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**EDUCATION QUALITY AND ACCESS FOR
LEARNING AND LIVELIHOOD SKILLS PROJECT**

Autonomous Region in Muslim Mindanao | Region IX | Region XII



THE COMMUNITY LEARNING CENTER MANAGEMENT COMMITTEE (CLCMC)

**A GRASSROOTS MECHANISM FOR HELPING IMPROVE RELEVANCE OF EDUCATION
AND TRAINING OF OUT-OF-SCHOOL CHILDREN AND YOUTH**





“In one of our house-to-house campaigns, we encountered an OSCY who just got out of jail on probation. We talked to him and encouraged him to join our SMAW course. Now he is employed as a welder in one the local shops here in the barangay!”

*Hon. Kagawad Diosdado Tampus
Member, MCES/ MNHS CLCMC and
Barangay Kagawad, Education Committee*





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AUGUST 2011



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List of Abbreviations

| | |
|----------|---|
| AFI | Ayala Foundation Incorporated |
| APPEAL | Asia-Pacific Program of Education for All (APPEAL) |
| ARMM | Autonomous Region in Muslim Mindanao |
| ALS | Alternative Learning System |
| A&E | Accreditation and Equivalency |
| BALS | Bureau of Alternative Learning System |
| BLGU | Barangay Local Government Unit |
| CCC-NDMU | Champagnat Community College-Notre Dame of Marbel University |
| CIG | Community Incentive Grant |
| CLC | Community Learning Center |
| CLCMC | Community Learning Center Management Committee |
| DALSC | Division Alternative Learning System Coordinator |
| ECCD | Early Childhood Care and Development |
| EDC | Education Development Center |
| ELSA | Education and Livelihood Skills Alliance |
| EQuALLS2 | Education Quality and Access for Learning and Livelihood Skills Program Phase 2 |
| FGD | Focus Group Discussion |
| ICT | Information and Communication Technologies |
| IM | Instructional Manager |
| IP | Indigenous People |
| IRA | Internal Revenue Allotment |
| IYF | International Youth Foundation |
| JIL | Jesus is Lord Movement |
| LGU | Local Government Unit |
| LSB | Local School Board |
| MCES | Malapatan Central Elementary School |
| MIT | Mahardika Institute of Technology |
| MNHS | Malapatan National High School |
| MNLF | Moro National Liberation Front |
| NC I | National Certificate I |
| NC II | National Certificate II |
| NDMC | Notre Dame of Midsayap College |
| NDU | Notre Dame University |
| NFI | Nagdilaab Foundation Inc. |
| OSCY | Out-of-school children and youth |
| PBSP | Philippine Business for Social Progress |
| PEPT | Philippine Educational Placement Test |
| PTA | Parent Teacher Association |
| SFL | Skills for Life |
| SKES | Sama Kasulutan Elementary School |
| SMAW | Shielded Metal Arc Welding |
| TFLF | Tawi-tawi Family Life Foundation |
| TESDA | Technical Education and Skills Development Authority |



EQuALLS2 is a Mindanao-focused education project of the United States Agency for International Development (USAID). The Project aims to help increase access to quality education for elementary schools and relevant learning/livelihood skills training for out-of-school children youth. EQuALLS2 is managed by the Education Development Center (EDC) in partnership with implementing organizations and groups, including the Education and Livelihood Skills Alliance (ELSA), a multi-stakeholder, and multi-sectoral public-private partnership composed of Ayala Foundation (AFI), Consuelo Foundation, Petron Foundation, Philippine Business for Social Progress (PBSP), and International Youth Foundation (IYF) which is the lead Partner for EQuALLS2.

Summary

This report presents the highlights of a descriptive study of four Community Learning Center Management Committees (CLCMCs) undertaken by EQuALLS2, through the Education and Livelihood Skills Alliance (ELSA), particularly the International Youth Foundation, Consuelo Foundation and its field implementing partners in ALS programs.

The case study aimed to arrive at profiles of Lamion, MCES/MNHS, Simandagit and Ambalgan CLCMCs, specifically: their present structures, composition and management, and; their roles, responsibilities and functions. The study also sought to solicit perceptions of the CLCMCs on the contributions of the field implementing partners (ELSA/Consuelo sub-tiers); describe perceptions of the CLCMCs on the impact of the CLC on the ALS learners; identify evidences of “what works” and “what does not work” in the CLCMCs studied; issues/challenges and measures undertaken to mitigate them; describe way-forward measures and sustainability plans for the continued involvement of CLCMC in CLC activities.

This report has two parts: Part One gives the Asian CLCs’ “lay of the land” – a snapshot picture of the situations of CLCs in the Asia-Pacific Region as well the in the Philippine context. Part Two describes the study of four CLCMCs undertaken by ELSA, through IYF and Consuelo Foundation.

Findings and Conclusions of the Study¹

1. The four CLCMCs included in this study adhered to the organizational set-ups, roles and functions agreed-upon by ELSA/Consuelo and its field implementing partners: (a) that the CLCMC be composed of representatives of community stakeholders, namely, LGUs, school officials, parents of ALS learners, representatives of community organizations, religious organizations and other people's groups, and; (b) that the CLCMC roles and functions include: coordination with ALS stakeholders in the community; community orientation; construction/refurbishment of CLC; recruitment and selection of learners and IMs; monitoring of CLC activities such as visit/motivation of learners, dialogs with parents of learners, monitoring of IMs, and; generation of resources for the CLCs.
2. The functional/active CLCMCs covered by this case study—Lamion CLCMC and MCES/MNHS CLCMC— have common “what works” qualities, attributes, and accomplishments that make them more functional and active than the Simandagit and Ambalgan CLCMCs, as follows:

In terms of **composition and organizational set-up** of the CLCMCs, both Lamion and MCES/MNHS CLCMCs have substantial representation from the DepED, educational institutions and LGUs. The positive implication of having more substantial representation from these community sectors, particularly officers who are in strategic positions to make decisions, is that CLC plans and strategies have more potentials of getting approved and funded by the DepED and/or the local government. This bigger representation translates to a bigger voice that is able to influence the other representatives in planning and implementing for ALS programs.

In terms of **quality of representation** in the CLCMC, both Lamion and MCES/MNHS CLCMCs manifest **commitment** to their work at CLCMC. This is attributable to the fact that their roles/functions dovetail with their roles/functions in their own work stations. Their work in the CLCMC allows them to synchronize their fulltime work (as DepED officers, barangay kagawads and as members of community groups) with their activities in the CLCMC — a synergistic, “win-win” situation for both the CLCMC and the home institutions of the CLCMC officers. Commitment of the parents of ALS learners of Lamion and MCES/MNHS CLCMCs is also evident, as they are highly interested in the children's education. The community volunteers who serve as CLCMC officers are likewise committed to the CLCMC because of their interest in providing education to OSCY in their communities.

This study notes that an emerging issue in the Ambalgan and Simandagit CLCMCs is the number of education representatives to the CLCMCs. These CLCMCs have less representatives from the education sector. While the same commitment of the CLCMC officers/parents of ALS learners and other volunteers is observed, they do not occupy the same strategic leadership positions to influence decisions as the officers of Lamion and MCES/MNHS CLCMCs. This study further notes that the Ambalgan and Simandagit LGUs do not have the same level of commitment as the Lamion and MCES/MNHS CLCMCs.

A community learning center (CLC) is a venue for learning outside the formal school system. CLC structures and set-ups vary, depending on local situations. They are managed either by Government agencies, NGOs, private groups, people's organizations or religious groups. Many are housed in existing government or private buildings, others are in academic institutions and schools. Still others are in markets, videoke bars, prison cells, IP centers, drug rehabilitation centers, churches, donated houses and other sites accessible to learners.

Majority of the officers in both highly the functional and inactive CLCMCs are females. The study did not find any evidence that gender is a factor that directly affects how active or highly functional a CLCMC will be. There is no direct link seen between the number of male or female officers to the extent of activity and functionality of the CLCMC.

In terms of **management** of CLCMC activities, this case study found that all the 4 CLCMCs provide full support to the CLC activities. However, the Lamion and MCES/MNHS CLCMCs exhibit **proactive stance** by planning and implementing activities in addition to their agreed-upon roles and functions. While the Simandagit and Ambalgan CLCMC also gave full support for their respective CLCs, proactive attributes were not evident in the performance of their functions. It would seem to indicate that their main concern was to do the agreed-upon functions expected of them as CLCMC officers.

Teamwork was evident in both Lamion and MCES/MNHS CLCMCs, as gleaned from documents in their monthly meetings during the last two years, in which all the officers attended these meetings. They continued to conduct monthly meetings even during the time (September-November, 2011) when there was no word yet on whether there would be a project continuation for ALS. They continued conducting their monthly meetings up to the time of the case study, three months after the project completed its activities. In the CLCMC meetings attended by the researchers in this study, it was also observed that the atmosphere was collegial and friendly, with considerable enthusiasm and interest among the officers.

Teamwork was not as evident in the Ambalgan and Simandagit CLCMCs when this case study was conducted. Records show that there were no more meetings conducted when the project activities were completed. The only driving force at present is the team from the education sector — the school principal, ALS coordinator of DepED, the IMs, and the ALS coordinators of MIT and CCC-NDMU.

3. In the performance of their functions, roles and responsibilities, the 4 CLCMCs discharged their functions during the whole program cycle. The six major roles/responsibilities agreed-upon by the field implementing partners and ELSA/Consuelo, were dutifully complied with.

The main difference between functioning/active and not functioning/inactive CLCMCs lies in the **value added** to these functions. The more enriched outputs of both Lamion and MCES/MNHS CLCMCs than those of Ambalgan and Simandagit are attributable to these value added elements. The Ambalgan and Simandagit CLCMCs were not able to go beyond the agreed-upon CLCMC functions. The reason given is that their home institutions (DepED schools division offices and/or barangay governments) do not have adequate resources to either fund or assist them.

There was one responsibility which the CLCMCs perceive as belonging to the field implementing partners – MIT for Lamion and Simandagit CLCMCs and CCC-NDMU for MCES/MNHS CLCMCs. This was the selection and hiring of IMs in the CLCs.

4. The 4 CLCMCs show appreciation to the leadership and contributions of the field implementing partners, MIT and CCC-NDMU. Most cited reasons/observations are: (a) both MIT and CCC-NDMU are well-respected and leading educational institutions in the communities they serve. To be associated with them is a source of pride among community members. Aside from providing relevant and customized training programs, their institutional support through the service of their staff is commendable. The ALS coordinators and the

IMs are perceived to be diligent workers, well-trained and friendly. The CLCMCs also appreciate the capability enhancement programs provided to IMs; (b) the 4 CLCMCs are likewise appreciative of the institutional support given by MIT and CCC-NDMU in developing and maintaining linkages with various community stakeholders such as business groups, NGOs and foundations.

5. Regarding the perceptions of the CLCMCs on the EQuALLS2-assisted CLCs and project impact on the ALS learners, the 4 CLCMCs feel that the training programs of both MIT and CCC-NDMU are needs-based, well-designed and well implemented. They note that although there were drop-outs in the initial phase, they were able to address this issue and consequently, there was substantial participation in the 4 CLC ALS training programs. Further, the completers of the work force development programs either received TESDA certification, landed jobs or embarked in their own livelihood projects. The basic literacy programs were also well-attended, with high completion rates.
6. On issues/challenges faced and measures undertaken to mitigate them, the most cited responses were: at the initial phase of the project, absenteeism was a challenge to the CLCMCs, and; parents' reluctance to send their children to ALS programs, also cited during the early stage of the project.

Measures adopted to mitigate these challenges varied, with Lamion and MCES/MNHS CLC showing evidence of having successfully addressed their concerns. The Lamion CLCMC was able to attract more learners through its feeding program. The MCES/MNHS CLC conducted house-to-house visits to encourage absentee learners and their parents to continue participating in ALS programs. Modules and learning materials were given to the absentee learners so that they could catch up with their lessons. Further, the MCES/MNHS CLCMC coordinated with to the *Bantay-Bayan* project of the community to secure the roads leading to and from the CLC in order to protect the learners from possible harm.

In Simandagit, many OSCY in the barangay who live far from the CLC were unable to join ALS program. They had no money for transportation expenses. This problem persisted throughout the project life. Moreover, the Assistant School Principal of SKES observed that the high turn-over of IMs assigned to Simandagit CLC had an effect in the motivation of the CLCMC members to be more active, as well as on the interest of the learners to attend classes.

7. On CLMC way-forward measures and sustainability plans for the continued involvement of CLCMC in CLC activities, similar thoughts are expressed by the 4 CLCMCs. In general, they opine that their present organizational set-ups work well in their individual community contexts, including the multi-agency participation of different groups which have a stake on educational concerns in the community. Therefore, they suggest that these set-ups be maintained by future project management teams. Moreover, they are prepared to assume new roles and responsibilities in order to help the CLC to continue and/or expand the scope of ALS activities in their communities.

The four CLCMCs are one of the thinking that a more vigorous networking and linking function would be beneficial to CLCMCs. Thus, they suggest that they be provided training along this function of theirs. Other identified way-forward steps are: developing more initiatives to serve hard-to-reach learners such as indigenous peoples and indigent learners, and; pursuing more vigorous resource mobilization to obtain assistance for these hard-to-reach learners.

Recommendations²

1. **Continue the agreed-upon organizational structure, composition, and management of the CLCMC as a platform for interagency collaboration towards educational development, particularly for ALS initiatives at the community level.** It is recommended that future initiatives keep this organizational set-up, with more representatives from the education sector. Further, the membership may be increased/revised as necessitated by emerging community concerns. For the participation of LGUs, it is recommended that adequate orientation be given to incoming/newly-elected local executives in order to generate their interest and commitment to the CLCMC.
2. **Enrich the CLCMC Functions.** Although the CLCs were mainly focused on ALS during the EQuALLS2 project life, it would be to the best interest of future initiatives to encourage CLCMCs to consider additional location-specific functions, in order to make them more responsive to emerging community concerns with education components such as environment, public safety, etc. There is a need to look into the absorptive capacity of the CLCMC and as needed, they should be given orientations and trainings in order to capacitate them in addressing these other community development concerns.
3. **Provide capacity-building opportunities for CLCMCs, similar to the capacity-building initiative for PTAs.** As an interface to Item 2 above, it is recommended that in future ALS initiatives, CLCMCs be provided training programs similar to those given to PTAs, in order to improve their competencies and skills in planning and managing CLCMCs. If there are other community concerns (e.g. flooding, health/sanitation), CLCMCs likewise need to be given orientation and training on these areas.
4. **Provide CIG-Type of assistance to CLCMCs.** It is recommended that a facility similar to the EQuALLS2 community incentive grant (CIG) given to PTAs also be explored as a possible grant facility for CLCMCs. This scheme is envisioned not only to encourage them to be more active and supportive in the conduct of ALS activities but also to enhance their project management capacities and eventually to help ensure their ownership of ALS programs in their communities. A corollary recommendation is the provision of the appropriate training to CLCMCs in order to prepare them plan and manage CIG projects.
5. **Continue partnerships with respected educational institutions with ALS programs.** The experience of ELSA/Consuelo with MIT and CCC-NDMU is a mutually-beneficial arrangement, perceived by the community as resulting in more vigorous ALS programs. It is envisioned that continuing this form of partnership shall benefit projects and programs for OSCY.
6. **Develop more enriched community networks and linkages.** As found in this study, the functioning CLCMCs have strong inter-organizational arrangements with community organizations and stakeholders, in order to help ensure that available resources are tapped to further sustain the CLC. It is recommended that CLCMCs be further capacitated to develop partnerships with both public, private groups and NGOs in order to enrich and expand OSCY programs.
7. **Continue undertaking operations research, monitoring and evaluation of CLCMCs for more benchmarks and models.** It is recommended that continuing studies be conducted in order to generate more information on the situations and practices of CLCMCs and to gain more insights on how they can improve their assistance to ALS programs. It is also recommended that the lessons learned from this case study on the attributes of functional CLCMCs could serve as benchmarks for other project sites. This sharing will help encourage other CLCMCs to learn and adopt appropriate strategies to enrich their own roles and functions. This will also help trigger more innovative approaches to supporting ALS activities in their own communities.





PART ONE

CLCs in the Asian Context

CLCs in the Asian Landscape

At present, there is a growing interest in the community learning centers (CLC) as an educational delivery mechanism of alternative learning systems. In the Asia and Pacific Region, a continuing assistance to CLCs has been carried out since 1998 within the framework of UNESCO's Asia-Pacific Programme of Education for All (APPEAL) and financial assistance of Japan and Norway. There are now more than 20 countries taking part in the APPEAL project, such as: planning and management of ALS programs, research activities and sharing of country experiences.

In the Asia-Pacific Region, a CLC is defined as:

... a local education unit outside the formal system. Usually located in the village, it is managed by the local people. It provides a place not only for reading and writing but various learning opportunities for community development. Among its functions are education, training, information and community development activities as well as coordination and networking both among the community learning centers and also with government offices, schools and other organizations.... location can be anywhere, but it should be accessible and should make use of existing facilities.³

Emerging CLC mandates in the Asia-Pacific Region are: A CLC is a place for providing lifelong learning opportunities to everyone in the community in order to: empower them to become self-reliant, improve their quality of life and develop their community. CLCs are usually set up and managed by community people. They serve everyone in the community including adults, youth and children regardless of race, sex, cast or religion... It is a multi-functional organization for meeting certain demands, such as alleviation of poverty and improving the community's quality of life.⁴

UNESCO's APPEAL project emphasizes that community participation and involvement at all stages of decision-making is the first and most important characteristic of CLCs. Some of the common CLC functions identified by APPEAL are: identification of needs and development of programs, resource mobilization, creating a network for community development, monitoring,

documentation and feedback. The CLC provides not only services but also helps review, monitor and give feedback by documenting community development activities as basis for planning future activities.⁵

APPEAL also notes that at present, CLCs register varying degrees of development:⁶

In many countries of Southeast Asia, CLCs are included in EFA National Action Plans, which means that they are part of the national budgets and that they are assured of receiving government funds for their projects.

- Others are financed by funders of educational projects, foundations, non-government organizations and peoples' groups.
- CLCs in some countries are able to: mobilize funds from donations, membership fees, profits from IGP, international organizations;
- Many CLCs in the Region use existing structures, such as primary schools and religious buildings to serve as CLCS;
- CLCs mobilize community people to build CLCs and serve as trainers/teachers e.g. community experts, retired persons, university students. Some countries establish linkage and networking with extension services of government and NGO development agencies

The range of activities of CLCs in the Asia Pacific Region is wide and diverse:

- Literacy
- Vocational skills through income-generating projects, entrepreneurship
- Health, nutrition
- Information and communication
- Culture and sports
- Life Skills Programmes
- Programmes for senior citizens, young parents, differently-abled, indigenous people

In its regional research work, APPEAL reports that the CLC has provided a venue for both individual and community development such as:⁷

- confidence of community people are developed; they become more aware of the issues and problems of their community and they craft corresponding solutions and remedies to these problems
- Empowerment of disadvantaged e.g. women and children
- Quality of life improvement e.g. increase of income, values education
- Unity and coordination of stakeholders in different community sectors
- Providing feedback for policy directions

To date, APPEAL's direction is primarily to further the potentials of CLCs as change agents for community development, including advocacy and promotion of such areas as: gender equality, HIV/AIDS prevention, ECCE, environment, poverty alleviation, mother tongue/bilingual education for ethnic minorities, human rights, local/traditional culture and effective use of information and communication technologies (ICT).⁸

CLCs in the Philippine Context

As mandated by the 1987 Philippine Constitution and the Medium Term Philippine Development Plan, the over-all goal of Philippine education is to provide universal access to quality basic education through formal delivery modes and alternative learning systems. It seeks to develop in the young, including disadvantaged groups, children with special needs and those in extremely difficult circumstances, the knowledge, skills and attitudes necessary for active and successfully participation in the economic, political, socio-cultural, spiritual and moral life in a just and moral society.⁹

Among the strategies adopted by the Government to achieve the goal of providing educational opportunities to its population is alternative learning for out-of-school youth. The Bureau of Alternative Learning System (BALS) of the Department of Education is tasked with the mission "...to provide the out-of-school youth and adults with learning opportunities by which they may gain knowledge, skills, attitudes and values that will enable them to think critically and creatively, act innovatively and humanely and achieve their learning goals in order to become contributing members of Filipino society."¹⁰

The DepED BALS has spearheaded the establishment and strengthening of CLCs all over the country.¹¹ In general, CLCs perform the following tasks:

- Conduct literacy classes, and continuing education programs such as livelihood/ entrepreneurship/workforce development community leadership, responsible parenthood, agribusiness, hygiene and sanitation, maternal health, values education, gender studies, good citizenship, drug education and others
- Serve as venue for data gathering in various community-based programs, monitoring, evaluation and databanking projects
- Provide a venue for counselling for youth and adults
- Serve as information dissemination point for various community development projects
- Provide a venue for community dialogues and consultations by various community groups
- Provide shelter in times of disasters and other emergency situations
- Serve as a place of prayer and meditation

At present, there are more than 500 CLCs established under the BALS leadership. In terms of physical structure, they are buildings constructed by: Government agencies, NGOs, private groups, people's organizations or religious groups. Many are housed in existing buildings, others are in academic institutions and schools. Still others are in markets, videoke bars, prison cells, IP centers, drug rehabilitation centers, churches, donated houses and other sites accessible to learners.

The more than 500 BALS-initiated CLCs are spread all over the seventeen regions of the country.¹² One of the major enabling instruments for the establishment of these CLCs is a 2005 Memorandum of Understanding (MOU) between BALS and the League of Provinces of the Philippines, League of Municipalities of the Philippines, League of Cities of the Philippines, *Liga ng mga Barangay sa Pilipinas*, National Youth Commission, and the *Sangguniang Kabataan* National Federation. Among the activities envisioned in the MOU is the setting up of CLCs in

every community/barangay “to bring synergy for learning and other continuing education activities.”¹³ The activities identified by the MOU are: integrated planning and implementation of ALS activities with special focus on marginalized and disadvantaged groups and IPs, exploring funding assistance from various funding groups, continuing data generation for ALS, advocacy, social mobilization and working with LSBs for the latter’s possible allotment of funds from its Special Education Fund (SEF) to finance ALS programs and projects.¹⁴

The main ALS programs of the BALS are Basic Literacy Program (BLP), A&E Elementary and A&E Secondary. In addition to the conventional learning sessions held in CLCs, the following strategies are also employed: radio-based learning sessions, *e-skuela* which uses computer-assisted learning approach in digital format, as well as video-based delivery systems. At present, work is underway on the development of a TV program with one of the educational channels of the country.

A milestone activity for CLCs is the search for most functional CLCs in urbanized cities/provinces, 1st - 3rd class municipalities, and 4th - 5th class municipalities. Organized by the BALS, LGUs and private organizations in 2009, the search is designed to recognize the contribution of the CLC in advancing ALS learning in the country. It also aims to “intensify public awareness on ALS... generate goodwill and support for the institutionalization and sustainability of ALS programs and projects nationwide through the CLC.”¹⁵

Other emerging CLC program mechanisms and practices in the country include:

- *The local government unit (LGU) as the focal point and lead implementor of CLC activities.* Some structural mechanisms and management structures are the results of the linkages developed by the local government units. Since they have been identified by RA 7743¹⁶ as the prime movers in the establishment and maintenance of these community resource centers, the LGUs have the command responsibility in this task. A considerable number of LGUs have partnered with various sectors of the community and many of these partners take the lead in the management of the centers.
- *Other CLC focal groups.* In the Philippines, numerous CLCs are managed either individually or as corroborative efforts of various community-based groups, such as the following:
 - Non-government organizations (NGOs)
 - Volunteers from the community
 - Community cooperatives
 - Women’s/ladies groups
 - Organizations of Filipinos living overseas
 - Church groups/missionaries
 - Young brigades
 - Community leaders
 - Senior citizens

- *Main CLC activities.* Program activities are either initiated by the CLC or are jointly planned and undertaken with other community groups.
 - *Provision of manpower:* the community members take turns in what they call “tour-of-duty”. They clean the premises, help the visitors/learners in looking for books/reference materials, give counselling, identify/request resource persons from various organizations who can train the community members on various topics/skills training programs.
 - *Resource mobilization:* the CLC links up with various groups such as the private sector/ business in availing of materials/equipment and other facilities as well as financial assistance.
 - *Monitoring/feedback/data generation:* the CLC and other community groups jointly undertake these activities. Generally, these activities are done by the CLC upon request of various groups and institutions (e.g., government agencies, private groups and NGOs).
 - *Conduct of training:* These are either CLC-initiated or development agency-initiated. The first initiative entails the planning/conceptualisation by the community while the latter entails a process wherein the development agency requests the involvement/ cooperation of the CLC.
 - *Advocacy and information dissemination:* this activity involves cooperative action by the CLC and concerned agencies which undertake the promotion of various community projects.





PART TWO

Case Study of ELSA CLCMCs

Background

The Education Quality and Access for Learning and Livelihood Skills Phase 2 (EQuALLS2) is a Mindanao-focused education project of the United States Agency for International Development (USAID) in partnership with the Philippine Department of Education, DepED ARMM and Technical Education Skills Development Authority (TESDA), local government units and other government/ non-government organizations.

EQuALLS2 aims to:

- Increase learning opportunities for children and youth through community support for education (community engagement)
- Strengthen capacity for teaching English, science and math at the elementary level (educator professional development); and
- Improve relevance of education and training for out-of-school children and youth (OSCY Programs)

EQuALLS2 is managed by the Education Development Center (EDC) in partnership with three lead implementing organizations, including the Education and Livelihood Skills Alliance (ELSA). ELSA is a multi-stakeholder, and multi-sectoral public-private partnership composed of Ayala Foundation (AFI), Consuelo Foundation, Petron Foundation, Philippine Business for Social Progress (PBSP), and International Youth Foundation (IYF). IYF acts as the lead and coordinating partner. PBSP and Ayala Foundation are in-charge of *“increasing learning opportunities for children and youth through community support for education”*; PBSP and Petron Foundation for *“strengthening capacity for teaching English, science and math at the elementary level”*; and Consuelo Foundation for *“improving relevance of education and training for OSCY”*.¹⁷

As an implementing partner of EQuALLS2, ELSA works in seven provinces and one city – Tawi-Tawi, Basilan, Hadji Muhtamad, Sarangani, Sultan Kudarat, South Cotabato, Cotabato Province and Cotabato City.

ELSA/Consuelo Foundation works through local implementing partners in pursuing the provision of access to basic and technical education to OSCY aged 12 to 24 years. These are:

Mahardika Institute of Technology (MIT) in Tawi-Tawi; Nagdilaab Foundation Inc. (NFI) in Basilan; Notre Dame of Midsayap College (NDMC) in North Cotabato; Champagnat Community College Notre Dame of Marbel University (CCC-NDMU) in Sarangani, South Cotabato and Sultan Kudarat, and; Notre Dame University (NDU) in Cotabato City.

To provide out-of-school children and youth access to basic education and/or technical education through alternative learning systems, ELSA/Consuelo Foundation adopted the Basic Literacy (BL) and Accreditation and Equivalency (A & E) Programs of the Bureau of Alternative Learning System (BALS) DepEd. Basic education enhancement lessons, however, were incorporated to further improve the learning motivation of enrollees and help them have a more holistic development. Among these basic education enhancement lessons are Skills for Life (SFL), Adolescent Reproductive Health and Youth Civic Engagement. Instructional Managers were hired and trained to deliver the ALS Programs and the basic education enhancement lessons.

EQuALLS2, through ELSA/Consuelo, also provided for the refurbishments of community learning centers (CLCs) that serve as “classrooms” for ALS group learning activities. Often, vacant classrooms, unused or partly used rooms in the *barangay* hall, multi-purpose hall or in a Madrasah were refurbished for use as CLCs. In situations where no structure could be utilized as CLCs, private facilities were utilized. In exceptional cases where there were no structures mentioned in the foregoing, new CLC was built.

In order to determine possible CLCMC roles and functions, ELSA/Consuelo conducted a series of dialogs with the five field implementing partners. From these dialogs emerged the following functions which were subsequently adopted by the CLCMCs:

- Coordination with ALS stakeholders in the community
- Community orientation
- Establishment/refurbishment of CLC of physical facilities
- Recruitment and selection of learners and Instructional Managers
- Monitoring activities: Monitoring and motivation of learners, dialogs with parents, and monitoring of Instructional Managers;
- Resource mobilization and generation

Rationale and Justification for the Case Study

In the formal school system, parent-teachers’ associations (PTAs) are organized in public or private schools to institutionalize the participation of parents in the identifying and helping meet the needs in the education of their in-school children. There is also the Local School Board (LSB) that is mandated with setting the education agenda at the municipal level. It is usually composed of representatives of the PTAs, Local Government Units, DepED and other education stakeholders in the community. Often, however, with the enormous problems that beset the formal education sector, education needs of the OSCY are hardly addressed by these existing structures. For EQuALLS2, the initial thinking was for PTAs to also take care of the ALS “needs” of the OSCY. Subsequent consultations between and among ELSA Partners,

particularly those in charge of the ALS component and those dealing with community engagement pointed to the fact that with the many problems in the formal school, the PTAs would have very little or no time at all to even consider the ALS needs of the OSCY.

It was in this light that the organization of CLCMC was encouraged by ELSA/Consuelo, to serve as a community-based educational mechanism similar to the PTA. Community stakeholders were requested to consider setting up CLC management committees (CLCMCs) to provide assistance to the CLC in the conduct of ALS programs in their communities. There were no prescribed membership or structure in the organization and maintenance of the CLCMC. Common membership among those organized under the project were representatives of the Barangay Council, public school officers, parents of learners and community volunteers. Where available or willing, representatives of cooperating NGOs or socio-civic organizations and religious organizations also became members of the CLCMC.

This case study envisions that the insights gained and lessons learned from the case study would serve as a resource data in setting up new CLCMCs particularly in terms of organizational structures and functions. It is also hoped that the CLCMC could eventually serve as a standard support mechanism in the planning and implementation of ALS programs.

Objectives of the Case Study

This case study sought to arrive at a profile of CLCMCs in ELSA project sites. Its specific objectives are:

1. To describe the features of the ELSA CLCMCs in terms of: composition, structure, management and operational processes
2. To profile roles and responsibilities assumed by the CLCMC along the following agreed-upon roles and functions of the CLC:
 - Coordination with ALS stakeholders in the community
 - Community orientation/ Information campaigns
 - Refurbishment of CLC
 - Recruitment and selection of: Learners and Instructional Managers
 - Monitoring of the CLC activities: Monitoring and motivation of learners, dialogs with parents of ALS learners, and; monitoring of Instructional Managers
 - Generation of resources for the CLCs
3. To solicit perceptions of the CLCMCs on the roles and contributions of the field implementing partners (ELSA/Consuelo sub-tiers)
4. To describe perceptions of the CLCMC on the impact of the CLC on the ALS learners
5. To identify evidences of “what works” and “what does not work” in the CLCMC, issues/ challenges and measures undertaken to mitigate them
6. To describe way-forward measures, sustainability plans for the continued involvement of CLCMC in CLC activities

For the last objective, this case study sought to solicit CLCMC recommendations on how to sustain active involvement of CLCMC in CLC management in terms of: membership/setup/structure; priority and secondary roles that CLCMC could and should play in CLC management; sustaining interest/active participation of members in CLCMC activities

Design, Scope and Methodology

The case study design and methodology were done in November-December 2010. Activities included the following:

1. Selection of two CLCMCs that actively participated in the management of CLCs, and; two CLCMCs that hardly or did not function at all during the period when the ALS project activities were either completed or were about to be completed in the CLCs chosen for this case study. The justification for this timing was to determine whether the CLCMCs still continued to carry out their tasks in spite of the completion/near completion of project activities.

The selection of the four CLCMCs was made by IYF and Consuelo in close consultation with the five Consuelo field implementing partners. A set of selection criteria was prepared based on the second objective of the case study – primarily the evidence (or lack of evidence) of the CLCMC roles, responsibilities and activities.

The five ELSA field implementing partners were given an orientation on the case study, including the selection criteria, last January 2011. They were requested to identify one active/functioning CLCMC and one inactive/non-functioning CLCMC among the CLCs in their project sites. By February 2011, each of the five implementing partners submitted the names of two CLCMCs: one active/functioning CLCMC and one inactive/non-functioning CLCMC, or a total of five CLCMCs under each category.

Again, in close consultation with the five field implementing partners, Consuelo ranked the list under each category. From the list, two functioning/active CLCMCs were identified – Lamion CLCMC in Bongao, Tawi-Tawi and the Malapatan Central Elementary School/ Malapatan National High School CLCMC (MCES/MNHS CLCMC) in Malapatan, Sarangani, and; two non-functioning/inactive CLCMCs – Simandagit CLCMC in Bongao, Tawi-Tawi, and Ambalgan CLCMC in Sto. Nino, South Cotabato.

2. The data collection plan and data collection instruments were developed in January 2011 while the five field implementing partners were selecting the CLCMCs to be included in the case study.

The data collection methods included: (i) focus group discussions (FGDs), (ii) interview with officers and members of the CLCMCs, (iii) observation of CLCMC meetings as well as during the conduct of their activities, and; (iv) document/literature review.

Five data collection instruments were developed last February, 2011, as follows: (i) basic information sheet of CLCMC officers, members and IMs, (ii) interview guide for IMs, (iii) interview guide for CLCMC officers and members, (iv) FGD guide questions, and; (v) rubric for observation of CLCMC meetings. These were pre-tested in the Tubig Tanah

CLC in Bongao, Tawi-Tawi and in Bukay Pait CLC in Tantaran, South Cotabato last March 2011. These CLCs have similar demographic and socio-economic profiles as the four CLCs covered by this case study. Pre-testing was done in March 2011 in order to improve the instruments in terms of clarity of the questions, sufficiency of data to be gathered, and sequencing of the points of inquiry.

3. The duration of the actual case study was thirty days: April 1-30, 2011. Again, it is to be noted that the selection of the time duration was intentional — it was the time when the activities of the CLCs included for the case study had either been completed or nearly completed, with only some remaining coordinative tasks being done. The case study sought to determine whether the CLCMCs continued to perform their functions even when the activities were about to be completed and/or after the completion of the project activities.

The IYF researchers were assisted by Consuelo and the field implementing partners which had the responsibility over the chosen CLCMCs: MIT for Lamion CLCMC and Simadagit CLCMC, and; CCC-NDMU for MCES/MNHS CLCMC and Ambalgan CLCMC.

FINDINGS

Functioning/Active ELSA CLCMCs: Lamion CLCMC and MCES/MNHS CLCMC in Malapatan, Sarangani

A. Lamion CLCMC, Bongao Tawi-Tawi



Background Notes on Bongao and Lamion. Bongao was a small backwater village ruled by the prominent noble Halun family, who used to own about three-quarters of the island. Back then, Bato-Bato served as the capital of the province of Tawi-tawi. The capital was located on the mainland situated in a cove with deep waters suited for anchors of the Philippine Navy. At the height of the MNLF-led armed rebellion in the 1970s, the provincial government feared that the provincial capitol might be overrun, hence; the government transferred it to Bongao. The white-washed, Taj Mahal-inspired provincial capitol building is located on a hill overlooking the bay and the whole town to the North of the Island against the backdrop of Mount Kabugan and the famous Bongao Peak (Bud Bongao). The transfer of the provincial government ushered in migration of government employees and their families, increasing population and developing the island as the southernmost center of commerce and trade.

Today, Bongao is a growing urban community that is becoming the abode of multicultural society. In downtown Bongao, there are mosques for the majority Muslim population, a Catholic church, a church for Protestant inhabitants, a Chinese temple, a church for the *Iglesia ni Cristo*, a church of the Seventh-Day Adventist and a Baptist church, and a local congregation of Jesus is Lord (JIL) movement.

Currently, Bongao is a third class municipality in the Philippines. It has 35 barangays, mostly located in urban areas. It has a population of 95,055 people in 10,146 households. Bongao is still has a community of Badjaos, the traditional residents of the place.

Lamion is a small urban community near the Poblacion with a population of 7,981 residents by 2007. According to the *Barangay* Chairman of Lamion, this number has increased to an estimated 12,000 residents with a 4,000 voting population at the end of 2011. Most of the residents are Muslims, but there is also a small number of Protestants and Catholics in the barangay. In terms of ethnicity, most are Tausugs, and some are Ilokanos and Illonggos. As mentioned previously, there are also Badjao's residing in the barangay.

Its primary economic activities include fishing, food processing, merchandising, buy and sell, and small commercial businesses, such as *sari-sari* stores (convenience stores), and *carinderia* (food stalls/ carts). There are also a few residents who are vendors, as well as those who work for the government, and non-government agencies. Even if there are income generating activities in the area, poverty is still persistent especially among the Badjao's. According to one of the CLCMC officers, Badjao's are "Tatlong Kahig, Isang Tuka."

The Lamion CLC

Prior to the establishment of the CLC in Lamion, there were limited institutions and organizations offering educational services in the *barangay*. In terms of formal schooling in primary education, children were mostly enrolled in Lamion Elementary School. However, most of the children could not afford to participate, even if this is a public school because of the additional expenses incurred such as school supplies, transportation expenses, snacks allowance, and other miscellaneous expenses. Also, some of the children could not attend because they work to help supplement family income in order to meet their daily basic needs. Some out-of-school children and youth (OSCYs) are drawn to working at an early age, either full or part-time to help their families survive.

To help address this education gap, Lamion was chosen by the EQuALLS2, through ELSA/ Consuelo, to be part of the ALS program implemented locally by MIT. Since there was no existing structure which could serve as the EQuALLS2 CLC, assistance included the construction of the Lamion CLC in 2008 during first year of the EQuALLS2 project. Led by MIT, with



strong support coming from the Lamion BLGU, the CLC construction was completed and became operational in the same year.

Aside from the construction of the CLC, the project provided the CLC with educational materials such as reference books and visual aids under its book distribution program. Also provided were 16 benches, eight long tables, two cabinets, one Instructional Manager's (IMs) table, one door, two door locks, one safety hasp, two CLC sign boards, seven paint pales, two paint brushes, two roller brushes, four pales of thinner, and three sand papers. These amounted to Php 11,200 pesos worth of resources and materials.

As of April 2011, the Lamion CLC had served an estimated 240 learners and had registered one passer in the Accreditation and Equivalency (A&E) examinations of 2011

The Lamion CLCMC

I. Composition, Structure and Management

The MIT staff in charge of the EQuALLS2 and the *barangay* officials led by the Lamion *barangay* captain spearheaded the setting up of the Lamion CLCMC.

The initial Lamion CLCMC established three years ago was composed of community leaders committed to assist in the improvement of education in their community. Since then, they have continued to serve as officers of the CLCMC. The President is the *barangay* captain of Lamion. The vice-president is a *Barangay Kagawad* in the *barangay's* education committee while the secretary and the treasurer are community members who have volunteered to help establish and manage the CLCMC activities. They have also engaged the services of a caretaker to maintain the cleanliness of the CLC and also to help in guarding the learning materials and other CLC resources.

The spirit of volunteerism is manifested in the CLCMC officers, and is translated into an active and functional core group, performing the roles and responsibilities agreed-upon by the project. They take turns in being with the CLC caretaker so that they can help her in the upkeep of the place.

The CLCMC meetings are held at the office of the *Barangay* Captain. The Secretary and Treasurer assist in preparing the venue and the documents needed during the meeting. The atmosphere of the meetings observed by the researchers of this case study were relaxed and friendly. All the officers gave their inputs and suggestions and after analyzing the different aspects of the items discussed, they arrived at decisions as a group. These meetings were also attended by the IM and the MIT ALS coordinators

2. Roles and Functions of the Lamion CLCMC

The individual interviews and FGDs reflected the following CLCMC functions:

- i) ***Coordination with ALS stakeholders in the community.*** The Lamion CLCMC took a lead role in helping the IM in conducting community orientation and information dissemination during the initial stages of the project. They were present in all orientations conducted, whether by group in assemblies or during house-to-house visits. Their efficient communication about all project activities facilitated the smooth and earnest implementation of the ALS program in Barangay Lamion. Their involvement in these activities also ensured credibility of the program and heightened the interest of the community members.

This active, high profile work of the CLCMC in assisting the IM in conducting community orientations has continued up to the present.

- ii) ***Community orientation/information campaigns.*** Since the CLCMC officers are respected community leaders of Lamion, they are able to conduct community orientations and information campaigns with ease. They are able to convene various stakeholders even with short notice. Their orientation meetings are well-attended, especially the parents of ALS learners.
- iii) ***Construction/refurbishment of the CLC.*** The CLCMC had a major stake in the construction and refurbishment of their CLC. Their counterpart to MIT included labor (painting the CLC, transport of school furniture, and labor referrals). They also ensured that all the resources in the CLC were secured and were well taken cared of.
- iv) ***Recruitment and selection of learners and instructional managers.*** The recruitment and screening of learners of the ALS program was also a joint effort by the IM and the Lamion CLCMC officers. They employed the 'house-to-house' approach to ensure that all potential learners are given the needed orientation and motivation to participate in ALS programs. They focused on the Badjao tribe whose members are generally hesitant to send their children to formal schools. They conduct continuing visits to the Badjao communities in order to motivate the parents to send their out-of-school children to the Lamion CLC.

The officers of the Lamion CLCMC did not participate in the selection of IMs. They felt that it was not their function, and that it was a function of MIT as the ELSA/ Consuelo field implementing partner of ALS programs in Bongao.

- v) **Monitoring CLC Activities.** The Lamion CLCMC is visible in overseeing the conduct of ALS activities. They ensure that attendance to the sessions are high by monitoring the sessions, personally visiting and talking to the parents of children who are absent, and reminding them of adjustments in schedules. According to Lamion's IM, this has been the most valuable contribution of the CLCMC and its officers to the ALS program – encouraging the parents of the learners to let their children attend sessions through constant follow-ups and reminders. She added that this method has been effective in maintaining the interest and commitment of learners in her class.

The MIT Program Manager noted that the CLCMC officers and members serve as learners' primary motivators. Aside from their roles in checking the IM's presence in the area, they also give feedback to the IM on the learners level of interest, as well as their progress in learning.

- vi) **Networking and Resource Generation.** Throughout the three years of the project implementation, the CLCMC identified and generated resources needed by the ALS program and the CLC, as follows:

- (a) **Networking and tapping of external resources.** The land where the CLCMC is located was donated by a local businessman who owns a string of businesses in Lamion, including the old 3M Cinema. He also owns the land where the Mahardika Masjid is situated. This donation was facilitated/ negotiated by the CLCMC President, who is a relative of the land owner.

Also, the electricity used in the CLC is shouldered by the businessman, as lines are tapped in the Masjid.

- (b) **Financial Assistance.** In terms of financial contributions, the barangay shoulders the salaries of the CLC's two caretakers.

The Lamion's IM, also confirms the CLCMC's financial contributions in shouldering some of the learner's transportation expenses to and from the CLC. In addition, the CLCMC through the Barangay Chairman/ CLCMC President was able to provide transportation expenses during the recently held A&E examinations. Most of these financial aid came from the Php 145,000 Internal Revenue Allotment (IRA) of the Barangay.

- (c) **Manpower Mobilization.** The CLCMC is active in providing voluntary manpower needed in the implementation of the ALS program in Lamion. Specifically, they led and mobilized the community in painting the CLCs, transport of school furniture, and attending its monthly CLCMC meetings.

The CLCMC officers lead by example. The Secretary assists in checking ALS learners' attendance, and the Treasurer, helps in feeding the learners. This voluntary service encouraged the parents of the learners to motivate their children to attend ALS sessions in the CLCs.

3. Lamion CLCMC Perceptions on the Roles and Contributions of EQUALLS2 through ELSA/ Consuelo/MIT

The Lamion CLCMC officers and members have a high regard for MIT, the project ALS field implementing partner in Tawi-Tawi. They feel that it has played an important role in spearheading the establishment of the CLCMC. In particular, they note that MIT's Community Organizers and IMs have substantially helped in organizing and strengthening the CLCMC.



For her part, the MIT Community Organizer, whose major role was to organize the CLCMC once the barangay was chosen to be part of the ALS program, described the following activities she carried out for the establishment of the CLCMC: in the initial phases of the project, she joined MIT management led by its President and the EQuALLS2 Program Manager in conducting courtesy calls with the *barangay* officials. She then proceeded with putting in place the needed processes in order to organize the CLCMC, mostly advocacy and social mobilization. She ensured that all sectors of the community were given adequate orientation, including *barangay* officials, teachers, the local private and business sectors, and the parents of the prospective ALS learners.

After the election/ delegation of the officers, validation of potential enrollees to the ALS programs ensued. In all stages of the implementation of the ALS program, MIT ensured the continued involvement and participation of the CLCMC.

MIT has also been responsive to emerging needs and concerns of the community. This was most evident when the CLCMC brought up the issue of flooding in the CLC. The MIT management and staff quickly responded and remedied the issue by elevating and fixing the CLC flooring. They maintain this level of relationship with the CLCMC, to ensure the sustainability of existing programs even after the ALS training programs are completed.

4. Perceptions of the CLCMC on the impact of the CLC on the ALS learners

The CLCMC officers note that in Lamion, there has been a considerable increase in the involvement of parents and community members in the conduct of ALS in their community. The presence of an ALS program being implemented has not just sparked the interest in continuing education among the out-of-school children and youth in the community; it also encouraged the parents to do their part in supporting their children as they attend these classes.

In addition, a greater appreciation is now given to the value of education by community members because their leaders, including the *Barangay* Captain and other local officials were observed to give their full support to the program. These officials, who were mostly CLCMC officers as well, were present in all stages of project implementation: from community orientation, CLC construction, selection of learners, and monitoring and evaluation. This level of commitment by the CLCMC was evidently observed and was eventually absorbed and emulated by the community. Finally, the most important impact according to the CLCMC members would be to the learners, as they are given a second chance to education, enhancing their opportunity for better employment which could lead to improved living for their families.

5. Evidences of “What Works”, Issues and Challenges in the Lamion CLCMC.

Several factors are seen to enhance and serve as enabling mechanisms for a highly effective CLCMC. These were exhibited by the Lamion CLC on many levels and can serve as models for other CLCMCs to emulate.

- (i) **Dedicated and CLCMC officers.** The proactive stance of the CLCMC officers and members merits mention, as all of them are in full-support of the ALS programs being implemented in their community. It must be noted that all six core officers of the CLCMC have no children or close relatives attending ALS programs, eliminating questions of vested interests. This further shows their dedication to providing better opportunities to OSCY in the area. The officers also manifested sincere intentions to help the Badjaos in their barangay, and has served as prime-movers in encouraging their participation in said project.

Two CLCMC officers who have dedicated their time and resources to the CLC and its learners are the CLCMC Secretary, and the CLCMC Treasurer. Both serve as ‘unpaid monitors’ overseeing the ALS sessions and ensuring that learners consistently attend and participate in their classes. This level of commitment may be attributed to the two officers’ belief in the value of education, as they are both college graduates. They are also active in other organizations in the community, namely Philippine National Red Cross, Lamion Women’s Organization, and TFLF.

- (ii) **LGU Commitment.** The continuing support of the *barangay* captain and other local government officials not only facilitated the smooth implementation of the project in the *barangay*, but also sparked the interest and efforts of community members and potential beneficiaries to be part of the program.

Some of the CLCMC Officers and members are also active in local governance and community development as some of them also occupy positions as *Barangay* Kagawads. (e.g. CLCMC Vice President is also *Barangay* Kagawad), and the memberships in other development organizations (American Red Cross, Women’s Organizations). This is also envisioned to help ensure continued support and involvement in supporting the OSCYs even when the project ends.

The most cited challenge met by the Lamion CLC during the initial phase of the project was absenteeism. To address this concern, the IM and the officers of the CLCMC initiated a learner feeding program to improve the attendance of the indigent learners, especially the Badjaos. This measure has resulted in better attendance and more active participation of the Badjao learners in the ALS programs.



6. Way-forward measures, sustainability plans and recommendations for the continued involvement of CLCMC in the CLC

The CLCMC officers identified a number of action points to sustain and enrich the CLCMC as a support mechanism to the CLC activities:

- (i) ***Development of more enriched motivational strategies for the Badjao community members in Lamion.*** The CLCMC officers note that many Badjao members of the Lamion community still do not send their children to school. The CLCMC officers plan to help expand the CLC's existing feeding program, among others, in order to attract more OSCYs to join the ALS programs of the Lamion CLC. They also plan to give free reading materials for the learners to take home, so that they can continue reading even outside of the CLC.
- ii) ***Reaching Badjaos in neighboring communities.*** Badjaos are in many other barangays in Bongao. CLCMC officers plan to reach other Badjao communities in neighboring barangays.
- iii) ***Compliance with turn-over guidelines.*** The CLCMC officers are presently providing assistance to the IM in preparing the documents in compliance with the turn-over guidelines given by the EQuALLS2 project. They do not foresee any difficulties in doing this task.

B. The Malapatan Central Elementary School/Malapatan National High School (MCES/MNHS) CLC in Malapatan, Sarangani



Background Notes on Malapatan. Malapatan is a coastal town of Sarangani which has expansive coconut farms and scenic shorelines. It is about fourteen kilometers from Alabel, the capital town of Sarangani. The town is bounded by the Municipality of Alabel by the North; by the Municipality of Glan by the South, by the Province of Davao Del Sur by the East; and by the Sarangani Bay by the West. It has 12 barangays and close to 500,000 population according to the 2007 national census.

It is believed that the word “Malapatan” is a combination of two B’laan words— “mala’ which means pepper and “fatan” which means place. The town is populated by a mix of Christians, Muslims and other indigenous tribes, notably the B’laans. Historians note that in the 15th century, Sarip Kabungsuan of Arabia and his “ulamas”, arrived in Kuta Wato and propagated Islam and Datuism in the place. The indigenous tribes who did not embrace Islam and Datuism migrated further inland to what is now known as the town of Malapatan.

When the Americans came in the early 20th Century, they encouraged migration to Mindanao by creating Christian settlements in the island, including Malapatan. Settlers, mostly from the Visayas occupied and cultivated the fertile and verdant lands of Malapatan and its environs. The resulting economic progress attracted more migration, and the indigenous peoples who decided not to go inland anymore, started to live amicably with the Christians.

Thus, Malapatan is now populated by a mix of Christians, Muslims and tribal indigenous peoples. The present composition of the population is: Christians, primarily from Visayas —about 40%; B’laans— more than 37%; Muslims – 12%; other tribal groups – about 11% of the population. Cebuano is the predominant language in Malapatan.

Malapatan is mainly an agricultural town, with copra production as the highest income earner, and the town is fast developing its oil milling activities because of the abundance of coconut in majority of its villages. Other agricultural products are maize, sugarcane, bananas, pineapples, mangoes, eggs, beef, etc. The coastal villages of Malapatan are lined with fishing grounds that serve as anchorage for big fishing boats. This town is also known for shipbuilding industry. Further, it has more than 12 kilometers of beaches and resorts which are located in the following barangays: Lun Padidu, Lun Masla, Tuyan, and Poblacion. Several prawn farms are operational in Lun Padidu, Lun Masla and Tuyan. There are also home-based fish drying and fish processing enterprises.

The MCES/MNHS CLC

The EQuALLS2 Community Learning Center (CLC) in Malapatan is inside the school grounds of the Malapatan Central Elementary School (MCES) and the Malapatan National High School (MNHS). Both schools are in one compound which is located in the poblacion of Malapatan along the national highway. This location makes the MCES/MNHS accessible to learners as well as to community leaders and members.

Because of this strategic location of MCES in terms of its accessibility to OSCY in the community, the CCC-NDMU which is the field implementing partner of ELSA/Consuelo in Malapatan, selected it to be the site of the project CLCs in Malapatan. In 2008, the MCES/MNHS received start-up funds from EQuALLS2, amounting to P35,000 for the refurbishment of an existing structure in the school grounds to serve as the EQuALLS2 CLC which would be the venue of the ALS training programs for out-of-school youth, particularly basic literacy and workforce development programs. EQuALLS2 also provided learning materials that include ALS learning modules, dictionaries, posters, and reference materials under its book distribution project component.

In addition to the holding of ALS training programs, the CLC also served as the community library and meeting area of community development project implementors. Noting the maximized utilization of the CLC facilities, the former Municipal Mayor of Malapatan and the Provincial Governor of Sarangani gave P200,000 and P885,000 respectively for the construction of the Malapatan MCES/MNHS CLC. The barangay government unit likewise gave more than P180,000. Now, the CLC structure is worth more than P1,300,000. Thus, it can be said that the initial funding assistance of EQuALLS2 has provided the impetus for the building of a strong 2 classroom CLC structure, complete with facilities such as tables, chairs, cabinets, stand fan, television, 1 set of computer and printer, two comfort rooms for male and female and training equipment for workforce development programs.

Since its establishment in 2008, the MCES/MNHS CLC has trained more than 600 learners. The Department of Education (DepED) has a strong presence in the MCES/MNHS CLC. Aside from providing technical assistance to the project, the DepED Schools Division of Malapatan also uses the CLC in its review classes for ALS completers who plan to take the Accreditation and Equivalency Test (A and E) which is regularly administered by DepED. Equally worth noting is the fact that at present, five of the instructional managers (IMs) Malapatan, including two NDMU/CCC IMs, have been absorbed by DepED and their salaries are paid by the municipal government.

The MCES/MNHS CLCMC

1) Composition, Structure and Management.

The MCES/MNHS CLCMC) was established in 2008, immediately upon the selection of MCES/MNHS to be the host of one of the CLCs in Malapatan. Since then, the composition of the CLCMC has been a mix of the following: the DepED, local government executives, volunteers, community leaders and parents as well as local business groups. The CLC IM has also participated in all the CLCMC activities since its creation.

The DepED District Supervisor, the District ALS Coordinator and the MCES/MNHS school heads were designated by the DepED Schools Division of Sarangani in 2008

to be included among the founding officers and members of the CLC. The other officers were the *Barangay Kagawads* who were members of the committee on education and environment, community leaders, parents, volunteers and the CLC instructional manager. They were invited by the NDMU/CCC to participate in an initial orientation session in 2008 which also became an organizational meeting for the creation of the MCES/MNHS CLCMC. They elected the committee officers – Chairman, Co-chairman, and three members, with the DepED District Supervisor, the District ALS Coordinator and the MCES/MNHS school heads as Technical Advisers and Resource Persons. For the DepED District Supervisor and District ALS Coordinator of Malapatan, serving as resource persons/advisers of groups and organizations like MCES/MNHS CLCMC is included in their organic functions in the education sector, hence, they took on the job willingly. Likewise, for the *barangay kagawads*, their membership in the committee blends with their roles/functions in the education/environment committees of the *barangay*. The CLC IM also willingly accepted the task of participating in all committee activities in order to dovetail her training activities with the committee's initiatives.

In general, the CLCMC officers consider their work as benefitting them in their functions in their own home institutions, at the same time that they are able to help in the activities of the CLC. Their active involvement in the CLCMC is attributed to the fact that they are able to synchronize their full time work (as DepED officers, *barangay kagawads* and as members of community groups) with their activities in the CLCMC. They report to their institutions' meetings/fora the activities they conduct in the CLCMC, thereby enriching their work functions. In sum, while the CLC benefits from the experience expertise of the CLCMC officers, they in turn are able to enrich their work because of their involvement in the CLCMC, a win-win, synergistic situation for the institutions represented by the CLC officers and members.

The MCES/MNHS CLCMC manifests evidence of being a collegial group, with participatory decision-making processes in place. Even after the EQuALLS2 ALS training programs were complete in December 2010, the officers and members held meetings at least once a month for project updates and planning of future activities. This practice continues up to the time the case studies were conducted. In terms of arriving at decisions on what activities and projects to undertake, they analyze the pros and cons of various options, after which they make decisions as a group. They then report these CLCMC activities to their individual home organizations (DepED, *barangay* education/environment committees and community/people's groups) and these reports become part of these organizations' related activities along ALS initiatives.

2) Roles and Functions of the MCES/MNHS CLCMC.

In the case study's FGDs and individual interviews, the following CLCMC functions were described by the CLCMC officers:

- i) **Coordination with ALS Stakeholders.** As a team, the MCES/MNHS CLCMC has taken the lead in coordinating with various stakeholders since its creation in 2008. They divide the task by giving the responsibility to each officer/member representing a community sector (e.g. parent CLCMC officers take care of coordinating with parents of out-of school youth). So far, this arrangement is reported by officers and members

as working well. Although the TESDA is not represented in the CLCMC, the officers and members regularly join CCC-NDMU in coordinating with TESDA officers in the planning and conduct of workforce development programs in the MCES/MNHS CLC.

- ii) **Construction/Refurbishment of the MCES/MNHS CLC.** Soon after the MCES/MNHS CLCMC was organized in 2008, the officers and members regularly coordinated with CCC-NDMU on the construction of the CLC in the MCES/MNHS campus. In addition to the funds provided by EQuALLS2, the CLCMC was instrumental in soliciting assistance to the Provincial Governor of Sarangani and the Municipal Mayor of Malapatan, and they were able to build the CLC with the total fund assistance amounting to P1,300,000.
- iii) **Community Orientation.** Since 2008, the MCES/MNHS CLCMC has been conducting regular community orientation to motivate out-of-school youth and their parents to participate in EQuALLS2 ALS training programs. These orientation sessions are usually combined or held back-to-back with orientation sessions for motivation parents to enroll their children in the formal school, as well as other community meetings on educational projects. The CLC MC observe that this integrated approach to community is an efficient and cost efficient one, as they gather community members only once to motivate learners and discuss educational plans, activities, issues and concerns in their community.
- iv) **Recruitment and Selection of Learners and IMs.** The MCES/MNHS CLCMC joins the DepED and the different *purok* chairmen and members of Malapatan in doing regular community mapping work. This task enables them to identify OSCY in their community and do subsequent community campaigns and orientation sessions to encourage OSCY, as well as their parents, to participate in ALS training programs. This practice has been in place since 2008. The CLCMC officers did not give any recommendations on the selection/hiring of IMs because they felt that this was the responsibility of the CCC-NDMU.

Selection/hiring of IMs of the MCES/MNHS CLC was regarded by the CLCMC as a function of the CCC-NDMU; hence, it did not participate in this activity. The MCES/MNHS CLCMC joins the DepED and the different *purok* chairmen and members of Malapatan in doing regular community mapping work. This task enables them to identify OSCY in their community and do subsequent community campaigns and orientation sessions to encourage OSCY, as well as their parents, to participate in ALS training programs. This practice has been in place since 2008.

The CLCMC officers did not give any recommendations on the selection/hiring of IMs because they felt that this was the responsibility of the CCC-NDMU. Selection/hiring of IMs of the MCES/MNHS CLC was regarded by the CLCMC as a function of the CCC-NDMU; hence, it did not participate in this activity.

- v) **Monitoring CLC Activities.** The MCES/MNHS CLCMC has adopted a continuing, rigorous monitoring work to determine the progress and identify gaps in the CLC activities. These are:
 - (a) In the monthly MCES/MNHS CLCMC meetings, the representatives of different community sectors— parents, DepEd, barangay officials, community leaders and business groups—give updates as well as feedback on their activities, projects and plans. For instance, the welding association of WFD completers report on the jobs they have undertaken during the month and new work opportunities for



their association. The regular CLCMC meetings provide basis for planning subsequent projects and activities. Also in these meetings, the parent representatives of the CLCMC share their work in continuing dialogs with parents of the ALS learners to motivate their OSCY children to attend the ALS sessions and complete their training programs.

- (b) The DepED District Supervisor, the District ALS Coordinator and the MCES/MNHS school heads who are resource persons/advisers of the CLCMC, jointly conduct regular monitoring of the ALS sessions to determine if there are drop-outs, absentees among the learners. During their monitoring visits, they likewise continuously motivate the learners to learn as much as they can from the ALS training programs.
 - (c) During their monitoring visits, the DepED District Supervisor, the District ALS Coordinator and the MCES/MNHS school heads likewise provide technical assistance to the IMs in conducting their training programs. They give these IMs advice on how to improve their sessions in order to generate more active participation among learners and to make their learning more meaningful.
- vi) **Networking and Resource Generation.** The MCES/MNHS CLCMC is active in networking with various community groups and local leaders and business outfits in the community. While the DepED provided the site for the construction of the CLC, the other community sectors have substantial counterpart contributions for the implementation of ALS activities of the CLC, most notably:
- (a) When the completers of the ALS/WFD course on welding formed a welders' association, MCES/MNHS CLCMC officers made representations with the barangay government to give start-up assistance by providing sites for the welding shops and by paying for the electricity used in the welding jobs of the completers.
 - (b) The MCES/MNHS CLCMC officers, particularly the Malapatan DepED District Supervisor, the District ALS Coordinator and the MCES/MNHS school heads, were responsible for requesting the DepED to provide resources for the continuing upkeep of the CLC, particularly payment for electricity and water. Since the CLC is inside the MCES/MNHS campus, maintenance work is also now shouldered by the school, such as cleaning the CLC and its surrounding areas – yard, garden and areas used during ALS learning sessions.

- (c) The CLCMC made active representations with the DepED in order that the IMs of Malapatan, including the two IMs of MCES/MNHS CLC, would be absorbed as regular staff of DepED and for their salaries to be paid by the Office of the Municipal Mayor. Their efforts paid off — the IMs are now regular DepED staff and their salaries are paid by the Office of the Municipal Mayor.
- (d) The barangay government's *Bantay-Bayan* which is a citizen's volunteer group to safeguard the security of the community, has also included the CLC as one of its areas of responsibility in order to ensure the safety of its ALS learners

3) MCES/MNHS CLCMC Perceptions on the Roles and Contributions of the ELSA Consuelo/CCC-NDMU

The MCES/MNHS CLCMC officers appreciate the contributions of CCC-NDMU in the establishment of the CLC and in the conduct of ALS training programs, both basic literacy and workforce development programs. In particular, they acknowledge the project assistance in the following activities:

- i) CCC-NDMU's active coordination with ELSA/Consuelo in obtaining EQuALLS2 initial funding for the establishment of the CLC, and; CCC-NDMU's participation in their resource generation initiatives in order to solicit financial assistance from the Provincial Governor, the Office the Mayor and the barangay government officials.
- ii) CCC-NDMU's training programs are perceived by the MCES/MNHS CLCMC officers as needs-based and learner-centered, catering to the local demands of Malapatan. Moreover, the CLCMC officers and members have high regard for the project IMs. They are seen as knowing the learning strands they teach, hard working, conscientious and patient with the learners.
- iii) The MCES/MNHS CLCMC officers also appreciate the fact that CCC-NDMU conducts continuing IM enhancement programs to further improve their skills and competencies in holding their ALS training programs. They note that since the start of these enhancement programs, the IMs have demonstrated more confidence in handling their sessions and have resulted in more active learner participation, with less absenteeism and drop-outs.
- iv) CCC-NDMU's continuing interface with the Department of Education and TESDA to acquire ALS learning modules, learning materials, training equipment and other learning resources for the ALS training programs

4) Perceptions of the CLCMC on the impact of the CLC on the ALS learners.

The CLCMC officers have cited the positive impact of the MCES/MNHS CLC in Malapatan, particularly in the following:

- i) Since its inception in 2008, more than six hundred (600) learners have completed their training in various ALS offering, one of the highest enrolment among the ELSA CLCs in its project sites. This is attributed to the active community campaigns of the CLCMC to encourage participation in basic education and workforce development programs of the CLC.
- ii) Likewise, the high passing rate of MCES/MNHS CLC ALS completers in the DepED A& E test, second rank among the CLCs covered by CCC-NDMU, is attributable not only to the use of good teaching strategies by the IMs but also to the provision of

technical assistance by the CLCMC to the IMs in conducting regular review classes beyond the formal training sessions. The DepED district supervisor, the ALS and the MCES/MNHS school heads allocate additional sessions to these review sessions and help learners in reviewing “hard to learn” topics. They make available the school premises even beyond the ALS training days in order to hold these review sessions.

- iii) The CLCMC has successfully worked for the inclusion of ALS programs in the schools’ School Improvement Plans (SIPs) and the schools’ Annual Improvement Plans (AIPs). This is a positive development because the ALS activities are now part of the overall educational delivery strategies of both the MCES and MNHS, with corresponding budgetary allocation. Moreover, this inclusion helps ensure that there would be equal focus on school children and OSCY of Malapatan.

5) Evidences of “What Works”, Issues and Challenges in the MCES/MNHS CLCMC

Established in 2008, the MCES/MNHS CLCMC is a young entity just like the other project-assisted CLCs. However, one needs only to look at its present set-up, work processes and most importantly, its accomplishments and he would note the quality of its performance as a technical support mechanism of the MCES/MNHS CLC in achieving its objective of improving educational opportunities for OSCY. Its achievements are attributable mainly to the work and commitment of the CLCMC officers in carrying their various tasks.

The evidences of “*what works*” and positive impact of the MCES/MNHS CLCMC are along the following improvements in ALS programs of Malapatan :

- i) The resource mobilization and fund generation capability of the MCES/MNHS CLCMC has resulted to the construction of the CLC amounting to P1,300,000 — with a pleasant atmosphere that is able to attract OSCY participation in ALS program. These OSCY take pride in saying that they also “go to school”, attending Saturday classes. This OSCY’s associating themselves with the school is an indication that although they have dropped out from the formal school system, they still have the strong need to be associated with the school and attend ALS training programs in the school premises. The MCES/MNHS CLCMC has helped in responding to this psychological need of the OSCY to be part of school activities.
- ii) The CLCMC has been instrumental in helping the CLC in its efforts to include the ALS programs and annual activities in the schools’ School Improvement Plans (SIPs) and the schools’ Annual Improvement Plans (AIPs).
- iii) Intrinsic factors that substantially contribute to the “*what works*” in the CLCMC are: the high commitment of its officers and members in providing learning opportunities to the OSCY, their proactive approach in the planning and conduct of CLCMC activities, and their regular monitoring practice to determine the progress the learners and to help the IMs in doing their work.
- iv) From their point of view, MCES/MNHS CLCMC officers feel that their organization is doing well because of their team work, participatory decision making processes and persistence in carrying out their activities. Further, they note that there is synergy in the CLCMC, with their individual participation contributing to enhanced quality of the CLC activities, and vice-versa; that is, their participation in the CLCMC is able to improve their work output in their work stations.

6) Challenges Met and Actions Taken to Address Them.

- i) During the early phase of the EQuALLS2, there was reluctance among the OSCY to enroll in these training programs. Further, their parents were hesitant to allow their children to participate in these training programs primarily because they needed extra hands in their livelihood activities. To address this concern, the CCC-NDMU, IMs, and the MCES/MNHS CLCMC conducted house-to-house campaigns to encourage both the parents and the OSCY to attend orientation sessions. The initial reluctance gradually decreased and eventually, the parents allowed their children to attend the programs.
- ii) Absenteeism and drop-outs were prevalent during the initial stages of the project implementation. The MCES/MNHS CLCMC helped the IMs distribute self-learning modules and other learning materials to learners who could not attend the learning sessions because they had to help their families in their income-generating activities. Reading these modules and learning materials enabled the OSCY to somehow feel that they were still part of the program and they were able to catch up with their work when they re-joined the CLC learning sessions.
- iii) OSCY who live far from the CLC and have to go through security- challenged areas in order to reach the MCES/MNHS CLC . The CLCMC made representations with barangay government's *Bantay-Bayan* which is a citizen's volunteer group in charge of safeguarding the security of the community. They were able to seek *Bantay-Bayan's* assistance to include areas leading to the MCES/MNHS CLC as part of its responsibility in order to ensure the safety of its ALS learners.

7) Way Forwards and Sustainability Plan of the MCES/MNHS CLC MC

- i) *Reaching more hard-to-reach and unreached OSCY.* With its present expanded capacity to absorb more OSCY in Malapatan, the MCES/MNHS CLCMC plans to help the DepED ALS division to reach learners from far flung areas. The regular literacy mapping conducted by DepED reveals that there are numerous potential clients belonging to indigenous people's tribes and in remote barangays. The CLCMC has indicated its commitment to encourage them to join to DepED-managed ALS training programs. The CLCMC also plans to help DepED to reach youth who are under difficult circumstances such as juvenile offenders who are presently serving sentences in jails as well as youth with special needs.
- ii) *More Resource Mobilization for the upkeep of the CLC.* Coupled with its plan to help DepED in reaching more learners is the development of more resource mobilization strategies which the MCES/MNHS CLC plans to utilize in maintaining the physical facilities and resources of the CLC as well as in sustaining the ALS programs of the community. At present, the officers are crafting a proposal for local business groups to provide educational supplies, books and reference materials for the CLC starting School Year 2011-12.
- iii) *CLC Turn-over.* The MCES/MNHS CLCMC convened a special meeting to discuss the EQuALLS2 guidelines on the turn-over of the CLC to the DepED, specifically the MCES/MNHS where the CLC is located. As of the conduct of the case study, the documentation was still under way. The CLCMC feels confident that this task would not pose any challenge to the CLC.

Non-functioning/Inactive CLCMCs: Simandagit CLCMC in Bongao, Tawi-Tawi and Ambalgan CLCMC in Sto Nino, South Cotabato

A. Simandagit CLCMC, Bongao Tawi-Tawi



Background notes on Barangay Simandagit, Bongao, Tawi-tawi. Barangay Simandagit is a coastal village in the municipality of Bongao. Most of the residents are Badjaos, with a small community of *Tausugs* and *Visayan* settlers. Majority are into fishing, and a few families have small *sari-sari* stores or drive a tricycle for public transportation.

Most of the houses in Simandagit are clustered houses mostly made of bamboo and nipa huts. Some are makeshift constructions made of unsafe and sub-standard materials. This poses both hazard and security risks, particularly because most of these houses are built on top of the water. It must be noted that there were incidents in the past that the community would experience flooding because of its location.

Also, there is lack of a proper waste and sanitary management in the area. The lack of drainage system adds to the problem. This is a constant threat to the health condition of the residents in the area especially because a typical Badjao household would house between 3-4 families living in less than a 10-square kilometre-dwelling. Most have more than five children, posing risks of spreading diseases and contamination. Congestion and overpopulation in the area aggravates the situation as communicable diseases can easily spread among family members and neighbours.

The Simandagit CLC

The Simandagit Community Learning Center (CLC) was constructed during Batch 1 of MIT's ALS program. The structure was utilized for two years of the program from 2008-09. Aside from the construction materials provided, MIT also provided the following refurbishments: For Year 1, the CLC was given one chalkboard, four benches, two tables and one bookshelf. For Year 2, a signboard was provided.

One of the positive features of the CLC is that it is situated within the school grounds of the Sama Kasulutan Elementary School. This is a public primary school in Barangay Simandagit. Being situated in front of SKES, it is located in a relatively safe and secured location.

The CLC serviced a total of 147 learners in two years. These are in the areas of Basic Literacy (68 in Year1 and 79 in Year2), and 60 in PEPT. Since Simandagit has not been part of the program in succeeding years, there is minimal use of the CLC after 2009.

At present, the CLC is still in good condition. The materials inside are intact and can still be used for other purposes. The Assistant Principal of the school, reported that last December, they started using the CLC both as an IP center, as well as classroom for remedial classes of slow readers.



The Simandangit CLCMC

The Simandangit CLCMC was heavily involved in the conduct of ALS activities in the barangay in the first two years of the program. It assisted with coordination of program with ALS community stakeholders, identification and selection of CLC site, and recruitment of learners:

1. **Composition, Structure and Management of the Simandagit CLCMC.** From 2008-09, the CLCMC was composed of the *Barangay* Captain as president, the SKES Assistant Principal as Vice-president/Resource Person, the *Barangay Kagawad* who was a member of the *barangay* education committee as secretary, and the MIT ALS coordinator as the adviser.

In keeping with project guidance to hold regular CLCMC meetings on ALS matters, the *barangay* chairman/CLCMC president convened meetings, particularly during pre-training stages, in order to plan the assistance they could provide to the CLC. The IM was present in all the meetings where the needs of the CLC were identified.

Based on these identified needs, the CLCMC officers made plans on the assistance they could give to the ALS training programs. This practice was in place for two years until the ALS training programs were completed in 2009. No CLCMC meeting was attended by researchers of this case study because field work was conducted in April 2011, more than one year after the completion of EQuALLS2 ALS training programs. Nor did the researchers have a chance to review minutes of previous meetings. The Assistant School Principal reported that since the new Barangay Captain assumed office in 2010, no meeting has been convened. The task of calling meeting was delegated to her. She would occasionally call for the officers to discuss issues and concerns, but the Barangay Captain has not been able to attend these meetings.

2. Roles and responsibilities of the Simandagit CLCMC. The SKES Assistant Principal reported that from 2008-09, the Simandagit CLCMC performed the following roles and functions, in keeping with the ELSA/Consuelo suggestions on CLCMC operations:

- i) *Coordination with ALS Stakeholders in the Community.* The CLCMC officers actively supported the MIT-hired CLC IM in coordinating with various stakeholders in the community, in order to generate interest in ALS programs of the CLC. These included local business groups, parents and local government leaders.
- ii) *Community orientation.* The CLCMC was instrumental in orienting the community members on the ALS initiatives of MIT. The CLCMC Vice President reported that in 2008, the officers joined MIT staff in introducing the program to the community. They joined the IMs in community orientation by visiting the parents and potential learners in their houses.
- iii) *Identification and Selection of the CLC.* The faculty and staff of SKES, led by its school principal, proposed the land adjacent to the school to be the CLC site. The land was part of the land donated by the Hj Abdur Rahkman of the prominent Halun family to the school when SKES was constructed.

Also, the CLCMC and the SKES school administration identified and assigned trustworthy caretakers of the CLC. In the two years of the EQuALLS2 implementation of ALS in this CLC, a CLCMC member and her daughter, also an OSCY learner of the CLC, served as caretakers of the CLC.

- iv) *Recruitment and selection of Learners and IMs.* The recruitment and screening of learners of the ALS program was also a joint effort by the Instructional Manager, CLCMC members, and the staff of Sama Kasulutan Elementary School. They also employed the 'house-to-house' method to ensure that all potential learners are given the opportunity to participate.

The CLCMC officers did not participate in the selection and hiring of IMs for the Simandagit CLC. They noted that there were already MIT IMs assigned to the CLC when the CLC was constructed in 2008. Since there was no existing structure in SKES which could serve as the EQuALLS2 CLC, project assistance included the construction a one-room CLC building for its ALS programs.

- v) *Monitoring.* Monitoring of CLC activities was actively undertaken by the SKES assistant principal/CLCMC Vice-President and teachers of the SKES who were in charge of ALS activities of the school. They worked closely with the MIT coordinator and the IM in doing house visits to learners who were absent for prolonged periods. They also regularly met with parents to encourage them to send their children to the ALS programs.

vi) *Resource Generation*. The SKES assistant principal/CLCMC Vice-President assisted the MIT coordinator and the IM in soliciting resources for the ALS training activities of the Simandagit CLC. They followed up with the LGU on the requests for learning materials and supplies. They also assisted in classifying the reference materials provided by EQuALLS2 under the different ALS program categories offered by the project.

3. Simandagit CLCMC Perceptions on the roles and contributions of the ELSA/Consuelo field implementing partner — MIT. The SKES assistant principal/CLCMC Vice-President and teachers of the SKES in charge of ALS activities acknowledge the important contributions of MIT in all the stages of implementation of ALS programs in the CLC. In particular, they recognize that the construction of the CLC was done with dispatch because of the good coordinative work done by MIT. Similarly, they appreciate MIT's active role in the acquisition of reference books, dictionaries and other reading materials.

4. Simandagit CLCMC perception on CLC and project's impact. One CLCMC official reported that during the first year of the project, there was a significant decrease in the number of OSCY loitering and gambling in their community. She noted that the number of children hooked with the common street gambling game called 'Kara y Kruz' where the kids gambled with coins, were reduced. This shows that aside from the benefits of learning gained by the OSCY, the conduct of ALS activities in the community directed children away from vices, as well as other dangerous elements while loitering in the streets.

Also, the presence of the CLC structure after the ALS activities in Simandagit has given the neighboring school, SKES an additional classroom and facility for its remedial



classes for slow readers. While the direct beneficiaries of the ALS program were OSY, children in the formal school also benefited through the use of CLC structure, facilities and educational materials.

5. Evidences of “what works” in the Simandagit CLCMC, issues/ challenges and measures undertaken to mitigate them.

This case study notes the following “what works” attributes of the Simandagit CLCMC:

- i) *Committed Vice-President.* The Assistant Principal/Teacher/Property Custodian of SKES has been the prime-mover of the CLCMC. She reported that present *Barangay* Captain who was elected last year, has to attend to more pressing concerns of the community such as lack of employment/ livelihood. Although he still serves as Chairman of the Simandagit CLCMC, he has delegated the work to the Assistant Principal and is therefore not as active as desired. The Assistant Principal is now the focal point of the CLCMC. She continues to make sure that the management of the CLCMC is maintained. She notes that even if there is now a limited support and visibility coming from the *barangay* local chief executives, the CLCMC still assists in the ALS activities of DepED. This role is not difficult for her to accomplish since she is an organic officer of the SKES and she is part of the school's activities, including ALS programs. Since she lives just in front of the CLC, it is easy for her to help in the maintenance and security of the CLC premises.
- ii) The SKES Assistant Principal appreciates the fact that she receives continuing support from the former PTCA President , who was also a CLCMC officer from 2008-09. The other former and present PTCA officers and members also give assistance by helping the CLC in safeguarding the security of its building and by providing help to maintain the cleanliness the facilities. They jointly clean the premises and the surrounding grounds



In terms of issues and challenges, two items are cited:

- i) *Turnover of Instructional Managers.* In the two years when the Simandagit CLC was operational, there were three different IMs who were in charge of the CLC. This had an effect in the motivation of the CLCMC members to be more active, as well as the continued support and interest of the learners to attend classes.

- ii) *Issue of Accessibility.* There are many OSCY in the barangay who live far from the CLC. This poses as a deterrent for these OSCY to continue attending sessions. The lack of financial support in terms of transportation expenses has affected the attendance of the learners. It should also be noted that the Barangay Hall is many kilometers away from the CLC, and transportation going to the CLC and the school is costly and limited.

6. Way-forward measures, sustainability plans for the continued involvement of CLCMC in CLC activities. From 2010 up to the conduct of this cases study in April 2011, there were no CLCMC activities reported by the SKES Assistant School Principal. At present, there are no ALS training programs conducted in the Simandagit CLC. Work is under way for the turn-over of the building to the SKES. In accordance with the EQuALLS2 guidelines on the turn-over, MIT is doing the needed documentation work for this turn-over, based on the agreed upon condition stated in the 2008 MOA with SKES that it would be the recipient of the building upon completion of EQuALLS2 ALS training programs.

The SKES plans to convert the CLC building into a mini-museum where artifacts and relics of indigenous peoples would be showcased. The measure is envisioned to attract visitors, including prospective ALS learners, their parents, and business groups which may be able to provide assistance to the ALS programs of the community. The CLC is also envisioned to be a reading center for the community. This plan is part of the spadework being done by the CLCMC Vice-President/Assistant Principal, assisted by the MIT ALS Coordinator.

B. The Ambalgan CLCMC



Background Notes on Sto. Nino, South Cotabato. Sto. Nino is a land-locked municipality located in the south-west part of the Province of South Cotabato. It is bounded on the North by the Municipality of Norala, on the North-East by the Municipality of Banga, South-West by the Municipality Surallah and in the North-West and South-Western portion by the Municipality of Bagumbayan and Isulan, province of Sultan Kudarat. Considered as the rice bin of South Cotabato, Sto. Niño belongs to the Allah Valley covering vast areas fertile land. It is about 32 kilometers from the City of Koronadal, the capital of South Cotabato, 92 kilometers from the fast-growing General Santos City and 242 kilometers from Davao City, which is recognized as a leading growth area of Mindanao.

“Sto. Niño” means “holy child” in Spanish. The town was created in 1980, and the 2007 national census showed that it had close to 38,000 population. Its total land area is 10,973 hectares, and presently has 10 barangays.

Sto. Niño is a major actor in the socio-economic progress of South Cotabato. Almost 100% of the land is arable and its major produce is rice and other high value crops. Moreover, there many rivers that serve as sources of water for irrigation in the various farming activities. With substantial crops harvested regularly, the municipal government presently focuses on farm-to-market construction work such as road and bridge building, drainage and setting up of other facilities designed to improve the marketing of its produce. Livelihood projects are also being implemented through extensive training of farmers and farm managers on modern farming technologies

The municipality boasts of several tourist attractions: Sto. Nino Hillside Swimming Pool, the Barangay Panay Lake which attracts visitors interested in boating, fishing hobby and other activities such as environment-related activities. Sto Nino also holds several festivities which are participated in by visitors all over the country, most notable of which are – the Tinalak festival which features various products made of Tinalak, a native woven material and the Hinublag Festival which is a monthly celebration of the founding of the municipality. The highlight of the festival is street dancing to honor the town’s patron saint, Sr. Sto. Niño.

The Ambalgan CLC

The EQuALLS2 CLC in Ambalgan is located in the Ambalgan Elementary School. Ambalgan is one of the ten municipalities of Sto. Nino. It is primarily an agricultural community, with other home-based livelihood activities such as backyard farming, buy-and-sell of farm products and other small business activities. From Koronadal which is the center of South Cotabato activities, one can reach the Ambalgan in about thirty minutes via several transportation means like buses and utility vehicles. From the national highway, pedicabs are readily available to conduct passengers to the Ambalgan Elementary School.

Ambalgan was chosen to be the site of EQuALLS2 CLC primarily because the literacy mapping conducted by the DepED in 2008 showed that there were many OSCY residing in this municipality as well as in the adjoining communities. Further, the school principal of Ambalgan Elementary School showed interest in accommodating the project's ALS activities. He allocated a one-classroom building to house the CLC.

The refurbishment and resources provided by EQuALLS2 through ELSA/Consuelo/ CCC-NDMU were: repair of ceiling of the one-classroom building provided by the Ambalgan

Elementary School, ALS learning modules, reference books under the EQuALLS2 book distribution program, dictionaries, learners' tables, monobloc chairs, and a cabinet for the storage of the learning materials.

From 2008 to 2010, the CCC-NDMU was able to provide ALS training to 157 learners under the following programs: Basic Literacy, Philippine Equivalency Placement Test (PEPT) and Accreditation and Equivalency in the Ambalgan CLC, and workforce development programs such as SMAW plumbing, motorcycle repair, and cosmetology/beauty care. Like the other CLCs, this CLC also conducted other ALS-related activities such as holding review sessions for the A&E test, community meetings and other school activities when it is not used for ALS activities.

The CCC-NDMU ALS training programs were completed in December 2010 and the DepED has chosen it as one of its ALS centers in South Cotabato. The main reason for this decision is that the CLC has ALS resources which are now being used by the DepED Bureau of Alternative Learning System (BALS), though the Schools Division of South Cotabato.

The Ambalgan CLCMC

I. Composition, Structure and Management

The Ambalgan Community Learning Center Management Committee (CLCMC) was established in 2008, after Ambalgan Elementary School was chosen as one of the EQuALLS2 CLCs in Sto. Nino, South Cotabato. Since its establishment, the CLCMC it has been mainly composed of parents of OSCY participating in ALS training programs, community leaders and the school head of the Ambalgan Elementary School acting as adviser and resource person.

During the 2008 initial CCC-NDMU community orientation session on EQUALLS2, one of the items discussed was the need for a CLCMC which would assist the Ambalgan CLC in conducting its various tasks. To respond to this project suggestion, the community leaders and officers of the ALS division of DepED Schools Division of South Cotabato, parents of OSCY, as well as the school principal decided to form themselves into the Ambalgan CLCMC. They held an organizational meeting where they elected their officers, advisers and resource persons.

Since its creation in 2008 until 2010 when the EQuALLS2 ALS program was completed in Ambalgan, the initial CLCMC officers dutifully performed their functions and responsibilities. Their reasons were varied: the parent-officers wanted to be closely involved with their children's participation the CLC's ALS training activities; the *barangay* captain and the *barangay kagawads* who were members of the *barangay* education committee felt that it was part of their duty to be involved in the CLCMC activities; the school principal likewise felt that it was part of his organic functions to provide technical assistance to the CLCMC. He has served as the resource person and adviser in the planning and implementation of CLCMC activities. The CCC-NDMU IM was a regular participant of the CLCMC activities, often requesting the officers to hold special meetings in order to discuss upcoming ALS activities, issues and concerns of the CLC.

The Ambalgan CLCMC officers reside in the same community where the Ambalgan Elementary School is located. Some even live close to each other. Hence, it is quite easy to convene meetings to discuss ALS concerns immediately as they arise. This is an advantageous feature of the CLCMC because the officers and members are able to immediately respond to emerging needs of the CLC.

The CLCMC officers actually consider the CLCMC as a neighborhood association and the CLC matters are likewise considered as part of their daily activities. They note that since they know each other very well, their CLCMC meetings in 2008-2010 were friendly and pleasant. Their meetings were held in different venues, whichever place was available — the Ambalgan Elementary School and/or the office of the Barangay Chairman. The IM helped the secretary in documenting the proceedings in order to faithfully record the discussion points during the meetings.

The Ambalgan Elementary School Principal was active in helping lead the discussions during these meetings. The CLCMC President constantly consulted him on items that needed his decisions, especially in terms of the use of the CLC which is in the Ambalgan Elementary School campus. He provided the necessary data and information on DepED directions/memos regarding ALS activities of the school which the CLCMC could participate in, particularly those relating to community mobilization.

Since December 2010, when CCC-NDMU completed its ALS training programs, the IM has served as the focal in convening CLCMC meetings to discuss plans and implementation concerns of the Ambalgan CLC. She does not find difficulty in doing this task because of the accessibility of the CLCMC officers and members. However, unlike the Lamion and MCES/MNHS CLCMCs which hold regular monthly meetings even beyond the EQuALLS2 project life, the Ambalgan CLCMC holds meetings only upon the request of the IM or the school Principal of the Ambalgan Elementary School.

It is likewise to be noted that although there are no more EQuALLS2 training programs in the CLC, the CLCMC is prepared to provide assistance to the DepED BALS. Weekend ALS classes are held by DepED, and the CLC is fully utilized during these days.

2. Roles and Responsibilities of the Ambalgan CLCMC

The roles and responsibilities of the Ambalgan CLCMC from 2008-2010 as a support mechanism of EQuALLS2:

- i) *Coordination with ALS Stakeholders.* The Ambalgan CLCMC assisted the CLC in coordinating with various ALS stakeholders from 2008 to 2010. The officers and members developed coordinative linkages mainly with barangay officials, parents, people's organizations, religious groups and teachers of the Ambalgan Elementary School. Again, it is to be noted that coordination work was seen as an integral part of the work functions of the officers and members in their own home institutions/organizations. Hence, they did not find difficulty in doing this task. They continue to discharge this function whenever the school principal convenes meetings on ALS concerns.



- ii) *Community Orientation.* In the initial phase of EQuALLS2, the Ambalgan CLCMC assisted the CCC-NDMU in conducting community orientations to inform the parents, local government officials, teachers and other community leaders of the objectives and scope of work of the ALS work of the project. In subsequent orientation sessions, the IM and/or the school principal were able to engage the CLCMC in conducting small-group meetings for further orientation activities.
- iii) *Refurbishment of the Ambalgan CLC.* The one-room building offered by the school principal to house the Ambalgan CLC was assessed by EQuALLS2 in 2008 and found that the only refurbishment needed was the repair of the ceiling and minor repainting work. The CLCMC assisted the school principal in monitoring this repair work. It also helped in the cleaning the premises in preparation for the delivery of the other items provided by EQuALLS2, namely: ALS learning modules, reference books under the EQuALLS2 book distribution program, dictionaries, learners' tables, monobloc chairs, and a cabinet for the storage of the learning materials.
- iv) *Recruitment and Selection of Learners and Instructional Managers.* Again, the Ambalgan CLCMC assisted in the project in community campaigns, recruitment and selection of learners. These activities were led by the CCC-NDMU and the school principal. As long-time residents of the community, some of whom have been in Ambalgan since birth, the CLCMC found little difficulty in identifying OSCY and where they reside or work.

The Ambalgan CLCMC did not participate in the selection/hiring of IMs because they felt that these were CCC-NDMU responsibilities.

- v) *Monitoring CLC Activities.* As in its other roles and responsibilities, the Ambalgan CLCMC provided support to the CCC-NDMU in its monitoring work to determine the progress as well as identify gaps in the CLC activities.

In particular, the tasks performed by the CLCMC included:

- (a) Assistance in conducting house-to-house visits to learners who miss two consecutive sessions in the ALS training programs. During these monitoring visits, the CLCMC talked to both the learners and their parents. They also helped give modules and learning materials of the sessions which the learners missed when they were absent from the program.
 - (b) In their monthly meetings, CLCMC officers share their experiences during their home visits. Based on lessons they learned from these experiences, they were able to help the CCC-NDMU plan strategies to reduce absenteeism and drop-outs.
- vi) *Networking and Resource Generation.* The Ambalgan CLCMC likewise assisted both the school principal and CCC-NDMU in networking with various groups, local leaders and business outfits in the community. It was able to seek counterpart contributions in kind, mostly in terms of labor, from parents and other community members. They helped in carpentry work and in painting the walls of the one-classroom building which was offered by the school principal for EQuALLS2 ALS training programs.

3. Ambalgan CLCMC Perceptions on the Roles and Contributions of the ELSA Consuelo/CCC-NDMU

In general, the Ambalgan CLCMC officers felt that they received adequate guidance from CCC-NDMU in discharging their functions and activities. They worked closely with the IM in seeking guidance from the CCC-NDMU project management team at the field level.

Most cited project contributions of CCC-NDMU were:

- i) The CLCMC officers felt that the expectations from them were clearly explained by CCC-NDMU, specifically their roles during community orientations, monitoring and program visits of EQuALLS2 officers and USAID dialogs/consultations at the field level.
- ii) The CCC-NDMU officers were always present during the major events of the CLC, such as culminating activities of the ALS and other celebratory events. CCC-NDMU was also active in coordinating with various community groups and individuals in mounting these major events.
- iii) CCC-NDMUs took leadership in conducting review classes for the A and E tests and in networking activities with community business groups to help the learners do hands-on work and on-the-job training sessions.
- iv) The ALS training programs of CCC-NDMU are highly respected not only by the Ambalgan community but the whole Central Mindanao as well. The CLCMC felt a strong sense of pride to be associated with this institution.
- v) The Ambalgan CLCMC appreciated the quality of the training programs provided by the CCC-NDMU. They feel that the skills, competencies and experience gained by the learners were relevant and that they were able to use these skills in their work and livelihood activities.

- vi) The Ambalgan CLCMC also appreciate the efforts of CCC-NDMU in coordinating with appropriate agencies such as TESDA and the DepED in order to help the ALS completers pursue their next-step activities, such as TESDA certifications and registration in A and E tests.

4. Perceptions on the Impact of the Ambalgan CLC on the ALS Learners

Like the other EQuALLS2 CLCMCs, the Ambalgan CLCMC was established in 2008 and is now three years in existence.

The Ambalgan Elementary School faculty included the ALS activities of EQuALLS in the School Improvement Plan (SIP), and the Annual Improvement Plan (AIP), thereby ensuring continued attention to OSCY in the community. This inclusion of ALS concerns in the SIP and AIP may be attributed to the active involvement of the school principal in the CLCMC: he offered one of the one-room school building of the school to serve as the EQuALLS2 CLC and he also volunteered to serve as resource person and adviser to the CLCMC.

The school principal's leadership in the inclusion of ALS in the SIP is an indication of his enthusiasm to attend to the ALS sector of the community. The impact of this inclusion is substantial, in that ALS is assured to be included in the school's over-all development strategy.



5. Evidences of “what works”, issues/ challenges and measures were undertaken to mitigate them

The following features of this CLCMC may be considered as “*what works*”:

- i) From 2008 to 2010, the officers and members of the Ambalgan CLCMC officers who were elected in the organizational phase remained to serve and perform their tasks and responsibilities until the project completion in 2010. This is seen as advantageous, because there was continuity in the activities that they started.
- ii) The officers of the CLCMC are respected members of the community, particularly the School Principal of Ambalgan Elementary School. He is popular among the community members because of his capability to obtain assistance for the school. The community consistently mentioned his successful negotiations with various groups to donate books, learning equipment and other facilities for the school.
- iii) On the whole, the officers of the Ambalgan CLCMC feel that they were able to function as a team, especially in assisting the CCC-NDMU in the conduct of ALS activities in Ambalgan. They cited the help they provided in mounting community orientations, monitoring and in coordinating with various community groups during EQuALLS2 events.

Challenges Met and Actions Taken to Address Them

- i) The usual issue of parent reluctance to send their children to ALS training programs was also faced by the CCC-NDMU during the initial phase of the project. The Ambalgan CLCMC was instrumental in encouraging the parents to send their children to these training programs. They made house visits and conducted small-group orientation meetings.
- ii) Noting that the indigent OSCY could hardly afford to come to ALS learning sessions and they had to help their families in earning a living, the CLCMC made representations with the CCC-NDMU to provide modules and learning materials to learners who could not go to the ALS sessions.
- iii) OSCY were keenly interested in the EQuALLS2 workforce development programs but were often frustrated when they could not land jobs after completing their training. The CLCMC helped these completers by asking the CCC-NDMU to refer them to outfits which needed employees with their qualifications.

6. Way Forwards and Sustainability Plans of the Ambalgan CLCMC

- i) *New Roles, New Responsibilities.* With the completion of EQuALLS2 ALS programs last December, the DepED Schools Division of South Cotabato advised the Ambalgan Elementary School Principal that the school was selected to be the venue for ALS training programs under its Basic Literacy Program. The classes started in the first Quarter of 2011 and the CLC is now being used on weekends. As of the time the case study was conducted, further planning was being done for the next phase of the DepED ALS program. This is seen by the CLCMC as a positive development, as EQuALLS2 has been able to “plant the seed” towards a continued community effort in providing learning opportunities. The DepED noted that the CLC has potentials to conduct ALS programs because it was able to acquire useful resources such as modules

and learning materials as well as sustain OSCY interest. The CLCMC officers and members are committed to continue providing help to the CLC. They are also prepared to take on more responsibilities as needed by DepED.

- ii) *More Resource Mobilization Among Stakeholders.* Throughout the ALS project cycle of in Ambalgan from 2008 to 2010, the resources primarily came from EQuALLS2. The CLCMC officers recognize the need to develop a resource mobilization plan to solicit more stakeholder interest in ALS programs. The focal person who identified this need is the School Principal. Since he has had a good track record in resource generation for the school, he intends to expand the coverage of the resource mobilization strategy to the ALS activities in his school. The other CLC MC officers are prepared to assist him in this initiative.
- iii) *Documentation work on the turn-over of the CLC.* This task is a collective work being undertaken by the Ambalgan CLCMC, the Ambalgan Elementary School, the ALS section of the Schools Division of South Cotabato, and the CCC-NDMU. As of the time this case study was conducted, the CLCMC was reviewing the documents such as the inventory of modules and learning materials as well as other items like tables, chair, cabinets and other gadgets.

Analysis of Findings, Lessons Learned and Conclusions

1. **This case study confirms that all the four CLCMCs included in this case study adhered to the agreed-upon organizational set-up, roles and functions, as follows:**
 - i) that the CLCMC be composed of representatives of various community stakeholders, namely – the local government unit/barangay officers, school/s located in the community, parents of prospective/present ALS learners, and; community organizations such as NGOs, religious organizations and other people's organizations, and;
 - ii) that the CLCMC roles and functions include: coordination with ALS stakeholders; community orientation / information campaigns; refurbishment of CLC; recruitment and selection of learners and instructional managers; monitoring of the CLC activities such as monitoring and motivation of learners, dialogs with parents and monitoring of IMs; generation of resources for the CLCs, and; assistance to the CLC in the conduct of other ALS activities.
2. **In terms of gender vis-à-vis CLCMC performance, there is no evidence that gender is a factor that directly affects how active or highly functional a CLCMC will be. There is no direct link seen between the number of male or female officers to the extent of activity and functionality of each CLCMC.**

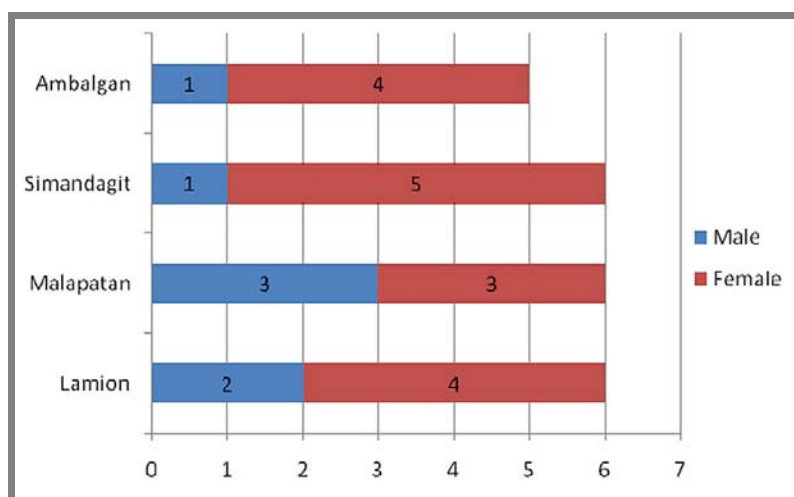


FIGURE. Gender Composition of CLCMC Officers and Members

While the data above shows that there are more females officers or members of the CLCMC included in this case study, this might just indicate that women are more supportive of community education programs in general, and does not prove that a certain CLCMC is more active when majority of its officers or members are women. It is noted that majority of members in both highly functional and inactive CLCMCs are females.

3. The functional/active CLCMCs covered by this case study—Lamion CLCMC and MCES/MNHS CLCMC— have common “what works” qualities, attributes, and achievements that make them more functional and active than the Simandagit and Ambalagan CLCMCs, as follows:

i) In terms of composition and organizational set-up of the CLCMCs, the following findings are evident in both Lamion and MCES/MNHS CLCMCs:

(a) *Substantial representation from the DepED and educational institutions.* These representatives are: DepED formal school, DepED ALS component and the ELSA/ Consuelo field implementing partners which are respected educational institutions— MIT and CCC-NDMU.

While the participation of DepED in the Lamion CLC is mainly in terms of attendance in major ALS events, the MIT representatives in the CLCMC and the MIT ALS coordinator have substantial participation in CLCMC activities, such as serving as resource persons and advisers. For its part, the Lamion CLCMC welcomes the participation of the IM and the MIT ALS coordinator, as they are able to give technical assistance on the different CLCMC activities.

In the case of MCES/MNHS CLCMC, there are four DepED representatives – the DepED District Education Supervisor of Malapatan, the DepED ALS Coordinator of Malapatan, the School Principal of Malapatan Central Elementary School and the School Principal of Malapatan National High School. This is the highest number of DepED representation among the CLCMCs in this case study. These DepEd representatives occupy key work positions and they are able to make decisions on

CLC plans and implementation strategies, as well as make representations to fund CLC initiatives. Further, the CCC-NDMU program coordinators and the IMs are likewise organic part of the CLCMC structure, serving as resource persons and advisers to the CLCMC.

In the two less functional/inactive CLCMCs, Ambalgan and Simandagit, the number of representatives from the education sector is less than those in Lamion and MCES/MNHS CLCMCs. In Ambalgan, only the School Principal of the Amalgan Elementary School and CCC-NDMU ALS coordinator are part of the CLCMC, while in Simandagit, only the SKES Assistant School Principal and the MIT ALS coordinator and IM represent the education sector. In the latter two CLCMCs, there are more representatives from community and parents who are project beneficiaries and a few community volunteers – they do not have the same strategic positions to make decisions or representations on various education needs identified by the CLCMCs.

The positive implication of having more substantial representation from the education sector, particularly officers who are in strategic positions to make decisions, is that CLC plans and strategies have more potentials of getting approved and funded by the DepED and/or the local government.

(b) *Substantial representation of LGUs.* Both Lamion and MCES/MNHS CLCMC also have more officers representing the local government units in their respective communities – two *barangay kagawads* in Lamion CLCMC and six *barangay* officials in MCES/MNHS CLCMC. Again, it is to be noted that MCES/MNHS CLCMC has the most number of LGU representatives, representing the education and environment committees of the *barangay*. Further, the LGU representatives in the Lamion and MCES/MNHS CLCMCs are not only able to make decisions in CLCMC activities but also to take the CLCMC action plans to their home institutions and solicit assistance from their colleagues.

ii) In terms of the quality of representation in the CLCMC, both Lamion CLCMC and MCES/MNHS CLCMC manifest the following attributes:

(a) *Commitment to the CLCMC.* This commitment is attributed to the fact that the DepED and LGU representatives to the functioning CLCMCs are also responsible for the ALS component in their own home institutions. For the *barangay* captain in Lamion, his being president of the CLCMC is advantageous in that in the *barangay* government, he is also responsible for providing educational opportunities to OSCY in his community. For the DepED officers and LGU representatives to the MCES/MNHS CLCMC, their roles and functions in the committee blend with their roles/functions in the DepED and the *barangay*. Their work in the CLCMC allows them to synchronize their full time work (as DepED officers, *barangay kagawads* and as members of community groups) with their activities in the CLCMC, a synergistic, win-win situation for both the CLCMC and the home institutions of the CLCMC officers.

Commitment of the parents of ALS learners of Lamion and MCES/MNHS CLCMCs is also evident, as they are keenly interested in the ALS programs for their children. Likewise, the community volunteers who serve as officers and members of the CLCMC show high commitment to the CLCMC because of their interest in providing education to OSCY in their communities.

(b) *Dedicated education sector but less representation from this sector in the Ambaligan and Simadagit CLCMCs.* While the School Principal of Ambaligan ES, the Assistant School Principal of the Simandagit CLCMCs, the ALS coordinators and IMs of CCC-NDMU and MIT likewise show high commitment in discharging their functions in their respective CLCMCs, the emerging major consideration is the number of education representatives to the CLCMCs. In the Lamion CLCMC and MCES/MNHS CLCMC, there are more education representatives than in Ambaligan and Simadagit. This bigger representation translates to a bigger voice that is able to influence the other representatives in developing plans and strategies for ALS programs.

It is noted by this case study that in Ambaligan and Simandagit CLCMCs, commitment of the parents of ALS learners is evident in the performance of their duties as officers of the CLCMCs. They are officers of both the school PTCA and the CLCMC. Their main reason is that they would like to be involved in their children's training programs in the CLC. The same commitment is noted among the community volunteers who serve as officers and members of the CLCMC, primarily because of their community involvement in ALS activities.

However, in both Ambaligan and Simandagit CLCMCs, the LGUs are noted to be less committed than the LGUs of Lamion and MCES/MNHS CLCMCs. This has affected the performance of both CLCMCs, in comparison to Lamion and MCES/MNHS CLCMCs, which both show considerable LGU dedication and commitment to their work as officers of their CLCMCs.

4. In terms of management of CLCMC activities, the common attributes of the functional/active CLCMCs and their differences with the less functional/less active CLCMCs are:

i) *Proactive stance of functional/active CLCMCs.* It is observed that all the 4 CLCMCs in this case study provide full assistive support to the CLC activities. However, the Lamion and MCES/MNHS CLCMCs exhibit proactive stance by planning and implementing activities in addition to their assistive roles to the CLCs.

In Lamion, for instance, the CLCMC officers have taken active steps towards a feeding program for ALS learners. They also actively conduct personal hygiene education for the Badjao learners, so that they would not be ostracized by their classmates and other children in the CLC.

The MCES/MNHS CLCMC officers, on the other hand, were proactive in requesting the LGU to help the completers of the CLC welding course by providing a shop space and by paying the electric bills. They also requested the DepED to provide resources for the maintenance of the CLC inside the MCES/MNHS campus. More importantly, the CLCMC made active representations with the DepED to absorb the IMs of Malapatan, including the two IMs of MCES/MNHS CLC in its ALS manpower complement. Further, the CLCMC also requested the barangay government's *Bantay-Bayan* to help safeguard the safety of ALS learners of the Malapatan CLC.

While the Simandagit and Ambaligan CLCMC also gave full assistive work for their respective CLCs, proactive qualities were not evident in the performance of their functions. It would seem to indicate that their main concern was only to do what was expected of them as CLCMC officers.



- ii) *Teamwork*. This quality was evident in both Lamion and MCES/MNHS CLCMCs, as gleaned from documents in their monthly meetings during the last two years, in which all the officers attended these meetings. The documents also reflected the active participation among the officers and that they discussed various issues as one group, after which they made unified decisions for the attention/consideration of the CLC, the barangay government and/or DepED. As evidenced by the minutes of monthly meeting, the 2 CLCMCs continued to conduct monthly meetings even during the time (September-November, 2011) when there was no word yet on whether there would be a project continuation for ALS. In the CLCMC meetings attended by the researchers in this study, it was also observed that the atmosphere was collegial and friendly. They discussed issues with considerable interest and enthusiasm.

Teamwork was not as evident in the Ambalgan and Simadagit CLCMCs when this case study was conducted. Records show that there were no more meetings conducted when the project activities were completed. These records also show that during meetings, dialogs and consultations, the *barangay* captain in both CLCMCs were not present. The only driving force was the team from the education sector — the school principal, ALS coordinator of DepED, the IMs, and the ALS coordinators of MIT and CCC-NDMU

5. In the performance of their functions, roles and responsibilities, all the 4 CLCMCs discharged their duties during the whole program cycle in their respective CLCs. The six major agreed-upon roles/responsibilities were dutifully complied with.

However, while all the CLCMCs performed the suggested CLCMC roles and responsibilities, the main difference between functioning/active and less functioning/inactive CLCMCs is the **value added** to these functions. The enriched outputs of both Lamion and MCES/MNHS CLCMCs are attributable to these value added elements.

In Lamion, the CLCMC is spearheading a learner-feeding initiative to attract more OSCY, particularly the Badjaos, and also made representations with MIT for further repair of the CLC which was flooded during heavy rains; now, the CLC is not affected by floods any more.

In Malapatan, the value added elements of MCES/MNHS CLCMC in the performance of their functions have resulted to the following achievements: the P1.3 million CLC structure; absorption of the IMs as regular DepED staff with their salaries paid by the local government; inclusion of the ALS program into the SIPs and AIPs; provision of sites for the welding shops of completers of the CLC welding course; DepED now subsidizes the upkeep/maintenance of the CLC, and; mobilization of *Bantay Bayan* to ensure the safety of the ALS learners who go through security-challenged areas when they attend their training sessions.

While the CLCMCs performed all the agreed-upon roles and responsibilities, value added elements in the performance of Ambalgan and Simandagit CLCMCs were not evident. They were not able to go beyond their suggested functions as CLCMC officers. This may be attributed to the fact that their home institutions (DepED schools division offices and/or barangay governments) may not have adequate resources to either fund or assist their initiatives.

This case study notes that there was one responsibility which the CLCMCs felt belonged to the field implementing partners – MIT for Lamion and Simandagit CLCMCs and CCC-NDMU for MCES/MNHS. This was the selection and hiring of IMs in the CLCs. Rightly so, as the EQuALLS2 IMs were selected and hired by the project's implementing partners, some of whom were already on board during the selection of the CLCs. Other IMs were also tapped to help identify possible CLCs and to assist in data gathering on these CLCs, as basis for evaluation and selection.

6. *Perceptions of the CLCMCs on the roles and contributions of the field implementing partners — ELSA/Consuelo sub-tiers.* The 4 CLCMCs included in this case study showed appreciation to the leadership and contributions of the ELSA/Consuelo field implementing partners, MIT and CCC-NDMU. Most cited reasons are:

- i) Both MIT and CCC-NDMU are well-respected institutions of learning. They have demonstrated leadership in the field of education and to be associated with them is a source of pride among community members. Aside from providing relevant and customized training programs, their institutional support through the services of their staff is commendable. The ALS coordinators and the IMs are perceived to be diligent workers, friendly and well-trained. The CLCMCs also appreciate the capability enhancement programs provided to IMs.
- ii) The 4 CLCMCs likewise showed their appreciation for the institutional support given by MIT and CCC-NDMU to them in developing and maintaining linkages with various community stakeholders. Among them are business groups in the community and in adjacent areas, other NGOs and foundations.

7. *Perceptions of the CLCMC on the CLC and project impact on the ALS learners.*

The four CLCMCs included in this case study feel that training programs of MIT and NDMU these institutions are needs-based, well-designed and well implemented. Throughout the project life, the 4 CLCs registered high participation rate, with MCES/MNHS CLC having the highest number of 600 learners. Also, among the 4 CLCs, there were only a few drop-outs in both the basic education and workforce development components of the ALS program. The completers of the work force development programs either received TESDA certification, landed jobs or embarked in their own livelihood projects. The basic literacy programs were also well- attended, with high completion rates.

8. *Issues/challenges faced by the CLCMCs and measures undertaken to mitigate them.*

The most common challenges faced by the 4 CLCMCs were those encountered during the initial phase of the project: absenteeism and parents' reluctance to send their children to ALS learning programs. Measures adopted to mitigate them varied from one CLCMC to another. In Lamion, the CLCMC and the IM expanded their feeding program in order to attract learners. In Malapatan, the MCES/MNHS CLC conducted house-to-house visits to absentee learners and they encouraged these learners to continue attending learning sessions and also motivated the parents to encourage their children to attend the ALS sessions. Modules and learning materials were also given to the learners so that they could catch up with their lessons.

There were challenges which were met only individually by one or two CLCs and which were also addressed by the CLCMC by helping the CLC arrive at remedies and solutions:

- i) On the problem of ensuring the safety of the ALS learners who pass by security-challenged areas when they go to the CLC, the MCES/MNHS CLCMC made representations to the *Bantay-Bayan* project of the community so that the roads leading to and from the CLC would be included in the project.
- ii) On the issue of accessibility of the CLC, the Simandagit CLCMC noted that although the CLC is situated within the grounds of SKES, there are still many OSCYs in the barangay who live far from the CLC, thus they were unable to join ALS program. They had no money for transportation expenses. This problem persisted throughout the project life.
- iii) There was also a high turn-over of IMs assigned to Simandagit CLC. The Assistant School Principal of SKES observed that this had an effect in the motivation of the CLCMC members to be more active, as well as the continued support and interest of the learners to attend classes.

From the foregoing, it can be gleaned that the more functioning/active CLCMCs – Lamion and MCES/MNHS CLCMCs – were able to take measures to help mitigate the challenges faced by the ALS learners. On the other hand, the Simandagit CLCMC was not able to fully help address the non-participation, absenteeism and/or drop out issues besetting the CLC. This may be because it was not able to do the resource mobilization work to seek the help of stakeholders in assisting the learners in their transportation problems.





9. CLCMC way-forward measures, sustainability plans for the continued involvement of CLCMC in CLC activities. The four CLCMCs included in this case study have expressed similar program continuity plans and roll-out schemes.

The 4 CLCMCs have similar thinking about the ideal composition of a CLCMC. Over-all, they feel that their present set-ups work well in their individual contexts, including the multi-agency participation of different groups which have a stake on educational concerns in the community. Therefore, they opine that these set-ups should be maintained by future project management teams.

Most cited way-forward steps are: developing more initiatives to serve more hard-to-reach learners such as indigenous peoples and the indigents; pursuing more vigorous resource mobilization to obtain assistance for these hard-to-reach learners.

The four CLCMCs are one of the opinion that networking and linking with other community organizations and stakeholders will help ensure that available resources are tapped to further sustain the CLC. They believe that partnerships with other organizations in both public, private and NGO sectors can provide opportunities to enrich and expand programs for OSCY in the community.

The 4 CLCMCs are also prepared to assume new roles and responsibilities in order to continue and/or expand the scope of CLC activities. Some examples of these new roles are: (i) the Lamion CLCMC the officers are prepared to help the IM in the CLC ALS learner feeding program ii) MCES/MNHS CLCMC plans to help DepED to reach youth who are under difficult circumstances such as juvenile offenders who are presently serving sentences in jails as well as youth with special needs. (iii) the Simandagit CLCMC is getting ready to convert the CLC building into a mini-museum to showcase artifacts and relics of indigenous peoples in order to attract visitors, such as possible ALS learners, their parents, and business groups which may be able to provide assistance to the ALS programs of the community, and; to roll-out the SKES reading program by making the CLC building a reading center for OSCY, (iv) the Ambalgan CLCMC officers are committed to providing help to the CLC which has now being used as a venue for weekend ALS training programs of DepED. Although the CLCMC does not meet regularly anymore, DepED's move to "inherit" the CLC is a positive development, as it helps ensure sustainability of ALS programs in the community.

Recommendations

1. ***Continue the agreed-upon organizational structure, composition, and management of the CLCMC as a platform for interagency collaboration in educational development projects particularly ALS initiatives at the community level.*** The agreed-upon multi-agency structure of CLCMCs is found to be a working organizational set-up. The agreed-upon multi-agency structure of CLCMCs, composed of representatives who hold key positions in their home institutions, is found to be a working organizational set-up. Further, the flexible structure, tailor-fitted with the community context, is also acceptable to the CLCMCs. It is noted that this structure is similar to those of CLCs in the Asian Region profiled by UNESCO in its continuing study on CLCs.

The presence of more representatives from the education sector has been found to contribute to vigorous CLCMC management processes, which become more pronounced if both the elementary and secondary school sectors as well as the ALS sectors of the DepED are represented in the organization. It is therefore recommended that future initiatives adopt this organizational set-up, with more representatives of the education sector. Further, the memberships may be increased/revised as necessitated by emerging community concerns. For the participation of LGUs, it is recommended that adequate orientation be given to incoming/newly-elected local executives in order to generate their interest and commitment to the CLCMC. This measure shall help ensure the full understanding of their roles and functions in the CLCMC.

2. ***Enrich the CLCMC Functions.*** The 4 CLCMCs were able to satisfactorily perform the agreed-upon functions in the management of CLCMCs, except for selection/hiring of IMs which the CLCMCs feel as a function of EQuALLS2 through its field implementing partners. Again, it is to be noted that these functions are included in the functions of CLC management teams in other Asia Pacific countries studied by UNESCO Bangkok.

This case study confirms that there are location-specific issues and concerns that necessitate newer/additional CLCMC functions, roles and responsibilities, e.g. feeding program for learners. There is need for continuing orientation/revisit of the functions of the CLCMC, to allow the participation of other sectors in response to emerging community needs. It is to be noted that in other Asian settings, CLCs attend to other development needs, beyond ALS and education – health, environment, public safety, etc. Although the EQuALLS2 CLCs were mainly focused on ALS during the project life, it would be to the best interest of future initiatives to encourage CLCMCs to consider additional location-specific functions, in order to make them more responsive to emerging community concerns. It must be noted however, that there is need to look into the absorptive capacity of the CLCMCs in performing additional function, and as needed, they should be given orientations and trainings in order to capacitate them in addressing these additional community development arenas.

3. ***Provide capacity-building opportunities for CLCMCs, similar to the capacity-building initiative for PTAs.*** EQuALLS2 had capacity-building initiatives for its project schools. ELSA, through PBSP, provided training programs to PTCAs in the following management areas: governance and management, planning, financial management, networking, and advocacy, and communicating educational performance. The EQuALLS2 assessment of the impact of these training programs is encouraging and is worth rolling out to other similar community structures.

As a corollary recommendation to Item 2 above, it is recommended that in future ALS initiatives, CLCMCs be provided training programs similar to those given to PTAs, in order to improve their competencies and skills in planning and managing additional/emerging CLCMCactivities. The focus of these trainings may be on the CLCMC functions agreed-upon by the project, particularly: planning and management (including financial management) of ALS projects, coordination with ALS stakeholders in the community; advocacy and social marketing, information campaigns; communication; planning physical facilities for educational projects; monitoring, evaluation, and resource generation. If there are other emerging community concerns (e.g. readiness in times of emergency, health, sanitation, etc.), the CLCMCs need to be given orientation appropriate training on these areas.

4. ***Provide CIG-Type of Assistance to CLCMCs.*** EQuALLS2 developed and implemented a community grants program, aimed at assisting Local School Boards (LSBs), Parent Teacher Associations (PTAs) and other community structures to manage education improvement projects, in support to the identified needs of in and out-of-school children and youth (OSCY) and articulated in school improvement plans and/or annual municipal and barangay education and skills plans. For ELSA, CIGs were awarded to 199 PTA projects and 11 projects for OSCY, in accordance with its targets which were set at the beginning of the project. These 11 CIGs were not proposed/implemented by CLCMCs but by OSCY groups.

It is recommended that a facility similar to the EQuALLS2 community incentive grant (CIG) given to PTCAs also be explored as a possible facility for CLCMCs. This scheme is envisioned not only to encourage them to be more active and supportive in the conduct of ALS activities but also to enhance their project management capacities and eventually to help ensure their ownership of ALS programs in their communities. A corollary recommendation is to provide the appropriate training to the CLCMC in order to prepare them to plan and manage CIG projects.

5. ***Continue partnerships with respected educational institutions with ALS programs.*** As the field implementing partners of ELSA/Consuelo in ALS, MIT and CCC-NDMU provided leadership roles not only in the CLC ALS training activities but also assisted the project in other activities to enrich project deliverables. The partnership was a mutually beneficial arrangement which is perceived by the community as resulting in more vigorous ALS programs. It is envisioned that continuing this form of partnership shall ultimately benefit projects and programs for OSCY.
6. ***Develop more community networks and linkages.*** Networking, linking and other forms of inter-organizational arrangements with community organizations and stakeholders will help ensure that available resources are tapped to further sustain the CLC. Partnerships with other organizations in both public, private and NGO sectors can provide opportunities to enrich and expand programs for OSCY in the community.
7. ***Continue undertaking operations research, monitoring and evaluation of CLCMCs for more benchmarks and models.*** This case study profiled the features of four CLCMCs – two functioning/active and two not functioning/inactive CLCMCs. It is recommended that continuing studies be conducted in order to generate more information on the situations and practices of CLCMCs and to gain more insights on how they can improve their assistance to OSCY programs. It is also recommended that lessons learned from this case study on the attributes of functional CLCMCs could serve as benchmarks for other project communities. This sharing will help encourage other CLCMCs to learn and adopt appropriate strategies to enrich their own roles and functions on ALS programs. This will also help trigger more innovative approaches to supporting ALS activities in their respective communities

Key Informants

A. DepED BALS

DIRECTOR: Carolina S. Guerrero, Ph.D. ASSISTANT DIRECTOR: Lita Joble

B. MIT

PRESIDENT: Sambas Hassan PROGRAM MANAGER: Salma Alawi
COMMUNITY ORGANIZER: Noralyn Abdullah

C. CCC-NDMU

DIRECTOR: Romeo C. Babar ALS COORDINATOR: Janet Vasquez

D. CLCMC Officers and Members

1. Lamion, Bongao, Tawi-Tawi

- a. LAMION CLC INSTRUCTIONAL MANAGER: Sitti Ishsa S. Ishmael
- b. LAMION CLCMC OFFICERS AND MEMBERS:
 - PRESIDENT: Hji Parok Sakkam
 - VICE PRESIDENT: Carma Asi
 - SECRETARY: Juvy Amirul
 - TREASURER: Rose Akip
 - CARETAKERS: Huraira Jaafar, and Ibrahim Jaafar

2. Malapatan, Sarangani

- a. MALAPATAN CLC INSTRUCTIONAL MANAGERS: Sherell Nesperos and Marina Campos
- b. MALAPATAN CLCMC OFFICERS AND MEMBERS
 - CHAIRMAN: Hon. Melodina Gulam
 - CO-CHAIRMAN: Hon. Melecio Canete Jr
 - MEMBER: Hon. Diosdado Tampas
 - MEMBER: Hon. Surabe Mangubas
 - MEMBER: Hon. Dionesio Poncardas Sr
 - MEMBER: Rogelia Tamine
 - ADVISERS: Placida Sonia Galia, District ALS Coordinator
 - Perla Caminade, District Schools Supervisor
 - Regina Verano, Principal II – MCES
 - Magelende Bayona, Principal I – MNHS

3. Simandagit, Bongao, Tawi-Tawi

- a. CLC INSTRUCTIONAL MANAGER: Sitti Ishsa S. Ishmael
- b. SIMANDAGIT CLCMC OFFICERS AND MEMBERS
 - PRESIDENT: Hji Suaib Abdurahman
 - VICE PRESIDENT: Sulma Asid
 - SECRETARY: Lutian Barahim
 - TREASURER: Sitti Ishsa S. Ishmael
 - MEMBER/ PARENT: Fatima Fajardo
 - MEMBER/ PARENT: Rose Tan
 - CARETAKER/ OSCY: Marietta Tan

4. Ambalagan, South Cotabato

- a. AMBALGAN CLC INSTRUCTIONAL MANAGER: Malaina M. Amolan
- b. AMBALGAN CLCMC OFFICERS AND MEMBERS:
 - PRESIDENT: Linda Ambalagan
 - SECRETARY: Mohana Baluyo
 - MEMBER/ PARENT: Fatima Ambalagan Sarip
 - MEMBER/ PARENT: Marina Ambalagan Samboga
 - ADVISERS: Peter Mangcot, Principal, Ambalagan Elementary School
 - Datu Taba Ambalagan, Barangay Captain
 - Rosie Ambalagan, ALS Coordinator

End Notes

1. The detailed discussion on the findings and conclusions of the study are found in Part Two of this report.
2. The detailed discussion on the recommendations are found in Part Two of this report.
3. K. Oyasu, "Promoting Community-Based Learning Centers in Asia Pacific," Integrating Lifelong Learning Perspectives, Carolyn Medel-Anonuevo, editor, UNESCO Institute for Education, 2002, p. 45.
4. United Nations Educational, Scientific and Cultural Organization (UNESCO Bangkok), CLC Management Handbook, UNESCO Asia and Pacific Bureau for Education, Part I, Section One, pp. 3-6.
5. Ditto
6. Seminar Proceedings, UNESCO Bangkok Regional Seminar on Community Learning Centers, Bangkok, Thailand, March 2004.
7. Ditto.
8. Ditto.
9. Z.T. Domingo, "The Community Learning Center as a Strategy for Promoting Lifelong Learning: The Philippine Experience" Paper presented at the International Symposium on Nonformal Education to Promote Education for All and Lifelong Learning sponsored by the UNESCO Bangkok and the Japan International Cooperation Agency (JICA) in Tokyo, Japan On 13-14 October 2004.
10. Ditto.
11. Interview with Dr. Carolina S. Guerrero, Director, Bureau of Alternative Learning System, Department of Education, May and June, 2011.
12. Ditto
13. Memorandum of Understanding (MOU) between DepED BALS and the League of Provinces of the Philippines, League of Municipalities of the Philippines, League of Cities of the Philippines, Liga ng mga Barangay sa Pilipinas, National Youth Commission, and the Sangguniang Kabataan National Federation, 2005, p.3.
14. Ditto.
15. DepED Memorandum No. 83, S. 2009, First national Search for the Most Functional Community Learning Centers (CLC), p. 1.
16. Local Government Code of the Philippines.
17. Sections 1,2 and 3 of Part Two of the Report are based on the Terms of Reference of the Case Study prepared by Mr. Luis Morales, former Manager of the Program Department of Consuelo Foundation , and Manager of the EQuALLS2 ELSA IR 3 Project Component from 2007 to 2010.

Research Team

Jack Boyson
ELSA Program Director

Gutierrez A. Mangansakan
ELSA Monitoring and Evaluation Specialist

Niño Rocamora
ELSA Program Specialist

Danilo Camerino
ELSA Administrative and Finance Officer

Ritchie Luzong
ELSA Administrative Assistant

Zenaida T. Domingo, Ph. D.
ELSA Project Director

Luis Morales
ELSA Resource Person

Eileen Dizon
Consuelo Foundation Program Officer

Sara Spears
ELSA/IYF Program Operations Manager



THIS REPORT presents the highlights of a descriptive study of four Community Learning Center Management Committees (CLCMCs) undertaken by EQuALLS2, through the Education and Livelihood Skills Alliance (ELSA), particularly the International Youth Foundation, Consuelo Foundation and its field implementing partners in ALS programs.





THE COMMUNITY LEARNING CENTER
MANAGEMENT COMMITTEE (CLCMC)

A GRASSROOTS MECHANISM FOR HELPING IMPROVE RELEVANCE OF EDUCATION
AND TRAINING OF OUT-OF-SCHOOL CHILDREN AND YOUTH