



In collaboration with
National
Teachers College

English and digital for girls' education in BARMM

A scoping study: Philippines

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Contents

Acknowledgements	02
About the British Council	03
Abbreviations	06
Introduction	08
Background of the EDGE programme	09
BARMM, Philippines country context	10
Background: gender analysis	12
Legal framework for women's and girls' rights	12
Access to education and employment opportunities	12
Cultural norms and gender roles	13
Notable progress in gender equality	13
Methodology	14
Phase 1: Gender analysis	14
Phase 2: Fieldwork	15
Research objectives and overarching research questions	15
Sampling approach for stakeholders, participants and communities	16
Selection of stakeholders and participants	16
Selection of communities	16
Methodological approach	19
Key informant interviews (KIIs) and focus group discussions (FGDs)	19
Written language assessment tool	20
Analysis framework	20
Ethical safeguarding and considerations	21
Limitations	22
Findings	23
1. Gender analysis	23
Access to opportunities	23
Cultural norms and beliefs	23
Patterns of power and decision-making	24
2. The digital landscape	26
Electricity	26
Internet connection	26
Technological devices	26
Digital skills	27

3. The key priorities and concerns of adolescent girls	27
Key priorities and concerns	27
Resolving key issues	30
4. Impact of Covid-19	31
Continuation of education post-Covid-19	32
5. Aspirations for the future	32
Steps for securing future aspirations	34
6. Relevance of the EDGE programme to adolescent girls	35
Starting point in terms of digital, social and English skills	35
Digital skills	35
Social skills	36
English skills	36
7. Key organisations and groups helping the community	39
8. Assessment of existing curriculum coverage for adolescent girls' key issues and areas for enrichment	41
Safe spaces to meet	42
9. The appetite/interest for the EDGE programme from key stakeholders and barriers which would need addressing	43
10. How could EDGE be implemented in practice and what are the possible risks?	45
11. Potential partners for implementing the EDGE programme	45
12. Implementation risks	47
Recommendations	49
a. Target groups (who)	49
b. Focus in terms of English language and digital literacy and other priority issues identified by girls	49
c. Proposed EDGE delivery model	50
d. Addressing barriers and risks identified in the gender analysis and mitigation efforts	52
e. Several key opportunities for the EDGE programme	52
References	54
Annexes	56
Key informant interview guide for parents/guardians	56

Abbreviations

4Ps	Pantawid Pamilyang Pilipino Prograam
BARMM	Bangsamoro Autonomous Region in Muslim Mindanao
BOL	Bangsamoro Organic Law
EDGE	English and Digital for Girls' Education
FGD	focus group discussion
KII	key informant interview
MBHTE	Ministry of Basic, Higher and Technical Education
TESDA	Technical Education and Skill Development Authority



Introduction

The British Council Philippines commissioned this scoping study to contextualise the marginalised situation of Filipino adolescent girls aged 13 to 19 in Bangsamoro Autonomous Region of Muslim Mindanao (BARMM), and to evaluate how the Covid-19 pandemic exacerbated their situation. The aim of this study is twofold: to gauge the level of marginalised adolescent girls' **English, digital and social skills** as perceived by key stakeholders, and to determine the viability of the EDGE programme in terms of safety, infrastructure and other important considerations.

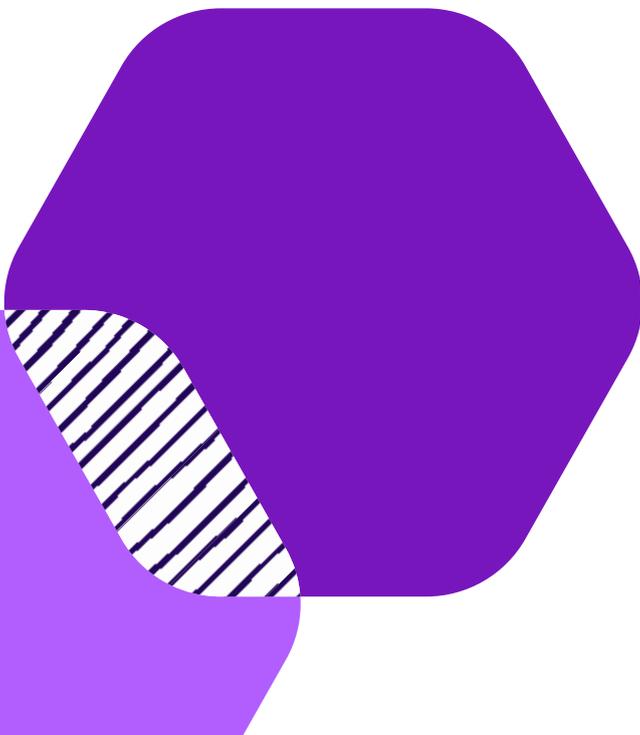
The study was divided into two phases. Phase 1 was completed in March 2024 and involved analysing existing policies, structures and literature in relation to English, digital and social development education of adolescent girls in BARMM. The outputs were a desk review and a gender analysis context report. The former outlines the challenges faced by girls, their skills needs, and the level of their digital engagement; the latter delves into the complex aspects of gender disparities impacting adolescents, with a specific focus on access to opportunities, cultural norms, power dynamics and support systems.

The findings from phase 1 were used during phase 2 of the study. Specifically, they informed the prioritisation of research questions for primary data collection during phase 2. The findings from the first phase were also integrated to strengthen the findings of the final report.

Phase 2 aimed to gather insights from community leaders, parents/guardians and adolescent girls and boys regarding the current conditions of: the community/family in terms of economy, health and social services; roles and expectations of adolescent girls/boys in the community/family; the status of English, digital skills and landscape, and their role in the community/family; the digital skills of adolescents in terms of digital literacy, cybersecurity awareness, social media management, critical thinking in digital contexts, and digital creativity; the viability of conducting the EDGE programme; and partnership and donor mapping (for community leaders and parents/guardians only).

The final report of this scoping study is divided into four sections:

1. Background:
 - overview of the EDGE programme
 - BARMM, Philippines country context
 - Background: gender analysis
2. Methodology: details on research questions, sampling methods and limitations
3. Findings: analysis of consultations with girls, parents, teachers, community leaders and officials, linked to prior gender analysis
4. Recommendations: guidance for the British Council on implementing the EDGE programme in BARMM, addressing barriers, targeting specific girls, and necessary adaptations for local context.



Background of the EDGE programme

The English and Digital for Girls' Education (EDGE) programme has been implemented by the British Council in South Asia since 2016. The programme focuses on English language, digital skills, and awareness of social issues to support adolescent girls aged 13–19, whether they are attending formal education or are out of school in socio-economically marginalised communities. This study aims to support the British Council in assessing the feasibility of such a programme in the Bangsamoro Autonomous Region of Muslim Mindanao (BARMM), and to shape the appropriate design and implementation modalities for this programme.

The theory of change outlined in Figure 1 showcases how this programme impacts the participants.

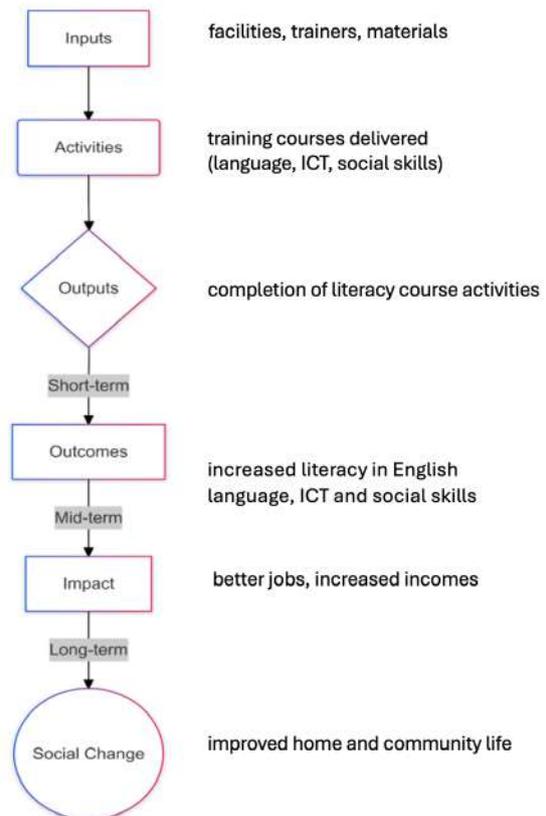
Based on this theory, if adolescent girls are enabled to improve their language and ICT skills, and their awareness of their choices and rights, then they can use their knowledge, language and ICT skills to access information and opportunities. This will enable them to make more informed and independent life choices, as is their right, to contribute more fully to the family, the economy and society. This will likely contribute to them becoming more visible and acknowledged within their communities over time, enhance girls' status within those communities, and eventually contribute to the development of more equitable social/gender structures within project contexts.

Some of the main features of the programme include:

Peer-led model: EDGE clubs are managed by trained peer girl leaders (ages 16–19), fostering leadership within the community.

Safe learning spaces: These clubs provide a supportive environment for girls to learn and interact, backed by community leaders and families.

Figure 1: EDGE theory of change



Integrated learning: The programme combines English, digital, and social skills development using high-quality materials tailored by the British Council.

Community involvement: Parents and local community members are engaged throughout the programme to enhance support and participation.

Alignment with global goals: EDGE aligns with the United Nations' Sustainable Development Goals, focusing on digital literacy and English skills development.

Partnership: The EDGE programme draws on local expertise, strengthening existing networks and systems and sharing knowledge to ensure maximum impact for beneficiaries.

The programme delivery can be adapted to different contexts, depending on the needs of the participants. The clubs themselves are flexible in terms of timing and frequency, and the programme has been designed to be as flexible as possible.

The EDGE programme is currently active in several Southeast Asian countries including India, Nepal, Bangladesh, Pakistan and Afghanistan. The British Council is exploring the possibility of expanding the roll-out to countries in other parts of the world, including Sub-Saharan Africa, Sierra Leone, and BARMM, Philippines in particular.

BARMM, Philippines country context

BARMM is an autonomous region in the Philippines which exhibits an expansive population pyramid, indicating a young and growing population. It covers five provinces:

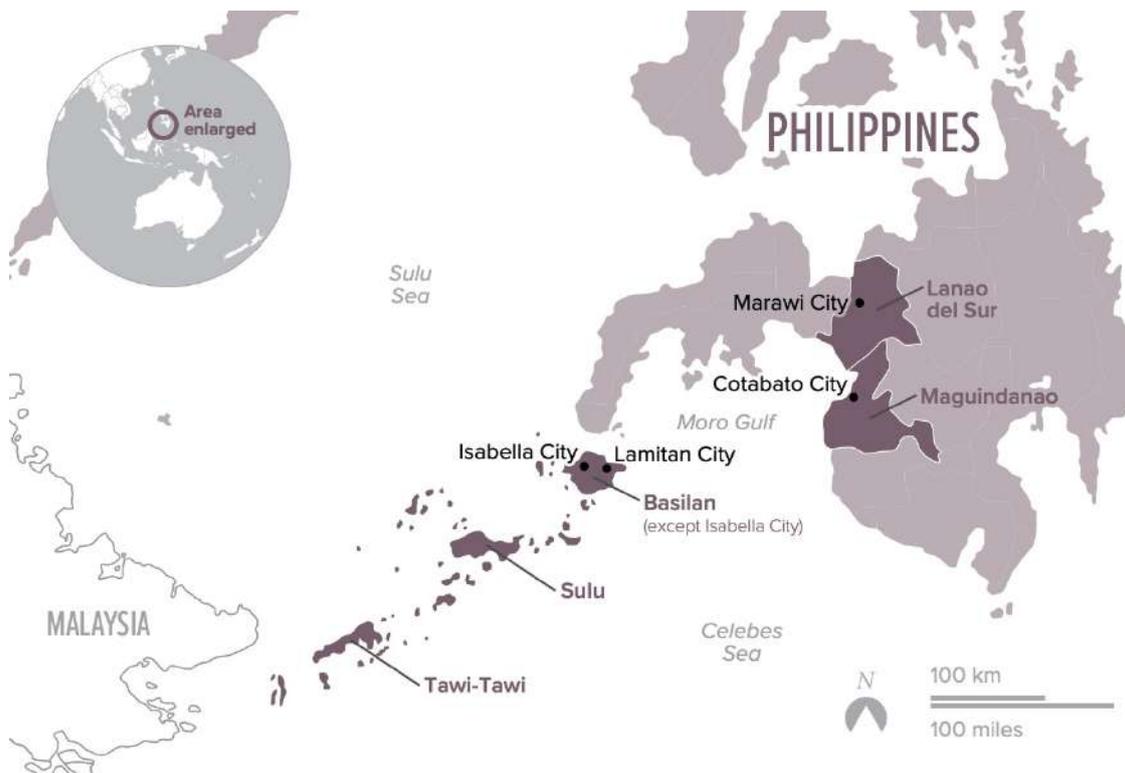
Basilan, Lanao del Sur, Maguindanao, Sulu, and Tawi-Tawi and has 116 municipalities and two cities. There are one million young people aged 15–24 in BARMM, constituting a fifth (21 per cent) of the regional population. The region also accounts for 5 per cent of the country's youth population (UPPI, 2021).

Geographically, the BARMM encompasses the provinces of Basilan (except Isabella City), Lanao del Sur, Maguindanao, Sulu, and Tawi-Tawi, as well as Marawi City, Lamitan City, Cotabato City, and 63 barangays (villages, the lowest administrative unit of local government) in Cotabato.

Filipino and English are the official languages of the Philippines and are spoken in schools, government administration and the media. Bangsamoro is a linguistically rich region and home to at least 15 different languages. The dominant ones are Tausug (1.1 million, in the Sulu Archipelago), Maranao (1.2 million, largely in Lanao del Sur), and Maguindanao (1.3 million, mostly in the province of the same name).

Figure 2: Southern Philippines and the BARMM

(Adapted from artwork by kosmozoo/iStock)



Yakan, Iranun, Cebuano, Tiruray, Sama, and Chavacano (the only Spanish-based Creole in Asia) are among the other languages. (Nationalia, 2025).

The current context within BARMM is characterised by uncertainty and instability due to transitional challenges, security concerns, political rivalries, socio-economic issues and implementation gaps in the peace agreement. The pandemic, too, has strained healthcare systems, disrupted economic activity and exacerbated existing inequalities, potentially leading to increased social unrest and instability. And while this report is not sector-specific for political economy analysis, it does draw upon those approaches at times to discuss implications for programming and risk management.

According to a United States Institute of Peace special report (Abuza & Lischin, 2020), the BARMM government faces challenges stemming from political, fiscal, and human capital shortfall, namely those relating to intraparty governance, intergovernmental relations, intra-Moro political competition, and security, despite the milestone of the peace process. This poses difficulties for the operating environment in crafting appropriate programme design and delivery modalities, which will require contextual understanding in each area of implementation to ensure the safety and security of learners, implementers and their communities.

The Ministry of Basic Higher and Technical Education (MBHTE), BARMM has emphasised that education is a top priority of the Bangsamoro government and it aims to establish, maintain and support a complete and integrated system of quality education, which shall be a subsystem of the national education system. As stated in the Bangsamoro Organic Law, the 'Bangsamoro Government shall develop an educational framework relevant and responsive to the needs, ideals, and aspirations of the Bangsamoro people. For this purpose, the Bangsamoro Government shall conform to the minimum standards set by the National Government. The Bangsamoro Government shall institutionalize peace education in all levels of education' (Senate of the Philippines, 2018).

This programme will serve as an avenue for BARMM adolescent learners to develop English language and the necessary digital and social skills to make informed and independent life choices.

The commitment of the Bangsamoro government, especially MBHTE, to prioritise education, recognising its role in fostering peace, stability and long-term development, is reflected in the 17 per cent increase in school enrolment for the 2023–2024 academic year (Fernandez, 2023). However, despite this progress, significant challenges remain, particularly in ensuring equitable access to quality education. Only a small percentage of students, especially adolescent girls, successfully complete secondary education, limiting their future opportunities and increasing their vulnerability to economic insecurity, early marriage and gender-based violence (Kimotho, 2017). In conflict-affected communities, education serves as a critical tool for recovery, yet limited resources, learning disruptions and socio-political instability continue to hinder many learners' educational journeys.

Beyond formal education, language and digital literacy remain key barriers to economic participation. While Filipino and English are the official languages of the Philippines, many learners in BARMM struggle with English proficiency due to limited exposure and inadequate educational resources. A report by The Asia Foundation (2021) highlights that low English and digital literacy hinder employability, restricting young people's access to better economic opportunities in an increasingly digital world. Bridging these gaps is essential for academic success and workforce readiness.

Recognising these persistent challenges, educational programmes like EDGE can help address these gaps by enhancing English proficiency, digital literacy, and social skills among adolescent learners in BARMM. EDGE aligns with the Bangsamoro government's educational vision by providing a structured approach to developing essential language and technology skills. Investing in such initiatives can help bridge educational gaps, improve learning outcomes, and create more inclusive opportunities for young people in conflict-affected communities.

Background: gender analysis

The Philippines, a Southeast Asian archipelago of 7,641 islands, has a projected population of approximately 114.12 million by 2025 (PSA, 2024). As a country with a young and rapidly growing population, where 30 per cent of the population is below the age of 15, addressing gender disparities in education, employment and economic mobility is essential for national development. The Philippines has achieved significant progress in gender equality, particularly in political representation, access to education and legal protections. However, systemic barriers persist, particularly for adolescent girls in rural and conflict-affected regions like the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM).

BARMM, established through the Bangsamoro Organic Law (2019), is the only Muslim-majority region in the Philippines. It includes five provinces (Basilan, Lanao del Sur, Maguindanao, Sulu, and Tawi-Tawi), three cities (Marawi, Lamitan, and Cotabato), and 63 barangays in Cotabato province. Despite a notable decline in poverty incidence from 52.6 per cent in 2018 to 23.5 per cent in 2023 (PSA, 2023) educational barriers, economic limitations, and entrenched gender norms continue to hinder the full empowerment of adolescent girls in the region.

Legal framework for women's and girls' rights

The Philippines has a strong legal framework designed to protect the rights of women and girls. The Magna Carta of Women (RA 9710) provides a comprehensive policy framework that promotes equal access to education, employment and political participation (PCW, 2022). Additionally, laws such as the Anti-Violence Against Women and Their Children Act (RA 9262), Anti-Sexual Harassment Act (RA 7877), and Anti-Rape Law (RA 8353) criminalise gender-based violence and discrimination. These policies reflect the government's commitment to eliminating discrimination and ensuring women's full participation in society.

However, legal protections do not always translate into effective implementation, especially in rural and conflict-affected areas. Many adolescent girls remain unaware of their rights, leaving them vulnerable to forced marriage, economic exploitation and gender-based violence. Additionally, law enforcement and judicial processes remain inaccessible or underutilised, particularly in regions where cultural and religious norms often take precedence over national laws (OECD, 2023). Addressing these gaps requires stronger grassroots advocacy, legal literacy campaigns, and improved law enforcement mechanisms to ensure the practical application of legal protections at the community level.

Access to education and employment opportunities

Educational opportunities for adolescent girls in the Philippines have steadily improved, yet regional disparities remain evident. In urban centres, girls outperform boys in educational attainment, with higher secondary and tertiary enrolment rates (PSA, 2024). However, in rural and Muslim-majority areas like BARMM, many girls drop out of school due to economic hardship, early marriage and cultural expectations (Kimotho, 2017). Limited school infrastructure, inadequate teacher training and safety concerns in conflict-affected areas further hinder girls' educational progression.

The 2023 BARMM education report indicated a 17 per cent increase in school enrolment, yet completion rates remain low, particularly for girls (Fernandez, 2023). Many families prioritise boys' education over girls', believing that young women's roles should focus on domestic responsibilities and marriage. Additionally, access to quality learning resources, particularly in English and digital literacy, remains a challenge, affecting young women's ability to secure competitive jobs (The Asia Foundation, 2021).

Beyond education, employment opportunities for adolescent girls remain scarce, particularly in male-dominated industries. The female labour force participation rate stands at 46 per cent, but most women are engaged in low-wage, informal or unpaid labour (World Bank, 2023). To bridge this gap, investment in vocational training, entrepreneurship programmes, and mentorship initiatives tailored for young women is crucial. Empowering girls with technical and digital skills will enhance their employability and reduce economic dependency.

Cultural norms and gender roles

Traditional gender norms play a significant role in shaping opportunities for adolescent girls. In many Filipino households, girls are expected to prioritise family responsibilities over education or employment. This is especially true in rural and Indigenous communities, where deeply ingrained cultural and religious beliefs reinforce traditional gender roles (UNICEF, 2022).

The sex ratio at birth of 107.7 boys per 100 girls highlights persistent gender biases, particularly in household structures and decision-making (GIWPS, 2023). Moreover, societal expectations often discourage young women from pursuing leadership roles or careers in STEM (Science, Technology, Engineering, Mathematics) fields, limiting their career choices.

Efforts to challenge these norms require community-driven gender awareness campaigns, engagement with religious and local leaders, and policy reforms that encourage equal participation of girls and boys in education and economic opportunities. Schools should incorporate gender-sensitive curricula, and scholarship programmes for young women should be expanded to encourage broader participation in male-dominated industries.

Notable progress in gender equality

Despite the challenges, the Philippines ranks 16th globally in the 2022 Global Gender Gap Index, outperforming many of its regional neighbours in political representation and educational attainment (World Economic Forum, 2022). The country has had two female presidents, numerous high-ranking female legislators, and strong representation in public and private sectors.

Educational opportunities for women continue to expand, with higher secondary and tertiary completion rates among women than men in urban areas (PSA, 2024). Additionally, progressive workplace policies, such as the Expanded Maternity Leave Act (RA 11210), have improved conditions for working mothers and increased women's workforce participation.

However, these advancements are not evenly distributed. In rural and conflict-affected areas, early marriage, financial constraints and restrictive gender norms continue to limit adolescent girls' opportunities. Expanding government-led programmes, strengthening public-private partnerships and investing in community-led initiatives will help ensure gender equality reaches the most vulnerable sectors of society. By prioritising education, economic inclusion and leadership development, the Philippines can further close the gender gap and create sustainable opportunities for adolescent girls nationwide.

Programmes like EDGE can help bridge gender gaps by equipping adolescent girls with English proficiency, digital literacy and leadership skills. In BARMM, where education access and job opportunities remain limited, EDGE can enhance academic performance and employability, enabling young women to pursue higher education, remote work or entrepreneurship. By fostering confidence and social empowerment, the programme can also challenge restrictive gender norms and support long-term gender equality and economic inclusion in underserved communities.



Methodology

During the inception phase, the methodology, sampling approach and analysis were designed to align with the key research objectives and questions. Ethical safeguarding measures were integrated throughout the fieldwork to ensure the protection and well-being of all participants involved in the study. This comprehensive approach facilitated a rigorous and ethically sound research process, enhancing the validity and reliability of the findings.

Phase 1: Gender analysis

The gender analysis was conducted through a comprehensive desk review of qualitative and quantitative research and included programme evaluations and government reports. Secondary literature was sourced online, with strict measures to ensure its relevance by aligning with principles of adolescent-centred and gender-sensitive programming. The inclusion criteria for the reviewed literature were as follows:

- Publication timeframe: documents published from 2018 onward
- Source credibility: produced by leading organisations specialising in girls' and women's rights, with a specific focus on education, adolescents, gender and ICT/digital sectors
- Content relevance: evidence-based examples of effective and ineffective practices, along with insights into trends and lessons learned

The analysis addressed key thematic areas outlined in the terms of reference:

1. Girls' and young women's rights: government policies and their implementation
2. Access to opportunities: barriers to employment and quality education
3. Educational and employment outcomes: typical trajectories for adolescent girls
4. Cultural norms and beliefs: influences on women and girls
5. Gender roles and responsibilities: impacts on adolescent girls' lives
6. Power dynamics: patterns of power distribution and decision-making
7. Voice and agency: support networks, rights awareness and self-advocacy
8. Risk factors: challenges specific to adolescent girls.

This approach ensured a robust understanding of the gender-specific dynamics influencing adolescent girls across these domains.

Phase 2: Fieldwork

This section outlines the study design established during the fieldwork. The primary study objectives and research questions were aligned with the chosen methodology, sampling strategy and analysis framework, as detailed below. Additionally, this section discusses the study's limitations and the measures implemented to ensure ethical protection during fieldwork.

A critical consideration in formulating the research questions was to avoid overtly political inquiries while allowing room for political responses. Given that Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) is currently engaged in a peace process, posing political questions could jeopardise the safety of researchers, participants and the broader community. Such inquiries might also deter potential interviewees from participating, thereby impacting the overall data collection process.

Research objectives and overarching research questions

In collaboration with the British Council, the study aims to assess girls' perspectives on their digital engagement, skills needs, leadership development, and interest in the EDGE programme. Additionally, it seeks to identify the most marginalised girls, determine the most feasible communities or locations for implementing the EDGE programme, and explore how the programme can be adapted to meet adolescent girls' priorities. The findings will provide critical insights for the British Council regarding the feasibility, design and implementation modalities of the EDGE programme in BARMM, Philippines.

To align with these objectives, the overarching research questions are as follows:



1. **Impact of gender inequalities:** How do gender inequalities affect the lives of adolescent girls? What opportunities exist to empower them to make informed and independent life choices?
2. **Digital landscape:** What is the current digital landscape for adolescent girls in terms of access to and use of digital technologies and platforms?
3. **Key priorities and concerns:** What are the key priorities and concerns of adolescent girls, both in and out of school?
4. **Relevance of EDGE programme:** How relevant is the EDGE programme for adolescent girls, and how can its content be adapted to address their key priorities?
5. **Stakeholder engagement:** What is the level of interest in the EDGE programme among key stakeholders, and what barriers must be addressed?
6. **Implementation feasibility:** How can the EDGE programme be practically implemented, and what potential risks (contextual, delivery, safeguarding, operational, financial) should be considered?

This structured approach ensures a comprehensive understanding of the needs and challenges faced by adolescent girls in BARMM while informing effective programme development.

Sampling approach for stakeholders, participants and communities

In order to collect data that could guide plans for the EDGE programme's future implementation, communities and stakeholders were purposively selected based on specific criteria.

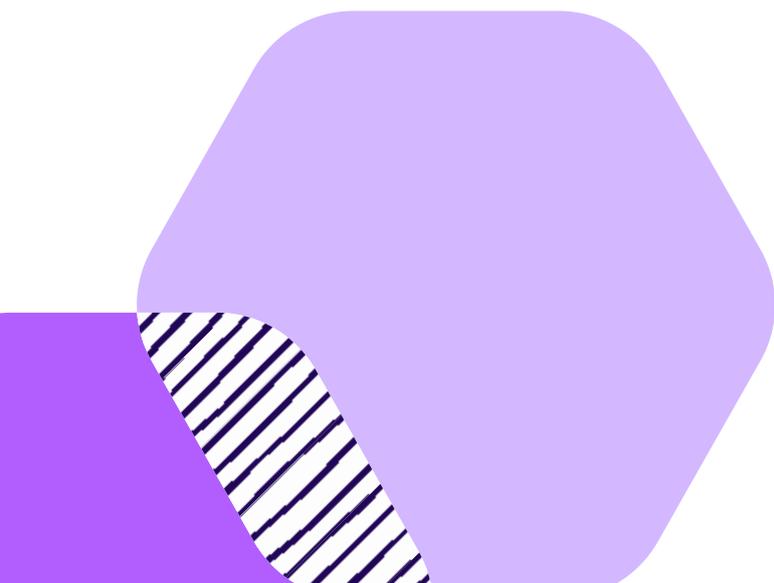
Selection of stakeholders and participants

Participants and stakeholders were chosen based on their interest in the EDGE programme and their capacity to influence and gain from it. This sampling strategy was used for the primary data gathering. Purposively selected, based on their potential interest in and influence over the EDGE programme, were the following:

1. Leaders and members of the involved communities, schools, government and non-government organisations
2. Family members of the referred marginalised girls, which included parents, primary caregivers, guardians, younger female siblings, and male siblings as well if applicable
3. Adolescent girls and boys aged 13 to 19, both schooled and unschooled.

Selection of communities

According to the official poverty statistics of the Philippines in 2023, BARMM posted significant changes in their poverty incidences from 2021 to 2023. However, BARMM consistently registered the highest poverty incidence among families at 34.8 per cent in the first semester of 2023. Maguindanao, which was in Cluster 1 with a poverty incidence of 48.6 per cent in 2018, is currently in Cluster 2 with a poverty incidence of 37.1 per cent. Although marginalisation was considered as a prime criterion for the selection of communities, safety and security of all those engaged in the research were paramount to ensure that any travel and fieldwork was safe. It is important to note that the study did not include communities with the most extreme levels of girl marginalisation.



The highest levels of marginalisation are seen in the provinces of Basilan and Tawi-Tawi, but a lack of relevant digital landscape/infrastructure and the feasibility of fieldwork (far away from airport) led to the exclusion of these communities in the sampling frame as they did not meet the sampling criteria. Nevertheless, in consultation with the British Council and with the belief that creative solutions can mitigate weak digital infrastructure when implementing the EDGE programme, two communities from Maguindanao with poor digital infrastructure that met the marginalisation criteria were selected.

In line with this, this study initially commenced in Maguindanao as it is the most accessible with our partner institutions. The target community was reduced from provincial to local, taking into account the gap between urban and rural areas, as well as the possible availability of important research stakeholders.

Thus, Barangays Kuya and Kauran were chosen as the primary data collection communities. This decision was also based on: 1) marginalisation factors to guarantee that we reach the intended beneficiaries; 2) relevant digital landscape factors to guarantee that EDGE is feasible given the current infrastructure; and 3) feasibility for fieldwork factors to guarantee that data collection is feasible within budgetary constraints and time constraints.

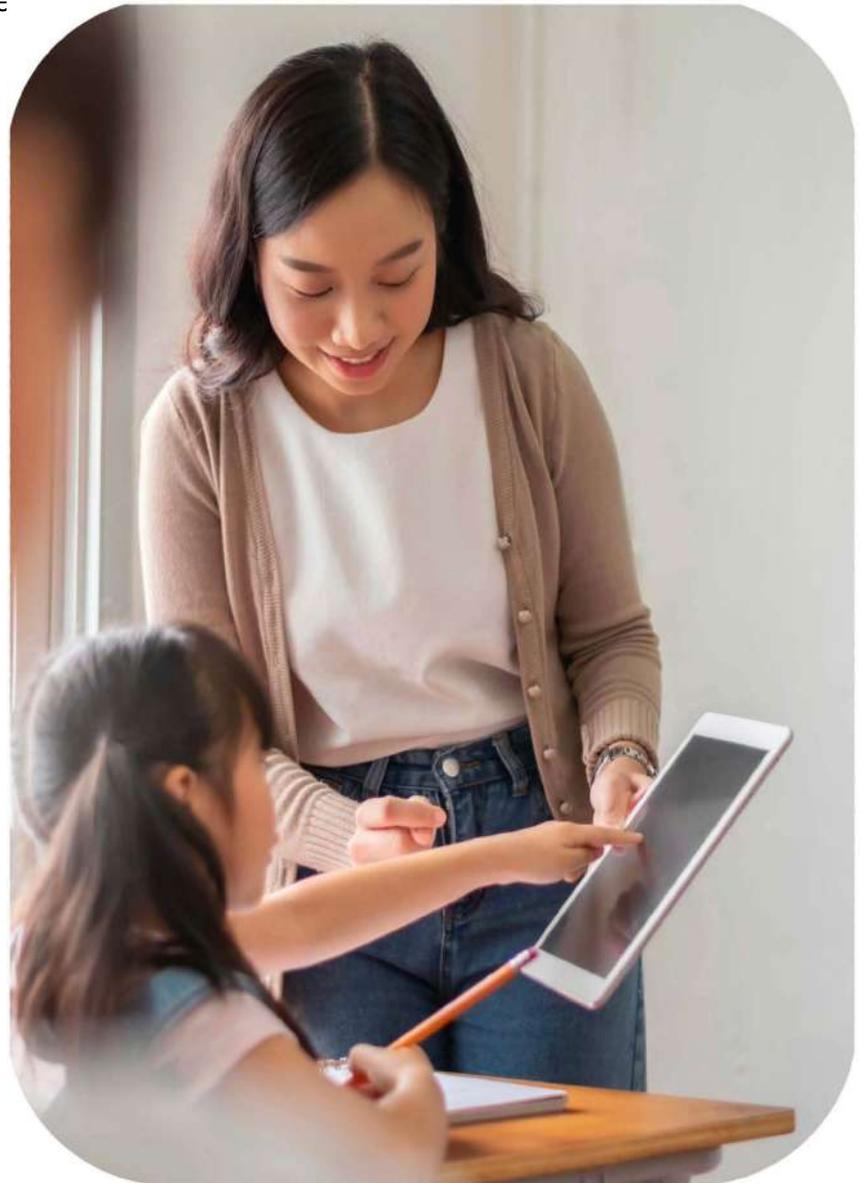
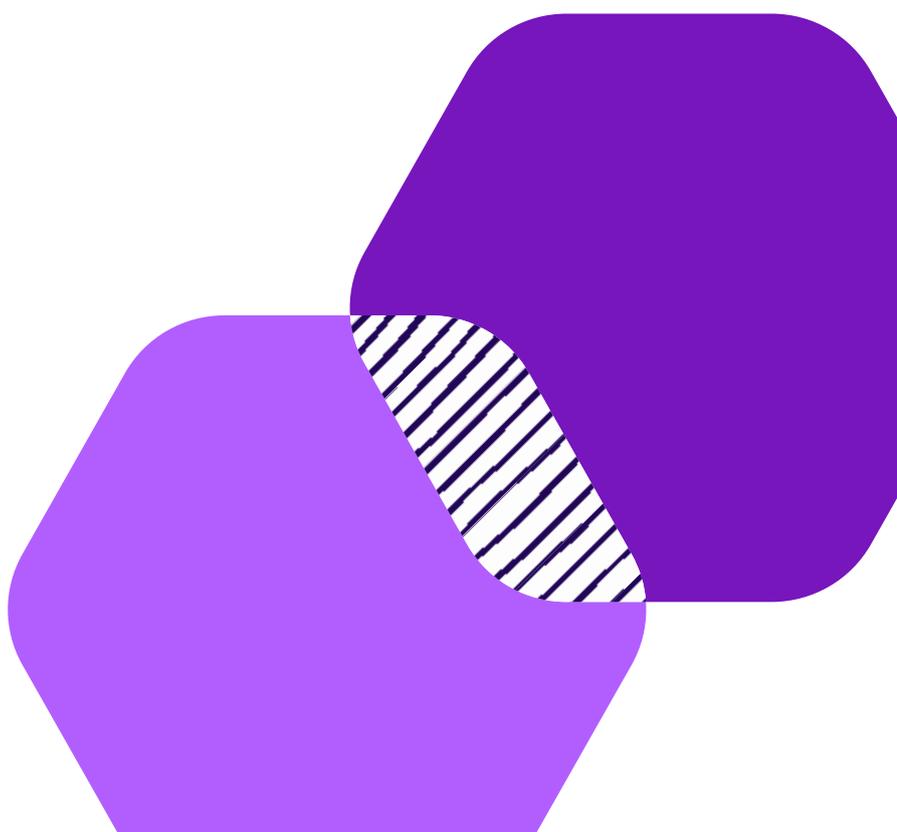


Table 1: Total list of respondents across both KIIs and FGDs

Stakeholder groups		No.
Out-of-school students	Adolescent girls (16-19)	6
	Adolescent girls (13-15)	15
	Adolescent boys (16-19)	11
	Adolescent boys (13-15)	18
In-school students	Adolescent girls (16-19)	15
	Adolescent girls (13-15)	30
	Adolescent boys (16-19)	8
	Adolescent boys (13-15)	8
Provincial, barangay, and school level	Teachers	7
	Parents/caregivers	40
	Community/religious leaders	3
	Head, Indigenous People	1
National agencies	Representatives from the Office of Director General, Technical Education and Skill Development Authority	3
	Head National Language Skills Center (NLSC), Technical Education and Skill Development Authority	1



Methodological approach

The study employed a multi-modal approach, primarily utilising a qualitative field design combined with a mini-ethnographic method. Researchers conducted short-term cultural immersion in BARMM, a conflict-affected region, to gain deeper insights into its unique socio-political and cultural context. This hands-on approach provided valuable perspectives that would not have been possible through remote research. Furthermore, it was particularly suited to areas like BARMM, where extended fieldwork is challenging due to safety and logistical constraints (Stodulka et al., 2019).

Key informant interviews (KIIs) and focus group discussions (FGDs)

KIIs were conducted with community leaders and parents/guardians while FGDs were administered with adolescent girls and boys, using semi-structured interview/discussion protocols tailored to specific themes. These protocols facilitated open-ended questions, allowing participants to provide detailed answers in English or Filipino.

Interviews lasted 45–60 minutes while group discussions carried on for 45–90 minutes, with signed consent obtained

beforehand. KIIs and FGDs were held in quiet spaces, and with permission, were digitally recorded. The following areas were included during the interviews and discussions:

1. current condition of the community/family in terms of economy, health and social services
2. roles and expectations of adolescent girls/boys in the community/family
3. status of English and its role in the community/family
4. status of digital skills, landscape and its role in the community/family
5. digital skills of adolescents in terms of digital literacy, cybersecurity awareness, social media management, critical thinking in digital contexts, and digital creativity
6. viability of conducting EDGE programme
7. partnership and donor mapping (for community leaders and parents/guardians only).



Written language assessment tool

This adapted tool from the *EDGE Scoping Study Guidance* (British Council, 2020) was utilised to assess participants' basic English literacy levels. Participants were asked to complete a brief writing task about their place of origin, interests, dreams, aspirations and family. The test was conducted in a supportive environment to ensure participants felt comfortable. Instructions were provided in their native language if necessary, and the process was closely monitored. For those who faced significant challenges, the test was concluded early.

Responses were evaluated using the Common European Framework of Reference for Languages (CEFR), a recognised standard for assessing language proficiency. The framework categorises literacy levels as follows:

- B2: capable of writing clear, detailed texts on various subjects, synthesising and evaluating information
- B1: able to write straightforward, connected texts on familiar subjects by linking shorter elements into a logical sequence
- A2: can produce simple phrases and sentences using basic connectors like 'and', 'but', and 'because'
- A1: able to provide personal information using basic expressions and isolated sentences
- Pre-A1: can write basic personal details (e.g. name, address, nationality), often with dictionary assistance
- A0: unable to produce any written English or provide a response

This evaluation provided valuable insights into participants' communication abilities and their educational needs.

Analysis framework

The study employed a thematic analysis approach to examine data from focus group discussions (FGDs) and key informant interviews (KIIs). An analysis framework was created based on the research questions to systematically extract relevant information from interview notes and recordings. Key features of the framework included:

1. separate sheets for each stakeholder group
2. coding of each interview according to respondent codes
3. columns for respondent and community codes for each group
4. research questions as column headings, organised by themes
5. each row representing a distinct interview, facilitating traceability of unclear comments.

This structured framework allowed for efficient filtering and comparison across different respondent types during analysis. All paper notes from the interviews and FGDs were securely consolidated and stored in a secure folder for safekeeping.

The analysis of the written language assessment tool employed frequency and percentage to effectively illustrate the distribution of literacy levels among participants. Thematic analysis was also used for the responses in the open-ended questions in the assessment tool.

Ethical safeguarding and considerations

With the study being aligned with mapping adolescent girls' priorities and thereby facilitating a direct engagement with adolescent girls, ethical and gender safeguarding components were key considerations of the methodology. The research was conducted in line with the British Council's ethical and safeguarding policies. In particular, the following measures were implemented:

1. The research team obtained approval from the Office of the Mayor of Municipality of Ampatuan and South Upi. All members of the research team were trained in research ethics with an emphasis on maintaining objectivity with research participants and ensuring the confidentiality of all data collected.
2. The research team ensured compliance with existing data collection standards by obtaining consents from all respondents including parents/guardians on behalf of underage adolescent boys and girls.
3. On safeguarding, the research team and three facilitators who worked with adolescent girls first underwent child protection and safeguarding training before data collection. The training encapsulated the British Council's gender-sensitive considerations and safeguarding policies. Ways of addressing unintended disclosures including report lines and mapping of referral pathways in all sampled communities were an integral part of the safeguarding considerations.



Limitations

The following limitations should be kept in mind when interpreting the findings of the study:

- 1. The study is neither regionally nor nationally representative:** Although the findings aimed at providing a snapshot in time to inform the feasibility of EDGE programming in BARMM, the data collected for this study was limited to two communities, is anecdotal and not meant to be a nationally representative study. This means that the findings are indicative but not generalisable.
- 2. National-level stakeholder interviews may not be exhaustive:** While the research team met their interview targets with the community and school-level stakeholders, only two out of at least five proposed national/central level stakeholders were interviewed. Despite allocating about two weeks to conduct these interviews, challenges included declining to participate, issues around bureaucratic signoff, and persistent deferring of interviews until the time for fieldwork elapsed. The low turnout at the national level impaired the research team's ability to get valuable input, especially from the Ministry of Higher, Basic, and Technical Education in BARMM and director of Social Welfare Division of TESDA.

Findings

The study adopted a multi-modal approach, centred on a qualitative field design with a mini-ethnographic method. Researchers engaged directly with the BARM community, a conflict-affected area, to gain meaningful insights. Data collection involved key informant interviews (KII), focus group discussions (FGD), and a written language assessment that measured English literacy using the Common European Framework of Reference for Languages (CEFR). Findings were analysed through thematic analysis for qualitative data, while frequency and percentage were utilised to assess literacy distribution.

1. Gender analysis

This gender analysis delves into the complex aspects of gender disparities impacting adolescents, with a specific focus on access to opportunities, cultural norms, power dynamics and support systems. Noteworthy findings highlight advancements in providing equal access to education and employment, yet, entrenched cultural norms and traditional roles still constrain opportunities, especially for girls. It is observed that there is a gradual but incomplete transition towards gender equality in educational and career aspirations, alongside persistent challenges in achieving balanced leadership representation and managing risks associated with digital exposure.

Access to opportunities

Despite evolving opportunities and support mechanisms, gender disparities in access to quality education and employment remain subtly entrenched in community practices. Observations reveal that access to educational and employment opportunities is generally equitable between genders, thanks to government initiatives such as the 4Ps programme (DSWD, n.d.) and the rise of online business prospects. Both male and female adolescents can pursue education and benefit from government aid programmes.

Historically, women faced limitations in employment, primarily being excluded from physically demanding agricultural and military-related roles. For instance, a young adolescent expressed genuine interest in farming, but her father discouraged her and wanted her to pursue other professions. However, recent developments have expanded these opportunities, with women now engaging in house helper and/or storekeeping roles, as well as farming, which are also options for unschooled girls. The rise of digital platforms has further broadened career prospects for both genders. A sample of this is that others now aspire to be flight attendants, content creators, or actors/actresses. Despite these advancements, traditional barriers and gender-specific roles persist, particularly in rural areas where women's opportunities remain constrained by cultural norms.

Although strides have been made towards equal access to education and employment, underlying gender-specific barriers still influence opportunities, highlighting the need for continued efforts to address these disparities.

Cultural norms and beliefs

Cultural norms and beliefs significantly shape the aspirations and roles of adolescent girls, reflecting both progress and persistent traditional views. Cultural norms are shifting, with both adolescent girls and boys increasingly embracing the idea that girls should pursue education and careers. This progressive mindset is reflected in the aspirations of adolescents, with many girls aspiring to careers in nurturing industries such as medicine and education. However, traditional beliefs still hold sway, as some adolescent boys express a preference for girls to adhere to domestic roles.

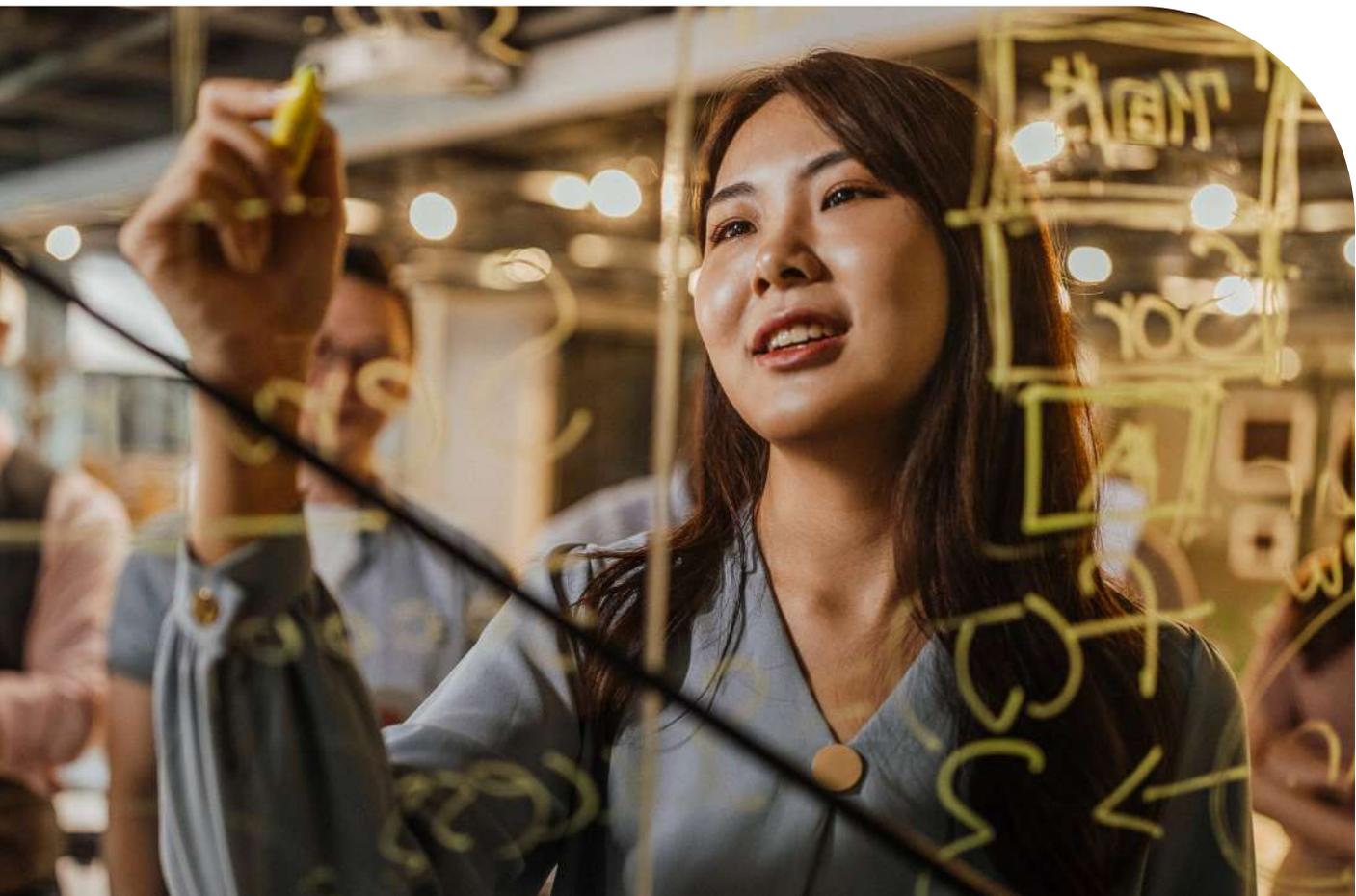
Girls often shoulder the additional responsibility of completing household chores before tending to their studies and leisure activities.

At the same time, boys have more freedom to engage in external work and leisure pursuits. These gendered expectations influence educational aspirations and career choices, showcasing a blend of evolving and enduring cultural attitudes. While there is a growing push for gender equality in education and career aspirations, deeply rooted cultural norms continue to shape gender roles and expectations, underscoring the ongoing need for cultural transformation.

Patterns of power and decision-making

The stakeholders, particularly adolescent males and male community leaders, express deep respect for women, particularly their mothers. However, an analysis of power dynamics and decision-making within the communities reveals a notable gender imbalance, with men predominantly occupying high-ranking positions despite the presence of female leaders.

The communities under study reveal a significant underrepresentation of female leaders in high-ranking positions, with men predominantly occupying most leadership roles. This disparity highlights an enduring imbalance in power dynamics, despite the general acceptance of female leadership. Adolescent girls exhibit cautious optimism about their future leadership prospects, a sentiment influenced by the limited presence of female role models. This cautious outlook showcases a gap between the theoretical acceptance of female leadership and its practical implementation within community structures. Many adolescent girls hold their mothers in high esteem, recognising them as strong figures who not only manage household responsibilities but also compensate for what is lacking from their fathers. This deep respect and the demanding nature of managing female-led households may contribute to a reduced interest in pursuing formal leadership roles, as the existing responsibilities at home are already substantial.



Power dynamics in **BARMM, Maguindanao, and its barangays** reveal a persistent gender imbalance, with men dominating leadership roles despite policies promoting inclusion. This lack of female representation limits adolescent girls' leadership aspirations, as they rarely see women in decision-making positions. While many respect their mothers as strong figures, domestic responsibilities often discourage them from pursuing formal leadership roles, reinforcing traditional gender norms.

In **BARMM**, women hold only **16 per cent of seats** in the **Bangsamoro Transition Authority (BTA) Parliament**, despite the **Bangsamoro Electoral Code** (Bangsamoro Parliament, 2023) requiring **30 per cent female nominees** in political parties. In **Maguindanao**, leadership remains male-dominated, with women often in **informal leadership roles** rather than elected positions. At the **barangay level, Punong Barangays and Kagawads are mostly men**, with women relegated to **appointed or supportive positions**. This limits opportunities for girls to see and aspire to leadership. Addressing these gaps requires **stronger policy enforcement, mentorship programmes and leadership training** to empower women and inspire future female leaders.

The underrepresentation of women in leadership positions, coupled with the significant domestic responsibilities experienced by young women, has the potential to restrict their career aspirations, perpetuate traditional gender roles, and diminish their inclination to actively pursue formal leadership roles, despite possessing the requisite capabilities.

Voice, agency, and support networks

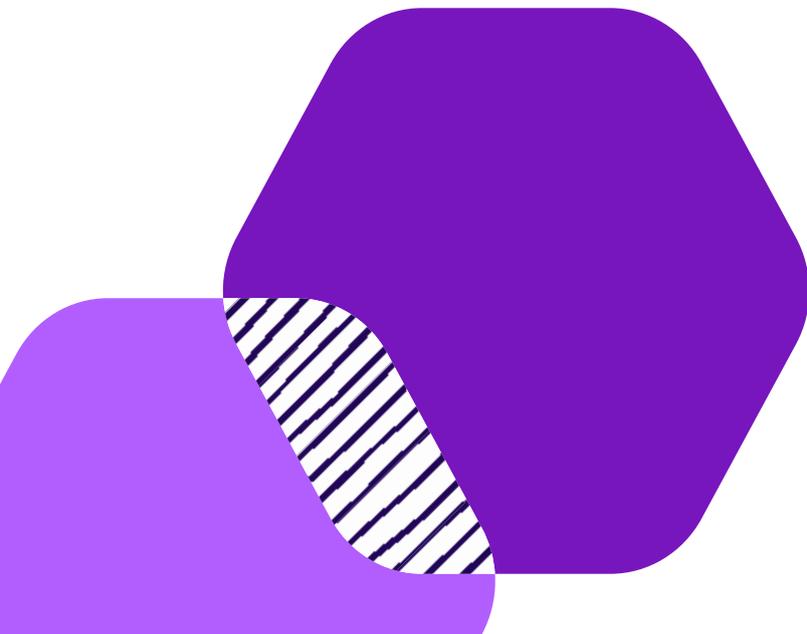
Adolescent girls confront significant risks and hurdles concerning their ability to express themselves, make choices and access support systems, often compounded by insufficient guidance and exposure to online threats.

These risks include exposure to unsuitable online material and a shift towards seeking immediate employment, derailing their educational aspirations. The lack of digital proficiency among parents further constrains the guidance available to girls navigating online environments.

While schools, churches and community centres offer some safe havens, there are apprehensions about after-dark activities and how they affect students. The struggles girls encounter in juggling education, safety and digital exposure underscore the necessity for improved support systems and protective measures.

The obstacles tied to adolescent girls' voices, agency and support networks underscore the critical importance of enhanced protective measures and guidance to nurture their educational and personal development effectively.

In summary, the analysis emphasises that despite significant advancement towards gender equality, enduring discrepancies persist. The changing landscape of educational and employment opportunities is counterbalanced by deeply ingrained cultural norms and traditional gender roles, which continue to shape expectations and present challenges. Tackling these imbalances demands continuous endeavours to dismantle entrenched cultural obstacles, increase the presence of women in leadership roles, and bolster support systems to protect and empower young women effectively.



2. The digital landscape

This was assessed through various factors such as electricity sources and reliability, available internet connections and their quality, and adolescent girls' and boys' digital literacy levels. Adolescents' usage of digital platforms was also explored, as well as the necessity of digital skills for girls, challenges in digital infrastructure, observed innovations, and profiles of those with digital disadvantages. Additionally, adolescent girls' current digital skill needs, and the strategies community and school leaders employ to address digital divide challenges were identified.

Electricity

The research locales and stakeholders reported that electricity is primarily sourced from electric companies but is often unreliable, with frequent outages occurring without prior notice. Some households use solar panels and generators to mitigate this, while others creatively power essential devices using motorcycle batteries. However, most endure frequent power outages, and some households lack electricity due to poverty, especially those in the mountains. This has impacted the children's education, especially during the pandemic when most announcements and activities were online. The officials of Barangay Kauran expressed concern over a fallen electricity pole that had caused power outages and posed health and safety hazards for months. Despite several reports, the issue remains unresolved.

Internet connection

Both research locales have internet connection sources, and most rely on Piso Wifi. Javeloza (2022) defines it as a low-cost, coin-operated internet service model in the Philippines that lets users access the internet for a little charge, offering an affordable alternative to costlier internet services through shared connections in public spaces. At certain times, as little as a peso allows connectivity to the internet for 15 minutes. Mobile data is unstable to almost unavailable in Barangay Kuya, while it is more accessible in Barangay Kauran.

According to the Chairman of Barangay Kuya, a proposal for a cellular site in their area was reviewed and approved years ago, but the project has not yet progressed. Most adolescents interviewed stated that they use the Internet for educational purposes, staying informed about social issues, and connecting with friends. However, adults noted that young people often use it for social media, gaming and occasionally posting inappropriate content such as social media rants, sexual material or instigating relationships. They emphasised the need for youth to develop social media awareness and etiquette.

Technological devices

The adolescents of both Barangay Kauran and Barangay Kuya have access to and knowledge of how to use mobile phones but have limited to no access to tablets and laptops. They can use and be exposed to computers only in schools in Barangay Kuya, where the nearest National High School was fortunate enough to receive computer donations. However, due to Typhoon Pablo, the majority of these were destroyed. According to teachers and barangay officials, almost all adolescents in their areas, regardless of gender, have mobile phones, as this is prioritised when they receive their 4Ps. According to the Department of Social Welfare and Services, **4Ps, or Pantawid Pamilyang Pilipino Program**, also provides cash transfers to poor households for health, education and rice subsidies. Recipients must meet conditions such as school attendance, immunisations and family development sessions. While some recognise the benefits of technology, numerous adolescents and the vast majority of adult informants stressed its negative implications, claiming that it regularly distracts young people, taking up their entire day and preventing them from helping their families and focusing on their studies. Despite security concerns, others stay out late to use Piso Net, forcing community officials to impose curfews.

A few community leaders have even attributed high cases of pregnancy among young people to too much exposure to smartphones and social media. An apparent disparity was observed among Indigenous people. Only a few of them have devices and access to the internet, resulting in not being updated on essential school announcements – an issue further aggravated by the poor road conditions which make it difficult to travel to and from schools and community to get updates.

Digital skills

Most participants in the study communicated that the young people of their community need to learn responsible use of smartphones and technology. Teachers from Barangay Kuya expressed that they have limited digital skills for academic purposes, while adolescents mentioned using them for communication and entertainment.

They need assistance with cybersecurity awareness, data privacy, social media management, critical thinking to avoid scams, and digital creativity. Kauran, a more progressive area of BARMM, uses mobile phones and connectivity for education, entertainment and business, as they are fond of online selling.

3. The key priorities and concerns of adolescent girls

This section discusses the primary concerns and priorities of girls aged 13–15 and 16–19. It explores how relevant stakeholders believe these issues can be addressed, the impact of Covid-19 on their lives, their ability to continue their education during and after the pandemic, their future aspirations and the necessary steps to achieve those aspirations.

In summary, adolescent girls in Barangays Kauran and Kuya are facing financial difficulties, lack of educational resources, long commutes to schools, unreliable internet access, frequent power outages, early pregnancies, and pressure to support their families. Younger girls are in need of creative outlets, while older girls are facing heightened career pressure.

Key priorities and concerns

Adolescent girls in Barangays Kauran and Kuya face: 1) financial difficulties; 2) lack of educational resources; 3) long school distances; 4) power outages; 5) unreliable internet; 6) insufficient home support; and 7) home responsibilities leading to decreased school motivation, despite their belief in education's potential to improve their lives.

Parents in the community prioritise access to quality education, financial stability, and uninterrupted studies. They worry about the limited availability of school supplies, proper school facilities, and the dependency on unreliable internet connections for blended learning. It was noted in key informant interviews (KIIs) that some parents opted to have their adolescent girls marry for financial reasons. However, when adolescents were interviewed, they stated that none of them had experienced this.

A community leader from Barangay Kauran has emphasised that the combination of poor road conditions, long distances to school, and transportation costs significantly impacts both school attendance and livelihoods, particularly for Indigenous Peoples living in mountainous areas.

Our roads here are in terrible shape, making it hard for children to go to school or for us to sell our goods. By the time we get to the market, our products have lost value, the leader shared.

This issue of accessibility to education is further complicated by other societal barriers. Community leaders have also pointed out the challenges of early marriage, especially for girls, and the need for targeted educational and vocational programmes. These programmes could help address gender-specific barriers and support young girls at risk of leaving school prematurely.

Teachers in these communities echo these concerns and highlight the extreme poverty many students face. A teacher from Barangay Kuya shared that due to exhaustion and lack of food, many students leave school early:

Our students walk for 5–6 hours and often have no food with them, so they leave before lunch to save energy for the long journey home. We used to have an in-school housing program for them, but it eventually stopped because we needed more rooms for classes.

This highlights how poverty, coupled with the lack of a housing programme, demotivates and forces students to prioritise helping their families over their education.

Additionally, some teachers have observed that many students attend school not for the pursuit of education, but because their attendance is a requirement for receiving 4Ps benefits.

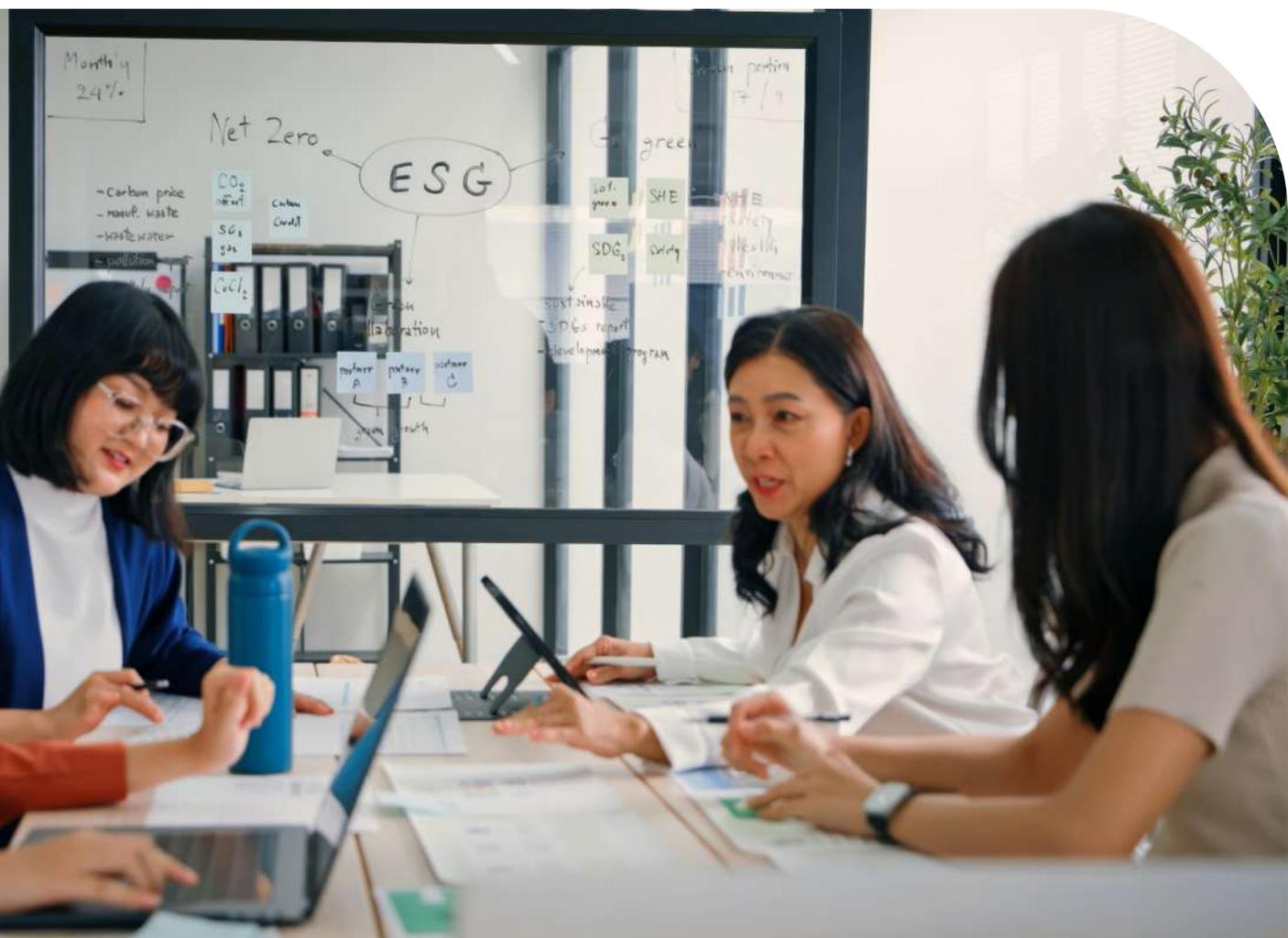
Some students go to school mainly to ensure their families continue receiving support from the 4Ps program, rather than out of interest in their education, a teacher noted.

In the course of our field visit, we noted that the majority of residents depend on motorcycles or habal-habal (motorcycle taxis) for transportation, with some utilising tricycles as well.

There were fewer private cars and jeepneys, likely due to the suspension of classes caused by the high heat index. It was striking to see many adolescents walking, indicating limited availability or affordability of transportation. In Barangay Kauran, the close proximity of the barangay hall to the main road contributes to a higher

concentration of stores and businesses compared to Barangay Kuya. This difference in accessibility significantly affects job opportunities, particularly for adolescents. In Kauran, there are more economic activities near the main road, while in Kuya, the challenging terrain and remoteness limit such opportunities. A persistent challenge in both barangays is the accessibility to education for adolescent girls, especially those from Indigenous communities residing in the mountains. These girls encounter significant barriers in accessing not only schooling but also essential services, impacting their overall livelihood and future opportunities.

Despite the disparity in road conditions between Kauran and Kuya, the mountainous terrain in both areas poses a common challenge, particularly for the Indigenous Peoples who live further from the main road.



Older girls (16–19) face added stress from economic instability and pressure to secure future careers. They are more aware of their families' financial burdens and limited job opportunities in their communities. They feel a stronger urgency to support their families while pursuing their aspirations. Indigenous people living in the mountains struggle with accessing school updates due to poor access. In Barangay Kuya, one out-of-school adolescent girl mentioned, *I work in a corn field earning 150 pesos a day*. Other in-school and out-of-school adolescents agreed that they also do that but that this job is seasonal. Another one added:

Others work in far places like Davao or Manila as house helpers or store keepers, but within the area most available jobs involve farming.

In Barangay Kauran, surprisingly, an older adolescent girl mentioned, *I do online business, selling clothes and other stuff*.

The majority of the jobs mentioned by adolescent girls were not farming, perhaps because they have better access to roads and travel. Adolescent boys who are not currently studying made mention of taking care of their animals and farming. One Indigenous adolescent girl said, *I want to be a farmer but my father does not like it*, pointing to two potential realities: that the father does not want his daughter to take on a difficult job or that there is still gender stereotyping with regard to certain jobs in the area. Young community leaders noted:

Other youth would intentionally stop schooling to work in far places and return to take Alternative Learning System (ALS) which they only need to take in two years and they'll be declared as graduates.

These interconnected challenges – transportation barriers, poverty, lack of targeted programmes for girls, and reliance on government aid – compound the difficulties in improving educational outcomes for students in these rural areas.



Resolving key issues

Adolescent girls in Barangays Kauran and Kuya suggested the following solutions:

- 1) better access to school materials through supply drives
- 2) financial aid via scholarships
- 3) local community educational programmes
- 4) job opportunities
- 5) skills training through vocational programmes, job fairs and mentorships

Parents and community leaders stressed the urgent need for:

- 6) substantial government and community support, including improved school infrastructure, reliable internet and electricity;
- 7) community-based tutoring and mentoring
- 8) infrastructure investment for better roads and more schools in remote areas to reduce dropout rates

Teachers insisted on the importance of:

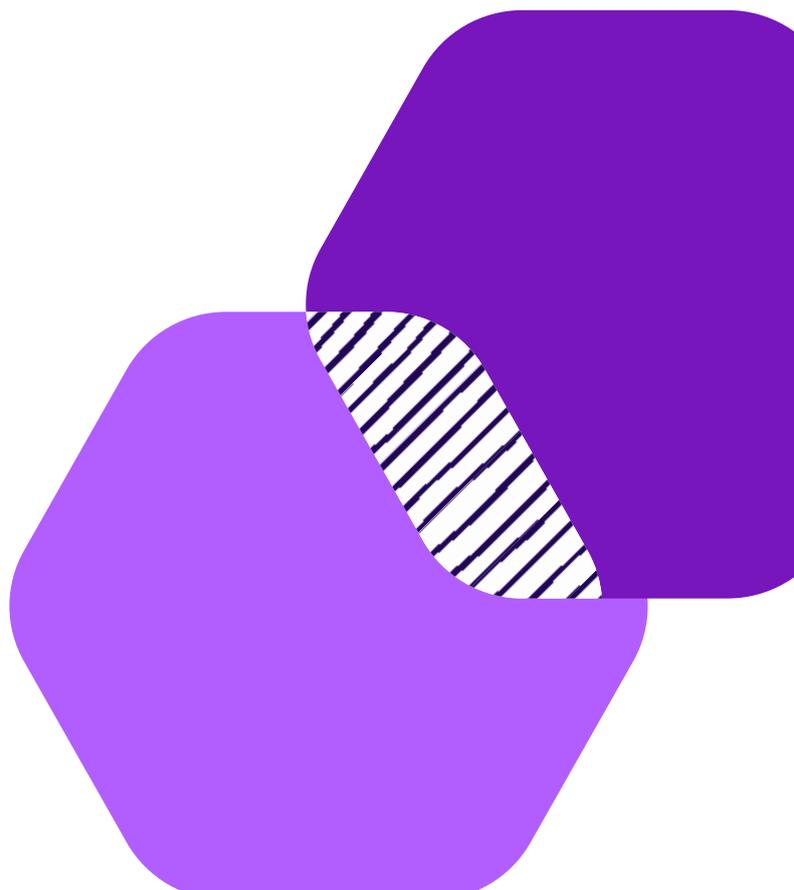
- 9) reintroducing housing programmes
- 10) providing meals at school
- 11) engaging programmes to foster interest in learning
- 12) livelihood opportunities for parents
- 13) better monitoring of the 4Ps benefits to ensure they are effectively used for education

The adolescent girls in Barangays Kauran and Kuya have proposed essential solutions to address their issues, emphasising the need for financial support and improved access to educational resources. Younger girls call for better access to school materials and financial aid, suggesting scholarships, school supply drives, and local community programmes for academic and extracurricular engagement. Meanwhile, older girls stress the significance of job opportunities and skills training for securing their futures, recommending vocational training programmes, local job fairs, and mentorship programmes for career guidance.

Parents firmly assert that substantial government and community support, including scholarships, improved school infrastructure, reliable internet and electricity, and community-based tutoring and mentoring programmes is imperative.

Community leaders, including Sangguniang Kabataan, are advocating for crucial infrastructure investments in remote areas. This involves improving road conditions and increasing the number of schools to reduce dropout rates and support educational and vocational training programmes.

Teachers are earnestly recommending the reintroduction of housing programmes to alleviate the physical strain on students. They also propose providing meals at school and implementing engaging programmes to cultivate a genuine interest in learning. Moreover, they emphasise the necessity of offering livelihood opportunities for parents of indigent students so that families can prioritise schooling without worrying about basic needs. They also highlight the lack of proper monitoring to ensure that students effectively utilise the benefits of their education under the 4Ps programme.



4. Impact of Covid-19

Philippines adopted blended learning as the primary mode of instruction during the pandemic, emphasising modular learning, online classes and TV-/radio-based teaching. This transition was guided by DepEd Order No. 012, s. 2020, which detailed the Basic Education Learning Continuity Plan. Furthermore, the Bayanihan to Recover as One Act (RA 11494) allocated funds for digital resources and learning materials. These steps enabled the education system to pivot to remote learning while addressing accessibility barriers in different regions. The effectiveness of the initiative varied across different regions of the Philippines. While it showed relative success in urban areas with good access to technology and the internet, it presented significant challenges in conflicted areas such as BARMM (Bangsamoro Autonomous Region in Muslim Mindanao).

Relative to this, the Ministry of Basic, Higher, and Technical Education (MBHTE) in BARMM swiftly transitioned to Adaptive Learning Materials (ALMs) to ensure the continuity of education in areas with unreliable internet access. These materials were thoughtfully designed to be simple, activity-based and inclusive, catering specifically to the needs of students from Indigenous Peoples communities, who were already facing geographic and economic challenges. The MBHTE also collaborated with community leaders and teachers to directly distribute learning modules to students in hard-to-reach areas, ensuring the uninterrupted flow of education (Save the Children Philippines, n.d.; MBHTE-BARMM, n.d.).

Despite these remarkable efforts, many students and teachers continued to encounter difficulties due to transportation challenges and financial instability, significantly impacting the overall effectiveness of the education shift during the pandemic (UNDP, 2021). This has been affirmed by the narratives of the students during the immersion. One adult adolescent girl mentioned: *It was hard to learn the lesson because no one will explain it to me at home.* Most parents in the areas we visited did not finish studies either, making it challenging for them to guide their children.

A teacher said:

We usually bring the materials to those who are not replying to us because usually they do not get the information. Although, we had a hard time too because volunteer teachers do not get regular salary.

Moreover, the Covid-19 pandemic has had a profound effect on the lives of adolescent girls. They have become sceptical about their future aspirations, the economic situation has worsened, and their education has been severely disrupted. Another challenge they experienced was the lack of communication channels, especially for Indigenous people living in the mountainous areas where the signal is scarce.

One reported:

We are not aware when to get modules or when the teacher will visit us because there is no signal and electricity here.

Teachers expressed their concerns, too, because of the unsupervised learning of the students. As one teacher from Barangay Kuya mentioned:

Some of them are struggling with basic skills such as reading and writing so it will be difficult for them to understand even simple learning materials without guidance.

Faced with severe educational challenges such as school closures and a lack of resources for distance learning, older girls are concerned about their opportunities for a long-term career, whereas younger girls feel isolated and disconnected. Families are under enormous pressure because of the economic challenges driven about by job losses and reduced wages, making it difficult to make payments for school-related expenses and contributing to already-existing financial difficulties. A community leader mentioned:

They would rather work during the pandemic and just wait for the opening of face-to-face classes since they have trouble studying on their own due to the lack of basic literacy skills, plus the worsening condition of water and electricity interruption.

Moreover, many people from communities were displaced as a result of the pandemic, which exacerbated poverty and depleted the resources that are available. Given issues related to equitable aid distribution, schools have emerged as the primary institution where aid is provided, which has driven community leaders to immediately appeal for improved facilities and support processes to discourage adolescent girls from pursuing less desirable professional pathways. Teachers have highlighted how much of an impact they have on students' lives, pointing out that limited access to technology and the school's inadequate capacity to provide quality online learning have resulted in greater instances of absence and disengagement.

Continuation of education post-Covid-19

During and after the Covid-19 pandemic, there was a significant disparity in the educational experiences of girls in Barangays Kauran and Kuya. While a few girls in these areas successfully transitioned to online learning, many faced substantial disruptions in their education. Younger girls expressed a strong desire to return to school but highlighted the need for catch-up programmes to make up for lost learning time. Despite the challenges, they remain optimistic about resuming their studies and reconnecting with friends and teachers.

There was an important gap in the schooling experiences of girls in Barangays Kauran and Kuya prior to, during, and following the Covid-19 pandemic. While a few of the girls in these places survived to successfully make their transition to distance learning, many encountered substantial obstacles to their education. Younger females expressed an elevated desire to go back to school, but they additionally stressed the necessity of catch-up programmes to make amends for time lost to education. They are enthusiastic about resuming their studies once more and keeping in communication with friends and teachers despite the obstacles.

Both age groups showed a steadfast determination to learning, highlighting the value of flexible learning options, like evening classes or blended learning models, and community support that helps them manage the responsibilities they have.

Some girls in Barangay Kauran developed their digital literacy and learned how to use technology for education, entrepreneurship, and other educational activities. However, more young females in Barangay Kuya became more challenged because of the lack of resources and guidance, since most parents have limited educational and digital skills, too.

Notwithstanding the challenges they faced, parents noticed their daughters' commitment to continue their education after the pandemic; some already re-enrolled, and others plan to do so as soon as their families' economic situations improve. Teachers and community leaders additionally commended the students for their perseverance and determination to return to their studies. Nonetheless, following the pandemic, many students continue to find it challenging to attend class consistently because of ongoing financial constraints.

5. Aspirations for the future

The girls from both age groups in Barangays Kauran and Kuya have high aspirations for their futures. Many dream of becoming professionals such as doctors, teachers, nurses, flight attendants and police officers, driven by a desire to contribute to society and achieve personal success. Younger girls often talked about wishing to be like their mothers or relatives who are close to them, or local performers and actresses, while older girls demonstrated aspirations encouraged by broader societal expectations and their own experiences. Some females have dreams in the arts, such as being dancers or singers, which indicates their love of creative expression. Furthermore, despite her father's lack of support, one Indigenous girl wants to be a farmer, revealing an intense connection to her heritage and a respect for the significance of sustainable agriculture.

The aspirations of young women in Barangays Kauran and Kuya are reflective of their desires and are shaped by modern role models and social media, diverging from traditional vocations like farming, selling goods, and other occupations that are common among their parents.

Considering that agriculture is abundant in communities where they live, it is disconcerting that relatively few girls demonstrated interest in it, yet this transition demonstrates broader horizons and the impact associated with contemporary influences.

A possible contradiction between the younger generation and the abundance of agricultural prospects in their communities is made apparent by this trend, which poses concerns regarding the sustainability of local agriculture and food production in the future.

Based on the conversations with parents and community leaders, the ambitions that their girls have set for themselves are to enhance their quality of life by going to school, completing their degrees, getting employment that pays well, and supporting their family transcend poverty. Many of them think about working overseas as a pathway to greater career possibilities, especially for positions needing fluency in English.

The teachers have affirmed this observation. Over the years, they have noted a significant increase in the number of graduates. After completing their undergraduate degrees, some students proudly choose to pursue careers in teaching. However, there is a noticeable trend of students being drawn to jobs abroad or in distant locations, as these are perceived to offer better financial rewards. Additionally, some students aspire to join the military, believing it will provide greater benefits for their families. Teachers have also expressed concern about the prevalent issue of early pregnancies, which they see as perpetuating the cycle of poverty. Fortunately, many adolescent girls, continue their education, viewing it as a means to pursue their ambitions and hold on to hope for a better future.



Steps for securing future aspirations

It is essential to remember that to fulfil these ambitions, systematic modifications must be made. These include increased financial aid, accessibility to education, and local job opportunities customised to the specific needs of each barangay.

The EDGE programme may help by bridging gaps and eliciting the potential for these young adolescents to thrive by providing mentorship, vocational training and focused educational resources.

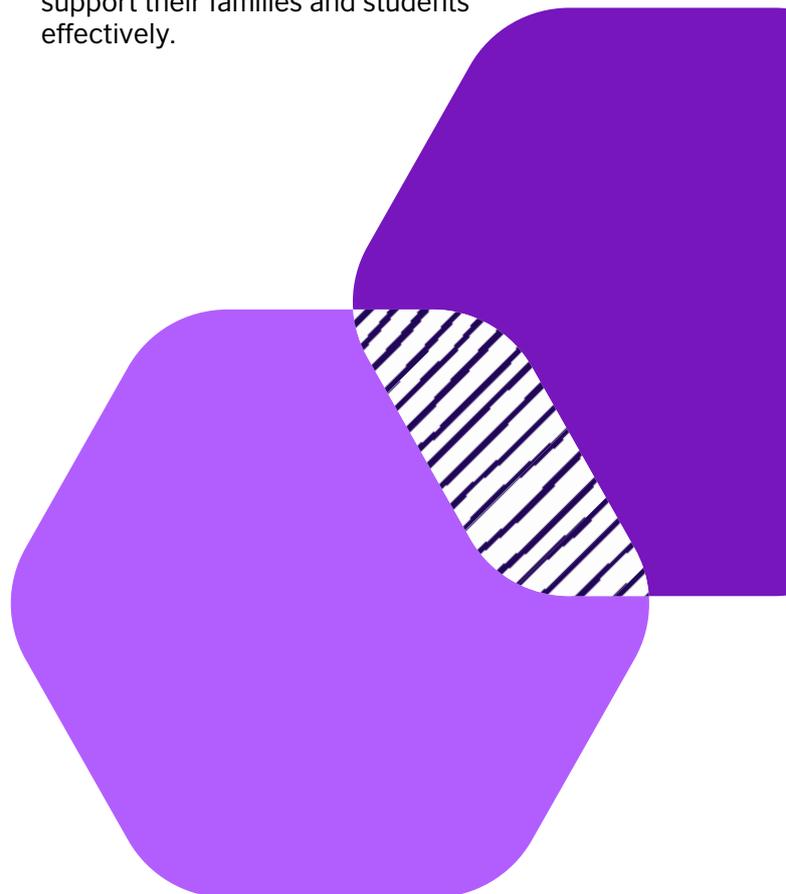
Adolescent girls in Barangays Kauran and Kuya have highlighted how essential it is to complete their schooling, get access to employment opportunities, and obtain financial support so that they can achieve their ambitions for the future. Younger adolescent groups (13–15 years old) would like community initiatives that offer extracurricular activities and mentorship, along with scholarships, school supplies, and supportive learning environments. On the other hand, for older adolescents (those between the ages of 16 and 19) to achieve success in their careers, they need coaching from role models, career counselling programmes, and assistance from the community. They additionally recognise how crucial it is for their professional and academic success to have access to technology, reliable public transportation and improvements to the infrastructure.

Parents and community leaders emphasise the importance of continuous education, access to scholarships and financial aid, improved school infrastructure and reliable internet access. They are also seeking community programmes that provide career guidance, life skills training and comprehensive sex education to empower girls to make informed decisions. Community leaders in Barangay Kauran are particularly concerned about addressing the burned building in their National High School, fixing broken electricity posts, and resolving issues with the water source to facilitate further development. In Barangay Kuya, a community leader aspires to promote the identity of Indigenous People and increase opportunities and confidence among them, noting their marginalised status compared to other groups in BARMM.

He also aspires to progress in talks regarding internet satellite agreements, as improved connectivity would greatly benefit education and economic prospects.

Teachers highlight the need for comprehensive support, including housing, meals, technological access and livelihood programmes. They are advocating for programmes that foster discipline and responsibility, engage educational programmes beyond the 4Ps benefits, and address the root causes of absenteeism and disengagement to ensure all students have the opportunity to succeed academically.

At the National High School in Barangay Kuya, teachers express appreciation for the support they receive from various organisations and TV personalities, who provide tents, classrooms and computers. However, they emphasise the need for sustainable support to further improve the services they offer to students. Many teachers are volunteers without fixed salaries, often relying on donations. While there has been an increase in regular teachers with pay, many still lack regular benefits and wages, limiting their ability to support their families and students effectively.



6. Relevance of the EDGE programme to adolescent girls

Recognising the critical need for improved English proficiency, digital literacy and social skills among adolescent girls and their communities is essential. These skills play a key role in accessing better educational and employment opportunities, increasing employability, and actively participating in the modern economy. Acquiring these skills is crucial to breaking the cycle of poverty and opening the door to higher paying job opportunities that positively impact families economically.

To address concerns about time allocation, programme providers should consider offering allowances or stipends to compensate adolescents for their time spent in educational activities. Proficiency in English and digital literacy is particularly important for girls aiming to work abroad, especially in positions requiring strong communication skills. Enhanced digital skills can also support entrepreneurial activities in progressive areas. Improving English and digital skills can significantly enhance academic performance and facilitate access to online educational resources. The region's tourism sector presents a variety of employment opportunities that require English proficiency and digital skills. The EDGE programme must encourage out-of-school adolescents to return to education and curtail the inappropriate use of social media and empower females, having the power to reduce early pregnancies through proper education and ethical use of technology. It can also pave the way for girls to emulate positive female role models through the discerning use of digital platforms.

Enhancing the English, digital and social skills of Indigenous Peoples can revitalise their ability to communicate and collaborate more effectively, thereby enhancing their creative and critical thinking skills.

Starting point in terms of digital, social and English skills

Understanding the skills of adolescent girls in digital, social and English is crucial. We used observation and multi-stakeholder interviews to measure their starting point. Their CEFR level was then assessed through a writing test following the British Council's assessment guidelines.

Digital skills

Adolescent girls' digital skills were evaluated based on factors such as electricity reliability, internet connectivity, digital literacy, platform usage, digital infrastructure challenges, observed innovations, and profiles of individuals facing digital disadvantages. There are challenges in digital infrastructures, particularly with unstable electricity and limited internet access, leading to reliance on alternative power sources such as solar panels and generators. Mobile phones are widely used, but limited access to devices and unstable internet hinders digital skills development, especially in Barangay Kuya. The study found a significant difference in digital skills between Barangay Kauran and Barangay Kuya, with better access to technology in Barangay Kauran leading to more advanced digital skills, while those in Barangay Kuya struggle with basic digital skills due to poor infrastructure and limited access to devices. One adolescent girl shared: *I've never used a computer; I only borrow a cell phone when I need one.* Adolescent girls in far-flung areas, particularly Indigenous People, face even less access to stable internet connections, hindering their digital literacy and access to educational resources.

Social skills

The observations indicate that adolescent girls in Barangay Kuya are generally reserved and shy, especially younger and out-of-school adolescents. In contrast, teenage girls in Barangay Kauran are more conversant and comfortable in social interactions, especially among settlers and Muslims – Indigenous Peoples in Barangay Kauran exhibit similar levels of shyness to those in Barangay Kuya. Both barangays display strong Filipino values of *pagtutulungan* (cooperation) and *bayanihan* (community spirit), showcasing a collective effort to support each other. This was evident during interactions where schooled and older adolescents – both boys and girls – explained instructions or questions further without being asked when they saw their peers needed help. The differences in social skills between the two barangays suggest that while some girls may need encouragement and support to become more confident, their inherent hospitality and politeness provide a strong foundation for developing better social skills over time.

Young community leaders are working actively to unite tri-people in Barangay Kauran, most especially to engage Indigenous youth in social activities such as sports festivals and clean-up drives. However, they face challenges due to the difficulty of traveling from the mountains. Despite these obstacles, they appreciate the efforts of the Indigenous Peoples and have expressed their desire for more inclusive programmes. One leader shared:

We hope to conduct the EDGE program here at the Barangay Hall to bring the youth together. We also pray that boys are included because they need assistance too. We promise to support any program that unites the tri-people in our community, especially the younger generation.

English skills

This written language assessment tool was administered to students to gauge their basic literacy levels by asking them to write about where they are from, their hobbies and their families. Instructions were provided to ensure students felt relaxed and understood the task, allowing up to 10 minutes for completion. Initially given in English, the instructions were then explained in Filipino for better comprehension, and peers assisted by translating into other known languages for those still experiencing difficulty.

The assessment reveals that Barangay Kauran generally has higher literacy levels than Barangay Kuya, with noticeable improvements in literacy skills as adolescents grow older. However, both barangays exhibit a predominant concentration of students at the Pre-A1 level, indicating a need for targeted educational interventions to enhance literacy skills. The disparities between barangays and age groups underscore the importance of addressing the unique challenges faced by each community to foster better literacy outcomes among adolescents.

In addition, the adolescent girls in Barangays Kauran and Kuya face significant challenges with vocabulary, spelling and sentence construction. Addressing these issues through targeted educational programmes can help improve their written communication skills and overall language proficiency.

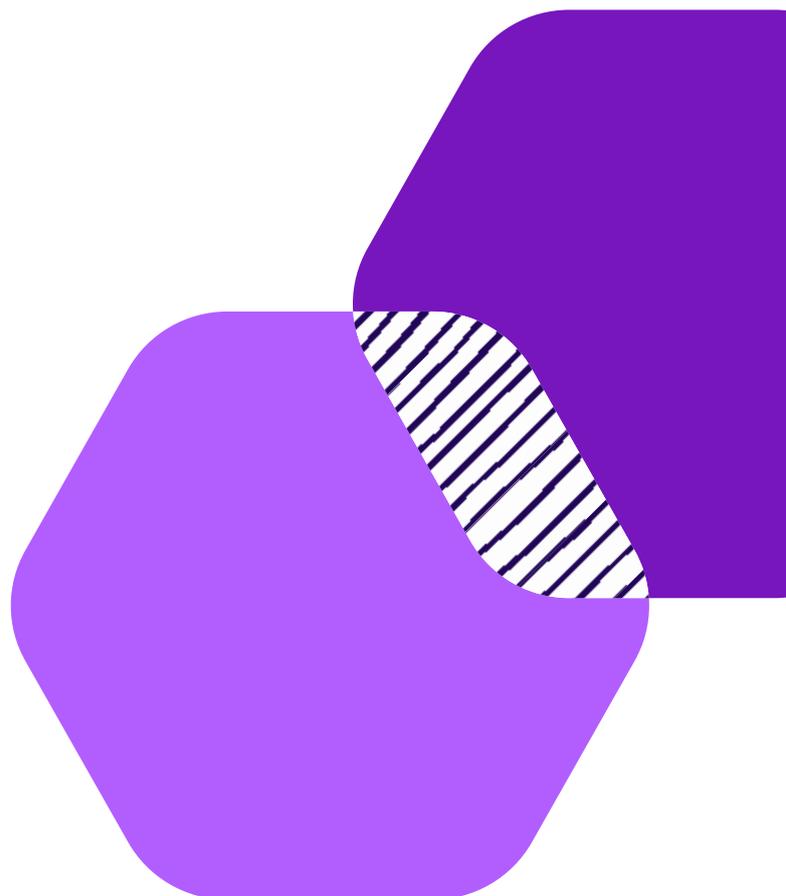


Table 2: CEFR level distribution of participants by barangay and age group

CEFR Level	Barangay Kauran			Barangay Kuya			Overall
	13–15 years old	16–19 years old	Total	13–15 years old	16–19 years old	Total	Grand Total
A0 Unable to write anything in English/no response to assess	6	1	7 (21%)	1		1 (3.23%)	8 (12.50%)
Pre-A1 Can give basic personal information in writing (e.g. name, address, nationality), perhaps with the use of a dictionary	8	3	11 (33.33%)	19	5	24 (77.42%)	35 (77.42%)
A1 Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions/Can write simple isolated phrases and sentences	3	1	4 (12.12%)	1	5	6 (19.35%)	10 (15.63%)
A2 Can write a series of simple phrases and sentences linked with simple connectors like 'and', 'but' and 'because'	5	3	8 (24.24%)				8 (12.50%)
B1 Can write straightforward connected texts on a range of familiar subjects within his/her field of interest, by linking a series of shorter discrete elements into a linear sequence		1	1 (3.03%)				1 (1.56%)
B2 Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources		2	2 (6.06%)				2 (3.13%)
Grand Total	22	11	33	21	10	31	64

Table 2 contains a comprehensive breakdown of CEFR levels among adolescents in Barangays Kauran and Kuya and is categorised by age groups (13–15 and 16–19). In total, 64 adolescents were evaluated, revealing significant disparities in literacy levels across the two barangays and age groups.

Barangay Kauran saw 33 adolescents being assessed. Among the 13–15-year-olds, the majority are at the Pre-A1 level (8 students), indicating limited proficiency. This group also includes 6 students at the A0 level, 5 at A2, and 3 at A1, with no students achieving B1 or B2 levels. For the 16–19-year-olds in Barangay Kauran, out of 11 adolescents, there is a more advanced distribution of literacy levels: 3 students at Pre-A1, 3 at A2, 1 at A1, 1 at B1, and 2 at B2, indicating an improvement in literacy skills with age.

In contrast, Barangay Kuya assessed a total of 31 adolescents, showing a stark difference in literacy proficiency compared to Barangay Kauran. Among the 13–15-year-olds, most are at Pre-A1 level (19 students), indicating very basic literacy skills. Only 1 student is at A0 level and another at A1 level. For the 16–19-year-olds, out of 10 adolescents, 5 are at Pre-A1 level and 5 at A1, with no representation in higher proficiency levels such as A2, B1, or B2, indicating minimal literacy skills progression with age.

The majority of adolescents, 77 per cent, fall under the Pre-A1 level of the Common European Framework of Reference for Languages (CEFR), which means they can provide basic personal information in writing, such as their name, address and nationality. This is the second lowest CEFR level. In this study, they were able to respond to questions with the help of their peers. Following this group are those at the A1 level, accounting for 15.63 per cent, who can write about personal matters, such as likes and dislikes, family and pets, using simple words and basic expressions. They can write simple isolated phrases and sentences. The third rank is occupied by students at the A0 level, who are unable to write anything in English or who did not respond to the assessment, and those at the A2 level, who can write a series of simple phrases and sentences linked with simple words. All of these students are from Barangay Kauran, with none from Barangay Kuya.

Two respondents from Barangay Kauran received the highest CEFR rating of B2, which means they can write clear, detailed texts on a variety of subjects related to their field of interest, while synthesising and evaluating information and arguments from multiple sources. Finally, one respondent is classified as B1, capable of writing straightforward connected texts on a range of familiar subjects within their field of interest, by linking a series of shorter discrete elements into a linear sequence. This respondent is also from Barangay Kauran.

From our analysis, the EDGE programme is clearly needed. The data shows that the majority of adolescents – 77 per cent – are at pre-A1 level, indicating very basic writing skills, with many relying on their peers for assistance. Only a small percentage of students demonstrate higher proficiency levels, such as A2 or above, and just two have reached B2. This highlights significant disparities in writing and language skills, particularly among those in Barangay Kuya, where none have achieved proficiency levels of A2 or above.

The assessment highlights that Barangay Kauran has higher overall literacy levels than Barangay Kuya, with noticeable improvements in literacy skills as adolescents age. However, in both barangays, most students are concentrated at the Pre-A1 level, indicating a need for targeted interventions to enhance literacy skills. The disparities between barangays and age groups emphasise the importance of addressing unique challenges faced by each community to improve literacy outcomes among adolescents.

Further analysis also revealed that many students use simple and repetitive vocabulary, which limits their ability to express complex ideas. For instance, common phrases such as *I like to be a doctor* and *I like watching movies* were prevalent, indicating a need for vocabulary enhancement.

Furthermore, spelling errors, such as *I like tobi Nures* (I'd like to be a nurse) were frequent, highlighting a fundamental gap in their understanding of English spelling. Additionally, students often wrote fragmented or incomplete sentences, suggesting difficulties in constructing grammatically correct sentences.

Notably, adolescent girls in both Barangays Kauran and Kuya encounter significant challenges with vocabulary, spelling and sentence construction. Implementing targeted educational programmes can help improve their written communication skills and overall language proficiency.

Adolescents from Barangay Kuya demonstrated limited proficiency in English-speaking skills. During focus group discussions, they appeared reserved when speaking in English but became more engaged when the conversation switched to Filipino. Some students with more formal education displayed a basic understanding of English and assisted their peers in interpreting questions, but the majority struggled to sustain a conversation. Even when questions were posed in English, they often paused and responded in Filipino. This challenge was particularly difficult for some Indigenous Peoples (IPs) who were not fully fluent in Filipino, further complicating communication. Fortunately, older, schooled adolescents helped by translating questions, which encouraged participation. In both Barangays Kuya and Kauran, IPs faced significant difficulties in understanding and speaking English, with the challenge being more pronounced in Kuya. While some individuals in both communities could comprehend spoken English, they found it challenging to express their thoughts in the language.

This data emphasises the pressing need for the EDGE programme, which could offer targeted English language support to enhance communication skills. The programme's emphasis on language development would be vital in addressing these barriers, assisting adolescents in gaining confidence in expressing themselves in English, and ultimately improving their academic and social outcomes. The identified language gaps, particularly among IPs, highlight the importance of providing structured and consistent language training to support personal growth and educational advancement.

7. Key organisations and groups helping the community

The communities in Barangay Kauran and Barangay Kuya benefit from significant support from multiple organisations, each playing a distinctive role in improving employment prospects, social advancement and the general welfare of the residents.



Table 3: Organisations and their support roles

Organisations	Help in the community
Barangay Kauran	
Barack Obama Foundation	Offering basic life support training and necessary resources to enhance living conditions and promote community development for young males and females
Pantawid Pamilyang Pilipino Program (4Ps)	Assistance is given to low-income households in the form of conditional cash transfers to promote health, education and overall welfare
Alternative Learning System (ALS)	Provides educational opportunities for out-of-school youth and adults, aiming to improve literacy and enhance employment prospects
Technical Education and Skills Development Authority (TESDA)	Offers vocational training and agricultural courses to improve employability within the agricultural industry
Barangay Kuya	
Alternative Learning System (ALS)	Provides educational opportunities for out-of-school youth and adults, aiming to improve literacy and enhance employment prospects
Technical Education and Skills Development Authority (TESDA)	Provides vocational training and agricultural courses aimed at enhancing skills and employability within the agricultural sector
Pantawid Pamilyang Pilipino Program (4Ps)	Provides financial support to underprivileged families, offering assistance in healthcare and education to help improve the overall well-being of the community
UNICEF	Addresses immediate educational infrastructure needs after disasters by providing tents for classrooms and computers
Media reporters	Provides school supplies and essential resources to address the immediate needs of students and support their educational experience
Jesus for All Nations	Focuses on nurturing spiritual growth and promoting Christian faith, while also receiving support from donors to aid community development and assistance
Various other organisations	It's important to note that various organisations have offered assistance, but the majority of these contributions have not proven to be sustainable in the long run.

In Barangay Kauran, the impact of the Barack Obama Foundation is truly noteworthy. They are dedicated to providing essential life support and valuable resources to improve living conditions and foster community development. The Pantawid Pamilyang Pilipino Program (4Ps) plays a vital role by offering conditional cash transfers to marginalised households, empowering them to prioritise health, education and overall well-being, thus paving the way for a brighter future for their children. Additionally, by offering opportunities for out-of-school adolescents and adults to acquire essential training, the Alternative Learning System (ALS) has helped increase literacy rates and enhance career prospects. Furthermore, the Technical Education and Skills Development Authority (TESDA) provides agricultural courses and vocational training, helping to build a more employable workforce in the agricultural sector.

There are organisations in the barangay of Kuya that are working extensively to enhance the conditions of the community. TESDA and the Alternative Learning System (ALS) are both making an effort to boost employment opportunities and literacy. The 4Ps' responsibility is giving low-income families essential financial support, which should help with both educational and health outcomes. With the goal to respond to the pressing need for educational infrastructure, UNICEF has donated computers and classroom tents. At the same time, media reporters have supported the school by donating school supplies along with other necessary resources that will help students. In addition, with the generous support of its donors, Jesus for All Nations stimulates community support and spiritual development. The pastor of Jesus for All Nations worked together with Compassion Philippines, a well-known organisation, for the possibility of sustainable aid.

These remarkable initiatives take care of an assortment of critical community needs, involving cash assistance, life support, educational resources, professional development and spiritual sustenance.

Nonetheless, there are lingering problems that require attention, like ensuring reliable internet and electricity supply, establishing long-term support initiatives, and putting in place appropriate monitoring and assessment systems of government assistance. In addition, problems with the water supply, roads and infrastructure damage – including burned buildings – need to be rectified immediately since these are not yet resolved despite efforts of the community leaders in Kauran. Despite the remarkable impact of these programmes, maintaining consistency and prompt implementation has proven to be challenging. As a result, sustained efforts are required to enhance the reliability and sustainability of these support programmes, with valuable insights from the community underscoring the need not only to maintain current initiatives but also able to improve their implementation processes and address infrastructure concerns to ensure long-term success.

8. Assessment of existing curriculum coverage for adolescent girls' key issues and areas for enrichment

Based on the official website of the Ministry of Basic, Higher and Technical Education (MHTE), the current curriculum in BARMM, guided by the K to 12 Basic Education Curriculum of the Department of Education, aims to provide a comprehensive education framework. This includes the integration of technical-vocational education, peace education, and the Madaris educational system for Islamic and Arabic studies. However, there are areas where the curriculum may not fully address the specific needs and issues of adolescent girls.

Table 4: Skills issues

Key issues	Current coverage	Gaps
Digital skills	The MBHTE is enhancing the K to 12 curriculum by incorporating additional digital literacy components into the education system.	There is a growing need for comprehensive training in cybersecurity, data privacy, responsible social media use and digital creativity. Unfortunately, these crucial topics receive limited coverage, especially in underserved communities.
Social skills	Programmes such as peace education and community engagement projects play a significant role in enhancing individual social competencies by promoting valuable interpersonal skills.	Specialised programmes that target enhancing communication skills, raising confidence, and promoting connection with others are absolutely necessary, especially for quiet and introverted young females. In addition, there is a growing demand for focused efforts to fight cyberbullying and encourage social media usage ethically.
English proficiency	In the curriculum, English plays a critical role as both a medium of instruction and a core subject.	Fundamental literacy skills are a challenge for many learners, which indicates resources and methods of instruction could have been insufficient. It appears that additional assistance is required to help pupils enhance their writing skills, better grasp grammar concepts and expand the extent of their vocabulary.

While the current BARMM educational programme offers an adequate starting point, it is not adequately tailored to meet the specific needs of adolescent girls with regard to digital literacy, social skills and English language competency. More diagnostic and collaborative efforts are needed to determine how the programme can be meaningful to out-of-school youth and not intimidating, especially since most curricula are linear and lack differentiation. Through focused initiatives and resources, we can improve these areas and raise the standard of inclusion and productivity in the classroom.

Safe spaces to meet

The assessment of the safe spaces for teenage girls in Barangays Kauran and Kuya demonstrates unique requirements and preferences in each community:

- In Barangay Kuya, girls feel the safest and most comfortable when they get together in the National High School, where teachers provide them with support and guidance. They feel safe owing to the well organised environment, the adult supervision they can depend on, and the fair help they may receive. The session may also be conducted in the church of Jesus for All Nations as it is in the centre of the community.

- The adolescent girls in Barangay Kauran affirmed that they also feel comfortable and safe to conduct learning activities in their National High School; however, due to the recent fire incident causing space and resource constraints, it may not be a viable venue for the programme. Doing it in school will also incur additional transportation expenses for some adolescent girls. They expressed an inclination to have it in their barangay hall where the community leaders, specifically Sangguniang Kabataan (SK) officials, ensure guidance, support and security. They also look forward to having the session there to foster camaraderie among tri-people and for Indigenous adolescents to interact more.
- Both prefer Saturday morning sessions, allowing in-school girls to focus on schoolwork and family obligations during the weekdays. This is also beneficial for out-of-school youth who are either working or taking care of their siblings and/or household responsibilities. This may decrease the worry among adolescent girls and their families that this programme might consume their time to sustain their basic needs. It is also crucial to keep in mind that because of curfews and other safety concerns, ladies do not feel comfortable meeting at night.

9. The appetite/interest for the EDGE programme from key stakeholders and barriers which would need addressing

The adolescent girls in Barangays Kuya and Kauran are very keen on improving their social, digital and English skills, which may be achieved through EDGE clubs. These skill sets are seen to be fundamental to their educational success, future careers and personal growth.

Older females (16–19) exhibit higher interest due to the immediate demand for them to be employment-ready, their individual improvement and in order to help their families.

When asked if they think improving their social, digital, and most especially English skills are needed, one adolescent stated:

Yes, it is needed so I can express myself well when I work abroad. Working abroad will help my family.

On the other hand, there is a constant worry about their basic needs, such as spending more time on housekeeping or work opportunities than the EDGE programme – one participant said,

The program seems interesting and I know I would learn a lot, however, I can only join after I finish all household chores or when I am done with my part-time job in the cornfield.

Adolescents enrolled in school are willing to spend significant time after school to participate in EDGE Club activities. They particularly like the idea of morning and Saturday sessions. Both in-school and out-of-school youth are able to engage with this schedule, which is suitable for those who work or help at home on weekdays. It also addresses concerns related to curfews and safety during evening or late afternoon classes. One participant said: *We should do it in the morning because we have curfew at night.*

Despite their own limited educational background, parents and guardians are highly supportive of the EDGE programme because they recognise the significance of the skills their daughters will acquire.

One parent said:

Yes, I will allow my daughter to join because I know it will help her a lot. I want her to have a good future.

They do, however, acknowledge concerns about overlapping responsibilities at home and are concerned that their daughters might feel obligated to support their families instead of attending the EDGE sessions. The above-mentioned scheduling of sessions, therefore, would minimise conflicts with these essential commitments.

Community leaders, including the Sangguniang Kabataan officials, support the EDGE programme because they recognise its potential to enhance youth development and abilities:

That will be helpful for the tri-people youth to collaborate and the same time improve needed skills for employment.

Even with limited funds and resources, the leaders are optimistic and eager to offer safe and conducive venues in the community for the programme. The National High School is the recommended option for guidance and support in Barangay Kuya.

One of the teachers suggested:

You may conduct the program here in school to ensure that they will receive equitable help. We will monitor and help the activities and ensure facilities can be used as well. This will also encourage out-of-school youth to study again.

It is preferred that adolescents be brought together in the barangay hall in Kauran, which also offers equitable protection and guidance.

As one young leader explained:

It is best to conduct the EDGE programme here because this is the centre of the community to promote unity among tri-people. We are here to support and guide them. They can use this area for free and we will check what we can provide in terms of materials, but despite our financial constraints, we can assure you that we can ensure their safety here.

A report issued by the International Crisis Group (2024), *The Philippines: Keeping the Bangsamoro Peace Process on Track*, has identified one of three areas focusing on peacebuilding and education initiatives as priorities for funding.



10. How could EDGE be implemented in practice and what are the possible risks?

This section furnishes an outline of primary competitors and their ongoing initiatives, as well as existing networks dedicated to supporting girls within the country. It further addresses potential partners, delineating their respective advantages and disadvantages for implementing the EDGE programme, along with funding opportunities and critical implementation risks. Its primary objective is to provide a comprehensive strategy for advancing girls' education and empowerment.

Despite, according to the internet, the presence of various organisations providing help in BARMM, it was noted during the interviews that none of these organisations are currently active in Barangays Kuya and Kauran. Based on the interview data and observations, those listed in Table 3 on page 40 are the only notable organisations that are actively involved.

Stakeholders have expressed concerns that no sustainable programmes have been established and that no organisations currently provide consistent support to the school and its surrounding communities, despite urgent issues relayed to basic needs such as water, electricity, road conditions and school infrastructure.

11. Potential partners for implementing the EDGE programme

After conducting interviews, observations, and engaging with experts, we have pinpointed a number of organisations that could potentially serve as valuable partners for the implementation of the EDGE programme.

The Technical Education and Skills Development Authority (TESDA) offers Information and Communications Technology (ICT) and English programmes that provide adolescents with certifications to secure jobs both locally and abroad. TESDA aims to expand its services in BARMM and possesses the necessary technological resources to support the programme. In addition, TESDA can provide training and certification for Peer Group Leaders (PGLs), preparing them for the world of work and enhancing their career opportunities.



Table 5: Potential partners

Organisation	Pros	Cons
Technical Education And Skills Development Authority (TESDA)	Offers programmes in ICT and English that offer certifications; equipped with technology tools; looking to extend services in BARMM; capable of supporting PGL training	Approval and disbursement of funds may be delayed due to bureaucratic processes.
Compassion Philippines	Recognised for sustainable, enduring community initiatives; dedicated to offering continuous assistance; evaluated the conditions in Barangay Kuya	Aligning their initiatives to match the distinct objectives of EDGE might demand considerable work.
MBHTE	Ensures that the curriculum and materials are culturally equitable, sensitive and relevant	Getting approvals through government bureaucracy can take up a lot of time.

Compassion Philippines is known to have demonstrated its dedication to fostering community development that is sustainable. Initial extensive evaluations have already been conducted in Barangay Kuya. Their vast experience in managing protracted initiatives makes them an excellent collaborator. The course material and resources to be utilised should be fair, suitable for the intended audience, and culturally sensitive. The evaluation can be performed by the Ministry of Basic, Higher, and Technical Education (MBHTE). This is also why the National High School in Barangay Kuya would be a good venue because it has some basic tools for running the EDGE programme. This may need approval from the MBHTE.

12. Implementation risks

Below are the perceived risks and possible mitigation strategies to be implemented:

Table 6: Perceived risks

Risk category	Description	Mitigation strategies
Security and peace and order	The region's history of conflict and violence poses significant risks, including disruptions from armed groups and high crime rates.	Implement robust security measures, collaborate with local security forces and conduct regular risk assessments.
Accessibility	Geographic challenges, including remote and mountainous areas, limit access, especially during the rainy season.	Improve infrastructure where possible, use local guides, schedule activities during dry seasons and employ flexible plans.
Cultural and social barriers	Programmes must align with local customs and religious practices to avoid resistance from the community; traditional gender roles may limit girls' participation.	Engage with community leaders, incorporate cultural sensitivity training, and design gender-sensitive programmes.
Institutional and bureaucratic challenges	Navigating complex bureaucratic processes can delay approvals and funding disbursements.	Streamline processes with government liaisons, establish clear communication channels and develop coordination frameworks.
Funding and sustainability	Securing consistent funding is challenging, and programmes often rely on external donors whose priorities may shift.	Diversify funding sources, develop sustainable funding models, and build community ownership for long-term viability.
Environmental factors	The region is prone to natural disasters such as typhoons, floods and earthquakes, which can disrupt programme activities and damage infrastructure.	Develop disaster preparedness plans, build resilient infrastructure and ensure flexible programme designs.
Lack of basic utilities	Many areas lack sustainable sources of electricity, internet connectivity and potable water, complicating implementation efforts.	Innovate solutions and partnerships to provide necessary services such as electricity, internet and clean water. Use of more sustainable options that are not dependent on local providers such as solar panels and Starlink for internet connection.

Due to the region's ferocious and conflict-filled past, there are considerable risks. These dangers include armed groups causing disruptions as well as rising rates of crime. Access is impeded, particularly during the rainy season, by geographical obstacles, primarily in the form of remote and mountainous areas. To reduce resistance from members of the community, programmes must adhere to local customs and practices related to religion. Delays in funding distribution and permissions could result from handling complicated bureaucratic processes. Given that programmes frequently rely on external donors whose priorities may shift, it is occasionally challenging to get regular funding. Typhoons, floods and earthquakes are several instances of natural disasters that could impact the area, disrupt programme activities and inflict infrastructure damage. In addition, numerous locations do not have long-term access to safe drinking water, electricity or the internet, further complicating implementation endeavours.

To minimise hazards, it is important to establish strict safety measures, work closely with local security authorities, and regularly assess risks.

It is crucial to schedule activities during dry seasons, preferably during the Ramadan period, hire local guides, improve infrastructure when possible, and create flexible plans to enhance accessibility.

Collaborating with community leaders, providing cultural sensitivity training, and implementing gender-inclusive programmes can help overcome social and cultural challenges. It is essential to establish clear communication channels, create coordination structures, and simplify procedures through government interactions to address institutional challenges. Diversifying funding sources, developing long-term funding strategies, and promoting community ownership are all essential for achieving financial sustainability. Developing disaster preparedness plans, building strong infrastructure, and ensuring adaptable programme designs are all crucial for reducing environmental hazards.

Strategic partnerships, potential hazards, and the local environment have to be meticulously considered while offering aid to marginalised adolescent girls in BARMM. Programmes like EDGE have to take all of these factors into consideration for their implementation to be effective, regardless of the abundance of efforts and potential partners offered.



Recommendations

a. Target groups (who)

- i. Peer Group Leaders (PGLs) are young individuals aged 16 to 19 who have proficient writing skills, specifically falling between level A2 and B2. A2 proficiency suggests the ability to construct simple phrases and sentences using fundamental connectors, while B2 proficiency indicates the capability to craft more intricate and cohesive texts on a wide range of topics.
- ii. For EDGE trainees, appropriate individuals are those with limited writing skills, particularly at the Pre-A1, A1 and A2 levels. A2 proficiency involves the ability to write uncomplicated, linked phrases, whereas A1 and Pre-A1 proficiency involves being capable of composing basic personal details and straightforward sentences, possibly with the aid of a dictionary.
- iii. Priority should be given to individuals with low social skills, particularly Indigenous adolescent girls aged 13 to 16 years who are notably shy and have limited exposure to digital skills and infrastructure. Additionally, adolescents who have experienced early pregnancy should be included to help them get back on track with their education and personal development.
- iv. Girls with higher CEFR levels are typically found in Barangay Kauran. To leverage this, we can organise inter-community training, where PGLs from Barangay Kauran travel to Barangay Kuya, which has more individuals with lower CEFR levels.

This approach will foster peer-to-peer learning and provide opportunities for those in Barangay Kuya to improve their skills and gain confidence. By focusing support on these groups, we aim to enhance their social, educational and digital competencies, ensuring they can fully participate and benefit from the programme.

b. Focus in terms of English language and digital literacy and other priority issues identified by girls

- i. **English skills:** Most students are at the Pre-A1 level, indicating very basic literacy skills. There have been slight improvements in older adolescents in Kauran, while students in Kuya have shown minimal progression. The focus areas include expanding vocabulary through contextual learning, correcting spelling errors with interactive exercises, and improving sentence construction through structured writing activities. Comprehensive language programmes with remedial classes, language labs and digital tools, along with continuous assessment and feedback, will support the development of practical and coherent communication skills essential for their academic, business and future career success.
- ii. **Digital skills:** These should focus on enhancing the digital skills of adolescent girls in Barangays Kauran and Kuya by addressing their challenges with unreliable electricity and internet access, and limited access to technological devices first. In Barangay Kauran, adolescents use mobile phones for education and business but need more advanced skills for academic purposes, social media management and online selling. In Barangay Kuya, basic digital literacy is lacking due to poor connectivity and limited devices, with technology used mainly for communication and entertainment.

EDGE should implement comprehensive digital literacy programmes that cover practical skills for academic and entrepreneurial purposes, cybersecurity, data privacy and ethical social media use. Emphasising responsible online behaviour, such as avoiding cyberbullying and recognising scams, will help students exhibit better behaviour on social media. Providing access to digital devices, stable internet, targeted training sessions and continuous support will empower these girls with the digital competencies necessary for their education and future employment, ensuring they use technology ethically and effectively.

- iii. **Social skills:** The EDGE programme should focus on enhancing the social skills of adolescent girls in Barangays Kauran and Kuya by addressing their challenges with shyness and limited communication abilities. In Barangay Kuya, many adolescents are shy and reserved, often responding minimally in conversations, especially younger and out-of-school girls. In Barangay Kauran, girls are generally more articulate, but Indigenous Peoples still exhibit significant shyness.

The programme should implement activities that build confidence and communication skills, such as workshops, role-playing exercises and group discussions. Modules should include profiles of successful and inspiring Filipino women, especially Indigenous women, who the girls can follow on social media. Highlighting these role models, apart from the vloggers and actresses they look up to, can broaden their horizons and inspire them to dream more and achieve more. Additionally, showcasing stories of adolescents their age who have made significant impacts on their families and communities will provide relatable and motivating examples. Emphasising Filipino values of *pagtutulungan* (cooperation) and *bayanihan* (community spirit), EDGE can foster a supportive environment where girls feel comfortable expressing themselves, ultimately boosting their confidence and ability to communicate effectively in various settings.

c. Proposed EDGE delivery model

The EDGE programme will be implemented using a multifaceted delivery model that is tailored to meet the specific needs of adolescent girls in Barangays Kauran and Kuya.

- i. **Peer-led learning:** It is crucial to maintain this core component/design as determined by the researchers' community interaction. During our study, we observed the Filipino values of *pagtutulungan* (cooperation) and *bayanihan* (community spirit) in action, as adolescents naturally helped each other and confirmed their understanding without being prompted. Despite initial hesitations, this supportive environment was well-accepted and cultivated a culture of mutual aid. As in other EDGE programmes, small groups should be led by confident, tech-savvy in-school girls aged 16 to 19 with higher CEFR levels. These peer leaders should receive training and certification from TESDA and the British Council to equip them with the necessary skills to mentor their peers in English language proficiency, digital literacy and social skills. This approach not only enhances the learning experience for all participants but also builds and enhances the career profiles and opportunities for the peer leaders themselves.
- ii. **Interdisciplinary and integrative project-based learning:** It is important to integrate core subjects such as English, Humanities, Science, Maths and Technology into the programme through practical, real-world projects and topics. Activities must go beyond the learning centres to enable participants to assess and address real community problems. They should actively share their learning with non-participants, family members and individuals of all ages.

- Moreover, they must engage in discussions, apply their EDGE-related learning to benefit their lives and the people around them, and actively seek and apply feedback. Essential applications such as word processing software, Excel, or similar apps for budgeting or calculations, as well as apps that facilitate creativity, should be used for a culminating activity.
- iii. **Professional internships and mentorships:** The programme should offer professional internships and mentorships, which should involve interactions with successful and inspiring Filipino women, especially in BARMM. This should focus particularly on Indigenous women, as well as those who have experienced early pregnancy but managed to overcome their challenges. The programme should also seek partnerships with local businesses and organisations to help adolescent girls learn from and contribute to local entrepreneurship efforts. These opportunities will provide hands-on, real-life experience as well as career guidance.
 - iv. **Scaffolding and holistic approach:** The delivery model for the EDGE programme should include scaffolding techniques to ensure effective learning. This involves pre-teaching vocabulary, using visual aids, and familiarising students with equipment through hands-on practice to build confidence and competence. Additionally, always address participants' basic needs by providing food (simple snacks), drinks and a comfortable, well-ventilated and well-equipped learning environment with reliable electricity and functional technology. Incorporate Social and Emotional Learning (SEL) activities to ensure holistically addressing the biological, psychological and social needs of the students. Prioritising these fundamental needs creates a foundation for effective learning, allowing students to focus better and engage fully in educational activities.



d. Addressing barriers and risks identified in the gender analysis and mitigation efforts

- i. **Barriers and risks:** As indicated in previous sections of the report, the following are the risks and mitigation measures for implementing the EDGE programme in BARMM. The area has a history of conflict and violence, leading to potential disturbances from armed factions and occasional criminal activity. Geographical obstacles restrict access, especially during the rainy season. Understanding cultural and religious customs is crucial to preventing criticism from members of the community. Bureaucratic procedures may lead to significant holds in the authorisation and delivery of cash, rendering it challenging to obtain steady funding as this frequently relies on external donors. Furthermore, typhoons, floods and earthquakes constitute frequent natural calamities in the immediate vicinity. Several of this region's areas lack dependable access to commodities like internet, electricity and clean drinking water.
- ii. **Mitigation strategies:** In order to maintain a safe and secure setting, it is necessary to have effective safety precautions in place, collaborate with local law enforcement and conduct frequent risk evaluations. Increasing accessibility can be achieved by improving infrastructure, employing local guides, and organising activities during the summer season and Ramadan, though still with caution. Involving community leaders, providing cultural sensitivity training, and establishing gender-inclusive programmes are all needed for overcoming cultural and social hurdles. Streamlining processes through interactions with the government and establishing open communication channels is required to address institutional issues.

Diversifying sources of funding and promoting community involvement are essential to guaranteeing financial sustainability. Developing resilient infrastructure and creating plans for disaster preparedness are both components of mitigating hazards to the environment. Additionally, tackling a shortage of basic amenities requires creative thinking and cooperation to deliver necessities like power, internet and clean water using sustainable options like solar panels and Starlink for internet connection.

An in-depth examination of the distinctive local conditions, potential challenges and significant partnerships must be conducted in order to effectively carry out programmes like EDGE in the BARMM area.

e. Several key opportunities for the EDGE programme

The interviews highlighted a number of interesting opportunities for the EDGE programme, indicating the programme's substantial support from the community from dedicated parents, educators and local authorities. They are all committed to assisting the programme in an equitable manner with all the resources they have.

- i. **Strong community support:** Community leaders, including Sangguniang Kabataan (SK) authorities, parents, educators and religious leaders, have expressed full support for the EDGE programme. They are committed to finding appropriate and secured locations for the programme, and their top options are the barangay hall in Kauran, the church in Kuya, and the National High School. Thanks to this local endorsement, the effort will have a strong foundation with the community's full support from the outset.

- ii. **Commitment to guidance and equitable support:** Parents, teachers and community leaders have all committed to offering guidance and fair support to each and every participant during the programme's implementation. Their dedication lies in making certain that every member of the programme receives equitable support and that a friendly atmosphere is created where all adolescents can take advantage of the initiative.
- iii. **Ensuring security:** Security will be the paramount commitment, as promised by the pastor and community leaders. They consented to closely coordinate and enforce security procedures in order to make certain that everyone who participates is in a secure learning environment. Placing the greatest emphasis on security will ensure everyone's safety and promote trust.
- iv. **Partnerships with key organisations:** Preliminary interactions with TESDA, Compassion Philippines, and the Ministry of Education appear to be very promising. Given their experience, resources and further assistance, these collaborations are crucial in addressing the programme's delivery and content concerns. The programme's success and breadth will widen as a result.
- v. **Inclination from adolescent girls:** The programme is very important for teenage girls because they see that it can improve their lives while still allowing them to fulfil their educational and household duties. The programme's success depends primarily on their enthusiasm and willingness to participate because it addresses their needs and goals.

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Annexes

Key informant interview guide for parents/guardians

Mga Nilalaman

Part 1. Introduce yourself

Hi! Ako nga pala si _____ mula sa National Teachers College, ang institutional partner ng British Council sa Manila para sa isang research project na “English and Digital for Girls’ Education (EDGE) in Bangsamoro Autonomous Region of Muslim Mindanao” (EDGE sa BARMM).

Part 2. Discuss informed consent

[Ibigay ang informed consent form]

Layon ng Pagaaral: Ang pag-aaral ay naglalayong maunawaan ang mga pangangailangan ng mga batang babae (edad 13-19) sa mga komunidad na nasa sitwasyon sa BARMM. Layon nito ang pagpapabuti ng kanilang kasanayan sa English, digital, at social skills

Kumpidensyalidad: Ang inyong mga sagot sa panayam ay confidential. Maaaring kunan ng mga tala, audio, at video recording sa inyong pahintulot, ngunit hindi ibabahagi ang iyong pagkakakilanlan. Maaaring ma-violate ang kumpidensyalidad sa kaso ng panganib sa isang bata o matanda.

Pakikiisa: Ang paglahok ay boluntaryo, walang personal na pakinabang o negatibong epekto sa hindi paglahok. Hinihiling na magpasa ng form ng pagsali para sa paglahok, pagtatala, audio, at video recording.

Pag-atras: May karapatan kayong tanggihan ang ilang tanong o umatras ng pagsali anumang oras, kabilang pagkatapos ng panayam.

Kung mayroon kayong karagdagang tanong o may pangangailan ng suporta pagkatapos ng panayam, mangyaring makipag-ugnayan sa amin at sa

[Papirmahan bago ang panayam]

Part 3. Building rapport

[Mga halimbawa lamang mas natural ang mga tanong mas maganda]

Kamusta po kayo?

Ano ho ba ang nararamdaman nyo tungkol sa gawain na ito?

Kamusta po ang buhay ng pamilya?

Part 4. Interview questions

4.1 Community needs analysis

Magsisimula na po ang panayam. Akin na rin pong sisimulan ang audio (o video) recording. May mga pagkakataon din pong ako ay magsusulat o mage-encode sa aking laptop upang makuha ang mahahalagang detalye ng iyong mga sinasabi.

Kung walang recorder/laptop, gamitin ang form na ito: [EDGE Pre-Survey Interview Questions \(Draft\)](#)

Community needs analysis

- Paano mo ilalarawan ang kasalukuyang kalagayan ng komunidad sa aspeto ng ekonomiya, kalusugan, at mga serbisyong panlipunan?
- Ano po ang inyong hanapbuhay?
- Ano ang pinakamataas na antas ng edukasyon ang iyong naabot?
- Magkano po ang kinikita sa bawat araw?
- Ano ang mga magagandang karanasan ng iyong pamilya sa komunidad?

- Ano ang mga hamon na hinaharap ng iyong pamilya?
- Paano naapektuhan ng pandemya ng Covid-19 ang buhay ng iyong pamilya?
- Paano humaharap ang iyong pamilya pagkatapos ng pandemya ng Covid-19?
- Alin dito ang meron kayo sa komunidad o malapit sa komunidad?

___ Shops (Mga Tindahan) ___Market (Palengke)

___ Mosque ___ Church (Simbahan) ___School

___ Health Center/ Clinics ___ Hospital

___ Police Station ___ Military Camp

- Alin dito ang ligtas puntahan?

___ Shops (Mga Tindahan) ___Market (Palengke)

___ Mosque ___ Church (Simbahan) ___School

___ Health Center/ Clinics ___ Hospital

___ Police Station ___ Military Camp

- Alin dito ang ligtas puntahan ng mga batang babae edad 13 hanggang 19

___ Shops (Mga Tindahan) ___Market (Palengke)

___ Mosque ___ Church (Simbahan) ___School

___ Health Center/ Clinics ___ Hospital

___ Police Station ___ Military Camp

Ano ang mga kalimitang banta sa kaligtasan ng mga tao sa inyong lugar?

Partikular sa mga batang babae?

Bilang magulang/gabay, paano mo pinapangalagaan ang kaligtasan ng iyong pamilya, lalo na ang mga kabataang babae?

4.2 Status and role of education

- Ilan ang anak mong lalaki na may edad 13 hanggang 19 taong gulang
- Sa bilang na iyon, ilan ang nag-aaral?
- Sa bilang na iyon, ilan ang hindi nag-aaral?
- Ano ang motibasyon ng mga kabataang lalaki upang mag-aral?
- Kung hindi nasa paaralan, ano ang karaniwang ginagawa nila?
- Ano ang mga karaniwang dahilan ng pagiging out-of-school youth ng mga kabataang lalaki?
- Ilan ang anak mong babae na may edad 13 hanggang 19 taong gulang?
- Sa bilang na iyon, ilan ang nag-aaral?
- Sa bilang na iyon, ilan ang hindi nag-aaral?
- Kung hindi nasa paaralan, ano ang karaniwang ginagawa nila?
- Ano ang motibasyon ng mga kabataang babae upang mag-aral?
- Ano ang mga karaniwang dahilan ng pagiging out-of-school youth ng mga kabataang babae?
- Bilang isang magulang o taga-patnubay, paano malulutas ang mga problema kaugnay ng mga drop-out at edukasyon?

4.3 Gender analysis

- Ano ang mga tungkulin at inaasahan ng mga kababaihan (20 taong gulang pataas) sa komunidad?
- Ano ang mga tungkulin at inaasahan ng mga kalalakihan (20 taong gulang pataas) sa komunidad?
- Ano ang mga tungkulin at inaasahan ng mga batang babae (edad 13-19 taon) sa komunidad?

- Ano ang mga tungkulin at inaasahan ng mga batang lalaki (edad 13-19 taon) sa komunidad?
- Ano ang isang tipikal na araw para sa isang batang babae (edad 13-19 taon) sa komunidad?
- Ano ang isang tipikal na araw para sa isang batang lalaki (edad 13-19 taon) sa komunidad?
- Ano ang mga pinakamataas na pangarap ng mga batang babae sa inyong komunidad?
- Ano ang mga pinakamataas pangarap ng mga batang lalaki sa inyong komunidad?
- Ano ang mga maaaring gawin para matupad ang kanilang mga pangarap?
- Paano naapektuhan ng pandemya ang buhay ng mga batang babae sa komunidad? Paano ito nakakaapekto sa kanilang edukasyon?
- Ano ang inyong pangarap/aspirasyon para sa mga batang babae (edad 13-19 taon) sa inyong komunidad?

4.4 Status and use of English

- Ano ang mga wika na ginagamit sa inyong tahanan?
- Ano ang antas ng paggamit ng Ingles sa inyong tahanan?
- Kinakailangan ba ito sa araw-araw na pamumuhay sa inyong komunidad?
- Sa anong mga sitwasyon ang makabubuting gamitin ang Ingles sa inyong komunidad? Sa pagaaral? Hanapbuhay? Social media?
- Ano ang masasabi ninyo tungkol sa kakayahan sa Ingles ng mga batang babae sa inyong komunidad?
- Ano ang masasabi ninyo tungkol sa kakayahan sa Ingles ng mga batang lalaki sa inyong komunidad?
- Sa palagay ninyo, kailangan ba ng mga batang babae na pagbutihin ang kanilang kasanayan sa Ingles? Bakit?
- Bilang isang magulang, paano kayo nakatutulong sa pagpapabuti ng kasanayan sa Ingles ng mga batang babae?

4.5 Status and role of digital skills

- Ano ang pinagmumulan ng kuryente sa inyong lugar? ___ Solar Energy _ Electric Companies (Meralco, Cotabato Light and Power Co.) _Iba pa:

- Paano ang kalidad ng kuryente?
 - Stable (Walang putol ng kuryente)
 - Scheduled Power Interruption (May - kuryente tuwing gabi lamang)
 - Intermittent Power Interruption - (Maaaring magkaroon ng power outage anumang oras nang walang paunang abiso)
- Ano ang available na koneksyon sa internet sa inyong lugar?
- Paano ang kalidad ng koneksyon sa internet sa inyong komunidad?
- Ano ang antas ng kaalaman sa digital ng mga batang babae edad 13-19?
 - Wala
 - Mas mababa sa Karaniwan
 - Karaniwan
 - Mas mataas sa Karaniwan
 - Napakagaling
- Ano ang antas ng kaalaman sa digital ng mga batang lalaki?
 - Wala
 - Mas mababa sa Karaniwan
 - Karaniwan
 - Mas mataas sa Karaniwan
 - Napakagaling
- Paano ginagamit ang digital na kaalaman sa inyong komunidad?
 - Social Media (Mga social networking sites)
 - Education (Pag-aaral)
 - Business (Negosyo)
 - Leisure (Paglilibang)
 - Iba pa:_____

- Anong mga platform ang ginagamit ng mga batang babae at lalaki?
 - Google
 - Facebook
 - Messenger
 - Tiktok
- Sa palagay ninyo, kailangan ba ng mga batang babae ang kaalaman sa digital?
- Ano ang mga hamon na naranasan sa mga digital na imprastruktura sa komunidad?
 - Presyo ng Data/Internet
 - Suplay ng Kuryente
 - Kakulangan ng Device
 - Kakulangan ng Kaalaman sa paggamit ng digital na imprastruktura
- Ano ang mga inobserbang inobasyon sa digital na imprastruktura sa komunidad?
 - Wifi para sa lahat (General Wifi Access para sa komunidad
 - Cellphone sites
 - Libreng paggamit ng mga Device
- Ano ang karaniwang profile ng mga hirap pagdating sa device, internet, etc.
- Ano ang mga kasalukuyang pangangailangan ng mga batang babae pagdating sa digital na kasanayan?
- Bilang mga lider sa komunidad/paaralan, paano ninyo tinutugunan ang mga problema/issue?

4.6 Interest and viability of EDGE programme in the community

Upang mas maunawaan po ang programa na maaring mailagay sa inyong community, panoorin po natin ay video na ito: [EDGE Programme](#) (Click the link to show the video)

Batay sa video na napanood mo, sa palagay mo, makikinabang ba ang inyong komunidad sa isang programa tulad ng EDGE?

- Oo
- Hindi
- Baka

Posible bang magkaroon ng EDGE sa inyong komunidad?

- Oo
- Hindi
- Baka

Kung hindi saang komunidad o saan pang ibang magandang komunidad ito gawin?

Ano ang mga tingin na benepisyo ng programa ng EDGE?

- Mapabuti ang kalidad ng buhay ng komunidad
- Mapabuti ang kalidad ng buhay ng mga babae/kababaihan sa komunidad
- Mapabuti ang kalidad ng buhay ng kanilang pamilya

Ano ang mga tingin na hamon ng programa ng EDGE?

- Kulang ng lokasyon
- Kulang ng oras para sumali sa programa
- Kulang ng suporta mula sa mga magulang
- Maaaring tingnan ng mga batang babae ito bilang walang kuwenta at mas mainam ang magtrabaho o mag-alaga ng pamilya.
- Kulang ng suporta mula sa gobyerno
- Banta sa seguridad at kaligtasan
- Infrastruktura ng Pisikal

- Sensibilidad sa Kultura
- Pulitikal na dahilan
- Disaster tulad ng baha, lindol, etc.
- Digital Divide

Ano ang pwedeng gawin para maibsan ang mga hamon na ito?

- Magbigay ng pagkakakitaan sa pamilya
- Magbigay ng scholarship
- Magbigay ng allowances
- Iskedyulahan ito nang maayos
- Mayroong patuloy na pagsusuri ng materyales, proyekto, atbp. kasama ang mga lider ng komunidad at mga stakeholder
- Patuloy na pagmamanman at ebalwasyon
- Estratehikong mga Pakikipag-ugnayan
- Iba pa: _____

Magtutulong ba ang programa na ito para sa mga pangarap sa buhay ng mga batang babae?

Magtutulong ba ang programa na ito para malutas ang kanilang mga pangunahing prayoridad/alalahanin?

Papayagan mo ba ang anak mong babae (13-19 taong gulang) sa programa?

- Oo
- Hindi
- Baka

Sasali ba ang mga batang babae (13-19 taong gulang) sa ganitong programa?

- Oo
- Hindi
- Baka

Kung matutuloy ito, saang bahagi ng komunidad ito maaaring gawin ng ligtas?

- Paaralan
- Barangay Hall
- Covered Court

- Kailangan magtayo ng bagong gusali

- Iba pa: _____

Kung matutuloy ito, kailan ang tamang panahon para gawin ito?

- Sa loob ng Ramadan Season
- Pagkatapos ng Ramadan
- Bago mag Ramadan
- Sa panahon ng summer school break
- Sa panahon ng Christmas school break
- Iba pa

Dapat ba itong gawin sa loob ng paaralan o sa labas ng paaralan?

- Sa loob ng paaralan
- Sa labas ng paaralan

Ano ang mga mahahalagang bagay na dapat nating isaalang-alang sa pagtatatag ng ganitong programa sa BARMM?

Anong mga ahensya ng gobyerno at non-government organizations ang makakatulong sa atin sa proyektong EDGE?

4.7 Partnerships and donor mapping

May mga katulad na programa tulad ng EDGE ba sa komunidad na ito o sa iba pang malapit na komunidad?

May mga non-profit organizations bang tumutulong sa inyong mga komunidad? Kung oo/baka, sa anong larangan sila nagtutulong?

- Ekonomiya (Kabuhayan)
- Kalusugan (Health)
- Edukasyon (Education)
- Relihiyon (Religion)
- Kaligtasan (Security)
- Iba pa: _____

May mga katulad na grupo/organisasyon ba para sa mga kabataang babae (13-19 taong gulang) sa inyong komunidad?

- Oo
- Hindi
- Baka

Kung oo/baka, sa anong larangan sila nagtutulong?

- Ekonomiya (Kabuhayan)
- Kalusugan (Health)
- Edukasyon (Education)
- Relihiyon (Religion)
- Kaligtasan (Security)
- Iba pa: _____

Part 5. Closing statement

Tapos na po ang interview. Marami pong salamat sa lahat sa panahon, oras, at mga sagot. Kung meron po kayong katanungan huwag po kayong mahihiya na kontakin kami gamit yung email at number na nasa informed consent.



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