

Non-Formal Education Among Out-of-School-Youth:

Case Studies of Service Providers
of the Philippines Alternative Learning System



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LIST OF ABBREVIATIONS

ALS	Alternative Learning System
A & E Exam	Accreditation and Equivalency Examination
BALS	Bureau of Alternative Learning Systems
BHM	Banaba House Ministries
CYWT	Certificate in YouthWorks Training
DepEd	Department of Education of the Republic of the Philippines
EFA	Education for ALL
FLT	Functional Literacy Test
GO	Government Organization
IM	Instructional Manager (ALS Teacher)
MDGs	Millennium Development Goals
OSY	Out-of-School-Youth
NFAE	Non-formal Adult Education
NFE	Non-Formal Education
NCC	Novaliches Christian Community
NGO	Non-governmental Organization
TESDA	Technical Education and Skills Development Authority
UNESCO	United Nations Educational Scientific and Cultural Organization

Abstract

Fueled by the Millennial Development Goal of reaching education for all, the Philippines' Department of Education (DepEd) created the Alternative Learning System (ALS), a non-formal education program, as a way to provide out-of-school-youth the opportunity to obtain their high school diploma. The DepEd allows the ALS curriculum to be implemented by service providers like NGOs, churches, or community centers. The following is a compilation of five case studies of faith-based, grass-roots organizations implementing the Alternative Learning System, and how they equip urban poor, out-of-school-youth to pursue future education. Student perspectives give insight to the impact of the seven identified practices service providers are using to equip them to pursue future education. These practices include academic development, scholarship opportunities, available resource network, wholistic training models, mentorship, group mentality and personal development. A basic plan to implement other practices that equip students for future education was included in hopes of future program development.

Chapter 1: Introduction

Poverty touches all levels of life. It affects family dynamics, living conditions, and the ability to dream or pursue education. The following is a story of a trusted friend that shares truths on the realities of poverty. This story does not stand alone but is a glimpse of wider trends faced by out-of-school-youth. It recounts the shame connected with being out of school, the fear of being trapped in poverty, and the unexpected hope that the ALS program provides.

“I was six years old when my parents separated and we had to leave our home. Then my mom got really sick and we had no money or food. One day, I ran out to the jeepney stop and started working right away as a barker (jeepney dispatcher). The first night I came home with ten pesos and my mom was so proud of me. I went to her holding the big coin to her face and said, “Look mom!” She was so proud of me. I love my mom. I wanted to do everything to make her happy. I wanted to do everything to make her proud of me. I wanted to provide for my family in any way I could. And that is when I decided to take that responsibility, to be the breadwinner of my family.”

“But even though I was not going to school I was still learning a lot. My mom, she always kept us learning. She would give us books to read. Even when we were living in the streets moving around, she always carried a bag of books with her. When we couldn't understand the English she would take the time and tell us the stories out loud. I remember all the stories because she would tell them so vividly. We loved it. She is such a good storyteller.”

“And so that joy kept me going for a long time. I kept working and providing for my family until I started to notice all the uniforms. I had no idea that everyone went to school or why they went to school. Soon people started to tease me for not going to school. I started to question what was wrong with me. Then I started to blame my mom for not putting me in school. I would get really mad and blame her for everything. But I had no choice but to continue to provide for my family. I had made that commitment, to provide for my family and so I kept being diligent in that. I kept providing for them.”

“I was embarrassed that I did not go to school so I would leave to work before everyone would go to school. I would go work at different jobs far away from my community. Then, I would return back home after everyone had already returned from school. I lied to people and told them I was studying but really I was going to work. I just didn't want anyone to know. I thought it was just something I had to hide.”

“Then my pastor found out about my situation. He told me about the ALS program. I was so nervous to take the exam. I felt so overwhelmed. It took a lot of me to do it, but then I also felt a little bit of hope, like maybe this it. This is my chance to pursue who I want to become. I had to decide to believe in myself. I had to make a decision to really believe that I could do it. That I could pursue higher education.”

“With the encouragement of many I was able to believe in myself. I prepared for the exam and I passed it, today I am pursuing higher education at a bible college.”

Purpose of Research

The partnering organization for this study is a local nonprofit serving the urban poor in Banaba, San Mateo. Banaba House Ministries (BHM) have been ALS service providers for the past three years. Today, they are in the process of starting new ALS sites in different communities and are highly interested in the practices that other ALS service providers are implementing alongside the ALS program to ensure students are motivated to pursue education after the ALS program. This study will potentially allow an implementation of these practices at their new ALS sites.

Research Question

The ALS program offers youth within urban poor communities a myriad of options for the future, allowing them to escape the perpetual cycle of poverty that encapsulates their family. One of the many hopes that is offered by the ALS program, aside from the possibility of obtaining a job is the option of future education. Encouraging the youth to pursue future education can open up countless options for not only their future, but the future of their families. The purpose of this research is to distinguish certain techniques used by the Alternative Learning System (ALS) service providers that urge students to pursue future education. The research question for this study is: **What practices are Alternative Learning System service providers using to equip out-of-school-youth to pursue future education?**

The focus of this research is on practices that equip students to pursue education after completing the ALS program. During this research I collected ethnographic data and conducted interviews from five ALS service providers who implement the program among the urban poor in Metro-Manila, Philippines. I also interviewed former OSY (Out-of-school-youth) who have finished the ALS program and passed the final high school equivalency examination. Participants were recruited through their respective ALS service providers.

Variables

All research participants come from similar backgrounds, have engaged with curriculum written by the Department of Education (DepEd), and passed the high school equivalency examination. Therefore, the ALS service providers will be the variable in this study. The study is aimed at understanding their role in equipping students to pursue education following the ALS program.

The independent variables in this study are the ALS service providers and the dependent variables are the out of school youth. The study seeks to understand to what extend the ALS service providers are affecting out-of-school youth through practices that equip them to pursue future education.

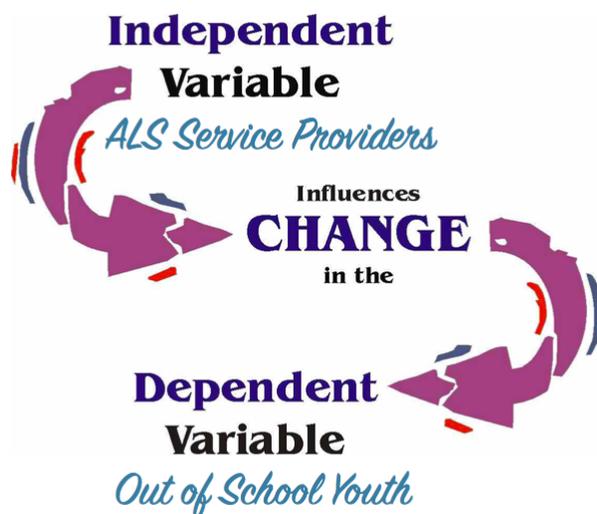


Figure 1: Research Variables

Community Relevance

The community in which I have been living has a high dropout rate among the youth due to family financial obligations, substance abuse and teenage pregnancy. This is visibly affecting the next generation as uneducated teenage mothers are ill equipped to raise their children. A lack of education also limits work and employment options and opportunities for social mobility. The strong link between education attainment and job security excludes those who have not pursued education.

ALS offers a solid partnership between the government and the ALS providers that reach the target population of OSY. The ALS program allows local organizations to plug into an already developed system with ready-to-use tools to serve the community. ALS provides an opportunity for partnering organizations to reintroduce OSY into the formal education system and provide a stepping-stone into future vocational training.

Assumptions & Limitations

The assumptions regarding the study involve the functions of the ALS program and its service providers. In this study I assume that 1. There are ALS service providers serving OSY in urban poor context. 2. Students are passing the A & E examination. 3. Following the completion of the ALS program, students are pursuing future education 4. The ALS service providers are teaching ALS in the way expected by the DepEd. 5. Education is necessary for social mobility and 6. Education fills the gaps that poverty creates.

My personal assumptions regarding education derive from my own educational background. I went to public school up until I was given an opportunity to attend private high school on a full scholarship. My undergraduate and postgraduate schooling was then all done in a private school context. Before my time in the Philippines, I had no previous experience with non-formal education. I first became interested in non-formal education when I started to hear various similar stories in my host community where disadvantaged youth with no opportunities to pursue education were able to reach higher education through this non-formal avenue.

As a first generation Mexican-American college student I have biases about the role of education in social mobility. I agree that education plays a key role in social mobility, in equipping new generations for future jobs and vocation, and in creating critical thinkers that will contribute to society as a whole.

This research has limitations of space and time, but as a researcher, I also pose limitations to this study. As an individual attempting to conduct research in a different culture, I am faced with cultural and language limitations. I understand the power dynamic at play that limits my interactions with participants. Desai and Potter (2006) emphasizes the reality of this power dynamic between the “researched” and the researcher as he explains all the different types of power clashes that can occur while conducting development research. “Any research context is riddled and crosscut by relationships of power, from those between the sponsors of the research and the researcher, and between the researcher and the researched, to power relationships within the culture of the research setting, relationships between classes and clans, landholders and landless, educated and illiterate, elders and juniors, women and men, rich and poor.” (Desai & Potter, 2006, Kindle Location 449). According to Desai and Potter, the researcher also exists in the framework of power relations. This means that the way the community views me will affect their level of contribution in my research work.

Chapter 2: Literature Review

Education for All

Attaining Education For All (EFA), one of the goals set forth by the United Nations Millennium Development Goals, is the fuel for the implementation of a wide range of educational programs in the Philippines. The global EFA campaign was initially developed in the 1980s and its goal was to eliminate illiteracy around the world. Tuckett argues that attention to adult education is necessary to achieve EFA, “Few if any of the eight United Nations Millennium Development Goals (MDGs) can be fully achieved without investment in adult learning, ...” (2013, pg. 284). This signifies the importance of adult education in the EFA, which has led to the creation of adult educational programs in the Philippines.



Figure 2: Millennium Development Goals

The Philippine Constitution also indicates that the Philippines’ Department of Education should provide free elementary and secondary education to all Filipinos, as education is a constitutional right for all (Guerrero, 2007, Pg. 8). In 2006, the Philippines Education for All 2015 National Action Plan decided that it wanted to provide ways to make basic education accessible for all Filipinos so that everyone in the country would be functionally literate.

This focus on EFA has contributed significantly to the development of Alternative Learning Systems (ALS), a non-formal education program in the Philippines. Other educational programs range from basic education, literacy programs, and vocational training and are implemented with the notion that education should reach people at all levels of society. However, according to the Department of Education (DepEd) about 45% of the entire Philippines population still had not completed basic education in 2008.

Education in The Philippines

In the Philippines all educational affairs are managed by the DepEd whose mission is “to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education” (www.deped.gov.ph/mandate). The DepEd’s concern is the accessibility, equity, and quality of basic education. Currently the DepEd oversees eight bureaus including the Bureau of Elementary Education, Bureau of Secondary Education and the Bureau of Alternative Learning Systems (BALS).

The education system in the Philippines consists of elementary and high school. The current education system reflects a recent shift from a 10-year education model to the K-12 model, similar to the United States. This shift started in 2011 and is set to be completed at the end of 2018. The Philippines follows a 200-day calendar in which the regular school year starts on the first week of June and goes until the beginning of April.

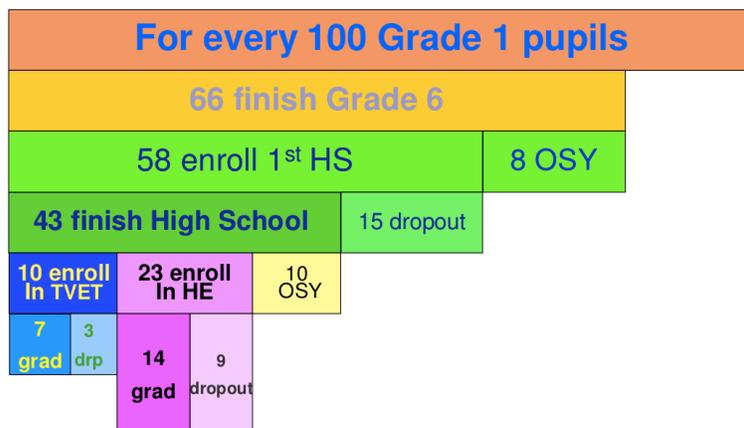


Figure 3: Student Enrollment & Retention

Dropout Rates Among Urban Poor

The Department of Education (Syjuco, n.d.) reported that approximately 66 out of every 100 students will graduate from Grade 6, and of these students, only 43 will graduate from high school while others will drop out. UNICEF’s 2010 study, “A Glimpse at the School Dropout Problem” on dropout rates among Filipino children and youth warns that, “Dropouts may appear small

in number but they are preponderant among the poor which thereupon turns the wheels of intergenerational transmission of poverty against them” (UNICEF, 2010, Pg.1). This same study by UNICEF (2010) takes a look at statistics collected by the National Statistic Office for the Annual Poverty Indicators Survey (2004) to identify key reasons why students dropout of school. The top three reasons as shown in figure 4 are lack of personal interest, high cost of education, and employment. The study admitted that student’s lack of personal interest is a broad category but argues that students lack motivation because they do not understand the value of education and they do not receive necessary or practical skills in the formal school setting. Subsequently UNICEF (2010) suggests that “Providing more schools may solve other schooling problems but it will not be an effective tool for reducing dropout rates.” (UNICEF, 2010, Pg. 3). This reports brings to light the fact that urban poor need a new type of school system, that caters to their needs and will adequately equip OSY to pursue education and lead them out of poverty.

Out-of-School-Youth

The OSY population refers to the 15-24 age group that are out school or not enrolled in any other educational program. The World Bank 2003 report on Out-of-School Children and Youth in the Philippines, reports that “OSY tend to migrate to urban areas in search of

	Secondary ^b		Secondary School-age (12–15 yrs)	
	Bottom 20%	Top 20%	Number	%
Lack of personal interest	17.9	16.0	7,891,213	100
High cost of education/parents cannot afford expenses	34.5	18.9	6,994,888	89
Employment/looking for work	18.4	44.9	896,325	11
Housekeeping	16.5	11.1		
Others	9.1	5.1		
Schools are very far/no school within the barangay	0.9	0.1		
Cannot cope with school work	1.3	1.1		
Illness/disability	0.7	1.7		
No regular transportation	0.1	0.3		
Finished schooling	0.6	0.8		
Not currently attending by sex				
Female			8	
Male			15	
Not currently attending by income quintile				
Bottom 20%			28	
Lower middle 20%			32	
Middle 20%			22	
Upper middle 20%			13	
Top 20%			5	

Figure 4: Reasons Urban Poor Youth DropOut

employment. Today, the largest number of OSY are found in Metro Manila.” The same report highlighted four major characteristics shared by OSY 1. They come from poor families and leave school due to finances 2. They suffer from low self-esteem and have poor control of emotions 3. They have low motivation to pursue education 4. They face social biases.

Challenges of Attaining EFA

In *The Beautiful Tree*, Tooley (2009) argues that if the central issue is universal free public education then the avenue by which we achieve that should not be as concerning. Different educational avenues can be used to facilitate education and they are not dependent on governments but on communities and students. EFA should be approached with a myriad of avenues. Development organizations should be held accountable for understanding all avenues of education, both private and public, formal and non-formal.

Around the world, Tooley consistently observed the same issues affecting the quality of public schools serving the poor. In his findings he describes that most private schools in the slums emerged to fill the gap between the free public education system and the community itself. The growth of private schools serving the poor were often directly influenced by the failings within the public education system. In his findings Tooley was describing what Regmi related as, “Schools systems became unable to cope with political, economic, and social realities, and became unable to meet the basic learning needs of children, youths and adults (Torres, 2001)” (Regmi, 2011 pg. 2) Although there is a consensus that the current state of public education is unsatisfactory, most argue for the improvement of the free public education system itself while Tooley argues for its shift into the private sector.

Possible Routes to EFA:

Formal, Non-formal, Informal, & Life Long Learning

Regmi (2011) establishes major distinctions between formal, non-formal, informal, and life long learning. **Formal** education encompasses learning that takes place in education or training institutions, leading to official certification. **Non-formal** learning involves learning outside of school, on the job training, and through other non-formal activities. **Informal** learning is self-directed learning that occurs through daily life activities. **Lifelong** learning is “all learning activities undertaken throughout life with the aim of improving knowledge, skills and competencies within a personal, civic, social, and/or employment related perspective.” (Thomas, 2003, p. 4). Regmi elaborates on how lifelong learning is a recent 21st century phenomenon which compromises the process of learning from birth to death.

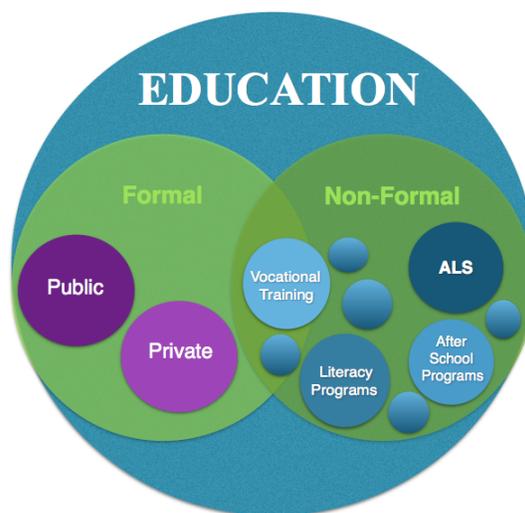


Figure 5: Possible Routes to EFA

Postmodernity & A Shift in Human Capital Theory



Figure 6: Postmodern Shift of Education

Regmi attributes this new acceptance of non-formal education and a lifelong learning process as a result of a shift in human capital theory. This shift is pertinent to the new social reality of postmodernism where there has been a movement away from systematic structures and an acceptance of personal narratives. Fitzsimons (1999) argues that this change in educational theory was developed

to evaluate education on an economical scale and understand in economic terms. Modern human capital theory states that education is the key to participation in new global economy. Therefore, as quality of education increases so do the opportunities for countries to be involved in the global market economy. Education is now primarily seen as a “determinant of economic performance”(1999, Pg. 345). The major critique of this theory is that the motivation to use education as a marker for economy derives mainly from neoclassical economic theory. Neoclassical places a higher emphasis on capital than on humans.

Non-formal Education

Rogers (2005) provides a thorough comparative study of non-formal education at an international level. Rogers initially evaluates the Association for the Development of Education in Africa (ADEA), a large scale educational program that functions in Botswana, Ghana, Uganda, Nigeria, Swaziland, Ethiopia, Kenya, Lesotho, and Namibia. Rogers also took a look at small-scale non-formal educational programs in Latin America that were highly localized and specialized. Regmi (2011) also provides a case study of non-formal education in Nepal and traces it’s inception and development into implementation. Most of these non-formal education programs are created and motivated to expand by the host country’s commitment to EFA. They all equally faced issues of formal education-low retention rates. Through his compilation of literature and case studies of non-formal education, Rogers argues that non-formal education is a viable option to meet EFA goals.

In his work, Rogers tracks the rise of NGO involvement in pursuing programs that would ensure EFA goals and attempts to describe the framework of replicable non-formal education systems. Piquero (1998) argues that mobilizing local organization allows for the government to hold authority over the curriculum while local organizations provide necessary resources and man-power. Rogers agrees that, “governments look to non-formal education to fulfill, the escalating costs of education combined with more limited funding, the search for partnerships with civil society, and new educational targets set internationally” (Rogers, 2005, Kindle Locations 2958-2959).

Non-Formal Education in The Philippines

The Philippines advocates for both formal and non-formal education, as the non-formal education system involves a number of educational opportunities outside of the classroom that help facilitate learning for certain groups such as illiterate adults or OSY.

In the early 2000's, the field of non-formal education in the Philippines dramatically changed, as there was an implementation of "non-formal education" through the ALS. Development Research (UNESCO 2001) highlights how the Asian Development Bank became the first to partner with the governments to promote non-formal education programs. Through these partnerships, government offices established government-run non-formal education programs managed by local nonprofits throughout Thailand and the Philippines. A result of this process is the Philippines Alternative Learning System (ALS).



Figure 7: Alternative Learning System

Development of Alternative Learning Systems

As the Philippines government believes that every Filipino has the right to receive free basic education, ALS was designed to provide an alternative pathway of learning to assess levels of literacy and other learning achievements. ALS is a free non-formal education program in the Philippines that flows into a vocational training track and is a parallel education system to formal education in the Philippines.

Policies

In 2001, the Republic Act 9155 (Governance Act of Basic Education) was passed, officially recognizing ALS as a complement of formal education. The Department of Education's (DepEd) Bureau of Non-formal Education also became the Bureau of Alternative Learning (BALS) in 2004. It was stated that the function of BALS is to address educational needs of marginalized groups, create more educational opportunities accessible to all, and to promote formal and informal alternative learning programs (Guererro, 2007). BALS is in charge of implementing and developing ALS throughout the country. They are responsible for ALS curriculum and training development, policy formulation, advocacy, and financial administration. BALS is divided into Regional Offices that are located in the main regions of the Philippines. The Division Offices administer ALS exams, implement projects, perform research development, and handle finances for the ALS service providers within their region.

Structure

Gonzales & Pijano (1997) describe the structure of the ALS program, as a **community-based education program** supervised by the DepEd. Classes are managed by ALS learning facilitators, such as mobile teachers, district ALS Coordinators, instructional managers at an

location for IMs to facilitate classes, study groups, or review sessions for students to prepare for the A & E Exam. They facilitate trainings for their corresponding IMs and provide learning materials to learners.

IMs have a multitude of important roles within the ALS program; they are responsible for recruiting learners, monitoring and evaluating the progress of learners, teaching ALS material, as well as providing mentorship, encouragement, and support to learners.

ALS students consist predominantly of OSY, ages 14-25 (and the occasional older student), who have left formal education due to family and financial problems. Although many students have jobs, they understand that attaining a high school diploma equivalency would allow them more opportunities in the future.

The target population of ALS is OSY. A main goal of ALS is their reintegration into formal society through access to education (Guzman, 2002). Rogers (2005) describes how non-formal education programs targeting to serve OSY places a high emphasis on developing students who can, “communicate ideas, develop work skills, change attitudes or modify behavior.” Schuller, Preston, Hammond, Brassett-Grundy, Bynner, (2004) also notes the potential impact non-formal education can have on the health, family, life and social capital of the OSY. Pellegrino (2012) takes a look at how non-formal education can play a role in equipping the new generation in the work force. Since ALS seeks to be a lifelong learning system, it is imperative to understand the first impacts of the program on OSY and potential trends for later impacts.

Program Activities

Student Recruitment

Before ALS classes can begin, the service provider must recruit students that are interested in participating in the ALS program. Service providers are encouraged to coordinate with barangay (local government) officials and community leaders from homeowner’s associations, women’s groups, and faith groups to reach the maximum number of potential students. During the recruitment process, Instructional Managers and all ALS facilitators share basic information about the ALS program and invite potential students to the program orientation.

Orientation & Placement Test

During the orientation process, students are briefed on the program, enrolled and tested. The initial orientation is organized and conducted by the District ALS coordinator with the support of service providers, IMs, and DepEd administrators. The main aim is to inform potential learners of the nature and purpose of ALS A&E system. The information discussed at the beginning of the orientation includes an overview of the ALS A&E program, benefits of participating in the program, and a description of who is eligible to enroll.

The second stage of orientation includes a 1-2 hour briefing conducted by an IM. This part of the orientation elaborates on the expected participation of the newly enrolled learners and further details of how the program works. During this portion of the orientation, information about the ALS A&E Equivalency Test is discussed. The third stage of orientation involves the Functional Literacy Test (FLT). The examination consists of two parts: demographic information sheet and the functional literacy test. The test determines the level of literacy of each student. The three levels are non-literate, semi-literate, and literate. Based on the learners’ scores, they are sorted into the respective program tract.

A&E Examination

The A&E exam allows students to receive a high school equivalency certificate. The examination takes a total of 4 hours and 15 minutes and is divided into five sections that correspond to the course material. The exam is hand-written and consists of multiple-choice questions and an essay portion. The A & E exam is conducted at a certified testing center such as a local public or private elementary or high school.

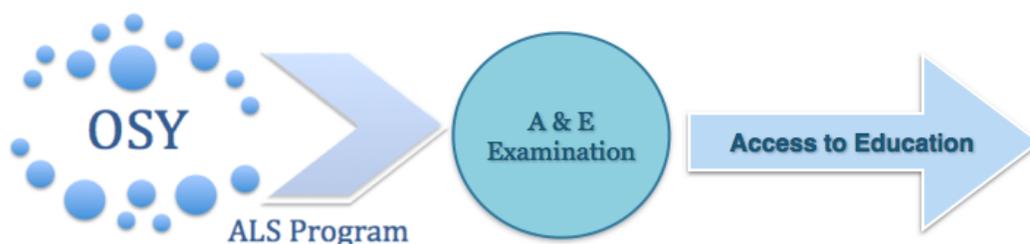


Figure 9: ALS Program Process

Recent Changes to ALS Program

Department of Education: Shift to K-12 System

Due to the adoption and transition of the K-12 education system there are changes to the ALS program. With the new system in place, the students that pass the A&E exam will need to return to formal high school for two additional years before being able to enroll in college. As the school system has expanded to accommodate the K-12 curriculum the ALS program can no longer offer high school equivalency.

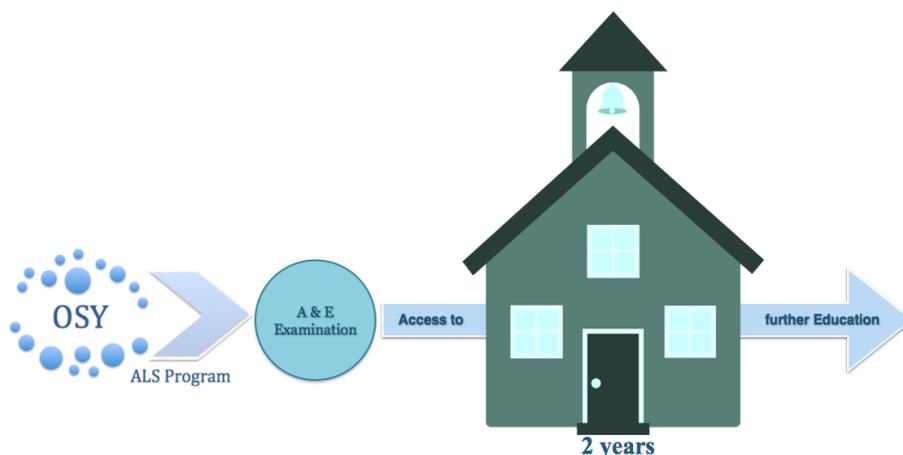


Figure 10: New ALS Program Process

The ALS program will continue to include the same modules and facilitate the same A & E exam, however it can not expand its content to fit two more years of curriculum. Because of this, students will be required to return to formal school for two years. These new changes will be implemented next year, making this the last year ALS passers can attain a high school diploma or pursue higher education right after completing ALS. These new changes make the process of high school equivalency longer and more difficult. During those two years of high school, students enroll in vocational and skills training which has become the equivalent of two years of college training.

Chapter 3: Methodology

Past Research

In an in-depth evaluative study of non-formal youth development by Walahoski and Menestrel (2012, Pg. 16), they describes a multi-tiered approach to conduct extensive research of non-formal educational organizations to evaluate their programs and validate impacts. In the study, tier one includes a mixed method survey measuring programming. Tier two includes case studies that offer in depth analysis of development programming and its impact on individual students. Tier three was a longitudinal study that tracks a focus group through a longer period of time. Due to the time frame of my research project, I will be using a qualitative method utilizing case studies to describe the practices ALS service providers are using to equip OSY for future education.

Guerrero (2007, Pg. 84) says that improving ALS requires further assessment of the cost-effectiveness of delivering high quality ALS programs, measurement of the competency of non-formal education, and the creation of more public funds for government and nongovernment providers of ALS programs. The work involved in non-formal education is more challenging than that of traditional, formal classroom settings, but is necessary due to the contexts of many students, who may not have access to formal schooling due to their personal contexts (e.g. financial reasons). The DepEd continues to strive to improve the country's non-formal education system to make education accessible to all through programs like ALS.

Gaps in the Research

Rogers (2005, Kindle Edition Location, 1575) highlights a lack of evaluative studies of non-formal education. Since non-formal education systems uses alternative vehicles such as nonprofits, community centers, churches, etc. to deliver the ALS program there is no official evaluation conducted by the DepEd in the Philippines. Further, there is no evaluation of the various practices ALS service providers use to equip students to pursue education after the ALS program. It is valuable to evaluate the methods that are working to ensure future engagement with education from students.

Methodology

Due to the time frame of my research project I will be using individual case studies, a qualitative method, to describe the practices ALS service providers are using to equip OSY for future education.

Populations & Locations

ALS Sites

Five grassroot service providers were used to show a variety of organizations that chose to be service providers in urban poor communities. Service providers can range from local

organizations, NGOs, churches, or community centers offering the ALS program. All five service providers contacted for this research are located in Metro-Manila, Philippines.

ALS Students

The research participants include sixteen students from urban poor areas who were out-of-school youth and have now completed the ALS program and passed the A&E examination in Metro-Manila. This would exclude current ALS students or students who have not completed the program. Participants were contacted through the five ALS service providers working among the urban poor in Metro-Manila. ALS providers first informed students who had completed the program and once a participant showed interest in participating the ALS service provider facilitated contact with me.

Research Methods

Organization Case Studies

Five organization case studies were compiled through ethnography and interviews with local ALS service provider leaders. Expert interviews allowed for more descriptive information that could have been missed through ethnography and observation.

Each case study includes six criteria: history, goals, space and objects, actors, activities and events, and budget of the organizations' ALS site. The various categories allowed the researcher to provide extensive information on how each organization implements the ALS program differently.

The compilation of individual case studies is important in determining how the organization is equipping students differently to pursue future education. Since the ALS program can be implemented in different ways, it is important to first grasp the mission and **history** that is driving the

organization to implement the ALS program. By understanding the mission and history of the organization, we can see how the ALS program fits in their framework to pursue certain **goals**.

The **space and objects** of each site paints a picture of how the program is tangibly implemented. The location of the site determines who the ALS site is serving. A description of objects or materials show the resources the organization allot to implement the program. The **activities and events** give an idea as to how the ALS provider delivers the module material to students as well as how the organization is engaging with students. The **participants** of each ALS site, IMs and students determine how the program is shaped through their involvement and participation. Most importantly, student stories shine a light on the impact the organizations are having on students, specifically as students prepare to pursue future education. A category for **issues** describes obstacles or problems the organization has ran into while implementing the ALS program. Information regarding the program's **budget** gives insight to the programs resources and sustainability.



Figure 11: Case Study Categories

Student Interviews

To gain students perspectives I conducted sixteen semi-formal interviews as a qualitative research method. This method allowed for an inductive approach to the study. Maxwell (2005, Pg. 69) agrees that unstructured approaches are “particularly useful in revealing the processes that led to specific outcomes.”

I looked specifically within five ALS service providers to gather a wider sample of participants. According to Maxwell (2005, Pg. 71), different settings allow me to sample “settings, events, and processes” My purposeful sampling selection included youth from the ages 16-30 to include students who have passed the high school equivalency examination. In the Philippines, the high school graduation age is 16 years old, therefore my sample includes 16 and 17 years old.

Although I initially considered conducting focus groups to interact with a wider sample, I decided against it as it would not be culturally feasible as a group mentality already exists in Filipino culture. Group mentality makes it difficult for individual thoughts or perspectives to be shared since everyone acts in a manner in which they feel or perceive others want them to act. Filipino culture is also a shame-based culture and participants would feel hesitant to answer truthfully to questions that might require them to reveal deeply personal information.

Individual interviews allowed for a more natural atmosphere in which the participants might feel more comfortable sharing their experience. Desai (2013, Kindle Location 2279) states that individual interviews can help the researcher, “show” or “demonstrate” a particular phenomenon or outcome of development intervention” as participants are able to share deeper insights during a slow, one-on-one interview.

Student interviews were concerned with gathering data on 1. their **exit from formal education**, 2. their **entrance into the ALS** program, 3. their **experience with the ALS** program, 4. their **future education goals**, and 5. their **service provider’s impact**.

The first section regarding students’ exit from formal education included questions 1-2. The first question allows students to share about his or her self. This gives them an opportunity to share their context as well as their story. It opens up a conversation about when they stopped attending formal education. It also serves the purpose of noting patterns in why students leave formal education. In question two, knowing the age of when students leave formal education is important in determining the extent of time they spent out of formal education before entering the ALS program.

The following section gathered information about the student’s entrance into the ALS program. The third interview question aims to see if organizations are the ones actively recruiting students to participate in the program or if students themselves are seeking out the program. The fourth question is in regards to the length of time a student has participated in the ALS program is important because the length of participation may increase the impact of service providers. The fifth question aims to find out why participants have decided to participate in the program. It helps the researcher categorize between students that are motivated to pursue future education and those that enter the program to get a job.

The third section of the interview focused on the students’ experience with the ALS program. In question six the researcher is able to determine whether students really depend on the service provider to prepare for the A & E examination.

The fourth category is concerned with students' future educational goals. The tenth question gives the researcher an inside look at the students' future goals. The last question allows students the option of providing helpful or insightful suggestions for their service provider to improve the ALS program for future students.

The last section is concerned with the organization's impact on students. Question seven allows students to explain or describe an activity or event that shifted their viewpoint of education. This allows the researcher to gauge if transformation is occurring through specific activities or events facilitated by the service provider. The eighth question allows students to share the most important thing they have learned through the ALS program. This can range from personal development to academic skills gained through the ALS program. Question nine helps students summarize three tangible things that their ALS service providers helped develop so they could pursue future education. The researcher will look for patterns in student responses that correlate with the activities and events facilitated by service providers.

Research Processes

The data collection process for this project included ethnography and interviews. The information for each ALS site was then compiled into a comprehensive organizational case study highlighting six categories: history and goals, space and objects, activities and events, participants, issues, and budget.

Site Visitations

Contact information for five sites was attained through thesis supervisor, Pastor Romy. Setting up a visit included contacting the site's ALS coordinator through text and introducing myself, and providing a basic summary of this research project. The goal for the site visits was to conduct ethnographical observation of each site to gain information pertaining the six case study categories. Follow-up visits to each site allowed for classroom observation.

Expert Interviews

After the site-visit, a follow-up interview with the ALS coordinator was scheduled. These interviews ranged from 40-60 minutes as they covered a total of 25 questions. These questions were divided into five sections: basic information, history and goals, participants, events and activities, and issues. During these interviews ALS coordinators gave extensive information regarding all six case study categories.

Student Interviews

Following the expert interviews, ALS coordinators put me in contact with students that had recently passed the A & E exam. Usually during a follow-up visit I would interview students regarding their ALS experience. The aim of this interview was to gather data on how the service providers are serving and impacting students through the ALS program.

Local Conversations

An additional portion of data collection includes conversations of ALS program during my research process and discussions that emerged during the project thesis presentation. These were compiled into three major themes: nature of ALS program, issues of ALS program, and

tools for future education. These conversations are a reflection of the ongoing discussions that regarding ALS sites implemented among urban poor communities in Metro-Manila.

Data Analysis Method

The researcher drew out different themes from the case study compilation. In a similar way, Tooley (2009) has a structure of using stories to find bigger themes fueling the need for private education. I used individual stories to piece wider trends among OSY and their experience with ALS. Other examples of this method are: Regmi, K. D (2011), Rogers (2005), and Hoffman (2011).

Validity

In this research, the organizations' case studies are upheld by the students' interviews as they reflect on the methods that best prepare them to pursue future education. Gray (2013) explains that internal validity is demonstrated through, "the extent to which the study investigates what it claims to investigate" (2013, Pg. 54). Although my efforts are to research organizations that act as service providers, student perspectives show the true extent of service provider's impact. By allowing the students to share their experiences they can shine a light on the true impacts service providers can have on them. Student interviews help give a more balance view of the service organization, as organization leaders or staff might have given a skewed view of their impact of program implementation. To understand the practices organizations is using it is relevant to look primarily at the end product [student stories] yielded by a certain organization implementing certain practices.

Access

I gained access to different ALS service providers through my research supervisor. Romeo Juan is a Filipino urban poor leader working with Banaba House Ministries, a grassroots nonprofit in Banaba, San Mateo. He has overseen the implementation of multiple ALS sites in urban poor communities and has worked directly with other organizations as they form new ALS sites. He also plays a key role in recruiting and training ALS teachers through partnerships with Onesimo Foundation and other grassroots organizations in Metro-Manila.

Research Guide

Although I am conversationally adept in Tagalog (the primary language spoken by the target sample demographic) a translator, assisted with research collection by translating research materials and collected data to ensure that no important details were lost in translation.

Ethical Considerations

Relationships with Informants

Before starting the research process, I had previous personal relationships with a number of participants from my one-year experience of working with a local ALS provider. As an educated foreigner interacting with urban poor youth who have had little access to education or financial resources there is an unequal power relationship. Participants might have felt compelled

to participate as I have participated in a teacher role within the ALS program. Although this power relationship exists it should be noted that because I have been living in an urban poor community for the past year. I am functionally fluent in the participant language and familiar with the participant's culture and this unequal power difference is not as great as a Westerner who does not have these qualities.

Privacy & Confidentiality

The interviews were conducted in a secure and comfortable location where the participants' privacy was of priority. Participant interviews were conducted at the location of ALS service providers, participants' homes, and other locations preferred by participants. At the start of the interview the primary investigator and the translator reviewed the informed consent form that indicates that participants will be given a participant number to ensure their anonymity through the research process.

Following the interview, participant information was stored on a personal computer protected by a private password only accessible to the Principal Investigator. The data will not be distributed to any unauthorized persons. Consent forms were kept in a secure location. The document linking the participants' name with their participation number will be kept on a single sheet of paper and will not be input into computer software. This document will be destroyed five years later.

Potential Stress or Harm

At the beginning of the research process, it was noted that participants might experience possible emotional stress caused by answering questions about their education history. Personal education history included highly personal information, such as factors that contributed to dropping out of formal education; ie. teenage pregnancy, broken family, lack of financial resources etc.

Consent

The consent form ensured that participants understood the research process, their contribution, and the risks and benefits of the study. My translator and I ensured a thorough review of the consent form and made sure to create various opportunities for participants to ask questions if they needed clarification. Participants provided a verbal acceptance of participation and signed off on the consent form.

Chapter 4: Data

Data Summary

Each case study provided a unique look at how the ALS program is implemented in different urban poor communities. An understanding of the organization's mission statement gave insight into the underlying goals of their specific ALS site. The space and objects provides the specific context and resources of each site. The activities and events of each site display how they are engaging with students inside, outside, and beyond the ALS classes. Participants showed how the site was shaped and impacted students. The budget of the ALS site gives insight into the organization's resources available to implement the ALS program. The issues help organizations evaluate the obstacles in implementing the ALS program.

Local leaders, community members, and students shared their experiences with the ALS program and revealed more about the nature of the program, the issues, and useful tools to reach future education.

Organization Information

The common thread among the five organizations is their commitment to transformation in the urban poor context. Their mission statements and core values point to their priority in serving out-of-school youth through the ALS program.

History

These five ALS sites were established between the year 2007 and 2012. BHM is the newest ALS site, established in 2012. The sites were established following a staff member's IM training in which they received guidance about starting a new site.

Goals

The goals of each ALS program were formed and molded by the organization's own mission statement. The fundamental goal for each ALS site is to help students pass the A & E exam. Although the ALS program can be a part of a bigger training model, the focus remains on equipping students through modules.

Space & Objects

Three of the ALS sites are located in Quezon City, one in San Mateo, and the other in Novaliches. All of the sites, except Onesimo's Worship God Church ALS site, hold classes in a classroom-type setting. Worship God Church holds classes in the youth's living space-in the den area. Each organization is currently using the modules prepared by the DepEd to teach students. All sites use basic teaching materials for classes.

Activities & Events

ALS classes are held at least once a week and at most six times. Each site has its own schedule, as they seek to accommodate student needs and IM availability. Teaching style inside the classroom depends on the capability and past experience of IMs. Outside of the ALS classes, each organizations coordinates outings, retreats, and educational activities. The organizations also attempt to involve students in their other programs and activities.

Participants

Each site includes various IMs and volunteers implementing the ALS program. IMs are trained through the DepEd's training sessions, Onesimo's yearly training, or by previous IMs. The student sample constitutes of urban poor youth, former street children, and women exiting prostitution.

Budget

All five sites allocate a monthly budget from the organization's general fund to cover the costs of implementing the program. This budget covers IMs' salaries, classroom supplies, snacks, outings and events, transportation costs, and student project materials.

Issues

Three of the five sites identified student retention as a major issue of their site. Lilok identified major issues with DepEd that affect all other sites as they their concerns pertain to systemic changes of the ALS program.

Case Studies Summaries

The case studies for this project are about the ALS sites implemented by Banaba House Ministries, Lilok Foundation, Onesimo Foundation, Samaritana Transformation Ministries, and Novaliches Christian Community. Each organization is serving OSY by preparing them for the A & E exam, engaging them in deeper relationships, and providing resources.

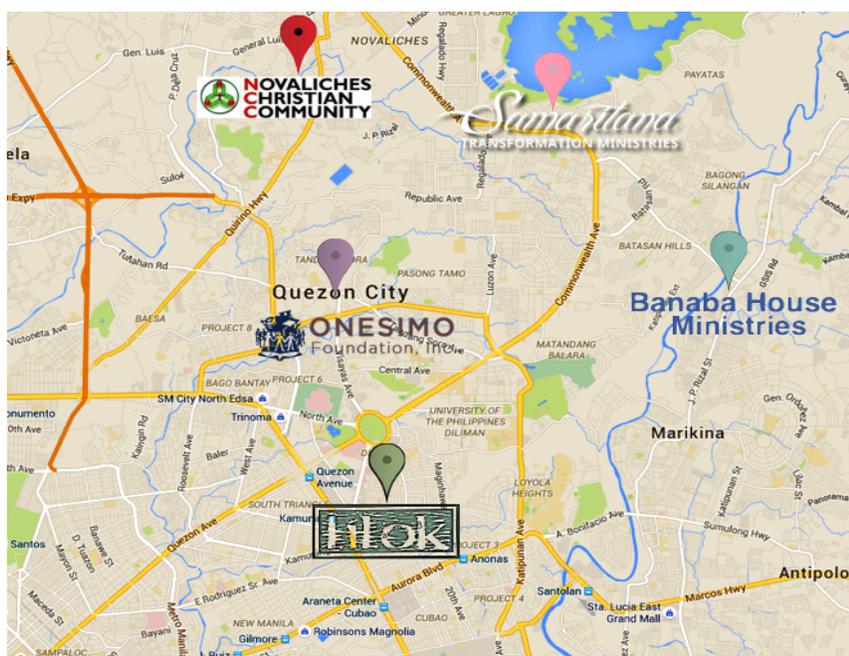


Figure 25: Map of 5 ALS Sites

Case Study 1-BHM

BHM's "life on life Christian discipleship" model implements the ALS program with a purpose of serving out-of-school youth in Banaba. Through BHM's ALS site students are engaged in one-on-one mentoring, student development through workshops, and leadership development through vocational training.

Case Study 2-Lilok Foundation

Lilok's mission to train urban poor leaders towards transformation is visible in how they implement the ALS program through an urban poor church network in hopes of reaching a larger number of out-of-school youth. Through Lilok students are motivated to pursue future education through the visioning activity, available scholarship opportunities, skills training and through TESDA. Lilok's active communication with the DepEd regarding changes to the ALS program is significant in securing that students are not overlooked by bigger systemic changes.

Case Study 3-Onesimo

Onesimo church based ministry model implements the ALS program through a network of urban poor churches. These urban poor churches take in former street children with the intention of moving them through a two year tanning process that seeks to rehabilitate and reintegrate them back to formal society. At Worship God Church ALS classes resemble a home-school style approach where the host mom becomes the IM and the foster kids become the students. Students are motivated to pursue future education through the resources made available through the partnership with Onesimo.

Case Study 4-Samaritana Transformation Ministries

Samaritana's wholistic training model for women exiting prostitution allows the ALS program to be implemented in such a way that the women are receiving emotional, psychological, as well as academic support. The women at Samaritana are prepared to pursue future education through ALSs' specialized teaching styles, skills, vocational and livelihood trainings. The wholistic support the women receive ensures that they are prepared emotionally, mentally and physically to enter formal education.

Case Study 5-Novaliches Community Church

NCC's ALS site imitates the formal classroom style as they implement the program through a strict schedule, in a formal setting, with routine assignments. NCC equips students for future education by focusing highly on the academic needs of students. NCC equips students to pursue future education through their emphasis on writing development, English fluency, and module reviews. NCC's scholarship program aids students that are prepared to enter formal education.

	BHM	Lilok	Onesimo	Samaritana	NCC
Org Info	<ul style="list-style-type: none"> • “Life on life Christian discipleship” • Core Values <ul style="list-style-type: none"> • discipleship • education • leadership training 	<ul style="list-style-type: none"> • “Training towards transformation” • Core Values <ul style="list-style-type: none"> • wholistic faith • transformation • community • growth 	<ul style="list-style-type: none"> • “Reach, rehabilitate, equip and mobilize urban poor youth towards transformation” 	<ul style="list-style-type: none"> • “Women in transformed communities becoming whole and free in Christ” 	<ul style="list-style-type: none"> • “Social transformation through resources that develop gifts and skills.”
History	<ul style="list-style-type: none"> • Site established in 2012 	<ul style="list-style-type: none"> • Site established in 2007 	<ul style="list-style-type: none"> • Site established in 2010 	<ul style="list-style-type: none"> • Site established in 2007 	<ul style="list-style-type: none"> • Site established in 2011
Goals	<ul style="list-style-type: none"> • Move out-of-school youth through the ALS program and into further skills training through the discipleship. 	<ul style="list-style-type: none"> • Help develop and mentor students to be able to pass the A & E exam so they can pursue college or skills training. 	<ul style="list-style-type: none"> • Facilitate out-of-school youth through a two year trainee timeline that includes the ALS program 	<ul style="list-style-type: none"> • Assist women exiting prostitution through emotional support, ALS program, and skills training. 	<ul style="list-style-type: none"> • Reach out to out-of-school youth and facilitate their pursue of college
Space & Objects	<ul style="list-style-type: none"> • San Mateo Learning Center • Group style learning classroom 	<ul style="list-style-type: none"> • Quezon City Organization’s Office • Open area classroom 	<ul style="list-style-type: none"> • Quezon City Church • Home-School Style classroom 	<ul style="list-style-type: none"> • Quezon City Multi-Purpose Center • Open area classroom 	<ul style="list-style-type: none"> • Novaliches Church • Formal Classroom style
Activities & Events	<ul style="list-style-type: none"> • Classes: Monday-Saturday, 2-5pm • Mentoring • Retreats • Workshops • Field Trips • Outreach Events • Graduation 	<ul style="list-style-type: none"> • Classes: Monday & Thursday, 3-5pm • Visioning Activity • Field Trips • Graduation 	<ul style="list-style-type: none"> • Classes: Monday-Friday, 10-12pm; 2-5pm • Daily living • Church activities • bridging course 	<ul style="list-style-type: none"> • Classes: Thursdays 1:30-4:30pm • Classes at local public school • Morning Prayer • Livelihood Activities • Fellowships • Outreaches 	<ul style="list-style-type: none"> • Classes: Monday-Friday, 8am-12pm • Writing Development • Field Trips • Student Camp • Sunday Service • Graduation

	BHM	Lilok	Onesimo	Samaritana	NCC
Participants	<ul style="list-style-type: none"> • IMs • Ate Len • Kuya Lito • P. Ruby • Ms. Kim • Ate Wilma • Kuya Ian • Students • urban poor youth from Banaba community 	<ul style="list-style-type: none"> • IMs • Kuya Conrad • Kuya Adam • Ate Kaye • Ate Chum • Ate Carol • Students • urban poor youth from partnering communities 	<ul style="list-style-type: none"> • IMs • Ate Rida • Pastor Bobot • FEBIAS College Volunteers • Students • former street children that are taken in by Worship God Church 	<ul style="list-style-type: none"> • IMs • Ate Tess • Volunteers • Samaritana Staff • Students • Women exiting prostitution, seeking reintegration into society. 	<ul style="list-style-type: none"> • IMs • Ate Ida • Ate Eulla • Kuya Ernan • Ate Lenny • Ate Wilma • Pastor Rick • Students • local urban poor youth living near NCC
Budget	<ul style="list-style-type: none"> • Allocated from organization's general fund • IM Salaries • Classroom Supplies • Snacks • Outings & Events 	<ul style="list-style-type: none"> • Initially sponsored by Servants • Currently funded by Lilok's general budget raised through international & local donors 	<ul style="list-style-type: none"> • Monthly funds provided by Onesimo cover student living expenses and all expenses to implement ALS 	<ul style="list-style-type: none"> • Monthly budget of 2,500 pesos allocated from Samaritana's general budget • IM salaries • Transportation Costs • Class & Project materials 	<ul style="list-style-type: none"> • Derives from general church fund • IM Salaries • Transportation Costs • Snacks • Class & project materials
Issues	<ul style="list-style-type: none"> • Student Retention • Student Involvement 	<ul style="list-style-type: none"> • Student Retention • Issues with DepEd <ul style="list-style-type: none"> • Modules • Language • K-12 Changes 	<ul style="list-style-type: none"> • Inconsistent student results 	<ul style="list-style-type: none"> • Lack of IMs • Placing students in formal education prematurely 	<ul style="list-style-type: none"> • Student Retention

Student Stories Summary

Through the stories of 17 students that completed the ALS program through the five participating organizations. The student interview focused on five major aspects of the students' experience: 1. their **exit from formal education**, 2. their **entrance into the ALS program**, 3. their **experience with the ALS program**, 4. their **future education goals**, and 5. their **service provider's impact**.

Dropout Information

The most common reasons students stated for dropping out of school was due to financial problems. Students also said they left school due to family, issues, and their *barkada* (group of friends). In special cases students shared other reasons for leaving formal school. One student shared her experience of discrimination, another shared that she lost her diploma and one other shared that he had failed his classes.

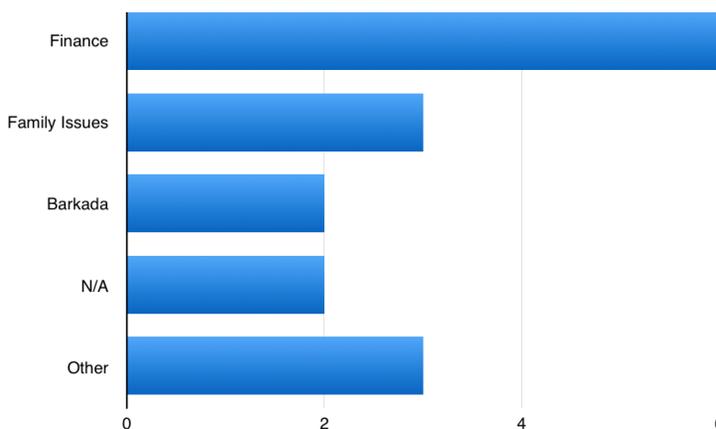


Figure 26: Reasons for Dropping Out

A total of 36% of student participants left high school in their first year of high school. 21% percent left formal school the following year. Only one of the student participants left formal education before entering high school.

Entrance into ALS

The most common way students hear about the ALS program is through word of mouth. Some students accredited their local pastor or church members, neighbors, or former ALS students with sharing about the ALS program. Other students availed the ALS program as a result of being involved with another program offered by the service provider.

ALS Program

Motive for Availing ALS

All students were motivated to join the ALS program to obtain a High School diploma. In student 12's case, in which she has already completed high school, she entered the ALS program to replace her lost diploma.

A & E Exam Preparation

Students prepared for the A & E exam according to their specific sites. BHM's students prepared through in-class module reviews facilitated by the IMs. Lilok's student prepared through a combination of in-class reviews and self-study approaches. Onesimo's students prepared entirely through their home-school style approach. Samaritana's students participated in both on-site review sessions and module sessions at the local public school. Some Students from

Samaritana also engaged in self-study. Students at NCC relied mostly on NCC’s structured, in-class module reviews

Developed Tools

During the interview students were asked to identify tools they developed that will aid them in pursuing future education. Student participants identified a combination of academic skills and areas of growth in self development. The academic skills students mentioned were self study skills, group/classroom learning approaches, essay writing skills, Math skills, English (speaking) skills, and reading skills. Areas of growth in self development include goal setting, self-esteem, self-discipline, self-worth, group fellowship skills, and communication skills.

Tools for Future Education

[Academic Skills]	[Self-Development]
• Self Study Skills	• Goal Setting
• Group/Classroom Learning Approaches	• Self-Esteem
• Essay Writing Skills	• Self Discipline
• Math Skills	• Self Worth
• English (Speaking) Skills	• Group Fellowship Skills
• Reading Skills	• Communication Skills

Figure 27: Tools Developed by ALS Students

Future Education & Goals

Fourteen of the sixteen students have plans to pursue future education. Most students have not yet enrolled in college or other skills training programs as student’s results for the A & E exam were only recently released. Student 6, Lilok’s student is already pursuing higher education and is currently enrolled in Marikina Politechnical College. Student 11 is motivated by opportunities to work overseas as an OFW (Overseas Filipino Worker) and did not mention any plans to pursue college for this purpose. Student 8 and 12 are interested in availing skills training.

Most students admitted that they are only highly motivated to pursue higher education to facilitate their job accessibility. Students also also shared their goals to pursue different professions; teacher, business men, social worker, accountant, paster, and etc.

Organization Impact

As students shared their stories about completing the ALS program through their respective service providers, they also highlighted ways these organizations have impacted them. For the majority of the students the biggest impact on them was the encouragement they received from their IMs throughout the ALS program. In their stories students identify that their IMs’ encouragement kept them motivated to pass the A & E exam. Students also identified fellowships, IMs’ support in the classroom, mentorship, and financial support are key ways their service provider helped change their view of education.

	Drop Out Info	Entrance	ALS Program	Future Education Goals	Organization's Impact
Student 1	2nd Year HS <i>Barkada</i>	IM Recommendation Student Fellowship Students' Stories	Motive: High School Diploma A & E: In-Class Module Review Tools: Essay Writing	College Teacher	Encouragement
Student 2	4th Year HS <i>Finances</i>	BHM's Community Sutver	Motive: High School Diploma A & E: In-Class Module Review Tools: Goal Setting	College Business Man	Fellowships Encouragement
Student 3	1st Year HS <i>Discrimination</i>	Word of Mouth	Motive: High School Diploma A & E: In-Class Module Review Tools: Self-Esteem, English skills	Future Education Teacher	Encouragement Support in Classroom
Student 4	3rd Year HS <i>Finances</i>	Word of Mouth	Motive: High School Diploma A & E: In-Class Module Review Tools: Self-Discipline	College Work	Encouragement Small Classroom Size
Student 5	1st Year HS <i>N/A</i>	Word of Mouth <i>Local Pastor</i>	Motive: High School Diploma A & E: In-Class & Self Study Tools: Essay Writing	College Business Man	Fellowships Mentorship
Student 6	3rd Year HS <i>Finances</i>	Word of Mouth <i>Neighbor</i>	Motive: High School Diploma A & E: In-Class & Self Study Tools: Self-Discipline	Currently Enrolled in College Work, Teacher	Encouragement Financial Support
Student 7	1st Year HS <i>Failing Grades</i>	Word of Mouth <i>Local Pastor</i>	Motive: HS Diploma, 2nd Chance A & E: Home-School Style Review Tools: Essay Writing	College	Support in Classroom Group Mentality
Student 8	No HS <i>Family Issue</i>	Word of Mouth	Motive: High School Diploma A & E: Home-School Style Review Tools: Goal Setting	Skills Training Work Pastor, IT	Teaching Style
Student 9	1st Year HS <i>Finances</i>	Other Program Participation	Motive: High School Diploma A & E: Home-School Style Review Tools: Group Fellowship/Self-Worth	College Work	Encouragement Group Mentality
Student 10	2nd Year HS <i>Finances</i>	Word of Mouth <i>Local Church</i>	Motive: High School Diploma A & E: Home-School Style Review Tools: Group Fellowship/Discipline	Bible College <i>Course: Christian Education</i>	Encouragement Group Mentality
Student 11	1st Year HS <i>Family Issue</i>	Word of Mouth <i>Former students</i>	Motive: High School Diploma A & E: On-Site Review Sessions, Public School ALS Site, Self Study Tools: Essay Writing	Overseas Work	Encouragement
Student 12	4th Year HS <i>HS Graduate* Lost Diploma</i>	Other Program Participation	Motive: High Diploma A & E: On-Site Review Sessions, Tools: Reading, Math, Self Worth	Skills Training Small Business	Encouragement
Student 13	2nd Year HS <i>N/A</i>	Other Program Participation	Motive: High School Diploma A & E: On-Site Review Sessions, Public School ALS Site, Self Study Tools: Self-Esteem, Self-Worth	College Social Worker	Fellowships
Student 14	3rd Year HS <i>Finances</i>	Word of Mouth <i>Church Member</i>	Motive: High School Diploma A & E: In-Class Module Review Tools: Communication Skills	College <i>Course: Biology, Science</i>	Fellowships/Retreat
Student 15	2nd Year HS <i>Family Issue</i>	Word of Mouth <i>Former Student</i>	Motive: High School Diploma A & E: In-Class & Self Study Tools: Goal Setting, Self Worth	College Work Teacher, Accountant	Encouragement Fellowships/Retreat NCC Scholarship
Student 16	3rd Year HS <i>Barkada</i>	Word of Mouth <i>Church Member</i>	Motive: High School Diploma A & E: In-Class Module Review Tools: Self-Discipline	College	Support in Classroom

Conversations & Story-Telling Summary

Nature of ALS

ALS is a model of the democratization of education in the Philippines, which means EFA can be reached by the efforts of partnering organizations, community groups, and churches. The materials and guidelines for the ALS program are set by the DepEd but each site implements the program differently. This creates the grass-root quality of the ALS program, as it benefits from the gifts of everyone willing to engage. The ALS program gives community members the tools to mobilize and organize into an educational program that can serve their local community.

Issues of ALS Program

The ALS program faces issues at each level of implementation: the DepEd level, the local government level and the grass-root organization level. Through conversations with ALS implementors they shared their frustrations with the lack of communication from the DepEd. At the local government level, barangays are not implementing the ALS program although they are allowed a budget to do so. Faith based organizations implementing the program are dealing with misconceptions about their role in implementing an educational program.

Tools for Future Education

Essential tools in moving ALS students to pursue future education include mentorship and a healthy support system. Mentorship is about walking with students, helping them realize their potential so they can move on to the next step in their formation. Support systems help students navigate the adjustment period of entering formal education.

Site 1: Banaba House Ministries



Introduction

I was first introduced to Banaba House Ministries when I first arrived in the Philippines in March 2014. At the time, BHM had recently opened a new discipleship house for girls equipped with a learning center for the ALS program. By living in Banaba I have been able to learn, see, and experience how BHM's ALS program is implemented to serve out-of-school youth of the community. During my research process I was able to conduct a semi-formal interviews with various leaders from BHM as well as interview five students that recently passed the A & E Exam.

Organization Description

Banaba House Ministries (BHM) is a Christian ministry that focuses on discipleship, education, and outreach among the urban poor. The ministry has two discipleship houses- one for young men and one for young women; BHM believes in life on life discipleship, meaning that the best way to do discipleship is to mentor others by doing life together. The organization also stresses that education is important in equipping and empowering leaders among the urban poor. BHM also seeks to maintain local Christian leadership and partner with other local churches in reaching out to the community.

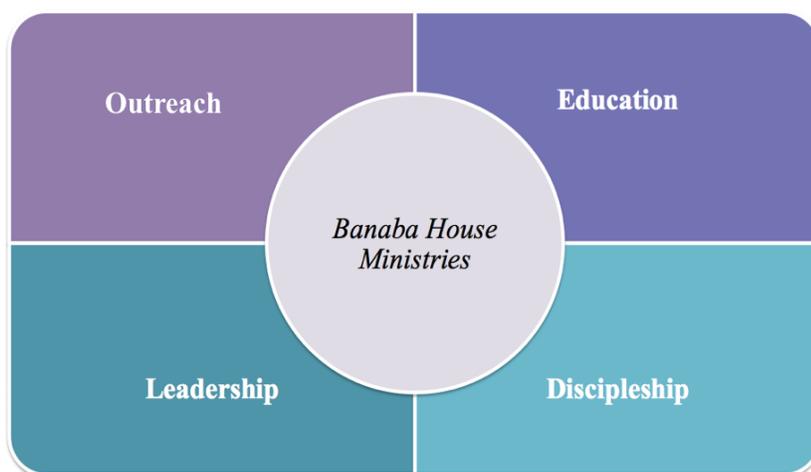


Figure 12: BHM Core Values

The target group of the BHM education center are unemployed OSY who are 16 to 24 years of age. Students that enter the ALS program often do not have the self-discipline to pursue further education or job opportunities. The BHM Discipleship Houses want to provide opportunities for students to develop discipline, work ethic, and hands-on training. BHM wants to help students have a paradigm shift to see that escaping poverty is possible; this shift will allow them to focus on developing skills, pursue opportunities and seek a way out of poverty.

Banaba House Ministries intends to establish business ventures for those in the discipleship house that have completed the ALS program. BHM's business structure involves out-of-school youth (OSY) joining the Alternative Learning System to program to study and pass an exam to receive their high school equivalency. These same youths would also become a part of a BHM Discipleship House to grow and develop in character and the likeness of Christ. The youth would then proceed to develop entrepreneurial skills by engaging with BHM's small businesses. The youth can pursue further vocational education in a formal or informal institution after.

BHM's ALS

History

The origins of BHM's ALS site began only a three years ago when Kuya Gary, an American missionary and current director of BHM, moved to Banaba in 2012 after completing training for Mission Ministries Philippines, a local ministry that serves the urban poor. The idea to start an ALS site came from MMP as they believe that education is an important component of wholistic discipleship among the urban poor. Jesus Amazing Redemption Church (JARCI), a local church in the Banaba community, helped with the development of the ALS program as members of the church went from house to house in the community, asking people if they were interested in joining the ALS program and telling people more about the educational program. All of the community leaders in the Banaba community were very welcoming and willing to allow Banaba House Ministry to begin the ALS program.

A local preschool was used as the venue for the ALS classes. The first ALS batch began mid-year because BHM was unaware that the exam was at the end of the calendar year, giving the instructors a short time to teach all of the material to the students (ALS and orientation now begins in January). The first batch had more than 50 learners and there were only four instructors to teach and manage all the students; the group eventually reduced to fifteen students. Unfortunately only three of the fifteen students in this first batch passed the ALS exam.

Goals

The ALS model fits with BHM's focuses on discipleship, education, and outreach among the urban poor. The organization stresses that education is a major tool in equipping and empowering leaders among the urban poor. They are using the ALS program for the purpose of reaching out-of-school youth (OSY). BHM implements Christ-like values into the ALS curriculum. The goal is for students to understand more than just academics, for them to walk away truly transformed. In an interview with Pastor Romy, BHM's ALS site coordinator he said, "In essence we are introducing and training youth to follow their calling. We, the teachers won't be going to other lands to share the gospel, or to care for the sick, or start a small business. God hasn't called us to translate bibles or to the work he has called these youth to, but we get to play a role in the calling of another person and that is huge. All in all we are feeding back to the great commission." In his perspective, education has been used as a tool for indoctrination, but it can also be used as a tool for transformation, a way to find God's calling. This view of education calls for more than academic learning, it involves character formation, spiritual development, and biblical understanding.

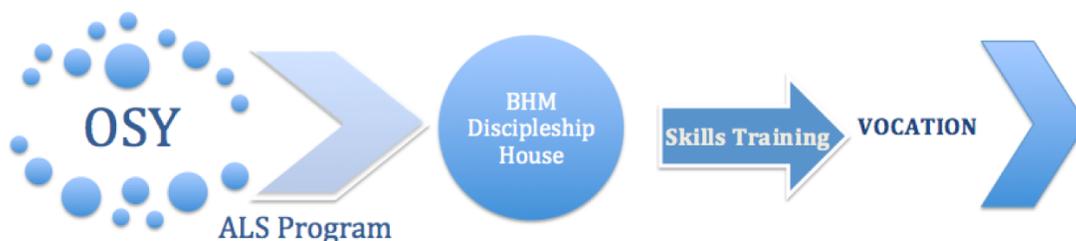


Figure 13: BHM's ALS Model

Space & Objects

The ALS site is located in Banaba, San Mateo in the midst of an urban poor community. The building is highly visible in the community as it stands three stories high and is painted bright lime green. On the balcony of the second floor, there is a large banner with the education center's information. The center is easily accessible to students through a main

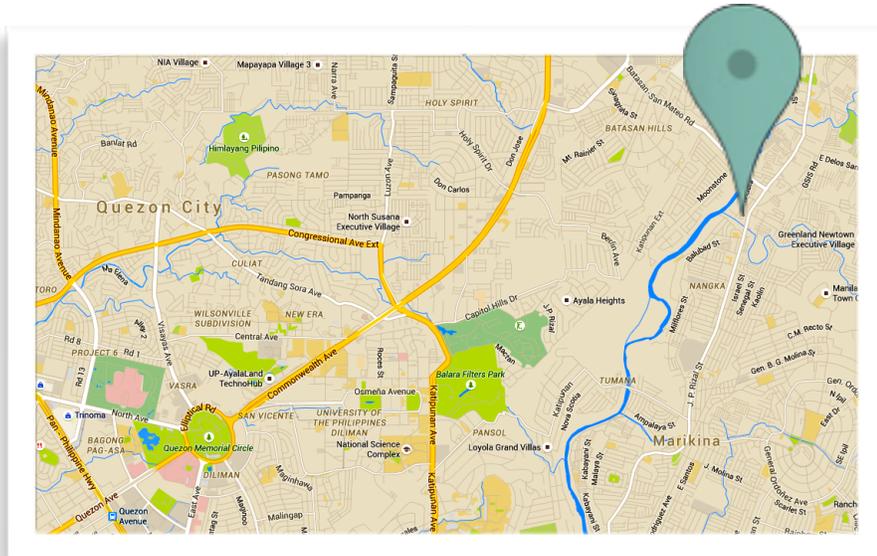


Figure 14: BHM's ALS Site Location

road and a back alleyway. The education center serves many purposes throughout the course of the ALS program; these purposes include: ALS orientation and enrollment, screening and placement, counseling, tutorials and study groups, student workshops, storage of program curriculum, practice exams, equipment and learning records.

The ALS classroom is simple and modest, similar to the nature of the ALS program. There are various educational charts hung on the wall relating to each subject, math, science, Filipino, History, and English. There are two plastic folding tables and a couple dozen plastic chairs and stools that are used for classes. There is one whiteboard that is commonly used by the instructors, and there is also a projector and computer available that is occasionally used to display powerpoint presentations. There are several electric fans which are usually in use, as the classroom can get quite hot and stuffy at times. School supplies, such as manila paper, tape, and prints outs of modules, are available for the IMs to use in activities during class. Students normally bring their own personal notebooks and pens to class.

Activities & Events

Recruitment:

Before ALS classes begin the BHM staff recruits students through word of mouth and house-to-house visitations. Often-times people in the community do not know about the ALS program so the staff explains about the program and invites out-of-school youth to the orientation. The staff also makes a list of students that seem interested in the program and encourages them to attend their orientation.

Orientation:

BHM holds their orientation at the end of January and the beginning of February to kick off the ten-month course. During the orientation process, students are briefed on the program timeline, and are subsequently enrolled and tested on the same day. The initial orientation is organized and conducted by the District ALS coordinator with the support of service providers, IMs, and DepEd administrators. The main aim is to inform potential learners of the nature and

purpose of ALS Accreditation & Equivalency (A&E) system. The information discussed at the beginning of the orientation includes an overview of the ALS A&E program, benefits of participating in the program, and a description of who is eligible to enroll.

The second stage of orientation includes a 1-2 hour briefing conducted by an IM. This part of the orientation elaborates on the expected participation of the newly enrolled learners and further details of how the program works. During this portion of the orientation, information about the ALS A&E Equivalency Test is discussed. The third stage of orientation involves the Functional Literacy Test (FLT). The examination consists of two parts: demographic information sheet and the functional literacy test. The test determines the level of literacy of each student. The three levels are non-literate, semi-literate, and literate. Based on the learners' scores, they are sorted into the respective program tract.

Students are often accompanied by their parents to the first part of the orientation as the students might be nervous to attend. To kick-off the orientation the IMs open up with a game to engage with the students and get to know them. During the FLT the IMs sit with the students and provide any necessary help. Pastor Romy shared that “the aim of the orientation is to help students feel comfortable taking this big step of re-entering education. For a lot of students that have left education they often feel like it is too late or they might have misconceptions about the program. The orientation attempts to clear up their doubts and fears and help them see that the ALS program is highly personalized and attentive to their needs.”

Classroom Activities:

The ALS classes are hosted daily at Banaba House Ministry's education center, Monday through Saturday.

During ALS classes, the IMs lead the students through modules from the approved DepEd curriculum. The IMs usually arrive half an hour before class to prepare the classroom and

Subject	Teacher	Schedule
TLE (Technology, Livelihood & Technology)	Ate Len	Mondays: 2pm-5pm
History	Kuya Lito	Tuesday: 2pm-5pm
Filipino	Pastora Ruby	Wednesday: 2pm-5pm
English	Mam' Kim	Thursday: 2pm-5pm
Science	Ate Vilma	Friday: 2pm-5pm
Math	Kuya Ian	Saturday: 1pm-3pm
Essay Writing	Pastor Romy	Scheduled Workshops

Figure 15: BHM's ALS Class Schedule

greet the students. After the students arrive, the class officially starts with a prayer. The IM will then introduce the week's module through an activity or game. The lessons are compiled into larger modules that cover subjects such as math (problem-solving and critical thinking skills),

English and Filipino (communication skills), and history & culture (development of self and a sense of community).

Students usually arrive to the learning center early and review their materials from the previous week or work on pending assignments and projects. During this time they can review one-on-one with the IM or ask questions regarding the previous modules.

During the class time the IMs engage the students through various activities as they review the week's module. IMs readily use the white board, drawings and charts to explain different aspects of the lesson. Students also participate in group activities to put the lesson into practice. Group discussions are facilitated by the IM to ensure the students have grasped the class material. IMs regularly prepare quizzes to help track students' improvement.

Outside the Classroom:

In addition to the ALS program, Banaba House Ministries also engages ALS students in events and programs that emphasize discipleship, outreach and leadership development.

Vocational Training

Vocational training through BHM is done through BHM's recently developed piggery business. The intention is to teach livelihood skills and practical small-business training. Vocational training through the piggery helps develop soft and hard skills, leadership skills and business skills. Running the piggery business involves learning a multitude of skills: marketing, managing finances, and hands-on caring of the pigs. This business venture is an extension of the learning center. The intention is that as students receive their high school equivalency they can continue learning and developing their education in a practical manner. The *pagapagalaga*, the main care taker of the pigs, acts as a leader as they teach the other youth about the responsibilities involved in caring for the pigs. They also learn motivate and encourage their peers to take ownership of the business. BHM's piggery business is to be a template for future BHM businesses run by other students. Small business ventures are the last step into integration for the students who have finished the ALS program and are not sure what next steps to take after the ALS program.

Mentoring

At the end of each class the IM takes the time to speak with a student about their personal life and offer advice. The IMs responsibilities go beyond just teaching the subject material to the students, as they also counsel the students and help them grow as people. They're aware that many of the students deal with family issues in the home and this greatly affects their education and development. The IMs care deeply for the ALS students and want them to know that they are capable and can achieve their goals if they stay committed.

ALS Student Retreat

The ALS student retreat is a three-day retreat hosted in the first month of classes. The objective of the retreat is to build camaraderie among the students at the very beginning of the program so they can help keep each other accountable and motivated to attend classes. Past ALS students are also invited to attend the retreat and share their stories about ALS to inspire current students and to encourage them to commit to the ALS program. The retreat also provides IMs with an opportunity to bond with the students. The retreat plays a key role in the retention of

students as relationships tend to be the reasons students remain committed through the school year. In the past, the cohorts which are able to build camaraderie in the beginning of the program tend to stay more committed to attending classes.

Student Workshops

BHM facilitates student workshops to help students develop a group dynamic and fellowship. BHM recently hosted a self-esteem workshop to help students identify their strengths and skills. The staff led the students through various activities in which students learned about appearance, intelligence, competence, personality, success, unconditional worth, self-forgiveness, acceptance of weaknesses, self-love, and freedom from guilty feelings. Students also shared about their personal traits, their dreams and future goals through an art activity.

Educational Field Trips

There are three educational outings scheduled throughout the year. These include trips to Intramuros (a historical site in Manila), the National Museum (to learn about Filipino history and culture, and Sakahang Lilok (a retreat site that emphasizes sustainability) in Rizal. Educational outings are integrated into the learning material and lessons. The educational outings are opportunities for students to leave their community and travel into more established parts of the city.

BHM Outreach Events

As BHM serves the urban poor community of Banaba it engages ALS students in their programs. A recent medical and dental mission held by BHM was led by ALS students and it served over 300 community members. These community outreach events also allow students to develop leadership and organizational skills.

Graduation

After the A&E examinations, there is a ceremony held for students that passed the exam. BHM recently held their graduation at JARCI, their local partner church in Banaba Extension. BHM recognized the seven students that recently passed the A & E exam. Each student was recognized with a medal and certificate according to their test score. The parents and family members of each student was invited to go up on stage with to recognize the student of their accomplishment. The highest scoring student gave speech about the importance of the ALS program. At the end of the ceremony, current and graduating students along with their families, IMs and BHM staff shared lunch together. This celebration is a way to bring closure to the student's time in the ALS program and encourage the students to pursue further formal schooling at a college.

Actors: IMs & Students

Instructional Managers

Six IMs currently serve BHM's learning center in Banaba. On Mondays Ate Len teaches Technology Livelihood and Environment, on Tuesday Kuya Lito teaches History, on Wednesday Pastora Ruby teaches Filipino, on Thursday Mam' Kim teaches English, on Fridays Ate Wilma teaches Science, and on Saturdays Kuya Ian teaches Math. The IMs were recruited from Pastor Romy's church in Novaliches. The IMs were trained at the yearly training offered by Onesimo in partnership with the DepEd in January.

Students Stories

Student 1

“I have three siblings and I am sixteen years of age. My mother works as a flower maker and my father works as a laborer for constructions. When I was in second year high school, I was not really serious about studying and I was with a group of friends with a bad influence. I failed my studies and I eventually stopped studying.”

“Then, I heard about the ALS program. I met Pastor Romy, Tita Wilma and Mommy Nena and I found out about the ALS through them and they were also the people who **encouraged** me to enter the ALS program. They invited me to their field trips to Echo Park and the Circle. And I joined them even though I was not an ALS student yet. Then one day there was a sharing activity led by Pastor Romy asking the ALS students how ALS was able to help them and they shared. And then there I saw that the ALS program was good and I was **encouraged** by the ALS students’ answers. Then Pastor Romy asked me if I wanted to study in ALS and because I was **encouraged** by other students’ answers I joined ALS. Through these activities a passion grew in me to finish my studies through ALS. So I started ALS and the teachers were very nice and I met very good friends as well that **encouraged** me to come into class everyday because here I met true friends and people who really love me. Now I also want to pursue higher education.”

“I studied in ALS for six months and I was hoping to finish my studies for high school through ALS. I discovered more about myself in ALS, met many friends and developed good relationships where we can be open and share our feelings with each other. The teachers also helped us a lot especially if there was a module that we couldn’t understand, they have creative ways of explaining it to us. In a way that we will understand. When I stopped studying, I thought that this was all that I will be in life. I also thought of not continuing my studies. My parents also discouraged me from continuing but I thank the Lord that I met Ptr. Romy, Ma’am Wilma and Mommy Nena. They encouraged me to study in ALS. Then, when I took the ALS exam, in the first try, by the grace of God, I passed the A&E Exam.”

“The most important thing I learned in ALS was how to **write an essay**. Before, I did not like writing essays. I found them boring. But I learned in ALS that essays were important because we can tell stories about our lives and personal experiences. Three things that I developed through my time in ALS were **self-esteem**, getting along with others and to listen attentively to our teachers.”

“Now that I passed the ALS exam, I want to **continue higher education** in college. I want to become a teacher so I can teach the youth in my same context who do not have the ability to study in a private school. I thank the Lord for giving me this opportunity and chance to continue my studies through the ALS program. The ALS program is a great program giving opportunities for people like me to pursue higher education and a place where they can keep on trying until they pass.”

Student 2

“I am 21 years old and I was born in August 7 in the province of Bohol. I have two siblings but we are just half-brothers or we have different fathers. I am living in Banaba Extension. I live in the Banaba House Ministries discipleship house with Kuya Gary, Kuya Mark, Kuya Renz and Kuya Satoshi.”

“I was able to reach the fourth year of high school but three months just before the graduation, I had to stop because we did not have enough money to pay the school so I was not able to graduate. I heard about the ALS program in my province and I tried it for three months. The teaching style there was different. The teachers would just ask us to answer questions and we did not learn to write essays. Then the aunt of my friend offered me a job in Manila. I took the offer, went with them to Manila and in Manila, I was able to continue my studies through the ALS program. In Manila I was also working as a care-taker for a house while studying in ALS.”

“In Banaba, my community now, I found out about ALS because there were people going around, surveying and offering ALS. I had my name listed but I was not really serious in the beginning. I just had my name listed because there were many people having their names listed, and I was just following the group. I had no plans and was not really sure if I actually wanted to go to class. Then when the day came for the class to start, my friend Joyce came to my house to pick me up so I went to class and that’s when I met the people of Banaba House Ministries.”

“For the A & E exam I prepared in class. I would go to class once or twice a week. But sometimes I would be so tired in class because I was also working as a pig tender. But by God’s grace, I was able to pass. Before I thought that I will not be able to finish high school that I did not have a chance to study anymore. But I saw new hope for myself from the people around me especially when I passed the A&E exam. I discovered that I had the capability to do it even if I stopped studying for a long time.”

“We would also have **fellowships** once a month and **they gave me back my hope**. The IMs and the other students would tell ‘**Just keep on trying, don’t give up!!!**’ I also made new friends, people I could look up to and go to in times of need and I am happy being with them. The IMs did not stop teaching me even though I can be annoying sometimes. I am very noisy sometimes, they get irritated with me but they still teach me well. Even though sometimes my teachers would cry because of our misbehavior, they would still teach us. They had a lot of patience with me.”

“**I now have a dream for myself**. Through ALS I was able to finish high school and now I can continue my studies. I want to go to college. I don’t know where yet. Polytechnic University of the Philippines (PUP) was recommended to me but I’m not sure if I am smart enough to study there. Before, I left formal school I wanted to be a doctor, nurse or teacher. Then when I worked as a pig tender, that’s where I found out that I want to become a successful business man.”

“I think the ALS program can improve if the former passers of ALS could be model encouragement for the new students. They will give the new students new hope and inspiration. The new students should be motivated and dedicated.”

Student 3

“I live in Banaba Extension, San Mateo Rizal. I have three children, I have a husband but we are not legally married. I am 30 years old. Currently, I do not have a job. I just stay at my house and sometimes, I attend classes.”

“I only reached first year high school. When I started high school, I was a transferee to that school. I studied elementary in a different place and when I went to high school I felt awkward because I was not from that area. I felt that the teachers favored the students from there and not me because I was a transferee. I also felt that I was smarter than the other students but I was not honored because they favored the students from there. I held a grudge against them

because I felt that I was not treated fairly. I lost my motivation so I stopped only for one year but eventually, I was not able to go back to studying because of finances.”

“One day I was at a Bible study with Ate Marlene and I heard their conversation. Although they were both mothers, they were still studying. So I asked them, where were they studying? They said, in the ALS program. So I asked them if I could enroll, if I could still study there and if they can accompany me. So they accompanied me to Ma’am Jocelyn Mendoza then they accepted my application and gave me a placement test and I was able to enroll in the program.”

“I studied in the ALS program two years because I was not able to pass the A & E exam in my first try. When the exam day was near, I would go to class often. Then when I would go home, whatever our lesson was, I would review it. The day before the test, I hardly slept because we kept on reviewing with the other students and we were all so nervous because we all wanted to pass and this was already my second try. I was not able to pass the first but this time, I did!”

“By being an ALS student **I learned to have confidence in myself** because I am a very shy person before. But when I joined the ALS, I learned to be **confident** and less shy. And I realized that I have fun learning subjects like science. I also realized that it was not scary to try to speak English. I was encouraged even if I was not really fluent, I will eventually learn how to answer.”

“ALS is unique because they don’t have an age limit. First I learned that even though you are a mother, grandmother, no matter how old you are, you can still study. Age is not a hindrance. Second, the **teachers are supportive** to their students because there are a lot of students who lack motivation and support from their environment. As students that passed the exam, I hope we can become an **inspiration**, model for people who want to study. Third thing I learned is whether you pass or not they are still there for you. Sir Gary and his team, even if you are discouraged, they are still there for you.”

“I want to continue studying. I want to become a teacher. Teaching is my passion, even in our house I am the one who teaches. Teachers are real people. They don’t choose, when they help, it is really from the heart even to people they do not even know.”

“A way ALS can improve is by giving out flyers to promote ALS so that other people would know that there is a program like this in this area and also us. We also have to help promote ALS and encourage people to study.”

Student 4

“I am 22 years old. I am living in San Mateo Banaba. But my family lives in Montalban. My step-father is a farmer and my mother just stays in the house as a housewife. I stopped going to school my third year in high school. I had to stop due of financial problems and so many other problems in my family.”

“I found out about the ALS program through my brother who was a missionary at MMP (Mission Ministries Philippines), Raymon. They were assigned at Banaba Extension and there he met Kuya Gary, so I met Kuya Gary through Raymon. Kuya Gary and his organization had an ALS program in Banaba extension. So we became the first batch of students in Banaba Extension. I have been part of the ALS program two years because I tried the first time and I failed, so I tried again.”

“I want to finish high school and with the help of ALS, I want to reach my simple dream, to finish high school and if there will be someone who will help me to continue in college, I will

study and work hard to finish college. Then after, I will work so I can help my parents, siblings and other people who need help. “

“I had a lot of experiences in ALS that I did not experience in regular school. The **teachers are very patient in teaching**. Individually or in big group. I saw their **dedication** even though they live very far, they really come to teach the students who were losing hope. They give encouragement to the students, the teachers share about their lives to **encourage** the students that has a good effect to the students. And I saw their way of teaching is very good because in the regular school, not all students are given attention for their development. So in ALS, It is just a small class so the **students are given more attention**, and the students learn more. I thought before that ALS was not real but, it is! I am happy to be here in ALS and focus in my studies.”

“Through ALS I learned how to wait, to understand the things that are difficult for me and widen my view for a subject. I’m a person who does not want to wait. I just want to keep on going. But here in ALS, I learned three things the Lord wants me to learn: stop, know, then go. So that’s what I learned in ALS.”

“BHM did many activities but, my personal intention was to really finish high school. I wanted to work hard for that and **BHM helped me a lot with activities to enhance our talents and improve what we are good at**. So BHM became a part of my life and I learned so much from it. Today, I am one of the staff members here in BHM ministering for the Lord and I am happy to be part of this work.”

“With the help of BHM I learned to change my attitude. Because I had an attitude that, if I do not want it anymore, I will stop. Second, to follow. Especially the ones older than me. I was not that obedient before. Third, to think and be creative and think before I speak. There were times when I wanted to give up. But BHM told me especially Kuya Gary, **‘you can do it. don’t give up!’** so **I saw that the people around me believed in me**. So I learned in BHM that, I could do it. I thought that I was not able. Their **encouragement** was a big help for me.”

“I want to help people like me. A lot of youth want to study but their parents don’t have the finances for it. But a lot of youth still want to study even just finish high school. If God will bless me, I want to help other people, help my family and become a good friend, brother and son. Because before I wanted to become a sea man, have a good future, work in another country. But not anymore. Just to be a good person to my fellowman.”

Student 5

“I am 18 years old. I am living in Banaba Extension. My father is a tricycle driver and my mother just stays in our house. I stopped going to school second year in formal high school when I was 14 years old. I heard about the ALS program from our pastor, Pastora Ruby. We first started our classes in our small church in Banaba Extension. Then from there, we transferred here in BHM. I was part of the ALS program for about eight months.”

“I joined ALS so I can finish high school. Because I need to be a high school graduate. For myself, I just want to finish high school, **to achieve something for myself**. The good things about ALS is first of all, everything here is free. We don’t have to buy uniforms, materials. The teachers are very kind. We often share meals together.”

“I took the A & E exam last December. It was my first time taking the exam. Two days before the exam, we had something like a review test. We also practiced writing essays and focused on that because that was one of the most important things for the exam. We did that almost every day before the exam. I also reviewed at home by browsing through the modules on

the internet. **Sometimes other people don't know that ALS is difficult.** They don't really know what ALS is. Especially for the exam, I got nervous, I did not know if I will pass or not. But the ALS here in BHM, we are happy. We have a good **relationship** here, we are happy here.”

“Here in BHM some of our teachers are pastors and all of the teachers are church workers so **they give me advice about very important things**, things that I need. Three things I learned were **self-discipline**, knowing about the Lord and getting along with my fellow man, *pakikisama*.”

“I want to become a successful business man. I want to have my own rice store, water station and market. **BHM has done a lot to help me pursue these goals and to reach higher education.** First, BHM helped me graduate from high school through the ALS program. Then this January, BHM plans to try to enroll us in Polytechnic University of the Philippines (PUP). We will take the entrance exam. Because they said that a university is good for us. That's their plan for me and [Student 2].”

Issues

Retention

BHM has attempted to maintain retention of ALS students through one-on-one mentoring as well as retreats to create camaraderie among the students, but the organization continues to struggle in retaining students in the program. The majority of the students who begin with each cohort eventually stop going to classes and quit ALS; they lose motivation and are not willing to make the commitment of going to classes 5-6 days each week. Pastor Romy states that the primary goal of BHM is to help the individual. He said, “We worry about ALS attendance because we worry about them.” BHM is not concerned about attendance because of tuition fees or the program's reputation, but because the teachers care deeply for the students and want them to have opportunities in life, as well as a personal relationship with Christ.

Student Involvement

On the other hand, Pastor Romy says that it's been quite difficult to teach all of the ALS students because they all come from different educational backgrounds and some students are more advanced than others. He still does not know how to address the needs of such a diverse group of learners. The quality of schooling is measured primarily through mock tests that are administered to the students every few months to measure their level of progress. The teachers try to improve the quality of the schooling by teaching in more dynamic ways, utilizing methods aside from rote memory (students merely copying down information), but they try to engage the students and interact with them to make learning more interesting.

Budget

BHM receives funds from international private donors and partner churches in the Philippines. BHM funds are distributed to the three core programs: outreach, education, and discipleship. BHM allocates a significant amount of its monthly budget to the needs of the ALS program. The monthly budget for ALS covers the instructors' salaries (6), classroom supplies, and *merienda* for students. Each Instructional Manager receives 300 pesos (~\$7) per class.

In an interview with the BHM Director, Kuya Gary, he indicated that ALS is a priority in terms of funding as the program provides the primary entry point into the community. ALS acts

as a casting net to gather and draw in participants to engage with BHM. In Kuya Gary's opinion, ALS is best served as part of a larger program that can offer tools for lifelong learning and personal development. The ALS program is a key way to engage out-of-school youth in deeper mentorship and discipleship.

While discussing the needs and obstacles for further funding of the ALS program, Kuya Gary indicated that financial limitations limit the human resources available to expand and support the program. With more financial resources, BHM would be able to expand the hours an IM teaches course material, stays in the community, and engages with students. The biggest obstacle to securing funding for ALS is that funders want to hear the success stories of the program. Since BHM is a fairly new organization, there have only been two previous batches of ALS students who have gone through ALS. Kuya Gary shared, "We are still building the stories. How do we find funders that are willing to trust that we are providing outcomes?" Since BHM is still developing those success stories, they share small victories through social media and newsletters so that current donors can track the progress of students, the program, and the staff in its early stages.

The organization and staff are constantly learning from their mistakes and making readjustments to accommodate different needs and overcome obstacles. They are currently developing relationships with funders in Shanghai, China and seeking funding from organizations like the Rotary Club in Oregon in order to help expand the ALS program. The potential funds would be used for student development programs, staff salaries, and classroom equipment.

Case Study 21: ALS Foundation

Site 2: Lilok Foundation



Introduction

I was first introduced to the Lilok Foundation through my thesis supervisor. He often shared about his church's involvement in Lilok's training programs and retreats at Lilok's sustainable farm in Tanay, Rizal. I first visited Lilok's office in Quezon City in May. During that visit I was able to conduct a semi-formal interview with their ALS Coordinator, Kuya Conrad and interact with their ALS class. During a subsequent visit I was able to interview one of their students, Christian, who completed the ALS program and is currently pursuing higher education at a local college.

Organization Description

Lilok Foundation was founded in 1992 with the objective to “train leaders of urban poor communities to act and live holistically, grow in Christian maturity and wisdom and become effective change agents in their respective communities.” Their core values include **wholistic faith** in Jesus Christ, **transformation** through group trainings, **praxis** of integration of action-reflection-integration, **community** as a vehicle for the kingdom of God, and personal and organizational **growth**.

Kuya Conrad explained that from the beginning Lilok was formed as an organization to train urban poor leaders, with the tagline “training towards transformation.” Lilok developed various programs to carry out its mission “to serve urban poor leaders, to facilitate their learning, and to empower them toward servant leadership by means of modeling, transformative education and mentoring program.” Lilok's programs include the Certificate in Wholistic Ministry (CWM), the Certificate in YouthWorks Training (CYWT), the Sakahang Lilok Retreat Site and the ALS program.

Through the CYWT Lilok trains young leaders from different urban poor churches to be future leaders in their communities. “The CYWT aims to empower youth to become effective facilitators of personal transformation, youth organizing, and community development.” Through

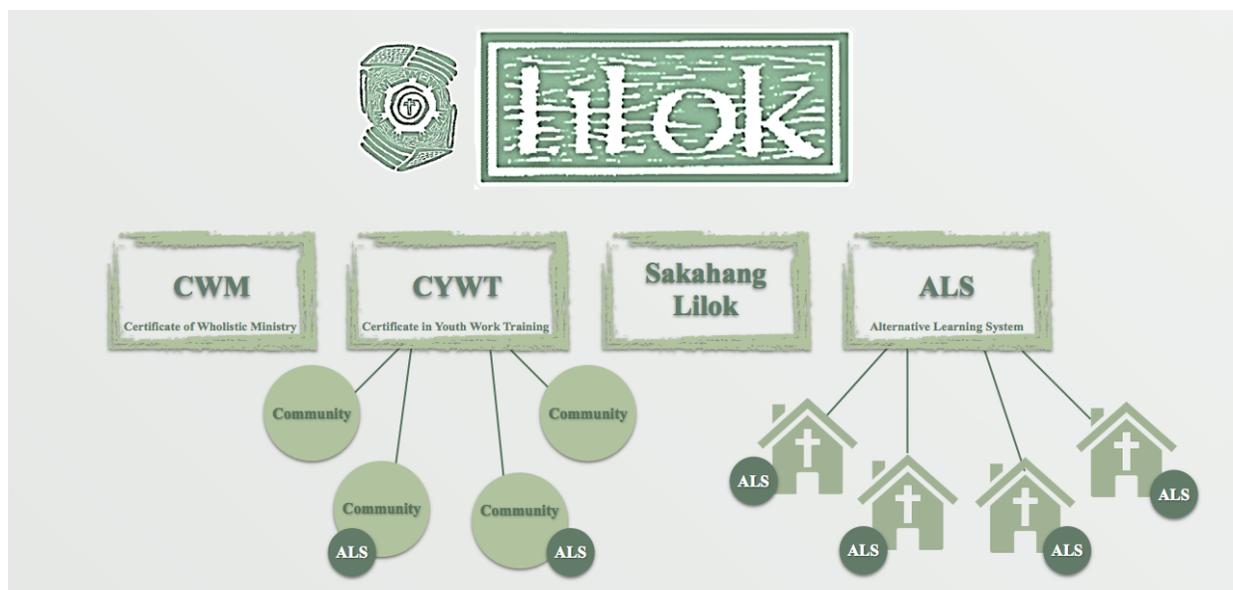


Figure 16: Lilok's ALS Model

the training the youth learn to organize groups and start different projects in their respective communities. Known as the Youth Initiated Project (YIP), the youth accomplish a community based project involving 120-hours of volunteer work. Through these projects Lilok has consequently fueled the inception of countless community-based projects throughout Metro-Manila.

One of those CYWT groups started an ALS site in their community and from there Lilok decided to make it one of the programs they offered as an organization as they saw the need to serve the out-of-school youth that became engaged with other CYWT projects. ALS was the fruit of a CYWT project that developed into one of Lilok's key programs.

Lilok's ALS

History

Lilok established their ALS site in 2007 through the help of staff members Kuya Arvin and Ate Joni. Following DepEd's training Lilok started offering classes in their office in Quezon City. In 2010 Lilok started to partner with different churches in urban poor communities to start satellite ALS sites. Through these partnerships the local church provides the location for ALS classes, recruits students, and provide mentorship and visitations for the students while Lilok sends IMs to teach the module material.

Lilok's vision for implementing the ALS program was to give an opportunity to out-of-school youth to get a diploma of high school graduation without having to return to formal schooling. However, Lilok recognizes that the ALS program is not just an opportunity for youth to pursue their high school diploma but to also advance their development. The ALS program complements the vision of Lilok as it is a way to serve and train young leaders from the urban poor context.

Goals

The goal of students entering the program is to pass the A & E exam and receive a high school equivalency diploma. Kuya Conrad shared that students are motivated by their current realities rather than their hopes for the future. "Usually their main concern, is they want to be able to get a job to help their families. There is this one story where we organized this group in Pasay and the only thing they wanted was to get a job to help their families but to get a job they needed a high school diploma but they were not high school graduates. Our main purpose and their goal was to help them pass the exam and get a diploma for their job requirement."

Lilok partners with capable partners that can provide necessary resources for students willing to pursue higher education. Kuya Conrad shared that, "We [Lilok Staff] motivate students to pursue higher education. We inform them that if they want to go to college, we have scholarships for them. We want more for them. But we also have to understand their context. Some are very poor and they only want to get a job to help their family, and they don't really have the resources to go to college. So we [Lilok] partner with Servants to sponsor college tuition for those students that want to pursue higher education. For those [students] that want to avail skills training for free we connect them with TESDA. If they want massage training, HRM (Hotel and Restaurant Management), IT (Information Technology) or something else we connect them with TESDA to avail those trainings."

Space & Objects

Currently Lilok serves 11 students at their site in Quezon City and has other sites in Pasay in a community that settled in a cemetery, Breakthrough Christian Church in Batasan, and in Tondo. The ALS site in Quezon City is located near the Quezon Memorial Circle and City Hall making it easily accessible to students from other partnering communities. Most of the students attending the ALS site in Quezon City commute from their communities in Cubao, the southern region of Quezon City.

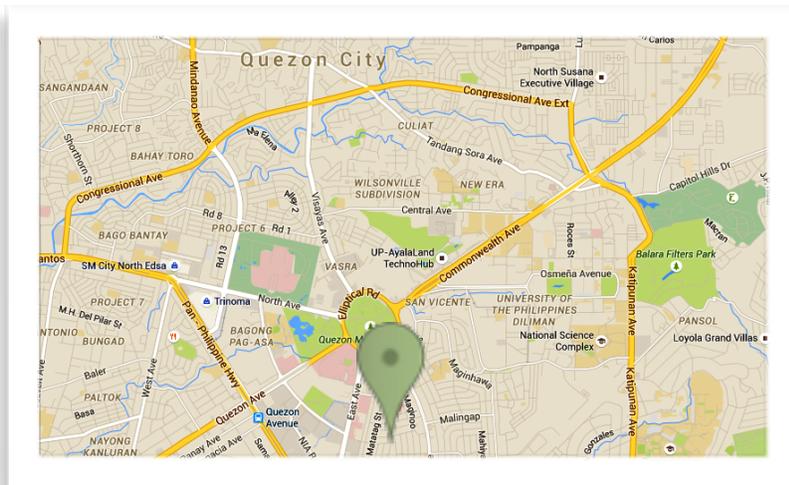


Figure 17: Lilok's ALS Site Location

The ALS classes are held in Lilok's main office which is located in a house in Barangay Central. The home is divided into an office area, a main gathering area, and a living area. The classes are held in the main gathering area where tables and chairs are set up to face a white board. There are electrical fans that keep the room cool during the warm weather.

Activities & Events

Recruitment:

Lilok recruits students through word-of-mouth using their network of urban poor pastors and trainees. Those involved with Lilok's Certificate in Wholistic Ministry, Certificate in Youth Work Training, and Sakahang Lilok also play a key role in recruiting potential ALS students.

At the satellite sites, Lilok's partnering churches recruit students from their respective communities to become engaged with the ALS program. Kuya Condrad explained that after the first batch of students go through the program the students themselves will start sharing about the program to other friends and neighbors. The students that pass the A & E exam recruit the most students because they share about their experience to encourage others to join ALS.

Orientation:

Lilok hosts an orientation for students interested in participating in the ALS program. During this orientation the students take the Functional Literacy Test to determine the students' level of literacy. Kuya Condrad explained that during the orientation he also facilitates a visioning activity, team building games and

Visioning Activity:

During the visioning activity Kuya Condrad asks students, "How do you envision yourself yourself ten years from now? What were your dreams as a child? Have you're dreams changed? Why did they change?"

In Kuya Condrad's opinion this activity is extremely important for students, "Because when we were young we would dream to become nurses, doctors, etc. so we just want to bring them back to a time when they were young, and dreamers. I think the visioning activity can help

motivate them to pursue higher education because they start to think about their dreams and things that motivate them. Because its sad for us sometimes that their dream is to only finish high school and get a job as a sales lady. So we ask them, is that all?" The visioning activity also serves to help students stay motivated to complete the ALS program as students begin to work towards their goals.

Classroom Activities:

Lilok holds ALS classes twice a week from 3pm-5pm for periods of ten months. The goal of the classes are to prepare students for the A & E examination by the end of the year using the modules provided by the DepEd.

IMs use different methods of teaching that seek to engage students with the material from the modules. This often includes games relating to the subject, artwork activities, documentary showings to teach about history, and reporting. Lilok's IMs also integrate different activities that have become regular activities for Lilok participants, for example, prayer dances that seek to connect the participant with

God, the earth, and each other.

On a typical day the assigned IM will text students a few hours before to remind them to attend the class. If students do not arrive on time, the IM will use the time to talk and bond with the students in attendance. During the class students are attentive and engaged in the activities. The students share camaraderie with one another and enjoy spending time with the each other after class.

Outside the classroom

Students are invited to participate in three field trips, to the National Museum, Luneta Park, and the Manila Zoo. The field trips are a chance for students from all the sites to meet and get to know each. ALS students are also invited to participate in Lilok's bi-annual camps hosted at their organic farm in Tunay. The Sakahang Lilok farm aims to be a model of sustainable living and serves as a place for environmental discipleship.

Graduation

Lilok hosts a graduation event for the students that pass the A & E exam at a local church near their Quezon City site. The graduation is a part of a bigger graduation program where the participants of the CYM and CYWT programs are also recognized. The graduation this year commenced following Lilok's annual general meeting where the staff shared new organizational updates with participants and community members.

Participants: IMs & Students

Instructional Managers

There are currently four Lilok staff teaching ALS classes at the Quezon City site. Kuya Adam teaches English, Ate Kaye teaches science and history, Ate Chum teaches science as well, Ate Carol teaches Filipino and Kuya Condrad teaches math. They are all college graduates however they do not have a background in teaching. To prepare for teaching in the ALS program they underwent the IM training provided by the DepEd.

Teaching Methods

The IMs track student improvement by observing student participation in the classroom. After every lesson the IM engages the students in conversation about the subject material to gauge their grasp of the subject material. The IM also train students for quarterly review tests that help students prepare for the A & E examination.

To Lilok's IMs finding different teaching methods is important to help ensure the students are being equipped to pass the A & E Exam. The IMs identified essay writing as a weak point for students. Kuya Condrad attributes this to the fact that "culturally, Filipinos like to tell stories orally rather than writing." In the actual exam students have about 20-30 minutes to answer the writing prompt so in the classroom the IMs challenge the students to write out as much as they can in that short amount of time. The goal is that by the time the exam comes around the students will be able to write cohesive thoughts and finish the essay in time.

Mentorship

Kuya Condrad shared that the role of IM becomes a very engaged role as they seek to become mentors to the students. "We build friendship with them. Sometimes you have to do what they want to do. If they like to bike, go with them. So you can build relationships. From there you can motivate them. Spend time with them. It is relationship building and then motivation and encouragement will eventually happen."

Students Stories

Student 6

"I am 23 years old. I live in Antipolo but I am staying here in Quezon City because I work here. I have five siblings, and I am the third. Our life is difficult but we get by. I only finished third year high school. I stopped studying for a long time because I had to work due to financial problems. Back then, it was only my sister who had a job and she was the only one supporting us. But my sister had to leave her job because she could not handle how she was being treated by her boss. Because of that, my studying was affected and I had to sacrifice my studying. Then it was after 5 years before I was able to study in ALS. Last 2014 I passed the ALS exam. Now I am studying in Marikina at Marikina Polytechnic College."

"I found out about ALS from a neighbor. I actually went for an interview and orientation but I did not continue. I think I first enrolled here back in 2008. Then last 2014 I enrolled again. I had a friend who was staying here and encouraged me to take ALS here. I was part of ALS just for a few months, maybe 4-5 months. Then we took the exam and I waited for the results."

"Before the exam I would come here, to Lilok to study. Aside from studying here, I also self-studied. Because I would only come here once a week. I also took some of the modules and practice exams home and studied them there. I also researched how to write essays on the internet, printed them, read them and practiced writing. During that time, I was staying at a church and the pastor there helped me with English and other subjects. The review was really a big help for me. The subjects were difficult but the teachers here at Lilok kept on reviewing with us. The students who enrolled from the beginning had the advantage of studying all the modules but I and the other students who enrolled late had a hard time because we had a lot to catch up on. I would study at home and catch up. The essays were also hard, Filipino is hard but I had to study it because the essay is most important part of the exam."

"Lilok had many activities for the students like going to the National museum but I was not able to go with them because I was working then. I was working as a construction boy. The work there was hard, the heat, it was very tiring. **That was when I reflected that I had to study**

to get better job. I worked for construction in a lot of places. I had a lot of jobs. But the other jobs like in Jollibee, **they would not accept me because I was not a high school graduate.** I could only work for construction. I needed to study to get a better job. ALS is very important because it gives an opportunity for people like me to finish high school.”

“The most important thing I learned through the ALS program was that **if you have a motive, push and go for it.** You also have to pray for it while studying because I have friends who were not able to pass. I also learned that I have to pay attention to what I was studying because **what I learn from the teachers here, I could use for college.** I also learned how to give my best.”

“Lilok’s **support, encouragement, and financial help** has helped me continue my education. I am a volunteer here at Lilok, and they give me money for my food, transportation and when I need something, I just ask and they try to give me what I need. Lilok also has a program every Saturday that I attended. I learned a lot of **leadership skills** from their trainings.”

“My hope for the future is to have a good and regular job. I would also like to teach here in ALS so I can repay the help I received from here. I would like to have a simple and good enough life for me and my family.”

“In regards to improving the ALS program, I hope the DepEd increases their budget for the ALS program and starts more ALS centers in different communities. Because there are a lot of people who are old and shy to study in a formal school like me. It would be good for them to also update the teachings in the module. They should also release the results of the exam faster because there were a lot of students who wanted to enroll for college but they had to wait for their results. The results came out after the college enrollment dates had passed so they were not able to enroll for the first semester this year. Lilok should add more days of teaching like twice a week because there’s only once a week now.”

Issues

Retention

The primary problem Lilok identified with the site is the common issue of student retention. Kuya Condrad explained that “In the beginning of the year there are a lot of enrollees but as time goes on students drop out. We do not have a solution yet in how we will address this issue. They all have their valid reasons, some have to work or other commitments. Sometimes they have different priorities. Even if we text them and the church visits them they still don’t want to continue.”

Department of Education

Modules

Lilok recently contacted the DepEd and requested the Division Office to update the modules provided for the ALS program. Lilok found issue with the modules as they have not been updated or modified and do not want to teach outdated information to their students. As a solution Lilok has decided to create their own modules. They will be using a similar outline found in DepEds modules but it will include updated information gathered from their own research and preparation. Lilok is also planning on buying their own material and curriculum for teaching.

Language Barrier

In a Muslim community in Quiapo where Lilok hosts an ALS satellite site there is the problem of language barrier. In the interview Kuya Conrad shared that in this community, “They do not speak Tagalog very well but the A & E exam is in Tagalog. So we went to DepEd to talk about it, to ask if the students could write their essay in their native language. The DepEd suggested students should go back to their native province to take the exam but the problem is transportation fare. It is too expensive for them to go back, and what if they are poor? So, students who are not good in Tagalog will eventually fail.”

Changes in K-12 System

Lilok identified that the DepEd has been struggling to implement the new K-12 school system in the public schools. Lilok is concerned as to how this shift will impact the ALS program in the future and wants to prepare for upcoming changes. However the DepEd not been in communication with ALS service providers and has not given any indication as to whether the program will change. In an attempt to contact the DepEd regarding this issue Lilok was simply told to continue implementing the program in the same way until they are ready to give any updates.

Budget

The budget for the first three years of the ALS program was sponsored by Servants Philippines. After that the sponsorship stopped the program was sustained through international sponsors. The ALS program budget comes from the general budget of Lilok. Although there are various companies that have offered their support to Lilok the organization realizes that their goals are against Lilok’s key principles. It is difficult to find sponsor organizations who understand the core vision of Lilok.

Site 3: Onesimo- Worship God Church



Introduction

I first became familiar with Onesimo in January when I attended the eighth annual IM training they offer in partnership with DepEds' BALS. The IM training is meant to train pastors, church leaders, and church members to become IMs and serve the out-of-school youth in their respective communities. The overall goal of the training is to equip new IMs to help establish or develop a new ALS site in their community. By providing these trainings Onesimo plays an integral role in helping churches and organizations implement the ALS program in their community.

Worship God Church is one of Onesimo's partner churches that hosts twelve former street children that suffered from addiction and domestic abuse. I was able to visit and interview Ate Rida along with four students who recently passed the A & E exam.

Organization Description

Onesimo Foundation, Inc. was founded in May 1996 by Servants Mission with the mission to reach, **rehabilitate**, **equip** and **mobilize** urban poor youth for the **transformation** of their families and communities that advances the values of the kingdom of God. Onesimo's vision is productive, responsible and self-reliant, drug-free, youth rooted in Christian values and principles actively participating in the transformation of their families and communities.

Since the founding of Onesimo, the leadership launched various other groups that feed into the same mission such as Onesimo Project, Onesimo Training Communities, Onesimo's Leadership Training, Onesimo Community Training Program. Onesimo has a wide network of urban poor leaders and has ties in countless urban poor communities throughout Metro-Manila



Figure 18: Onesimo's ALS Model

including Payatas, Tondo, Frisco, Letre, Mendez, F. Carlos, and Philcoa. Onesimo also runs over fifty youth camps every year in attempt to reach five thousand street children and youth.

Onesimo increases its reach of youth through its wide network of urban poor churches. Onesimo partners with churches as a method of they refer to as Church-Based Ministry. Through this model Onesimo partners with churches that have the capacity to host, train and disciple youth that grew up street children. Onesimo equips churches to serve the youth through sponsorship, trainings and resources. Onesimo's goal is for all of their partner churches to become ALS sites that serve out-of-school youth. To reach this goal, Onesimo partners with the DepEd to provide yearly training for pastors and Christian leaders. Onesimo also offers this training to other organizations interested in starting ALS sites.

The ALS program fits with Onesimo's vision as they seek to reintegrate former street children into formal society through education, employment and entrepreneurship. The ALS program is able to reintegrate out-of-school youth by providing a fast-track to attaining a high school diploma that can allow students to enter formal education or the work field. Onesimo's core values

Worship God Church's ALS

History

Worship God Church started their ALS site when they became a part of Onesimo's Church-based ministry in 2010. In an interview with Ate Rida shared that before their partnership with Onesimo they had no idea about the ALS program. Prior to offering the ALS program at their church she was already involved in helping street children and youth learn how to read and write. Through the ALS program she can now teach students and help prepare them for the A & E exam so they can finish their studies and graduate from high school.

"It started when my husband and I saw children in the streets collecting garbage. My husband had compassion for them because when he was young, he also lived on the streets like them. He had such a big burden to help those children to finish their studies. So he said, 'come, let's help them.' We wanted to help them, even to just learn how to read and write because most of them did not know how. Most of them were not able to go to school. Two of them did not even know how to hold a pen! One was 16 years old and the other was 17 years old.

So we had a burden to help them learn how to read and write but back then, we did not really know about ALS. So we told them to come here [our home] and so we could teach them. We would ask them to come every Wednesdays, Thursday and Fridays. We would also feed them when they were here because I realized they were too hungry to learn. Then little by little, they started learning. And for the first time, they were able to write their names. They were so happy. I asked the Lord, 'how can I help these children?' I just asked them to pray with me and ask the Lord for what His plan was for them.

Then one of my friends saw that we had a ministry like this. They offered to help us. That was when we found out about Onesimo Foundation. Then that's where I found out about ALS. We attended the ALS seminar than I realized there is really a way.

We were so happy and I told them, see! We just prayed and trusted the Lord. My passion was to teach street kids but I had no idea that there was a program in place to help me do more than just teach them to read and write, but to actually graduate from high school."

Goals



Figure 19: Onesimo's Trainee Timeline

Through Onesimo's Church-Based Ministry model, churches hosts a group of 12 youth for two years. The youth are considered trainees that enter into a two-year

period of training with the church as their support system. The group of youth builds camaraderie by living together and practicing disciplines together. During the first six months the youth go through a period of detoxification in which they focus on breaking off any addictions, harmful relationships, and bad habits. Ate Rita explains this period as, "a crucial time of growth and discipleship for the youth as they begin to strip away their former identity and strive to become clean. The hardest part of this six month period is that the youth can not leave the church but are encouraged to make their detoxifying process easier.

After the youth make it past the six month mark the church will start to provide ALS classes for the youth that are interested in taking the A & E exam, involve the students in church leadership, and leadership development activities. The goal is that through their involvement in the ALS program students will be able to attain a high school diploma to then be able to pursue college, skills, or vocational training. Ate Rita shared that, "If students want to pursue a degree in Bible school, Onesimo Foundation will support them. The role of the church is to screen them and make sure that they will really want to go to college and pursue higher education. Other students take skills training in TESDA then they get a job after." The aim of the two years is to facilitate the youth's re-integration into society and the ALS program provides the sufficient tools to be able to move the youth into that direction.

During the interview Ate Rida also shared that Worship God Church's mission aligns closely with the mission of Onesimo and the ALS program as they seek "to provide a safe space for spiritual and physical transformation. Our goal is that the youth meet God, find healing, and become transformed. I think education is part of transformation. Skills training and business ministry needs to comes after, so they can find direction and develop their skills." The goal for implementing the ALS program at Worship God Church is to moves students from healing to transformation.

Space & Objects

Worship God Church is located to the north of the Quezon Memorial Circle on Visayas Ave. It is bordered by TandangSORA Ave. on the North and Congressional Ave. on the South. The church is located in a three story building located above a mechanic shop. The third floor is

separated into a den area and a living area. The den area is surrounded by windows that keep the room cool and let in the noise from traffic and the mechanic shop downstairs.

Ate Rida and her husband, Pastor Bobot, along with their six family members live in the church location with twelve youth. The girls and guys' sleeping area is separated by a kitchen in between. The church space has a pulpit up front with many tarpaulins decorating the walls. The chairs used for service are stacked against the front. Many plant pots decorate the church space and make it look welcoming. In the den area, next to the church space there is a computer where the youth can use the internet. During the interview I overheard the youth practicing worship songs off of youtube.

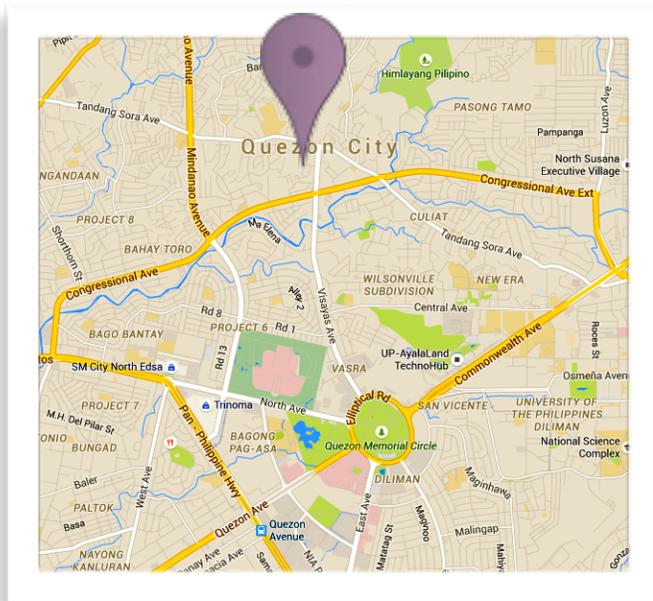


Figure 20: Worship God Church ALS Site

For ALS classes Ate Rida uses the den area where I conducted the interview with Ate Rida. She explained that they use the dining table, a chalkboard, and an electric fans for the daily classes. At the beginning of the ten-month course, the church provides notebooks and any necessary materials for each student.

Activities & Events

Recruitment

Worship God Church focuses on serving the youth that are living in the church so they do not recruit outside students to attend the ALS program. However, Ate Rida explained that once the youth finish the two years training they go back and tell other youth from their community about the opportunity to join the training program. "Our first two students that were able to pass the A & E exam and graduate from high school were the ones who promoted ALS. They told their friends, 'go to the church, there is ALS there!'"

Orientation

Orientation for the ALS program occurs six months into the youth's training program. During the orientation Ate Rida shares with students the opportunities ALS offers- they can finish their schooling, attend college or avail skills training. She also explains the preparation process for the A & E exam. After this small orientation Ate Rida asks the youth if they will commit to studying everyday to prepare for the exam. Those that are willing to be part of the ALS program take the FLT so Ate Rida can evaluate their literacy.

Classroom Activities

During the preparation process for the exam Ate Rida teaches students five times of week. The classes are integrated into the overall schedule of the youth living in the church. "First

we wake up and have breakfast, then after doing devotionals we start reviewing. Then we have lunch and rest for a while then start again. This was during the last month before the exam.” Ate Rida also described that she shortens and lengthens the study time periods according to proximity of the exam.

A major focus of Ate Rida’s teaching is on the essay portion of the exam. “The essay portion is always the most difficult for them. So, I give them a topic and give them 1 hour to finish writing. The month before the exam, we work on essay writing almost every day because that was the important part of the exam.”

Aside from the group study sessions, the students also have individual study time. Using the modules provided by the DepEd students review subjects they feel they need to grow in. Ate Rida also commented on the students’ diligence, “Often, they are serious because they really want to graduate. When I ask them to do something, they really do it. And they take their own individual time seriously.”

Outside the Classroom

During the time youth become involved with the ALS program they also become more involved with the church and its various programs. Ate Rida shared the big changes she sees as the youth become involved in church activities and leadership roles, “They are the ones who teach here in the Daily Vacation Bible School (DVBS), Sunday school, they join the music ministry and some of them lead Bible studies. They became workers here in the church; they help with the ministry with the street children, clean up the church, cook, they lead devotions etc.”

Bridging Course

After students pass the A & E exam they go through the bridging course, a training that prepares students for college courses, entrance exams, and English proficiency. Ate Rida explained that “Onesimo provides the modules for the bridging course so that students feel equipped to go to college. Before, most are just content with pursuing the skills training but after the bridging course some of them become encouraged to go to college.”

Participants: IMs & Students

Instructional Managers

Ate Rida shoulders most of the responsibility of Worship God Church’s ALS site as she does the majority of the teaching. There are occasions when she has volunteers teach a module or two. Currently there is a volunteer from FEBIAS Bible College in Bulacan that helps teach Math and a masters student that facilitates essay writing workshops for the students.

Students

The students I interviewed from Worship God Church are former street children that have been living with Ate Rida and Pastor Bobot for the past year. They recently passed the A & E exam and shared about their experience with the ALS program.

Student 7

I am 18 years old and I grew up in the Bulacan province but now I live here in Quezon City with Tita Rida and Pastor Bobot. I only reached first year high school. I failed the second year and dropped. I was 13 years old when I stopped going to school.

When I was still living in Bulacan, my friends told me about the ALS program. Then my pastor enrolled me in ALS at an ALS center there in Bulacan. But then my pastor asked me if I wanted to study in Bulacan or in Quezon City. I chose to study here in Quezon City, at Worship God Church with Tita Rida.

I was part of ALS for one year because I really wanted to finish my studies and also avoid vices outside so that's why I chose to study here. I wanted to learn **self-discipline**. I was used to making bad decisions and hanging around the wrong crowds. **I thought this was a way to start over and really change.**

I prepared for the A & E exam by writing essays with Tita Rida. She taught us how to write and make our essays properly. Our knowledge became wider because of our studying especially because we learned how to write essays. Even if it was hard, we would all do it together so we kept each other **encouraged**. Tita Rida said that learning how to write was the most important thing to do for the exam so we focused time for that. Tita Rida said that this is one **key to prepare for higher education.**

I am thankful to God for Worship God church and the people here who helped me remove my vices. They helped widen my knowledge in studying and to get along with other people even if I did not know them. If it is the will of God then I will study in college.

Student 8

I am 16 years old and I left formal education when I was in grade four. I did not complete elementary school because of my family situation.

My brother was the first one to study in ALS and I found out about ALS through him. **I joined because I really wanted to finish studying.** I was already living here when we started reviewing for the A & E exam. We would review almost everyday and we would all sit together and Tita Rita would teach us how to write essays. We understood her teaching style and she helped us work on the things we did not understand. With the help of the Lord I passed the A & E exam.

I came to know the Lord here at Worship God Church. When I came to know him, my relationship with Him became deeper. Knowing God has changed my life. It gave me a hope for the future and then **the ALS program gave me an opportunity to go after that future.** I know that many things are difficult if we don't have education. I want to help my family and I also want them to come to know the Lord. I want to get a good job and that is difficult if you don't have an education. Staying here at Worship God Church was a good help for me because if this was not here, I would not have the opportunity to study and pass. In the future I hope to become a pastor or work with computers. ALS has helped me with a lot of things.

Student 9

I am 16 years old, last year, when I was 15 years old I had to stop going to school because my family had no money to send me to school. I have two other siblings that are also studying and they couldn't afford for all of us to go to school so I had to stop going. I was only in my first year of high school.

I found out about the ALS program through Tita Rida when I moved here to Worship God Church. I decided to do ALS because I wanted to finish high school and achieve my dreams. We reviewed lessons together with Tita Rida on a daily basis and we also practice writing essays for the exam. Tita Rida would often tell us that we had a lot of potential and that she believed in us. She **motivated** us to review and try our best. I was motivated to study and

prepare for the A & E exam because it felt like all of us were in it together. **We were preparing ourselves like we were going to war.** We wanted to give our best. Then when we found out we all passed the exam we were really excited.

I want to continue studying and go to college to help my parents and especially my siblings that are still going to school. I am grateful for Worship God Church and the ALS program because they helped me finish my studies fast because if I would study in formal school, it would be hard for my parents. Sending children to school is expensive for my family but here I was able to study for free and that is a good thing.

Student 10

I am 17 years old and I am from Valenzuala. I stopped going to school when I was in second year high school. I found out about the ALS program through my aunt who was going to a church in Bulacan. The church there in Bulacan is connected to the church here and they gave me the option to come here and live here with Tita Rida.

I became a part of the ALS program last year. I joined because I could not attend formal school due to financial problems with my family. Here at Worship God Church we would review daily with Tita Rita and she was patient in teaching us.

I am thankful for Worship God Church because everyday they teach us, they take care of us and help us focus on our studies so that we can pass. The hard work and effort they put in us so we can learn and educate our selves is significant.

The most important thing I learned in ALS is to trust the Lord. Tita Rita would always **encourage** us and keep us **motivated** to learn. I also learned that it important to **help each other**. When one of us did not understand we would review together until they understood the material.

I am praying to the Lord and if it is His will, I want to take Christian education at the bible college.

Issues

An issue Ate Rita pointed out was that the ALS program does not provide similar results. “Some of them are working now, some are pursuing higher education but sadly some went back to their old ways of life.” She speculated that this is due to everyone starting off with different goals or having different aspirations. Her hope is that more students are encouraged to pursue their goals without being intimidated or out of place.

Budget

The budget for Worship God Church’s ALS site is allotted by Onesimo which also provides funds for the youths’ living expenses. The partnership with Onesimo allows the churches to focus on the youth one-on-one to ensure the youth’s development and growth while Onesimo focuses on finding international donors and sponsors to support the work of the church.

Site 4: Samaritana Transformation Ministries



Introduction

I first visited Samaritana in June when I was hoping to partner with them for my advocacy course internship. My former classmate, Jake, had spoken highly of Samaritana as a prostitution assistance organization with a program framework that seeks wholistic transformation.

On my initial visit I was able to meet with Ate Aileen for a basic site tour and presentation on the organization's mission, programs, and events. During this visit I also joined the women for morning devotional and morning meryienda. It was during this shared meal that I struck a conversation with several of the women. They shared with me that they were anxiously awaiting the results of the A & E exam to be released by the DepEd. When I asked them to share more about their ALS classes the women launched into stories about their IM, Ate Tess and about their experience joining the local elementary school for module reviews.

When I contacted Samaritana about being a potential case study for this study they connected me with Ate Tess, their ALS coordinator, for an interview regarding this particular ALS site. During a follow-up visit Ate Aileen arranged for me to interview three of Samaritana's trainees that participate in the ALS program.

Organization Description

Samaritana Transformation Ministries began in 1992 as a group of friends who wanted to address the issue of prostitution in small ways. This began with them going to the bars and befriending the women working there. Slowly, as the relationships deepened Samaritana's programs developed into a holistic program for prostitution intervention and aftercare. Today, Samaritana is a non-profit organization that aims to support and assist women out of prostitution. Their vision is "women in **transformed** communities becoming whole and free in Christ towards prostitution-free societies." In his 2002's *A Philosophy of Development for Ministry Among Women in Prostitution*, Jonathan Nambu, Samaritana's Program Director expounds on Samaritana's vision and the deeper meaning of seeking transformation.

"We envision women's lives being transformed spiritually, physically, emotionally, intellectually, relationally, and socially, in ways that they are growing in both being and doing. We envision women gaining competence in new skills, confidence in themselves, excitement in their dreams and goals, love and reconciliation in their relationships, and hope and faith in God... We envision women who are growing in their awareness of and response to their calling in the world and in God's kingdom." (Nambu, 2002, pg. 31)

Samaritana's program's revolve around taking action through outreach, education and livelihood training, psycho-spiritual activities, accessing and strengthening social services, community education and training, medical missions and relief, regional and international advocacy and collaboration. All programs offered and delivered by Samaritan fit into their bigger transformational model known as their PIK Model, or Puso (heart) -Isip (head) -Kamay (hands). The PIK model is a six month training where the women are meant to grow in faith, education, and skills.

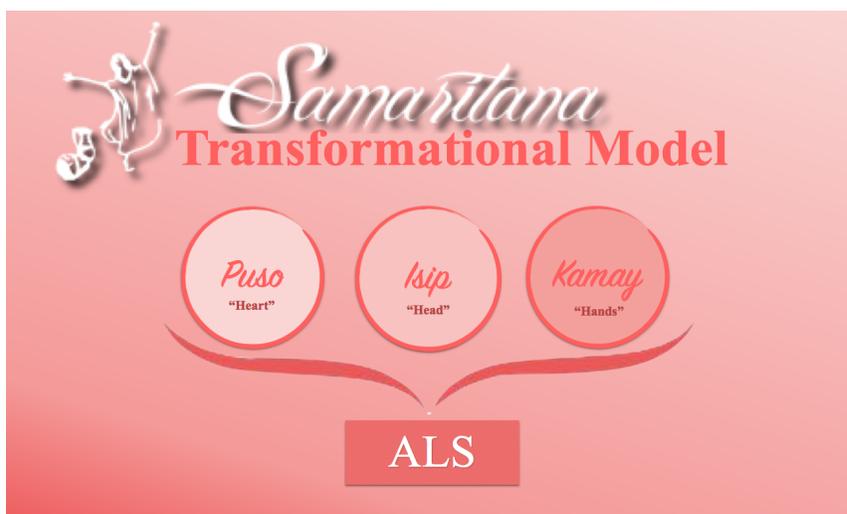


Figure 21: Samaritana's ALS Model

This model compliments the needs of the women as their entrance into the sex trade follows a similar pattern. In the context of night bars refers waitresses fulfill the role of Guess Relations Officer (GRO), a proper term for prostitute. The women work in bars as waiters, and then if a customer likes them they will sit with them at their table and ask the customer to buy them a lady's drink. The waitresses earn

income for each lady's drink. Then if the customer wants to take the waitress out for further services, then that is an additional income for the waitress. Most of the women start working in the bars out of financial needs and for the purpose of supporting their family. They resort to working in the bars because other job opportunities are low-paying jobs due to their limited education and skills training. Through their work in the bars the women often lose their self-respect and experience a loss of dignity.

The *puso*, or heart component of Samaritana's transformational model first addresses the emotional and psychological needs of the women exiting prostitution. Emotional healing occurs through Samaritana's emphasis on contemplation-action rhythms. The *isip*, "head" element is concerned with equipping the women with opportunities to pursue education. The ALS program is offered to provide the women an opportunity to receive a high school diploma after passing the A & E exam. The *kamay*, or hands portion refers to skills training. Samaritana offers the women an opportunity to participate in livelihood opportunities and skills trainings. They teach the women how to make jewelry, cards, and foil weaving. They also offer extensive skills trainings in culinary arts and hospitality services. Through skills development the staff also encourages the women to start their own small businesses.

Samaritana's ALS

History

Samaritana's ALS site started in 2007 when the organization found out the DepEd was offering a free high school equivalency program that could be implemented by organization like theirs. A former staff member, Ate Tina Degaza, attended the IM trainings and helped establish Samaritana as a service provider. Through the IM trainings the organization was able to acquire various materials to implement the program, like the modules, review tests, and assessments.

Goals

The goal of Samaritana’s ALS is to help the women finish their studies through DepEd’s free education program. In an interview with ALS coordinator, Ate Tess, she explained that “Samaritana’s target is for at least 50 percent of the trainees to take the A&E exam.” Ate Tess shared, that for many of the women the ALS program is the only opportunity for the women to finish elementary or High School without attending formal education.

An important component of helping the women complete their studies is their reintegration into formal society. Samaritana understands that each woman has their own healing process which often requires different paths of reintegration. Through their healing process the Samaritana staff seek to provide guidance by tracking their progress and addressing their needs. “First we assess if they are ready for college. We ask them if they really want to study, and if so, we review ways they can prepare. We promise to help guide their plans in life. But it needs to start with them. They need to ask themselves what their future plans are and how they can get there. This is healing for them, as they realize they have power over what they want for the future.” Ate Tess also acknowledged that “Some of the women did not want to pursue education, they returned back to their communities but because of the ALS program, they were able to get a good job because they had become high school graduates.”

The ALS program fits into the organizational goals of Samaritana as the women they serve are empowered to seek further education through skills and vocational training.

Space & Objects

Samaritana’s office is located in a subdivision at the edge of Quezon City. It is bordered by the Barangay of Payatas to the left and the La Mesa Dam Watershed to the North. The subdivision is located only one tricycle ride away from Commonwealth Ave., the main road. On either side of Samaritana’s building are two residences that help the Samaritana building stand out.

Samaritana’s building is a bright yellow building with tall black gates at the entrance. There is a big stained-glass window of the Samaritana logo on the front window where there are plants and flowers. Inside there is a furnished waiting area that leads to the courtyard and kitchen area. On the walls the seven core values are displayed along with the organization’s vision and mission. The waiting area includes a small receptionist space and the main stairwell leading to the staff offices and conference room on the next floor. The courtyard is designed as a small garden with a sitting area. The kitchen area is separated into two areas, a cooking area and a general eating area. The cooking area is often used for skills training while the women and staff use the eating area for sharing meals, and fellowship. Along

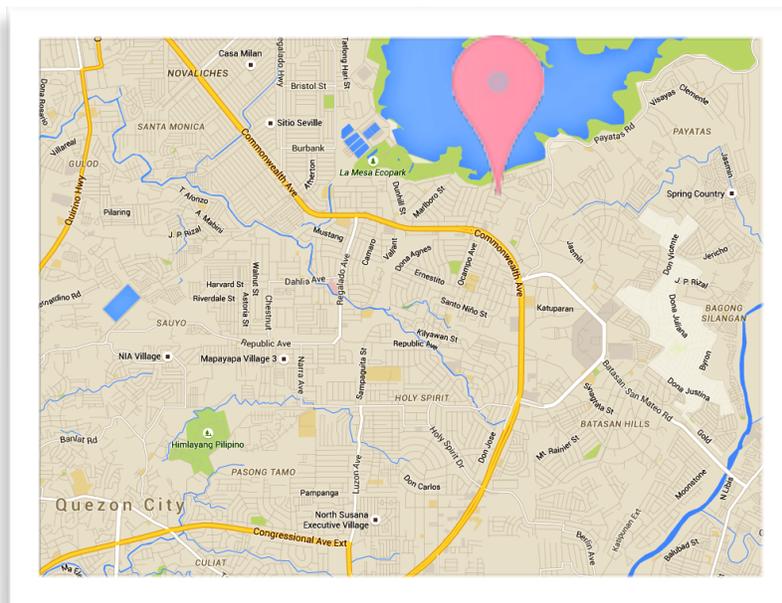


Figure 22: Samaritana’s ALS Site Location

the frame of the courtyard there are guest rooms which are often booked by visitors as a means for Samaritana's income. Next to the kitchen is a small sitting room that is often used for counseling sessions. There is also a prayer room decorated with stain glass windows, a wooden cross, plants, candles, and small stools. The Samaritana space was intentionally created to be a safe space for the women to seek healing and comfort.

ALS classes are held in the open courtyard where the women sit together, at a wooden table. The IM uses a white board to teach the module material along with colored paper, markers, and pens.

Activities & Events

Recruitment

Recruitment for the ALS program occurs through Samaritana's outreach events. Their Friday Night Outreaches involves the staff visiting identified hot spots in the city and talking with women there they introduce the ministry of Samaritana. During these outreaches the staff offer the women an opportunity to become trainees at Samaritana. Ate Tess mentioned that, "In the outreach at the bars, we tell them [the women] that if they leave their work or life in the bar we can provide education for them through ALS and we also have life skills trainings, household skills trainings and urban farming." After the women decide to enter Samaritana as a trainee they are encouraged to become a part of the ALS program.

Orientation

At the beginning of the six month training period the women participate in Samaritana's week-long orientation. During this orientation the staff give a broad overview of Samaritana's values, their programs, and their events. Ate Tess remarked that, "at this time, the staff will do the FLT assessment to know what level the women are at. After the assessment, we group them according to their level so we can teach them accordingly." At the time of the orientation, Ate Tess also reviews the requirements for the A & E exam.

Classroom Activities

Samaritana currently offers ALS classes every Thursday from 1:30-4:30pm. During the interview, Ate Tess described a typical class. "We start with an ice breaker, a short game or a song so they can relax before studying. Then we explain our day's target or goal in detail. We do activities to help condense the modules because they tend to be long." She explained that often-times the women have not been in a learning context in a long time so the intention in each class is to psychologically prepare students to be at ease so that they feel comfortable enough to participate and engage with the module material. In her opinion, Ate Tess thinks having the women show up is the biggest accomplishment, because it means they are at least willing to try and pursue their goals.

Furthermore, Ate Tess explained that at Samaritana they seek to implement the ALS program by focusing fully on the students' needs and accommodating to the students' learning style. "We believe in *student-centered teaching* so our activities are designed in that way. We pay attention to the women's learning styles. We use a lot story telling, role playing, and dialogue. We tend to stay away from lecture driven classes, because they are overwhelming to the students. We also use a lot of visuals that we find online. We also facilitate art activities in which the students draw what they learned for the day. To help guide our discussions during

class we give the students colored paper and they answer the question and stick their answer to the board. Then we go over them one-by-one. Through these activities the women learn how to process the information they are learning for the exam.” Ate Tess also facilitates group activities and projects so the women do not feel overwhelmed with the module material.

The IMs also focus on tracking student progress. During classes, IMs use a monitoring sheet to record student attendance and behavior. In case of any behavior problems the IM is encouraged to refer the student to meet with the counselor.

Classes at Local Public School

Recently, Samaritana began to partner with the local public school to help the women review module material before the exam. The women attend the review sessions at the public school and then do one-on-one review sessions with Ate Tess at Samaritana. The review sessions at the public school are conducted by regular public high school teachers that are charged with implementing the ALS program in their assigned barangay. Samaritana has begun to partner with the local school because they currently have a lack of volunteers helping run their ALS program.

Outside the Classroom

One of Samaritana’s core values is contemplation-action rhythm. Each morning the women have morning prayer from 8:30-9am. The women follow a set schedule through out the week as they participate in livelihood training, the ALS program, as well as fellowship and other trainings. Throughout the week the women also set a time apart to do individual study and reviews of the materials.

Participants: IMs & Students

Instructional Managers

Currently Ate Tess is the only active IM at Samaritana but she is often recruiting volunteers and staff members to help fill the gaps. The modules the IMs teach are based on an assessment of their skill and course in college. Samaritana prefers the IMs to be college graduates that can engage comfortably with the women they serve.

Samaritana IMs and volunteers avail the IM training provided by the DepEd. Aside from the basic staff training conducted by Samaritana as to how to engage with the women there is no other exclusive ALS training for IMs. Ate Tess explained that she received special training from the previous ALS coordinator. “I was mentored by the previous IM, Ate Tina. I learned from her that the IM is responsible for planning, curriculum development, and teaching the module material. Although there is already a set module, the IM has the freedom to revise, design a plan and choose the materials that are relevant for the class.”

Students

Student 11

I am from the province of Layte, Visayas, one of the provinces that was devastated by the storm Yolanda, where a lot of people died. I now live in Quezon City, in Barangay Bagong Silangan.

When I was only fourteen or fifteen years old my step-father and I had a fight. He said things that hurt me. Because of that I left my home and I was not able to continue and finish my studies. My mother did not care about me. I felt that my life did not have worth.

I first came to Samaritana in 2013 because my mother was a house helper of Ma'm Lally, one of the former staffs who worked here. One day, I went with my mother to help her at her work and she asked my mother what my job was because she saw my tattoo. My mother told her that I was working in a night bar. Ma'm Lally asked my mother to invite me to Samaritana. So my mother told me that her employer was inviting me to Samaritana, so I went, not really sure what Samaritana was. When I went there, that was when I found out, that there were places and people willing to help people like me, who work in night bars.

I found out about ALS here in Samaritana. When I was new here, I asked the girls here what ALS was, and I found out that it's a program for those who were not able to finish studying. With the program you can take an exam and finish your studies.

I already took the exam twice. The first time, I was not able to pass so I just keep on trying. Ma'am Tess, one of the teachers here at Samaritana, gives us practice tests to prepare us for the exam and teaches us that we have to be relaxed. I also study at home when I can. To review the modules we all go together to a school near SM Fairview where he have a big class there. At first, I was so nervous. I did not even know what an essay was. I learned that it is just like telling a story. The essay was the thing I was most nervous about and I think that that was where I need to improve the most.

I joined ALS because I want to attain a diploma. Even though I just reached grade four, I still want to be able to finish my studies through ALS because I also have dreams to get a good job. Maybe I can get a chance to work abroad where I can get a good paying job to provide for my nine year old son and my live in partner. Education is important for me and I want to be able to also finish my studies to be a good example to my son.

ALS is important for me because it **gave me a chance**. I will just keep on trying hoping one day, I will pass, I will get a diploma and get a better job. I am just thankful that Samaritana has a program like this that gives opportunities for people like me. Samaritana helps us women by encouraging us, pushing us to study well and pursue education and believing in us. They are really a big help for us.

Student 12

Hello, I am a trainee here at Samaritana. I graduated from high school in the province of Visayas but I was not really focused on my studies. In 1996 I moved to Manila and got married in 1999. Now, I have two children, my oldest is studying in Ateneo University and my youngest, who is a girl, is in Batasan National High School. She is in grade ten now. I have been involved with Samaritana for three years now. The year before I started working here, when they met me, they gave my child a scholarship. He has been a scholar here for four years now.

I found out about Samaritana through my line of work. I was a waitress then. I had a small salary and my husband did not have a job, it has very hard for me. We did not have rice and food. But our water was free because I would do laundry for my employer and we could get free water from there. But it was hard having children in school. They always need money for their school projects. When they met me, the staff from Samaritana approached me and offered me a place in their program. At first, I just visited once in a while. Then I saw that their program was very good and that was when I decided to come here. Their program is very good. It will really help you change. They also helped me start a small business, I learned a lot on home economics, cooking, sewing and housekeeping. I have learned a lot of practical things here that I can apply at home.

Once I joined the Samaritana program someone asked us if we wanted to study in ALS. I was interested because I had forgotten a lot of what I learned from high school. It has been a long time and I had been very busy tending to the house, work and other things. I joined ALS so I can review and relearn what I have learned from elementary and high school. I am actually enjoying the experience. It is like I am in school again! And I am good in math!!

The ALS program helped me develop a lot of **practice skills**. Before, I had difficulty reading. I did not develop that skill well because I was always very busy with other things. ALS helped me become better in **reading**. I also learned how to do **math**. I have a small store and I was not very good in math. Through ALS I was able to practice math skills and that is very helpful for my small business. Although it is just a small business it earns enough for the everyday expenses of my children in school. They are both very smart. They have high grades. My eldest will start college in August. He will take a course on BS Math. His dream is to become a bank manager! I told him, dream small first. Start from the bottom and work your way from there. He said, "Mama, you have to dream big!" He encourages me to study.

I actually have not taken the exam yet. I want my children to graduate first before I take the exam. And I already graduate from high school in the province but I lost my diploma. This is just like a review for me. Although the staff here are encouraging me to try the exam. I am enjoying ALS, it's a big help for me and I am continuing to study.

Samaritana helped me change the way I think about myself. Before I viewed myself very lowly, I was inferior but now I feel better and think higher about myself. I hope Samaritana recruits and encourage more women to study. Because a lot of women do not want to study anymore because they think lowly about themselves. They need to be encouraged and ALS is a good program for that.

Student 13

I am a trainee here in Samaritana. I am assigned in the kitchen. I have three children. My eldest is sixteen years old, and she is studying in college at PUP. My second is a girl, she is twelve year old and is in grade seven. My youngest is ten, grade five. I have a spouse, just one! But we are not married. We have been together now for nineteen years. I like cooking, reading, singing and dancing. I also enjoy learning new things and making people happy.

I found out about the ALS program during my time here in Samaritana. They are the ones who gave me an opportunity to continue my studies. Before ALS I had only reached second year high school. I started the ALS program last September. To prepare for the A & E exam we reviewed the modules at a local Elementary school then we would do reviews here in Samaritana with Ate Tess. I read a lot and completed my assignments. I focused and listened to the teachers. Then we took the A&E exam and I was one of the fortunate people who passed the exam. We had a graduation last June 27. It was one of the most important things that I achieved this year.

I joined the ALS program because I wanted to be able to finish my studies and I also want to pursue higher education. **I want to become a social worker so I can help other people.** Not just that I want it, but it is also what Samaritana needs right now. I can repay the help that they gave me by working as a social worker here and also serve in our community.

The ALS program itself and getting to know the Lord here at Samaritana changed my view of education. I got to know the Lord through fellowships here. Through reading the Bible as well because I also enjoy reading a lot. I did not read the Bible before but I started reading after attending fellowships here in Samaritana. One verse that truly changed me was Jeremiah

33:3 that says: “Call to me and I will answer you and tell you great and unsearchable things you do not know.” This verse truly went in my heart.

Through the ALS program I learned that education is important. As a mother too, I was encouraged that I could use what I learned to help them with their homework and assignments. Before, it was embarrassing for me, as a mother, that I could not answer my children’s questions but now, I feel better and **confident**. It was just embarrassing to not know and ask my children questions. In the ALS classes they teach us to ask questions and not feel embarrassed. Now, when there is something I do not know, I am not embarrassed to ask questions. Especially in English! I am also not embarrassed to ask my son questions. He knows more than I because he is in college now.

Issues

Lack of Resources

During the interview Ate Tess noted that Samaritana’s ALS site has a limited number of invested IMs that can really carry the weight of the program. Due to their lack of IMs Samaritana sends the women to the local public school that offers ALS. This raises certain concerns as the women might feel uncomfortable or unprepared to enter a formal school setting with other out of school students. The teaching approach at the local school also differs drastically to Samaritana’s approach which seeks to engage students in full participation.

Budget

Samaritana allocates a monthly budget of 2,500 pesos to run their ALS site. This budget is derived from the organization budget that is raised through private local and international sponsors, foundations and organizations with similar missions. The budget covers the IM’s honorarium, the cost of transportation for students as they travel to and from the local high school, classroom and project materials.

Site 5: Novaliches Christian Community



Introduction

I was first introduced to Novaliches Christian Community (NCC) through my thesis supervisor. He put me in contact with Pastor Rick, the main pastor at NCC that founded the church 35 years ago. I was able to visit NCC during a typical ALS class day and interview ALS Coordinator Ate Jojo Benet Sadiasa as well as three students.

Organization Description

NCC is a middle-class church with a mission to nurture communities for Christ towards obedience to the Great Commission of Matthew 28:19-20. Their mission is carried out through their core values of community living, obedience to the Word, reproduction of leaders, and the expansion of the kingdom.

The church is motivated to serve urban poor out-of-school youth in their local community through the ALS program. The ALS program fits with the church's core value, especially, the reproduction of leaders. "We value the role and contribution of leadership in family stability, church growth, and **social transformation**. Thus, it matters to us that each member be given the opportunity and resources to develop their gifts and skills to be fruitful in their respective tasks and ministries."

NCC's ALS

History

NCC's ALS site was launched in 2011 with the help of former secretary Ate Nati Ilago. At her previous job, at a local church, Ate Nati had seen their process of establishing an ALS site. Through their process she learned more about the ALS program and when she started working with NCC she was able to start the ALS site with Pastor Rick's approval.

In 2011 the church began to seek volunteers to become IMs. The church encouraged members to consider the option of teaching out-of-school youth as a means of discipleship. Following the recruitment of IMs, NCC sent five members to become IMs at a local DepEd training. Once the five members were trained they focused on preparing modules and lesson plans as well as recruiting students. Through surveying the local community they found out that there was a big population of out-of-school youth. "So we invited them to study here," shared Ate Benet.



Figure 23: NCC's ALS Model

By 2012 NCC was serving those students and preparing them for the A & E exam.

Pastor Rick felt that the ALS program aligned to NCC's vision to reach and serve the local urban poor youth so he encouraged the start and further growth of their ALS site. Most importantly the ALS program gives a platform for NCC's core value, to reproduce leaders.

Goals

Ate Benet explained that the mission of NCC's ALS is to "help out-of-school youth and adults who were not able to finish formal education get their high school diploma and to encourage them to continue to college so that they can have a better life after they finish college." Ate Benet also emphasized, that the goal is for NCC to be able to equip students to pass the A & E exam since that is the primary reason students enrolled in the program.

A way NCC helps encourage students to pursue college is by providing scholarships to the students that pass the A & E exam. "We give them assurance that if they want to continue studying in college, they need just need to pass the exam and they automatically become scholars of NCC for college. We can support them financially to study either at QCPU [Quezon City Polytechnic University] or at UCC [University of Caloocan City]."

Space & Objects

NCC is located in Novaliches, the city to the north of Quezon City. Novaliches was originally part of Quezon City, however in 1999 Novaliches became its own city. The La Mesa Dam Watershed is located to the right of Novaliches. Novaliches connects to Quezon City through two major roads, Commonwealth Ave. and the Quirino Highway. The ALS program is held at NCC's church building on Petronia St., walking distance from the town's transportation terminal which makes it easily accessible to students. The church is space is gated with a side entrance that stays open during the week. The church space includes three major areas, the outside terrace with a kitchen, the main sanctuary, and the office space.

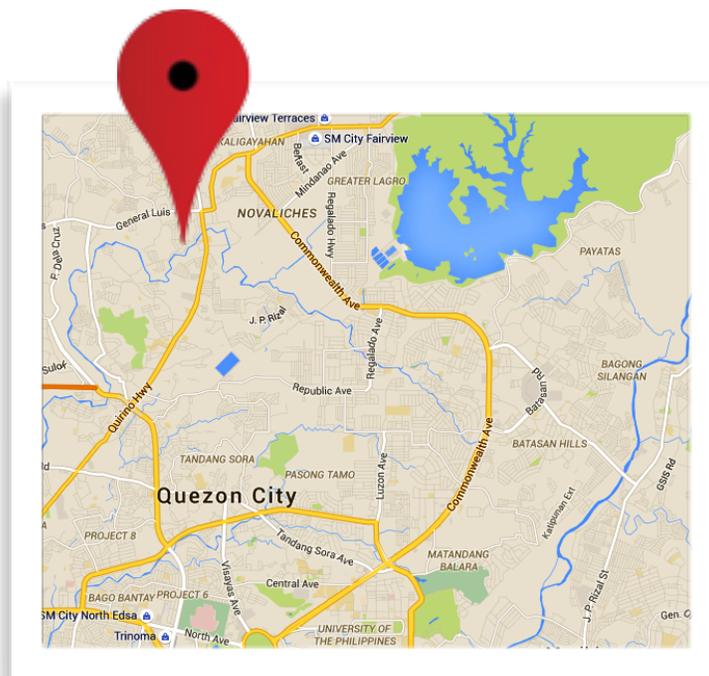


Figure 24: NCC's ALS Site Location

The ALS coordinator's office is situated next to the main pastor's office. On the door there is an announcement congratulating the ALS passers of 2014. The room has one computer, a desk with a chair, a fan, and two tall book cases. The walls are decorated with educational charts, framed awards, flyers, and motivational posters. The office is small but very well organized. The two tall book cases are filled with numerous modules that are neatly labeled and color-coded by folders. As we prepared for our interview, Ate Benet briefly gave me a run down of the various modules and explained that students take modules home for individual study.

During the interview the arriving students would peak through the door to say good morning to Ate Benet and invite her for coffee. Each student would leave a notebook behind and by the end of the interview Ate Benet had a pile of notebooks. At the end of the interview Ate Benet handed the notebooks to me to look through. She explained that the church provides three notebooks for each student. One is used for class notes, another is used for homework and the other is used for daily writing entries. At the beginning of each class day the students drop off their writing notebook and Ate Benet checks their entry, provides feedback and gives them a new prompt to work on for the following day. NCC also provides project materials for students.

The ALS classroom is located next to Ate Benet's office. The classroom is equipped with desks, whiteboard, air conditioner, calendar, a clock and a desk at the front of the classroom.

The classroom is set up to look like a formal classroom, with desks lined up in rows facing the whiteboard. Each student has their own backpacks, and writing supplies. The classroom walls are white, without any posters or sort of decorations. There are two doors, one that leads back to the office and another leading outside. The back door is locked and the one window is gated. The room is remarkably quiet with the occasional noise of a *tricycle*, or motorized trickle passing by.

Activities & Events

Recruitment

The first group of students were recruited through a community survey where the IMs visited the neighboring community and invited out-of-school youth to join the ALS program. Recruitment for the ALS program after that first group has been done mostly through previous students. Ate Benet explained, "The students who completed the program were the ones who promoted the ALS program to other out-of-school youth. Even those who were not able to pass, promoted it to their friends. They tell their friends, 'Enroll at NCC!' They try to convince them to enroll with NCC because even though some public schools have ALS they only offer it once a week, only every Saturday." Another common way to NCC promotes their ALS site is through their congregation. Church members tell their neighbors and friends about the program and encourage the out-of-school youth to join.

Orientation

NCC does a brief student orientation on the first day of class. The IMs review class expectations, rules and important dates. During this orientation the aim is to help students feel comfortable and welcomed by the church.

Classroom Activities

NCC currently serves 15 students, Monday through Friday from 8am to 12pm. The class schedule is very structures as the IMs try to maintain a pattern for the students to follow. Ate Benet explained the daily morning routine, "When they come to class they will have coffee first. Then when the teacher arrives, they will come in the class room and talk while the IM takes attendance. Then when the class starts, the students become attentive and listen to the IM." The class time is divided into two sections with a snack break for students.

The ALS classes are conducted in Tagalog and English. During class time the IM engages the students in different activities regarding the module's subject. The IM will often use

the white board to fuel activities and increase student participation by having them go up to the board to answer questions, give examples, or start discussions.

During my visit, the IM, Ate Ida, was reviewing lessons from previous English modules to prepare the students for their upcoming practice exam. At the beginning of the class time she wrote the word of the day on the white board. She asked if anyone knew the definition and when no one raised their hand she called one of the students to look it up in the dictionary. Ate Ida explained that she starts every class with a word of the day to try and increase the student's English vocabulary. After reviewing the word of the day Ate Ida reviewed previous lessons on nouns (collective nouns, gender of nouns, concrete vs. abstract nouns, pronouns, and possessive nouns). The students followed along in their notebooks. When asked to give examples each student would go up to the board and write out a sentence. The students were very engaged and attentive.

At NCC, students are encouraged to develop camaraderie with one another. This is highly visible during class time as students motivated one another to participate in the class activities. Even if a student had a mistake in their example, other students would help them understand how it could be corrected.

Exam Preparation

According to Ate Benet, the aim of the class time is to help the students retain the information from the modules for when the test comes around. IMs make sure to review previous module material and give various practice exams during the 10-month study period.

NCC's IMs place a big emphasis on the development of students' writing. They want students to practice and develop their writing skills so they can be able to complete the A & E exam's essay section. Ate Benet mentioned that the essay portion is the most difficult for students but she believes that NCC can help them achieve a high level of readiness. "We focus a lot on the essay writing because we know that in the course of ten months, if they keep on repeating what they learn and practicing it, they will be able to remember and use it in the exam. The last batch of 15 students took the exam and all of them scored 3 out of 4 on their essays. I am happy about that. I congratulate them because they were able to write well after months of practice. I was very proud for them. All our hard work bared fruit."

Outside the Classroom

NCC hosts a yearly camp for the ALS students as well as educational field trips. Ate Benet also shared that NCC's hope is that the students will join their church congregation. "We invite them to attend church service every Sunday. The reason is, the people who support them are the congregation. So it is important that the congregation also gets to meet them and see them attend church every Sunday. So, I encourage the students to come to church so their sponsors can see them and meet them."

Participants: IMs & Students

Instructional Managers

NCC currently has one IM handling the bulk of class times but the students have had other IMs in the past such as Ate Eulla, Kuya Ernan, Ate Lenny, Pastor Rick, Ate Wilma, and Ate Ida.

In the interview with Ate Benet she described the IMs as, “diligent in their teaching. They are passionate in teaching and knowledgeable. It makes a difference to be passionate because you can really feel the burden that the students are carrying, and you will not leave the room until the students have learned what you are teaching. We are not like regular or public school teachers who just teach from the book and leave immediately when class is over.”

The IMs at NCC seek to impact the students at a deeper level, as Ate Benet shared, “When I teach, I share life experiences and problems. Like the life of Manny Paquiao, I use that to encourage them to dream that will not just remain a dream but to pursue that dream. Because time passes and we cannot bring back time. And I think they listen and it stays with them as they study.”

Students

The NCC students are living in communities near NCC, Camarin, Talipapa from here, Damong Maliit, and TS Cruz. Ate Benet shared that most of the students face financial barriers and are not able to finish high school or pursue a college education. She retold me that students have mentioned that they are motivated to pursue the ALS program at NCC because “ALS is not like regular school where they have too many classmates.”

Student 14

I am 22 years old. I live in Talipapa Novaliches. I reached third year high school and I stopped studying for four years because my family had financial problems. I found out about the ALS program through one of the members of this church, that is a friend of my aunt. He was the one who recommended I should join the ALS program here at NCC. I joined the ALS program just last year so I can go to college. I hope to study biology in college and get a bachelors of science.

In preparation for the A & E exam I studied the subjects that the teachers prepared for us here at NCC. I reviewed and tried to gather as much knowledge as I could from them.

NCC had a family camp and different bible studies that I participated in. They really helped me develop myself. The ALS program here helped me improve my communication skills and to work hard in everything. The most important thing I learned is that age is not a hindrance for studying. However old I am, I can still study as long as I pursue and work hard. I want to achieve my ambitions, to finish my studies and NCC has helped me believe in myself by teaching me about the word of God.

My suggestion for the ALS program is that they just keep on recruiting people who want to study. All our teachers teach well. Our new teacher is good. She teaches things that we will not learn in regular schools.

Student 15

I am 17 years old and I am living in Camarin with my family. I stopped going to school my second year in high school when I was 15 years old because of a family problem. My aunt who raised my siblings and I could not keep caring for my siblings and I so I had to start working.

A friend of mine told me about the ALS program. She had been a student here at NCC last year and she had passed the A & E exam. She told me that NCC helped her with a lot of things in her life. They even gave her pamasaha, or transportation fare and meryienda, snacks. She really encouraged me to pursue my studies and she brought me here to NCC last year and I

joined the ALS program. Once I joined and I saw that it was a good program I also told my brother that he should come with me.

I joined ALS because I really wanted to pursue my studies. I always wanted to have a good job to support my siblings and help my family and I knew that if I went to college that would be possible.

I prepared for the A & E exam by coming to class everyday. I reviewed all the materials at home. Sometimes my brother and I would go home and review what we had learned in class. I tried my best. I really wanted to give this my best because I knew it was a good opportunity for me.

There was a time where I didn't want to continue preparing for the exam. I felt discouraged and like I couldn't keep going. But NCC had a retreat for the ALS learners and I felt motivated to keep trying. I realized that the people here at NCC are really kind and generous and that they really believe in us.

The most important thing I learned from the ALS program is that I am not left behind. It is a good thing this program exists, because it gives people like me, who really want a second chance an opportunity to keep going. It also gives people from the church a chance to care for our community.

Next semester I am planning on starting college. Because I passed the A & E exam I can be an NCC scholar. They will help me go to college and pursue further education. Today I have a lot of dreams for my life. I want to be a teacher or an accountant. I mostly want to help my family. Before I thought I wouldn't be able to pursue things like this, but now I believe in myself. I am grateful to God for the ALS program and for the people here at NCC that sacrifice their time to teach us and help us.

Student Story 16

I am 19 years old and I live in Novaliches Bayan with my family. I have two sisters, we are all girls and I am the oldest. My mother is a house wife and she also has a small business in Bantangas province as a craft-maker near a tourist area. My father is an Overseas Filipino worker (OFW), and he is working in Quate now.

When I was 16 years old I was with a group of friends that influenced me and I neglected my studies. I left school my third year of high school. Last year a neighbor that attends this church recruited me. She told me about the ALS program and encouraged me to come. I started coming and preparing for the A & E exam with the teachers here at NCC.

Here, I am learning things that I missed in the regular school. I am learning to work hard and to stay dedicated to my work. The NCC staff have taught me diligence and hard work so I can continue my studies.

My hope is to finish my studies and help my parents. I wants to go to college.

Issues

Student Retention

NCC also faces the common issue of student retention as they loose students throughout the their 10-month study period. "There were many students in the beginning but not all continued especially when the exam came, almost half was gone and that is the reality of ALS. Our students do not have the excuse of transportation being too expensive, because we give them an allowance for transportation fees so they can come here every day. The problem is within

themselves, they have no discipline. It is a matter of teaching them to discipline themselves to work hard and stay committed.”

Budget

The budget for the ALS program derives comes from the general church fund. The church allots the program a certain amount every month to account for the IMs’ salary, transportation fee allowance for IMs and students, as well as for the students’ snacks, class and project materials and the cost for printing the modules.

Conversations & Story-Telling

During the course of my research process the majority of my understanding regarding the nature of the ALS program, the issues of the ALS program and tools needed for students to reach future education came from conversations and story-telling in everyday life

Additional insights were gathered during the community presentation for this project. The presentation was held on July 25 at Banaba House Ministries Learning Center. There was a total of 38 guests including staff members from the case study organizations, staff from Mission Ministries Philippines, local pastors and church leaders, community members, IMs, research participants and current MATUL students. The main themes of this discussions revolved around the larger issues organizations face in implementing the ALS program.

Nature of ALS Program

A Way of Reaching EFA

In a conversation with Attorney Chu, my academic mentor here in the Philippines, he explained the ALS program as a unique example of the *democratization of education*, a concept that can potentially be a way of reaching EFA goals in the Philippines.

“The situation here in Metro-Manila is that the public schools are overpopulated and they really can’t handle the strain of teaching that many students. There are many young people dropping out of school to address immediate needs-financial reasons, family problems or both. When they dropout of high school they don’t realize they are perpetuating further poverty. Education is a long-term solution for poverty because it helps bring those from the non-formal sectors into the formal sector.”

“The ALS program is an example of how the Filipino government recognizes the need to include all available resources in the endeavor to educate the next generation of Filipinos. The key to educating as many people is letting everyone play a role, in a sense it requires the democratization of education. The beauty of the ALS program is that it is government-supervised but non-government run. You can take the program and mold it to serve your audience. You are not supervised by the government, but you are all measured by one standard, the A & E Exam. You can take the ALS program a”

“The ALS program means the government can now share the responsibility of education with NGOs, churches, and other private organizations. With the ALS program the government still has control over what is being taught through the modules but it gives organizations, churches and community groups the responsibility of delivering those modules in a way that students can pass the A & E exam at the end of ten months. This also means that education can be custom-delivered according to the needs of a specific community or student.”

“The democratization element of education is important to working among the urban poor. There are very few instances where government agencies work together with urban poor themselves. Through the ALS program the government is unknowingly also partnering with urban poor leaders that are serving the poorest of the poor through the ALS program. Usually, the poor will blame the government for not helping and the government will blame the poor for

not contributing enough. This is a good example of what can happen when both work together to push for a greater goal. The ALS program provides a new alternative of delivering education to the urban poor.”

Grass-root Level Education

The unique nature of the ALS program is that it can be adopted and delivered using different methods while retaining the same goal, high school equivalency for out-of-school youth. As the staff at BHM begin to envision the implementation of new ALS sites in urban poor communities, a conversation about how ALS has the qualities of grass-root education has emerged. The following is a conversation with one of BHM’s staff member that is currently heading the development of the Learning Center.

“The idea that the ALS program can make education more accessible is very exciting! The ALS program can even spread at the grass-root level, involving a whole community.”

“For instance, if there is a group of people in a community that want to start community schooling then they can work together to teach different subjects using ALS materials. This allows people who are passionate and want to address a problem to be involved in making education better. They can easily avail the IM training and form groups in the community to teach. This keeps class sizes small and the teaching focused on the students. Teachers have the freedom to add to the modules and develop their own lessons and even include life skills. These clusters of teachers and students can create a community of teaching that is still accountable to helping students get a diploma through the A & E exam.”

“Eventually, if the students are learning well and passing the exam the community will see that ALS can be an alternative to public school. There are so many urban poor communities in Metro-Manila that can benefit from having passionate people implementing an education program, especially when public schools are failing to educate everyone.

“There is a story in India where they have the same scenario, too many students and too many teachers that are not teaching. Some teachers literally sit there cleaning their nails because they get a really small salary or they're just burnt out. It is the students that suffer! But there is this one teacher in one village that had a passion to address the need for better education. So she said ‘Instead of sending your students to school send them to my house. But you pay me, you pay me just a little amount, just enough for me to survive.’ She asked every mother in the village to send their children and they payed her a small tuition fee. Eventually it turned out that the students she was teaching from her house were more literate than those going to the public school. I think it is because its a smaller amount of students and the teacher actually had a passion to teach. When others started to notice the improvements in her students other villages ask her to help them start similar house schools.”

“In my opinion, stories like these are more possible here in the Philippines because of the ALS program. The system is still black and white, where at the end of the day students need a diploma. But ALS offers students a diploma even through non-formal education. Meaning we can start start things like community schooling-where you can gather passionate people to teach good quality education and students can still get a diploma. The ALS program makes it easy for anyone to become a service provider, even those in urban poor communities.”

Issues of ALS Program

During the community presentation for this project community embers and ALS providers’ representatives discussed issues they face in implementing the ALS program in their

respective communities. These issues ranged from larger systemic problems involving the DepEd, the misconceptions of the ALS program, and the difficulty of student re-integration.

Lack of Communication with DepEd

A main concern this conversation covered was DepEd's lack of communication with ALS service providers. This complaint comes following the ongoing K-12 shift in the formal education system. Organization leaders expressed disappointment in DepEd's lack of communication regarding potential program changes that will affect ALS students.

Government Implemented Sites

In the midst of the discussion, a heated conversation arose regarding the implementation of the ALS program at the government level. According to community members each barangay, *community government*, is required to have an ALS site.

“There is a budget for each barangay for ALS but a lot of the barangays don't have available IMs so what the barangay does is they give the job to the school near them. For example Doña Pepeng barangay has a school near them they pass the responsibility of implementing the ALS program to them. So what the school does, is they offer ALS on Saturdays where the teachers are required to teach an extra day.

“In a recent barangay meeting we found out that a lot of students did not pass the exam that attended the school-offered ALS review. The problem is the teachers are not teaching. They don't really teach or if they do it is not very not passionate or they don't put heart in it. Literally there are times that they don't teach at all so the student fails. What if the student, who was an out-of-school youth does not have the capacity to evaluate that he did not learn anything or his teacher did not teach anything? What if the student fails and sees themselves as a failure? Their motivation will be broken, so they will not pursue education in the future.”

“Apart from that issue, the government is making schools take the responsibility of implementing the ALS program as an additional load. But they are not supplying a budget for this added job. The schools are not receiving the ALS allocated budget from barangays and so there is no salary for the teachers. So the question is, where is that money? We don't really know where that money goes but it they are giving extra work to teachers that are already burnt out by regular classes. So there is a huge problem in trying to implement the ALS program in a formal school setting because students are affected by all these issues as well.”

Ate Wilma, a current IM, shared about the barangays' common practice of allocating ALS funds to different community projects. “There are even barangays that allocate the ALS budget to different projects in the community so they do not even have an ALS site. Supposedly the DepEd gives each barangay a budget of 12,000 pesos for an ALS site. To get access to that budget an IM needs a total of 75 students which is very unreasonable since one teacher cannot handle that many students. The barangay also needs proof that there are 75 participating students. Usually IMs can not meet that quota so they don't receive the money that is supposed to be available to implement the ALS program. What happens is that the money goes to other projects.”

In Pastor Ruby's experience she ran into difficulties in trying to start a new ALS site in her community in Quezon City due to the Barangay Captain. When inquiring about starting a new ALS site the barangay staff told her, “If you start ALS here, what will the people say of the barangay captain? That he is not good enough to start ALS by himself? That he does not care about education?” In her example, the community groups or members that wanted to serve as

volunteers to start a new ALS site were seen as a threat to the existing government because their involvement meant the government was not doing enough to serve the community.

Misconceptions of ALS Program & ALS Service Providers

Another concern that was discussed is the misconception of the ALS program among the urban poor. A community member that attended the presentation raised concerns regarding the efficiency of the ALS program. “I have a friend that is a teacher in a public school and when I shared with him that my son was an ALS student he was very disappointed. He began to tell me that the government made a mistake in creating this program. He asked, ‘How can they teach students everything they have to learn in high school in just 10 months? It is impossible!’ So my concern is, are ALS students well-equipped to receive a high school diploma? How are they being equipped?” To answer these concerns various representatives from the case study organizations shared ways their organizations are equipping students. Kuya Gary shared, “BHM is concerned with providing tools for students to gain hard skills. A way we do this is through the vocational training center.” Pastor Romy then shared, “It is not just about passing an exam or getting a diploma. We are trying to think differently about education. Through ALS we want to provide more guidance for students, really walk with them as they move forward and pursue their studies.”

Guests also addressed misconceptions students have of faith-based ALS service providers. Ate Doris, a staff member of Mission Ministries Philippines shared, “The problem is that students might not want to join ALS out of fear of being associated with a religious group. Especially if the classes are held inside a church. Like, what if students want to avail the ALS program but they do not want to be labeled as “born-again? This is a concern especially if students come from different religious backgrounds. Sometimes students don't even join the ALS program because they think ALS service providers will be too focused with evangelizing them rather than teaching them the modules. So how can we balance the education teaching and our convictions?”

Kuya Condrad from Lilok then shared that this is a common problem in the communities where they partner with churches to implement ALS. He explained that the youth sometimes don't want to step inside the church building because of what it symbolizes. “If it is a real problem in certain sites then we try to find spaces that are more neutral, where students feel more comfortable.” He went on to share about the cases where they implemented the ALS program in majority Muslim communities. “At the end of the day we have to figure out what is our priority. Are we just offering education so they can convert or are we really focusing on the ALS program as an educational program?”

In response Pastor Romy asked, “As organizations implementing the ALS program we have the freedom to implement the program in the ways we see fit. If students are uncomfortable, we adjust to their needs. If students don't understand modules then we teach them a bit differently. That is the unique thing about ALS. We can adjust accordingly. In concerns to coming off as too strong, or too forceful, I think we are always learning how to balance that. But it doesn't mean we can't mentor students, or engage them in discipleship.”

Tools for Future Education

Mentorship

During a conversation with BHM staff, Kuya Mark, shared his insights on the nature of the ALS program and how it can be implemented with a bigger purpose of mentoring out-of-school youth.

“I had a friend who was abruptly laid off one day. The next day he was walking around the community and he walked passed a barber shop that had a now hiring sign on the window. He went inside and asked the owner, “Do you need a barber?” The owner answered, “Yes, do you know how to cut hair?” My friend answered “No, I’ve never cut hair before, **but I can learn.**” The owner then said, “Come back tomorrow and I will teach you.”

“When my friend returned, the next day, the barber taught him a bit but of course he messed up people’s hair. Each day he learned a little bit more. Yet each day, he also made customers angry. My friend was soon discouraged but the barber said, “No, that is how you learn. **You just have to keep learning from your mistakes.**” So through making mistakes my friend learned more and more. Eventually he started to get better at cutting hair and gained the costumers’ trust.”

“When the owner left to work overseas last year he entrusted the barber shop to my friend. Today he is the one running the place. He has very loyal costumers that come specifically to see him.”

“That is what education should look like! Someone that is there, willing to **believe in you**, willing to be **patient with you**. Someone to walk with you as you **develop your skills, your gifts, your calling**. Sometimes you just don't get that in formal schools. One reason is overcrowded schools. There are so many students that teachers can't really focus on all of them. There are also teachers who don't really like their jobs.”

“The unique thing about ALS is that it allows for the student-teacher ratio to become significantly smaller. This allows IMS to **mentor** students and become actively involved in the lives of students. IMs can visit students’ homes and see their context, see their situation, the things they care about. By developing relationships with students, IMs can understand the burdens of students. For example, what if there is one students who can't really study because of the pressing responsibility to care for their family financially? The IM can find ways to help the student still prepare for the A & E exam. Again, it is more than just passing an exam, it is about **journeying** with the student, helping them grow and develop. It is about being patient with students and just **believing in them.**”

“Equipping students involves helping students **identify their strengths**. This helps students gain confidence and builds their self-esteem to then be able to look at the areas where they need improvement. When IMs help students reach small goals in the classroom students can start believing in themselves, they can start gaining the ability to see past today. They can start envisioning themselves improving in small ways. Then they can start dreaming. **Even the glimpse of a small dream can mean that there is a transformation going on in the student.** This transformation happens when the students begin to believe what the IMs say out loud.”

“Honestly, I don't believe the ALS program is sufficient to equip out-of-school youth to pursue future education. On its own, I don't think the ALS program is enough to really help someone. **I think partnered with people who care deeply about students the ALS program has an impact.** When the service provider goes beyond just the ALS program and really takes

the time and commitment to invest in the youth's lives, then there can be a real impact. **ALS needs people that go beyond the program.**"

"Education goes beyond the formal classroom. It leaks into every aspect of life so education also needs to continue outside the classroom. ALS can be implemented in ways that reaches students beyond the classroom."

Support System

In a conversation with a previous ALS student currently living in Banaba, that is now pursuing higher education shared about the struggles they faced in entering formal education settings after being out-of-school and the support they received.

"When I started college it was my first time stepping foot in a classroom. **I didn't know what it looked like or felt like to be in a classroom.** I soon felt like I was falling behind. I couldn't keep up with the lectures and would only understand about 5% of the content. After the second day I wanted to give up. I felt like I couldn't do it. I felt so out of place. I felt like I could not keep up with the teacher or the students."

"It took time for me to learn my learning style. I learned to ask questions and I found out that the other students also didn't follow the entire lecture, they were just good at pretending to understand. Eventually it got better, and I started to understand the things we were learning. I grew used to the teacher's teaching style and I began to really engage in class discussion."

"But what kept me going was the people around me who affirmed my struggles and **believed in me.** It was difficult to enter formal school and learn new things about myself. For a bit, I thought, I am not good at this. But the people that cared for me, like Pastor Romy, **motivated me to keep pursuing education.** They really thought I was on the right path because I was being challenged to grow in new ways. When I was really questioning whether I should continue my studies, because I was really struggling, they just told me to try my best until the end of the semester. They told me 'just finish the semester and then you can evaluate your experience and decide from there.' So I followed their advice and at the end of the semester I realized that I had learned a lot and I wanted to keep learning so I enrolled for another semester."

"That time of adjusting to formal education was difficult but **having people affirming my experience and helping me understand my experience, helped me see past the difficulties.** The time they took to help me process my experience, their **advice,** and **encouragement kept me motivated.**"

Chapter 5: Data Analysis

Existing Practices to Equip OSY

Through the data the researcher identified 1. academic development, 2. scholarships, 3. resource network, 4. wholistic training models, 5. mentorship, 6. group mentality and 7. personal development as practices being used by service providers to equip students to pursue future education.

Academic Development

Academic development of students is a key way of preparing them to pursue future education. ALS service providers prepare students academically through different teaching methods as students prepare for the A & E exam. Service providers focus on the strands of learning developed by the DepEd: problem-solving and critical thinking skills, communication skills and development of self and a sense of community. These strands feed directly into five academic subjects: math, English, science, Filipino, and history.

BHM's in-class module review sessions are broken up according to subject. This allows each IM to focus on individual subjects and ensure the student grasps sufficient subject material. Onesimo heavily focuses on essay writing, an important tool in academic development. NCC's formal classroom setting gives students the practice of being in a formal classroom, with instructors that have a formal teaching approach.

Other academic tools that ALS service providers helped students develop are self study skills, group or classroom learning, and reading skills. During their interviews students shared that their improvement in academic skills was directly related to feeling more confident and capable of pursuing future education.

Many students described the process of learning how to write essays as a significant accomplishment during their A & E exam preparation. The essay portion of the A & E exam was identified by many of the IMs as one of the most difficult portions of the exam. At

“The most important thing I learned in ALS was how to **write an essay**. Before, I did not like writing essays. I found them boring. But I learned in ALS that **essays** were important because **we can tell stories about our lives and personal experiences.**”

-Student 1

“By being an ALS student **I learned to have confidence in myself** ... I realized that I have fun learning subjects like science. I also realized that it was not scary to try to speak **English**. I was encouraged even if I was not really fluent, I will eventually learn how to answer.”

-Student 3

NCC, although students did not pass the exam, IMs were pleased with their high essay performance.

Prior to the ALS program many students had limited writing skills, which are necessary to pursuing future education through academic programs. Lilok's ALS coordinator, Kuya Condrad explained that this is due to Filipino culture being an oral culture which emphasizes oral story-telling over writing. To help overcome this IMs often encourage students to think of

essays as a conversation with friends. Other way ALS sites focus on essay writing are by bringing in volunteers, facilitating writing workshops, daily writing entries, and administering timed writing exercises.

Scholarships

ALS service providers motivate students to pursue future education by offering scholarship opportunities. These scholarships help address the financial needs of students that are willing to continue their education. BHM is currently in the process of starting their scholarship program, and supporting two students that recently passed the A & E exam. Lilok partners with Servants, a larger nonprofit, to provide scholarships for students. Onesimo provides scholarships for students through their church partners. Samaritana addresses the financial needs for the women case by case, including opportunities to pursue future education. At NCC, all the students that pass the A & E exam automatically qualify for their scholarship program.

A major reason students leave formal education is due to finances. Various students shared that the nature of the ALS program allowed them to pursue their high school diploma at no costs. Any additional costs they were used to covering in formal school like project supplies, transportation fee, or lunch money are covered by their ALS providers. By providing scholarships for students that pass the A & E exam, ALS providers equip students to pursue future education by helping students pursue future education despite financial barriers.

“Next semester I am planning on starting college. Because I passed the A & E exam I can be an **NCC scholar**.

They will help me go to college and pursue further education. Today I have a lot of dreams for my life. I want to be a teacher or an accountant.”

-Student 15

Resource Network

A significant way ALS providers aid students in pursuing future education is by connecting them with resources and potential educational programs in which they can pursue future education. These programs can range from the formal 2-year college, basic skills training, vocational training, or TESDA.

BHM’s vocational training center equips students with hands-on training, hard and soft skills, and basic entrepreneurial business training. Lilok connects students with vocational training through TESDA and local training centers. Onesimo provides connections to the local bible college in which students can study Christian ministries and Christian Education. Samaritana offers on-site skills and livelihood training for the women participating in their six month training cycle.

Through these connections, ALS providers lay the groundwork for students to avail various educational programs after they pass the A & E exam.

Wholistic Training Models

Each organization fits the ALS program into their overall program framework. The way ALS is implemented reflects the organization’s overall goals and missions. For Onesimo and Samaritana, the ALS program is integrated into a larger training model. This approach allows for wholistic student development, ensuring that students are equipped to pursue future education.

Onesimo's two year training model integrates the ALS program into their two year trainee model which focuses on student detoxification, academic and leadership development and further college or vocational skills training. Prior to entering the Onesimo 2-year training the OSY are street children living in harsh conditions. Often times they deal with hunger or malnutrition, drug addictions and lack of basic needs. Once they move into the host church tends to their physical needs and a special emphasis is placed on their spiritual and emotional needs. By addressing the basic needs of students, students are able to focus on other things, like pursuing education. The ALS program is implemented in this context, equipping students to make their pursue of education a priority.

"I came to know the Lord here at Worship God Church. When I came to know him, my relationship with Him became deeper. Knowing God has changed my life. **It gave me a hope for the future and then the ALS program gave me an opportunity to go after that future.**"

-Student 8

Samaritana integrates the ALS program into their PIK six month transformational

"Samaritana helped me change the way I think about myself. Before I viewed myself very lowly, I was **inferior** but now I feel better and think **higher about myself.** I hope Samaritana recruits and encourage more women to study. Because a lot of women do not want to study anymore because they think lowly about themselves. They need to be encouraged and ALS is a good program for that."

-Student 12

training program. This training model's emphasis on developing women exiting prostitution through faith, education, and livelihood skills. The overall nature of the training model focuses on the restoration of the women's perception of themselves. As the women learn to see themselves with new eyes and see their potential and talents, the women can move to think about the future, which can include pursuing education. This wholistic approach focuses on the overall well-being of the women. Their emotional

health provides restoration that sets the women free, to be able and pursue future goals. To the women at Samaritana, pursuing education becomes an act of empowerment, as they reintegrate into society healed.

Mentorship

Another key way ALS providers equip students to pursue future education is through mentorship. In the ALS program, IMs take on a significant role in motivating students to pursue education. For the IMs mentorship involves encouraging students, providing advice, and spending time with students. Developing a group mentality is important among service providers as Filipino culture is highly relational.

At BHM mentorship is done more formally as IMs are encouraged to spend one-on-one time with students after each review session. Lilok's IMs understand the long-term power of mentorship as they attempt to create camaraderie with students by doing activities with students outside the classroom. Students

"It is more than just passing an exam, it is about **journeying** with the student, helping them **grow and develop.** It is about being patient with students and just believing in them."

-Kuya Mark, BHM Staff

coming from Onesimo's ALS site often times lack a parent figure when they enter the training program. This role is fulfilled by the host parents, who become the students' IMs. For a lot of the students having one person believing in them and encouraging them made the difference in wanting to pursue education.

Group Mentality

"I was motivated to study and prepare for the A & E exam because it felt like all of us **were in it together**. We were preparing ourselves like we were going to war. We wanted to give our best. Then when we found out we all passed the exam we were really excited."
-Student 9

ALS service providers help create a group mentality among students that builds a support system for students to be able to pursue future education. This group mentality is built through group review sessions in which all the students are preparing for the same exam. This cohort-like structure helps students stay motivated as they work together towards the same goal. This sense of camaraderie among students is further developed through fellowships, student retreats, field trips,

and other events facilitated by the service providers. For some students maintaining this group mentality is important in helping them stay motivated through the A & E exam preparation. Through student interviews, participants mentioned that they developed a stronger sense of *pakikisama*. This refers to the notion of deep fellowship and comradeship in Filipino culture.

For OSY it is meaningful to develop this sense of camaraderie as they have experienced similar realities and they might be nervous or feel inadequate to re-enter an educational setting. At BHM, student 2 and student 5, who will be pursuing higher education at Polytechnic University of the Philippines (PUP) feel more comfortable knowing that they have a friend to share the experience with. At Onesimo's Worship God Church the youth preparing for the A & E exam live together and develop a deep sense of camaraderie in the way they prepare for the exam, and then pursue future education following the ALS program. At Samaritana fellowship among the women is strengthened as they engage in deeper, more meaningful activities like prayer times. At NCC students develop this group mentality through daily classes and shared meals.

In Kaffengarger's (2014) *Factors that Assist Low-Income Students of Color in Pursuing Higher Education* it states that "For the students' environment, it was found that support from peers is a stronger correlation to academic success than support from parents. In order for students to succeed in college, they need to have a strong peer support group and have intrinsic motivations for attending college" (2014, Pg. 17). For ALS students this deeper sense of group mentality equips them to pursue future education.

Personal Development

A key way ALS service providers equip students in pursuing future education is through student personal development. In The World Bank's 2003 report on *Issues and Opportunities of OSY* it said, "They [OSY] seem to suffer from low self-esteem and low motivation. One of the workshop participants characterized OSY as 'having many hurts inside and needing a lot of healing.'" BHM's self-esteem workshop and Lilok's visioning activity are unique activities that help change students' perceptions of themselves and their overall goals to pursue future education.

Suggested Practices to Equip OSY

Creating a “College Going Culture”

ALS service providers place a large amount of time and resources into building relationships with students and creating mentoring opportunities. Through these relationships service providers have impacted students and equipped them to pursue future education. A beneficial practice ALS service providers can implement in the future is creating a “college going culture.” As mentioned in Center of Education Policy (2012) “Motivation is helped by creating a “college-going culture” in which students receive cues from all members of their community that they are expected to pursue postsecondary education” (2012, Pg. 17).

In many of the expert interviews various of the ALS coordinators mentioned that they help students only if they show an interest in pursuing future education. This places the responsibility on students to voice their goals. Although students must have a large say in their desires to pursue future education, ALS service providers can play a role in creating a culture in which college is viewed as attainable.

Although not all ALS students will pursue future education in a college setting, creating a “college going culture” pushes students to think past the ALS program. The College Board’s 2006, *Creating a College-Going Culture Guide* highlights basic practices used in U.S. schools and classrooms that help create a “college-going culture.” Although not all of these practices are applicable to the context of the ALS program there are a few that can be used. These include creating a “college going culture” space, “college going culture” mentors and connections with colleges and training programs.

Creating a “college going culture” involves creating a space that communicates information about local colleges and training programs. This can help students weight their options in terms of choosing a next step after the ALS program. Another key way of creating a space conducive of “college going culture” is by posting pictures of past ALS students and including information on their current college or training program. The constant positive affirmation of the pursue of education will help shift students to thinking about the future.

Mentors that are highly focused on creating a “college going culture” can help equip students to pursue future education by doing one-on-one goal setting with students. This planning process can help students condense their goals into attainable small tasks. Past ALS students play a key role in the ALS program as they play active roles in recruiting new students. By providing opportunities for past students to share it can open the doors for student to student

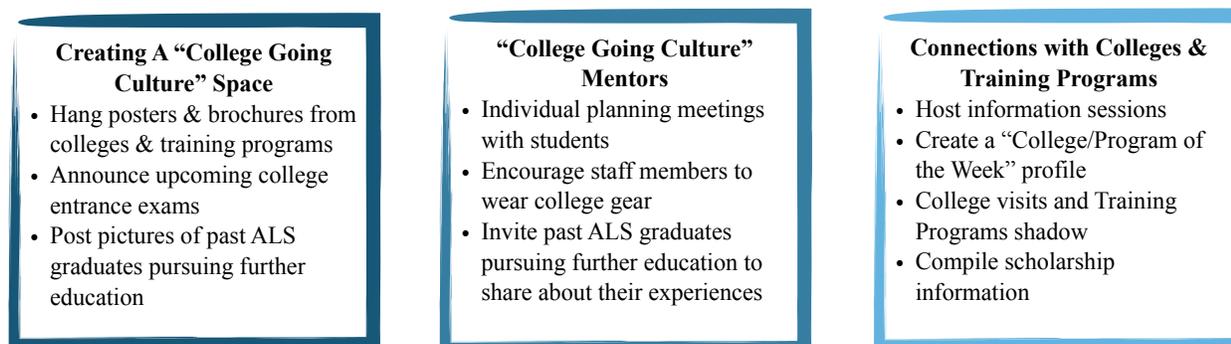


Figure 28: Creating a “College Going Culture”

mentorship. Peer mentorship can be effective as ALS students navigate similar struggles in pursuing education.

Connections with colleges and training programs allow the pursue of future education to be more personal and less intimidating. The more familiar students are with the process of entering a formal education system the more likely they are to pursue education through that avenue.

Student Assessments

Student assessments can play a key role in helping identify the students’ needs, future plans, and perceived role of their education. The College Board (2006) guidebook suggests that when educators have an accurate idea of their students’ needs they can better serve their students to ensure they can pursue future education. Through the assessment ALS service providers can gage the areas in which the student most need support. These areas include: personal motivation, teacher support, academic support, parent support, financial support, and resources network.

Other Models

The Advancement Via Individual Determination (**AVID**) program is an example of an effective model that equips students to pursue future education in the U.S. Their teaching method relies on the WICOR Model which involves **Writing, Inquiry, Collaboration, Organization, and Reading**. The writing component allows educators to focus on enhancing students’ writing abilities. Through the inquiry component they focus on developing students’ critical thinking skills. The collaboration aspect is implemented through cohort learning style approaches. The element of organization refers to training students to manage time and energy effectively. Developing critical reading skills is vital in equipping students to pursue higher education.

ALS Service Providers’ Levels of Impact

Through the data it became visible that ALS service providers impact student’s education on three levels: **systemic, community, and**

SAMPLE NEEDS ASSESSMENT SURVEY FOR STUDENTS

We value your opinion and will make specific changes based on these results.

SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

1. I plan to go to college after graduating.	SA A D SD
2. I do not want to go to college after graduating.	SA A D SD
3. I do not think I CAN go to college after graduating.	SA A D SD
4. I have not even thought about college.	SA A D SD
5. I feel my teachers believe I can succeed in college.	SA A D SD
6. My teachers talk about college issues like requirements and majors.	SA A D SD
8. My counselor has talked with me about my future after high school with college as the goal.	SA A D SD
9. I am challenged in my classes.	SA A D SD
10. My parents expect me to go to college.	SA A D SD
11. I know at least five people who graduated from college.	SA A D SD
12. My family cannot afford college.	SA A D SD
13. I wish our school had more college resources.	SA A D SD
14. I can make more money if I have a college degree.	SA A D SD
15. List five colleges and/or universities of which you have heard:	

Figure 29: Student Assessment Sample

personal level. The systemic level refers to the systemic realities of the current education system. Community level involvement refers to the role ALS providers play in providing designated spaces for learning in urban poor communities. Personal level refers to the ways ALS service providers are engaging with OSY, and equipping them to pursue future education.

Systemic Level

Although the ALS program is a non-formal education program it still carries the weight and realities of “formal” education because it still occupies the same role in students’ lives. Non-formal education can also engage in the same process of formal education.



Figure 30: Service Providers Levels of Impact

As a non-formal education system, ALS provides an alternative to the “banking system” that Freire identifies in *Pedagogy of the Oppressed*. Service providers create opportunities for students to gain cognization through different learning styles and activities. The private sector allows for specialization and quality that can not be matched by a large public approach. It is difficult to decide the best avenue to make affordable education accessible to all but ALS provides a good option.

At the systemic level of education, ALS service providers use their position of power to engage in conversations regarding educational concerns with the DepEd. Service providers also create and sustain student scholarships to aid as students pursue of future education despite financial barriers they might encounter. These organizations also provide tangible resources and wide networks for students such as connections with TESDA, local colleges, and skills training programs.

Community Level

ALS service providers are involved in creating spaces for learning among urban poor communities, in which mentors and teachers can play an active role in students’ lives. In creating new spaces for learning, ALS service providers are addressing community level needs. In fact, these sites emerged to fill the gap between the free public education system and the community itself. The growth of ALS sites serving the poor are often directly influenced by the failings of the public education system. Issues like distant schools, overcrowded classrooms, absent teachers, lack of learning in the public schools often leads to educational alternatives. ALS service providers not only create a space but also provide IMs that make mentorship a priority.

Tooley (2009) explains how public school teachers often experience **social distance**, often looking down on the poor children they teach and undermining the parents involvement. These teachers have little to nothing in common with their students and they develop a superiority complex as they work with poor students. This is a huge contrast to the way Tooley describes private schools serving the poor, “the children felt at ease in them-the teachers were drawn from the community itself and knew all its problems as well as its vibrancy... The more I visited these schools, the more I realized how organic they were, part of the community they served, quite unlike the public schools outside” (2009, Pg. 274). Because, educators play a vital role in education Tooley argues that although the teachers in private schools serving the poor are less academically qualified their willingness to work with parents and students. and

understanding of the community makes up for it.

The IMs implementing the ALS program through these five organizations place a high emphasis on student mentorship. Their active involvement in the community, roles at their respective organizations, and relationships with students give them special insight into the needs



Figure 30: Service Providers' Practices

of students as they pursue future education. IMs seek to be deeply engaged with students, to provide support and motivation.

Personal Level

ALS service providers engage students in a process of empowerment. This process includes encouragement, mentorship, and fellowship. The implementation of these three components are done through relationship building, story-telling, and simple goal setting. This process fuels students to enter and complete the ALS program, develop academic and personal skills and pursue future education. Academic skills are developed through the A & E exam preparation period in which the IM engages in specialized teaching styles to equip students pass the exam. Following the ALS program the service provider supports students in their pursue of future education through scholarships, vocational and skills training, as well as providing a sport system and financial system. All these practices are used to restore the student's motivation to pursue future education.

As students shared about their experience with their ALS service providers many shared instances of encouragement. Through this encouragement, students begin to believe in their own capabilities. In Freire's (2014) he shares about the power of hope in the struggle to pursue education, "One of the tasks of the progressive educator to unveil opportunities for hope, no matter what the obstacles may be" (2014, Pg. 4). According to Freire, it is the role of the educator to give direction and hope to students through concrete avenues.

ALS Service Providers

The practices ALS service providers currently use to equip students are academic development, scholarships, resource network, wholistic training models, mentorship, group mentality and personal development. Kaffenbarger (2014) identifies "four practices promoting success for low-income minority students in their academic achievement and enrollment in higher education: 1) having access to rigorous classes, 2) the prevalence of personalized learning environments, 3) a balance of social and academic support, and 4) the alignment of curriculum between high school and college classes" (2014, Pg. 26).

The ALS service providers included in this research all seem to show signs of implementing these practices at different levels. All service providers are actively engaged in

helping develop students' writing skills, they implement a cohort learning style approach, and they focus on developing students' reading skills as well. There is limited information as to how the service providers are helping develop students' organization.

The four practices that Kaffenbarger identifies as necessary to helping students enroll in higher education are also, to some extent implemented by ALS service providers. The academic rigor involved in ALS classes is not up to standard to a regular formal classroom but it is adequately rigorous for OSY. ALS service providers have an advantage of creating personalized learning environments for students. The customized nature of the ALS program allows service providers to serve students from different contexts (ie. Former street children, former prostitutes, etc.). IMs at each ALS site offer high levels of academic and social support as they help students prepare for the A & E exam. They offer academic support through specialized teaching methods and social support through mentorship and fellowship activities. The alignment between the modules, created by the DepEd as review tools for the A & E exam, and the curriculum in formal school often does not align well. This is a visible struggle of ALS students entering formal education. Lilok identified concerns with the DepEd modules and even communicated with BALS regarding the need to update their materials. According to Kaffenbarger's four identified practices, ALS service providers are using the most effective practices to equip low-income students in pursuing future education.

Chapter 6: Conclusion

The Alternative Learning System, a non-formal education program in the Philippines is implemented through partnerships with NGOs, churches, and community groups. ALS offers a grass-roots alternative to deliver education to urban poor communities with the capacity to provide high school equivalency certificates for OSY.

The purpose of the study was to identify practices ALS service providers use to equip OSY to pursue future education after the ALS program. This study consists of five case studies of grass-roots organizations implementing the ALS program in their target community in Metro-Manila. Each case study was compiled using a combination of ethnography, expert and student interviews. The case studies focused on six markers: history & goals, space & objects, activities & events, participants, issues, and budget. Within each case study, student experiences include information about their exit from formal education, the impact of the service providers, their participation in the ALS program and their future goals. Included were also conversations and stories about the nature of the ALS program, the issues of implementing the ALS program and the tools necessary to pursue future education after the ALS program.

Through data analysis seven practices were identified: academic development, scholarships, resource network, wholistic training models, mentorship, group mentality and personal development. The impact of these practices were identified through student interviews. To deepen the impact ALS service providers, have on students completing the ALS program, creating a “college going culture” was suggested. It was also noted that service providers engage with systemic, community, and personal level issues to implement the ALS program.

As the ALS program continues to develop and expand my hopes are that grass-root organizations serving urban poor communities see the potential to implement the program using practices that will yield students to pursue future education.

Appendix A

ALS Provider Interview Questions

Basic Information:

1. What is your name?
2. How long have you worked with name of organization?
3. What is the mission of your organization?
4. How long has it been serving this community?
5. What types of programs do you offer the community?
6. Do you live in this community? Were you an ALS student?

History & Goals

1. Can you share about how this ALS site was started?
2. What were the key steps that happened?
3. Did you face any obstacles?
4. What was the vision for this ALS site?

Participants

1. Who teaches ALS at your site?
2. Can you describe the IMs?
3. What kind of preparation does your organization offer for IMs?
4. What are the main reasons students do ALS?
5. Do many of the students want to pursue higher education or get a job after the ALS program?
6. Are students motivated or limited in pursuing further education because of family or cultural expectations?

Events & Activities

1. How do you recruit student to participate in ALS?
2. Do you offer an orientation for students?
3. What does the typical ALS day look like? What type of activities do you do? (Classroom activities, extracurricular activities, field trips, etc.?)
4. What is the organization doing to help students pursue education after the ALS program?
Or How do you encourage the youth to pursue further education?

Issues

1. How can the ALS program improve? in helping youth towards a higher education?
2. How do you keep track of student improvement?
3. What are some issues your ALS site faces? student retention? site location?
4. How do you budget for ALS?

Translated ALS Provider Interview Questions

Basic Information:

1. Ano po'ng pangalan ninyo?
2. Gaano katagal nagtratragaho na kayo sa organisasyon na ito?
3. Ano ang misyon ng iyong organisasyon?
4. Gaano katagal nang naglilingkod ang inyong organisasyon sa komunidad na ito? 5. Anu-ano ang mga klase ng programa na ginagawa ninyo dito sa komunidad?
6. Nakatira ba kayo dito sa komunidad na? Naging estudyante rin ba kayo ng ALS?

History & Goals

1. Puwede po ba kayong magbahagi ng tungkol sa kung paano nagsimula ang ALS site na ito?
2. Anu-ano ang mga mahahalagang hakbang na nangyari para makapagsimula?
3. Mayroon ba kayong mga pagsubok na hinarap?
4. Ano'ng layunin (vision) ninyo para sa ALS site na ito?

Participants

1. Sinu-sino ang nagtuturo sa inyong site?
2. Puwede ba ninyong i-describe ang mga IMs?
3. Ano'ng klase ng preparasyon ang available para sa mga IM?
4. Karaniwan, ano ang mga dahilan kung bakit gusto ng mga estudyanteng mag-aral sa ALS? 5. Karamihan ba ng mga estudyante ay gustong mag-aral sa kolehiyo o, magtrabaho pagkata-pos ng programa?
6. Motivated ba ang mga estudyante na magpatuloy sa kolehiyo o, May mga hadlang o, limitasyon para sila'y makapagpatuloy sa pag-aaral sa kolehiyo dahil sa pamilya at kultura nila o mga pangangailangan?

Events & Activities

1. Paano kayo kumukuha o, nanghihinkayat ng mga estudyante na pumasok sa ALS?
2. May oryentasyon ba?
3. Ano ang histura ng isang araw na klase sa ALS? Anu-ano ang mga activities na ginagawa ninyo? (Classroom activities, extracurricular activities, field trips, etc.?)
4. Ano ang ginagawa ng organisasyon para tulungan o, hinkayatin ang mga estudyante na magpatuloy sa mag-aaral o, magkolehiyo pagkatapos ng ALS? o Paano ninyo hinihinkayat ang mga estudyante na magpatuloy sa pag-aaral sa kolehiyo?

Issues

1. Sa tingin ninyo, paano pa lalong mapapahusay ng ALS ang paghihinkayat sa mga kabataan na magpatuloy sa pag-aaral (sa kolehiyo)?
2. Paano ninyo nasusundan ang progreso ng bawat estudyante? (May nag-rerecord ba sa inyo?)
3. Anu-ano ang mga kakulangan o, problema na hinaharap ng inyong ALS site? sa mga estudyante, pananatili ng bilang ng mga estudyante, o lugar na pinagdarausan ng ALS?
4. Paano kayo nagba-budget para sa ALS?

Student Interview Questions

Participant #: _____ ALS Site: _____ Community: _____

1. Can you share about yourself? (current community, age, family, school background, etc.
 - A. How old are you
 - B. How many siblings do you have?
 - C. What community do you live in? Who do you live with?
 - D. Where do you go to school?
2. At what age did you leave formal education? Why?
3. How did you find out about ALS?
4. How long have you been involved with your ALS service provider?
5. Why did you join? (school, work?)
6. Can you share what it was like to prepare for the A & E examination? How many times have you taken the A & E exam?
7. Is there an event, activity, or gathering offered by your ALS provider that made you think differently about education? Can you tell me about it?
8. What are some of the most important things you learned from being a part of ALS?
9. What are three things your ALS provider helped you develop so you could pursue further education? or your goals? what are your goals?
10. What are your future goals? How did your ALS service provider equip (help) you to pursue your goals?
11. In your opinion, how can the ALS program improve?

Translated Student Interview Questions

Participant #: _____ ALS Site: _____ Community: _____

1. Puwede ka bang magbahagi ng tungkol sa sarili mo?
 - A. Saan ka nakatira? Ilang taon ka na?
 - B. Ilang ang mga kapatid mo?
 - C. Ano'ng trabaho ng nanay at tatay? Sino'ng kasama mo sa bahay?
 - D. Ano'ng naabot mo sa pag-aaral? Saan ka nag-aaral?
2. Ilang taon ka, noong tumigil sa pag-aaral? Bakit tumigil ka?
3. Paano mo nalaman ang tungkol sa ALS?
4. Gaano ka na katagal nag-aaral sa ALS?
5. Bakit ka pumasok sa ALS? (Bakit ka nagALS?)
6. Pwede ka bang magbahagi ng tungkol sa kung paano ka naghanda para sa A & E exam? Ilang beses ka kumuha ng A & E exam? (Ilang beses ka nag-exam?)
7. Mayroon bang activity o pagsasamasama na ginawa ng ALS provider mo na nakapag-pabágo ng iyong pananaw tungkol sa edukasyon? Pwede mo ba itong ibahagi?
8. Ano ang pinakaimportanteng bagay na natutúnan mo sa pag-aaral mo sa ALS? (sa pagiging bahagi mo sa ALS?)
9. Ano'ng tatlong bagay na naitulong ma-develop sa iyo ng ALS service provider para maipag-patúloy mo ang iyong edukasyon o, tumuloy sa mas mataas na edukasyon?
10. Ano ang gusto mong maabót sa hinaharap? Paano nakatulong ang ALS service provider na maihanda ka, o para magpursigí kang abutin ang iyong mga pangarap sa buhay?
11. Sa tingin (palagáy) mo, sa paanong paraan lálong maipapabúti (o maipapahúsay) ang ALS program?

Appendix B

ALS Provider Information

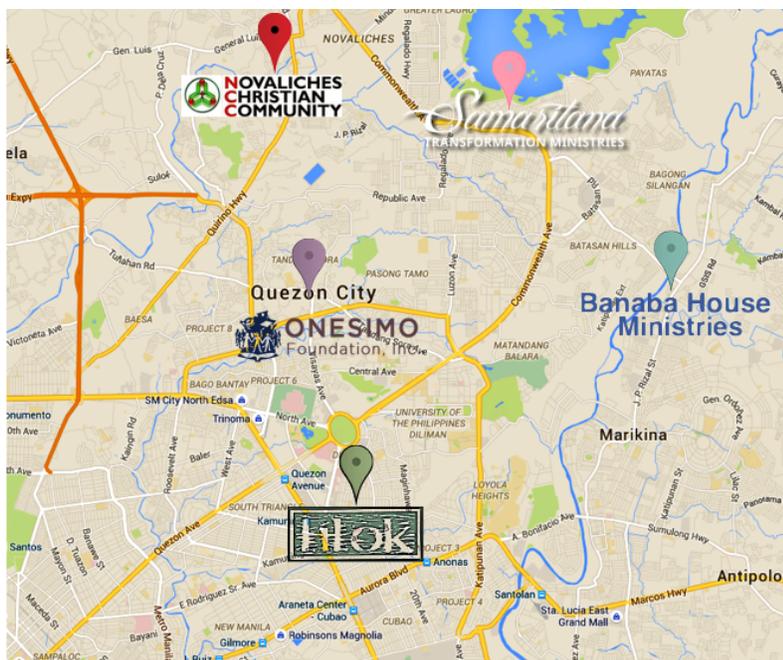


Figure 31: Map of 5 ALS Sites

Banaba House Ministries	<p>Contact Person: Vilma Juan Phone #: +63 9255039585 Address: 0012 North Libis St. Dona Pepeng Subdivision Banaba San Mateo, Rizal 1850</p>	www.banabahouseministries.com
Lilok Foundation	<p>Contact Person: Condrad Phone #: +63 9229018081 Address: #31 Mabuhay Street, Brgy. Central Diliman, Quezon City, 1101 Philippines Office Phone: (02)426-4747</p>	www.lilokfoundation.com
Onesimo-Worship God Church	<p>Contact Person: Pastor Bobot Phone #: +639328806266</p>	<ul style="list-style-type: none"> • http://onesimo.ph • http://onesimo.ph/education-and-training/
Samaritana	<p>Contact Person 1: Tess Vita Phone #: +639228443877 Contact Person 2: Aileen Phone #: +63 9153631436 Office Phone: (632)938-1617</p>	www.samaritana.org
Novaliches Christian Community	<p>Contact Person: Pastor Rick Phone #: +639228531644</p>	

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