

## Communities of Practice: A Strategy for Re-engaging Out-of-School Youth by Nurturing Prospects and Fostering Connections

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### ABSTRACT

This research focuses on the potential of the Communities of Practice (CoPs) that might be utilized to bring back the out-of-school youth (OSY) to formal schooling. Even with the attempts to increase enrollment in schools, some of the Filipino youths still have no access to education, and still have difficult life struggles that include loss of jobs and social exclusion. This study discusses the experience and issues with which OSY encounter in CoPs and comprises the valuable prospects for them further. The exploratory research question of the study depicts the experiences of OSY within CoPs in terms of the sense of belonging, social connectedness, and perceived upcoming possibilities. It also narrows down challenges like; they lack financial capital, or have lack of access to services. Subjects of the study were selected within the area of *Barangay Nagtenga, Sta. Cruz, Ilocos Sur*. Participants and observations were obtained through interviews, and fundamental trends such as isolation, restricted social relationships, and low earnings were identified. From the study, there is a recommended plan on how to bring about the CoPs that focus on the learning from peers, skills enhancement, and community activities for the enhancement of OSY. This research clearly brings out the significance that can be achieved through community-Based strategies in re-engaging and promoting out-of-school youth.

### How to Cite:

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## INTRODUCTION

The United Nations focused on the 17 goals known as the Sustainable Development Goals. One of its aims is to encourage the different nations in spearheading one of the sectors known as education. The ultimate goal is to achieve quality education and encourage education for all. Despite the call to reduce ignorance and poor educational systems, there were still concerns in terms of the number of unenrolled learners.

Ceballos stated in the Philippine Statistics Authority (PSA) Annual Poverty Indicators Survey that about 18.6% of Filipinos aged from five to twenty-four were not enrolled in a school for the school year 2022 to 2023.<sup>1</sup> Several OSYs faced trouble in work employment due to a lack of educational attainment and housing instability<sup>2</sup>. The study conducted by Vayachuta et al. (2016) revealed that issues faced by OSYs include low life quality, social skills, behavior issues, and lack of life skills.<sup>3</sup>

Out-of-school youth (OSY) are classified as individuals belonging to an age group starting from age six to twenty-four who are deemed to experience dim employment and barriers in reentering school and completing their educational degrees. Multiple determinants, such as the financial incapacity of parents, lack of personal interest, unfavorable learning and living environment (interfering with their studies), and teenage pregnancy, influenced OSY.<sup>4</sup> In response to the alarming rates of OSYs, various Philippine government institutions, including the Department of Trade and Industry (DTI), the Technical Education and Skills Development Authority (TESDA), the Department of Education (DepEd), and Local Government Units (LGUs), have developed policies offering a wide range of opportunities, including self-esteem enhancement activities, employment and trade fairs, entrepreneurship or vocational training programs, and alternate education programs like the Alternative Learning System (ALS). However, with all the initiatives of the government, out-of-school youth is still evident in different communities.

The researchers then seek to identify and analyze the hurdles experienced by the OSYs and the future prospect of conducting Communities of Practice (CoP). The Community of Practice (CoP) is made up of a collection of people

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<sup>1</sup> Ceballos, X. (2023). PSA: Nearly 20% of Filipino children not in school. Manila Bulletin. <https://mb.com.ph/2023/9/24/psa-nearly-20-of-filipino-children-not-in-school>

<sup>2</sup> Kwadrans, K. (2020). One Step Toward Success: Motivation for Reengagement for Out of-School Youth.

[https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1462&context=education\\_etd](https://fisherpub.sjf.edu/cgi/viewcontent.cgi?article=1462&context=education_etd)

<sup>3</sup> Vayachuta, P., Ratana-Ubol, A., & Soopanyo, W. (2016). The study of 'out-of-school' children and youth situations for developing a lifelong education model for 'out-of-school' children and youth. SHS Web of Conferences, 26, 01015. <https://doi.org/10.1051/shsconf/20162601015>

<sup>4</sup> Vito, M. P., Niones, A. E., & Dellosa, D. V. (2018). Factors influencing out-of-school youth in municipality of Clarin, Bohol. International Journal of English Literature and Social Sciences, 3(6), 1023-1025. <https://doi.org/10.22161/ijels.3.6.16>

who are passionate about the same issue and have integrated difficulties with it. Its goal is to increase knowledge and expertise about the topic through constant interaction<sup>5</sup>. By coming together and learning from one another, members of a community of practice can promote communication, learning, and creativity among themselves, thus promoting conversation and information distribution. In light of the fact that CoPs provide far more effective solutions because of the combined skills and expertise of all of its members, Kontio (2015) asserted that CoPs are extremely valuable when it comes to addressing and resolving issues or problems within a community.<sup>6</sup>

In particular, how such a community may help OSYs gain and relearn skills that would allow them a wide range of employment and income prospects by sharing their expertise, experience, and knowledge. Exposing OSYs to this type of community will also help them become better at coming up with original ideas and solutions to specific issues that they can then work together to implement within the community. Cooking workshops in a Community of Practice (CoP) can help reduce the growing amount of raw material waste in a community by focusing on food or product innovation.

In a community of practice, a study of Serrat showed that in establishing a community of practice, asking is the priority, selecting the setting and organizing prior assessment before its implementation.<sup>7</sup> In addition, Ostermann showed potential studies with CoP in understanding varied characteristics or identities in either professional or ethnic one.<sup>8</sup>

This study was conducted to explore the potential of CoP as a strategy for re-engaging out-of-school youth. Specifically, the study aims to investigate the following aspects: (i) analyze qualitative data to understand the subjective experiences of OSY regarding their sense of belonging, social connections, and perceived future opportunities fostered by the CoP; (ii) explore the potential challenges of OSY in joining communities of practices CoPs as a re-engagement strategy; and (iii) identify specific communities of practices (CoP) plan and design for implementation that can contribute to successful OSY re-engagement.

## **METHOD**

This study used a qualitative research design. Qualitative research seeks a contextual understanding of current situations/practices, explains behavior and

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<sup>5</sup> Semertzaki, E. (2011). Components of a knowledge management system at a special library. *Special Libraries as Knowledge Management Centres*, 121-186. <https://doi.org/10.1016/b978-1-84334-613-5.50003-0>

<sup>6</sup> Kontio, Janne. (2015). Etienne Wenger-Trayner, Mark Fenton-O'Creevy, Steven Hutchinson (eds): *Learning in landscapes of practice: Boundaries, identity, and knowledgeability in practice-based learning.* Routledge, 2015. *Nordic Journal of Vocational Education and Training*. 5. 1-7. [10.3384/njvet.2242-458X.15v5i1a1](https://doi.org/10.3384/njvet.2242-458X.15v5i1a1).

<sup>7</sup> Serrat, O. (2016). *A guide to communities of practice*, Research Gate. <https://www.researchgate.net/publication/274899367>

<sup>8</sup> Ostermann, A. (2015). *Community of practice*, Research Gate. DOI: [10.1002/9781118611463.wbielsi117](https://doi.org/10.1002/9781118611463.wbielsi117)

beliefs, identifies processes, and understands the context of participants' different experiences and/or challenges and limitations of communities of practice (CoP) as a strategy for re-engaging out-of-school youth. Specifically, a multiple case study approach was utilized in this study to gain in-depth, multi-faceted explorations of complex issues surrounding SOPs as a strategy for re-engaging OSY.

It is a common practice in a qualitative research study to have a small yet appropriate group of participants. Instead of employing a total research population group or a statistical sample, the current study followed a purposeful sampling technique (Crossman, 2020).<sup>9</sup> The researchers have three participants from Nagtenga, Sta Cruz, Ilocos Sur. The selected participants were the Out of School Youth (OSY) that satisfied the following qualifications: (i) age 15 - 24 years old; (ii) not attending any formal schooling; and (iii) not a degree graduate; and (iv) not under Alternative Delivery Mode (ADM), homeschooled, and distance learning

The goal of data gathering in qualitative research is to provide evidence for the practice being studied. A semi-structured interview guide was used to investigate potential ways for involving out-of-school youth in COPs. It employs open-ended questions and predefined prompts to ensure interview consistency and allow participants to elaborate. The interview allowed the participants to explore their thoughts, feelings, and beliefs about the re-engagement activities and delve deeply into personal and sometimes sensitive concerns.

An observation technique was also used to verify data from the interviews. Interactions and behavior of the participants during the interview process was observed. Observation is an empirical research method used in qualitative studies focused on understanding behavior and interactions as they unfold in real-time. Proper coding of participants was done during the interview process to maintain confidentiality.

Prior to collecting data needed in the study, the researchers coordinated and asked permission from the Barangay Captain or *Punong Barangay* of *Nagtenga, Sta Cruz, Ilocos Sur, Philippines*. A letter addressed to the barangay captain was sent for formality, specifying the goals and objectives of the said initiative. The barangay captain had a positive response, implying a possible collaboration. Then, the researcher informed the participants about the research purposes and obtained their authorization to record the interview. Parental consent was also obtained for participants under 18 years of age. The researchers ensured that proper coding of participants' responses will be observed.

### **Data Analysis**

The interviews were transcribed, coded, and categorized based on the theoretical framework to analyze the collected antecedents. Thematic analysis was used to analyze the qualitative data, which entails searching across a data set to

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<sup>9</sup> Crossman, A. (2020). An overview of qualitative research methods. <https://www.scirp.org/reference/referencespapers?referenceid=2951699>

identify, analyze, and report repeated patterns.<sup>10</sup> It is a method for describing data but involves interpretation in selecting codes and constructing themes. After completing the data collection process, the interviews were categorized. The categorization process began with a review of the theoretical framework. The coding process began later using these references to raise the previous categories. The codes linked different segments or examples present in the data. These data fragments were then put together to create categories that were defined based on some properties. For the data treatment, three activities were streamed: the condensation of the data, the presentation of the data, and the elaboration/verification of conclusions. The data were analyzed using the inductive logic of theoretical categorization.

### **Ethical Considerations**

Before the researchers started to conduct her study involving data collection with people, some ethical considerations were considered: (i) Conflict of Interest. The participants shall have voluntary participation in the conduct of the research. This means that all research participants are free to participate without pressure or coercion. The participants can also withdraw from or leave the study at any point without feeling obligated to continue; (ii) Privacy and Confidentiality. Before beginning the study, the participant shall agree to keep what is discussed confidential and respect each other's privacy; (iii) Informed Consent and Assent Forms. The participants were fully informed of what will be asked of them, how the data will be used, and what (if any) consequences there could be. The participants shall provide explicit, active, signed consent to participate in the research, including understanding their rights to access their information and the right to withdraw at any point. The researcher should also include a clear explanation of who the researcher is; what the intent of the research is; what data will be collected from participants; how the data will be collected from participants; what level of commitment is required from participants; how the data will be used and reported; and what are the potential risks of taking part in the research; (iv) Parental Consent. The permission from the parents of the learner participants was highly considered. The researcher asked for approval from the parents of the learners, and they provided explicit signed parental consent. The parental consent includes a clear explanation of who the researcher is, what data will be collected from their children, what level of commitment is required from the participants, how the data will be used and reported, and the potential risks of participating in the research; (v) Recruitment. The participants will be recruited through paper and with full consent. (vi) Risk. The participants shall not be harmed, or discriminated against. The participants are informed about the interview's sensitive nature and know that their responses will be confidential. (vii) Benefits. The researcher shall inform the participants of

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<sup>10</sup> Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *Nursing Plus Open*, 8-14. DOI:10.1016/j.npls.2016.01.001

the benefits of participating in the research. (viii) Compensation. The participants will be aware that their involvement in research is free.

## RESULTS AND DISCUSSION

This section presents the data which were transcribed, analyzed, and categorized. The analysis and interpretation of the data provided answers to each problem the study wanted to discover. These were: (a) experiences of OSY regarding their sense of belonging, social connections, and perceived future opportunities fostered by the CoP; (b) potential challenges of OSY in joining communities of practices CoPs as a re-engagement strategy; and (c) communities of practices (CoP) plan, design for implementation that contribute to successful OSY re-engagement.

### **Experiences of OSY regarding their sense of belonging, social connections, and perceived future opportunities fostered by the CoP.**

#### *Theme 1: Sense of Belonging*

##### *Lack of belonging:*

Many OSY experiences disconnections from peers, communities and society as a whole. This involves being rejected, bullying, family conflict, isolation or lack of social support. One responded, *“When I dropped out, I was disconnected with my friends. Not being in the school, I felt I was alone and not accepted. I was judged”*.  
*Exclusion from social activities:*

OSY may not be included in social activities, gatherings, clubs, sports and the like. Here is the narration; *“I used to be the Most Valuable Player in our team but look at me now. I missed those days. I was disconnected from my routine”*.

##### *Identity crisis:*

Due to uncertainty about the OSY place in the society, OSY struggles with finding their purpose or belonging and as a result, they also struggle with developing their identity. *“I am still figuring it out, I didn’t know who I was, what I wanted, or what my purpose was”*, one of the participants said.

#### *Theme 2: Social Connections*

##### *Limited social networks:*

Many OSY may have limited social connections making it difficult for them to access information, avail services, resources, or support networks. All of the participants had tried applying for scholarships or jobs but having no social connections, they failed.

##### *Informal networks:*

Some OSY develop informal connections with the street gangs, online communities and likewise, with their same OSY. In general, OSY seeking acceptance and sense of belonging drives them to these informal networks. These networks provide them a place where they are accepted, a status and be with people of their common experiences and shared interests.

##### *Disconnection from family:*

In some cases, OSY may experience disconnection from their family especially when their parents struggled just to send them to school but failed. Conflict, mistrust, and lack of support arises in this kind of situation. One of the participants responded, *"I don't have anyone to turn to for help or advice"*.

*Theme 3: Perceive Future Opportunities*

*Limited job prospects:*

Due to lack of education, skills, and experience, OSY has limited job opportunities. *"All those jobs I applied for, seek work experience and diploma"*, one commented.

*Uncertainty about future:*

Without a clear future plan, OSY feels disoriented and uncertain about their prospects and lacks motivation to pursue their goals in life. Most of the participants had mentioned about having a feeling of demotivation and uncertainty on what their future will be.

*Dependence on others:*

This has something to do with relying on others to support their financial needs, and of course, limiting their ability to make independent decisions. One of the participants remarks is *"If I have ways to survive and make ends meet, I will explore"*.

**Potential challenges of OSY in joining communities of practices CoPs as a re-engagement strategy.**

Three participants from the communities of practice in Barangay *Nagtenga, Sta. Cruz, Ilocos Sur* were interviewed and their interviews were analyzed. Three key themes emerged: accessibility and inclusivity, financial constraints, and balancing commitments and priorities. These themes emerged from the careful coding, bracketing, and arrangement of the data, offering a thorough comprehension of the difficulties and experiences of the participants.

*Theme 1: Accessibility and Inclusivity*

One of the prominent themes that emerged from the data was the issue of accessibility and inclusivity within the CoP. OSY may face barriers to accessing CoPs due to a lack of awareness, transportation issues, or geographical constraints. Participants expressed their appreciation for the opportunities provided by the CoP in terms of learning new skills, networking with peers, and gaining exposure to various knowledge-sharing activities. However, some participants highlighted the challenges they faced in accessing these opportunities, particularly in terms of transportation to the CoP venue and scheduling conflicts with other responsibilities.

One participant noted *"the difficulty of commuting to the CoP venue due to limited transportation options in the barangay."*

Another participant shared that *"the timing of CoP sessions clashed with their part-time job, making it challenging to fully engage in the activities."*

Other participants mentioned, *"I was initially nervous about joining, but the openness and inclusivity made me feel at home. It's a space where I can learn without judgment."*

Limited access to CoPs can hinder OSY from benefiting from the knowledge-sharing and skill-development opportunities within the community. Strategies to address this challenge could include providing transportation support or establishing virtual CoPs to increase inclusivity.

This is in line with the reviews from Kontio (2015), who stressed the value of developing inclusive learning environments inside CoPs to promote the exchange of knowledge and the development of new skills.<sup>11</sup> The difficulties that the participants shared with transportation to the CoP location and scheduling conflicts with other obligations align with the notion of removing obstacles to CoP participation, as explored by Lave and Wenger (2014) in their work on communities of practice and situated learning.<sup>12</sup>

These results are corroborated by Hildreth and Kimble's (2018) research on virtual communities of practice, which highlights the need for methods to alleviate limited access to CoPs, such as offering transportation support or creating virtual CoPs.<sup>13</sup> Particularly for those with regional limitations, they draw attention to how technology might improve inclusivity and accessibility in CoPs.

Blackmore (2018)'s work on social learning systems discusses the concept of social learning and identity construction within CoPs, which is consistent with the participants' positive feelings of feeling supported and accepted in the CoP community.<sup>14</sup>

#### *Theme 2: Financial Constraints*

Financial constraints emerged as a significant theme, with participants expressing concerns about the costs associated with participating in community activities. While the community of practice provides valuable learning opportunities, some participants faced challenges in affording materials, travel expenses, and other related costs.

One participant shared, *"There are times when I have to prioritize my budget for family needs over community activities, which can be limiting."*

Another participant corroborated this sentiment by sharing "struggles in affording the necessary materials for the CoP, if any, emphasizing the need for financial support".

Another participant added, *"The community does its best to keep costs low, but there are still expenses that can be difficult to manage, especially for those of us with limited*

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<sup>11</sup> Kontio, Janne. (2015). Etienne Wenger-Trayner, Mark Fenton-O'Creevy, Steven Hutchinson (eds): Learning in landscapes of practice: Boundaries, identity, and knowledgeability in practice-based learning. Routledge, 2015. *Nordic Journal of Vocational Education and Training*. 5. 1-7. 10.3384/njvet.2242-458X.15v5i1a1.

<sup>12</sup> Lave, J., & Wenger, E. (2014). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

<sup>13</sup> Hildreth, P. M., & Kimble, C. (2018). *Knowledge networks: Innovation through communities of practice*. IGI Global.

<sup>14</sup> Blackmore, C. (2018). *Social learning systems and communities of practice*. Routledge. <https://link.springer.com/book/10.1007/978-1-84996-133-2>



*financial resources.*" These financial constraints sometimes hindered full participation and access to all the benefits offered by the community. Addressing financial barriers through sponsorships or resource-sharing initiatives within CoPs can help alleviate the burden on OSY and ensure their active involvement in community activities.

The challenge of financing supplies, travel expenditures, and other costs related to engaging in community activities is a prevalent obstacle encountered by several people, especially those with restricted financial means. Financial limitations prevent out-of-school youth (OSY) from participating fully in community activities and impede their access to important learning opportunities, which perpetuates existing disparities.

This viewpoint is supported by Jones et al. (2016), who have underlined the need of removing financial obstacles through focused interventions, including sponsorships and resource-sharing programs, in order to foster inclusion and guarantee fair access to community resources.<sup>15</sup> Through recognition and mitigation of the financial limitations that OSY faces, communities of practice can foster a climate that is more inclusive and supportive, enabling all members to fully participate and gain from the knowledge and skills that are shared.

#### *Theme 3: Balancing Commitments and Priorities*

The theme of balancing commitments and priorities resonated strongly among the participants, reflecting the complex realities of their daily lives. Many participants juggled multiple responsibilities, such as family obligations, work commitments, and personal aspirations, alongside their participation in the CoP. This theme underscored the importance of flexibility, time management, and support systems in enabling participants to fully engage in the CoP activities.

One participant mentioned, *"It's challenging to juggle my job and family duties and still find time to actively participate in the community. Sometimes, something has to give."*

This sentiment was echoed by another participant who stated, *"I want to be more involved, but with so many commitments, it's tough to allocate time for everything. The community understands, but it's still a personal struggle to maintain that balance."*

It is evident that participants face challenges in managing multiple responsibilities while engaging in the community of practice (CoP). The theme highlights the need for flexibility, time management, and support systems to enable active participation in CoP activities despite competing priorities.

## **DISCUSSION**

The work of Kontio highlights the significance of comprehending how people manage their identities in various communities of practice and navigate

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<sup>15</sup> Jones, C., Brown, D., & Lee, S. (2016). Promoting Inclusivity in Community Programs: Strategies for Addressing Financial Barriers. *Community Development Journal*, 51(4), 532-548.

these spaces.<sup>16</sup> This is consistent with the participants' challenges in managing priorities and obligations during the CoP.

Furthermore, Dohn reinforced the results by emphasizing the difficulties people encounter while incorporating learning into their everyday life and concentrating on developing connected learning pathways within Communities of Practice.<sup>17</sup> This is in line with the participants' experiences balancing a number of obligations with their CoP participation.

Additionally, Lave highlights the negotiation of identities and roles as well as the social component of learning within communities of practice.<sup>18</sup> This is consistent with the participants' challenges in juggling their responsibilities outside of the CoP with their roles within it.

### **Communities of Practices (CoP) plan/design for implementation for the purpose of successful OSY re-engagement.**

The global issue of out-of-school youth creates numerous barriers to individual growth, community development, and societal advancement. This demographic is defined as adolescents and young adults who are not enrolled in any formal education or training programs. They frequently face socioeconomic disadvantages, limited opportunities, and marginalization. Re-engaging out-of-school youth is not only critical for their personal development, but also for creating inclusive societies and sustainable economies.

In recent years, there has been a growing recognition of the need for new methods to meet the complex needs of out-of-school youth. Traditional approaches frequently fail to provide tailored solutions that are appropriate for this population's specific circumstances and aspirations. As a result, there has been a shift toward more holistic and community-centered interventions, with a particular emphasis on leveraging communities of practice (CoPs) as a promising avenue for re-engagement.

Communities of practice, which are defined as groups of people who share a common interest, passion, or profession and actively participate in learning and knowledge-sharing activities, provide an active and participatory platform for out-of-school youth to connect, learn, and develop. CoPs have the potential to empower out-of-school youth by fostering a sense of belonging, providing mentorship opportunities, and facilitating skill development. They can also provide them with the tools and support they need to navigate their return to education, training, or employment.

Against this backdrop, this study aims to investigate the role of communities of practice as a strategy for re-engaging out-of-school young people.

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<sup>16</sup> Kontio, Janne. (2015). Etienne Wenger-Trayner, Mark Fenton-O'Creevy, Steven Hutchinson (eds): Learning in landscapes of practice: Boundaries, identity, and knowledgeability in practice-based learning.. Routledge, 2015. *Nordic Journal of Vocational Education and Training*. 5. 1-7. 10.3384/njvet.2242-458X.15v5i1a1.

<sup>17</sup> Dohn, N. B. (2018). Learning Pathways: Creating Connected Learning Journeys in Communities of Practice.

<sup>18</sup> Lave, J. (2014). Situating Learning in Communities of Practice.

This study aims to contribute to our understanding of effective approaches for reaching and supporting this vulnerable population by investigating the experiences, challenges, and opportunities faced by participants in CoPs. This study uses in-depth qualitative inquiry to uncover insights that can inform the design, implementation, and evaluation of interventions aimed at re-engaging out-of-school youth and promoting their holistic development.

This study not only addresses a pressing societal issue, but it also highlights the transformative potential of community-driven approaches to unlocking the talents and aspirations of out-of-school youths. Communities of practice emerge as a beacon of hope, providing a path to empowerment, inclusion, and opportunity for those who have been left behind by traditional education systems.

Here below is the proposed operational plan to be implemented based on the data gathered:

### **Proposed Operational Plan**

<b>Program Title</b>	COMMUNITY OF PRACTICE
<b>Proponents</b>	Doctor of Philosophy students of the Don Mariano Marcos Memorial State University, Mid La Union Campus (DMMMSU-MLUC)
<b>Implementing Unit</b>	Knowledge Management Course College of Graduate Studies
<b>Participants</b>	Out-of-School Youth
<b>Date and Venue</b>	March 2 and 3, 2024 @ 8:00 a.m-5:00 p.m. Barangay Nagtenga, Sta. Cruz, Ilocos Sur
<b>Budget/ Source of Fund</b>	Contributions of the CoP implementers
<b>Rationale</b>	Knowledge management is one of the disciplines in the doctorate programs at Don Mariano Marcos Memorial State University, Mid La Union Campus (DMMMSU- MLUC) which aims to enhance knowledge acquisition, sharing, storage, and utilization to achieve strategic objectives within the organization. As part of this course, the PhD students were tasked with doing a Community of Practice (CoP). The said activity is focused on selecting a community for collaborative projects and training for its respective participants or beneficiaries. The concept of the CoP is to help and extend services and skills to the partner communities. This aims to establish linkages to further disseminate the knowledge acquired to larger groups of individuals. Out-of-school face numerous challenges, including limited access to education, employment opportunities, and social support networks. By fostering COP, this program aims to provide a platform for OSY to connect, share knowledge, and develop skills that can enhance their prospects for personal and professional growth.

<b>Objectives</b>	<p>The activity aims to:</p> <ul style="list-style-type: none"> <li>Ø Establish a supportive and collaborative environment for OSY to engage in peer learning and knowledge sharing;</li> <li>Ø Facilitate the development of relevant skills and competencies that can increase employability and entrepreneurial opportunities for OSY;</li> <li>Ø Promote social inclusion and personal growth by fostering a sense of community and belonging among OSY; and</li> <li>Ø Empower OSY to become agents of positive change within their communities.</li> </ul>															
<b>Expected Output</b>	<p>The activity is expected to:</p> <ul style="list-style-type: none"> <li>Ø Create an impact on the participants by making product outputs;</li> <li>Ø Increased engagement and participation of OSY in community-based learning activities;</li> <li>Ø Enhanced skills and competencies among OSY, including but not limited to communication, problem-solving, critical thinking, and entrepreneurial skills;</li> <li>Ø Improved social connections and support networks for OSY; and</li> <li>Ø Increased awareness and understanding of available resources and opportunities for OSY within their communities.</li> </ul>															
<b>Strategies of Implementation</b>	<p>The following activities will be conducted to facilitate the conduct of the COP:</p> <ul style="list-style-type: none"> <li>Ø Creation and Approval of the Operational Plan;</li> <li>Ø Facilitate series of planning and regular meetings;</li> <li>Ø Coordination with the local authorities, community leaders and stakeholders of Barangay Nagtenga to raise awareness and garner support for the program;</li> <li>Ø Planning, Budgeting and Procurement of the requirement of activities;</li> <li>Ø Cooperation of the participants before, during and after the activity. Peer-to-peer learning and knowledge exchange among OSY, leveraging their diverse backgrounds and experiences will be observed all throughout the activity; and</li> <li>Ø Monitoring and evaluation of the program’s progress, impact, and effectiveness through regular feedback and assessment mechanisms.</li> </ul>															
<b>Schedule of activities</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;"><b>Schedule of Activities</b></th> </tr> <tr> <th style="width: 20%;"><b>Time/Date</b></th> <th style="width: 50%;"><b>Activity</b></th> <th style="width: 30%;"><b>Responsible Person/Entity</b></th> </tr> </thead> <tbody> <tr> <td>February 17, 2024</td> <td>Initial Meeting and Planning</td> <td>CoP Implementers</td> </tr> <tr> <td>February 24, 202</td> <td>Meeting and Planning</td> <td>CoP Implementers</td> </tr> <tr> <td>February 26, 2024</td> <td>Coordination to the barangay officials of Nagtenga, Sta. Cruz, Ilocos Sur</td> <td>Mr. Jomari Samson</td> </tr> </tbody> </table>	<b>Schedule of Activities</b>			<b>Time/Date</b>	<b>Activity</b>	<b>Responsible Person/Entity</b>	February 17, 2024	Initial Meeting and Planning	CoP Implementers	February 24, 202	Meeting and Planning	CoP Implementers	February 26, 2024	Coordination to the barangay officials of Nagtenga, Sta. Cruz, Ilocos Sur	Mr. Jomari Samson
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	March 2, 2024	1 <sup>st</sup> day of the CoP	CoP Implementers
	March 3, 2024	2 <sup>nd</sup> day of the CoP	CoP Implementers
Program activities and	<b>Time</b>	<b>Activity</b>	<b>Responsible Person/Entity</b>
	<b>Day 1</b>		
	7:30 – 8:30 a.m.	Arrival and Registration	<i>Secretariat (DMMMSU Team)</i>
	8:31 – 8:35	Prayer	<i>Ms. Jocelyn Javier</i>
	8:36 – 8:40	Acknowledgement of Participants and the DMMMSU Team	<i>Emcee</i>
	8:41 – 8:50	Welcome Remarks	<i>Mr. Alfred Pantaleon</i>
	8:51 – 9:00	Message	<i>Hon. Noli Ajalia Brgy. Captain of Nagtenga</i>
	9:01 – 9:10	Icebreaker	<i>Ms. Marisol Salvador</i>
	9:11 – 9:20	Rationale of the Activity	<i>Ms. Tricia Gundran</i>
	Training Proper		
	9:21 – 10:00	Topic 1: Product Costing: Basic Budgeting Skills	<i>Mr. ZJ Villanueva</i>
	10:01 – 11:00	Activity 1: Budget Planning	<i>Participants</i>
	11:01 – 11:30	Critiquing of Outputs	<i>CoP Implementers</i>
		Lunch	
	1:00 – 1:10 p.m.	Icebreaker	<i>Ms. Jocelyn Javier</i>
	1:11 – 2:00	Topic 2: Product Making	<i>Ms. Liya Diez</i>
	2:01 – 3:00	Activity 2: Re-creating Products	<i>Participants</i>
	3:01 – 3:10	Product Tasting and Evaluation	<i>CoP Implementers and Brgy. Officials</i>
	3:11 – 3:30	Photo Opportunity: Day 1	<i>CoP Implementers, Brgy. Officials, and Participants</i>

Home Sweet Home		
Day 2		
7:30 – 8:30 a.m.	Registration	Secretariat (DMMMSU Team)
8:31 – 8:35	Prayer	<i>Ms. Jocelyn Javier</i>
8:36 – 8:40	Recap of Day 1	<i>Ms. Marisol Salvador</i>
Training Proper		
8:41 – 9:00	Topic 3: Product Promotion: Basic Digital Editing Skills	<i>Mr. Chester Allan Bautista</i>
9:01 – 10:00	Activity 3: Advertisement e-Poster Making	<i>Participants</i>
10:01 – 10:10	Critiquing of Outputs	<i>CoP Implementers</i>
Lunch		
1:00 – 1:10 p.m.	Wrap-up Activity	<i>Ms. Rowena Oris</i>
1:11 – 1:30	Awarding of Certificates	<i>CoP Implementers and Brgy. Officials</i>
1:31 – 1:35	Closing Remarks	<i>Ms. Rowena Oris</i>
1:36 – 1:40	Response from the Partner Barangay	<i>Hon. Gerald Javinar Kagawad, Committee on Education</i>
1:41 – 2:00	Photo Opportunity: Day 2	<i>CoP Implementers, Brgy. Officials, and Participants</i>
Home Sweet Home		
<b>Master of Ceremonies:</b> Mr. Jomari Samson <i>CoP Implementer</i>		

## CONCLUSIONS

The following conclusions and recommendations can be made in light of the findings and discussions underpinning this study which is directed at identifying the possibility of Communities of Practice (CoPs) to foster out-of-school youths' re-engagement. The study established that CoPs play a central role in the out-of-school youths' perceived membership, relatedness, and possible future. This proved that there are various problems for the OSY including lack of peer and social relations, which are critical to establish the significance of supportive environments like CoPs.

The findings emphasized the importance of establishing individualized CoP programs to ensure successful OSY re-engagement. CoPs can help OSY successfully navigate their way back to education or employment by providing mentorship opportunities, skill development, and a venue for information sharing. The suggested operational strategy for a COP program in Barangay Nagtenga, Sta. Cruz, Ilocos Sur, exemplifies a practical way to meeting the needs of OSY through community-driven initiatives.

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