

## Research Article

### EMPOWERING WOMEN DEPRIVED OF LIBERTY: A NEEDS ASSESSMENT FOR THE EXTENSION PROGRAM BABAYI (BULIG KAG AMOMA SA BABAYI IPABATYAG)

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#### ABSTRACT

This study identifies the educational needs of Persons Deprived of Liberty (PDLs), focusing on women, to develop an effective extension program. Employing a cross-sectional survey method, 74 women PDLs were randomly selected and assessed using an adapted survey instrument. The results highlight significant literacy-related needs, with a focus on basic reading comprehension in Hiligaynon, Filipino, and English, emphasizing the necessity for multilingual literacy programs. Additionally, respondents identified writing application letters as crucial for their reintegration, underlining the importance of practical communication skills. The data further reveals a demand for skills in storytelling and task completion, indicating a desire for self-expression and functional literacy. Numeracy needs are equally pressing, with participants prioritizing basic arithmetic operations, essential for managing personal finances and enhancing employability. Other key skills include solving mathematical problems and estimating material quantities, highlighting the relevance of contextualized learning in real-world applications. The study also addresses entrepreneurial skills, with respondents underscoring the importance of financial literacy, relationship management, and strategic planning for personal empowerment and community development. Based on these findings, the extension program BuligKagAmomasaBabayiIpabatyag (BABAYI) is proposed, focusing on literacy, numeracy, and livelihood training. Through tailored educational initiatives and partnerships with local organizations, stakeholders can facilitate the successful reintegration of women PDLs, reducing recidivism and enhancing their contributions to society.

**Keywords:** Persons Deprived of Liberty (PDLs), literacy, numeracy, entrepreneurial and livelihood skills.

#### INTRODUCTION

In society, laws and regulations have two functions: they provide guidelines and norms that preserve safety and social order (Kalulé, 2019). Their main goals are to reduce hazards, stop crimes, and protect the general public's welfare. But breaking these rules comes with a price, including jail time, which is meant to be a kind of punishment, deterrent, and rehabilitation (Kaplan *et al.*, 2021).

Even with the best of intentions, prison life can be brutal and degrading, especially for women who face severe psychological, emotional, and physical difficulties when confined. Research indicates that incarceration aggravates mental health problems, frequently resulting in increased levels of stress, anxiety, and depression because of the loss of personal freedom and occasionally severe treatment by correctional officials (Aung, 2019; Vanhooren *et al.*, 2017). These difficulties impede learning and memory retention in addition to harming mental health.

To successfully reduce recidivism and aid in effective reintegration into society, it is imperative to acknowledge the transformational power of education in prisons (Pestka, 2020). Studies show time and time again that educational initiatives implemented in prisons dramatically reduce the likelihood of reoffending (Clark, 2021). Additionally, research emphasizes how education benefits society more broadly by lowering crime rates, with a focus on how it addresses transgressions associated to illiteracy (Davaryar, 2016).

Nevertheless, insufficient funding and cramped prisons can undermine the efficacy of prison education, particularly for women who are disadvantaged by limited access to chances for education that are crucial to their recovery and a smooth transition back into society. In the Philippines, people often view education as a tool to promote social mobility and reduce poverty (Sagge *et al.*, 2023). The 1987 Constitution of the Philippines ensures that all citizens, including the underprivileged, have the right to a top-notch education, and several programs are in place to make education accessible to everyone. For instance, the Alternative Learning System (ALS) provides educational possibilities to those who, for a number of reasons, are unable to attend standard schools (DepEd, 2021; Celis *et al.*, 2021). Despite these measures, certain groups—including people deprived of their liberty (PDLs)—continue to have limited access to education.

Despite the abundance of research on prison education and its influence on recidivism, there is a notable lack of studies specifically addressing the educational requirements of women confined to jail. The majority of the work that is currently in publication focuses on male convicts or prison populations in general, failing to recognize the particular difficulties that female detainees experience. Furthermore, the unique educational and psychological requirements of women incarcerated in the Philippine setting have received little research (Samaniego, 2017). Previous studies often overlook the impact of gender, social level, and educational disadvantage on female convicts' chances of rehabilitation and reintegration into society.

Furthermore, despite the widespread recognition of the importance of maintaining contact with the outside world, little is known about the precise effects of this contact—or lack thereof—on women incarcerated, particularly in relation to their mental health and involvement in education (Vanhooren *et al.*, 2017; Aung, 2019). This

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disparity points to the need for more focused study to comprehend the particular requirements and experiences of female inmates, which may help develop educational initiatives that are more successful and gender-sensitive.

For female offenders to get the rehabilitation and effective reintegration into society that they require, attending to their educational demands is imperative. Studies demonstrate how important educational initiatives are to lowering recidivism and enhancing outcomes for those released from prison. Stickle et al. (2023) discovered, for example, that prisoners who participate in educational programs have a lower likelihood of reoffending, highlighting the importance of effective educational interventions in prisons. Walk et al., (2021) provides evidence for this, noting that educational options and vocational training lead to reduced rates of recidivism and better results for persons following their release. The emphasis on education as a tool for rehabilitation highlights how crucial it is to assist prisoners in gaining information and skills that will ease their reintegration into society.

In addition, the distinct requirements of female prisoners necessitate customized educational plans that take into account their particular struggles and experiences. Deska et al., (2017) draw attention to the psychological strain and dehumanization that female inmates frequently experience, arguing that educational initiatives need to help not just academic deficiencies but also mental and emotional well-being. By addressing both the unique rehabilitation requirements of female convicts and the larger context of their lives, this method guarantees that educational interventions are both successful and meaningful. Creating and implementing educational initiatives that are both accessible and in line with the career goals of female prisoners is essential to providing them with additional assistance. Bell et al., (2023) has observed that there is a correlation between increased rates of incarceration, low literacy, and educational inadequacies. Therefore, it is critical to offer convicts the opportunity to enhance their literacy and gain employment skills. This focused educational support, by addressing the issues that lead to criminal conduct, can help provide female prisoners with the resources they need to improve their future. Programs that focus on these educational demands can successfully support female convict rehabilitation and successful reintegration.

At the Iloilo District Jail Women Dormitory in Brgy. Nanga, Pototan, Iloilo, there are around 90 female Persons Deprived of Liberty (PDLs), and a significant proportion of this group lacks literacy skills and numeracy skills. This study cum extension will be conducted with the aim of serving the most marginalized and disadvantaged individuals, as per the West Visayas State University's mission.

### Statement of the Problem

This study aims to identify the educational needs of Persons Deprived of Liberty (PDLs) in order to serve as a foundation for developing an extension program. The research will focus on understanding the specific areas where educational support is most required. This will provide insights that will help guide the development of tailored educational interventions. To achieve these objectives, the study will address the following key questions:

1. What literacy, numeracy, and entrepreneurial and livelihood skills education do women PDLs need?
2. What extension program may be proposed in accordance with Women PDL needs?

## RESEARCH DESIGN AND METHODOLOGY

In the course of this investigation, the survey method, more particularly cross-sectional research, was applied as a technique. According to Fraenkel et al., (2012), the primary objective of survey research is to provide a description of the characteristics of a group or population within the study. It is primarily a quantitative research method in which the researcher gives a questionnaire or survey to a sample of individuals, or in some cases, to an entire population, in order to acquire information about the individuals' attitudes, opinions, behaviors, experiences, or other characteristics that are representative of the population (Cresswell, 2005). It has been demonstrated that survey research may be utilized for descriptive purposes; however, it can also be utilized to study the correlations that exist between variables (Fraenkel et al., 2012; McMillan, 2012). In addition, a cross-sectional survey is a method of collection that involves the analysis of the features of several samples or populations that are assessed at a single moment in time, as well as the possible discrepancies between them. In order to collect data and provide a description of the educational requirements of women PDLs in the Iloilo District Jail-Female Dormitory located in Brgy. Nanga, Pototan, Iloilo, this study utilized a survey design on its population. In addition to that, the findings served as the foundation for the development of an extension program.

**Respondents.** According to Gabler et al., (2013), the number of participants chosen and the random selection of those individuals are two of the most important aspects of establishing representativeness. Otzen et al., (2017) assert that the random selection of sample subjects and the numerical representation of the population determine the representativeness of a sample. Within the Women's Dormitory of the Iloilo District Jail, which is located in Brgy. Nanga, Pototan, Iloilo, there are ninety (90) PDLs. Given the circumstances, the researchers view the Cochran formula as particularly suitable. In this study, the researchers randomly selected 74 PDLs and used Cochran's formula in a sample size calculator to determine them. It is necessary to conduct a minimum of 74 surveys in order to achieve a confidence level of 95%, indicating that the actual value is within a range of  $\pm 5\%$  of the surveyed value and in accordance with a population percentage of 50%.

**Data Collection Procedure.** The researchers formally started their research by submitting a letter to the Jail Chief Superintendent of the Regional Office of the Jail Bureau. This letter was a request for authorization to conduct a survey in the female dormitory of IDJ-Nanga, Pototan, focused on Persons Deprived of Liberty (PDLs). The researchers also visited the facility to physically deliver their letter of intent as part of the preliminary procedure. During this visit, they engaged in a brief but significant conversation with the jail warden to discuss the objectives, necessary protocols, and materials permitted during the survey. The researchers convened to meticulously plan the next stages of the study after obtaining the necessary authorization to proceed with the training needs assessment survey. This necessitated the development and creation of a survey instrument that was specifically designed to meet the requirements of the PDLs. Before its final implementation, this instrument was subjected to a rigorous process of validation and pilot testing to guarantee its reliability and validity.

On July 26, 2024, 74 women PDLs participated in the actual survey. The facility's strict security protocols limited the number of PDLs that could be accommodated at any given time to 30. Consequently, the survey was administered in multiple sessions, necessitating several rounds to ensure that all participants were included. To maintain anonymity among participants, only control numbers were placed on

the instruments. The researchers in collaboration with prison officers, assisted the PDLs in completing the survey instrument, despite the fact that some of them were unable to read or write, due to the diverse literacy levels among the PDLs. This collaborative endeavor guaranteed that all participants could participate in the survey to the fullest, regardless of their literacy levels.

After the survey was completed, the researchers collected the instruments and recheck for the completeness of the data. If missing data were seen, this was immediately returned to participants to comply with missing data. The data were then tabulated, and analyze using frequency count and rank to identify the educational needs of the women PDLs in the areas of literacy, numeracy, and entrepreneurship and livelihood as well as other educational needs.

**Data Gathering Instruments.** The survey instrument used in this research study was an adaptation of the Sagge *et al.*, (2023) instrument. With a Cronbach's alpha coefficient of 0.831, this instrument showed a good degree of reliability and confirmed its consistency in assessing the desired constructs. The thirty items on the test are particularly made to evaluate educational needs; ten of the items are focused on literacy, numeracy, and abilities related to entrepreneurship and livelihood. To improve clarity and comprehension among the respondents, the survey was first prepared in English and then translated into Hiligaynon.

In addition, the survey gave the women who were Persons Deprived of Liberty (PDLs) the opportunity to supplement the predetermined items by indicating five additional educational needs that were not included in the checklist. The respondents were given specific instructions by the researchers to prioritize and choose just the top five educational needs that they considered to be most important to their personal growth and rehabilitation.

**Ethical considerations.** The present study was conducted in accordance with the guidelines of the American Psychological Association (Bush, 2019) and the graduate school of the College of Education at West Visayas State University. This ensured that ethical considerations were taken into account during the whole process. The researchers took procedures to ensure that the individuals who participated in the study were not subjected to any kind of injury, whether it be physical or psychological. In addition, their participation was considered to be voluntary, which meant that individuals had the ability to withdraw from the study whenever they choose. Additionally, the researchers made every effort to maintain the participants' anonymity and identity while conducting the study, and they adhered to the principle of confidentiality.

## RESULTS AND DISCUSSIONS

### Educational needs of women PDLs in terms of Literacy

The data presented in Table 1 underscores the significant literacy-related educational needs of women classified as Persons Deprived of Liberty (PDLs). The survey results emphasize the critical importance of basic literacy skills for this group. Notably, 57 respondents, or 77%, identified the ability to read and comprehend basic texts in Hiligaynon, Filipino, and English as their top priority. This highlights the necessity for literacy programs that incorporate multilingual education, enabling PDL women to engage with written material across multiple languages.

The second most pressing need, reported by 55 respondents (74%), is the ability to write basic application letters. This skill is especially crucial for those preparing to be released from prison or reintegrate into society through parole. Mastering this capability directly impacts their employability and their ability to navigate bureaucratic

processes, facilitating smoother reentry into the workforce and society. Additionally, 40 respondents (54%) identified the ability to craft basic stories or articles in Hiligaynon, Filipino, and English as a vital educational requirement. This suggests that female PDLs not only seek to improve their reading skills but also wish to express themselves and share their personal narratives, possibly as a form of self-improvement and empowerment.

Tied for fourth place in terms of educational needs, 39 respondents (53%) highlighted the importance of following instructions and completing tasks effectively. This points to the need for functional literacy, which integrates comprehension with action, enabling PDL women to successfully perform tasks across various contexts. Similarly, women PDL underscored the importance of honing public speaking skills, particularly the ability to speak confidently in front of large audiences. This indicates a recognition of the role communication skills play in both personal and professional settings, which are essential for their rehabilitation and reintegration.

Finally, the findings reveal a broad spectrum of literacy-related educational needs among female PDLs, underscoring the importance of both fundamental literacy and functional communication skills in their personal development and societal reintegration. This aligns with the study by Sagge *et al.*, (2023), which found that 80% of PDLs expressed a desire to read and comprehend passages in Hiligaynon, Filipino, and English. Olaghere *et al.*, (2021) similarly concluded that engaging in writing activities and completing postsecondary coursework while incarcerated positively correlated with improved reading skills among prisoners.

**Table 1 Frequency and Rank of Educational needs of PDLs in terms of Literacy Skills (N=74)**

	f	%	Rank
Makabasakagmakaintindi sang simple ngadinalansa Hiligaynon, Filipino, kag Ingles (Can read and understand simple texts in Hiligaynon, Filipino, and English)	57	77%	1
Makasulat sang simple ngamgasulatparasapag-aplaysatrabahosationngamakaguwanasapresuhan (Can write simple application letter once given a parole or get out of the facility).	55	74%	2
Makasulat sang simple ngamgaartikulo, sugilanon/istoryasa Hiligaynon, Filipino, kag Ingles (Can write simple articles, stories in Hiligaynon, Filipino, and English).	40	54%	3
Makahibalomagsunodsamgadireksyonkagpaghimu sang mgabutang (Knows how to follow directions and do things)	39	53%	4.5
Makahibalomagambalsaatubang sang madamungatawo (Knows how to speak in front of a large audience)	39	53%	4.5

### Educational needs of PDLs in terms of Numeracy

Table 2 reveals a critical focus on the numeracy-related educational needs of women who are Persons Deprived of Liberty (PDLs), particularly emphasizing foundational and practical mathematics skills essential for daily life and their eventual reintegration into society. The most significant numeracy skill identified is the ability to perform basic operations—addition, subtraction, multiplication, and division—with 51 respondents (69%) ranking it as the top priority. This competency is indispensable for managing personal finances and performing tasks across a variety of work environments.

The second most important skill, cited by 43 respondents (58%), is solving simple mathematical problems. This reflects the necessity of applying mathematical knowledge to practical problem-solving in everyday life, indicating that women PDLs would benefit from contextualized learning experiences that simulate real-world scenarios. Third, 40 respondents (54%) highlighted the ability to estimate material quantities needed for projects as a vital skill. This proficiency is particularly relevant for those pursuing vocational training or employment in fields such as construction, crafts, or manufacturing, where accurate material estimation is crucial. This finding suggests that mathematical instruction should not only cover basic arithmetic but also incorporate hands-on, real-world applications.

Additionally, 38 respondents (51%) identified understanding and applying measurement conversions (e.g., centimeters to meters, inches to feet) as the fourth most important skill. This ability is crucial in jobs requiring precision, such as carpentry, tailoring, and other trades that involve accurate measurements. Mastering this skill would empower women PDLs to perform tasks with greater confidence and accuracy, enhancing both personal utility and future career prospects.

Lastly, 34 respondents (46%) noted the importance of calculating product discounts, which highlights practical financial literacy. Informed decision-making in purchases, along with the ability to handle discount calculations, enhances general financial management skills. Overall, the findings underscore the pressing need for both foundational and applied numeracy skills among women PDLs. The emphasis on basic mathematics and real-world problem-solving suggests that educational programs should blend theoretical knowledge with practical application, equipping these women with essential skills for successful reintegration into society. This aligns with the study by Sagge *et al.*, (2023), which found that 69% of PDLs desired to improve their basic mathematical abilities. Moreover, enhancing mathematical and literacy skills has been shown to play a pivotal role in successful rehabilitation and in reducing recidivism (Creese, 2016).

**Table 2 Frequency and Rank of Educational needs of PDLs in terms of Numeracy Skills (N=74)**

	f	%	Rank
Makabalo mag-add, mag-subtract, mag-multiply kag mag-divide (Can add, subtract, multiply, and divide)	51	69%	1
Makasabat sang simple ngamga math problems (Can answer simple math problems)	43	58%	2
Makahibalomagtantya sang kadamuon sang materyalngagamitonsaisa ka proyekto (Knows how to estimate the amount of material needed for a project)	40	54%	3
Makatuon sang insaktongakonbersyonsapagtakos (cm-m, inches – foot) (Can learn the correct conversions in measurements (cm-m, inches-foot).	38	51%	4
Makahibalo mag-solve sang diskwentongaginahatagsamgaginabakalngaprodukto (Knows how to solve discounts given on purchased products)	34	46%	5

**Educational needs of PDLs in terms of Entrepreneurial and Livelihood**

Table 3 reveals the essential livelihood and entrepreneurial skills needed by women Persons Deprived of Liberty (PDLs), emphasizing the importance of financial literacy, relationship management, and strategic planning for their personal and community advancement.

These skills are vital in empowering female PDLs to achieve independence and contribute meaningfully to society following reintegration. The most pressing need, cited by 46 respondents, is the ability to spend and save money wisely. This fundamental aspect of financial literacy is crucial for personal financial security and independence. Effective money management can help PDLs avoid debt, make informed purchasing decisions, and save for future emergencies. Educational programs focusing on financial planning, budgeting, and saving would equip these women with the necessary tools for financial autonomy, laying the groundwork for stable reintegration into society.

Next, maintaining healthy relationships ranked as the second priority for 44 respondents. Communication skills and relationship management are critical not only for personal well-being but also for professional and entrepreneurial success. Mastery of these skills fosters collaboration, conflict resolution, and strong social networks. Educational initiatives that offer training in interpersonal communication, conflict resolution, and teamwork would help women PDLs navigate both the prison environment and future relationships in their post-release life.

The third essential need, highlighted by 43 respondents, is the ability to create personal and community development plans, along with managing a personal budget. This skill is key for efficiently utilizing resources, setting financial goals, and contributing to community development through strategic planning. Teaching these women how to set attainable goals and develop personal and community action plans would not only aid in their self-improvement but also empower them to take on leadership roles within their communities. Programs that focus on goal-setting, project management, and community involvement could foster these capabilities.

Lastly, 41 respondents stressed the importance of identifying suitable business or livelihood opportunities based on pre-established financial plans. This suggests a strong interest among PDLs in entrepreneurship as a means of supporting their families and achieving self-sufficiency. Training in resource management, market analysis, and business development would be invaluable in helping these women explore viable career paths and succeed in their entrepreneurial endeavors. The findings underscore the need for comprehensive educational programs tailored to the livelihood and entrepreneurial aspirations of female PDLs. Courses that focus on financial literacy, entrepreneurship, relationship management, and strategic planning would give these women the essential skills to create secure and productive futures for themselves and their communities.

This is in line with the findings of Sagge *et al.*, (2023), which showed that 60% of PDLs wanted to improve their financial literacy to better manage spending and saving. Additionally, Ndaghu *et al.*, (2022) found that financial education significantly impacted the business performance of female micro-entrepreneurs, highlighting the need for continuous training in the crucial areas.

**Table 3 Frequency and Rank of Educational needs of PDLs in terms of Entrepreneurial and Livelihood Skills (N=74)**

	f	%	Rank
Makahibalo sang paggastoskagpagtipig sang kwarta (Knows how to spend and save money)	46	62%	1
Mapapapag-on ang ihibalokagikasangkolsapagdala sang maayongakaangtanansamgatawosailapalibot (Can strengthen knowledge and skills in maintaining good relationships with people around them)	44	59%	2

Makadihonkagmakaplastar sang personal nga budget plan (Can design and create a personal budget plan)	43	58%	3.5
Makaobra sang personal ngaplano kung paanomapauswag ang kaugalingonkagkomunidadpaagisa simple kagproduktibongahilikuton (Can create a personal plan on how to improve oneself and the community through simple and productive activities)	43	58%	3.5
Makapaino-ino sang nagakadapatnganegosyoukonpalangabuhian base sagindihonnga budget plan (Can think about the appropriate business or livelihood based on the created budget plan)	41	55%	5

**Proposed Extension Program**

Program Title: BuligkagAmomasaBabayilpabatyang (BABAYI)

**Program Overview:**

The BABAYI extension program aims to address the identified educational needs of women Persons Deprived of Liberty (PDLs) in terms of literacy, numeracy, and entrepreneurial skills. This program provides a holistic approach to equipping these women with the necessary knowledge and competencies to reintegrate successfully into society, enhance their employability, and foster personal development.

**Program Components:**

1. Multilingual Literacy Program

- Objective: Improve the literacy skills of women PDLs in reading, writing, and comprehension in Hiligaynon, Filipino, and English.
- Activities:
  - Basic Reading and Comprehension Workshops: Focused on helping women understand texts in different languages. Material will include practical reading exercises related to daily life, job applications, and reintegration challenges.
  - Writing Workshops: Teach essential skills like writing application letters, resumes, and personal narratives to build confidence in self-expression.
  - Creative Writing Sessions: Encouraging PDLs to write short stories or articles in Hiligaynon, Filipino, and English as a form of self-empowerment and therapeutic release.
- Target Outcomes:
  - 80% of participants will achieve basic literacy across the three languages.
  - Participants will confidently compose job application letters and simple written texts.

2. Functional Numeracy Skills Training

- Objective: Equip PDL women with the numeracy skills necessary for managing personal finances and future employment.
- Activities:
  - Basic Math Skills Training: Focused on addition, subtraction, multiplication, and division. Instruction will incorporate real-life applications like budgeting, financial calculations, and managing small projects.
  - Problem-Solving Exercises: Practical scenarios, such as solving everyday mathematical problems and estimating project material needs, will prepare them for potential livelihood opportunities.

- Measurement and Conversion Skills: Hands-on learning activities related to trades like tailoring, carpentry, or crafts.
- Target Outcomes:
  - 75% of participants will demonstrate competency in basic arithmetic operations and practical math applications.
  - Increased confidence in handling finances and measuring accurately for vocational tasks.

3. Livelihood and Entrepreneurial Skill Development

- Objective: Provide women PDLs with entrepreneurial and livelihood skills that promote financial independence and community reintegration.
- Activities:
  - Financial Literacy Workshops: Training on managing personal budgets, spending wisely, and saving. Topics will include how to plan and track expenses.
  - Relationship and Communication Skills: Sessions on conflict resolution, teamwork, and maintaining healthy personal and professional relationships.
  - Entrepreneurship and Strategic Planning: Women will be taught how to identify viable business opportunities, create development plans, and manage small businesses. Practical exercises on resource management and market analysis will be included.
- Target Outcomes:
  - 70% of participants will successfully draft personal and community development plans and demonstrate understanding of financial planning.
  - 60% of participants will identify potential business ideas or livelihood activities suited to their post-release environment.

Program Structure:

- Duration: 1 year program with weekly sessions
- Partners: BJMP Pototaz, educational institutions, and government agencies involved in rehabilitation and reintegration.
- Assessment: Pre- and post-program evaluation to measure improvements in literacy, numeracy, and entrepreneurial skills.

Sustainability Plan:

- Establish a continuous mentoring system to track progress post-release.
- Collaborate with local businesses and government employment programs to provide job placement opportunities for women PDLs upon completion of their sentences.

Long-Term Goals:

- Empower women PDLs to reintegrate into society with confidence, equipped with essential life skills.
- Reduce recidivism by providing sustainable livelihood opportunities through entrepreneurial ventures.

**CONCLUSIONS AND RECOMMENDATIONS**

The educational needs of women classified as Persons Deprived of Liberty (PDLs) in terms of literacy, numeracy, and entrepreneurial skills are profound and multifaceted. The findings reveal a clear prioritization of basic literacy skills, emphasizing the importance of multilingual capabilities to enhance engagement with written material. Practical numeracy skills are crucial for daily life management and future employability, highlighting the necessity for educational programs that integrate real-world applications of mathematics. Additionally, the desire for entrepreneurial and financial literacy

underscores the need to equip these women with the skills required for economic independence and community involvement. Overall, addressing these educational needs is essential for facilitating successful reintegration into society and reducing recidivism.

To effectively meet these needs, comprehensive literacy programs should be developed that incorporate multilingual instruction in Hiligaynon, Filipino, and English, focusing on reading comprehension, writing application letters, and storytelling. Additionally, integrating functional numeracy training is vital; courses should emphasize practical skills such as basic arithmetic operations, problem-solving, measurement conversions, and financial literacy through contextualized learning experiences that simulate real-world scenarios. Furthermore, establishing entrepreneurial education initiatives is crucial. Courses should concentrate on financial literacy, relationship management, strategic planning, and entrepreneurial skills to empower women PDLs in managing personal budgets, identifying livelihood opportunities, and developing community action plans. Collaboration with local NGOs and community organizations should also be encouraged to provide ongoing support and resources for women PDLs post-release, including mentorship programs, job placement services, and workshops that reinforce the skills learned during their education. Finally, it is important to regularly evaluate and adapt these programs. Periodic assessments should ensure that educational offerings meet the evolving needs of women PDLs, using participant feedback to refine curricula and improve effectiveness. By implementing these recommendations, stakeholders can significantly contribute to the rehabilitation and successful reintegration of women PDLs, fostering their personal development and enhancing their contributions to society.

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