

# PROJECT TOKBUK – “Katok Para sa Magandang Bukas”: An Effective Educational Strategic Approach for Out-of-School Youth in Valenzuela City

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**Abstract**— This research paper examines the effectiveness of PROJECT TOKBUK – “Katok Para sa Magandang Bukas” as an educational strategic approach for out-of-school youth (OSY) children in Valenzuela City, Philippines. The program is designed to address the challenges faced by OSY children in accessing education due to poverty, lack of parental support, and other socio-economic factors. The study employs a mixed-methods approach to evaluate the program's impact. The research findings indicate that PROJECT TOKBUK – “Katok Para sa Magandang Bukas” is an effective educational strategic approach for OSY children in Valenzuela City. The program's holistic approach, community-based outreach program, and partnership with local government agencies and private organizations have contributed to its success. The program has provided OSY children with the necessary education and life skills training to improve their quality of life and prospects. The program has also contributed to the reduction of crime rates in the community. The study highlights the importance of community-based outreach programs in addressing the educational needs of OSY children. It also emphasizes the need for partnerships between local government agencies, private organizations, and community-based organizations to provide the necessary resources and support needed to sustain such programs. The research paper concludes by recommending that similar educational strategic approaches be implemented in other communities facing similar challenges. The study underscores the importance of providing education and life skills training to OSY children as a means of breaking the cycle of poverty and improving their prospects.

**Index Terms**— Project Tokbuk, out-of-school youth, community-based outreach program, education, life skills training, Valenzuela city.

## 1. Introduction

We live in a competitive environment, where it is important for an individual to attain education as it can provide knowledge and skills that will help the community to keep up with the world's trend in professional and business settings (Malec, 2022). In line with this, the education system must be stronger in order to create a better and sufficient well-educated nation. Over several generations, educators have been instructed that "The stronger the level of socioeconomic growth figures in a

country, the more well-educated its population is". It improves business trends, fosters interpersonal relationships, increases employment opportunities, and lowers the rate of illiteracy. In order to provide our nation progress further, greater educational institutions are required (Ssemakula, 2018). As per Gonzalez (2018), several of the elements that are accountable for influencing the advancement of individuals and society is education.

Along with this education system, the City Government of Valenzuela launched a program called “Project TOKBUK or Katok Para sa Magandang Bukas”, an educational campaign inspired by the Philippine National Police's "Oplan Tokhang," which involves personalized visits by local authorities to encourage cooperation with government programs, but TOKBUK seeks Out-of-School Youth to get their cooperation and get them back to school. The "Tokbuk" youngsters are valued and acknowledged by the local administration as having great potential to advance society and improve the nation. The City Mayor pledged to support inclusive education so that no one is denied the chance to better their lot in life. Furthermore, this approach was put into practice to lessen the numbers of Out-of-School Youth in Valenzuela City (Subingsubing, 2018).

Moreover, education not only imparts knowledge but also develops society, motivation, principles, and all the things that make us who we are as individuals. Education in the Philippines as stated in the study conducted by Go (2015), is controlled by the government especially the public schools. The government has assigned a specific department widely known as the Department of Education where it mainly focuses on education. The Department of Education is an executive branch entity in charge of overseeing and managing the Basic Education System of the Philippines (OWWA Member, 2023).

It oversees all the primary and secondary educational systems and educates youths to acquire the knowledge, abilities, competencies, and principles they must have to develop through being kind, resourceful, successful as well as patriots. There has been a challenge in education because of inadequate educational opportunities right now, people's lives

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will be worse in the future. The issue with education is one of both quality and accessibility. As a result of the pandemic, more than 2.7 million kids dropped out this school year. In comparison, pre-pandemic enrolment in both public and private elementary and secondary schools, as well as state colleges and universities, was lower. Most parents lost their jobs as a result of the COVID-19 lockdowns. Children have been forced to transfer from expensive private to free public schools. Nonetheless, 10.88 percent of youths dropped out entirely (Bondoc, 2021).

According to the study, out-of-school youths who reside in poverty do not consider themselves passive victims of poverty; they are fully mindful of the problems they face and the things that they forsake. They are anxious to return to learning because they recognize the importance of education in combating poverty. They still remain exposed and may be influenced by their environment either to abandon their aspirations or work harder to obtain them. Considering more than 16 million people residing listed below the poverty threshold, the Philippines possesses among the worst proportions of poverty in Southeast Asia. This indicates that a lot of families lack the means to give their children the things they need to go to education, like uniforms, materials, and means of transport. Further restricting the opportunities, they have to education is the fact that many youths are required to labor to support their family (Bianco *et al.*, 2016).

Another big problem is that education does not get enough financing. The nation still devotes a very small amount of its financial resources to education, considering the effort made by the government to raise investment on education. As a result, the government is less able to give instructors and educational institutions the resources they need. A comprehensive strategy is required that unifies the contributions of public, nonprofit and commercial entities in addressing these obstacles. We should invest hugely in education to attract the youth to school. The main focus of this study is the discovery of the needs and motives of young people who haven't yet graduated from school via thorough examination of their experiences and outlook. The aim of this research is to improve policies and programs that consider the welfare of the out-of-school adolescents through useful inferences. The outcomes prove to be a good reference for teachers, legislators and all other categories of people motivated to promote community education. Through collaboration, we can widen the chance of young people from Valenzuela City to education with better quality.

For the purpose of really improving the lives of Valenzuela City's unschooled adolescents, we need an educational approach that takes into consideration and deals with the specific needs and problems of these adolescents. Therefore, this study aims to research and appraise such a strategy that was designed to help this group of learners' endeavour to overcome the barriers they have to encounter while following this chosen path. Aside from servicing the Valenzuela City, the aim is also to generate actionable learning plans that could work effectively in other related cities around the globe and are aimed to help young people aged out of school. In the end, it is about providing every young person with education and the

opportunities that come with it, irrespective of the circumstances. One aim of this project is to design and put into action an adequate educational model for the unenrolled teenagers in Valenzuela City. We are looking at the educational environment today, considering the difficulties that these youth encounter and the necessary steps towards overcoming them. Using a well-defined questionnaire that touches on principles of dropout, obstacles to education and potential solutions, we are undertaking in-depth interviews that will shed light on their experiences and viewpoints. To achieve the full comprehension of the needs and aspirations of the young people not in school in our community, we will be using a mixed method approach where we also conduct surveys to gather demographic and educational information. Let's work on creating a personalised educational path to their context and experiences.

### *A. Background of the Study*

Education is a fundamental human right which should be imbibed by every individual and not only as an individual development tool. Unfortunately, many young people in the world especially in developing countries like the Philippines, are missing this life-changing opportunity. Let us endeavor towards a society where all have access to education enabling every young person to explore their dreams and contribute to their personal as well as social development.

There are also many out-of-school youths in Valenzuela City who are not receiving formal education for a variety of reasons, including poverty, lack of access to education, and other socioeconomic factors. The out-of-school youth population in Valenzuela City is a major source of concern because they are at risk of being marginalized and left behind, limiting their opportunities to become productive members of society. As a result, there is a need to provide an effective educational strategic approach capable of meeting these students' educational needs.

As the population of the Philippines, especially in the slum areas, keeps growing, so does the proportion of young people who do not attend school (Philippine Statistics Authority, 2017). Nowadays, individuals place a lot of emphasis on education when determining how successful you will be in the future, but some young people who are not now enrolled in school continue to harbor their personal dreams and aspirations, regardless of how their lives are currently going. According to Hillman and Jenkner (2005), young people are prevented from receiving an education, using this knowledge for their own purposes, and contributing to the nation's problems because of access and affordability challenges. Since many children and young people may have fewer opportunities for the future, failing society may result from not addressing this issue.

To increase enrollment and lower high school dropout rates, the government needs to implement an alternate array of programs. Boys are far more likely to drop out of school at higher rates in high schools, where student-teacher ratios are high, and where continuing to attend school represents a greater loss of opportunity for low-income families whose older children must work to support the family. To develop initiatives that would reduce their number, it will be crucial to be aware of

the issues that affect out-of-school adolescents. As a result, the institution will be better able to organize community-relevant extension projects.

According to a study by Suizzo, et al. (2020), family engagement in education can help to improve student achievement and reduce the achievement gap between advantaged and disadvantaged students. The authors found that family engagement initiatives that foster strong relationships between families and schools can enhance student motivation, engagement, and academic performance. A study by Linnenbrink-Garcia, et al. (2018) examined the impact of growth mindset interventions on academic motivation and achievement for low-income students. The authors found that growth mindset interventions, which teach students to embrace challenges and persist in the face of obstacles, can improve student motivation and academic performance.

### B. Statement of the Problem

This study aimed to determine the Effective Educational Strategic Approach for Out-of-School Youth in Valenzuela City.

To answer the above cited problem, an answer to the following will be sought:

1. What is the level of awareness of the residents towards the establishment of PROJECT TOKBUK – “Katok Para sa Magandang Bukas” in Valenzuela City?
2. How does the Local Government implement the Project Tokbuk: Katok para sa Magandang Bukas in achieving equal opportunities for all youth in Valenzuela City, particularly the out of school youth?
3. What is the status of the out of school youth in Valenzuela City? And how does the project help them to continue their education?
4. How do the beneficiaries view the effectiveness of the project?
5. Based on the findings of the study, what recommendation can be developed to enhance the sustainability of the project?

### C. Hypothesis

Ha: There is a significant difference between the level of awareness of the residents towards the establishment of PROJECT TOKBUK – “Katok Para sa Magandang Bukas” in Valenzuela City and their demographic profile.

### D. Theoretical Framework

This study is anchored from Program Theory by Weiss (1972). It suggests utilizing path diagrams to represent the order of events leading from a program's engagement to the desired outcomes. The creation of a credible and logical model of how a program is expected to function is known as program theory. According to Scheirer (1987). Program theory clarifies the collection of cause-and-effect linkages and thereby offers the justification for the basis of treatment. A well-developed program theory makes it simpler to make such decisions. It specifies which tasks, out of the many accomplished by a program, assessors must be capable of performing.

Program theory is frequently used to (a) create and enhance

programs and organizations with the goal of avoiding and resolving a huge variety of urgent human issues and concerns, (b) support decision-making, (c) promote organizational knowledge and the development of novel information, and (d) satisfy accountability and transparency requirements. According to Sedani and Sechrest (1999), Program theory focuses on comprehending a program's desired consequences. It consists of claims that identify a particular program, describe how, why, and under what conditions program effects happen, project program outcomes, and specify what needs to be done to accomplish a certain program impact.

The program theory supports the study in determining the expected operation of a Project Tokbuk - "Katok Para sa Magandang Bukas" program and in determining if the program is succeeding in reaching its stated objectives. This theory is intended to serve as a logical framework outlining the program's theory of change, together with the underlying presumptions of how the program will result in the desired results. This theory is applicable to our study since it is created as an intuitive model of how a program is intended to work.

Program Theory was made used as a basis of the study. The questionnaires were used to gather answers of the informants based on the beneficiaries' views through the effectiveness of the project on educational approach for all youth, particularly out-of-school youth. The method used to illustrate the process and provide a scale to define the relationship and objectives of study through an effective educational approach of out-of-school youth.

### E. Conceptual Framework

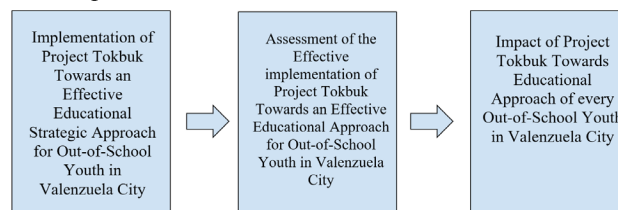


Fig. 1. The paradigm of the study

### F. Significance of the Study

This research comprises the data and information required to assess the effectiveness of TOKBUK PROJECT's educational strategic approach in motivating out-of-school youth to complete their education. This study will benefit the following people.

*National Government* - this study will be beneficial to the Department of Education (DepEd) encouraging to formulate more effective and efficient educational teaching methods.

*City Government of Valenzuela* - this study will help the City Government of Valenzuela to reduce their economic issues and challenges concerning the percentage of unschooled youth in Valenzuela City.

*Educators* - this study will assist educators in recognizing the issue and assisting youth in continuing and completing their academic path by enforcing a suitable methodology and teaching methods.

*Parents* - this study will help them to guide their children to accomplish and continue their academic journey in the future.

The parents will be more sensible and aware to their children by means of showing support and acknowledgement on their chosen academic path in future.

*Community* - the study will help the community to assist and encourage out-of-school youth by proposing a meeting, seminars, and conference on how the program helps the unschooled youth for them to pursue their academic journey.

*For Future Researcher* - This research will aid future researchers in being knowledgeable about and educated about the procedures used in the general information in the educational sector. They may use it as a basis for further research and it will assist them become better observers.

*Out-of-School Youth* - this study will educate the users and reviewers. This study will help them to be encouraged to fulfill and continue their academic approach. It gives them benefits and motivation that they want to pursue in their future academic career.

### G. Scope and Limitations

This study aims to determine how the Project Tokbuk – “Katok Para sa Magandang Bukas” benefit the Out of School Youth in Valenzuela City. This involves a survey for those who are out of school youth. In order to gather data for the benefit of the study, the researchers conducted an interview with those young people who are not currently enrolled in formal education.

This study does not cover other problems that are not considered as one of the reasons why there are out of school youth. Same questions were presented to all of the respondents. The only people who can use the study results are the respondents. The main source of information is the questionnaire that the researchers prepared.

### H. Definition of Terms

*Academic Fees* - A fee or an amount that charges a student to a degree that he/she wants to enroll on college level including miscellaneous fees, school services and other assistance offered by school.

*Department of Education* - An institution that is responsible for executing, developing, carrying out, and supervising basic education initiatives, objectives, as well as programs, for both formal and informal educational settings.

*Education* - A process and approach by executing the highest comprehension, skill development, as well as the quality education. It promotes the improvement of individuals throughout the world. It provides an objective for individuals to learn abilities, expertise, and morals with the guidance and assistance of the national government and in accordance with the Department of Education in order to produce competitive individuals.

*Family Issues* - Family issues are described as the conflicts and challenges between the family members that could put pressure on a child's mental states which can lead to lack of interest or disruptive behaviors at school.

*Financially Unstable* - Financial instability is an outcome characterized by quick and expanding shifts between asset values compared to the average cost of currently available

production (Minsky, 1982). Define as one of the problems encountered by most of the family regarding financial or money.

*Out-Of-School Youth* - The Out-of-school youth who are not enrolled in educational programs consist of both students who quit and those who have completed their high school years (Kerka, Sandra, 2006). Refers to young individuals that are not attending school or university.

## 2. Review of Related Literature

### A. Inclusiveness in Education Opportunities

Morina (2016) mentioned that implementing the principles of inclusive education within higher education can be challenging. Inclusive education was originally developed for younger students, prior to its application within higher education. However, as more students with disabilities successfully complete their early schooling, the need to move towards inclusive practices within higher education has increased.

Moreover, Mitiku (2014) assesses the challenges and opportunities to implement inclusive education in selected primary schools of North Gondar Zone. In order to attain the objectives of the study, related literature on international policies and concepts of inclusive education was reviewed in detail. Concerning the significance of the study it is expected that it will highlight those concerned individuals on the existing situation prevailing in connection with the problem under study and devise mechanisms for addressing the observed situation.

In conclusion, having a place in higher education, accessible learning was first established for younger pupils. Although as more children who have special needs successfully finish their elementary education, there is a greater demand for higher education to adopt comprehensive approaches. It provides ideas on broad methods in higher education, studies focusing on students with limitations in higher education; as well as an analysis of how transforming an educational institution into an inclusive environment necessitates developing mechanisms, and actions that help ensure the academic achievement of all the students. (Moriña, 2017).

Furthermore, Carino (2019) provides a comprehensive review of the policies and practices related to inclusive education in the Philippines. The author examines the legal frameworks, policy guidelines, and program initiatives that have been implemented to promote access and equity in education for students with diverse needs and backgrounds.

Pacio (2017), mentioned the "Bayanihang Eskwela" program, which promotes inclusive education through community-based interventions in the Philippines. It aims to promote access and equity in education for marginalized communities, including children with disabilities, indigenous peoples, and children living in poverty.

International experience has demonstrated that significant structural adjustments are necessary to introduce inclusive practices. The long-term goal of establishing an inclusive educational system in society includes the opening of all normal schools and programs to include, all residents' educational

demands will be catered for and met. Inclusive education is a key strategy for achieving the broader "Education for All" (EFA) agenda, which was established by world leaders in 2001. It aims to end unfair practices which intentionally as well as unintentionally exclude some children from receiving an adequate education (Mariga *et al.*, 2014).

Providing everyone with access to the best possible education and possibilities for continuous learning throughout their lives, as well as to realize a sustainable future, is essential. Meanwhile, educational systems find it difficult to keep up with rapid increases in populations. Even when more kids are enrolled, many of them do not learn the fundamentals. Inadequate school facilities and a shortage of qualified teachers are barriers to providing high-quality education (Department of Economics and Social Affairs, n.d).

According to Juvonen, J., *et al.* (2019), it assesses the barriers to social inclusion and integration in schools and proposed inclusive educational practices that help to connect and unite diverse students. In addition, it also promotes inclusivity for ethnic diversity: increased ethnic composition, positive ethnic identity for ethnic minority students, multicultural/diversity training and cooperative learning, and the promotion of social competence and prosocial behaviors.

Thus, there exists the research of J. Dela Fuente. (2021) which analyzed the experiences of college instructors of deaf students in mainstream classrooms in one of the higher education institutions in the Philippines. Even though there were some problematic points, the teachers kept their optimism about the process of teaching and learning. They were excited about the possibility of moving their careers forward and took great strides to make sure that the teaching they delivered in the multi-purpose classrooms was of the best of standards.

Nevertheless, the survey likewise pinpointed some segments that need adjustments in Philippine education. In particular, there are few qualified special education teachers, there are few resources in the classroom, and the process of teacher preparation, materials creation, inclusive education research, and the use of Filipino Sign Language is still improved. In essence, the study points to the importance of a well-designed curriculum and sound planning for inclusive education to work. The unfortunate thing is that a report shows the need for sufficient training for teachers, and this is where the government should act. This program should contain effective teaching strategies, modified resources for the Special Educational Needs (SEN) students, and effective communication with students with disabilities.

According to the research, the curriculum of the teachers training program should have inclusive programs because it turns out that current teachers who teach in normal classrooms are not experts in handling such situations. Thus, they become proficient and competent inclusive educators who can be ready to control the inclusive education field in the real world (Nuñez, 2021).

### *B. Analyzing Best Practices for Education Campaign and Program Development*

As per Johnson and Santos (2018) was to highlight the global

education initiatives that actually worked. They covered efficacious interventions touching on diverse areas such as gender equality, math, literacy and environmental conservation. These authors looked at what influenced these movements' successes and why and revealed key methods that impacted results considerably. It is kind of a treasure of information relating how to develop and undertake successful educational programs.

As per Wong and Tsui (2018), the study indicates efficient programs for out-of-school youth from around the world and identifies key strategies for effective program development. The authors focus on programs that provide education, training, and support for at-risk youth. The study provides insights into how to design programs that meet the needs of out-of-school youth and effectively promote their education and wellbeing.

As per Child Hope (2023), the study ensures that all individuals have an equal chance at a happy life, education plays a crucial role in closing the economic and social inequities that exist in society. According to UNESCO, if all adults obtained a secondary education, the proportion of the population living in poverty might be cut in half. Education also gives women the power to improve their lives on an equal footing, which is particularly important in nations where women are not treated well. Children and youths who are sent to school will probably be kept out of dangerous surroundings and protected from exploitation, allowing them to freely enjoy their childhood. In addition, the exercise of other human rights depends on having the opportunity to study.

Sahel 2019 mentioned that GCE has made education in emergencies one of its primary work areas. In this field of attention, GCE continues to be engaged to get governments alongside international organizations to pay more thought to investing in education over emergency situations and to establish flexible objectives that lessen the effects of critical circumstances on education while still listening to the opinions of the people influenced through the emergency situations. GCE individuals at both the regional and national levels were actively encouraged by the national and local governments or just host country governments to come up with expansive and helpful initiatives that promote the necessity and guarantee access to education for everyone.

Education Campaign, an important instrument for attaining an environmentally sustainable future, is high-quality education. This was emphasized at the UN World Summit in Johannesburg in 2002, where it was said that reforming the nation's educational programs was essential for achieving sustainable development assuring conservation and protection of the environment, advancing social fairness, and fostering economic sustainability are all goals of Education for Sustainable Development (ESD), which fosters the advancement of the skills, expertise, comprehension, principles, and behaviors necessary for building a world that is resilient. Environmental education, which aimed to equip individuals with the understanding, abilities, and mindsets necessary to protect the environment, was a major influence on the development of the ESD idea (Nevin, 2008).

According to Oxford Business Group (2017), the aim is to

improve accessibility and assure that more Filipinos acquire a solid basic education for the purpose of eliminating poverty and boosting the country's competitiveness.

*Community*-based programs can give pupils access to educational opportunities they wouldn't otherwise have. An excellent illustration of this is the Catapult Canada Access Innovation Fund (CCAIF). It is a government-sponsored program that emphasizes the value of civic engagement in education. It gives money to neighborhood-based groups that concentrate on how kids learn, how they interact with teachers, and the resources they use to acquire knowledge (Daly, 2022).

According to Betancourt, *et al.* (2008), evaluations of the USAID-funded Youth Reintegration Training and Education for Peace program that government-run education programs aimed at former child soldiers in Sierra Leone were only partially successful.

The utilization of a campaign simulation in an applied politics classroom positively impacted student engagement and learning outcomes. Coffey (2011), the study aligns with previous research that highlights the effectiveness of active learning exercises in increasing student awareness, interest, and knowledge retention. The use of face-to-face simulations, specifically in the context of comparative politics, international relations, public administration, the law-making process, and political campaigns, has been shown to be particularly beneficial. In an applied politics classroom, where students may have a more skeptical or dismissive attitude towards theoretical arguments and academics, hands-on, active learning opportunities become even more essential. Student volunteers, some with campaign management experience, were voters in this campaign simulation that we have had a look at. The live simulation increased student participation, by linking what students' study in theory and what happens in the real world. In this way, we soon realized through a mocked-up simulation scenario that the most pedagogically valuable learning experience was to conduct realistic simulations that the latter the students can learn political processes in all aspects, twists, and regularly. It's equivalent to making those theories you learned in class come alive in such a way that is interesting and useful.

Abad, *et al.* (2020), immensely assessed the implementation of the ALS Program in Dapitan City, Philippines. They found out that there is an opportunity to have a better system of assistance for ALS teachers than the current one and mentioned that the support system for ALS teachers can use some help. The good point is that the teachers took the challenge enthusiastically. They displayed amazing optimism whilst implementing the ALS Program's standard practices. They seem to be completely devoted one hundred percent to and compliant with the city's plan. Money is important but there is always a but. The analysis showed that to considerably grow the ALS Program more funds were needed. Especially as it pertains to purchasing school supplies, repairing facilities, and obtaining instructional materials, there is a deficit. For these financial shortages, the determining bodies should search for other funding sources, perhaps not from the usual budget. Overall, the study highlights the epic power that education

holds and depicts the teachers affected by ALS to have made it their mission to change the educational scape for the region's out-of-school youth learners.

McKay (2020) carried out a study that looked into the outcomes of the Kha Ri Gude Literacy Campaign in South Africa. This campaign acts like a ray of hope for the 4.7 million adult learners who were denied education thanks to the hard circumstances of apartheid. These students responded very positively. It resembles an account of success as many enjoy abundant exciting benefits. They emphasized the sense of being more self-confident, sharpening their community engagement abilities, being more aware of health issues, becoming more financially successful, mastering technology skills, and being intensely involved in lifelong learning. The bulk of the students talked about how the campaign had a dialectical effect on them during interviews they did to support the figures. The areas where the impact was minimal gave a rich understanding of how best to enhance literacy programs. In all, the Kha Ri Gude Literacy Campaign was a grand-scale success as it exceptionally benefitted adult learners. In short, by understanding these outcomes, literacy programs can be better designed and customized to meet the specific needs and aspirations of learners, ultimately enhancing their overall development.

### *C. Educational Campaign in Achieving Equal Opportunities for Out-of-School Youth*

Eduardo and Gabriel (2021) mentioned that the potential of education to affect societal and individual development is acknowledged on an international and worldwide level. (Mandela, n.d.; United Nations, 2017). It is a right that should be enjoyed by everyone, not only those with the means are able to shell out for a quality education, despite dialect, even belief systems, ethnic background, conditions of birth, or socioeconomic status, as well as one's beliefs, political leanings, and financial situation.

Moreover, Lerman (2015) mentioned that the high school dropouts and unenrolled low-income and minority youth are particularly vulnerable. Policy solutions to the issues faced by underprivileged kids are not new. The federal government began funding several initiatives in the middle of the 1960s with the goal of assisting young people from low-income homes in acquiring the work knowledge and abilities required for a healthy adulthood.

Education is unable to be delivered by the economy as a whole; all children must have access to it, even those parents who are unable or unwilling to make payments for it. Furthermore, the educational system's curriculum must be specifically crafted to achieve these intended ends if it is to fulfill an essential part in preparing youths to take part in the workforce, to engage in democracy, and, more broadly, to lead fulfilling lives (Stanford of Philosophy, 2023).

As stated by the Netherlands Institute for Multiparty Democracy (n,d), they aid the active engagement of all youths regardless of their age, gender and level of education to continue, support, and inspire in upholding equal opportunities in education.

As per the study by Delprato and Frola (2022), SDG4's focus on equity (Target 4.5: "By 2030, reduce disparities between men and women in education and make sure equal opportunity to all forms of education and vocational training for the vulnerable, involving individuals with disabilities, indigenous peoples, and children in vulnerable situations") will probably be pointless if continuing access problems are not resolved.

Moreover, Rwechungura (2014) explores the reasons for school dropout among girls and their aspirations for further education and skill acquisition. The findings reveal that various factors contribute to girls dropping out of school, such as financial constraints, parental loss or illness, poor performance, pregnancy, early marriage, and rape. These ladies are immensely resilient though they face the worst kinds of persecution; they still go ahead to finish their studies and learn the necessary skills to follow their dreams. The issue is that money is a big hindrance. They want to start small enterprises themselves and get training but it's hard because the educational institutions are frequently not located close to their homes. The report effectively proves that these girls need more community support to overcome these obstacles. The girls think the causes of their dropping out from school are underrecognized, therefore it's not all about the money. The study in essence is a rally that says if we all chip in we will have a chance to see them through into education, allow them to soar, and also uplift their communities. We need the government, community, job training, financial help, and let's make the word spread.

#### *D. Institutional Framework for Effective Educational Program in the Philippine*

Thus, Labios (2018) research makes an in-depth analysis of the implementation of the K–12 program in the Philippines. It's akin to having a spotlight on the processes that stand to link the administration, management, and service delivery. The author sets forth several major impediments that must be eliminated for the program to become a real success case such as shortage of funding, low enrolment rate as well and insufficient training. The study is a sort of manual, guiding us toward areas where the setup needs further improvement so that we will have a more effectual Philippines' educational initiatives.

In addition, promoting a comprehensive secondary and collegiate system of education for government oversight and control over these schools and the establishment of teacher training programs and institutions of higher learning (Estioko, 1994).

As per the study by Maramag (2020), the institutionalization of quality assurance practices in a state university in the Philippines, focusing on the implementation of accreditation and assessment systems. It promotes quality assurance, such as stakeholder engagement, leadership support, and continuous improvement.

In the Philippines, they assessed the Technical Education and Skills Development Authority's initiatives to deliver millions of Filipinos with an education by means of many different vocational education initiatives, but they also think the private sector has a significant impact on giving young, out-of-school Filipinos accessibility to more opportunities to acquire

additional abilities, obtain an education, and find employment. These educational opportunities are helpful not just to the impacted out-of-school youths but also to individuals who lose job opportunities and might consider beginning a career in a different industry (P&A Grant Thornton, 2021).

In an article written by Llego (2022), with the international, legal and standard-setting documents as well as Philippine laws, the notion of inclusion has been emphasized as the cornerstone for development endeavors, including education. All learners, especially those who have been excluded and marginalized, have a fundamental right to a quality basic education. These learners may be in specific circumstances and have distinct educational requirements due to their personal, social, cultural, and economic context, and this recognition is the foundation of these regulations and instruments. They serve as the framework's foundations for the inclusive education policy.

As stated by USAID (n.d), indicates the efficiency of ABC+ project in assisting the Department of Education and other education partners in addressing the interrelated causes that lead to substandard academic results in the Philippines' worst performance regions. With a specific emphasis on system improving, this initiative identifies creative and long-lasting solutions to the persistent problems affecting youngsters across the Philippines in the areas of mathematical skills, reading comprehension, and socioeconomic factors development.

As per Tenazas (2014), in the Philippines, a thorough evaluation of the program is the first step in our primary assistance for ALS. Youth and adults who were not in school were given a basic education through the ALS program. Advocates of the Alternative Learning System seem to have understood that, in a nation like the Philippines, the conventional school system cannot deliver education on its own. Even if dropout rates become zero tomorrow, some kind of ALS will still be required in 70 to 80 years to offer adults who are illiterate, neo-literate, or uncertified with relevant education. This is due to the fact that up until yesterday, the number of dropouts in society had been steadily increasing.

By recognizing and expanding the young adults' set of knowledge and abilities, a multidisciplinary approach was applied to facilitate sustainable learning. Additionally, the learner-centered approach upholds the holistic notion of fostering free communication among students as well as the growth of critical thinking, literacy, language, and life skills. The following growth techniques were used (UNESCO, 2019).

Education for Sustainable Development (ESD) is important as well as its goal of developing students' capacity to make informed decisions and take actions that contribute to building a just society for present and future generations. Molina (2022). The article underscores the need to prioritize critical thinking and incorporate it effectively into educational practice to promote sustainability. By fostering critical and systemic thinking, analytical problem-solving, creativity, collaboration, and decision-making in the face of uncertainty, critical thinking can help students understand the interconnectedness of global challenges and their responsibilities as global citizens. Several challenges must be addressed to realize the potential of critical thinking according to this article, which includes reducing class

sizes to facilitate individualized attention, revisiting curricula to create space for critical thinking skills, harnessing the power of information and communication technologies to enhance learning experiences, and providing comprehensive teacher training on integrating critical thinking into their instructional practices, by this we will be equipping individuals with the skills needed to tackle global challenges and create a more sustainable future.

The findings of this study hold significant importance for the advancement of gifted education in the Philippines. By recognizing the potential of the K to 12 Education system, particularly in public schools, to support and nurture gifted students, the study sheds light on the opportunities that exist for enhancing the education of these students. The proposed curriculum development model and framework serve as valuable tools for curriculum planners, policymakers, and educators, providing them with a structured approach to develop an effective and inclusive curriculum that caters to the unique needs of gifted students. The study's emphasis on public schools is noteworthy, as it highlights the potential for expanding gifted education beyond private institutions and making it accessible to a wider range of students. By addressing the issues and challenges faced by teachers and administrators, the study brings attention to the practical aspects of implementing a gifted curriculum in public schools, providing valuable insights for educators in this setting (Pawien, 2018).

#### *E. The Role of the Local Government in Realizing Education Opportunities*

Chaudhuri (2020), the Local Government in India promotes education focusing on the initiatives of local government bodies in the state of West Bengal. The author identifies key strategies that have been effective in promoting education opportunities, including partnerships with civil society organizations, community engagement, and innovative funding mechanisms. The study provides insights into how local governments can play a critical role in promoting education and realizing education opportunities.

As per Torres and Natividad (2017), the Local Government of Valenzuela City enhanced access to basic education, particularly for out-of-school youth. The authors identify key initiatives that have been implemented by the local government, such as scholarship programs, alternative learning systems, and community-based education. The study provides insights into how the local government can collaborate with other stakeholders to realize education opportunities and improve educational outcomes in the local context.

In the United States, the Local Government's aim to assess their state-collected local taxes to pay public education from kindergarten through college. Aside from funding, the Local Government has the power to decide education policies should be implemented. In addition to acting as a liaison between local communities and state education agencies, their job is to make important choices on funding and teaching (Kryiakou, 2018).

To raise educational standards and optimize public expenditures, several emerging nations have given Local Government's control over education services. Decentralized

governance proponents assert that moving choices into nearby schools improves public policy accessible to community concerns, enhances transparency, and encourages advancement. Decentralization has advanced further in some nations, where schools are now responsible for creating personal improvements while exercising a form of authority over how they spend their resources (World Bank Group, 2016).

In the study of Manasan, et al., (2011), Local government units (LGUs) provide and assess the additional funding in fulfilling public basic education since they have access to the Special Education Fund (SEF), a reliable source of funds designated specifically for the basic education sub-sector.

According to Solo, as cited by ed choice (2023), noticed that the "neighborhood effects" in terms of education can be used to support either the establishment of a minimum level of education and state funding of education.

Echaure and Dela Rosa (2022), promotes the educational needs of IP learners who lack the ability to access essential educational services and technological resources which are partnered by the Local Government Unit and Department of Education.

Decentralization proponents contend that moving decision-making closer to institutions helps the government more responsive to neighborhood concerns, enhances transparency, and encourages innovation (World Bank Group, 2016).

Furthermore, making sure that everyone has equal access to educational and career possibilities, and other societal objectives like lowering inequities brought on by socioeconomic deprivation. There are numerous national community education experimental zones set up across the country. Governments created plans, established objectives, delegated responsibilities, and placed a focus on assessment to promote community education in the experimental regions. In the advanced stage, governments standardized educational careers, professionalized the team, established, and improved networks, optimized mechanisms and systems, and nourished brands, among other things (Jiang, 2015).

Kim, et al. (2004), community education is a sort of educational activity that makes use of all available educational resources in each area with the goal of raising the general standard of living for all community members while also promoting social and economic growth.

The study orientation was found to have a significant influence on and predict college readiness and emphasizing the importance of developing effective study habits and attitudes. The findings underscore the significance of non-cognitive factors, such as study orientation, in preparing students for college (Mamba, et al., 2021).

#### *F. Synthesis*

The gathering of information to local and foreign investigation is determined with other utilized studies which emphasize the "Strategic Approach of Project Tokbuk to Out-of-School Youth ". The Local Government Unit (LGU) is responsible for exercising and providing essential public services especially in line of basic education. Thus, basic



education must be made available to everyone but both national and local educational structures will not be able to meet all of the necessary societal, monetary and workforce needs. According to the study, LGUs have the power to assist public basic education with additional financing through their ability to obtain a reliable source of funds designated specifically for the basic education sector (Cuenca, et al., 2011). One of the most important keys to success is education. Moreover, the Local Government Unit granted higher accessibility to offer a quality and highest level of public education system to promote community engagement as well as the progress and development in educational opportunities.

Meanwhile, the comprehensive approach of education through the cooperation of the Local Government Unit (LGU) and the public seeks to advance universal access to education. Utilizing this approach, education engages closely together local government, the public, youth, and educational institutions to ensure that local governments are held responsible for promoting equitable learning opportunities and assist citizens in taking the lead in ensuring the educational rights of all youth. In response to this, out-of-school youths consider education is crucial for their development as an individual, future possibilities, and the general fulfillment of the community, but access to education is more essential for them as well.

Overall, the strategic approach of education to out-of-school youths must be motivated by an awareness of their specific challenges and conditions. In addition, the Local Government should try to offer adaptable and encouraging initiatives which can aid in their educational goals.

### 3. Research Methodology

#### A. Methods of Data Gathering and Analysis

This research aims to assess each of Out-of-School Youth's best way for learning according to their approaches level within the City of Valenzuela. The 3 barangay was chosen as the research study site based on its well-known considerable population density and significant number of Out-of-School Youth cases. With the assistance of the City Government of Valenzuela and the Department of Education (DepEd), ALS Valenzuela has kept reinforcing its dedication to all Out-of-School Youth and their beneficiaries that no one would leave behind.

The present study used a mixed method. It helps researchers better understand the relationships or discrepancies between qualitative and quantitative data, give participants a chance to speak up and share their experiences throughout the research process, and facilitate various lines of inquiry that add to the body of knowledge and help researchers get to the bottom of issues. As several viewpoints shed light on the topics being investigated, mixed methods can promote better scholarly interaction and enrich the experiences of researchers (Shorten & Smith, 2017).

Through the application of both qualitative and quantitative approaches, mixed methods research allows academics to explore several perspectives and find links among the intricate

layers of our diverse study questions. (Bowers, et al., 2013).

The researchers used Purposive Sampling. It selects a specific group of individuals or units for analysis, not at random, but "on purpose," participants are selected. This sampling technique enables the researcher to concentrate on particular areas of interest and collect detailed information on those subjects. Purposive sampling is a concept that was thoroughly examined in this article, along with the benefits and drawbacks of using it to research projects. Purposive sampling begins with a predefined sampling frame and proceeds iteratively in the process of choosing research topics. Schutt emphasizes the significance of every sampling component holding a distinct position in relation to the research project (2006: 155). In this sense, researchers frequently employ a deliberate sampling approach to choose informants according to their specific familiarity with and/or understanding of the subject matter of the empirical investigation (Robinson, 2014).

#### B. The Case Study Site

The study area consists of 3 barangays (Gen T. De Leon, Marulas, Malinta) with a large percentage of Out-of-School Youth in Valenzuela City. It ranked 5th in terms of population size among the 12 cities and five municipalities in the NCR (PSA, 2002). Valenzuela City was selected as a result of all the initiatives that has taken to advance educational approach for its residents, particularly to those Unenrolled on formal Education in order to determine the Effectivity of Strategic Approach to education for Out-of-School Youth and give the study needed data and information in Barangay Gen T. De Leon, Marulas, and Malinta Valenzuela City. The data gathered by this study was come up with the City Government of Valenzuela throughout the entire office of ALS Valenzuela.

Moreover, the extent of numbers of Out-of-School youth became the more significant problems and difficulties for researching community understandings and approaches to the rise in unschooled youth. A community's capacity to quickly adapt to situations upon an area is to respond to basic education, consolidate to a highly urbanized city, production of infrastructure, and existence of programs and projects for unschooled youths in a locale. In addition, the City has a high percentage of Out-of-School Youth in challenges of basic education, and it ranked 5th term in line with population size among the 12 cities and 5 municipalities in the NCR. The context and social effects on out-of-school youth in Its location makes it a great existence to research locale understandings and responses to basic educational opportunities. The research study was conducted in Valenzuela City whereas the target participants are all Out-of-School Youth.

As reported by the City Government of Valenzuela (2023), The ALS Valenzuela provides a comprehensive strategic approach to all youths in Valenzuela City. Through the United States Agency for International Development (USAID) program in collaboration with the Department of Education (DepEd), Technical Education and Skills Development Authority (TESDA), and the Education Development Center (EDC), the Opportunity 2.0 approach strengthens systems for the vulnerable sector of out-of-school Filipino youth to access

Table 1  
Socio demographic profile of the study site

Study Site	Population (Individual)	Population (Household)	Population of Out-of-School Youth	Number of Target Participants
Gen T. De Leon	95,809	25,935	10,845	40
Marulas	59,339	15,914	6,515	40
Malinta	52,107	13,177	6,132	40
Total	207,255	55,026	23,492	120

learning, earning opportunities, improve the education system, employment, and livelihood outcomes of Filipino out-of-school youth.

Valenzuela City was selected as a study site for its valuable and suitable offer of assistance on our study focusing the educational approach for Out-of-School Youth.

1) Socio-Demographic Profile of the Study Site

Valenzuela City was selected as the study site, specifically Barangay General T. De Leon, Marulas, and Malinta according to their large numbers and the large proportion of Out-of-School Youth in the said barangay. These geographical areas were selected since they had enough individuals existing there that fulfilled the qualifying requirements over those who do not participate in formal education.



Fig. 2. Location and geography of Valenzuela city

The study provided selected barangay an appropriate order pursuant to their placement, giving priority to the regions with the greatest proportion of out-of-school youth. The study aims to obtain extensive knowledge and understanding about the efficacy and productivity of those services offered toward these specific demographics by emphasizing on those highly populated areas. Using this approach assisted the study to undertake an in-depth assessment, which resulted in conclusions that might improve the accessibility of support and care systems for Out-of-School Youth.

A. *Barangay General Tiburcio De Leon* - as mentioned by Philatlas (2020), Gen T. De Leon classified as the highest population barangay of Valenzuela city. Over a period of 30 years, the population of Barangay General T. De Leon increased by 50,078 from 45,731 in 1990 to 95,809 in 2020. From the previous population of 89,441 in 2015, the most recent census data in 2020 shows a positive growth rate of 1.46%, or an increase of 6,368 individuals. The positive growth of Out-of-School Youth that range in age from 15-24 years old

in Barangay Gen T. De Leon was increased from 9.79% to 9.86% as of 2015, between 2015 and 2020, it will rise 0.05% to 1.46%.

B. *Barangay Marulas* - classified as one of the selected barangays to be conducted in our study, Barangay Marulas population increased by 3,160 individuals from 56,179 in 1990 to 59,339 in 2020. In addition, the household population of Marulas in the 2015 Census was 53,852 broken down into 13,625 households or an average of 3.95 members per household. According to the most recent census data, there were 53,978 people living there in 2020, a rise of 5,361 individuals, or an increase in population of 2.01%. Moreover, according to the 2015 census, the percentage of out-of-school youth in Barangay Marulas who are between the ages of 15 and 24 has grown, rising from 9.99% to 10.69%, it will increase 0.65% in 2015 and 2.01% in 2020.

C. *Barangay Malinta* - according to a report released by Philatlas (2020), the overall population of Barangay Malinta has increased over a percentage of 1.57%, or 3,710 people, compared to the most recent census that was carried out in the year 2015, and these had a previous total of 48,397. Therefore by 2020, Malinta has grown to 52,107, which is 7.29% of the general population of Valenzuela City. In Barangay Malinta, the percentage of out-of-school youth (15–24 years old) went from 10.6% to 10.2% as of 2015; between 2015 and 2020, it will rise by 0.88% to 1.57%.



Fig. 3. Geographical location of barangay gen. t. de Leon, marulas, and Malinta

Due to the larger population growth in the selected barangays, they can offer significant data and information applicable to our study. The objective of this study, which is focused on these barangays, is to obtain detailed information and viewpoints about the success of educational strategic approach for out-of-school youth, particularly in those

barangays where there are more out-of-school youth than average in Valenzuela City.

Specifically, it includes the data and information of the Out-of-School Youth and 3 barangays in Valenzuela City that will provide the socio-demographic profile such as population, Household, and livelihood in 3 barangays to make use as important factors in utilizing the efficiency and enhancement of the program in Valenzuela City and to the research study. As a result, the study site will work out the required distinguished socio-demographic profile of the out-of-school youth and respective barangays.

The researchers concluded that the sites would contribute biggest factor in achieving the procedures by obtaining extensive knowledge to determine the efficiency of the study, achieving a significant result by gathering views, feedback, thoughts, and experiences of the beneficiaries and local leader's respective barangay, which would be vital in assessing the program's efficacy in each recipient. This will help researchers to establish the reliability of the study with regards to accomplishment of the study's objectives.

This study aimed to collect perspectives from Valenzuela City residents about the efficacy of a program that includes activities to support out-of-school youth and motivate them to pursue further education. In particular, the researchers carry out the study which is greatly influenced by the beneficiaries of the above-mentioned program and its socio-demographic profile as shown in Table 1.

### C. Data Collection

A wide variety of resources, materials, and assistance particularly the government documents, papers, literature, and research have been generated concurrently to facilitate this study. The researchers have the goal of using this approach in order to collect the necessary data for conducting an in-depth analysis of the issue at stake. The researchers obtained work on gathering data since survey questions and interview questions were developed and examined simultaneously by certain subject matter specialists. With the objective to provide further insights into the efficacy of Project Tokbuk beneficiaries, the collected data and outcomes were examined, assessed, and summed. During conducting the survey, the researchers composed a communication letter to academics, policy makers, and implementers addressing the main aim of the study. This letter served as a basis for additional research and establishment of an in-depth comprehension of the perceptions, experiences, and views regarding the program effectiveness for the beneficiaries. Furthermore, all data acquired shall be derived from the people who lived in Valenzuela particularly to the 3 barangays.

The researchers have faced various difficulties, including limited funding and time constraints due the On Job Training. The primary barrier faced by the researchers was critically locating the informants and respondents who were available. Lastly, the absence of government data that academics use for the study, and to the irritated government employee who confronts us each time we ask for data documentation.

### 1) Semi-Structured Interview

A research tool called a semi-structured interview questionnaire is used to collect qualitative information during in-person or online interviews. Providing a set of preset questions while also allowing for flexibility and probing based on the interviewee's responses, it mixes structured and unstructured aspects. The study used a generic interview guide and a list of preset questionnaires. Contrary to a properly planned questionnaire, the interviewer is free to change the order of the questions or ask more follow-up inquiries to delve further into pertinent topics. This method enables a deeper comprehension of the interviewee's experiences, viewpoints, and perspectives.

The semi-structured interview was administered through face-to-face together with the consent form signed and approved by the key informants. Using interviews, the researchers established an open-ended questionnaire which consisted of questions that need to be subjected and make allow a conversation between the researchers and key informants. It assures that all questions are appropriate, no sensitive information is left unnoticed. All the participants should ask the same questions to minimize the unfairness while conducting the interview process. Furthermore, all the questions answered in the language they are comfortable with and based on their views and experiences. Before the interview process, the researchers asked the key informants consent to record the interview for the purpose of data transcription. In addition, the researchers also informed the key informants that all the data and information collected would be confidential.

#### a) Local Government Unit

To learn more regarding how the program might be improved for out-of-school youth, the researchers interacted with the officers in charge, in particular the staff members. These employees have insightful knowledge about the program's efficacy. The study improved understanding of how the program operates according to the interview with these experts. The accessibility as well as the standard of the program improved as a result of the government officials' and researchers' working together. This study used a semi-structured interview, the interviewee adheres to a broad interview guide or a predetermined set of questions, but they are free to go deeper into some subjects and modify the questions in response to the participant's comments.

#### Policy makers:

To acquire important insights and information for this study, the researchers interviewed the policy maker of the program in Valenzuela City. This authority offers first-hand experience and insights for the program based on their positions and responsibilities in local governance and policy making. The interview provides the researchers a chance to have an in-depth conversation with policymakers and government representatives, enabling the researchers to learn about the programs' effectiveness, points of strength, and points of weakness. The data gathered from the interview helped us to fully comprehend the local government's methods and strategies.

*Policy Implementers:*

The Project Tokbuk Katok para sa Magandang Bukas was implemented by the (ALS) Alternative Learning System (Valenzuela). The Policy Implementers were interviewed for the study. Due to their duties in community and policy implementation, this personnel provides the program with personal knowledge and perspectives. Their experience and expertise were highly important in ensuring the data gathered was relevant and suitable for the study. Furthermore, those data gathered based on the informants contribute to this study and to the researchers a more substantial approach in making the outcome of the study better and efficient.

*b) Academics*

The Officers in Charge, PLV Community Engagement and Extension Services were interviewed on this study. As an Office in Charge in Community Extension, he gained knowledge regarding the situation outside, especially the conditions of Out-of-School Youth. Through his experiences, he gives insights, views, and strategies on how to make the program effective. The insights of the academician provide a deeper comprehension in the development of the program. Furthermore, by considering the viewpoints additional areas for enhancement of the study can be recognized. Academics have more expertise researching Out-of-School Youth, including studies and program operations. It discusses their findings and makes suggestions for incorporating this knowledge. It is able to shed light on the challenges and possibilities for cooperation between governmental organizations and academic institutions. It assists by offering knowledge, advice, and mentorship to research initiatives. It is vital to remember that the specific

participant in a research project relies on the subject matter and style of the study. The quality and significance of research findings can be significantly improved by working with specialists in the pertinent domains.

*2) Profile of the Respondents*

The researchers surveyed a total of 120 respondents from the 3 specific barangay in Valenzuela City. Their involvement contributes to the study's entire significance and depth by providing insight regarding the opinions, specifications, and perspectives of the beneficiaries interacting with those areas in addition to offering important insights. Their active involvement provides the researchers with a useful lens through which to view the complex dynamics and importance of this program's efficacy for each beneficiary.

*3) Profile of the Key Informants*

To gain an in-depth understanding of the situations underlying the Effectiveness of the program TOKBUK in Valenzuela City, the researchers conducted interviews with three (3) key informants who are representatives of various departmental sectors. These informants included ALS Valenzuela, Office of Councilor Mickey Pineda, and PLV Community Engagement and Extension Services. They are essential to the development and advancement of the enhancement of the program. The representatives from the city's division offices could provide informative details regarding the difficulties that arise when implementing and enhancing the said program along with the practical solutions that are employed to overcome these obstacles. The study's significance as well as importance are increased by having an in-depth understanding of the program's implementation, local

Table 2  
Profile of the respondents

Respondents ID	Age	Gender	Location	Duration of Stay	Civil Status	Education Attainment	Monthly Income
001-040	15-17	M - 21	Gen T. De Leon	0-3 yrs	Single	Primary and Secondary	Below P5,000
	18-20	F - 19		4-7 yrs			P15,001-P20,000
	21-23			12 yrs and above			P20,001-P25,000
	24-25						
041-080	15-17	M - 19	Marulas	0-3 yrs	Single, Married, and Divorced	Primary and Secondary	Below P5,000
	18-20	F - 21		4-7 yrs			P5,001-P10,000
	21-23			8-11 yrs			P10,001-P15,000
	24-25			12 yrs and above			
081-120	15-17	M - 22	Malinta	0-3 yrs	Single	Primary and Secondary	Below P5,000
	18-20	F - 18		4-7 yrs			P5,001-P10,000
	21-23			8-11 yrs			P15,001-P20,000
	24-25			12 yrs and above			

Table 3  
Criteria for identifying the target participants for extracting views and experiences beneficiaries of the program

Criteria	Remarks
Out-of-School Youth in Valenzuela City	The study will focus primarily on Valenzuela City Residents who are classified as Out-of-School Youth. This guarantees that the study's results are relevant and accurately shows the problem and experiences of citizens.
Out-of-School Youth Residents of 3 selected Barangay in Valenzuela City	Those residents of the 3 selected barangay that are currently not enrolled in formal education.
Beneficiaries of the Program	The survey focuses on the individuals who are beneficiaries of the program, to ensure their experiences to the implementation of the program.
Gender of TOKBUK Beneficiaries	Various points of view from both male and female respondents may have an influence on the research as their concerns and backgrounds are considered the same.
Age of Out-of-School Youth Residents	The age of the Out-of-School Youth respondents should be 15-25 years old

Table 4  
Profile of the key informants

Key Informant Category	Designation/Position	Years in Service	Date of Interview
Academe/Academician	OIC, PLV Community Engagement and Extension Services	2 years and 8 months	November 7, 2023
LGU Policy Implementer	Focal Person, ALS Valenzuela	More than a year	November 10, 2023
LGU Policy Maker	Committee on Basic Education, City Councilor	4 years	November 8, 2023

interactions, problems with resources, and other possible possibilities for program enhancement with a focus on the beneficiaries and out-of-school youths. Their perspectives and points of view improve the study's applicability, importance, and impact on enhancement of the program.

4) *Data/Document Review*

The concept of Data/Documents Review pertains to the operation of going through and assessing the data documents in order to find information and views. This approach entails assessing the knowledge, organization, and the capability of the data documents in order to ensure their accuracy and reliability. It regularly analyses the findings throughout the process over any discrepancies. In addition, data documents across a variety of sources may be appropriate to identify any developments.

5) *Literature Review*

A literature review is an in-depth evaluation of published studies and academic works on a particular subject or research question. In order to pinpoint important ideas, theories, approaches, and knowledge gaps, it entails methodically going over, summarizing, and analyzing the literature that has already been published. A literature review's objectives are to provide a theoretical framework and context for a research study, show knowledge with the body of literature, and support the necessity of the ongoing investigation. It aids in the development of

research questions or hypotheses as well as the understanding of the present level of knowledge on a subject.

D. *Data Analysis*

As mentioned earlier, this research used qualitative data analysis to achieve better understanding of the Effective educational strategic approach for out of school youth in Valenzuela City, Philippines. In addition, the study gathered primarily and analyzed the usage of the content analysis. This framework method is used to gather and analyze the secondary data which helps the study to see the current state of out of school youth in 3 selected barangays in Valenzuela city. The interviews are conducted using a semi-structured format which will be analyzed using content analysis. This study used the qualitative approach to gather the possible outcome of the study and provide conclusions based on the findings.

1) *Content Analysis*

Content analysis is a research method used to identify patterns in recorded communication. To conduct content analysis, you systematically collect data from a set of texts, which can be written, oral, or visual. Luo (2022). The researchers used this method to assess data gathered through interviews with experts and local authorities. In studying the Effective Educational Strategic Approach, a suitable method for studying semi-structured interviews is content analysis. This

Table 5  
Research design matrix

Objectives	Data Sources	Tools	Analytical Tools
To determine the implementation of the program	Policy Makers	Semi-Structured Interview	Content Analysis
	Policy Implementers	Semi-Structured Interview	Content Analysis
	Alternative Learning System, Valenzuela	Semi-Structured Interview	Content Analysis
	Community Leader (CSWDO)	Semi-Structured Interview	Content Analysis
	Academics	Semi-Structured Interview	Content Analysis
	Government Data/Documents	Data/Document Review	Document Analysis
	LGU (Mayor, Department of Education, DepED)	Data/Document Review	Document Analysis
	Secondary data (Existing Research Literature)	Literature Review	Document Analysis
Objectives	Data Sources	Tools	Analytical Tools
To analyze the current status of the Out-of-School Youth	Policy Makers	Semi-Structured Interview	Content Analysis
	Policy Implementers	Semi-Structured Interview	Content Analysis
	Alternative Learning System, Valenzuela	Semi-Structured Interview	Content Analysis
	Community Leader (CSWDO)	Semi-Structured Interview	Content Analysis
	Academics	Semi-Structured Interview	Content Analysis
	Government Data/Documents	Data/Document Review	Document Analysis
	LGU (Mayor, Department of Education, DepED)	Data/Document Review	Document Analysis
	Secondary data (Existing Research Literature)	Literature Review	Document Analysis
To determine the effectiveness of the project	Respondents	Survey Questionnaire	Descriptive Analysis
To develop recommendation for policy enhancement	Policy Makers	Semi-Structured Interview	Content Analysis
	Policy Implementers	Semi-Structured Interview	Content Analysis
	Alternative Learning System, Valenzuela	Semi-Structured Interview	Content Analysis
	Community Leader (CSWDO)	Semi-Structured Interview	Content Analysis
	Academics	Semi-Structured Interview	Content Analysis
	Government Data/Documents	Data/Document Review	Document Analysis
	LGU (Mayor, Department of Education, DepED)	Data/Document Review	Document Analysis
	Secondary data (Existing Research Literature)	Literature Review	Document Analysis

method helped researchers in determining the purposes, objectives, and communication patterns of people, groups, and organizations. By carefully reviewing the information provided by officers, specialists, and local authorities, researchers can get important insights into the viewpoints, experiences, and knowledge on the Effective Educational Strategic Approach for Out-of-School Youth in Valenzuela City

### 2) *Descriptive Analysis*

The study used descriptive analysis to describe the current situation of the out of school youth in 3 selected barangays in Valenzuela City. Descriptive analysis is one of the most important phases of statistical data analysis. It provides you with a conclusion about the distribution of your data, aids in detecting errors and outliers, and lets you spot patterns between variables, preparing you for future statistical analysis. Villegas (2022).

The survey questionnaires are interpreted and analyzed using descriptive methods once they have been gathered. It helped the study to analyze data that helps describe, show, or summarize data points in a constructive way such that patterns might emerge that fulfill every condition of the data. Rawat (2021). This method's primary benefit is that it collects data directly from participants rather than relying on preconceived ideas or theoretical opinions. With the use of this methodology, the researchers aim to gather a list of information, observations, and procedures that most individuals would concur are accurate. The researcher can evaluate these approaches' efficacy and make wise decisions about how to improve them by examining the data gathered using them.

### 3) *Narrative Analysis*

The researchers used an approach of narrative analysis for collecting knowledge, information as well as data through the use of semi-structured interviews along with using the sets of questions to gather the different participants point of view. This analysis approach used to undertake an interpretation of data upon the transcription of key informants' answers. Through the use of this application, the researchers were able to fully analyze the participants' experiences and their viewpoints.

### 4) *Document Analysis*

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic. (Bowen, 2009) The study utilizes document analysis, which has the advantage of allowing them to assess the effectiveness of documents in the context of second data, for further document analysis on public documents like policy manuals or policy programs, and lastly on journal articles. Moreover, document analysis involves examining and interpreting data to uncover meaning, gain understanding, and come to a conclusion. Lumivero, (2023) The analysis of exact, accurate, and complete data is made possible by this strategy, which benefits the study by reducing the possibility of bias and errors being introduced into studies. This ensured the validity and plausibility of the results.

### 5) *Textual Analysis*

The method of textual analysis used for taking apart and assessing a piece of text of an article to determine its goal, relevance, and implication of it. This approach can be used to

produce articles, books, and lectures.

### 6) *Quantitative Analysis*

To assess and analyze the distinction along with the categories and set of groups you may use the quantitative methods of the Kruskal-Wallis H Test and the Mann-Whitney U test to correlate with the assumptions of parametric tests. The relevance of using the irregular or non-normally distributed data in examining the difference among the outline of the assumptions in distribution of variation may not be true. According to Sundjaja, J. H. (2023) The Mann Whitney U test was also known as Wilcoxon Rank-Sum test, it gives out a non-parametric equivalent to the parametric Student's t-test. This statistical method is designed for comparing means between two independent groups, specifically when the data does not adhere to a normal distribution. Hence, it proves to be particularly valuable for analyzing numerical or continuous variables. To illustrate, in a research scenario where there is a need to compare age or height, which are continuous variables, between two distinct groups, and the data is nonnormally distributed, researchers can appropriately employ the Mann Whitney U test. Nonetheless, the Kruskal-Wallis test is a statistical method employed for comparing two or more groups concerning a continuous or discrete variable. Not relying on specific data distribution assumptions, it is a non-parametric test and shares similarities with the oneway analysis of variance (ANOVA). The Kruskal-Wallis test is alternatively known as the one-way ANOVA on ranks or the Kruskal-Wallis one-way ANOVA McClenaghan (2023). To evaluate the responses of participants in the study of an Effective Educational Strategic Approach for Out-of-School Youth in Valenzuela City, the statistician used Likert Scale questions. The results, which are presented in Table #7, present the calculated weighted mean and standard deviation obtained from these answers. In order to identify and classify the participants' congruent responses, the study employs both numerical and verbal interpretations for a qualitative evaluation of the data.

### 7) *Framework of Analysis*

To answer the research questions, the researchers utilized a triangulation technique that presents various facts, procedures, and assumptions. The study applies both quantitative and qualitative methodologies to offer an in-depth understanding of the research subject. In addition to using literature and study reviews on the current publications that connected with program efficiency for the out-of-school youth and beneficiaries, the researchers also first gathered the reviews of secondary data sources and analyzed the pertinent information gathered from government documents and data. In addition, were employed by the researcher to collect firsthand accounts and perspectives from the two study sites' inhabitants concerning the program's efficacy in serving the program's beneficiaries. The questionnaire is divided into three sections: the first asks questions about the respondent's sociodemographic profile; the second section includes a Likert scale and rating; and the third section has open-ended questions. The researcher's last technique was conducting a semi-structured interview with key informants using a predetermined set of questions to gather their insights.

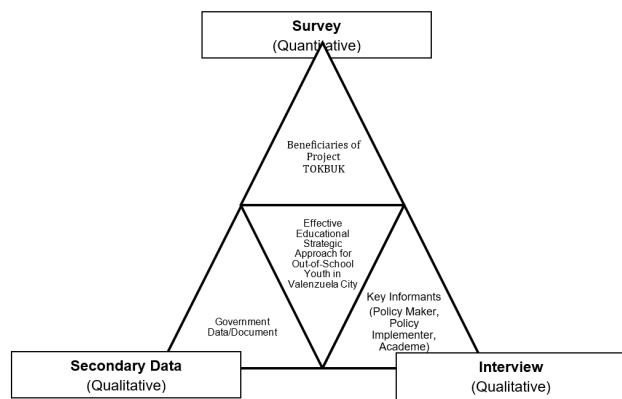


Fig. 4. Framework analysis used in the study

**E. Ethical Consideration Statement**

In conducting this research, ethical considerations have been considered to ensure that the rights and welfare of all participants are protected. The research has been approved by the academic institutional research review board, and all participants have given informed consent before participating in the study. All personal information collected during the study was kept confidential and used for the purpose of this research. The data collected, analyzed and reported in a way that does not reveal the participants' identities. Furthermore, the research adhered to all relevant ethical guidelines and standards, including those related to data privacy, informed consent, and fair treatment of participants.

**4. Results and Discussion**

This chapter presents the results, the analysis and interpretation of data gathered from the answers to the questionnaire distributed to the field. The said data were presented in tabular form in accordance with specific questions posted on the statement of the problem.

**A. Level of Awareness of the Residents Towards the Establishment of PROJECT TOKBUK – “Katok Para Sa Magandang Bukas” in Valenzuela City**

In this study, the first part of the survey questionnaire which is Part One the Likert Scale on views and experiences of TOKBUK beneficiaries towards the implementation of the program.

Table 4.1 shows the level of awareness of the residents towards the establishment of PROJECT TOKBUK – “Katok Para sa Magandang Bukas” in Valenzuela City. Based on the

result, the statement “*Dahil sa programang ito, nanumbalik ang aking kumpanya sa pag-aaral*” exhibits the highest weighted mean of (3.62) with a verbal interpretation of (Strongly Agree). However, the statement “*Nakatutulong ang programang ito sa pagbibigay ng pantay at oportunidad sa mga kabataan lalo na sa Out-of-School Youth*” exhibits the lowest weighted mean of (3.51) with a verbal interpretation of (Strongly Agree). The overall weighted mean for the parameter “Level of Awareness” is (3.62) with a verbal interpretation of (Strongly Agree).

**1) Equality and Opportunities**

In the first statement, “This program is helpful in providing equality and opportunities to young people, especially Out-of-School Youth” express that the primary objective of the program is to close the opportunity barrier for individuals who might not have had access to regular education.

All youth have an opportunity to achieve since the program helps level up opportunities by enabling access to education. According to Shiels et al., (2017), Considering the value of education to both individuals and society as a whole, it is obvious that all children should have access to education, which cannot be provided by the market.

**2) Importance of Education**

The following statement, “This program gives importance to the education of the youth especially the Out-of-School Youth” implies a youth educational program, especially for Out-of-School Youth, seeks to meet the needs of those who are not currently enrolled in any official educational institution.

The program acknowledges the value of giving educational opportunities and assistance to a portion of people that might find it difficult to attend standard schools. In accordance with Okoh et al., (2020), the federal government asserts that an inclusive and effective education system is indispensable for a nation to attain economic prosperity.

**3) Initiatives of the Program**

The third statement “As an Out-of-School Youth in Valenzuela City, this initiative is really helpful to me and for other youths” believes that an initiative will be extremely helpful for other youths in similar situations as well as to themselves. It might be an indication of the value of neighborhood-based projects and activities that meet the needs of youths who are not enrolled in school with the goal of empowering them and making a good impact on their life.

One strategy an organization should consider is empowering youth, particularly when it comes to involving young people in decision-making over their future. It also stated that initiatives using another program or policies can empower youths to

Table 6  
Level of awareness of the residents towards the establishment of PROJECT TOKBUK

Statement	Weighted Mean	S.D.	Verbal Interpretation
Nakatutulong ang programang ito sa pagbibigay ng pantay at oportunidad sa mga kabataan lalo na sa Out-of-School Youth.	3.50	0.60	Strongly Agree
Ang programang ito ay nagbibigay kahalagahan sa edukasyon sa mga kabataan lalo na sa Out-of-School Youth.	3.59	0.69	Strongly Agree
Lubos na nakakatulong ang programang ito sa mga kabataang tulad ko na Out-of-School Youth sa Valenzuela City.	3.52	0.66	Strongly Agree
Ang proyektong TOKBUK ay nakapag bigay daan ng maraming oportunidad sa akin.	3.52	0.65	Strongly Agree
Napataas nito ang aking loob para bumalik sa aking pag-aaral.	3.58	0.63	Strongly Agree
Dahil sa programang ito, nanumbalik ang aking kumpanya sa pag-aaral.	3.63	0.54	Strongly Agree
<b>Grand Total</b>	<b>3.62</b>	<b>0.53</b>	<b>Strongly Agree</b>

Note: Strongly Agree (4.00 – 3.28), Agree (3.27 – 2.52), Disagree (2.51 – 1.76), and Strongly Disagree (1.75 – 1.00).

Table 7  
Significant difference between the level of awareness and demographic profile

Variable Tested	Test Statistic	p-value	Interpretation
Age Group * Level of Awareness	1.464	0.691	There is no significant difference
Gender * Level of Awareness	1962.500	0.334	There is no significant difference
Location * Level of Awareness	2.704	0.259	There is no significant difference
Duration of Stay * Level of Awareness	1.386	0.709	There is no significant difference
Civil Status * Level of Awareness	1.856	0.395	There is no significant difference
Educational Attainment * Level of Awareness	1.379	0.502	There is no significant difference
Monthly Income * Level of Awareness	4.603	0.331	There is no significant difference

Note: Test at 0.05

become better (Child Hope, 2022).

Furthermore, the weighted mean of 3.58 indicates a verbal interpretation of the "Strongly Agree" responses, which is a highly positive assessment of the assertion.

#### 4) Engagement of OSY

The fourth statement "The Project TOKBUK has given me lots of opportunities" anticipated to bring about improvements or open them new opportunities. It implies getting involved in or contributing to this initiative may lead to a number of opportunities and chances for advancement. Additionally, it was created with a wide range of goals in consideration, offering plenty of chances to succeed within its parameters. This could imply that the project is all-encompassing and has the ability to affect different facets of a circumstance or field. It is the goal of a democracy that makes it possible for every citizen to feel heard and represented. In addition to bringing youths viewpoints into decision-making, we also hope to increase policymakers' understanding of the value, potential, and lots of opportunities for youth.

Through the initiatives, we hope to empower and inspire a new generation of lawmakers with democratic ideals, support, and a lot of opportunities to become active in the engagement of all young people in society, regardless of their age, gender, sexual orientation, religion, or ethnic heritage (NIMD, 2020). Additionally, a verbal interpretation of the "Strongly Agree" results is shown by the weighted mean of 3.51, which is unquestionably a very positive evaluation of the previously stated assertion.

#### 5) Inspiration and Encouragement

The fifth statement "It gives me more motivation to get back in school." suggests that something is providing additional inspiration or encouragement for someone to return to school. In this context, the person is expressing that there is a factor or circumstance that is motivating them to resume their education.

In the classroom setting, student motivation refers to the degree to which a student puts effort into and focuses on learning in order to achieve successful outcomes. Motivation and engagement are very important for sound student learning. Sternberg (2005), believes that motivation is very important for school success, in its absence; the student never may make an effort to learn. In addition, the weighted mean of 3.58 illustrates a universal "Strongly Agree" response, confirming a very favorable opinion of the above statement.

#### 6) Confidence and Support

In the last statement "This program gave me the confidence I needed to go back to my studies." suggests that the program provided support, encouragement, or skills that helped the individual feel more capable and self-assured in their ability to

engage in educational activities. As Norman & Hyland (2003) state, confidence is a factor in learning which can have its effects on students' participation and progress.

Confidence is very necessary for a student to take risks and engage in the learning activities and those who have confidence they are assured of their abilities and are setting goals for themselves and work hard to achieve their goals without worrying about the outcomes (Kanza, 2016).

There was an even "Strongly Agree" response, as indicated by the weighted mean of 3.62, indicating a very favorable opinion of the statement in question.

### B. Significant Difference Between the Level of Awareness of the Residents Towards the Establishment of PROJECT TOKBUK – "Katok Para Sa Magandang Bukas" in Valenzuela City and Their Demographic Profile

Table 7 shows the significant difference between the level of awareness of the residents towards the establishment of PROJECT TOKBUK – "Katok Para sa Magandang Bukas" in Valenzuela City and their demographic profile. Based on the result using Kruskal – Wallis H Test, the obtained p-value for the parameters "Age Group \* Level of Awareness,  $p = 0.691$ ", "Gender \* Level of Awareness,  $p = 0.334$ ", "Location \* Level of Awareness,  $p = 0.259$ ", "Duration of Stay \* Level of Awareness,  $p = 0.709$ ", "Civil Status \* Level of Awareness,  $p = 0.395$ ", "Educational Attainment \* Level of Awareness,  $p = 0.502$ ", and "Monthly Income \* Level of Awareness,  $p = 0.331$ ". Since the obtained p-values are greater than 0.05, then we failed to reject the null hypothesis. Therefore, there is no significant difference between the level of awareness of the residents towards the establishment of PROJECT TOKBUK – "Katok Para sa Magandang Bukas" in Valenzuela City and their demographic profile.

#### 1) Result of Demographic Profile

Age, gender, education, income, occupation, marital status, location, and other details are usually included in the study. It assists in forecasting future needs and challenges, aiding in long-term planning. Demographic profile analysis offers important insights into the composition and traits of a particular population or community.

Table 8 shows the distribution of the respondents in terms of age group. With a total count of 120 respondents, 36.7% of the responses are 15 – 17 years old (with a total count of 44 respondents), 28.3% of the responses are 18 – 20 years old (with a total count of 34 respondents), 18.3% of the responses are 24 years old and above (with a total count of 22 respondents), and 16.7% of the responses are 21 – 23 years old (with a total count of 20 respondents).



Table 8

Distribution of the respondents in terms of age of group

Age Group	Frequency	Percent
15 - 17 years old	44	36.7%
18 - 20 years old	34	28.3%
21 - 23 years old	20	16.7%
24 years old and above	22	18.3%
Total	120	100%

Table 9

Distribution of the respondents in terms of gender

Gender	Frequency	Percent
Male	62	51.7%
Female	58	48.3%
Total	120	100%

Table 9 shows the distribution of the respondents in terms of gender. With a total count of 120 respondents, 51.7% of the responses are female (with a total count of 62 respondents) and 48.3% of the responses are male (with a total count of 58 respondents).

Table 10

Distribution of the respondents in terms of location

Gender	Frequency	Percent
Male	62	51.7%
Female	58	48.3%
Total	120	100%

Table 10 shows the distribution of the respondents in terms of location. With a total count of 120 respondents, most of the responses are equally distributed from barangay Gen T. De Leon, Marulas, and Malinta (with a total count of 40 respondents).

Table 11

Distribution of the respondents in terms of duration of stay

Duration of Stay	Frequency	Percent
0 - 3 years	23	19.2%
4 - 7 years	33	27.5%
8 - 11 years	16	13.3%
12 years and above	48	40%
Total	120	100%

Table 11 shows the distribution of the respondents in terms of duration of stay. With a total count of 120 respondents, 40% of the responses stayed for about 12 years and above (with a total count of 48 respondents), 27.5% of the responses stayed for about 4 – 7 years (with a total count of 33 respondents), 19.2% of the responses stayed for about 0 – 3 years (with a total count of 23 respondents), and 13.3% of the responses stayed for about 8 – 11 years (with a total count of 16 respondents).

Table 12

Distribution of the respondents in terms of civil status

Civil Status	Frequency	Percent
Single	115	95.8%
Married	2	1.7%
Divorced	3	2.5%
Total	120	100%

Table 12 shows the distribution of the respondents in terms of civil status. With a total count of 120 respondents, 95.8% of the responses are single (with a total count of 115 respondents),

2.5% of the responses are divorced (with a total count of 3 respondents), and 1.7% of the responses are married (with a total count of 2 respondents).

Table 13

Distribution of the respondents in terms of educational attainment

Educational Attainment	Frequency	Percent
Primary	28	23.3%
Secondary	91	75.8%
Did not graduate	1	0.8%
Total	120	100%

Table 13 shows the distribution of the respondents in terms of educational attainment. With a total count of 120 respondents, 75.8% of the responses finished secondary school (with a total count of 91 respondents), 23.3% of the responses finished primary school (with a total count of 28 respondents), and 0.8% of the responses did not graduate from school (with a total count of 1 respondent).

Table 14

Distribution of the respondents in terms of monthly income

Monthly Income	Frequency	Percent
Below Php 5,000	106	88.3%
Php 5,001 - Php 10,000	10	8.3%
Php 10,001 - Php 15,000	1	0.8%
Php 15,001 - Php 20,000	2	1.7%
Php 20,001 - Php 25,000	1	0.8%
Total	120	100%

Table 14 shows the distribution of the respondents in terms of monthly income. With a total count of 120 respondents, 88.3% of the responses has a monthly income of below Php 5,000 (with a total count of 106 respondents), 8.3% of the responses has a monthly income of Php 5,001 - Php 10,000 (with a total count of 10 respondents), 1.7% of the responses has a monthly income of Php 15,001 - Php 20,000 (with a total count of 2 respondents), 0.8% of the responses has a monthly income of Php 10,001 - Php 15,000 (with a total count of 1 respondent), and 0.8% of the responses has a monthly income of Php 20,001 - Php 25,000 (with a total count of 1 respondent).

C. Status of the Out-of-School Youth in Valenzuela City

This study showed the status of the Out-of-School Youth specifically in the three (3) barangays in Valenzuela City, Barangay Gen T. De Leon, Marulas and Malinta. Valenzuela City, believing that all people should have access to a basic education, is stepping up its efforts to encourage more out-of-school youth (OSY) to return to school and complete their education. To be ready for the Accreditation and Equivalency (A&E) test, learners are led via learning strands. Upon passing the A&E exam in high school, students receive diplomas that they can use as identification when applying to senior high school and, eventually, colleges.

The out-of-school youth in Valenzuela continue their education under the Tokbuk project, according to our conducted survey. This program has aided them in pursuing their studies, as it has motivated and provided them with the opportunity to experience learning without financial concerns. They receive free educational materials and meals through the Tokbuk project, ensuring that they can focus on their studies without

worrying about financial barriers.

#### *D. Effectiveness of the Project Tokbuk*

According to the results of our survey, out-of-school youth have experienced positive effects from the Project Tokbuk. Programs that are effective engage participants by connecting the material to their goals and daily lives. Engagement can be increased through interactions to real-world opportunities, career guidance, and training in practical skills. They have been encouraged by the program to return to school, and this is one of the steps they are taking to complete their education. They receive free educational materials, as well as a food allowance. All they need to do is attend classes in their respective barangays. Most respondents in our survey see Project Tokbuk as effective for them.

First, comprehensive programs with well-articulated program components and hypothesized objectives, led by a conceptual framework, have a higher chance of being successful. Second, all components of the programs must be integrated with a constructive framework for youth development that offers high school students' safety, relationships of support, meaningful youth involvement, skill development, and a voice in all program decisions. Third, personnel must possess the abilities to foster a pleasant atmosphere and be able to build strong bonds and relationships with young people (Donnell and Kirkner, 2014).

Programs should also use project-based learning to accomplish enrichment activities and connect curriculum to state topic standards. Projects in after-school programs are beneficial because they can ingeniously include young people in learning that is more community-focused, hands-on, and interactive than what usually takes place in a classroom. Developing the abilities required to raise test scores and grades may be even more successful when these innovative learning opportunities are connected to the learning objectives of the school.

##### *1) The Responsive Approach to Individual Educational Needs in the TOKBUK Program*

In the open-ended survey questions, participants consistently emphasized that the unique strength of PROJECT TOKBUK lies in its steadfast commitment to fostering an inclusive learning environment, transcending age-related barriers that often hinder educational aspirations. The notion that age should not be a determinant of one's ability to pursue education emerged as a recurring theme, with participants commending the project for dismantling preconceived notions and providing equal educational opportunities to learners of all ages.

In addition, respondents highlighted PROJECT TOKBUK's dual commitment to not only promoting educational inclusivity but also to addressing practical needs by providing essential school supplies. This multi-faceted approach was lauded as a holistic strategy that recognizes the interconnectedness of access to resources and academic success. By supplying students with necessary educational materials, such as notebooks, pens, and other essentials, PROJECT TOKBUK goes beyond the traditional scope of educational support, acknowledging the tangible challenges that learners may face.

The provision of school supplies emerged as a tangible expression of the project's dedication to removing barriers to learning, ensuring that students have the tools they need to fully engage in their educational pursuits.

Mayor WES Gatchalian of Valenzuela City spearheaded the distribution of educational materials to 2,100 Alternative Learning System (ALS) learners on October 11, 2022, at the Event Center. Since 2016, the local government has consistently included ALS participants in the provision of school kits, maintaining this support even amid the challenges posed by the Covid-19 pandemic. Over the course of seven years, this initiative has played a pivotal role in facilitating the return of thousands of out-of-school youths and adults to formal education. According to Mayor Wes in his message during the ALS kit distribution stated, *"Ito po ang pangalawang pagkakataon na maging maayos ang [inyong] buhay. Balang araw po, itong desisyon ninyo ay hindi-hindi niyo pagsisihan. Makakatiyak ako na kapag kayo ay magkatrabaho na sa future, makikita niyo po na itong sakripisyo ninyo sa pagpasok sa ALS program ay makakatulong sa inyong buhay."*

Following that, one of the key informant stated that *"Of course, syempre through project tokbuk eto yung stepping stone nila para makatapos sila ng pag-aaral, so you offer them opportunities 2<sup>nd</sup> chance opportunity to finish their education to have a better future, no? so, talagang malaki, etong programang nato malaki ang contribute for them to access quality educations, because here in Valenzuela talagang we are offering talaga quality education, inclusive education tayo not just yung mga regular students natin but also yung mga we have this project diba yung education 360 kasama jan yung mga ALS, SPED, MADRASAH so dito we make sure and we valenzuelano ay magkaroon ng access sa education through this project no? so yun nga we reach them out sa abot ng aming makakaya, lahat ng target namin na OSY in every barangay ay kelangan ma-encourage naming na mag enroll sa programa no? so mabigyan sila ng ikawalang pagkakataon na mabago ang kanilang buhay."*

Moreover, participants expressed a deep sense of gratitude for the thoughtful integration of this support system, noting that the provision of school supplies not only alleviates financial burdens on students and their families but also symbolizes a broader commitment to nurturing a conducive learning environment. In this way, PROJECT TOKBUK is not merely seen as a program that facilitates academic completion but as a comprehensive initiative that understands and addresses the multifaceted needs of its participants. The synergy between equal opportunity advocacy and practical support in the form of school supplies contributes significantly to creating a more equitable and supportive educational ecosystem through PROJECT TOKBUK.

##### *2) Achieving Academic Objectives with the Help of the TOKBUK Program*

Most of the respondents expressed a collective viewpoint about Project Tokbuk, highlighting its pivotal role in providing opportunities for individuals who hadn't concluded their formal education. Respondents consistently praised the program for acting as a source of hope and a renewed chance for those who,

due to diverse circumstances, were unable to complete their academic pursuits. Project Tokbuk's notable impact, as underscored by those surveyed, stems from its unwavering commitment to inclusivity and its provision of a personalized learning experience that addresses the specific needs of each participant.

Through the supervisions of Department of Education - Valenzuela and City Division of Schools, Project Tokbuk classified as an educational framework in the Philippines especially in Valenzuela City. Serving as a viable alternative to the traditional formal education system, TOKBUK incorporates a diverse range of knowledge and skills from both non-formal and informal sources. Positioned as a second-chance education initiative, its primary objective is to empower OSYA learners, enabling them to continue their educational journey in a manner, time, and location that aligns with their preferences and individual circumstances. The ultimate aim is to facilitate the achievement of their goals, such as enhancing their quality of life and transforming into productive contributors to society.

### 3) *The Impact of the TOKBUK program on Valenzuela City's Out-of-School Youth*

Many emphasized how important the program was in boosting self-confidence in those who wanted to go to school and learn new things. Respondents indicate that TOKBUK has been a successful catalyst in restoring the confidence of those who have a desire to study but may have encountered obstacles related to their personal or financial situation. As Norman & Hyland (2003) state, confidence is a factor in learning which can have its effects on students' participation and progress. Self-confidence is very necessary for a student to take risks and engage in the learning activities and those who have self-confidence are assured of their abilities and are setting goals for themselves and work hard to achieve their goals without worrying about the outcomes (Kanza, 2016).

In addition, participants repeatedly pointed out how the program enables people who truly have a desire to learn and face barriers such as lack of resources or internal motivation to enter and complete higher education. They said TOKBUK provides impetus in building a supportive environment where students who are motivated could explore overcoming obstacles and successfully pursue their educational goals. This is done by creating a conducive environment and answering financial queries; therefore, learners are able to seek knowledge and finish their courses.

Subsequently, the ALS Valenzuela focal person stated that *"Actually, the Project Tokbuk was started last 2016, it was initiated by the city government headed by our Mayor Rex Gatchalian and our ALS action of Sir City Councilor 2nd District Charie Pineda. So, when we realize the number of the out-of-school youth increasing and the way the city government through the city council develop this project tokbuk or katok para sa Magandang bukas, so it really helps in addressing the number OSY in Valenzuela City because the target participants are really intended of course for the OSY. What we did is we are going house to house so yun, pumunta kami house to house nag kakatok and then yung mga target na OSY namin in coordination with the barangay ay pinupuntahan namin sa mga*

*bahay bahay to encourage them to enroll in the program, in the ALS program. So, talagang malaking factor to makatulong para ma-reduce yung OSY dito sa Valenzuela City. Kasi kami mismo ang nag nag pupunta sa mga bahay nila to reach them out to enroll them in the program. So, not just yung mga campaigning or yung advertising na there is ALS Program, also yung talagang ano mo sila makaharap sila face to face ikaw mismo lalapit yung programa na mismo ang lumalapit."* Similar to that, ALS Valenzuela Policy Implementer stated *"The idea is to personally get – in touch with OSY or possible ALS students. They're personally invited, asked to fill-up registration forms and we're given school materials right away. When we get them to sign, then it meant that an OSY is now a student."*

Overall, the feedback from the respondents highlighted that the Valenzuela TOKBUK program has not only been an educational endeavor but has also become a source of inspiration, removing obstacles that might have prevented people from pursuing their academic goals. One of the most noticeable aspects of TOKBUK's influence on the decline in the number of out-of-school adolescents in the city is the offer of support and confidence, especially to those who are struggling financially.

### 4) *Analyzing Beneficiary Views of the TOKBUK Program's Implementation*

Majority of the respondents suggest that they have a positive view of Project TOKBUK's implementation. Based on their comments, it seems that the majority believe that the project is being carried out without major problems or difficulties. Respondents expressed happiness or fulfillment with the way Project TOKBUK is being carried out, indicating a widespread agreement that the initiative is accomplishing its goals successfully and has not run into any notable barriers. The respondents' favorable opinion of the execution highlights how successful and effective they thought Project TOKBUK was.

Certainly, there are differing opinions on the factors influencing the success or challenges of a project, and some respondents may contend that the absence of a good classroom is a significant issue. Those who hold this perspective might argue that the physical learning environment is crucial for effective project implementation.

### 5) *Future Objectives for Improving Valenzuela City's Out-of-School Youth Project TOKBUK*

The majority of respondents expressed desire for an excellent classroom indicates an important area of focus and concern. It appears that participants place a high value on the physical learning environment and consider it to be an important determinant of their overall learning process. On the other hand, a portion of participants support greater class hours. Their perspective reveals a desire for a more immersive learning environment, implying that they think longer class periods could improve their level of comprehension, engagement, and general subject-matter mastery. This viewpoint brings up issues with achieving a balance between ideal learning environments and the real-world limitations imposed by participants' schedules.

Moreover, a noteworthy proportion of participants expressed

a desire for an allowance, providing insight into possible financial difficulties that some may have encountered. This point of view emphasizes how crucial it is to take into account the socioeconomic environment in which the Tokbuk project is implemented.

Subsequently, ALS Valenzuela Policy Implementer stated that *“ALS as a program is already in progress. It is running in good system, although we are always into innovations and re-evaluating means and other necessities, we feel needed to be addressed to keep the program in efficient working operation.”*

Similar to what the ALS Academician states *“Siguro number one is ano... We need to consider, siyempre, especially, lalo na, yung academe. Support ng academe which is PLB and you as a researcher. No? When you talk about improving implementation, magbe-base yan sa result. And then, ang isa naman na makakasagot yun is the legislators. Sa kanila nang magre-relate. Sa kanila nang magre-relate. Sa kanila nang magre-relate. And then, yung improvement of the implementation kasi is... Magre-rely din yan saan? Sa outcome ng program. Kung gaano ba ka-effective? Gaano ba ka-successful? Pero, ayun yung isa sa magandang i-pattern. Maganda talaga magkaroon ng improvement. Katulad ng sinabi niyo, as you said on the day before, the previous question, which is, do you consider the development? So, ang kalakip ng development strategies and approaches is yung improving of implementations. From, ang tawag dito, intangible to tangible. Ngayon.”*

#### *E. Proposed Framework Development for Improving Project TOKBUK*

The suggested framework for Project TOKBUK, "Katok Para sa Magandang Bukas," offers a thorough and practical strategic approach to improving educational possibilities for youth who are not enrolled in school in Valenzuela City. In order to collect baseline data on the current educational environment and the demographic profiles of the out-of-school youths in Valenzuela City, an extensive need assessment will be carried out first. A comprehensive approach for engaging stakeholders, including parents, community leaders, and possible educational partners, will be included in this report. By guaranteeing that the framework is rooted in the particular difficulties and goals of the community, this kind of inclusive engagement promotes a sense of shared responsibility.

With an emphasis on creating a sustainable model, resource mobilization will be pursued through strategic alliances with governmental organizations. To quantify the effectiveness of the program, monitoring and evaluation procedures will be put in place, such as performance indicators and periodical assessments. The establishment of capability and the study of options for scaling up will guarantee sustainability. Prioritizing feedback systems, adjusting to changing requirements, and building a knowledge base for best practices and lessons discovered will all contribute to continuous improvement. With a foundation in cooperation, flexibility, and community service, this framework seeks to improve out-of-school youths in Valenzuela City's educational chances and create the road for a better future.

#### *1) Problem Identification*

In order to launch the project TOKBUK in Valenzuela City it is a must to develop a lot of resiliency and strategy planning that is emphasized by the hardworking team behind the project. Almost 5 years ago, the project just started and had some difficulties. The community was quite skeptical at the beginning and it was mainly due to another project called Tokhang that was being undertaken at the same time. This created doors closure during house visits, and the residents fearing consequences. The problem was that "tokhang" and "tokbuk" are similar in sound which made things even messier. There was hesitation in receiving these programs, particularly in the identification of OSY, who, most of the time, weren't as eager to continue their education. For some, the leading consideration was getting a job as soon as possible, which made it hard to juggle between their job and studies. When talking to the beneficiaries, the struggles continued as there was a lack of willingness and quite a strong urge to enter the workforce rather than opting for education. ALS teachers had a hard time making students see the value.

Moreover, ALS teachers met even more demanding expectations of their careers, as they not only taught pupils but checked their progress, and also went to pupils at their homes to make sure they stayed interested. Critical was to understand and support the students in every aspect of their academic sojourn, not only what happened in the classroom.

Budget constraints emerged as a critical factor, emphasizing the importance of financial resources for effective program implementation. Despite the formidable challenges, the commitment of the ALS teachers and the realization of the significance of education offer glimmers of hope for the transformative potential of Project TOKBUK in the lives of Valenzuela City's out-of-school youth.

#### *2) Implementation of the Proposed Policy Enhancement*

The City Divisions of Schools are expected to take charge of the suggested framework development's implementation. As the office in charge of ALS program leadership, execution, and coordination, they will also be essential in carrying out the other strategies that have been outlined. They will direct and carry out the identified recommendations in the study with cooperation from all of the Barangay Alternative Learning System (ALS) Coordinators and other stakeholders.

According to the collaborative effort which demonstrated, the Division City of Schools shall work extensively with the respective government institutions and non-governmental organizations. The city shows that it is committed to the Alternative Learning System (ALS) by sponsoring this collaborative endeavor. They are going to work together to create and carry out the initiatives that are detailed in the study.

Furthermore, participating in such initiatives highlights the wide range of basic education flexibility, which is crucial. This will be essential for utilizing the resources, specialized knowledge, and innovative solutions that will aid in resolving the difficulties that have been identified. By participating, the communities particularly those with the highest concentration of youth who are not in school will become more flexible and work together to improve the city's basic education capacities.

Due to the numbers and percentage of youths who are not in school, it increases and fluctuates based on the circumstances accompanying their existence, the suggested framework development's adoption strategies plan must be flexible. Citizen and stakeholder interactions, suggestions ways, and continual assessments will be incorporated into the development process in order to address emerging possibilities and difficulties. As a result, the ALS program may be implemented inside a more flexible framework through the adaptive approach that the aforementioned organization developed alongside individuals. The City Divisions of Schools will take responsibility in implementing this suggested policy framework in accordance with the study's conclusions. The aforementioned agency and the City Division of Schools will work together to improve the execution of the initiatives provided in the study.

### 3) *Stakeholders/Offices Involved in the Implementation*

Acknowledging the duties associated with this suggested framework development into action, the City Government of Valenzuela anticipates that recognized ALS officials and committees will play a vital part in the city's community. This demonstrates how the City Government implements in accordance with a policy implementer, and members of the basic education committee coordinated together. Alternative Learning System (ALS) Valenzuela leading an effort in providing high-quality basic education services and monitoring educational attainment for all city's out-of-school youth. In addition, Barangay Gen T. De Leon, Barangay Malinta, and Barangay Marulas are now dedicated locations of Learning Centers for program beneficiaries, which supports their vision. The supporting organization for basic education concerns that deals with the societal side is the City Divisions of Schools, which supervises the Alternative Learning System (ALS) in Valenzuela.

Interactive expertise in educational institutions for Out-of-School Youth requires a diverse and inclusive strategy that examines the particular circumstances of this population. These programs can help empower youths who are not in school and enhance their chances for the future by uniting different stakeholders and utilizing a range of resources. The Department of Education (DepEd) works with a range of stakeholders, including local government organizations, community leaders, and other governmental agencies, to promote laws that aid in the education of those who are not enrolled in school. In order to assure an effective and efficient strategy for basic education, this framework development aims to establish an interconnected and broad inclusive approach for out-of-school youth in Valenzuela City.

### 4) *Monitoring and Evaluation*

The Division City of Schools will oversee and assess the framework development quarterly in order to ensure compliance with a quarterly parallel learning system that recognizes opportunity problems and difficulties and even illustrates the successful growth in order to make it better and strengthen. The following improvements are advised in order to reinforce the efficiency and flexibility of ALS Valenzuela initiatives:

\*Creating a Robust System to monitor Beneficiaries'

Progress: Administered a reliable mechanism to track and assess ALS initiatives. Gather information on the impact of the programs throughout, learner execution, and participation regularly. Utilize this data to guarantee responsibility, highlight areas in need of development, and make choices that are well-informed.

\*Adopting a Flexible Program Delivery: Offer students a variety of schedule alternatives, such as nighttime, weekend classes, and online classes. To accommodate various learning styles and circumstances, utilize face-to-face, virtual, and blended learning methods. Using those flexible strategies, it will aid the gaps and challenges of beneficiaries regarding the time constraints and class schedule.

*Establish a Technology Integration:* Dispensing a digital device provided by the City Government of Valenzuela which can help to facilitate instructional content more accessible, enable distant learning, and offer participator resources. Also ensure that the curriculum includes lessons in digital literacy.

*Additional Funding and Resource Allocation for the TOKBUK Beneficiaries:* Allocating supplementary funds for the program beneficiaries yearly and enduring funding models by collaborating with public, commercial, and nonprofit organizations. Also granting financial provision and additional budget allotment that improves the execution of programs and basic education funds are taken into consideration by the local and national governing bodies.

This suggested framework's efficacy was examined using a mixed method of qualitative and quantitative approach. The qualitative methods included conducting key informant interviews to get their views, experiences, and knowledge on the TOKBUK program's implementation and residents' involvement, analyzing data on the program's effectiveness and effects, and evaluating how Alternative Learning System (ALS) Valenzuela resources were allocated and used. Through the use of various survey questions gathered from the collection of present knowledge as well as practices, the quantitative methodologies allowed for a comprehensive evaluation of the experiences and viewpoints of the program beneficiaries in three selected barangays within the City of Valenzuela.

In addition, working together with members of the Committee on Basic Education and members from the program's stakeholders and beneficiaries, the DepEd - ALS Valenzuela appointed members will assess the suggested framework development. The assessment committee is required to create a comprehensive analytical report that presents the study's findings and offers suggestions for future development. This will be presented to the City Council and other significant stakeholders for in-depth examination. Through the implementation of these strategies, the City of Valenzuela assures the effectiveness of proposed framework development that has been monitored and evaluated. This will help the city to strengthen the action for basic education specially to the programs for out-of-school youth and plans in order to establish a more systematic and future-based education system in Valenzuela City.

## 5. Summary of Findings, Conclusions and Recommendations

This section shows the summary of the findings, conclusions and recommendations of the results obtained in the study entitled “PROJECT TOKBUK – “Katok Para sa Magandang Bukas”: An Effective Educational Strategic Approach for Out-of-School Youth in Valenzuela City”.

### A. Summary of Findings

#### 1) Level of Awareness of the Residents Towards the Establishment of PROJECT TOKBUK – “Katok Para sa Magandang Bukas” in Valenzuela City

After the completion of the study on the three target communities, the findings on the statement “Through this program, my confidence in studying has been rebuilt.” received the highest level of agreement, indicated by a weighted mean of 3.62, corresponding to “Strongly Agree.” This suggests strong endorsement from respondents, signifying that the program has positively impacted their confidence in education.

On the other hand, the statement “This program helps in providing equal opportunities for the youth, especially for Out-of-School Youth” received a slightly lower but still positive weighted mean of 3.51, also falling within the “Strongly Agree” range. This implies a favorable perception that the program contributes to providing equal opportunities for youth, particularly those identified as Out-of-School Youth.

Overall, the combined results yield an impressive, weighted mean of 3.62 for the “Level of Awareness” parameter, with a consistent interpretation of “Strongly Agree.” This indicates a robust community awareness and positive reception of PROJECT TOKBUK, reflecting the program's success in garnering support and recognition among Valenzuela City residents.

#### 2) Significant Difference Between the Level of Awareness of the Residents Towards the Establishment of PROJECT TOKBUK – “Katok Para sa Magandang Bukas” in Valenzuela City and their Demographic Profile

The survey showed that 36.7% of the total respondents were from respondents aged 15-17 years old, with a total count of 44. In addition, 51.7% of the respondents were from male participants, with a total count of 62. Majority of the respondents, comprising 40% or 48 individuals, have stayed for 12 years and above. Furthermore, 95.8% of the total respondents with the total count of 115 individuals, were from single respondents. Lastly, 75% or 91 respondents have completed their secondary education.

Going on to the obtained p-value for the parameters related to Significant difference between the level of awareness of the residents towards the establishment of PROJECT TOKBUK we found that there is no significant difference between the group when grouped according to their age group, gender, location, duration of stay, and educational attainment. This is indicated by the obtained p-values for the parameters “Age Group \* Level of Awareness,  $p = 0.691$ ”, “Gender \* Level of Awareness,  $p = 0.334$ ”, “Location \* Level of Awareness,  $p = 0.259$ ”, “Duration of Stay \* Level of Awareness,  $p = 0.709$ ”, “Civil Status \* Level of Awareness,  $p = 0.395$ ”, “Educational Attainment \* Level of

Awareness,  $p = 0.502$ ”, and “Monthly Income \* Level of Awareness,  $p = 0.331$ ”. Since the obtained p-values are greater than 0.05, then we failed to reject the null hypothesis. Therefore, there is no significant difference between the level of awareness of the residents towards the establishment of PROJECT TOKBUK – “Katok Para sa Magandang Bukas” in Valenzuela City and their demographic profile.

#### 3) Status of Out-of-School Youth in Valenzuela City and the Contribution of the Project to their Education

This study sheds light on the status of Out-of-School Youth (OSY) in three specific barangays in Valenzuela City—Barangay Gen T. De Leon, Marulas, and Malinta. Knowing how important it is for everyone to have access to a basic education, Valenzuela City is making a special effort to encourage OSYs, or outof-school youth, to return to school and complete their education. The city is preparing students for the Accreditation and Equivalency (A&E) test by putting them through targeted learning pathways in a hands-on manner. If students pass this exam, they will receive diplomas, which are crucial for identification when they transfer to senior high school and, if they so want, when they pursue higher education at universities. It ultimately comes down to providing chances for everyone to excel in their academic endeavors.

The Tokbuk project according to the survey has made Valenzuela's out-of-school youths accept education with the support willing to give. This program has transformed everything since it has motivated them to continue with further education and wiped out any financial roadblocks that could have been placed in the way. Children are supplied with both meals and important education materials through the Tokbuk project, thus relieving financial pressure on them and allowing them focus on their studies. The all-encompassing support proves how dedicated the program is to equipping Valenzuela City's out-of-school youth and ease their educational path.

#### 4) The Effectiveness of PROJECT TOKBUK – “Katok Para sa Magandang Bukas” in Valenzuela City to the Beneficiaries

The survey results show that Project Tokbuk really influences the unschooled youths. This offers real-life options, career advising and skills that you can use in the workplace, thus it surpasses the classic learning process which could detach participants from everyday life. The impact of the program is clearly seen in the way participants are encouraged to go back to the formal education system to complete their assignments. The Participants are given Free educational materials and a meal stipend to ease the transition back to school with this. It's also more accessible because they can just come to their own barangays. The majority of respondents to our survey rate Project Tokbuk highly and consider it to have assisted their academic work.

### B. Conclusion

In conclusion, the study conducted in the three community regarding PROJECT TOKBUK looks like an overwhelmingly result. In addition, the participants are not only supportive but also eager for the program and how it boosts their academic confidence. The recognition of equal access especially for those who do not attend school, emphasizes the positive effect of the

program. The program managed to get a favorable response from the people of Valenzuela City which is apparent in the great awareness. Basically, the survey suggests that Project TOKBUK is a household name, showing that it does get to and involves individuals from different groups. This proves its omnipresent control over the rise of awareness and gathering of the support in the community of Valenzuela City.

The outcome of the survey presents a clear picture on how Project Tokbuk is changing the lives of the unemployed youth. This curriculum is a change agent instead of being only educational materials. By the subtle integration of various program components, it has started a fire in the participants evoking them to go back to formal education. It's not only about textbooks but matching the curriculum with their objectives, providing practical education, career counseling and teaching practicality. To make the deal more attractive there are free educational materials and a food stipend that eliminate the most annoying barriers to learning. The overwhelmingly positive response from survey respondents affirms Project Tokbuk's efficacy as an influential and effective initiative supporting the educational journeys of out-of-school youth.

### C. Recommendation

Taking the excellent results of the PROJECT TOKBUK study, there are many new methods that can be used to improve the project and keep its potential growth. In the first place, given that the program is positively affecting the sense of self of the participants and, at the same time, offering an equal platform for education, may not we consider bringing the program to the city of Valenzuela? Collaboration with local organizations, schools as well as online resources will increase awareness, and this will lead to increased participation. Also, what has been fascinating is that anyone can get benefits from the training, irrespective of their background.

Working with governments, corporations, and non-profits we stand to receive additional funding for expansion. This requires a higher level of course materials, career counseling and training in transferable information. What we need to do to continue keeping things running is simply be consistent in our pursuit for stabilized funding.

A good commence doesn't mean too much if a program is taken for granted, control should be observed over time. Repeated reviews and feedback from all stakeholders will allow us to spot areas for improvement as well as change what is necessary to satisfy user requirements. At the end it is all about being flexible and ready to change when required.

For instance, customized resources or targeted engagement strategies could be implemented to cater to the distinct requirements of various age groups, genders, or educational backgrounds.

Furthermore, the transformative impact on out-of-school youth highlights the potential for scaling up efforts. Strengthening partnerships with governmental bodies, NGOs, and private enterprises could provide additional resources, allowing for the expansion of educational materials, career guidance, and practical skills training. A strategic approach to securing sustainable funding sources will be crucial for the

long-term success and scalability of PROJECT TOKBUK.

In summary, PROJECT TOKBUK is greatly helping the youth of Valenzuela City. Such recommendations act as the turbo boosts to ensure it reaches even more people, does better, and sustains over time. The positive response from the survey converts to a high five praise for the program, and all that has been suggested here will be the first bump pushing us further for more impactful changes in the neighborhoods.

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