

Bajau Ongka-Kumpit and Transition to School (BOAT School) PROJECT ENDLINE STUDY



June 2022

Executive Summary

After 3 to 2 years of project implementation (2020-22), this Endline Study of the BOAT School Project was conducted as one of the assessment platforms on which project results, outcomes and lessons will be generated. The data and findings presented here are benchmarked against the Baseline Study results that was conducted in 2021.

The Endline Study is composed of 3 sub-studies namely 1) Survey of Parents / Learners 2) Focus Group Discussion of Key Informants and 3) Nutrition Baseline vs. Endline using Age vs. Weight metric. The Background of the Study articulated the objectives of the Survey, FGD and Nutrition sections.

The results of this study must be looked at analyzed together with the Baseline Study in a continuum rather than as stand alone studies. It must be noted that this Endline used the exact the same tools as the Baseline Study except that additional questions were added that are more slanted towards the evaluative nature of the Endline.

The Survey is complemented by the FGD which provided the substantive data which are otherwise not captured by statistics-driven Survey. The FGD gave valuable insights coming from the various education stakeholders in Siasi and Pandami.

The following are the highlights of the Endline Study.

Looking at the demographic data:

- No major change in the Bajau learner households demographic profile. Majority of the Bajau parents/guardians of the enrolled learners have very low educational attainment which in many ways can affect the learning development of the children.
- Families are very poor but have a big number of household members which makes the child learners compete with the meager resources of the family

In terms of access to learning facilities and materials, the survey suggests that:

- While schools are generally accessible to the 9 target barangays the state of these schools may have deteriorated. Classrooms may have also worsened from Baseline.
- WASH facilities are lacking in schools with no comfort room that the learners can use.
- Majority of the parents/guardians say that their children have almost no access to books and other learning materials.
- Parents/guardians say that while pens and papers are available for purchase in their communities, many of them find it more difficult now to purchase from Baseline.

In the area of parents/guardians' involvement in school activities and after school support to the child-learner, the survey suggests that:

- The parents/guardians level of participation with school activities have declined from Baseline.
- Other indicators also declined such as checking with the child's school work, checking with teachers on the child's performance.

Although overall the No remained low the decrease in the definite Yes and increase in Sometimes is concerning.

Meanwhile the FGD highlights are:

- Observed profound changes among the Bajau parents such as being more invested in their children's education and being more.
(Note that this is qualitative which cannot be inferred to how many parents exhibited this particular change. The Survey showed several indicators that actually declined.)
- Moving forward, the FGD sees that the BOAT project is worth pursuing and expanding. The value and appropriateness of this approach to the Bajau context is without question.
- However, investments must be made in the area of school infrastructure, WASH facilities, learning materials and books. The LGUs and MBHTE needs to get more involved in resources.
- Need to have teachers who are trained in the Bajau culture and tradition.

On the nutritional status of the BOAT School learners, it is a red flag that while the pre-school learners showed improvement in nutrition since the normal weights significantly went up, the 6-11 learners showed 99% below normal weight from Baseline to Endline. This is something that needs further assessment on the part of the project implementers on why the decline in the nutritional status of the 6-11 learners.

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Background

ChildFund Philippines in partnership with Integrated Resource Development for Tri-people, Inc. (IRDT) implemented the BOAT School Project to address access and quality issues faced by Bajau¹ learners in Sulu.

This Endline Study will inform whether the project outcome indicators measured at the end of the project implementation were achieved.

Specifically, the Endline Survey has the following objectives:

- 1.1. Determine the difference between Baseline and Endline on the perceived accessibility of educational facilities are from the perspective of the target barangays' Bajau community.
- 1.2. Determine the difference between Baseline and Endline on the perceived availability and affordability of learning materials from the perspective of the target barangays Bajau community.
- 1.3. Determine the difference between Baseline and Endline on the extent of Bajau parental engagement in education of their children, including learning and extra-curricular activities at home and in school.
- 1.4. Determine specific behavioral and attitudinal changes among the learners and parents before and after project implementation.
- 1.5. Identify insights and lessons on how the project was implemented in Siasi and Pandami from the

This Endline is not reflective of the whole community or the 9 barangays that are included in this project because the focus is only on the learners under the BOAT project. This Endline cannot be used to reflect the whole community because the BOAT School Project itself is limited to the Bajau families and its learners. Furthermore, the learners' profile of the project are only those in a) Pre-school and b) Grade 1. Hence, this baseline cannot be used to infer as reflective of the whole community, barangay and municipality where the Project was implemented.

The Endline Study while quantitative, is complemented by **Focus Group Discussion** with the participating teachers, parents and community leaders which provided the substantive

¹ While the BOAT School is intended for Bajau learners, data from Child Fund indicate that there are 50 non-Bajau learners (Tausug) who are included in the project. The inclusion of the Tausug learners is largely driven by the observed need of these children due poverty.

information on the education situation in the project communities. The FGD result and analysis is contained in this report.

In addition, a pre-school learner **nutrition** endline using Age vs. Weight was also gathered to determine the number (and percentage) of pre-school learners who belong to the underweight / overweight category. The Age vs. Weight benchmark used the national standard set by the National Nutrition Council of the Philippines and Department of Education.

I. Survey

1.2. Survey Methodology

Respondents

The sampled group is the parents/guardians of the 746 enrolled learners who are the respondents of the survey.

Sampling size

The survey sample is 115 respondents similar number to the Baseline for consistency. Similar to the earlier Baseline, there is no disaggregated sampling selection between pre-school parents/guardians and Grade 1 parents/guardians. The non-disaggregation is because the set of endline questions are deemed not age or grade level sensitive because the respondents are the parents/guardians and covered matters on accessibility and protection issues.

Sampling method

The 115 individual respondents were selected using simple random sampling (SRS) skip method with the master list of learners as sampling reference.

Protocols followed on the conduct of the survey:

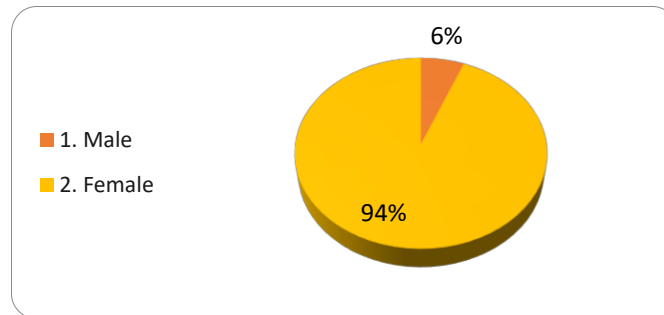
1. The survey and its purpose were explained to the selected respondents.
2. It was explained that the selected respondent can either allow or refuse to be the respondent of the survey. The respondents were not forced to participate.
3. Informed consent was asked from the respondents before participating in the survey.
4. The respondents were assured of the confidentiality of their responses and their identity.
5. The result of the survey will only be used for the purpose it was intended for.

1.3. Survey Results:

Note: Baseline data is presented first followed by the Endline data. However, demographic profile of respondents will not be compared to the Baseline data since demographics are constant and not impacted by the project.

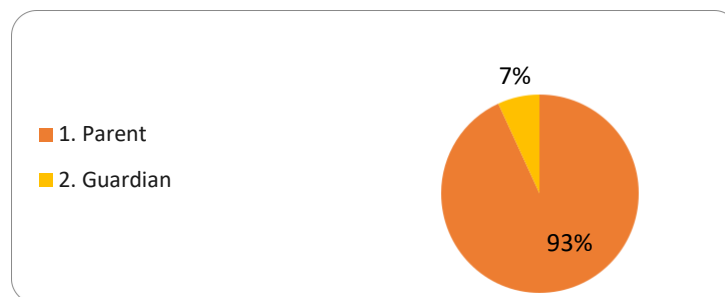
1.3.1. Demographic Profile of the Respondents

Sex: Majority of the respondents are female at 94% while only 3% are male.



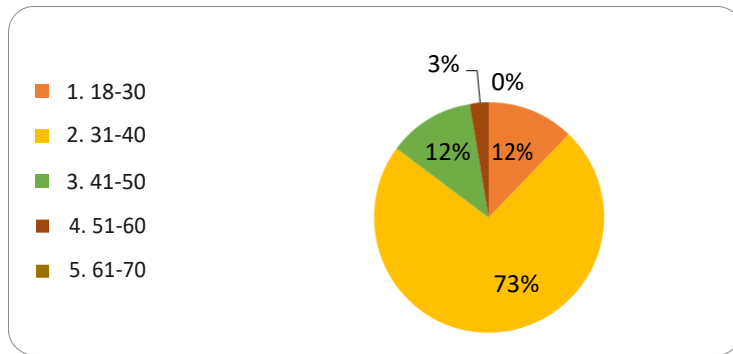
This data suggests that female remains to be the primary source of information in the community when it comes to questions or sources of information on projects like this. It can also be inferred that in the community it is the female or mothers who are readily available for conversation and interaction.

B) Learner's Relationship to the Respondent



Majority of the respondents 93% are parents while only 3% are guardians. While there is an increase in the guardians as respondents this is not much of a variable. It can be easily attributed to the availability of the parent when the survey was conducted rather than an increase in the absence of the parent.

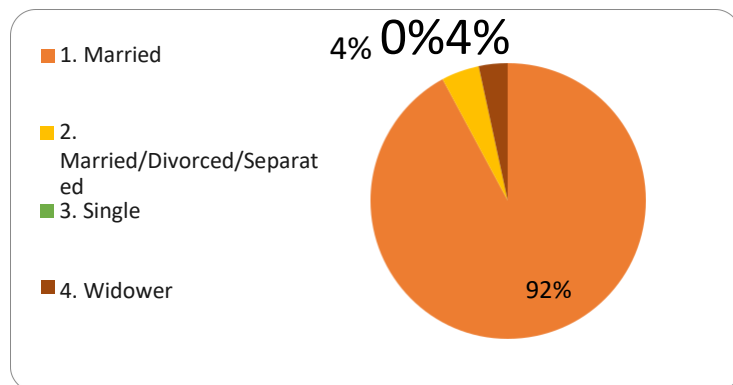
C) Age of Respondents



Majority, 73%, of those interviewed in the survey belong to the 31-40 years old age bracket followed by 18-30 and 41-50 age group,

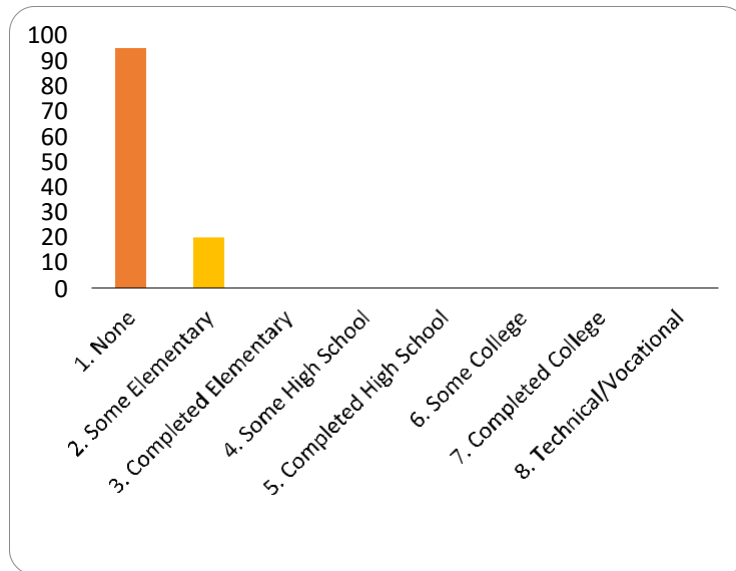
D) Civil Status

Most of the respondents are married at 92%. Only a small minority are either separated/divorced, widowed and single.



E) Educational Attainment

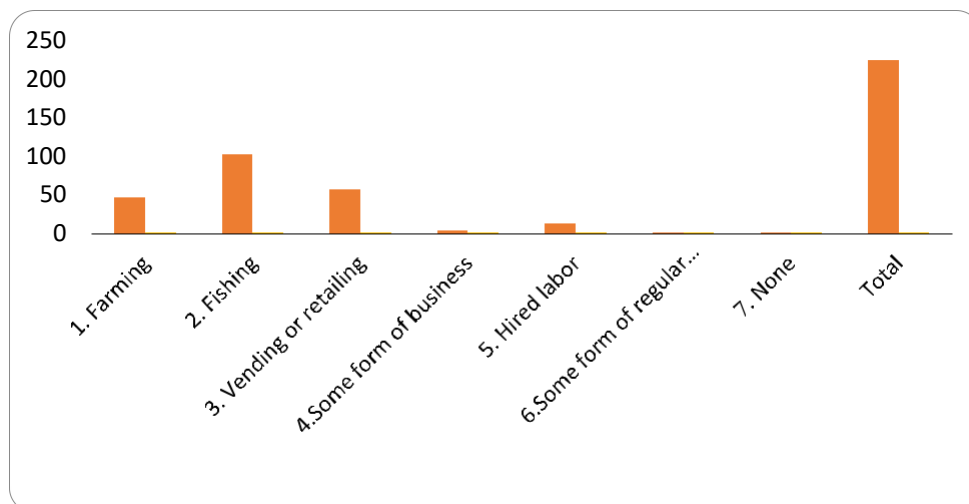
A big majority of the respondents claim to have no education at all at 83%. This is followed by some elementary at 17%. Not one of the survey respondents claimed to finish elementary, had some high school and high school.



Note: while this question is on educational level, it is not indicative of the parents/guardians functional literacy which needs a separate test.

F) Source of Income

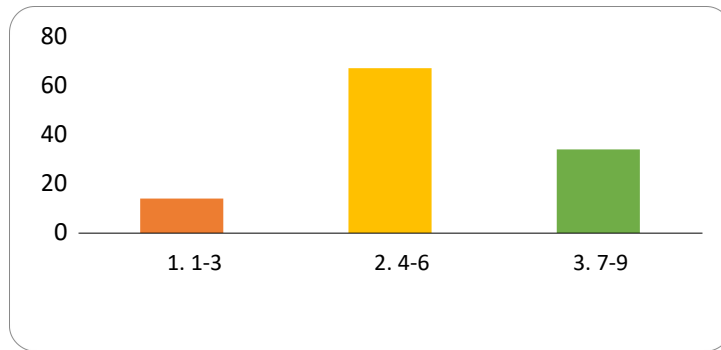
The respondents are mostly engaged in fishing 45.54% and vending 25.45%. This is followed by farming at 21%. Farming here pertains to seaweed farming. A few are hired labor.



Since the question allows for multiple answers, 30 respondents have more than 1 source of income. Generally however, the household only have 1 source of income.

G) Household Size

In terms of HH size, it appears that the learner's come from families with a big number of family members. 30% of the respondents have 7 or more family members while 60% have 4-6 family members.



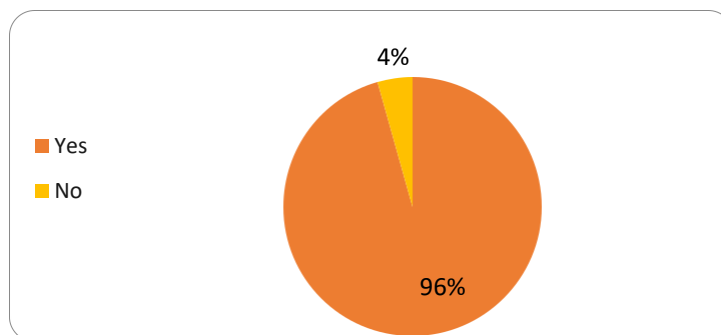
1.3.2. Access to Education, School Facilities, Learning Materials

This section will compare Baseline data and Endline data

A). Presence of school in the community

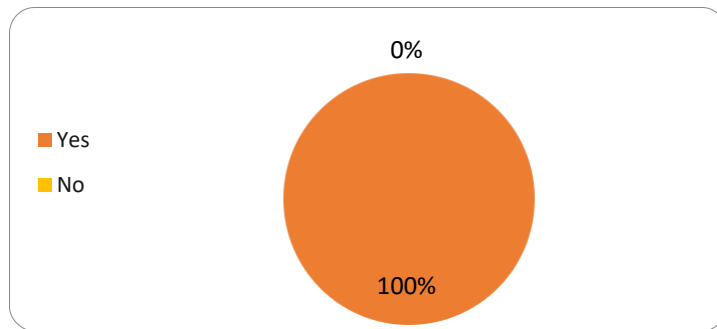
Baseline

The respondents overwhelmingly claims that there is a school within their community at 95%. However a small minority at 5% says they do not have a school in their community. While 4 of the 11 to 9 target barangays have no schools, perhaps some of the respondents see that the schools while outside of their barangay is actually part of their community already.



Endline

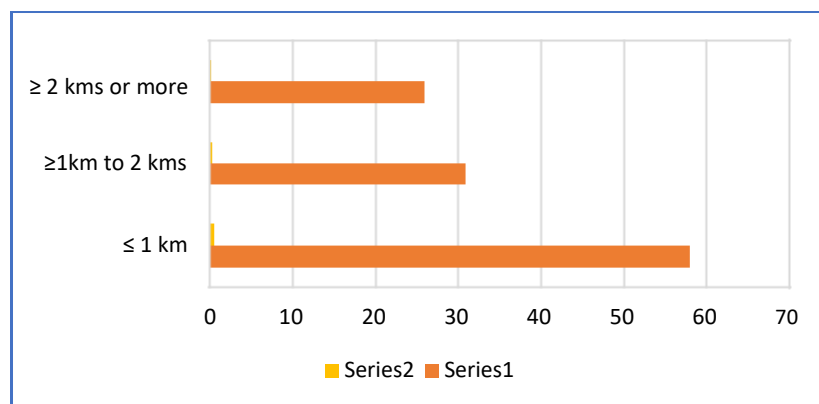
New data shows marked improvement in the perception of the respondents in terms of awareness of presence of schools in their barangay. While the previous Baseline data show high level of awareness of schools in the community, Endline data show 100% awareness already. This may also be construed that the Bajau beneficiaries have improved awareness of school presence.



B) Distance to school

Baseline

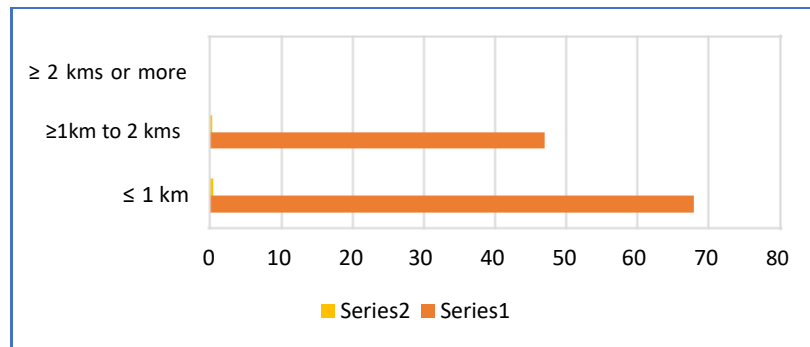
Half of the respondents say that the school is not far from their homes at less than 1 kilometer. 27% says the school is more than 1 km. but less than 2 kms. Meanwhile, 23% says that school is far at more than 2 kms.



Looking at the data it appears that for many, the school is far from their homes although half says the school is below 1 km.

Endline

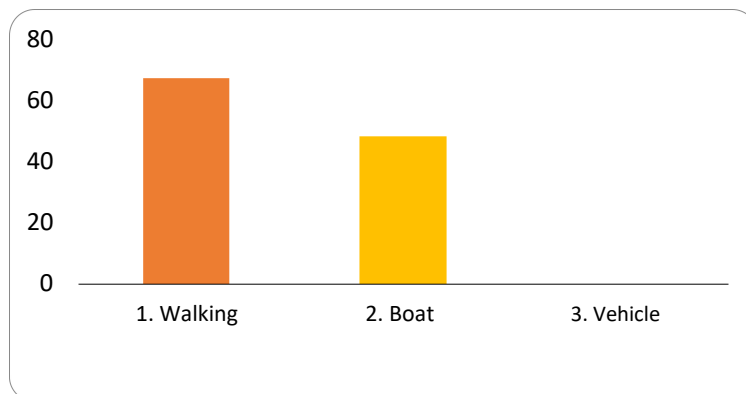
Endline data shows improvement in their perceived distance from their homes to the schools. 59% now claims that the school is less than 1km while 49% says the schools are less than 2 kms. No respondent claim that the school is more than 2 kms. This data suggests that for the respondents it may be because of the effect of the BOAT school project, parents now see the school as part of their community and is actually very accessible.



C) Mode of transport to school

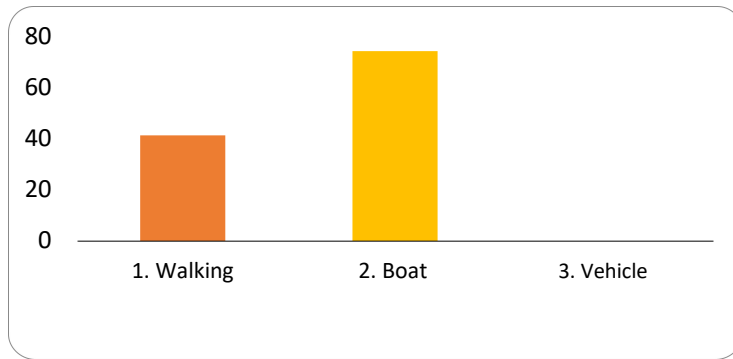
Baseline

Data shows that in the target barangays 58% of the learners go to school by walking while 42% go by boat. While majority of the learners walk, the number is significant for those who take the boat to school. This is important because going by boat entails additional fuel cost to the household expenses and vulnerable to bad weather.



Endline

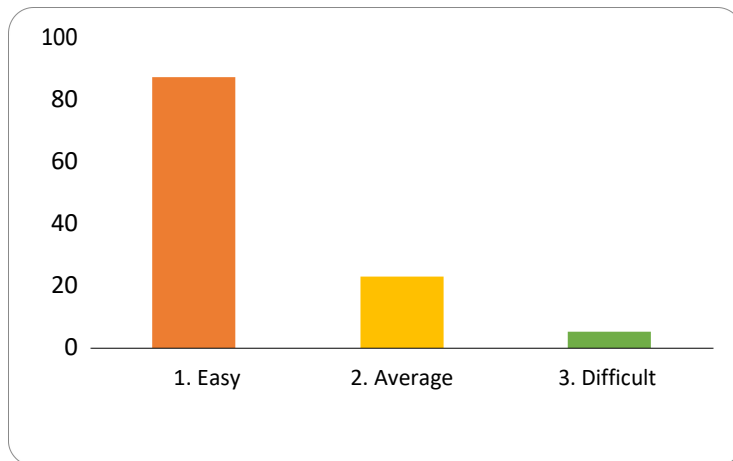
Another interesting Endline data is the turn-around in terms of walking vs. boat as means to reach their schools. New data shows 64% now go by boat versus only 36% walk. This may be interpreted as parents or guardians are now more involved in bringing their children to attend school rather than just allowing their wards to walk to school. Again this may be an indicator of improving parent / guardian involvement in the child's education.



D. Perceived ease in reaching school

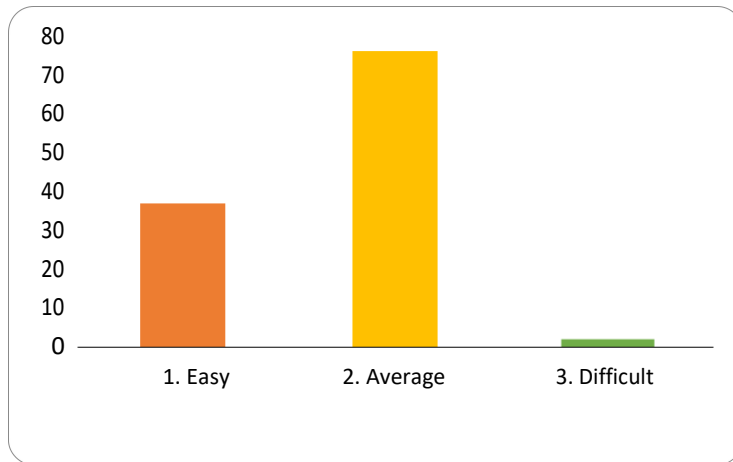
Baseline

A big majority finds that reaching school is not difficult at 76%. Only 20% find it average while very few 4% find reaching school difficult.



Endline

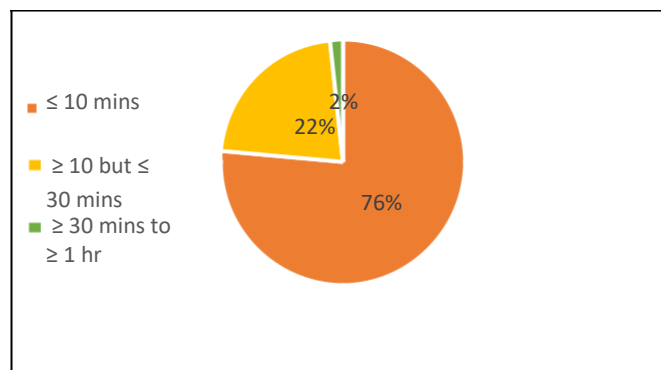
Surprisingly though, new data show that respondents who say that going to school is easy dropped to 32% from 76% at Baseline. Those who say average increased from 26% during Baseline to 66%. However, this may be not be critical since those who say that the school is difficult to reach dropped from 4% to less than 2%.



E. Time to reach school

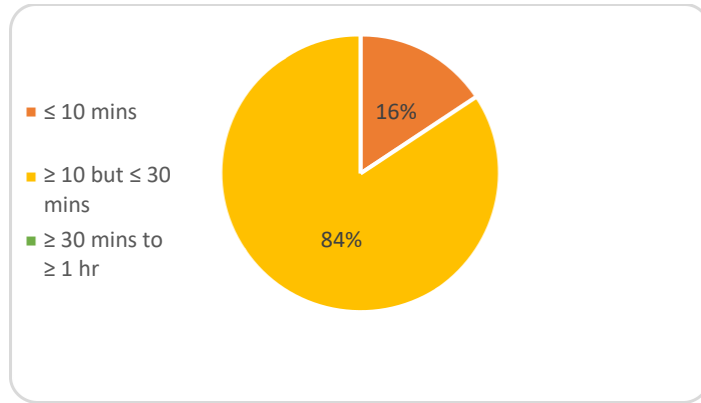
Baseline

Relative to the distance and perceived ease, majority of the respondents say that it only take the learners less than 10 minutes to reach the school at 76%. This is followed by more than 10 minutes but less than 30 minutes at 23%.



Endline

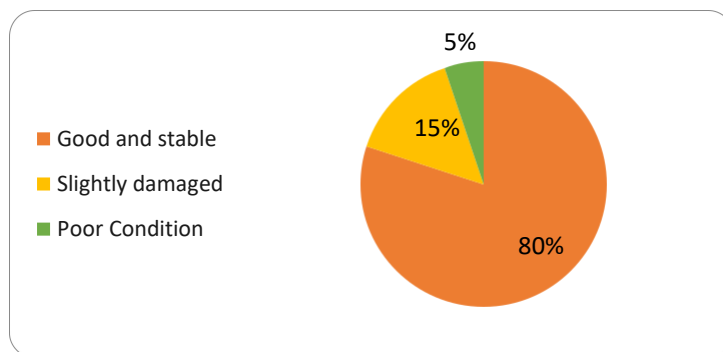
The Endline data shows that more parents say that it takes longer for their children to reach school. 84% says more than 10 minutes but less than 30 minutes which is the opposite of the previous data in the Baseline which showed 76% of the parents it only takes less than 10 minutes for their children to reach school. The difference is big in terms of time to reach school between Baseline and Endline numbers. This may be because more parents bring their children to school by boat rather than by walking.



F. Physical state of classroom

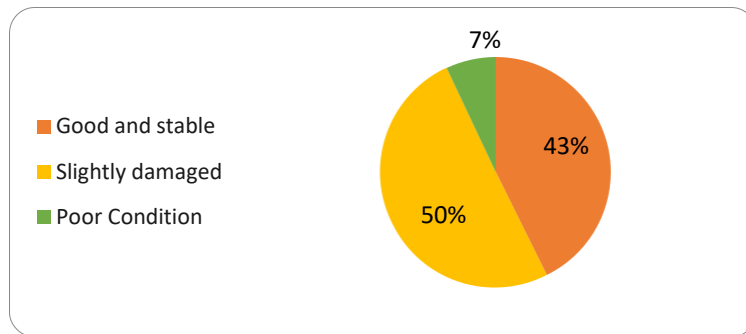
Baseline

For majority of the guardian/parents (80%) the classrooms their children are using are in good and stable condition. Only 15% says the classrooms are slight damaged and 5% says the classroom is in bad condition.



Endline

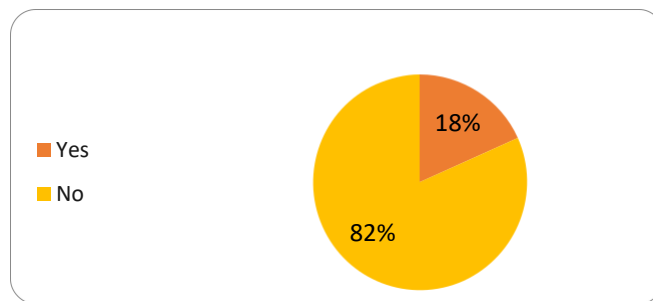
Data show that more parents say that the classroom of their children are in poor condition up to 7% from Baseline 5%. The biggest change is that more parents, 50%, see that the classrooms are slightly damaged up from 15% Baseline. Those who say that the classrooms are good and stable went down from 80% to 43%. It can be said that perhaps in the 3 years of project implementation, the state of the classrooms worsened. Again this can be seen as due to the 2 years pandemic lockdown that may have affected classroom repairs and improvements.



G. Availability of comfort room in the school

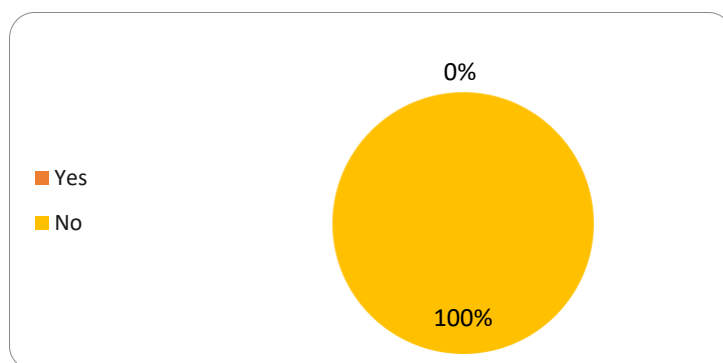
Baseline

A big majority of the respondents (82%) claims that there is no comfort room in the schools. Only 18% claims that there is comfort room in the school. This is a WASH issue that needs to be addressed.



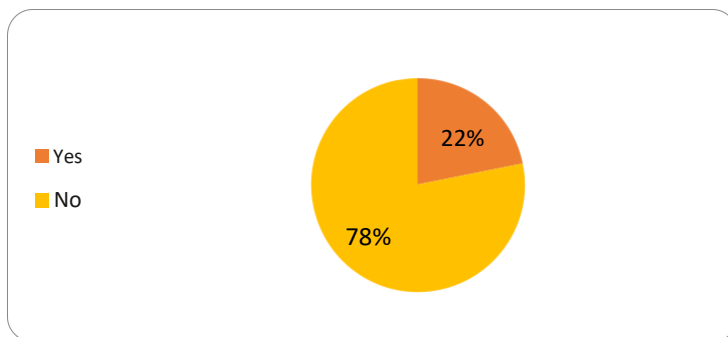
Endline

Consistent with the data on increased perception that the classrooms that their children are using worsened, this time 100% of the parents surveyed that the schools have no comfort rooms.



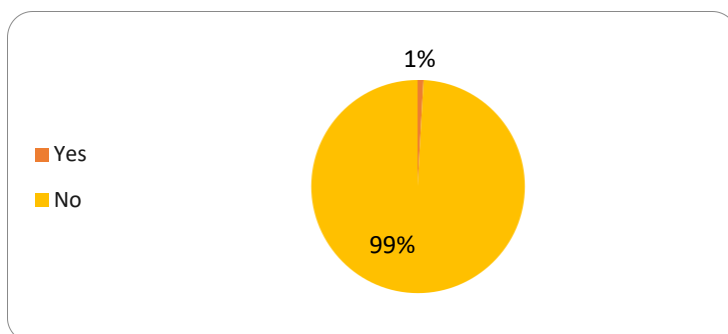
H. Access to water in school

78% of the respondents say that there is no water available in the school campus while only 22% say there is.



Endline

More respondents this time, 99%, say that there is no available water in schools.

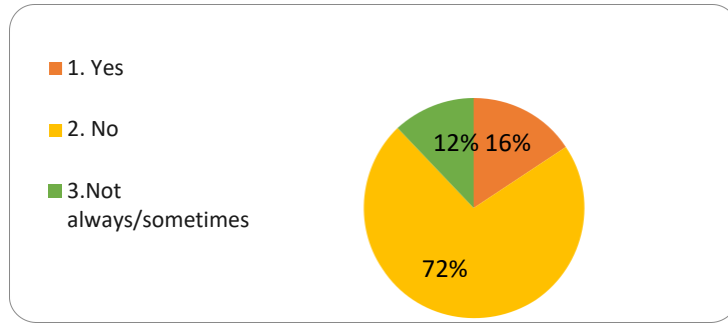


Again, similar to the comfort room the lack of water for comfort room, washing and drinking in the school is a WASH issue which the BOAT project may have not covered.

I. Availability of books and other learning materials

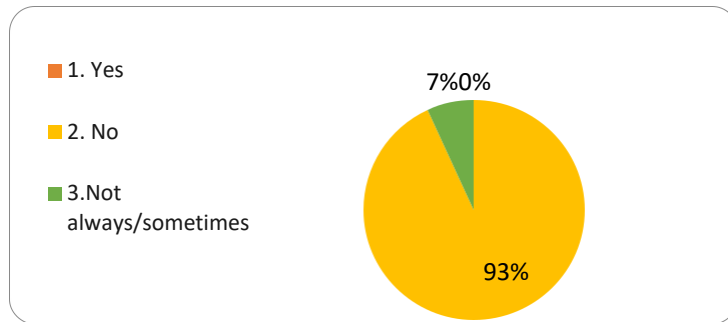
Baseline

Most of the respondents (72%) say that there are no available books and learning materials in the school where their children are attending. Only a small minority says that books are available or sometimes available.



Endline

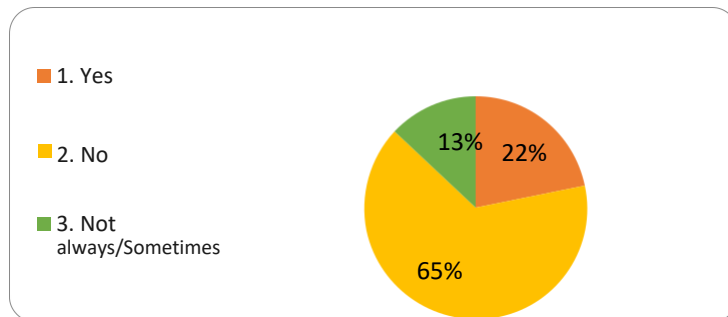
Endline data show that more parents surveyed that the availability of books in schools may have worsened. From 72% now 98% of those surveyed say that there are no available books in schools that their children can use.



J. Book and learning materials usage

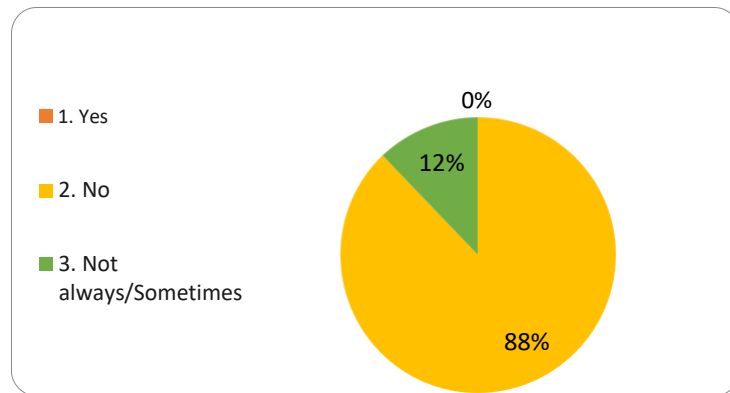
Baseline

Majority of the respondents (65%) say that their child has no books or learning materials that they can use while 13% claims that only sometimes their child can get to use books. 22% however says that their child has access to books and other learning materials.



Endline

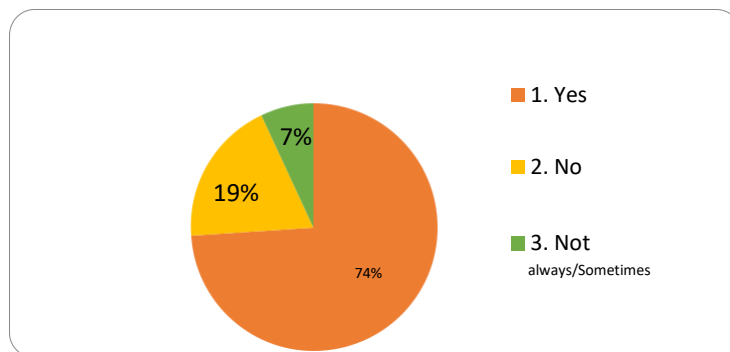
More parents claim that their child has no learning materials or books that they can use in school. From the Baseline 65% who say there are no learning materials or books that can be used it has now increased to 88%. Meanwhile there are no more Yes response compared to the Baseline of 22%.



K. Availability of school materials in the community for purchase (notebooks, paper, pens)

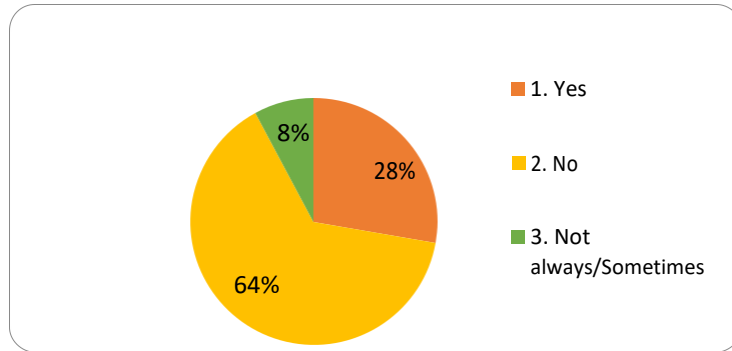
Baseline

74% of the respondents say there are available notebooks, pens and paper that they can purchase within the barangay.



Endline

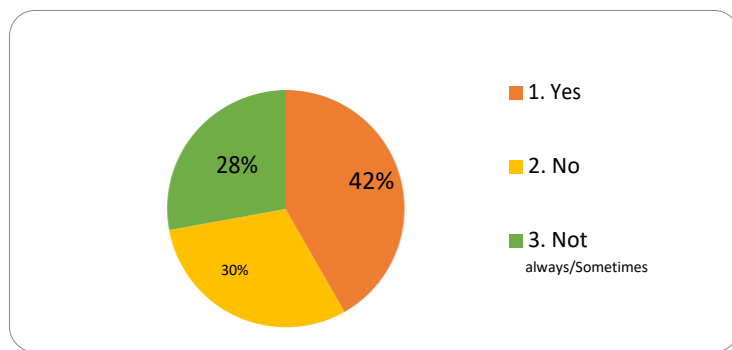
As to the availability of school materials for purchase in the community, it appears that there are less availability of things like notebooks, pens and paper. From 74% Yes in Baseline this has now dropped to 28%. Meanwhile the 19% No in the Baseline has now massively increased to 64%. Again this might be attributed to the modular non-face-to-face modality of classes as a result of pandemic related restrictions.



L. Affordability of school materials

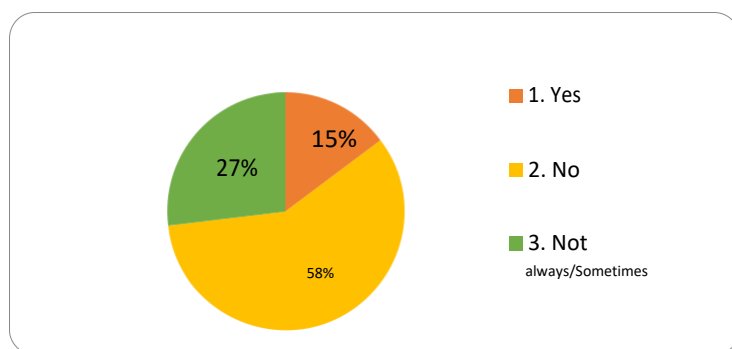
Baseline

If they can afford to buy school materials for their children 45% says yes they can afford it although a big portion says no they cannot afford (30%) it or they can only sometimes afford it (28%).



Endline

Endline data suggest that the school materials may ve become more expensive for the parents. Those who say the school materials are not affordable increased to 58% from Baseline 30%. Those who say these are affordable went down from 42% at Baseline to 15% at Endline.

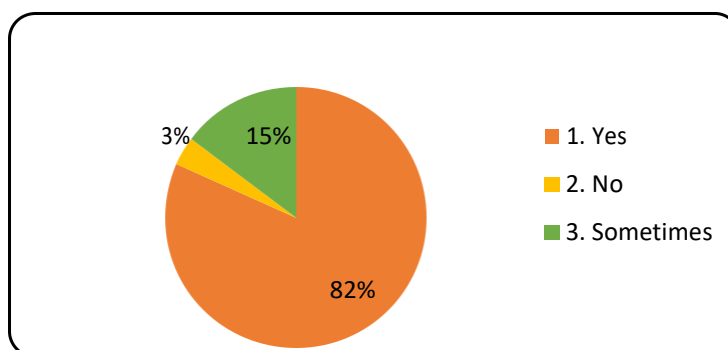


1.3.3. Involvement of parents in the learners' school activities and support

A. Attendance to PTA meetings

Baseline

Vast majority of the respondents (82%) claim that they attend school PTA meetings. 15% says sometimes and 3% says no.

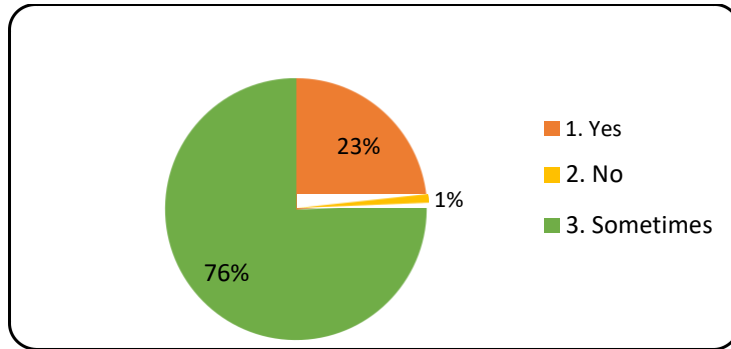


The reasons cited by those who do not attend PTA activities are as follows:

Responses	# of respondent	Percentage
1. No time - busy at livelihood	1	25.00%
2. No time busy at housework	2	50.00%
3. No time busy with other children	0	0.00%
4. Shy embarrassed to join	1	25.00%
5. Shy embarrassed to interact with teachers or teachers	0	0.00%
6. cannot teach child because parent is illiterate / low education.	0	0.00%
Total	4	100.00%

Endline

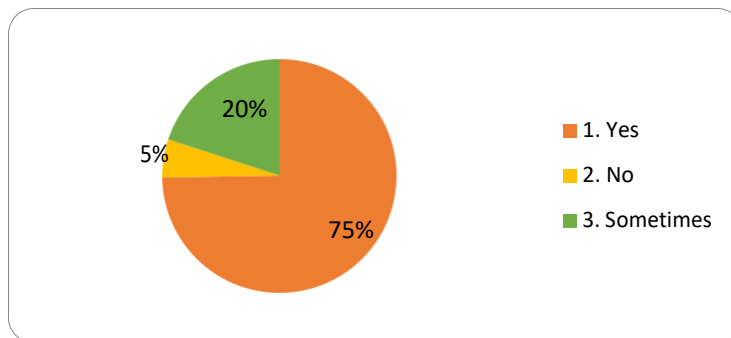
The Endline data on attendance to PTA meetings is concerning because the Yes response shrunk from the Baseline of 82% down to 23% which is a massive drop. The Sometimes of 15% at Baseline has increased to 76%. This means that the parents-guardians may have lost interest in attending PTA school meetings.



B. Attend parents – teacher classroom meetings

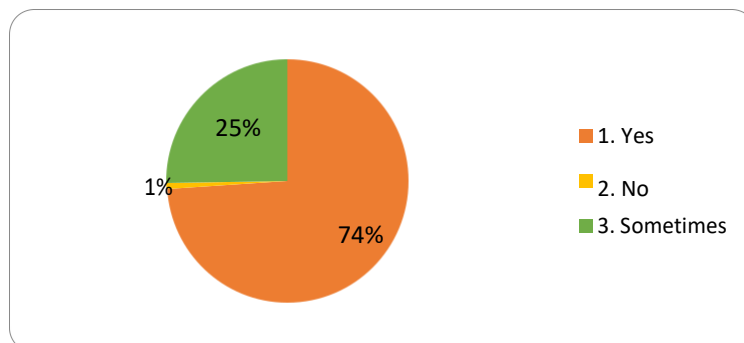
Baseline

Majority (75%) of the parents attend classroom meetings while 20% only attend sometimes and 5% answered no.



Endline

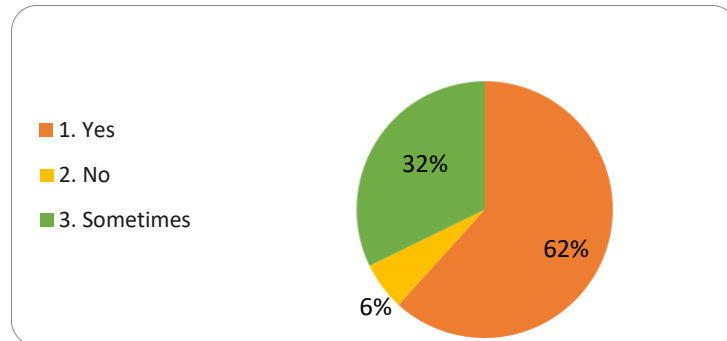
However, parents and/or guardians attend classroom level parent-teacher meetings at 74% which did not change from the 75% at Baseline. Also the those who do not attend is now reduced to 1% while Sometimes increased to 25% from 20% at Baseline. Probably parents do not attend PTA meetings but are more inclined to attend classroom level meetings.



C. Whether the parents talk to the teachers about their child.

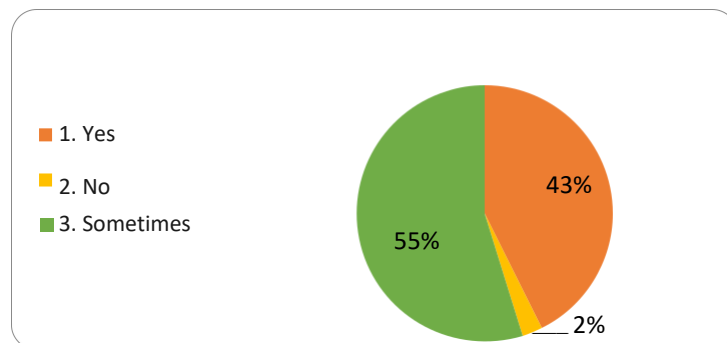
Baseline

Majority (62%) says they talk to the teachers about their child, while 32% talk to the teachers only sometimes while only 6% said no, they do not interact with the teachers.



Endline

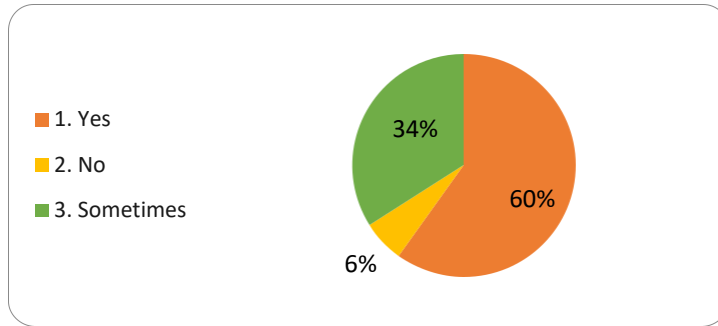
The parents who talk to their child's teacher declined from 62% down to 43%. The Sometimes increased to 55% from 32% which means that the frequency of parent-teacher conversation went down. The No however declined from 6% to only 2%.



D. On accompanying their children to school

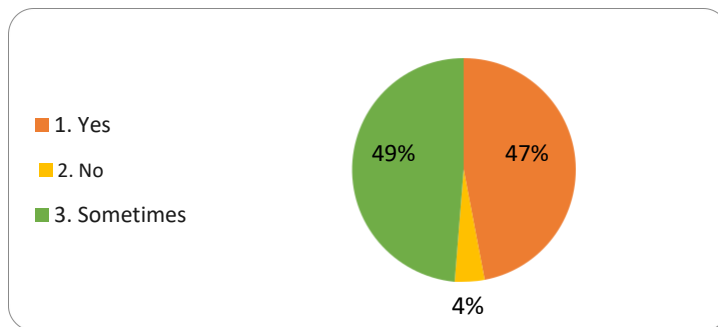
Baseline

60% of the respondents say they accompany their child to school while 32% answered only sometimes. 6% said they do not accompany their child to school.



Endline

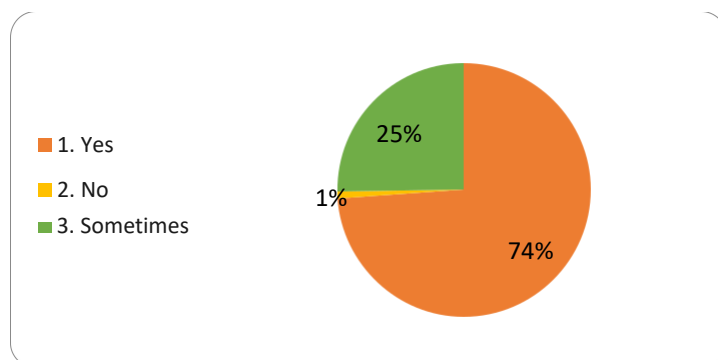
The parents who accompany their child to school declined from 60% at Baseline down to 47% at Endline. However since Sometimes increased to 49% from 34% Baseline, what changed is the frequency rather than definitive No they do not accompany their child to school. Probably this can be attributed to greater independence of the child to go to school by himself.



E. On whether the parent/guardian ask their child how h/she did in school

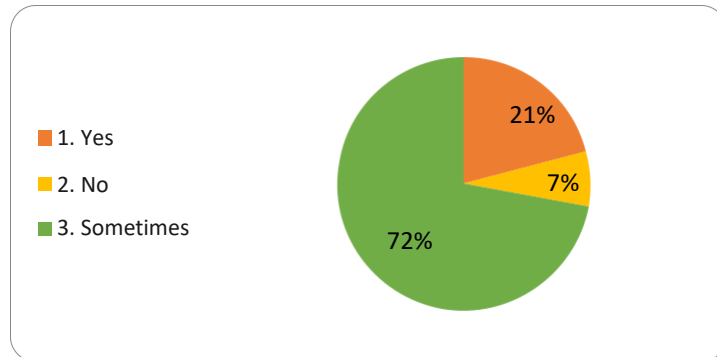
Baseline

Majority of the respondents (74%) say that they talk to their child how they did in school, there is 25% of parents/guardians who only do this sometimes. There is only 1% who do not ask their child at all.



Endline

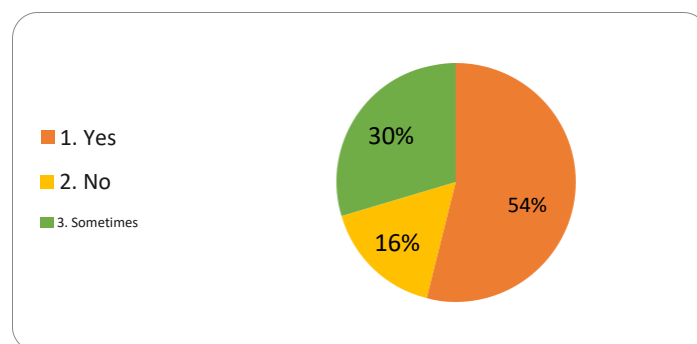
Another major area of concern is the declining interest of the parent to check on their child how she/he did in school. From 74% at Baseline this went down to 21% which is a massive drop although Sometime increased to 72% from 25% at Baseline. The frequency of checking on their children went down by a big margin.



F. On assisting their child in homework

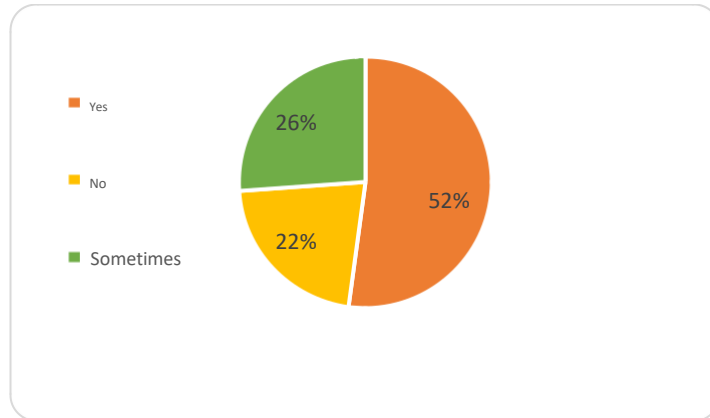
Baseline

While 54% of the respondents claim to assist their learner in homework, 30% only do this sometimes while 16% do not assist at all. While the number of those who assist their child is majority, this must be taken with a critical eye because of the very low educational attainment of almost all of the respondents.



The 30% who answered no, the reason is that the parent/guardian is illiterate or low education.

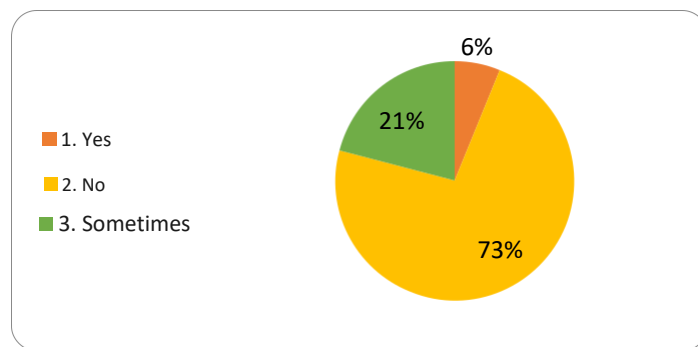
When the learner or child of the respondent was asked if their parents assist them in homework, the response is consistent with the parents' answer:



There is only a 6% variance between the parent-child response on the “no” and 2% variance on the “sometimes”.

Endline

The parents who assist their children homework also declined in a big way. From 52% at Baseline, only 6% of parents say they help their children with homework which is a massive drop. Even the Sometimes response dropped from 26% at Baseline to 21% at Endline.

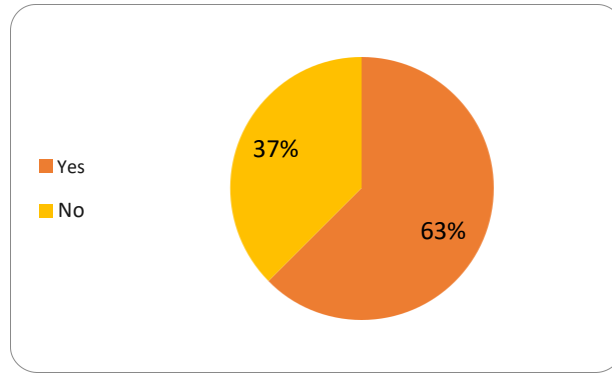


The main reason cited why the parents do not assist or only sometimes assist their child in homework is the lack of education of the parents. This had impacted greatly on their ability to assist their child with homework.

G. On awareness if there is any child in the community who does not go to school

Baseline

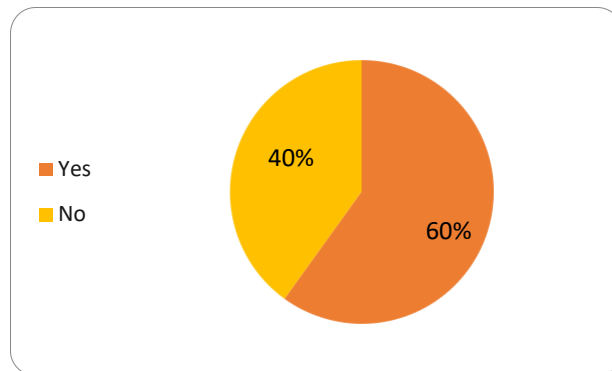
63% of the respondents claim that they know of children who does not go to school while only 37% say they are not aware of this.



The numbers suggest that financial hardship and children have to help in livelihood are the top reasons for not attending school. Other reasons like being sickly and fear of school are also valid but are quite few.

Endline

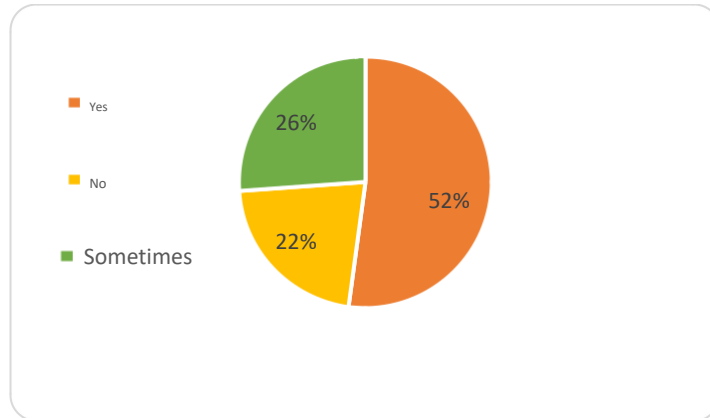
The Endline responses see not much change from the Baseline numbers from 63% to 60% who says they know somebody in their community whose child does not go to school.



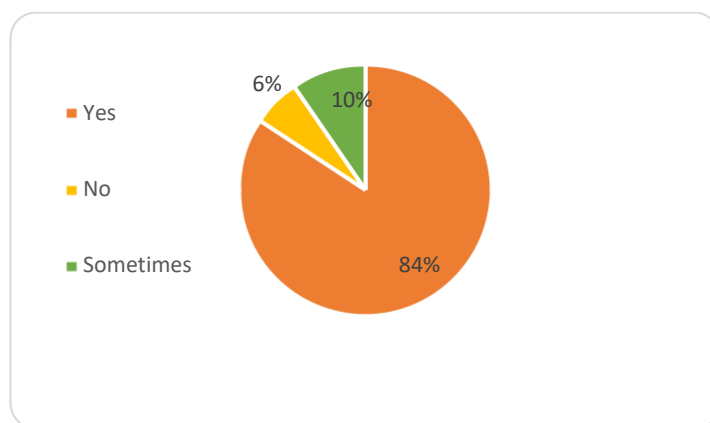
The main top 2 main reasons according to the respondents who responded to the question on why these children do not go to school are a) Parents cannot support and related to this is b) Poverty which are essentially the same as the reasons given in the Baseline. There is also bullying mentioned while at 4% is important to highlight.

Rider question: Does your parent / guardian help you with homework? Follow – up with your lessons?

Baseline



Endline



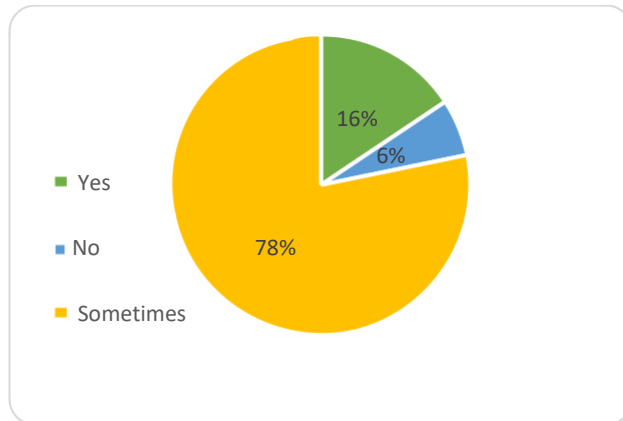
In a counterpoint though, the learners themselves showed increase in the question do their parents-guardians help them in their homework from 52% at Baseline to 84% at Endline. This is difficult to interpret because at Baseline the responses of both parents and learners are the same but vastly diverged at Endline. To interpret these numbers probably the question on who provided the more accurate response is it the parents or the learners ?

1.3.4. Additional Evaluative Questions

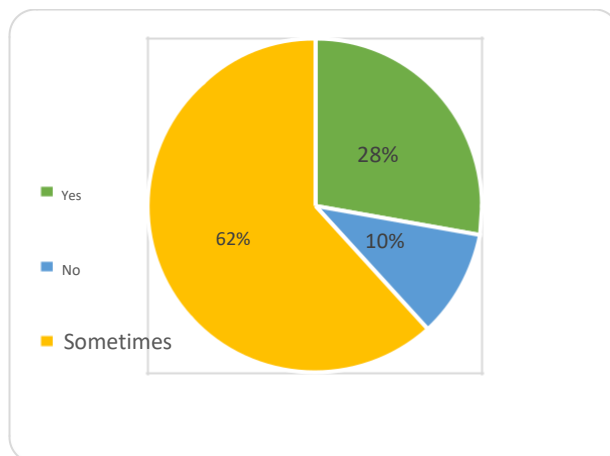
This section asked additional questions to the respondents as an attempt to determine if there are any behavioral or attitudinal change in the parents of the project learners although there are no baseline data on which these responses can be benchmarked against.

As a parent-guardian, think 1 to 2 years ago and compare it now, will you/are you:

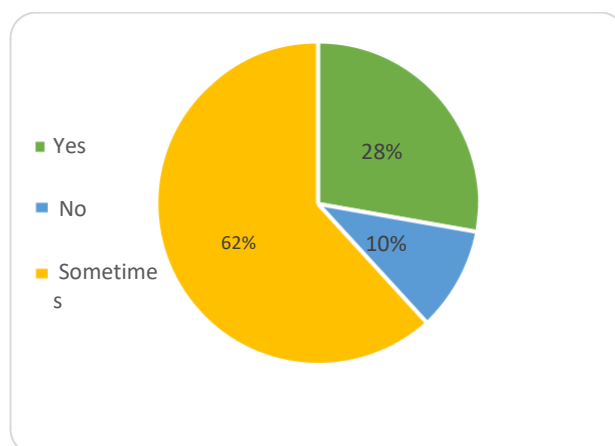
A) More active in school affairs/boat school session than before?



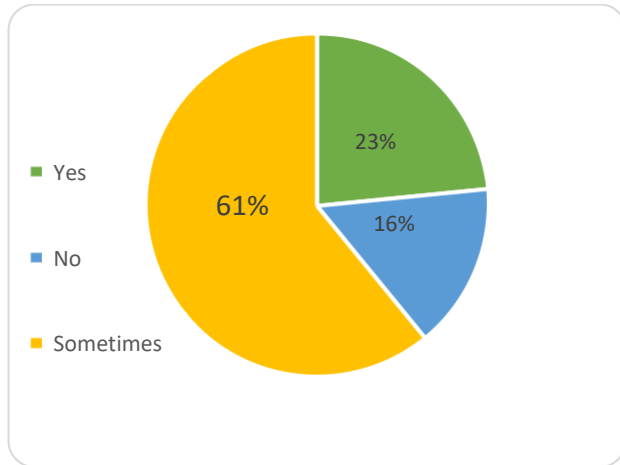
B) Assist your child in school work than before



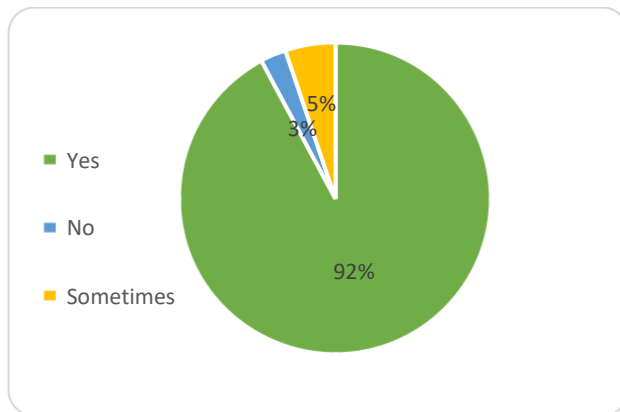
C) Encourage your other children to go to school?



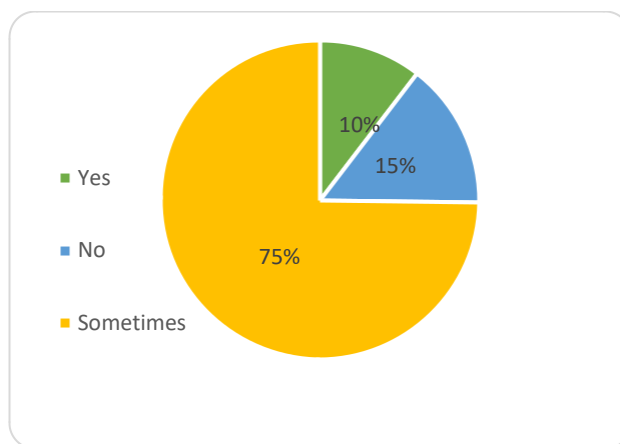
D) Encourage other Badjau parents to let their children attend school?



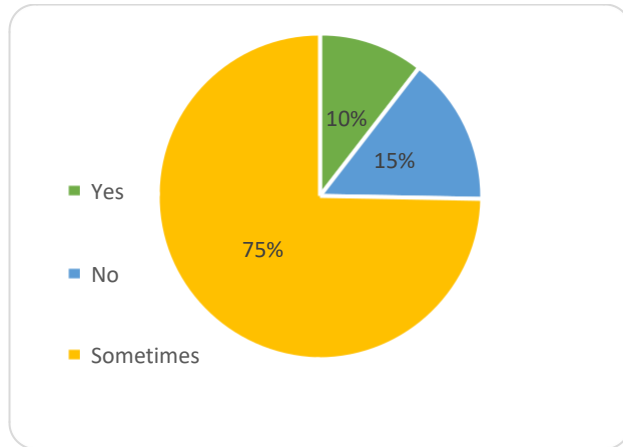
E) Find education important than before?



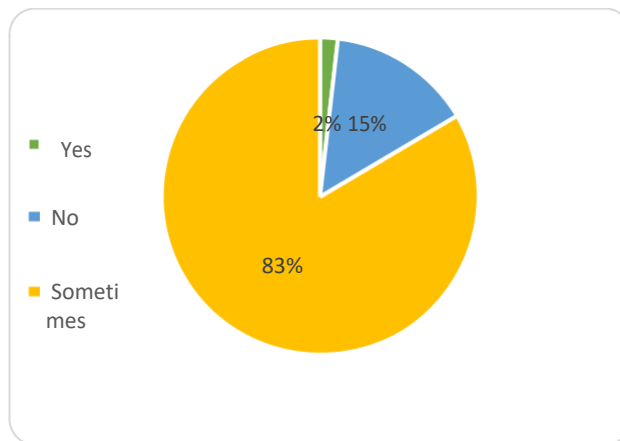
F) Willing to spend money for your child's education than before?



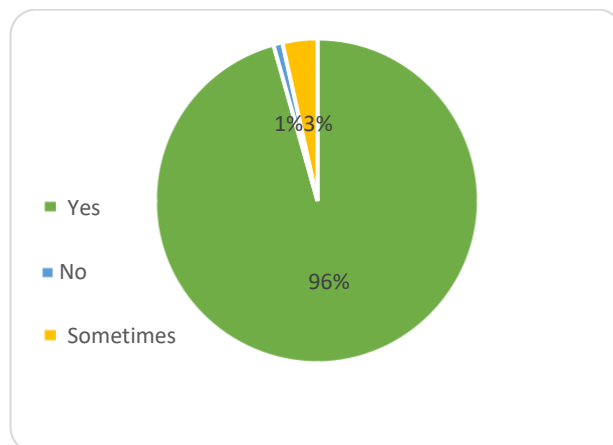
G) is your child more interested to go attend school than before?



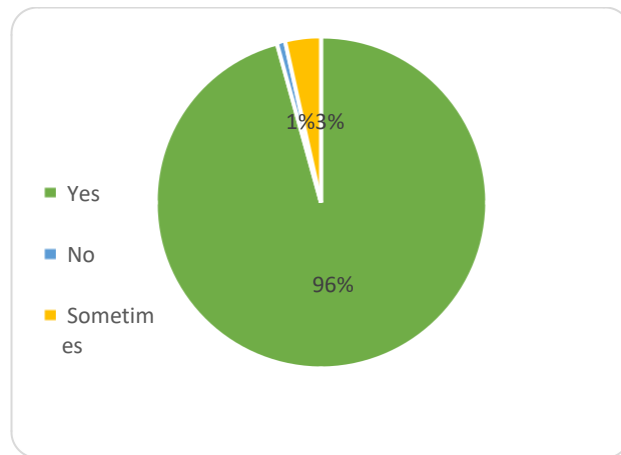
H) Do you talk more to the teachers now?



I) Do you check on your child's school attendance than before?



J. Will you encourage your children to complete elementary school?



Interpretation of the Evaluative Questions

Looking at the 10 questions that would suggest improvement in the parents involvement with the child in terms of support and attitude towards education in general, vast majority answered “Sometimees”. Ideally the response should be unequivocal “Yes” but the response is Sometimees which would suggest weaker commitment to supporting their child’s education. It can be considered that this interpretation may not be accurate perhaps because “Sometimees” as response may also suggest modesty in answer even though what the respondents actually mean is “Yes”.

However, comparing the 10 Evaluative Questions against the Endline vs. Baseline numbers which suggested decline in positive proxy indicators, the 10 Evaluative Questions may also be accurate in saying the commitment of Bajau parents may not be weak but as strong either.

Analysis of the Survey Results

The Endline data gathered and consolidated can confidently infer that it is reflective of the situation of the BOAT School 746 learners’ and their parents/guardians.

First, the demographic data is consistent with the Baseline data, no change in the basic profile of the households to which the learners belong:

- Majority of the Bajau parents/guardians of the enrolled learners have very low educational attainment which in many ways can affect the learning development of the children since after learning school support will be very minimal. Almost all claim to have no education at all.
- It is worth noting that the child-learners belong to families that have a big number of household members which is between 4-6. Since the learners’ household are

economically poor with majority reliant on fishing for income, it may be that the child learners have to compete with the meager resources of the family in terms of basic needs. This has been mentioned in the Baseline as well.

Second, in terms of access to learning facilities and materials, the Endline number suggests that:

- The Bajau parents are 100% aware of the presence of schools in their communities which is an improvement from 96% awareness at Baseline. More parents say their children go there by boats rather than by walking. Note however that at Endline the number of parents who say then it is easy to reach the schools dropped from 76% to 32%. Nevertheless, the schools are seen as generally accessible for the 11 to 9 target barangays.
- The physical state of the schools deteriorated at Endline. From 80% who said Good & Stable at Baseline is now at 43%. Those who said the classroom are damaged went from 15% at Baseline to 50% at Endline. There is no improvement in WASH facilities, there are still no comfort room and water in the schools.
- Another issue that the survey was able to establish is the lack of books and learning materials in the schools. The parents/guardians say that their children have no access to books and other learning materials went up from 78% at Baseline to 98% at Endline.
- It is striking to note that that the availability of school materials that they can purchase in the communities went down from 74% at Baseline to 28%. It means that for parents, there are less supply of school materials in their communities. Also, majority of the parents now say that these school supplies are less affordable to them.

Third, in terms of parents/guardians' involvement in school activities and after school support to the child-learner, the survey suggests that:

- There may lessening of parents interest in school activities since Endline number shows the decline in attending PTA meetings from 82% at Baseline down to 23% at Endline although participation in classroom meetings remain the same with Baseline. Also whether teachers talk to their child's teachers went down as well from 62% to 43%. Other indicators such as accompanying their child to school and checking on their homework also declined.

It is concerning to note that indicators on a) access to learning facilities, materials and supplies b) state of classrooms c) participation and support of parents to children education have declined significantly from Baseline to Endline. As to the reasons to the decline, this Survey

analysis cannot answer. It is to the project implementor to look at the various variables and contexts that may have contributed to such decline.

II. Focus Group Discussion

The FGD were organized to augment the Survey section of the Baseline in terms of qualitative information such as insights, opinion and recommendations. The FGD participants are selected a) classroom teachers and school heads b) parents of learners and c) LGU municipal and barangay officials in Siasia and Pandami project communities.

The objective of the FGD is identify observed changes behaviors and attitudes among the parents and learners, identify issues and concerns around the project in particular and state of education in general and also to solicit ideas moving forward.

The responses below are already consolidated and summarized responses from the FGD participants cited above:

2.1. FGD Summary of Responses

Question # 1: *What change/s have you observed among the Bajau parents with regards to their attitude towards education and sending their children to school? Can you cite examples?*

- In previous year, Bajau parents and children in the project sites were not interested in education due to the expenses related to education of their children. But when BOAT project started at the community mindsets were changed. Parents now show effort on encouraging and motivating their children to attend school.
- Parents also give effort to send their children to school because they don't want their children to be an illiterate like them. The Bajau parents believe education is a right way for their children not to become an ignorant and also so that other tribes will respect them.
- Parents also changed a lot compared way back before. Parents are assisted their children to regularly go to school and give much time for it.
- There were also instances when parents helped the teachers in doing house to house calls for children to come to school.
- Parents were also happy that their children learned the basic writing and reading and that they are thankful to ChildFund and IRDT in bringing the BOAT School Project in their community.
- Stories also abound of parents being motivated and encouraged to continue their children to attend school especially if their child got good scores in answering the learning modules.

- Many parents also asked the teachers regularly regarding the academic performance of their children and what could be their task to help the teachers.
- Overall they observed a big change compared to before BOAT School came in the area.
- The teachers are also observed to be very approachable and friendly with community learning facilitators inside and outside of the school activities.

Question #2: What can be done to improve the BOAT project if this will be implemented again in the future?

- Enhance the learning Facilitators knowledge and skills in handling learners and also conduct close monitoring and evaluation among the learning facilitator and learners regularly.
- Face to face conduct of classes will greatly help in improving the quality of instruction.
- Comfort room of learning center should provided including water for washing and drinking. WASH facilities should be constructed in every school and learning center.
- School structure also needs urgent repairs and improvements. Right now the schools are in a bad shape including chairs and desks.
- School supplies and materials needs to be provided to learners. Parents spending for the notebooks, pencils, erasers, folders, bags etc. is a financial burden to the already poor Bajau.
- BOAT should also be implemented in other areas of Siasi and Pandami. There are still a lot more Bajau communities that need to be reached.
- The CLF or teachers and the Child Fund project team should meet 3 times a month to monitor and discuss other issues in the community. Also, quarterly conduct planning with stakeholder (MBHTE, BLGU, Project team and other involve in the project) to improve the quality teaching and monitoring of the project.

Question # 3. What other recommendations do you have?

- Put a madrasa in the community to guide the children in Islamic values or tarbiyyatul awlad.
- Put up health facilities, because the community are lack of health facility, parents is not usual for immunization program.
- Upgrade the allowance/honorarium of LFs.

- Learning center should have solar electricity, water tank, hand wash facility and trash bin for proper disposal of garbage.
- Speaker to use for extracurricular activities during the preliminaries daily.
- BOAT School project should expand and extend to grade 6 level or cater into other areas for education.
- Parents need livelihood assistance especially for solo parents.
- Regular supplemental feeding for the Bajau children to motivate them send to school and also to address nutritional needs.

Question # 4. What can be done to sustain the project in your community?

- Active participation of the community leaders and parents. Collaboration between community and barangay officials. Continuous engagement of BLGU and LGU.
- External funding will always be needed from Child Fund and Pathways for the continuity of the project.
- The barangay official and LGU should write a resolution to MBHTE BARMM to retain the project as the annex of the catchment school. Assign a regular teacher from MBHTE at the same time from the community to serve and continue teaching the Bajau children in the community.

Question specific for school teachers and Teachers-in-Charge only

Question # 5. What specific initiatives should the BARMM MHTE that will improve the school participation of Bajau communities?

- BARMM must hire teachers from among their tribe that would purely understand their culture, tradition, and ways of life.
- MBHTE BARMM Should put school building exclusive for Bajau to avoid discrimination and bullying in the school and to make Bajau feel comfortable

Question for barangay and municipal LGUs only

Question #6. What can the LGU do that will improve the school participation of Bajau communities?

- Conduct regular meetings with Bajau leaders and parents to discuss ways on how to support their children's education and improve participation.
- BLGUs need to support the repair of school and provide school supplies to motivate the Bajau children in the community.
- BLGUs also needs to ensure safety and peaceful community.
- Help address the issue of Bajau discrimination in the community though dialogues and involving the Bajau leaders more in community activities.

Question # 7. What is the possible support the barangay or municipal LGU can extend to schools?

- Provide funding support to schools to repair school buildings and construct WASH facilities.
- Also funding to hire teachers for the Bajau communities. Provide also funding support to community learning facilitators.

Questions for parent-guardians only

Question # 8. What can be done that will encourage Bajau parents to send their children to school ?

- The BOAT School Project should continue because this project already helped encourage Bajau parents to send their children to school.
- The parents should not stop supporting their children who wants to attend school even if they are busy working.
- Assist the homework task of their children at the house.
- Show effort and interest in sending their children into School and help some activities that they have assign by the teachers to learners.

Question #9. What can be done to motivate their children to attend and complete school ?

- The parents think that having financial resources or support would encourage the children to attend and complete school because this way school materials and other things can be provided to their children. There also parents who would want to see their children finish school and become professionals.
- Parents should control their children from marrying at an early age. They would want that their children continue studying.
- Parents also need to give more attention to the children by checking on them constantly and also parents need to get more involved in school activities. Right now Bajau parents are weak in this area.

Analysis of the FGD Results

it appears that the FGD results point to a very successful project implementation. Responses of the FGD participants suggest observable positive behavior changes among the Bajau parents such as increased support to the learner, more active participation in school activities and the parents seem to be more invested in their children's education. However, since the FGD is qualitative in nature it is challenging to put quantity to the number of parents who actually exhibited behavioral changes.

To juxtapose the quantitative result of the Survey versus that showed decline in several indicators the qualitative responses to the FGD it appears that the two outcomes are conflicting. There are possible reasons for this:

1. Perhaps the FGD participants responded to the positives of the project.
2. Generally, people tend to give positive responses to external interventions.
3. Their responses to the FGD also skews towards the positives because the participants are part of the project implementation as well.

On the other hand:

1. The responses to the FGD questions reflected the real behavioral changes in some parents and learners who were profoundly and positively impacted by the project without dwelling on the number who were actually “changed”.
2. The FGD responses contain actual and actionable areas to address moving forward. The FGD responses are good sources of new project ideas in terms of improving the design of the BOAT project.

In summary the FGD responses revolve around:

1. Increased interest and support among the Bajau parents in their children’s education. parents see education as one way of getting respect for their tribe and perhaps an opportunity for a better life.
2. The need to have greater government investment in school facilities and support to learners in terms of learning materials, books and school supplies. As of the moment there appears to be issues around a) infrastructure: school buildings, WASH facilities b) learning tools: books and learning materials and c) manpower: trained teachers and community facilitators.
3. The need to get the MBHTE-BARMM more involved and invested in the Bajau minority’s education is urgent and important.
4. The BOAT school project created an impact but limited because any positive FGD responses is offset by the Survey results.

III. Nutrition based on Age to Weight Metric

The Project conducted weighing of all listed learners and measured it against their age and benchmarked with the national standard of the National Nutrition Council of the Philippines.

The results are:

Pre-School

Baseline

SEX	CHILD GROWTH STANDARD Age 36-71 months								
	Severely Underweight		Underweight		Normal		Overweight		Total
	No.	%	No.	%	No.	%	No.	%	
Male	19	18.627	53	51.961	30	29.412	0	0	102
Female	15	12.931	60	51.724	41	35.345	0	0	116
Total									218

Endline

SEX	CHILD GROWTH STANDARD Age 36-71 months								
	Severely Underweight		Underweight		Normal		Overweight		Total
	No.	%	No.	%	No.	%	No.	%	
Male	20	14.81%	55	40.74%	60	44.0%	0	0	135
Female	10	6.67%	68	45.33%	72	48.00%	0	0	150
Total									285

Multi-Grade 6-11 years old

Baseline

SEX	Weight to Age Ages 6-11 years old						Total
	Below Normal		Normal		Above Normal		
	No.	%	No.	%	No.	%	
Male	31	93.939	2	6.0606	0	0	33
Female	18	52.941	16	47.059	0	0	34
Total							67

Endline

SEX	Weight to Age Ages 6-11 years old						Total
	Below Normal		Normal		Above Normal		
	No.	%	No.	%	No.	%	
Male	127	99.22%	1	0.78%	0	0	128
Female	163	100.00%	0	0	0	0	163
Total							67

3.1. Analysis

It appears that there has been an improvement in the weight to age ratio of the pre-school learners. The severely underweights and the underweights significantly went down while the normal weight of the pre-school children went up.

However it is deeply concerning that the almost all of the 6-11 learners have below normal weight 99% for Male and 100% of females.

As to the reason of the seeming undernourished children enrolled under this project went to 100% even if feeding program was implemented needs further investigation. Questions such as: how long was the feeding program? how frequent was the program? was there an intensive training for parents on proper child nutrition ? Importantly, what is the program budget allocation for the feeding program? Are there enough resources that went into training the Bajau parents?

IV. Conclusion and Recommendations

The Survey, FGD and Nutrition baseline data provided the following insights and some recommendations for future programming:

- 4.1. There are critical behavioral indicators that declined from Baseline to Endline. As ton reasons to this decline, this Study is not capable to answer since it is not part of the area of inquiry. It is recommended that Child Fund and IRDT conduct an internal assessment on the possible theories on the causes of the decline.
- 4.2. Even if the FGD results show positive feedback to the project from the LGU, teachers and parents, careful this must be looked at with care because of its apparent inconsistency with the survey results. It is possible that the positive feedback is on the minority number. It is also possible that since only Sometimes increased, the absolute No remained the same. This is not an entirely negative

findings although it may be an indication that more interventions and activities could have been done.

- 4.3. There is also a decline in the nutritional status of the 6-11 year old learners. In the light of the feeding program, careful analysis should be conducted in terms of the resources allocated for the feeding program, duration of the feeding program and auxiliary interventions related to nutrition such as capacity building to parents on proper nutrition. Make the) feeding program with b) basic household education on proper nutrition. It is recommended therefore that feeding with education – training on proper nutrition should be made part of the program package.
- 4.4. The study unquestionably showed the concern of parents and other stakeholders on the almost non-existent WASH facilities in school grounds. Water and comfort rooms are critical for the health and well-being of the learners. In addition, it is difficult to promote the value of basic hygiene practices among the learners if there is no WASH facility in the first place. Second, is protection concerns for young girls if there are no private and secure comfort rooms. Hence, in the future programming of this project establishment of WASH facilities should be seriously considered.
- 4.5. One important FGD finding is discrimination against the Bajau. Note that this was also earlier mentioned in the Baseline FGD. Hence, include in future programming, protection issues that will directly address community discrimination and school bullying of Bajaus because of their ethnicity. Discrimination is a significant factor for the non-participation of Bajau families in the formal education of their children. In similar manner Bajau children who managed to participate in schools also experience bullying from non-Bajau students. Teachers may also need to address discrimination and bullying in schools more actively in the classroom setting and parent-teachers meetings.