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# USAID/PHILIPPINES BASA PILIPINAS PROGRAM

ANNUAL PROGRESS REPORT

JANUARY 1, 2013- DECEMBER 31, 2013



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USAID/Philippines Basa Pilipinas Program

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**COVER CAPTION:** Scenes from Basa training and assessment activities over the course of the first year of implementation.

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# ACRONYMS

BBF	Brother's Brother Foundation
BEE	Bureau of Elementary Education
BIPI	Teacher's Beliefs and Instructional Practices Inventory
BPI	Bank of the Philippine Islands
CLMD	Curriculum and Learning Management Division
CMP	contract monitoring plan
DepED	Department of Education
DQA	data quality assessment
EDC	Education Development Center, Inc.
EGRA	Early Grade Reading Assessment
IR	intermediate result
K to 12	Kindergarten to Grade 12
M&E	monitoring and evaluation
MIS	management information system
MTBMLE	Mother Tongue-Based Multi-Lingual Education
MT	mother tongue
NBSF	National Book Store Foundation
NRM	National Reading Month
O&C	outreach and communications
PBSP	Philippine Business for Social Progress
PGF	Partnership for Growth
Phil-IRI	Philippine Informal Reading Inventory
PMC	Program Management Committee
PMP	performance monitoring plan
PPP	public-private partnership
RTI	Research Triangle Institute

SCOPE	Standard Classroom Observation Protocol in Education in Language and Literacy
SIMM	Scaling Innovations in Mobile Money
SSME	Snapshot of School Management for Effectiveness
TLM	teacher's learning material
ToT	training of trainers
TWG	technical working group
USAID	United States Agency for International Development

# EXECUTIVE SUMMARY

The Education Development Center (EDC), together with its partners Save the Children, SEAMEO-INNOTECH and Philippine Business for Social Progress (PBSP) are pleased to submit the first Basa Pilipinas Annual Progress Report to USAID Philippines. This report covers program activities from January 1, 2013 to December 31, 2013 and provides an overview of the main accomplishments, challenges and lessons learned associated with the implementation of Basa's approved Year 1 Annual Work Plan. During its first year of implementation, Basa

focused on a set of agreed upon activities to model technical approaches for improved reading instruction and reading delivery systems through direct implementation and technical support in targeted school divisions in Cebu and La Union.

The Basa team worked in close consultation with USAID and senior DepED leadership to make significant strides towards achieving its expected Year 1 targets in support of USAID's three targeted program intermediate results (IRs):

- **IR 1: Improved Reading Instruction.** Basa's Year 1 training activities conducted for 5,639 grades 1-3 teachers and school administrators, contributed to improved reading instruction for at least 163,726 students. Achievement of these Year 1 targets contributes to Basa's overall expected goal of *improved reading skills for at least one million children in the early grades.*
- **IR 2: Improved Reading Delivery Systems.** Key Year 1 accomplishments included Basa engagement in the DepED Literacy Policy Dialogue; facilitation of a text-leveling workshop focused on setting early grade reading standards in English, Filipino and two Mother Tongue languages; and the development of campaigns for improved community awareness on the importance of early grade reading.
- **IR 3: Improved Access to Reading Materials.** During Year 1, Basa mobilized support from its private sector partners, Brothers Brother Foundation, National Book Store Foundation and Petron Foundation, to distribute close to 25,000 early grade reading books.

**Programmatic achievements during the first year of implementation were predicated on a critically important relationship building process with senior DepED leadership.** Basa engaged a lengthy process of vetting and validating its program design and work plan with DepED. This multi stepped process, involved a series of consultation meetings with DepED officials and proved to be challenging at times, in large part due to the competing demands placed on the newly appointed DepED Undersecretary for Programs, who entered office during the second project quarter. Fortunately, Basa's over arching efforts throughout the year to align the Basa Program with new and on-going DepED reforms, particularly the K to 12 Enhanced Basic Education Curriculum and the Mother Tongue Based Multi Lingual Education (MTBMLE) resulted in a high degree of involvement, technical direction and ownership of the Basa program within DepED from the divisional, regional to the national level.

**Landmark program validation meetings with DepED conducted during the year included Basa's presentation to the DepED Executive Committee on April 2, 2013 which was attended by Secretary**



**Grade 2 students from Northern Cebu practice their reading skills in Filipino.**

**Armin Luistro**, Undersecretary Mario Derequito, Undersecretary Francisco Varela, Undersecretary Alberto Muyot, Undersecretary Dina Ocampo, and Assistant Secretary Ray Laguda. Further, the convening of the first Basa Program Management Committee (PMC) on September 18, 2013 was an important USAID, DepED, Basa leadership coordination event that was held in accordance with DepED’s Memorandum announcing the Basa Pilipinas program. The year ended with another pivotal coordination meeting with DepED Undersecretary Dina Ocampo, held on December 16, 2013 which resulted in DepED assigning to Basa, several key technical work areas to serve as the basis for the Basa Year 2 Work Plan.

**A culminating Year 1 outcome was Basa’s development and presentation of a *Transformed Classrooms Framework*** to USAID and DepED, which will shape Basa’s Year 2 Planning document. It was agreed with USAID and DepED that Basa will move forward to deliver ***transformational change elements*** in reading instruction and learning at the classroom level. These elements include, **Effective Grouping, Guided Reading and Writing Instruction all supported by effective Materials Development and Distribution.** Teachers will be trained and coached to situate learning in contexts where students are better able to apply concepts on learning how to read in meaningful ways.

A summary of Basa’s Year 1 highlight accomplishments is provided in the table below.

**TABLE I. HIGHLIGHTS OF BASA YEAR I ACCOMPLISHMENTS**

QUARTER	HIGHLIGHT ACCOMPLISHMENTS
<b>QUARTER 1</b> January - March	Hired Basa Staff and Set Up Manila Office Submitted Key Deliverables to USAID: 1 <sup>st</sup> Annual Work Plan, Monitoring and Evaluation Plan and Marking and Branding Plan
<b>QUARTER 2</b> April - June	Operationalized Basa Offices in Manila, La Union and Cebu Received USAID Approval for Basa M&E Plan Delivered Basa Presentation to DepED Executive Committee Trained 90 DepED Master Trainers on Enhanced Reading Techniques and 47 School Administrators and Officials to Support Early Grade Reading
<b>QUARTER 3</b> July - September	Collected Baseline Data Trained 5,043 Grades 1 and 2 teachers, school heads and district supervisors from La Union and Cebu Province divisions Trained 234 regional trainers from Region 7 Conducted first Basa Project Management Meeting with DepED and USAID
<b>QUARTER 4</b> October - December	Distributed 23,303 Reading Books for Grade 3 Book Shopping Activity Conducted National Reading Month Celebration Event with DepED Trained 442 Grade 3 Teachers Strategies for Connecting Reading to Writing Activities Responded to USAID and DepED Requested Typhoon Yolanda Relief Efforts Facilitated Participatory Basa Year 2 Planning Process with DepED

# RESULT BY RESULT ANALYSIS

During the year, International Basa Technical Assistants worked with the local program team to design and deliver technical program approaches and activities, with substantive involvement from DepED Central and Regional teams. EDC also coordinated important technical program contributions from its Basa implementation partners, Save The Children, SEAMEO INNOTECH and Philippine Business for Social Progress (PBSP) through a series of facilitated Basa coordination meetings to fully develop implementation strategies and activities. The key Year 1 results for each intermediate result are highlighted in the table below.

## BASA PILIPINAS KEY RESULTS PER INTERMEDIATE RESULT (IR) JANUARY 1-DECEMBER 31, 2013

**TABLE 2. YEAR 1 KEY RESULTS PER IR**

IR 1 IMPROVED READING INSTRUCTION	
<ul style="list-style-type: none"> <li>• Technical inputs provided to DepED BEE on the training of trainers design for Grade 2 teachers, covering language and literacy components of the K to 12 curriculum</li> <li>• Production and delivery of two teaching demonstration videos in Filipino and English, that featured sample lessons from the DepED Teacher’s Guide and Learner’s Manual and were jointly produced with DepED BEE</li> </ul>	Jan to Mar ‘13 (Q1)
<ul style="list-style-type: none"> <li>• Focus Group Discussions conducted and findings on teacher reading capacities, beliefs and practices documented</li> <li>• 90 teachers trained on enhanced reading techniques in their capacity as master trainers</li> <li>• 47 school administrators and officials trained to support early grade reading</li> <li>• Instructional materials created in practical sessions to match classroom strategies for reading instruction with relevant component skills</li> </ul>	Apr-Jun ‘13 (Q2)
<ul style="list-style-type: none"> <li>• 234 DepED Region 7 officials, school heads and teachers trained on enhanced reading techniques in their capacity as master trainers</li> <li>• 1,199 La Union Division and 3,844 Cebu Province Division teachers, school heads and district supervisors trained on effective reading instruction</li> <li>• Instructional materials created in practical training sessions to support classroom strategies for reading instruction with relevant component skills</li> </ul>	Jul-Sep ‘13 (Q3)
<ul style="list-style-type: none"> <li>• 462 Grade 3 teachers from La Union Province Division trained on strategies for connecting reading to writing activities based on the 14 content domains of literacy in the K to 12 Integrated Language Arts curriculum</li> </ul>	Oct-Dec ‘13 (Q4)

<b>IR 2 IMPROVED READING DELIVERY SYSTEMS</b>	
<ul style="list-style-type: none"> <li>• Review and discussion conducted by Senior Basa TA on available reading assessment data and the steps to be taken to understand the current state of student performance</li> </ul>	Apr-Jun '13 (Q2)
<ul style="list-style-type: none"> <li>• A detailed plan for the National Reading Month developed</li> <li>• Participation in Literacy Policy Dialogue with DepED</li> </ul>	Jul-Sep '13 (Q3)
<ul style="list-style-type: none"> <li>• Reading awareness campaign plan developed and approved by USAID</li> <li>• High-level National Reading Month celebration event held with DepED and private sector partners</li> <li>• 71 pupils from La Union and Cebu schools included in two read-along sessions hosted by National Book Store Foundation</li> </ul>	Oct-Dec '13 (Q4)
<b>IR 3 IMPROVED ACCESS TO QUALITY READING MATERIALS</b>	
<ul style="list-style-type: none"> <li>• Partnership with Nickelodeon Asia explored</li> </ul>	Jan to Mar '13 (Q1)
<ul style="list-style-type: none"> <li>• 250 Grades 1-3 reading materials distributed</li> <li>• Technology-based reading support options explored</li> <li>• MOU drafted with Nickelodeon Asia for public private partnership (PPP) on early grade reading</li> </ul>	Apr-Jun '13 (Q2)
<ul style="list-style-type: none"> <li>• 5,311 training kits comprised of basic materials distributed to all participants of the ToT and the mass training rollout for Grades 1 and 2 teachers in La Union and Cebu</li> <li>• MOU with National Book Store Foundation for public private partnership (PPP) on materials and additional supplementary materials in progress</li> </ul>	Jul-Sep '13 (Q3)
<ul style="list-style-type: none"> <li>• Commitment to Partnership with National Book Store Foundation signed</li> <li>• 16 reading corners awarded to selected La Union schools by National Book Store Foundation and PLDT, a PBSP member company</li> <li>• 442 training kits distributed to Grade 3 teachers in La Union</li> <li>• 23,303 books distributed during Basa-supported book shopping activity for Grade 3 teachers from La Union Province Division</li> <li>• Teaching-learning materials produced during Basa-led Materials Development Workshop and Competition</li> </ul>	Oct-Dec '13 (Q4)

## IR I. IMPROVED READING INSTRUCTION

Basa's Year 1 accomplishments towards *Improved Reading Instruction* against the expected outputs from Basa's Year 1 Work Plan are summarized in the table below.



**TABLE 3. IR I KEY ACCOMPLISHMENTS**

EXPECTED YEAR ONE OUTPUTS	YEAR ONE ACCOMPLISHMENTS
Comprehensive training plan for Grades 1, 2 and 3 developed	<ul style="list-style-type: none"> <li>• Conducted 3-day trainings for grades 1 and 2 teachers focused on the MT, Filipino and English component of the K to 12 curriculum and how to develop instructional materials that can enhance the teaching of reading</li> <li>• Conducted 3-day training for grade 3 teachers from La Union focused on an overview of the 14 Domains of Literacy and a practical understanding of the link between reading and writing</li> </ul>
Training design and materials in place for teaching reading to Grades 1 and 2 teachers	3-day trainings for grades 1 and 2 teachers included sessions and lectures on instructional materials development
Train 4500 teachers for up to 10 days in 2 regions	<ul style="list-style-type: none"> <li>• Trained 354 regional trainers from Region 1 and 7</li> <li>• Trained 5, 043 Grades 1 and 2 teachers including school heads and district supervisors from La Union and Cebu Province divisions</li> <li>• Trained 461 Grade 3 teachers from La Union division</li> </ul>
Establish tools for tracking training effectiveness	<ul style="list-style-type: none"> <li>• Developed pre- and post-training quiz to measure gains in content knowledge</li> <li>• Developed training evaluation survey to collect participant feedback</li> <li>• Developed a simple mass training observation tool for use by program officers</li> </ul>

During Year 1, Basa’s primary contribution to improved reading instruction was its contribution to the development of a comprehensive reading instruction training plan for grades 1, 2, and 3. This began with a training needs analysis with regional and division DepED, that included school heads and teachers. The most common training needs identified were teaching of beginning reading, the “art of questioning,” and support to Mother Tongue instruction, including transitions to Filipino and English. Basa subsequently developed an initial 3-day training for grades 1 and 2 teachers from La Union (held in August) and for teachers from Cebu (held in September) aimed to improve teachers’ understanding of ways to teach reading effectively under the Language and Literacy component of the new K to 12 Curriculum. The training focused on key competencies within the Language and Literacy component of the K to 12 Curriculum: Oral Language, Phonological Awareness, Book and Print Knowledge, Alphabet Knowledge, Listening and Reading Comprehension. A session on how to assess students’ reading progress was also included and time allotted for instructional materials development to ensure that teachers left the training site with the necessary tools to practice what they learned from the training.



**Basa has trained 4,493 public school teachers on enhanced reading instructional techniques to improve literacy outcomes of Filipino early grade students.**

The 3-day training for grades 1 and 2 teachers had the following objectives:

- Provide participants with a better understanding of the MT, Filipino and English components of the K to 12 curriculum;
- Strengthen participants’ practical understanding of effective teaching reading strategies across languages; and
- Provide an opportunity for participants to work on materials they will use in their classroom.

Some key insights gained from the Grade 1 and 2 roll out included:

- Maintaining fidelity of training content proved to be challenging due to varying degrees of technical knowledge among the regional and division assigned master trainers. Use of videos to maintain content fidelity as well as a fully scripted Facilitator’s Guide were explored with positive feedback from teachers.
- Supervisors and school heads need a separate kind of training from teachers. While supervisors and school heads’ presence are valuable during mass trainings, they are also very busy and cannot be engaged full time during the training. Providing them with the overview, rationale for the training content and most importantly, ways to monitor and track their teachers and whether they are using what they learned from the training may be a more effective way to maximize their time at the training.
- Providing teachers with time during the training to work on products or outputs that they need and will use in the classroom keep teachers engaged and make the training’s relevance more immediate.
- Providing teachers with clear guidance including practice on how to use and better understand DepED developed instructional materials (e.g. Teachers’ Guides and Learners’ Manual) is crucial since teachers follow those materials closely.
- Target content knowledge and key strategies must be made clear to trainers so that they know what points to emphasize and provide more clarifications on.

Basa built on lessons learned from the training for grades 1 and 2 teachers to develop a 3-day training plan for grade 3 teachers, that was rolled out in La Union in December.

The 3-day training for grade 3 teachers had the following objectives:

- Provide participants with an overview of Language Arts component of the K to 12 Curriculum
- Provide participants with a better understanding of Authentic Writing / Composition
- Explore the connection between Reading and Writing

The grade 3 teacher training was focused on understanding the linkages between effectively teaching reading through exploration of writing. Specifically, the training focused on writing as one of the key competencies listed in the Language and Literacy component of the K to 12 Curriculum and the role that writing plays in enhancing reading comprehension skills. In conjunction with the training, teachers were invited to participate in a book shopping activity where they selected appropriate reading materials for use in meaningful reading/writing classroom activities.

Basa's core trainers are made up of literacy and education experts with extensive experience in reading instruction for early grade students. The majority of Basa trainers have masters' degrees in education from prestigious universities in the Philippines and abroad. More importantly, they understand and practice the key principles of effective adult instruction that EDC adheres to, integrating opportunities for practice and reflection and building on the prior experience of participants. Basa's core trainers were not only involved in the training of trainers but also in the planning and development of training materials and presentations.

To determine the effectiveness of training, a pre and post tests and training evaluation were administered to the participants. The pre- and post-test questions are identical and in multiple choice format. All questions refer to topics and content covered during the course of the 3-day trainings. All post-tests showed an increase in the participants' content knowledge compared to the pre-test. The percentage increase in scores for grade 1 and 2 mass trainings ranged from 31.8% to 34.7%.

**“I have learned the very basics on how a reading teacher connects reading to writing. Reading is an essential skill. Familiarization, awareness, and mastery of the various domains in reading significantly lead learners to the highest form of comprehension i.e., writing.”**

**—WENIE LAYMAN, TEACHER 3**

### **SUB IR I. I. IMPROVED ABILITY OF PUBLIC SCHOOL TEACHERS TO TEACH EARLY GRADE READING, TO CONDUCT DIAGNOSTICS, AND TO IMPLEMENT READING RECOVERY PROGRAMS**

A key Year 1 Basa activity within this result area was the participation by project staff in the DepEd Bureau of Elementary Education meeting on the Grade 2 roll-out of the K to 12 curriculum (25 February 2013). The Basa Team participated with DepED BEE staff in preparing for the roll-out of the Grade 2 K to 12 curriculum scheduled in April 2013. The preparatory discussions focused on how best to organize and structure the 2.5 day curriculum for the languages. This was an opportunity to ensure that key messages related to reading and Mother Tongue Based Multi Lingual Education were integrated. DepED's BEE

division requested Basa support to help flesh out the session guides for training roll-out. Areas of support included:

- Mother Tongue session guides development; and
- Co-facilitation of actual roll-out of the Grade 2 curriculum.

Additional Year 1 Basa TA that was provided to DepED within this result area is highlighted as follows.

### **TECHNICAL SUPPORT TO GRADE 2 CHIEF TRAINERS' TRAINING (14 APRIL 2013) AND PARTICIPATION IN GRADE 2 ROLL-OUT IN LUZON (24-26 APRIL 2013)**

Basa facilitated the National Chief Trainers' Training in Cebu, where more than 25 national chief trainers from all across the country were trained on effective facilitation techniques & strategies and were provided guidance on the use of draft design and activity session guides of the Grade 2 K to 12 training. The chief trainers were expected to build the capacities of trainers coming from different regions, who are themselves expected to roll out the K to 12 curriculum (particularly the Filipino and English Language Arts subjects) in their respective regions. Basa also attended and observed the Grade 2 Roll Out in Luzon.

### **TECHNICAL SUPPORT TO DEPED'S REGIONAL TRAINING OF TRAINERS IN LA UNION AND CEBU (26-28 JUNE 2013/4-6 JULY)**

The Basa Pilipinas technical team provided inputs toward the enhancement of DepED's Regional TOT activity design, session guides and slide presentations. Basa supplied specific recommendations on how to incorporate the topic of orthography/system of reading and writing in the local languages and on developing alphabet knowledge, book & print awareness within assessment session guides and slide presentations.

Basa technical team members and Basa core trainers participated in the training team preparatory meetings together with selected Cebu staff. Discussions on the session guide process and methodologies were conducted to include specific tasking, roles and responsibilities. Further Basa technical support was provided to DepED through the actual facilitation of the 3-day TOT, covering topics such as oral language development, listening and reading comprehension and assessment strategies and techniques.



**A DepED trainer models a read-aloud session during a trainer's training in Cebu.**

### **CONDUCT OF MASS TRAININGS FOR GRADES 1 AND 2 TEACHERS IN LA UNION AND CEBU PROVINCE**

Basa National/Regional staff and Department of Education (DepEd) Regional Trainers provided technical support during the conduct of three trainings for more than 4,051 Grade 1 and 2 teachers in La Union Division and Cebu Division. Specifically, Basa provided technical inputs on training sessions and thematic topics, training management and ensured that conduct of the activity conform to Basa training quality and

standards. Basa also provided observations and feedback to DepED during national and regional assessment and feedbacking meetings.

Basa's work the during the year, performed towards the achievement of each sub intermediate result, is presented below.

### **SUB-RESULT 1.2. IMPROVED CAPACITY OF ADMINISTRATORS AND SCHOOL HEADS TO SUPERVISE EARLY GRADE READING INSTRUCTION, EARLY GRADE READING DIAGNOSTICS, AND INITIATE READING RECOVERY PROGRAMS.**

More than a thousand (1,144) district supervisors and school heads were also included in the mass trainings for grades 1 and 2. Involving the school heads in the teacher trainings helped raise their awareness and understanding of effective reading instruction thus reinforcing their role as instructional leaders. In addition, a number of meetings were conducted with division leadership to explore ways to further strengthen existing DepED support systems for administrators and school heads, such as through enhancement of School Improvement Plans for increased focus on reading.



**School heads said the training will enable them to support their teachers better.**

### **SUB-RESULT 1.3. STRENGTHENED CAPACITY OF THE DEPARTMENT OF EDUCATION AND/OR TEACHER EDUCATION INSTITUTIONS TO DESIGN, IMPLEMENT AND MONITOR EARLY GRADE READING INTERVENTIONS AT VARIOUS LEVELS (SCHOOL, DISTRICT, DIVISION, REGIONAL AND NATIONAL LEVEL).**

Throughout the first year of the project, Basa, guided by national DepED, worked closely with regional and division level DepED to better understand how ongoing reforms (e.g. change in curriculum, implementation of the new K to 12 curriculum) are addressing gaps in the system but at the same time revealing areas in the system requiring additional support. One such example is monitoring early grade reading interventions vis-à-vis the Language Arts component of the new K to 12 curriculum. The grade 1 and 2 teacher training included a session on assessment followed by a discussion on various ways to monitor students' progress on the 14 Domains of Literacy specified in the new MT, Filipino and English curriculum.

## SNAPSHOT

# Training Enriches Teachers' Skills on Early Grade Literacy

**Access to training and materials help teachers promote literacy among young learners.**



Photo: Kaye Sugang/USAID

Teachers from La Union receive free books and teaching learning materials to use in the classroom for teaching beginning readers.

***"...seeing my pupils learn how to read; knowing how that can help shape the trajectory of their future; for me to have a small part in that is what keeps me inspired and motivated as a teacher."***

**Telling Our Story**  
U.S. Agency for International Development  
Washington, DC 20523-1000  
<http://stories.usaid.gov>

"A good teacher never retires from learning. That's why we need trainings like this to keep us attuned to new instructional strategies and tools that can help us improve and become better teachers to our students," shares Mary Jane Gangangan, a master teacher from Mamat-ing Sur Elementary School in La Union, northern Philippines.

Jane, a mother of two, has been teaching beginning reading for more than a decade. Six months ago she joined the cadre of public school teachers that have benefited from a teacher professional development program between USAID and the Department of Education (DepED). The program, called Basa Pilipinas (Read Philippines), aims to improve reading skills for at least one million early grade students over the next four years—part of USAID's efforts to promote broad-based, inclusive growth through quality education.

The implementation of Basa Pilipinas comes on the heels of the Philippine Government's major K to 12 reform agenda to enhance the basic education curriculum, which is gradually changing the way literacy is taught in the classroom.

Jane explains, "The real challenge for us reading teachers is teaching pupils how to read with comprehension. Teaching them the basics, e.g., alphabet and the letter sounds is one thing. But decoding words and understanding what they read, that's the key to learning."

She believes that children most at risk of reading difficulty are those that have low exposure to text and reading materials outside the classroom. Some children also suffer from poor parental supervision and follow-up at home. Even the lack of good nutrition, she adds, plays a role as it could impede the child's ability to learn and concentrate in school.

As teachers play an integral role in fostering literacy among children, USAID has co-developed with DepED a training curriculum that will enrich teachers' skills in effective reading instruction using reliable techniques and local materials as innovative tools for teaching.

Since 2013, USAID has supported literacy training for 4,493 primary school teachers (Grade 1-3) in La Union and Cebu, with plans to train an additional 5,000 teachers in the next three years. Through these teacher training activities, 28,498 books and teaching learning materials have been distributed to teachers to support reading instruction. Jane immediately put these materials to good use as she led a storytelling session for 41 children in her home province using the Mother Tongue big book she developed during the training.

Overall, the training gave Jane a renewed perspective in teaching reading, "I realized that in order to make my pupils become better readers, I need to give them a stronger foundation on the domains of literacy, and truly engage them in activities that will not only motivate them to learn to read but more importantly read to learn."

Beaming proudly, Jane says that "seeing my pupils learn how to read; knowing how that can help shape the trajectory of their future; for me to have a small part in that is what keeps me inspired and motivated as a teacher."

## IR 2. IMPROVED READING DELIVERY SYSTEMS

Basa’s Year 1 accomplishments towards *Improved Reading Delivery Systems* against the expected outputs from Basa’s Year 1 Work Plan are summarized in the table below.



**TABLE 4. IR 2 KEY ACCOMPLISHMENTS**

EXPECTED YEAR ONE OUTPUTS	YEAR ONE ACCOMPLISHMENTS
Establishment of Early Grade Reading standards in English, Filipino and possibly two Mther Tongues	Basa facilitated a leveling text workshop in November to identify grade level text. Outputs from the workshop will be used to inform the establishment of early grades reading standards once DepED has finalized the curriculum and established a National Assessment Framework.
Issuance of a standardized reading assessment administration policy memo that discusses the frequency of administration of the test (e.g. once every 3 years), the sampling framework (e.g. national sampling disaggregated into 4 “super” regions – NCR, Luzon, Visayas and Mindanao), and the collection (e.g. administered by DepED trained EGRA administrators), analysis and dissemination processes. Training design for teachers and school heads that includes reading assessments.	Basa has agreed with DepED to develop classroom-based assessment tools that will allow teachers to track students’ progress over time. In the mean time, a session on assessment was included in the grades 1 and 2 teacher trainings to address emerging concerns about diagnosis and planning appropriate interventions.
National reading campaign planned and underway	Basa actively promoted National Reading Month to create buzz and excitement at the local level through Read-Along activities, Materials Development Contests, and the Awarding of Reading Corners. The goal of first focusing at the local level is a “trickle up” effect that will organically lead into a national campaign.
Training design for school heads on conducting simple activities to mobilize parents and	Basa conducted an extensive desk review of School Improvement Plans to better understand schools’ ongoing

EXPECTED YEAR ONE OUTPUTS	YEAR ONE ACCOMPLISHMENTS
communities to support reading	activities, priorities and capacity to work with parents and community stakeholders. This will inform the training design for school heads on mobilizing parents and communities to support reading.

The main steps taken by Basa during Year 1 to improve systems for reading delivery were the following:

- Engage in standards setting meetings with workshops with senior DepED
  - Basa participated in the DepED Literacy Policy Dialogue, held in July 2013, for key education stakeholders
  - Basa hosted a related text leveling workshop in November to define and identify appropriate grade level text. During the November workshop, Basa facilitated a discussion on setting early grade reading standards in English, Filipino and two Mother Tongue languages, namely, Iloko and Sinugbuanong Binisaya.
  
- Develop campaigns for improved community awareness on the importance of early grade reading.
  - Regional activities in support of increased community support to reading were held in conjunction with National Reading Month.
  - Read-along sessions, turnover of library corners, and materials development workshops and during November were components of national reading campaign to be built upon in coming years.
  - Key partners from DepED and the private sector actively participated in the culminating Reading Month activity held on November 27, 2013.
  - Initial research on how to support planning at a community level was conducted by PBSP in their review of School Improvement Plans in Basa areas of implementation. This extensive review will contribute to the design of a training for school heads on how to incorporate reading as a priority into school planning activities and on how to mobilize their school’s parents and immediate community. Training based on the results of this review will be carried out in 2014.

Basa’s work the during the year, performed towards the achievement of each sub intermediate result, is presented below.

## **SUB IR 2.1. EFFECTIVE IMPLEMENTATION OF VALID AND RELIABLE EARLY GRADE READING STANDARDS IN ENGLISH, FILIPINO, AND AT LEAST FOUR MOTHER TONGUES FOR THE FIRST THREE GRADES**

### **BASA PARTICIPATION IN THE DEPED LITERACY POLICY DIALOGUE**

Basa’s Senior Technical Advisor, Dr. Nancy Clark-Chiarelli, together with Chief of Party, Marcial Salvatierra, Deputy Chief of Party Karen Cassidy, and Save the Children’s Early Childhood Care and Development (ECCD) Advisor, Maya Nayo attended the DepED Literacy Policy Dialogue, held on July 25, 2013. The objectives of the DepED workshop were to: 1) share the EGRA results; 2) discuss implications of the results on literacy teaching and learning; 3) discuss implications for benchmarking, and standards setting; and 4) set

programmatic recommendations for future assessment of Early Grade Reading. Dr. Clark-Chiarelli co-presented with Joe DeStefano from Research Triangle Institute (RTI) on setting the stage for national benchmarks and standards.

DepED's Undersecretary for Programs and Projects, Dr. Dina Ocampo, clarified during the workshop that the development of DepED's assessment framework following the final version of the new curriculum would ultimately define which assessment tools DepED would use to measure early grade reading progress. The assessment framework is expected from DepED in February or March 2014, following the finalization of the K to 12 Curriculum.

### **BASA PARTICIPATION IN DEPED'S CURRICULUM FINALIZATION WORKSHOP**

As a follow-up to the DepED Literacy Policy Dialogue, Basa's CoP and Reading Program Director were invited to take part in DepED's K to 12 Curriculum Finalization Workshop held August 12-16, 2013. The workshop aimed to finalize the curriculum including its content standards and competencies. From a planning perspective the workshop sought to divide the grade level content and competencies into quarters and weeks, in order to guide the development of the requisite Teachers' Guide and Learners' Materials.

This high level DepED workshop was facilitated by Undersecretary Dr. Ocampo and provided Basa with a better understanding of how to plan its work on standards setting and materials development, based on DepED's articulated priorities and timeline for the rollout of the K to 12 curriculum. Key insights on DepED's approach to Mother Tongue instruction also emerged from the workshop. For example, Basa learned that one objective for DepED is that students understand and use Mother Tongue as a means to learn Filipino and English. Grade 3 students will be expected to be proficient in Filipino and able to read competently in English because the core content grade 4 subjects such as Math, Science, and Civics will be taught in either in English or Filipino, rather than in Mother Tongue. Thus, Basa began to consider more carefully how best to allocate resources for the development and distribution of materials for Mother Tongue versus Filipino versus English.

### **SUB IR 2.2. STRENGTHENED CAPACITY OF DEPARTMENT OF EDUCATION AND/ORG TEACHER EDUCATION INSTITUTIONS TO IMPLEMENT SOUND EARLY GRADE READING DIAGNOSTIC TOOLS IN ENGLISH, FILIPINO, AND AT LEAST FOUR MOTHER TONGUES**

During the past few months, the DepED Undersecretary Dr. Ocampo has collected information and has weighed options for classroom assessment of student reading abilities. During a December 17<sup>th</sup> meeting with the Basa leadership team, Usec. Ocampo explained that an improved Phil IRI assessment tool would likely be the most appropriate tool for conducting regular classroom assessments going forward. Basa will discuss the matter further with Usec. Ocampo to determine effective strategies for supporting classroom-based reading assessment during the coming year, as this topic will be integrated into teacher professional development activities in Year 2 of the program. Training for school heads and division leadership will also be needed to ensure their support. Basa will tap its partner Save the Children to see how its specific experience on assessment tools development in Mindanao can be shared and adopted in the development of Mother Tongue assessment tools in other regions.

## **SUB IR 2.3: IMPROVED CAPACITY OF DEPARTMENT OF EDUCATION TO TRACK NATIONWIDE TRENDS IN EARLY GRADE READING PERFORMANCE**

During Year 1, the Basa team regularly engaged in conversations with DepED’s Undersecretary for Programs about possible DepED plans to track national trends in early grade reading performance; however, Basa was advised that development of DepED’s National Assessment Framework will need to follow the finalization of the K to 12 curriculum, sometime during the coming year. Basa is poised to collaborate with Usec. Dr. Ocampo on this important piece of work during the coming year .

## **SUB IR 2.4. INCREASE ADVOCACY FOR EARLY GRADE READING AT LOCAL AND NATIONAL LEVELS**

### **PREPARATORY PLANNING SESSIONS FOR COMMUNITY ACTION COMPONENT**

A Basa team comprised of program specialists from EDC, Save the Children and PBSP worked during Year 1 to develop the Community Action Component of Basa. An implementation framework was designed to ensure harmonization and uniformity of activities, focused on a) awareness raising through a broad communication effort; and b) capacity building to promote reading at the community level within the existing DepED structure. Both of these community action thrusts will be implemented in alignment with current DepED efforts and will be designed for ease of replication in other areas.

Several related Year 1 agreements were made in support of community action component.

- Basa awareness raising efforts will be the centerpiece of the project’s overall communications plan. A two-pronged approach will be taken to include national level support to the National Reading Month in November with follow-on campaigns implemented in each of the four regions where BASA implements program activities.
- For capacity building, supervisors and principals will be equipped with strategies to encourage parent/community support through effective planning, and support to teachers.
- Basa will establish strategies for measuring success in strengthening systems and changing perceptions about the importance of early grade reading and will ensure that these two programming elements are featured in Basa’s learning agenda, to be finalized in Quarter One of Year Two.

To better understand existing community priorities PBSP conducted a review of School Improvement Plans in Basa areas of intervention. In Cebu 63 SIPs were reviewed and in La Union 21. The goal of the exercise was to see how reading factored into local planning.

The main observations are as follows.



**Windy is a mother of a Grade 2 student from Liloan, Cebu. She got inspired to read to her daughter after participating in the National Book Store Read-Along Event in November.**

In Cebu,

- a. Reading is generally not clearly articulated as a component of school improvement plans, but more often included as an indicator (reading comprehension) of Quality and Relevance of Basic Education.
- b. The interventions for reading skills improvement included within SIPS are Remedial Classes or Remedial Reading Program, and banner projects promoted by the Division or National DepED such as DEAR (Drop Everything and Read), Word A Day, Read a Line and Share (RELISH) and Word Wall
- c. The most common approach for evaluation of reading skills in the classroom is Phil-IRI.

For La Union,

- a. Reading is more frequently articulated as a component in the reviewed SIPs, with some schools even including recent Phil IRI results as part of their planning.
- b. Not all schools mentioned activities for diagnosis and evaluation in their plans. Those that did identified the Phil IRI as the tool commonly used for diagnosis and evaluation.
- c. The curriculum development goal included reading components, which were mostly on focused on reading comprehension. A notable few included vocabulary (word recognition) and fluency (grammar), while others indicated plans to design a school reading program though specifics were not mentioned.
- d. Interventions identified to improve reading included remedial classes, reading corners, peer teaching, and other DepEd Initiatives such as project DEAR, BRIGHT, and One Sentence a Day.
- e. Stakeholders identified as involved in the SIPs process were mostly parents (home reading), community members, and alumni (donation of books and physical facility). Some indicated a generalized group.

The results of this review will inform efforts by PBSP in the coming year as they work within the Basa Pilipinas structure to identify means of increasing community support. The project team hopes to influence community leaders to effectively utilize existing resources to ensure that students are given the support and positive modeling they need. By influencing the role of reading as a component of school level planning through training of school leaders and administrators, we expect to see change within the life of the program.

#### **NATIONAL READING MONTH MATERIALS DEVELOPMENT WORKSHOP AND COMPETITION IN LA UNION AND CEBU (11-12 NOVEMBER 2013/15-16 NOVEMBER 2013)**

Basa launched an annual reading promotion campaign during the month of November to coincide with the Philippines celebration of the National Reading Month. Basa coordinated with the Department of Education to conduct reading awareness promotion events at the national and regional level aimed to increase public

interest on the importance of reading. Awareness raising activities focused on highlighting library hubs, materials development and creation contests, and mobilization of action for community reading.

Two National Reading Month activities were conducted in Cebu and La Union to stimulate thinking and practice towards the creative development of reading materials accessible to children in different forms and media. It also celebrated reading as a fun and exciting activity to stimulate and strengthen children’s learning.

Fifty two teacher participants from both divisions created and submitted their entries in the following two categories, 1) the **best illustration/adaptation** of a Basa Pilipinas-provided story template into Filipino; and 2) the **most creative classroom teaching aid or teaching-learning material** to support the material developed in the previous category. DepED and Basa representatives rated materials produced on the basis of creativity, appropriateness for children and the potential for use of the piece as an effective teaching aide. Winning teachers received a set of story books for use in their classrooms.

### IR 3. IMPROVED ACCESS TO QUALITY READING MATERIALS

Basa’s Year 1 accomplishments towards *Improved Access To Quality Reading Materials* against the expected outputs from Basa’s Year 1 Work Plan are summarized in the table below.



**TABLE 5. IR 3 KEY ACCOMPLISHMENTS**

EXPECTED YEAR ONE OUTPUTS	YEAR ONE ACCOMPLISHMENTS
DepED-endorsed and disseminated process for developing mother tongue, Filipino and English reading materials, including list of grade-level appropriate words and concepts	A leveling text workshop to identify grade level text was conducted in November 2013. Outputs from the workshop will be used to develop a text gradient that will include a list of grade-level appropriate concepts and themes.
Training design for teachers and school heads for materials development	Instructional materials development was incorporated into the grades 1 and 2 teacher trainings. Basa trainings were designed to include time for materials development. Teachers have the opportunity to create materials that will help them use the concepts and ideas they learned from the training.
Memorandum of Understanding with key	Letters of Commitment signed with National Bookstore.

EXPECTED YEAR ONE OUTPUTS	YEAR ONE ACCOMPLISHMENTS
private partners on acquisition and distribution of early grade reading materials to schools in Basa supported regions	Memorandum of Understanding currently under review for Petron Foundation.
Distribution of supplementary reading materials to teachers through book shopping	A total of 23,303 materials were distributed to 461 teachers through a book shopping activity during the grade 3 training held in La Union from December 5-7, 2013.

The Basa Year 1 work plan included the establishment of a DepED-endorsed and disseminated process for developing mother tongue, Filipino and English reading materials, including list of grade-level appropriate words and concepts as an expected Year 1 outcome. While progress was made at the end of the year toward this end, the validation of a set of priority instruction and learning materials to be provided to teachers is a key objective for the first quarter of Year Two.

To inform the discussion process with DepED on materials needs, Basa conducted a rapid inventory of existing MT materials and a desk review of Grade 1 and 2 Mother Tongue (Iloko and Sinugbuanong Binisaya), Filipino and English Teacher Guides and Learners’ Manuals. Results of the rapid inventory and desk review revealed a dearth of read alouds in MT, leveled readers and read-alouds in Filipino and English.

To address the need for instructional and learning materials in Year One, Basa incorporated training on materials development using low-cost widely available materials into a variety of teacher trainings activities that were initially conducted. This practical approach to materials development made trainings more engaging and relevant to teachers and provided them with some of the necessary tools for instruction in the short term.

### SECURING PRIVATE SECTOR SUPPORT FOR PROVIDING ACCESS TO QUALITY READING MATERIALS

Another key materials development effort during Year 1 was securing support from two private sector partners, the National Book Store Foundation and Petron Foundation, for the donation and procurement of early grade reading books. Basa was pleased to facilitate announcements from both organizations to pledge their commitment to partner with the program, publicly acknowledged during the culminating activity for the National Reading Month held on November 27, 2013. A commitment to partnership was signed with National Book Store and an agreement with Petron Foundation is currently in draft stage. Additional private sector support to Basa was demonstrated by PBSP member companies who donated 12 reading corners to Basa supported schools. PBSP mobilized PLDT to donate six reading corners for La Union schools and 6 for Cebu schools. This was done through the Balik Baterya program of PBSP and Oriental Motolite Corporation, whereby the used lead acid batteries of PLDT were bought back with a premium price by Oriental Motolite. The proceeds were used to fund the reading corners. National Book Store donated 4 reading corners with more than 300 books in each to deserving schools in La Union and Cebu, Petron Foundation contributed big books and storybooks for distribution at



**Parian Este Elementary School in La Union received a new reading corner courtesy of National Book Store Foundation.**

book shopping activities during the grade 3 training. Brothers Brother Foundation continues to support work within the Philippines, with 3 containers currently en route to the Philippines for distribution in conjunction with Basa training.

Basa's work the during the year, performed towards the achievement of each sub intermediate result, is presented below.

### **SUB IR 3.1. INCREASED AVAILABILITY AND ACCESS TO AGE AND GENDER APPROPRIATE, CULTURE SPECIFIC EARLY GRADE READING MATERIALS IN ENGLISH, FILIPINO AND AT LEAST FOUR MOTHER TONGUES**

#### **TECHNICAL PLANNING MEETINGS ON MATERIALS DEVELOPMENT**

A series of Year 1 consultations with USAID and DepED resulted in the decision to focus on the development of materials necessary for effective oral language, reading, and writing instruction, as a major thrust of Basa's overall reading program design and delivery efforts. Basa materials development efforts will support DepED's teachers' guides and learners' manuals, with a set of instructional and learner focused reading materials to be delivered in conjunction with Year 2 teacher professional development activities. These materials include, a basic package of teaching guides, revised to incorporate Basa Pilipinas transformational change elements of Grouping, Guided Reading, Writing, Materials Development and accessibility. The teacher guides will explicitly support bridged instruction in Mother Tongue, Filipino and English languages. Reading materials in two mother tongues, Filipino and English will be developed for early grade students to support children's effective oral language, vocabulary development, fluency and comprehension. Guidance will be inserted for teachers on how to integrate these reading materials into classroom activities in the target grades. Read alouds for use by teachers in implementing lessons and leveled readers for students to tackle reading on their own will be part of the materials development package for students.

#### **REGION-BASED INVENTORY OF MATERIALS IN ILOKANO AND CEBUANO LANGUAGES (AUGUST TO SEPTEMBER 2013)**

To inform materials development efforts, Basa conducted a rapid inventory and assessment of existing reading materials in two languages – Ilokano and Sinugbuanong Binisaya; and to identify challenges and opportunities related to materials development. Results from the materials inventory are outlined below:

- Some materials exist in the local languages in the form of short stories, picture books, small books, big pictures and big books but they are unaccounted for. Some materials have been uploaded to the Department of Education's website but in general, the materials have not been edited or quality checked as required by DepED policy;
- It is not clear if recently developed materials are well aligned with the DepED curriculum or if they are at the appropriate level for children's experience and reading skills. Some of the reading materials are too wordy, scary or contain typographical and grammatical errors, and inconsistencies in language used;
- In accordance with the existing policy that promotes Materials Development, Cebu Region (7) has already developed guidelines and standards on materials development as part of initial region level efforts.

- For Region 7, DepED trained people for materials development under the Curriculum and Learning Management Division (CLMD). This unit is responsible for the review, editing, digital lay-out and management of materials within the region.

Basa plans to link all materials development efforts to the new DepED curriculum to support key classroom instruction resources for the integrated language arts. Materials development should tie together the various stories, books and teaching-learning aids (as well as the teacher training content) across the three languages (MT-Filipino-English) and the three target grade levels.

### **SUB-RESULT 3.3 SUCCESSFUL ESTABLISHMENT OF AT LEAST TWO PUBLIC-PRIVATE PARTNERSHIPS TO LEVERAGE COUNTERPART RESOURCES, ESPECIALLY READING MATERIALS, EQUIVALENT TO AT LEAST 10% OF TOTAL PROJECT COST**

During Year 1 Basa made significant headway towards engaging private sector support for program implementation. To date, Petron has pledged 8.4 million PHP (~\$195,000) in support to the Basa program for 2014. National Bookstore (NBS) donated four reading corners and also made valuable contributions in the form of free transport, packaging and shipping for training supplies and relief goods. NBS also supported the publicity of the program during National Reading Month by hosting two read along events at a regional level. PBSP engaged member companies to provide ten reading corners to participating schools, with an at least four more to be donated early in 2014. PBSP will continue to identify such opportunities in the coming year, increasing the profile and involvement of member companies as our work grows in complexity. Brothers Brother Foundation (BBF) continues to support Basa by sending containers of books for distribution to teaching in conjunction with Basa-sponsored training events and book shopping fairs. Three containers of books are currently en route to the Philippines for Basa events to be held in the first quarter of 2014.



**Petron recently donated 8.4 million pesos to support the implementation of Basa. The partnership supports Petron's goal of empowering Filipino children and youth through improved access to education.**

To date, EDC has signed letters of commitment with NBS, Petron Foundation and National Book Store Foundation. Our work with PBSP member companies is formalized through their existing network structures. We continue to maintain contact with Nickelodeon in the hopes of identifying a clear opportunity for collaboration that is beneficial to both parties.

**TABLE 6. UPDATES ON CORPORATE PARTNERSHIPS**

<b>GDA PARTNER</b>	<b>PROGRESS WITHIN QUARTER 4</b>	<b>EXPECTED LIFE OF PROJECT OUTCOMES</b>	<b>YEAR I OUTCOMES</b>
<p><b>National Book Store</b></p>	<ul style="list-style-type: none"> <li>• Letter of Partnership signed</li> <li>• Donation of four reading corners</li> <li>• Support to read along activities at regional level</li> <li>• Support to training activities through provision of kits</li> </ul>	<ul style="list-style-type: none"> <li>• Procurement of supplemental reading materials in Filipino and English</li> <li>• Support to supplies provision at training activities</li> <li>• Contribute to reading awareness campaign activities</li> <li>• Donation of Reading Corners in support of awareness raising activities</li> </ul>	<ul style="list-style-type: none"> <li>• MOU signed for the acquisition and distribution of early grade reading materials and supplies to schools in Basa supported regions</li> <li>• Supplementary reading materials distributed to teachers through book shopping</li> </ul>
<p><b>Petron Foundation</b></p>	<ul style="list-style-type: none"> <li>• Petron Foundation has agreed to support the provision of materials to Grade 3 teachers during November’s National Reading Month celebration. The expected value of this contribution is approximately \$195,000 and will be used to furnish Filipino and English reading and teaching materials to Cebu based teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Procurement of supplemental reading materials in local languages</li> <li>• Provision of targeted support (materials, expertise) to training activities and community engagement work</li> </ul>	<ul style="list-style-type: none"> <li>• A DepED-endorsed and disseminated process for developing mother tongue, Filipino and English reading materials, including list of grade-level appropriate words and concepts</li> <li>• Letter of commitment on acquisition and distribution of early grade reading materials to schools in Basa supported regions</li> </ul>
<p><b>Brother’s Brother Foundation (BBF)</b></p>	<ul style="list-style-type: none"> <li>• One container of books is in port for Basa Pilipinas with three en route.</li> <li>• Distribution of these books will be in conjunction with training events or awareness raising activities, such as Brigada Eskwela.</li> </ul>	<p>Delivery of at least 2 million supplementary reading books</p>	<ul style="list-style-type: none"> <li>• Activities resulting in shipment of three containers for distribution in Year Two</li> </ul>

GDA PARTNER	PROGRESS WITHIN QUARTER 4	EXPECTED LIFE OF PROJECT OUTCOMES	YEAR 1 OUTCOMES
<b>Nickelodeon</b>	Discussions are ongoing with Nickelodeon and we remain in contact. Viacom’s programs in country do not directly serve the target market of Basa Pilipinas, and we will re-examine the partnership in the coming year to see how we can mutually benefit in our programming.	<ul style="list-style-type: none"> <li>• Subtitle Nickelodeon Programs as reading reinforcement tool</li> <li>• Reading awareness campaigns through TV messaging</li> </ul>	<ul style="list-style-type: none"> <li>• The programs currently aired by Nickelodeon do not match our target audience. As they look for opportunities to expand their reach in the Philippines, we will remain in contact.</li> </ul>

## SNAPSHOT Tougher After the Typhoon

**Access to training and materials help teachers make reading more fun and interesting to students.**



Photo: Tina Virina/USAID

*Bernardita Despi found a creative and innovative means to make her own teaching learning aids to get her pupil's more interested in reading.*

***“Lack of books is not enough reason for us to stop teaching reading. If there are none, we can make one. Nothing should stop us, not even the toughest typhoons.”***

**Telling Our Story**  
U.S. Agency for International Development  
Washington, DC 20523-1000  
<http://stories.usaid.gov>

When Typhoon Yolanda made landfall in central Philippines on November 8, it severely damaged the provinces of Leyte and Samar. Lives lost run to thousands, the number left homeless, even higher. Although substantially less, the northern part of Cebu province was also devastated, particularly the island municipality of Bantayan.

More than half of Bantayan's structures were heavily damaged, including school houses. Those that withstood Yolanda's wrath became shelters for families in the communities. One of those schools was Kabac Elementary School. Counting herself blessed, Kabac Elementary School Grade 1 teacher Bernardita Despi said she's thankful that she and her family are safe and alive.

Her town's streets were littered with debris from the typhoon but were passable for small vehicles. Although it took her longer to reach Cebu City, she still made it to the Materials Development (Mat Dev) Workshop and Competition, just two days after the deadly typhoon.

“I didn't think I'd make it to the training. But after seeing that the books in our classrooms were lost or badly damaged, I thought it best to be here. This activity is more meaningful to me because it taught me how to make better big books and teaching learning aids— something our school and students need because the little supply of books and reading materials we have had either been very severely damaged or destroyed,” Bernardita said. She added that the materials she will produce in the workshop may not be perfect but “these are the next best thing to real books. There's no excuse not to teach reading.”

Bernardita, together with 33 other early grade teachers from other districts were invited to a two-day workshop organized by USAID's Basa Pilipinas program to capacitate and improve their teaching skills in reading. The program is in full support of the national K-12 Curriculum of the DepEd.

“I am so thankful to USAID and the international community for all the help and support they give all my fellow Filipinos affected by the typhoon. Yolanda demolished our homes, tore down our buildings and schools, but no typhoon is strong enough to destroy the Filipino teacher's soul.”

## CROSS-CUTTING COMPONENTS

### MONITORING AND EVALUATION (M&E)

2013 saw the completion of Year 1 baseline data collection in Cebu and La Union, the release of analysis and findings on different M&E tools including the Early Grade Reading Assessment, Teachers' Beliefs and Practices survey, participant profiles including information on gender and disability, and the establishment of an M&E database and management system.

**TABLE 7. KEY ACCOMPLISHMENTS ON MONITORING AND EVALUATION**

EXPECTED YEAR ONE OUTPUTS	ACTUAL YEAR ONE OUTPUTS
<b>Completion of baseline data collection</b>	Year 1 baseline data collection for Cebu and La Union completed <ul style="list-style-type: none"> <li>• Collected 479 data points for EGRA</li> <li>• Collected 40 SSME and BIPI for the baseline</li> <li>• Collected SCOPE observation data for 40 teachers from the baseline schools (on-going)</li> <li>• Validated the BIPI baseline data (on-going)</li> </ul>
<b>Tools for data collection for project monitoring processes finalized</b>	Basa Monitoring and Evaluation Guide completed, including all data collection tools and instruction for their use in monitoring program data collection.
<b>Basa staff trained in proper data collection techniques</b>	Basa M&E staff received training on numerous occasions during the past year of intervention. The visit by EDC's M&E Advisor (of Emily Morris) in April 2013 included training for the M&E Director, Emmanuel Genio. Since, the Basa M&E Director has facilitated training for M&E Officers and other project team members. M&E Officers have also participated in training on EGRA data collection and SCOPE. They will continue to be engaged in training as our program evolves.
<b>Process for monitoring of training effectiveness in place</b>	As part of monitoring training activities for effectiveness, Basa Pilipinas developed and uses the following tools to inform work. <ul style="list-style-type: none"> <li>• Participant Profiles Forms</li> <li>• Pre- and Post Test</li> <li>• Training Evaluations</li> <li>• Training Attendance</li> </ul>

## KEY ACCOMPLISHMENTS

### BASA BASELINE DATA GATHERING

As part of scheduled monitoring and evaluation activities, Basa conducted the first collection and analysis of baseline data as a starting point for measuring change at the school level in our areas of intervention among Grade 2 teachers, administrators and students. Baseline tools administered included the Early Grade Reading Assessment (or EGRA) in Filipino for Grade 2 students, Teacher's Beliefs and Instructional Practices Inventory (BIPI), Standard Classroom Observation Protocol for Literacy (SCOPE-Literacy), and the Snapshot of School Management Effectiveness (SSME). A description of each tool and the rationale for its use follows.

**Early Grade Reading Assessment (EGRA) in Filipino for Grade 2 students.** EGRA is an oral



**An EGRA assessor tests the reading skills of a Grade 2 student from Cebu.**

assessment used to measure and document student achievement gains in reading in the Filipino language within Basa intervention classrooms. Baseline data collection in La Union and Cebu was conducted in August 2013 at 40 randomly selected DepEd schools (20 sample schools for each province). Basa's baseline data collection plan called for administration of EGRA-Filipino to 400 Grade 2 students randomly selected and equally divided by gender (200 Grade 2 students per province). The data collection team increased the sample to 479 to ensure that the minimum sample was met in case of data quality issues.

Initial interpretation of baseline EGRA data showed that phonemic awareness skills (initial sound identification subtest), familiar word reading, reading a passage, and listening comprehension questions had the highest proportion of correct responses. The results also revealed a large standard deviation value for all subtests, indicating significant variability in student scores. Subtests with lowest scores overall were letter naming and nonsense word reading. Girls on average demonstrated better results than boys. The difference is statistically significant at  $p < .01$  level for all tests but one: In the listening comprehension subtest boys and girls demonstrated similar average scores. Across seven other tested areas, girls demonstrated, on average, ten percent more correct answers than boys.

The data analysis also revealed considerable differences in performance between provinces. On average, students from Cebu demonstrated significantly better results than students from La Union in all subtests but three, at  $p < .05$  level. Students from La Union scored significantly higher in listening comprehension subtest, at  $p < .001$  level, and slightly higher in reading comprehension subtest. Prosody scores were similar among students from the two provinces.

**Teacher's Beliefs and Instructional Practices Inventory (BIPI).** BIPI is a self-administered teacher survey that aims to identify teachers' classroom practices and perceptions around student engagement with respect to reading and writing. Basa administered BIPI in August 2013 to Grade 2 teachers at the same 40 sample schools in La Union and Cebu tested for EGRA. Basa collected baseline survey data from 44 Grade 2 teachers between La Union and Cebu. An equal number of male and female teachers was the goal during the selection process, but this was not feasible given the limited number of male early grade teachers in the Philippines.

In November 2013, three months after the BIPI baseline data collection, Basa staff visited the Grade 2 teachers again and requested their participation in a face-to-face survey interview using a data validation tool

that documented the consistency of teachers' responses to specific questions in the BIPI survey and behavioral cues shown during the interview (e.g., quick response, hesitation, or confusion/need for clarification).

**Standard Classroom Observation Protocol for Literacy (SCOPE-Literacy) in Filipino for Grade 2 students.** SCOPE-Literacy is a classroom observation tool used to assess teachers' behaviors and practices in classroom management and language and literacy instruction. Basa's sample schools for this observation, again, were the same as those selected for EGRA and BIPI. Grade 2 teachers who participated in the BIPI survey were likewise requested to be observed for SCOPE. Baseline data collection ran from November to December 2013, with a total of 35 observations (18 in La Union and 17 in Cebu) completed between Basa staff and commissioned SCOPE Observers/Consultants. The remaining 5 sample schools/Grade 2 teachers are scheduled for observation on January 2014 after delays due to weather.

**Snapshot of School Management Effectiveness (SSME).** Basa also surveyed forty (40) elementary school principals from the baseline schools to gather demographic data to complement EGRA and SCOPE analysis and measure principal attributes and school characteristics. The survey is based on the Snapshot of School Management Effectiveness (SSME) and incorporates aspects of school quality, management, and effectiveness. The test was orally administered during EGRA data collection last August 2013.

#### **M&E SUPPORT TO MASS TRAININGS: PARTICIPANT PROFILING, PRE- AND POST-TESTING AND TRAINING EFFECTIVENESS EVALUATION**

The Basa M&E Team provided ongoing support to the Technical team in their training activity through collection and analysis of data and participant profiles information, pre- and post-tests, and training evaluations.

**Mass Trainings for Grade 1 and 2 Teachers.** Mass trainings for Grades 1 and 2 teachers in La Union and Cebu were held in multiple venues in the two intervention provinces between July and September 2013. Table 1 below shows the number of teachers who participated in the mass trainings, grouped according to the grade level they teach.

**TABLE 8. SUMMARY OF TEACHER MASS TRAININGS CONDUCTED BY BASA**

<b>AREA / DIVISION</b>	<b>GRADE 1 TEACHER</b>	<b>GRADE 2 TEACHER</b>	<b>GRADE 3 TEACHER*</b>	<b>OTHER DESIGNATION **</b>	<b>NOT SPECIFIED **</b>	<b>TOTAL PARTICIPANTS PER AREA / DIVISION</b>
Cebu	1,407	1,424	13	206	657	<b>3,707</b>
La Union	432	397	6	44	249	<b>1,128</b>
<b>Total participants per grade level</b>	<b>1,839</b>	<b>1,821</b>	<b>19</b>	<b>250</b>	<b>906</b>	<b>4,835</b>

\* Multi-grade level teachers, i.e., teaching in Grade 1, Grade 2 and Grade 3 classes.

\*\* Principal / School Administrator / DepEd Official

\*\*\* Participants did not specify the grade level(s) they teach in.

## Participant Profile

### *Basic Profile*

Mass training participants were predominantly female in both La Union and Cebu. Male early grade teachers, school administrators and DepEd officials made up around 10% of the total attendees. However, a further look into the profiles of the participants showed that early grade teachers were mostly female while a majority of the principals / school administrators were male (Table 2 and 3).

Nearly all who attended the trainings were teachers, who are the primary beneficiaries of these mass trainings. Principals and school administrators were also invited to attend, as their support for the training content is essential to the success of the program. Based on the profile analysis, the ratio of principal/school administrator to teacher at the training was approximately 1:4.

More than half of the participants belong to the 30-50 year-old age group. This finding is true for both La Union and Cebu, as well as across teachers, school administrators and DepEd officials (Table 2).

When asked about the technology that they own or have access to, most of the teachers mentioned computers or laptops and smartphones (or Android phones). This represents a significant opportunity for the Basa program and will be factored into our planning for the coming year.



**A teacher from La Union accomplishes the Basa participant profile form before the start of the training--used to capture general demographic information on all Basa-trained teachers.**

**TABLE 9. DESIGNATION OF PARTICIPANTS FROM THE TEACHER MASS TRAININGS**

PRESENT POSITION / DESIGNATION OF PARTICIPANTS	LA UNION (N=1,129)		CEBU (N=3,707)	
	FEMALE	MALE	FEMALE	MALE
Teacher	86%	23%	85%	27%
Principal / School Administrator	13%	76%	13%	68%
DepEd Official	0%	1%	0%	3%
Others: LGU-funded teachers	0%	0%	1%	2%
No answer	1%	0%	1%	0%

### *Language Profile: Teachers' Language of Instruction and Students' Spoken Language(s) in Classroom*

The profile analysis also generated insightful information about language use among teachers and students in classrooms in La Union and Cebu.

La Union early grade teachers reported that they are most comfortable teaching in Ilokano, followed by Filipino. Specifically for Grade 2 teachers, an equal portion of the teachers speak Ilokano and Filipino in their classes. Most of them also use English in classroom instruction, although it is a far second from Ilokano and Filipino. Based on these findings, early grade teachers' class instruction can be characterized in La Union as a mix of Ilokano and Filipino and in Cebu, predominantly Cebuano.

Tables 4 and 5 present the common languages used in teachers' instruction in early grade classrooms.

**TABLE 10. LANGUAGE PARTICIPANTS ARE MOST COMFORTABLE TEACHING WITH – LA UNION TEACHER TRAININGS**

LANGUAGE PARTICIPANTS ARE MOST COMFORTABLE TEACHING WITH	MASS TRAINING PARTICIPANTS - LA UNION		
	GRADE 1 TEACHERS (N=432)	GRADE 2 TEACHERS (N=397)	GRADE 3 TEACHERS (N=7)
Ilokano	91%	85%	67%*
Filipino	84%	85%	67%*
English	59%	70%	50%*
Tagalog	38%	37%	17%*

\* Caution in reading percentages—small base/sample size

**TABLE 11. LANGUAGE PARTICIPANTS ARE MOST COMFORTABLE TEACHING WITH – CEBU TEACHER TRAININGS**

LANGUAGE PARTICIPANTS ARE MOST COMFORTABLE TEACHING WITH	MASS TRAINING PARTICIPANTS - CEBU		
	GRADE 1 TEACHERS (N=1,407)	GRADE 2 TEACHERS (N=1,424)	GRADE 3 TEACHERS (N=13)
Cebuano	98%	97%	62%*
Filipino	77%	82%	46%*
English	75%	81%	54%*
Tagalog	15%	18%	15%*

\* Caution in reading percentages—small base/sample size

Consistent with earlier results, mother tongue remains the language dominantly spoken by students, based on teachers' reports in both La Union and Cebu. Filipino follows, albeit a far second, as the most commonly spoken language of the students. In La Union, a third of the early grade teachers reported that between

Ilokano, Filipino, English and Tagalog, students spoke English least frequently. In Cebu, for the majority of the early grade teachers, their students speak English more commonly than Tagalog. Table 6 and 7 present the common languages spoken by students according to early grade teachers.

**TABLE 12. LANGUAGE SPOKEN BY STUDENTS ACCORDING TO TEACHERS – LA UNION TEACHER TRAININGS**

LANGUAGE SPOKEN BY STUDENTS ACCORDING TO TEACHERS	MASS TRAINING PARTICIPANTS - LA UNION		
	GRADE 1 TEACHERS (N=432)	GRADE 2 TEACHERS (N=397)	GRADE 3 TEACHERS (N=7)
Ilokano	94%	94%	67%*
Filipino	74%	74%	67%*
Tagalog	48%	49%	17%*
English	27%	39%	67%*

\* Caution in reading percentages–small base/sample size

**TABLE 13. LANGUAGE SPOKEN BY STUDENTS ACCORDING TO TEACHERS –CEBU TEACHER TRAININGS**

LANGUAGE SPOKEN BY STUDENTS ACCORDING TO TEACHERS	MASS TRAINING PARTICIPANTS - CEBU		
	GRADE 1 TEACHERS (N=1,407)	GRADE 2 TEACHERS (N=1,424)	GRADE 3 TEACHERS (N=13)
Cebuano	98%	97%	62%*
Filipino	66%	72%	46%*
English	46%	57%	38%*
Tagalog	15%	16%	15%*

\* Caution in reading percentages–small base/sample size

## GENDER AWARENESS AND DISABILITY INCLUSION

Part of Basa Pilipinas Program’s Gender Action Plan is to collect data and respond to the performance indicator, “Proportion of participating school heads, supervisors, and teachers reporting that they have increased gender awareness in their management and teaching.” Based on the profile analysis of mass training participants, only 35% of the teachers, school heads, and supervisors were trained on gender

awareness in their school management and teaching. In La Union, more than half or 63% of respondents reported that they have received some form of training on gender awareness. In Cebu, only less than a third (27%) of the respondents said that they underwent training on gender awareness. The Basa Gender and Disability Plan and Annual Report are included as annexes for more detail on this topic.

Table 8 presents the total as well as aggregated number of respondents from La Union and Cebu who underwent gender awareness training.

**TABLE 14. GENDER AWARENESS TRAININGS ATTENDED BY TEACHER MASS TRAINING PARTICIPANTS**

AREA / DIVISION	HAVE YOU HAD TRAINING ON GENDER EQUALITY, GENDER MAINSTREAMING AND/OR GENDER AWARENESS?				
	YES	%	NO	%	TOTAL
La Union	712	63	416	37	1 128
Cebu	1000	27	2707	73	3707
<b>TOTAL</b>	<b>1,712</b>	<b>35</b>	<b>3,123</b>	<b>65</b>	<b>4,835</b>

Apart from gender awareness and mainstreaming, disability inclusion is another important component that Basa has integrated in its program design. Results from the profile analysis has also provided Basa with preliminary information about the teachers' current needs and challenges when it comes to working with children with special needs or disabilities.

Based on the results, 26% of total respondents disclosed that they have students who they perceive have some form of disabilities. More than a third of this group of teachers (37%) said their students have mental or developmental problems. Around 20% reported their students have physical disability or visual impairment, while 12% claimed their students have hearing impairment. Of the total attendees of the mass trainings, only 9% percent or 448 education personnel stated they have had training on how to teach children with disabilities.

**TABLE 15. INFORMATION ON CHILDREN WITH DISABILITIES AND DISABILITY INCLUSION PROGRAMMING IN SCHOOLS (BASED ON PARTICIPANTS PROFILE FORM FROM TEACHER MASS TRAININGS)**

DO YOU HAVE STUDENTS WITH DISABILITY?					
AREA / DIVISION	YES	%	NO	%	TOTAL
La Union	333	30	795	71	1,128
Cebu	923	25	2,784	75	3,707

<b>TOTAL</b>	<b>1,256</b>	<b>26</b>	<b>3,579</b>	<b>74</b>	<b>4,835</b>
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**IF YES, WHAT TYPE OF DISABILITY?**

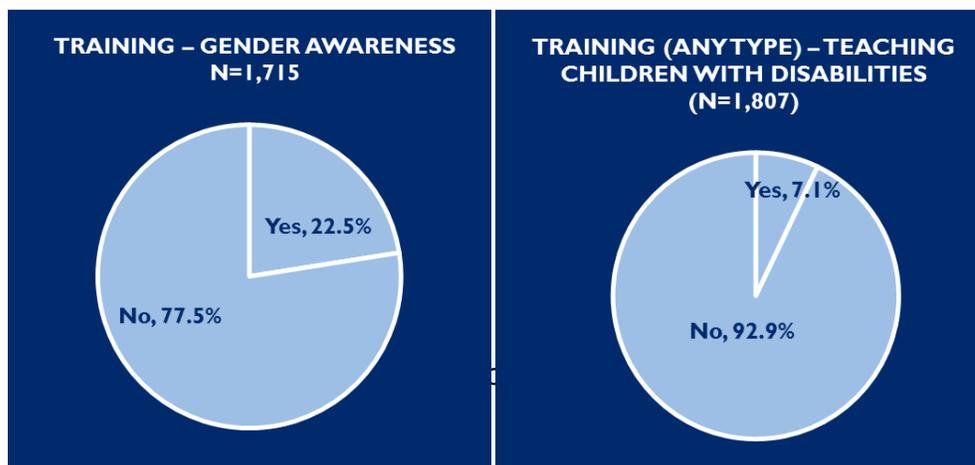
Type of Disability	F	%
Visual	316	20
Audio	185	12
Mental	581	37
Physical	367	23
Others	126	8
<b>TOTAL</b>	<b>1,575</b>	<b>100</b>

**HAVE YOU HAD TRAINING ON HOW TO WORK WITH CHILDREN WITH SPECIAL NEEDS?**

Area / Division	Yes	%	No	%	TOTAL
La Union	192	17	936	83	1,128
Cebu	256	7	3,451	93	3,707
<b>TOTAL</b>	<b>448</b>	<b>9</b>	<b>4,387</b>	<b>91</b>	<b>4,835</b>

Results from the Teacher’s Survey or BIPI (Beliefs and Instructional Practices Inventory) about trainings received on gender awareness and disability inclusion confirmed and provided more depth to the findings of the profile analysis. The BIPI survey confirmed that indeed, only 23% of the teachers received any form of training on gender awareness and only 7% on disability inclusion.

**FIGURE I. TRAINING IN GENDER AWARENESS AND DISABILITIES**



The BIPI survey also asked teachers a series of questions about teacher beliefs and practices as they relate to gender and special needs students. This analysis focuses on the seven (out of 30 total) questions that directly relate to disability and gender awareness. Respondents were asked whether they agreed, disagreed, or had no opinion to these disability- and gender awareness- related statements. Teachers’ responses indicate that they generally: a) believe that boys have more difficulty in learning to read and write than girls; b) support mixed-sex reading activities (i.e., mix of boys and girls); and c) support inclusion or mainstreaming of children with difficulties or disabilities in regular classroom or literacy activities.

These complementing results from the Participant Profile form and BIPI survey show that there is a need to address issues relating to gender awareness and equality and disability inclusion in teachers’ teaching and school management. Teachers lack trainings on gender awareness and disability inclusion and hold some bias when talking about differences between male and female students in learning to read and write. Further, there is a substantial portion of teachers who reported having students with disabilities. But despite these gaps, it is encouraging that teachers also expressed support to mixed-sex reading activities and mainstreaming of children with disabilities in literacy activities. This positive attitude towards gender equality and disability inclusion is a springboard for Basa to identify how best to integrate gender and disability topics into teacher training programs.

## MASS TRAINING EFFECTIVENESS EVALUATION

Basa utilizes both formal and informal methods of soliciting feedback to gauge the effectiveness of its trainings and to identify areas for improvement. For formal data collection, Basa uses pre and post tests and training evaluation surveys. Pretest and posttest are used to assess participants’ content knowledge acquired throughout the training and to measure the fidelity of the training to Basa’s objectives. These training evaluation forms aim to capture not only participants’ level of satisfaction on the training but also their comments about the activity. Below are the pre-test and post-test scores for the various trainings conducted:

**TABLE 16. PRE TEST AND POST TEST SCORES**

ACTIVITY	PRE TEST SCORE	POST TEST SCORE	DIFFERENCE	% CHANGE
Training of Trainers – La Union	11.7	15.3	3.6	+ 30.8%
Training of Trainers – Cebu	12.4	15.3	2.9	+23.4%
*Mass Training – La Union	9.7	13.0	3.3	+34.7%
*Mass Training – Cebu	8.8	11.6	2.8	+31.8%

\*partial results, reflects 10% of total respondents

The pre and post tests that were administered during the Training of Trainers and Mass Trainings from June until September were multiple choice questionnaires that asked questions ranging from identification of domains and competencies in the Integrated Language Arts Curriculum to determining appropriateness of phonological awareness exercises. The perfect score for each test was 17 points. Table 10 shows that across all trainings, there was an increase in post test scores of at least 2.8 points indicating that Basa trainings were able to enhance teachers' knowledge of effective teaching of reading.

As for participants' evaluation of Basa trainings, a majority rated the trainings between good and excellent. With regard to specific items of the training, based on the partial evaluation results of mass trainings in Cebu and La Union, the statement *adequate time was provided for questions and discussion* received the least number of "strongly agree" remarks (58% for Cebu, 63% for La Union). Basa recognizes that some factors could have reduced the time for questions and discussion such as the larger number of participants in breakout groups (for La Union) and plenary setup (for Cebu); as well as longer talk time of facilitators. In Table 11, the evaluation results for the mass training in La Union and Cebu are presented.

**TABLE 17. MASS TRAINING EVALUATION RESULTS\***

STATEMENT	"STRONGLY AGREE"	
	LA UNION	CEBU
The training met my expectations.	72%	78%
I will be able to apply the knowledge learned.	79%	76%
The training objectives for each topic were identified and followed.	76%	75%
The content was organized and easy to follow.	73%	72%
The materials distributed were pertinent and useful.	86%	68%
The trainer was knowledgeable.	78%	66%
The quality of instruction was good.	72%	64%
The trainer met the training objectives.	77%	62%
Class participation and interaction were encouraged.	76%	61%
Adequate time was provided for questions and discussion.	63%	58%

\* partial results, reflects 10% of total respondents only

The evaluation forms also contained open-ended questions on possible areas of improvement and the participants' comments. For Cebu ToT, some of the comments focused on content such as the need for

more activities, strategies and examples. One respondent remarked that, “it would be more meaningful if assessment strategies and techniques were provided during discussion”. Another requested for “varied sample activities you effectively use in your classroom to add on our respective group activities”. For La Union ToT, many participants expressed that the training was timely and they had a wonderful time.

For Mass Trainings, in La Union, many gave feedback on the logistics (venue, food, sound system), time management including time allotted for preparation of instructional materials and provision of additional sample materials. In Cebu, many commented on the training venue (small, hot, not conducive), inadequate time for the preparation of instructional materials and longer period of training. One participant asked for “more time to make outputs so we don’t have to work at home”. In both provinces, several participants expressed that they want more trainings similar to this one.

In addition to reviewing training evaluation forms from participants, Basa conducts other activities to monitor and validate the effectiveness of its trainings. Among these are training evaluation meetings with Basa staff and DepEd, informal interviews with some trainers and participants and field reports from staff members assigned to support Mass Trainings. Further, during Basa-led trainings such as ToT, Basa performs end of day review with trainers and staff to identify issues and apply corresponding adjustments on the training.

The additional validation activities provide Basa some insights about factors that may have affected training effectiveness. The field observation reports in Cebu Mass Trainings for instance indicate that to some degree the fidelity to training design may have influenced training outcomes. There were some changes to the Cebu Mass training design as suggested by DepEd Cebu Division. The revisions included a shift from breakout to plenary facilitation in some areas, the grouping of all lectures and discussion part of each topic on first and a half day; the shift of the materials development section to the second day; and the addition of short video clips on topics such as 21<sup>st</sup> century skills and on K to 12 instruction. These changes in training setup and schedule could have had a negative influence on participation and discussion opportunities.

## **M&E DATABASE CREATION AND MANAGEMENT**

The project’s Management Information System (MIS) was launched on August 2013. The system was designed using MS Access/MySQL database which supports multi-user data encoding. To date, the Basa MIS system has captured the following information:

- Activity profiles
- Participant Profiles
- Pre and Post Tests
- Training evaluation
- Teacher’s Learning Materials (TLM) with the use of Barcoding for books

With the support of three temporary data encoders beginning November 2013, the above-mentioned M&E forms and information collected in 2013 are now entered into the system. The database now holds significant information to support the project’s data needs/

The M&E Team also utilized Android-based Tablets for data collection. SurveyToGo software (<http://www.dooblo.net/>) captures data from the tablets and uploads into cloud storage that can be easily extracted or exported and analysed using MS Excel or SPSS.

With the help of M&E Technical Advisors from EDC Headquarters, the Team developed the following Survey to Go (StG) surveys.

1. eEGRA
2. SSME
3. BIPI
4. BIPI Validation
5. Planning Workshop Evaluation

## **M&E CAPACITY-BUILDING ACTIVITIES FOR BASA STAFF AND PARTNERS**

Basa Technical assistance during Year 1 included a visit from EDC's Monitoring and Evaluation Advisor (Emily Morris) in April 2013. Ms. Morris supported the finalization of the Basa Monitoring and Evaluation Plan and Contract Monitoring Plan and worked with the Basa M&E Director to develop monitoring tools, establish the proper flow for data from regional to national offices. She also assisted in the drafting of an M&E Guide for internal use, detailing the forms and processes to be used for effective and efficient data management. Included in the M&E Guide are details of all documents, tools, and procedures to support each program indicator as well as a clear description of data flow.

Basa M&E Officers, one each for Cebu and La Union, were recruited during the second quarter of 2013. The M&E Director oriented the M&E Officers on the approved M&E Plan, internal M&E Guide, Basa indicator framework and the procedures that will be used to collect data over the course of the program.

The Basa M&E Director also visited the EDC Office in Washington DC for a week while in the US on personal travel to work on the analysis of the Baseline data (EGRA, BIPI and SSME) and to update the M&E manual with the EDC M&E team in Washington DC.

The Basa program M&E team has put in place systems and procedures to ensure that data is properly documented, managed and updated on a quarterly and annual basis. The M&E team will also conduct Data Quality Assessments (DQA) on a quarterly basis based on the Basa DQA Guide. Any data issues found will be reported to USAID in the Quarterly Reports and action will be taken internally to improve protocols and practices. Implementing partners will also be trained to conduct DQAs.

The M&E team recognizes that it has to quickly turnaround results of training data (i.e. participant profile form, training evaluation form) so that these can be readily accessed and used in technical programming. For 2013, the M&E Team ran partial analysis and reports of the data captured in trainings to quickly provide data and information for the program. Basa has since recruited three (3) data encoders to encode the rest of the data from 2013.

In the coming year, a Basa Program Dashboard will be set up to allow for easy access to data and program information. This will facilitate access to data by decision makers and interested parties at all levels of programming.

In Year two (2) of the program, the M&E Team sees a more active role in Basa as it prepares to undertake the following:

- Recruitment of M&E staff for expansion province of Ilocos (Norte and Sur) and Bohol;
- Year 2 Baseline (Grade 2 and 3) activities for Basa
  - Midline Baseline (year 2) for Cebu and La Union;
  - Baseline for expansion provinces of Ilocos Norte and Sur, and Bohol;
- M&E teacher training support for all program areas;
- Establishment of online Dbase (DB Genie) and a Basa M&E Dashboard
- Support to data collection efforts as part of Basa’s research agenda

## OUTREACH AND COMMUNICATIONS

**TABLE 18. KEY ACCOMPLISHMENTS ON OUTREACH AND COMMUNICATIONS**

EXPECTED YEAR ONE OUTPUTS	ACTUAL YEAR ONE OUTPUTS
Development of Outreach and Communications Strategy for Program	Led the program’s celebration of the National Reading Month. Reading awareness raising campaign developed and approved (to be rolled out in Year 2).
Submission of regular reports and highlights to USAID	Quarterly Reports submitted on time
Development of brochures and informational materials for Basa launch events and general information	USAID-compliant one-pager and informational materials completed and circulated during Basa events and activities.
Production of presentations on Basa Pilipinas results for information sharing	Presentations produced and delivered during meetings throughout the year for various stakeholder audiences.

Throughout Basa’s first year of implementation, O&C has provided comprehensive support to technical programming, both in the development of program materials and collaterals as well as through the documentation of events through stories and photos. The O&C team supported the promotion of Basa as USAID’s flagship reading program, ensuring that program branding was compliant and consistent. O&C was also instrumental in the planning and implementation of Basa’s reading awareness campaign in November, leveraging key partnerships and resources from the private sector to highlight the importance of reading. Other key accomplishments include regular contributions to quarterly progress reports, generation of monthly program highlights, and development of event-based scene setters and press releases.

As field implementation gains ground and the program’s reach increasingly expands, O&C continues to compile and develop stories that will highlight Basa’s broad-scale contribution to reading improvements in the Philippines. O&C is currently leading efforts to establish of guidelines and processes for the program’s

internal and external communications; developing messages that will promote better understanding of Basa's objectives and initiatives and foster improved relations with stakeholders, including DepED.

Basa's Outreach & Communication team's main responsibility is to formally introduce and brand the program while also increasing awareness among stakeholders about the importance of reading. Communications and promotion are part of the program's larger strategy to boost reading and literacy outcomes for Filipino students in grades 1 to 3. Basa also acknowledges the need to address communication issues of its internal (cross-functional and regional teams) and external (DepED, community partners) audiences.

Basa sees Year Two as an ideal time to reach out to stakeholders in a strategic manner in conjunction with program events. The program is better prepared with data and information that can be utilized in developing communication materials that more realistically present, as well as contextualize, issues on reading. This approach will help the team to increase momentum around the program's strategic goals.

O&C was able to provide communications support to the program management team and to guide staff in the proper branding and marking standards set by USAID. As the program moves on to its second year, the staff, especially the regional teams would have to be capacitated in O&C to better maximize time and resources.

## NATIONAL READING MONTH (NRM) CELEBRATION

Towards the end of Quarter 2, the Basa Outreach and Communications team prepared for National Reading Month (NRM) celebrations in November. Basa management convened a technical working group (TWG) composed of Basa program and O&C staff and representatives from its implementing partners, National Bookstore Foundation, Inc (NBSF), Save the Children and PBSP.

From August to November, the O&C team led preparations for Basa's celebration of National Reading Month (NRM). Working closely with the NRM TWG, O&C consolidated Basa's month-long calendar for the NRM, which included two division-wide Materials Development Workshop and Competition for DepED teachers, two regional read-along events hosted by Basa's corporate partner, NBSF, and a national culminating activity with the DepED. O&C's major tasks included the development of the latter's program design, identification of participants, development and supervision of materials production (signage, banners, exhibit, etc.), writing of event script, and overall event direction.

A highlight during the NRM culminating ceremonies held on November 27, 2013 at the DepEd's *Bulwagan ng Karunungan*. was a six-minute audio-visual presentation (AVP) on the accomplishments of Basa Pilipinas. The video was produced by the O&C together with the Basa technical team and SEAMEO Innotech. O&C also staged a mini-exhibit showcasing Basa's work and accomplishments to date.

O&C coordinated the participation of Basa corporate partners, NBSF and PBSP and assisted them in setting up mock-up displays of their donated library corners. The displays were aimed at allowing the audience to



have a better appreciation of the library corners, complete with at least 250 book titles and furniture (shelves, tables and chairs) and how these will be arranged in the libraries of the beneficiary schools in La Union and Cebu. Necessary signage materials for proper branding and marking and acknowledgement of partners were also prepared and produced by the O&C.

## **STAFF ORIENTATION ON USAID BRANDING AND MARKING GUIDELINES AND PRODUCTION OF BASA PROGRAM MATERIALS**

A key initial activity of the O&C team was orientation for the newly organized Basa team on the branding and marking guidelines of USAID at a staff training held from June 20-21, 2013. The O&C orientation explained how programs like Basa Pilipinas should be positioned in compliance with set USAID guidelines. Also included in the discussion were general USAID branding requirements on various materials, activities and events as well as proper acknowledgement of partners (DepED, implementing partners, corporate partners).

From Quarter 2 to Quarter 3, O&C developed branding and communication materials and ensured that all activities were visibly associated with USAID. The Basa factsheet, a one-page document that describes the program's goals, objectives, and key component was developed and submitted to USAID for approval and has since been used for general promotion purposes. With the mass training for teachers as priority activities from July to September, O&C produced branded event signages as well as other training-related materials such as name tags, certificates, and presentation slides. The O&C team is always on the look out for opportunities to improve branding of materials and event collaterals.



**Former US Ambassador to the Philippines Harry Thomas visited the Basa booth at the USAID Partnership for Growth media forum in September.**

For Basa's participation in two Mission events in September, O&C produced table top infographic displays and event banners. These were used in the *Kapiban sa Embahada* (press conference on Partnership for Growth Program) on September 24 and the National Launch of the Philippine-American Fund on September 30 in Manila and October 2 in Cebu.

O&C also prepared press releases with accompanying photographs to summarize Basa events and to contribute to the USAID compilation of program highlights. All releases were submitted to the COP, who in turn submitted them to USAID COR for approval. Distribution and/or publication of releases were coursed through USAID.

## **PARTICIPATION IN THE NATIONAL TEACHER'S MONTH CELEBRATION**

Basa, through O&C, represented USAID in a series of meetings organized by the National Teachers' Month (NTM) Coordinating Council from July to September as part of the preparation for the NTM celebration on September 5 to October 5. USAID, in a meeting with DepED Secretary Armin Luistro August 27, committed to support the National Teachers' Month campaign through the activities of Basa Pilipinas.

The NTM Coordinating Council is composed of representatives from the different offices of the DepED, allied agencies, and private organizations. The O&C participated in several meetings in preparation for the NTM celebration from July 11 to September 24.

Basa led NTM festivities in Cebu where the two mass training events for Grades 1 and 2 teachers were held, on September 5-7 and September 12-14, respectively. During the training's opening program, Basa talked about the importance of honoring teachers, specifically their role in nation-building and ended with Cebu teachers reciting the National Teachers' Prayer.

## EMERGENCY RESPONSE IN BOHOL AND LEYTE

Implementation plans for Bohol as a Basa expansion site was affected by the magnitude 7 earthquake that shook the province in late October. Staff hiring and office space selection gave way for the response and recovery activities after damage assessment was jointly conducted by USAID and the DepED. Just three weeks after the quake, powerful Typhoon Yolanda ravaged the Visayas in December and left a massive devastation to life and property in the provinces of Leyte, Samar and northern parts of Cebu.

USAID is one of the lead providers of humanitarian aid for the affected areas and has been distributing emergency school kits to public elementary students and teachers in Bohol, Leyte and parts of Cebu. USAID sought the assistance of Basa for the coordination of all communications-related efforts in Bohol surrounding a kit distribution event attended by the US Ambassador. The event was facilitated by Basa implementing partner Save the Children (SC) whose field operations team for response and rescue was already in place.

O&C prepared layouts for the signage and branding of the kits that were distributed to school children. O&C also wrote the captions to the photographs taken by the SC team during the Bohol distribution that was led by the new US Ambassador to the Philippines Hon. Philip Goldberg and USAID/Philippines Mission Director Gloria Steele.



**Ambassador Philip S. Goldberg (2<sup>nd</sup> from left), together with DepED and Bohol LGU officials, distributes 'Back to School' kits at Maribojoc Central Elementary School in Maribojoc, Bohol Province.**

## LOOK AHEAD

Next year and beyond, the O&C plans to pursue a more active role in mobilizing community support in support of reading activities. This will be done through close collaboration with DepED and other partners to align activities, harmonize efforts and ensure better leverage of resources. The team will also be more active in identifying beneficiaries and interventions for success stories to communicate the vision of Basa Pilipinas and to inspire communities to action. Community-based activities envisioned for year two will encourage people to support reading and local literacy improvement.

During the Basa work planning workshop on December 12 and 13, O&C presented and shared with the program management team its planned activities for Year 2 with the following thrusts:

- **Continue support to program branding and visibility.**
  - Capacitate the staff, especially the regional teams in O&C-related concerns, particularly in identifying potential success stories;

- Increase media visibility in collaboration with USAID, DepED, PBSP and other (corporate) partners who have media access; and
  - Create opportunities for the dissemination of Basa information (i.e., research dissemination forums, USAID’s Kapihan).
- **Develop a more comprehensive communications campaign for reading and literacy improvement for early grade Filipino children.**
    - Build on the campaign by integrating its proposed activities with existing DepED programs and activities (i.e., Brigada Eskwela, National Teacher’s Month, National Reading Day, International Literacy Month, etc.); and
    - Engage a broader community as part of the non-traditional/non-media promotion of early grade reading in collaboration with the DepED division levels and Basa regional teams.
  - **Forge stronger collaboration with existing corporate partners and establish partnership with new stakeholders partners for a more dynamic private participation to the program.**

## PROGRAM SUPPORT AND ADMINISTRATION

**TABLE 19. KEY ACCOMPLISHMENTS ON PROGRAM SUPPORT AND ADMINISTRATION**

EXPECTED YEAR ONE OUTPUTS	ACTUAL YEAR ONE OUTPUTS
Finalize Letters of Authorization and Subcontracts with Save the Children, Seameo Innotech and PBSP	Subcontracts developed and formalized with all partners
Hold regular meetings to review contractual obligations and establish monitoring process	Regular technical coordination, planning and consultation meetings held with all partners
Validate work plans and deliverables for each agency	Annual work plans and key deliverables for all partners reviewed and validated
Work as a unified team to accomplish program objectives	Basa Pilipinas team developed and function as a united group of partners, collaborating toward common Basa objectives

### INTERNAL MANAGEMENT STRUCTURES

To support the management of a program with offices in multiple locations and many streams of tasks, the team relies on program leadership for convening regular internal meetings for planning and task management. Strong administrative support is a prerequisite to successful execution of technical activities. The program support team consisting of Administration, Human Resources and Finance staff was active throughout the year for staffing, office set up, procurement, and finance. The team works together to support procurement of needed materials and to ensure effective and efficient roll out of training activities.

## STAFFING

Full staff recruitment and hiring was completed to cover the Year 1 programming load. The pacing of staff recruitment was aligned to the actual pacing of project implementation, that evolved in response to the longer than expected project validation process with senior DepED officials. A staff list with hire dates is included as Annex to this report. Fourteen team members are based in the Basa central office in Pasig, with eight in Cebu and seven in La Union for a total of 29. Recruitment is currently underway for newly identified Basa offices in Ilocos Norte and Sur as well as in Bohol, to be completed within the first quarter of year two.

Basa Pilipinas conducted a comprehensive 2-day staff orientation for new staff members from June 20-21, 2013 detailing the following important topics:

- Overview of Basa Pilipinas Program
- Introduction of Implementing Partners
- Details of Activities and Expected Outcomes
- Discussion about Basa Identity, Communications and Branding
- Discussion about Monitoring and Evaluation Component
- Presentation of Policies and Procedures
- Planning and Implementing Training Activities
- Wellness and Employee Resiliency
- Child Safeguarding and Privacy through Programming

Basa staff members were equipped with the necessary information to perform in their roles on the program. The workshop also provided an ideal opportunity for team building and discussion of the various technical aspects of the program. Representatives from all partner organizations were in attendance, as was EDC's Vice President for Asia Programs, Steve Anzalone.

During the fourth quarter, Basa staff gathered for a two day retreat to review the experiences and accomplishments from the year and to plan for the year ahead. Specifically the 2-day staff reflection and planning retreat focused on:

- Accomplishments to Date
- Debrief of Year One Activities
- Presentation of Technical Program Pathway
- Review of Program Partners Contributions
- Contract Monitoring Status
- Outreach and Communications Overview

- Reviewing of Year 2 Work Plan after discussions with various stakeholders
- Look ahead exercise “ Keep Doing, Stop Doing and Start Doing”
- Team Building Activities

Basa staff from the technical, monitoring and evaluation and outreach and communications departments were all present and each participant had ample opportunity to contribute to the various reflection and planning discussions.

## OFFICE ESTABLISHMENT

The renovation of three Basa offices was completed within the work year, including Cebu, La Union and Pasig. Basa space across the street from DepED’s central office in Pasig was completed in July, with the Basa office in La Union completed around the same time. Basa staff were working within the Cebu space in July and August of last year, but the renovation was only completed in December after delays due to DepED relocation of the team occupying the space prior to Basa. There was also a need to conduct a second assessment of the property after the earthquake in October of last year. The first quarter of Year 2 will be focus on renovations for DepED assigned offices in Laoag and Vigan cities, and in Bohol through our partner Save the Children, as part of our expansion for work with cohort 2.

## MOBILE MONEY INITIATIVE

In an effort to improve safety and efficiency in Basa administrative procedures, the need to automate reimbursement payments to teacher participants was identified as a priority after the first training roll out in June of last year. Soon after, Basa Pilipinas connected with the Scaling Innovations in Mobile Money (SIMM) project, funded by USAID, to explore payment options through mobile money initiatives available in country. SIMM leadership: (COP, Mamerto Tangonan, Chief of Party and Donato Pua, ICT Specialist) introduced Basa Pilipinas staff members to the three available mobile money providers in country, BPI-Globe BanKO, Globe GCash, and Smart Money and facilitated meetings with staff members from each for a presentation of their services. A team within Basa was established to move the mobile money payment process forward, comprised of our Finance Manager, Operations Manager and MIS/IT Manager. This team tested the various payment options and consulted at length with representatives from each of the three companies to determine the pros and cons of each service. Finally, BPI-Globe BanKO was selected as the most appropriate provider of the mobile payment service for the following reasons:

- Issuance of SIM cards on site
- Fast registration process



**Mylene Dagala, Grade 3 teacher from San Nicolas Elementary School, La Union receives her transportation reimbursement through her new BPI-Globe BanKO account.**

**Basa adopted this innovative mobile payment solution to give program staff a safe and secure means for disbursing bulk cash payouts to teachers.**

- Successful partnership with BPI for regular banking needs
- Online portal with reporting options
- Availability of staff to facilitate registration in mobile money system at training sites

The process for using BPI-Globe BankKO for reimbursement is as follows:

1. Teachers fill out a registration form (see Annex for Sample Forms) and submit a photocopy of a state issued ID card
2. BPI-Globe BankKO personnel review the registration form for errors and upload the information to their regional office
3. After account is verified at regional level, a unique account number, ATM card and SIM card are issued to each new user
4. Basa Pilipinas staff members and DepED counterparts review reimbursement claims for transportation and per diem (as appropriate)
5. A master spreadsheet is created by Basa with teacher names and reimbursement amounts, which is verified against the invitation documents and attendance sheets to ensure participants were invited and that they attended all sessions.
6. Account information provided by BPI-Globe BankKO is added to the master spreadsheet after verification of names
7. The spreadsheet is uploaded to the BPI Banking Portal after authorization by the account signatory
8. Teachers receive a text message indicating that the reimbursement has been transferred to their account
9. Teachers withdraw the amount due to them from ATMs or from banking outlets.

Basa agreed to cover the registration cost for teachers and the cost of the reimbursement transaction. The fees for use of this service are 50 pesos per person, a reduction from the 100 pesos normally charged to individual users. Compared to the transportation costs and staff time for personnel needed to process reimbursements in person, the banking fees are reasonable. For a 3 day training activity using the normal reimbursement process, at least 250 person hours (5 staff at 10 hours per day for 5 days) are required to take care of the following tasks:

- a) review of reimbursement claims
- b) withdrawal of funds from banks in small currency
- c) counting of money for each participant and stuffing envelopes
- d) distribution of funds to teachers
- e) liquidation of all funds received

Two support staff were needed on site for the mobile money payment processing. This does not factor in the most important factor, which is a reduction of risk to staff traveling with large quantities of cash to remote areas.

The first test of the mobile money reimbursement option was a training activity held in La Union Division, Region One, after an initial discussion with the Superintendent, Rowena Banzon. She supported the initiative and was interested to witness its roll out in La Union with a group of 470 Grade 3 teachers. To prepare for the roll out of the training, the Mobile Money team within Basa organized a meeting with BPI-Globe Banko to plan the event, to review the flow of activities and required documentation needs, and to ensure that sufficient manpower would be on hand to support the operation.

As part of the opening program, a BPI-Globe BankKO representative introduced the mobile money system and explained the features of the banking process. He explained the process for receiving money through ATM machines or other outlets around La Union Region (including drugstores, sari-sari shops, and pawn shops). The bonus features for signing up were also reviewed in depth, such as life insurance options, savings plans and reduced rates for cell phone load. Teachers were extremely receptive during this orientation and expressed interest in the reimbursement process, but were particularly attracted to the savings features of the program.

At the start of the 3-day training in La Union, participants were given the application form and reimbursement documents by the end of Day One. The BPI-Globe BankKO personnel processed the application forms from Day 2 until Day 3 with support from Basa Pilipinas admin and finance staff. Before the end of the training all applications were processed and the initial list of account numbers available.

On the first working day after the training the list with amount payables to participants was finalized for processing the next day. On the third working day after the training participants received their reimbursements. Ten out of the 470 enrollees (2% of total) experienced minor glitches with the system and the establishment of their account. These issues were resolved within the week and related to delays in activation of accounts by individual users.



**Agents from BPI-Globe BankKO activate the mobile payment accounts of Basa-trained teachers.**

In all the mobile money payment system is seen as a success. Basa has already scheduled discussions with DepED representatives in other implementation regions to ensure that this system is operationalized at all future training activities. Some improvements the program will make prior to the next training include:

- More staff members from BPI-Globe BankKO will attend each event, including a team leader or manager, to ensure efficient processing of account registration documents.
- BPI Banko and Basa staff will schedule pre and post training meetings to analyze the process, trouble shoot problems, and assess whether improvements can be made.
- A flat rate for transportation reimbursements will be set in cooperation with DepED to reduce the review time required before processing of claims.

## **COLLABORATION WITH USAID**

Basa leasershship worked in close partnership with the USAID Contracting Officer's Representative, Lee Marshall, and his deputy Marie Antoinette, throughout the year. The close coordination, and regular open communication with USAID has been invaluable during the first year of program implementation and

continued navigation of a complex work environment. Regular coordination meetings were conducted and weekly communication via email and phone calls facilitated strategy discussions, joint problem solving and activity planning. Mr. Marshall and Ms. Antoinette were instrumental in establishing the Basa Project Management Committee in conjunction with DepED; and they regularly accompanied Basa to meetings at DepED for high level validation discussions and programmatic troubleshooting and agreements. Basa Pilipinas has also benefitted from the support of other members within the education team, headed by Mr. Robert Burch.

USAID personnel supported Basa Pilipinas throughout the year during visits to training activities in La Union and Cebu, providing key messages to teachers and trainer in attendance. Robert Burch provided an inspirational at the program's National Reading Month celebration at the DepED National Office in Pasig City. Basa participated in the US Embassy-organized 'Kapihan sa Embahada' press briefing on the Partnership for Growth (PFG) held on Sept 24 at the Raffles and Fairmont Hotel, Makati.

### DepED ENGAGEMENT

During the fourth quarter, Basa's working relationship with DepED was solidified at the national level; while relationships with local level DepED (both at regional and division levels) were sustained from the previous quarter. Basa continues to attain recognition and importance from DepEd national leadership after a year of significant consultation, validation and relationship building efforts. Basa has established strong working relationships and rapport with DepED at the regional and division levels, enabling the program to achieve its Year 1 program commitments to USAID while establishing a strong ground level capacity to effectively roll out the program in Year 2 and beyond.

National DepEd's expectations for the role they would like Basa to play to support the the K to 12 curriculum reform and MTBMLE policies were further clarified during the fourth quarter. significantly impact early grade literacy and reading proficiency and thereby impact our program. During a culminating Year 1 coordination meeting with DepED Undersecretary, Dr. Ocampo, Basa's alignment with DepED's roll out plan for K to 12 and other major policy and program reforms was further recognized. Dr. Ocampo subsequently asked Basa to address key technical issues during the coming year, such as, bridging for the early grade languages of mother tongue, Filipino and English; development and provision of much needed and severely lacking teaching and learning materials; and development of appropriate and responsive assessment framework and tools to monitor reading progress at both classroom and national levels.



**DepED Usec. Dina Ocampo chairs the Basa Program Management Committee. The committee convened in September to agree on the committee's membership and roles and discuss emerging plans and directions for Basa in preparation for Year 2.**

Year 1 results towards establishing an effective working relationship with DepEd at the national level are as follows:

- Establishment of a vital mechanism for joint program development, planning, monitoring and implementation through the Basa Pilipinas Program Management Committee (PMC) chaired by the Undersecretary for Programs and Projects; with membership of the Bureau of Elementary Education and

other central technical offices, DepED regional and division offices, USAID and the Basa management team;

- Identification together with DepED leadership of key Basa program tasks that respond both to USAID-assigned program targets and deliverables; and also have the potential to go to scale, be adopted nationwide thus impact reading improvement for the whole country;
- Organization and mobilization of technical working groups, composed of DepEd and Basa program consultants and staff, focused on key program elements such as materials development and teacher training to improve early grade literacy , and which are well aligned with DepEd program priorities;
- Recognition of Basa’s capacity and potential for helping DepEd address key technical issues, such as on bridging for the early grade languages of mother tongue, Filipino and English and on developing; development and provision of much needed and severely lacking teaching and learning materials; and development of appropriate and responsive assessment framework and tools to monitor reading progress at both classroom and national levels; and

At the regional and division levels, Basa’s key Year 1 accomplishments related to relationship building and collaboration with DepED were as follows:

- Establishment of a close working relationship and collaboration with the DepED regional office leadership in the Iloko-speaking region (Ilocos) and Cebuano-speaking region (Central Visayas);
- Establishment of Basa field offices in La Union (at DepED Division office) and Cebu (at DepED Ecotech Training Center), making coordination and collaboration on planning and implementation of Basa teacher training and related Basa field activities more effective;
- Training of more than 5000 teachers, principals and school heads, and trainers/facilitators in cooperation with DepED in Cebu and La Union; and
- Briefing, joint planning and similar preparatory activities in the Year 2 expansion areas of Bohol and Mandaue City School Divisions (for Cebuano) and Ilocos Norte and Ilocos Sur School Divisions (for Iloko) during the 4<sup>th</sup> quarter.

Basa Pilipinas actively engaged and worked closely with division DepED representatives from DepED Regions 1 and 7 and both La Union and Cebu Province in all its activities for Year 1. During start-up, Basa leadership successfully established a good relationship with DepED. As a result, Basa settled within DepED offices and faced no serious obstacle to implementation at a division level. Program activities were conducted smoothly due to strong DepED leadership in both locations and a sound working relationship with the program.

Whenever possible, Basa Pilipinas involved regional and division staff in national level activities to ensure that the program was represented by a range of government stakeholders. For the Program Management Committee held in September, representatives from La Union and Cebu traveled to Manila to participate in discussions with national DepED about the Basa Pilipinas program. For the national program management committee, national reading month and for USAID’s Kapihan sa Embahada, regional personnel were asked to attend to share their perspective on reading and the overall partnership with Basa Pilipinals. All events were considered successful from a visibility perspective, and have paved the way for future collaboration between teams.

We note the following as areas for special consideration in our working relationship with DepED:

**Collaboration for Planning and Rollout of Training Activities.** Strong working relationship were established with DepED at a regional level, particularly with the focal persons in-charge of English, Filipino, and MTB-MLE. During the design of trainings targeted at Grade 1 and 2 teachers, DepED officials were closely involved in the final determination of training content and roll out plans. Inputs gathered from these meetings were incorporated in the training design with final versions validated prior to roll out. Basa Pilipinas closely worked with DepED Cebu and La Union Provinces on the implementation of teacher training for Grades 1 and 2 teachers, with DepED personnel assigned to help facilitate sessions, support document review for reimbursement and health professionals to support any medical concerns in all training activities.

In support of Basa Pilipinas M&E efforts, DepED regional and division leadership has been supportive in the issuance of needed memos for visiting schools to conduct assessments, observations and interviews.

**Library Hubs.** Though La Union Division currently does not have any library hubs, Basa Pilipinas supported DepED Cebu Province and Region 7 to strengthen the utilization of these resources. An evaluation and assessment of the functionality of library hubs in the Cebu province was conducted headed by Dr. Caridad Labe. Basa program officers participated in drafting the assessment tool and joined DepED officials during the visits to the library hubs. DepED Cebu Province together with Basa started to explore ways to maximize the use of the library hubs, including the engagement of community members to support the movement of materials from hub to school and between schools.

Specific activities to move this forward were postponed due to natural calamities that hit areas in Cebu. This will be taken up again in year two, in all Basa areas where library hubs exist.

**Regular Consultation.** Constant consultation and updating sessions are a regular aspect of Basa's work at at the division and national level. Regular check-ins with superintendents and leaders in our areas of operation are facilitated by Basa leadership. Also, prior to any activity undertaken by Basa in divisions, planning activities are reviewed with roles and responsibilities of DepED vs. the Basa Pilipinas core team identified. Debriefing activities include DepED staff who participate in the training roll out and areas for improvement are identified. During start up periods, Basa has typically held weekly meetings with DepED administrators to share progress on office renovations and to ensure that good working relationships are built to support the program in the longer term.

A consultative approach at all levels supported Basa Pilipinas work in collaboration with DepED. Meetings, regular written updates and a regular schedule for planning and debriefing with our government counterparts eased implementation and office establishment within Basa areas of intervention. The initial work invested into this process allowed for start up and implementation as well as rapid response when calamities struck Basa intervention areas. Basa Pilipinas was well positioned to provide support in Bohol, Cebu, Ormoc and Tacloban due to the strength of relationships established during the prior months. This will continue to be an aspect of the program that is managed closely, as our access to beneficiaries relies in large part on the quality of our relationships with regional and division stakeholders.

**Expansion Areas.** After the year two expansion plan was finalized with DepED and USAID, Basa Pilipinas began discussions with leadership in Ilocos Norte, Ilocos Sur and Bohol regarding plans for year two and the establishment of offices at regional centers. Several coordination meetings were held in Regions 1 and 7 to review the contents of the Year Two work plan. In late September an initial visit was made to Bohol to seek commitment from the Superintendent for Bohol region on work within her area of operation. She was supportive and moved quickly to identify an office space for the Basa team as they finalized their plans for

expansion. In November an initial meeting was held in La Union with the Region 1 Director as well as Superintendents from Ilocos Norte and Ilocos Sur to present the Basa program and to get their input on how the initiative would be rolled out in their communities. They wholeheartedly welcomed the program into their areas of operation and were eager to support the initiative as needed. Further validation meetings were held with these superintendents in Bohol, Laoag, and in conjunction with DepED activities in Cervantes, before a final work plan presentation to superintendents and regional leadership in Region 7 at DepED Ecotech in Cebu and Region 1 at the Regional Education Learning Center in La Union.

Staffing for expansion areas is underway, with the goal of having all staff on board to support activities in all regions during the summer months. Final work plan presentations will be made in February to take recommendations into account made by Usec. Dina Ocampo during review meetings in December. A focal point for Basa has been established in all new areas and office spaces are under renovation.

## **EMERGENCY RESPONSE**

### **Earthquake**

As Basa planned for the expansion of its programming to Bohol, Region 7 in the last quarter of 2013, a 7.2 magnitude earthquake struck the province on 15 October 2013 at 8:12 AM. This prompted an on-site assessment to collect education-related data to identify any gaps in the Bohol schools' ability to undertake the typical Basa Pilipinas model and to assess capacities and resources that will be relevant to Basa Pilipinas priorities (e.g., library hubs, DepED learning resource centers for the production of materials, DepED Learners' Manuals and Teacher Guides, classroom structures and/or storage spaces for books and other teaching-learning materials) that may have been damaged or destroyed by the earthquake.

A team composed of Save the Children's Director for Program Implementation – Cecilia Francisco and Basa Senior Program Specialist – Bonna Duron conducted several assessment activities:

- School Site visits and classroom observations in 2 most affected schools of Bohol Province Division situated in the municipality of Maribojoc specifically Maribojoc Elementary School and Pamintuan Elementary School; and
- Division Visit and Meeting with respective education supervisors in English (Josephine Eronico), Filipino (Rosa Tan), Wilfreda Flor (MTBMLE).

Results of the on-site assessment showed that:

- 3 out of 55 districts were heavily damaged by the earthquake and approximately, 62% of schools in the entire division are severely affected;
- Classes resumed last 11 November 2013 and only 50 to 70% of schoolchildren returned to school within the first two weeks of classes. These are done in shifts and thus foreseen to be extended until 2<sup>nd</sup> week of April 2014;
- Both teachers at the school level and division supervisors signified need for psychosocial interventions for teachers and at the same time, for teachers to do psychosocial activities for children. Psychosocial

debriefing conducted for teachers at the initial phase of emergency response but no follow up sessions were conducted due to lack of sufficient funds;

- Teachers' Guides and Learners' Materials are also maximized as observed during classroom observations;
- 4 library hubs are available which is mobile and used by rotation with librarians as custodians and reported challenge in its sustainability as there were difficulty in transport of books to schools due to lack of mobilization funds;
- Funds have been appropriated by LGU for classroom refurbishment and construction but when such funds will be available remains a question;
- A space within the Bohol division office is ready for occupancy by the Bohol Team, except for cleaning and repair and installation of additional aircon, and equipping with tables and chairs; and
- Education supervisors think that Basa full model can be implemented in Bohol with minor modifications on the mode of delivery but content wise will be the same.

As part of Basa emergency response efforts, resources were mobilized during the last quarter of 2013 for response in Bohol coming from different donor and funding agencies. Interventions include distribution of non-food items, back-to-school kits and teacher learning kits, setting up of child friendly spaces and temporary learning spaces, WASH, health and sanitation. USAID provided support for purchase and distribution of student's and teacher's kits and conduct of psychosocial support sessions for teachers.

## Typhoon Response

Three weeks after the earthquake hit, on November 8, 2013, as the Basa Pilipinas team prepared for events associated with National Reading Month, notice of an impending typhoon circulated in the news. Staff in Basa field offices in the Visayas refrained from field travel as the storm approached.

After the storm hit, reports of the horrific devastation came in over that weekend, and Basa staff stayed in close contact with DepED to determine the extent of the damage within our areas of operation. Noone was prepared for the disheartening images and reports that emerged from the areas hardest hit by Typhoon Yolanda. The shock of the impact was felt by all associated with the program and we moved quickly to offer support where possible as part of the overall relief effort.

Two Basa assistance priorities identified in the aftermath of Typhoon Yolanda were basic materials for teachers and students and psychosocial support for those affected by the storm. Basa, through use of USAID's Special Activities Fund, moved quickly to support the response effort by contracting Psychosocial Support and Children Rights Resources Center (PST CRRC) with the objective to provide psychological first aid (PFA) to DepEd field officers (superintendents, supervisors) and teachers as well as train teachers on how to provide Psychological First Aid to their students/pupils in Ormoc



**ABOVE: Ambassador Philip S. Goldberg checks the teacher learning kits provided to 17 teachers at Maribojoc Central Elementary School, Bohol.**

**BELOW: Grade 2 pupils try on their rain coats, which are part of the 'Back to School' kits provided by USAID to 265 students in quake-hit Bohol.**

City, Leyte. Individuals with considerable experience conducting such activities traveled to Ormoc in December and January to conduct these activities. PFA involves humane, supportive, and practical assistance for people who have experienced distress and trauma. Psychological First Aid training involves a series of activities that will give participants the capacity to support others who are in distress and need psychological support.

Psychological First Aid is done through a series of group sessions and conducted by trained psychologists in two parts: 1) group processing sessions and 2) group training sessions. Group processing sessions include the individual sharing of experiences among members of the group and psychologically processing these experiences with a group facilitator. Group training sessions will include: 1) Lecture – discussions/demonstrations on various topics related to PFA 2) Participatory approaches that include simulation, role play and case scenarios.

Initial reports were favorable from the almost 500 DepED personnel involved in the intervention. The full report on PST CRRC's activity will be available in February 2014 after completion of the activity.

To support schools impacted by the typhoon, Basa Pilipinas identified a number of items required by teachers and students in the aftermath of the storm for procurement and distribution to affected areas. Within the months of January and February, almost 18,000 student backpack/kits and the 800 teacher kits will be distributed to impacted areas within Region 8 and Northern Cebu. The selection of areas most in need of these items was done in conjunction with DepED and other stakeholders through education response cluster meetings and in extensive discussion with DepED National and Regional representatives.

The kit items procured include the following:

**TABLE 20. ITEMS IN THE STUDENT KITS DISTRIBUTED**

MATERIAL	QUANTITY	UNIT
Eraser, rubber	1	pc
Notebook, Composition, no spring, 50 leaves	5	pcs
Pad Paper	1	pcs
Hooded Poncho Raincoat	1	pc
Crayon 8's	1	box
Backpack	1	pc
Pencil, Mongol #2	2	pcs
Cloth Pencil Case	1	pc
Water Container	1	pc
Slippers/rubber boots	1	pair
Small Scissors	1	pc

MATERIAL	QUANTITY	UNIT
Pencil Sharpener	1	Pc
Glue/Paste	1	pc
Ruler	1	Pc
Ballpens	2	pc

**TABLE 21. ITEMS IN THE TEACHER KITS DISTRIBUTED**

MATERIAL	QUANTITY	UNIT
Manila Paper	10	pc
Bond paper, long, cactus	1	ream
Scissor, big, heavy duty	1	pc
Cartolina, assorted	20	pc
Pilot pen (blue, black, red)	3	pc
Chalk	1	box
Plastic Container	1	pc

All emergency response kits were branded appropriately, with credit given to USAID whenever possible through public distribution events. In the coming year, Basa Pilipinas will also find ways to support disaster preparedness as part of topics covered in curricular materials and in teacher training activities. The project will work with USAID to identify ways to continue support to typhoon affected areas.

#### **TECHNICAL ASSISTANCE**

A summary table of technical assistance provided to Basa Pilipinas over the course of the year is below, with notes on the purpose and outcomes of each.

**TABLE 22. BASA YEAR I TECHNICAL ASSISTANCE**

NAME	DATES OF TRAVEL	FOCUS AND OUTCOMES
Bill Potter, Project Director	January 7 -18 <sup>th</sup> April 14 <sup>th</sup> to 26 <sup>th</sup> August 12 <sup>th</sup> to 23 <sup>rd</sup>	Mr. Potter's first trip focused on budget planning, DepED engagement strategies, overall program planning, and strategies for engagement of corporate

	Sept. 17 <sup>th</sup> to October 3 <sup>rd</sup> November 4 <sup>th</sup> to 9 <sup>th</sup>	partners. The other trips within the year focused on strategic discussions with DepED leadership, technical planning activities with senior level TA in-country and general support and oversight of program activities.
Nancy Clark-Chiarelli, Senior Technical Director	February 17 -16  July 20 <sup>th</sup> to July 27 <sup>th</sup>  September 23 <sup>rd</sup> to October 11 <sup>th</sup> 2013  November 2-14, 2013	<p>Nancy Clark Chiarelli traveled to Manila in February to support the launch of Basa Pilipinas technical activity in discussions with DepED, USAID, Basa Pilipinas partners and with internal program leadership. From July 20<sup>th</sup> to July 27<sup>th</sup> Nancy traveled to Manila to participate in the Literacy Policy Dialogue meeting hosted by RTI and to further develop the technical vision for the Basa program. It was also agreed over the course of that visit that Dr. Clark-Chiarelli will relocate to Manila in early 2014 to develop the Basa technical program further as full time, Manila-based Senior Technical Advisor.</p> <p>In September and October, the purpose of Dr. Clark Chiarelli's trip was to identify the transformative elements that would likely lead to change on the project and to participate in overall technical planning for the project.</p> <p>The final visit of the year, in November, was specifically for the training of assessor in SCOPE and for a meeting with core trainers and DepED stakeholders on leveling text.</p>
Emily Morris, M&E Advisor	April 20 <sup>th</sup> to May 4 <sup>th</sup> , 2013	Ms. Morris helped to formalize and operationalize the M&E and CMEP plan, designing a monitoring system (database design, staff structure, reporting and monitoring flows), assisting with monitoring forms and tools, orienting the M&E Manager, and support drafting a detailed evaluation plan.
Simon Richmond, Technology Advisor	July 8 <sup>th</sup> to 19 <sup>th</sup>	<p>Dr. Richmond developed criteria for technology to be introduced by the program, noting that to design a successful technology-based intervention, the following criteria must be met:</p> <ul style="list-style-type: none"> <li>• carefully designed to address a specific educational problem;</li> <li>• pedagogically aligned with familiar activities and practices;</li> <li>• easily accommodated into current training structures; and</li> </ul>

		<ul style="list-style-type: none"> <li>• based on technology that is well-understood and used by the target population.</li> </ul>
Suzanne Simard, Principal Technical Advisor	September 29 – October 11, 2013	Ms. Simard travelled to Manila to support the development of training materials for October training, to aid in the facilitation of Training of Core Trainers for October activities, to conduct field level interviews with regional DepED players and classroom visits and lastly to participate in Basa technical planning activities for October and Year Two.
Claudia Nino de Guzman, Financial Analyst and Trainer	November 8, 2013 to Dec 1, 2013.	Provided training to the finance and administration team of the Basa Pilipinas project.
Ces Ochoa, Save the Children Literacy and Basic Education Advisor	5 November 2013 to 25 January 2014	<ul style="list-style-type: none"> <li>• Designed and facilitated the Materials Development Workshop and Competitions in 2 regions (La Union and Cebu) last 11-12 November and 15-16 November 2013;</li> <li>• Provided facilitation support during the Leveling Text Workshop last 7-8 November 2013, together with EDC's Senior TA, Nancy Clark-Chiarelli;</li> <li>• Developed and designed the framework and implementation for Basa's materials development and assessment which is part of Save the Children's scope of work;</li> <li>• Drafted key pieces of the Year 2 Save the Children Basa Pilipinas annual work plan submission to EDC, specifically sections on materials development and classroom-based assessment</li> <li>• Participated during Basa's Year 2 Annual Workplanning last 12-13 December 2013;</li> <li>• Participated in the December 16 meeting with DepEd Undersecretary Dina Ocampo to discuss DepEd's priority for operationalizing the multilingual education policy under the K-3 curriculum and how Basa Pilipinas needs to support this thrust</li> <li>• Drafted a research/discussion paper on bridging in multilingual education and shared this with the EDC team on 28 December, in preparation for the DepEd meeting on bridging/multilingual education scheduled on January 10, 2014</li> </ul>

Trip reports for the support visits that took place in quarter four are included in this report as Annexes.

## COORDINATION WITH OTHER USAID PROJECTS

**PhilED Data.** To coordinate data collection efforts and to ensure the benefit of testing to DepED and the larger student population, Basa Pilipinas worked closely with the Phil ED Data program throughout the program year. First, our baseline data sampling methodology, test format and assessors was based largely on PhilED Data's prior work in collection national baseline data in Filipino. PhilED Data's reporting will allow for benchmarking of Basa data sets, though direct comparison is not possible since Basa data is a regional sample and PhilED Data's was collected by super region and cannot reliably be disaggregated.

To further the national discussion of data and to move in a direction toward the setting of national level standards, Basa participated in the PhilED Data led Literacy Policy Dialogue held at the SEAMEO INNOTECH campus on July 25<sup>th</sup>.

**SIMM.** As mentioned in the section on Mobile Money payments to teachers, Basa Pilipinas held several meetings with the SIMM project, funded by USAID and implemented by Development Alternatives, Inc. (DAI). The SIMM leadership team gave Basa a comprehensive overview of the mobile money payment options currently in use in the Philippines. Additionally, they facilitated conversations with each of the three providers. The SIMM project was also a good source of information on how to document mobile payment processes and the lessons they had learned over the course of a two year program. We continue to update SIMM regularly on our progress in rolling out this payment option to teachers.

## CHALLENGES AND OPPORTUNITIES

Basa experienced many successes during the past year and we will move into year two with positive momentum. That said, it is important to acknowledge some of the challenges the team has experienced and the associated lessons learned.

### Evolving National Education Reform Context

A significant challenge for Basa throughout the past year, has been the need to adjust Year 1 planning, timing and strategies to ensure synchronization and relevance with a national education system in the midst of reform. A particular challenge within this context, was the change in DepED leadership, with the current Undersecretary taking office part way through the year. Further the competing time demands placed on the newly appointed Undersecretary upon entry into a complex reform environment, made it especially difficult for Basa to secure adequate meeting time with DepED leadership and decision makers. This situation prolonged the relationship building and project validation process with DepED and necessitated patience and flexibility as Basa worked to meet Year 1 targets in cooperation with the Department of Education.

Basa dealt with this challenging situation through the use of diplomacy and persistence, within the evolving context, to create opportunities for 'face time' discussion and decision making with DepED leadership. The establishment of mechanisms such as the Program Management Committee allowed Basa the opportunity to raise key issues and decision points and to obtain the needed feedback from DepED and USAID decision makers. The Basa leadership team also made progress in the latter part of the year in arranging meetings outside of formal schedules to tackle some of the nuances and complexities of program design, while larger pieces of work were able to move forward within the changing institutional context. Ultimately, Basa's over arching efforts throughout the year to align the Basa Program with new and on-going DepED reforms, particularly the K to 12 Enhanced Basic Education Curriculum and the Mother Tongue Based Multi Lingual

Education (MTBMLE) resulted in a high degree of involvement, technical direction and ownership of the Basa program within DepED from the divisional, regional to the national level.

A related issue was the difference in perspectives between the national and regional offices. As Basa, we often found ourselves acting as a liaison between different levels of DepED, as information and documentation has not always made it to the field. An example of this is the lack of clarity on the K to 12 curriculum roll out and the role of MTBMLE as part of this. After encountering confusion among teachers on these topics, Basa facilitated opportunities for questions with DepED leadership at training activities. Certain aspects of the curriculum, such as the domains of literacy, were also explicitly introduced as part of training roll out.

### **Earthquake and Typhoon Relief Response**

In October and November of 2013, Basa areas of operation were struck by two natural disasters: the earthquake in Bohol on October 15<sup>th</sup> and Typhoon Yolanda on November 8<sup>th</sup>. Basa quickly mobilized resources to join hands with USAID and DepED to assist in the massive response efforts required by these two natural disasters. Managing the time and resource demands unexpectedly placed on the project, while also continuing with regularly scheduled Basa program activities, proved challenging for Basa leadership and staff.

In Bohol, the earthquake will result in a program delivery that will be modified to fit the new operational context, with classes held in shifts and in temporary classrooms. Regular consultation with DepED leadership in this area will continue to determine the best course of action and timing for Basa supported training teachers. Save the Children's expertise in emergency response is an asset that will be employed to ensure that administration of the Basa office in Bohol and the implementation of Basa program activities move forward as smoothly as possible.

For the typhoon relief work, Basa was challenged to respond in a meaningful way in areas where we do not currently operate, in addition to assisting within impacted sites in Northern Cebu. Through our close contacts with DepED leadership in Region 7, we were able to quickly establish the needed contacts in Region 8 while also participating in education cluster meetings headed by the Undersecretary Lino Rivera. Basa procurement, delivery and distribution of relief kits was done in as efficient a manner as possible, given the volume of relief goods channeled to affected areas. EDC also identified and procured technical assistance from a service provider, PST-CRRC, to provide psychosocial counseling to teachers and administrators, in response to a specific request for this particular intervention, from the Secretary of Education. This is a technical area in which Basa Pilipinas does not currently operate and required quick work to identify and contract a reputable and qualified organization to assist.

Basa is continuing to work with DepED and USAID on the delivery of needed disaster relief and services, while adapting our normal program implementation schedule as necessary to meet the needs of schools. For example, Basa training of Grade 3 teachers from areas in Northern Cebu impacted by the disaster, will be arranged to take place in central locations in Cebu City, due to the fact that previously existing venues for large training events are no longer suitable due to the destruction caused by typhoons. We will also channel supplies of Basa donated books to these areas in the short term, to assist with replacing the large quantities of education materials that were lost during the typhoon.

## LOOKING AHEAD TO NEXT YEAR

There are two main thrusts for Year 2 of Basa Pilipinas:

- 1) **The development within our assigned mother tongue regions of essential classroom learning materials, provision of focused professional development for teachers** and related follow-up support, and the implementation of an assessment program in line with DepED’s internal expectations. All interventions will be designed for implementation in current areas of operation with a consistent emphasis on how these can be replicated elsewhere through training and guiding materials.
- 2) **The continued provision of Basa’s technical assistance and support to DepED**, mainly through BEE and related offices, to strengthen its capacity to roll out an effective nationwide reading program.

As agreed to with DepED near the end of Year 1, Basa will move forward during Year 2 to deliver **transformational change elements** in reading instruction and learning at the classroom level. These elements include, **Effective Grouping, Guided Reading and Writing Instruction all supported by effective Materials**. Teachers will be trained to use a suite of materials and strategies to situate learning in contexts where students are better able to apply concepts in meaningful ways:

- Through authentic writing activities and small group activities that foster discussion and active learning.
- Guided reading will take place with teachers using text at the appropriate level to be developed or procured (depending on the language) by Basa during the coming year.
- This critically needed infusion of leveled reading materials will allow teachers the opportunity to provide more differentiated instruction that incorporates supported practice as students learn to strategically solve word identification problems.

This shift in the level of interaction among students and between teachers and students will move classrooms away from a teacher dominated discourse and will encourage critical thinking, problem-solving, and social skills—all competencies needed for success in the 21<sup>st</sup> century.

# CORRELATION TO CONTRACT MONITORING PLAN (CMP)

## PROGRESS REPORTING VIS A VIS CMP METHODS

### PROGRAM MANAGEMENT MEETINGS

Basa conducted regular management meetings during the year, as part of an ongoing planning process and to inform the implementation of activities within the current quarter. The Basa management team comprises the Program Director, the Chief of Party (COP), the Deputy Chief of Party (DCOP), and the Reading Program Director. In- person meetings or weekly calls were held throughout the quarter with the Program Director

(based on Jakarta with frequent travel to the Philippines), with more frequent planning sessions held between the Manila-based members of the management team. Weekly calls are held between Basa Team Leaders in our regional offices and the COP and DCOP for updates on DepED relations and to follow up on task management.

Separate planning meetings were also held each week for administrative planning between the DCOP and Operations and Finance Managers, as well as between the Reading Program Director, DCOP, M&E Director and by phone, the Basa Home Office technical lead for Monitoring and Evaluation, Emily Morris.

## **COORDINATION MEETINGS WITH IMPLEMENTING PARTNERS**

Basa held regular coordination and planning meetings with implementing partners throughout the year as the program evolved in discussions with DepED and USAID. Bi-weekly meetings were held with Save the Children, increased to weekly meetings as needed, for operations and administrative discussions as well as larger technical planning conversations. Planning meetings with PBSP were also held on average twice monthly, focused on community planning work, placement of field office staff, and activities to be implemented in promotion of National Reading Month. Several planning and overview sessions were held with Seameo INNOTECH, including the COP, DCOP and Reading Program Director, to review overall work planning and upcoming milestones for the Basa Pilipinas program.

## **SAVE THE CHILDREN**

From 1 January to 31 December 2013, regular monthly joint meetings were conducted by EDC and Save the Children to review the status of programming, conduct planning and to coordinate staffing and technical work. These coordination meetings were attended by the Save the Children Country Director when possible, as well as the Director of Program Development & Quality, the Director of Program Implementation and the Finance Director.

Early in Year One, EDC conducted an orientation for Save the Children on contractual management. Those in attendance included representatives from their finance, procurement and administrative team. This meeting provided an opportunity for Save the Children staff to ask questions on the pass through requirements of their subcontract and allowed for clarification between partners on such issues as consultant approvals, travel requests and geographic code requirements.

The hiring of the Save the Children Senior Program Specialist, Bonna Duron, based in the Pasig Basa Pilipinas office greatly facilitated communication between partners. One of her primary roles is to ensure leadership and oversight of the design and refinement of the MTBMLE component of the BASA Pilipinas project. In close collaboration with the EDC Reading Program Director and technical team, Ms. Duron ensured that the MTBMLE principles are mainstreamed within the project activities through supporting activities related to planning, implementation, monitoring, follow-up and reporting of the project's MTBMLE component. She worked closely with Basa management, regional teams leaders, project officers and other staff and ensured that activities within Save the Children's scope of work were implemented with quality and according to planned. She also acted as the link between Save the Children and EDC/Basa by providing updates and timely feedback at SC level and raised issues and concerns for decision making.

In year two, the close coordination between partners will continue as Save the Children opens a regional office in Bohol and as the technical work evolves.

## **PHILIPPINE BUSINESS FOR SOCIAL PROGRESS (PBSP)**

Regular coordination meetings took place with PBSP leadership for discussion of our program's technical direction and for planning of specific activities.

Several planning and partnership meetings were held with PBSP during the year. One two-day session was hosted by PBSP at the Bayleaf Hotel last July 16 to 17 with the goal of elaborating the community level awareness raising component of their work under the Basa program. This meeting was hosted by Jazmin Gutierrez, Group Director and Marilyn Muncada, Program Director with participation from regional Program Officers and a representative from their Business Development team. The purpose of this meeting was to clarify the goals of the community level engagement work of PBSP, which will focus on the development of school level plans for reading improvement in cooperation with school heads and supervisors.

It was agreed at this meeting that sample School Improvement Plans will be collected and reviewed over the course of the coming quarter. The review will identify actions currently undertaken by schools to utilize community resources in support of reading. It will also reveal opportunities for the Basa program to enhance the depth of engagement at a community level through resource mapping and effective planning. A training design taking the results of a November and December review of sample School Improvement Plans will be elaborated in February taking guidance into account from DepED leadership on the support to Learning Activity Cells.

Planning meetings were held on a bi-weekly basis to clarify roles and responsibilities for activities to be carried out as part of National Reading Month and for updating on the results of a comprehensive School Improvement Plan review process. PBSP will be engaging their corporate partner community for the collection of books throughout the coming year and also for donation of reading corners to schools in Basa areas of operation.

## **SEAMEO INNOTECH**

The Basa Pilipinas program has been in regular consultation with Seameo Innotech, specifically related to work in developing video content to support training, and also more generally for programmatic discussions. During the year, several coordination meetings were held with representatives from Seameo Innotech. For technical discussions and to shape the research agenda for the Basa program, Basa has regularly met with Seameo representatives. The program has benefited from the experience and parallel programming of Seameo and their close links with DepED at a variety of levels. In the coming year we look forward to producing more high quality videos in support of our teacher training activity. We also seek to work closely with Seameo on program research.

## **REGULAR MONITORING OF PMP DATA**

During the year, the Contract Monitoring Plan and the Basa Monitoring and Evaluation Guide was finalized for use in oversight of all M&E activities. These documents detail the methods for collection, storage and verification of data, as well as our rationale for the process. The M&E Director with his team of M&E

Officers work together to manage all data collection activities, with analysis done in partnership with our home office advisors and our full Basa technical team.

Data for the program is currently stored in an Access database while the SQL version of the program database is still under development. The SQL version will allow for easy data referencing and dashboard performance monitoring capabilities. The Management Information System (MIS) Administrator will finalize the newer database version with support from EDC home office technical experts. These tools will allow for easier use of data for decision making in cooperation with partners and government counterparts at a national, regional, and division level.

A full review of indicator data collected will be facilitated in the first quarter of Year Two by the Basa M&E Director to ensure that program leadership is made fully aware of the status and plans for data quality management moving forward.

**TABLE 23. ANNUAL PROGRESS PER PMP INDICATORS**

NO.	BASA INDICATOR	INDICATOR DESCRIPTION	TARGET		ACTUAL PERFORMANCE			% OF TARGET ACHIEVED	COMMENTS
			LOP	2013	PREVIOUS PERIODS TO DATE	CURRENT REVIEW PERIOD	CUMULATIVE TO DATE		
<b>BASA GOAL: IMPROVED READING SKILLS FOR AT LEAST ONE MILLION CHILDREN IN THE EARLY GRADES</b>									
1	F-Indicator 3.2.1-27: Proportion of students who, by the end of two grades of primary schooling, demonstrate they can read and understand the meaning of grade-level text (Type: Outcome)	Goal: Proportion of students who, by the end of two grades (grade 3), demonstrate they can read and understand the meaning of grade-level text	TBD	n/a	0	-	-	0%	Baseline data collection for first two regions scheduled for July and August.
<b>Intermediate result 1: Improved reading instruction</b>									
2	Indicator 3.2.1-14: Number of learners enrolled in primary schools and/or equivalent non-school based settings with USG support (Type: Output) and F-Indicator 3.2.1-35: Number of learners receiving reading interventions at the primary level (Type: Output)	1.1 Number of students enrolled in primary schools reached by the Basa program (direct)  Sub-indicator:  1.1.1 Number of students enrolled in primary schools reached by the Basa program (indirect)	Direct: 742,500 unique Indirect: 641,250 unique	202,500	150,087	13,179	163,266	80.6%	Enrollment data to be collected for reporting in September and October.

NO.	BASA INDICATOR	INDICATOR DESCRIPTION	TARGET		ACTUAL PERFORMANCE			% OF TARGET ACHIEVED	COMMENTS
			LOP	2013	PREVIOUS PERIODS TO DATE	CURRENT REVIEW PERIOD	CUMULATIVE TO DATE		
3	F-Indicator 3.2.1-31: Number of teachers who successfully completed in-service training or received intensive coaching or mentoring with USG support (Type: Output)	1.2 Number of teachers who successfully completed enhanced Basa training	9,000 unique	4,500	4,051 <sup>1</sup>	442	4,493	99.8%	Teachers who participated in the La Union Grade 3 Training last December 5 - 7, 2013
4	F-Indicator 3.2.1-3: Number of administrators and officials successfully trained with USG support (Type: Output)	1.3 Number of school heads and supervising teachers who successfully completed Basa training	5,500 unique	1,375	1,144 <sup>1</sup>	2	1,146	83.3%	School administrators who participated in the La Union Grade 3 Training last December 5 - 7, 2013
5	Custom gender indicator	1.4 Proportion of participating school	Increase	Baseline	-	-	-	-	Baseline to be administered

<sup>1</sup> Number was reduced after DQA checks linking workshop/training attendance and participant profile forms. Previous figures was based on list of first day attendance and not the required 16 hours minimum training attendance as required by USAID.

NO.	BASA INDICATOR	INDICATOR DESCRIPTION	TARGET		ACTUAL PERFORMANCE			% OF TARGET ACHIEVED	COMMENTS
			LOP	2013	PREVIOUS PERIODS TO DATE	CURRENT REVIEW PERIOD	CUMULATIVE TO DATE		
	(Type: Outcome)	heads, supervisors, and teachers reporting that they have increased gender awareness in their management and teaching	of .25						during trainings in July and August 2013.
<b>Intermediate result 2: Improved reading delivery systems</b>									
6	F-Indicator 3.2.1-38: Number of laws, policies or guidelines developed or modified to improve primary grade reading programs or increase equitable access (Type: Output)	2.1 Number of reading standards for grades 1-3 developed	2	0	0	0	0	0%	Standards setting workshops expected to be held in Q3 in cooperation with DepED.
7	F-Indicator 3.2.1-34: Number of standardized learning assessments supported by USG (Type: Output)	2.2 Number of EGRA assessments adapted to mother tongue languages	4	2	0	0	0	0%	Planning meetings for EGRA adaptation scheduled for Q3.

NO.	BASA INDICATOR	INDICATOR DESCRIPTION	TARGET		ACTUAL PERFORMANCE			% OF TARGET ACHIEVED	COMMENTS
			LOP	2013	PREVIOUS PERIODS TO DATE	CURRENT REVIEW PERIOD	CUMULATIVE TO DATE		
<b>Intermediate Result 3: Improved access to quality reading materials</b>									
8	F-Indicator 3.2.1-33: Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance (Type: Output)	3.1 Number of early grade reading materials for learners and teachers provided	2.2 M unique	550,000	5,195 <sup>2</sup>	23,303	28,498	5.2%	Materials were prepared for La Union Grade 3 Teachers Training December 5 to 7 including book shopping activities. Figures include Materials Development Training in Cebu and La Union.
9	F-Indicator 3.2.1-36: Number of schools using	3.2 Number of schools using ICT to	20	0	0	0	0	0%	Planning of technology

<sup>2</sup> Number was reduced after DQA checks linking workshop/training attendance and participant profile forms. Previous figures was based on list of first day attendance and not the required 16 hours minimum training attendance as required by USAID.

NO.	BASA INDICATOR	INDICATOR DESCRIPTION	TARGET		ACTUAL PERFORMANCE			% OF TARGET ACHIEVED	COMMENTS
			LOP	2013	PREVIOUS PERIODS TO DATE	CURRENT REVIEW PERIOD	CUMULATIVE TO DATE		
	Information and Communication Technology due to USG support (Type: Output)	improve reading	unique						intervention ongoing.



# FINANCIAL SUMMARY

In the first year of implementation, spending was slow in quarters one and two as Basa Pilipinas hired staff and opened offices. As Grade 1 and 2 training activities rolled out in July through September, we gradually increased the burn rate for a close at \$2.3 million. In 2014, Basa will operate one main office in Manila and 5 field offices. Materials development and distribution will be a significant driver of expenditure, as will training of teachers in April, May and October. All subs will be actively engaged in programmatic activity and will contribute to a stronger financial showing throughout the year.

**TABLE 24. FINANCIAL SUMMARY FOR QUARTER 4**

CATEGORY	TOTAL BUDGET FOR YEAR I	TOTAL ACTUAL EXPENSES THRU 9/30/13	ACTUAL EXPENSES 10/1/13-12/31/13	TOTAL ACTUAL EXPENSES THRU 12/31/13	BALANCE OF AWARDED AMOUNT
Result 1	\$ 2,251,761	\$ 774,091	\$ 609,067	\$ 1,383,158	\$ 868,603
Result 2	\$ 1,416,395	\$ 304,782	\$ 61,873	\$ 366,654	\$ 1,049,741
Result 3	\$ 1,970,291	\$ 416,598	\$ 4,416	\$ 421,014	\$ 1,549,276
Special Activities	\$ -	\$ -	\$ 127,719	\$ 127,719	\$ (127,719)
<b>Total</b>	<b>\$ 5,638,447</b>	<b>\$ 1,495,471</b>	<b>\$ 803,076</b>	<b>\$ 2,298,546</b>	<b>\$ 3,339,900</b>

**TABLE 25. YEAR TWO - QUARTER I PROJECTIONS**

	JANUARY 2014	FEBRUARY 2014	MARCH 2014	TOTAL FOR Q1
<b>Total</b>	<b>\$ 320,741</b>	<b>\$ 577,754</b>	<b>\$ 611,280</b>	<b>\$ 1,509,774</b>

**TABLE 26. YEAR TWO PROJECTIONS BY QUARTER**

	Q1	Q2	Q3	Q4	TOTAL FOR YEAR TWO
<b>Total</b>	<b>\$ 1,509,774</b>	<b>\$ 3,175,404</b>	<b>\$ 1,165,250</b>	<b>\$ 1,709,905</b>	<b>\$ 7,560,333</b>

# CONCLUSION

During the first year of program implementation, Basa demonstrated flexibility and diligence during a lengthy, relationship building and project validation process with the Department of Education at the national, regional and district levels. Basa’s consultative approach with DepED leadership and technical staff helped to build a base of credibility, information sharing and experience that will inform project implementation during the coming year. While working throughout the year to continuously synchronize the Basa work plan and design parameters to support DepED’s evolving education reform context, Basa also implemented several significant program activities, toward the achievement of expected Year 1 targets.



After navigating a complex first year of programming, Basa is poised to contribute at a much greater scale to the goal of improving reading performance for at least one million early grade learners. Year one implementation has honed our understanding, and has solidified Basa’s position, within the national education reform context. Additionally, our regular interaction at the regional and district levels has further clarified our understanding of the professional development and materials support needs at the classroom level and what it will take to catalyze change for improved teacher and learner performance within the classroom. When teachers are provided with a better understanding of effective bridging strategies and when they have the needed materials to facilitate learning among their pupils, improved teaching and learning will be realized, with potential replication in other areas tackling the same challenge of instruction across languages.

Basa is excited to move forward to deliver the *transformational change elements* agreed to with DepED and USAID, to enable teachers to transform the learning experience for their students. Beginning in Year 2, Basa will enable classroom use of Effective Student Grouping, Guided Reading and Writing Instruction -- all to be supported by effective Materials Development and Distribution – as the main programmatic thrusts towards improved student reading achievement. Basa will focus on developing, procuring and delivering instructional and student reading materials; supporting improved instruction through teacher professional development and increasing the overall system of support to teachers to enhance performance of students in our areas of operation.

Moving forward, the Basa team remains committed to carefully documenting program processes, approaches and key steps taken during design and implementation of activities in support DepED’s expressed intention to replicate successful approaches for improved early grade reading instruction and learning on a larger scale.

# ANNEXES

# LIST OF ANNEXES

- Annex A: Grade 3 Training on Reading-Writing Connection-Day 1 Session Guide
- Annex B: Grade 3 Training on Reading-Writing Connection-Day 2 Session Guide
- Annex C: Round the Clock Learning Buddies
- Annex D: Reading-Writing Activity Worksheet
- Annex E: Sample Grade 2 Learning Material (Day 1)
- Annex F: Sample Grade 2 Learning Material (Day 3)
- Annex G: Sample Graphic Organizer
- Annex H: Short Pre- and Post Test
- Annex I: 100 Ways to Show What You Know/Your Ideas
- Annex J: Presentation on Read Right Now!
- Annex K: Learning to Read in the Philippines
- Annex L: Presentation on SCOPE-Literacy
- Annex M: SCOPE Observation Worksheets
- Annex N: Notes from Leveled Text Meeting, November 7-8, 2013
- Annex O: Basa Pilipinas Gender Action Plan
- Annex P: Basa Pilipinas Disability Inclusion Plan
- Annex Q: Basa Pilipinas Gender and Inclusive Development Report
- Annex R: Dr. Nancy Clark-Chiarelli Trip Report, September 20-October 12, 2013
- Annex S: Suzane Simmard Trip Report, September 29-October 13, 2013
- Annex T: Dr. Nancy Clark-Chiarelli Trip Report, November 2-14, 2013
- Annex U: Finance & Compliance Training
- Annex V: Training Schedule for Finance & Admin Staff
- Annex W: List of Basa Pilipinas Program Staff (as of December 31, 2013)

# ANNEX A

## DAY 1 SESSION GUIDE

### Overview of the K to 12 Integrated Language Arts Curriculum

Content Standards/Domains	
Oral language	Writing and composition
Phonological awareness	Grammar awareness and structure
Book and print knowledge	Vocabulary development
Alphabet knowledge	Reading comprehension
Phonics and word recognition	Listening comprehension
Fluency literature	Attitude towards language, literacy and
Spelling	Study strategies

### WHAT IS COMPOSING OR AUTHENTIC WRITING?

Authentic writing, as defined by Whitehead (2002), is a cultural and creative intellectual process which enables us to use the conventional written symbols of a language in order to communicate our ideas, feelings and message.

### DIFFERENT WRITING GENRES

1. **Expository or Information text:** We read to obtain or write to provide information.
2. **Procedural text:** We read to learn how to make or do something and we write to explain how to make or do something.

3. **Fictional narrative text:** One may write original stories or retell a story.
4. **Personal Letter:** One may read or write to to maintain a relationship; to learn about personal events; to share emotions.
5. **Writing a list:** we read or write lists to be informed about a related group of items.
6. **Descriptive writing:** One may write a descriptive paragraph. In descriptive writing, the writer describes something using the senses: what he saw, heard, touched, tasted, or smelled.
7. **Journal writing:** One may write something personal about himself or herself.
8. **Poetry writing:** One may write a poem; it has at least one stanza, lines, and rhyming words.

### **READING-WRITING CONNECTION**

Writing has the potential for enhancing reading in three ways.

**First**, reading and writing are both functional activities that can be combined to accomplish specific goals, such as learning new ideas presented in a text.

**Second**, reading and writing are connected, as they draw upon common knowledge and cognitive processes.

**Third**, reading and writing are both communication activities, and writers should gain insight about reading by creating their own texts, leading to better comprehension of texts produced by others.

# ANNEX B

## DAY 2 SESSION GUIDE

### Introduction to the Writing Process

*Pre-writing – Getting your ideas out of your head*

Pre-writing can be any activity that helps writers figure out what to write about. Many things qualify as pre-writing activities – from making notes, creating lists, drawing a picture or making a story map. What is important here is that “writers” have time to “think about” what it is they want to “say”.

*Drafting* is the step where actual writing begins. Using his/her pre-writing as inspiration, the writer writes. And writes. And writes some more. The goal is to get everything down on paper.

### Modeling of a Book Read

Reading a story is always a delightful and magical experience for children. It’s the perfect way to get them interested in reading and children’s books.

Make sure you’ve read a book once or twice before you read it to children. You can take note of the parts of the story where you can stop to ask questions or have the children predict what will happen next.

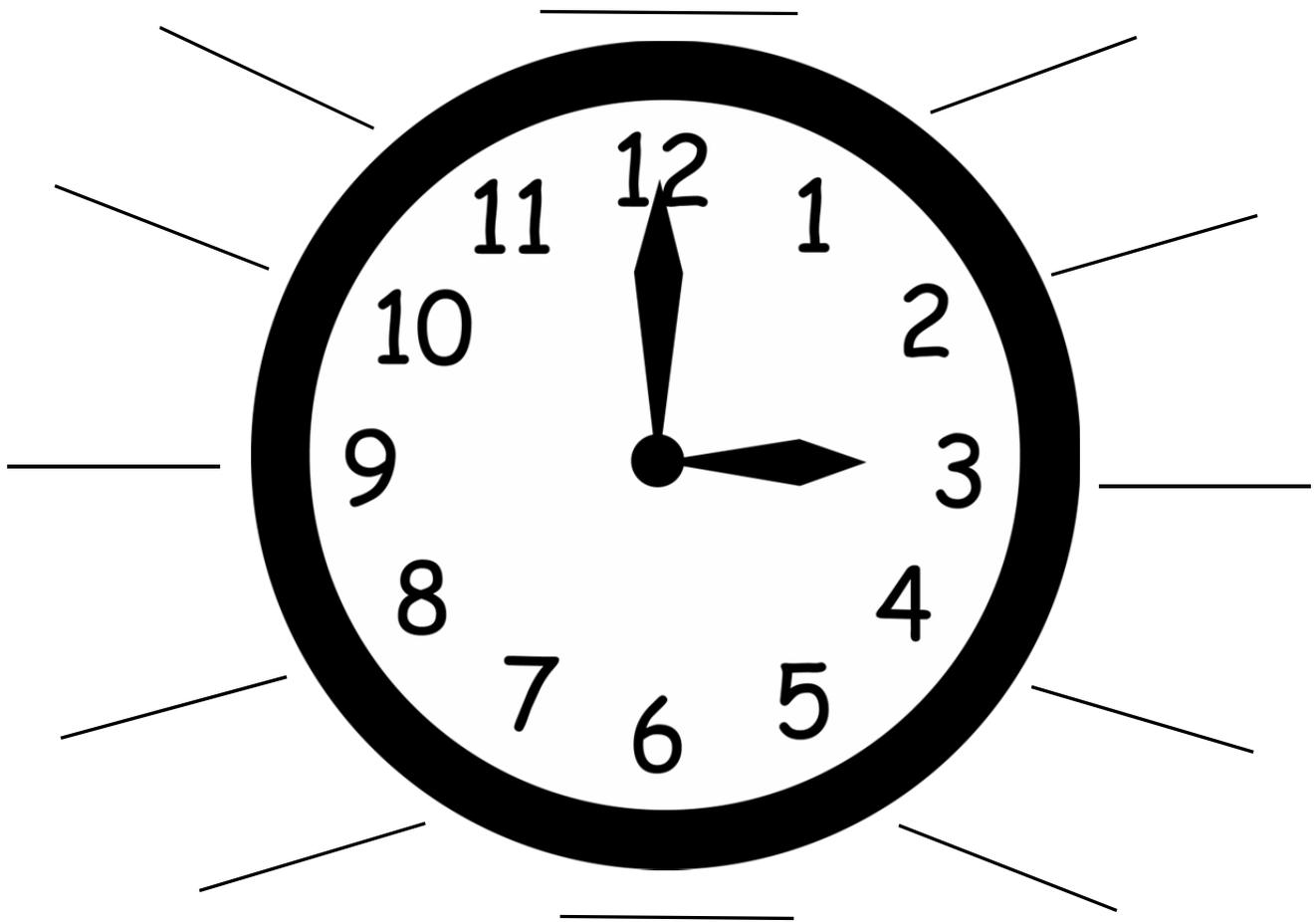
Here are the steps:

1. Ask a question or two related to the story you’re about to read. These questions will get them motivated to listen to the story, and will start them thinking on the main character, the problem/situation, or the premise of the story.
2. Introduce the story by talking to the children about the title and/or the cover illustration. Have them guess what the story is about. Read the names of the author and the illustrator. You can also mention the publication date.
3. “Unlock” the new vocabulary that students will encounter in the story. Find ways to explain new words through actions, or by having the object on hand, or by giving an explanation. As a last resort, translate the word.
4. When you read the story, read it clearly and with expression, stopping at times to entertain the children’s queries, to point at interesting pictures, to ask them questions or to clarify meaning.
5. At the end of the story-reading, start a discussion on the story. Invite comments about what they liked/didn’t like, or how they felt about the story. Ask them questions about the characters, the flow of events, the main ideas, the problem and its resolution, and issues arising from the story.
6. After the discussion, you may do story-related activities (such as writing activities!) to enrich their experience of literature.

# ANNEX C

## ROUND THE CLOCK LEARNING BUDDIES

Make an appointment with 12 different people – one for each hour on the clock. Be sure you both record the appointments on your clocks. Only make the appointment if there is an open slot at that hour on both of your clocks



# ANNEX D

## READING-WRITING WORKSHEET

A. Title of the story or book: _____
1. What is the message in this book?
2. Looking at your sheet of <i>100 ways to show what you know</i> , what writing assignment would you assign to your class? For what purpose did you choose this?
3. What mini-lesson will you teach your class?
A) About the form?
B) About grammar?
C) About vocabulary?
D) Others?

B. Title of the story or book: \_\_\_\_\_

4. What is the message in this book?

5. Looking at your sheet of *100 ways to show what you know*, what writing assignment would you assign to your class? For what purpose did you choose this?

6. What mini-lesson will you teach your class?

C) About the form?

D) About grammar?

E) About vocabulary?

F) Others?

C. Title of the story or book: \_\_\_\_\_

7. What is the message in this book?

8. Looking at your sheet of *100 ways to show what you know*, what writing assignment would you assign to your class? For what purpose did you choose this?

9. What mini-lesson will you teach your class?

E) About the form?

F) About grammar?

G) About vocabulary?

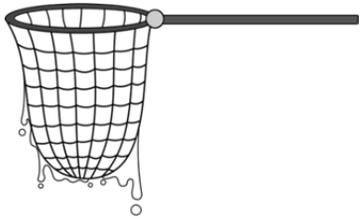
H) Others?

# ANNEX E

## SAMPLE GRADE 2 LEARNING MATERIAL (DAY 1)



the ten men



a wet net



has a pen

### Week 6: I'm Growing!

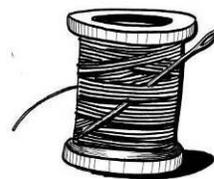
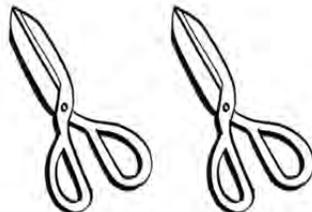
#### Lesson 26

#### Let's Try

#### Learning New Words

Look at the pictures. Listen as your teacher reads their names.

Vocabulary development



## Let's Aim

What do you do with old dresses or pants that don't fit you anymore?

Schema Activation

What did mother do with the old pants that did not fit the boy anymore?

Predicting

## My Pair of Shorts

Listening Comprehension

Jed wants to play in the park. He got his bat and ball. He wore his rubber shoes. He got his cap. Mother gave him two shirts. "You may wear the red one. Put the other shirt in your bag. Change your shirt to this yellow one after playing. And I prepared five sandwiches. Share them with your friends."

He was starting to wear his pants, but there was a problem.

"Look Mama. My pants are short for me," said Jed.

"Oh, yes. You are growing taller. We can give the pants to your brother Tom."

"But I love my pants Mama. Can't I still use them?"

"Hmmm, let's see. I need a pair of scissors, thread, and needle."

Rip, rip, rip. Cut, cut, cut. "Look, Jed, you have a pair of shorts!" "Oh. It looks good on me. Thank you Mama. I will use this now while I play with David, Benny, Ric, and Dan."

## Let's Try

Listening Comprehension

Oral Language Development

Listen to my questions about the story.  
Try to answer them.

1. What will Jed do?
2. Where will he play?
3. What things did he prepare?
4. Why did Mother ask him to bring two shirts?
5. What was his problem with his pants?
6. What was Mother's first solution to his problem?
7. Why didn't Jed want to give it to his brother?
8. What was Mother's second solution?
9. What happened to Jed's pants?
10. What did he tell his mother?
11. What did Jed feel when he wore the shorts?

## We Can Do It

Study Skill: Following Directions

What I will do with my old clothes:

1. Make two boxes in your notebook.
2. In the first box, draw a dress, pants, or shirt that you don't use anymore.
3. In the second box, draw what you will do with it.

## Lesson 27

## Let's Try

Grammar Awareness

## Words That Mean One or Many

Try reading the sentences with your teacher.

1. Jed has two shirts.
2. He has a cap. Mother made five sandwiches.

3. He has a bat and a ball.
4. He has four playmates.

### We Can Do It

Write in your notebook the answer to each question.

1. How many shirts did Jed bring?
2. How many caps did he use?
3. How many sandwiches did his mother make?
4. How many bat and ball did he have?
5. How many playmates did he have?

### Remember This

The words two, four, five, and many are called **counters**. They tell us that there is more than one naming word.

The words a and one are also called counters. They tell us that there is only one naming word.

### I Can Do It

Listen as I read each sentence. Write in your notebook the counter. Beside each word, write **O** if it means one and **M** if it means many.

1. Grandma has ten grandchildren.
2. I have many cousins.
3. I have one sister.
4. Uncle Vic gave me a doll.
5. He gave my brother two puppies.

# Let's Try

Vocabulary Development

## Reading New Words

Study the pictures. Read their names.



bed



wed



fed



led

Sound the beginning letter and the ending **-ed** to read the words.

bed  
fed  
led  
red  
wed

Med  
Ned  
Jed  
Ted

Phonics and Word Recognition

## Lesson 28

# Let's Try

## Thanking Mama

Jed wants to thank his Mama for fixing his shorts. Let us help him. Do this in your notebook.

Dear Mama,

Composing

Thank you for fixing my\_\_\_\_\_.

I like wearing it.

Love,

\_\_\_\_\_

## We Can Do It

Grammar Awareness

## **One or Many Naming Words**

Listen to my sentences. Take note of the counters. Tell if the counters mean one or many.

1. There are forty pupils in class.
2. There is a table in the room.
3. The janitor placed many desks.
4. There are three blackboards.
5. We have one teacher.

## **I Can Do It**

Listen as I read the sentences. Write the counters in your notebook. Beside each counter, write the correct naming word.

1. Nan has two (flower, flowers).
2. Jed has a (bat, bats).
3. I have one (pencil, pencils).
4. Mother has many (dress, dresses).
5. There are six (glass, glasses) on the table.

# ANNEX F

## SAMPLE GRADE 2 LEARNING MATERIAL (DAY 2)

### WEEK 1: PEOPLE IN OUR COMMUNITY

Name some people you see when you go out of your house.

Say: "I see a \_\_\_\_\_"

Mime Game:

I will act out a community helper that we see around us. Guess the community helper I will act out. Choose your answer from the following pictures.

Say: "You are a \_\_\_\_\_"

Now it is your turn to act it out.  
Your classmates will guess.



vendor



street sweeper



gardener

## Let's Recall

### Guess Who?

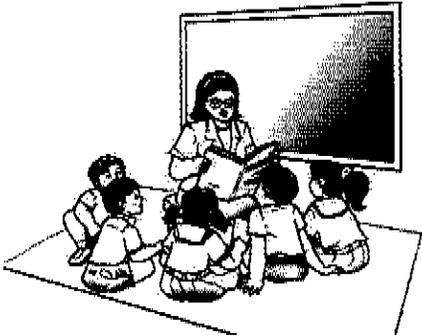
Listen to your teacher as she tells about a community helper. Name the community helper she is describing by choosing the correct picture shown in the following.



I trim the hair of men and boys.  
I am a \_\_\_\_\_.



I tell the sick the right pill to take so they will get well. I am a \_\_\_\_\_.



I teach pupils to read, count, and write. I am a \_\_\_\_\_.



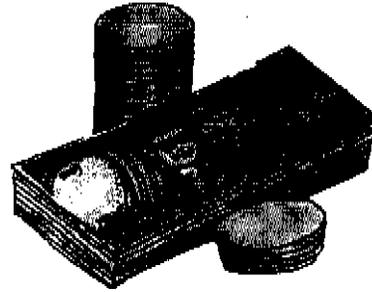
I help keep peace and order in the community. I am a \_\_\_\_\_.

## Word Study

I will read each word and the sentence for it. Connect the word to the correct picture.

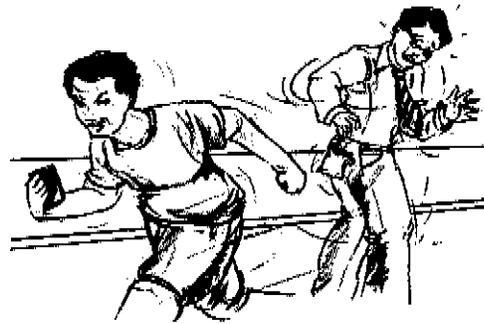
cash

I can buy what I need because I have cash.



pickpocket The pickpocket

got the wallet of the rich man.



## Let's Alm

The title of our story today is "The Red Bag with Cash." Guess or predict what will happen in our story.

Say: "I think \_\_\_\_\_"

"Maybe \_\_\_\_\_"

"Probably \_\_\_\_\_"

Listen as your teacher reads the story, "The Red Bag with Cash."

## **The Red Bag with Cash**

by Teacher Nong ·

One day, Sister Rica left the convent. She planned to go to the market. She had a red bag with cash in it. The cash was in a blackwallet.

Suddenly, a pickpocket ran away with her wallet. Sister Rica yelled, "Oh no! No more cash to buy food for the nuns."

A fat cop quickly ran after the pickpocket. "I will get that man," he said.

The pickpocket jumped inside a cab. He told the cab driver to drive away fast.

"This is bad! There is so much traffic in here! I should not be caught by that cop," said the pickpocket.

In a rush, he got out of the cab and ran very fast. The cab driver yelled at him. Suddenly, he looked at the back seat of the cab. He was surprised to find a black wallet on the seat. He checked it and found a lot of cash and some cards in it. He was very glad.

"Just the cash that I need," he said to himself. But he thought of the poor owner of the wallet. The wallet was not his.

The cab driver decided to bring the wallet to the police station. Later that day, Sister Rica was so thankful that she got her wallet back.

### **We Can Do It**

Let us find out if your guess or prediction about what will happen in our story is correct. Listen to my questions about the story and try to answer them.

1. Who went to the market?
2. What will she do in the market?
3. What happened on her way to the market?
4. What did the pickpocket do after he got the wallet?
5. Why did he leave the cab?
6. Why do you think was the wallet left in the cab?
7. What did the cab driver do with the wallet?
8. What words can describe the cop? The cab driver?

### **Can Do It**

Draw in your notebook the people who helped Sister Rica. In what way did each one help Sister Rica?

## ( Lesson 2 )

### Let's Recall

#### Act It Out

Who said the following lines in our story yesterday? Dramatize the following events in the story.

Let your classmates guess the character in the story who said each line.

1. "Oh no! No more cash to get food for the nuns."
2. "I will get that man!"
3. "This is bad! There is so much traffic in here! I should not be caught by that cop."
4. "Just the cash that I need."

#### Let's Try

What is a Wanted poster?

Who are the people we usually see

in a Wanted poster? What did they do? Why do we put up their picture there?

In our story yesterday, is there anyone we can put in a Wanted poster?

### We Can Do It

#### Learning How to Follow Directions

Copy the poster shown in the next page

in your notebook. Follow the three-step direction.

- I. **First**, let us write the title of our story yesterday on the first line.

2. **Then**, let us draw the WANTED character in the story.
3. **Finally**, let us fill out the blanks that follow.

Title of the Story: \_\_\_\_\_

**WANTED**

Name: \_\_\_\_\_

Crime: \_\_\_\_\_

Last Seen: \_\_\_\_\_

If seen, contact: \_\_\_\_\_

Reward: \_\_\_\_\_

Which community helper can help us catch a WANTED person?

A \_\_\_\_\_ can help us catch a WANTED person.

# ANNEX G

## SAMPLE GRAPHIC ORGANIZER

### Character Profile

Skill: Writing a descriptive sentence

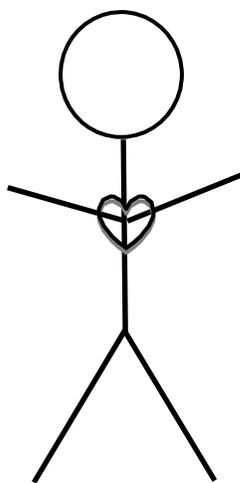
Graphic organizer: Character Profile Chart

Procedure:

Let's know more about the main character. Who is he/she again? Here is a Character Profile chart.

Look at the Character Profile chart and think of 3- 4 words that best describes the character.

*If you find it challenging to describe the character, provide three adjectives that describe the character.*



→ What does the character look like?

→ What does the character think?

→ What does the character feel?

→ What does the character do?

# ANNEX H

## SHORT PRE- AND POST-TEST

I am a:       Supervisor       School Teacher       School Principal

Write the correct letter/s on the blank.

\_\_\_\_\_ 1. Which of the following are included in the list of domains and competencies in the Integrated Language Arts Curriculum?

a) Reading Comprehension	f) Narrative Competency
b) Fluency	g) Phonological Awareness
c) Formative Evaluation	h) Oral Language Development
d) Phonics and Word Recognition	i) Vocabulary Development
e) Reading Readiness	j) Study Strategies

\_\_\_\_\_ 2. What kind of text provides information?

- a) Fictional narrative text
- b) Expository text
- c) Procedural text
- d) Journal writing

\_\_\_\_\_ 3. Which statement is true?

- a) Reading and writing are distinct from one another and draw upon different knowledge and cognitive processes.
- b) Reading and writing are both communication activities that limit comprehension of texts produced by others.
- c) Writing enhances reading because they are both functional activities that can be combined to accomplish specific goals.

\_\_\_\_\_ 4. Composing or Authentic Writing is an appropriate post-reading activity.

- a) Always true
- b) Sometimes true
- c) False

\_\_\_\_\_ 5. It is not important to give a mini-lesson on the genre prior to tasking students with a composing or writing activity.

- a) True
- b) False

\_\_\_\_\_ 6. What is the second stage in the writing process?

- a) drafting
- b) editing
- c) brainstorming
- d) sharing

7. Give 2 examples of a writing exercise that you can do with your students.

---

# ANNEX I

## 100 WAYS TO SHOW WHAT YOU KNOW/YOUR IDEAS

1. a haiku
2. a collage
3. a letter of complaint
4. an origami folded paper model
5. a post card
6. a love song
7. a chant
8. a marriage vow
9. a story with a twist at the end
10. a Dear John letter
11. a nursery rhyme
12. a play in three acts
13. a painting
14. a play-by-play commentary
15. a rap
16. a flip book (old school animation)
17. a 20-word telegram
18. an icon and logo design
19. a wanted poster
20. a puppet show
21. a map
22. a children's book
23. a want ad
24. an Venn diagram
25. an obituary
26. a radio advertisement
27. a public service announcement
28. a proverb
29. a comic strip
30. a calendar design
31. a dialogue
32. a bumper sticker
33. five words written with the hand you don't write with
34. a play dough/modelling clay sculpture
35. a series of photographs
36. a report card on a character
37. a concept map
38. a board game
39. a CD cover
40. a recipe
41. A sonnet
42. A newspaper article with headline
43. A game of charades
44. A travel brochure
45. A rule book
46. a chart or a graph
47. A survey
48. A retelling/rewriting from a different point of view
49. A show & tell event
50. A word cloud
51. A floor plan of the setting with appropriate labels
52. A game show
53. A letter from a lawyer
54. A sales flyer
55. A flow chart
56. An email
57. A diagram with annotations
58. A series of text messages
59. A talk show
60. An interview
61. A product sales package
62. A costume design
63. A television advert
64. A memo
65. A two minute conversation
66. A scene from a silent movie
67. A comedy sketch
68. 4 powerpoint slides
69. A poem
70. An Acrostic poem
71. A mini-novel of 200 words
72. A brainstorm in bubbles
73. A matrix-style reinvention
74. A mobile to hang from a ceiling
75. An animation
76. A play script for a 1 minute play
77. An improvisation/role play
78. a plot line
79. a menu
80. a movie poster

81. a shape poem
82. a folded information leaflet
83. a paper doll display
84. a biography of a character
85. a stamp
86. an account of what may have happened before
87. a different ending
88. a 50 word written account
89. a mime
90. an interpretive dance
91. a whisper (maybe recorded on a mobile for playback)
92. a pencil sketch
93. a poster
94. a bill (currency)
95. a connect the dots diagram
96. a crayon drawing
97. a rap
98. a tap dance around the key issues on the floor
99. a song – performed
- 100.

# ANNEX J

## PRESENTATION ON READ RIGHT NOW!



**Read Right Now!**

### **Read Right Now!**

Developed by Education Development Center



RRN! is an evidence-based approach to the teaching of literacy to children and youth in low-capacity and resource-lean environments around the world.



## Education Development Center, Inc.

- In 2001, Education Development Center (EDC) began a USAID-funded project that piloted this approach to reading instruction in Guinea;
- This developed into the first comprehensive, evidence-based early grade reading program in EDC's international division
- The program was tested in a small group of schools and evaluated with a quasi-experimental research approach.
- Based on the impressive gains in reading ability of students in the pilot schools, the Guinean Ministry of Education obtained funding from the World Bank to introduce the program to all elementary schools in the country.



## Low-capacity environments

- In less developed nations, problems with learning to read and write are exacerbated by:
- Lack of trained teachers
- Poor supervision of reading teaching
- Lack of books or reading materials
- No focus on writing



## Guiding Principles: Instructional Approaches



- Instruction in reading should explicitly teach five core component skills
- Instruction in writing should explicitly teach six core component skills

## Guiding Principles: Teacher Capacities and Resources

- Teachers need to:
  - Understand and be convinced that the **component skills are essential**
  - See what effective **instructional practices look like** in their grade and cultural context
  - Have access to a **grade-specific instructional package**
- Have regular **access to coaches**



## Guiding Principles: Systemic and Community Capacities

- Better reading and writing instruction is sustained and supported by:
- Performance standards
- Measurement tools
- Community and family support
- Stakeholder support



## Read Right Now!: Our Instructional Framework

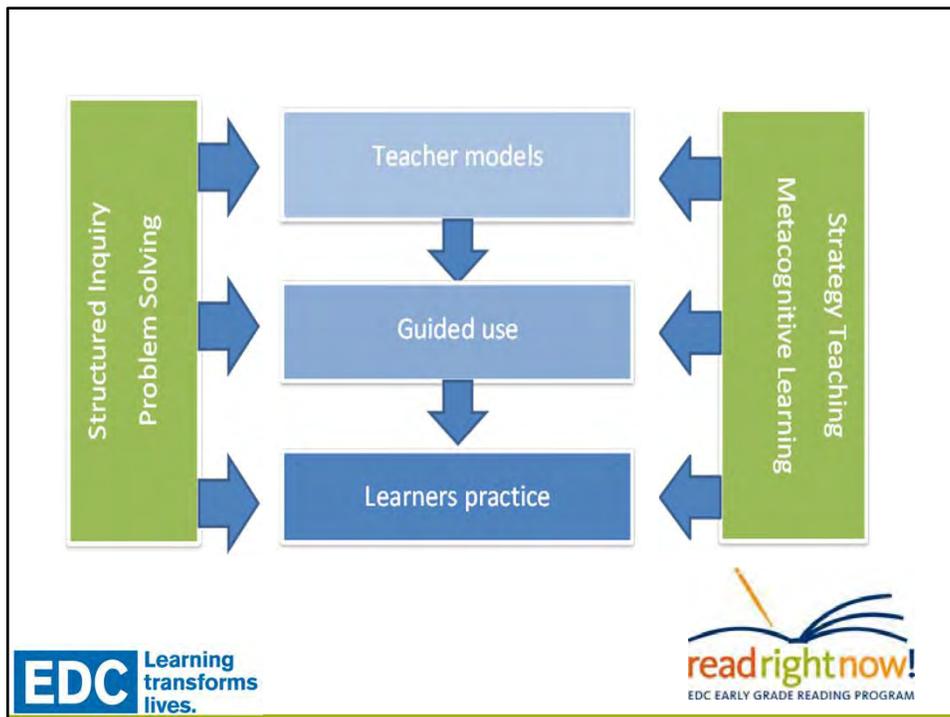
- Teachers much engage pupils in the following in class on a regular basis:
- The five component skills
- Oral language development
- Authentic reading





## Cross-component Instructional Strategies

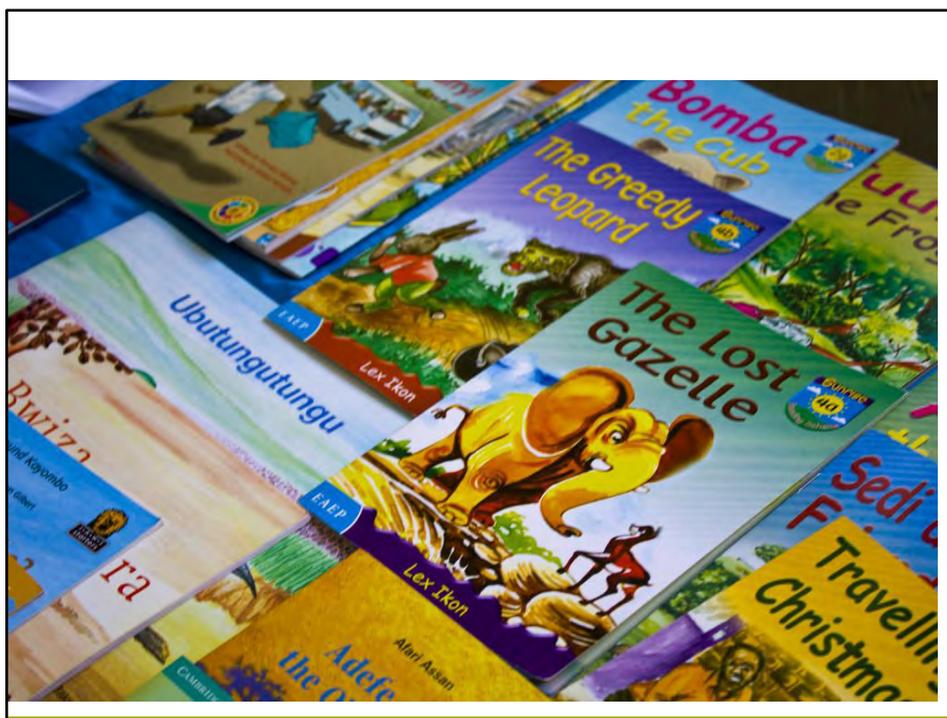
- Structured Inquiry
- Problem Solving
- Strategy Teaching
- Metacognitive Learning



## Reading/Writing Materials

- Read aloud stories for teachers to read
- Teacher guides
- Leveled readers
- Classroom teaching/learning aids
- Interactive audio
- mLearning modules
- Video training modules

# Materials



## Expected Outcomes

- **Early grade learners in RRN! classrooms will be able to:**

- Read fluently with comprehension, pick up on context clues and inferred meaning



- Communicate an idea or thought
- Understand that meaning and enjoyment can be derived from text.



# ANNEX K

## LEARNING TO READ AND WRITE IN THE PHILIPPINES



readrightnow!  
EDC'S EARLY GRADE AND YOUTH READING PROGRAM

Learning to read  
and write



**EDC** Learning transforms lives.

## WHAT IS SKILLED READING?

Lewis Carroll's *The Jabberwocky*

`Twas brillig, and the slithy toves  
Did gyre and gimble in the wabe  
All mimsy were the borogoves,  
And the mome raths outgrabe.

Questions:

- What did the slithy toves do?
- Where did they do it?
- How would you describe the borogoves?

## What is the Main Idea?

The procedure is actually quite simple. First you arrange items into different groups. Of course one pile may be sufficient depending on how much there is to do. If you have to go somewhere else due to lack of facilities that is the next step; otherwise, you are pretty well set. It is important not to overdo things. That is, it is better to do too few things at once than too many. In the short run this may not seem important but complications can easily arise. A mistake can be expensive as well. At first the whole procedure will seem complicated.

Soon, however it will become just another facet of life. It is difficult to foresee any end to the necessity for this task in the immediate future, but then, one never can tell. After the procedure is completed one arranges the materials into different groups again. Then they can be put into their appropriate places. Eventually they will be used once more and the whole cycle will then have to be repeated. However, that is part of life.



## What Did You Use to Read This?

"The phaonmneal pweor of the hmuan mnid. I cdnuolt blveiee taht I cluod aulacilty uesdnatnrd waht I was rdanieg. Aoccdrnig to a rscheearch taem at Cmabrigde Uinervtisy, it dseno't mtaetr in waht oerdr the ltteres in a wrod are. The olny iproamtnt tihng is taht the frsit and lsat ltteer be in the rghit pclae. The rset can be a taotl mses and you can sitll raed it whotuit a pboerlm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a wlohe.

Such a cdonition is arppoaiately cllaed Typoglycemia. Azanmig, huh?

Yaeh and you awlyas tghuhot slpeling was ipmorantt!"



## Good Readers Develop Foundational Skills

- Oral language skills and phonological awareness
- Motivation to learn and appreciation for literate forms
- Print awareness and letter knowledge

Question: How can teachers foster motivation and love of reading as a foundation for reading?

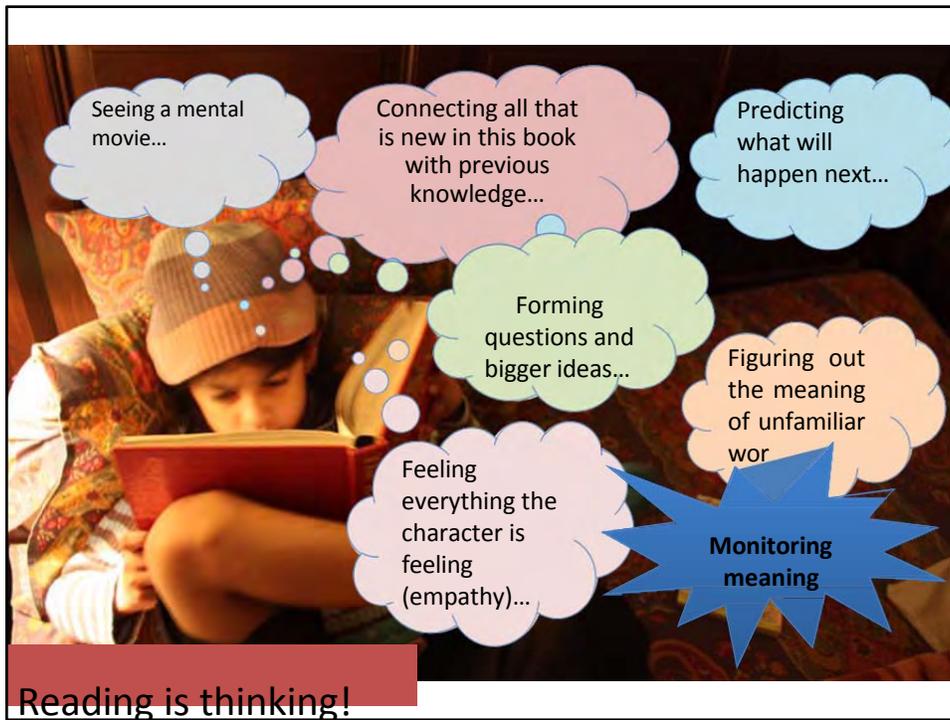
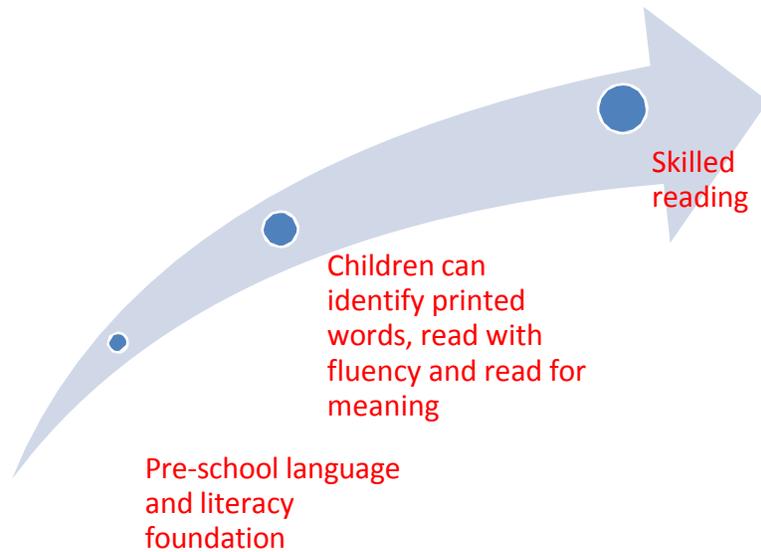


## Good Readers...

- Understand the alphabetic system to identify printed words
- Read fluently
- Have and use background knowledge and strategies to obtain meaning from print



## Promoting children's reading success



# Five Component skills

Effective reading instruction incorporates:

- Phonological/Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



## STRANDS OF EARLY LITERACY DEVELOPMENT

### LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE  
(facts, concepts, etc.)

VOCABULARY  
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES  
(syntax, semantics, etc.)

VERBAL REASONING  
(inference, metaphor, etc.)

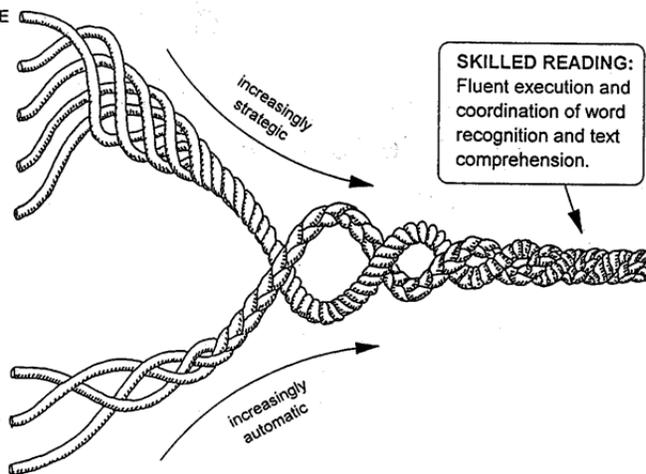
LITERACY KNOWLEDGE  
(print concepts, genres, etc.)

### WORD RECOGNITION

PHONOLOGICAL AWARENESS  
(syllables, phonemes, etc.)

DECODING (alphabetic principle,  
spelling-sound correspondences)

SIGHT RECOGNITION  
(of familiar words)



**SKILLED READING:**  
Fluent execution and  
coordination of word  
recognition and text  
comprehension.



## Cassandra Video



What Does Hildi Do to Support Cassandra's Reading & Writing?

## 6 + 1 Traits of Good Writing

- Ideas: interesting & important
- Organization: logical & effective
- Voice: individual & appropriate
- Word choice: specific & memorable
- Sentence fluency: smooth & expressive
- Conventions: correct
- Presentation: polished & pleasing



## Interesting and Important Ideas

- Ideas are what it's all about.
- An important main idea.
- Interesting details that help readers understand the main idea.
- “Showing” details that help readers make pictures in their mind.
- A clear and meaningful purpose.
- Something surprising or unusual that really works



## Logical and Effective Organization

- Organization is driven by ideas.
- A beginning that catches your attention and makes you want to read more.
- An ending that feels finished and makes you think.
- Parts are arranged in the best order
- Spends the right amount of time on each part.
- Easy to follow from part to part.



## Individual and Appropriate Voice

- Voice is choice.
- The writer cares about the topic.
- Strong feelings, honest statements.
- An individual, authentic, and original.
- Appropriate for purpose and audience.



## Specific and Memorable Word Choice

- Strong verbs that tell how actions are performed.
- Adjectives and adverbs that make things more specific.
- Words and phrases you remember long after you've finished reading.
- Language that is appropriate to purpose and audience.



## Smooth, Expressive Sentence Fluency

- Variety in sentence beginnings.
- Variety in sentence length & structure.
- Easy to read expressively; sounds great when read aloud.
- Rhythm, rhyme, alliteration, and other “sound” effects.
- Sentences are structured so they’re easy to understand.



## Correct Conventions That Communicate

- “Outside” punctuation that shows where ideas begin and end.
- “Inside” punctuation that shows where parts of ideas begin and end.
- Capitalization for names, places, and things that are one of a kind
- Paragraphing that shows groups of related ideas.



## Conventions

- Spelling that makes writing easy to read.
- Common Standard English
- Think of conventions as tools, not rules



## Putting it All Together

- First things first: Pick a good topic
- Good writing starts with the writer's voice
- Ideas and organization also form the foundation of good writing
- Sentence fluency and word choice follow



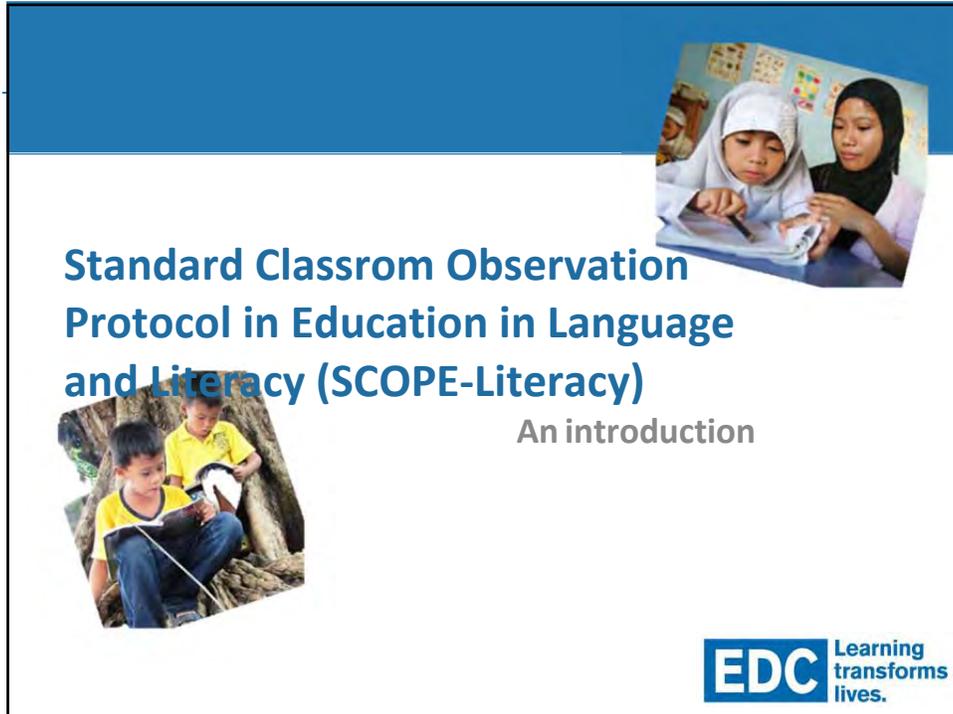
## Is this Good Writing?

Use the 6 trait rubric to analyze the writing sample "Chores."



# ANNEX L

## PRESENTATION ON SCOPE-LITERACY



The cover of the presentation features a blue header bar at the top. Below it, on the right, is a photograph of two young girls in white hijabs looking at a book together. On the left, there is a photograph of two young boys in yellow shirts sitting on a log and reading a book. The title 'Standard Classroom Observation Protocol in Education in Language and Literacy (SCOPE-Literacy)' is written in blue text, with 'An introduction' in smaller black text below it. The EDC logo and tagline 'Learning transforms lives.' are in the bottom right corner.

**Standard Classroom Observation Protocol in Education in Language and Literacy (SCOPE-Literacy)**  
An introduction

**EDC** Learning transforms lives.

N 3

### Why we use SCOPE-Literacy?

- SCOPE is grounded in rigorous research- and has been proven in multiple contexts: the program works
- Ministries of Education are increasingly interested
- SCOPE has been and will be used in several countries

**EDC** Learning transforms lives.

## What can SCOPE-Literacy do?

- Can assess the impact of project and ministry activities on teachers' instructional practices
  - Summative assessment of impact over a period of time (ex: project accountability)
  - Formative assessment to guide the refinement of teacher professional development activities (responsiveness)
- Can serve as a tool for instructional supervisors and leaders to support continuous professional development at the district and school level



## SCOPE-Literacy: The instrument

- Cover sheet to collect background data on the observed teacher and classroom
- 13 items that focus on teacher instructional behaviors
- Items fall under two sections



## **Section 1 Classroom Structure (Items 1-6 )**

- Positive Learning Environment
- Effective Grouping Strategies
- Participation of All Learners
- Opportunities for Reflection
- Classroom Materials
- Manages Reading and Writing Instruction



## **Section 2 Language and Literacy Instruction (Items 7-13)**

- Opportunities for Oral Language Development
- Opportunities for Meaningful Reading
- Opportunities for Learning to Decode and Spell Words
- Opportunities for Developing Reading Fluency
- Opportunities for Developing Vocabulary
- Opportunities for Developing Comprehension
- Writing Instruction



## Observing classroom instruction

- Self-reported data on teaching can be unreliable
- Improve data quality with systematic and reliable observations in classrooms
- Instrument needs to be aligned with proven instructional practices



## SCOPE and behavioral complexity

- Some classroom observation instruments are “low inference.” They record the presence or absence of an observable behavior or limited set of behaviors.
  - “The teacher uses an attendance book and a pupil evaluation record”
- SCOPE is a “high inference” instrument. It makes judgments about sets of observable behaviors.
  - “Students are comfortable discussing the merits of a strategy and pointing out how or when they could apply it when reading and writing.”



## SCOPE rating levels and indicators

- For each SCOPE item, criteria anchor the rating assigned to that item (1 to 5) in a combination of specific outcomes, nuanced differences, and examples.
- Instructional practices targeted by the SCOPE are complex. The criteria provide strong guidance but the observer's judgment plays an important role.

## The Five Rating Levels

1	2	3	4	5
Deficient	Inadequate	Basic	Strong	Exemplary

# Rating Levels & Anchor Statements

## 1. Supportive Learning Environment

1	Deficient	2	Inadequate	3	Basic	4	Strong	5	Exemplary
There is <b>minimal</b> or no evidence that the learning environment supports learners		There is <b>limited</b> evidence that the learning environment supports learners.		There is <b>some</b> evidence that the learning environment supports learners.		There is <b>ample</b> evidence that the learning environment supports learners.		There is <b>compelling</b> evidence that the learning environment supports learners.	

Deficient → *Minimal* Inadequate →  
*Limited* Basic → *Some* Strong →  
*Ample*  
 Exemplary → *Compelling*

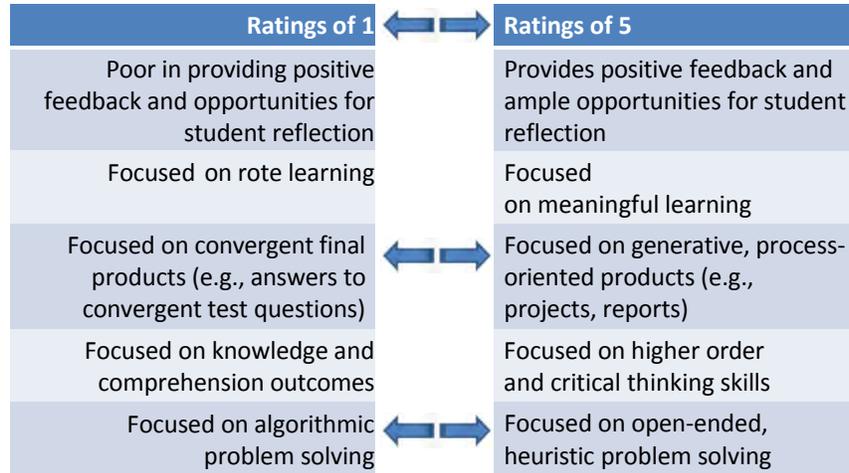


# Interpreting the SCOPE ratings

Ratings of 1	↔	Ratings of 5
Traditional		Reformed
Authoritative		Participatory
Teacher-centered		Student-centered
Non-collaborative or cooperative	↔	Collaborative and cooperative
Mostly chalk-and-talk		Active; Inquiry-based
Compartmentalized, exclusively academic, and discipline specific		Integrated across disciplines and connected with everyday life
Non-responsive to student lives and needs	↔	Relevant and responsive to student lives and needs



# Interpreting the SCOPE ratings



## 1. Supportive Learning Environment

1 6 Defi	2 7 Inad	3 8 B	4 9 Str	5 10 Exem
There is minimal or no evidence that the learning environment supports learners.	There is limited evidence that the learning environment supports learners.	There is some evidence that the learning environment supports learners.	There is ample evidence that the learning environment supports learners.	There is compelling evidence that the learning environment supports learners.
Rules and routines, if there are any, are generally not followed. There is a lack of purposeful activity and disruptions of learning occur.	While learners appear to understand and follow some basic routines, other rules and routines may not be clear. Increased teacher intervention is evident.	Learners appear to understand regular rules and routines and are observed engaging in some purposeful activity. However, occasional disruption of learning occurs as a result of either learner's disregard for rules or lack of respect for each other.	Learners appear to have internalized regular rules and routines. This is evident as the teacher and learners interact respectfully and are often seen engaged in purposeful activity, although teacher management efforts are more noticeable.	Learners appear to have internalized regular rules and routines. This is evident as the teacher and learners move through the day smoothly, interact respectfully, and are often seen engaged in purposeful activity.
The teacher reprimands learners publically pointing out their errors and criticizing their literacy skills.	The teacher corrects erroneous language and literacy responses and insists learners repeat corrected responses. However, praise is rarely used.	The teacher points out erroneous language and literacy responses and asks learners to provide correction in an encouraging manner.	The teacher does not always correct erroneous language and literacy responses in the effort to create a risk-free literacy and learning environment.	The teacher reframes erroneous language and literacy-based responses and models appropriate vocabulary, grammar, pronunciation and intonation. A risk-free literacy and learning environment is evident.
The teacher's strategies to resolve conflicts or manage noncompliant behavior are ineffective and often appear arbitrary or harsh.	The teacher frequently fails to identify and respond to conflicts or incidents of learners' noncompliance. In addition, the teacher's response may be unpredictable and/or ineffective.	The teacher attends to conflicts at times when learners are not compliant and may use formulaic interventions when learners are not responsive. For example, the teacher may separate certain learners or take away classroom privileges.	If needed, teacher intervention in conflicts or at times when learners are not compliant is calm and nonthreatening. The teacher leads learners toward peaceful resolutions, although he or she may not provide problem-solving strategies that learners can use independently.	If needed, teacher intervention in conflicts or at times when learners are not compliant is calm, nonthreatening, and effective. The teacher facilitates independent, productive problem-solving strategies among learners.



## Structure of the SCOPE Literacy Scrambled Item Activity

### Item 2: Effective grouping strategies

- i. Pair up in teams of two
- ii. Match each descriptive indicator with the corresponding anchor statement and rating
  - The 3 sources of evidence (rows) are:
    - Grouping strategies
    - Learner participation
    - Collaboration and cooperation



## Structure of the SCOPE Literacy Scrambled Item Activity<sup>2</sup>

### Item 12: Opportunities for developing reading comprehension

Work with your partner

- i. Match each descriptive indicator with the corresponding anchor statement and rating
  - The 3 sources of evidence (rows) are:
    - Learner thinking
    - Instructional Strategies
    - Questioning



## Evidence and Rating Practice

Video practice for:

Item 7: Opportunities for Oral Language  
Development

**Video: Talking Science**



## Evidence and Rating Practice

Video practice for:

Item 10: Opportunities for Developing Reading  
Fluency

**Video: *Fluency***



# ANNEX M

## SCOPE-LITERACY OBSERVATION WORKSHEETS

SCOPE OBSERVER TRAINING: FIELD OBSERVATIONS, DAY ONE 11/12/13—Santan Classroom—Group A

Observers	NC	CH	TN	DJ	VY	RV	FT
<b>Section I: Classroom Structure Score</b>	12	15	12	10	11	11	11
1. Positive Learning Environment	2	2	2	2	2	2	2
2. Effective Grouping Strategies	3	3	2	2	2	2	2
3. Participation of All Learners	2	2	2	2	2	2	2
4. Opportunities for Reflection	1	2	2	1	1	2	1
5. Classroom Materials	2	3	2	2	2	1	2
6. Manages Reading and Writing Instruction	2	3	2	1	2	2	2
<b>Section II. Language and Literacy Instruction Score</b>	9	9	15	9	7	9	7
7. Opportunities for Oral Language Development	2	2	2	1	1	2	1
8. Opportunities for Meaningful Reading	1	1	2	2	1	1	1

Observers		NC	CH	TN	DJ	VY	RV	FT
9.	Opportunities for Learning to Decode and Spell Words	2	1	2	2	1	1	1
10	Opportunities for Developing Reading Fluency	1	2	2	1	1	2	1
11	Opportunities for Developing Vocabulary	1	1	2	2	1	1	1
12	Opportunities for Developing Comprehension	1	1	3	1	1	1	1
13	Writing Instruction	1	1	2	1	1	1	1
<b>Total Score</b>		<b>21</b>	<b>24</b>	<b>27</b>	<b>20</b>	<b>18</b>	<b>20</b>	<b>18</b>

**NC= Nancy Clark-Chiarelli**

**CH=Chin**

**TN=Tonet**

**DJ= Daisy Jane**

**VY=Vic**

**RV=Riva**

**FT=Fatima**

**SCOPE OBSERVER TRAINING: FIELD OBSERVATIONS, DAY ONE 11/12/13—Sapaquita Classroom—Group B**

Observers		NC	Bea	Gr	FM	CH
<b>Section I: Classroom Structure Score</b>		<b>17</b>	<b>21</b>	<b>17</b>	<b>22</b>	
1.	Positive Learning Environment	4	4	4	5	

<b>Observers</b>		NC	Bea	Gr	FM	CH
2.	Effective Grouping Strategies	3	4	3	4	
3.	Participation of All Learners	3	4	3	4	
4.	Opportunities for Reflection	1	1	1	2	
5.	Classroom Materials	3	4	2	3	
6.	Manages Reading and Writing Instruction	3	4	4	4	
<b>Section II. Language and Literacy Instruction Score</b>		<b>11</b>	<b>18</b>	<b>14</b>	<b>16</b>	
7.	Opportunities for Oral Language Development	2	4	2	3	
8.	Opportunities for Meaningful Reading	1	2	1	2	
9.	Opportunities for Learning to Decode and Spell Words	3	4	4	3	
10.	Opportunities for Developing Reading Fluency	1	2	1	2	
11.	Opportunities for Developing Vocabulary	2	3	3	3	
12.	Opportunities for Developing Comprehension	1	2	2	2	
13.	Writing Instruction	1	1	1	1	
	<b>Total Score</b>	<b>28</b>	<b>39</b>	<b>31</b>	<b>38</b>	

NC= Nancy Clark-Chiarelli

Bea=Bea

Gr=Gretzel

FM=Firth

Ch=Chin

**SCOPE OBSERVER TRAINING: FIELD OBSERVATIONS, DAY ONE 11/12/13—Daisy Classroom—Group C**

Observers	NC	B	OG	YN	MN
<b>Section I: Classroom Structure Score</b>	10	12	9	11	10
1. Positive Learning Environment	2	2	2	2	2
2. Effective Grouping Strategies	2	2	2	3	2
3. Participation of All Learners	2	2	2	2	2
4. Opportunities for Reflection	1	2	1	1	2
5. Classroom Materials	2	2	1	2	1
6. Manages Reading and Writing Instruction	1	2	1	1	1
<b>Section II. Language and Literacy Instruction Score</b>	8	11	7	10	8
7. Opportunities for Oral Language Development	1	2	1	1	1
8. Opportunities for Meaningful Reading	1	2	1	1	1
9. Opportunities for Learning to Decode and Spell Words	2	2	1	3	2

Observers		NC	JB	OG	YN	MN
10	Opportunities for Developing Reading Fluency	1	2	1	1	1
11	Opportunities for Developing Vocabulary	1	1	1	2	1
12	Opportunities for Developing Comprehension	1	1	1	1	1
13	Writing Instruction	1	1	1	1	1
<b>Total Score</b>		<b>18</b>	<b>23</b>	<b>17</b>	<b>21</b>	<b>18</b>

NC= Nancy Clark-Chiarelli

JB=Jovilyn

OG=Oma

YN=Yvette

MN=Menchie

**SCOPE OBSERVER TRAINING: FIELD OBSERVATIONS, DAY TWO 11/13/13—Rose Classroom—Group A**

Observers		NC	CH	TN	DJ	VY	RV	FT
<b>Section I: Classroom Structure Score</b>		<b>14</b>	<b>12</b>	<b>18</b>	<b>19</b>	<b>12</b>	<b>16</b>	<b>12</b>
1.	Positive Learning Environment	3	2	3	3	2	3	2
2.	Effective Grouping Strategies	3	2	3	3	2	3	2
3.	Participation of All Learners	2	2	3	2	3	2	3
4.	Opportunities for Reflection	1	1	3	3	1	3	1

<b>Observers</b>	NC	CH	TN	DJ	VY	RV	FT
5. Classroom Materials	2	2	3	3	2	2	2
6. Manages Reading and Writing Instruction	3	3	3	3	2	3	2
<b>Section II. Language and Literacy Instruction Score</b>	<b>12</b>	<b>11</b>	<b>14</b>	<b>13</b>	<b>7</b>	<b>20</b>	<b>10</b>
7. Opportunities for Oral Language Development	2	2	2	2	2	3	2
8. Opportunities for Meaningful Reading	2	3	2	2	2	3	2
9. Opportunities for Learning to Decode and Spell Words (Not in Lesson plan=99)	1	1	2	2	1	3	1
10. Opportunities for Developing Reading Fluency (Not in Lesson plan=99)	1	1	2	2	1	3	1
11. Opportunities for Developing Vocabulary	2	1	3	2	2	3	2
12. Opportunities for Developing Comprehension	3	2	2	2	1	3	1
13. Writing Instruction	1	1	1	1	1	2	1
<b>Total Score</b>	<b>26</b>	<b>23</b>	<b>32</b>	<b>32</b>	<b>22</b>	<b>36</b>	<b>22</b>

NC= Nancy Clark-Chiarelli

Bea=Bea

Gr=Gretzel

FM=Firth

Ch=Chin

**SCOPE OBSERVER TRAINING: FIELD OBSERVATIONS, DAY TWO 11/13/13—Daisy Classroom—Group B**

Observers		NC	Bea	Gr	FM	CH
<b>Section I: Classroom Structure Score</b>		<b>9</b>	<b>9</b>	<b>8</b>	<b>11</b>	<b>11</b>
1.	Positive Learning Environment	2	2	1	3	2
2.	Effective Grouping Strategies	2	2	1	2	2
3.	Participation of All Learners	2	1	2	2	2
4.	Opportunities for Reflection	1	1	1	2	2
5.	Classroom Materials	1	1	1	2	1
6.	Manages Reading and Writing Instruction ( . = missing)	1	2	2	.	2
<b>Section II. Language and Literacy Instruction Score</b>		<b>8</b>	<b>8</b>	<b>9</b>	<b>13</b>	<b>10</b>
7.	Opportunities for Oral Language Development	1	1	1	2	2
8.	Opportunities for Meaningful Reading	1	1	1	1	2
9.	Opportunities for Learning to Decode and Spell Words	2	2	2	3	1
10.	Opportunities for Developing Reading Fluency	1	1	1	1	1
11.	Opportunities for Developing Vocabulary	1	2	2	3	1

Observers		NC	Bea	Gr	FM	CH
12	Opportunities for Developing Comprehension	1	1	1	2	2
13	Writing Instruction (. = missing)	1	.	1	1	1
<b>Total Score</b>		<b>17</b>	<b>17</b>	<b>17</b>	<b>26</b>	<b>21</b>

**NC= Nancy Clark-Chiarelli**

**Bea=Bea**

**Gr=Gretzel**

**FM=Firth**

**Ch=Chin**

**SCOPE OBSERVER TRAINING: FIELD OBSERVATIONS, DAY TWO 11/13/13—TULIP Classroom—Group C**

Observers		NC	JB	OG	YN	MN
<b>Section I: Classroom Structure Score</b>		<b>7</b>	<b>11</b>	<b>10</b>	<b>8</b>	<b>7</b>
1.	Positive Learning Environment	2	3	2	3	2
2.	Effective Grouping Strategies	1	2	1	1	1
3.	Participation of All Learners	1	2	3	1	1
4.	Opportunities for Reflection	1	1	1	1	1
5.	Classroom Materials	1	2	1	1	1

Observers		NC	JB	OG	YN	MN
6.	Manages Reading and Writing Instruction	1	1	2	1	1
<b>Section II. Language and Literacy Instruction Score</b>		<b>8</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>8</b>
7.	Opportunities for Oral Language Development	1	1	1	2	1
8.	Opportunities for Meaningful Reading	1	1	1	1	1
9.	Opportunities for Learning to Decode and Spell Words	2	1	1	1	2
10	Opportunities for Developing Reading Fluency	1	1	1	1	1
11	Opportunities for Developing Vocabulary	1	1	1	1	1
12	Opportunities for Developing Comprehension	1	2	1	1	1
13	Writing Instruction	1	1	1	1	1
<b>Total Score</b>		<b>15</b>	<b>19</b>	<b>17</b>	<b>16</b>	<b>15</b>

NC= Nancy Clark-Chiarelli

JB=Jovilyn

OG=Oma

YN=Yvette

MN=Menchie

# ANNEX N

## NOTES FROM LEVELED TEXT MEETING

NOVEMBER 7-8, 2013

Participant thinking recorded on flip charts in response to three tasks conducted as part of Day 2 of the Leveled Text Meeting on 8 November 2013 are documented below.

### ESTIMATED LEVELS OF TEXT IN GRADE 2 ENGLISH & FILIPINO LEARNERS' MANUALS (2013)

Working in small groups, participants analyzed the level of difficulty of three texts in the 2013 Grade 2 Learner Manuals. The three samples were chosen from the beginning, middle, and end of the school year. The following chart summarizes the participants' analyses.

FILIPINO GRADE 2 TEXT	GROUP 1 LEVEL	GROUP 2 LEVEL	GROUP 3 LEVEL	GROUP 4 LEVEL
• Kumilos at Magkaisa	I	E	N	E
• Ang Pangarap ni Nilo	J	E	L (M/N)	I
• Digital Daw?	M	G	K	L
ENGLISH GRADE 2 TEXT				
• Gab's Pet	A	D	A	A
• The Sad Hen	G	F	G	A
• Coconut	I	F	D	B

Estimated levels for select Filipino texts in Grade 2 DepED Learner's Manual rated by Ces.

- a. *Yunit 1 – Kumilos at Magkaisa*
  - **Level G:** some long sentences (e.g., first sentence has 24 words), some compound sentences, has an illustration to support the text, theme is about the importance of cleaning up and/or recycling
  -
- b. *Yunit 3 – Ang Pangarap ni Nilo*
  - **Level I-J:** many long sentences (23-34 words), compound and complex sentence structures, new ideas/abstract theme (a child who dreams of a better environment, a world where children are healthy and safe, a developed country), a picture supports the text
  -
- c. *Yunit 4 – Digital Daw? Ano Iyon?*
  - **Level J-K:** new ideas/settings not typical of children's experience, many compound sentences, new vocabulary introduced and explained/illustrated in text, words in bold font, questions in dialogue, new content requiring prior knowledge to understand

Estimated levels for select English texts in Grade 2 DepED Learner's Manual rated by Nancy.

- a. *Gab's Pet*

- **Level B:** This is a decodable text and thus defies a straightforward “leveling.” However, based on the CVC pattern repeat, short sentence, very limited number of new words, very brief passage, I rated it a level B. Fry Readability 1.0.
- d. *The Sad Hen*
- **Level C:** This is a decodable text and thus defies a straightforward “leveling.” However, based on the CVC pattern repeat, short sentences and very brief passage, I rated it as a level C. Fry Readability 1.0.
- e. *Coconut*
- **Level E:** The sentences wrap around and there are more sophisticated words (e.g., vendor). The topic is familiar and the passage is relatively short, but much longer than the two previous passages. Fry Readability 4.0. Artificially high readability because of the repetition of “coconuts” which is a three syllable word.

### SUGGESTED EXPECTATIONS FOR STUDENT READING LEVELS FOR GRADE 2 AND GRADE 3 ENGLISH TEXT

Participants were divided into four groups and each group suggested an expected reading level in English for Grade 2.

	Grade 2	Grade 3
<b>Group 1</b>	<b>D</b>	<b>G</b>
<b>Group 2</b>	<b>G</b>	<b>G</b>
<b>Group 3</b>	<b>C</b>	<b>J</b>
<b>Group 4</b>	<b>D</b>	<b>G</b>

### UPCOMING Basa Activity: Next Steps

- Mother Tongue Read Aloud Development (December 2013)
- Gradient for Leveled-readers in Filipino and English (January 2014)
- Leveled-reader Development in Filipino (January 2014)

# ANNEX O

## BASA PILIPINAS GENDER ACTION PLAN

This Gender Action Plan responds to requirements outlined in the Basa Pilipinas Contract AID-492-C-13-0004 (page 19). The purpose of this plan is to integrate gender issues into programming, develop gender-sensitive indicators, and consistently report gender disaggregated data.

### DESCRIPTION OF GENDER RELATED ISSUES IN THE EDUCATION SECTOR<sup>1</sup>

Below are a few interesting gender related issues in the Philippines:

There are a number of gender related polices and legislations to protect females from discrimination, but gender issues continue to prevail in areas such as income and economic development, education, health and other sectors.

There are a number of positive education indicators for women in the Philippines, for example the female literacy rate is nearly 95 %, a rate exceeded only by Japan, and females have higher education enrollment ratios than Filipino males (84 % versus 80 %). However, literacy rates and higher education participation is significantly lower for Muslim girls than boys, and especially in ARMM.

In regard to gender parity, the situation in the Philippines is quite different as the boys are the disadvantaged group when it comes to education. Boys are more likely to drop out of school than females.

There are few grade 1-3 male teachers employed by DepED, while majority of the principals are male.

### PROPOSED STRATEGY FOR AN EFFECTIVE AND MEANINGFUL WAY TO PROVIDE FOR A MORE ROBUST AND SYSTEMATIC GENDER PLAN

MECHANISMS FOR INCLUSION	ACTIVITY	WHEN	RESPONSIBLE PERSON
<b>BASA STRATEGY ACTIONS</b>			
Increased knowledge (polices, research, etc.) on gender related issues	Establish a project gender focal point and contact (attended training at USAID)	Prior to and during planning and design of training materials and sessions	Cebu M&E Officer – Gender and Disability Focal Point
Integrated gender performance	Collect data on the gender	In M&E Plan at start-	M&E team

<sup>1</sup> Information gathered from USAID Philippines PPT presentation: *Post award briefing* by Fatima S. Verzosa, Gender and Development Officer & Project Development Specialist

MECHANISMS FOR INCLUSION	ACTIVITY	WHEN	RESPONSIBLE PERSON
indicator into Basa M&E Plan	performance indicator	up	
Disaggregated data by gender	Disaggregate all data by gender	At time of instrument development	M&E team oversight
Conducted analysis of gender per evaluation data and monitoring forms	Include gender related questions on all relevant evaluation and monitoring tools and conduct gender analyses	At time of instrument development	M&E team
Reviewed technical materials (teaching and learning materials) to ensure they are gender-appropriate	Review all technical content (student, teacher, principal, etc.) to ensure it is gender-appropriate	Per content/TLM development	Technical team- Gender and Disability Focal Point
Increased visibility of gender issues (project management)	Include a gender section in the QPR and APRs as data is available	Per reporting cycle	Project management

### 1. ESTABLISH A GENDER FOCAL POINT AND CONTACT (EXPERT)

THE CEBU M&E OFFICER HAS BEEN DESIGNATED BY THE BASA TEAM AS THE PERSON WHO WILL KEEP TRACK OF NATIONAL POLICIES, PRE-SERVICE TRAINING AND OTHER ACTIVITIES RELATED TO GENDER AND SHARE FINDINGS WITH THE TECHNICAL TEAM DURING PLANNING AND DESIGN OF TRAINING MATERIALS AND SESSIONS. THE OFFICER ATTENDED THE USAID TRAINING ON GENDER IN YEAR 1 OF THE PROJECT.

### 2. COLLECT DATA ON THE GENDER PERFORMANCE INDICATOR

A performance indicator has been integrated into the CMP to ensure gender is being measured in the monitoring framework.<sup>2</sup> *Proportion of participating school heads, supervisors, and teachers reporting that they have increased gender awareness in their management and teaching.*

### 3. Disaggregate all data by sex

Recognizing that development activities are likely to affect females and males differently, and with an emphasis on providing effective programming to both sexes, wherever possible people-level data will be

<sup>2</sup> Basa Pilipinas Contract between USAID and EDC p.19.

disaggregated and analyzed by sex.<sup>3</sup> The CMP/M&E Plan and data collection tools and database will be designed to capture disaggregation of people-level data by gender, age (where relevant), locale (region/district) and when possible disability. <sup>4</sup> For example, all forms for teachers, students, principals, supervisors, or master trainers will include a gender identifier to allow output data to be disaggregated.

#### 4. Include gender related questions on all relevant evaluation tools and conduct gender analyses

Gender-related process and outcome related question from the M&E Plan:

- ***Are the intervention activities gender appropriate<sup>5</sup> and sensitive to persons with special needs?***  
Data from beneficiaries collected from process evaluation tools at various points in the project life per the Basa M&E Plan.
- ***What proportion of participating school heads, supervisors and teachers report that they have increased gender awareness in their management and teaching?***

The analysis for this question includes following reviewing output data collected as well as analyzing data on the Principal's Survey and Teacher Beliefs and Instructional Practices (BIPI):

- Number of teacher trainings organized by Basa with gender-awareness topics/tips/guidelines
- Number of teachers that received training with gender-awareness topics/tips/guidelines included

#### A. Principal Survey (SSME) and Teacher's Beliefs and Instructional Practices (BIPI):

A number of questions were integrated into various surveys for principals and surveys to gauge their access to trainings on gender and disabilities as well as other questions about school attributes that may be indicators of gender sensitivity.

1.(principals and teachers) Have you ever had any gender awareness training (ie how to promote classroom equity, gender-based violence, etc.)?

If yes, where did you get your training?

- DepED sponsored
- NGO or community training
- Church or religious institution training
- Other: Please list: \_\_\_\_\_

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<sup>3</sup> Basa Pilipinas Contract between USAID and EDC p.19, 27.

<sup>4</sup> Basa Pilipinas Contract between USAID and EDC p.19, 27.

<sup>5</sup> Widely held beliefs about characteristics thought appropriate for males and female. Also refers to set of social and behavioral norms that are considered appropriate for individuals of a specific [sex](#) in the [context](#) of a specific [culture](#) and time

2. (for principals): Have you ever organized any of the following gender awareness activities at your school?

-trainings (yes/no)

-surveys or polls on gender related topics (yes/no)

-awareness on gender-based violence

-Other: Please list: \_\_\_\_\_

3.(for principals) Do you have separate toilets for boys and girls? Are there enough toilets for both boys and girls?

4.(for principals) Does your recreational areas and activities appropriate for both boys and girls (ie soccer for girls and boys, space for girls and boys activities)? If no, is there a need for more space for girls or boys?

5.(For principals) Do you conduct observations of teachers to assess if gender-sensitive approaches are used in the classroom (i.e. drawing out girls and boys equally, positive reinforcement to girls and boys)?

6.(for teachers) I have received training on how to promote gender equity in my classroom. [Possible responses are: Agree, Disagree, No opinion]

### **B. BIPI (add the following questions to the BIPI Tool)**

The following statements were added to the survey to explore if there are any notable gender beliefs in the sample of teachers answering the survey.

[Possible responses are: Agree, Disagree, No opinion]

Boys learn to read faster than girls.

Girls learn to read faster than boys.

Boys are harder to teach to read and write than girls.

Girls are harder to teach to read and write than boys.

Boys and girls should be separated during reading activities.

### **C. EGRA**

Ensure that the examples included male and female subjects.

-Ensure that the questions do not reinforcing gender stereotypes (i.e., This is Sam. He likes math and playing soccer. This is Sarah. She likes to read and cook).

**1. Review all technical content (student, teacher, principal, etc.) To ensure it is gender-appropriate**

- *Are the teaching and learning materials grade appropriate and child-friendly (gender appropriate)?*

To answer this process evaluation question outlined in the Basa M&E Plan, the gender focal person (and other experts as available) will review the curriculum, materials, teacher training, etc. in the development stage of materials to ensure they are appropriate for both genders. During any formative evaluation of student materials during the development stage, try the materials out with students of different genders (males and females) and note any observable gender differences in utilization/response to materials. Document all observations and changes made based on those observations.

## **2. Include a gender section in the QPR and APRs**

Reports when possible will use monitoring data to report on how the project benefits both men and women. For example, the total number of female teachers, supervisors, and core and master trainers trained will be analyzed from year to year to discern whether females are participating sufficiently in training activities as well as differences in teacher or learner performance that may vary significantly by gender groups.

Include a short section on gender in the QPR/APRs including information on:

- Activities related to gender accomplished (i.e. review of student learning materials by gender expert)
- Any gender-related issues raised (i.e. during the baseline there were few male teachers identified and therefore analysis by gender will be limited)

# ANNEX P

## **BASA PILIPINAS DISABILITY INCLUSION PLAN<sup>6</sup>**

This Disability Inclusion Plan responds to requirements outlined in the Basa Pilipinas Contract AID-492-C-13-0004 (page 2).

### **DESCRIPTION OF DISABILITY RELATED ISSUES IN THE EDUCATION SECTOR**

Students with disabilities and special needs face significant barriers to education; only 2% of Filipino children with special needs receive support from the government, although they compose roughly 13% of the country's children population.<sup>7</sup> Most common challenges<sup>8</sup> faced by DEPED in implementing special education programs are:

1. inadequate special education services and facilities throughout the country
2. limited facilities, materials and equipment for systematic and scientific early identification and screening procedure
3. Ineffective early intervention programs and lack of early intervention programs
4. high turn-over rate of special education teachers
5. lack of SPED-trained personnel
6. Persistent bias against children with disabilities
7. lack of coordination among government agencies in the provision of programs and services
8. dearth of local researches and studies regarding children with special needs

One positive development in special education in the Philippines is the implementation of Republic Act 7277, otherwise known as the Magna Carta for Disabled Persons, an Act providing for the rehabilitation, self-development and self-reliance of disabled persons and their integration into the mainstream of society. In support of this legislation, the DEPED has directed all school divisions in the country to establish Special Education Centers through the Special Education (SPED) Program to help provide effective delivery of special education services nationwide.

The SPED program serves children with identified "special needs", which includes students with learning disabilities as well as high achievers, where a specialist center located within an identified public school caters

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<sup>6</sup> USAID Philippines disability guidance document provided to the Basa Filipinas project in May 2013.

<sup>7</sup> DepED to Congress: Pass Special Education Act. ABS-CBN news.com. June 3, 2010. <http://www.abs-cbnnews.com/lifestyle/06/03/10/deped-congress-pass-special-education-act>

<sup>8</sup> According to Ms. Simeona T. Ebol, Senior Education Specialist, Special Education Division, Bureau of Elementary Education, Department of Education.

to the specific needs of students with disabilities or high achievement. The centers employ specially trained teachers who employ teaching methods designed for optimum learning of students with special needs. SPED centers and teachers are expected to provide special needs students with additional support to make their transition to a mainstream environment more inclusive and manageable.

Aiming to reach out to more children with special education needs, DEPED has increased the funding (P180 million for 2012 as compared to P115 in 2011) for its SPED program and is set to open new centers in 2013. DepEd is also set to open 69 new SPED centers in 2013, increasing the number of specialized learning centers from the current 276 to 345 nationwide<sup>9</sup>. However, there are still areas where SPED centers are lacking, such as the Autonomous Region in Muslim Mindanao (ARMM), specifically in the Lanao provinces and Basilan, as well as in the Cordillera Administrative Region (CAR). However, the SPED program has its own challenges and short comings. The 345 elementary SPED centers nationwide are hardly able to cope with, and effectively address, all students with special needs because of lack of resources, shortage of qualified teachers and professionals, and poor facilities.<sup>10</sup> At present, the Department of Education (DEPED) has no reliable or comprehensive data that tracks the retention rates or learning outcomes of students with disabilities in the country.

### **PROPOSED STRATEGY FOR AN EFFECTIVE AND MEANINGFUL WAY TO PROVIDE FOR A MORE ROBUST AND SYSTEMATIC INCLUSION OF PERSONS WITH DISABILITIES/SPECIAL NEEDS**

<b>MECHANISMS FOR INCLUSION</b>	<b>ACTIVITY</b>	<b>WHEN</b>	<b>RESPONSIBLE PERSON</b>
<b>Basa strategy actions</b>			
Increased knowledge (policies, research, etc.) on the situation of PWDs-issues are analyzed as part of planning and/or project management	Establish a disability focal point and contact	Prior to and during planning and design of training materials and sessions	Basa Senior TA
Increased knowledge (monitoring and evaluation data) on PWDS	Collect data (monitoring and evaluation) on disabilities	At time of instrument development	M&E team oversight
Increased visibility of disability issues <sup>11</sup> (trainings)	Integrate information on instructional practice for	Per training schedule	Technical team

<sup>9</sup> Quimundo, Tarra. "DepED widens reach of special educational program". Philippine Daily Inquirer. April 7, 2012. <http://newsinfo.inquirer.net/173037/deped-widens-reach-of-special-education-program>

<sup>10</sup> J.A. Rimando. "DepED ups SPED Centers Subsidy". Philippine Star. April 11, 2013. <http://www.philstar.com/education-and-home/2013/04/11/929278/deped-ups-sped-centers-subsidy>

<sup>11</sup> Making disability issues visible, is to include them explicitly as a factor to consider at all stages of the project implementation cycle

	students with disabilities into master trainer and teacher trainings		
Increased visibility of disability issues (project management)	Submission of Annual Inclusive Development Report	November 30 annually	M&E Manager/ Technical Advisor

## 1. ESTABLISH A DISABILITY FOCAL POINT AND CONTACT

- a. Identify someone on the Basa team who will keep track of national policies, pre-service training and other activities related to special education in the areas of reading and writing instruction and pedagogy (Gender/Disability Focal Person). The Senior Technical Advisor (TA), who has a special education background, will also share findings and provide oversight to the technical team during planning and design of training materials and sessions.
- b. The senior TA will also review all curriculum, materials, teacher training, etc. in the development stage to ensure it is sensitive to students with disabilities (i.e. incorporate examples of how to support struggling readers, explains what dyslexia is in the reading section, reinforces auditory practice in spelling, etc.)
- c. During any formative evaluation of student materials during the development stage, materials will be tried out with students of different levels and abilities (including those with disabilities if feasible).

## 2. COLLECTION OF DATA (MONITORING AND EVALUATION) ON DISABILITIES

### A. The following questions were included in the Teacher, Principal and Supervisor's survey:

1. Do you have a disability or special need? If yes, what type of disability:
  - Visual (including seeing)
  - Audio (including hearing, speaking)
  - Mental/intellectual/cognitive (including autism, Down syndrome, etc.)
  - Physical
  - Brain injury
  - Multiple disabilities
  - Other not listed (ie behavior/attention, brain injury, etc.)
2. Do you have a person in your family or close friend that has a disability (see the list in question 1)?
3. How many of your students have been identified with a disability or has special needs (see the list in question 1)?

(If they are filling out the forms at the beginning of the year and don't know their students yet for the present year, ask about students in the past year.)

4. How many of your students do you think may have a disability or special needs (see the list in question 1) but haven't been identified?

(If they are filling out the forms at the beginning of the year and don't know their students yet for the present year, ask about students in the past year.)

5. Have you ever learned or read any information about any disabilities listed above in question 1?

6. Have you ever learned or read about sensory issues? Yes/no

7. Have you ever had any formal training on how to teach children with special needs/disabilities?

If yes, where:

- in college or during pre-service training
- during in-service trainings conducted by DepED
- during in-service training conducted by other agencies aside from DepED (e.g. LGU, foreign-funded projects, etc.)
- Other: \_\_\_\_\_

## **B. BIPI**

The following statements were added to the survey:

[Possible responses are: Agree, Disagree, No opinion]

(for teachers) I have received training how to work with students struggling to learn to read and/or write (students with disabilities).

I believe that children with difficulties or disabilities in reading and writing should be included in regular classrooms or literacy activities.

Students should be put into separate reading groups according to their level of ability.

## **C. EGRA**

The following practices will be incorporated into the testing process to accommodate students that may have disabilities.

-Laminate student tests in clear (and when possible in blue or green), and have the student choose which one they want to read from.

-Have an index card available for students to follow the text as they read.

-Ensure the print is large enough for the student to read, and use Comic Sans Bold so the letters are familiar.

### 3. INTEGRATE INFORMATION ON INSTRUCTIONAL PRACTICE FOR STUDENTS WITH DISABILITIES INTO YOUR TRAINER AND TEACHER TRAININGS

See the attached Appendix for some simple strategies for working with learners with reading and writing disabilities.

#### 4. Submission of Annual Inclusive Development Report

*Submit a 2-page Annual Inclusive Development Report to the COR every November 30 to summarize the progress made in the table presented in #3 and report on the following disability indicators (sex-disaggregation is required):*

- *Number of teachers who teach students with disabilities trained*

## STRATEGIES FOR LEARNERS WITH READING AND WRITING DISABILITIES

*Information for teachers/principals/supervisors and other educators*

### WHAT ARE SOME COMMON DISABILITIES THAT AFFECT LITERACY DEVELOPMENT?

The most common disabilities that affect reading and writing are:

- **Dyslexia:** Developmental reading impairment that occurs when the brain does not properly recognize and process certain symbols (letters, etc.)
- **Dysgraphia:** Developmental writing impairment that affects transcription or orthographic coding (storing and processing of letters in words and storing full written words) or that affects muscle movements involved in writing.
- **Auditory processing impairments:** When an individual does not hear correctly and/or accurately. For example, they cannot distinguish subtle differences in sounds, or they hear sounds wrong.
- **Visual Processing impairments.** When an individual misses subtle differences in shapes, reverses letters or numbers (also dyslexia), skips words, cannot read in the relevant text direction (i.e. left to right for English), and/or read in a straight line. Note early readers and writers may exhibit some of these characteristics as they are developing their skills. Learners with disabilities usually continue to struggle and need some support to move beyond these challenges.
- **Fluency and reading comprehension issues related to social and emotional issues.** For example, some readers and writers may have poor self-esteem and confidence, are embarrassed by their reading, are unable to find the words to adequately express their feelings, or lack the ability to calm themselves down when in a difficult situation. These learners may experience challenges with fluency and reading comprehension as a result of these social and emotional issues.

### WHAT ARE SOME SIMPLE THINGS TO DO FOR STUDENTS THAT HAVE THESE DISABILITIES?

#### GENERAL STRATEGIES:

- Give frequent breaks, and cross-lateral exercises, concentrating can be exhausting and frustrating.
- Give readers something to chew on (candy or chewing gum). Chewing can help students organize their

thoughts and keep calm.

- (especially for younger learners): Use sensory balls for students to sit on as movement can often help learners process while reading and encourage fluency. If you don't have a ball allow the reader to move (rock, walk, etc.) when they are reading.
- Make the environment less busy and distracting.
- Use visual schedules to help learners keep track of their tasks and organize reading, i.e. ordering of pictures, and as readers increase their reading level use corresponding text with pictures.
- Use visual graphic organizers, or mind maps, to help them organize the ideas or words they want to express.
- Elevate the book, put it on a folder etc. Sometimes having it flat on a desk or table makes it more difficult to read.
- For younger kids use sand paper, rice, sand etc. to write draw etc. letters and words. Sensory techniques are important. Learners with disabilities need sensory input. Work with all their modalities.
- Choose reading and writing examples that the learner can relate to. This helps motivate learners and develop interest, and is important for those that face obstacles. Link assignments to practical activities, i.e. have students write down recipes while they are cooking at home.
- Play games, such as those that requiring putting individual words together in a sentence or that require learners to move around. Games that emphasize rhyming are also important. Another strategy is to use mellow music (60 beats per minute or less) in the background and have learners read with the rhythm.
- Use cooperative teaching practices so students develop their confidence.

#### **DYSLEXIA:**

- Start with Dolch word lists (most common word lists) and as learners read/memorize, expand the reading from there. Use the Dolch lists for spelling/writing as well to create links.
- Use techniques to encourage sequencing. For example, cut up letters in squares and allow them to put them into the correct sequence with a model and gradually eliminate the model as they master.

M	A	R	I	A
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#### **DYSGRAPHIA:**

- Try using different techniques (multi-sensory) to encourage them to write, ie large air writing, writing in sand or rice, encourage them to verbalize the process of writing letters or words out loud as they are writing (for the letter p say “down up and around” with intonation).
- Use techniques to encourage sequencing. For example, create boxes for the students to write the letters in the correct sequence with a model and gradually eliminate the model as they master.

M	A	R	I	A

#### **AUDITORY PROCESSING:**

- Use simple auditory stories when possible to help them practice processing skills. Slow paced recordings/recitations of readings helps learners listen to pronunciation and read along with text.

- When reading to younger students, teachers need to show pictures frequently and read slowly with wait time and continually ask what, where, when, why and how questions.

#### **VISUAL PROCESSING:**

- Try varying color, such as using colored overlays (clear colored plastic in blue or gray to lay over the text) or vary color background (see <http://irlen.com/index.php> for ideas).
- Vary size and type of text/font.
- Avoid having learners read under florescent lighting.
- Encourage following words with the finger or a piece of paper. Make a reading ruler by cutting a section out of a piece of paper or cardboard that frames the words and can be moved with the words. This keeps the eyes moving in a straight line.
- Highlight the main parts of a story so the learners do not need to read everything. Teachers need to accommodate and adapt to students with disabilities.

#### **WHAT ARE SOME STRATEGIES FOR STUDENTS WITH DISABILITIES THAT ARE LEARNING TO READ IN ANOTHER LANGUAGE?**

- Many of the above will also work here, as well as visual scaffolding, which uses images and words that can be seen as well as heard. For example with a preschool group the teacher may teach about farm animals. First introduce vocabulary words along with visuals such as plastic animals or drawings, and have learners sort, describe, and practice the vocabulary they know. Then reintroduce the vocabulary throughout the day in different way (role playing, acting, etc.) in different areas (math, science, etc.) so students get the opportunity to repeat and learn in a fun way.
- Label everything in the classroom so they are always surrounded by text in the new language.

#### **HOW DO I ASSESS LEARNERS WITH READING DISABILITIES (SIMILARITIES AND DISABILITIES)?**

If you do not have the luxury of having access to special education professionals, try to get as much information from engaging with students through play (younger children), discussions, viewing classroom work such as writing, and observing the student. If they are engaged in reading, observe if there are things that slow them down (i.e. consistently reversing words when reading or writing, skipping around the page when reading out loud, easily getting frustrated, moving the paper around to try and focus, etc.). Also, know the developmental milestones your students should be at and then devise informal checklists to find out what skills they are lacking and try to observe cues that might tell you why they are struggling.

# ANNEX Q

## GENDER AND INCLUSIVE DEVELOPMENT REPORT

In response to Basa Pilipinas's Gender and Disabilities Action Plan<sup>12</sup>, the project collects data on gender and disability/special needs as it relates to the activities and outcomes. Below is an analysis of available data and findings after the administration of three tools: 1) Teacher and Principal Profile Form, 2) Principal's Survey, and 3) Teacher's Beliefs and Instructional Practices Inventory (BIPI). This data is used to inform the technical and management teams on issues related to gender and disability.

### METHODS OF DATA COLLECTION

The following data was collected using the Teacher and Principal Profile Form, which is routinely completed by all participants as they join Basa Activities, and will be updated annually. Additional data was collected using the Principal's Survey, which was administered to a sample of participants in July and August 2013, at the initial Basa trainings. The Principal's Survey will be re-administered at a mid-line and end-line to document any changes during the time of the Basa intervention and to assess progress towards the following gender outcome indicator: "Proportion of participating school heads, supervisors, and teachers reporting that they have increased gender awareness in their management and teaching." Disability and Special Needs awareness and participation in related trainings will be measured using monitoring data.

Additionally, the teacher's Beliefs and Instructional Practices Inventory (BIPI) survey was administered in July and August 2013 at the initial Basa trainings to a sample of teachers. The tool examines teachers' literacy-related instructional practices in the classroom and beliefs around teaching literacy. Questions on disability inclusion and gender awareness was added into the survey to collect additional information.

### DEMOGRAPHIC DATA FROM OVERALL POPULATION (N=4,835)

The data on the Teacher and Principal Profile Form shows that only 35% (or 1,712 out of 4,835 total respondents) of the teachers, school heads, and supervisors have been trained on **gender awareness** through their school management and teaching courses and workshops. In La Union, 63.1% (712 out of 1,128) of respondents reported that they have received some form of training on gender awareness. In Cebu, less than a third (27% or 1,000 out of 3,707) of the respondents said that they underwent training on gender awareness. This finding suggests an opportunity for Basa to develop and incorporate gender awareness topics into trainings for teachers on its second year of implementation. Table 1 presents by division, La Union and Cebu, who underwent gender awareness training.

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<sup>12</sup> The Gender Action Plan responds to requirements outlined in the Basa Pilipinas Contract AID-492-C-13-0004 (page 19). The purpose of this plan is to integrate gender issues into programming, develop gender-sensitive indicators, and consistently report gender disaggregated data. This plan is included as an annex to this report.

**TABLE I. GENDER TRAININGS (GENDER EQUALITY, AWARENESS, MAINSTREAMING) ATTENDED BY TEACHERS**

DIVISION	HAVE YOU HAD TRAINING ON GENDER EQUALITY, GENDER MAINSTREAMING AND/OR GENDER AWARENESS?				
	YES		NO		Total
	Number	Percent	Number	Percent	
La Union	712	63	416	37	1128
Cebu	1000	27	2707	73	3707
<b>TOTAL</b>	<b>1,712</b>	<b>35</b>	<b>3,123</b>	<b>65</b>	<b>4,835</b>

Results from the **disability inclusion** data provide Basa with preliminary information about the teachers' current needs and challenges when it comes to working with children with special needs or disabilities. An average of 26% respondents (n=4,835) reported that they have students (diagnosed or undiagnosed) with some form of disability. The most frequent disability reported was a mental or cognitive disability (36.9%), followed by a physical disability (23%) and visual disability (20%). Audio disabilities were only reported at 11%, and the category of other included such disabilities as speech defects, autism, and behavior disorders.

With regard to teachers receiving formal training on how to teach children with disabilities, only 9% percent or 448 teachers who participated in the Basa training stated they have had training on how to handle and teach children with disabilities.

**TABLE 2. DISABILITY TABLE BASED ON PARTICIPANTS PROFILE FORMS (N=4,835)**

Do you have students with disability?					
	Yes		No		Total
	Number	Percent	Number	Percent	
La Union	333	29.5	795	70.5	1,128
Cebu	923	24.9	2,784	75.1	3,707
<b>TOTAL</b>	<b>1,256</b>	<b>26</b>	<b>3,579</b>	<b>74</b>	<b>4,835</b>
If yes, what type of disability? (Note this question was multi-select so some individuals with multiple disabilities may be repeated).					
	Number		Percent of total disabilities		

Mental	581	36.9			
Physical	367	23.3			
Visual	316	20.0			
Audio	185	11.7			
Others	126	8.1			
<b>TOTAL</b>	<b>1,575</b>	<b>100</b>			
<b>Have you had training on how to work with children with special needs?</b>					
	<b>Yes</b>		<b>No</b>		
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Total</b>
La Union	192	17.0	936	83	1,128
Cebu	256	6.9	3,451	93.1	3,707
<b>TOTAL</b>	<b>448</b>	<b>9.3</b>	<b>4,387</b>	<b>90.7</b>	<b>4,835</b>

## DEMOGRAPHIC DATA FROM SAMPLE POPULATION (N=1,845)

Below are some demographic highlights for the sample of teacher and principal respondents. There were 1,711 teachers in the sample and 130 principals and supervisors (4 people were missing a designation):

- *Province:* Respondents came from two divisions – Cebu and La Union. The majority of respondents (84.6%) were from Cebu.
- *Gender:* The vast majority (93.4%) of respondents were female.
- *Location (rural/urban):* Most respondents (89.8%) reported teaching in an urban area.
- *Job designation:* Over 90 percent (92.7%) were teachers. Seven percent (7.0%) were a school head/principal. One respondent was a district supervisor.
- *Type of school:* Most respondents (83.9%) taught in an elementary school (ES). Just over 15 percent (16.1%) taught at a Central Elementary School (CES).
- *Grade level taught:* Of the teachers in the sample, they were nearly equally distributed by grades 1 and 2: Grade 1 (43.6%) or grade 2 (45.0%).
- *Professional Status:* Nearly all respondents (94.7%) were holders of DepEd regular teaching post [plantilla] and less than three percent (2.5%) were LGU-funded (MLGU, BLGU).
- *Experience:* Years teaching ranged from zero (i.e., first year teaching) to 43 years. The mean was 12 years (SD 9.31). The majority of respondents (64%) have taught more than six years.
- *Education Background:* Respondents were most likely to hold a bachelor's degree (82.0%), while roughly 15 percent (15.7%) held a master's degree. Nine respondents held a doctorate.
- *License:* Nearly all respondents (97.5%) reported holding a teaching license.

The majority of findings are reported on the overall sample. When large differences in responses were found between groups, division, job designation (teacher/principal), and experience (novice/experienced<sup>13</sup>), the findings were noted in the appropriate sections.

### **TRAINING EXPERIENCE – DISABILITY/SPECIAL NEEDS AND GENDER AWARENESS**

While nearly half of the respondents have attended an in-service training or professional development session (such as workshops) on how to teaching reading in the last year, very few reported receiving training specifically in special needs/abilities; less than 5 percent (4.7%) reported having formal training of any kind on how to teach children with special needs/disabilities.

Teachers in La Union appear to be receiving more training than their counterparts in Cebu. Around 15 percent (15.8%) of La Union respondents said they had received training on teaching children with disabilities, compared to only around 5 percent (5.4%) of respondents in Cebu.

**FIGURE I. TRAINING IN LITERACY INSTRUCTION AND TRAINING IN TEACHING CHILDREN WITH SPECIAL NEEDS**



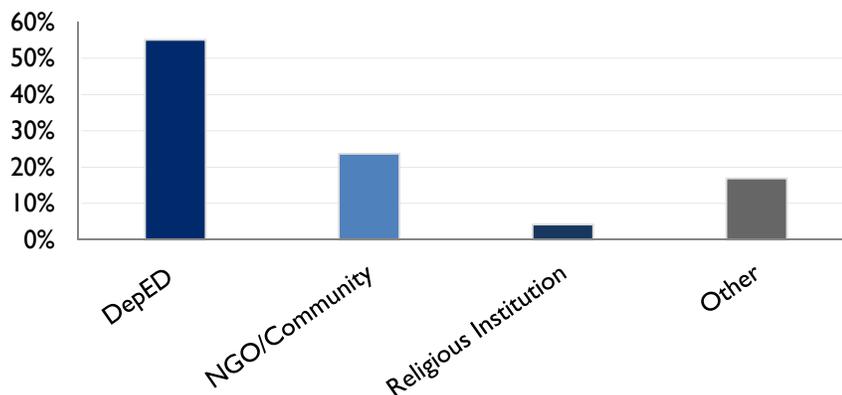
Based on open-ended responses to the type of disability or special needs training received, it appears teachers are attending general “inclusion” or “special education” trainings. A few said they received training in specific areas such as behavior management, sign language, dyslexia, and autism.

DepED was the most frequently identified as the facilitator of trainings (55.1%), however, response rates for this question were very low (n=118). There were 20 respondents that listed additional training groups, varying in institution or organization.

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<sup>13</sup> Teachers with five or fewer years of teaching experience were classified as novice; those with six or more years were classified as experienced.

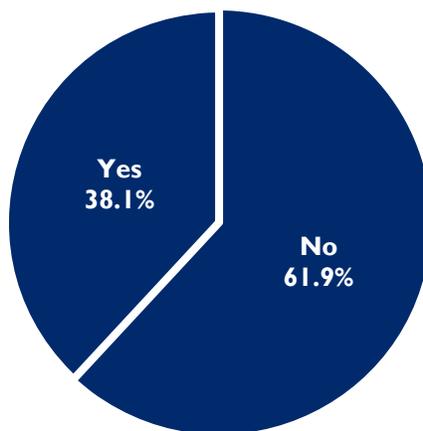
**FIGURE 2. DEPED THE MOST REPORTED FACILITATOR FOR DISABILITIES/SPECIAL NEEDS TRAININGS (N=118)**



Several teachers reported receiving information on teaching children with disabilities at some point; nearly 40 percent (38.1%) said they had learned or read information about teaching children with disabilities.

**FIGURE 3. LEARNED OR READ INFORMATION ABOUT TEACHING CHILDREN WITH DISABILITIES**

**LEARNED OR READ INFORMATION ABOUT TEACHING CHILDREN WITH DISABILITIES (N= 1,713)**



Similar to findings on trainings, respondents from La Union (44.4%) reported learning or reading information about teaching children with disabilities more often than Cebu respondents (33.8%).

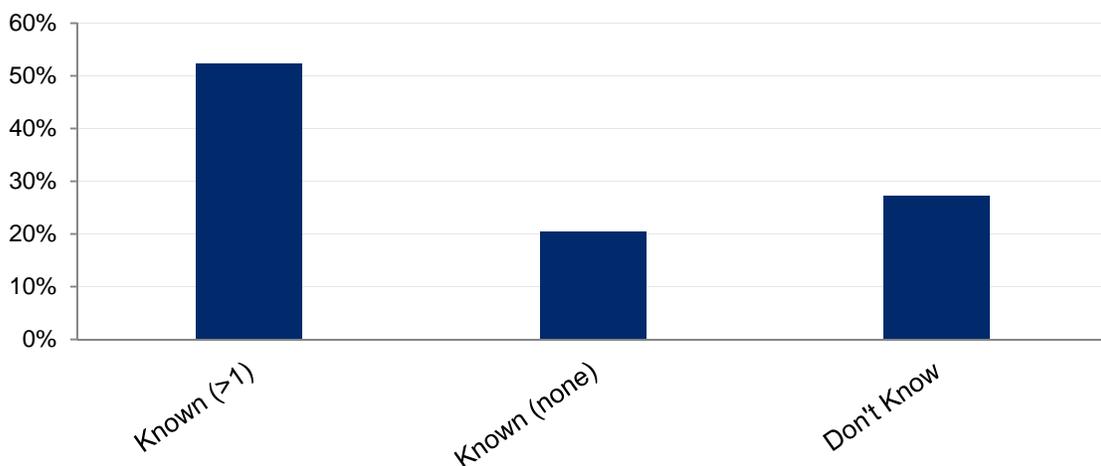
Overall the number of respondents who had received some form of gender awareness training was less per the BIPI results (22.5%) than on the Teacher and Principal Profile Form (35%). Respondents were more likely to attend trainings on gender awareness than on working with students with disabilities. There was a large regional difference in participation rates for gender awareness trainings— around 45 percent (45.1%) of respondents from La Union reported attending, compared to just over 15 percent (16.5%) of Cebu respondents.

Respondents were asked to list the types of gender awareness training they had received. Around 300 identified general gender awareness or gender advocacy seminars or trainings (several in conjunction with communications or fiscal management trainings), nine identified DepEd as the facilitator, seven said it was part of child abuse prevention & intervention training, six identified the district or division-led trainings, six said Rico Lucena provided the trainings, and two identified Basa as the facilitator.

## STUDENTS WITH DISABILITIES

Over 50 percent (52.4%) of respondents identified more than one student as being identified as disabilities or special need in their class and around 20 percent (20.5%) said there were none. Teachers had a range of students with disabilities in their classrooms ranged, with a mean of two. Note that a large percentage (39.3%) of respondents did not provide a response and in other cases the number reported was as large as 75 students per teach. This question is part of the current validation process to better understand the range of responses. Over 100 of the teachers (n=111) said they liked had additional students that may be identified as having special needs or disabilities that were not officially diagnosed.

**FIGURE 4. PERCENTAGE OF TEACHERS WHO HAVE STUDENTS OFFICIALLY IDENTIFIED WITH SPECIAL NEEDS (N=1,119)**



Physical, mental/intellectual, behavioral, and audio were the most frequently identified special needs or disabilities.

**TABLE 3. MOST FREQUENTLY REPORTED TYPES OF DISABILITIES IDENTIFIED BY TEACHERS (N=1,119)**

<b>Do you know the number of students identified as having special needs or disabilities?</b>				
<b>Yes</b>		<b>No/Don't Know</b>		
<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Total</b>
586	52.4	533	47.6	1119
<b>If yes, what type of disability? (Note this question was multi-select so some individuals with multiple disabilities may be repeated).</b>				
	<b>Number</b>	<b>Percent of total disabilities</b>		
Physical	177	30.2		
Mental/Intellectual	157	26.8		
Behavioral	150	25.6		
Audio	118	20.1		
Visual	94	16.0		
Brain Injury	39	6.7		
Verbal	31	5.3		
Multiple Disabilities	17	2.9		
<b>TOTAL</b>	<b>783</b>			

### **BELIEFS AND PRACTICES**

BIPI asks a series of questions about teacher beliefs and practices as they relate to gender and special needs students. This analysis focuses on the seven (out of 30 total) questions that directly relate to disability and gender awareness. Respondents were asked whether they agreed, disagreed, or had no opinion regarding the following statements:

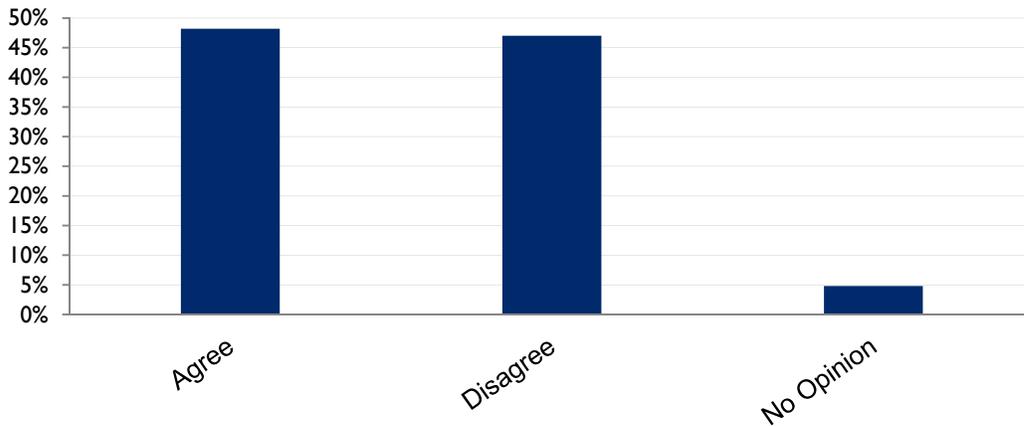
- Girls learn to read faster than boys.
- It is harder to teach boys to read and write than girls.
- It is harder to teach girls to read and write than boys.
- Boys and girls should be separated during reading activities.

- I believe that children with difficulties or disabilities in reading and writing should be included in regular classrooms or literacy activities.
- I have received training on how to work with students struggling to learn to read and/or write (students with disabilities).
- I have received training on how to promote gender equity in my classroom.

***Girls learn to read faster than boys***

Overall responses indicate that there is not a consensus across respondents as to whether girls learn to read faster than boys. Teachers from Cebu (49.1%) were more likely to agree to this statement than La Union teachers (35.2%). Note this question was not asked in the reversed gender order.

**FIGURE 4. GIRLS LEARN TO READ FASTER THAN BOYS (N=1,797)**



***Difficulty in teaching reading and writing – by gender***

Difficult in teaching reading was stated related to both genders.

- ***It is harder to teach boys to read and write than girls.***
- ***It is harder to teach girls to read and write than boys.***

Responses indicate that in general the belief that boys have more difficulty in learning to read and write was greater than it was for girls.

**FIGURE 5. IT IS HARDER TO TEACH BOYS/GIRLS TO READ AND WRITE (N=1,805)**

Teachers (47.7%) were more likely to agree that girls learn to read faster than boys than the school head/principal (37.2%). They were also more likely to agree that it's harder to teach boys to read and write than girls (37.5% compared to 24.0%). Similar response rates were given that it was harder to teach girls to read & write than boys (under 5% for each).

***Boys and girls should be separated during reading activities.***

Respondents overwhelmingly supported mixed-sex reading activities. This belief was consistent across **divisions**, professional types, and experience.

Figure 6. Boys and girls should be separated during reading activities (n=1,803)

*I believe that children with difficulties or disabilities in reading and writing should be included in regular classrooms or literacy activities.*

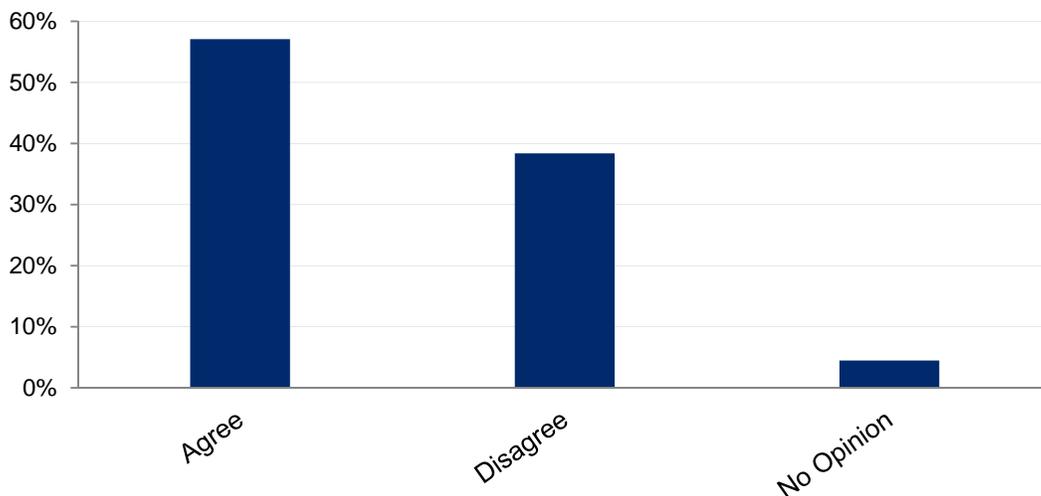
The majority of respondents held beliefs supportive of inclusion. This was consistent across regions, professional types, and experience.

**FIGURE 7. I BELIEVE THAT CHILDREN WITH DIFFICULTIES OR DISABILITIES IN READING AND WRITING SHOULD BE INCLUDED IN REGULAR CLASSROOMS OR LITERACY ACTIVITIES (N=1,799)**

*I have received training on how to work with students struggling to learn to read and/or write (students with disabilities).*

While only seven percent of respondents stated they had received training on how to work with children with disabilities in earlier demographic/background questions, nearly 30 percent later stated they had received training. Respondents may feel they had adequate preparation from other trainings or professional development that was not special needs or disability specific. The question was included in different ways on the tool to all the team to analyze if the language affected how teacher's responded to training participations. A BIPI validation exercise is currently being conducted to further analyze teacher responses and to investigate any discrepancies in reporting.

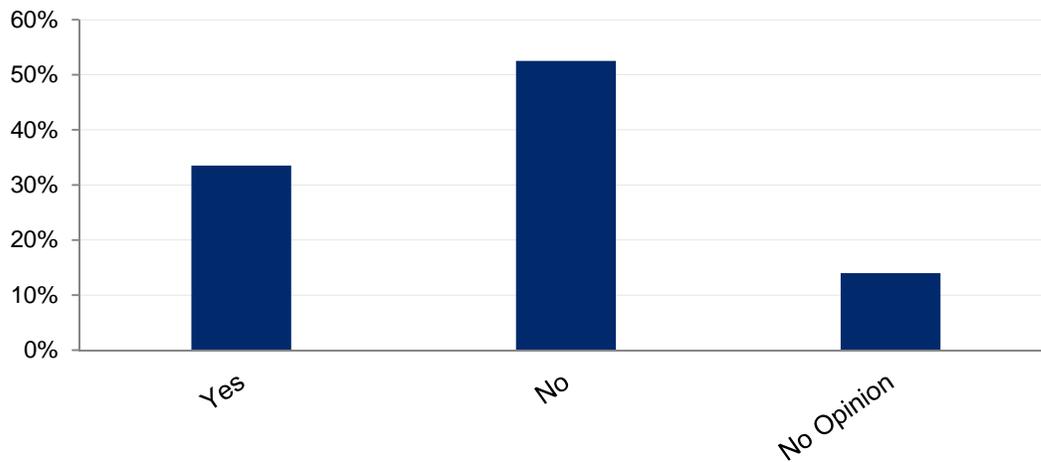
**FIGURE 8. PERCENTAGE OF TEACHERS/PRINCIPALS THAT HAVE RECEIVED TRAINING IN SPECIAL NEEDS/DISABILITY INCLUSION (N= 1,794)**



*I have received training on how to promote gender equity in my classroom.*

Around 30 percent of respondents agreed they had received training on how to promote gender equity in the classroom, while approximately 22 percent that said they had received training in the demographic trainings.

**FIGURE 9. . PERCENTAGE OF TEACHERS/PRINCIPALS THAT HAVE RECEIVED GENDER-RELATED TRAININGS (N= 1,788)**



While approximately 22-35% of the sampled and total teachers appear to receive training in gender awareness, fewer reported receiving any training in working with children with disabilities or special needs (7.1% to 9.3% per the sampled and total respondents). Furthermore, regional differences are noted; teachers in La Union report having received more gender and disability trainings than their counterparts in Cebu. Given that over half of respondents reported having a diagnosed and/or undiagnosed special needs student in their classroom, data signals that teachers and principals could greatly benefit from receiving specific training on working with special needs children.

There may be a relationship between training attendance and beliefs around gender, as teachers from La Union had higher rates of agreement with beliefs/practices that supported gender equity. However, this would have to be explored in greater depth during subsequent analysis and would require validation of the BIPI statements and ensuring that teachers are reporting access and participation to trainings consistently. It is also interesting to note that experienced teachers and newer teachers (less than five years' experience), as well as school heads and teachers, gave fairly similar responses across training participation and beliefs, appearing to indicate that there are no major differences based on role or experience. Again this can be investigated further as the tools continue to be applied and the sample of teachers and principals increases.

As issues of gender and disability/special needs are important in the goal of ensuring that all children receive an equitable education, further analysis will be conducted throughout the course of Basa's implementation and any findings will be taken into consideration by the technical and management teams.

# ANNEX R

## NANCY CLARK-CHIARELLI, BASA SENIOR STANDARDS AND ASSESSMENT EXPERT TRIP REPORT

SEPTEMBER 20-OCTOBER 12, 2013, MANILA, PHILIPPINES

Nancy Clark-Chiarelli travelled to Manila, in her capacity as Basa Standards and Assessment Expert, for a 21-day work trip focused on Basa Project start-up. The trip was approved in writing by the USAID Philippines Basa COR, Lee Marshall. The trip schedule and activity highlights are provided below.

Date	Task / Activity
20 September, Friday	Travel to Manila
21 September, Saturday	11:00 pm arrival in Manila
22 September, Sunday	<ul style="list-style-type: none"><li>• Breakfast meeting with Bill Potter, Project Director</li><li>• Team meeting for orientation to project developments and recap of Project Management Committee Meeting on 18 September 2013</li><li>• Review of schedule for the week</li></ul>
23 September, Monday	<ul style="list-style-type: none"><li>• Review of schedule for the week</li><li>• Planning meetings with Marcial Salvatierra, Bill Potter, Karen Cassidy and Yvette Tan</li></ul>
24 September, Tuesday	<ul style="list-style-type: none"><li>• Meet &amp; Greet with the Press, US AID at Fairmont Hotel</li><li>• Meeting with Dr. Labe, Assistant DepED Director, Cebu</li><li>• Work on SCOPE-Literacy for baseline data collection</li></ul>
25 September, Wednesday	<ul style="list-style-type: none"><li>• Work on SCOPE-Literacy for baseline data collection</li><li>• Further discussion meeting around planning &amp; future training</li><li>• Travel to Cebu</li></ul>

Date	Task / Activity
26 September, Thursday	<ul style="list-style-type: none"> <li>• Visit to Cebu</li> <li>• Meeting and debrief with District Supervisor is Ms. Liza Maningo</li> <li>• Classroom Observations at Cordova Elementary Grade 1 &amp; 2 classrooms</li> <li>• Time to explore Library Hub housed in Cordova library</li> <li>• Luhug Elementary School</li> <li>• Travel back from Cebu to Manila</li> </ul>
27 September, Friday	<ul style="list-style-type: none"> <li>• Debriefing of Cebu trip</li> <li>• Planning</li> <li>• Meeting and debrief with District Supervisor is Ms. Liza Maningo</li> </ul>
30 September, Monday	Visit to Adarna Press to view locally published books in Filipino and English
1 October, Tuesday	Working sessions with internal BASA team: Marcial Salvatierra, Bill Potter, Karen Cassidy, Yvette Tan, Suzanee Simard and Bonna Duron to plan technical activities (research, materials and training) and Year 2 work plan
2 October, Wednesday	<ul style="list-style-type: none"> <li>• Working sessions with internal BASA team: Marcial Salvatierra, Bill Potter, Karen Cassidy, Yvette Tan, Suzanee Simard and Bonna Duron to plan technical activities (research, materials and training) and Year 2 work plan</li> </ul>
3 October, Thursday	<ul style="list-style-type: none"> <li>• School visit and classroom observation at the University of the Philippines Integrated School (Elementary). Observation in Kindergarten, grades 1 and 2 literacy classes. Accompanied by Dr. Felicitas Pado, consultant to the project and UP professor.</li> <li>• Work session with Suzanne Simard: Discussion on upcoming meetings with Program Directors and Core Trainers and teacher professional development</li> <li>• Travel to La Union</li> </ul>
4 October, Friday	<ul style="list-style-type: none"> <li>• La Union school visits</li> <li>• Visit San Juan Elementary, Lubig Elementary and Urbigtondo Elementary: Observations in grade 1 and grade 2 literacy classes in mother tongue</li> <li>• Work session with Nancy Clark Chiarelli: SCOPE revision and testing of the instrument</li> <li>• Travel from La Union</li> </ul>

Date	Task / Activity
5 October, Saturday	<ul style="list-style-type: none"> <li>• Work session with Suzanne Simard in order to prepare for the meetings with Program Officers and M&amp;E staff. Final revision of the SCOPE-Literacy instrument.</li> </ul>
6 October, Sunday	<ul style="list-style-type: none"> <li>• Work session with Suzanne to further the work on the RRN Toolkit revision. Preparation for meetings with Program Officers and M&amp;E staff. Preparation for meeting with Core Trainers.</li> <li>• Drafting of concept paper to be shared with DepED</li> </ul>
7 October, Monday	<ul style="list-style-type: none"> <li>• Meeting with Suzanne Simard and Karen Cassidy to discuss upcoming national reading month events</li> <li>• Meeting with Suzanne Simard, Bonna Duron and Yvette Tan to discuss upcoming grade 3 teacher training</li> <li>• Participation in Basa team meeting</li> <li>• Preparation of materials for Program Officer meeting</li> <li>• Co-facilitated training of Program Officers on: 1) Learning to Read and 2) Read Right Now! with Suzanne Simard</li> </ul>
8 October, Tuesday	<ul style="list-style-type: none"> <li>• Co-facilitated training on SCOPE Literacy for Program Officers with Suzanne Simard</li> <li>• Meeting with Karen Cassidy, Suzanne Simard, Yvette Tan and Bonna Duron (STC) to discuss upcoming November Reading month event and trainings</li> <li>• Work on synthesis of observations from classroom visits: Tagaytay (Tagalog), UPIS (English), Cebu (Cebuano) and La Union (Ilokano). Concept Paper for DepED with Suzanne Simard</li> </ul>
9 October, Wednesday	<ul style="list-style-type: none"> <li>• Debrief of training with Project Officers</li> <li>• Preparation for Core Trainer meeting</li> <li>• Work session with Suzanne Simard and Yvette Tan to plan ToT for grade 3 Book shopping and distribution</li> </ul>
10 October, Thursday	<ul style="list-style-type: none"> <li>• Conduct day-long session with Core Trainers</li> </ul> <p>Presentations and discussions on foundational frameworks for Basa in beginning reading, Read Right Now! and Scope-Literacy. Joint planning of two-day training for grade 3 teachers in November to coincide with book shopping in La Union. Proposed topic: Writing</p>

Date	Task / Activity
11 October, Friday	<ul style="list-style-type: none"> <li>• Debrief meeting with COP Marcial Salvatierra and DCOP Karen Cassidy</li> <li>• Meeting with Suzanne Simard, Yvette Tan and Bonna Duron on materials development</li> <li>• Meeting with Robert Burch and Lee Marshall at US AID</li> <li>• Meeting with USec Dina Ocampo</li> </ul>
12 October, Saturday	Depart Manila for return to Boston, MA

## KEY OBSERVATIONS AND RECOMMENDATIONS

**Reflection on observations and recommendations.** I believe that the concept paper we presented to DepED best summarizes my key observations recommendations for Basa and I have included it below.

## INITIAL NOTES FROM OBSERVATIONS OF SCHOOL/CLASSROOM PRACTICE FOR DISCUSSION WITH DEPED

**OCTOBER 8, 2013**

### INTRODUCTION

As a result of collaborative planning with DepED, Basa is to be engaged in our target-language regions to develop and implement “transformative” practices in language and literacy instruction.

Framing these reflections are Basa’s three targeted program results (IRs):

- Intermediate Result 1: Improved reading instruction
- Intermediate Result 2: Improved reading delivery systems
- Intermediate Result 3: Improved access to reading materials

Philippines has many resources that have been brought to bear on the educational landscape over time. There are functioning schools, trained workforce of teachers, and materials. There are evolving national policies that engender the “growing pains” often experienced during a time of change and reform. Most notably, in the educational arena the MTB-MLE policy that prescribes that reading be first introduced in mother tongue with transitions to Filipino and English occurring later. The current efforts to reform the reading and language curriculum and respond to MTB-MLE initiatives have resulted in new Curriculum Guides that are being rolled out grade by grade on a yearly basis. Teachers are struggling to align their instruction to the guides and are faced with a shortage of materials, particularly in Mother Tongue.

## **OBSERVATIONS IN CLASSROOMS**

Classroom observations were conducted over eight months and in 13 classrooms distributed over 4 regions.

- In terms of the overall learning environment, teachers and pupils interact respectfully with one another and in a generally supportive learning environment.
- There is a lack of time for children to talk in class and absence of a focus on oral language development even with the MTB-MLE initiative. Teacher-dominated discourse is the rule in classrooms although pupils may be invited to respond to a teacher's question or read from the board.
- Ideally, effective grouping strategies offer opportunities for pupil-to-pupil and teacher-to-pupil conversation that promote language development and stimulate pupils' thinking. Smaller groups also provide time for pupils to use skills and strategies in a guided environment where the teacher can provide support and feedback to them. In observed classrooms, whole-class instruction was dominant. In the few instances where small groupings were used, the groups were loosely structured with a pupil or two completing the task for the group. Other pupils were spectators and the teacher did not provide any direct instruction or guidance.
- In the observed classrooms, reading is limited to listening to the teacher read, to recitation, or repetition. There are no opportunities for learners to read selected or assigned texts individually. Little or no print resources for pleasure or personal reading or research information were noted. The main resource used in classrooms was a teacher-made big book, which was read aloud. This may be in response to the fact that many of the lessons we saw were in MT.
- Skills such as letter names and sounds and grammar are clearly valued. However, "thinking" strategies to help learners understand texts are not incorporated into instruction. Questions are generally restricted to literal questions. This was observed in the use of the big books in the classrooms where questions, if any, were restricted to who, what, when, and where.
- Writing is limited to handwriting, copying, completing exercises, or taking quizzes. Pupils do not have the opportunity to use writing to communicate what they know and think and to further support their reading development. While pupil-generated books can enhance a classroom's set of materials, current writing opportunities are restricted and fail to create additional reading resources.

## **TRANSFORMED CLASSROOMS**

Transformed classrooms (TCs) provide opportunities for pupils to engage in meaningful reading and writing, beyond the acquisition of basic skills. While TCs continue to build pupils' foundational skills in areas such as the alphabetic principle, phonics, and grammar, Basa's plan for innovation and transformation would focus on classroom change in four areas:

- Grouping
- Guided Reading
- Writing

- Materials Development and accessibility

## **GROUPING**

At the heart of Basa’s approach is the research-based position that oral language in a pupil’s mother tongue or second language is key to learning to read (Eisenhart, 2008). Therefore, Basa teacher ‘guides’ will include integrated language development language-based opportunities both in the whole-class settings and small groups (Genishi,1988). A major message in the teacher guides will be that teachers need to instruct pupils how to converse, question, listen, and respond. In order to promote oral language development, Basa will provide professional development to teachers in how to support pupils in becoming conversationalists and learning how to take turns, listening actively and promoting pupil interaction. Small groups are an ideal setting in which to promote pupil-to-pupil conversations that provide the needed “air time” for pupils to develop language competence. Therefore, in Basa training and follow-up coaching activities, teachers will be guided in how to plan activities that incorporate a wide selection of materials that promote talk. Activities should balance pupil collaboration with discussion. The Integration of language skills into every area of the curriculum will also be addressed in the Basa guides for teachers. As pupils develop an understanding of written language, teachers will continue to help them develop their oral abilities and skills across curricular areas. These groupings will also form the base for conducting guided reading lessons using leveled materials.

## **GUIDED READING**

Guided reading will provide pupils with an opportunity to read “just right” texts that provide the right amount of challenge and supports acquisition of an ever-increasing repertoire of word solving and comprehension strategies. Most importantly, Basa professional development will incorporate teaching strategies that follow an evidence-based sequence of instruction that demonstrates the model of gradual release of responsibility (Duke & Pearson, 2002):

1. The teacher explicitly describes the strategy and elaborates about when and how it should be used.
2. The teacher, then pupil, model the strategy in action.
3. The teacher provides opportunities for collaborative practice of the strategy.
4. The teacher provides opportunities for guided practice of the strategy—the gradual release of responsibility.
5. Pupils use the strategy independently.

The companion to quality instruction is on-going assessment that guides lesson planning, grouping, materials selection, and instruction. Basa will incorporate into teacher training the use of running records and miscue analysis to assist teachers in keeping track of their pupils’ progress.

## **WRITING**

The complex process of developing children's writing skills involves the interaction and relationship of cognitive, social, cultural, and instructional forces (Coker, 2006). In planning instruction for writers, Basa will help teachers consider the following:

- **Understanding how writing is used to communicate.** The number and nature of the exposures young children have to writing and text-related practices is linked to how well they understand the functions of writing (Purcell-Gates, 1996). Seeing adults using writing to express themselves and communicate knowledge assists young children's understanding of writing as a communication tool (Coker, 2007).
- **Unlocking the conventions of print.** Experienced writers take the conventions of print for granted. Emergent writers need multiple exposures to the "rules" of text. Reading experiences can help to build children's knowledge of these rules (Coker, 2007). In order for this knowledge to develop, children need to be surrounded by and have access to many different kinds of books (Neuman, 1999).
- **Carefully planned interactive reading and writing** directly fosters a child's understanding of reading and writing processes. During interactive readings, teachers (and parents) can draw children's attention to the way print works and the message conveyed. Effective reading activities balance instruction with interests and, like all well-designed lessons, need to be planned. Teachers need to strategically select a book based on the goals of the lesson. Multiple rereading also reinforces concept development. Effective writing activities scaffold skills with explicit instruction and, like reading lessons, need to be planned. Teachers need to strategically select a writing activity aligned with skills targeted in the lesson.
- **Modeling the writing process** reinforces writing as a communication tool and also demonstrates the conventions of print. Emergent writers imitate the process with scribbles and drawings that they often intend as marks for communicating their thoughts and feelings to others (Falconer, 2010).
- **Comprehending that print represents speech sounds.** Knowing the sounds associated with printed letters is a strong and consistent predictor of conventional literacy skills (NIFL, 2009). An interest in the link between print and speech often begins with a child's interest in his or her own name. Providing opportunities for children to see their names in print and to print their own names fosters this understanding. Teachers can also reinforce the relationship between print and the sounds of speech by using a wide variety of activities that involve rhymes, songs, mnemonic clues, and alliteration (Coker, 2007). When modeling, teachers need to draw children's attention to the phonemes that make up a particular word and write the letters that represent each phoneme, thus spelling that word. When children are writing, teachers need to encourage inventive spelling in the earliest stages of writing so that children can begin to match some letters to sounds.
- **Expressing ideas fluently.** As children write, they manage several cognitive and physical tasks simultaneously. They are constructing meaning, making connections, and exploring their own thinking. For emergent writers, this process is complicated by motor coordination and the conventions of the English language (Bromley, 2007). Teachers need to support the development of this complex skill. Scaffolding the use of a recursive process teaches children how to write. Supports, such as computer keyboards and dictation, can ease frustration and allow the emergent writer to focus on expressing thoughts and constructing meaning. Handwriting and spelling should not interfere with the composing process (Coker, 2007).
- **Creating new knowledge.** Writing is a meaningful activity when one has something to express. Children come to school with a wide range of experiences and background knowledge. When teachers are aware of

pupil differences, they can design learning experiences that will build on pupils' backgrounds and provide opportunities for knowledge growth. Using a variety of texts—both literary and informational—for read-alouds and other literacy activities fosters the continued growth of knowledge. Exposing children to the natural world and encouraging them to develop their imagination also helps children build a bank of relevant knowledge that they will access throughout their schooling. Knowing about how texts are organized is also important in the development of skillful readers and writers. Teachers need to use stories to teach story grammar. However, children need to understand that texts differ, depending on their purpose (Donovan & Smolkin, 2002). Teaching with informational texts provides exposure to other text structures, those important to content-area learning. Teachers need to examine how they select books and remember that genre knowledge is important to reading and writing (Duke & Pearson, 2002).

## **MATERIALS**

Materials are needed to support effective oral language, reading, and writing instruction. Specifically, there is a need for leveled readers in Mother Tongue, Filipino and English. Filipino leveled readers will focus on reading fluency and comprehension. For English leveled readers in grade 3, there is a need to focus on building vocabulary and comprehension.

It is crucial to put print materials in the hands of pupils and find cost-effective ways to print materials. Basa materials development should be anchored in the DepED teachers' guides and learners' manuals. From our experience domestically and internationally, we have found that the design and production of quality reading materials (particularly leveled texts) requires expertise that surpasses that of most teachers. Therefore, we will draw on local talent to assist in materials development.

## **PROFESSIONAL DEVELOPMENT**

Teachers need training in all of the above areas. The topics have a natural fit as teachers need to understand effective group strategies and use of materials to support guided reading. The role of authentic writing as an integral part of the classroom schedule is an area of professional development that has been confirmed by our program officers and staff.

## **RESEARCH**

- We need to identify questions that are “answerable” and can be tested/tracked in select Basa schools (whether the selected schools come from the sampled 40 schools for the M&E Plan or not will depend on the questions to be answered). The profile and characteristics of schools where Basa is working will be used to determine the sample.
- For Tagalog vs. Filipino, need to better understand what's happening in the classrooms. For example, how teachers are differentiating Tagalog from Filipino?
- There is need for language-mapping, but Basa is not resourced for this. Is this on DepED's list, or through other funding sources?

## MEETING WITH DR. OCAMPO, NOVEMBER 11, 2013

In addition, our meeting with Usec. Ocampo has generated further suggestion for Basa's work in response to the above memo.

- Dr. Ocampo was clear that she advocated for a more holistic approach to literacy instruction that included a more guided reading approach to instruction.
- Grouping practices is not something in which many teachers have experience, but she expressed support for a differentiation of reading instruction within a classroom. Her suggestion was to possibly build texts around a whole-class read aloud and differentiated readers at three different levels.
- In terms of materials development, feedback was to develop read alouds in Mother Tongue for Grade 1 and then invest in developing/obtaining leveled readers in Filipino and English for Grades 2 and 3.
- In discussing performance standards, Dr. Ocampo indicated that further development of the curriculum and the assessment framework is needed before launching that major performance standards work. However, it was agreed that Basa could be helpful in convening DepEd to identify benchmark texts at the beginning, middle and end of Grades 1-3.

### FOLLOW-UP ITEMS

1. **Teacher Training.** A two-day, grade 3 teacher training was developing during the work session with the Core Trainers. We designed the professional development to coincide with Book Shopping for teachers in La Union. The training takes into account the expertise of the Core Trainers in teaching and training teachers in the Philippines and EDC's expertise in teaching reading and writing. It was agreed the Core Trainers would develop a draft for the two-day training sessions to be focused on writing in the classroom. The Core Trainers are to send their drafts to Nancy Clark-Chiarelli and Suzanne Simard by October 23<sup>rd</sup> for review and revisions to be done, if needed, by October 30<sup>th</sup>. The expectation is that training is aligned with existing bodies of work such as *ReadRightNow!* and training EDC's approach to professional development.
2. **SCOPE Literacy Training.** During work in country, Project Officers and Core trainers were provided an overview on the revised SCOPE-Literacy that had been validated on a limited basis by Suzanne Simard and Nancy Clark-Chiarelli. Ideally, additional inter-rater reliability will be collected prior to our training of observers. A November training of Scope-Literacy data collectors is to be scheduled and conducted by Nancy.
3. **Training Videos and the Use of Audio and SMS.** Initial discussions took place about the use of audio and video technologies for teacher training. Videos help teachers develop a clear image of what effective reading and writing instruction looks like in a classroom setting similar to their own. These can be produced to be viewed at trainings or in clusters accompanied by a discussion guide. At our meeting, USAID expressed interest in having locally developed videos for trainings.

A brief discussion was held regarding the use of audio and/or sms, but no decision were made. If we do decide to use any or all of these mediums, we should incorporate their development in the upcoming Year 2 workplan.

4. **Materials Development.** Headway was made in the area of material development. Decisions were made as to what kind of materials will be most effective. Dr. Ocampo clarified that instruction in mother tongue was needed for beginning readers and that the transition to Filipino should happen as soon as possible. Therefore, it was decided that for mother tongue instruction, material development should focus on read aloud stories, along with instructional materials such as alphabet friezes, posters and flash cards. When the learners transition to Filipino, they will need leveled readers. Read aloud stories and classroom materials already exist, but leveled readers will need to be developed. This is a complex task that needs to be accomplished by experienced writers and illustrators and it needs to be guided carefully. Finally, in English language, we will need to develop or carefully select for purchase read aloud stories. Leveled readers for guided reading already exist in English.

A summary of materials development is included below:

	<b>Oral Language Development</b> (Read-alouds)	<b>Phonics Lessons</b> (Alphabet charts, activities, manipulatives and games)	<b>Guided Reading</b> (Leveled readers)
Mother Tongue	To be developed	To be developed	
Filipino	Exist in published materials	To be developed	To be developed
English	Exist in developed materials	To be developed	Exist in published materials

5. **Two-day Workshop on Text Levels.** While DepEd is not poised to develop performance standards at this time, there is interest in conducting a workshop on levels of text to be used in Grades 2 and 3 in Filipino and English. This workshop is to be scheduled and delivered before the end of Year 1 for Basa.
6. **Training videos and the use of audio and SMS.** Initial discussions took place about the use of audio and video technologies for teacher training. Videos help teachers develop a clear image of what effective reading and writing instruction looks like in a classroom setting similar to their own. These can be produced to be viewed at trainings or in clusters accompanied by a discussion guide. At our meeting, USAID expressed interest in having locally developed videos for trainings.

A brief discussion was held regarding the use of audio and/or SMS, but no decision were made. If we do decide to use any or all of these mediums, we should incorporate their development in the upcoming Year 2 workplan.

# ANNEX S

## SUZANNE SIMMARD, BASA TA TRIP REPORT

SEPTEMBER 29-OCTOBER 13, 2013, MANILA, PHILIPPINES

ACTIVITIES	PRODUCTS
Participate in management meetings/work sessions and planning technical inputs for the remainder of Year 1 and for Year 2	
Conduct literacy instruction training for Team leaders, Project Officers and M&E staff	Training plan Power points and hand outs
Participate in work session with Core Trainers to develop Oct/Nov 2013 training	Training plan Power points and hand outs Draft training plan for upcoming training of grade 3 teachers and action plan for completing it
Other (on-going project work)	BELT: Finalise illustrations ofr levels D and J RWANDA L3: Review English Scope and Sequence and design weekly framework for P3 Term I MALI YOUTH: Drafted the technical section of the year end report to USAID MALI YOUTH: Initial meetings and planning regarding upcoming 3 week training for cohort 3 volunteers

### TECHNICAL SUMMARY

Participate in management meetings/work sessions and planning technical inputs for the remainder of Year 1 and for Year 2

- Participated in a 2 day planning meeting with Bill Potter, Martial Salvatierra, Karen Cassidy, Yvette Tan, Nancy Clark Chiarelli, and Bonna Duron
- Based on our classroom observations and discussions with field staff, co-wrote a discussion and reflection document to begin on how Basa can engage in target-language regions to develop and implement “transformative” practices in language and literacy instruction. This document was used as the basis for a

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conversation with USAID as well as a conversation with Dr Ocampo at DepEd

- Participated in USAID debriefing
- Participated in meeting with Dr Ocampo

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Conduct literacy instruction training for Team leaders, Project Officers and M&E staff

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- Contributed to finalise and test the new SCOPE instrument
- Prepared Power Points and materials for work session
- Co-facilitated two day workshop session for Team Leaders, M&E staff and Program Officers with Nancy Clark Chiarelli

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Participate in work session with Core Trainers to develop Oct/Nov 2013 training

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- Prepared Power Points and materials for work session
  - Co-facilitated one day workshop session for Core Trainers with Nancy Clark Chiarelli
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## DAILY ACTIVITIES

DATE	ACTIVITY
Sun Sept 29	<ul style="list-style-type: none"><li>• Travel to Manila</li></ul>
Mon Sept 30	<ul style="list-style-type: none"><li>• Read project documents to familiarize with the BASA project</li><li>• BELT: reviewed and arrange payments for remaining Level D and Level J early readers</li><li>• Arrived in Manila</li></ul>
Tues Oct 1	<ul style="list-style-type: none"><li>• Work session with BASA: Marcial Salvatierra, Bill Potter, Karen Cassidy, Yvette Tan, Nancy Clark Chiarelli and Bonna Duron to plan technical activities (research, materials and training)</li></ul>
Wed Oct 2	<ul style="list-style-type: none"><li>• Work session with BASA: Marcial Salvatierra, Bill Potter, Karen Cassidy, Yvette Tan, Nancy Clark Chiarelli and Bonna Duron to plan technical activities (research, materials and training)</li></ul>
Thur Oct 3	<ul style="list-style-type: none"><li>• Visit to UPIS. Observation in Kindergarten, grades 1 and 2 literacy classes.</li><li>• Work session with Nancy Clark Chiarelli: Discussion on upcoming trainings</li><li>• Travel to La Union</li></ul>
Fri Oct 4	<ul style="list-style-type: none"><li>• Visit San Juan Elementary, Lubig elementary and Urbiztondo Elementary: Observations in grade 1 and grade 2 literacy classes</li></ul>

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DATE	ACTIVITY
	<ul style="list-style-type: none"> <li>• Work session with Nancy Clark Chiarelli: SCOPE revision and testing of the instrument</li> <li>• Travel from La Union</li> </ul>
Sat Oct 5	<ul style="list-style-type: none"> <li>• Work session with Nancy Clark Chiarelli: Preparation of Trainings for Program Officers and M&amp;E staff, finalisation of revised SCOPE Literacy instrument</li> </ul>
Sun Oct 6	<ul style="list-style-type: none"> <li>• Work session with Nancy Clark Chiarelli: RRN Toolkit revision, Preparation of Trainings for Program Officers and M&amp;E staff</li> <li>• RWANDA L3: Drafted weekly outline and 4 out of 7 days of framework for P3 term I English and shared with Michelle Drouin and Nadya Karim Shaw</li> </ul>
Mon Oct 7	<ul style="list-style-type: none"> <li>• Meeting with Nancy Clark Chiarelli and Karen Cassidy to discuss upcoming national reading month events</li> <li>• Meeting with Nancy Clark Chiarelli, Bonna Duron and Yvette Tan to discuss upcoming grade 3 teacher training</li> <li>• Participation in Basa team meeting</li> <li>• Co-facilitated training on Read Right Now and learning to read and write with Nancy Clark Chiarelli</li> <li>• MALI PAJE: drafted the Curriculum and Training section of the Year End report to USAID</li> </ul>
Tues Oct 8	<ul style="list-style-type: none"> <li>• Read Cebu Training debriefing notes</li> <li>• Work session with Nancy Clark Chiarelli to draft notes for meeting with Dr Ocampo</li> <li>• Co-facilitated training on SCOPE Literacy with Nancy Clark Chiarelli</li> <li>• Met with Karen Cassidy, Nancy Clark Chiarelli, Yvette Tan and Bonna Duron (STC) to discuss upcoming Reading month event</li> <li>• RWANDA L3: Drafted 3 out of 7 days of framework for P3 term I English and shared with Michelle Drouin and Nadya Karim Shaw</li> </ul>
Wed Oct 9	<ul style="list-style-type: none"> <li>• Meeting with CoP and DCoP to discuss technical role, responsibilities and planning as well as LOE for Basa</li> <li>• Debrief of training with participants and Nancy Clark Chiarelli</li> <li>• Work session with Nancy Clark Chiarelli and Yvette Tan to plan ToT for grade 3 Book shopping and distribution</li> <li>• RWANDA L3: Responded to queries and updated project team on technical planning for P3</li> <li>• DRC PAQUED: Contributed to response to USAID regarding our pilot reading program</li> </ul>

DATE	ACTIVITY
Thur Oct 10	<ul style="list-style-type: none"> <li>• Meeting with CoP, Nancy Clark Chiarelli, Yvette Tan and Bonna Duron to discuss memo to Dep Ed</li> <li>• Co-facilitated with Nancy Clark Chiarelli all day work session with Core trainers to plan Grade 3 two day training</li> <li>• MALI YOUTH: Meeting via Skype with Curriculum and Training Coordinator Aissa Haidara and Instructional Designer Nathalie Louge to discuss training plan and development of training sessions for the three week training of volunteers</li> </ul>
Fri Oct 11	<ul style="list-style-type: none"> <li>• Review of documents</li> <li>• Review, revision and finalisation of memo to Dep Ed</li> <li>• Meeting with Yvette Tan, Nancy Clark Chiarelli and Bonna Duron regarding material development</li> <li>• Debrief at USAID with Nancy Clark Chiarelli</li> <li>• MALI YOUTH: Meeting with Barb Garner about handing over the Songhai Literacy material development</li> </ul>
Sat Oct 12	<ul style="list-style-type: none"> <li>• Travel to Canada</li> </ul>
Sun Oct 13	<ul style="list-style-type: none"> <li>• Arrive in Canada</li> </ul>

All documents developed during this work session were elaborated in collaboration with Nancy Clark Chiarelli. All final versions were given to the project.

## **FOLLOW UP:**

### **7. Teacher Training:**

- a. Two day grade 3 teacher training: During the work session with the Core Trainers, we designed a two days training plan for the grade 3 teachers taking into account the expertise of the Core Trainers in teaching and training teachers in the Philippines and EDC's expertise in teaching reading and writing. It was agreed the Core Trainers would develop a draft for a two day training sessions. This two day training will focused on writing in the classroom and will be delivered in conjunction with the Book Shopping. The Core Trainers are to send their drafts to us (me and Nancy Clark Chiarelli) by October 23<sup>rd</sup> for review and revisions to be done, if needed, by October 30<sup>th</sup>. It was made clear during our work session that EDC has existing bodies of work such as *ReadRightNow!* and training approaches that must be respected.
- b. Training videos and the use of audio and sms: Initial discussions took place about the use of audio and video technologies for teacher training. Videos help teachers develop a clear image of what effective reading and writing instruction looks like in a classroom setting similar to their

own. These can be produced to be viewed at trainings or in clusters accompanied by a discussion guide. At our meeting, USAID expressed interest in having locally developed videos for trainings.

A brief discussion was held regarding the use of audio and/or sms, but no decision were made. If we do decide to use any or all of these mediums, we should incorporate their development in the upcoming Year 2 workplan.

- c. **SCOPE:** Prior to my arrival, Nancy Clark Chiarelli had completed a major revision of the SCOPE instrument. Upon my arrival, the instrument was finalized based on suggestions received and we both tested it by scoring teachers we observed which helped verify the instrument’s accuracy and pertinence. Overall, the testing was successful, minor corrections were made.
- 8. **Year 2 workplan and STTA planning:** The Year 2 Workplan is scheduled to be developed in the next few months. Short Term Technical Assistance (STTA) should be incorporated into the workplan with LOE and specific responsibilities allocated.
- 9. **Material Development:** Great headway was made in the area of material development. Decisions were made as to what kind of materials will be most effective. Dr Ocampo clarified that instruction in mother tongue was needed for beginning readers and that the transition to Filipino should happen as soon as possible. Therefore, it was decided that for mother tongue instruction, material development should focus on read aloud stories, along with instructional materials such as alphabet friezes, posters and flash cards. When the learners transition to Filipino, they will need leveled readers. Read aloud stories and classroom materials already exist, but leveled readers will need to be developed. This is a complex task that needs to be accomplished by experienced writers and illustrators and it needs to be guided carefully. Finally, in English language, we will need to develop or carefully select for purchase read aloud stories. Leveled readers for guided reading already exist in English.

It was suggested to USAID that a language map be done in order to determine what language children actually speak in the home, how much they speak and if they speak any other language in the home.

Assuming children speak a mother tongue in the home, here is a summary of what materials need to be developed:

	<b>Oral Language Development</b> (read-alouds)	<b>Phonics Lessons</b> (with activities, manipulatives and games)	<b>Guided Reading</b> (leveled readers)
Mother Tongue	To be developed	to be developed	
Filipino		to be developed	to be developed
English		to be developed	

As well, as leveled readers are developed, it is recommended that DepEd sets reading levels for each grade in mother tongue, Filipino and English.

# ANNEX T

## NANCY CLARK-CHIARELLI, BASA SENIOR STANDARDS AND ASSESSMENT EXPERT TRIP REPORT

NOVEMBER 2-14, 2013, MANILA, PHILIPPINES

Nancy Clark-Chiarelli travelled to Manila, in her capacity as Basa Standards and Assessment Expert, for a 13-day work trip. The trip was approved in writing by the USAID Philippines Basa COR, Lee Marshall. The trip schedule and activity highlights are provided below.

Date	Task / Activity	
2 November 2013, Saturday	12:30 pm	Departure for Philippines from Boston
3 November 2013, Sunday	10:40 pm	Arrive in Manila
4 November 2013, Monday	9:00 am	Meeting with Dr. Pado and Ces Ochoa, Bonna Duron, and Yvette Tan about upcoming Leveling Text meeting
	1:30 pm	Meeting with Larry Lai about Basa's up-to-date accomplishments and future directions
	6:30 pm	Work on SCOPE training materials Meeting with Bill Potter
5 November 2013, Tuesday	10:00 am	Meeting Teacher Nong at UP to seek access to her dissertation on leveling text in Filipino
	12:00 pm	Research planning meeting with Karen Cassidy, Yvette Tan, and Ces Ochoa, Cecile
	1:30 pm	Meeting with Firth McEachern
	3:00 pm	Meeting with Marcial Salvatierra about future work
	4:00 pm	Research meeting continued with Karen Cassidy, Yvette Tan, Ces Ochoa, and Firth McEachern

Date	Task / Activity	
6 November 2013, Wednesday	8:30 am	Meeting with Ces Ochoa to plan for Book Leveling Workshop
	10:00 am	Year 2 Planning Meeting
	12:00 pm	Lunch Meeting with Partners
	1:00 pm	Materials finalization for Book Leveling Workshop
	3:45 pm	Visit venue for Book Leveling Workshop
7 November 2013, Thursday	8:00 am- 5:00 pm	Book Leveling Workshop
8 November 2013, Friday	8:00 am-4:30 pm	Book Leveling Workshop
	4:30 pm	Meeting with RTI regarding MT data collection
9 November 2013, Saturday	Preparation for SCOPE-Literacy Training	
10 November 2013, Sunday	8:00 am-4:30 pm	SCOPE-Literacy Training
11 November 2013, Monday	8:00 am-4:30 pm	SCOPE-Literacy Training
12 November 2013, Tuesday	6:00 am-3:30 pm	SCOPE-Literacy Training
	7:00 am-11:00 am	Classroom observations Old Balara ES
	11:30 am-3:30 pm	Debriefing meeting
	4:00 am-5:30 pm	Year 2 planning with Karen Cassidy
13 November 2013, Wednesday	6:00 am-3:00 pm	SCOPE-Literacy Training
	7:00 am-11:00 am	Classroom observations Old Balara ES
	11:30 am-3:00 pm	Debriefing meeting
	3:30 am-5:30 pm	Debriefing and Year 2 planning
14 November 2013, Thursday	5:00 am	Leave for airport
		Return to Boston

## KEY OBSERVATIONS AND RECOMMENDATIONS

1. Participant feedback on the leveling text workshop was quite positive. (See attached Tickets to Leave and Notes from the Workshop). The following next steps were determined at the end of the second day of the workshop:

- Mother Tongue Read Aloud Development (December 2013)
- Gradient for Leveled-readers in Filipino and English (January 2014)
- Leveled-reader Development in Filipino (January 2014)

2. SCOPE-Literacy

Seven SCOPE-Literacy observers (data collectors) were successfully trained over the four day workshop. The scores from classroom observations at Old Basara Elementary School are attached for the M&E team to establish the reliability of raters.

3. Research agenda

During the in-country time, the team arrived at the following recommendations for the Basa research agenda around MTB-MLE:

**Linguistic DNA** – An overall view of the actual use of language in school, home and community life through survey and observation.

**Instructional Trajectory** – What is actually happening in the classroom in the 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> grades? How are teachers spending their time in the language subjects? What is the use of materials for each language? How are teachers bridging between the languages?

**Curriculum** – How is the curriculum structured to support instruction in multiple languages?

## FOLLOW-UP ITEMS

1. Contribute to the Year 2 Planning document to Dr. Ocampo.
2. Contribute to the Year 2 Final Plan.
3. Provide Leveling Text participants with follow-up document.
4. Provide feedback on the November Grade 3 Writing Workshop.

# ANNEX U

## FINANCE AND COMPLIANCE TRAINING

Abbreviations:

COP – Chief of Party

DCOP – Deputy Chief of Party

FM – Finance Manager

OM – Operations Manager

FO – Finance Officer

AFO – Admin/Finance Officer

ALO – Admin/Logistics Officer

### **DAY 1:**

#### **I. Topic: Budget Review**

***Mandatory attendees: Finance Team***

- 1) Review the budget in terms of:
  - a) Summary of major cost categories included in the contract
  - b) Explanation of variance rule
  - c) Detailed review of the budget
  - d) Explanation of EDC indirect rate cost structure
  - e) Brief overview of coding and task structure

#### **II. Topic: QuickBooks & FileZilla Training**

***Mandatory attendees: Finance Team***

***Recommended: Joms***

- 1) Software Installation
- 2) Introduction to QuickBooks
  - a) Systems Overview
  - b) Advantages
  - c) Disadvantages

- 3) Features and Functions
- 4) Customize Package
  - a) Input vendor details
  - b) Customize the chart of accounts (COA)
  - c) Customize classes
- 5) Input and processing of transactions
  - a) Enter the beginning balances
  - b) Writing a check
  - c) Void a check
  - d) Deposit funds
  - e) Transfer funds from USD to local currency account
  - f) Payroll
  - g) Pass a journal entry
  - h) Petty cash management
  - i) Advances
  - j) Reconcile bank account
  - k) Reconcile petty cash
- 6) Reporting
  - a) Types of reports
  - b) Generate and print reports
- 7) Transfer of Files
  - a) FileZilla
  - b) File Maintenance

### **III. Topic: Chart of Accounts**

***Mandatory attendees: Finance Team***

- 1) Review the chart of accounts

### **IV. Topic: Financial Management, Internal Controls, EDC/USAID Financial & Administration Regulations Part 1**

***Mandatory attendees: Finance Team***

- 1) Overview of all topics to be covered in the training. Glosses over the following topics:
  - a) Policies and procedures
  - b) Separation of duties
  - c) Payments (documentation, checks, and vouchers)
  - d) Bank account management (local and US currency, reconciliations)
  - e) Petty cash management (float, security)

**DAY 2:**

**V. Topic: Schedule overview and EDC intro**

***Mandatory attendees: Finance & Admin teams***

***Recommended: COP & DCOP***

- 1) Review the schedule for the week and make necessary revisions
- 2) Provide an overview of EDC and the Home Office

**VI. Topic: Roles and Responsibilities**

***Mandatory attendees: Finance & Admin teams***

***Recommended: COP & DCOP***

- 1) Review the roles and responsibilities of the finance and admin team
- 2) Purpose:
  - a) Who is in charge of what tasks?
  - b) Who reports to who?
  - c) Outline the segregation of duties

**VII. Topic: Financial Management, Internal Controls, EDC/USAID Financial & Administration Regulations Part 2**

***Mandatory attendees: Finance & Admin teams***

***Recommended: COP & DCOP***

- 1) Overview of all topics to be covered in the training. Glosses over the following topics:
  - a) Travel and advances (documentation, liquidation)
  - b) Procurement (general guidelines)
  - c) Employee recruitment (includes ATC rules, advertisement, and selection)
  - d) Personnel and payroll (personnel files, timesheets, taxes)

- e) Inventory management (inventory list, stickers)
- f) Allowable and unallowable expenses

**DAY 3:**

**VIII. Topic: P&P Review**

*Mandatory attendees: Finance & Admin teams*

*Recommended: COP & DCOP*

- 1) Review the Policies & Procedures Manual and forms

**IX. Topic: Procurement**

*Mandatory attendees: Finance & Admin teams*

*Recommended: COP & DCOP*

- 1) Review of the procurement flow, forms, and process

**X. Topic: Backup documentation**

*Mandatory attendees: Finance Team*

*Recommended: COP & DCOP*

- 1) Reviews how back-up documentation needs to be organized and filed
  - a) Checking Accounts
  - b) Petty Cash
  - c) Advances
  - d) General Payments
  - e) Other Documentation
  - f) Separation of duties
  - g) Resolving discrepancies

**DAY 4:**

**XI. Topic: Participant Support Costs**

*Mandatory attendees: Finance & Admin teams*

*Recommended: COP & DCOP*

- 1) Reviews the Participant Support Cost Policy

**XII. Topic: Activity Planning – Budgeting & Tracking**

***Mandatory attendees: Finance & Admin teams***

***Recommended: COP & DCOP***

- 2) Explains the following:
  - a) how to budget for activities
  - b) how to track spending against activity budgets
  - c) how to track spending of the overall budget
- 3) Review:
  - a) Participant attendance sheets
  - b) Participant payment sheets
  - c) Activity Budgets
  - d) Answer the following questions:
    - i) How does this affect the big picture?
    - ii) Who does this information go to?
    - iii) How often do I need to do this?

**XIII. Topic: Cash forecasting and requesting funds from the home office**

***Mandatory attendees: Finance & Admin teams***

***Recommended: COP & DCOP***

- 1) Answers the following questions:
  - a) What is the purpose?
  - b) Who uses the information?
  - c) How is the forecast completed?
  - d) When is the forecast due?
  - e) Where is the forecast submitted?

**Topic: Audit-readiness Review**

***Mandatory attendees: Finance and Admin Team***

***Recommended: COP & DCOP***

- 1) Review and update the audit-readiness sheet based on the information covered in the training
- 2) Answers the following questions:
  - a) What am I reviewing/approving

- i. Review Bank Reconciliations prepared by FO financial staff
  - ii. Count the Petty Cash funds
  - iii. Review Advance reconciliation
  - iv. Inventory: physical counts
  - v. Review expense and task coding of ledger reports
  - vi. Cash Forecasts
  - vii. Procurement
  - viii. Timesheets
  - ix. Payroll summary
  - x. Value Added Tax (VAT)
- b) Due date to Home Office is referenced, please plan action items accordingly to stay on target with the financial schedule
  - c) What is required during the review/approval process? (If something doesn't meet the requirements, it must be sent back to the FO financial manager, or responsible person, for correction)
  - d) Why am I doing this?

#### **XIV. Topic: Subcontract Management Part 1**

*Mandatory attendees: Finance & Admin teams*

*Recommended: COP & DCOP*

- 1) Review the following:
  - a) Subgrants vs. Subcontracts
  - b) Process required to hire a consultant
  - c) Different types of consultant contracts
  - d) Process required to pay a consultant

#### **DAY 5:**

#### **XV. Topic: Subcontract Management Part 2**

*Mandatory attendees: Finance team*

*Recommended: COP & DCOP*

- 1) Review the process of subgrants management

- a) Subgrants vs. Subcontracts
- b) Review award guidelines and their implications for subs
- c) Review EDC's section of the budget regarding subawards
- d) Subaward process esp:
  - i) RFA (templates to be provided, information to be requested)
  - ii) Selection Process (review of the budget, overhead implications)
  - iii) Awarding (OSP and HO roles)
  - iv) Monitoring of the sub activities and expenses
  - v) Reporting to the HO

**XVI. Topic: Budgeting**

*Mandatory attendees: FM only*

*Recommended: FO*

- 1) Review how to make changes to the budget

**XVII. Topic: Pending Items**

*Mandatory attendees: COP and technical leads*

- 1) Afternoon session left blank to review pending items

# ANNEX V

## TRAINING AND ORIENTATION SCHEDULE FOR BASA PILIPINAS FINANCE AND ADMIN STAFF

DATE	MORNING			AFTERNOON		
	TIME	TOPIC	PARTICIPANTS	TIME	TOPIC	PARTICIPANTS
Monday November 18, 2013	8 - 9am	Free		12 - 1pm	Lunch	
	9am - 12pm	Budget Review	Finance Team	1 - 2pm	Free	Finance Team
		Installation of software		2 - 5pm	QB continued	
		QuickBooks & FileZilla			Financial Management, Internal Controls, EDC/USAID Financial & Administration Regulations, Contract Review Part 1	
Chart of Accounts						
Tuesday November 19, 2013	8 - 9am	Free		12 - 1pm	Lunch	
	9 - 12am	Discuss schedule for the week	Finance & Admin Teams	1 - 2pm	Free	Finance & Admin Teams
		EDC introduction		2 - 5pm	Financial Management, Internal Controls, EDC/USAID Financial & Administration Regulations, Contract Review Part 2	
Review Roles & Responsibilities						
Wednesday	8 - 9am	Free		12 - 1pm	Lunch	

November 20, 2013	9am - 12pm	P&P Review (includes forms)	Finance & Admin Teams	1 - 2pm	Free	
				2 - 5pm	Procurement	Finance & Admin Teams
	Back-up documentation					
Thursday November 21, 2013	8 - 9am	Free		1 - 2pm	Free	
	9 - 12pm	Participant Support Costs	Finance & Admin Teams	1 - 3pm	Cash Forecast	Finance & Admin Teams
		Activity Planning: Budgeting & Tracking			Review of audit readiness sheet	
		Subcontract Management Part I				
Friday November 22, 2013	8 - 9am	Free		12 - 1pm	Lunch	
	9 - 12pm	Subcontract Management Part 2	Finance Team	1 - 5pm	Review any pending items	
Budgeting		FM				

# ANNEX W

## LIST OF BASA PILIPINAS PROGRAM STAFF

AS OF DECEMBER 31, 2013

LAST NAME	FIRST NAME	MIDDLE INITIAL	POSITION TITLE	HIRING DATE	END DATE
ARMILLA	OPHELIA	B	Admin & Logistics Officer-Pasig	8-Jul-13	
BALACDAO	JOVILYN	A	Program Officer-La Union	10-Jun-13	
BOHOL	CZAR ODELL	B	Finance Officer-La Union	04-Nov-13	
BILLODO	RAMIL	A	Admin & Logistics Officer-Cebu	14-Jun-13	
CABILES	BONITA MARIE	S	Program Officer-Cebu	16-May-13	
CABONDOCAN	CATHERINE	M	Finance Officer-Cebu	16-Sep-13	
CAMACHO	JOANA	D	Program Officer-La Union	17-Jun-13	17-Dec-13
CASSIDY	KAREN LOUISE		Deputy Chief of Party	6-Feb-13	
DAVALOS	MARIA BEATRIZ		Program Officer-La Union	8-Nov-13	
DELA PENA	SHARON	L	Admin & Logistics Officer-La Union	8-Apr-13	
DIMAUNAHAN	LEO	J	Driver-Cebu	3-Jul-13	
FRUTO	CAROLYNN	L	Operations Manager	1-Oct-13	
GENIO	EMMANUEL	L	Monitoring & Evaluation Director	15-Apr-13	
GOLENDEZ	CEZAR	S	Finance Officer-Pasig	9-Sep-13	
GUATNO	OMA JANESEA		M&E Officer-La Union	1-Jul-13	
LICOS	ADELIA	R	Team Leader-La Union	29-Oct-13	
MANALESE	ALLAN	P	Driver-Pasig	22-Jun-13	
MASALONGA	JONATHAN	O	IT & MIS Manager	1-Jul-13	
PADILLA	RAFAEL	M	Driver-La Union	19-Jun-13	
RECUENCO	PERLITA	H	Admin & HR Officer	16-Apr-13	
RUBA	CHRISTINE	C	M&E Officer-Cebu	10-Jun-13	

LAST NAME	FIRST NAME	MIDDLE INITIAL	POSITION TITLE	HIRING DATE	END DATE
SALVATIERRA	MARCIAL	A	Chief of Party	1-Jan-13	
SEBIAL	MELANIE	P	Team Leader/Program Officer-Cebu	19-Jun-13	
SUCGANG	KHRISTINE	M	Communications Officer	4-Jun-13	
TAN	YVETTE		Reading Program Director	21-Jan-13	
VALLES	RIVA	G	Program Officer-Cebu	16-May-13	
VILLONES	LORETA	T	Finance Manager	1-Jul-13	
VIRIÑA	FAUSTINA MARGARITA	M	Outreach & Communications Manager	16-Sep-13	
WELLS	WILLIAM	D	Team Leader/Program Officer-La Union	13-Jun-13	19-Oct-13
YBANEZ	VICTOR	A	Program Officer-Cebu	20-Jun-13	