

STUDY ON OUT-OF- SCHOOL CHILDREN (OOSC) & ALTERNATIVE DELIVERY MODES (ADM)

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Research Objectives

- Describe the factors related to out-of-school children (OOSC) aged 6-12 years old in Save the Children areas -- cities of Caloocan, Malabon and Navotas, to include factors which affect their non-participation and/or drop out in the formal regular school system;
- Make an inventory of existing alternative delivery mode (ADM) models for 6-12 years old

Relevance of the study: most studies on school leaving focused on the youth

Research was initiated by Save the Children – Philippines



Research Sites and Participants

- 40 OOSC and 75 adults – Malabon, Navotas and Caloocan
- 17 ADM-related programs operated by DepEd - Metro Manila and Masbate
- Interviews, observation, document analysis



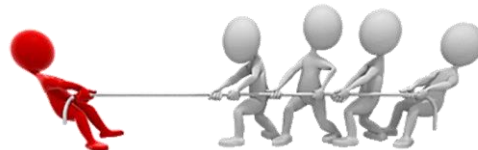
Findings – OOSC

- Children usually leave school at grade 2 and grade 5
- Dropout is influenced by the push-pull dynamics between school and community (supply and demand)
- School leaving factors are contextual – urban-rural, socio-economic, school practices
- Nature of children – physical limitations, dependence on parents or older adults, importance of baon, vulnerability to physical/emotional abuse, extra hand



Push-pull factors on school leaving of children

1. The sudden push of disruptions – death or separation of parents, sickness, disaster, relocation, bullying in school (teacher/pupils)
2. Nature of community livelihood – schedule, physical demand; opportunities for children
3. The degree of support from parents, community workers (BCPC)
4. The logic of school leaving



Small children's trek to school

- Requires traveling along busy highways, foot bridges – dangerous, accident prone
- Require the services of taga-hatid and taga-sundo
- Some took the “short cut” by climbing a wall or squeezing thru the hole of a wall
- Day care center in every barangay and Kindergarten on Wheels (KOW)



Pressure for beginning readers

Obet just dropped out from school. His mother said:

“Napagalitan po siya ng teacher niya at dahil dito ayaw na niyang magpaiwan at takot nang pumasok. ...Sabi ng teacher di ka marunong dahil di ka marunong magbasa....Suko na raw siya eh ano ba ang ginawa ng anak ko sa kanya? Kaya mula noon ayaw na niya magpaiwan kaya di ko na rin siya pinapasok. Pipilitin ko ba itong bata kung ayaw naman niyang pumasok?”



The pull of the sea and the fish port

- The fishing industry provides income earning activities for small children to adults
- Small children - pulot isda, begging, bakaw from 4am to 8am earns Php 50 to P120
- Bigger children
 - Pante (small boat) – lay net at 8am and harvest at 3pm.
 - Sudsod (small boat) 4pm-9am earns Php250-450
 - Pangulong (bigger boat) 3pm -10am Php250-350
 - Pagbabatilyo (pulls vats of fish using a large iron hook) – can make as much as P1,000
 - Selling, padyak driver



The pull of the sea and the fish port

- Earning money --“Karamihan ng sumasama ngayon sa bangka, mga bata kasi nga pag nakahawak ng pera, tinatamad na mag-aral”
 - Adventure of being out in the sea -- see real sea creatures, discovering places where fishes abound
 - Learning useful skills – fishing, boat repair and maintenance, selling
 - Social incentive of being with their peers, kin, neighbors, exemplars of the trade (piloto)
- Abundant meals supplied by the boat owner





Value of work to small children

- “kaysa tambay-tambay ka ng Sabado’t Lingo sumama ka magkakapera ka pa.”
- Sa kanyang kinikita, nag-aabot siya sa kanyang ate, dahil ito ang nagbibigay ng pera sa kanya pag wala siyang kita, ang iba ay pambili ng sariling pagkain at ang iba ay sa bisyo
- Supports schooling - “pambaon, pambiskwit at pamproject.”
- “good child”



Parents' extra effort to keep children in school

Nanay Mercy has eight children. Her children join their peers in going to the market and the seashore to play and to earn some money. Given the pull of peers, available work, the prevalence of school leavers in the community, and lack of exemplars, she said that it was extra difficult and challenging to keep her children in school. She said that she and her husband have to work together to ensure that their children would go to school. Two of her children have graduated from college



Work hazard

- *Pag may bara, papatayin ang elisi at may isang batang tatalon upang **sumisid** at tanggalin ang bara (sako, basura)*
- *...**tagabantay sa makina** na nasa ibabaw ng bangka dahil dito karaniwan may napapahamak tulad ng **nahilahan ng buhok** habang natutulog at nabuksan yung noo, tinakbo sa ospital, naoperahan.*
- *Minsan naman ay may mga **naiipitan ng kamay** na naging dahilan ng pagkaputol nito.*
- *Maaari kang **malaglag** habang bumibiyahe dahil siksikan sa bangka pag natutulog ka maaaring malaglag*



School and work schedule

- Noni left school because he feels tired (napagod) having to go to school from 7am to 3pm then work at the fish port (batilyo) from 4pm to 1am.
- Teachers reported that many of their students who join fishing or work at the fish port cannot focus well with school work because they are too sleepy



Tensions – the logic of schooling

- The need to transmit the cultural and technical knowledge of fishing and trading to the next generation
- Child's short-term view: *Why go to school when I can earn now? My exemplars are not formally educated anyway.*
- Parent's long-term view: *You can always go back to fishing. Study for more options, more prestigious work*



Findings – ADM

- There are no ADM classes for children working at the fish port
- The only available program is ALS (Alternative Learning System) but it accepts older learners 12 years old and above
- ALS mobile teachers reported that some OOSC (below 12yo) sit-in in their class and wait until they are 12 to qualify as ALS official learners.
- Modified In-School Off-School Approach (MISOSA) – the only DepEd run ADM for OOSC in Metro Manila but they are few, not fully functional and limited
- Functional ADM for OOSC --sponsored by NGOs
- DepEd planned to launch a one-stop-shop ADM in every division but it has not taken off



Potential “ADM” arrangement (Mandaluyong Elem School)

- Kariton Klasrum Program - meant to recruit OOSC through a mobile cart (Kariton Klasrum)
- Mandaluyong Elem School provided a room for recruited OOSC
- Taga-sundo, big brother (ALS learner)
- Provision of bathing, self-care, and meals
- Use of manipulatives and fun activities
- Careful integration in regular classes through PEPT, trial sessions
- Pupils that are not ready for integration are placed in a “multi-grade” class led by an ALS teacher



Pilot MISOSA at Masbate (assisted by Plan International)

- Community advocacy; mapping ; support from LGU
- Provision of printed MISOSA modules for seasonal absentees
- Provision of para-teachers – decongest classrooms; home visits and tutorials for seasonal school leavers
- Monitoring and continuing mentoring
- Literacy enhancement in early grades to enable pupils to learn independently
- Savings program for parents
- Child Protection advocacy group
- IGP for the school



Positive ADM features

1. Flexible, contextual, and wholistic
2. Portable instructional materials (modules)
3. Programs for parents and peer support
4. Trained teachers, para-teachers, counselors, social workers, community leaders, NGOs
5. Aggressive recruitment and retention practices
6. Material support – documents, meals, IGP
7. Psychosocial services – confidence building
8. Bridges street/work and school
9. Literacy support



Recommendations

- Program for identification of every type of OOSC (not just school leavers)
- Develop a contextualized and asset-based ADM program for OOSC at the fish port
- Support the institutionalization of ADMs for elementary level



Maraming salamat po!

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