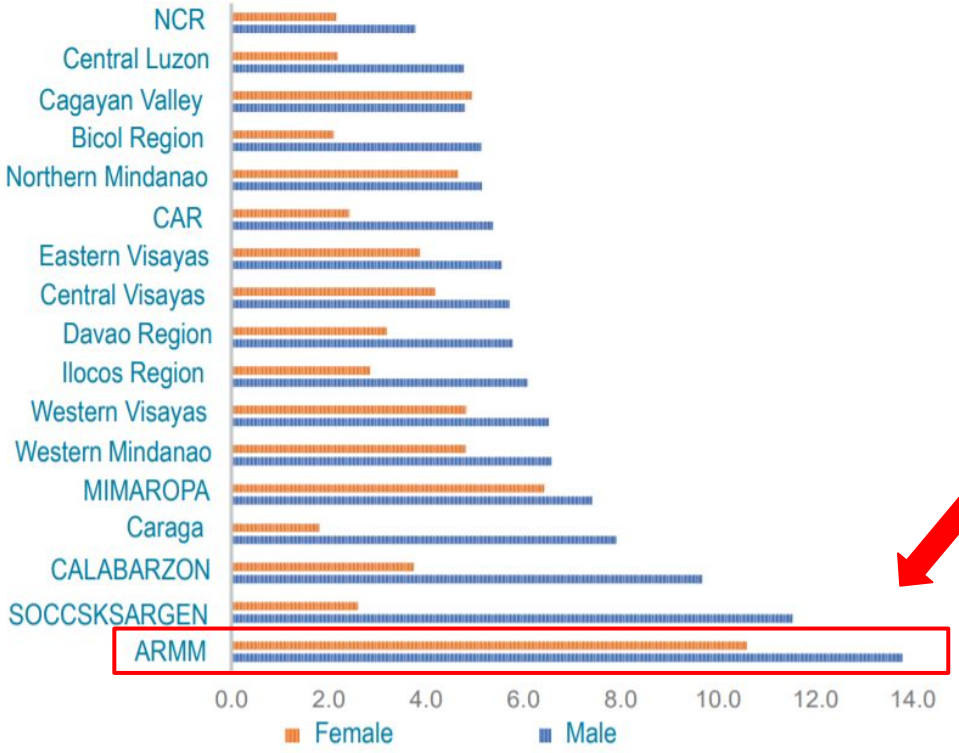
Barriers to Education:

Identifying key indicators to improve student attendance in BARMM

Figure 1. Incidence (%) of out-of-school children aged 5–15 years, by region and sex: Philippines, 2017



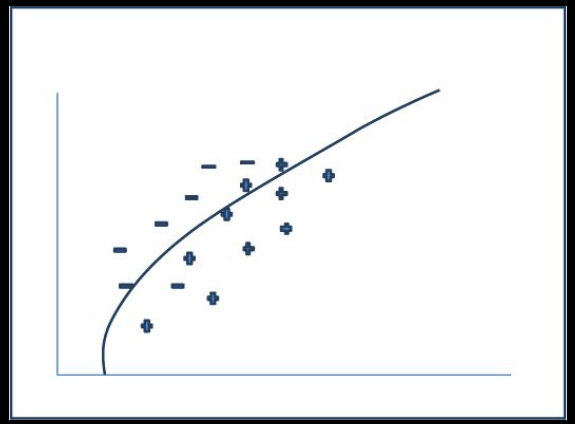
ARMM and its neighbor provinces reported a **higher than average dropout rate** in the country.

- Albert, David, Vizmanos, 2018

Disruptions to schooling caused by ***lack of interest, cost of education, access to basic needs, displacement, and conflict*** *may result in declines in student attendance, and eventually student performance as well.*

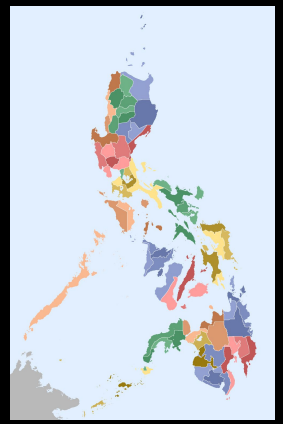
OBJECTIVES

MACHINE LEARNING MODEL



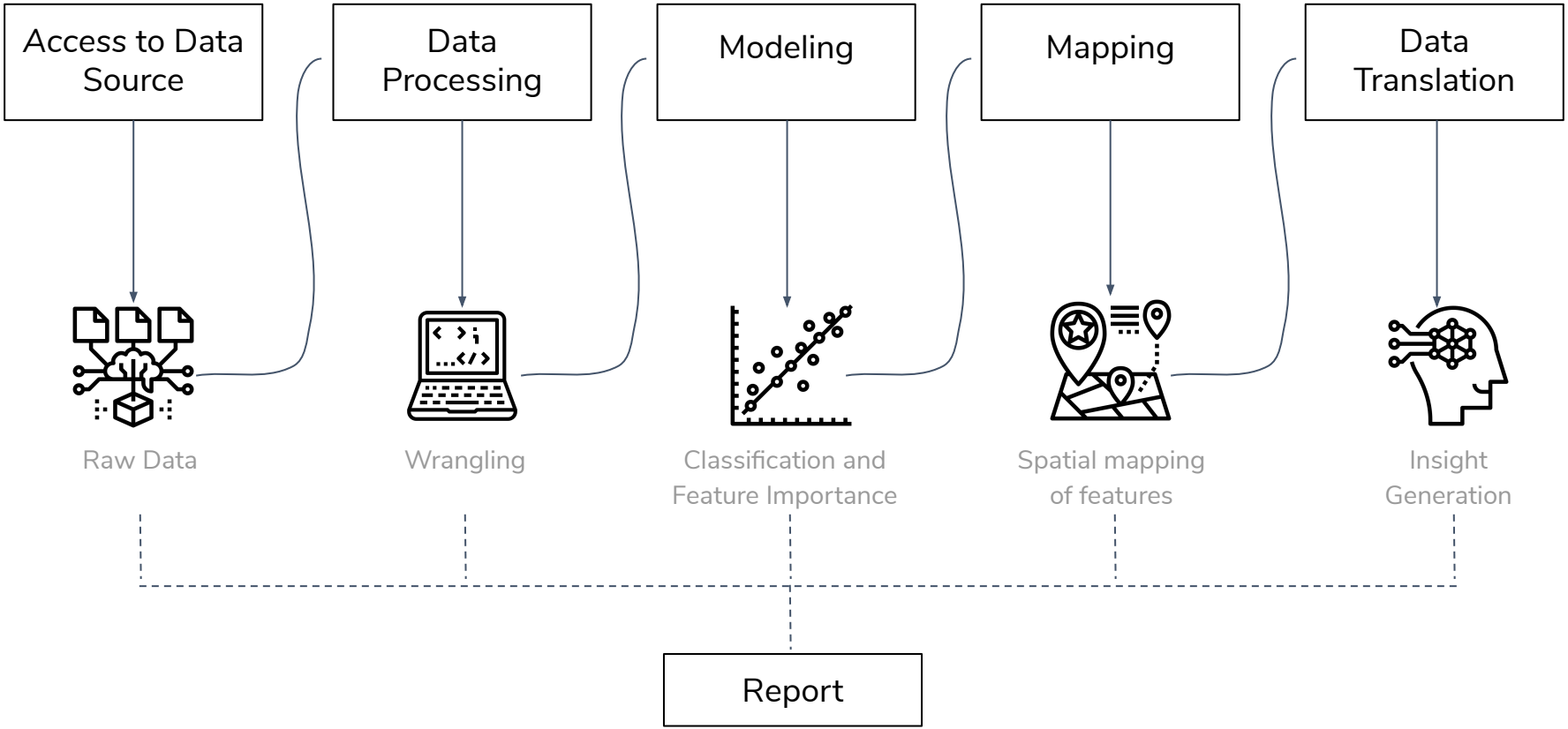
Which will identify the key factors causing the dropout.

INTERACTIVE MAP



That will provide as a storytelling guide for data communication and policy translation.

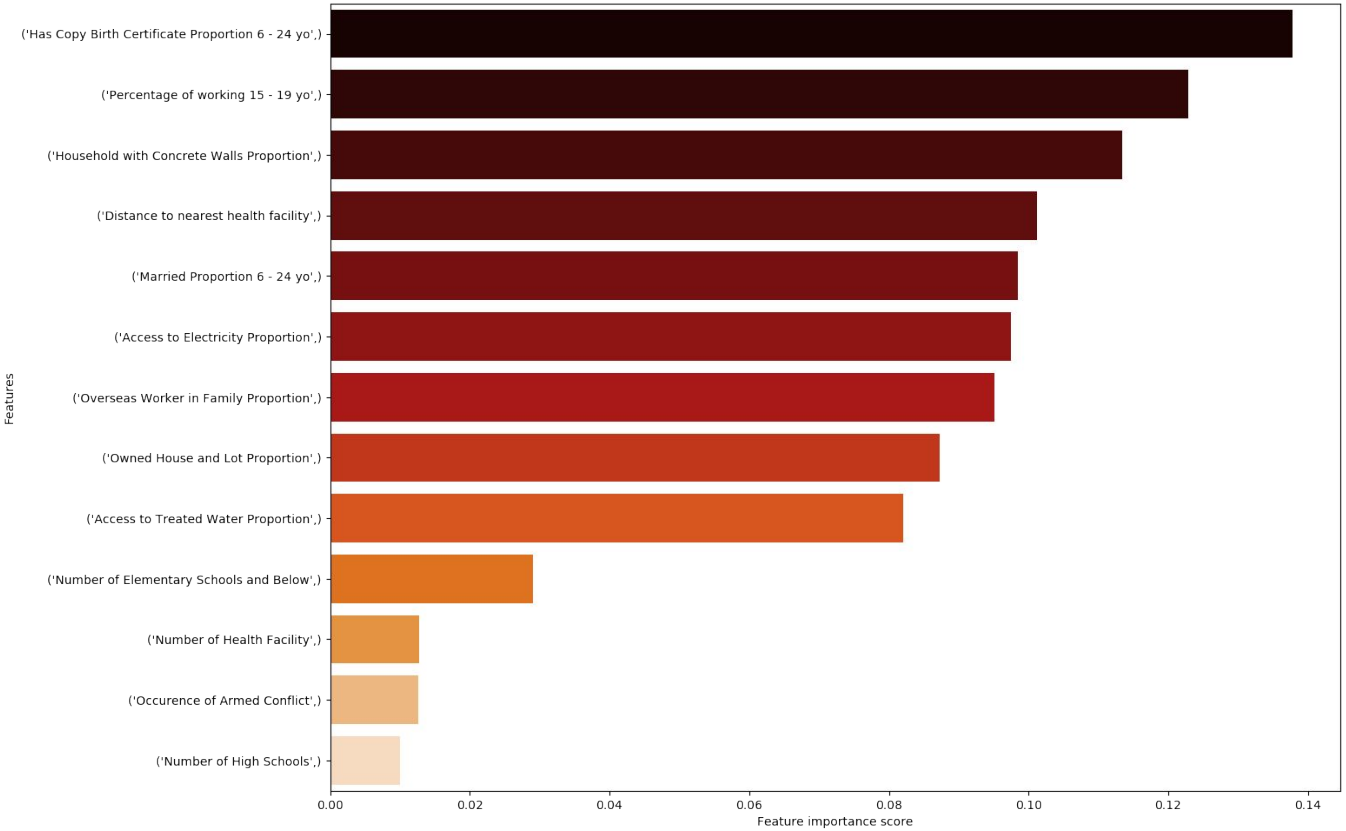
METHODOLOGY



DATA SOURCES

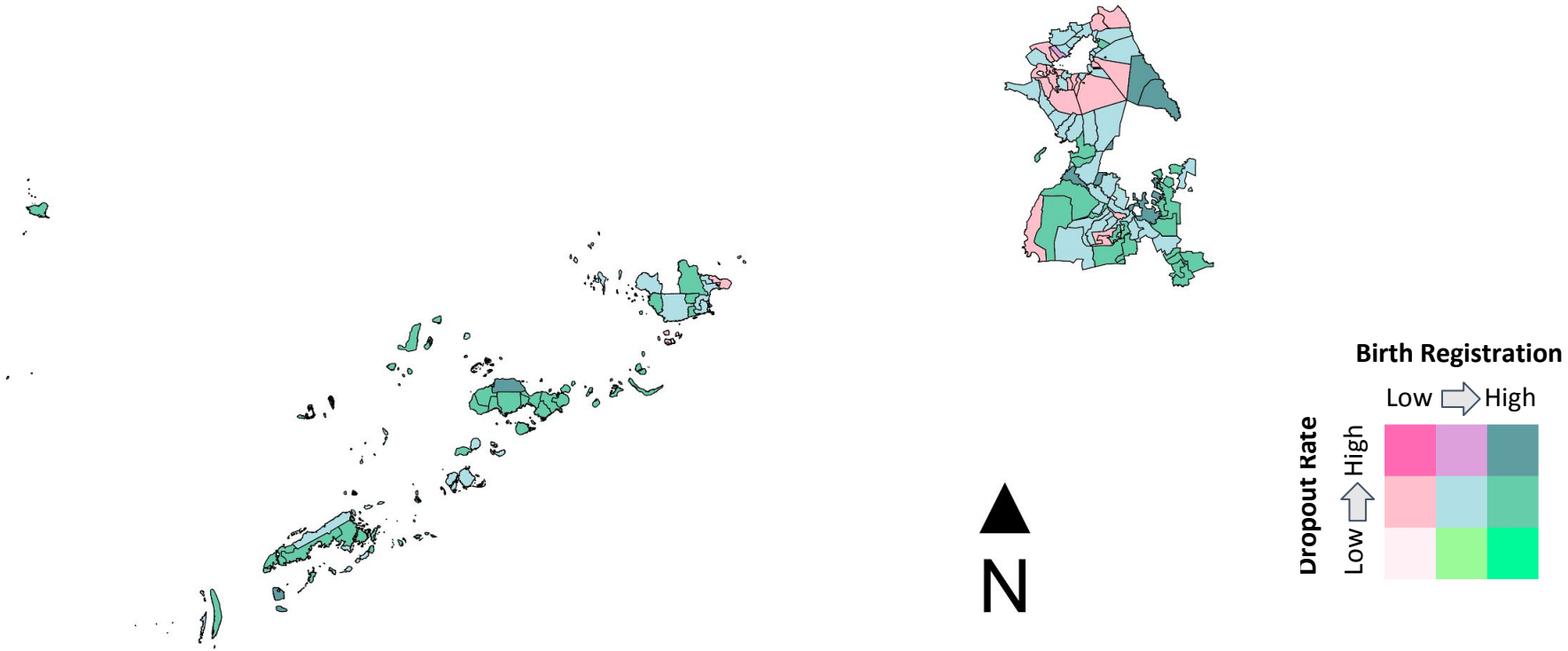
Open Bangsamoro	• Barangay Geographical Boundaries • Number of Schools • Working Population
FLEMMS 2015	• Household data
Department of Health	• Count of Health facilities
ACLED	• Locations of armed conflicts

RESULTS

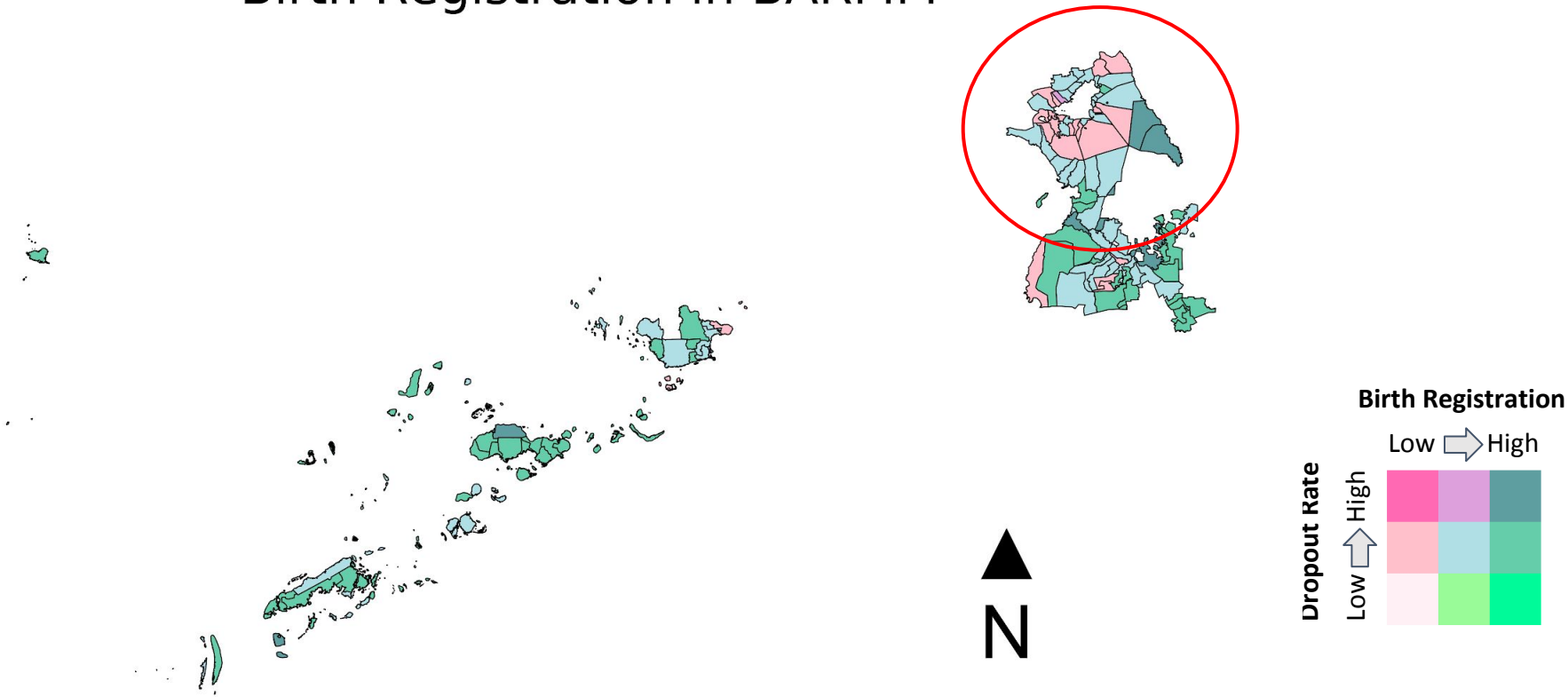


Having a copy of Birth Certificate,
Having an environment for youth labor,
Living in concrete homes, *are the top three indicators of school attendance.*

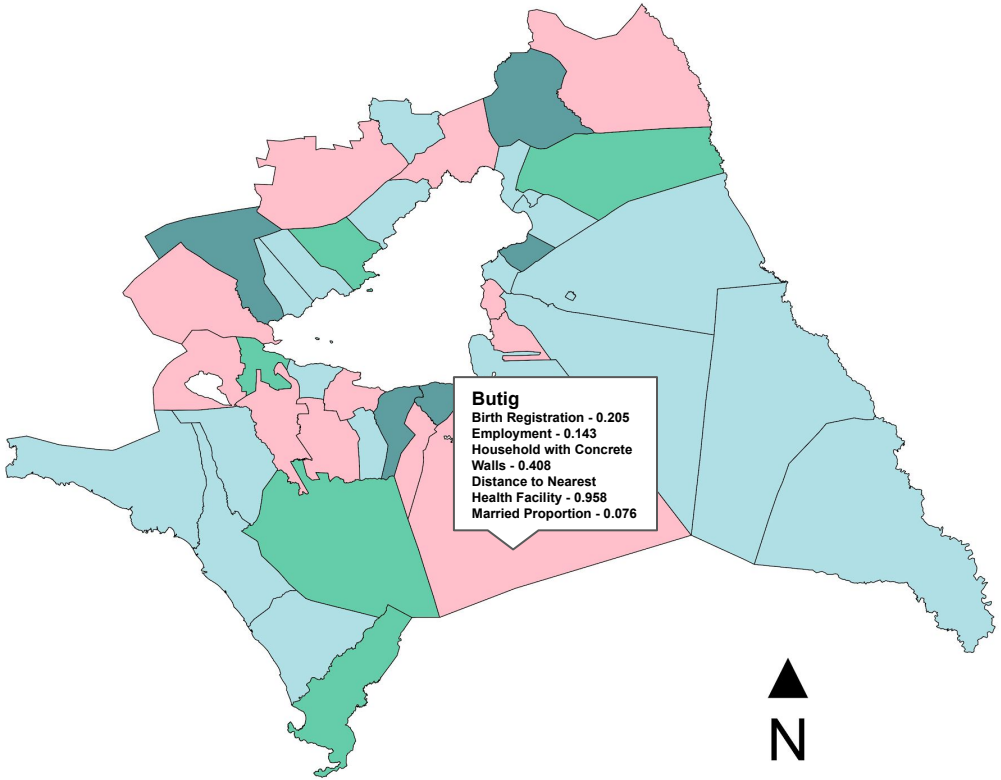
Birth Registration in BARMM

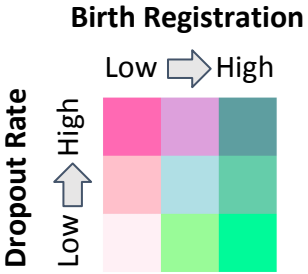


Birth Registration in BARMM

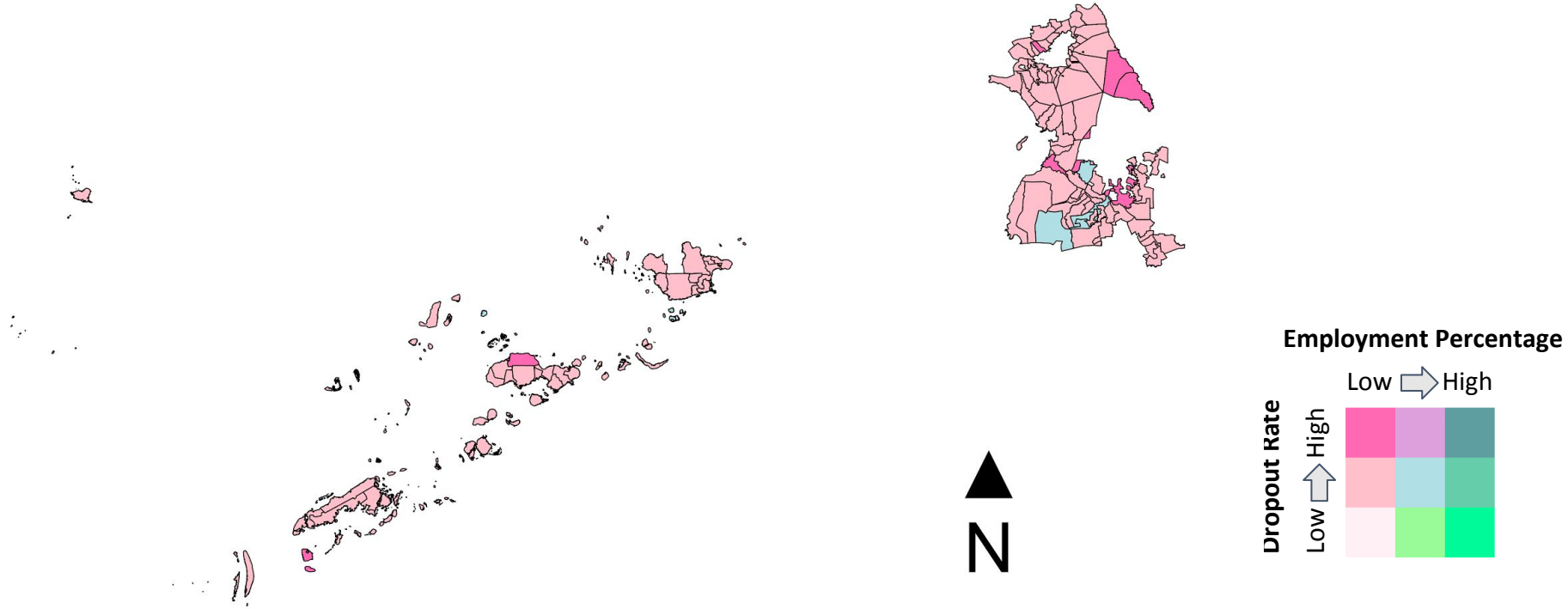


Birth Registration in Lanao del Sur

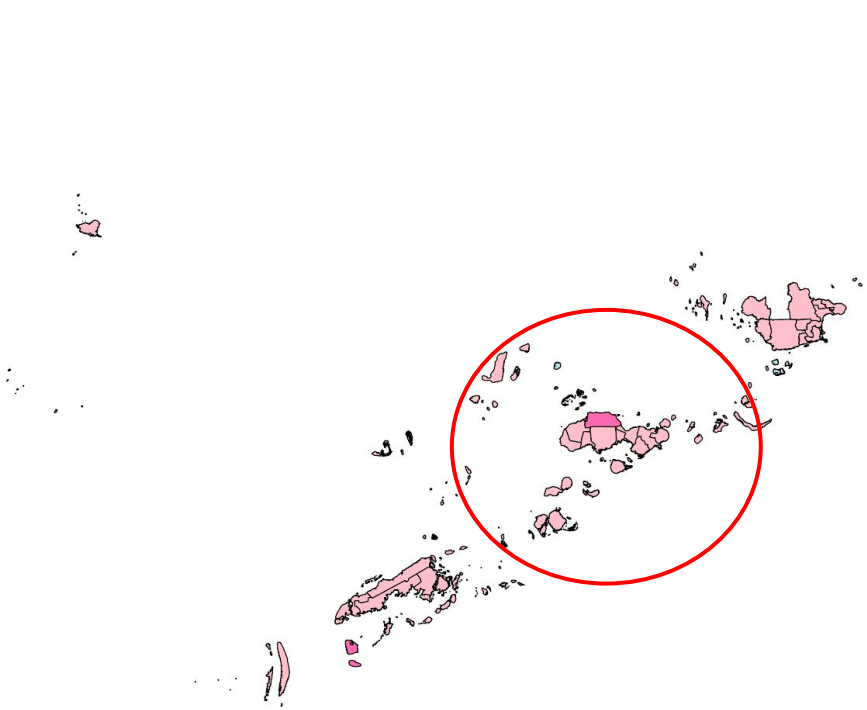


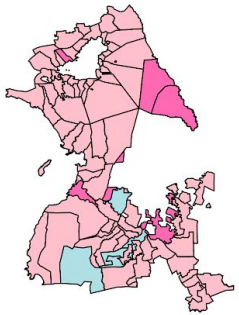


Employment Percentage (15-19 yrs. old) in BARMM



Employment Percentage (15-19 yrs. old) in BARMM





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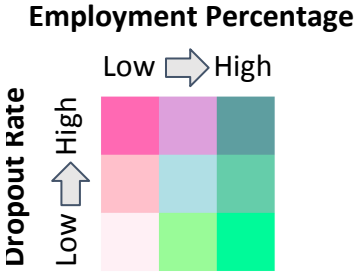
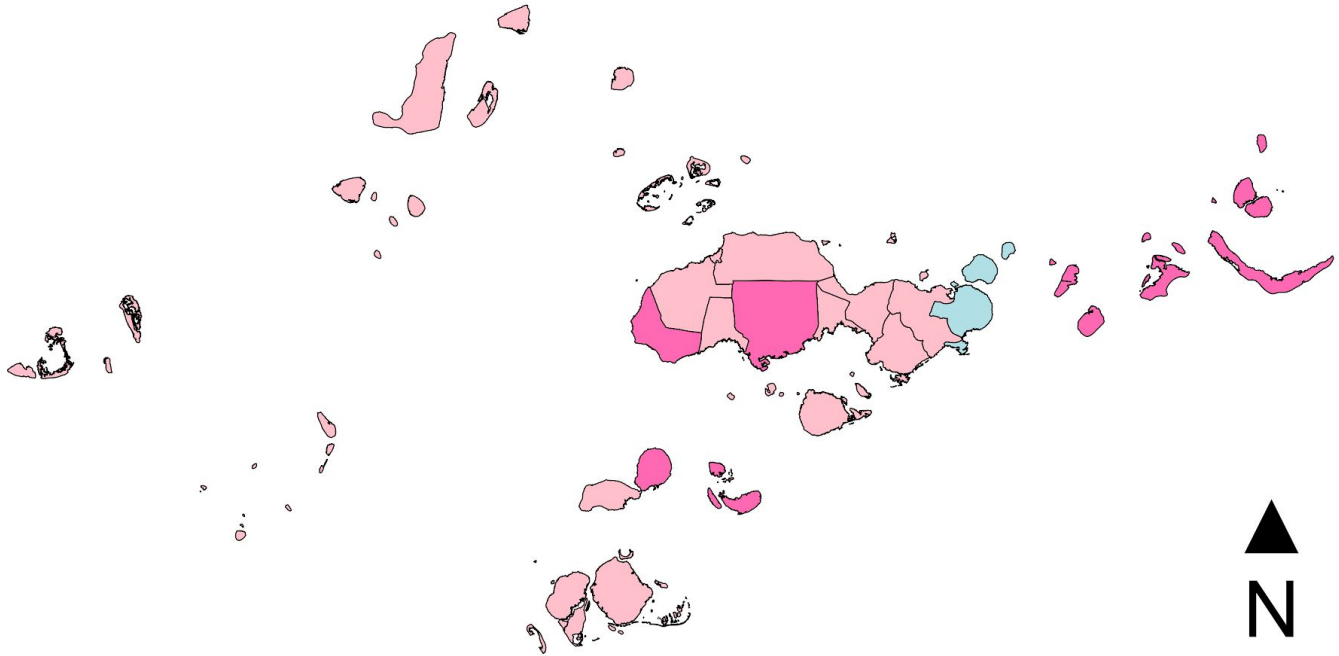
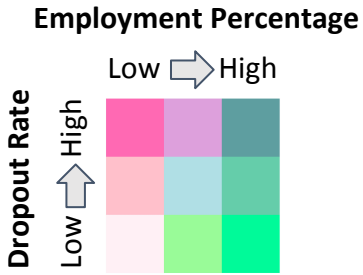
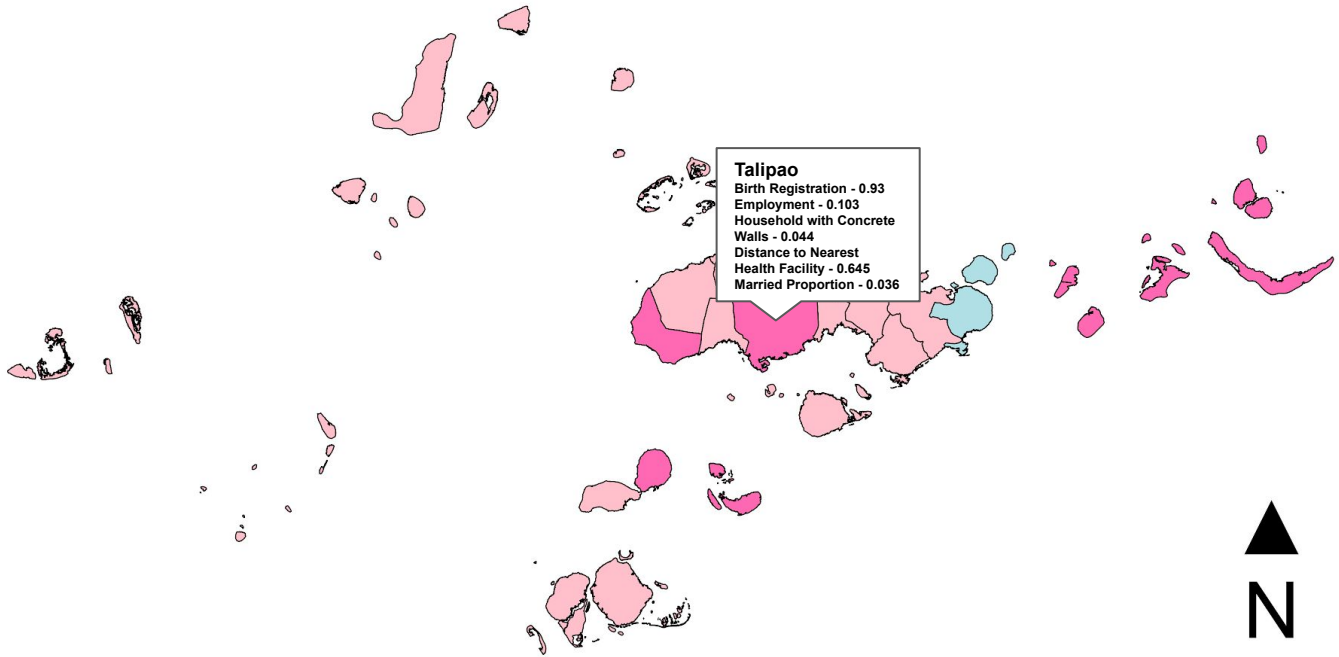


Employment Percentage (15-19 yrs. old) in Sulu

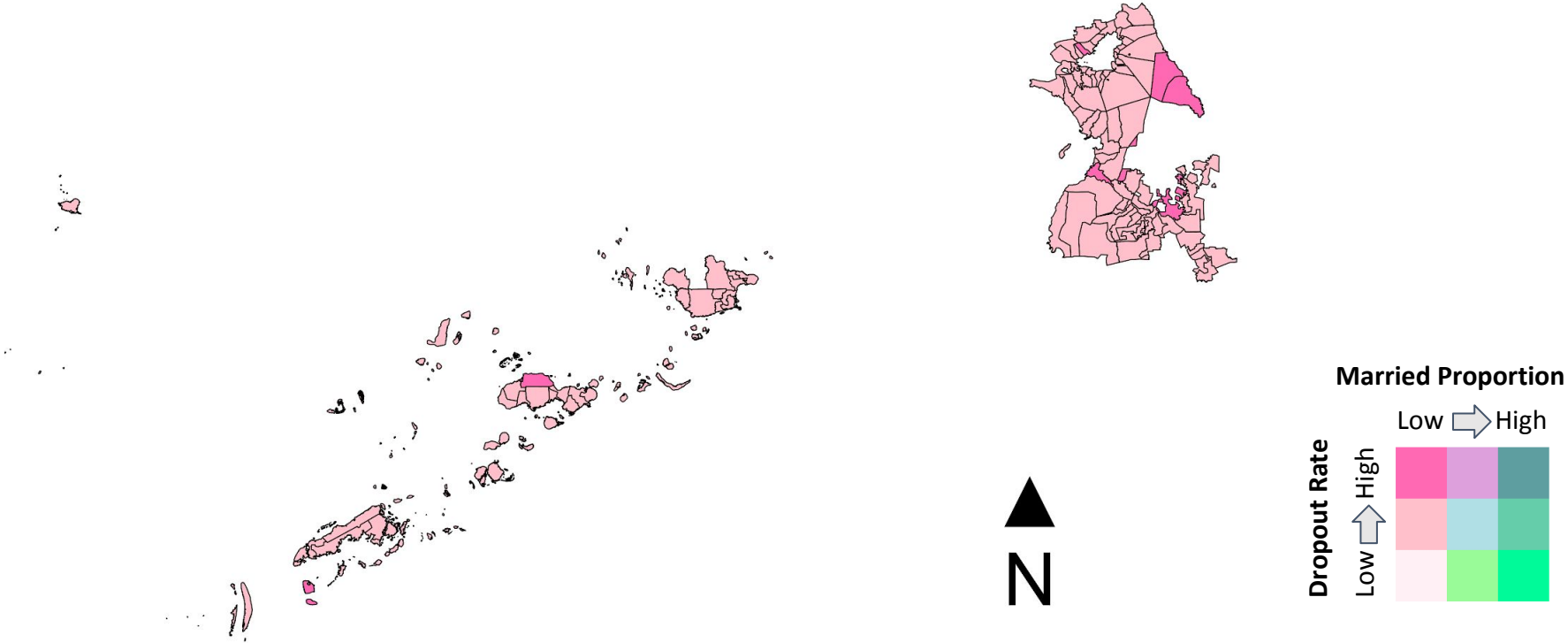




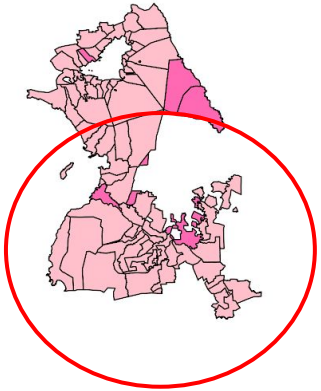
Employment Percentage (15-19 yrs. old) in Sulu



Married Proportion (6-24 yrs. old) in BARMM



Married Proportion (6-24 yrs. old) in BARMM



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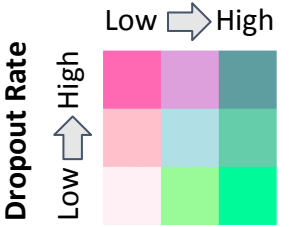
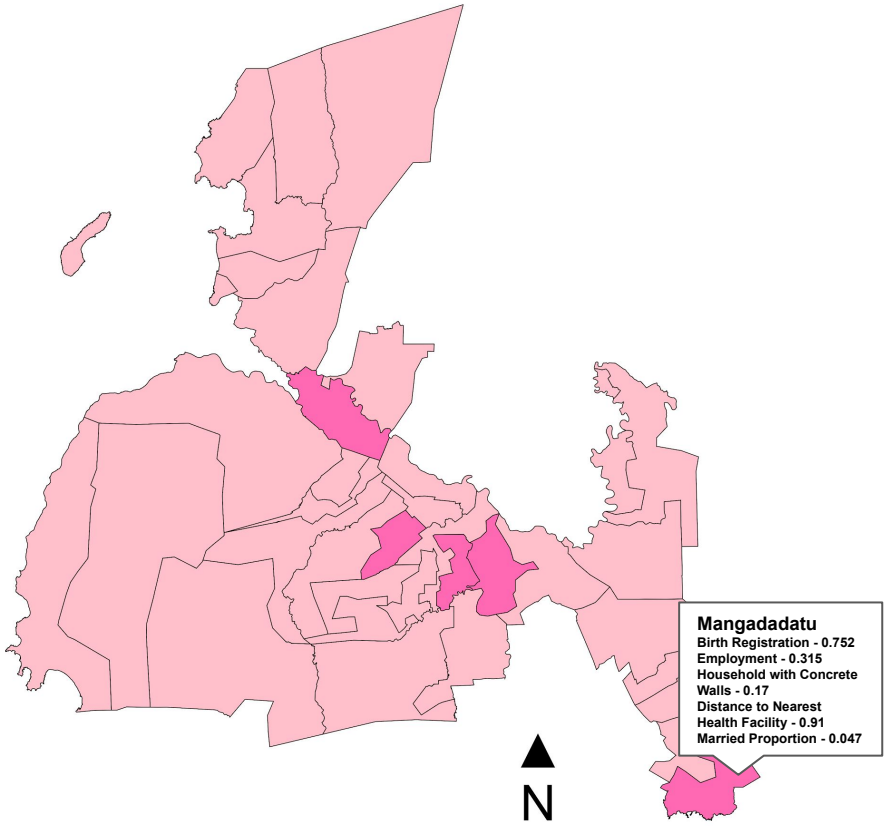
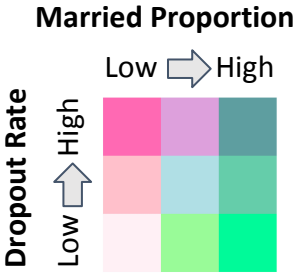
Married Proportion



Married Proportion (6-24 yrs. old) in Maguindanao





CONCLUSION

Education is not recognized as a priority by the people of BARMM due to having more urgent things to address so they can survive their everyday life and fulfill their **basic needs**.

RECOMMENDATIONS

1. **Methodology -** Add Environment Data and Armed Conflict Information

2. **Education** - requirements for school admissions like birth certificates and the like must be more accessible to the people.

RECOMMENDATIONS

3. **Policies** - Further studies on social, economic, and cultural context should be conducted to come up with a more appropriate education system for BARMM.

4. **Geographic Dashboard** - Policymakers and stakeholders can utilize this dashboard to know where, when, and how they would set their priorities in improving student retention rates in the region.