



## Philippines: Empowering Bangsamoro Communities Through Alternative Learning System and Productivity Enhancement Project

Project Name	Empowering Bangsamoro Communities Through Alternative Learning System and Productivity Enhancement Project
Project Number	48199-001
Country	Philippines
Project Status	Proposed
Project Type / Modality of Assistance	Grant
Source of Funding / Amount	
Strategic Agendas	Inclusive economic growth
Drivers of Change	Knowledge solutions Partnerships
Sector / Subsector	<b>Education</b> - Non-formal education
Gender Equity and Mainstreaming	Gender equity
Description	<p>1. The proposed project will support the Government of the Philippines' agenda to improve literacy levels and access to livelihood opportunities among non-literate adults and out-of-school youths (OSYs) in poor and conflict-affected areas in ARMM and in Regions IX and X. The project will expand the scope of delivery of the Department of Education (DepEd)-Alternative Learning System (ALS) by (i) mapping ALS learners, setting new targets with increased number of facilitators, provision of e-based learning tools to facilitate learning, and integrating adult literacy with productivity enhancement interventions; (ii) promoting training partnership in entrepreneurship and livelihood skills; (iii) facilitating access to job market information, enterprise development programs (government and private organizations) among ALS completers; and (iv) supporting effective project management.</p>

Project Rationale and Linkage to Country/Regional Strategy	<p>Much progress has been achieved over the decade in education policy reforms; however, much needs to be done given demand from a young population. The simultaneous implementation of Republic Act 10533 - Enhanced Basic Education Act (K to 12 Program) and the rationalization program of the DepEd made the task more challenging. This is more pronounced in the parallel alternative system for the out-of-school. Since formal education is transitioning from 10 to the 12 year cycle, the ALS has to be aligned as well. This entails revision of the ALS curriculum, redevelopment and or updating of the assessment tools and processes, and enhancement of teaching-learning resources (using appropriate technology platforms), among others. A revitalized ALS program under the K to 12 system also requires retooling and skills improvement of ALS implementers, at all levels, which is currently underway. ALS implementation arrangements with external partners from the government and private sectors also need to be reviewed and redefined. Meanwhile, affirmative actions towards the delivery of appropriate and responsive ALS programs for Filipino-Muslim and Indigenous Peoples (IP) learners need to be sustained and improved, including integration of gender-sensitive peace education in curricular and non-curricular activities.</p> <p>In terms of access, between 2005 and 2015, 73% (or around 2.9 million) of the more than 3.9 million ALS enrollees nationwide completed the program. DepEd estimates that the ALS target population was as high as 19 million, but only a fraction of the population was served due, among others, to lack of resources and institutional weaknesses. This is mirrored by DepEd's data on net enrollment rate (NER), completion rate and drop-out rate for elementary and secondary education from 2012-2016 in the formal system.</p> <p>On the demand side, learner uptake and local government support for ALS is lackluster. There appears to be an ambivalent attitude towards ALS qualifications as equivalent to formal education qualifications. However, more than low awareness among potential learners, financial pressures to work rather than learn precludes the poor from availing of the alternative learning systems. While the Philippines have attained gender parity in access to education, socio-economic factors continue to prevent women from completing their basic education and participating in the labor force, even with the availability of a mechanism like the ALS. On the supply side, institutional weaknesses impede DepEd's capacity to substantially resolve insufficiencies in the quantity and quality of ALS program delivery.</p> <p>There is also a lack of effective coordination and information-sharing among concerned government agencies in ensuring connectivity between literacy programs, productivity enhancement skills training, and gaining access to employment and entrepreneurial opportunities. The ramifications of a shortage in school-to-work transition support is magnified for Bangsamoro communities, particularly in the ARMM, where the interplay of poverty, unemployment, and peace and security issues exacerbate social and economic disadvantages of certain groups. This is more pronounced in the Lanao del Sur, after the extremist siege of Marawi City, massively disrupting livelihood and schooling of children and adults among the population.</p>
Impact	Employability and empowerment among non-literate adults and out-of-school youths in Bangsamoro communities improved.
Outcome	Literacy level and access to livelihood opportunities for non-literate adults and OSYs improved.
Outputs	<p>Output 1. Access to ALS for target communities increased.</p> <p>Output 2. Training partnership in entrepreneurship and livelihood activities promoted.</p> <p>Output 3. Access to job market information and small-and-medium enterprise and cooperatives sectors improved.</p>
Geographical Location	Province of Lanao del Norte, Province of Lanao del Sur, Province of Maguindanao, Province of Tawi-Tawi, Province of Zamboanga del Norte, Zamboanga City

**Safeguard Categories**

Environment	C
Involuntary Resettlement	C
Indigenous Peoples	B

**Summary of Environmental and Social Aspects**

Environmental Aspects
Involuntary Resettlement
Indigenous Peoples

**Stakeholder Communication, Participation, and Consultation**

During Project Design
During Project Implementation

**Business Opportunities**

Consulting Services	Estimated 175 person months of consulting services.
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Procurement	Various IT and other equipment.
Responsible ADB Officer	Balbosa, Joven Z.
Responsible ADB Department	Southeast Asia Department
Responsible ADB Division	Philippines Country Office
Executing Agencies	<i>Department of Education 2nd Floor, Rizal Building Department of Education, DepED Complex Meralco Avenue, Pasig City</i>

#### Timetable

Concept Clearance	12 Nov 2015
Fact Finding	05 Feb 2018 to 30 Apr 2017
MRM	-
Approval	-
Last Review Mission	-
Last PDS Update	04 Sep 2015

Project Page	<a href="https://www.adb.org/projects/48199-001/main">https://www.adb.org/projects/48199-001/main</a>
Request for Information	<a href="http://www.adb.org/forms/request-information-form?subject=48199-001">http://www.adb.org/forms/request-information-form?subject=48199-001</a>
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