

Efficiency and Contribution to ALS Program Sustainability of Barangay Literacy Workers

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Christian R. Repuya¹, Lovelyn L. Cao²

¹Bicol State College of Applied Sciences and Technology, Naga City, Camarines Sur, Philippines; ²Department of Education, Region V, Division of Naga, Naga City, Camarines Sur, Philippines

¹crrepuya@astean.biscast.edu.ph, ²lodestar07_love@yahoo.com

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Abstract – This study determined the level of efficiency and contribution to ALS program sustainability of Barangay Literacy Workers (BLWs) in one of the Divisions of the Department of Education in the Philippines. Employing Descriptive and correlational design and answered the research questions of the study. The respondents were twenty-seven (27) Barangay Literacy Workers, seven (7) immediate supervisors and implementers, and fifty-four (54) Barangay officials. Results revealed that the BLWs were very efficient in survey mapping, learning facilitation, barangay council coordination, and social mobilization of ALS. The higher the BLWs' efficiency, the more number of potential learners will be identified, more learners will be recruited and screened, and consistent monitoring of learner attendance to ensure program completion will be done. Findings suggest to give proper recognition and incentives to BLWs with complete data in terms of mapping survey, the BLWs' honorarium should be increased since they are performing duties that required an extraordinary power and should be given appreciation by DepEd, LGU and Barangay by providing them additional benefits such as giving them insurance that will cover health assistances and security considering that they are working in the field and exposed to hazardous situation.

Keywords – ALS program, literacy, barangay literacy workers, program sustainability

INTRODUCTION

Literacy is one of the most important components to make better people and better world. Knowledge gives every person the courage and confidence to step out from their cocoons, in order to perform their duties and functions as member of the community. Literate people are not afraid to face the challenges, difficulties and changes because they have the complete shield and vest that make them feel secured and globally competitive.

It is clear today: the prosperity in both social and economic terms of human societies around the globe will

depend on the opportunities that individuals have to learn and develop throughout their entire life [1]. According to the human capital theory and studies by the World Bank, one solution to poverty was increasing basic literacy and numeracy skills. It was a simple solution: elegant, obvious, statistically proven and measurable [2]. One of the first four of the United Nation's Sustainable Development Goals 2030 agenda [3] was quality education which aims to increase the number of literate individuals globally.

Allyn [4], the founder of LitWorld, a global literacy initiative that serves children across the world, stated that "It isn't poverty that causes illiteracy, but that it "steals it," and that "every child has the right to literacy. "Every child should have equal access to books and well-trained teachers. "It's a human right". "Literacy frees you...."

Literacy is a tool in the new global knowledge market. It opens the doors of individuals for self-development. The development of the country will depend on the number of literates in the society, the growth slowdown as the number of its people with low literacy increases. This illiteracy can hold down the society by preventing it from growing.

This also has an impact on the opportunities of the future generation. For the states and individuals to remain competitive in the global arena, they need to demonstrate an excellent level of literacy. Achieving the SDGs requires partnership of government, private sector, civil society, and citizens to ensure that they leave a better planet for future generations.

The Philippine Government supports the SDGs and has integrated SDGs into their United Nations' Development Plan (UNDP). The United Nations sustainable development vision stated, "We will strengthen the productive capacities of least-developed countries in all sectors". This strongly suggests that the education sector – including education policy makers, ministries of education, and educators – should see other ministries as collegial allies in addressing problems of sustainability.

Undersecretary Ocampo [5], the Deped literacy Coordinating Council in charge, in her speech during the 2014 National Literacy Conference and Awards stressed that it is through literacy that one is empowered to interact in his community and realizes his worth, what he can do and eventually make him to do things that contribute in the sustainable development of his society.

Over the years there have been growing concerns on the increasing number of Out-of-School Children, Youth and Adults, particularly in basic education. The report of the United Nations Education Scientific & Cultural Organization (UNESCO) [6] states that Southeast Asian Countries including the Philippines should take urgent steps to enroll out-of-school children, youth and adults, to avoid the economic consequences of having a high number of unskilled work forces in the future. Enrolling out-of-school children, youth and adults is not only a moral obligation of the government, but a productive investment of the state. Based on the data of the Department of Education in 2008, it was estimated that 40.95 million of the total population did not complete basic education, 27.53 million were 15 years old and above, meanwhile 8.7 million were 6-11 years old and 4.7 belong to 12-15 age bracket.

To alleviate the issue of illiteracy in the Philippines, the government has launched innovative programs and projects that addressed the problem. Since every Filipino has the right to free basic education, the government established the Alternative Learning System (ALS) to provide them the chance to have access to and complete basic education in a mode that fits their distinct situations and needs. In addition, the 1987 constitution [7] states that the government should provide for the recognition and promotion of other forms of education other than formal. Article XIV, Section 2 Paragraph 1 and Paragraph 4 declares that: *“The state shall establish, maintain and support a complete adequate and integrated system of education relevant to the needs of the people and society; and concisely encourages non-formal, informal and indigenous learning system, self-learning, independent and out-of-school study programs, particularly those that respond to community needs”*.

The Governance Act for Basic Education otherwise known as the Republic Act 9155 stipulates the establishment of the Alternative Learning System (ALS) to provide out-of-school children, youth and adults population with basic education. There are two major programs in Alternative Learning System (ALS) implemented by the Department of Education, one is the Basic Literacy Program and the other is the Continuing Education Program Accreditation and Equivalency

(A&E). Both programs are delivered in modular and flexible system. This means that learning takes place any time and any place, depending on the convenience and availability of the learners using different modules in all subject areas.

Alternative Learning System Non-formal Education happens outside the classroom, community based, usually conducted at the community learning centers, barangay multi-purpose hall, libraries or at home, managed by ALS learning facilitators, such as Mobile Teachers, District ALS Coordinators, instructional Managers and Literacy Volunteers at an agreed schedule and venue between the learners and facilitators.

In Naga City, Alternative Learning System is supported by the local government in the implementation of its programs and projects. Despite its massive education programs and projects campaign against illiteracy, still there are of out-of-school children, youth and adults identified. Based on the 2011-2013 Community Based Monitoring (CBMS) census in Naga City which covered 27,808 household with total population of 131,911, about 9,572 were out-of school, 2,888 age 6-11 were not attending elementary school, 4,536 age 12-15 were not attending high school and the 2,148 age 6-15 were not attending school. This data was very alarming to the local government and the Division of Naga City.

To address the situation, DepEd Naga City thru partnership with the Local Government, Executive Order No.2012-025 [8] dated December 4, 2012 was created to enhance the implementation of the Basic Literacy Program (BLP) and Alternative Learning System (ALS) through directing the appointment of Barangay Literacy Workers (BLWs) in the 27 barangays of Naga City. Dedicated Barangay Literacy Workers (BLWs) are necessary for the effective and efficient implementation of ALS programs and projects.

The functions and responsibilities of Barangay Literacy Workers were to conduct (a) Survey mapping, (b) Learning facilitation, (c) Barangay Council Coordination, and (d) Social mobilization of ALS. Another function is to contribute to the sustainability of the ALS program in terms of (a) Identification of potential learners; (b) Recruitment and Screening of enrollees; and (c) Monitoring of learner attendance and completion. After five (5) years of implementation of the Barangay Literacy Workers (BLWs) Program, the study to assess was initiated.

The guidelines and criteria for BLWs' selection, appointment and deployment and allocation of funds for their honoraria and for other purposes provide clear

benefits towards enhancement of the implementation of the BLP and ALS and, in general, to the improvement of the quality of education in the city, particularly for the benefit of the poor and marginalized sectors.

In the Pedagogy of The Alternative Learning System: A Philippine Model, Guerrero [9] discussed that Alternative learning as practiced in the Philippines and in other countries is an innovation having a different perspective on learning and how people learn, and what is worth learning. In accordance with the legal mandates of the BALS, an alternative to formal education was developed that is community-based, accessible to all regardless of age, with flexible and non-traditional features, and above all, is equal and parallel to formal school-based education. To further add to the discourse on the relationship between formal education and ALS, UNESCO provides a conceptual framework showing the two (2) learning tracks running side by side and both directed towards a common end goal which is functional literacy and lifelong learning both of which result in employment, social participation and self- actualization.

Field [10] stated that economic factors such as income and employment play an important part in lifelong learning. Toscano et al. [11] also discussed that social outcomes were affected not only by the formal qualification obtained, determined by the education variable, but also throughout the life cycle. Indeed, education and training when undertaken during adult life have a significant impact.

Arko [12] stated in his study that beneficiaries of the functional literacy classes could read, write and do numerical calculations to some appreciable extent at the time of their completion of the course and this helps them in their trading activities. Bakirdjian [13] stressed in his study that Functional Adult Literacy has substantial impacts on the health of participants and their surroundings. It also helps people to improve their use of opportunities to get financial assets and to manage them.

Latchem [14] also concluded in his study that informal learning and non-formal education have a great potential for helping a wide range of learners achieve more desirable and rewarding circumstances for themselves and their communities. Apao et al. [15] stated in their studies that Alternative Learning System A&E program was effective in cultivating the life skills of the recipients. The program improved the quality of living of the respondents as they continue their pursuit for meaning and significance in life. Dayon et al. [16] revealed that through ALS literacy program, the Badjaos had learned to read and write and developed good manners and values of cleanliness and orderliness. They

perceived that the program had built their self-confidence and character, provided them opportunity to improve their socio-economic condition.

Azardon [17] stated that in the Philippines, the rejecting of non-formal education is not so concealed since ALS is called to be the “other side of basic education.” There is still the impression that ALS provide low quality education. However, it cannot be denied that through the years, NFE programs like the ALS has generated alternatives in making education more flexible, participatory, transformative and responsive to the circumstances of its learners.

Persoon [18] emphasized that program sustainability is a major issue for many community-based organizations. When a program is not sustainable, the impact of the program is influenced, as it becomes difficult for the program to persist in the long-term. To develop sustainable programs, insight in the factors influencing sustainability is essential.

Ceptureanu et al. [19] also stressed that Ensuring community-based program sustainability is critical for the targeted communities. When such a program is no longer sustainable, its impact decreases, leading to unmet expectations, affecting the community as a whole. As such, scrutinizing sustainability factors for community-based programs proves essential.

Alternative Learning System is a community-based learning program, DepEd do not provide MOOE for ALS program operation and to sustain its program, support from other local government, other agencies, stakeholders, group of people and private sectors is very important.

Finally, the DepEd Order No. 45, s. 2018 was issued to promote and support the program management activities and capacity-building program for ALS implementers at the regional offices. Expanding and strengthening the ALS program is pursuant to its goal of providing quality, inclusive, relevant, and liberating opportunities to out-of-school children, youth and adult. Thus, funds are allocated to support the regional offices in their ALS-related activities to ensure that the ALS programs are reaching the unreached and the quality of program is based on the standards [20].

Based on the related literatures and studies presented, it cannot be denied that non-formal and informal education offer an answer to solve the educational problems, especially in developing countries like the Philippines, and the big role of the government and other non- government and private agencies and institutions to help sustain and expand this program to

achieve Education for All (EFA) goals and Sustainable Development Goal (SDGs).

OBJECTIVES OF THE STUDY

This study generally aimed to assess the efficiency of Barangay Literacy Workers (BLWs) in one of the Division of City School of the Philippines. Specifically, it determined the level of efficiency of BLWs along functions, the BLWs perceived contribution to the sustainability of the ALS program, and the relationship between BLWs efficiency along functions and contribution to program sustainability.

METHODS

Research Design

Descriptive and correlational research design was employed to answer the research questions. Descriptive design was utilized to determine the level of efficiency of the BLWs along functions in survey mapping, learning facilitation, barangay council coordination, and social mobilization of ALS; and the perceived contribution to the sustainability of the ALS program in terms of identification of potential learners, recruitment and screening of enrollees, and monitoring of learner and completion. Correlation design was utilized to determine the relationship between BLWs efficiency and contribution to program sustainability.

Respondents

The respondents of the study were the population of twenty-seven (27) Barangay Literacy Workers, seven (7) implementers and immediate supervisors, and fifty-four (54) barangay officials of the ALS program A/Y 2018-2019 of one of the Division of City School in the Philippines.

Research Instruments

To measure the level of BLWs efficiency along functions, a researcher-made questionnaire was designed based on the BLWs job description and qualification released by the authorities. The questionnaire comprised questions regarding the efficiency of the BLWs' functions along survey mapping, learning facilitation, barangay council coordination, and social mobilization of ALS. The questionnaire was critique by the ALS implementer and supervisors for content validity. The instrument was finalized after consideration of the comments and suggestions given by the validators.

Data Gathering Procedure

A letter requesting to conduct of the study was prepared and given to the Schools Division Superintendent of the Department of Education and to the School supervisors for approval. Upon approval, the researchers worked on the preparation, construction, and validation of the research instrument. After the final revision of the questionnaires, data concerning on the BLWs efficiency along functions and contribution to ALS program sustainability were gathered.

The BLWs, implementers, supervisors, and barangay officials answered the questionnaire and the other needed data such as the contributions were taken from the records of the implementers about the BLWS contribution for 2 years. The questionnaires were implemented by interview schedule to ensure that each of the questions was answered properly, ensure reliability and avoid errors.

Data Analysis

Pearson Product-Moment Correlation (r) was employed to determine the relationship between BLWs level of efficiency along functions and BLWs contribution to ALS program sustainability.

Ethical Considerations

Respondents were informed that they were selected purposively as participants and informed consent from them through letter was secured by the researcher. The confidentiality of respondents' scores in level of efficiency and other outputs was assured.

RESULTS AND DISCUSSION

BLWs' Level of Efficiency

The barangay literacy workers' level of efficiency was assessed along survey mapping, learning facilitation, barangay council coordination, and social mobilization. Table 1 shows the BLWs' level of efficiency.

The BLWs were rated very efficient by the respondents. The BLWs were rated highest in Barangay Council Coordination (AWM=3.85) with verbal interpretation of very efficient and lowest in survey mapping (AWM=3.73) also interpreted as very efficient with overall weighted mean of 3.80 interpreted as very efficient. The BLWs manifested the ability to coordinate with immediate superiors, barangay officials regarding issues/concern/progress of the implementation of ALS program. The data showed that BLWs were very efficient in barangay council coordination and was rated highest. It can be inferred that issues, concern, achievement, progress and other matters on ALS program

implementation, the BLWs directly coordinated with immediate superior and barangay officials for proper intervention, solution and recognition.

Table 1. BLWs' Level of Efficiency

Aspects	IS	BLWs'	BO	AWM	VI
Barangay Council Coordination	3.85	3.82	3.88	3.85	VE
Learning Facilitation	3.92	3.83	3.72	3.82	VE
Social Mobilization of ALS	3.85	3.75	3.81	3.80	VE
Survey Mapping	3.66	3.77	3.74	3.73	VE
Overall AWM	3.82	3.79	3.78	3.80	VE

Note: *VE – Very Efficient*

Osifo [21] stated that coordination can lead to better organizational performance, organization is best positioned in the form of realizing internally set objectives even with the presence of other competing organizations.

The data further show that overall, the immediate superiors rated the BLWs highest (Overall AWM=3.82) interpreted as very efficient, while the barangay officials rated the BLWs lowest (Overall AWM=3.78) interpreted as very efficient. The BLWs conducted survey mapping to collect consolidate and organized gathered data based on the program and information needed by DepEd ALS and LGU Naga. The BLWs perform function as learner's facilitator to facilitate learner's needs. The BLWs coordinated with barangay official's and immediate superior to consult and address issues, concerns, progress and other matters pertaining to ALS program implementation. The BLWs assisted DepEd ALS, LGU Naga in social mobilization and advocacy to create community awareness on ALS program and strengthened linkages with stakeholders for technical and financial support. The findings revealed that BLWs efficiency in mapping survey, learner's facilitator, barangay council coordination and social mobilization of ALS were evidently observed and monitored by immediate superior and was rated highest. It can be inferred that BLWs expected level of efficiency in conducting survey mapping, facilitating learners, barangay council coordination and ALS social mobilization were met and perceived by immediate superiors.

Similar to the findings of Thao & Hwang [22] that employee performance is the successful completion of tasks by a selected individual or individuals, as set and

measured by a supervisor or organization, to pre-defined acceptable standards while efficiently and effectively utilizing available resource within a changing environment.

In general, it can be inferred that the BLWs were very efficient in barangay council coordination; it was easy for them to coordinate with the barangay council since their official station was the community learning center, situated in or near the barangay hall; and 50 percent of their honorarium was taken from barangay budget.

On the other hand, they were lowest in survey mapping but still verbally interpreted as very efficient. Conducting survey was one of the problems and difficult task given to BLWs. The major problem they encountered during survey was the lack of cooperation of the household members, especially those in the subdivisions. Most of them refused to give information and there were times that the BLWs were not entertained. It implies that the BLWs really needed the help and support of the Barangay Officials, the Local Government of Naga and DepEd Officials to come up with some strategy on how to get the complete data of households in the barangay.

However, in spite of the difficulties encountered, the BLWs' level of efficiency along survey mapping was very efficient. It can be inferred that the BLWs were able to conduct survey mapping very efficiently, collect and consolidate relative data on participation rate of children and youth enrolled in private and public schools, and also able to organize the information they have gathered according to the data asked by Naga City Government, Barangay Council, and DepEd ALS Naga.

The data further showed that on the respondents rating in survey mapping the BLWs themselves rated highest (AWM=3.77) with verbal interpretation of very efficient and rated lowest by immediate superior (AWM=3.66) also interpreted as very efficient. The BLWs conducted survey mapping to gather data of household, out-of-school children, youth and adults and the participation rate both for elementary and secondary level. The findings revealed that BLWs themselves recognized their hard work in conducting survey mapping and was rated highest, the immediate superior rated lowest because the data submitted was not one hundred percent and there was still the need to conduct follow up specially to those households who refused to give information, but still the rating was very efficient, eighty five percent of households were interviewed and surveyed. The immediate superior also considered the problems and difficulties that BLWs encountered in the

field. It could be inferred that BLWs conducted survey mapping despite of difficulties and challenges they encountered along the field and small amount of honorarium being received.

The BLWs as learner facilitator was rated highest by immediate superior (AWM=3.92) with verbal interpretation of very efficient and lowest rated by barangay officials (AWM=3.72) also interpreted as very efficient. The BLWs facilitate learner’s needs and assisted ALS teachers in the community learning. It can be inferred that BLWs efficiency as learner facilitator were directly observed by immediate superior since BLWs assisted ALS teachers and aided learners in the community learning center specifically when ALS teachers are not around. The barangay officials seldom visit BLWs in the learning center because they were more on providing financial and learning materials.

The BLWs level of efficiency in barangay council coordination were rated highest by barangay officials (AWM=3.88) with verbal interpretation of very efficient and rated lowest by BLWs themselves (AWM=3.82) also verbally interpreted as very efficient. The BLWs coordinated with barangay officials and immediate superiors for all the matters regarding ALS program implementation. It can be inferred that barangay officials rated highest barangay coordination because the BLWs official station was the community learning centers located near or inside barangay hall. The barangay officials can easily contact BLWs regarding the issues and concerns on ALS implementation forwarded by BLWs.

Similar to the findings of Charles Osifo [21] that an organization goes with different things that make it broad and complex, understanding coordination as an essential for achieving a balanced organizational performance is ideal. The existence of organizations represents the desire and willingness to fulfil needs. The essential framework for achieving these needs, most times are missing or not given adequate attention. The questions of competition, performance, and expectations are best answered through a good networking of men, material, and ideas.

Table 2. Contribution to ALS program sustainability

Aspects	IS	BLWs	BO	VI
Recruitment and Screening of enrollees	4.00	3.86	3.80	VM
Monitoring of learner attendance and completion	3.87	3.83	3.81	VM
Identification of potential learners	3.85	3.77	3.75	VM
Overall AWM	3.90	3.82	3.78	VM

Note: VM: Very Much

The BLWs’ perceived contribution to the sustainability of the ALS program was investigated in terms of identification of potential learners, recruitment and screening of enrollees and monitoring of learners’ attendance and completion. All indicators were rated contributed very much by the respondents. Table 2 shows the BLWs’ contribution to ALS Program sustainability.

The BLWs were rated highest in recruitment and screening of enrollees (AWM=3.88) verbally interpreted as contributed very much and lowest in identification of potential learners (AWM=3.79) with verbal interpretation of contributed very much, with an overall average weighted mean of 3.83 verbally interpreted as contributed very much. The BLWs helped in the recruitment and screening of potential learners to enrol in ALS. The findings revealed that BLWs contributed very much to the recruitment and screening of enrollees and was rated highest.

The BLWs were lowest in identification of potential learners but still interpreted as contributed very much. It can be inferred that BLWs as bonafide residence of barangay where they were assigned, recruitment of learners was not difficult. The BLWs can easily follow up identified potential learners who were interested to enrol in ALS, as well as on the screening of enrollees because the data was already given during the survey mapping. The BLWs were rated lowest in identification of potential learners because the data was affected by the result of survey mapping. Household survey was not one hundred percent because some households refused to give information; hence, the number of identified potential learners was also affected, but still the BLWs contributed very much in the identification of potential learners.

Congruent to the findings of Holden et al. [23] that collecting less structured data from patients and others in the community is potentially very productive but requires the anticipation, avoidance, or negotiation of various challenges.

Furthermore, data show that on the average, the BLWs’ contribution to ALS program sustainability was rated highest by the immediate superiors (overall AWM= 3.90) verbally interpreted as contributed very much and rated lowest by barangay officials (Overall AWM=3.78) with verbal interpretation of contributed very much. The BLWs helped in identification of potential learners, recruitment and screening and monitoring of Learners’ attendance and completion as perceived by the respondents.

The findings revealed that BLWs contributed very much in identification of potential learners, recruitment

and screening and monitoring of attendance and completion as rated by the respondents specially the immediate superior who rated highest. It can be inferred that immediate superior who monitored and collected the data in terms of identified potential learners, number of enrollees, passers and completers submitted by BLWs in their respective barangay, can attest that BLWs contributed very much on the said indicators pertaining to the BLWs perceived contribution to ALS program sustainability.

Table 3. Significant Relationship between BLWs' Efficiency and Contribution to Program Sustainability

BLW Efficiency	Contribution to Sustainability	r-value	p-value
Survey mapping	Identification of potential learners	.876**	.000
	Recruitment and Screening of enrollees	.731**	.000
	Monitoring of learner attendance and completion	.895**	.000
	Overall	.869**	.000
Learning facilitation	Identification of potential learners	.914**	.000
	Recruitment and Screening of enrollees	.778**	.000
	Monitoring of learner attendance and completion	.916**	.000
	Overall	.906**	.000
Barangay Council coordination	Identification of potential learners	.824**	.000
	Recruitment and Screening of enrollees	.801**	.000
	Monitoring of learner attendance and completion	.873**	.000
	Overall	.866**	.000
Social Mobilization of ALS	Identification of potential learners	.817**	.000
	Recruitment and Screening of enrollees	.748**	.000
	Monitoring of learner attendance & completion	.915**	.000
	Overall	.859**	.000
Overall		.927**	.000

**Significant at $p < .001$

The significant relationship between BLWs' efficiency and contribution to ALS program sustainability was computed. Table 3 shows the computed r and p-value.

Results show that all aspects of BLWs' efficiency were significantly correlated with all aspects of contribution to ALS program sustainability indicated by $p=.000$. Specifically, the computed r-value of survey mapping and identification of potential learners, recruitment and screening of enrollees, and monitoring of learners' attendance and completion were $r = .876, .731,$ and $.895$ with over-all r-value of $.869$ respectively, all with p-value of $p=.000$ interpreted as significantly correlated.

Similarly, the computed r-value of learning facilitation and identification of potential learners, recruitment and screening of enrollees, and monitoring of learners' attendance and completion were indicated by $r = .914, .778,$ and $.916,$ respectively with over-all r-value of $r=.906$, all with p-value of 0.000 interpreted as significantly correlated.

Likewise, the computed r-value of barangay council coordination versus identification of potential learners, recruitment and screening of enrollees, and monitoring of learners' attendance and completion were $r = .824, .801,$ and $.873,$ with over-all r-value of 0.66 respectively, all with p-value of 0.000 interpreted as significantly correlated. Then, for the computed r-value of social mobilization of ALS versus identification of potential learners, recruitment and screening of enrollees, and monitoring of learners' attendance and completion were $r = .817, .748,$ and $.915,$ respectively with over-all r-value of $.859$, all with p-value of 0.000 interpreted as significantly correlated. The over-all computed r-value of $.927$ and p-value of $p=.000$.

It means that there was positive direct relationship between BLWs efficiency and contribution to ALS program sustainability. The findings revealed that the more the BLWs became efficient the more they can contribute to ALS program sustainability. It can be inferred that BLWs efficiency in mapping survey, learning facilitation, barangay council coordination and social mobilization of ALS were significantly correlated to identification of potential learners, recruitment and screening of enrollees and monitoring of attendance and completion sustainability.

The BLWs efficiency in survey mapping has a significant relationship with the number of identified potential learners. The number of identified potential learners will depend on the number of household mapped. The BLWs efficiency as learner's facilitator, motivated learners to report to community learning center on their scheduled learning session, and inspired learners to attend learning intervention, that sustained learners' attendance and completion. The sustainability

of ALS enrollees, completers and passers had a significant relationship with BLWs efficiency in barangay council coordination and social mobilization, knowing that ALS program implementation would only be successful if there were support from barangay council, stakeholders and other agencies. The technical and financial support really mattered in ALS program operation because DepEd do not provide ALS MOOE, and that would only be realized through constant coordination and intensive social mobilization and advocacy.

The finding is congruent to the study of Sabbil and Adam [24] which revealed that the project has facilitated participation of local communities in development initiatives in the study area, encouraged residents to take ownerships of their own community resources, enhanced partnerships between the local community and the government or nongovernmental organizations. The results revealed that despite the withdrawal of the foreign assistance, the project existed and performed some activities due to effective stockholders' participation.

Identification of potential learners, recruitment and screening, increased the number of enrollees, monitoring of attendance of learners increased the number of completers and passers. The number of enrollees, completers and passers are the key performance indicators of ALS program implementation. The target number of enrollees was obtained through identified number of potential learners, harvested from the result of survey mapping. The target number of completers and passers attained through learning facilitation and constant monitoring of attendance and completion. Effective implementation of ALS program was achieved because of the technical and financial support gained from barangay council, other agencies and stakeholders, which was realized through intensive coordination and ALS social mobilization.

CONCLUSION AND RECOMMENDATION

The BLWs were very efficient in survey mapping, learning facilitation, barangay council coordination, and social mobilization of ALS. BLWs conducted mapping survey accurately no matter how hard it was, facilitate learning very well to encourage the learners to complete the program, coordinated with barangay officials accordingly for technical and financial support to provide the needs of the learners and implement the ALS program appropriately and conducted social mobilization to raise awareness in the community and gain support from other agency and stakeholders to the ALS program. The BLWs identified potential learners

precisely, recruit and screen enrolees properly and monitor learners attendance and completion consistently that contributed very much to ALS program sustainability. The higher the BLWs' efficiency in mapping survey, learning facilitation, barangay council coordination and social mobilization, the more number of potential learners will be identified, more learners will be recruited and screened, and consistent monitoring of learner attendance to ensure program completion will be done.

Based on the findings, the following are highly recommended: Give proper recognition and incentives to BLWs with complete data in terms of mapping survey. The City Government in the collaboration of Deped ALS should think of better strategies on how to get the one hundred percent participation of households in mapping survey, and to determine the actual number of out-of-school and illiterate in the City. The actual data will help DepED and the City government to figure out what program particularly in ALS will be given additional funds. The BLWs honorarium should be increased since they are performing duties that required an extraordinary power. More funds should be given to ALS to implement the program widely and effectively and to cater to all potential learners and be given proper intervention based on the result of screening and assessment conducted. The BLWs' should be given appreciation by DepEd, LGU and Barangay by providing them additional benefits such as giving them insurance that will cover health assistances and security considering that they are working in the field and exposed to hazardous situation in the community. Other programs such as establishment of BLWs personal development plan to continuously improve skills and efficiency can also be implemented.

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