



**Save the Children**



# Where the Children are:

Mapping of out of school  
children and alternative  
delivery pathways for  
education

# Outline

## 1. ADM Formative Research

- Research background and objectives
- Research method and sampling
- Key findings and recommendations



## 2. Child Mapping

- Background and objectives
- Key findings and recommendations



# Prevalence of OOSC in the Philippines



Who are the  
out-of-school  
children?

Out-of-school children (OOSC) are those children in the **official school age range** who are **not enrolled in schools for their required age**. The count also includes primary-aged children and older who are either in preprimary or nonformal education, but excludes secondary-aged children who are in primary school.

*(Based on the global definition of OOSC espoused by the United Nations Children's Fund)*

IN 2017, ABOUT

**1.2M** = **5.3%**

Filipino children aged  
**5-15 years** were OOSC

of **all Filipino children**  
aged **5-15 years**



**3** in every **4**

OOSC belonged to families  
in the **bottom 25 percent**  
of the **income ladder**



**2** in every **3**

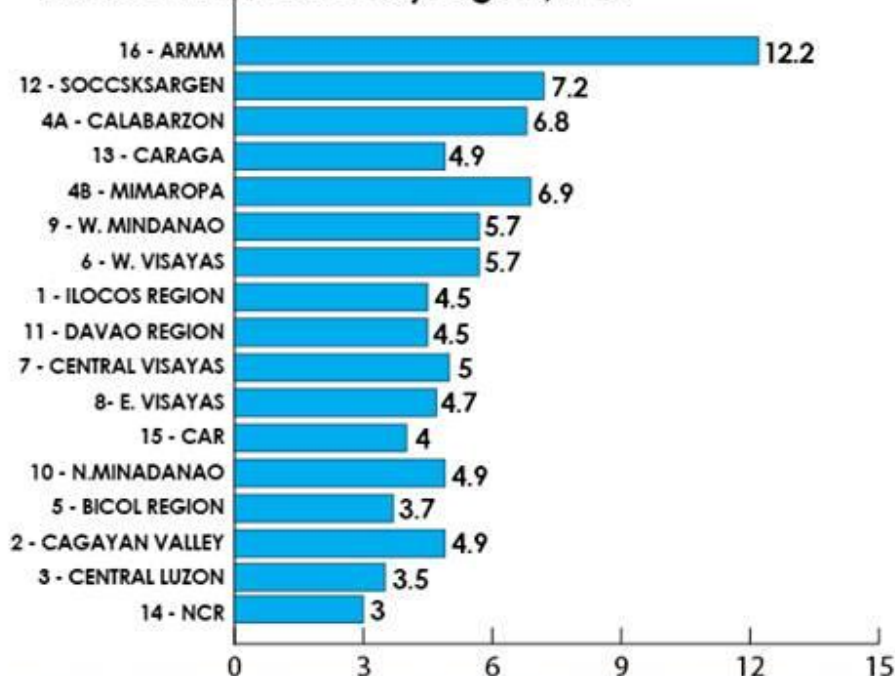
OOSC were **BOYS**

Source: PIDS



## OOSC RATES IN THE PHILIPPINES VARY ACROSS REGIONS

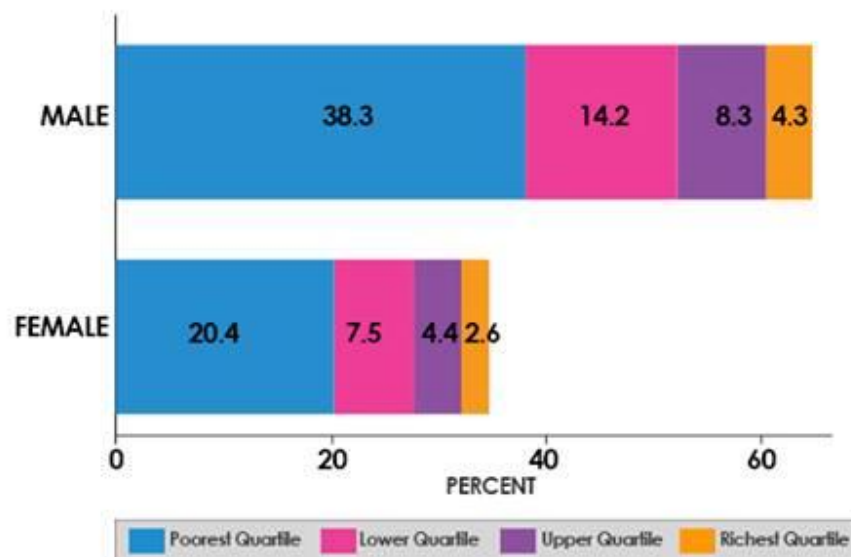
Distribution of OOSC by region, 2017



SOURCE: Authors' calculations based on 2017 APIS (Philippine Statistic Authority [PSA] 2017)

## MOST OOSC WERE BOYS FROM THE POOREST FAMILIES

OOSC aged 5-15 years by per capita income quartile, 2017



SOURCE: Authors' calculations based on microdata of 2017 APIS (PSA 2017)

Source: PIDS

# The Gender Gap in OOSC

## 1 ...widens as age progresses

Rate of OOSC by sex, 2017

AGE (YEARS)	OOSC RATE (%)		
	MALE	FEMALE	BOTH SEXES
5	9.1	8.9	9.0
6-11	5.4	3.4	4.5
12-15	8.0	3.1	5.6
16-17	22.3	11.6	17.4
5-17	10.7	5.7	8.3
5-15	6.7	3.8	5.3

NOTES: 5-17 years old= kindergarten to senior high school

5-15 years=kindergarten to junior high school

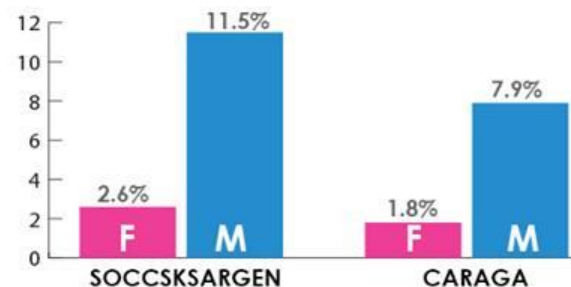
SOURCE: Authors' calculations based on 2017 Annual Poverty Indicators Survey (APIS) (PSA 2017)

## 2 ...is apparent across regions

ARMM had the highest OOSC rates for both sexes.



Gender gap in OOSC rates were greatest in SOCCSKSARGEN and Caraga.



SOURCE: Authors' calculations based on 2017 APIS (PSA 2017)

## 3 ...is evident in performance metrics across grade levels

Average mean percentage score of students in the National Achievement Test by sex, SY 2016-2017

		SEX	SCIENCE	HEKASI	FILIPINO	MATH	ENGLISH	OVERALL
GRADE 6		FEMALE	33	44	57	37	44	43
		MALE	30	36	49	34	37	37
GRADE 10		FEMALE	37	51	54	39	46	46
		MALE	34	44	49	36	41	41

SOURCE: Authors' calculations from 2017 data provided by the Department of Education (DepED)

# R01: Who are the OOSC?

## 3 Types of OOSC:

- Dropped-out
  - PARDOs
  - Never entered school
- 
- Based on DepEd data, Navotas and Malabon are included in the top 20 divisions with the highest concentration of 6-11 year old OOSC

# R01: Who are the OOSC?

## Urban

- Children engaged in labor with fishing industry, street dwellers, beggars, computer games addicts, gangs, chronically ill, with disabilities
- Unique to urban: significant number of children can be found in the streets, and in small computer shops

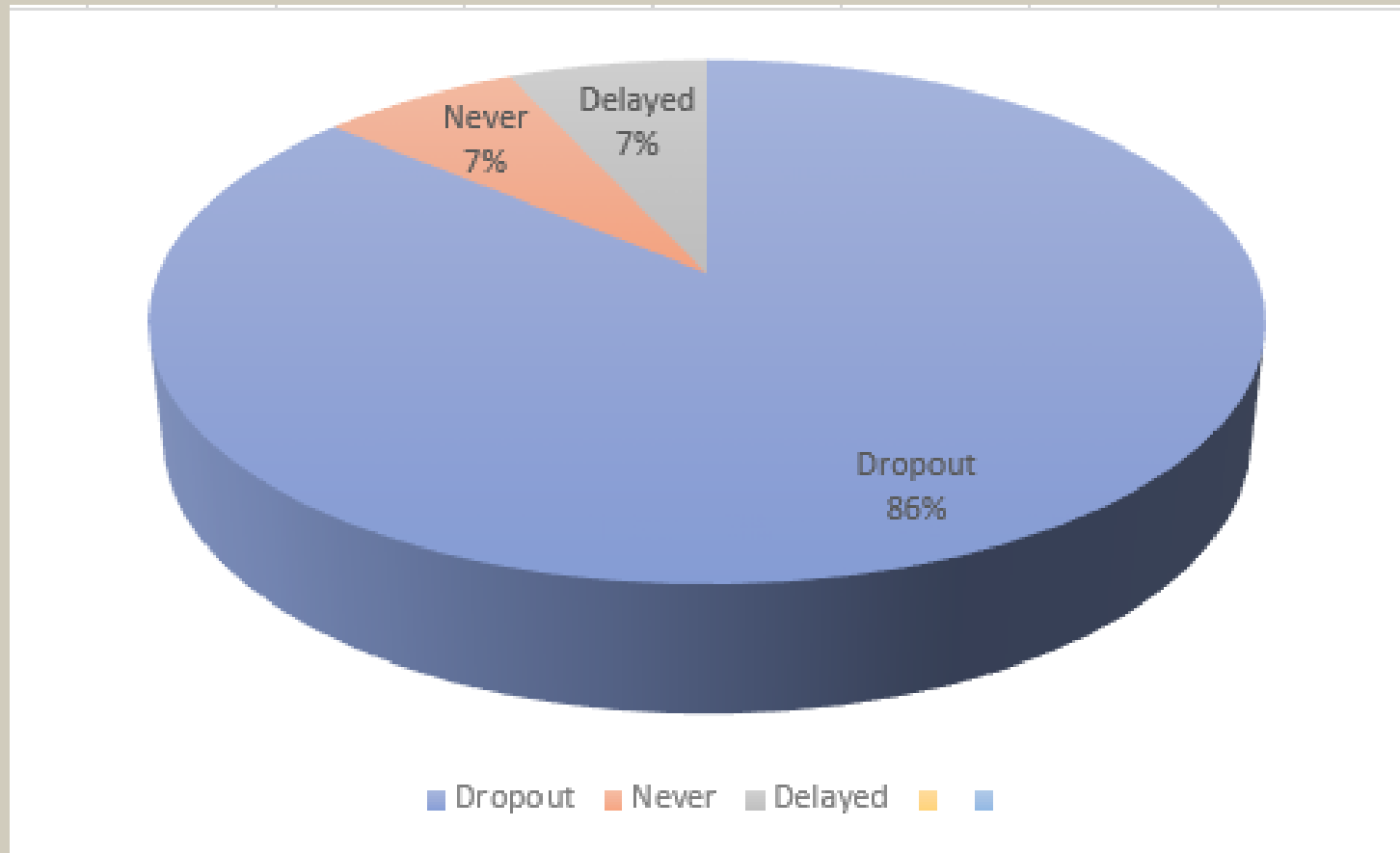
## Rural

- Farm workers for IP and children in GIDA areas, fishermen for those in lowland and coastal area, with disabilities



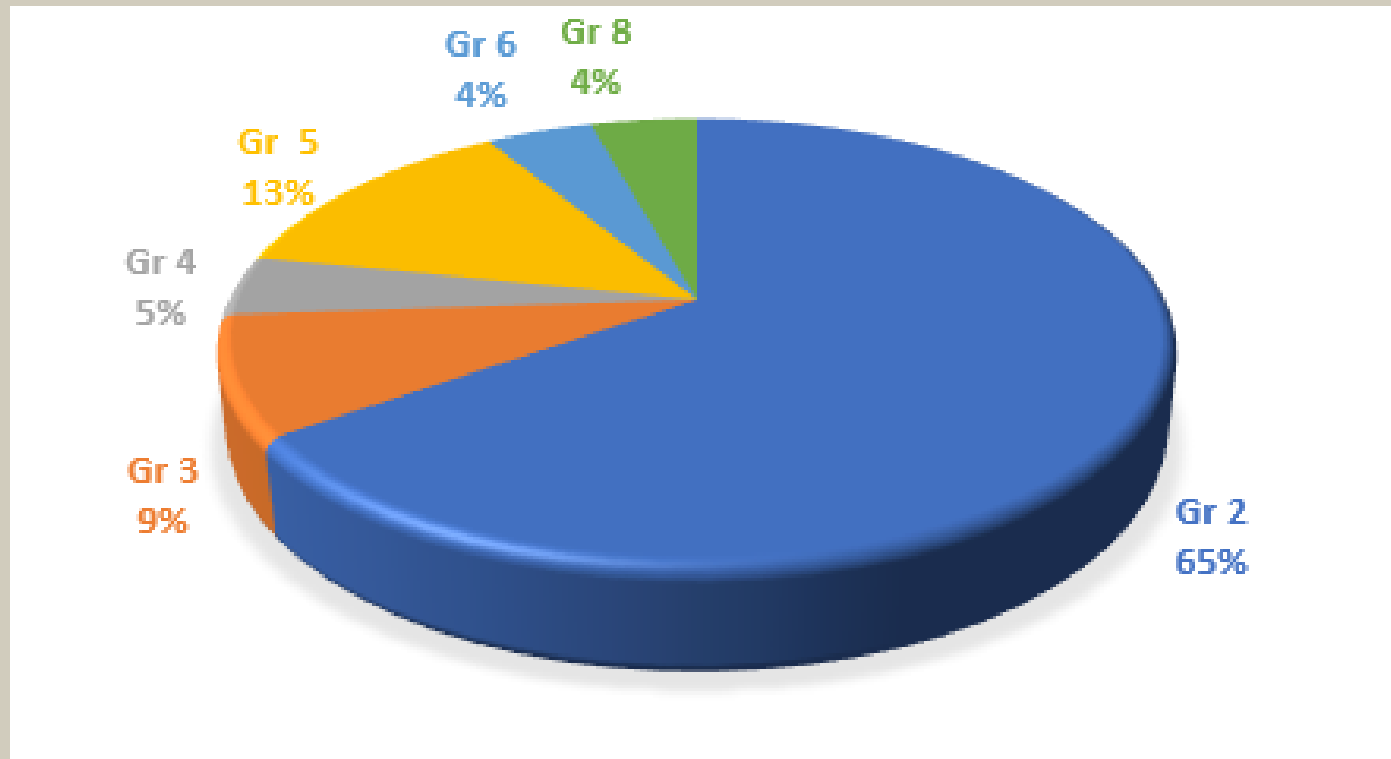
# R01: Who are the OOSC?

## Schooling Background of OOSC (CAMANA)



# R01: Who are the OOSC?

## Highest grade attained

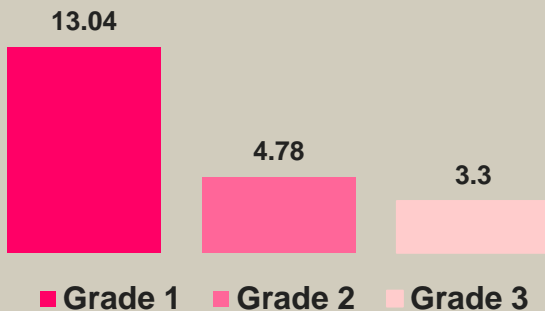


Most of the school leavers left school at grade 2 then at grade 5

# According to CRSA

## Leavers and Repeaters

### Leavers in SY 2011-2012



Most of the leavers and repeaters were in the lowest grade levels from **Grades 1 to 3.**

## Contributing factors for repetition and drop-out of children

- thinking of parents and teachers that a six-year-old child is too young to enter school as a Grade 1 pupil
- teachers with unrealistic expectations of six-year-old pupils and their use of an inappropriate early learning development framework could lead to instruction and assessment which are unfit for six-year-old pupils
- parents whose children experienced emotional trauma in school tend to pull out their children and enroll them at a later time

SOURCE: UNICEF (Unpublished), cited in Education for All 2015 National Review Report: Philippines

# Social Factors

## School Participation

Presence of both parents  
financial, emotional, educ  
support  
Other siblings, peers,  
community org, Parent Leaders,  
barangay officials, BCPC, NGOs

## School Leaving

Absence of one or both parents  
Marital conflicts, parents are  
neglectful, abusive, have vices  
gangs, school leavers friends

# Economic Factors

## School Participation

Financial support from  
family (parents, siblings, kin)  
Income earned from child's  
work

## School Leaving

Lack of “baon”  
hidden cost of schooling—  
transportation, school  
supplies, clothes, taga-  
sunod/hatid



# School-related Factors

## School Participation

Home visitation  
Parents mtg, feeding, reading  
program, openness to discuss  
family concerns  
ADM programs

## School Leaving

Bullying from peers, teachers  
hard to access due to new  
highways, overpass,  
schedule classes conflicts with  
fishing time  
Requirement for birth certificate

# Personal Factors

## School Participation

Capacity to withstand work and school

Perception of the benefits of schooling

Dreams, ambitions that can be met thru schooling

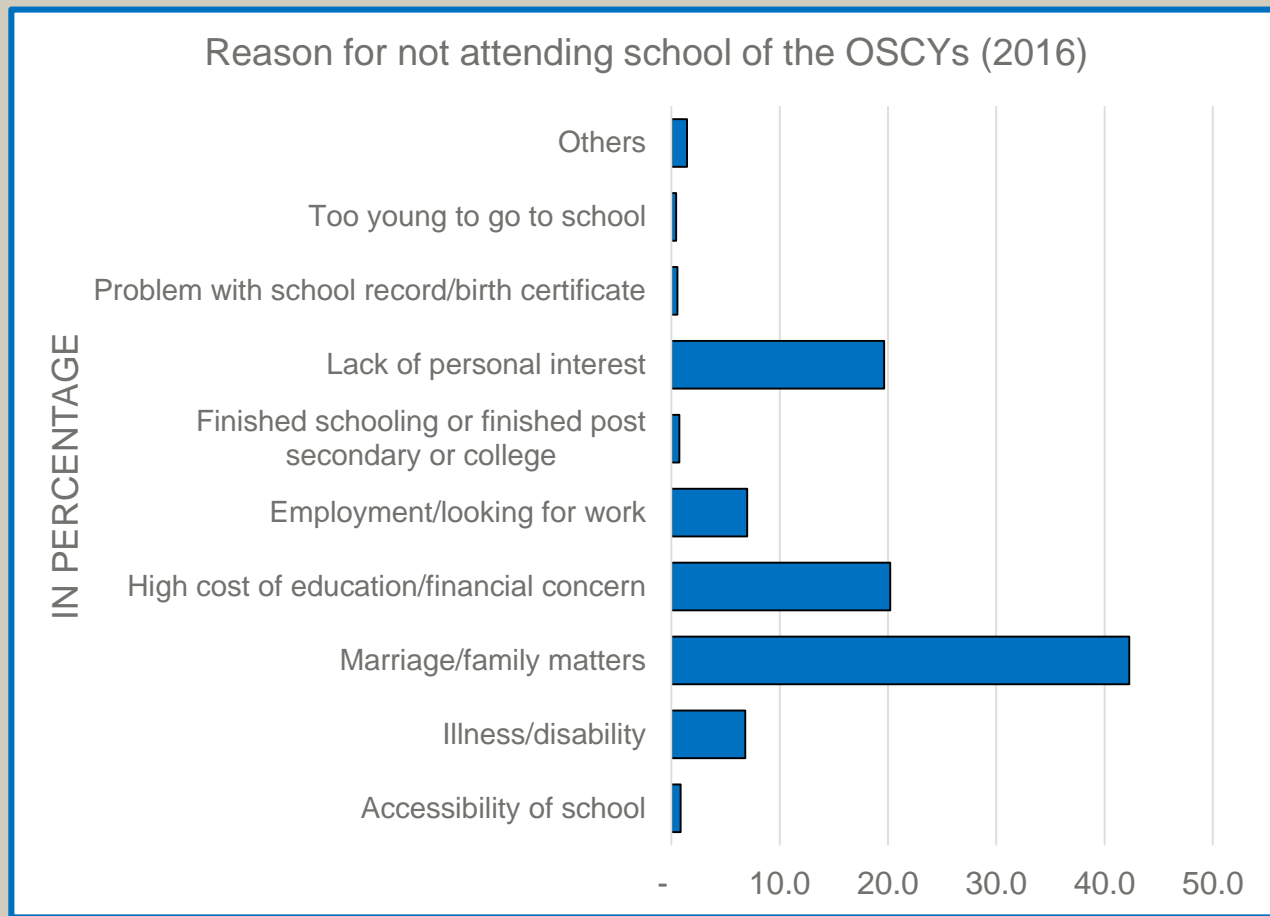
## School Leaving

Sickness, disability, addiction

Attraction to life of the streets, workplace

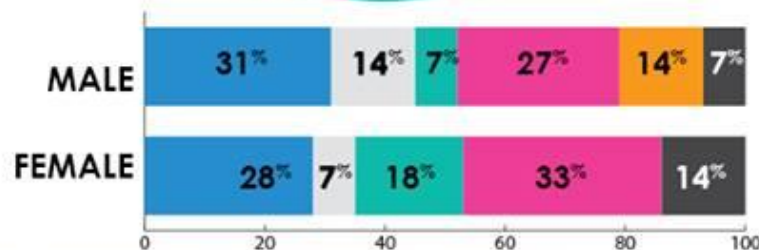
Physical capacity to meet demands of work

# According to CRSA



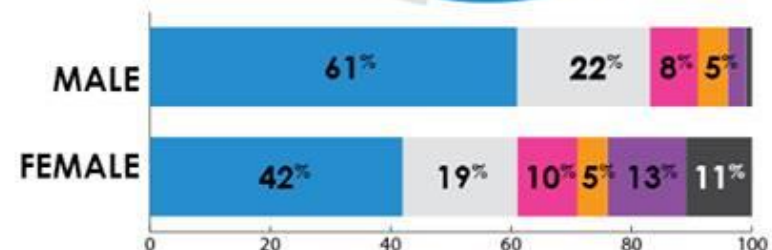
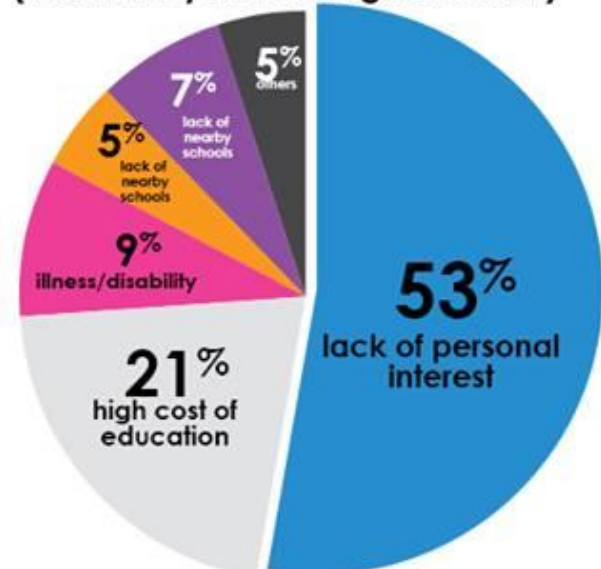
# Why are many children not in school?

REASONS FOR NOT ATTENDING SCHOOL  
(Primary-school-age children)



SOURCE: Authors' calculations based on 2017 APIS (PSA 2017)

REASONS FOR NOT ATTENDING SCHOOL  
(Secondary-school-age children)



SOURCE: Authors' calculations based on 2017 APIS (PSA 2017)

# R01: Who are the OOSC?

## Disabling Factors which affect OOSC's participation

Urban

Rural

Poverty, inaccessibility of schools, weak parental support, peace and order situation, child labor



# R01: Who are the OOSC?

## Disabling Factors which affect OOSC's participation

### Urban

- Death of family and abandonment
- Violence in schools
- Availability of easy work in the fishing industry

### Rural

- Flooding is perennial which causes trails and rivers unpassable during rainy season
- One area in Maitum mentioned early marriage due to peer pressure

# R01: Who are the OOSC?

## Enabling Factors which affect OOSC's participation

Urban

Rural

Social capital (support of parents), livelihood programs, accessible learning centers, provision of flexible learning strategies (portable lessons), provision of meals

# R01: Who are the OOSC?

## Enabling Factors which affect OOSC's participation

### Urban

### Rural

- Inclusion to social protection program – 4Ps have largely contributed to increase participation and retention

# R02: Inventory of existing ADM

## Alternative Delivery Modes of Education (ADM)

- To achieve universal primary education. These are more **flexible** in terms of accommodating children coming from more diverse socio-cultural and economic backgrounds. (DepEd Order 53 s. 2011)
- ADM Programs: Enhanced Instructional Management by Parents and Community and Teachers System (E-IMPACT); Modified In-School, Off-School Approach (MISOSA); Home Schooling Program; Rural Farm Schools, BRAC

# R02: Inventory of existing ADM

## 14 ADM Centers (NCR + Masbate and Bulacan)

- MISOSA - Alas Elementary School (Masbate)
- Ang Galing- ATD Fourth World Philippines (Quezon City)
- Education on the streets - Childhope Phils.(Manila)
- Education Program - Virланie Foundation (Makati)
- Edukasyon sa Kalye - Brgy. Fairview Park, (Quezon City)
- e-IMPACT - Gaya Gaya ES (Bulacan)
- Entrepreneurship education - Old Balara Christian Community School (Quezon City)
- Home Education Program - Catholic Filipino Academy (Quezon City)
- Interactive Children's Literacy Program - Brgy. Loyola Heights (Quezon City)
- Kariton Klasrum- Acacia ES (Malabon)
- Kariton Klasrum - Tonsuya ES (Malabon)
- Kariton Klasrum-Mandaluyong ES (Mandaluyong)
- Open High School- Milagros National HS (Masbate)
- Center for Community Transformation (Manila)



# R02: Inventory of existing ADM

## Emerging Positive ADM Practices

Successful ADM programs are:

- flexible, contextual, wholistic, child-friendly
- using portable instructional materials (modules, teacher made)
- responsive curriculum
- programs for parents and peer support
- engaging teachers, para-teachers, counselors, social workers, community leaders, NGOs
- aggressive recruitment and retention practices
- Material support
- Bridges street/work and school

DepEd ADM programs had to be tweaked

# R03: Challenges, Gaps and Opportunities

## Tensions and Finding Balance

- Standardization of curriculum vs Requirements for flexibility and contextualization for OOSC
- Children as passive recipients of protection and education vs Children as agents (new concepts of childmaking)
- Acceptable school behavior vs Being street smart; surviving and prevailing in tough environment (street smart, protect self)
- Schooling for future benefits vs Survival for the present
- Privileging school as the main source of learning vs Activating knowledge gained from the street and the workplace

# R04: Recommendations

1. Advocate for policies that would address lack of mapping of OOSC – PSA or LGU level
2. Enable partner schools to start ADM programs (soon to be DepEd Order) especially in providing off-school components
3. Provide technical help to proactively address possible inadequacies by a top-down ADM program
4. Provide technical support in developing responsive curriculum – builds on knowledge and experiences re fishing production and trading; entrepreneurship



# Child Mapping Results

Child mapping of the out of school children in Navotas and Region 12

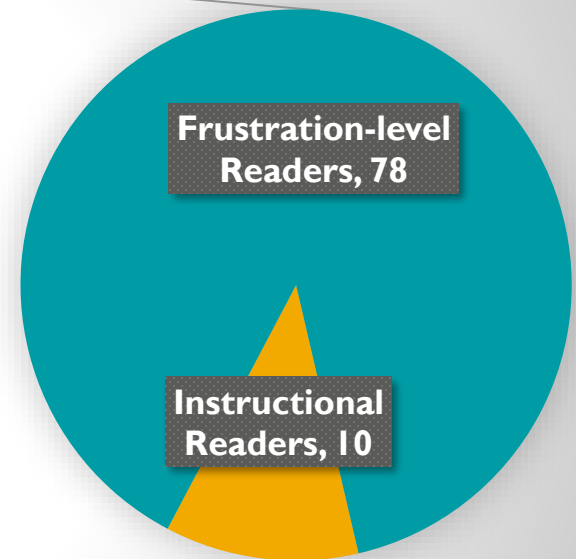
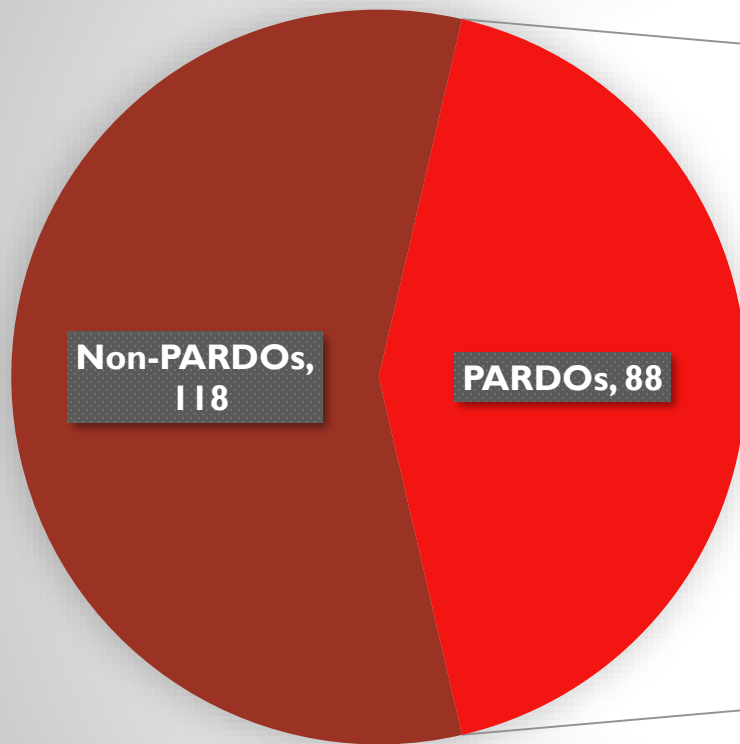
# Region 12: ADM SIMS

## Piloting in Upo ES, Maitum and Saranggani

### Milestones

- **September 7, 2018** – ADM Orientation for Brgy. Upo teachers, school heads, barangay council, and PTA officials
- **September 20, 2018** – Profiling of Upo ES PARDOs
- **October 11, 2018** – Provision of writing materials for the identified PARDOs
- **October 23-25, 2018** – Orientation and coaching sessions for Upo ES para-teachers; provision of ADM-SIMs e-copies and para-teachers' supplies
- **November 7, 2018** – FGD with selected PARDOs and parents





# Region 12: ADM SIMS

## **Top 3 Reasons of child absences according to parents:**

1. Do not have food to eat
2. Take care of siblings
3. Help in the fields

## **Reasons of child absences according to children**

1. Help parents with household chores
2. Take care of siblings
3. School is far from house
4. Unable/has difficulty crossing the river

## **How often children are not in school:**

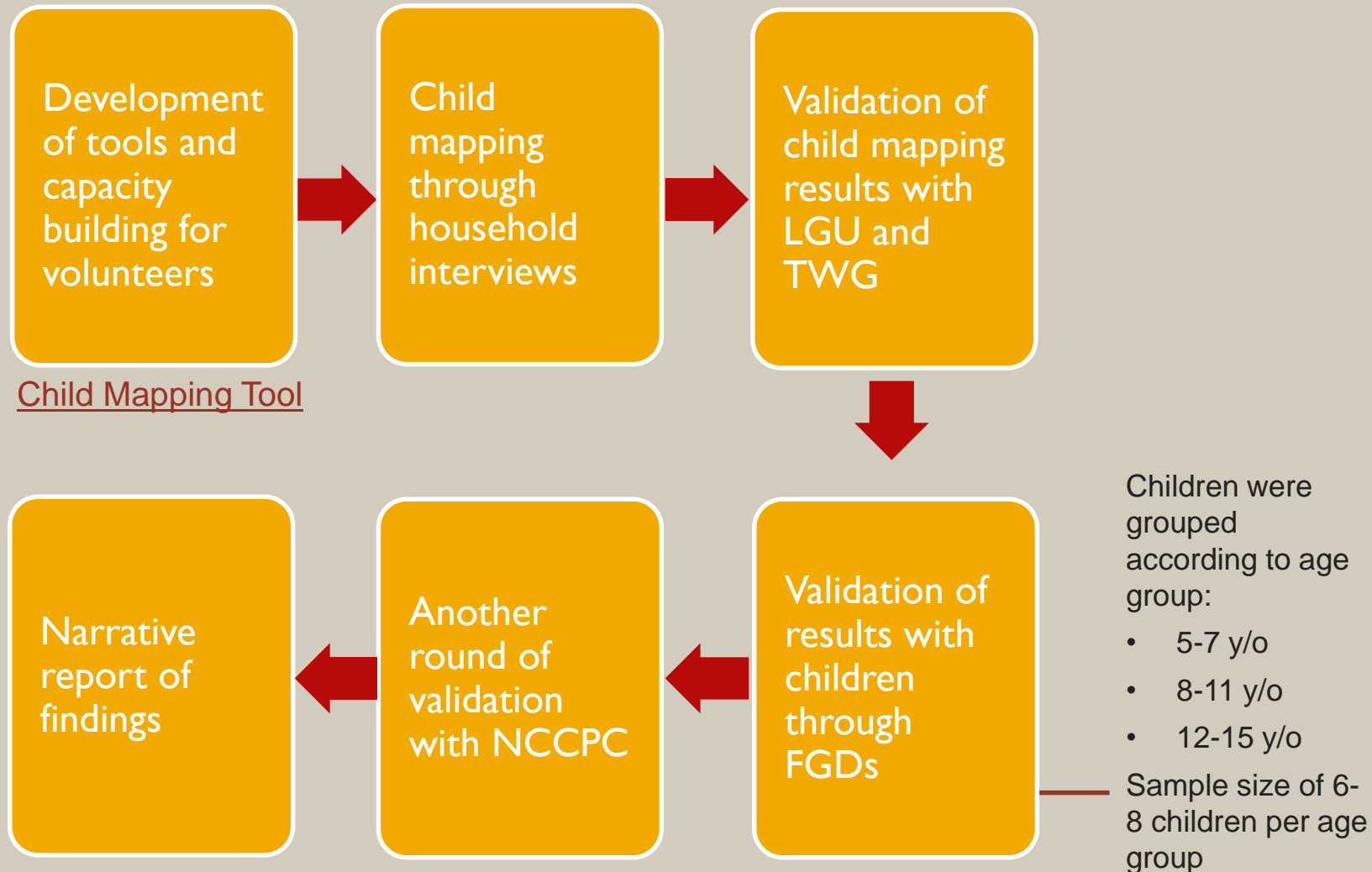
3 days (highest number of votes)

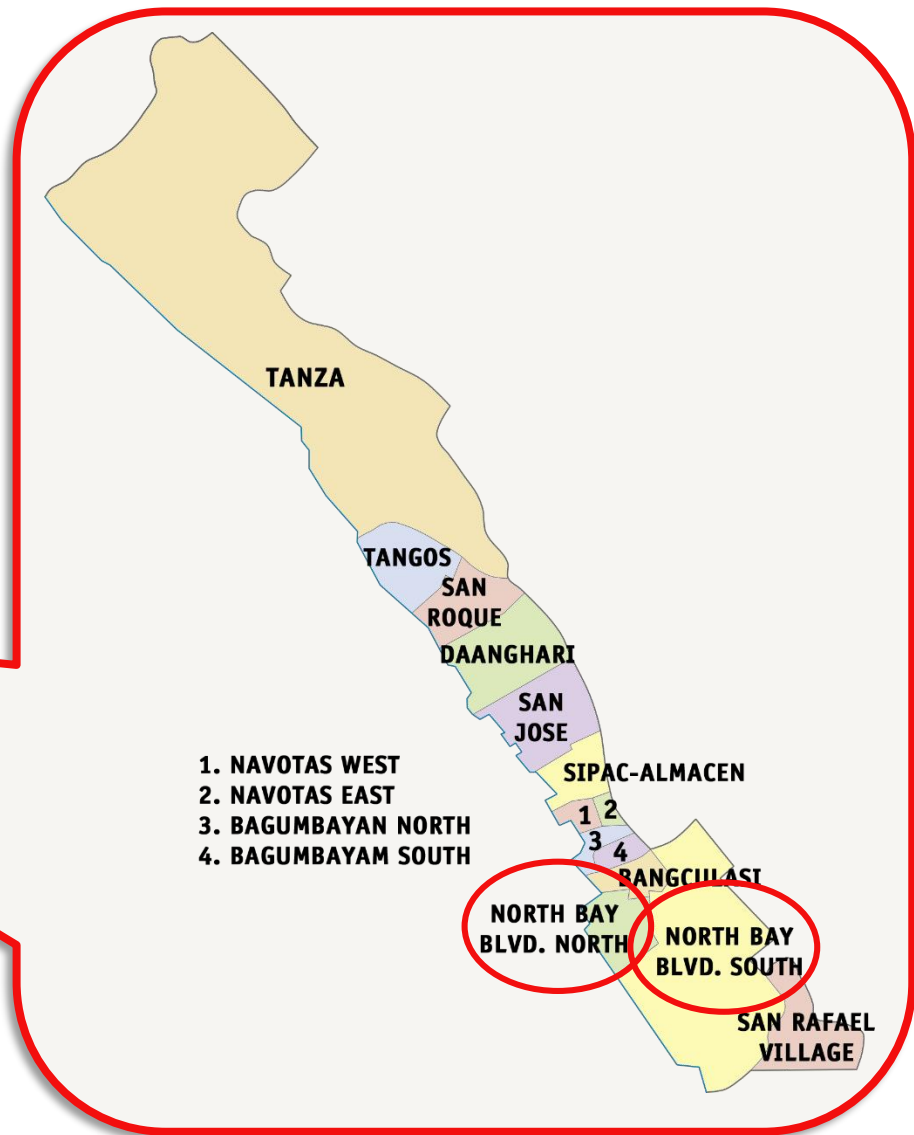
# Region 12: ADM SIMS

## ADM-SIMs Piloting Learning Questions

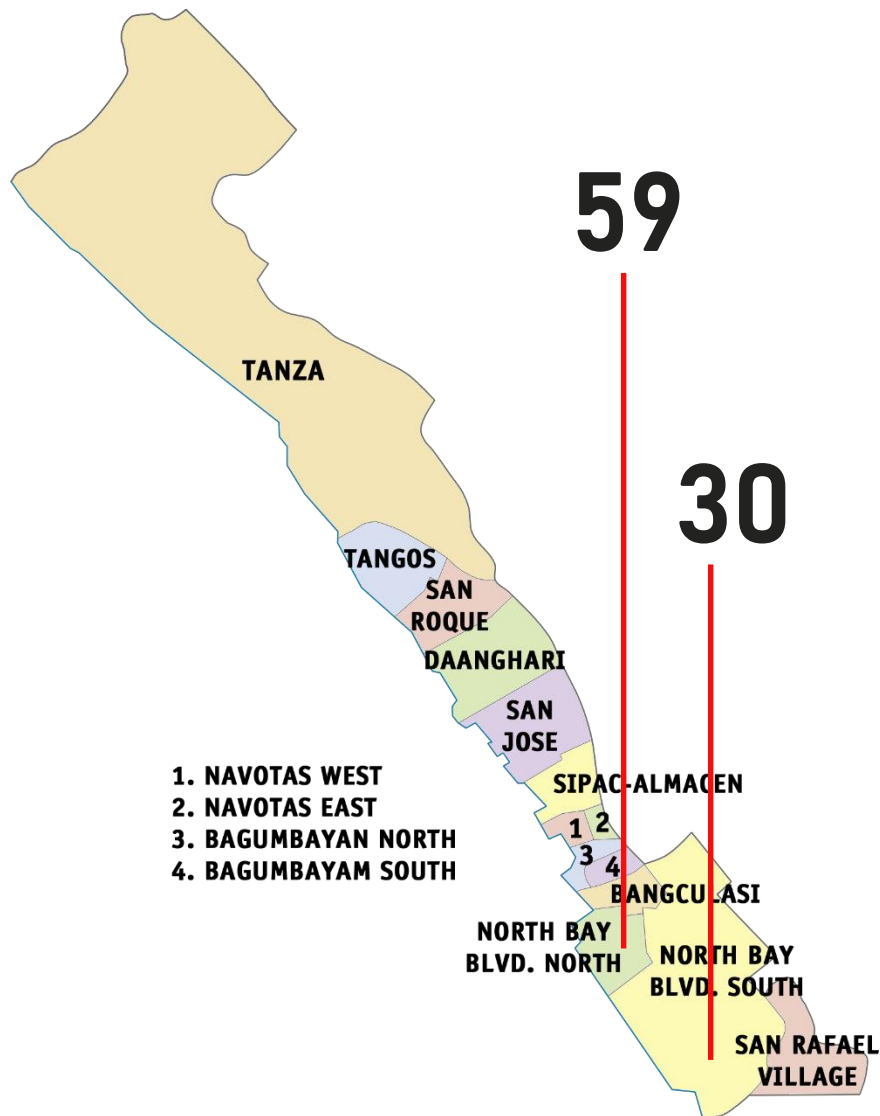
1. Are the ADM-SIMs useful for Grades 4-6 PARDOs?
2. Does the use of ADM-SIMs improve learning outcomes?
3. Do para-teachers contribute to PARDOs learning outcomes?
4. Does parental support contribute to PARDOs' completion of the SIMs?
5. Does community involvement contribute to PARDOs' completion of the SIMs?

# NCR, Navotas: ADM





# 89 out of school children



**78 Households interviewed**

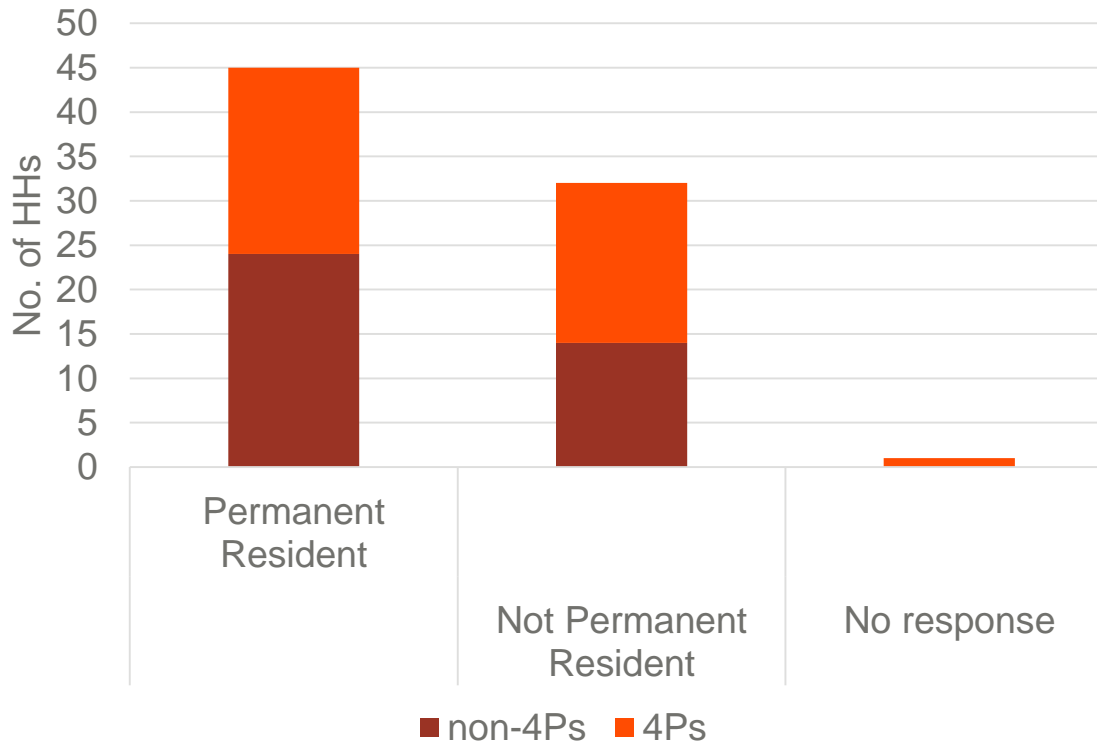
68 HH with only 1 oosc

9 HH with 2 oosc

1 HH with 3 oosc

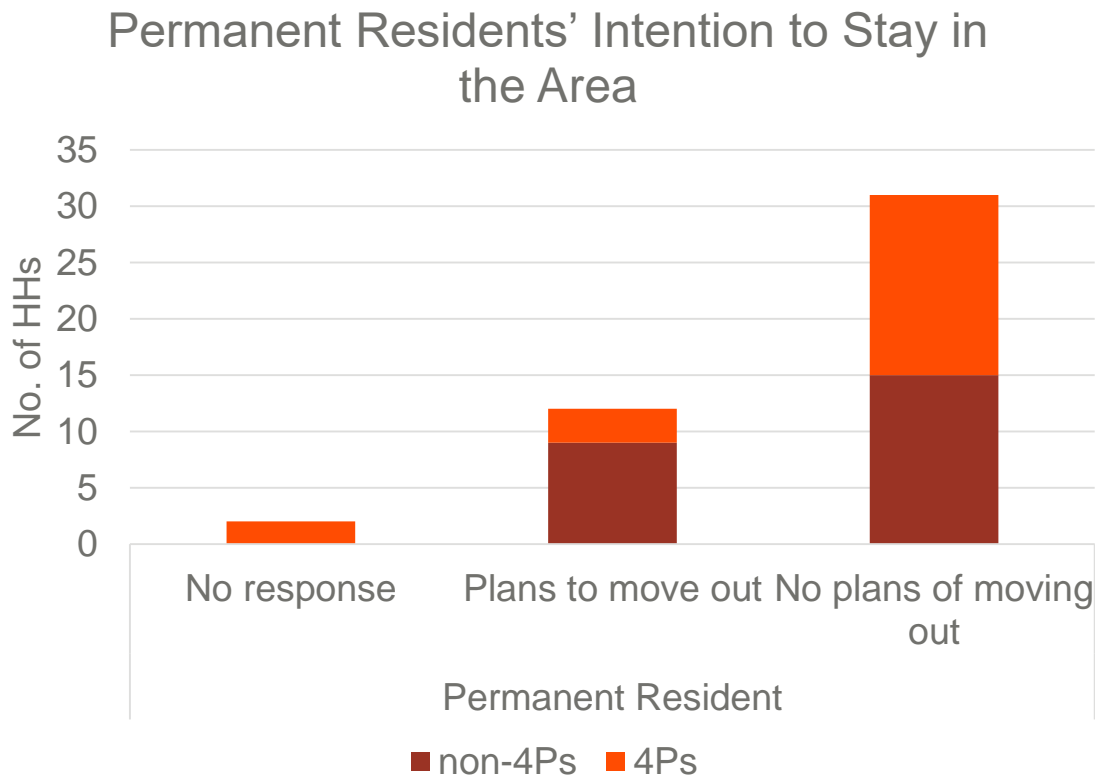
# Household Profile: Residency Status

Residency Status of Respondents



- **58% permanent resident**
- 24 non-4Ps and 21 4Ps
- **41% not permanent resident**
- 14 non-4Ps and 18 4Ps
- **1% no response**
- 1 4Ps

# Intention to Stay in the Area



- **69% have no plans of moving out**
- 15 non-4Ps and 16 4Ps
- **27% plans to move out**
- 9 non-4Ps and 3 4Ps
- **4% no response**
- 2 4Ps

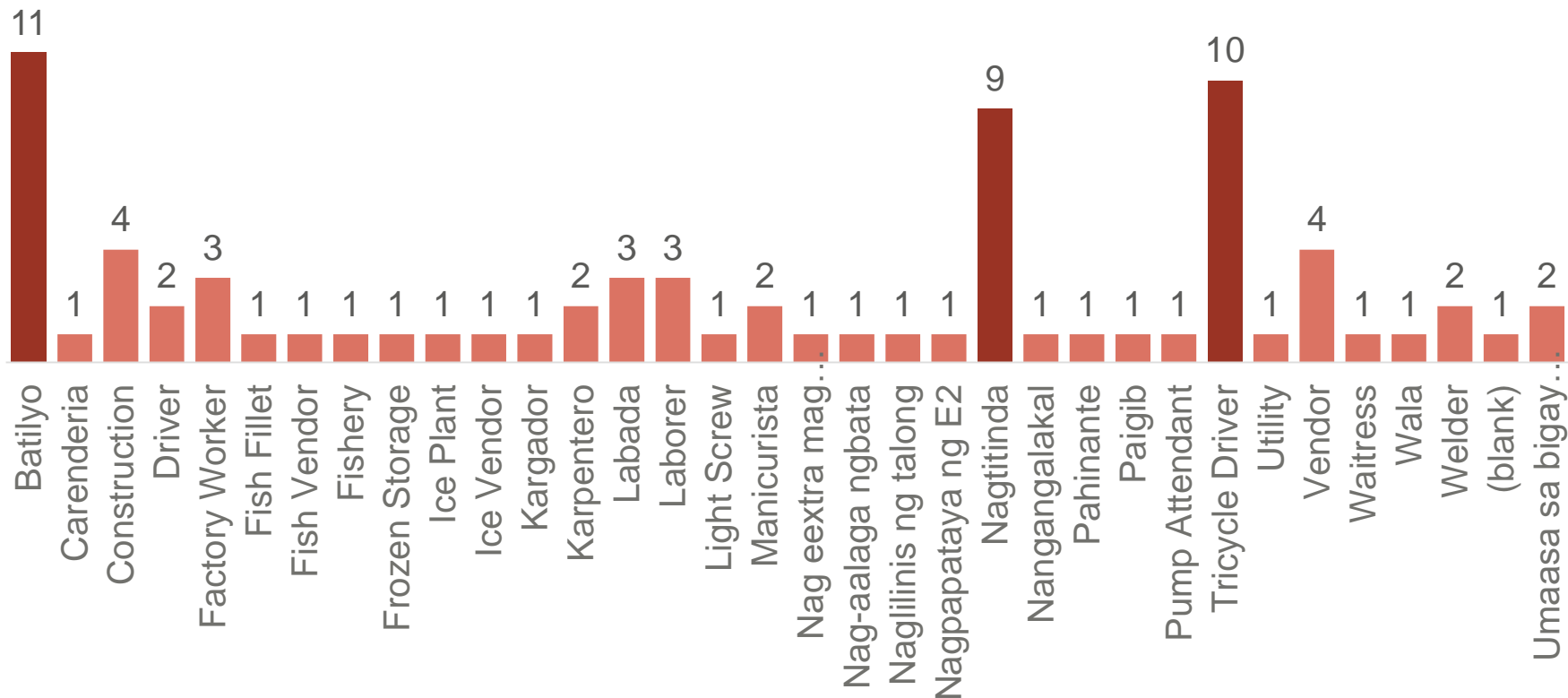
\* Those who identified as permanent residents were not asked if they have plans of moving out



# Household Size

- Average household size: 5 members
- Largest family size: 14 members
- Out of the 78 HH interviewed:
  - 5 HHs with teenage mothers (pregnant and lactating)
  - 4 HHs with family members who have a disability (age range of 6-17)

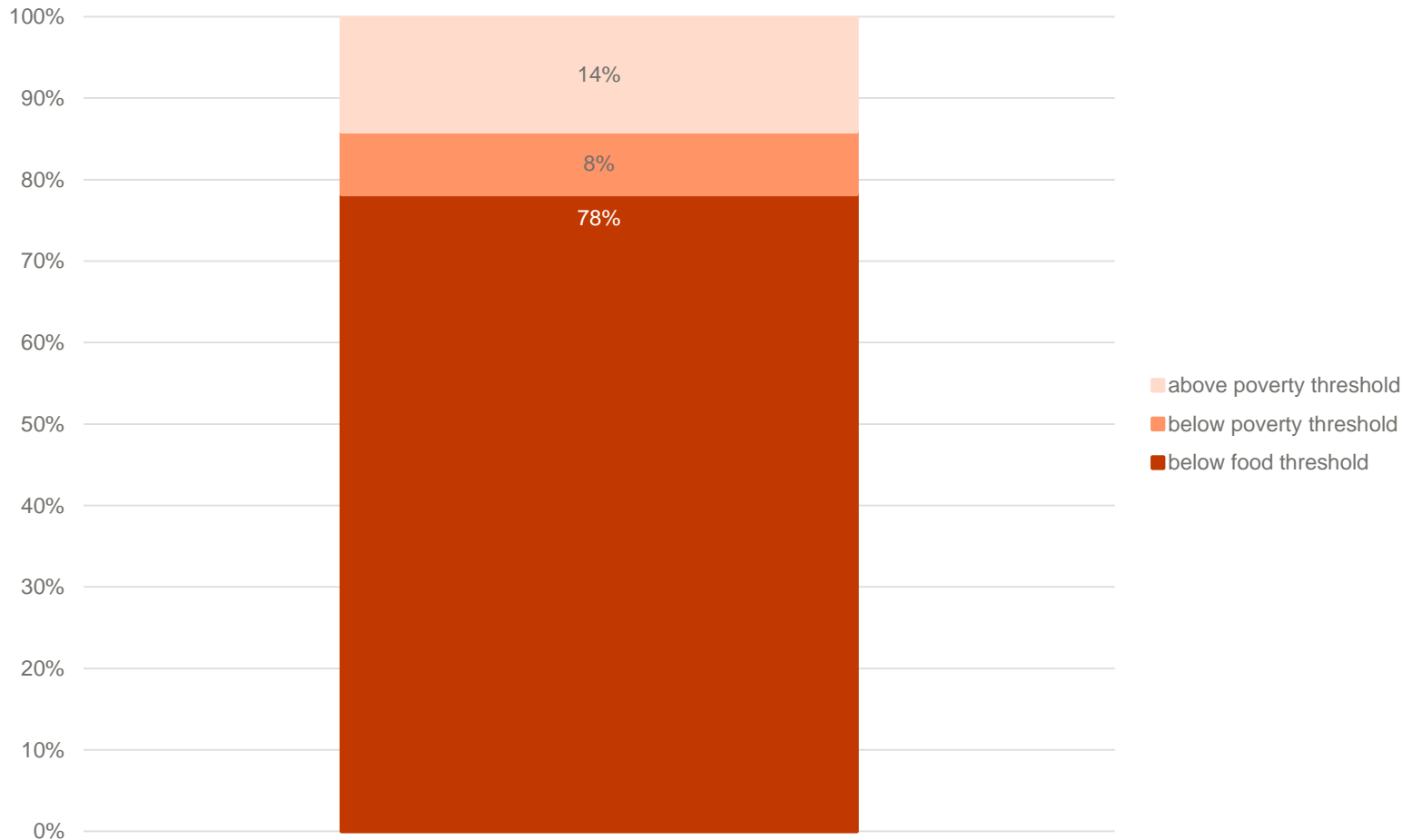
# Livelihood



# Children's work

- Nagka-kalakal
- Nagta-taliptip
- Batilyo
- Nagtatapon ng basura
- Nagtitinda
- Nag kakalakal ng barya sa kanal
- Nangingisda/sumisisid para sa tahong
- Nagba-bakaw
- Nag-aalaga ng kapatid (specific to girls)
- Namamalimos

Percentage of Households According to Poverty Status



- **Monthly Income of Php 600 – 12,000**
  - Average income: Php 5,388
- **17HH are able to reach the monthly food threshold or earn more than Php 6,365\***
- **11HH are able to reach the monthly poverty threshold or earn more than Php 9,140\***

# Budget Allocation



Food

**100%** of HH  
allocate budget for  
food



Education

**74%** of HH allocate  
budget for education



Health

**51%** of HH allocate  
budget for health

# Source of Water



Tubig gripo/  
*Piped water*

**8%** of HH get  
their drinking  
water from piped



Tubig gripo/  
*Piped water*



Rasyon/  
Dinedeliver/  
Binibili

**31%** of HH get their drinking  
water from a combination of  
piped water and delivered  
water

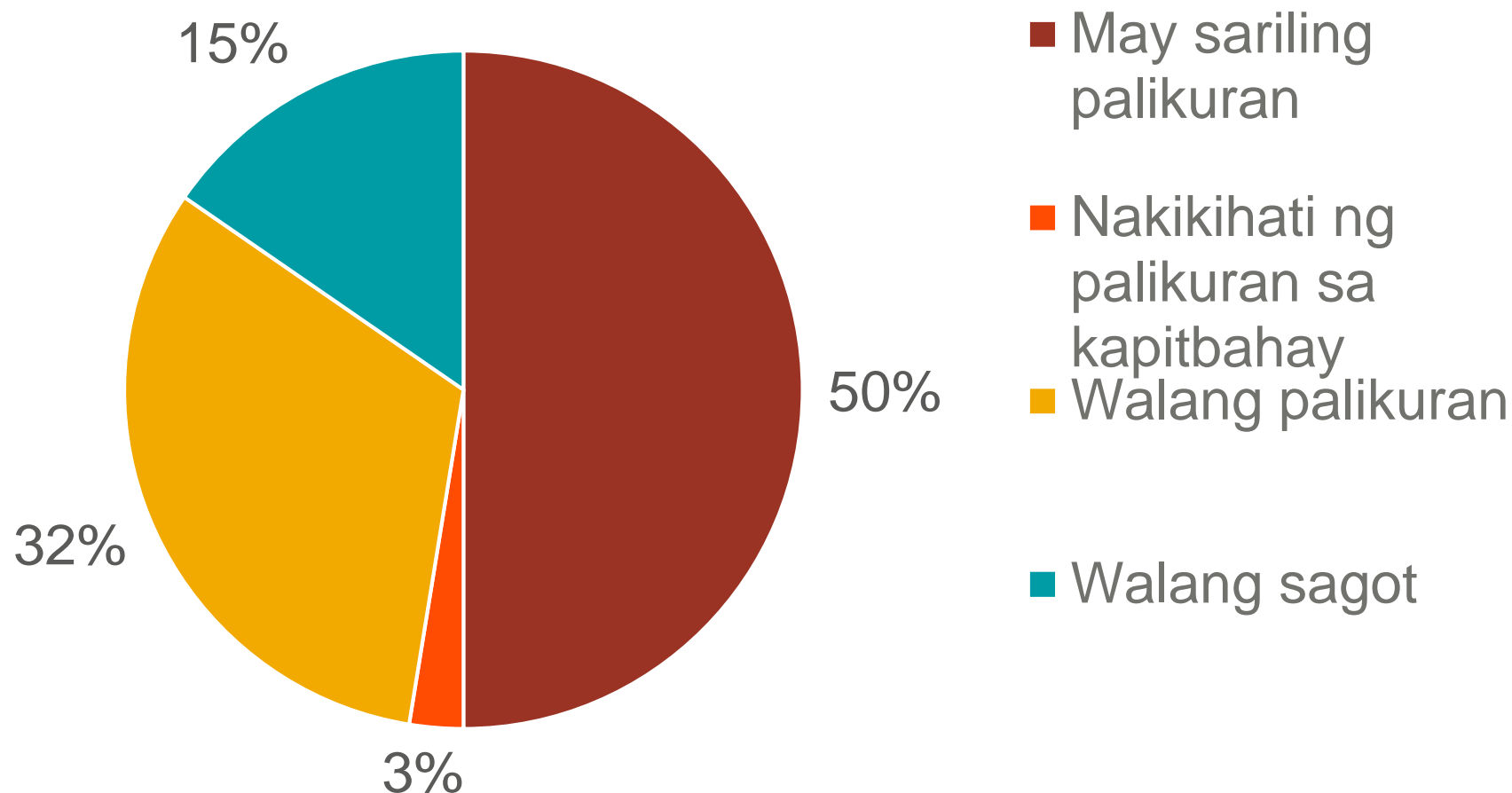


Rasyon/  
Dinedeliver/  
Binibili

**60%** of HH get  
their drinking water  
from rations,  
delivery, or they  
buy from water  
delivery stations

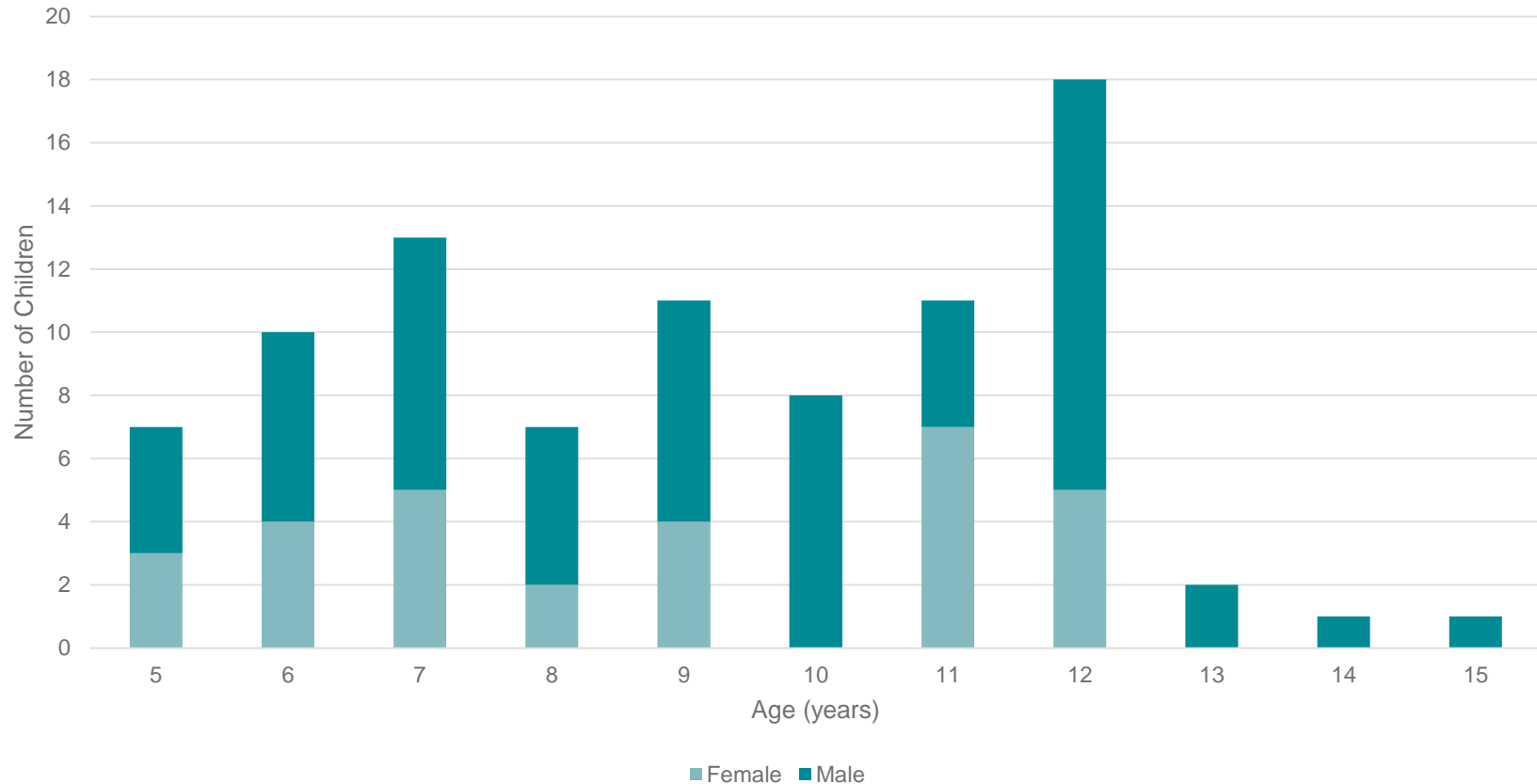
# Types of toilet/latrines

Uri ng Palikuran ng HH



# Children's Profile

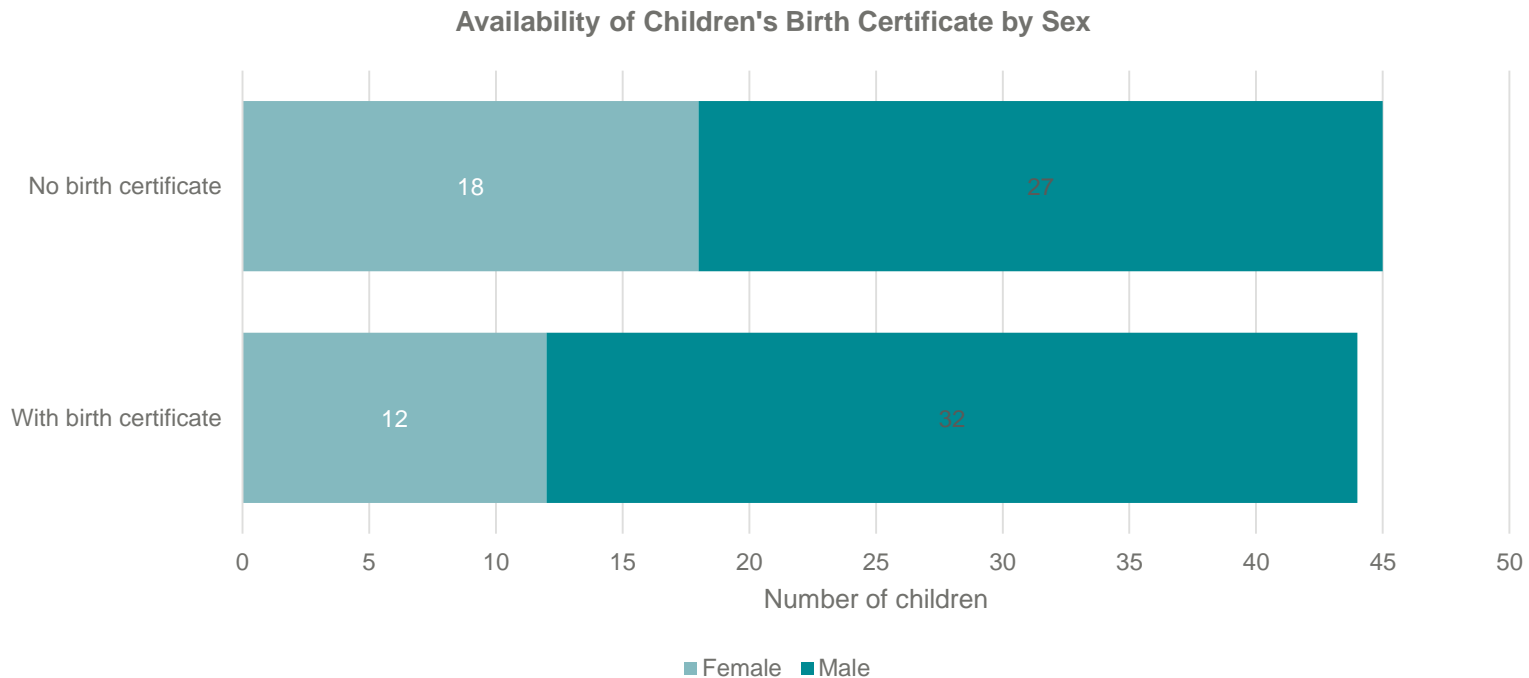
Number of Children According to Age and Sex



- 30 girls, 59 boys
- Average age for girls: 8
- Average age for boys: 9
- 66% of mapped out of school children are boys



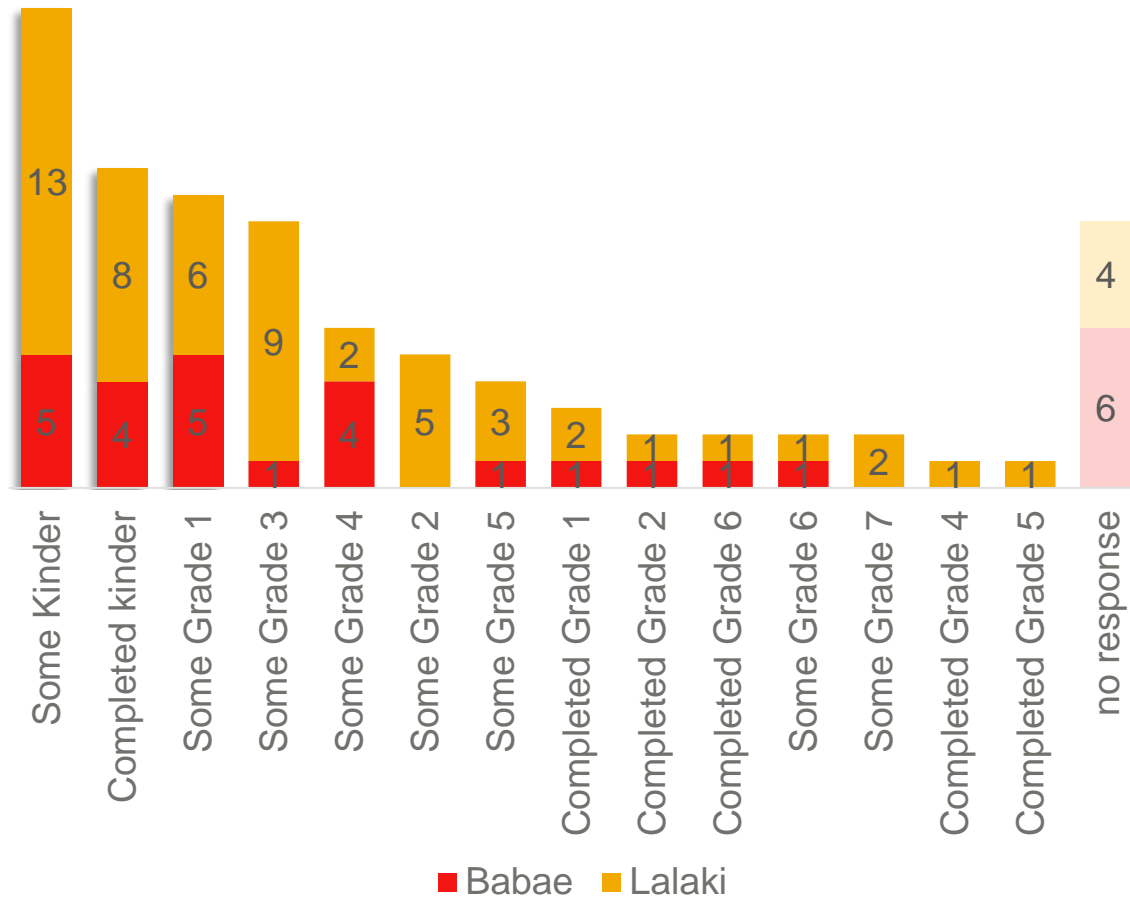
# Children's Profile: Birth Certificate



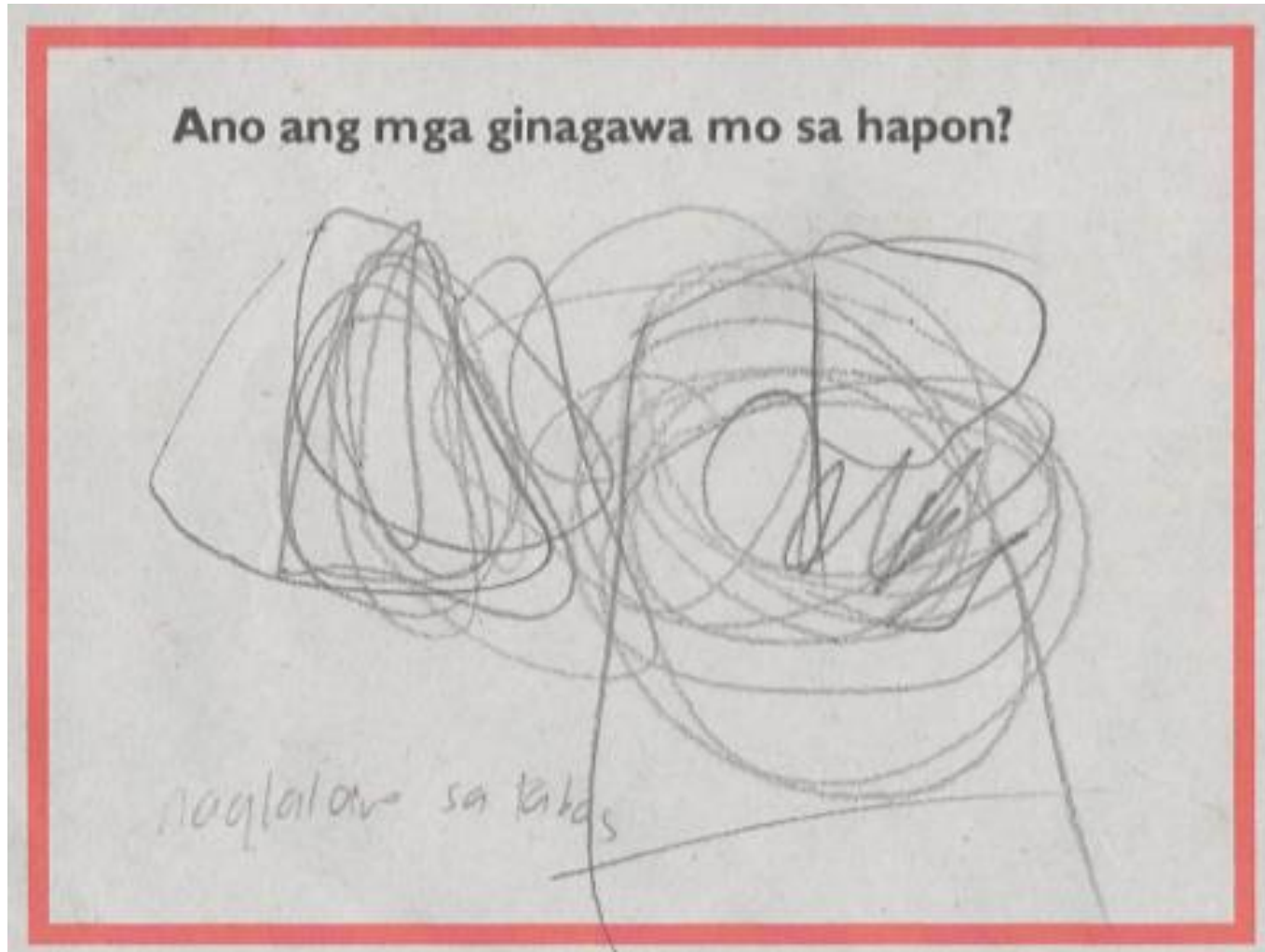
- 30 girls, 59 boys
- For girls, only 12 have birth certificates (40%)
- For boys, only 32 have birth certificates (54%)

# Children's Profile: Level of Education

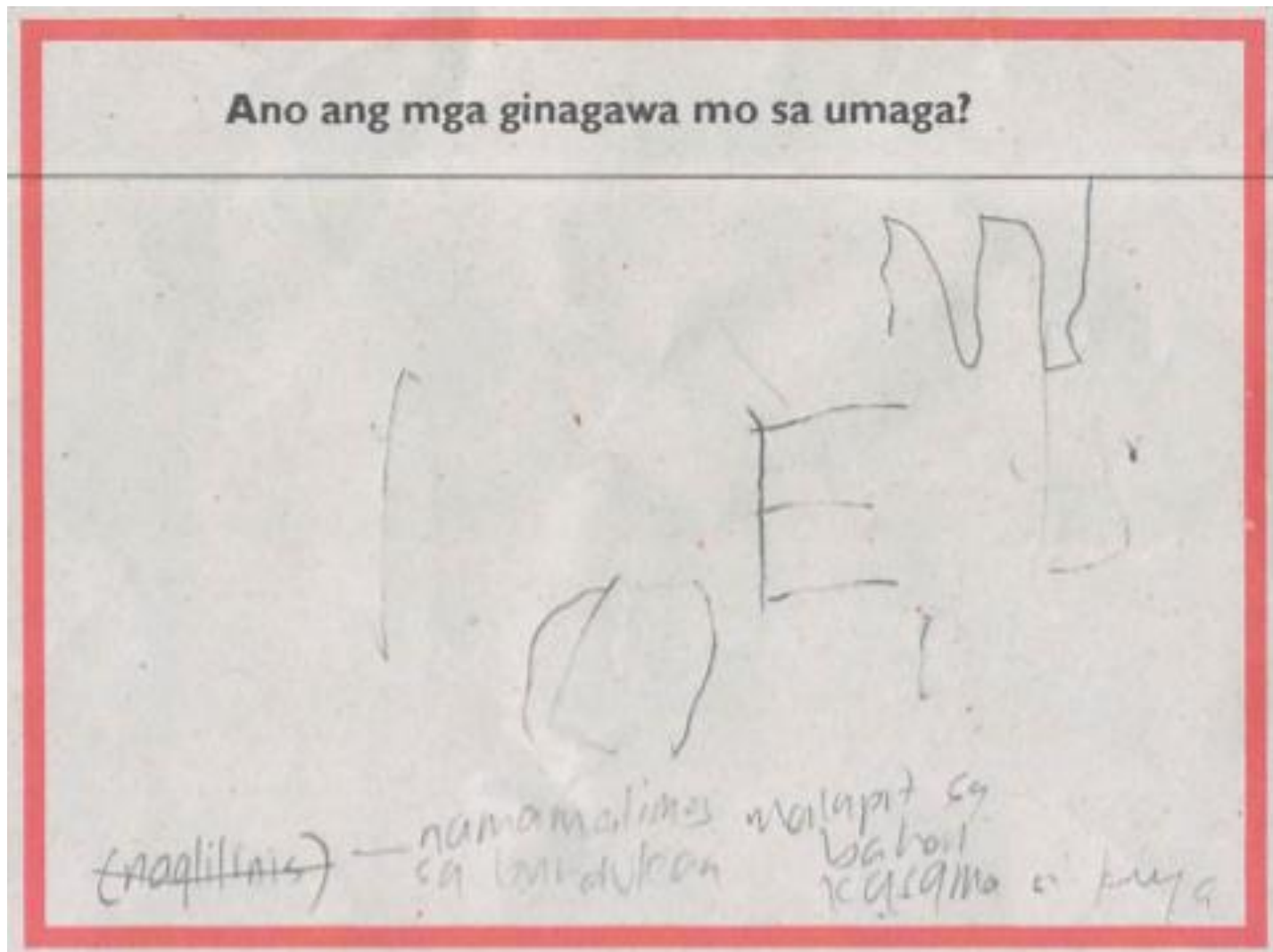
Highest Level of Education of Children



- **46% finished only Kinder to Grade 1**



**Sample handwriting of a 7-year old child**



**Sample handwriting of a 7-year old child**

# Reasons for not attending school

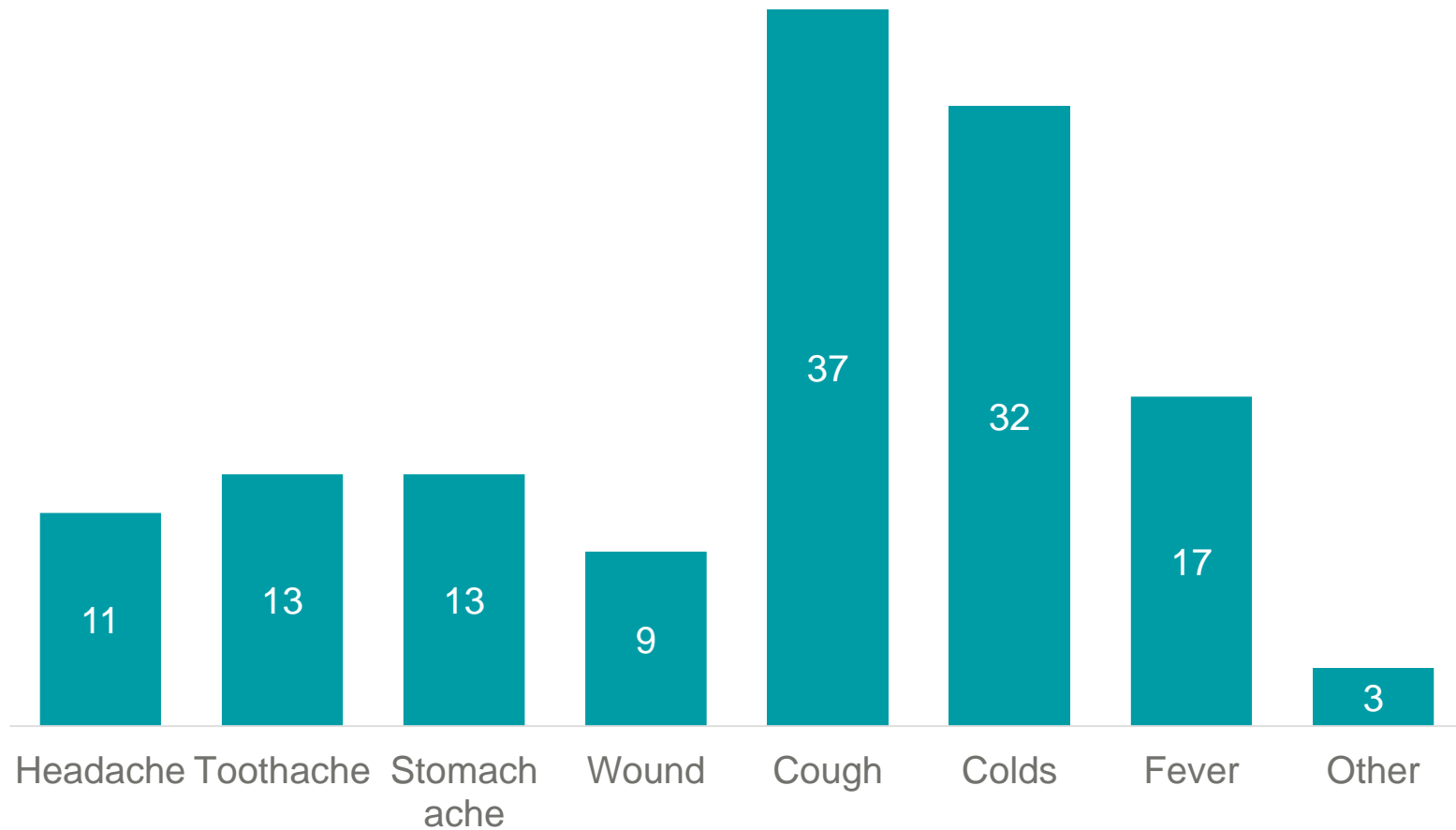
- **Walang birth certificate**
- **Problema sa pera/pamilya**
- **Ayaw pumasok**
- Ayaw paiwan sa paaralan
- **Bullying**
- **Takot sa teacher**
- Tinatamad
- Disability



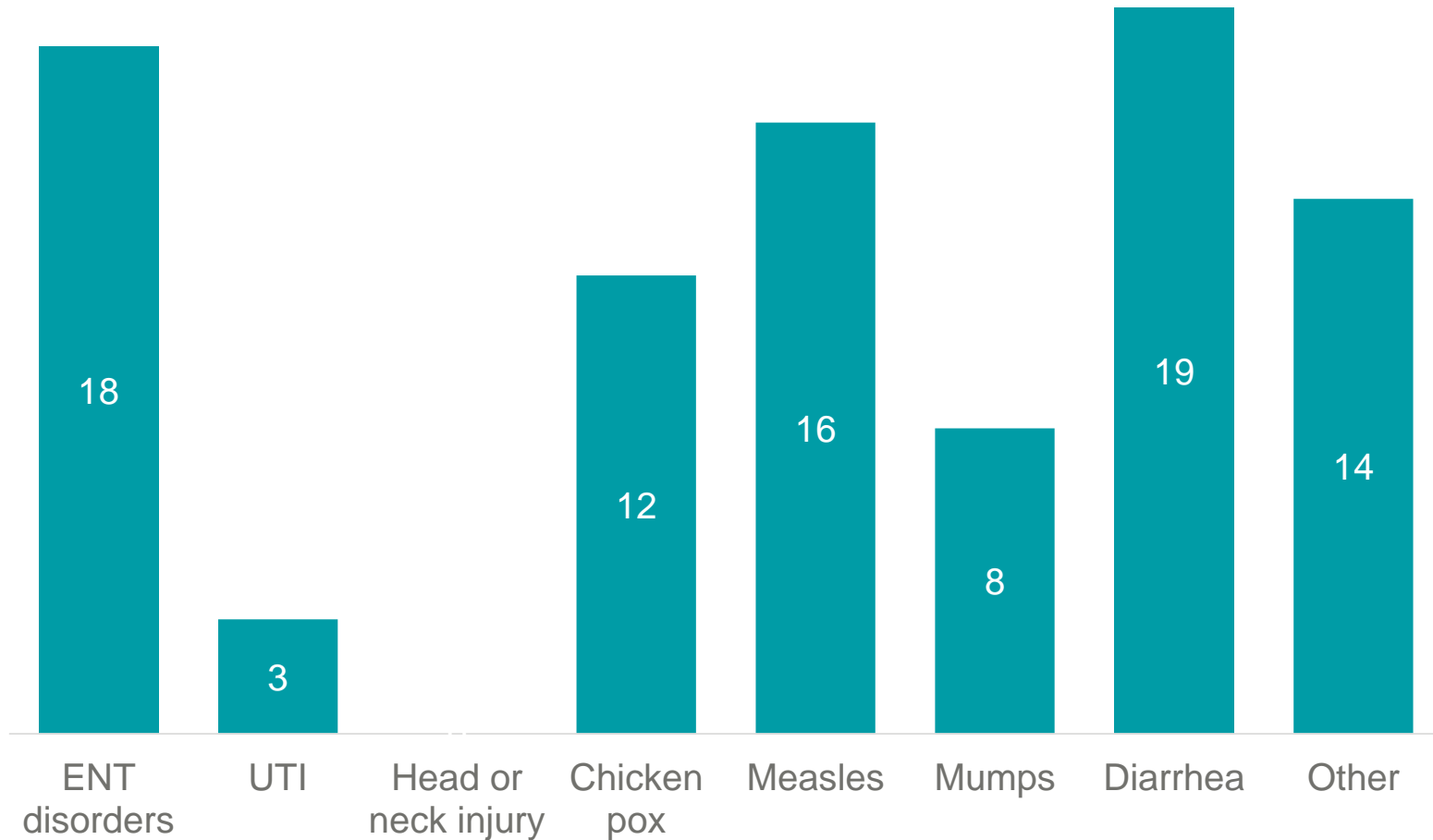
# Children with Disabilities

- 10% or 9 have disability (6 males, 3 females)
- According to parents, they are diagnosed
- Disabilities identified
  - Hearing impairment
  - Special health problems
  - Speech/language impairments
  - Autism
  - Intellectual disability

# Current illness of children



# History of illness of children





# Plans for enrollment

**95%** ay may planong mag-aral

NBBN Elementary School

NBBS Elementary School

Kapitbahayan Elementary School

Kaunlaran High School





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