



Assessing the Impact of Home Economics Livelihood Training on the Socio-Economic Status of Out-of-School Youth in the Philippines: A Narrative Review and Proposed Methodology

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ABSTRACT

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Out-of-school youth (OSY) remain one of the most vulnerable sectors in the Philippines due to limited access to education, employment, and sustainable livelihood opportunities (Albert et al., 2025; UNESCO, 2015). In response, Home Economics livelihood training programs have been implemented to equip OSY with practical and market-relevant skills that may improve their socio-economic conditions (Department of Education [DepEd], 2019; McGregor, 2012). This study assessed the impact of Home

Economics livelihood training on the socio-economic status of out-of-school youth in the Philippines through a narrative review of related literature and



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the development of a proposed research methodology. A narrative review approach was employed to analyze existing local and international studies focusing on livelihood training, skills development, and socio-economic outcomes among OSY and similar populations (UNESCO, 2015; OECD, 2018). Findings from the reviewed literature indicate that Home Economics livelihood training contributes positively to skills acquisition, employability, income generation, and self-reliance (International Labour Organization [ILO], 2017; World Bank, 2018). However, gaps remain in long-term impact assessment and Philippine-based empirical evidence (UNESCO Institute for Statistics, 2020). Based on these gaps, a structured research methodology is proposed to guide future empirical studies.

INTRODUCTION

Out-of-school youth (OSY) continue to be a major social and economic concern in the Philippines, as many young individuals are unable to complete formal education due to poverty, family responsibilities, geographic isolation, and limited access to educational institutions (PSA, 2022; UNESCO Institute for Statistics, 2020). The lack of educational attainment often leads to unemployment or underemployment, restricting income opportunities and increasing vulnerability to poverty (ILO, 2017; World Bank, 2018).

To address these challenges, government agencies and educational institutions have implemented alternative education and livelihood programs aimed at equipping OSY with practical and employable skills (DepEd, 2019). Home Economics livelihood training has gained recognition for its emphasis on life skills, entrepreneurship, and income-generating competencies such as food preparation, clothing production, household services, and small-scale enterprise development (McGregor, 2012; UNESCO, 2015). These programs aim to promote self-reliance and economic participation, particularly among youth excluded from formal schooling.

Several studies have reported positive outcomes of livelihood and skills training programs, including improved employability, increased income opportunities, and enhanced quality of life (OECD, 2018; World Bank, 2018). However, existing literature remains fragmented and often focuses on short-term outcomes, with limited emphasis on long-term socio-economic impact and Philippine-specific contexts (UNESCO Institute for Statistics, 2020). This gap highlights the need for a synthesized review and the development of a proposed research methodology.

Given these gaps, there is a need to systematically review and synthesize existing studies to better understand the role of Home Economics livelihood

training in improving the socio-economic status of out-of-school youth. Through a narrative review, the researchers of this study aim to consolidate current evidence, identify trends and limitations in existing research, and highlight areas that require further investigation. In addition, this study proposes a research methodology that may be used in future empirical studies to assess the long-term and context-specific impacts of Home Economics livelihood training on out-of-school youth in the Philippines.

By providing a comprehensive overview of existing literature and a proposed methodological framework, this study seeks to contribute to the development of more effective livelihood training programs and evidence-based policies that support the socio-economic empowerment of out-of-school youth.

OBJECTIVES OF THE STUDY

Out-of-school youth (OSY) remain one of the most vulnerable sectors in the Philippines due to limited access to formal education and employment opportunities. As a result, many OSY experience economic instability and restricted pathways for social mobility. To address this concern, Home Economics livelihood training programs have been implemented to equip out-of-school youth with practical skills that support employment, entrepreneurship, and self-reliance. However, despite the increasing implementation of these programs, there is limited consolidated evidence on their overall impact on the socio-economic status of OSY in the Philippine context. This study addresses this gap by conducting a narrative review of related literature and proposing a research methodology to assess the effectiveness of Home Economics livelihood training in improving the socio-economic conditions of out-of-school youth.

METHODOLOGY

This study employed a narrative review design to synthesize existing literature on Home Economics livelihood training and its impact on the socio-economic status of out-of-school youth. Narrative reviews are appropriate for consolidating diverse research findings, identifying trends, and highlighting gaps in existing knowledge (UNESCO, 2015; OECD, 2018).

Relevant literature was obtained from peer-reviewed journals, theses and dissertations, government reports, and publications from reputable local and international institutions such as DepEd, ILO, UNESCO, and the World Bank. Studies were selected based on their relevance to livelihood

training, Home Economics education, out-of-school youth, and socio-economic outcomes (DepEd, 2019; McGregor, 2012). The selected studies were analyzed thematically to identify recurring patterns, key findings, and research gaps (OECD, 2018). Based on the synthesized literature, a proposed research methodology was developed to guide future empirical investigations.

RESULTS AND DISCUSSION

The review of literature revealed that Home Economics livelihood training programs generally have a positive impact on the socio-economic status of out-of-school youth. Most studies reported improvements in practical skills, employability, income-generating capacity, and entrepreneurial engagement among participants (ILO, 2017; World Bank, 2018). Training programs related to food services, garment production, household management, and small-scale enterprises were found to enhance work readiness and self-reliance (McGregor, 2012; UNESCO, 2015).

Despite these positive findings, several limitations were identified. Many studies focused primarily on short-term outcomes and lacked longitudinal assessment of socio-economic improvement (UNESCO Institute for Statistics, 2020). Additionally, inconsistencies in the indicators used to measure socio-economic status were observed, limiting comparability across studies (OECD, 2018).

However, the review also identified notable limitations. Many studies focused on short-term outcomes and lacked longitudinal assessment of socio-economic impact. There were inconsistencies in the indicators used to measure socio-economic status, and limited Philippine-based studies were found. These gaps indicate the need for more systematic and context-specific research.

The findings of this narrative review suggest that Home Economics livelihood training plays a significant role in improving the economic participation and social integration of out-of-school youth. The acquisition of practical and marketable skills enables OSY to access employment opportunities or engage in self-employment, contributing to improved income stability and quality of life (ILO, 2017; World Bank, 2018).

However, the lack of standardized evaluation frameworks and long-term impact studies limits the strength of existing evidence (UNESCO Institute for Statistics, 2020). This underscores the need for context-specific and methodologically rigorous research in the Philippine setting. The proposed research methodology offered in this study provides a structured approach for future empirical assessments, which may inform policy development and

strengthen the implementation of Home Economics livelihood training programs (OECD, 2018; DepEd, 2019).

Research Hypotheses and Their Justification

Based on the synthesis of related literature and studies reviewed, the researchers of this study formulated the following hypotheses to guide future empirical investigation on the impact of Home Economics livelihood training on the socio-economic status of out-of-school youth in the Philippines.

Ha1: Home Economics livelihood training has a significant impact on the socio-economic status of out-of-school youth.

Several studies have shown that livelihood training programs enhance employability, income-generating capacity, and self-reliance among out-of-school youth and similar populations. Home Economics training, in particular, provides practical skills related to food preparation, clothing, household services, and entrepreneurship, which are directly linked to employment and small business opportunities. These findings suggest that participation in Home Economics livelihood training may lead to improvements in income, employment status, and overall quality of life.

Ha2: Participation in Home Economics livelihood training significantly improves the employment and income opportunities of out-of-school youth.

Existing literature indicates that skills-based training programs increase work readiness and enable participants to engage in wage employment or self-employment. Studies on livelihood and vocational training have reported positive outcomes in terms of job acquisition, income stability, and entrepreneurial engagement. Since Home Economics training focuses on marketable and community-based skills, it is expected to positively influence the employment and income opportunities of out-of-school youth.

Ha3. Skills development gained from Home Economics livelihood training is significantly associated with improved quality of life among out-of-school youth.

Research suggests that the acquisition of practical and life skills contributes to increased self-confidence, independence, and economic participation. Improved skills enable out-of-school youth to meet basic needs, support their families, and participate productively in their communities. Consequently, skills development through Home Economics livelihood training is expected to be associated with improvements in quality of life and socio-economic well-being.

Synthesis of the Reviewed Literature and Studies

The review of related literature and studies reveals that livelihood training programs play a significant role in improving the socio-economic conditions of out-of-school youth. Across local and international contexts, studies consistently highlight the importance of skills-based education in enhancing employability, income-generating capacity, and self-reliance among youth who are unable to complete formal schooling.

Literature focusing on Home Economics livelihood training emphasizes its practical and life-skill-oriented nature. Programs that include food preparation, garment production, household services, and basic entrepreneurship have been found to equip out-of-school youth with marketable skills that are applicable in both formal and informal economic settings. These competencies enable participants to engage in wage employment or establish small-scale livelihood activities, contributing to improved economic stability.

Studies further indicate that participation in livelihood training positively influences psychosocial outcomes such as self-confidence, motivation, and sense of independence. These non-economic outcomes support sustained participation in economic activities and enhance overall quality of life. However, despite these positive findings, the reviewed literature also reveals several limitations. Many studies focus on short-term outcomes and lack longitudinal assessment of long-term socio-economic impact. In addition, variations in research design, indicators of socio-economic status, and contextual settings limit the generalizability of findings.

Notably, there is a scarcity of comprehensive studies conducted within the Philippine context that specifically examine Home Economics livelihood training for out-of-school youth. This gap underscores the need for systematic and context-sensitive research. Overall, the synthesis of literature supports the assumption that Home Economics livelihood training has the potential to improve the socio-economic status of out-of-school youth, while also highlighting the necessity for further empirical studies to strengthen evidence and inform policy and program development.

CONCLUSION

This narrative review highlights the positive contribution of Home Economics livelihood training to skills development, employability, income generation, and socio-economic well-being of out-of-school youth (McGregor, 2012; ILO, 2017; World Bank, 2018). Despite these positive outcomes, gaps remain in long-term impact assessment, standardized measurement, and

Philippine-based empirical studies (UNESCO Institute for Statistics, 2020).

The proposed research methodology provides a foundation for future studies that aim to generate stronger evidence on the socio-economic impact of livelihood training programs. Strengthening empirical research in this area may support evidence-based policy formulation and program improvement for out-of-school youth in the Philippines (OECD, 2018; DepEd, 2019).

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