p> <p>e. Magnitude of poverty and unemployment</p>	

II. DISCUSSION PROPER		KEY POINTS
9	What are the contributing factors associated with the high/low poverty and unemployment rates in your community?	
C. POVERTY AND UNEMPLOYMENT REDUCTION EFFORTS IN THE COMMUNITY		
10	<p>What efforts and strategies to address the issue of poverty and unemployment have been implemented in your community since you were elected/appointed? What do they focus on?</p> <p>a. Programs</p> <p>b. Policies (Ordinances, Guidelines, etc.)</p>	
11	Who are their target beneficiaries? Which has the largest reach or number of beneficiaries?	
12	From your knowledge and experience in the community/locality, what are some of the <u>most</u> and <u>least</u> effective poverty and unemployment reduction strategies or programs implemented? Why?	

II. DISCUSSION PROPER		KEY POINTS
13	What are the usual indicators of success for the most effective poverty and unemployment reduction strategies or programs implemented? Who measures them? How are they sustained?	
D. LIVELIHOOD PROGRAMS IN THE COMMUNITY		
14	Throughout your years in service, were there any livelihood programs implemented in your locality? Can you briefly describe these projects and how they are carried out in the locality?	
15	Do you work/ partner/coordinate with other offices/institutions for these livelihood programs? Who? How do you usually coordinate and/or collaborate with them?	

II. DISCUSSION PROPER		KEY POINTS
16	What are your most and least successful livelihood program collaborations so far? Why?	
E. INVOLVEMENT IN THE SLP		
17	Are you aware of the DSWD's Sustainable Livelihood Program? What do you know about SLP? What is your involvement in the program? <i>(If not involved, proceed to Section G.)</i>	
18	Can you describe how you coordinate/collaborate with the SLP implementers? Who do you usually work closely with? How is your working relationship?	
19	Were there SLP participants turned over or mainstreamed to the LGU after graduating from the program (ask about Batch 2016)? How did the local government manage these SLP graduates? Did you monitor them? Until when?	
F. ASSESSMENT OF THE SUCCESS AND SUSTAINABILITY OF SLP PROJECTS		
20	From your knowledge and experience in the community, how would you assess the SLP's impact on the following? Please cite examples. a. On the beneficiaries	

II. DISCUSSION PROPER		KEY POINTS
	b. On the community	
21	<p>From your knowledge and experience in the community, how likely is it for SLP participants to attain the following? Why do you think so?</p> <ul style="list-style-type: none"> a. Economic Sustainability b. Improved Socio-Economic Well-Being c. Social Sustainability 	
22	<p>How likely then are they able to <u>sustain</u> the abovementioned, years after graduation from the program (e.g. the 2018 graduates)? Why do you think so?</p>	
23	<p>From your knowledge and experience in the community, were the interventions provided by the SLP to the 2018 graduates sufficient? How so?</p>	

II. DISCUSSION PROPER		KEY POINTS	
24	<p>Based on what you know about the program, what do you think accounts for the <u>success</u> of the SLP participants as well as the <u>sustainability</u> of their microenterprises/ employment?</p> <p>What factors hinder the success and sustainability of the SLP participants' microenterprises/ employment?</p>	Facilitating	Hindering
25	<p>What could have been done better for the projects that failed and were not sustained?</p> <p>What suggestions do you have to address these challenges/hindering factors?</p>		
G. PROGRAM RECOMMENDATIONS			
26	<p>In your opinion, what measures are needed to sustain the livelihood outcomes achieved by the SLP participants after graduating from the program?</p>		

II. DISCUSSION PROPER		KEY POINTS
	Probe: policy guidance, technical assistance, possible innovations, IT investments, partnerships, convergence	
27	<p>If you were to design a livelihood program to implement in your community/locality, how would it look like? Ask:</p> <ul style="list-style-type: none"> a. Basic project components b. Responsibility centers/Implementers c. Target beneficiaries d. Coverage e. Target outcomes/results f. Others 	
28	Based on your program design, how is it similar/different from the DSWD's SLP?	
29	Moving forward, what areas or provisions in the current policies/guidelines do you think should be examined and amended (if any)?	
30	Moreover, how do you envision the program being run by the local government once devolved? What should they replicate and change from how it's run by the DSWD? What investments should be made?	

II. DISCUSSION PROPER	KEY POINTS
31 What other recommendations do you have to ensure the success and sustainability of the microenterprise projects/employment of the SLP Participants?	

Thank you so much for your time and for sharing your opinions. Your insights are of great help in making this research endeavor successful. Before we end this discussion, is there anything that you wanted to add which you did not get a chance to bring up earlier? On behalf of the PDPB Research and Evaluation Division, we would like to thank you again for participating. The next section will be a declaration of consent to process and manage the information obtained from this interview, which we need to administer in compliance to the Data Privacy Act of 2012.

END OF KII

Declaration (record):

1. Are you attesting that the information you provided in this survey is true and correct based on your knowledge and understanding? ____Yes ____No
2. Are you providing consent that DSWD can process and manage the information obtained for the purpose of the research? ____Yes ____No

Name of Respondent

Date

Certification:

I attest that the information provided in this form was personally obtained and reviewed by me.

I further declare that the information collected and validated was managed with strict confidentiality and protected from unlawful and unauthorized processing.

I am aware that any violation committed on the foregoing will be penalized in accordance with pertinent provision of RA 10173 or the Data Privacy Act of 2012.

Name and Signature of Interviewer

Date of Interview

Annex C: Focus Group Discussion Tools

FOCUS GROUP DISCUSSION WITH REGIONAL PROGRAM MANAGEMENT OFFICES (RPMOs)

Name of FGD Facilitator : _____

Name of FGD Documenter: _____

Time Started : _____

Time Ended : _____

I. INTRODUCTION

I am (state your name), (state your position) from the Policy Development and Planning Bureau (PDPB) of the Department of Social Welfare and Development (DSWD). We are conducting research and evaluation studies for evidence-based decision making. At present, we are examining the Sustainable Livelihood Program (SLP), which provides livelihood training and financial grants to its participants. PDPB would like to trace previous SLP participants and examine how sustainable their livelihood projects have been.

The general objective of the study is to trace SLP participants who were provided with program modalities in 2016 and examine the sustainability of their microenterprise/employment projects three (3) years after their graduation from the program in 2018.

You are invited to participate in this study because you are identified to hold a major role in implementing the SLP on the ground as Regional Program Coordinator.

The group discussion will last for about an hour depending on the discussion.

Personal and other information to be collected are the following:

- a. Demographic background
- b. Involvement/exposure to SLP
- c. Observations and recommendations on SLP

Information that will be collected from you will be deleted from the local and online databases and devices of the research team one (1) year after completion of the study.

Strict confidentiality of personal information will be ensured by confining the access of the information gathered to the research team. Your name will not be included in the results of the study.

The information you will provide will help improve the design of livelihood programs implemented by the government.

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Landline No.: (02) 8951-7120 / (02) 8951-7436

CERTIFICATE OF INFORMED CONSENT

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Printed Name of Participant: _____

Signature of Participant: _____

Date: _____

(MM/DD/YYYY)																																			
II. PARTICIPANTS' PROFILE																																			
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">Name</th> <th style="width: 10%;">Age</th> <th style="width: 10%;">Sex</th> <th style="width: 15%;">Field Office</th> <th style="width: 15%;">Designation</th> <th style="width: 17%;">Length of Service in DSWD</th> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </table>						Name	Age	Sex	Field Office	Designation	Length of Service in DSWD																								
Name	Age	Sex	Field Office	Designation	Length of Service in DSWD																														
III. DISCUSSION PROPER																																			
A. INVOLVEMENT/EXPOSURE TO SLP																																			
QUESTIONS			KEY POINTS																																
1	Can you briefly describe your functions in SLP?																																		
2	What activities do you carry out in each stage of the program? What is your role in each stage?																																		
3	How long have you been implementing the Program in your Field Office?																																		

4	How many microenterprise and employment projects have been facilitated by your Field Office since the start of program implementation? How are the participants selected?	
5	Since the start of program implementation in your Field Office, what is the percentage of participants who were mainstreamed and eventually graduated from the program?	
6	What is the trend over the years? What do you think caused this trend?	
B. PROGRAM IMPLEMENTATION		
QUESTIONS		KEY POINTS
7	How do SLP participants in your Field Office decide on which track to take on?	
8	What do you think are the factors that affect their track selection? Do you influence them on the selection?	

9	How do you assess if they are qualified on their selected tracks?	
10	Can you identify facilitating factors in the implementation of SLP in your Field Office?	
11	Can you identify hindering factors in the implementation of SLP in your Field Office?	
C. MAINSTREAMING OF SLP GRADUTES		
QUESTIONS		KEY POINTS
12	What are the interventions that your Field Office provides to SLP participants in preparation for mainstreaming?	
13	Do you think these interventions are adequate for the mainstreaming of SLP participants? If not, what else should be provided to them?	

14	How often do you assess the progress of their microenterprise/employment? For how long? Do you think the said period is enough to foster sustainability of microenterprise/employment?	
15	How does your Field Office keep track of the SLP graduates after mainstreaming?	
16	Once mainstreamed, are there post-implementation services provided to SLP graduates to sustain their microenterprise/employment? If so, what are those services?	
17	Do you think these post-implementation interventions are adequate for the mainstreaming of SLP participants? If not, what else should be provided to them?	
18	Does your Field Office collaborate with other government agencies and/or non-government organizations to provide livelihood assistance to your beneficiaries and ensure sustainability of such?	

19	If so, what is the level of coordination with said agencies and how do they augment to the interventions that are being provided by your Field Office?	
20	Based on your observations, what factors facilitate sustainability of microenterprise/employment of participants after graduation from the program?	
21	Based on your observations, what factors hinder sustainability of microenterprise/employment of participants after graduation from the program?	
D. DEVOLUTION OF SLP		
QUESTIONS		KEY POINTS
22	Considering the impending devolution of SLP to LGUs, what should be the role of the Field Office in ensuring sustainability of microenterprise/employment of SLP graduates?	
23	What recommendations can you give to improve the implementation of SLP or any other livelihood program in your Region?	

24	What recommendations can you give to ensure the sustainability of microenterprise/employment of SLP graduates?	
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***** END OF FGD *****

Declaration (record):

1. Are you attesting that the information you provided in this survey is true and correct based on your knowledge and understanding? ____Yes ____No
 2. Are you providing consent that DSWD can process and manage the information obtained for the purpose of the research? ____Yes ____No

Name of Respondent

Date

Certification:

I attest that the information provided in this form was personally obtained and reviewed by me.

I further declare that the information collected and validated was managed with strict confidentiality and protected from unlawful and unauthorized processing.

I am aware that any violation committed on the foregoing will be penalized in accordance with pertinent provision of RA 10173 or the Data Privacy Act of 2012.

Name and Signature of Interviewer

Date of Interview

FOCUS GROUP DISCUSSION WITH LOCAL SOCIAL WELFARE AND DEVELOPMENT OFFICES (LSWDOs)

Name of FGD Facilitator : _____

Name of FGD Documenter: _____

Time Started : _____

Time Ended : _____

IV. INTRODUCTION

I am (state your name), (state your position) from the Policy Development and Planning Bureau (PDPB) of the Department of Social Welfare and Development (DSWD). We are conducting research and evaluation studies for evidence-based decision making. At present, we are examining the Sustainable Livelihood Program (SLP), which provides livelihood training and financial grants to its participants. PDPB would like to trace previous SLP participants and examine how sustainable their livelihood projects have been.

The general objective of the study is to trace SLP participants who were provided with program modalities in 2016 and examine the sustainability of their microenterprise/employment projects three (3) years after their graduation from the program in 2018.

You are invited to participate in this study because you are an identified partner in the implementation of the SLP.

The group discussion will last for about an hour depending on the discussion.

Personal and other information to be collected are the following:

- d. Demographic background
- e. Involvement/exposure to SLP
- f. Observations and recommendations on SLP

Information that will be collected from you will be deleted from the local and online databases and devices of the research team one (1) year after completion of the study.

Strict confidentiality of personal information will be ensured by confining the access of the information gathered to the research team. Your name will not be included in the results of the study.

The information you will provide will help improve the design of livelihood programs implemented by the government.

Generally, there are no risks or harm that your participation in the study will cause to you.

Your decision to participate in the study is completely voluntary. If you decide not to participate, it will not affect the care, services, or benefits you are entitled to. If you decide to participate in the study, you may withdraw from your participation at any time without penalty.

If you have questions or changed your mind about the data you shared, please contact:

CYNTHIA B. LAGASCA

Designated Data Privacy Officer for Policy and Plans

Email address: pdpb_red@dswd.gov.ph

Landline No.: (02) 8951-7120 / (02) 8951-7436

CERTIFICATE OF INFORMED CONSENT

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Printed Name of Participant: _____

Signature of Participant: _____

Date: _____

(MM/DD/YYYY)

V. PARTICIPANTS' PROFILE					
Name	Age	Sex	Office	Designation	Length of Service in LSWDO

VI. DISCUSSION PROPER	
E. INVOLVEMENT/EXPOSURE TO SLP	
QUESTIONS	KEY POINTS
1 Is the LSWDO involved in the provision of livelihood assistance through the SLP of DSWD? <i>(If not, proceed to Section D.)</i>	
2 What activities do the LSWDO carry out in each stage of the program? What is your role in each stage?	
3 How long has the LSWDO been a partner of DSWD in implementing SLP?	

F. PROGRAM IMPLEMENTATION	
QUESTIONS	KEY POINTS
4 What is the level of coordination of the LSWDO with your respective DSWD Field Office?	

5	What kinds of technical assistance and resource augmentation does the LSWDO receive from your respective DSWD Field Office?	
6	What actions have the LGU been doing to make the city/municipality conducive for livelihood (microenterprise/employment)? (Probe: Were there ordinances for such?)	
7	What factors do you think are present within the LGU that makes it difficult for sustaining livelihood (microenterprise/employment)? How does the LGU address these?	
G. MAINSTREAMING OF SLP GRADUTES		
QUESTIONS		KEY POINTS
8	Are SLP participants properly turned over to the LSWDO upon mainstreaming and graduation from the program?	
9	What are the support services that the LSWDO provides to SLP participants to ensure that they will move toward self-sufficiency?	
10	Do you think these interventions are adequate for the mainstreaming of SLP participants? If not, what else should be provided to them?	

11	Does the LSWDO have a mechanism to keep track of the SLP graduates after mainstreaming? If so, how do you monitor them?	
12	Once mainstreamed, are there support services provided to SLP graduates to sustain their microenterprise/employment? If so, what are those services?	
13	Do you think these interventions are adequate for the mainstreaming of SLP participants? If not, what else should be provided to them?	
14	Does your office collaborate with other government agencies and/or non-government organizations to provide livelihood assistance to beneficiaries and ensure sustainability of such?	
15	If so, what is the level of coordination with said agencies and how do they augment to the interventions that are being provided by the LSWDO?	
H. DEVOLUTION OF SLP		
QUESTIONS		KEY POINTS
16	Considering the impending devolution of SLP to LGUs, how prepared is the LSWDO to implement the program?	

17	What preparations did the LSWDO take on to facilitate the smooth transition of roles and responsibilities on the program implementation, monitoring, and evaluation?	
18	What recommendations can you give to improve the implementation of SLP?	
19	What recommendations can you give to ensure the sustainability of microenterprise/employment of SLP graduates?	

*** END OF FGD ***

Declaration (record):

1. Are you attesting that the information you provided in this survey is true and correct based on your knowledge and understanding? ____Yes ____No
2. Are you providing consent that DSWD can process and manage the information obtained for the purpose of the research? ____Yes ____No

Name of Respondent

Date

Certification:

I attest that the information provided in this form was personally obtained and reviewed by me.

I further declare that the information collected and validated was managed with strict confidentiality and protected from unlawful and unauthorized processing.

I am aware that any violation committed on the foregoing will be penalized in accordance with pertinent provision of RA 10173 or the Data Privacy Act of 2012.

Name and Signature of Interviewer

Date of Interview

FOCUS GROUP DISCUSSION WITH NATIONAL GOVERNMENT AGENCIES (NGAs)

Name of FGD Facilitator : _____

Name of FGD Documenter: _____

Time Started : _____

Time Ended : _____

VII. INTRODUCTION

I am (state your name), (state your position) from the Policy Development and Planning Bureau (PDPB) of the Department of Social Welfare and Development (DSWD). We are conducting research and evaluation studies for evidence-based decision making. At present, we are examining the Sustainable Livelihood Program (SLP), which provides livelihood training and financial grants to its participants. PDPB would like to trace previous SLP participants and examine how sustainable their livelihood projects have been.

The general objective of the study is to trace SLP participants who were provided with program modalities in 2016 and examine the sustainability of their microenterprise/employment projects three (3) years after their graduation from the program in 2018.

You are invited to participate in this study because you are an identified partner in the implementation of the SLP.

The group discussion will last for about an hour depending on the discussion.

Personal and other information to be collected are the following:

- g. Demographic background
- h. Involvement/exposure to SLP
- i. Observations and recommendations on SLP

Information that will be collected from you will be deleted from the local and online databases and devices of the research team one (1) year after completion of the study.

Strict confidentiality of personal information will be ensured by confining the access of the information gathered to the research team. Your name will not be included in the results of the study.

The information you will provide will help improve the design of livelihood programs implemented by the government.

Generally, there are no risks or harm that your participation in the study will cause to you.

Your decision to participate in the study is completely voluntary. If you decide not to participate, it will not affect the care, services, or benefits you are entitled to. If you decide to participate in the study, you may withdraw from your participation at any time without penalty.

If you have questions or changed your mind about the data you shared, please contact:

CYNTHIA B. LAGASCA

Designated Data Privacy Officer for Policy and Plans

Email address: pdpb_red@dswd.gov.ph

Landline No.: (02) 8951-7120 / (02) 8951-7436

CERTIFICATE OF INFORMED CONSENT

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Printed Name of Participant: _____

Signature of Participant: _____

Date: _____

(MM/DD/YYYY)

VIII. PARTICIPANTS' PROFILE					
Name	Age	Sex	Office	Designation	Length of Service in NGA

IX. DISCUSSION PROPER	
I. IMPLEMENTATION OF LIVELIHOOD PROGRAMS	
QUESTIONS	KEY POINTS
1 Does your agency implement livelihood programs? If so, what are these programs and who are the target clientele? <i>(If none, proceed to Section C.)</i>	
2 How long have you been implementing these programs?	
3 How do you measure the success of the program? How about the success of the program beneficiaries?	
4 Since the inception of these livelihood programs, what is the percentage of beneficiaries that succeeded? What is the trend over the years? What do you think caused this trend?	

5	How does your agency identify the type of livelihood program/assistance that your beneficiaries will receive?	
6	Can the beneficiaries select the type of livelihood program/assistance? What do you think are the factors that affect their decision?	
7	How do you assess if they are qualified on their selection?	
8	How does your agency monitor your program beneficiaries?	
9	How often do you evaluate the progress of your program beneficiaries with respect to the livelihood assistance provided to them?	
J.		
QUESTIONS		

10	What are the support services that your agency provide to program beneficiaries to ensure that they will move toward self-sufficiency?	
11	Do you think these interventions are adequate for the mainstreaming of program beneficiaries? If not, what else should be provided to them?	
12	Does your agency have a mechanism to keep track of your program beneficiaries after graduation from the program? If so, how do you monitor them?	
13	Once mainstreamed, are there support services provided by your agency to sustain the livelihood of program beneficiaries? If so, what are those services?	
14	Do you think these interventions are adequate to sustain the livelihood of the program beneficiaries? If not, what else should be provided to them?	
15	Does your agency collaborate with other government and/or non-government agencies to provide livelihood assistance to your program beneficiaries and ensure sustainability of such?	

16	If so, what is the level of coordination with said agencies and how do they augment to the interventions that are being provided by your agencies?	
K.		
QUESTIONS		
17	Does your agency have existing partnership with DSWD, through the SLP, in providing livelihood assistance?	
18	What is the level of partnership of your agency with DSWD? <i>(Referrals, technical assistance, resource augmentation, capacity building, workforce, etc.)</i>	
19	Do you receive technical assistance and resource augmentation from DSWD with respect to implementation, monitoring, and evaluation of livelihood programs?	
20	How does the technical assistance and resource augmentation that your agency receive from DSWD improve the implementation of livelihood programs by your agency?	
21	Do you provide technical assistance and resource augmentation to DSWD with respect to implementation, monitoring, and evaluation of	

	livelihood programs? How do you think the augmentation help achieve the program goals?	
22	What policy and/or program recommendations can you give to improve the implementation of livelihood programs of your agency and of the DSWD?	
23	What policy and/or program recommendations can you give to ensure the sustainability of livelihood programs of your agency and of the DSWD?	

*** END OF FGD ***

Declaration (record):

1. Are you attesting that the information you provided in this survey is true and correct based on your knowledge and understanding? ____Yes ____No
2. Are you providing consent that DSWD can process and manage the information obtained for the purpose of the research? ____Yes ____No

Name of Respondent

Date

Certification:

I attest that the information provided in this form was personally obtained and reviewed by me.

I further declare that the information collected and validated was managed with strict confidentiality and protected from unlawful and unauthorized processing.

I am aware that any violation committed on the foregoing will be penalized in accordance with pertinent provision of RA 10173 or the Data Privacy Act of 2012.

Name and Signature of Interviewer

Date of Interview

FOCUS GROUP DISCUSSION (FGD) GUIDE QUESTIONS FOR THE SUSTAINABLE LIVELIHOOD PROGRAM (SLP) PARTICIPANTS

Name of FGD Facilitator : _____
 Name of FGD Documenter: _____
 Date of the FGD : _____
 Time Started : _____
 Time Ended : _____

INTRODUCTION

Ako si (pangalan), isang (posisyon) mula sa Policy Development and Planning Bureau (PDPB) ng Department of Social Welfare and Development (DSWD). Kami ay naglulunsad ng mga pag-aaral bilang batayan sa pagdedesisyon. Sa kasalukuyan, aming pinag-aaralan ang Sustainable Livelihood Program (SLP) na isa sa mga pangunahing programa ng DSWD kung saan nagsasagawa ng mga pagsasanay at nagkakaloob ng tulong-pinansyal para sa kabuhayan ng mga benepisyaryo nito. Kaugnay nito, layunin ng PDPB na kumustahin ang mga benepisyaryo ng nasabing program at alamin kung naipagpatuloy nila ang kanilang kabuhayan.

Ang pangunahing layunin ng pag-aaral na ito ay kumustahin ang mga benepisyaryo ng SLP na napagkalooban ng kabuhayan noong taong 2016 at alamin kung naipagpatuloy nila ang kanilang kabuhayan tatlong taon makalipas na sila ay makapagtapos sa nasabing programa.

Kayo po ay napiling lumahok sa pag-aaral na ito dahil isa kayo sa mga napagkalooban ng kabuhayan sa pamamagitan ng SLP noong taong 2016 at nakapagtapos sa nasabing programa noong taong 2018.

Ang group discussion ay tatagal ng isang oras depende sa daloy ng pag-uusap.

Ang hihinging datos ay ilang personal at iba pang impormasyon tulad ng mga sumusunod:

- a. Demographic background
- b. Paglahok sa programa

c. *Obserbasyon at mungkahi sa SLP*

Ang nakuhang impormasyon ay buburahin makalipas ang isang taon matapos ang pag-aaral na ito.

Ang mga personal na impormasyon na inyong ibabahagi ay gagamitin lamang sa pag-aaral na ito at mananatiling kumpidensyal. Ang inyong pagkakakilanlan ay hindi isasama sa resulta ng pag-aaral na ito.

Ang mga impormasyong inyong ibabahagi sa amin ay lubos na makatutulong sa pagpapabuti ng mga programang pangkabuhayan na ipinatutupad ng pamahalaan.

Ang inyong paglahok sa pag-aaral na ito ay walang kaakibat na panganib at hindi magdudulot ng pagbawi ng tulong-pinansyal na ipinagkaloob ng SLP.

Ang inyong paglahok sa pag-aaral na ito ay boluntaryo. Ang inyong desisyon sa paglahok sa pag-aaral na ito ay hindi makaaapekto sa mga serbisyo at benepisyo na maaari ninyong matanggap mula sa DSWD.

Kung kayo po ay may katanungan o nagbago ang inyong isip tungkol sa impormasyong inyong ibinahagi, maaari kayong makipag-ugnayan kay:

CYNTHIA B. LAGASCA

Designated Data Privacy Officer for Policy and Plans

Email address: pdpb_red@dswd.gov.ph

Landline No.: (02) 8951-7120 / (02) 8951-7436

CERTIFICATE OF INFORMED CONSENT

Nabasa ko at lubusang naunawaan ang mga nakasaad sa form na ito. Nabigyan ako ng pagkakataong magtanong ukol sa pag-aaral na ito at naipaliwanag sa akin nang mabuti. Ako ay kusang-loob na lalahok sa pag-aaral na ito.

Printed Name of Participant: _____
 Signature of Participant: _____
 Date: _____
 (MM/DD/YYYY)

I. PARTICIPANT'S PROFILE

Name	Age	Sex	Location	SLP Chosen Track

II. DISCUSSION PROPER

No.	FGD Guide Questions	Key Points
A. EXPOSURE TO SUSTAINABLE LIVELIHOOD PROGRAM (SLP)		
1	Ano ang naghikayat sa iyo para makilahok sa Sustainable Livelihood Program (SLP) ng DSWD?	
2	Ano ang nakaimpluwensya sa iyong desisyon sa pagpili kung ikaw ay tutulungan ng SLP para sa pagpapatayo ng negosyo o sa paghahanap ng trabaho?	
3	Nang ikaw ay nakilahok sa programa, anu-ano ang iyong mga inasahan?	

4	<i>Ano ang pinakagusto mo sa programa? Ano naman ang pinakaayaw mo?</i>	
B. PERCEIVED IMPACT OF SLP		
5	<i>Masasabi mo ba na may naging epekto ang SLP sa iyo bilang isang indibidwal? Maaari mo bang isalarawan kung paano nakaapekto ang programa sa iyong personal na buhay?</i>	
6	<i>Masasabi mo ba na may naging epekto ang SLP sa iyong sambahayan? Maaari mo bang isalarawan kung paano nakaapekto ang programa sa iyong sambahayan?</i>	
7	<i>Masasabi mo ba na may naging epekto ang SLP sa inyong komunidad? Maaari mo bang isalarawan kung paano nakaapekto ang programa sa inyong komunidad?</i>	
C1. FACILITATING FACTORS TO THE SUSTAINABILITY OF MICROENTERPRISE OR EMPLOYMENT [FOR SLP PARTICIPANTS WITH SUSTAINED LIVELIHOOD]		
8	<i>Anu-anong mga aspeto ng programa, maging sa mga staff at partner nito, ang sa iyong palagay ay nakatulong sa pagpapanatili ng iyong negosyo o trabaho? Paano ito nakatulong?</i>	
9	<i>Maaari ka bang magbanggit ng mga personal na karanasan, kapasidad, o pag-uugali sa iyong sarili o sa iyong sambahayan na nakatulong sa pagpapanatili ng iyong negosyo o trabaho? Paano ito nakatulong?</i>	
10	<i>Maaari mo bang isalarawan kung paano nakatulong ang iyong komunidad sa pagpapanatili ng iyong negosyo o trabaho?</i>	
11	<i>Anu-anong mgaistratehiya and iyong ginawa para mapanatili ang iyong negosyo o trabaho?</i>	
12	<i>[MD Track] Mula nang itinayo mo ang negosyo sa tulong ng SLP, masasabi mo bang ang iyong negosyo ay lumago?</i>	

	<i>[EF Track] Mula nang ikaw ay nagkatrabaho sa tulong ng SLP, ikaw ba ay na-promote o kaya naman ay nabigyan ng mas mataas na sahod?</i> <i>(Probe: Anu-anong mgaistratehiya ang iyong ginawa para pagyamanin ang iyong negosyo o trabaho?)</i>	
13	<i>Ikaw ba ay may napagdaanang pagsubok sa iyong pagnenegosyo o pagtatrabaho? Paano mo napagtagumpayan ang mga pagsubok na ito?</i>	
C2. HINDERING FACTORS TO THE SUSTAINABILITY OF MICROENTERPRISE OR EMPLOYMENT [FOR SLP PARTICIPANTS WITH UNSUSTAINED LIVELIHOOD]		
8a	<i>Anu-anong mga aspeto ng programa, maging sa mga staff at partner nito, ang sa iyong palagay ay nakahadlang sa pagpapanatili ng iyong negosyo o trabaho? Paano ito nakahadlang?</i>	
9a	<i>Maaari ka bang magbanggit ng mga personal na karanasan, kapasidad, o pag-uugali sa iyong sarili o sa iyong sambahayan na nakahadlang sa pagpapanatili ng iyong negosyo o trabaho? Paano ito nakahadlang?</i>	
10a	<i>Maaari mo bang isalarawan kung paano nakahadlang ang iyong komunidad sa pagpapanatili ng iyong negosyo o trabaho?</i>	
11a	<i>Anu-anong mga istrategiya ang iyong ginawa para subukang pagtagumpayan ang mga pagsubok na iyong naranasan? Sa iyong palagay, bakit hindi gumana ang mga ito?</i>	
12a	<i>Noong nagsara ang iyong negosyo o noong ikaw ay nawalan ng trabaho, sinubukan mo bang magtayo ng iba pang negosyo o maghanap ng ibang trabaho? Ikaw ba ay nagtagumpay? Paano? (Probe: Ang SLP ba ay nakatulong sa kagustuhan mong magsimula muli ng panibagong kabuhayan?)</i>	
D. PROGRAM AND POLICY RECOMMENDATIONS		
14	<i>Base sa iyong karanasan sa programa, sa iyong palagay, aling mga aspeto ng implementasyon ng SLP ang dapat pagbutihin pa?</i>	

15	<i>Kung ikaw ang namamahala sa implementasyon ng SLP, ano ang iyong babaguhin para ipagpabuti pa ang programa?</i>	
16	<i>Sa pamamagitan ng SLP, ikaw ay napagkalooban ng training, tulong pinansyal, at gabay para mapanatili ang iyong kabuhayan. Sa iyong palagay, ang mga ito ba ay sapat para mapanatili ang negosyo o trabaho ng mga nakilahok sa programa?</i>	
17	<i>Gaano katagal ka ginabayan ng SLP sa iyong kabuhayan? Sa tingin mo ba ito ay sapat o hindi sapat para masiguradong mapapanatili ang negosyo o trabaho?</i>	
18	<i>Sa iyong palagay, anu-ano pa ang mga kailangan para masiguradong mapapanatili ang negosyo o trabaho?</i>	

Maraming Salamat sa inyong oras at sa pagbabahagi ng inyong opinion. Ang inyong mga ibinahagi ay lubos na makakatulong para maging matagumpay ang pag-aaral na ito. Bago natin tapusin ang talakayan na ito, mayroon ba kayong nais idagdag na hindi natin napag-usapan kanina?

Sa ngalan ng PDPB Research and Evaluation Division ng DSWD, muli kaming nagpapasalamat sa inyong partisipasyon. Alinsunod sa Data Privacy Act of 2012, may karagdagang tanong lang kami ukol sa inyong pahintulot sa pag-proseso ng impormasyong nakuha sa talakayang ito.

Deklarasyon (i-record):

1. Pinapapatotoo mob a na ang impormasyon na iyong ibinahagi sa talakayan na ito ay totoo at tama base sa iyong kaalaman at pagkaunawa?

____ Oo ____ Hindi

2. Binibigyan mo ba ng pahintulot ang DSWD na i-proseso at pamahalaan ang impormasyon na nakuha para sa pananaliksik/pag-aaral?

____ Oo ____ Hindi

Pangalan ng Respondent

Petsa

*****PAGTATAPOS NG TALAKAYAN*****