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USAID/PHILIPPINES BASA PILIPINAS PROGRAM

ANNUAL PROGRESS REPORT: YEAR 2

JANUARY 1, 2014- DECEMBER 31, 2014



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USAID/PHILIPPINES BASA PILIPINAS PROGRAM

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USAID/Philippines Basa Pilipinas Program

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COVER CAPTION:

Grade 1 pupils from Bohol now have appropriate texts to read in their local language thanks to a partnership between USAID and the Philippine Department of Education that is working to improve reading skills for one million Filipino children in the early grades.

PHOTO CREDIT: KAYE SUCGANG/USAID/BASA PILIPINAS

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ACRONYMS

ARMM	Autonomous Region of Muslim Mindanao
BBF	Brother's Brother Foundation
BEAM	Basic Education Assistance for Mindanao
BEE	Bureau of Elementary Education
BEIS	Basic Education Information System
BIPI	Teacher's Beliefs and Instructional Practices Inventory
BPI	Bank of the Philippine Islands
CMP	contract monitoring plan
COP	chief of party
DCOP	deputy chief of party
DepEd	Department of Education
DQA	data quality assessment
EDC	Education Development Center, Inc.
EdGE	Education Governance Effectiveness Project
EGRA	Early Grade Reading Assessment
EiE	Education in Emergency
FY	fiscal year
GAO	Government Accountability Office
IMCS	Instructional Materials Council Secretariat
IR	intermediate result
K to 12	Kindergarten to Grade 12
LAC	Learning Action Cell
M&E	monitoring and evaluation
MTB-MLE	Mother Tongue-Based Multi-Lingual Education
MT	mother tongue
NAF	National Assessment Framework

NBS	National Book Store
O&C	outreach and communications
PBSP	Philippine Business for Social Progress
PhilEd Data	Philippine Education Data Project
PMC	Program Management Committee
PMP	performance monitoring plan
PNSB	Philippine National School for the Blind
RTI	Research Triangle Institute
SCOPE	Standard Classroom Observation Protocol in Education in Language and Literacy
SEAMEO	Southeast Asian Ministers of Education Organization
SH	school head
SIMM	Scaling Innovations in Mobile Money Project
SIP	school improvement plan
SSME	Snapshot of School Management for Effectiveness
TG	teacher's guide
TLM	teaching and learning material
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 second Basa Pilipinas Annual Progress Report to USAID Philippines. This report covers program activities from January 1 to December 31, 2014 and provides an overview of the main accomplishments, challenges, and lessons learned associated with the implementation of Basa’s approved Year 2 Annual Workplan. During its second year of implementation, the project moved ahead with the implementation of the *Transformed Classrooms Framework* developed by Basa Technical Programs team and technical advisors in consultation with the Department of Education (DepEd) and USAID. Specifically, Basa’s strategies for innovation and transformation of early grade reading instruction and learning have been focused on, a) materials development and accessibility, b) guided reading, c) writing, and d) grouping for differentiated learning

A summary of Basa’s Year 2 highlight accomplishments is provided in the table below.

TABLE I. HIGHLIGHTS OF BASA YEAR 2 ACCOMPLISHMENTS

QUARTER	HIGHLIGHT ACCOMPLISHMENTS
<p>QUARTER 1 January - March</p>	<ul style="list-style-type: none"> • Basa’s technical approach and Year 2 work plan validated • Materials development and training plan finalized • Basa program expanded in Iloko and Cebuano areas • Teacher training delivered for 1,494 grade 3 teachers in Cebu on reading-writing connection • Provision of emergency assistance to Bohol earthquake and typhoon Yolanda affected areas • America in 3D – Teacher Idol Event within USAID-sponsored National Reading Month event
<p>QUARTER 2 April - June</p>	<ul style="list-style-type: none"> • Summer training for 7,784 grade 1, 2 and Multigrade teachers • Distribution of 358,807 of teaching and learning materials • Research plan initiated to inform development of teacher post training support
<p>QUARTER 3 July - September</p>	<ul style="list-style-type: none"> • 2,137 school supervisors and principals trained on teacher instructional support for reading • Training conducted for 85 lead instructors on effective literacy instruction training in preparation for October mass training • U.S. GAO audit conducted • Baseline data collection for Cohort 2 sampling conducted among 1,344 grade 2 students from 84 randomly selected schools using the EGRA tool

QUARTER	HIGHLIGHT ACCOMPLISHMENTS
	<ul style="list-style-type: none"> • Workshop to develop benchmarks for reading performance co-facilitated with USAID PhilEd Data project implemented by RTI • 428,871 Quarter 2 teaching learning materials approved by BEE and IMCS printed and distributed to 7,810 grade 1 and 2 teachers
<p>QUARTER 4 October - December</p>	<ul style="list-style-type: none"> • Training of 5,881 grade 1 and 2 teachers as part of 24-month cycle of teacher professional development • 1,747 Grade 3 teachers from the Divisions of Ilocos Sur, San Fernando City, and Bohol trained on effective reading instruction • LAC facilitator training for 2,205 School Heads conducted in November/December Basa-supported DepED's national early grade reading training with technical expertise and Basa-developed training materials • Rapid EGRA conducted with 200 students in 20 schools in Cebu and La Union • 848,944 Quarter 3 teaching and learning materials approved by BEE and IMCS distributed to grade 1, 2 and Multigrade teachers • Basa awarded Post-Typhoon Hayan (Yolanda) Disaster Education Recovery Assistance special activity • Basa program expanded to Tagbilaran City and San Fernando City to cover approximately 11,536 grade 1-3 students and 315 teachers including multigrade classes

Highlights from Year 2 accomplishments for each Intermediate Result (IR) include the following:

IR 1: IMPROVED READING INSTRUCTION

Basa trained 7,628 Grades 1, 2 and 3 teachers in 2014. In addition, 2,205 supervisors and school heads were trained.

During 2014, teachers received six days of face-to-face training where they gained access to the necessary instructional materials to implement and practice effective teaching reading and writing approaches across languages. Basa trainings focused on the use of Basa Pilipinas revised teacher's guides and accompanying materials, including read alouds and leveled readers. **Trainings put a high focus on effective bridging strategies for teaching reading across multiple languages and how they can better stimulate greater student interest in reading and writing through intentional planning and structured activities.** Basa-developed training demonstration videos were utilized to introduce key concepts and stimulate discussion on successful teaching practices.

In agreement with DepEd, Basa made efforts to bring professional development and technical expertise directly to the teachers, rather than relying exclusively on the cascade teacher training model traditionally used for DepEd mass training delivery. Basa has employed a hybrid teacher training model in which a core group of reading experts is coupled with local DepEd leaders to provide important context in local language and experience.

- Basa trains a core group of experts who are deployed to training sites to serve as teacher trainers.
- Selected DepEd personnel from the Basa Pilipinas target divisions were also engaged to support the program as Lead Instructors and Facilitators.
- Lead instructors are paired with Basa consultants at training sites to the extent possible.
- Through this hybrid teacher training model, Basa has been able to effectively demonstrate ways to bring the experts closer to the teachers while efficiently managing the logistical challenges involved in training close to 8,000 teachers simultaneously.

To address ongoing support for teachers, Basa provided a two-day orientation for school heads to formally introduce them to the Basa program and materials and bridging strategies between languages integral to successful implementation of MTB-MLE in August 2014. Basa's plans for strengthening DepEd's Learning Action Cells (LACs) were also discussed with the school heads during this orientation. **The LACs provide the opportunity for teachers to receive ongoing support from their school heads as they adopt new instructional strategies through Basa teacher guides and materials.** An in-depth three-day training followed the 2-day orientation on Supporting and Strengthening LACs for school heads in November/December 2014.

TWO-CYCLES OF PROFESSIONAL DEVELOPMENT

The following training outputs were realized during the past year:

- A three-day intensive training for grades 1 and 2 teachers delivered by experts and trained DepEd supervisors and staff in May 2014. The training prepared teachers for Q1 and Q2 of the school year. Topics addressed: K to 12's 14 domains of literacy, bridging across languages, and effective and practical use of Basa revised teacher guides, read , and leveled readers.
- A second three-day intensive training for grades 1 and 2 teachers in October 2014 in preparation for Quarters 3 and 4. Topics addressed include bridging across languages 2.0, grouping and differentiated instruction using leveled readers, and introduction to the LAC as ongoing support.
- For combination and multigrade teachers, a training tailored to teaching a multigrade classroom was delivered. While the topics covered were the same, videos and activities were developed and tailored to mirror and address their realities and challenges.
- A three-day intensive training for grade 3 teachers from Ilocos Norte, Ilocos Sur, Bohol and new target cities of San Fernando and Tagbilaran was delivered in December 2014 in order to introduce them to the Basa program and to transformative reading practices specifically on the reading-writing connection. Topics addressed: K to 12's 14 domains of literacy, authentic writing; and reading-writing connection.

IR 2: IMPROVED READING DELIVERY SYSTEMS

A significant accomplishment during FY 2014 was Basa's active collaboration and capacity building efforts with central DepEd counterparts, building on gains from FY 2013, and further strengthening the working relationship with DepEd at all levels.

- The Basa Program Management Committee (PMC), chaired by the Undersecretary for Programs and facilitated high level linkages between Basa, DepEd and USAID leadership and assured project alignment DepEd priorities and recommendations

- The PMC deliberations strengthened program coordination and implementation. Specifically, PMC guidance allowed Basa to validate its Year 2 Workplan, positioned Basa to adopt more innovative approaches to transform the teaching of early grade reading, and provided guidance for Basa-developed teaching/learning materials
- Formal approval of Basa-developed materials by DepEd’s Instructional Materials Council Secretariat (IMCS) has allowed Basa materials to be available for adoption and use nationwide i.e., in the seventeen (17) regions of the country
- DepEd participation and engagement at the field level (regional, division, district, school) were also further strengthened during the year through regular consultations with the regional directors and school superintendents, encouraging their participation in the planning/design of Basa interventions. Increased local DepEd engagement has resulted in a wider pool of highly engaged local DepEd trainers and facilitators who take active roles in the management of training rollouts and other activities

Basa’s improved engagement with DepEd fostered greater sustainability of the program as evident in DepEd’s request for Basa to support its national training that took place in October 2014. Basa supported DepEd by providing expert trainers (Dr. Pado and Dr. Diaz); training materials, including read alouds and their accompanying lessons from the Basa revised teacher guides, and existing Basa videos on bridging, LAC, and teaching-writing Connection and the production of new videos following DepEd’s guidance.

STANDARDS AND BENCHMARKS

Basa and RTI jointly supported a workshop with DepEd to develop benchmarks for reading performance in the early grades last August 27, 2014. Data used to facilitate the technical discussions came from two sources: 2013 national Early Grade Reading Assessment (EGRA) survey in Filipino and English and 2014 EGRA in four mother tongues. Subsequent discussions with DepEd has led to Basa’s proposed benchmark: 80% reading comprehension with 60 wcpm and 40% of grade 3 pupils achieving the benchmark in the 2015-2016 SY, using e-EGRA tool. Per DepEd Undersecretary Dr. Ocampo’s request, Basa will convene a technical working group during Year 3, with representatives from regions 1 and 7 to review and approve benchmarks in early grade reading in grades 1-3. There is clear need to establish additional benchmarks for other grades and in other languages, including Mother Tongue (MT) and English.

RESEARCH ON MTB-MLE

During the past year, Basa launched Mother Tongue-based Multilingual Education (MTB-MLE) research activities, as requested by DepEd, with the overall goal to further understand pupil developmental trajectories and teacher practice in Basa and non-Basa classrooms through assessing and tracking longitudinally pupils’ reading performance in MT, Filipino, and English in Basa and non-Basa classrooms (Grades 1-3).

Basa research is studying a cross-section of pupils’ reading performance in the 2014-2015 school year in MT, Filipino, and English in Basa and non-Basa classrooms (Grades 1-3). This is being conducted mainly through classroom observations in Basa and non-Basa classrooms. The data collection commenced in late August in a Tagalog-speaking division (non-Basa classrooms). In 2014, 48 classroom observations were completed in MT, Filipino, and English using the Standard Classroom Observation Protocol for Educators (SCOPE-Literacy) tool.

- Preliminary findings demonstrated the following early grade reading instructional practices:
- Across the classrooms and languages observed, there was great similarity in the pedagogical approaches

- Teachers were using the K-12 Teacher’s Guides (TGs), but very few pupils had learner materials. Instruction largely rested on teacher-directed lecture and selected participation of pupils in the classroom
- Many teachers felt that the MT materials (Tagalog) were helpful to their pupils because they provided additional contextualization that helped young readers understand text and classroom discussion
- Bridging across languages was acknowledged as a classroom practice and specific strategies were observed and described by some teachers.

IR 3: IMPROVED ACCESS TO READING MATERIALS

Basa made significant headway this past year towards improving teacher and student access to quality instructional and reading materials. A total of **2,057,150** reading materials for learners and teachers were distributed in 2014. In consultation with DepEd, Basa Pilipinas has identified the following set of materials as essential for quality classroom instruction:

- Read alouds for use by teachers to introduce context, vocabulary, develop comprehension skills, a love for reading and as a basis for writing activities;
- Appropriately leveled readers for use by students for development of the reading strategies pupils will need to become skilled, independent readers;
- Well-sequenced teacher guides providing needed support for carrying out a balanced literacy program.

Following Undersecretary Dina Ocampo’s mandate to integrate bridging strategies in the current Mother Tongue-based Multilingual Education (MTB-MLE) curriculum, **Basa revised DepEd’s teacher guides, to incorporate practical strategies for reading instruction in the context of MTB-MLE.**

Additionally, Basa Pilipinas developed leveled readers to correspond with instructional stages in the school year. Read aloud books were selected among those available in the local market, with some adapted into Basa Pilipinas focus languages, Iloko and Sinugbuanong Binisaya. **Basa has distributed approximately 160,000 read alouds and close to 800,000 leveled readers to date.** During quarter 1, classroom teachers were also supplied with a set of alphabet posters in Mother Tongue, Filipino, and English as well as audio recordings of the correct pronunciation of the letter sounds in each language.

While the variation in language across localities within a given geographic region is an ongoing challenge, Basa Pilipinas has effectively managed this by engaging DepEd and submitting its materials for stringent review by DepEd’s Instructional Materials Council Secretariat (IMCS). To date, sets for all quarters have received approval from IMCS. This completes the full set of Basa materials for Grades 1 and 2 in Iloko and Sinugbuanong Binisaya, Filipino and English.

Aside from the **Basa-developed core materials, teachers were also provided an estimated 318,000 supplementary classroom reading materials.** These supplementary reading materials were leveraged through Basa’s ongoing partnerships with Brothers Brother Foundation, Petron, and National Book Store Foundation.

STRATEGIC PARTNERSHIPS

Basa leadership maintained close coordination with USAID and DepEd through Basa Program Management Committee (PMC) which serves as an important project validation and relationship building mechanism. The PMC meets quarterly and provides the opportunity to present Basa program objectives and approaches and incorporate feedback and guidance from DepEd. Similarly, at the regional level, Basa conducted regular meetings with DepEd regional directors to update them on Basa program activities and incorporate their

feedback. This close collaboration with DepEd ensures clear alignment between Basa and DepEd expected outcomes.

Basa's corporate partners—Petron, National Book Store Foundation, and Brother's Brother Foundation—continued to provide welcome extra resources to support early grade reading programs, such as donated quality reading books in English from the US, discounted supplies for Basa trainings including complimentary assembly of the kits and delivery to training sites. Thanks to Petron Foundation, Basa was able to acknowledge training teams with branded shirts for use during training and also for tokens of appreciation distributed at debrief activities, including mugs, notebooks, and gift checks for use at National Bookstore. Support from Petron allows Basa to provide much needed recognition to this critical group of project stakeholders.

MONITORING AND EVALUATION

The EDC home office M&E Specialist assisted the Basa M&E team to update the Basa M&E system and documents; review and revise Basa evaluation instruments such as BIPI and SSME, and develop the English EGRA and classroom observation checklists.

In line with the USAID-approved Monitoring & Evaluation (M&E) Plan, baseline data for Cohort II sample was successfully conducted in all Basa divisions. M&E team was able to collect EGRA data from 84 schools in all Basa program areas. Baseline data included 1,344 student EGRA results in Filipino and English, 84 principal/school heads (SH) information for Snapshot of School Management for Effectiveness (SSME) and 84 teacher survey data for Beliefs and Instructional Practices Inventory (BIPI). Baseline data collection for Cohort II is intended to be a longitudinal study to complement the cross-sectional data study for Cohort 1. A copy of the Basa Baseline Report for Cohort I is included as Annex A.

Basa M&E team conducted classroom monitoring visits in 55 classrooms in 36 randomly selected schools during the DQA exercise to better understand how teachers are using Basa-provided teaching and learning materials. A total of 161 grades 1-3 teachers and 25 school heads/principals were interviewed.

As requested by USAID, Basa conducted a scaled-down version of EGRA assessment in Filipino (referred to in this report as Rapid EGRA) in December 2014 to track progress towards improved student reading performance to date as a result of Basa implementation. Basa will conduct its next regularly scheduled EGRA administration in February 2015 (Time 3), in accordance with the approved project evaluation plan. The December 2014 Rapid EGRA indicates that the Basa intervention is associated with improved student reading skills, particularly in the areas of fluency, comprehension, and dictation. As mentioned above, because Rapid EGRA took place two months prior to Time 3 administration, it is expected that students will continue to improve reading competencies testing in February of 2015. The Basa summary of rapid EGRA is included as Annex B of the annual report.

OUTREACH AND COMMUNICATIONS

Basa has successfully collaborated with the Bureau of Elementary Education (BEE) and Instructional Materials Council Secretariat (IMCS) in conducting several rounds of review on the revised grades 1 and 2 teacher’s guides, multigrade supplementary outlines, read aloud books, and leveled readers developed in Year 2. This process, which took six months to complete, paved the way for the approval and distribution of Basa’s full suite of teaching and learning materials that are now being used in all Basa-supported classrooms. Instrumental in this review process is the Outreach and Communications team who apart from lending creative and editorial support in the development of the teacher’s guides and leveled readers helped oversee the activities surrounding the review—facilitating the coordination between DepEd, the Basa writers, and external reviewers to make sure that key outputs are delivered within the agreed timeframe. Basa will continue on this positive trajectory as more materials are set to be reviewed by DepEd in Year 3.

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 2 results for each intermediate result are highlighted in the table below.

TABLE 2. YEAR 2 KEY RESULTS PER IR (JANUARY 1-DECEMBER 31, 2014)

IR 1 IMPROVED READING INSTRUCTION	
<ul style="list-style-type: none"> • Hosting of January 10th National Workshop on Bridging • Articulation of Bridging Conceptual Framework and Development of Scope and Sequence for Multilingual Education • Training of 1,494 grade 3 teachers on Reading Writing Connection 	<p>Jan to Mar '14 (Q1)</p>
<ul style="list-style-type: none"> • Training of 7,784 grade 1 and 2 teachers in effective literacy instructional practice • Engagement of 242 DepEd leaders as Lead Instructors and Facilitators in support of roll out • Targeted support provided to multi-grade teachers 	<p>Apr-Jun '14 (Q2)</p>
<ul style="list-style-type: none"> • 2,317 supervisors and school heads engaged in Basa program orientation • 85 lead instructors trained to support October mas trainings on effective literacy instruction • Quarter 1-3 teaching and learning materials vetted by BEE and IMCS 	<p>Jul-Sep '14 (Q3)</p>
<ul style="list-style-type: none"> • October training of grade 1, 2 and Multigrade teachers in effective literacy instructional practice • Training of grade 3 teachers in Ilocos Norte, Ilocos Sur, Bohol and Mandaue City on reading-writing connection • School Heads orientation to Basa and Learning Action Cells (LACs) • Quarter 4 teaching and learning materials vetted by BEE and IMCS 	<p>Oct-Dec '14 (Q4)</p>
IR 2 READING DELIVERY SYSTEMS	
<ul style="list-style-type: none"> • Outline of discussion topics for Learning Action Cells completed • Review of School Improvement Planning processes completed 	<p>Jan to Mar '14 (Q1)</p>
<ul style="list-style-type: none"> • Review of Monitoring and Evaluation approaches undertaken at June 6th Basa Program Management Committee meeting 	<p>Apr-Jun '14</p>

TABLE 2. YEAR 2 KEY RESULTS PER IR (JANUARY 1-DECEMBER 31, 2014)

<ul style="list-style-type: none"> • Learning Action Cells (LACs) desk review and focus group discussions conducted 	(Q2)
<ul style="list-style-type: none"> • Basa field research initiated to better understand teaching practices in implementing Mother Tongue-Based Multilingual Education (MTB-MLE) 	Jul-Sep '14
<ul style="list-style-type: none"> • Learning Action Cells (LACs) training materials developed and approved by DepEd • Consultation provided to DepEd for the National ToT rollout scheduled for October 2014 	(Q3)
<ul style="list-style-type: none"> • Basa field research presented and approved by BEE and DepEd Usec Dr. Ocampo • Initial draft agenda for the national LAC workshop finalized and submitted to DepEd 	Oct-Dec '14 (Q4)
IR 3 IMPROVED ACCESS TO QUALITY READING MATERIALS	
<ul style="list-style-type: none"> • Developed guidelines for the adaptation and selection of Mother Tongue, Filipino and English read alouds • Selected and finalized read aloud titles for grades 1 and 2, first and second quarters • Adapted 5 Mother Tongue read aloud titles for grade 1 (1st quarter) and printed 10 Filipino and English read aloud titles for grade 2 (1st quarter) • Adapted gradient and guidelines for development of leveled text in Filipino, Ilocano and Sinugbuanong Binisaya 	Jan to Mar '13 (Q1)
<ul style="list-style-type: none"> • Collaborative review of Q2 materials with external content and language experts, BEE and IMCS • Delivery of all Q1 materials to grade 1 and 2 teachers in Basa Pilipinas schools 	Apr-Jun '13 (Q2)
<ul style="list-style-type: none"> • Collaborative review of Q3 materials with BEE and IMCS • Delivery of all Q2 materials to Grade 1 and 2 teachers in Basa Pilipinas schools 	Jul-Sep '13 (Q3)
<ul style="list-style-type: none"> • Collaborative review of Q4 materials with BEE and IMCS • Delivery of Q3 materials to Grade 1 and 2 teachers in Basa Pilipinas schools 	Oct-Dec '14 (Q4)

IR 1. IMPROVED READING INSTRUCTION



Basa's Year 2 accomplishments towards *Improved Reading Instruction* against the expected outputs from Basa's Year 2 Work Plan are summarized in the table below.

TABLE 3. IR 1 KEY ACCOMPLISHMENTS

EXPECTED YEAR 2 OUTPUTS	ACTUAL YEAR 2 OUTPUTS
Expanded group of Basa national core trainers coached by Basa senior TA to become experts in training regional master trainers on transformational practices in teaching reading and writing	Basa increased the corps or core trainers at the national level to almost 20 through a recruitment campaign during Q2 and Q3 of Year 2. As planned, experienced trainers mentored newly recruited trainers through co-teaching and the opportunity for new trainers to shadow those more experienced.
Comprehensive and distinct training plans that include accompanying training design, videos and materials for each of the following group of target beneficiaries: regional master trainers, supervisors, school heads, grades 1, 2 and 3 teachers	For both the May and October 2014 trainings comprehensive training plans, videos, and materials were developed. The materials were used to train multiple beneficiaries, as planned: Core trainers, DepEd trainers and facilitators (comprised of supervisors, school heads, and lead teachers), and Grade 1, 2, and Multigrade Classroom Teachers. In addition, a revised version of the Grade 3 Reading-Writing Connection workshop was designed and delivered.
At least 220 regional master trainers from Regions 1 and 7 trained for up to 8 days on facilitation and rollout of Basa-designed teacher trainings; and additional regional master trainers from Maguindanao or the ARMM, subject to agreements with AusAID BEAM	210 DepED facilitators and 32 DepED instructors trained in April for Mass Teacher Training in May of 2014 and 85 additional DepED Lead Instructors trained in September for October Mass Teacher Training.
An estimated 11,000 teachers trained for up to 8 days in Regions 1 and 7 on reading and writing in Mother Tongue, Filipino and English	7,628 teachers were provided 6 days of training (3 days in May and 3 days in October) to facilitate deeper understanding of reading, bridging of languages, and implementation of the Basa intervention.

EXPECTED YEAR 2 OUTPUTS	ACTUAL YEAR 2 OUTPUTS
177 supervisors and 2,952 school heads trained for up to 5 days in Regions 1 and 7 on supporting and sustaining Basa initiatives at the division, district and school level	Learning Action Cells (LACs) are the principle method of supporting on-going teacher development and school-based support. LACs have been active in schools to various degrees and supported by DepEd over several decades.
Packaged training materials including detailed implementation guidelines for sharing with other regions and other donor agencies, specifically, with AusAID in Maguindanao	For both the May and October 2014 trainings comprehensive training plans, videos, and materials were developed. The materials were used to train multiple beneficiaries, as planned: Core trainers, DepEd trainers and facilitators (comprised of supervisors, school heads, and lead teachers), and Grade 1, 2, and Multigrade Classroom Teachers. In addition, a revised version of the Grade 3 Reading-Writing Connection workshop was designed and delivered.
Basa-developed materials, including content specific SMS text messages, to support the implementation of supervisor plans to make Learning Action Cells functional in their districts	An orientation to LACs was delivered in August for school heads and other school leaders. The training was provided by DepEd supervisors trained by Basa staff. A follow-up three day training was delivered in November and December 2014 on LACs. Detailed instructor guides, videos, and handouts supported the delivery of these trainings.

During Year 2, Basa’s primary contribution to improved reading instruction was the implementation of a comprehensive training plan that includes two cycles of 3-day training for grades 1, 2 and Multigrade teachers on effective literacy instruction in Mother Tongue, Filipino and English with one 3-day training in April/May and another 3-day training in October. Basa training is material driven and specifically based on revised and enhanced teacher guides with explicit instructions on bridging opportunities, grouping differentiation, use of read-alouds and leveled texts that teachers receive during training. All Basa trainings are face to face – the participants are in direct contact with national core experts. Trainings are facilitated by expert and local trainers to ensure ownership and localized expertise/support. Demonstration videos are also used to reinforce understanding of topics covered during the face to face training. All trainings are followed by debriefing and focused group discussions that are carefully reviewed by Basa technical team. Based on this valuable feedback, training design is improved and adjusted accordingly.

As part of the post-training support and to sustain Basa initiatives at the division, district and school level, Basa has also introduced two cycles of 1-day orientation and a three-day training on facilitation of Learning Action Cells with focus on reading for school heads. The LACs are the principle method of supporting on-going teacher development and school-based support and have been active in schools to various degrees and supported by DepEd over several decades. The training design for LACs with focus on reading has been reviewed and endorsed by DepEd Usec Dr. Ocampo in November 2014.

SUB IR I.1. IMPROVED ABILITY OF PUBLIC SCHOOL TEACHERS TO TEACH EARLY GRADE READING, TO CONDUCT DIAGNOSTICS, AND TO IMPLEMENT READING RECOVERY PROGRAMS

Basa employed a hybrid teacher training model following Usec Ocampo’s request in early 2014 to find ways to bring professional development and technical expertise directly to the teachers, rather than continuing use of a cascade teacher training model. To ensure that key messages were not diluted, Basa developed a set of

training videos, focusing on the topics of bridging, use of leveled text and read alouds. The videos included a combination of demonstration teaching, lecturing by experts, and guided questioning. Basa provided extensive training for a core group of experts who were deployed to training sites to serve a teacher trainers.

LEAD INSTRUCTORS' TRAINING

The training of Lead Instructors was held in Manila in April-May and late September to early October of 2014. The training of facilitators was conducted on April 29-30 in Vigan, Ilocos Sur and on May 5-6 in Cebu City. A total of 210 DepEd facilitators, and 32 DepEd lead instructors were trained in the rollout, representing the divisions of Ilocos Norte, Ilocos Sur and La Union in Region 1 and divisions of Bohol, Cebu and Mandaue City in Region 7. In preparation for October Mass Teacher Training, about 85 lead instructors, made up of specialists from national universities, selected DepEd supervisors, school heads, and master teachers, were trained in this intensive, three-day activity. The content of the training focused heavily on Quarter 3 and 4 materials that would be distributed to teachers. Based on suggestions from the June debriefing of the May 2014 training by lead instructors and facilitators, Basa extended the lead instructor training to three full days and at the conclusion of the training, the group generated a Frequently Asked Questions (FAQ) sheet to support instructors and to emphasize major concepts and likely questions that may arise in the mass teacher training.

“USAID gave us teachers a new take on teaching literacy. I learned that since writing and reading have common cognitive processes, you can integrate writing activities when you teach reading.”

**–JOSELITO DINELA, TEACHER I,
MATALAO ELEMENTARY SCHOOL,
DUMANJUG II, CEBU PROVINCE**

MASS TEACHER TRAINING

Mass teacher training took place for clusters of teachers throughout the month of May and October. Cluster sizes ranged from 50 to 100 and followed DepEd’s clustering approach, typically grouping districts in the same geographical area together. Basa engaged discussions with DepEd in each division to determine the teacher training rollout approach, including the type of venue to be used for the training.

The October three-day mass training to all Grade 1, 2, and Multigrade teachers in our existing divisions introduced teachers to quarter 3 and 4 materials and extended their knowledge and practice in Bridging and Leveled Readers. New videos were produced to support the fidelity of implementation and replication of the training across venues and trainers. The use of more “voice overs” is an effective way of ensuring that key messages are delivered to all teachers. A detailed copy of the training agenda is included as Annex C and provides an overview of the training’s objectives and expectations.

TRAINING FOR MULTIGRADE TEACHERS

A total of 637 combination and multigrade teachers from Ilocos Norte, Ilocos Sur, Cebu Province, and Bohol divisions were trained in May as part of the larger training group. Combination teachers teach only two grade levels, while multigrade teachers teach more than two. The Basa Pilipinas clustered them separately from grade 1 and 2 teachers, using an adjusted training design and content to address realities and challenges these teacher face.

GRADE 3 READING-WRITING CONNECTION TRAINING

Based on the input from DepEd Usec. Dr. Ocampo and other DepEd experts during the National Workshop on Bridging Across Languages (early January) and the Follow-up Workshop on Bridging (January 20-22),

Basa technical experts Dr. Nancy Clark-Chiarelli and Suzanne Simard developed a revised bridging paper. This was followed by the training on reading writing connection in December for a total of 1,747 Grade 3 teachers in Bohol, Ilocos Sur, and San Fernando City and also concluded the 2014 training cycle. The training of Grade 3 teachers in Ilocos Norter was moved to January. As part of her visit to Ilocos Sur, DepEd Undersecretary, Dr. Dina Ocampo attended one day of training. A an overview of the three-day training is included as Annex D.



TRAINING SNAPSHOTS: Grades 1 and 2 teachers from Bohol review the new lessons in their revised teacher's guides. Thanks to USAID, more than 12,000 public elementary school teachers have received literacy training and materials support to improve reading instruction.

Below is a breakdown of the number of teachers and school heads trained during the last quarter of Year 2.

TABLE 4. NEW BASA TEACHERS TRAINED FOR YEAR 2

SCHOOL DIVISION	NO. OF NEW TEACHERS TRAINED					TOTAL
	Grade 1	Grade 2	Grade 3	Multigrade	Others	
Ilocos Norte	309	304	-	73	-	686
Ilocos Sur	442	429	540	121	-	1,532
La Union ¹	56	37	-	12	-	105
San Fernando City	-	-	57	-	-	57
Cebu Province / Mandaue City ²	294	297	1,416	72	16	2,095
Bohol	849	902	1,150	252	-	3,153
TOTAL	1,950	1,969	3,163	530	16	7,628

¹ Only 105 new teachers in La Union were counted for 2014, majority of teacher trained were already counted in in 2013.

² New teachers trained. Majority of Grades 1,2 and MG teachers were already counted I 2013.

Note: Only 105 new teachers in La Union were counted for 2014, majority of teacher trained were already counted in in 2013. New teachers trained. Majority of Grades 1,2 and MG teachers were already counted in 2013.

TABLE 5. MASS TRAINING PARTICIPANTS BY DESIGNATION

SCHOOL DIVISION	TEACHER	%	PRINCIPAL / SCHOOL ADMINISTRATOR	%	GRAND TOTAL
Bohol	2,003	99.45%	11	0.55%	2,014
Cebu	5,019	90.45%	530	9.55%	5,549
Ilocos Norte	681	99.71%	2	0.29%	683
Ilocos Sur	1,394	99.86%	2	0.14%	1,396
La Union	1,407	93.43%	99	6.57%	1,506
Mandaue City	51	100.00%	0	0.00%	51
TOTAL	10,555	94.25%	644	5.75%	11,199

Note: Based on unique personal profile forms from Basa mass trainings encoded on the Basa Database as of Dec 31, 2014. Does not yet include Bohol Grade 3 teacher data (to be encoded)

TABLE 6. MASS TRAINING PARTICIPANTS BY GENDER

SCHOOL DIVISION	FEMALE	%	MALE	%	TOTAL	% TOTAL
Bohol	1,948	96.72%	66	3.28%	2,014	100.00%
Cebu	5,168	93.13%	381	6.87%	5,549	100.00%
Ilocos Norte	667	97.66%	16	2.34%	683	100.00%
Ilocos Sur	1,363	97.64%	33	2.36%	1,396	100.00%
La Union	1,442	95.75%	64	4.25%	1,506	100.00%
Mandaue City	50	98.04%	1	1.96%	51	100.00%
TOTAL	10,638	94.99%	561	5.01%	11,199	100.00%

Note: Based on unique personal profile forms from Basa mass trainings encoded on the Basa Database as of Dec 31, 2014. Does not yet include Bohol Grade 3 teacher data (to be encoded)

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.

MASS TRAINING EFFECTIVENESS EVALUATION

A pre and post-test was administered to grade 1 and 2 teachers who attended the training on effective literacy instruction in October 2014. It is a 10-item questionnaire given to test the teacher’s knowledge on teaching strategies, assessment and understanding of pupil’s ability, grouping, “bridging” between the three (3) languages namely, Mother Tongue, Filipino, English and the usage of teaching and learning materials provided by Basa. Ten percent (10%) of the total population was randomly selected as sample (n). The table below shows the breakdown in the actual number of samples per division. The sample size for pre test is n=1258 and the sample size for post test is n=1335.

TABLE 7. PRE-TEST AND POST-TEST SAMPLING

SCHOOL DIVISION	PRE-TEST (n)	POST-TEST (n)
Bohol	259	259
Cebu	621	621
Mandaue City	65	65
La Union	138	138
Ilocos Norte	113	132
Ilocos Su-	62	120
TOTAL	1,258	1,335

TABLE 8. OCTOBER GRADES 1 & 2 TEACHER MASS TRAINING PRE- AND POST-TEST RESULTS

ITEM	PERCENT WITH CORRECT ANSWERS				% DIFFERENCE (PRE VS.POST)
	PRE-TEST (N=1,258)		POST-TEST (N=1,335)		
	F	%	F	%	
1 A teacher could best determine if a pupil has begun to develop phonemic awareness by asking the pupil to: (Answer – B)	1,258	100.0	1,335	100.0	0.0
2 Which of the following oral language activities would best promote the phonological processing skills of a pupil who is learning a new language? (Answer – C)	741	59.0	871	65.2	+6.2%

TABLE 8. OCTOBER GRADES 1 & 2 TEACHER MASS TRAINING PRE- AND POST-TEST RESULTS

ITEM	PERCENT WITH CORRECT ANSWERS				% DIFFERENCE (PRE VS.POST)
	PRE-TEST (N=1,258)		POST-TEST (N=1,335)		
	F	%	F	%	
3	Which of the following best describes the relationship between word decoding and reading comprehension in a beginning reader's development? (Answer – D)				+4.5%
4	A teacher of young readers designs the following activity. _____ activity develops pupils' literacy development by: (Answer – C)				-0.2%
5	Pupils are working in small groups. In one group, one pupil does not want to share the marker/ pentel pen with anyone else. What is the best thing that the teacher can do? (Answer – C)				+5.2%
6	Pupils who are starting to learn English are about to talk about different sports. Which of the teaching strategies would be most effective in promoting the pupils' comprehension of the English language? (Answer – C)				-4.8%
7	A teacher has pupils work in small groups to begin to develop a KWL chart before they read a story about volcanoes. Using a KWL chart in this way is most likely to help the pupils: (Answer – A)				+8.0%
8	Which of the following criteria would be most important to consider when selecting leveled readers with beginning-level readers? (Answer – A)				+17.5%
9	In order to select a book that emphasizes <i>predictability</i> , a teacher should ensure that: (Answer – C)				+8.9%
10	A teacher encourages beginning readers to write their own captions beneath their drawings. This practice is most likely to lead to which of the following:				+0.6%

TABLE 8. OCTOBER GRADES 1 & 2 TEACHER MASS TRAINING PRE- AND POST-TEST RESULTS

ITEM	PERCENT WITH CORRECT ANSWERS				% DIFFERENCE (PRE VS.POST)
	PRE-TEST		POST-TEST		
	(N=1,258)		(N=1,335)		
	F	%	F	%	
(Answer – D)					
AVERAGE SCORE		6.23		6.69	+7.38%

The average score for the pre test is 6.23 while the average score for the post test is 6.69. This shows a percent difference of +7.38% from the pre test scores and post test scores that the teachers answered correctly. Of the ten (10) items, seven (7) items showed an increase in scores with item number 8 showing the highest percentage increase of correct scores from the pre to the post test. On items number 1, 4 and 6, the percentage increase was none to negative. These items pertain to the assessment and understanding of the pupil’s ability (Item 1) and teaching strategy to literacy development (Item 4 and 6).

The table above indicates positive feedback from the participants which is shown on the overall rating that the participants provided. From the total sample size of n=1856, 82.44% of the participants rated the training as Excellent while 12.45% rated Good. However, a total of 4.36% of the participants did not provide any answer.

Out of the (10) training evaluation questions given to the participants, majority answered a strongly agree on each of the questions with a percentage score of above 70%. Questions pertaining to trainers’ knowledge and trainers meeting the training objectives have the highest percentage of 84.59% and 82.27% respectively. The two (2) items with the lowest percentage score of strongly agree are the organization of the training content and the application of the training the participants received with 70.96% and 72.25% respectively.

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

To ensure the support of teachers beyond targeted professional development activities, Basa in coordination with DepEd has identified ways how to effectively engage administrators and school heads in a school level teacher support functions throughout 2014 and forward. The involvement of DepEd facilitators in Basa training rollouts and the strengthening of the Learning Actions Cells (LAC) have been recognized as the two effective mechanisms to ensure local DepEd experts directly interact with teachers while school heads, principals and supervisors provide ongoing support for early grade reading through LAC system.

DEPED FACILITATOR INVOLVEMENT

The Basa Pilipinas teacher training model includes opportunities for technical experts to interact directly with teachers as requested by Dr. Ocampo. To ensure local DepEd buy in, local experts from DepEd division level with relevant training, education and language skills, acted as facilitators during the roll out of mass training activities. Based on the local DepEd advice that teachers respond best to the training content when endorsed by local leadership, Basa involved local DepEd experts as the training facilitators acting as support staff to core trainers, leading group work and providing contextual examples as appropriate. During training rollout, Basa Pilipinas continued to systematically request feedback from DepEd leadership, through debrief sessions at the end of each day of training and a more formal sharing activity after the close of the full training events.

Basa Pilipinas ensured a high level of engagement of local administrators in target areas by working with DepEd leadership in each division during the planning, implementation and debriefing of training activities. The majority of lead instructors and facilitators working with the program occupy positions of leadership within DepEd, including district and division supervisory positions and principals and school heads. This level of involvement on the part of DepEd ensured support and advocacy for the program as regular supervision has been carried out.

POST-TRAINING TEACHER SUPPORT FOR EARLY GRADE READING THROUGH LEARNING ACTION CELLS (LAC)

DepEd identified Learning Action Cell (LAC) as the opportunity for teachers to receive ongoing support as they adopt new instructional strategies through Basa teacher guides and materials. To this end, Basa designed training content to equip supervisors, principals and school heads with skills to support Learning Actions Cells at the school level. The training design is based on a desk review, conducted by SEAMEO Innotech and a training needs assessment conducted by both SEAMEO Innotech and PBSP to provide information on what skills this target group needs in order to effectively support reading instruction. The orientation of school heads and supervisors to Basa and the strengthening of LAC was conducted in August and September while an in-depth 3-day training took place in November 2014 after the LAC training design and the facilitator's guide were endorsed by DepEd. The November training roll out was implemented in partnership with PBSP.

“Reading is a skill that needs practice and in order to be able to teach reading effectively, we should be aware of the 14 Domains. To be able to be good in comprehension, there should be fluency, pupils can read words accurately, with the right phrasing and putting proper expressions on what teachers are reading.”

– GRADE 3 TEACHER FROM ILOCOS SUR

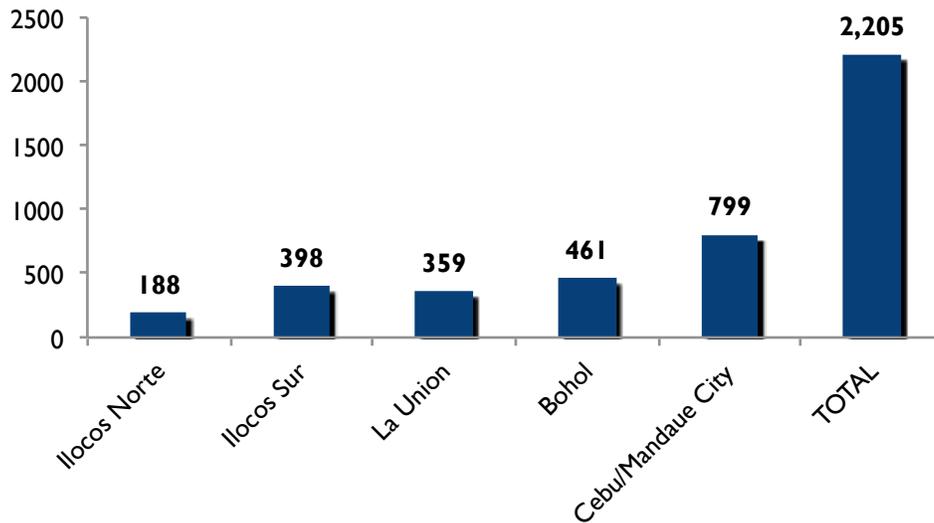


FIGURE I. NUMBER OF SCHOOL HEADS/PRINCIPALS/SUPERVISORS TRAINED ON LAC

LAC PRE-AND POST-TEST AND TRAINING RESULTS

During the school-based LAC session held in the divisions of Ilocos Norte, Ilocos Sur, La Union, Cebu and Bohol, pre and post self-assessment were administered to determine how participants rated themselves in terms of managing LAC sessions. From a random sample size of 460, the results of the pre and post self-assessment displayed an percentage increase of ‘practitioners’ and ‘experts’ and a percentage decrease in ‘apprentice’ and ‘novice’. The items in the post self-assessment that showed the biggest gains in ‘expert’ were differentiating Basa Literacy LAC session from the regular school-based LAC session (38.66%), explaining the importance of LAC session (37.8%) as well as objectives and structure of Basa Literacy LAC session (32.99%). Among the items that received the least gains in ‘expert’ assessment were items 1 and 2 which were about discussing the linkage of supervision and teacher’s professional development and evaluation (21.63%) and enhancing teacher’s competence and improving current K to 12 early grades reading program (25.74%).

LAC TRAINING EVALUATION RESULTS

The table below displays the evaluation results of training on Strengthening School-Based LAC Session in Reading across the divisions of Ilocos Norte, Ilocos Sur, La Union, Cebu and Bohol. The evaluation results were obtained from a random sample size of 496. Majority of the participants (83.53%) marked the training as excellent. Regarding the aspects of the training, three items received the most percentage of strongly agreed remarks: (1) pertinent and useful materials (86.14%), (2) knowledgeable trainers (82.43%) and (3) attaining training objectives by trainers (81%). The items that received the least percentage of strongly agreed remarks were application of training (63%), organized and easy-to-follow content (73.92%) and meeting training expectations (74.02%).

SCHOOL HEADS AND SUPERVISOR'S ORIENTATION

Basa Pilipinas implemented an orientation of supervisors, principals and school heads in July and August to ensure that all stakeholders within the system are exposed to the training content and are provided with an opportunity to ask questions. A total of 2,137 division and district supervisors, coordinators, and school heads from DepEd La Union, Ilocos Norte, Ilocos Sur, Cebu City, Bohol and Mandaue City were trained in August to support their teachers on early grade reading during the quarter. The orientation focused on Basa's approach to literacy instruction and its link to DepEd's K to 12 curriculum and also guided DepEd field managers on Basa's set of teacher materials for reading instruction. Basa also provided the participants with pointers on organizing and/or strengthening LACs for continuing teacher learning and professional development on literacy and reading instruction.

School head and supervisors were eager participants and appreciated the overview to Basa and the upcoming strengthening of the LACs. This is an important layer of school and district leadership for Basa to establish and build upon. The LACs provide the opportunity for teachers to receive ongoing support as they adopt new instructional strategies through Basa teacher guides and materials.

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)

COOPERATION WITH BEAM PROJECT

Throughout 2014, Basa continued to pursue informal discussion with AusAID's Basic Education Assistance for Mindanao (BEAM) project on collaboration to improve the reading skills of Maguindanaon-speaking early grade students.

These discussions, held during meetings in Feb and Mar with BEAM's Project Director Kevin Corbin and Technical Director Lorina Acquino, have focused on the timing of transfer of Basa Pilipinas technical assistance to the BEAM reading intervention in Maguindanaon. To avoid duplications between the two projects, BEAM has agreed to participate in technical planning discussions and training activities to be held during the coming summer break. Representatives from the program will attend Basa training of trainer activities and will meet separately with Technical Advisors to establish a timeline for development of teacher guides and accompanying materials for roll out to Grade 1-3 teachers in Maguindanaon speaking schools.

On May 2, Basa hosted a meeting with BEAM to explore collaboration on strengthening reading skills of early grade students in the ARMM. It was agreed during meetings conducted during the quarter that BEAM will first review language needs in their intervention areas to identify those best served by adapted Basa materials. Informal agreements were reached on such collaboration objective, including detailing the proposed respective roles of Basa and BEAM-ARMM. Basa also participated in a USAID-Australian Embassy discussion on June 22 to further explore this collaboration.

Discussions continued during the third quarter on earlier agreed collaboration on improving reading proficiency in Maguindanaon areas, with the BEAM. Agreed technical areas of collaboration on Basa's role include technical assistance in developing relevant MT teacher guides, read aloud books and leveled readers for use of Maguindanaon learners. The agreed program will proceed once BEAM has cleared this joint program with DepEd ARMM.

EXPANSION TO NEW DIVISIONS

In mid-September, Basa expanded its work to two additional sites within Basa divisions. They include Tagbilaran and San Fernando – both cities are part of USAID’s Cities Development Initiative Project or CDI. The program’s expansion to these two new sites will cover approximately 11,536 grade 1-3 students and 315 teachers including multigrade classes. Basa will be able to quickly incorporate both sites in the teaching and learning materials delivery and distribution plans as well as the upcoming October mass teacher trainings. The expansion was fully supported by regional DepEd and USAID. Basa’s partner Save the Children will coordinate the expansion to Tagbilaran division, while EDC will be responsible for expansion to San Fernando city division.

TECHNICAL ASSISTANCE TO DEPED

A significant highlight during the last quarter of 2014 was the receipt by Basa of Dr. Ocampo’s letter-request for assistance for the design and implementation of DepEd’s National Training of Trainers on Multi Literacy, to be held in October. The requested assistance included the full range of Basa-developed materials (training videos, teacher guides, read aloud books, leveled readers), trainers, and related resources.

DepEd participation and engagement at the field level (regional, division, and school) has also further strengthened cooperation during the year through regular consultations with the regional directors and school superintendents, allowing their participation in the planning/design of Basa interventions. Sustained local DepEd engagement has resulted in increased capacity of regional and divisional trainers and facilitators, as well as participatory management of training and other activities.



DepEd Bureau of Elementary Education OIC-Chief of Curriculum Development Division, Dr. Rosalina Villaneza receives the USAID-donated read aloud books to be used in DepEd’s national training rollout on basic literacy and numeracy. More than 60,000 books were also delivered to DepEd’s 17 regional offices and 100 lowest performing schools in preparation for the regional rollout in April 2015.

IR 2. IMPROVED READING DELIVERY SYSTEMS



Basa's Year 2 accomplishments towards *Improved Reading Delivery Systems* against the expected outputs from the Year 2 Work Plan are summarized in the next below.

TABLE 9. IR 2 KEY ACCOMPLISHMENTS

EXPECTED YEAR 2 OUTPUTS	ACTUAL YEAR 2 OUTPUTS
Early grade reading performance standards in Iloko, Sinugbuanong Binisaya, Filipino and English developed in partnership with the Department of Education	Benchmarks for reading performance were supported through a day-long conference in collaboration with RTI on August 27, 2014 attended by representatives from the regions and divisions participating in RTI's MT EGRA. Based on that conference and available data, Basa suggested a Grade 3 benchmark in Filipino of 60 wcpm and 80% comprehension. This suggested benchmark was discussed with USec Ocampo on several occasions in September 2014. The project will be discussing/finalizing benchmarks in a more in-depth manner with Region 1 and 7 in Q2 of Year 3 after data collection in Q1. Data collection will be supported by Basa's research program designed to assess student reading achievement in Grades 1-3 in MT, Filipino, and English.
Descriptions of characteristics of text levels in Filipino and English appropriate for grades 1, 2 and 3 developed in close partnership with DepEd	Basa has developed a text gradient through Grade 2 in Filipino and English. We will extend the gradient to Grade 3 in Year 3.
Lists of grade level text in Filipino and English for grades 1, 2 and 3	Basa has compiled lists of books approved by DepEd which has helped guide our selection process of read alouds.
An active national and regional reading campaign fully supported by both public and private partners	Basa has participated in a range of reading activities designed to promote reading in the Philippines. Having a strong presence at the beginning of the school year and in sponsoring activities such as "Teacher Idol" in February, 2015, Basa strives to put literacy on the national agenda.

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's work with DepEd to define early grade reading standards following the establishment of DepEd's developing National Assessment Framework has been put on hold due to DepEd's current priority to finalize and rollout the grade 3 and 9 curriculum during the summer break. During the second quarter, the DepEd was engaged in the work of establishing parameters for assessment of all grades of instruction. The framework is expected to be finalized in early 2015, according to a presentation by Undersecretary Ocampo.

The work of setting standards for reading in English, Filipino, and the four Mother Tongues continued on August 27, when USAID, PhilED Data project and Basa Pilipinas jointly supported a workshop with DepEd to develop initial benchmarks for reading performance in the early grades. Data used were from the 2013 National EGRA Survey in Filipino and English and from the 2014 EGRA in four Mother Tongues. Subsequent discussions with DepEd has led to Basa's proposed benchmark: 80% reading comprehension with 60 wcpm and 40% of grade 3 pupils achieving the benchmark in the 2015-2016 SY, using EGRA tool. The participants were charged with obtaining feedback from their constituencies in their regions. Per DepEd Undersecretary Dr. Ocampo's request, Basa will convene a technical working group during Year 3, with representatives from the regions to review and approve benchmarks in early grade reading in grades 1-3.

The relationship of USAID and DepEd only has one aim. We need to be thankful that there are countries helping the Philippines, projects like Basa Pilipinas, so we can improve literacy development and learning among children all over the country. And we can only do that one teacher at a time, one school at a time. DepEd seriously wants children to be literate and numerate at the end of Grade 3. And we can do that through quality teaching.”

**– DR. DINA OCAMPO,
UNDERSECRETARY FOR PROGRAMS
AND PROJECT, DEPARTMENT OF
EDUCATION**

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

In early 2014 Basa Pilipinas confirmed its commitment to the adaptation of assessment tools for classroom use in gauging student performance in mother tongue. However, this work has been largely on standby, awaiting the establishment of DepEd's National Assessment Framework (NAF). DepEd has indicated that an improved Phil IRI assessment tool would be the most helpful tool for teachers to assess child performance across languages. Basa will verify this proposed methodology once the NAF is finalized. Basa will plan to adapt the eventual tool for use in target languages and to later train teachers on its use as part of instruction and monitoring/reporting practices. During the second quarter of 2014, Basa Pilipinas has integrated helpful tools for teachers to gauge students' progress as they teach their classes and to differentiate instruction accordingly. Basa is poised to work with DepEd to further the adaptation of diagnostic tools as part of the ongoing discussion around the NAF. At the end of the 4th quarter of 2014, USAID and DepEd have initiated discussions on implementing EGRA assessment in four Mother Tongues in early 2015, as a follow up activity

to RTP's led EGRA assessment in four Mother Tongues in early 2014. Through training and active engagement of DepEd assessors, Basa expects to further strengthen DepEd's capacity to implement early grade reading assessments.

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

The Basa program has continued its practice of sharing teacher training data with DepEd to support tracking of reading performance.

At the request of Undersecretary Ocampo, Monitoring and Evaluation became a primary focus at the Program Management Committee session on June 6th, 2014 in an effort to track progress on reading through the use of EGRA, SCOPE, BIPI and SSME. Representatives from DepEd at a national, regional and division levels were provided a clear overview of how the Basa program seeks to track the progress of the child as well as other factors, including whether there are changes in instructional leadership and support, changes in beliefs and pedagogical practices, and changes in instructional activity within the classroom.

Following the June 6th PMC meeting, Basa's Senior Technical Director has worked on a research design that will provide additional information on the learning trajectories for students in the mother tongue context. The research was envisioned as a starting point for analyzing how the transitions between languages are taking place in Basa Pilipinas' areas of operation. This is also part of DepEd's request for Basa to assist in researching and understanding the dynamics of teaching practices and students' literacy skills and learning trajectories in the mother tongue. Basa research plans include conducting classroom observations in Basa-supported schools in Region 1 and 7.

The overall goal of Basa's field research is to further understand pupil developmental trajectories in MT, Filipino and English as well as teacher practice in Basa and non-Basa classrooms.

To describe the developmental trajectories in literacy of children in grades 1, 2 and 3 (Basa and non-Basa classroom), Basa research team asked the following questions:

1. For grade 1, what reading skills do children possess in their MT at the end of the year?
2. For grade 1 and 2, what is the trajectory of reading and writing skills in MT, Filipino and English as it is formally introduced?
3. For grade 3, what is the proficiency of children in English and Filipino to be the LOI in grade 4?

Description and documentation of implementation of the K-12 Curriculum in Basa and non-Basa classrooms will be guided by the following question:

What does the quality of instruction look like across languages?

Data collection commenced in late August in a Tagalog-speaking division (non-Basa classrooms). Using the SCOPE for Educators (SCOPE-Literacy) tool, 48 classroom observations and teacher interviews were completed in MT, Filipino and English. During the 4th quarter of 2014, Basa identified EGRA assessment and SCOPE observation as the primary research tools. Both tools will be applied during the data collection specifically for research scheduled for February/March of 2015.

PRELIMINARY FINDINGS

Across the classrooms and languages, there was great similarity in the pedagogical approaches. Teachers were using the K-12 TGs but very few pupils had Learner Materials. Instruction largely rested on teacher-directed lecture and selected participation of pupils in the classroom.

Many teachers felt that the MT materials (Tagalog) were helpful to their pupils because they provided additional contextualization that helped young readers understand text and classroom discussions. Not surprisingly, pupils were also observed to speak in longer sentences when using Tagalog or Filipino than in English. Bridging across languages was acknowledged as a classroom practice and specific strategies were observed and described by some teachers.

Interestingly, there were mixed opinions about whether Filipino and Tagalog could be clearly differentiated in teachers' own minds. A range of opinions also existed around MTB-MLE. One more forthright teacher expressed the belief that there are "too many languages" being taught in too short a time frame for pupils.

SCALED DOWN SCOPE TOOL

Collaboration between Basa and DepEd continued in quarter 4. Per DepEd's request at the 4th PMC meeting on October 27, Basa's technical team drafted a prototype of simplified SCOPE tool for use by school heads. A draft of the scaled down SCOPE tool was developed in December and is included in Annex E. This prototype will be tested and shared with BEE and DepEd in the first quarter of 2015.

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

During the first quarter of 2014, Basa's partner PBSP finalized a study aimed at identifying skills needed by school heads in formulating school improvement plans (SIPs) that will incorporate activities for improved reading instruction and learning. The PBSP-led study included:

- Review of SIP content structure to determine the potential to include reading activities
- Assessment of the school heads' knowledge in SIP formulation

For the desk review, 22 sample schools from La Union and 68 sample schools from Cebu shared their current SIPs. The Basa Pilipinas program recognized that advocacy needs to take place within the school and in the broader community. **However, Basa's first priority is to ensure that reading instruction is high quality.** Therefore, it became crucial for Basa to ensure that school leadership has the contextual understanding of the program to provide needed support to teachers and also to advocate within the community for broader support to early grade reading. Thus, Basa requested SEAMEO INNOTECH to conduct a desk review in April-May 2014 on how to create and sustain professional development program for school heads and supervisors. The review focused on the existing documents, studies, training programs and results of previous programs conducted for DepEd's school heads, supervisors and teachers. This desk review identified the new roles and the corresponding competency requirements of school heads, district supervisors, and division supervisors based on the demands of the K to 12 reform program.

Based on the findings of the desk review, Basa along with DepEd, identified strengthening Learning Action Cells (LACs) as the primary focus of intervention to ensure school heads and supervisors develop contextual understanding of Basa as early grade reading program, support teachers in an effort to transform classrooms and advocate early grade reading within the broader community.

In line with the LACs strengthening approach, a two-day orientation to school heads was rolled out in the 3rd quarter of 2014 to formally introduce them to the Basa approach, materials, and bridging strategies between

languages, which are integral to the successful implementation of MTB-MLE. Plans for strengthening DepEd's Learning Action Cells (LACs) were also discussed with school heads as part of Focus Group Discussions to guide the training design for school heads and supervisors in Regions 1 and 7 in July 2014. This activity was also commissioned to Basa's partner SEAMEO INNOTECH. For a detailed report on FGD, LAC training design and facilitator's guide, please see SEAMEO's annual report included in the Annex F. The National DepEd fully supported the vision for LACs as an opportunity for teachers to receive ongoing support as they adopt new instructional strategies through Basa teacher guides and materials. An in-depth three day training for school heads took place in November after LAC training design and facilitator's guide were endorsed by DepEd. This important activity was implemented successfully by a combined group of technical staff from Basa (EDC, SEAMEO and PBSP). The training design was informed by the needs assessment that was conducted in the 2nd quarter of 2014 by SEAMEO, while PBSP has successfully operationalized the training design and rolled out the actual trainings. It should be noted that the final training design went through a series of small group meetings between EDC, PBSP and SEAMEO. Both LAC schedules and training guides were vetted and approved by DepEd in early November of 2014.

Community level awareness raising continued through PBSP's interaction with the corporate sector. A total of 15 reading corners were donated to selected beneficiary schools. PBSP, mobilized PLDT to donate six reading corners for La Union schools and 6 for Cebu schools, and Nestle (with its truckers) to donate 3 reading corners for Ilocos Norte schools. This was done through the Balik Baterya program of PBSP and Oriental Motolite Corporation, whereby used lead acid batteries of corporations were bought back with a premium price by Oriental Motolite. Part of the proceeds were used to fund the reading corners. About PhP1.2M was expended for the 15 reading corners. Moreover, the Golden Prince Hotel and Suites, a PBSP member-company also supported the project through a Read-Along activity during the "Brigada Eskwela" on June 2014. The activity, held in Umapad Elementary School, was attended by 200 pre-school and Grade 1 pupils. PBSP, which organized the activity, also donated books during the activity.

NOVEMBER/DECEMBER TRAINING OF SCHOOL HEADS

At the beginning of the 2014-2015 school year, an orientation to Basa and Learning Action Cells was held in Regions 1 and 7. A follow-up three-day training in November/December 2014 was coordinated by Basa's partner PBSP. Six lead Basa instructors conducted regional trainings of DepEd trainers and facilitators. In preparation for the training, Basa, PBSP, and Seameo Innotech worked on the planning and execution of materials to support the implementation of LAC. A detailed Instructor's Guide, videos, and LAC Facilitator's guide were developed. The Facilitator's Guide was developed as a stand-alone flip chart outlining the content of twelve LAC sessions. The training and materials to support LAC implementation were very well-received by school heads. Dr. Penelope Bender, USAID E3 Bureau's Senior Advisor, attended the LAC training in Bohol. A copy of the three-day LAC training agenda is included in the Annex G.

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 next table.

TABLE 10. IR 3 KEY ACCOMPLISHMENTS

EXPECTED YEAR 2 OUTPUTS	ACTUAL YEAR 2 OUTPUTS
Basa-enhanced Iloko, Sinugbuanong Binisaya, Filipino and English teacher guides and learners' manual jointly developed and endorsed by both national and regional DepEd	Revised Teacher Guides were developed for Grades 1 and 2 in Filipino, Cebuano, Ilokano, and English. All materials have worked through the IMCS process and are approved. Supplemental guides have also been developed for multigrade teachers.
Provision of a set package of instructional materials that includes teacher-generated materials and high quality grade-level appropriate reading materials in Mother Tongue, Filipino and English	A package of high-quality was developed in MT, Filipino, and English for Grades 1 and 2. The package includes read alouds, leveled readers, and alphabet charts.
500,000 supplementary books and instructional materials leveraged through public-private partnerships distributed to teachers and placed in Basa-supported schools during trainings and through book shopping activities	Through the Petron Foundations, 43,000 read alouds were donated to Basa. In addition, 275,000 books from Brother's Brother Foundation supported book shopping activities.

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

BASA INSTRUCTIONAL MATERIALS

Basa has made significant strides towards improving access to quality instructional and reading materials in MT, Filipino and English, following DepEd Usec. Dina Ocampo's request in early 2014 to identify existing materials for teaching reading in early grades. Basa's technical team immediately began an analysis of DepEd's

scope and sequence of instruction used within the current version of the K-12 curriculum to determine the kinds of reading materials that would be most appropriate and made a decision to develop teaching and learning materials for Basa regions. During this reporting period, Basa has developed materials (revised teacher guides, read alouds, and leveled readers) for quarters 1 through 4 for grades 1, 2 and multigrade classes. Per USAID request to increase the ratio of leveled readers, starting with quarter 3 the production of

leveled readers for grades 1 and 2 is based on 1:1 ratio. For Quarter 4 alone, Basa has printed 1.98 million copies of leveled readers in MT, Filipino and English.

The Basa Pilipinas program would like to acknowledge the role of its partner, Save the Children in contributing to the development of various instructional materials and read alouds for grade 1, 2 and multigrade teachers for the entire school year (72 titles in Mother Tongue, English and Filipino). A total of 301,751 copies of read alouds were procured and distributed to all Basa sites. The positive influence of Basa made itself evident to DepEd, such that it adapted some of the pedagogical strategies of the program (training). To make this possible, DepEd has requested assistance from Basa, through Save the Children, in procuring 57,410 copies (or 19% of the total read alouds procurement with 10 titles in Mother Tongue, English and Filipino) for non-Basa regions to be used during the DepEd National Training of Trainers rolled out in their respective regions for teachers from least performing schools.

DEPED REVIEW PROCESS

Basa worked closely with DepEd to set up a process for the review of all materials distributed to teachers. This process was launched with the first orientation of content and language reviewers held in June at BSA Towers in Ortigas. Representatives from BEE, IMCS, academia, and the private sector met to agree on the terms of the review for program materials and began a process that continued through the end of December 2014 to ensure that content in Basa Pilipinas teacher guides, read alouds, and leveled text is in line with the K to 12 curriculum and to guarantee that the language used corresponds with current policy around mother tongue orthographies. The materials review process has resulted in stronger relationship building between the Basa program and DepEd counterparts. At the end of each review, IMCS issued a memo certifying that the materials can be prepared for printing. This process guarantees support of DepEd at all levels as teachers use the guides and accompanying read alouds and leveled texts throughout the school year.



A staff from the DepEd-Instructional Materials Council Secretariat (IMCS) responds to a reviewer's question during the review of the Basa-produced teaching and learning materials. Basa has completed at least three rounds of review with IMCS since June 2014.

CHALLENGES

- **Consistency in Language.** A key challenge in the development of materials has been the lack of consistency in language across localities within a given geographic region. From division to division there is a considerable variation in the use of mother tongue, including spelling and vocabulary. When developing a set of reading materials to be used by teachers across divisions, it is important to use the official orthography, in line with DepEd’s overall approach for standardizing materials in particular language regions.
- **Orthography.** While adapting text for use in Regions 1 and 7, it was clear to the Basa Pilipinas team that divisions maintain differing points of view concerning the appropriate orthography to use. Reviewers hired by the program for the finalization of materials development didn’t always want to align with the national orthography, rather they wanted to adapt the materials to correspond with the prevailing use of language in their home divisions. The subsequent involvement of DepEd’s Instructional Materials Council Secretariat (IMCS) in appointing reviewers assisted in clarifying the approach for Basa to use moving forward.

TABLE 11. DISTRIBUTION OF TLMs for YEAR 2

SCHOOL DIVISION	Q2-Q3 BASA TLM DISTRIBUTION					TOTAL NO. OF TLMs DISTRIBUTED
	Teacher’s Guides ³	Read Alouds	Leveled Readers	BBF Books	Others	
Ilocos Norte	1,930	21,265	120,598	-	3,923	147,716
Ilocos Sur	2,841	30,080	178,304	-	6,158	217,383
La Union	2,359	25,577	172,266	42,836	7,698	250,736
Bohol	5,712	62,100	371,762	36,204	11,651	487,429
Cebu Province/ Mandaue City	8,456	92,555	660,000	174,906	17,969	953,886
TOTAL	21,298	231,577	1,502,930	253,946	47,399	2,057,150

³ Teacher Guides (TGs) are counted as sets, only TGs distributed to new teachers and school principals in Quarter 3 can be added to the TLM count. (Q3) Teachers Guide distributed to current teachers have already been counted in Q1 and Q2.

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

Over the past year, Basa has been able to maintain solid partnerships with its main corporate partners, the US-based Brother's Brother Foundation (BBF), and local corporate stakeholders, such as Petron Foundation and the National Bookstore Foundation.

BROTHER'S BROTHER FOUNDATION (BBF)

Basa's partnership with BBF resulted in the delivery of 275,000 high quality supplementary English reading materials for grade 3 teachers and pupils in La Union, Cebu and Bohol. We feel DepEd and Basa-sponsored school communities value this contribution as a critical learning support effort. Book distribution was organized during DepEd's Brigada Eskwela, a national campaign that brings together school officials, parents, students and private organizations to undertake general cleaning and repairs to prepare schools for the opening of classes.

Additionally, books were also distributed in May and during "book shopping" events during Basa's May and October mass teacher training rollouts. These events were conducted with full support from regional DepEd officials. The contribution from BBF will be quantified and monetized and Basa will continue its successful partnership with BBF in 2015.



With support from organizations like BBF, Basa was able to increase provide teachers from La Union, Cebu, and Bohol with 275,000 supplemental English reading books to use in the classroom.

PETRON FOUNDATION

Basa's already strong partnership with Petron Foundation to promote reading skills for early grade students was further activated during the first quarter of 2014. On January 17th Petron released to Basa Pilipinas Php 5.88 million (\$265,000) funding support for Basa that was intended primarily to purchase locally published Filipino and English reading books and materials. Of the total fund, the amount of Php 3.56 million (\$79,000) was approved by Petron on February 17 to procure 21,000 big books to be provided to grade 1 teachers

during April and May of 2014. Further, 3,100 Filipino and English reading books costing Php 596,000 (\$13,244) donated by Petron from their contribution was distributed to grade 3 teachers during Basa supported trainings in Cebu on February 13-15 and 20-22. Petron Foundation's Executive Director, Marilou Erni, together with Cebu DepEd Superintendent Arden Monisit attended the books turnover ceremony in Cebu on February 21 at the Cebu Business Hotel, Cebu City. Teachers were given the opportunity to select two titles from the donated books which were also used as tools to demonstrate how reading and writing are co-related.



Former head of Petron Foundation, Marilou Erni hands over read aloud books to teachers in Cebu Province. To date, more than 43,000 books for Grades 1 and 2 teachers have been funded from Petron contributions.

Petron Foundation provided gift cards as prizes to finalists in the Teacher Idol competition facilitated by Basa in Manila as part of the U.S. Embassy Manila's America in 3D event, on March 1. Discussions with Petron Foundation will continue in the coming quarter as Basa rolls out training activities, providing opportunities for visibility identified for the program and corporate partners.

During the third quarter of 2014, Basa engaged Petron Foundation in informal discussions for the continuation of Petron and Basa's partnership, noting that Petron's current funding commitment for Basa will end in December 2014. These informal discussions resulted in a request submitted to Petron for Php 1,500,000 (about \$34,000) as continuing commitment for 2015. Further discussions with Petron in the fourth quarter indicate that Petron Foundation will approve Php 2,000,000 (about \$45,000) as its commitment to Basa in 2015.

NATIONAL BOOK STORE FOUNDATION

The National Book Store (NBS) Foundation continually provided support throughout the year to the Basa program by offering discounted materials and free packaging and shipment for our various needs. Whenever possible, National Book Store provided supplementary materials to support the program's objectives of improving reading outcomes across Philippines. During the first quarter of 2014, NBS agreed to donate books to areas where Basa Pilipinas donated typhoon kits. These books, collected through a national book drive, were delivered in the second quarter. Basa has engaged the National Book Store in the fourth quarter of 2014 in discussions over provision of reading corners to additional areas. The Basa Pilipinas program expects that these discussions will be finalized and operationalized in 2015.

TABLE 12. UPDATES ON CORPORATE PARTNERSHIPS

GDA PARTNER	PROGRESS WITHIN QUARTER 4	EXPECTED LIFE OF PROJECT OUTCOMES	YEAR 2 OUTCOMES
Brother's Brother Foundation (BBF)	36,204 books distributed in Bohol in conjunction with grade 3 teacher training on reading-writing connection.	<ul style="list-style-type: none"> • Delivery of at least 2 million supplementary reading books 	<ul style="list-style-type: none"> • 275,000 supplementary reading books distributed to date in La Union, Cebu and Bohol
National Book Store Foundation	NBS provided discounted pricing for bulk procurements, complimentary assembly of kits and delivery to target divisions for October mass teacher trainings	<ul style="list-style-type: none"> • Procurement of supplemental reading materials in Filipino and English • Support to supplies provision at training activities • Contribute to reading awareness campaign activities 	<ul style="list-style-type: none"> • During the 1st quarter of 2014, NBS donated books to areas where Basa Pilipinas donated typhoon kits • Basa engaged the National Bookstore in the 4th quarter of 2014 in discussions over provision of additional reading corners. Basa expects that these discussions will be finalized and operationalized in early 2015
Petron Foundation	Formal request submitted to Petron for Php 1,500,000 (about \$34,000) as continuing commitment for 2015	<ul style="list-style-type: none"> • Procurement of read alouds for grade 3 teachers • Support to visibility and incentives through purchase of t-shirts and tokens for facilitators 	<ul style="list-style-type: none"> • Php 5.88 million (\$265,000) allocated to purchase locally published Filipino and English reading books and materials. 21,000 big books provided to grade 1 teachers during April and May of 2014. Further, 3,100 Filipino and English reading books costing Php 596,000 (\$13,244) was distributed to grade 3 teachers during Basa supported trainings in Cebu on February 13-15 and 20-22. • Petron Foundation provided gift cards as prizes to finalists in the Teacher Idol competition facilitated by Basa in Manila as part of the U.S. Embassy Manila's America in 3D event, on March 1. • A request submitted to Petron for Php 1,500,000 (about \$34,000) as continuing commitment for 2015

CROSS-CUTTING COMPONENTS

MONITORING AND EVALUATION (M&E)



In 2014, DepEd at all levels began acknowledging the importance and relevance of Basa M&E tools and activities. As early as the first quarter, DepEd officials and principals in Cebu and La Union expressed an interest in learning more about Basa tools and suggested that they team up and work with Basa staff during periodic M&E data collection activities. The program M&E team has undertaken efforts to engage DepEd in planning and execution of monitoring and evaluation activities, beyond our current practice. DepEd co-facilitators have also become more familiar with the Basa M&E forms used in mass trainings. During the grade 3 teacher trainings in February, co-facilitators developed their own strategies for efficient distribution and collection of M&E forms, to be turned over to and counter checked by the assigned Basa staff.

In the first quarter of 2014, several monitoring and evaluation activities took place in La Union and Cebu to measure and track changes at the school level. In January, the monitoring and evaluation team worked to validate the classroom observation and teacher belief study tool (BIPI) and to equate EGRA passages in Filipino. Assessors received refresher training in preparation for the actual Filipino e-EGRA time two data collection completed in February and March in La Union and Cebu. The team also worked to support the collection, analysis and reporting from Grade 3 mass trainings. Lastly, the team supported data collection related to kit distribution for typhoon affected areas in Northern Cebu in Cebu Province and Tacloban and Ormoc in Leyte Province.

The third quarter was an active quarter for Basa's M&E. In July–August, the M&E team worked to collect baseline data under Cohort 2 for La Union and Cebu, as well as Basa's expansion areas (Mandaue City, Bohol, Ilocos Norte and Ilocos Sur). DQA monitoring visits were also conducted in 36 schools during this quarter to validate existing data in the MIS to date. Lastly, the M&E team played a key role in collecting and reporting on the number of Q2 materials and BBF donated books distributed to teachers during this quarter.

Other key activities undertaken in the latter part of the year include:

- Successful conduct of the Basa Cohort II baseline data collection. M&E team was able to collect EGRA data from 84 schools in all BASA program areas. Baseline data included 1,344 student EGRA

observations for Filipino and English, 84 principal/SH information for SSME and 84 BIPI observations for teachers.

- Launch of the Basa DBGenie Database. With this innovation, data collected by Basa from 2013 to 2014 can now be accessed by the M&E team for timely reporting and data analysis.
- Conduct of Data Quality Assessment (DQA) visits to 36 randomly selected schools. A total of 161 grades 1-3 teachers and 25 school heads/principals were interviewed and 55 classes were observed during the DQA.

TABLE 13. KEY ACCOMPLISHMENTS ON MONITORING AND EVALUATION

EXPECTED YEAR 2 OUTPUTS	ACTUAL YEAR 2 OUTPUTS
Administration of Cohort 2 – Longitudinal Baseline (EGRA) for Grade 2 students (Regions 1 and 7)	<p>Following the evaluation plan in Basa’ approved Contract Monitoring Plan, Basa conducted EGRA baseline in July and August 2014 for Cohort 2 sample. Cohort 2 sample was made up of 84 schools in Ilocos Norte, Ilocos Sur, La Union, Bohol, Cebu and Mandaue City. A total of 1,344 grade 2 students were tested in EGRA Filipino and English. Based on the evaluation plan, these grade 2 students will be tracked longitudinally. They will be tested at the end of their second grade in February and March 2015 and again when they are at the end of their third grade in February and March 2016. For the July and August 2014 EGRA administration, new EGRA Filipino and English reading passages were developed, piloted and used.</p> <p>Following USAID’s request, Basa conducted a scaled-down version of Filipino EGRA in December 2014 to quickly track progress towards improved student reading performance. Rapid EGRA was conducted from Dec 1 to 15, in Cebu and La Union for 200 grade 2 students (100-La Union and 100-Cebu).</p>
Set up of Basa internet-based database and information dashboard	<p>In 2014, Basa has fully set-up an internet-based database system which contains information and data for more than 10,000 individual teachers, school heads, and DepEd district and division officials trained by Basa. The database also contains information on teaching and learning materials (TLMs) distributed to Basa-supported schools as well as training attendance data, training pre and post test results, and post-training evaluation results. The latest data from DepEd’s BEIS database were also imported into the Basa database in order to provide the latest official information on the number of schools, students, grade levels, etc. directly supported by Basa. The Basa database is also able to generate “canned” report or custom reports using data frequently used by the Basa technical team for reporting purposes.</p>
GIS mapping of Basa supported schools	<p>Basa Pilipinas supports a total of 2,955 elementary and primary schools in 5 provinces and 1 city, To date, it has collected through third-party sources GIS school data points</p>

EXPECTED YEAR 2 OUTPUTS	ACTUAL YEAR 2 OUTPUTS
	for 2,496 schools or 84.46% of the needed data points for GIS mapping. Basa aims to complete collection of GIS school data points for the remaining 459 schools in the first half of 2015.
Tracking of materials distribution to Basa participants	Basa continues to strengthen its system for tracking materials distributed to Basa-supported schools. An M&E system review will be conducted by EDC's Senior Scientist, Dr. Elena Vinogradova, who also heads EDC's M&E group, at the start of Year 3 to identify possible gaps in the system. In Year 2, Basa distributed a total of 2,057,150 teaching and learning materials.
System and tools in place for monitoring fidelity of implementation	A Classroom Observation Checklist was developed in Year 2 to monitor how teacher are using the Basa-provided teaching and learning materials in the classroom. The tool also gathers additional information not only through classroom observations but also through short interviews with the teachers observed to better understand how they applying what they learned from the trainings. The Classroom Observation Checklist is completed during scheduled DQA school visits. DQA school visits were done quarterly beginning 3 rd quarter of Year 2. The objectives of a DQA school visit are to validate data in the database, to check, review and update teacher information collected during trainings, to check whether teachers have received their teaching and learning materials and to observe how materials are being used in the classrooms.

SCOPE TRAINING AND TIME 2 DATA COLLECTION

Time 2 SCOPE training was conducted in Laoag City, Ilocos Norte on November 24-27, 2014. Training was attended by ten (10) Basa staff, six (6) Basa-hired SCOPE observers/consultants, and 3 Save the Children staff members. Observers were trained to track and take note of key instructional practices related to classroom structure and language and literacy instruction and to rate these practices according to a criterion-based scale that range from 1 (deficient) to 5 (exemplary). A total of 40 teachers from Cohort 1 sampled schools in La Union and Cebu were observed throughout the month of November and the first half of December. Analysis of SCOPE data gathered is ongoing and will be made available at the end of the first quarter of Year 3.

RAPID EGRA

As requested by USAID, Basa conducted a scaled-down version rapid EGRA assessment to track progress towards improved student reading performance as a result of Basa implementation to date. This rapid EGRA assessment was in addition to the regularly scheduled EGRA administration plan set forth in Basa's approved CMP.

The Rapid EGRA sample size was calculated based on the following assumptions: alpha = .05, power = 80%, rho=.1, d=.5, and resulted in 200 students from 10 schools in Cebu and 11 schools in La Union (since La Union has smaller class sizes). Schools were selected based on their class size and accessibility. Students were randomly selected from each classroom – up to 7 boys and 7 girls.

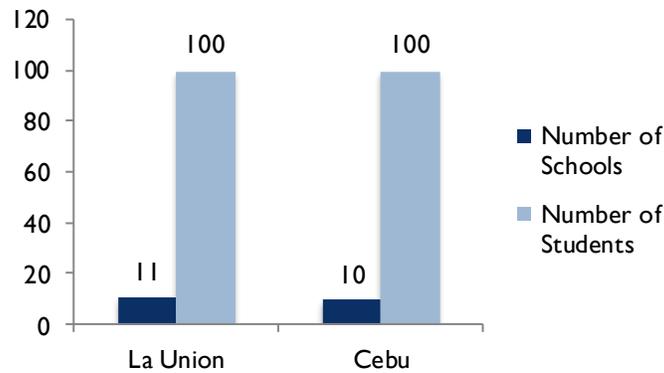


FIGURE 2. RAPID EGRA SAMPLING

The scaled down version of EGRA had the following sections: Letter Sound Knowledge, Familiar Word Identification, Passage Reading and Comprehension, and Dictation. The test was in Filipino. These sections of the EGRA were selected due to the direct link to the ultimate outcome – reading comprehension. A report on the results of the rapid EGRA activity was submitted to USAID on December 22, 2014.

BASA SYSTEM FOR TRACKING TLM DISTRIBUTION

Basa continues to strengthen and make modifications as needed to its system for tracking teaching and learning materials distributed to schools and teachers. Given that Basa’s biggest investment is in materials development, procurement and distribution, having a system that accurately tracks the distribution of materials and reports on the actual number distributed is an ongoing priority and will continue to be so in Year 3. One key modification done to the system in the last quarter of Year 2 is to have school district offices be responsible for receiving and distributing the materials to schools and ultimately to teachers. This way, Basa will be able to track and pinpoint possible gaps in distribution to schools and teachers.

GIS MAPPING OF BASA-SUPPORTED SCHOOLS

As of November 2014, DepEd has GPS coordinates for 84.46% of close to 3,000 schools that Basa supports. However, in the Cebu province division, DepEd was only been able to collect school coordinates for 53% of the Basa-supported schools. Thus, Basa, in consultation with DepEd Cebu Province Division ICT coordinator, has agreed to support their collection of data for the remaining 420 schools by providing transportation reimbursement for travel to these schools.

TABLE 14. BASA GPS DATA COLLECTION

SCHOOL DIVISION	NO. OF SCHOOLS	SCHOOLS WITH GPS DATA	% WITH GPS	SCHOOLS TO BE TAGGED
Bohol	931	914	98%	17
Cebu	893	473	53%	420
Ilocos Norte	344	343	100%	1
Ilocos Sur	449	440	98%	9
La Union	311	299	96%	12

TABLE 14. BASA GPS DATA COLLECTION

SCHOOL DIVISION	NO. OF SCHOOLS	SCHOOLS WITH GPS DATA	% WITH GPS	SCHOOLS TO BE TAGGED
Mandaue City	27	27	100%	0
TOTAL	2,955	2,496	84.46	459

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

The M&E team continues to collect and analyze results of all training activities conducted. Results for the October mass training, Grade 3 training for expansion areas, and school heads’ training on LAC were presented in the previous section of this report.

M&E DATABASE CREATION AND MANAGEMENT

During the third quarter, Basa MIS Administrator, with support from home office M&E team, was able to migrate data from its MS Access and MySQL Database to EDC’s DBGenie. Data migration happened over 8 months since there were a series of steps that had to be completed in order to migrate data successfully, namely, encoding of raw data, data validation and schema harmonization

The DBGenie is an EDC-developed easy to use and learn desktop application database that can generate report using imported or encoded data. With DBGenie, field-based M&E officers are now able to easily access data for analysis and reporting specific to their assigned division.

The DBGenie currently contains data for up to 10,000 individual teachers, school heads, and DepEd district and division officials trained by Basa. It is also a repository of data containing information on teaching and learning materials (TLMs) distributed to Basa-supported schools. In addition, training attendance, training pre and post-test results, and post-training evaluation are also in the database. The latest data from the Basic Education Information System (BEIS) database were also imported into the DBGenie in order to provide the latest information on the number of schools, students, grade levels, etc. directly supported by Basa. The DBGenie is also able to generate “canned” report or custom reports using data and variables often used by the Basa technical team for reporting purposes.

It was launched during the M&E Planning Meeting held last August 26 and introduced to the rest of the technical program staff on the August 27 during the DQA workshop. At present, only M&E team members are given access to the data in the DBGenie to aid them in their monitoring work.

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

EDC M&E Specialist Emily Morris visited the Philippines on June 3-16 to provide technical assistance to the Basa team. The focus of her visit was on updating the M&E system and documents, conducting a DQA desktop review and leading the EGRA assessors’ workshop. She also led the review and revision of Basa’s evaluation instruments such as Teachers’ Beliefs and Instructional Practices Inventory (BIPI) and Snapshot for School Management Effectiveness Tool (SSME) and, together with Basa’s technical team, she developed the English EGRA and classroom observation checklist.

Ms. Morris conducted a two-day workshop training for the Basa Monitoring and Evaluation team on June 4 and 5. M&E field officers were trained on critical aspects of the M&E system, including data collection

standards and guidelines, conduct of data quality assessment (DQA) and technical audit preparation. Ms. Morris also guided M&E field officers to review and revise evaluation tools including the BIPI and SSME in time for the baseline data collection in the coming school year.

Ms. Morris also participated in several key meetings during her visit, including a Government Accountability Office (GAO) audit preparation meeting hosted by USAID on June 3rd and the Program Management Committee meeting held on June 6, 2014.

In preparation for the upcoming baseline data collection in July and August, Ms. Morris conducted a 3-day EGRA (Early Grade Reading Assessment) Assessor's Training at Soledad Suites in Tagbilaran City, Bohol. 18 TNS Philippines assessors, 4 TNS managers and 10 Basa program and Basa M&E officers attended the training. Topics included introduction and review of e-EGRA tools in Filipino and English, protocols in research involving participation of children, and fieldwork procedures. Assessors were given ample time to practice with tablets and perform inter-rater reliability tests before conducting EGRA practice with actual students from City East Elementary School in Tagbilaran City.

Alongside the EGRA practice in City East Elementary School, an EGRA equating exercise was conducted. Reading passages in Filipino and English were tested to determine which replacement passages possessed equal measure of difficulty as the EGRA passages used in past collection activities. 128 Grades 1-4 students participated in the EGRA equating exercise. This equating exercise supported the finalization of EGRA Filipino and English tools for use in the 2014 baseline for all program areas.

M&E PLANNING MEETING AND DQA TRAINING FOR BASA FIELD PROGRAM STAFF (3RD QUARTER)

The M&E team together with the field-based technical program staff gathered in Manila for a workshop on Data Quality Assessment (DQA) last August 27. The technical program staff was trained by the Reading Program Director and the M&E Director on the principles and processes of DQA. Program staff members were also oriented on how to complete the DQA Form and the Classroom Monitoring Checklist. The DQA Form is a tool that asks teachers simple questions regarding the personal data they provided and their experience with Basa trainings to validate the existing information in the Basa database. The Classroom Monitoring Checklist is a brief classroom observation tool to better understand how teachers are using the Basa-provided teaching and learning materials.

Prior to the workshop on the 27th, the M&E team held a planning meeting on August 26 to review and revise the DQA Form and the Classroom Monitoring Checklist and to also randomly select schools from each division for the DQA monitoring visits.

GENDER AWARENESS AND DISABILITY INCLUSION

Before the end of Year 2, Basa facilitated the turnover of 31 volumes of American Heritage student dictionaries to the Philippine National School for the Blind (PNSB) to help visually impaired learners gain better access to information and advance their vocabulary and literacy skills. PNSB is a special school that supports 131 multi-disabled and visually impaired students from elementary to high school through individualized instruction. PNSB has previously received a braille embosser from USAID during Basa's National Reading Month celebration last November 27, 2013.

Basa continues to integrate gender and disability considerations into program monitoring noting how Basa activities have benefited men and women using custom gender-sensitive performance indicators that have been included of the Performance Monitoring Plan (PMP). Basa training data are disaggregated by gender and information on gender awareness and special education training attended by teachers and number and type of of pupils with disabilities are routinely collected, tracked, and included in Basa progress reports.



Dr. Rosalie Condes receives the set of dictionaries donated by USAID to the Philippine National School for the Blind. Also shown in photo are Basa Pilipinas Chief of Party Marcial Salvatierra and Deputy Chief of Party Ilya Son.

TABLE 15. GENDER AWARENESS TRAININGS ATTENDED BY TEACHER MASS TRAINING PARTICIPANTS

PARTICIPANT WHO UNDERWENT GENDER TRAINING PRIOR THE MASS TRAINING							
REGION	SCHOOL DIVISION	GRADE LEVEL	YES		NO		TOTAL
			NUMBER	%	NUMBER	%	
Region I	Ilocos Norte	Grade 1	174	65.91	90	34.09	264
		Grade 2	202	77.69	58	22.31	260
		Grade 3	2	28.57	5	71.43	7
		Total	378	71.19	153	28.81	531
	Ilocos Sur	Grade 1	261	59.45	178	40.55	439
		Grade 2	233	56.97	176	43.03	409
		Grade 3	244	64.04	137	35.96	381
		Total	738	60.05	491	39.95	1,229
	La Union	Grade 1	347	57.64	255	42.36	602
		Grade 2	310	52.10	285	47.90	595
Grade 3		339	79.02	90	20.98	429	
Total		996	61.25	630	38.75	1,626	

TABLE 15. GENDER AWARENESS TRAININGS ATTENDED BY TEACHER MASS TRAINING PARTICIPANTS

PARTICIPANT WHO UNDERWENT GENDER TRAINING PRIOR THE MASS TRAINING							
REGION	SCHOOL DIVISION	GRADE LEVEL	YES		NO		TOTAL
			NUMBER	%	NUMBER	%	
Region VII	Bohol	Grade 1	400	52.08	368	47.92	768
		Grade 2	371	46.43	428	53.57	799
		Grade 3	307	66.45	155	33.55	462
		Total	1,078	53.13	951	46.87	2,029
	Cebu	Grade 1	460	28.03	1181	71.97	1641
		Grade 2	375	23.82	1199	76.18	1574
		Grade 3	370	32.29	776	67.71	1146
		Total	1,205	27.63	3,156	72.37	4,361
	Mandaue City	Grade 1	27	20.77	103	79.23	130
		Grade 2	21	16.41	107	83.59	128
		Grade 3	31	26.72	85	73.88	116
		Total	79	21.12	295	78.88	374
GRAND TOTAL			4,474	44.08	5,676	55.92	10,150

Note: Based on unique personal profile forms from Basa mass trainings encoded on the Basa Database as of Dec 31, 2014. Does not yet include Bohol Grade 3 teacher data (to be encoded).

TABLE 16. INFORMATION ON CHILDREN WITH DISABILITIES AND DISABILITY INCLUSION PROGRAMMING IN SCHOOLS (BASED ON PARTICIPANTS PROFILE FORM FROM TEACHER MASS TRAININGS)

REGION	SCHOOL DIVISION	NO. OF TEACHERS / SCHOOL HEADS REPORTING HAVING CHILDREN WITH DISABILITIES IN THEIR CLASSROOM	TOTAL NO. OF CHILDREN WITH DISABILITIES REPORTED BY TEACHERS
Region I	Ilocos Norte	287	537
	Ilocos Sur	478	902
	La Union	564	880
Region VII	Bohol	736	1,288
	Cebu	1,163	1,652

TABLE 16. INFORMATION ON CHILDREN WITH DISABILITIES AND DISABILITY INCLUSION PROGRAMMING IN SCHOOLS
(BASED ON PARTICIPANTS PROFILE FORM FROM TEACHER MASS TRAININGS)

REGION	SCHOOL DIVISION	NO. OF TEACHERS / SCHOOL HEADS REPORTING HAVING CHILDREN WITH DISABILITIES IN THEIR CLASSROOM	TOTAL NO. OF CHILDREN WITH DISABILITIES REPORTED BY TEACHERS
	Mandaue City	77	153
TOTAL		3,305	5,412

Note: Based on unique personal profile forms from Basa mass trainings encoded on the Basa Database as of Dec 31, 2014. Does not yet include Bohol Grade 3 teacher data (to be encoded).

TABLE 16. TYPE OF DISABILITIES OF SCHOOL CHILDREN (G1-3)
(REPORTED BY TEACHERS WHO ATTENDED THE BASA MASS TRAININGS)

TYPES OF DISABILITIES REPORTED BY TEACHERS											
Region	School Division	Grade level	Visual	%	Audio	%	Mental	%	Physical	%	Total
Region I	Ilocos Norte	Grade 1	19	16	25	21	45	38	31	26	120
		Grade 2	19	19	22	22	32	32	27	27	100
		Grade 3	0	0	1	100	0	0	0	0	1
		Total	38	17	48	22	77	35	58	27	221
	Ilocos Sur	Grade 1	26	14	30	16	77	42	49	10	182
		Grade 2	9	10	17	18	48	52	19	13	93
		Grade 3	13	23	9	16	27	48	7	23	56
		Total	48	15	56	17	152	46	75	23	331
	La Union	Grade 1	40	22	27	15	75	41	42	23	184
		Grade 2	32	22	19	13	62	43	31	22	144
		Grade 3	16	21	11	14	37	47	14	18	78
		Total	88	22	57	14	174	43	87	21	406
Region VII	Bohol	Grade 1	42	16	37	14	121	45	67	25	267
		Grade 2	35	17	38	18	72	35	63	30	208
		Grade 3	16	18	12	13	29	33	32	36	89
		Total	93	16	87	15	222	39	162	29	564
	Cebu	Grade 1	84	18	53	11	218	47	107	23	462

**TABLE 16. TYPE OF DISABILITIES OF SCHOOL CHILDREN (G1-3)
(REPORTED BY TEACHERS WHO ATTENDED THE BASA MASS TRAININGS)**

TYPES OF DISABILITIES REPORTED BY TEACHERS											
Region	School Division	Grade level	Visual	%	Audio	%	Mental	%	Physical	%	Total
		Grade 2	70	21	39	12	127	39	92	28	328
		Grade 3	48	36	12	9	31	23	41	31	132
		Total	202	22	104	11	376	41	240	26	922
		Grade 1	6	23	3	12	11	42	6	23	26
	Mandaue	Grade 2	5	19	2	8	9	35	10	38	26
	City	Grade 3	8	50	0	0	5	31	3	19	16
		Total	19	28	5	7	25	37	19	28	68
GRAND TOTAL			488	14	357	14	1,026	41	641	26	2,512

OUTREACH AND COMMUNICATIONS

Year 2 presented an opportunity for the program’s Outreach and Communications (O&C) to move beyond its conventional package of assistance and step up provision of support to technical programming particularly in the areas of materials development, review, and production. This development necessitated the realignment of other communication priorities, specifically ramping up the program’s reading awareness campaign launched initially in 2013 and has since been moved to Year 3 implementation.

Following the successful implementation of outreach events for USAID first quarter of 2014, O&C in collaboration with Technical Programs and Administration/Operations units spent the next three quarters developing Basa’s full suite of teaching and learning materials for Grades 1, 2, and multigrade teachers. Throughout this process, O&C has rigorously provided critical and timely support in the design, layout, review, and publication of a total of 23 Teacher’s Guides, 80 Leveled Readers, and 4 Multigrade Supplementary Outlines for Grades 1, 2, and multigrade teachers for Quarters 1 to 4. An integral step in getting the materials published was the vetting and evaluation requirement of DepEd through the Instructional Materials Council Secretariat (IMCS). O&C has actively played a part in all the review sessions, coordinating with IMCS, the DepEd reviewers, and Bas technical team to ensure that materials were adequately reviewed and clearances to use the materials in public schools secured.

Parallel efforts to sustain visibility and positioning of USAID’s assistance to DepEd were evident throughout Year 2 implementation with the production of programs materials and collaterals displayed during key activities such as training, workshops, book distribution, and high-level meetings with DepEd.

As the program’s reach increasingly expands for Year 3 and activities in full swing, O&C will focus in building robust and evidence-based narratives that will bring to life USAID’s broad-scale contributions toward achieving reading improvements in the Philippines. O&C is currently updating guidelines and processes to beef up the program’s internal and external communications; crafting messages that will promote

better understanding of Basa initiatives and foster improved relations with partners and beneficiaries. Basa will continue to consult further with USAID’s communications team to ensure that our program’s work is disseminated to the local and international public through official USAID channels.

The table below summarizes the key accomplishments of Outreach and Communications for Year 2.

TABLE 17. KEY ACCOMPLISHMENTS ON OUTREACH AND COMMUNICATIONS

EXPECTED YEAR TWO OUTPUTS	ACTUAL YEAR TWO OUTPUTS
<ul style="list-style-type: none"> • Not originally included in O&C’s workplan for Year 2 	<ul style="list-style-type: none"> • Facilitated the DepEd review and production of Basa teaching and learning materials (TLMs) comprising 95 Read Aloud Books, 23 Teacher’s Guides, 80 Leveled Readers, and 4 Multigrade Supplementary Outlines for Grades 1, 2, and multigrade teachers for Quarters 1 to 4 • Developed USAID branding-compliant design templates for all TLMs produced • Established in-house standards and guidelines for editorial and formatting review of Basa-developed TLMs • Provided support in the development of the Learning Action Cells (LAC) session guide
<ul style="list-style-type: none"> • Support to Basa visibility events through planning, signage and production of collateral materials 	<ul style="list-style-type: none"> • Supported efforts to boost program visibility during high-level Mission visits, outreach, and media events, including the implementation of USAID’s post-Yolanda emergency response in North Cebu and Palo, Leyte on January 28th, Yolanda press briefing with the Philippines Information Agency in Cebu, participation in the U.S. Embassy Manila’s America in 3D event on March 1st, and USAID and DepEd visits to Basa-supported divisions in Bohol and Ilocos Sur • Provided communications support during training of teachers and school heads, book shopping, and distribution of teaching and learning materials from April to December
<ul style="list-style-type: none"> • Reading campaign activities in conjunction with existing DepEd initiatives such as Brigada Eskwela, National Reading Month, National Teachers’ Month 	<ul style="list-style-type: none"> • Supported local activities to promote messages around reading during read-along, book shopping, and materials distribution events with Basa-trained teachers, school heads, and pupils • Coordinated the program’s participation in DepEd’s annual celebration of National Teachers’ Month in September together with other education stakeholders
<ul style="list-style-type: none"> • Enhanced staff capacity in communication areas 	<ul style="list-style-type: none"> • Provided regular updates to program staff on branding and communication requirements • Designated and trained field-based Outreach and Communications focal staff to facilitate documentation of activities and identification of promising success stories for reporting to USAID

GETTING MATERIALS IN THE HANDS OF TEACHERS AND LEARNERS

For Year 2, Basa made big strides in increasing teacher and student access to appropriate reading materials, distributing more than two million teaching and learning materials and books in select Mother Tongues, Filipino, and English to Grade 1-3 teachers in select areas in Regions 1 and 7. The introduction of revised teacher's guides, leveled readers, and read aloud big books is gradually changing the way reading is taught in Basa-supported schools, thanks to the combined efforts of DepEd and Basa to ensure that quality materials reach teachers and learners.

For its part, O&C made sure that proper branding, style, and editorial guidelines in the development of materials were set to ensure uniformity and usability of all materials produced. The joint review of Grades 1 to 2 materials with DepEd took six months to complete with O&C serving as the focal coordinating unit between DepEd-IMCS and Basa. Additionally, O&C mobilized and trained a team of artists to work on the layout, illustration, and format of 23 teacher's guides and 80 leveled readers for Quarters 2 to 4. Production of Quarter 1 materials was deferred to Year 3 to keep pace with DepEd's quarterly timeline.

Review of Quarter 2 materials began on June 28, 2014 and continued until end of July. For Q2, approval from IMCS happened at two stages: 1) approval to layout the materials and 2) approval to print the camera-ready materials. This process took a little over a month with the final specialty clearance from DepEd issued on August 1, 2014. Soon after the approval of Q2 materials, the team geared up for the review and production of Quarter 3 materials. To beef up staffing support, a short-term Communications Assistant was hired to help out in the production of Q3 and Q4 materials.

The technical team together with O&C met with IMCS on August 12 to plan the Q3 review and timelines. Basa took this opportunity to inform IMCS's current review process by clarifying steps and suggesting improvements based on feedback received from the writers and reviewers.

On August 16, 2014, DepEd and Basa held the reviewers' orientation at Linden Suites. Individual and team review sessions were done consecutively from August 14 to 24. Layouting began first week of September and camera-ready read alouds and leveled readers and teacher's guides were submitted to IMCS on September 8 and 15, respectively. Specialty clearance certificates from IMCS for the Grade 2 English, Grade 1 Filipino, Grade 1 Sinugbuanong Binisaya, Grade 1 English, Grade 2 Filipino, and Grade 1 Ilokano were released on September 25, 29, and October 1, respectively. After implementing the final changes from DepEd, O&C packaged and endorsed all camera-ready materials to field offices for printing.

Materials development, review, and production for Quarter 4 continued through September to December 2014. After meeting with IMCS to plan the activities and timelines for Q4 review on October 7, DepEd and Basa facilitated the reviewers' orientation and review on October 11. Layouting of materials was completed third week of November and the final reviewers' sign-off was done on November 28th to December 1st. IMCS clearance was issued on December 23rd. Distribution of Quarter 4 materials to schools is set for first quarter of 2015.

INCREASING PROGRAM VISIBILITY THROUGH OUTREACH ACTIVITIES

Basa supported Mission outreach events in Year 2 to help promote USAID's assistance in basic education particularly on the post-typhoon response to Yolanda-affected schools in North Cebu and Palo, Leyte. Basa was tasked with the preparation, packaging, shipment, and distribution of school kits for grade school children and teachers.

Basa also coordinated the media coverage of the Paving Elementary School handover, with USAID Mission Director Reed Aeschliman and Director for Contracts Andrew Holland leading the Mission's delegation.

Media briefers, advisory, and press kits were distributed to members of the media who attended the activity. Coverage was substantial as pickups from national and local levels were generally favorable. In addition, Basa represented USAID in the press briefing organized by the Philippine Information Agency (PIA) Region 7 on February 6th. The press event brought together representatives from the government, including the Department of Education, Department of Interior and Local Government, and the Armed Forces of the

Philippines, private sector, donor agencies, and media outlets to discuss sectoral progress on the Yolanda emergency response. Basa Chief of Party Marcial Salvatierra reported USAID's significant contribution extending 10 million pesos worth of assistance to Yolanda-hit areas through distribution of student and teaching kits.

As part of a high profile US Embassy-organized America in 3D event held at the Mall of Asia on March 1st, Basa organized the first *Teacher Idol* competition to showcase USAID's support program on reading. *Teacher Idol* is a competition for teachers in conducting effective read-aloud/storytelling activities to a group of 20-25 early grade pupils. Fifty teachers from Cebu participated in auditions in conjunction with the roll out of the Grade 3 mass training in February. The top three contestants received coaching from Basa technical experts and were flown to Manila to compete for the title of *Teacher Idol* during the US Embassy's America

in 3D event. The actual competition held between three finalists, was held at the Main Atrium of SM Mall of Asia on March 1, 2014. Teacher Jovelle Martinez of Mangoto Primary School in Pinamungajan, Cebu was proclaimed the first Basa Pilipinas *Teacher Idol*.

O&C covered two high-level visits to Basa-supported school divisions in Bohol and Ilocos Sur last quarter of 2014. USAID Senior Education Field Advisor, Dr. Penelope Bender and Asia Bureau's Mitch Kirby met with Basa implementing partners and visited schools in Bohol to assess the program's gains and determine appropriate strategies and solutions for bringing Basa to critical scale, in ways that will maximize impact. Dr. Dina Ocampo, Department of Education Undersecretary for Programs and Projects also visited three Basa-supported schools in conjunction with the Grade 3 teachers' training Ilocos Sur, where she interacted with Basa-trained principals and teachers and observed Grade 1 and 2 students' capability to read text passages. She urged teachers to maximize their contact time with their students and make it a point to listen to their students read at least once every two weeks.



ABOVE: U.S. Ambassador Philip Goldberg awards Teacher Idol winner Jovelle Martinez during the America in 3D event at SM Mall of Asia last March 1. More than 50 Grade 3 teachers from Cebu took part in the this first ever read aloud storytelling competition.

MIDDLE: Students from Calape Primary School, Cebu listen as Mimai Castelo, director of Resource Room reads *The Story of Ferdinand* during the celebration of National Reading Month.

BELOW: Basa celebrated teachers and their role in nationa-building during National Teachers' Month through book distribution events.

CELEBRATING READING THROUGH BOOKS AND STORYTELLING

Building on DepEd's practices in implementing school-level campaigns, Basa has closely collaborated with local DepEd and private sector partners to promote the importance of reading and teaching literacy through book shopping and storytelling activities. Part of DepEd Cebu's activities for Brigada Eskwela last May included Basa's book shopping and turnover of donated books from Basa implementing partner, Brother's Brother Foundation. Teachers and school heads were especially thrilled to receive brand new sets of English books that can supplement their instructional materials not only in English but in other subjects as well. Around September, Basa took part in DepEd's celebration of National Teachers' Month by distributing local teaching and learning materials to Grades 1 and 2 teachers in all Basa sites. By October-November, plans were underway for a joint celebration of National Reading Month with the Reading Association of the Philippines (RAP). Though planning stalled to give way to more urgent program priorities, Basa seized the opportunity to partner with local organizations like Resource Room in Cebu for a joint storytelling session with

Kinder to Grade 4 pupils from Calape Primary School, Sitio Calape, Barangay Kawasan in Aloguinsan District. Local DepEd officials, teachers, and parents also participated in the event with pupils receiving books to bring home and practice their reading skills.

TRAINING STAFF ON OUTREACH AND COMMUNICATIONS

O&C continues to build field team's capability through targeted training activities on documentation, identification of possible success stories and materials preparation. O&C trained new staff on USAID's branding and marking requirements and basic reporting and communication guidelines on August 11th to encourage staff to share field-level stories and highlights for reporting to USAID and DepEd. On October 1st, an in-depth training for O&C field-based focal persons (designated POs from each field office) was conducted to reinforce communication and documentation support at the field level. Part of the training was on the use of the Google-based shared drive to improve sharing of reports, photos, and templates.

PROGRAM SUPPORT AND ADMINISTRATION



TABLE 18. KEY ACCOMPLISHMENTS ON PROGRAM SUPPORT AND ADMINISTRATION

EXPECTED YEAR TWO OUTPUTS	ACTUAL YEAR TWO OUTPUTS
Posting of Senior Technical Advisor, Nancy Clark-Chiarelli	Dr. Nancy Clark-Chiarelli posted in the Philippines as Senior Technical Director for Basa Pilipinas program as of April 19, 2014
Opening of offices in Bohol, Ilocos Norte and Satellite Office in Ilocos Sur	Basa implementation expanded across four new, Basa-assisted school divisions in the first quarter of 2014: Ilocos Sur and Ilocos Norte for Iloko-speaking communities; and Bohol and Mandaue school divisions for Cebuano-speaking communities. Two new Basa field offices have subsequently been established within DepEd division offices in Ilocos Norte and Bohol, and a satellite office in Bantay, Ilocos Sur
At least four Program Management Committee meetings	Three PMC meetings were held in 2014: February 28, June 6 and October 27
Adapted implementation plan in place for work in Bohol, taking emergency context into account	Due to its emergency context, 5 members of Basa Team and 15 DepEd personnel attended the Safety and Security Training conducted last March. The training oriented the participants on the safety and security protocol of Save the Children and installed measures to ensure staff and partners' safety in the conduct of its activities. Following the training, Bohol office identified safety and security officer. The field office team also set up the communication tree for the Basa staff vis-à-vis the overall Save the Children Bohol communication tree structure. Safety and security requirements are factored in the selection of training venues and travel advisories during conduct of activities. A short orientation on safety and security has been incorporated in all Basa training activities.

INTERNAL MANAGEMENT STRUCTURES

Basa management team underwent internal changes following departure of Ms. Karen Cassidy, the former Deputy Chief of Party (DCOP). Mr. Ilya Son, approved by USAID on August 14 to replace Ms. Karen Cassidy, started his post in the Philippines in mid-October. As part of the approval process, a transition plan was designed including Mr. Son's trip to the Philippines from August 23-September 17 for handover of DCOP duties. During his trip to the Philippines, Mr. Son was introduced to Basa program staff both in Pasig City and field offices and met with several regional DepEd representatives in Ilocos Norte and Basa partners (Save the Children and PBSP).

The Basa Pilipinas team on the field level relies heavily on program leadership based in Manila for planning and task management. To reinforce the field programs level support, Basa has recruited a full-time Field Programs Manager to ensure effective communication and program implementation between Basa field offices leadership and Manila-based program management. Together with program support team consisting of Administration, Human Resources, and Finance staff, the Field Programs Manager have been active throughout the year providing the needed support to our field teams.

The complexity of the Basa Pilipinas program has expanded this year due to recent requests from the Philippines Department of Education (DepEd) to intensify the level of Basa technical assistance to enable the roll out of project approaches and materials to school districts beyond Basa's current geographic scope. Additionally, the Basa Year 3 work plan (January 1, 2015 start date) anticipates an increase in the volume of implementation of project activities and project spending, towards the achievement of Basa's target of 1 million early grade students demonstrating improved reading competency. Also, Basa recently received additional USAID funding support to implement post-Typhoon Haiyan (Yolanda) disaster education recovery assistance, further adding to Basa's overall size and scope. To address these challenges, USAID and Basa leadership made the decision to further strengthen senior, full time Basa Pilipinas project leadership. To this end, EDC recruited Ms. Lisa Hartenberger-Toby as Deputy Chief of Party for Programs. The newly recruited DCOP for Programs will be posted in mid-February 2015.

STAFFING

The recruitment and hiring of Basa staff in expansion areas, specifically in Tagbilaran (Bohol), Laoag (Ilocos Norte) and Bantay (Ilocos Sur), has been completed to cover the needs of Year 2 programming load. A total of 21 additional staff were hired and oriented to Basa Pilipinas program through 2014. A complete list of staff is included in Annex H.

Basa's technical team increased with the addition of research team that was recruited in the last quarter of 2014. This will allow Basa to complete its MTB-MLE research program in Year 3.

The recruitment of three additional staff for the implementation of Basa's Post-typhoon Haiyan (Yolanda) Disaster Education Recovery Assistance (special activity) is underway in the last quarter of 2014. Basa will hire a program officer, an administrative and logistics officer and a procurement assistant to focus on the bulk procurement and distribution of school classroom furniture, teacher and student learning kits to Basa's typhoon affected areas in Northern Cebu.

OFFICE ESTABLISHMENT

Offices have been set up in Ilocos Norte, Ilocos Sur, and Bohol. Our Cebu office has been expanded in late December to accommodate post-typhoon Yolanda staff. Several trips were made to all locations to confirm the availability of space within the division DepEd offices and to establish agreements on the sharing of space. After securing agreements over the use of space in all locations, the offices were renovated and

furnished as needed. In all locations, DepEd leadership was very supportive of Basa's integration into the division office, with a DepEd staff counterpart assigned for coordination purposes for each new division. The office in Tagbilaran, Bohol has been administered by Save the Children.

MOBILE MONEY INITIATIVE

In summary, Basa's mobile money experience which was driven by project's need (i.e. enabling timely participant reimbursements at reduced risk from handling substantial cash in secluded sites) and USAID's encouragement for this innovation was initially successful during its early and limited scope covering two school divisions. With Basa's recent expansion, now in five school divisions and will add two more divisions soon, resulting in the more than doubling of Basa's participant list, the service provider (BPI-Globe BankKO) has encountered serious capacity challenges in meeting the expanded need.

Basa has been receiving complaints through our Basa field teams in the 3rd quarter (July-September) from some teachers who didn't receive their reimbursements through BankKO for attending trainings back in May 2014. To address similar complaints, Basa has adopted alternatives to reimburse participants on time (pawnshops with remittance services), and will consider resuming the mobile money option when the service provider can demonstrate a more acceptable capacity.

Therefore, effective the 3rd quarter of 2014 Basa made the decision to continue manage training reimbursements through reputable remittance companies for convenience of participants and for easy tracking of deposits and withdrawals made per participant because of paper trail. During the School Heads and Supervisors orientation in the 4th quarter, Basa didn't register any notable changes in ease of participants in getting their reimbursements and an almost negligible percentage of error in account numbers or of participants complaining about not getting their reimbursements.

COLLABORATION WITH USAID

Throughout Year 2 of Basa's implementation, USAID demonstrated its support and engagement in program activities. Regular update and consultation meetings and correspondence with Basa's Contracting Officer's Representative (COR) ensured Basa's alignment with USAID objectives and contractual requirements. The COR and support team participated and provided guidance in planning and implementing strategic project directions, including in the PMC and working level discussions with DepEd. Basa management also benefited from valuable USAID feedback from DepEd that helped in further validating and aligning its project activities with DepEd priorities. USAID also participated in a number of project activities, including project visits during training and other key activities.

The project supported a number of USAID initiatives during the quarter, including implementing specific assistance programs for victims of typhoon Yolanda and the Bohol earthquake. For Yolanda, the project provided student backpacks with basic school and emergency supplies and teacher kits needed for teaching in an emergency environment. USAID through the project also implemented psychosocial first aid support and training for emergency first responders.



A Grade 2 teacher activates her mobile money account through Basa's partnership with USAID's SIMM Project and BPI-Globe BankKO. Basa utilized this mobile payment system to reimburse teachers' transportation and per diem costs.

During 2014, Basa Pilipinas organized and supported a number of USAID visibility events, including a visit on January 28 by Deputy Mission Director Reed Aeschliman and other USAID officials to Palo, Leyte to engage stakeholders and distribute USAID kits and materials to student and teacher typhoon victims. The project also organized a similar visibility visit/event on January 26 in Northern Cebu for Basa's COR Lee Marshall. The project also organized for USAID a 'Teacher Idol' program on March 1 at the SM Mall of Ais that highlighted the importance of effective teaching of reading. This was part of US Embassy's A3D program.

USAID field visits and participation in the roll out of grade 1 and 2 teacher training by the USAID education team. It is significant to also note that USAID non-education staff (manilny from the ROAA and the EXO offices) also conducted field observation visits during the various teacher training activities. Basa participated in a USAID-initiated webinar on mobile money on April 16 after working with BPI BanKO through two training rollouts to provide paymen to teacher participants. During the second quarter, USAID conducted commodity checks in each of our program offices. These were led by staff from the Education and Contracts offices at USAID.

During the 3rd quarter, USAID provided assistance with planning and update meetings for the GAO audit of Goal 1 of the USAID Education Strategy and a Control Environment and Risk Assessment from USAID.

During the 4th quarter (November 10-19), USAID Asia Bureau Senior Education Advisor Mr. Mitch Kirby and Ms. Penelope Bender, Senior Education Field Advisor, USAID E3 visisted the Philippines to get an update on Basa's program implementation and have an in-depth discussions with DepEd officials, USAID Mission and Basa's partners on reading.

DEPED ENGAGEMENT

The second year of Basa's implementation has been crucial in building strong relationships with DepEd at the national level, while sustaining solid relations with the local level DepEd (both at the regional and division levels) from 2013.

Throughout 2014 Basa's partnership with DepEd focused on ensuring the continuing alignment of the program's work plan with DepEd's overall curricular objectives relative to the K to 12, MTB-MLE and other policies and programs; engaging DepEd in the development of the technical framework, with focus on the bridging strategy (a DepEd specific priority), and in the development of the training plan and supporting materials; ensuring effective support of DepEd for Basa's expansion in the divisions of Ilocos Norte and Ilocos Sur (for Ilocano) and in the divisions of Bohol and Mandaue City (for Cebuano), and joint planning with individual DepEd divisions.

The Program Management Committee (PMC) meetings have become regular in 2014 (held in February, June and October) to update her on the program's progress, plans, and challenges. The 2nd PMC meeting in February validated Basa's technical approach and Year 2 Workplan. Other key decisions and discussions have been made during PMC meetings, for example the decision regarding review of Basa developed instructional



DepEd Undersecretary Dina Ocampo chairs the Program Management Committee on Basa Pilipinas. The committee meets at least once every quarter to discuss key issues and emerging priorities that affect Basa's implementation.

materials by DepEd through IMCS. As a result, all Basa materials developed for quarters 1-4 for grades 1, 2 and multigrade teachers have undergone rigorous review and approval by BEE and IMCS.

Another crucial agreement achieved at PMC was to focus on post-training support through orientation/training of district and division supervisors and principals/school heads. This orientation will also focus on strengthening of DepEd’s existing LACs as post-training support and as a venue for communities of practice and continuing professional development for teachers and supervisors. The 3rd PMC took place on June 6 co-chaired by Usec Ocampo and Robert Burch, head of the USAID Office of Education to further discuss LAC strengthening and MTB-MLE research. The 4th PMC took place on Oct 27th chaired by Usec Ocampo to discuss progress to date and the look ahead for Year 3. DepEd Undersecretary for Programs and Projects Dina Ocampo led the discussion with key education officials on the gains, challenges, and lessons in the implementation of their reading programs and how these can inform Basa’s programming for Year 3. The Undersecretary urged the PMC to converge efforts and focus on systemic, evidence-based solutions—driven by DepEd practice and experience—to help increase Filipino children’s reading proficiency and facilitate improved learning in the classroom.

At the field level, regular update and planning meetings have continued with DepEd regional and division staff to jointly plan and implement Basa activities and update them on the overall progress. Other partnership interactions during the period included Basa support for DepEd’s Brigada Eskwela, the National Reading Month, and English books distribution from BBF in La Union, Cebu and Bohol.

A final collaborative effort with DepEd was the submission and acceptance of CIES proposal in December 2014. Tentatively, Dr. Ocampo has agreed to participate in the presentation slated for March 2015 in Washington, D.C. The title of the presentation is “Maximizing Young Students’ Literacy Learning: Mother Tongue Initiatives That Support Acquisition of Multi-Literacies in Multiple Languages”. The accepted proposal is included in Annex I.

EMERGENCY RESPONSE

Basa has delivered and distributed 17,831 Yolanda learners’ and teachers’ kits to Northern Cebu, Ormoc and Leyte division offices that have been procured in the last quarter of 2013. This emergency activity has been implemented after extensive discussions with USAID, the education response cluster community, and DepEd’s Undersecretary Lino Rivera. Without exception, communities welcomed the donations and expressed their appreciation for USAID’s support to the relief effort. Coordination with DepEd division offices was essential to ensure that resources were allocated equitably and that there was no duplication of support between various aid agencies.

In addition, Basa has received additional \$1.75 million USD from USAID for post-Yolanda disaster education recovery assistance. These funds are targeted to cover Basa areas of Northern Cebu in Year 3. The main components will focus on the provision of classroom furniture, and additional learners’ and teacher’ kits for affected schools in Northern Cebu. The second component, through its implementing partner Save the Children will strengthen DepEd’s Education in Emergency (EiE) response



Basa facilitated USAID’s post-Yolanda response to select schools in Northern Cebu and Leyte. A set of instructional materials to replace the ones they lost during the Super Typhoon were given to teachers in Palo, Leyte.

capacity by building the capacity of learners, teachers, as well as DepEd's systems, to include front line responder's training and Psychological First Aid training. Finally, EDC will develop lesson exemplars on disaster preparedness, also to serve as reading reinforcement material, to be displayed on freestanding flipcharts.

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 19. BASA YEAR 2 TECHNICAL ASSISTANCE

NAME	DATES OF TRAVEL	FOCUS AND OUTCOMES
Ira Russ	January 5-24, 2014	<ul style="list-style-type: none"> • Conducted security assessment of Basa and MYDev projects • Held security assessment meetings with other international NGOs, embassies and UN missions in the Philippines • Provided security training to all staff of Basa and MYDev projects • Reviewed residence security and provide IMT trainings for Basa and MYDev projects
Nancy Clark-Chiarelli	<p>January 8-13, 2014</p> <p>February 15-April 8, 2014</p> <p>April 19, 2014 – ongoing</p>	<ul style="list-style-type: none"> • Worked with Basa team and DepEd to prepare for January 10th workshop on bridging • Attended and provided leadership during January 10th meeting. Supported planning after January 10th meeting for the January 20-22 workshop on MTBMLE • Worked with Basa team on revisions to work plan based on discussions with Usec. Ocampo • Provided leadership to the Basa program team to prepare for April/May teacher professional development activities. This included facilitation of the team's priority work on Teacher Guide development, leveled book writing and selection of reading materials.. • Prepared for and provide leadership during the February 28th Basa Program Management Committee • Conducted meetings with DepEd's Usec. Ocampo and final revisions to the Basa Year 2 work plan • 2 year posting as Senior Technical Advisor begins
Emily Morris	June 2-17, 2014	<ul style="list-style-type: none"> • Reviewed the M&E Team's progress to date and support on-going professional development • Trained a cadre of Master Trainers to lead assessment

Trip report of Suzanne Simard for the support visits that took place in quarter four are included in this report as Annex J.

COORDINATION WITH OTHER USAID PROJECTS

EdGE. Basa continued its discussions with EdGE on coordinating opportunities for convergence to identify and implement program activities in municipalities and provinces (with focus on La Union, Cebu and Bohol where there are a number of common municipality sites). Discussions also focused on sharing Basa's program approach, training design and materials for possible replication. In its turn, Basa expressed its interest in EdGE expertise with regards to available funding mechanisms for schools to access local government funds to support initiatives to improve reading proficiency. These discussions will be operationalized in Year 3 and can also be facilitated by joint meetings (i.e. quarterly) with USAID OED, and similarly structured regular meetings by Basa and EDGE field staff.

PhilED Data. Basa's cooperation with PhilED Data project culminated in the third quarter of 2014. On August 27th, USAID, PhilED Data project and Basa Pilipinas jointly supported a workshop with DepEd to develop initial benchmarks for reading performance in the early grades. Data used were from the 2013 National EGRA Survey in Filipino and English and from the 2014 EGRA in four Mother Tongues. Subsequent discussions with DepEd has led to Basa's proposed benchmark: 80% reading comprehension with 60 wcpm and 40% of grade 3 pupils achieving the benchmark in the 2015-2016 SY, using EGRA tool. The participants were charged with obtaining feedback from their constituencies in their regions. Per DepEd Undersecretary Dr. Ocampo's request, Basa will convene a technical working group during Year 3, with representatives from the regions to review and approve benchmarks in early grade reading in grades 1-3.

CDI. In the third quarter of 2014, Basa has expanded to Tagbilaran and San Fernando cities that are part of USAID's Cities Development Initiative project to advance the development of second-tier cities as engines of growth that is inclusive, environmentally sustainable and resilient. The inclusion of these cities into Basa's coverage is part of USAID's strategy to assist both cities in achieving inclusive and resilient growth. Both DepED divisions will receive targeted assistance through the life of project.

SIMM. 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 2013. Basa Pilipinas connected with the Scaling Innovations in Mobile Money (SIMM) project, to explore payment options through mobile money initiatives available in country. The SIMM project introduced Basa Pilipinas to the three available mobile money providers in country, BPI-Globe BanKO, Globe GCash, and Smart Money and facilitated meetings for a presentation of their services.

In summary, Basa's mobile money experience was initially successful during its early and limited scope covering two school divisions. With Basa's recent expansion, now in seven school divisions, resulting in more than doubling of Basa's participants, the service provider (BPI BanKO) has encountered serious capacity challenges in meeting the expanded need. Therefore, during the 3rd quarter of 2014 Basa made the decision to continue manage training reimbursements through reputable remittance companies for convenience of participants and for easy tracking of deposits and withdrawals made per participant because of paper trail.

CHALLENGES AND OPPORTUNITIES

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

Implementing a highly complex technical approach within a constrained timeframe. Basa's revised technical framework/approach was formally approved and endorsed by DepEd during the 2nd PMC meeting on February 28. The approach called for the preparation and completion in time for the April/May training window of a wide and structurally integrated range of instructional materials for the use by teachers in the classroom, such as revised Teacher Guides for grades 1 and 2 in four languages; identification and translation in the mother tongue of read alouds, development of grade-leveled texts; and the development of instructional videos for teacher training. The project effectively addressed this challenge through a combination of responses including: a) harnessing expertise, both expatriate and local; b) convening technical working groups guided by clear schedules and deliverables; c) calling on added assistance from EDC's home office procurement team.

The intricacies of implementing Mother Tongue and Interpretations of DepEd Orthography Memo. A particular challenge faced by the project in Year 2 were the intricacies of developing appropriate materials in mother tongue, where the norms are in very early stages of development and common understanding and consensus, and there are limited guidelines to fall back on.

DepEd Order #34, issued on August 14, 2013 provided guidelines issued by the Komisyon ng Wikang Filipino (Commission for the Filipino Languages) on the use of a national orthography for mother tongue. The national orthography guide standardizes how words are spelled in different languages within the Philippines. While this DepEd Order provided more clarity on how materials are to be written by the Basa program in the different mother tongue languages for DepEd, ongoing debate and discussions at the field level on which orthography (regional or national) to follow caused some initial challenges, particularly for Iloko materials. Prior to DepEd Order No.34, DepEd issued Orthography Guides that followed the regional orthography. These guides were used at the district and school level. Thus, when mother tongue materials that followed the national orthography were validated in the field, there was confusion about which orthography to follow.

During the Basa materials review process with BEE and IMCS over the course of 2014, IMCS gave clear guidance that DepEd Order No.34 to be followed. To date, instructional materials for all quarters for grades 1 and 2 in Ilocano, Cebuano, Filipino and English have received approval from IMCS.

Engaging very busy DepEd counterparts. Vital DepEd counterparts at the national level are also implementing a highly challenging and demanding curriculum reform (K to 12 and related major initiatives). This has oftentimes resulted in their non-availability for much needed discussions and constrained the project from a desired level of engagement. This also limits their active participation in materials development and teacher training design. This was also a challenge, though at a less severe level, at the division level. Basa responded to this challenge through early joint planning, seizing available opportunities for engagement.

Mobile money reimbursements. Several challenges arose during the mobile money disbursement process. Basa's service provider was not able to staff up in time to meet our needs during the training activities, resulting in delayed reimbursements to teachers in all areas. To prevent this from happening in the future, Basa Pilipinas will use a direct payment approach for centrally located trainings and remittance centers for

cluster based trainings. Basa will engage BPI BanKO on a limited basis until we feel more confident that they have improved their systems enough to support our growing needs.

Delivery delays. During the 2nd quarter of Basa’s implementation, in discussions with DepEd it was decided that each set of materials would undergo an extensive content and language review by IMCS. This review process has added an additional two to three weeks to the production process, and thus has shortened the window for printing, delivery and distribution. A review of materials was expected, but the timeline is longer than usually anticipated. To address this challenge, Basa has been closely coordinating the review process with IMCS team over the year to ensure all measures have been taken to streamline the process.

Inclement weather. Inclement weather affected the schedule of activities including the distribution of Basa materials, book shopping events, and field visits. Field teams will develop contingency plans for future activities, and ensure close coordination with those affected by the change in plans.

LOOKING AHEAD TO NEXT YEAR

The main programmatic thrusts for Year 3 of Basa Pilipinas reflect shared thinking, recommendations and validation points from the consultative planning process with DepEd and USAID and include key inputs concerning timing, management structures, and effective means for the continued implementation of Basa’s *Transformed Classrooms Framework Approach* and its integration into the larger DepEd structure.

The main thrusts for 2015 are highlighted as follows.

1. Stepped up provision of Basa’s technical assistance and support to DepEd, mainly through the Bureau of Elementary Education (BEE) and related offices, to strengthen its capacity to roll out an effective nationwide reading program, using Basa materials and approaches
2. Program for expansion divisions (San Fernando and Tagbilaran City) – Cohort 3. 6 days of face-to-face training (3-day training in May with focus on Q1 and Q2 materials. Another 3-day training will be delivered in October 2015 with focus on Q3 and Q4 materials.
3. New support programs for Grade 3 teachers (Cohorts 1, 2 and 3). professional development in April/May 2015 (with focus on Q1-2 materials) and October 2015 (with focus on Q3-4 materials)
4. Provision of additional training and support to Grades 1-3 teachers and multigrade teachers in current Divisions (Cohort 1 and 2) and expansion to new geographics, based on Basa’s established 2-year cycle of professional development
5. Post-training support for teachers and school heads through the strengthening of Learning Action Cells as requested by DepEd
6. Development of online courses for DepEd’s Induction and In-service program. Basa will develop and field test online modules in 20 schools with new and in-service teachers. Basa will negotiate with national and regional DepEd to develop an incentive program for those who complete the modules.
7. Design a scaled down SCOPE version for DepEd. Basa will work with DepEd to design a scaled down version of the SCOPE Literacy tool. The existing tool will be converted into an easy-to-use checklist of effective practices in reading and writing to assist in classroom observations.
8. Development of new instruction and learning materials. Basa will develop one grade 3 leveled reader for each week of school (36 in total) in both Filipino and English. The leveled readers will include two days of skill work and a listening story that begins the week and introduces the reader and the topic will be incorporated into the teacher guides.
9. Post-Typhoon Yolanda Program (Special activity). This will include procurement and distribution of school furniture (pupils’ desks, chairs and teacher table/chair sets) and back-to-school teacher and

student learning kits; and, Education in Emergencies support implemented through Save the Children including front liner responder's training and Psychological First Aid (PFA) training.

Basa's technical support to DepEd will further increase during Year 3 as requested, with a main focus on supporting the roll-out of Basa approaches by DepEd system wide. Throughout the year Basa and DepEd will continue to identify opportunities for skills transfer and cooperative learning as the working relationship continues to deepen. Basa remains committed to supporting DepEd's work to replicate successful approaches for improved early grade reading instruction and learning in regions currently not directly involved with the Basa program.

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 given quarter. The Basa management team comprises the Program Director, the Chief of Party (COP), the Deputy Chief of Party (DCOP), the Senior Technical Director and the Reading Program Director. In-person or weekly calls were held throughout the year with the Program Director (based in 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 Field Programs Manager 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 Senior Technical Director, Reading Program Director, DCOP, M&E Director and by phone, the Basa home office technical advisor 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 discussion 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 a monthly basis, focused on community planning work, placement of field office staff, and operationalizing LAC training design. 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

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 and Quality, the Director of Program Implementation and the Finance Director.

Save the Children led the development, procurement and distribution of selected Read Alouds as part of the TLM package that Basa produced. A total of 76 Read Aloud titles were selected and developed by the technical team alongside the teacher guides for instructional use. The Read Alouds, utilized by Basa-trained teachers, were administered in MT, Filipino and English to facilitate the swift bridging of language and literacy skills. This pedagogical practice has been gradually adapted by DepEd that led to the procurement

and delivery of 10 Read Alouds titles that Basa previously developed. 57,410 copies of these Read Alouds were procured and utilized in the DepEd's National Training of Trainers.

At the Basa national level, SC provided technical assistance by participating in workshops and meeting consultations related to the development, review and approval of Teaching and Learning Materials (TLMs) with DepEd's Bureau of Elementary Education (BEE) and Instructional Materials Council Secretariat (IMCS). Save the Children engaged Basic Education and Literary Specialist, Cecilia Ochoa, Save the Children US-Basic Education Advisor and Bonna Duron, Save the Children Basic Education Advisor, became part of the Basa Technical Team for the development of TLMs. They provided advice specific to the preparation of a guideline in developing, reviewing and approving TLMs, which was used by DepEd National (BEE and IMCS) in reviewing and approving TLMs prepared quarterly by the Basa Technical Team. In August 2014, Save the Children included Sierra Paraan, Senior Program Officer, as one of its permanent Basa's Technical Team member in the TLM development working with writers and publishers at the Basa national level.

PHILIPPINE BUSINESS FOR SOCIAL PROGRESS (PBSP)

PBSP's role in Basa Pilipinas has changed in Year 2. The focus of PBSP's work shifted from development of School Reading Improvement Plans in enhancing School Improvement Plans to the enhancement of school heads' skills in facilitation and management of Learning Action Cells (LAC).

PBSP's scope of work was finalized after a series of meetings between EDC and PBSP representatives. It was agreed PBSP will facilitate the training of school heads to support teachers in teaching reading through the Learning Action Cells (LAC). The revised scope focuses on building the capacities of the school heads in facilitating and managing their respective school (LAC), and for it to be a component of the School Improvement Plan (SIP). SEAMEO-INNOTECH was included in the core group to develop the training design as well as the materials for the facilitation of LACs. The LAC facilitation trainings were completed towards the end of the year. The arrangement was for PBSP to support implementation and conduct of training in two (2) target areas of Basa such as La Union and Cebu divisions. As needed, PBSP agreed to provide technical support to Save the Children for their work in Bohol. There were changes, however, in the project locations based on the discussions between EDC and DepEd. Batangas and Maguindanao were replaced by Ilocos Norte, Ilocos Sur, Bohol and Mandaue City. Save the Children was assigned Bohol, while PBSP was assigned Ilocos Norte, Ilocos Sur, and Mandaue City.

Based on the revised scope of work, PBSP deployed four (4) Program Officers to the project sites. Two were assigned to the Cebu Division and Mandaue City Division (and to assist the PO for the Cebu Division), and the other two were assigned to La Union, Ilocos Norte and Ilocos Sur Divisions.

SEAMEO INNOTECH

The Basa Pilipinas has been in regular consultation with SEAMEO INNOTECH, specifically related to work in developing video content to support training and the strengthening of the Learning Action Cells (LACs), as well as more generally for programmatic discussions. The program has benefited from the experience and parallel programming of SEAMEO and their close links with DepEd at a variety of levels. As a result, Year 2 saw increased involvement from SEAMEO INNOTECH in Basa Pilipinas Project activities.

Throughout Year 2 of Basa program, SEAMEO INNOTECH conducted a broad range of technical activities to jump start Basa's strengthening of LACs, specifically:

- A desk review of the existing documents, studies, training programs and results of previous programs conducted for DepEd's school heads, supervisors and teachers.

- Focus Group Discussions with Basa Divisions to guide training design for school heads and supervisors on LAC strengthening (June-July 2014)
- Training Design on Strengthening LAC Sessions for the School Heads and District Supervisors (August-November 2014). A three-day training design developed for the school heads and district supervisors to enable them to enhance their competencies in strengthening school-based LAC sessions.
- Training Design for the Trainers (October 2014). A three-day TOT design developed for the trainers and facilitators of the training for school heads on LAC strengthening.
- Training Delivery Guide and Instructional Materials, Participants' Worksheets, Templates and Pre/Post Competency Checklist (October-November 2014). The delivery guide contains session outline/guide according to schedule with time allocation, detailed instructions for every workshop/ exercise/activity and instructions on how to process participants' outputs. It has accompanying notes to guide the facilitators and trainers in providing technical inputs relative to the topic/session being delivered.
- LAC Facilitators' Guide (August-October 2014) developed to walk the LAC facilitator through 12 LAC sessions with different themes and topics. Each topic comes with a trigger video that serves as a take off point for the discussion during each session. The LAC Facilitator's Guide provides step and step instruction on what to do before and during a LAC session.

Basa's collaboration with SEAMEO in the coming year will include assistance with DepEd policy writing workshop on LAC as well as LACs monitoring. Basa hopes to engage SEAMEO in more video productions for for the final grade 1 and 2 teacher training in current divisions and Grade 3 teacher trainings.

REGULAR MONITORING OF PMP DATA

Basa's Contract Monitoring Plan and Monitoring and Evaluation Guide detail the methods for collection, storage and verification of data, as well as rationale for the process. The M&E team manages all data collection activities, with analysis done in partnership with our home office Advisor and our full-time Basa technical team.

BASA MIS-DBGENIE

During the 3rd quarter, Bas MIS Manager with support from home office M&E team, was able to migrate data from its MS Access and MySQL Database to EDC's DBGenie. Data migration happened over 8-month period since there were a series of steps that had to be completed in order to migrate data successfully, namely encoding of raw data, data validation and schema harmonization.

The DBGenie is an EDC-developed easy to use and learn desktop application database that can generate reports using imported or encoded data. The new database is also a repository of data containing information on teaching and learning materials (TLMs) distributed to Basa-supported schools. In addition, training attendance, training pre- and post-test results, and post-training evaluation are also in the database. The latest data from the BEIS database were also imported into the DBGenie in order to provide the latest information on the number of schools, students, grade levels, etc. directly supported by Basa.

DATA QUALITY ASSESSMENT (DQA)

The technical program staff has been trained in August on the principles and processes of DQA. Program staff members were oriented on how to complete the DQA Form and Classroom Monitoring Checklist. The DQA Form is a tool that asks teachers simple questions regarding the personal data they provided and their experience with Basa trainings to validate the existing information in the Basa database. The Classroom Monitoring Checklist is a brief classroom observation tool to better understand how teachers are using the Basa-provided teaching and learning materials. In September 2014, Basa conducted DQA in thirty six

randomly selected schools in Bohol, Cebu, Mandaue City, La Union, Ilocos Norte and Ilocos Sur. The main objectives of the DQA are to:

- Validate data in the database
- To check, review and update teacher information collected during the teacher trainings
- To check if teachers received their instructional materials; and
- To monitor how teachers are using the Basa-provided teaching and learning materials in the classroom

Starting with 2014, DQA visits will be conducted on a regular basis as an internal verification and monitoring mechanism.

TABLE 20. ANNUAL PROGRESS PER PMP INDICATORS

No.	Basa indicator	Indicator description	Target		Actual performance			% of LOP target achieved	Comments
			LOP	2014	FY 2013	FY 2014	Cumulative to date FY2013-14		
BASA GOAL: IMPROVED READING SKILLS FOR AT LEAST ONE MILLION CHILDREN IN THE EARLY GRADES									
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	-	-	-	-	
Intermediate Result I: Improved Reading Instruction									
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)	<p>I.1 Number of students enrolled in primary schools reached by the Basa program (direct)</p> <p>Sub-indicator:</p> <p>I.1.1 Number of students enrolled in primary schools reached by the Basa program (indirect)</p>	<p>Direct: 742,500 unique</p> <p>Indirect: 641,250 unique</p>	309,234	159,846*	303,641**	463,487	62.4%	<p>*Number was adjusted based on DepEd’s BEIS 2013 – 2014 data which became available in August 2014.</p> <p>**Number is based on DepEd’s BEIS 2013 – 2014 data. Number includes Grade 3 students in the new expansion areas whose teachers are being trained in</p>

TABLE 20. ANNUAL PROGRESS PER PMP INDICATORS

No.	Basa indicator	Indicator description	Target		Actual performance			% of LOP target achieved	Comments
			LOP	2014	FY 2013	FY 2014	Cumulative to date FY2013-14		
									Q4 of FY2014. Training of Grade 3 teachers is ongoing as of the submission of this report.
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	4,669	4,493	5,881 + 1,747*= 7,628	12,121	134.7%	Number of teachers trained include Grade 3 teachers (1,747) in Bohol, Ilocos Sur, San Fernando City that were trained in Q4 of FY2014. Does not include Training of Grade 3 in Ilocos Norte which was moved to Jan 2015
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	2,886	1,146	2,205	3,351	60.9%	School Heads and supervisors trained from the LAC and School Head orientation

TABLE 20. ANNUAL PROGRESS PER PMP INDICATORS

No.	Basa indicator	Indicator description	Target		Actual performance			% of LOP target achieved	Comments
			LOP	2014	FY 2013	FY 2014	Cumulative to date FY2013-14		
									during the 4 th Quarter
5	Custom gender indicator (Type: Outcome)	1.4 Proportion of participating school heads, supervisors, and teachers reporting that they have increased gender awareness in their management and teaching	Increase of .25	Baseline	-	-	-	-	Results of a survey show that at baseline, only 29% of the teachers and school heads received gender awareness training.
Intermediate Result 2: Improved Reading Delivery Systems									
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	-	-	-	-	-	Phil-ED Data Project, Basa and DepEd have started the process of setting standards. Basa will be organizing a benchmarking workshop in the last quarter of 2014.
7	F-Indicator 3.2.1-34: Number of standardized learning	2.2 Number of EGRA assessments adapted to	4	2	-	-	-	-	

TABLE 20. ANNUAL PROGRESS PER PMP INDICATORS

No.	Basa indicator	Indicator description	Target		Actual performance			% of LOP target achieved	Comments
			LOP	2014	FY 2013	FY 2014	Cumulative to date FY2013-14		
	assessments supported by USG (Type: Output)	mother tongue languages							
Intermediate Result 3: Improved Access to Quality Reading Materials									
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	1,070,992	28,498	1,208,206 + 848,944= 2,057,150	2,085,648	94.80%	Q3 TLM distribution as of Dec 2014 (848,944 TLMs).
9	F-Indicator 3.2.1-36: Number of schools using Information and Communication Technology due to USG support (Type: Output)	3.2 Number of schools using ICT to improve reading	20 unique	-	-	-	-	-	Planning of technology intervention ongoing.

FINANCIAL SUMMARY

Basa's burn rate has accelerated significantly in the last quarter of 2014. Mass teacher trainings, materials development and distribution and the geographic expansion of Basa program have been the major drivers behind the increased spending. Basa will need to carefully monitor its burn rate moving into Year 3 to ensure a proper pacing of spending through our Life of Project Budget. The first table below provides a summary of Year 2 spending while the second table projects spending for the first quarter of project Year 3.

TABLE 21: PROJECT SPENDING SUMMARY THRU YEAR 2

Category	Total Budget for Year 1 & 2	Total Actual Expenses thru 9/30/14	Actual Expenses 10/1/14-12/31/14	Total Actual Expenses thru 12/31/14	Budget Balance for Year 1 and 2
Result 1	\$ 4,927,513	\$ 5,004,966	\$ 2,280,619	\$ 7,285,586	\$ (2,358,073)
Result 2	\$ 3,111,801	\$ 576,419	\$ 57,597	\$ 634,016	\$ 2,477,786
Result 3	\$ 4,311,574	\$ 1,992,652	\$ 1,050,523	\$ 3,043,176	\$ 1,268,398
Special Activities	\$	\$ 377,619	\$ 31	\$ 377,649	\$ (377,649)
TOTAL	\$ 12,350,888	\$ 7,951,656	\$ 3,388,770	\$ 11,340,426	\$ 1,010,462

TABLE 22. PROJECTED EXPENDITURES FOR QUARTER I, YEAR 3

	January 2015	February 2015	March 2015	Total for Q1/2015	Cumulative Total
Total	\$ 699,455.18	\$ 885,863.59	\$ 1,328,795	\$ 2,914,114	\$ 14,254,541

CONCLUSION

During the second year of implementation, Basa moved forward to deliver the **transformational change elements** agreed to with DepEd and USAID, to enable teachers to transform the learning experience for their students. Basa remained committed to its goal of enabling classroom use of Effective Student Grouping, Guided Reading and Writing Instruction supported by effective materials development and distribution as the main programmatic thrusts towards improved student reading outcomes.

EDC and its partners will carry the positive momentum from Year 2 implementation to propel the roll-out of this ambitious Year 3 Work Plan. Basa will strengthen and expand its robust professional development program and Transformed Classrooms Framework within our assigned mother tongue regions. Year 3 will see a substantially revised and reinforced package of classroom reading materials aimed at filling DepEd's critical gap for improved reading instruction and systematic development of student reading skills.

Basa's technical support to DepEd will further increase during Year 3 as requested, with a main focus on supporting the roll-out of Basa approaches by DepEd system wide. Throughout the year Basa and DepEd will continue to identify opportunities for skills transfer and cooperative learning as the working relationship continues to deepen. Basa remains committed to supporting DepEd's work to replicate successful approaches for improved early grade reading instruction and learning in regions currently not directly involved with the Basa program.

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 of DepEd's expressed intention to replicate successful approaches for improved early grade reading instruction and learning on a larger scale. EDC feels that Basa is well positioned moving into project Year 3 to capitalize on its developed working relationships with National and Regional DepEd leadership, to take significant strides towards achieving the overall Basa goal of improved reading skills for at least one million children in the early grades.

ANNEXES

ANNEX A

**BASA EVALUATION REPORT FOR COHORT I
JANUARY-DECEMBER 2014**



USAID
FROM THE AMERICAN PEOPLE

USAID/PHILIPPINES BASA PILIPINAS PROJECT

EVALUATION REPORT FOR PROJECT COHORT I

DRAFT JULY 2014 (FINAL SUBMISSION OCTOBER 2014)

This publication was produced for review by the United States Agency for International Development. It was prepared by Education Development Center, Inc. (EDC).

USAID/PHILIPPINES BASA PILIPINAS PROJECT

PROJECT COHORT I (ACADEMIC YEAR 2013-2014) EVALUATION REPORT

PROJECT TITLE:	USAID/PHILIPPINES BASA PILIPINAS PROJECT
SPONSORING USAID OFFICE:	USAID/PHILIPPINES - OFFICE OF EDUCATION
CONTRACT NUMBER:	AID-492-C-13-00004
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AUTHOR:	EDUCATION DEVELOPMENT CENTER, INC. (EDC)

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Executive Summary

Basa Pilipinas is a four year early grade reading project established in January 2013 working in Regions 1 and 7 in the divisions of Bohol, Mandaue City, Cebu, Ilocos Norte, Ilocos Sur, and La Union. The Basa project team conducted this Cohort 1 study between July and August 2013, within the first five months of the project's start. The primary purpose of the study is to inform project planning and establish pre-Basa implementation levels of student achievement in literacy, teachers' classroom practices, teacher beliefs on literacy instruction, and demographics of the school environment. The study also provides the basis upon which Basa will report on its target of 1 million children¹ reached by the project, and the proportion of those children with improved reading skills. At the time of the Cohort 1 study, the Philippine's Department of Education (DepEd) was in the middle of a curriculum reform movement wherein the new K to 12 curriculum was being introduced to all Grade 2 students starting June 2013; the new Grade 1 curriculum was rolled out in June 2012.

For this study, data was collected from 40 intervention schools in Cebu and La Union at Time 1 and Time 2, and will be expanded to Bohol, Ilocos Norte and Ilocos Sur in the second year as the implementation extends to these areas. Four different tools were used to collect data at the school, teacher, and student levels and the primary findings are outlined below.

School environment findings. Data collected from the *Principals' Survey* indicated that the 40 sample schools in general had active parent teacher associations (PTAS), clear policies, defined monitoring and tracking systems, and possessed libraries. Slightly less than a quarter of principals (20%) reported that students were allowed to take books out of the school, and operational practices (i.e. how to handle classes when teacher was absent) varied from school to school. On the topic of gender awareness, there appears to be a need for further inquiry concerning physical spaces for boys and girls (i.e. adequate recreational space) as well as increasing relevant gender awareness activities and trainings for the principals and staff. In addition, few principals had any training in working with children with special needs. This is not surprising as special education programs are only available in central schools. This is an area that will be further explored in data collection and programming in consultation with DepEd in future years.²

Quality of Language and Literacy Instruction Findings. The literacy practices of 40 teachers from Basa intervention schools were observed in November and December 2013 and rated using the *Standard Classroom Observation Protocol in Education –Literacy (SCOPE-Literacy)*.³ *SCOPE-Literacy* is a structured observation tool designed to provide an overall assessment of classroom instruction in the areas of language, reading, and writing. Overall scores were very low, ranging between “deficient” and “inadequate.” Only a few teachers obtained the score of “basic” or “strong” on some practices. The scores were particularly low in the section on language and literacy instruction where the vast majority

¹ Note this number includes both direct and indirect beneficiaries.

² See Basa's report on Gender Awareness and Disability Inclusion (January 2014) for more information.

³ *SCOPE* was developed by EDC for utilization with literacy projects and has been tested used in a number of countries at present.

of teachers were scored as “deficient” on most of the items. The lowest scores were seen in the area of writing instruction, where 38 out of 40 teachers were rated as “deficient” and 2 were rated as “inadequate.”

A strong correlation between results on the two *SCOPE-Literacy* sections (see full data in Appendix 1), *classroom structure* and *language and literacy instruction*, was found. Since only two out of 40 observed teachers were male, the *SCOPE-Literacy* results were not disaggregated by sex.

Teacher Beliefs Findings. Teacher beliefs are known to impact instructional practices. To better understand what teachers think about their students’ abilities, the appropriateness of different instructional methods for teaching literacy to students, as well as their own classroom practice, Basa conducted a Beliefs and Instructional Practices Inventory (BIPI) survey between July and August, 2013. Data was collected from the sample of 40 teachers in the study schools, as well as a sample of over 2,000 teachers during the Basa teacher trainings. (Full findings for both samples of 40 teachers and 2,000 teachers are in Appendix 2). According to the findings for the sample of 40 teachers, curriculum and textbooks were reported to be accessible by the majority of teachers and students, but other types of reading materials were less accessible. While nearly 97.5% of teachers reported having regular access to the Kindergarten to 12 (K-12) curricula, only about 40% said they had access to library or reading center books. More respondents in La Union said they had access to the K-12 curriculum—100% in La Union compared to less than 75% in Cebu. Similarly, nearly 50% of teachers said they had sufficient textbooks for their students (27.5% have one book per student and 20.0% had one book for every two students). Only around 22.5% reported they had sufficient reading materials (i.e. picture books or story cards) for every one to two students. The majority (90.0%) of teachers reported the practice of putting students into smaller groups by reading level.

As for trainings, 30% teachers reported having some training on gender-related topics. Only 25% had attended training on working with students with special needs, which was consistent with the low rates from the principals’ findings, confirming the need to integrate gender and disability issues into teacher trainings.

The vast majority of teachers surveyed had a radio (85.0%) or television (100.0%) in their home or neighborhood that they could access regularly. Most teachers said they read for pleasure outside the classroom (80.0%), though the majority only did so one or two times a week (60.0%). Across the seven different types of reading material presented in the survey (including “other”), teachers were most likely to read newspapers or magazines (75%) and email or text messages (45%).

BIPI data also showed that many teachers possess a mixture of beliefs about literacy development and instruction—some of which are supported by the research literature and some that are not. Data analysis showed that students in the earlier grades (before or during Grade 1) were mostly viewed by teachers as able to perform basic language and reading skills, such as letter recognition, basic reading, and answering simple oral questions about materials. For example, nearly a quarter of respondents felt students were able to recognize letters and sounds before Grade 1 and approximately 70% felt students were able to do so in Grade 1.

Comprehension and other higher order thinking skills were, for the most part, viewed as abilities that younger students did not yet possess. Most respondents did not feel that students entering, or in the first three months of, Grade 1 were able to write original pieces, hypothesize or predict a story, decode new words, infer, or deduce meaning of new words by looking at the context.

Student Literacy Findings. As part of the Cohort 1 study, 469 second grade students were randomly selected from 20 schools in Cebu and 20 in La Union. In August 2013 (Time 1) they were tested in basic literacy skills using an *Early Grades Reading Assessment (EGRA)* adapted and piloted locally. In February/March of 2014 (Time 2), 488 second-grade students from the same classrooms were tested again. The *EGRA* was administered in Filipino by Basa-trained assessors who were native speakers. The *EGRA* test version was the same as the one used in a previous USAID Project⁴ collecting national literacy data and demographic information.

Demographic data from *EGRA* showed that approximately 42% of students speak their mother tongue (Sinugbuanong Binisaya or Iloko) at home as compared to Filipino/Tagalog (22.9%) and English (3.6%). However, at school they use a mix of languages, predominantly Filipino (67.4%) and English (54.4%) and to a lesser extent their mother tongue (approximately 30% for both Sinugbuanong Binisaya and Iloko).⁵ Filipino, Philippines' national language since 1936 and the lingua franca of the country,⁶ is rooted in Tagalog.⁷ Filipino is Philippines' most widely-spoken language; nearly 35.1% of the total households speak Filipino (or Tagalog). For the purpose of this study, data was collected separately for Filipino and Tagalog but is being grouped in the report. According to census data,⁸ Sinugbuanong Binisaya is the second most dominant language spoken in the households at 23.7% of the total households in the Philippines compared to Iloko at 8.7%. Sinugbuanong Binisaya is actively used not only within the Visayas region, but also in a number of areas in Mindanao. In addition, there is a slightly higher percentage of Filipino-speaking Filipinos in Region 1, where La Union is located, than in Region 7, where Cebu is located.⁹

The analysis of the Cohort 1 data (see full findings in Appendix 4) showed higher achievement on some *EGRA* subtests and lower achievement on other subtests. For example, reading comprehension, a dimension of reading where Filipino students have historically displayed poorer achievement,¹⁰ was one of the subtests with the lowest means. On average, students correctly answered 32.7% of the questions on the reading comprehension subtest at Time 1 in July/August 2013, and 28.4% at Time 2 in March 2014. Phonemic awareness (initial sound identification subtest), reading familiar words, and oral reading

⁴ This Filipino test was based on the tool developed by RTI for PhilEd Data Project.

⁵ Note that these percentages are greater than 100% as respondents were allowed to select multiple choice options.

⁶ http://www.academia.edu/2284011/The_Metamorphosis_of_Filipino_as_National_Language

⁷ <http://www.ncca.gov.ph/about-culture-and-arts/articles-on-c-n-a/article.php?igm=3&i=207>

⁸ http://www.nscb.gov.ph/sexystats/2013/SS20130830_dialects.asp

⁹ *Ibid.*

¹⁰ References include: RTI/USAID. (August 31, 2014). *PhilEd Data: Strengthening Information for Education, Policy, Planning and Management in the Philippines Component 2: Early Grade Reading Assessment Results (Grades 3 English and Filipino, Grade 1 Iloko) Updated version.* and EDC/USAID. (June 2013). *Whole School Reading Program Evaluation Findings.*

of a passage had the highest proportion of correct responses with a Time 1 mean percentage of 51.7%, 46.6% and 48.3% words read correctly respectively. At Time 2, students showed gains in their decoding skills, and were able to identify 54% of initial sounds, read correctly 66.2% of familiar words, and read 54.2% of the total oral reading passage. The average fluency increased from 28.6 words correct per minute, to 35.6 words.

Large variation in student scores was found, indicating students with a wide range of competencies in the sample. For example, on average students in Cebu identified 64.4% of letter sounds correctly at Time 1, while in La Union they identified only 40.4% of letter sounds. The differences persisted at Time 2. For listening comprehension, students in La Union answered a mean of 58% questions correctly compared to a mean in Cebu of 36.1% (see full findings in Appendix 5). A significant proportion of students had zero scores on multiple subtests, especially in Cebu. This result may be directly related to the previously stated census data that shows a slightly higher percentage of people using Filipino in Region 1 (La Union) as compared to Region 7 (Cebu).¹¹

Overall, girls demonstrated better results than boys (see full findings in Appendix 5). The difference was statistically significant at $p < .01$ level for all subtests but one; on the listening comprehension boys and girls demonstrated very similar average scores. Across seven other tested areas, girls answered, on average, 10% more correct answers than boys. One of the largest discrepancies was on familiar word reading where girls had a mean score of 57.9% correct versus boys with a mean of 43.0% correct, at Time 1. Comparisons of Time 1 and Time 2 data collected in Cohort 1 showed gains in all subtests except reading comprehension.

¹¹ http://www.academia.edu/2284011/The_Metamorphosis_of_Filipino_as_National_Language

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Acronyms

Basa	Basa Pilipinas
BIPI	Beliefs and Instructional Practices Inventory (Survey)
CWPM	Correct words per minute
DepEd	Department of Education
DNK	Do not know
EGRA	Early Grade Reading Assessment
ICC	Inter-class correlation
IRR	Inter-rater reliability
M&E	Monitoring and Evaluation
RTI	Research Triangle Institute
SCOPE	Standards-Based Classroom Observation Protocol for Educators

INTRODUCTION

The Basa Pilipinas (Basa) Project is a four-year project established to support the Government of the Philippines' literacy component of the K to 12 curriculum, and is implemented in close coordination with the Department of Education (DepEd) and other key education stakeholders in selected schools, divisions and regions nationwide. The project is aligned within the framework of USAID's Global Education Strategy, USAID-Philippines' emerging Country Development and Cooperation Strategy, and the Philippine Government's priorities for basic education. Basa was established in 2013 to improve the reading skills for one million children in the early grades in English, Filipino and selected mother tongues. In addition, Basa works closely with DepEd to support and strengthen the literacy component of its K–12 Integrated Language Arts Curriculum for Grades 1 – 3. As part of the project's close work with DepEd, Basa was assigned four language areas to work on over the four years of the project: Iloko, Sinugbuanong Binisaya, Tagalog, and Maguindanaon. Data that are reported in this document were drawn from La Union and Cebu—the two focal provinces of Cohort 1.

As part of its scheduled monitoring and evaluation (M&E) activities,¹² Basa is conducting outcome evaluations to measure changes at the school level with Grade 2 and 3 teachers, principals, and students, participating in the Basa intervention. The results of the evaluation activities will be used to inform the project technical and management teams (program management) as well as to measure outcomes (change in learner and teacher performance as well as principal viewpoints). The Cohort 1 study was conducted to measure the pre-intervention levels of student achievement, quality of classroom instruction, teacher beliefs and classroom practices, as well as school demographics in order to assess positive growth and outcomes during and post-intervention. Data will be collected in La Union and Cebu provinces at three points in time—Year 1, Year 2, and Year 3.

This Cohort 1 report covers the Philippines academic year of 2013 to 2014, and includes data collected from principal surveys, classroom observations, teacher beliefs and practices surveys, and student early grades reading assessments. Data were collected at the beginning and at the end of the school year. The principal's survey, teacher beliefs and practices survey, and student assessments were conducted by the Basa Pilipinas Project in August 2013, with a subsequent student assessment conducted in May 2014. The SCOPE data was collected between November 2013 and February 2014. All survey and observation data were collected in English while the student reading assessment was collected in the Filipino by trained data collectors.

METHODOLOGY

Evaluation Questions

The purpose of this evaluation is to collect critical information for Cohort 1 in order to document potential change in outcomes associated with the Basa intervention.

Specifically, the evaluation study was designed to answer the following questions:

¹² For the evaluation design and details see the project's M&E (Performance) Plan with Contract Monitoring Plan, April 20th 2013.

1. Do students, both male and female, demonstrate improved reading and comprehension skills in Filipino at the end of Grades 2 and 3 per DepEd Standards?
2. Have teachers' instructional practices in reading (in the Filipino language) improved in target schools?
3. Have teacher beliefs in the area of teaching reading and writing changed?

An additional question was included to capture gender awareness training results:

4. What proportion of participating school heads, supervisors and teachers report that they have increased gender awareness in their management and teaching?

To answer question #1 on student progress, the overall evaluation will follow a cross-sectional cohort through a quasi-experimental design to determine changes in learning gains in Cohort 1. In subsequent years, a longitudinal design that tracks the same students will be utilized. During this phase of the Cohort 1 evaluation, learner performance was measured for Grade 2 students at the start of the school year (August 2013-Time 1) and the end of the school year (March 2014-Time 2). Unique students were not tracked, but rather classrooms in the same group of sample schools. The administration team did their best to include the same students in the sample when feasible. In subsequent project years, the evaluation will be expanded to Grade 3 and will follow a longitudinal design.

The *SCOPE* and *BIPI* data collected from 40 schools (corresponding with the EGRA schools) will be used to analyze change in beliefs and practices in the target schools for cross-sectional analysis. *SCOPE* and *BIPI* data will be used to answer questions #2 and 3 and will follow a longitudinal pre-test/post-test design with teachers being surveyed/observed annually. A larger sample of 2,124 teachers (census of Grade 1 and 2 teachers who attended Basa trainings in Year 1) also completed the *BIPI* to allow for greater analysis across the two regions. The principal data (40 principals corresponding with the EGRA schools) will be used primarily for demographic purposes and to answer question #4.

Sample

The sample used for this first phase of the Basa evaluation activities was drawn from Cebu and La Union. Table 1 shows details of sampling.

Table 1. Provincial School Population and the Sample Size

Province (Region)	Schools directly ¹³ served by Basa	School sample size	G2 Student sample size (EGRA)	Teacher sample size (SCOPE)	Principal sample size (P. Survey)	Teacher sample size (BIPI)
Region1/ La Union	309	20	239	20	20	20 (751)
Region 7/ Cebu	890	20	230	20	20	20 (1373)

¹³ Direct Basa intervention includes direct trainings and material support (Teaching, Learning Materials-TLM) provided to the target Province's public elementary school teachers (trainings and materials support) and students (books and learning materials).

Sampling was blocked by province, with an equal number of schools (20 each, total of 40) randomly selected from Cebu and La Union. The student sample was determined by the following sampling parameters: Independent t-test, two tail, effect size .25 (small), alpha = 0.025, Power = 80% and Attrition=15%.

Data Collection Tools

As mentioned above, the timeframe and number of assessors varied by the tool.

Principal (School Snapshot) Survey. The environment and management of the sample schools is critical to understanding the teaching and learning that is taking place in the school. The Principal Survey¹⁴ was designed to capture information on: 1) the physical infrastructure, 2) the overall teacher and student population, 3) the school manager's background and characteristics, 4) school policies, practices, and monitoring, 5) the reading environment, 6) parent and community involvement, and 7) issues related to disabilities and gender.

The survey was administered one-on-one with each of the 40 principals (or other school leaders representing the principal) at the same time as the EGRA and BIPI data collection. The survey data was collected on paper and processed in the SurveyToGo system, as was the BIPI data.

Standard Classroom Observation Protocol in Education-Literacy (SCOPE-Literacy). The quality of literacy instruction was observed using *SCOPE-Literacy*, a tool developed by EDC and tested in several countries. The tool includes two sections with a total of 13 items; each item is rated on a scale from one to five. The first section focuses on **classroom structure** and includes the following six items:

1. Positive Learning Environment
2. Effective Grouping Strategies
3. Participation of All Learners
4. Opportunities for Reflection
5. Classroom Materials
6. Management of Reading and Writing Instruction

The second section focuses on **language and literacy instruction** and includes the following seven items:

7. Opportunities for Oral Language Development
8. Opportunities for Meaningful Reading
9. Opportunities for Learning to Decode and Spell Words
10. Opportunities for Developing Reading Fluency
11. Opportunities for Developing Vocabulary
12. Opportunities for Developing Comprehension
13. Writing Instruction

¹⁴ Note that the Principal's Survey used was modeled on the Snapshot for School Effectiveness (SSME) tools used in a number of different countries. RTI was not using a Principals' Survey in Philippines at the time of data collection, so Basa developed its own tool.

The data were collected in November 2013 to February 2014¹⁵ by trained observers working in pairs. While teachers had received some preliminary training on the DepEd curriculum through Basa, the full intervention¹⁶ had not been delivered as of the time of observation. Each pair observed sampled teachers' instruction separately and then agreed on a score for each of the items, following a discussion. The agreement score was used in the analysis. Individual observer scores were used for the inter-rater reliability (IRR) analysis, to measure how well individual assessors understood the observation criteria and to what extent they scored the same teacher practices similarly. Since the SCOPE rating data are categorical and not nominal, the interclass correlation coefficient (ICC) was used in the IRR analysis. The ICC assesses rating reliability by comparing the variability of different ratings of the same subject to the total variation across all ratings of all subjects, and results in a coefficient between 0 and 1 where 0 = complete lack of agreement across raters on how to score a particular item, and 1 = perfect agreement. It is considered to be desirable to achieve ICC of .8 or higher. The IRR analysis of observers showed high rates of agreement among observers, with an average ICC of .939.

A reliability analysis of the SCOPE Literacy found that the test reliability was high (Cronbach's alpha = .891). Items showing lower internal consistency to the overall *SCOPE-Literacy* include "writing instruction" and "effective grouping practices." The relative low variability in writing practices may contribute to this factor as this was the item on which most teachers received the lowest scores.

Table 2. SCOPE Literacy Reliability

SCOPE Literacy Items	Item-Total Correlation	Cronbach's Alpha if Item Deleted
Positive Learning Environment	.595	.884
Effective Grouping Strategies	.396	.892
Participation of All Learners	.803	.871
Opportunities for Reflection	.754	.878
Classroom Materials	.720	.877
Management of Reading & Writing Instruction	.641	.880
Opportunities for Oral Language Development	.620	.882
Opportunities for Meaningful Reading	.624	.881
Opportunities for Learning to Decode & Spell Words	.476	.889
Opportunities for Developing Reading Fluency	.678	.880
Opportunities for Developing Vocabulary	.622	.883
Opportunities for Developing Comprehension	.548	.885
Writing Instruction	.113	.897

Beliefs and Instructional Practices Inventory (BIPi). Teacher beliefs are known to impact classroom and instructional practices. The inventory was conducted to better understand what teachers in Basa intervention schools think about their students' abilities, the appropriateness of different instructional

¹⁵ Note that the scheduled observation was November 2013, but there were some delays experienced, notably scheduled school holidays and difficulty in getting to some of the school due to emergency relief situations involving the 2013 typhoon.

¹⁶ The Basa intervention consists of a set of materials made up of Read-Aloud stories, leveled readers and teacher guides as well as trainings on how to use the materials.

methods for teaching literacy to students, as well as their own classroom practice. The survey consisted of the following sections:

- Section A. Teacher’s demographic information
- Section B. Questions about frequency of literacy-related instructional practices in the classroom
- Section C. Statements about teaching literacy
- Section D. Statements about students’ abilities in relation to literacy

The survey was conducted at the same time as the EGRA and Principal survey data collection for teachers in the 40 sample schools using paper forms by trained partner and Basa staff and processed using the SurveyToGo system. The survey was also administered at the first Basa Training activity in July to August 2013 for a larger sample as is discussed in Appendix 2. Teacher demographic information is presented in the first section of this report “Teacher Demographics,” while findings from sections B, C and D can be found in the corresponding section of the report.

Early Grade Reading Assessment (EGRA). To assess **student reading proficiency**, the Filipino EGRA¹⁷ adapted by the PhilEd Data Project¹⁸ was used for this phase of the evaluation. EGRA is a diagnostic instrument designed to assess the foundation skills for literacy acquisition for the early grades according to the following subtests:

1. *Initial sound identification* assessed student’s phonemic awareness (the ability to explicitly identify and manipulate the sounds of language). Phonemic awareness has been found to be one of the most robust predictors of reading acquisition and is often used to identify students at risk for reading difficulties in the primary grades in developed countries. In this subtask, students were asked to listen to a word and identify the first sound in that word. After two practice items, students were given ten test items. This subtest was not timed.
2. *Letter sounds* assessed students’ knowledge of the sounds that the letters of Filipino alphabet make. Students were presented with a random mix of 100 upper case and lower case letters of the alphabet, and asked to identify what sounds those letters make. Only letter sounds, not letter names, constituted correct answers. The test was timed at 60 seconds; the score was the number of correct letters per minute.
3. *Familiar word reading* assessed student’s skill at reading high-frequency words. Recognizing familiar words is critical for developing reading fluency. In this timed subtask, students were presented a chart of 50 familiar words. Students were asked to read as many words as they could. The subtest was timed at 60 seconds and yielded a score of percent correct and correct words per minute.
4. *Simple non-word decoding* assessed student’s skills in decoding words they could not have memorized. Tested students were asked to decode a list of 50 pronounceable nonsensical words that followed legal spelling patterns of Filipino. Students were asked to decode as many invented words as they could within 60 seconds. The scores were percent correct and correct words per minute.

¹⁷ See Appendix 3 for the summary of EGRA subtests.

¹⁸ Note that RTI’s EGRA was intended for Grade 3 students initially, but the data distributions from the preliminary Basa pilots showed that the test was appropriate for Grade 2 students.

5. *Oral passage* reading assessed student's fluency in reading a simple connected text aloud and their ability to understand what they had read. The passage was 64 words long. The subtest was timed at 60 seconds and yielded a score of correct words per minute. In addition to determining the fluency of reading, data collectors marked a prosody score for each student on a four-point scale, from "word by word, slow, laborious" (1) to "fluent, with expression to mark punctuation and/or direct speech" (4).
6. *Reading comprehension* indicates how well the students understood what they read. After the students finished reading the oral reading passage, or the minute ended, the passage was removed and students were asked five questions with varying difficulty about the passage they just read.
7. *Listening comprehension* is considered to be an important skill for reading comprehension. In this subtask, the test administrator read a passage to students. Students were then asked three questions about that passage. This subtest was not timed.
8. *Dictation* was designed to assess student's skill at spelling and basic writing rules, such as capitalization, punctuation, text direction, and spacing between words. The data collector read a short sentence to the students and students attempted to write the sentence. The data collector scored the dictation results after the child was finished with the test. This subtest was not timed.

The *EGRA* was administered during the last two weeks of August of 2013, and again in March 2014, at the end of the school year. *EGRA* was programmed into tablets using SurveyToGo software, and sampled students were tested on a one-on-one basis by a trained assessor using a tablet. Sixteen assessors, supervised by BASA staff, participated in the data collection. All assessors attended a three-day training in data collection procedures, including random selection of boys and girls from the classrooms for the student assessment. A refresher training was held prior to the March 2014 assessment. No disruptions to the data collection process were reported. To measure how well individual assessors graded the sub-tests similarly, IRR exercises were conducted during the training. All assessors took part in IRR exercises. During the group role play, assessors scored the mock child respondent and the trainer noted the variances in the scores for each of the subtests. Assessors with consistent discrepancies were given additional training, monitoring, and support. Items with larger discrepancies were further reviewed with the larger group during practice sessions. In addition, during the practice testing with actual children, two assessors were paired together to score the same child respondent. Each administrator scored the respondent separately. At the end of the testing, the assessors compared scoring data and discussed discrepancies with the oversight of the trainers. Those assessors that were not consistent in their scoring by the end of training were not allowed to participate in the actual testing.

In addition, IRR during the actual data collection was conducted on 30 students, who were tested by two assessors. The mean ICC score was .830, and the median was 1, which indicates very strong reliability. The analysis of paired assessments at Time 2 showed similar results, with the median ICC of 1.

Student Assessment Reliability Analysis. A statistical analysis of test reliability is used to describe an internal consistency of the test, and is based on the correlations between different items (subtests). Internal consistency of the test is measured with Cronbach's alpha which is the result of pairwise correlations between items. Cronbach's alpha ranges from zero to 1, where zero denotes an absence of

any correlation across items on the test, and 1 denotes a perfect correlation across items. A typical and acceptable range for Cronbach’s alpha is above .8. A good internal consistency of a literacy assessment means that a child who scores higher on some items would also score higher on other items in the test.

A test of internal consistency of *EGRA* found that the overall test reliability was high (Cronbach’s alpha = .899 at Time 1, and .885 at Time 2). The item level analysis showed that listening comprehension did not correlate well with other items. If we remove it from the test, the Cronbach’s alpha will go up to .926 (.919 at Time 2). The second least correlated item was phonemic awareness (“initial sound identification” subtest). These results are not surprising if Filipino is indeed the second language for the majority of students, as listening comprehension requires vocabulary knowledge. Remaining items correlated very well with the rest of the test.

Table 3. EGRA Reliability

EGRA Subtests	Time 1		Time 2	
	Item-Total Correlation	Cronbach's Alpha if Item Deleted	Item-Total Correlation	Cronbach's Alpha if Item Deleted
1. Initial sound identification	.588	.899	.625	.894
2. Letter sounds	.698	.897	.704	.894
3. Familiar word reading	.878	.867	.830	.869
4. Nonsense word reading	.866	.874	.835	.873
5. Oral passage reading	.867	.867	.832	.870
6. Reading comprehension	.846	.870	.757	.878
7. Listening comprehension	.312	.926	.402	.919
8. Dictation	.773	.880	.787	.876

Data Analysis

All collected data were cleaned by EDC M&E staff and analyzed using standard statistical techniques, such as univariate and bivariate statistics, as needed for different analytical purposes. The results were disaggregated by sex and province, as appropriate. Central tendency analysis (e.g. mean, median) were conducted for continuous demographic variables. Comparison of means statistical tests (independent samples *t*-test) were conducted to estimate differences between groups such as province and sex, where appropriate. Bivariate statistical analyses (e.g., correlations) were conducted to examine the relationship between different variables.

Limitations

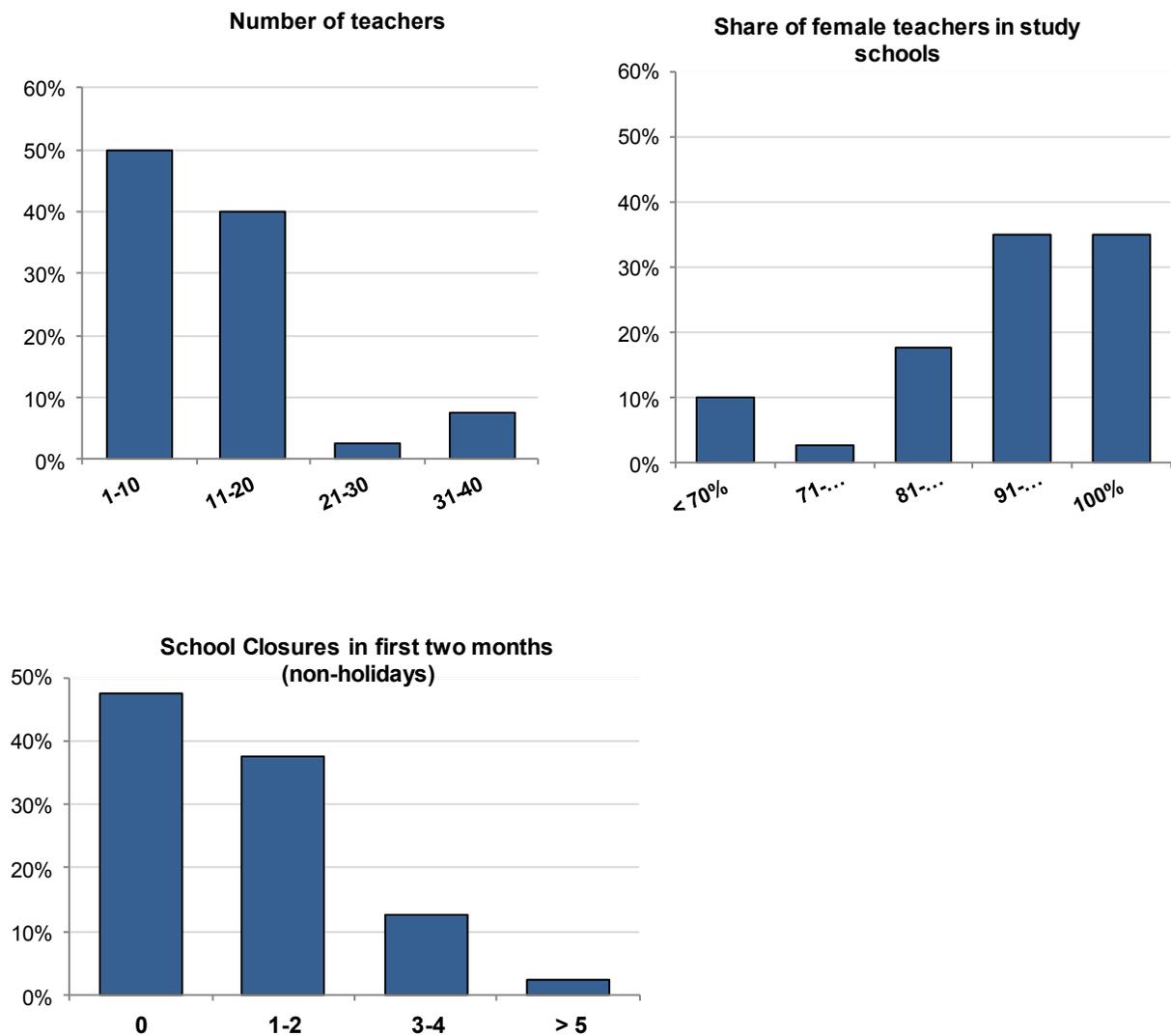
Since the evaluation design focuses solely on Basa target teachers and students, the attribution of the observed outcomes to the project will be limited since other factors may have contributed to the changes in the studied outcomes.

SCHOOL DEMOGRAPHICS

School Environment

Principal survey data provided an overall picture of the teaching and learning resources and materials at the school, as well as the policies and practices that provide the contextual backdrop upon which the Basa intervention is being implemented. Two of the 40 schools went up to Grade 4; the rest went up to Grade 6. All schools only had one shift, with school starting between 7:15 and 8:00 am and closing at 4:30 to 5:00 pm, with an hour for lunch and 10 to 30 minutes of recess throughout the day. In terms of teacher attendance, eight principals reported that on the day prior to the survey, one to two of their teachers had been absent. Five of the principals reported that one to two of their teachers had been late on the day of the survey.

Figure 1. Teaching Force and School Closures (n=40)

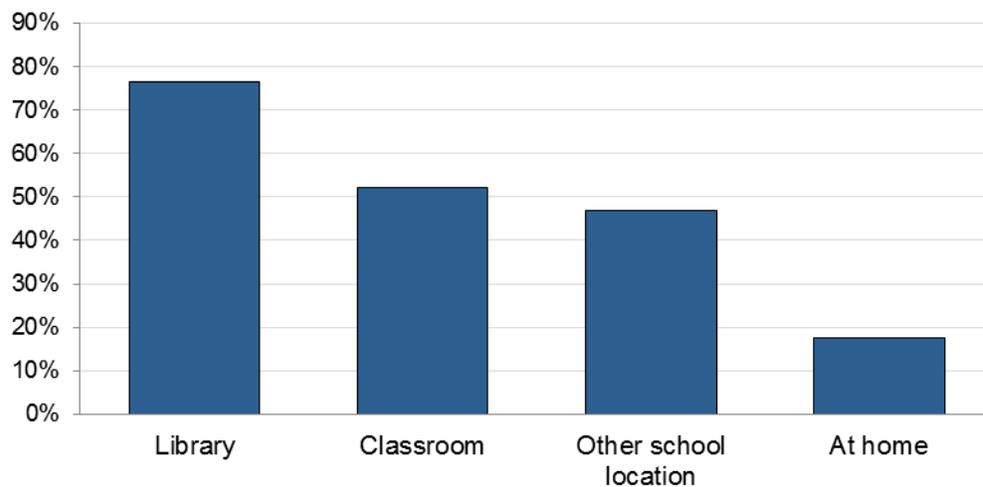


Reading environment and materials

Principals were asked about whether they received enough books at the beginning of the school year (timeliness of receipt), while the teachers were asked for the student to book ratio (sufficient texts). At the beginning of the year, only 15% of the schools had the appropriate number of textbooks needed to meet a ratio of one to two books per student. Of the 33 schools that did not have enough materials, 66.7% had yet to receive the books three months after the school year started.

Less than half of schools (42.5%) reported having a school library. In those schools that did have a library, students were allowed only to read largely in the library, and less than 20% allowed students to read library books at home.

Figure 2. Where can students read library books? (n=17, multiple response)



Description of the School policies, practices, and monitoring

The principals reported using official forms for collecting data in their schools, which suggests that monitoring procedures are clearly defined and followed, especially for teacher and student attendance.

Table 4. Use of an Official Form (n=40)

Type of Attendance Data	% of schools
Teacher attendance	100%
Student attendance	95%
Student enrolment	85%
School census	65%

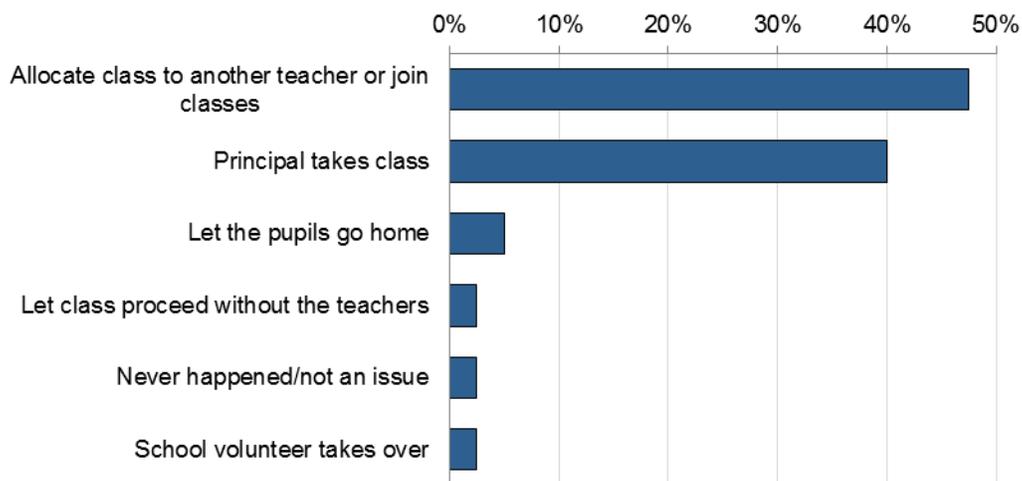
In nearly all schools, the principal was responsible for tracking teacher attendance, with the exception of two schools where the guidance counselor kept track. In 82.5% of the schools, the teacher attendance

records were easily available for the interviewer to review. On average the principals reported the following practices for collecting and processing data:

- **Compilation of student attendance data:** weekly or at least once every 2-3 weeks
- **Verify teacher lesson plans:** at least every 2-3 weeks
- **Observation of classrooms:** weekly, or at least once every 2-3 weeks (25% of principals reported visiting classrooms daily)

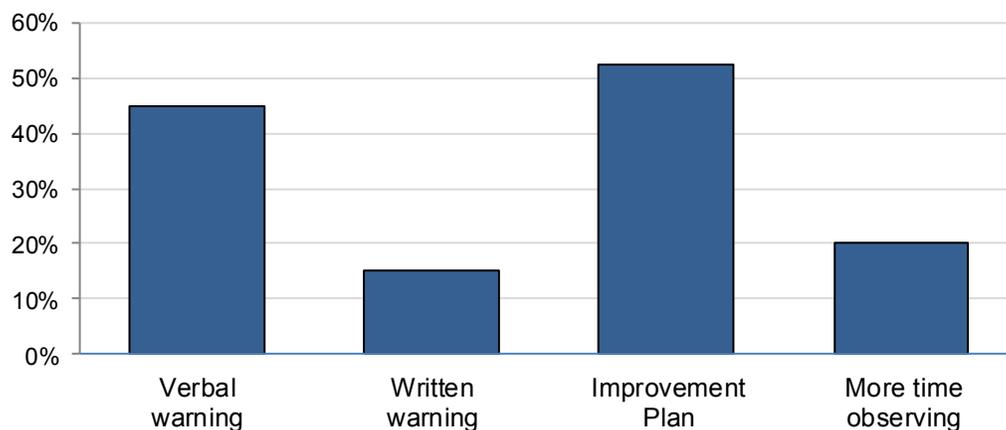
When a teacher is absent, the majority of principals reported that they assign students to other teachers/combine classes or they themselves assume the absent teacher’s class. Very few reported allowing the pupils to go home or proceed without the teacher.

Figure 3. What do you do with a class whose teacher is absent? (n=40; multiple response)



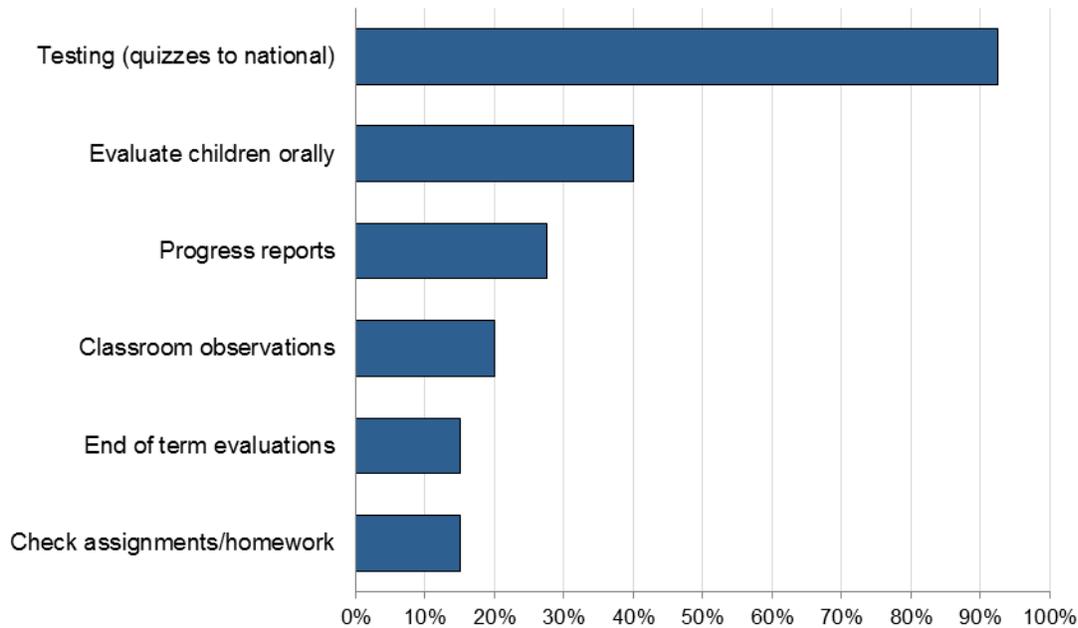
Only one principal reported ever having had to sanction a teacher, a process which took her one year. In the cases where principals had grievances with their teachers they reported using the following courses of action:

Figure 4. If you are VERY dissatisfied with a teacher’s performance in the classroom, what are the immediate actions you take? (n=40)



The principals said they monitored student progress through various methods, the main method being testing. Note that testing includes end of lesson quizzes to high stakes testing, such as the National Achievement Test (NAT).

Figure 5. How do you know whether your students are progressing academically? (n=40)

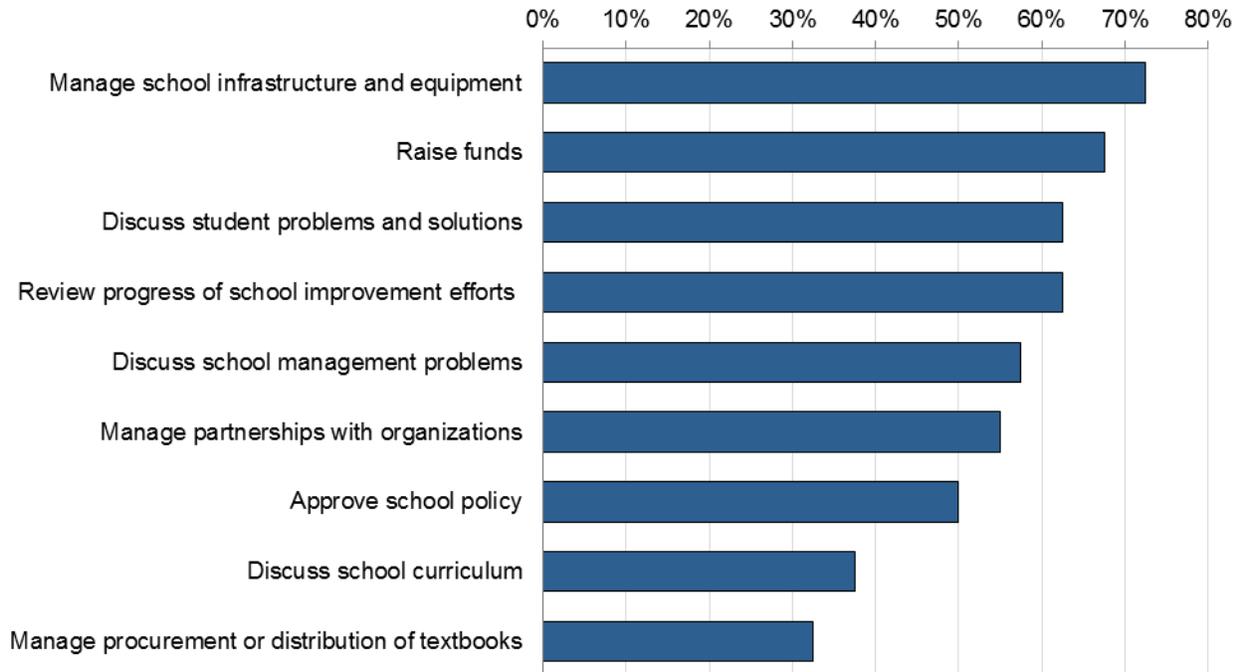


The principals reported that teachers administered periodic tests/quizzes/oral assessments in the classrooms; 90% of the teachers kept written records while 10% kept no (or incomplete) written records. Note that although Basa’s Cohort 1 schools were not in prior *EGRA* samples collected under the PhilEd Data Project, 15% of the schools reported having undergone some type of *EGRA* testing prior to the Basa Cohort 1 data collection, either in 2013 or 2012.

Parental and community involvement

All schools had a parent teacher association (PTA) that met at various intervals during the year. The major roles of the PTA from the perspective of the principals were managing school infrastructure, raising funds, supporting school improvement and troubleshooting problems. Only one principal was not able to describe the PTA’s main role was. The following table details various tasks and the percentage of principals that agreed that this was one of the PTA’s roles.

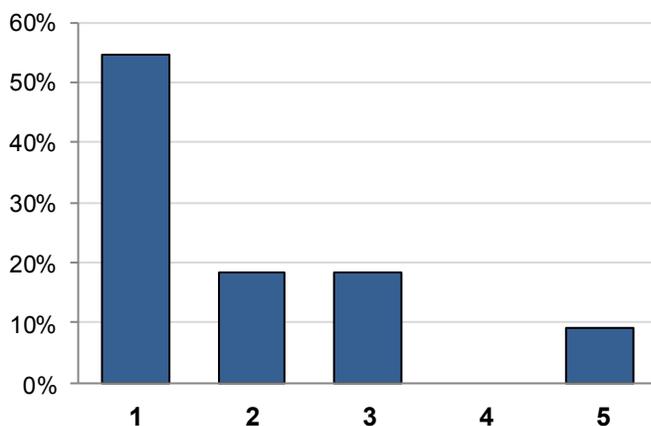
Figure 6. What are the roles of the PTA of your school? (n=39)



Additional roles suggested by principals included ensuring the cleanliness and security of the school, and monitoring student attendance and performance. In regards to the overall support provided by the PTAs, nearly three-quarters of principals were satisfied with the support provided to their schools.

In the last school term, three-quarters of the principals reported that they had met with all of their students' parents or guardians at some point during the school year, while 20% reported that they had met with over 75% of parents. Overall, principals were satisfied with the level of parental support and involvement in their child's schoolwork.

Figure 7. Number of School Visits (n=11)



In addition to PTA and general parental involvement, schools were asked if they kept log books and if DepEd officials had visited their school. Only a little over half of the schools kept logbooks. The number of visits by DepEd officials per the log books varied from one to five officials, and were namely district supervisors, other principals, nurses or medical professionals, and/or district engineers. The majority (54.5%) only had one visit in the log book.

The major reasons for officials' visits were to:

- Check student records: attendance, test scores, and other student evaluations
- Advise on school health issues or physical infrastructure
- Observe teachers, check lesson plans and offer other pedagogical support
- Provide advice on issues such as school discipline

Issues related to gender and disabilities

Only one-fifth of the schools had a written gender policy in place, and even fewer had actual guidelines on how to implement this policy.

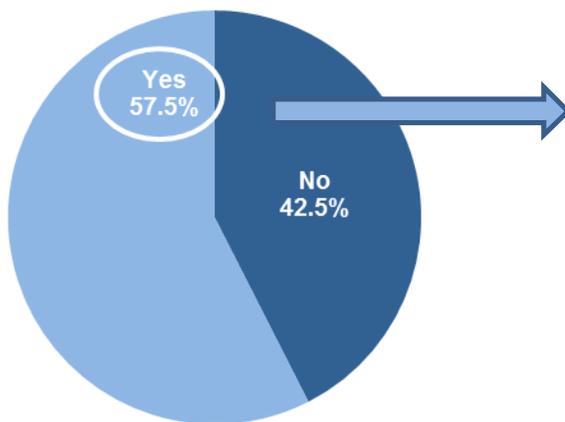
In regards to whether the physical infrastructure was both boy and girl friendly, the principals had the following responses:

- 22.5% reported separate toilets for boys and girls (majority had one bathroom connected to a classroom)
- 52.5% reported that the number of toilets for girls was not sufficient
- 32.5% reported that there was insufficient recreational activities for both boys and girls

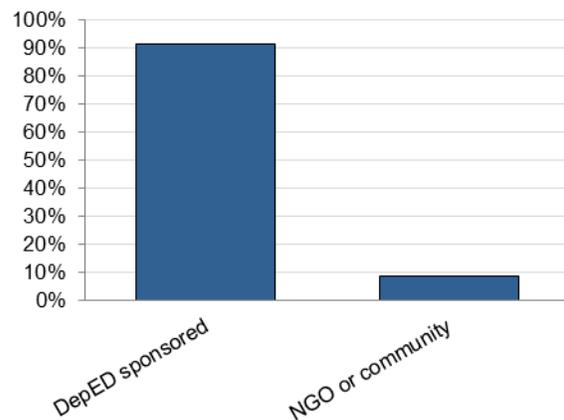
Over half of the principals reported having attended some form of gender awareness training, and the majority of the trainings had been facilitated by DepEd.

Figure 8. Gender Awareness and Initiative

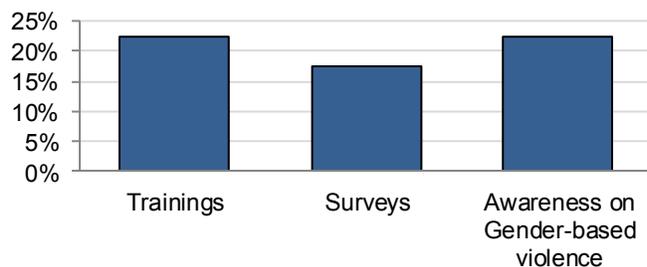
Have you attended any training on gender awareness (i.e. classroom equity, etc.)? (n=40)



Who facilitated the training? (n=23)



What kind of gender-related awareness activities have you initiated? (n=40)



A small percentage of the principals had experience organizing gender awareness activities such as trainings, surveys or polls on gender issues, or awareness related to gender based violence.

Principals were also asked whether they track students with disabilities or special needs at their school. The majority of schools reported that they do track students with special needs or disabilities. Of the 31 schools who reported tracking students with special needs or disabilities, approximately eight out of ten schools reported that they had at least one student with a disability or special needs. The large majority of sampled schools had between one and five students with a disability or special needs.

Figure 10. Schools that track students with disabilities or special needs (n=40)

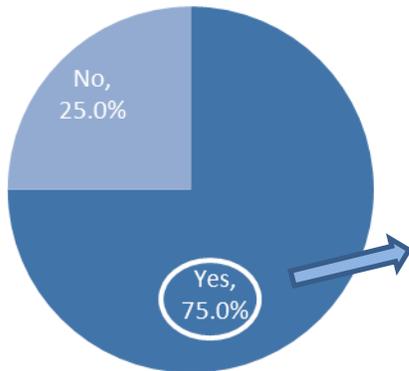
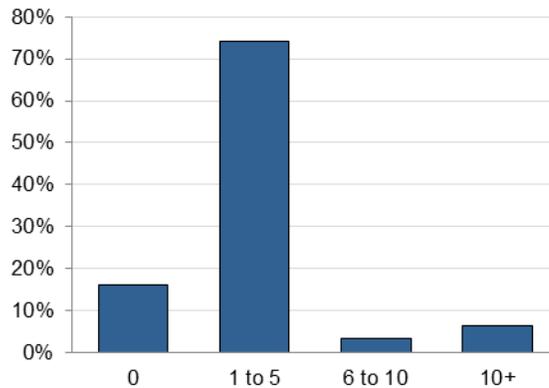


Figure 9. Number of students with disabilities or special needs (n=31)



Only a third (32.5%) of principals reported that teachers in their school and/or themselves had received training on how to teach children with disabilities or special needs. For those schools who had trained teachers, nearly all reported having only one teacher who was trained. These findings suggest that both principals and teachers need more training on adjusting classroom instruction to meet the needs of children with disabilities and special needs.

Figure 11. Have you or any of your teachers had any training on how to teach children with special needs/ disabilities?

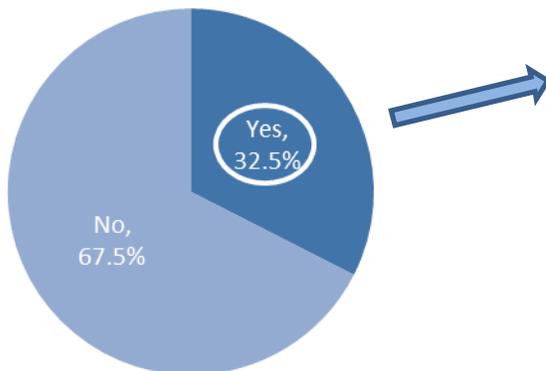
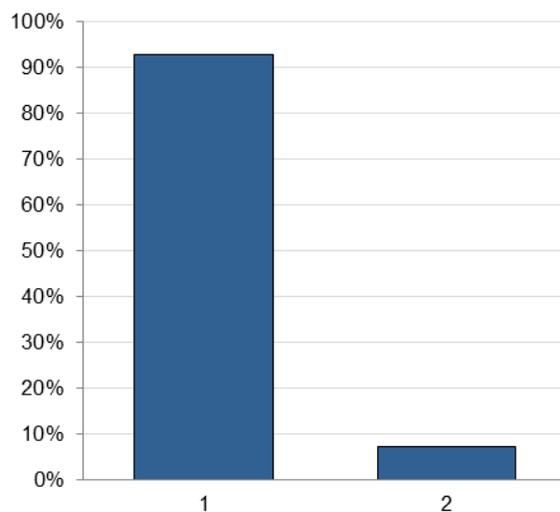


Figure 12. How many teachers had training on how to teach children with special needs/disabilities?



Teacher Demographics

This Cohort 1 study included 40 teachers selected from second grade classrooms- 20 teachers in Cebu province, and 20 teachers in La Union province. Most surveyed teachers work in schools located in rural areas.

Figure 13. Location of School (n=40)

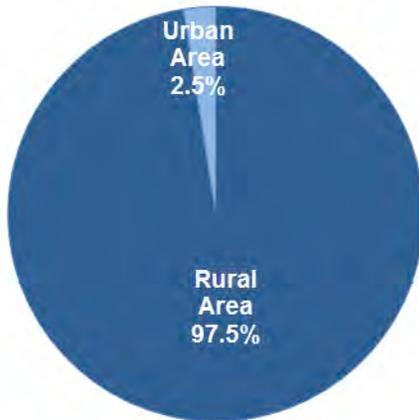
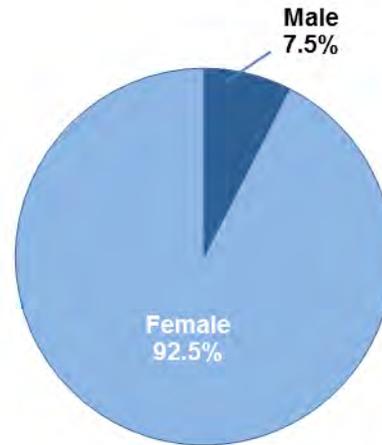


Figure 14. Sex (n=40)



As primary school teachers are predominantly females in the Philippines (per 2009 data the percentage of female teachers for the country was 89.7%),¹⁹ it is not surprising that the vast majority of surveyed Basa teachers were also female. Over 97% of teachers reported having a bachelor's degree and a professional teacher license.

Figure 15. Highest Degree Received (n=40)

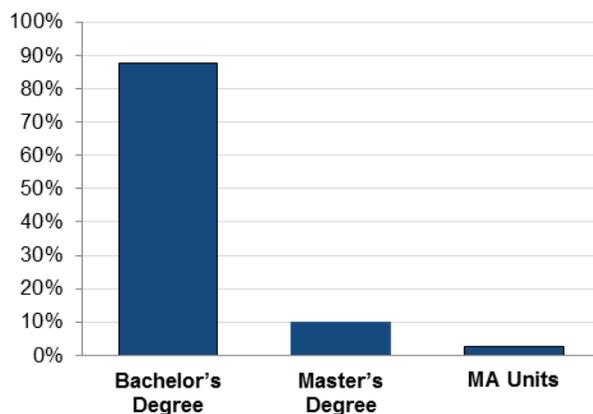
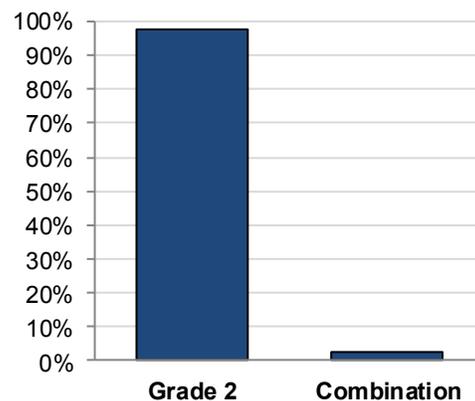


Figure 16. What grade level do you teach? (n=40)



¹⁹World Bank (2009). World Development Indicators. <http://databank.worldbank.org/>

The majority of respondents teach in a single grade classroom; the remaining 2.5% taught in a combination class (two grades in one classroom). Nearly two-thirds of the surveyed teachers said they attended training on teaching reading during the previous year (prior to Basa). The majority of teachers (82.5%) said they never received training on gender awareness.

Figure 17. Attendance at Training on Teaching Reading last year (n=40)

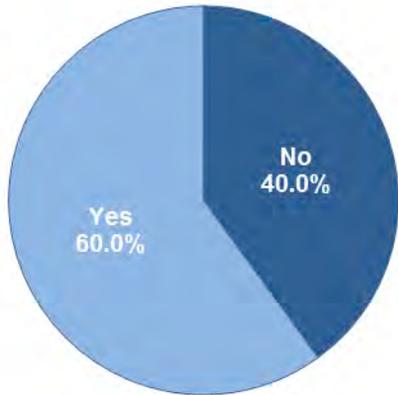
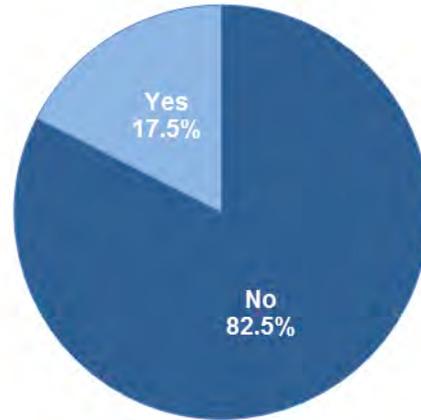


Figure 18. Have you ever had any gender awareness training? (n=40)



Nine in ten teachers said they have never been trained on how to teach students with special needs or disabilities. Most of those who did receive this training said it was sponsored by DepEd. About a third of surveyed teachers said they have students with special needs in their classroom. About 45% of the surveyed teachers said they have read about teaching students with disabilities, even if most of them were not able to attend formal training.

Figure 19. Have you attended any training on how to teach students with special needs/disabilities? (n=40)

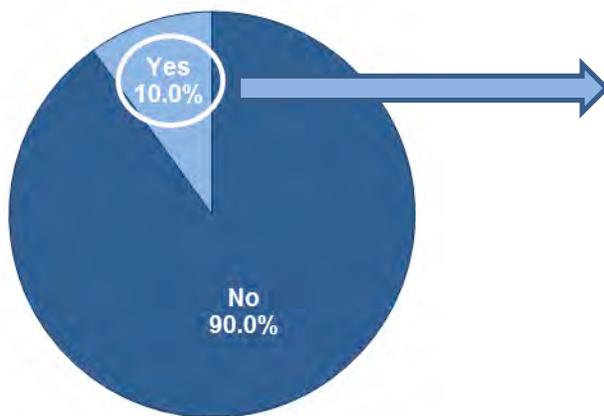


Figure 20. Who facilitated the training? (n=4)

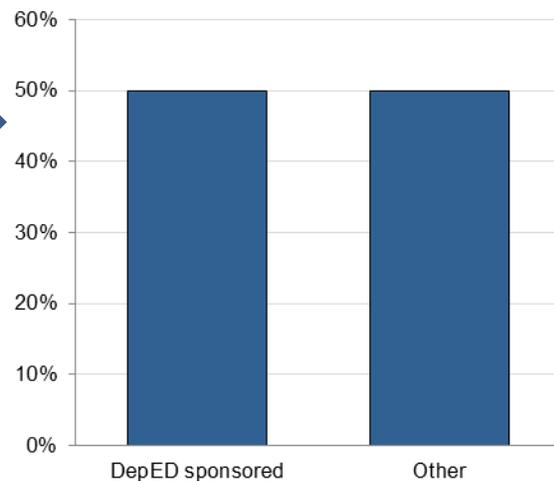


Figure 21. Do you have students with identified special needs? (n=40)

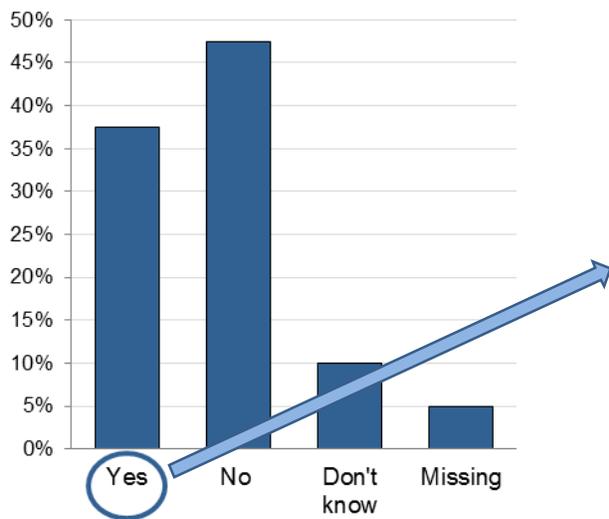
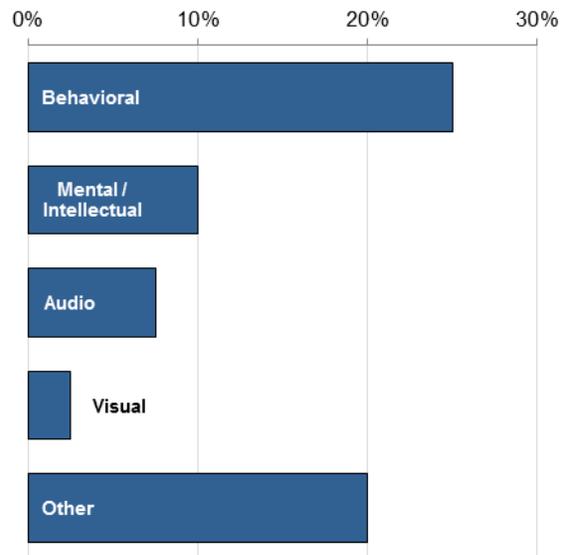


Figure 22. What types of disabilities? (n=17)



Based on these findings, teachers need more training on both how to identify students with disabilities, and how to adjust their instructional practices to meet the needs of those students.

SCOPE FINDINGS

Standards-based Classroom Observation Protocol for Educators (SCOPE) was originally developed by EDC to measure the quality of classroom instruction across grades and subject matters. As described under the tools section, the observation protocol has subsequently been adapted to capture the quality of instructional practices with specific focus on literacy. The SCOPE Literacy tool has two major sections: Classroom Structures and Language Literacy Instruction.

Based on the observation of an entire class, each item is scored on a scale from 1 to 5:

- (Rating 1) **Deficient.** There is minimal or no evidence of the practice.
- (Rating 2) **Inadequate.** There is limited evidence of the practice.
- (Rating 3) **Basic.** There is some evidence of the practice.
- (Rating 4) **Strong.** There is ample evidence of the practice.
- (Rating 5) **Exemplary.** There is compelling evidence of the practice.

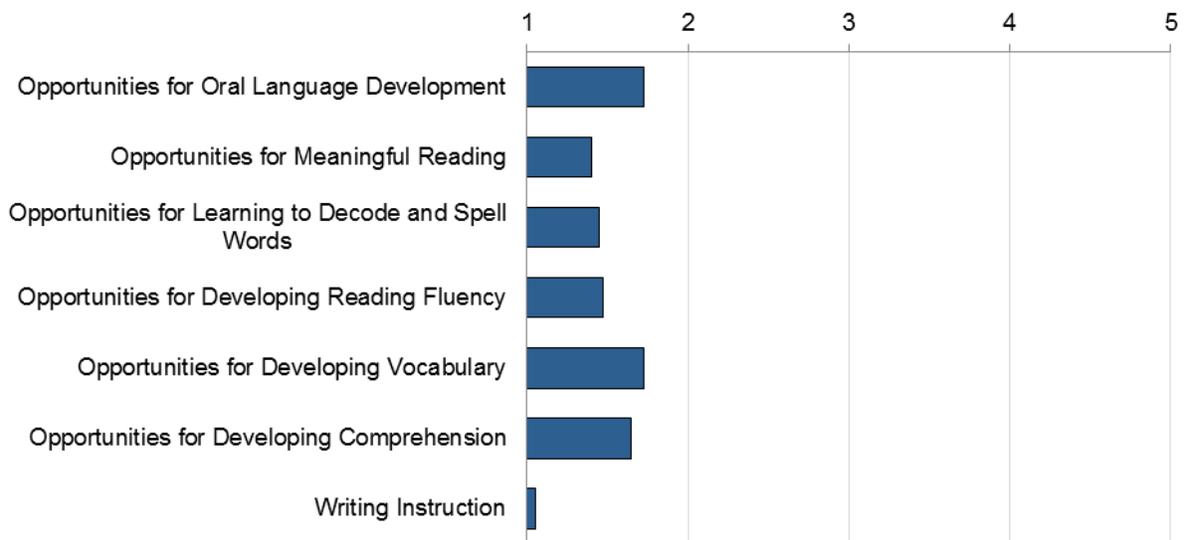
The same forty teachers from the Basa sample EGRA classrooms were observed and scored using the SCOPE Literacy tool, and responded to the BIPI survey. As the graphs below demonstrate, the overall scores were very low, ranging between “deficient” and “inadequate.” Only a few teachers obtained the score of “basic” or “strong” on some practices. The scores were particularly low in the section on language and literacy instruction where the vast majority of teachers were scored as “deficient” on most of the items. The lowest scores were seen in the area of writing instruction, where 38 out of 40 teachers were rated as “deficient” and two were rated as “inadequate.”

The graphs below show the distribution of average scores for the two sections of the tool.

Figure 23. Time 1 Scores for SCOPE Section 1: Classroom Structure

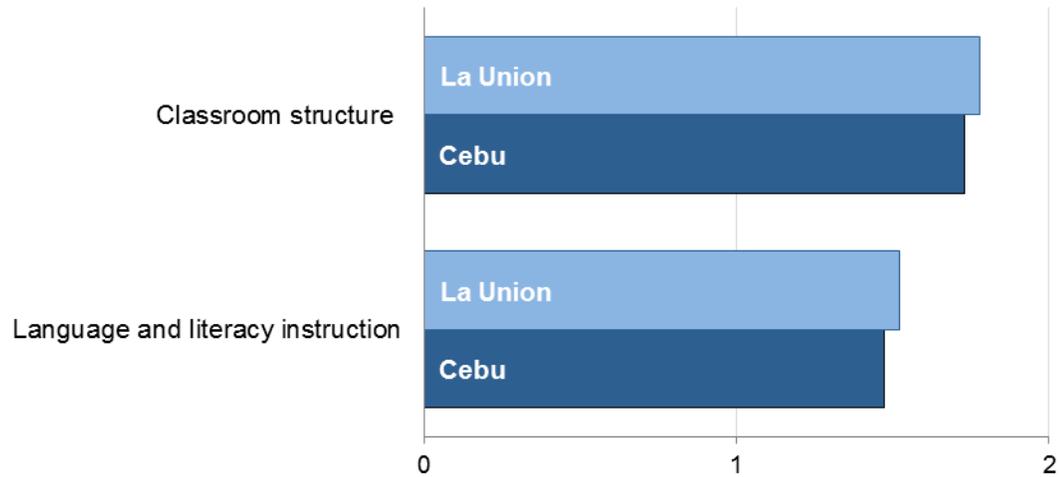


Figure 24. Time 1 Scores for SCOPE Section 2: Language and Literacy Instruction



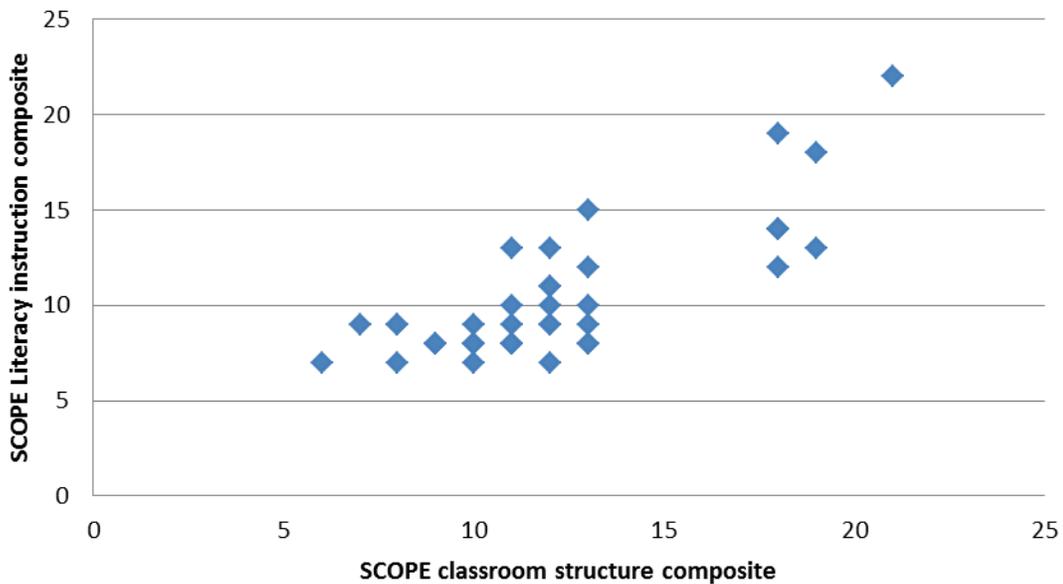
No substantial differences were found between teachers from the two provinces where Basa operates.

Figure 25. Average SCOPE Section Scores, by Province



A strong correlation between the two sections of the SCOPE results was found. The scatterplot below shows that the relationship between the two components of the SCOPE tool appears to be linear.²⁰

Figure 26. Correlation between Two Components of the SCOPE



Since only two out of 40 observed teachers were male, the SCOPE results were not disaggregated by sex. Details of the descriptive analyses are found in Appendix 1.

²⁰ The coefficient of the correlation between the two sections of the SCOPE was high and significant (Pearson's $r=.809$; Kendall's tau = .576 and Spearman's rho = .711, all three significant at $p<.001$ level).

BIPI FINDINGS

Teacher beliefs are known to impact their instructional practice. To better understand what teachers think about their students' abilities, the appropriateness of different instructional methods for teaching literacy to students, as well as their own classroom practice, Basa conducted a Beliefs and Instructional Practices Inventory (BIPI) survey at the initial Basa teacher trainings with 2,124 teachers, as well as a survey of the 40 teachers in the sample EGRA classrooms. The survey consisted of the following sections:

- Section A. Teacher's demographic information
- Section B. Frequency of use of literacy-related instructional practices in the classroom
- Section C. Statements about teaching literacy
- Section D. Statements about students' abilities in relation to literacy

The next three sections of the report present the detailed results of the statistical analysis of the survey data for sections B, C and D for the 40 teachers in the sample EGRA classrooms. The results of the demographic section of the survey can be found in the Teacher Demographics section of this report.

Appendix 2 shows details of the analysis of BIPI data for the 2,124 teachers, as well as for the 40 teachers.

Availability of Resources and Teachers' Literacy Practices

Access/Availability of Resources²¹

Curriculum and textbooks were reported to be accessible by the majority of teachers and students, but other types of reading materials were reported to be less accessible. While nearly 97.5% of teachers reported having regular access to the K-12 curriculum, only about 40% said they had access to library or reading center books. More respondents in La Union said they had access to the K-12 curriculum – 100% in La Union compared to less than 75% in Cebu.

Similarly, nearly 50% of teachers reported they had enough reading textbooks²² for every student (27.5%) or every two students (20.0%). Only 22.5% reported they had sufficient other reading materials (e.g. picture books or story cards) for every one to two students.

²¹ This section includes #20, 24, 25,26 28,29

²² Note that textbooks for the context of this report refer to the DepEd developed, issued and approved textbooks that follow the official curriculum.

Figure 27. Availability of Textbooks on Reading (n=40)

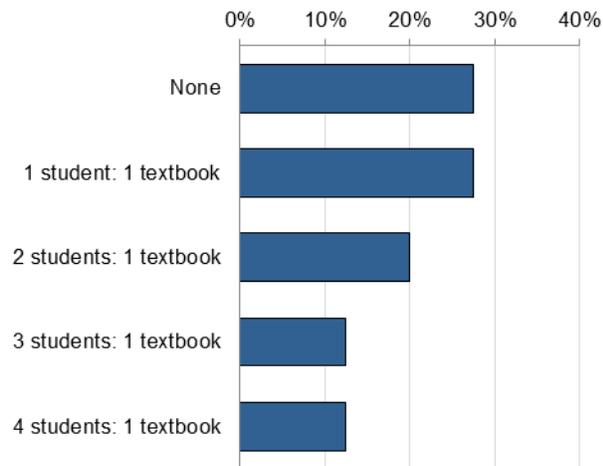
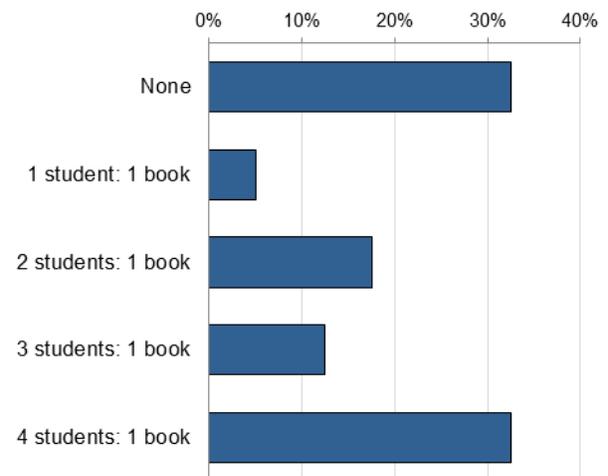


Figure 28. Availability of Other Reading Materials (n=40)



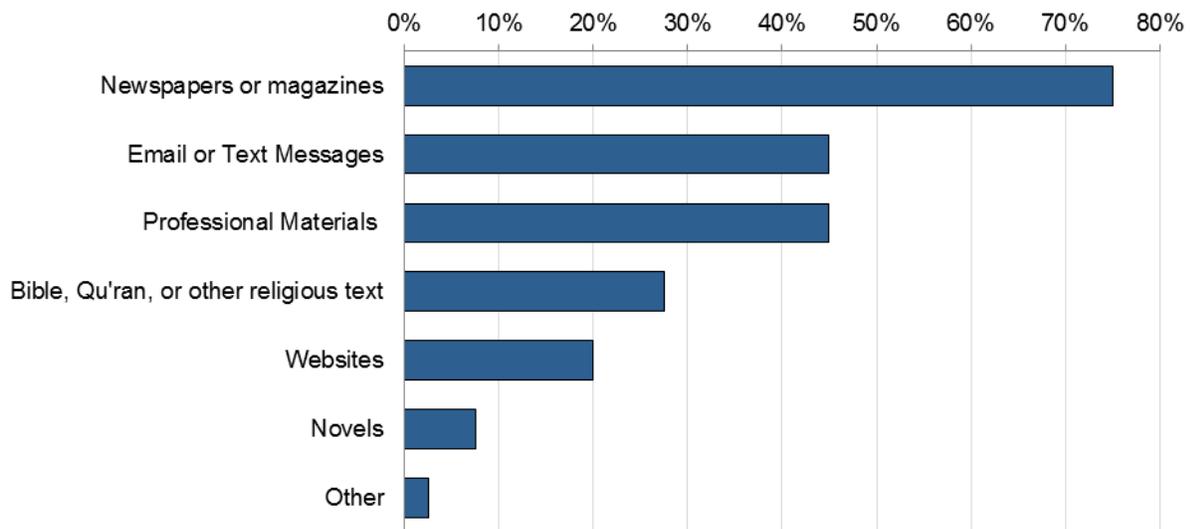
Teacher Literacy Practices²³

TEACHER LITERACY PRACTICES OUTSIDE THE CLASSROOM

The vast majority of teachers surveyed had a radio (85.0%) or television (100.0%) in their home or neighborhood that they could access regularly. Most teachers said they read for pleasure outside the classroom (80.0%), though the majority only did so 1 or 2 times a week (60.0%). Across the seven different types of reading material presented in the survey (including “other”), teachers were most likely to read newspapers or magazines (75.0%) and email or text messages (45.0%).

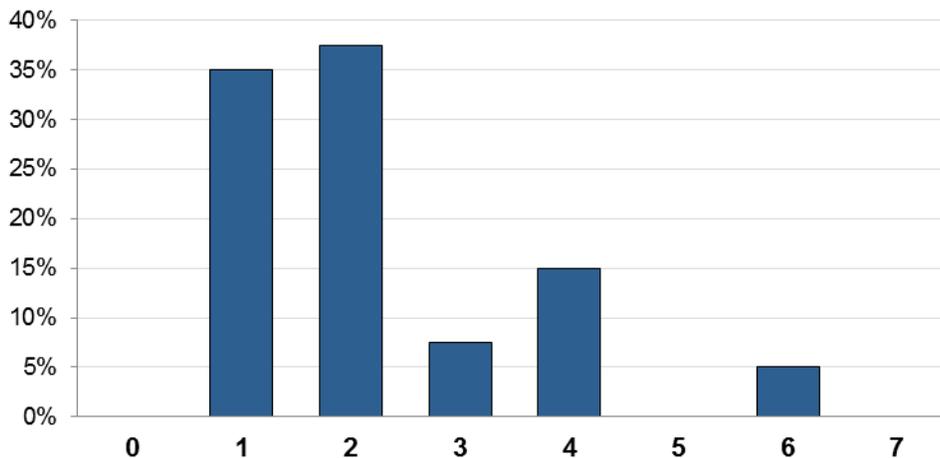
²³ This section includes #17, 18, 19, 21, 22, 23, 27

Figure 29. Types of Reading Material Read for Pleasure (n=40)²⁴



One teacher selected “other” referencing education-related materials, specifically reference books. The variety of reading materials read per respondents was fairly low. The majority (72.5%) of teachers read only one or two types of materials on a regular basis, though almost a fifth (15.0%) reported reading four different types of materials.

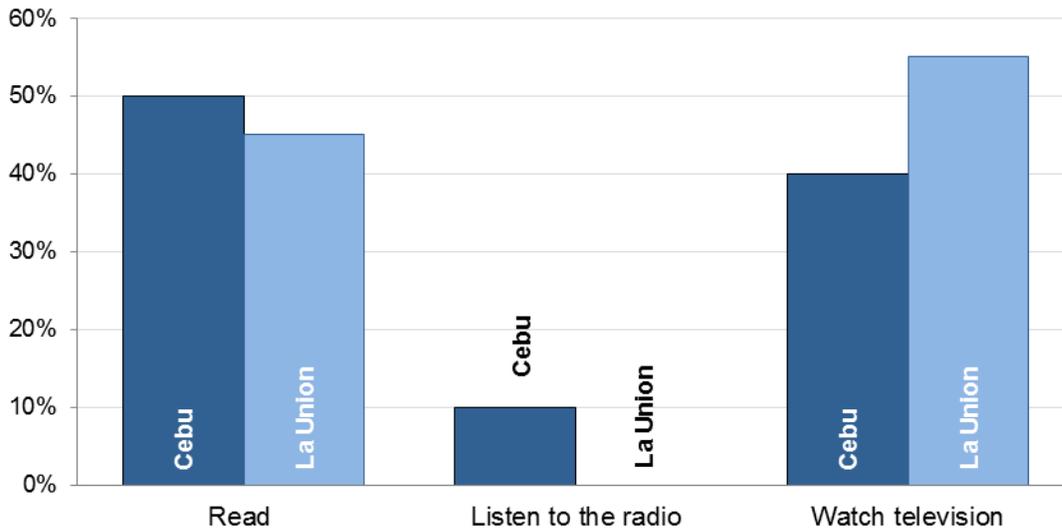
Figure 30. Composite of Types of Reading Material Read for Pleasure (out of 7 possible) (n=40)



When asked to pick one type of activity they preferred to do (read, listen to radio, watch television), responses were evenly split between reading (47.5%) and watching television (47.5%) – few teachers preferred to listen to the radio (5.0%). Teachers in Cebu were more likely to choose reading and teachers in La Union were more likely to prefer watching television.

²⁴ Respondents could choose more than one option, thus the total percent is above 100.

Figure 31. Preference of Free Time Activity, by Province (Cebu n=20; La Union n=20)



Interest in borrowing books seems to be high-while only around 40.0% of respondents said they had access to a library or reading center, half (50.0%) of all respondents reported borrowing books from one. Respondents in La Union were more likely to have access to a place to borrow book and more likely to have borrowed one than respondents in Cebu.

Figure 32. Is there a place in the community to borrow books to read (e.g., library or reading center)? (n=40)

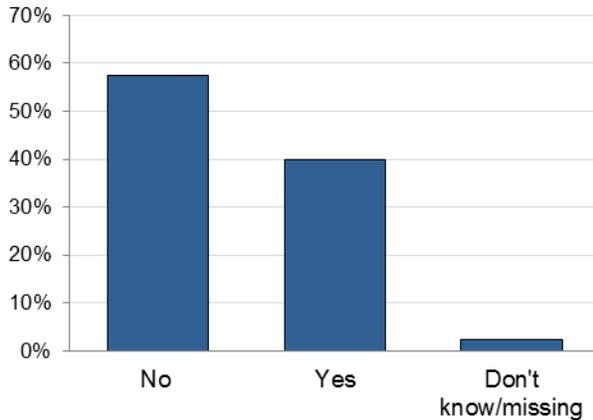
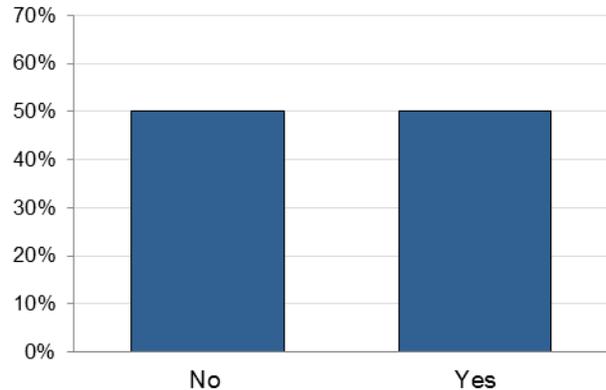


Figure 33. Have you borrowed a book from library or reading center? (n=40)



In terms of writing, teacher respondents wrote texts or emails more frequently than letters, reports, or documents. About a quarter of teachers (27.5%) reported sending a text or email more than 20 times a week. Meanwhile, about 30% (27.5%) wrote a letter, report or documents more than 20 times since the start of the school year.

Figure 34. Times Since the Start of the School Year Written a Letter, Report or Document (n=40)

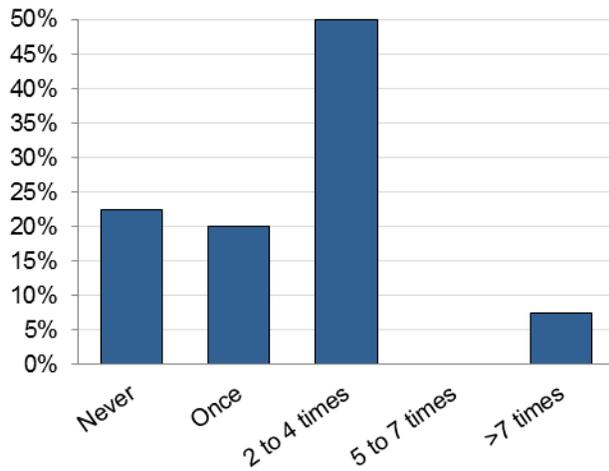
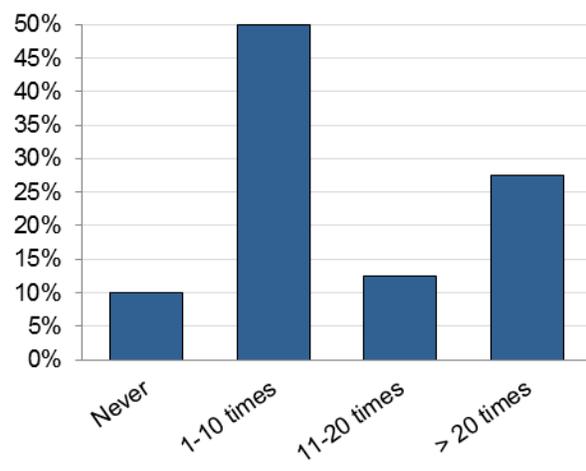


Figure 35. Times a Week Send a Text Message (by Telephone) or an Email (n=40)



TEACHER LITERACY PRACTICES INSIDE THE CLASSROOM

The majority of teachers (90.0%) reported putting students into smaller groups based on reading level. Most teachers reported grouping according to reading level; over 50% stated they did so multiple times a month and over a third said they did so on a monthly basis. For those that provided responses on how often they conducted literacy instruction in smaller groups,²⁵ the majority did so most of the time (42.9%) or some of the time (34.3%).

Figure 36. Respondent Puts Students Into Smaller Groups by Their Reading Level (n=40)

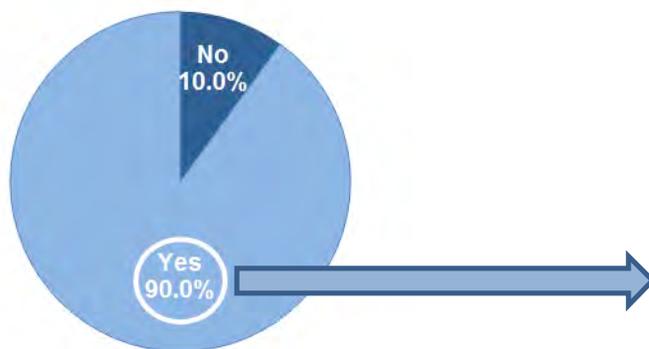
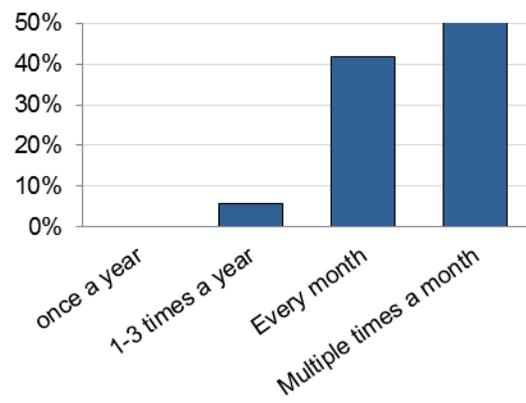


Figure 37. Frequency of Small Reading Groups (n=36)



Beliefs about Teaching Literacy (Section C)

The beliefs sections of the BIPI survey (C and D) explored how strongly respondents identified with research and evidence-based best practices around literacy, based on responses to a series of statements to which they could agree, disagree, or have no opinion. Part of the intention of using the

²⁵ n=35

BIPI was to understand where teachers’ beliefs aligned with the evidence-based practices and where they did not. For example, while recitation and memorization strategies are commonly used in teaching reading in the Philippines’ schools, evidence-based instruction clearly supports strategy instruction, use of higher-order thinking and problem-solving skills.

Questions in these sections are based on the current research on literacy acquisition and thus have a “correct” answer. During the data analysis, all answers were recoded into dichotomous variables 1/0 where 1 represented a correct answer, and 0 represented an incorrect answer or no answer. A composite score for select practices was created from 14 of the statements in Section C²⁶. This score was converted into a percent of correctly answered questions from the total number of questions (14) in the composite.

The following sections display cumulative findings for both provinces (Cebu and La Union). During analysis, data were disaggregated by province. Any major differences in findings between provinces are noted in the appropriate section.

For both provinces, the mean number correct was around nine out of 14, which means that on average teachers answered correctly 64.5% of questions. Table below shows that the differences between teachers from Cebu and La Union were very small.

Table 5. Composite of Beliefs about Teaching Literacy (n=40)

	Mean	Standard Deviation
All teachers		
Total Correct (out of 14)	8.80	1.86
Percent Correct	62.9%	13.3
Cebu teachers		
Total Correct (out of 14)	8.45	1.98
Percent Correct	60.4%	12.1
La Union teachers		
Total Correct (out of 14)	9.15	1.98
Percent Correct	65.4%	14.1

An examination of the Section C results showed literacy practices are varied with only a portion being supported by the literature. Later sections will take a deeper look into responses based on subtopics of literacy.

²⁶ Fourteen items from Section C (#30, 31, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, and 52) were selected for the composite, with correct answers coded as 1, incorrect answers coded as 0, and the total computed.

Teacher Beliefs about Abilities of Their Students (Section D)

Teacher responses to this section of the survey help better understand what expectations teachers set for their students, and what skills they view as essential. The following topics were covered in this section of the survey:

- Literacy beliefs (reading, writing, foundational skills and language, comprehension and higher-order thinking)
- Literacy practices
- Training, gender and disability

Data analysis showed that students in the earlier grades (before Grade 1 or in Grade 1) were mostly viewed as able to perform basic language and reading skills, such as letter recognition, basic reading, and answering simple oral questions about materials. For example, a quarter of respondents felt students were able to recognize letters and sounds before Grade 1 and around 70% felt students were able to do so in Grade 1.

Comprehension and other higher order thinking skills were, for the most part, seen as abilities that younger students did not yet possess. Most respondents did not feel students, those entering first grade or in the first three months of Grade 1, were able to write original pieces, hypothesize or predict a story, decode new words, infer or deduce meaning of new words by looking at how they are used in a sentence, or other skills that involved authentic thinking. Between provinces, response rates were fairly similar. Cebu respondents in general believed that the youngest students (before Grade 1 or in first three months of Grade 1) had these skills, whereas La Union teachers felt these skills were developed later.

Table 6. Teacher Beliefs about Student Abilities (Section D) - Descriptive Findings (n=40)

Statement	Before Grade 1	Within first 3 months of Grade 1	End of Grade 1	End of Grade 2	Grade 3	Not important skill	Missing
Q60 Read out loud, and with few errors, a simple text (2 to 3 sentences) that they have never seen before	15.0	10.0	27.5	35.0	10.0	2.5	0.0
Q61 Understand the meaning of texts they are reading	7.5	20.0	27.5	30.0	15.0	0.0	0.0
Q62 Recognize all the letters of the alphabet and the sound each letter makes	25.0	20.0	50.0	5.0	0.0	0.0	0.0
Q63 Write an original text of 2 or more sentences (one they have created themselves as opposed to a text they have copied from the board or created based on a model supplied by the teacher)	2.5	10.0	22.5	47.5	17.5	0.0	0.0
Q64 Review a classmate's text in order to help him/her correct spelling or grammar mistakes	2.5	10.0	22.5	47.5	17.5	0.0	0.0
Q65 Spell correctly common or frequently encountered words	2.5	12.5	37.5	40.0	7.5	0.0	0.0
Q66 Use common punctuation (period, question mark, exclamation mark) correctly in their original productions	0.0	15.0	25.0	50.0	10.0	0.0	0.0
67 Infer or deduce the meaning of a new word by looking at how it is used in the sentence	0.0	12.5	17.5	45.0	25.0	0.0	0.0
Q68 Express their opinions on a text they have read	7.5	10.0	25.0	30.0	27.5	0.0	0.0
Q69 Express their opinions about a text that the teacher has read to them	7.5	17.5	12.5	45.0	17.5	0.0	0.0
Q70 Read texts of their own choosing (that is, that they selected themselves)	5.0	10.0	22.5	40.0	22.5	0.0	0.0

Statement	Before Grade 1	Within first 3 months of Grade 1	End of Grade 1	End of Grade 2	Grade 3	Not important skill	Missing
Q71 Decode new words without the teachers' help by making correct letter-associations	0.0	12.5	25.0	22.5	37.5	2.5	0.0
Q72 Recognize and read common or frequently encountered words	7.5	15.0	42.5	25.0	7.5	0.0	2.5
Q73 Make a hypothesis or a prediction about what a text or story is about by looking at the title or the illustrations	5.0	12.5	10.0	32.5	35.0	2.5	2.5
Q74 Explain what they liked or didn't like about a story or text they have read	5.1	10.3	15.4	46.2	23.1	0.0	0.0
Q75 Explain what they liked or didn't like about a story or text they have had read to them	7.5	12.5	12.5	42.5	22.5	0.0	2.5
Q76 Make predictions about what will happen next in a text or story	7.5	7.5	22.5	45.0	15.0	0.0	2.5
Q77 Answer simple oral questions (where a text takes place, who are the main characters, when it takes place...) about a text they have read	15.0	7.5	25.0	42.5	7.5	0.0	2.5
Q78 Answer simple oral questions (where a text takes place, who are the main characters, when it takes place...) about a text they have read to them	12.5	7.5	30	37.5	10	0	2.5

Literacy Beliefs

Reading²⁷

All respondents (n=38) believed that every learner could learn to read, though the majority (51.3%) felt that most students found it difficult. The majority of respondents agreed that a student did not need to be able to recite a text before reading it (65.8%) and more than a third felt reciting a text was not the first step in learning how to read it (37.8%). While responses in this BIPI section indicated that the majority of teachers did not view recitation practices as critical to learning to reading texts, their responses to other questions and observations in the classroom, indicated that they still may use recitation in actual practice. Furthermore, although teachers that believe in recitation are a minority, they still represent over 30% of the sample, which is a considerable amount supporting this practice.

Roughly a third of respondents felt that students were capable of reading out loud a simple text (two to three sentences) they had never seen before either during Grade 1—either during the first three months (10.0%) or by the end (27.5%). Reading texts of the students' own choosing was seen as a skill for slightly older students—those at end of Grade 2 (40.0%) or end of Grade 3 (22.5%).

The majority of teachers (60.0%) reported students having a positive role model at school or at home in the areas of reading or writing. However, access to books at home may be an issue, with fewer than 40% (37.5%) of respondents agreeing that students have access to books at home. Students in La Union appear to be more advantaged in this area than their peers in Cebu, as seen in the chart below.

Table 7. Selected Beliefs in Home Literacy Environment, by Province

Statement	Cebu (n =20)	La Union (n=20)
	Agree	Agree
My students have positive role models at schools or home in the area of reading and writing.	35.0%	85.0%
My students have access to books at home.	15.0%	60.0%

Most respondents believed that all learners could learn to read, yet a larger percentage of respondents in La Union believed that students must be able to recite a text before reading it and that learning to recite a text is the first step in learning how to read it, which does not follow the evidence-based reading instruction.

Table 8. Differences in Responses for Select Reading Beliefs, by Province

Statement	Cebu (n =20)	La Union (n=20)
	Agree	Agree
All learners can learn to read.	90.0%	100.0%
Students must be able to recite a text before they can read it.	15.0%	50.0%
Learning to recite a text is a first step in learning how to read it.	45.0%	70.0%

²⁷ This section includes #30, 33, 41, 50, 58, 59, 60, 70

Writing²⁸

Responses around students' writing abilities were more positive for writing than reading. Respondents were more likely to agree that all learners could learn to write (100.0%) than that all could learn to read (95.0%). Teachers' response to writing may be influenced by the way writing is usually defined in early grades in Philippines. In many early grade classrooms, writing is limited to handwriting or penmanship. Authentic writing in the context of the current K-12 Curriculum is called "Composing", which should be integrated into future BIPI versions.

Fewer respondents felt students had difficulty writing (27.5%) than they did for the same statement around reading (50.0%). Just over half (55.0%) felt students did not need to read before learning to write. Many teachers believed that spelling correctly was extremely important. Only around a third (38.5%) agreed that spelling errors made when attempting to write for the first time were not a major concern. All teachers felt correcting all errors in a student-produced sentence was important. That said, most teachers (80.0%) did not think that writing "well" meant perfect spelling and grammar.

Students in the early grades were not seen as able to write original sentences. The majority (65.0%) of respondents felt students could not do so until at least Grade 3 or 4.

Respondents in Cebu were more likely than La Union respondents to agree that one must learn to read before one can write; however, La Union respondents were more likely to think students couldn't write an original text until at least Grade 3 or 4.

Foundational Skills and Language²⁹

For the purpose of this analysis, foundational skills and language include the ability to:

- Recognize all the letters of the alphabet and the sound each letter makes
- Spell common or frequently encountered words correctly
- Use common punctuation (period, question mark, exclamation mark) correctly in their original productions
- Infer or deduce the meaning of a new word by looking at how it is used in the sentence
- Decode new words without the teachers' help by making correct letter-associations
- Recognize and read common or frequently encountered words

Respondents were asked whether students were able to perform these skills before Grade 1, within the first three months of Grade 1, end of Grade 1, end of Grade 2, or Grade 3. There was also an option to state that the skill was not important.

By and large, respondents found each of the skills important. Recognition of letters was seen as a skill very young children should be able to do—a quarter (25.0%) of respondents felt students should be able to do so coming in to first grade and 20.0% thought students should have it within the first three months.

²⁸ This section includes #31, 34, 40, 43, 44, 46, 52, 63

²⁹ This section includes #62, 65, 66, 67, 71, 72

For the remaining skills, most respondents did not think children were able to possess them before Grade 1 or within the first three months of Grade 1.

Comprehension and Higher-Order Thinking³⁰

Comprehension and higher-order thinking skills include students being able to:

- Understand the meaning of texts they are reading
- Express their opinions on a text they have read
- Express their opinions about a text that the teacher has read to them
- Make a hypothesis or a prediction about what a text or story is about by looking at the title or the illustrations
- Explain what they liked or didn't like about a story or text they have read
- Explain what they liked or didn't like about a story or text they have had read to them
- Make predictions about what will happen next in a text or story
- Answer simple oral questions (where a text takes place, who are the main characters, when it takes place...) about a text they have read
- Answer simple oral questions (where a text takes place, who are the main characters, when it takes place...) about a text they have read to them

Very few teachers (22.5%) agreed that students must memorize a text before they could understand it and some felt that younger students (before Grade 1 or in first three months of Grade 1) could answer simple oral questions about texts or stories (read to them or read on own). However, respondents generally did not believe that younger children were able to have authentic and original thoughts such as understanding meaning of texts read, expressing opinions around texts, making hypothesis or predictions about a text or story by looking at the title or illustrations, explaining what they liked or didn't like about stories or texts, or making predictions.

Literacy Practices³¹

Literacy practices delve into how teachers support the reading and writing environment in their classroom. Responses were mixed in this section. Many teachers expressed a belief in research-based practices, such as giving students time each day to read freely materials of their own choosing (if materials are available) (92.5%), giving students time each day to write freely on topics of their own choosing (90.0%), discussing what students know about the subject addressed in a new text before reading it (97.5%), reading stories to students to help them develop their reading skills (100.0%).

However, more than half (55.5%) still believed that teaching reading and writing as two separate subject would cause less confusion for students and 65.0% believed silent reading should be avoided (because the teacher couldn't check if students were actually reading or reading correctly). Respondents in La Union were more likely to hold this belief than their counterparts in Cebu.

³⁰ This section includes #49, 61, 68, 69, 73, 74, 75, 76, 77, 78

³¹ This section includes #39, 42, 45, 47, 48, 51, 64

Teachers supported having students review a classmate's text in order to help him/her correct spelling or grammar mistakes, though most felt this was a skill students were best able to perform in the later grades (The end of Grade 1, and Grades 2 or 3).

Training, Disability, and Gender ³²

Fewer than half of respondents felt they had received adequate training on how to teach reading (47.5%) or writing (42.5%). However, most (72.5%) felt they often had opportunities to engage with colleagues about how to teach reading or writing.

Fewer respondents had specific training in working with students with disabilities (25.0%). The vast majority (83.8%) believed in inclusion of students with disabilities in reading and writing in the regular classroom or literacy activities.

More respondents had gender training (30.0%) than disability training, albeit that the majority reported that they did not have gender training. La Union teachers were much more likely to report having received training on how to promote gender equity in their classroom (35.0% in La Union compared to 25.0% in Cebu).

The large majority of the teachers (83.8%) felt boys and girls should not be separated during reading activities. Around 33% felt it was harder to teach boys to read and write than girls. No teachers felt that girls were harder to teach to read and write than boys. By province, 40% of La Union respondents felt it was harder to teach boys to read and write than girls and compared to only a quarter (25.0%) of Cebu respondents. Responses were split as to whether girls learned to read faster than boys. The majority of respondents in both provinces (55.0% in Cebu and 60% in La Union) did not believe that girls learned to read faster than boys.

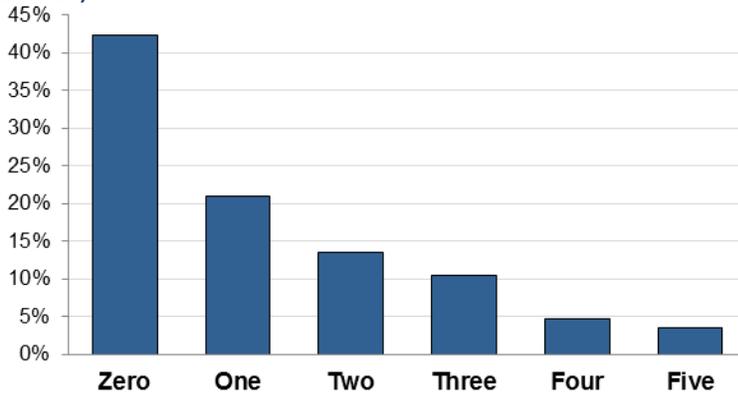
³² This section includes #32,35, 36, 37, 38, 53, 54, 55, 56, 57

Student Demographics

The Time 1 student study included 469 students randomly selected from second grade classrooms in 40 schools-20 in Cebu, and 20 schools in La Union. The number of males and females included in the sample was nearly equal, with 50.5% boys and 49.5% girls. Although all students were selected from the second grade, students ranged in age from five to twelve years old; the median age was seven. Participating girls were on average slightly younger than boys.

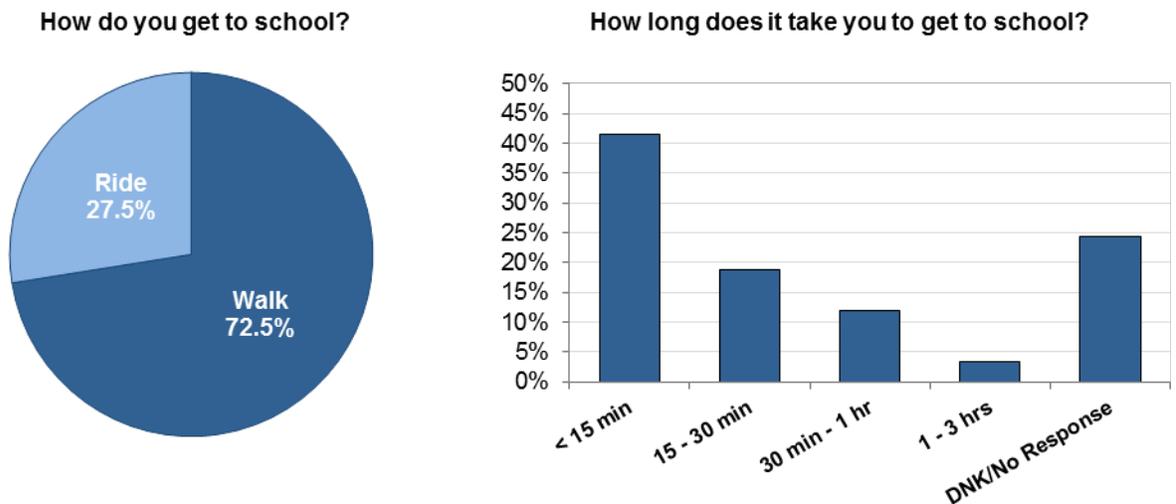
Nearly all students reported that they went to a school full-time. Only about a half of students participating in the study reported that they did not miss any school days over the course of the past week; over a third said they missed two or more days.

Figure 38. How Many Days of School Did You Miss Last Week? (n = 446)



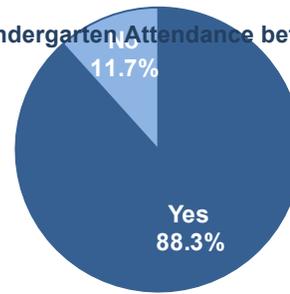
Most students reported that they walked to school, and that the walk took them less than 30 minutes. Only a small proportion of students said the commute took them an hour or more.

Figure 39. Commute to School (n=469)



Nearly nine in ten students (88.3%) said they attended kindergarten before starting Grade 1. Students reported using a variety of different languages at home and at school.³³

Figure 40. Kindergarten Attendance before Grade 1 (n=469)



While over half said they speak English at school, less than 5% said they speak English at home. Six to seven out of ten students (67.4%) reported speaking Filipino/Tagalog at school, while over two in ten (22.2%) said they speak Filipino at home. The mother tongue language of Cebu is Sinugbuanong Binisaya and in La Union is Iloko. Sinugbuanong Binisaya and Iloko were the two most frequently mentioned languages spoken at home. 41.8% and 33.9% reported speaking their mother tongue of Sinugbuanong Binisaya or Iloko at school respectively. Note that Filipino is the national language of the Philippines, and is introduced gradually beginning in the second quarter of Grade 1, with students' mother tongues are used for instruction through Grade 3.

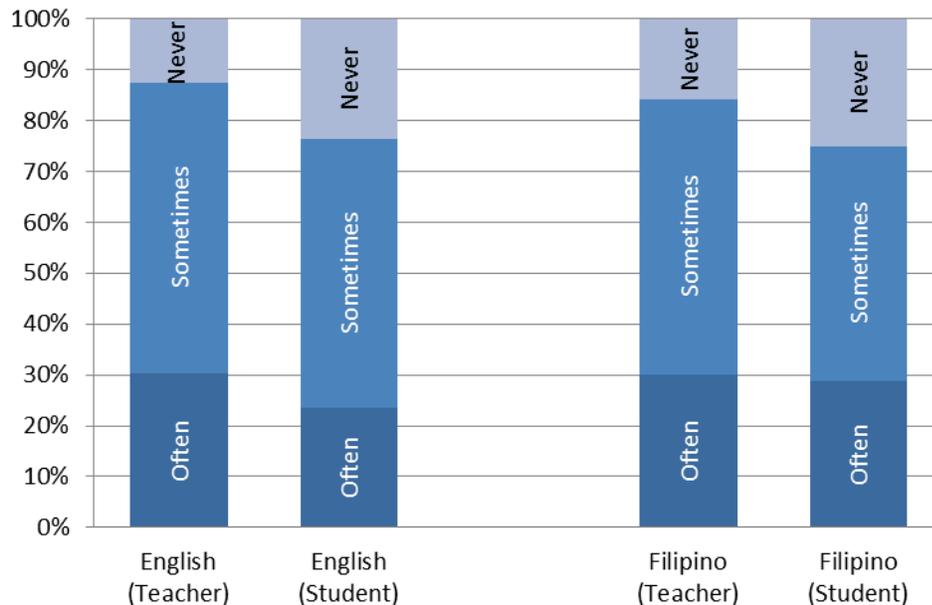
Table 9. What language do you speak at home and at school?

Language	School	Home
Tagalog	40.3%	16.4%
Filipino	27.1%	5.8%
English	54.4%	3.6%
Sinugbuanong Binisaya/Cebuano	29.4%	41.8%
Hiligaynon	0%	0%
Tausug	0%	0%
Iloko	33.9%	37.1%
Other languages	1.5%	0.4%
Do Not Know / No Response	4.1%	3.4%

When asked what language teachers and students use for reading aloud, the survey found little difference between teachers and students in the language used for reading aloud. The chart below shows distributions for the language used while reading aloud.

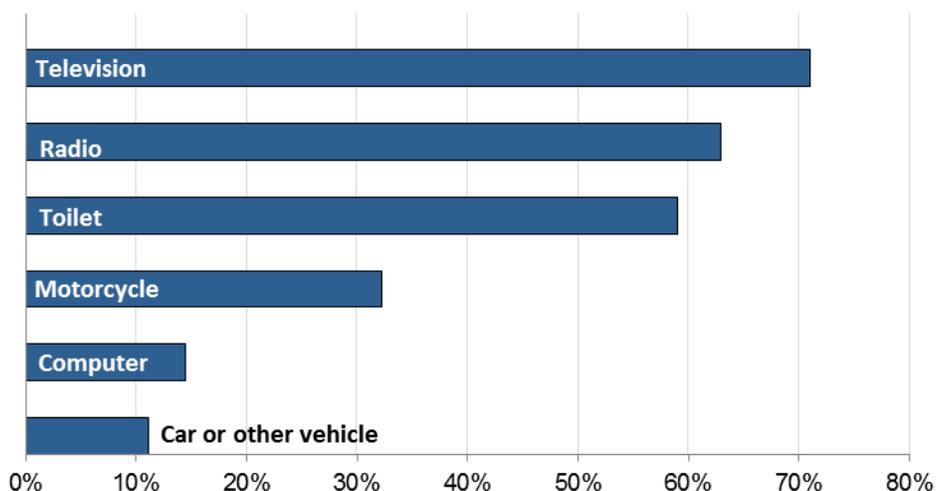
³³ Note respondents were allowed to report multiple responses, so the above table does not add up to 100%.

Figure 41. What language do you or your teacher use to read aloud?



Reports of high-priced household items are commonly used as a proxy for household income as well as overall socio-economic status. A television, a radio and an indoor toilet were reported as household possessions by over half of participating students.

Figure 42. At home, do you have a...?



Over half of surveyed students reported that their mothers were not engaged in formal employment, and a third of mothers make a living through menial labor or informal economy. Two-thirds of fathers were reportedly engaged in menial labor or the informal economy.

Table 10. Where do your parents work?

Parental Occupation	Mother	Father
Overseas Foreign Worker	3.6%	2.8%
Professional	3.2%	4.7%
Informal/Manual/Self	30.3%	66.5%
Unemployed	59.5%	14.9%
Do Not Know / No Response	3.4%	11.1%

The student context interview aimed at finding out whether students receive any help with reading at home. Nearly all students reported that both their parents were literate. The majority of students also said they receive help at home with reading, either from a parent or from a sibling. Just over 10% of surveyed students said they do not receive help at home with reading. More than a half of students also reported having books (including textbooks) at home.

Figure 43. Parental Literacy and Help with Reading at Home (n=469)

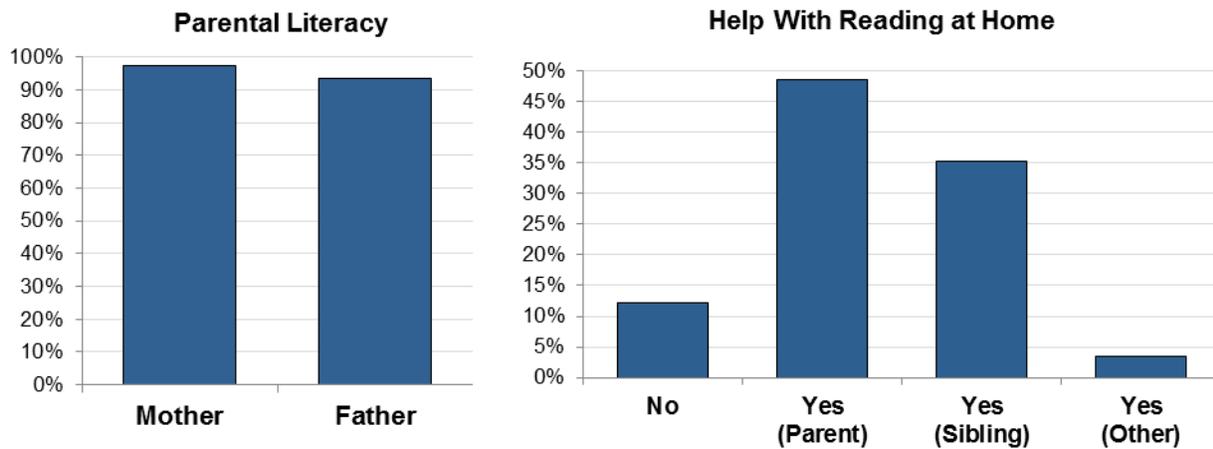
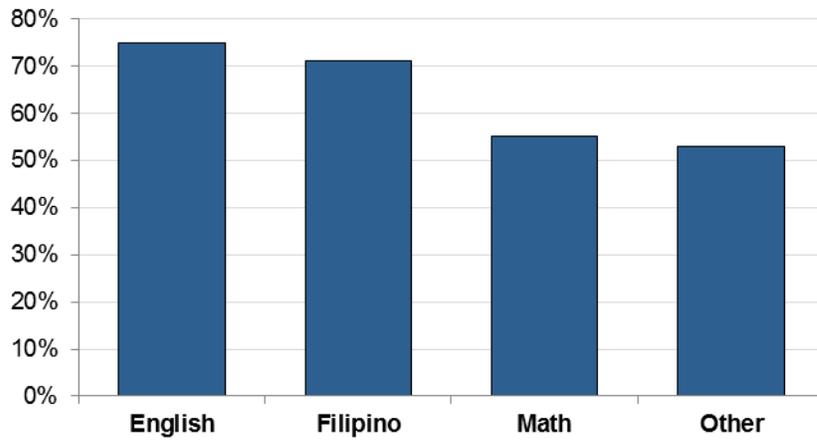


Figure 44. Availability of Books at Home (n=469)



EGRA FINDINGS

Overall Findings

As described earlier, second grade students were tested in basic literacy skills using an adapted EGRA, administered in Filipino by trained assessors for this Cohort 1 study. At the Time 1 in August 2013, 469 were tested. At Time 2 in March 2014 488 students were tested. The analysis of data showed higher achievement in some EGRA subtests (e.g. oral reading, and lower achievement on subtests which students have historically displayed poorer achievement in the Philippines, such as reading comprehension). The table below shows that phonemic awareness skills (initial sound identification subtest), decoding familiar words, and reading a passage had the highest proportion of correct responses. The table also shows a large standard deviation value for all subtests, indicating a large variability in student scores. The subtests with the lowest scores were letter sounds and nonsense word reading.

The following graph shows an average percent correct scored by tested students on each of the EGRA subtests. A comparison of means³⁴ shows that in all subtests but two (initial sound identification and reading comprehension) tested students performed statistically significantly better at Time 2. Relevant subsection of the report will elaborate on the findings for each subtest.

Table 11 shows mean percent correct for each subtest, as well as fluency measures, such as letters correct per minute and words correct per minute. The table also shows the effect size of the change between the two measurements which ranges between very small (.062 for the initial sound identification) and rather large (.622 for the familiar words correct per minute).

Table 11. Overall EGRA Results in a Sample BASA Schools

	Time 1 (n=469)	Time 2 (n=488)	Gain Score	Effect Size
Subtest	Mean (SD)	Mean (SD)	Mean	Cohen's <i>d</i>
Initial Sound Identification (percent correct)	51.7% (37.5%)	54.0% (37.1%)	2.31%	.062
Letter Sounds (percent correct)	16.0% (13.2%)	18.8% (14.0%)	2.85%**	.209
Letter Correct (per min)	16.3 (13.3)	18.89 (14.0)	2.64**	.193
Familiar Words (percent correct)	46.6% (33.0%)	66.2% (32.3%)	19.54%***	.599
Familiar Words Correct (per min)	24.2 (18.1)	36.18 (20.3)	11.95***	.622
Nonsense Words (percent correct)	30.3% (24.6%)	44.5% (25.7%)	14.21%***	.564
Nonsense Words Correct (per min)	15.4 (12.3)	22.38 (13.2)	6.98***	.548
Oral Passage Reading (percent	48.3% (34.6%)	54.2% (29.8%)	5.89%**	.182

³⁴ Independent samples t-test.

correct)				
Words Correct in a Text (per min)	28.6 (21.9)	35.60 (20.7)	6.97***	.327
Prosody score	1.6 (0.8)	1.99 (0.8)	0.35***	.423
Reading Comprehension (percent correct)	32.7% (32.7%)	28.5% (27.4%)	-4.22%*	.140
Listening Comprehension (percent correct)	47.2% (36.9%)	53.6% (38.2%)	6.36%**	.169
Dictation Composite (percent correct)	31.0% (26.5%)	43.1% (26.9%)	12.06%***	.452

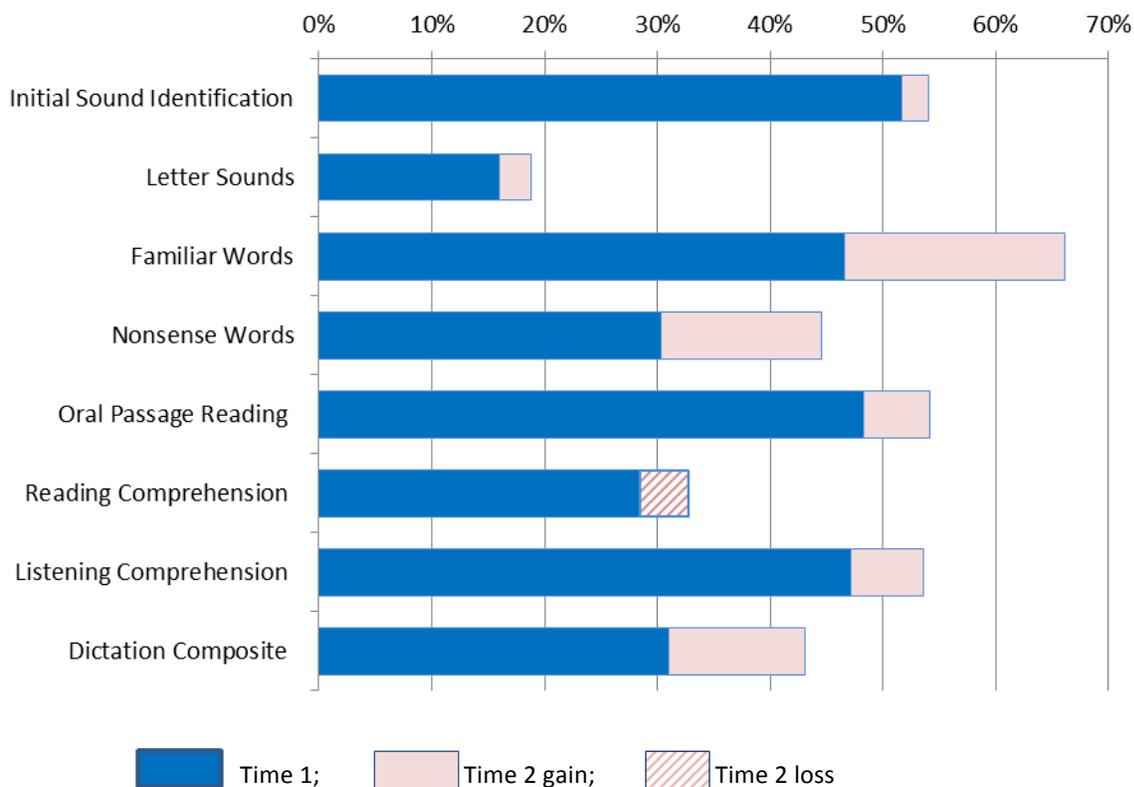
*The subtest gain score is statistically significant at $p < .05$ level

**The subtest gain score is statistically significant at $p < .01$ level

***The subtest gain score is statistically significant at $p < .001$ level

The figure below shows average percent correct attained by students at the beginning and the end of the Cohort 1 data collection for the EGRA subtests. Decoding and dictation (translating sound to print and spelling correctly) were the areas where students improved the most over the course of the academic year.

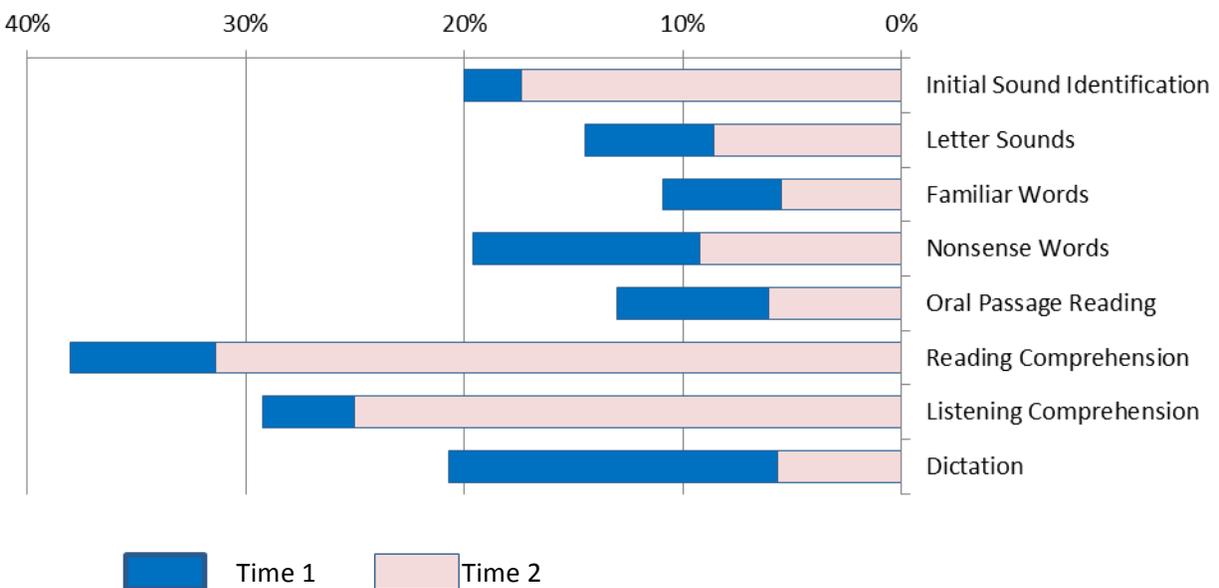
Figure 45. Average Percent of Correct Answers for EGRA Subtests



A substantial proportion of tested students had zero scores on EGRA subtests. As the graph below shows, the subtests with the largest percent of students scoring zero was reading and listening comprehension. These results show that vocabulary remains an important barrier to literacy for a significant proportion of students. Data analyses showed a modest reduction in the proportion of students with zero scores on these two subtests, by 6.6% in the reading comprehension subtest and 4.2% in the listening comprehension subtest.

The zero scores went down for all sub-tests between Time 1 and Time 2 assessments. The most notable reduction was in the dictation subtest where the share of students with a zero score dropped by 15%, from 20.7 to 5.7%. Subtests measuring decoding skills (familiar words, nonsense words, and oral passage reading) also showed a reduction in the proportion of students with zero scores by half or more. The figure below shows the changes between Time 1 and Time 2.

Figure 46. Percent of Tested Students Scoring Zero on EGRA Subtests



An analysis across subtests showed that all subtests correlate well with each other. All correlation coefficients reported in the following tables are statistically significant at the $p < .001$ level, but the strength of association is varied. All subtests involving decoding (familiar word, nonsense word and oral passage) correlate highly with each other, with Pearson's r above $r = .9$. Initial sound identification shows a moderate correlation with other subtests, averaging $r = .5$. Letter sounds subtest also correlated moderately well with other subtests, averaging $.6$. The three reading subtests correlated highly with each while listening comprehension subtest correlated poorly with all other subtests. As mentioned earlier, this may be explained by mother tongue utilization in Cebu, which overall has a slightly lower utilization of Filipino and higher utilization of mother tongue.³⁵ As listening comprehension requires vocabulary knowledge in Filipino, as opposed to just decoding, less utilization in Filipino at home and in

³⁵ Ibid.

school could affect the outcomes. Finally, the dictation subtest correlated reasonably highly with other subtests, with Pearson's r between .5 and .7 during both measurements.

Table 12. Time 1 EGRA Subtest Correlations

	1	2	3	4	5	6	7	8
1. Initial sound identification	1							
2. Letter sounds	.327	1						
3. Familiar word reading	.539	.628	1					
4. Nonsense word reading	.531	.632	.948	1				
5. Oral passage reading	.522	.605	.965	.943	1			
6. Reading comprehension	.528	.609	.793	.773	.804	1		
7. Listening comprehension	.216	.254	.237	.213	.233	.451	1	
8. Dictation	.546	.585	.752	.742	.749	.694	.265	1

Table 13. Time 2 EGRA Subtest Correlations

	1	2	3	4	5	6	7	8
1. Initial sound identification	1							
2. Letter sounds	.669	1						
3. Familiar word reading	.554	.562	1					
4. Nonsense word reading	.526	.563	.911	1				
5. Oral passage reading	.520	.556	.922	.914	1			
6. Reading comprehension	.488	.569	.652	.678	.704	1		
7. Listening comprehension	.318	.401	.291	.273	.277	.509	1	
8. Dictation	.594	.592	.734	.760	.738	.607	.357	1

Appendix 4 shows the summary of *EGRA* results for all students, including percentage of students with zero and non-zero scores, and *EGRA* results for students with non-zero scores. Disaggregation by province and sex can found in Appendix 5.

Summary of Findings by Province and Gender

Girls on average demonstrate better results than boys both at Time 1 and Time 2 measurements. At Time 1, the difference in achievement between boys and girls is statistically significant for all tests except the reading and listening comprehension subtests. At Time 2, the difference in achievement

between boys and girls is statistically significant for all tests except the listening comprehension subtest. Across seven other subtests, girls demonstrated, on average, 10% more correct answers than boys.

Boys and girls showed a similar level of gains between the two measurements. The gains were statistically significant for all subtests except the initial sound identification, letters correct per minute, and reading and listening comprehension subtests. The gains were particularly large in the reading of familiar and nonsense words, and in the dictation subtest.

Table 14. Overall EGRA Results in a Sample BASA Schools, by Sex

Subtest	Boys			Girls		
	Time 1 Mean (SD) (n=237)	Time 2 Mean (SD) (n=248)	Mean Gain Score	Time 1 Mean (SD) (n=232)	Time 2 Mean (SD) (n=240)	Mean Gain Score
Initial Sound Identification (percent correct)	47.1% (37.2%)	51.0% (36.9%)	3.92%	56.4% (37.3%)	57.1% (37.2%)	0.70%
Letter Sounds(percent correct)	13.5% (12.3%)	16.6% (12.6%)	3.05%**	18.6% (13.7%)	21.1% (15.0%)	2.68%*
Letter Correct (per min)	13.8 (12.1)	16.7 (12.8)	2.94	18.8 (14.0)	21.1 (14.9)	2.37
Familiar Words(percent correct)	39.3% (31.0%)	59.1% (33.1%)	19.79%***	54.1% (33.3%)	73.4% (29.8%)	19.39%***
Familiar Words Correct(per min)	20.0 (16.0)	31.74 (20.0)	11.77***	28.6 (19.0)	40.8 (19.6)	12.20***
Nonsense Words (percent correct)	25.0% (22.4%)	38.8% (25.0%)	13.81%***	35.7% (25.6%)	50.4% (25.2%)	14.68%***
Nonsense Words Correct (per min)	12.7 (11.3)	19.56 (12.9)	6.89***	18.2 (12.8)	25.3 (12.8)	7.05***
Oral Passage Reading (percent correct)	40.6% (33.3%)	46.6% (28.9%)	5.99%*	56.2% (34.1%)	62.0% (28.8%)	5.87%*
Words Correct in a Text (per min)	23.4 (19.7)	30.3 (19.5)	6.93***	34.0 (22.8)	41.1 (20.4)	7.05***
Prosody score	1.5 (0.7)	1.8 (0.8)	0.32***	1.8 (0.9)	2.2 (0.8)	0.39***
Reading Comprehension (percent correct)	28.9% (31.5%)	24.8% (25.0%)	-4.10%	36.6% (33.5%)	32.3% (29.2%)	-4.30%
Listening Comprehension (percent correct)	47.1% (37.7%)	52.8% (39.0%)	5.71%	47.3% (36.2%)	54.3% (37.5%)	7.04%
Dictation Composite (percent correct)	26.8% (24.9%)	37.6% (25.3%)	10.86%***	35.4% (27.4%)	48.7% (27.3%)	13.35%***

*The subtest gain score is statistically significant at $p < .05$ level

**The subtest gain score is statistically significant at $p < .01$ level

***The subtest gain score is statistically significant at $p < .001$ level

The data analysis also revealed substantial differences between provinces from which students were selected for testing. At Time 1, students from Cebu demonstrated significantly better results than students from La Union in all subtests except reading a passage, prosody score, and the two

comprehension subtests. Students from La Union scored significantly higher on the listening comprehension subtest, at $p < .001$ level, and slightly higher on the reading comprehension subtest, at $p < .1$ level. Fluency measure (words correct per minute) and the prosody score were similar among students from the two provinces. At Time 2, students from Cebu scored higher (with statistical significance) on the initial sound identification subtest, percent correct and fluency in decoding familiar and nonsense words, percent of words read correctly in the oral passage, and dictation. Students from La Union showed statistically significantly better results in the listening comprehension subtest. There was no significant difference between students from Cebu and La Union in the reading comprehension subtest results. At Time 2, students from both regions show similar level of gains over Time 1. The table below shows the average results in Cebu and La Union by subtest, and identifies which subtests show statistically significant gains over Time 1.

Table 15. Overall EGRA Results in a Sample BASA Schools, by Province

Subtest	Cebu			La Union		
	Time 1 Mean (SD) (N=230)	Time 2 Mean (SD) (N=245)	Mean Gain Score	Time 1 Mean (SD) (N=239)	Time 2 Mean (SD) (N=243)	Mean Gain Score
Initial Sound Identification (percent)	63.4% (34.8%)	61.3% (34.0%)	-2.17%	40.4% (36.6%)	46.7% (38.7%)	6.29%
Letter Sounds(percent)	17.9% (12.1%)	19.3% (12.9%)	1.37%	14.2% (13.9%)	18.4% (15.0%)	4.26%**
Letter Correct (per min)	18.0 (12.1)	19.4 (13.0)	1.40	14.6 (14.2)	18.4 (15.0)	3.81**
Familiar Words(percent)	50.5% (31.6%)	69.9% (28.6%)	19.39%***	42.9% (33.9%)	62.4% (35.3%)	19.52%***
Familiar Words Correct(per min)	25.9 (16.9)	38.2 (18.8)	12.32***	22.7 (19.0)	34.2 (21.6)	11.50***
Nonsense Words (percent)	33.4% (23.7%)	47.4% (24.0%)	13.95%***	27.4% (25.1%)	41.7% (27.1%)	14.32%***
Nonsense Words Correct (per min)	16.8 (11.9)	23.8 (12.4)	6.99***	14.0 (12.6)	20.9 (13.7)	6.93***
Oral Passage Reading (percent)	51.6% (32.7%)	57.6% (28.1%)	6.05%*	45.1% (36.1%)	50.7% (31.1%)	5.57%
Words Correct in a Text (per min)	30.0 (20.1)	38.2 (20.1)	8.18***	27.3 (23.4)	33.0 (20.9)	5.70**
Prosody	1.6 (0.8)	2.1 (0.8)	0.54***	1.7 (0.9)	1.8 (0.8)	0.16*
Reading Comprehension (percent)	30.1% (31.0%)	27.5% (25.5%)	-2.58%	35.2% (34.1%)	29.5% (29.2%)	-5.77%*
Listening Comprehension (percent)	36.1% (35.3%)	44.4% (37.6%)	8.27%*	57.9% (35.3%)	62.8% (36.7%)	4.95%
Dictation Composite (percent)	33.5% (26.3%)	47.8% (26.9%)	14.30%***	28.7% (26.6%)	38.3% (26.1%)	9.69%***

*The subtest gain score is statistically significant at p <.05 level
 **The subtest gain score is statistically significant at p <.01 level
 ***The subtest gain score is statistically significant at p <.001 level

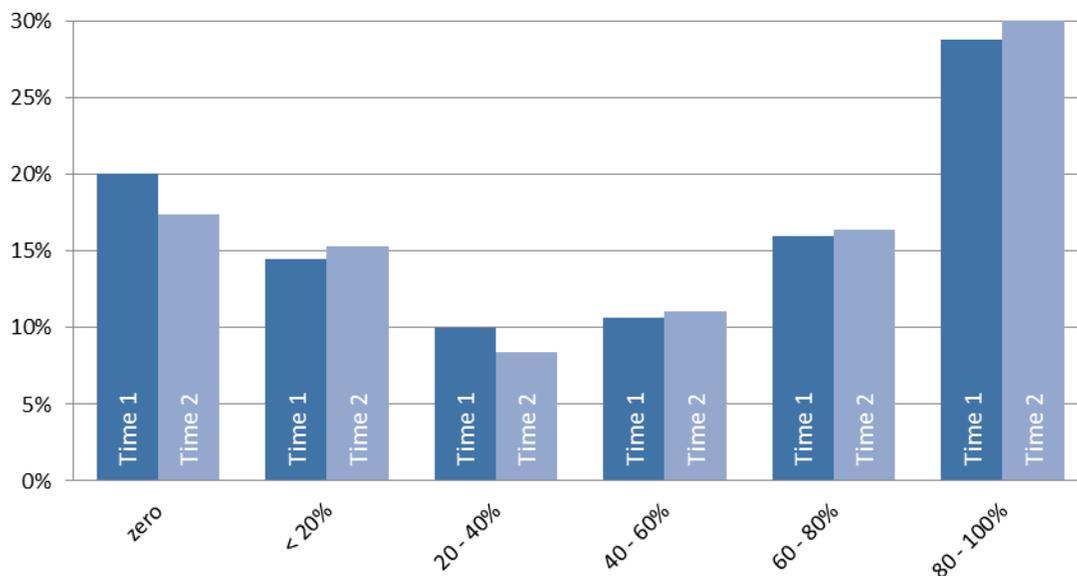
Differences between males and females persist across the provinces, with girls largely outperforming boys. Detailed results of the analysis by province and sex can be found in the Appendix 5.

To help better understand the patterns of student achievement by subtest, the next sections of the report present results for each area, as well as disaggregation by sex and province.

Phonemic Awareness

On the **initial sound identification** subtest that measures phonemic awareness of students, out of total possible ten letters responses ranged between zero to ten sounds correct with a mean of 5.2 initial sounds identified at Time 1, and 5.4 at Time 2. As the graph below shows, the overall distribution is U-shaped, demonstrating a large proportion of students achieving 80 to 100% correct on this subtest, and almost as large a proportion identifying zero sounds. Just over a third of all tested students fell into a middle category, having identified correctly between two and eight initial sounds.

Figure 47. Phonemic Awareness - Percent Correct (Time 1 n=469, Time 2 n=488)



Comparisons by sex and by province show that girls did better than boys and students from Cebu did better than students from La Union both at Time 1 and at Time 2.

Figure 48. Initial Sound Identification Distributions, by Sex

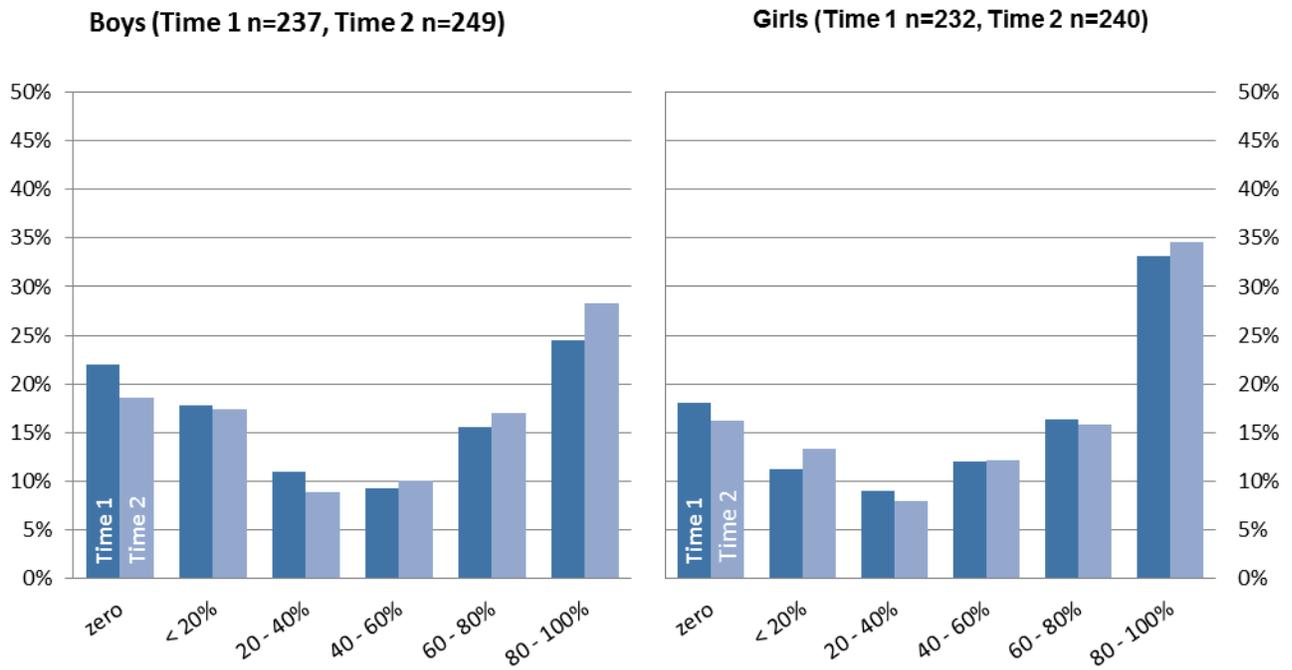
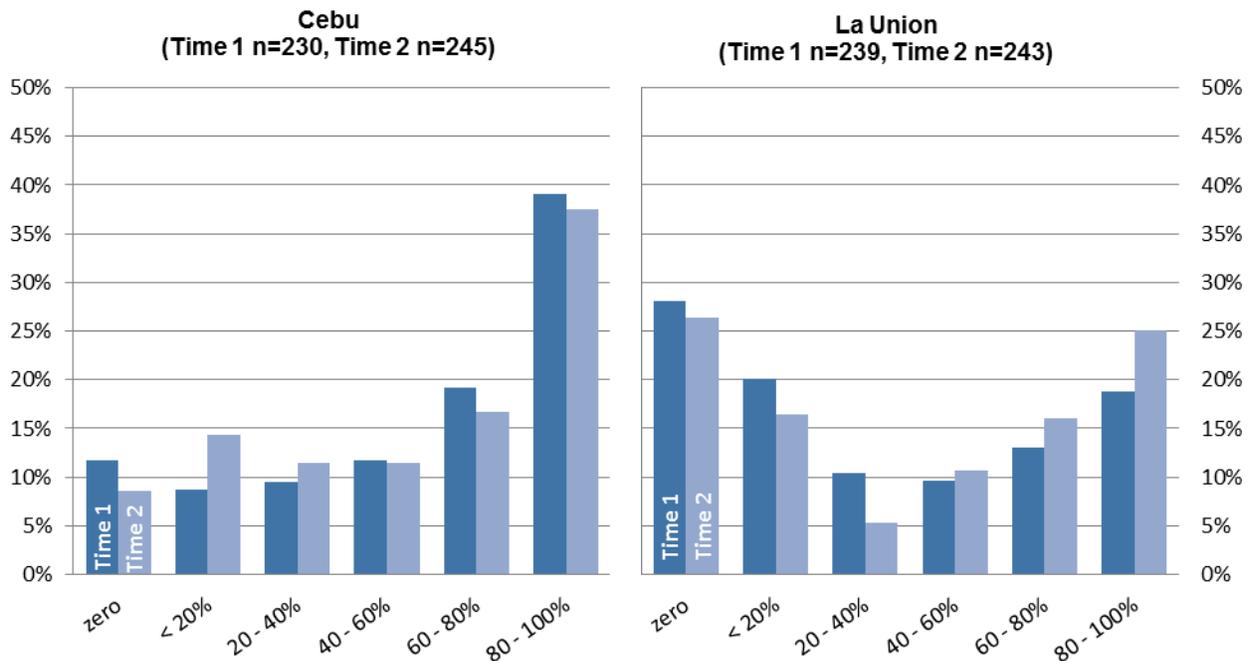
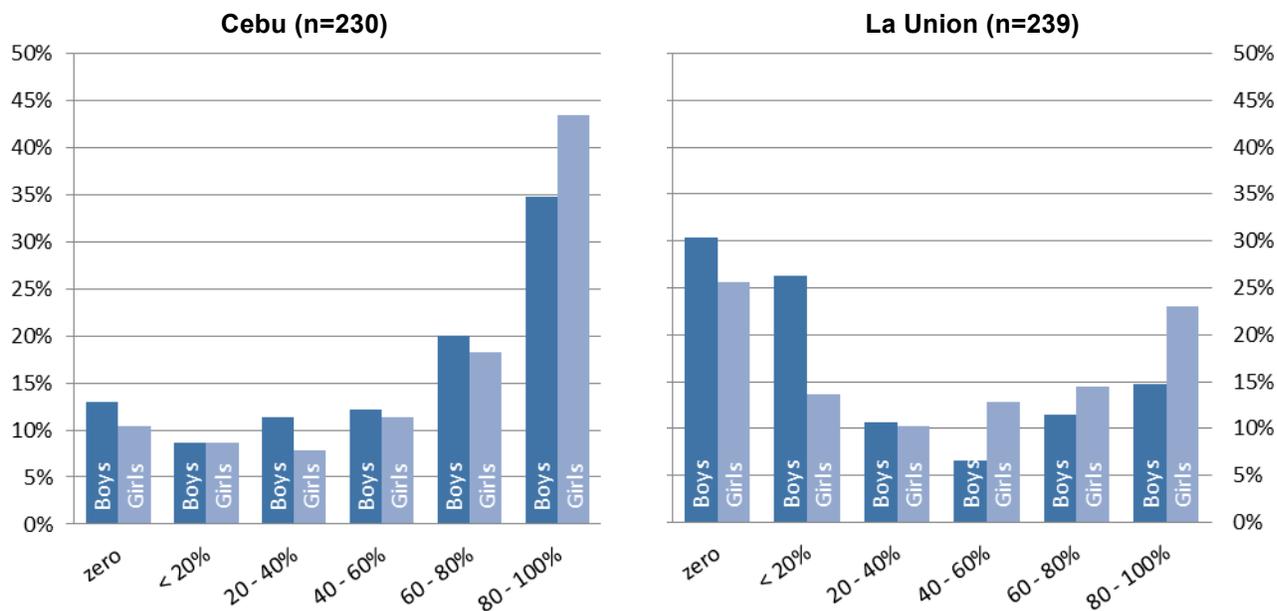


Figure 49. Initial Sound Identification Distributions, by Province



Comparisons by sex within each province show that the overall distribution has a similar U-shape, although the proportion of higher achieving students on this subtest is much higher in Cebu. The figure below shows the distribution of the results on this subtest at Time 1. The distribution pattern at Time 2 was similar.

Figure 50. Initial Sound Identification Distribution by Sex within Province at Time 1



Letter Sound Knowledge

On the **letter sounds subtest** (total 100 letters), number of correct answers ranged from zero to 63 letters sounded correctly, with a mean of 16.1 letters. As the graph below shows, two-thirds of the students correctly named fewer than 20% of the letter sounds on the test both at Time 1 and Time 2. Students were timed on the responses. The amount correct was divided by the seconds it took to answer and then multiplied by 60 seconds to find the correct letter sounds per minute. This ranged from zero to 63 correct letter sounds per minute at Time 1 and from zero to 84 at Time 2, with a mean of 16.26 at Time 1 and 18.90 at Time 2. These results suggest that students may not be used to naming letter sounds.

Figure 51. Correct Letter Sound Subtest Results (Time 1 n = 490, Time 2 n = 488)

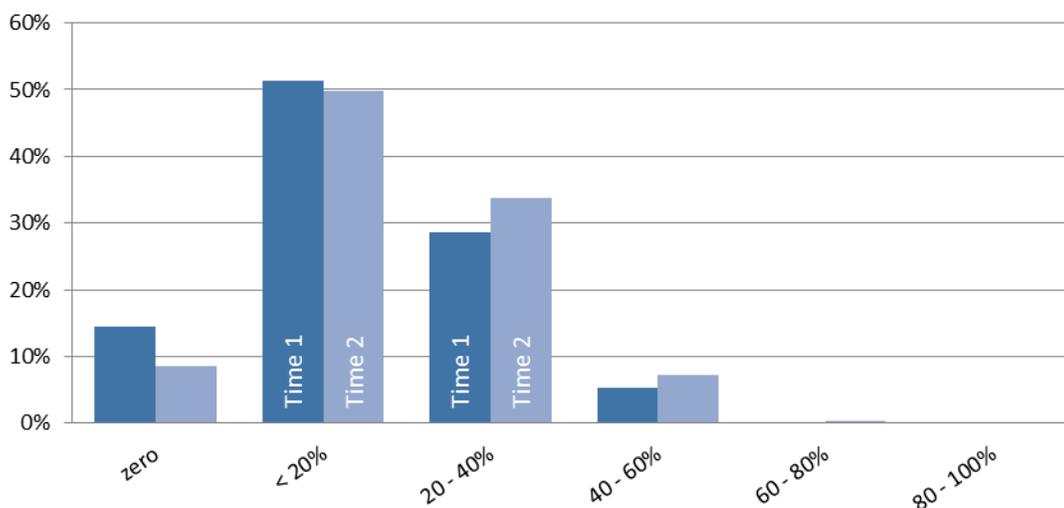


Figure 52. Correct Letter Sounds Subtest Results, by Sex

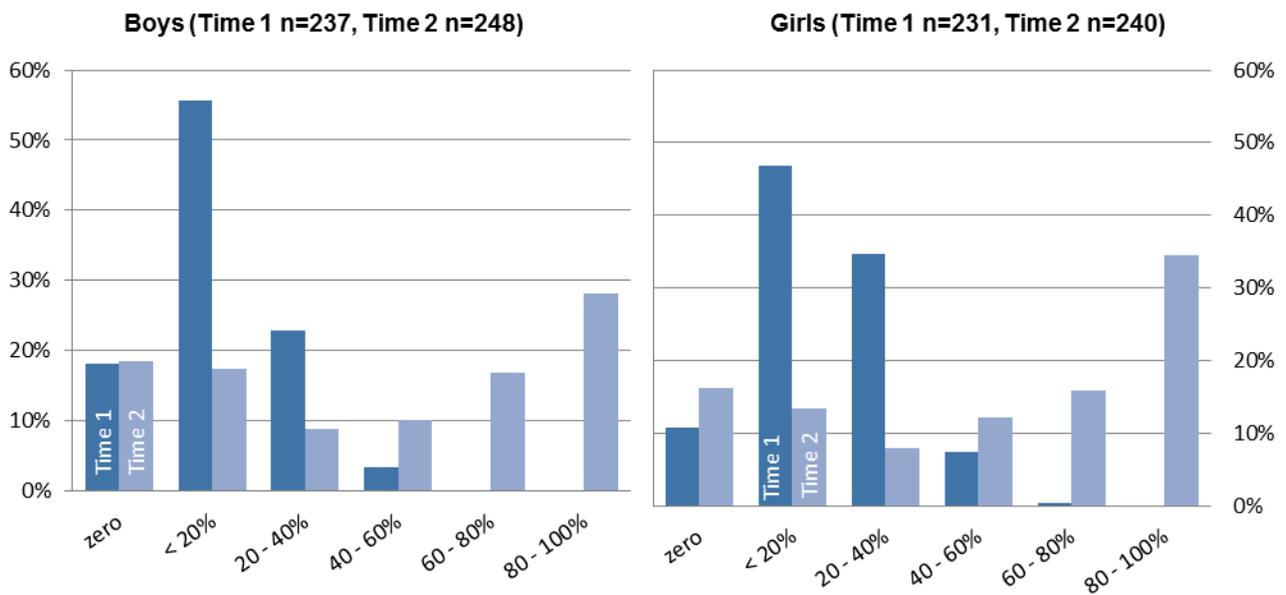
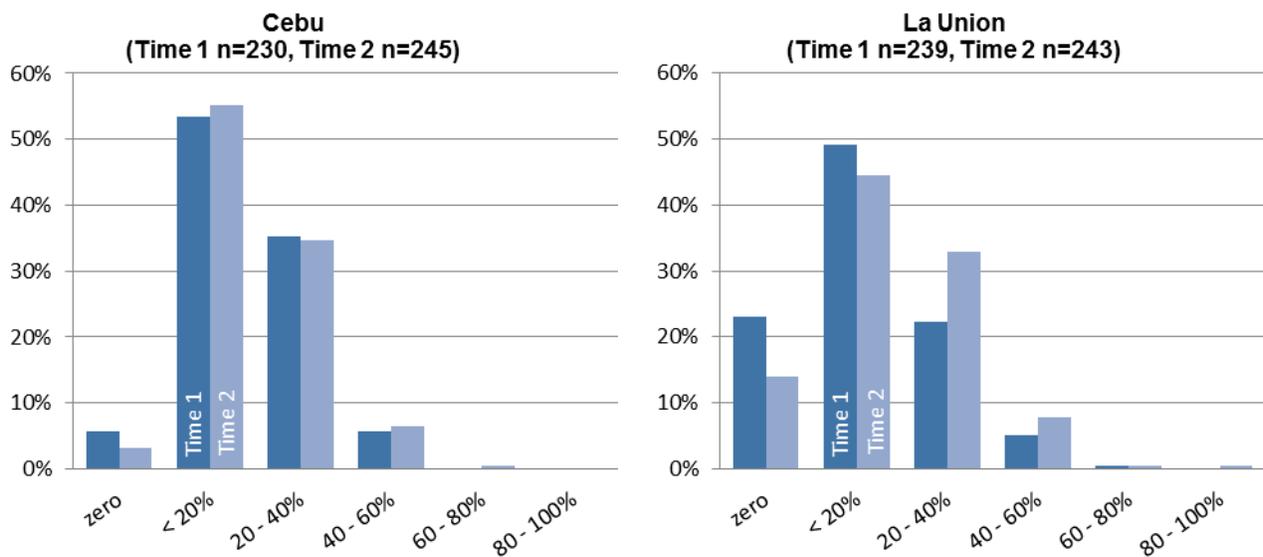


Figure 53. Letter Sounds Distribution by Province

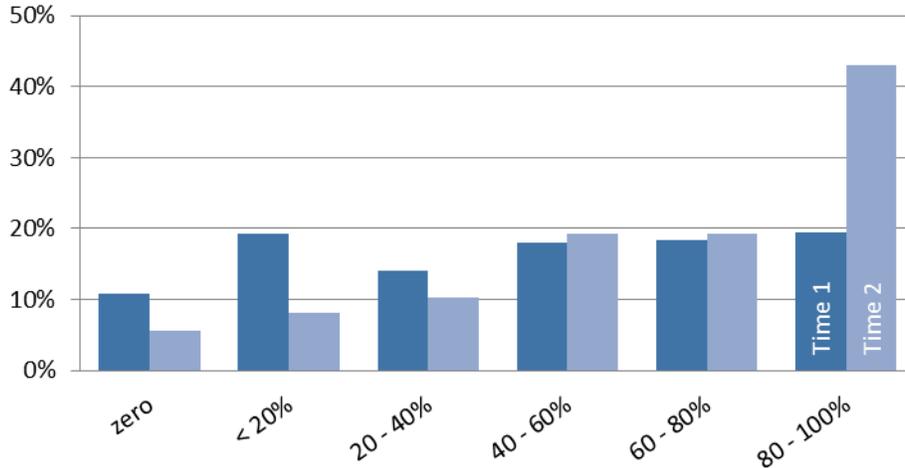


Familiar Word Identification

On the **familiar word identification** (total possible 50 words), responses ranged from zero to 50 familiar words identified correctly with a mean of 23.3 (46.6%) at Time 1 and 33.1 words (66.2%) at Time 2. The graph below shows that the distribution of scores is flat at Time 1, with similar proportions of students within each quintile. At Time 2, the distribution is positively skewed, with more students attaining scores between 80 to 100% than zero scores. The gain at the Time 2 was statistically significant at $p < .001$ level for all subgroups.

Students were timed on the responses. The number of words read correctly was divided by the seconds it took to answer and then multiplied by 60 seconds to find the words correct per minute. This ranged from zero to 98 words per minute, with a mean of 24.2 correct words per minute at Time 1 and 35.2 words correct per minute at Time 2, statistically significant at $p < .001$ level for all subgroups.

Figure 54. Familiar Word Identification Subtest Results (Time 1 n=469, Time 2 n=488)



Disaggregated by sex and by province, the results of data analysis show similar patterns as in the previous subtests, with girls outperforming boys, and students from Cebu performing better than students from La Union. As shown in the summary tables in an earlier section of the report, the average rate of gains was similar by sex.

Figure 55. Familiar Words Subtest Results, by Sex

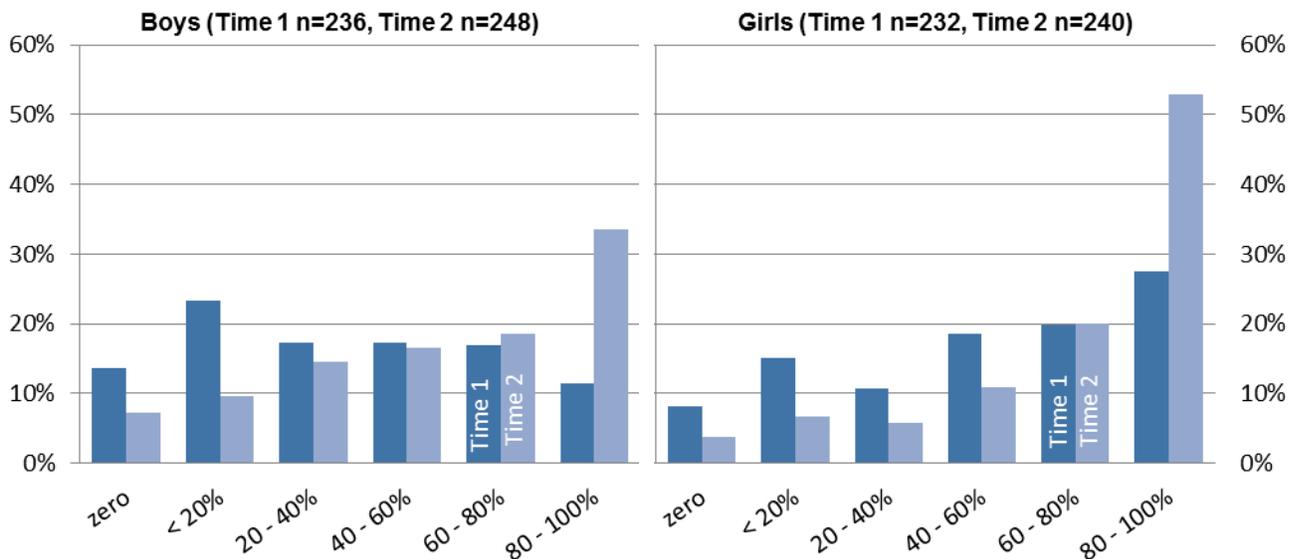


Figure 56. Familiar Words Distribution by Province

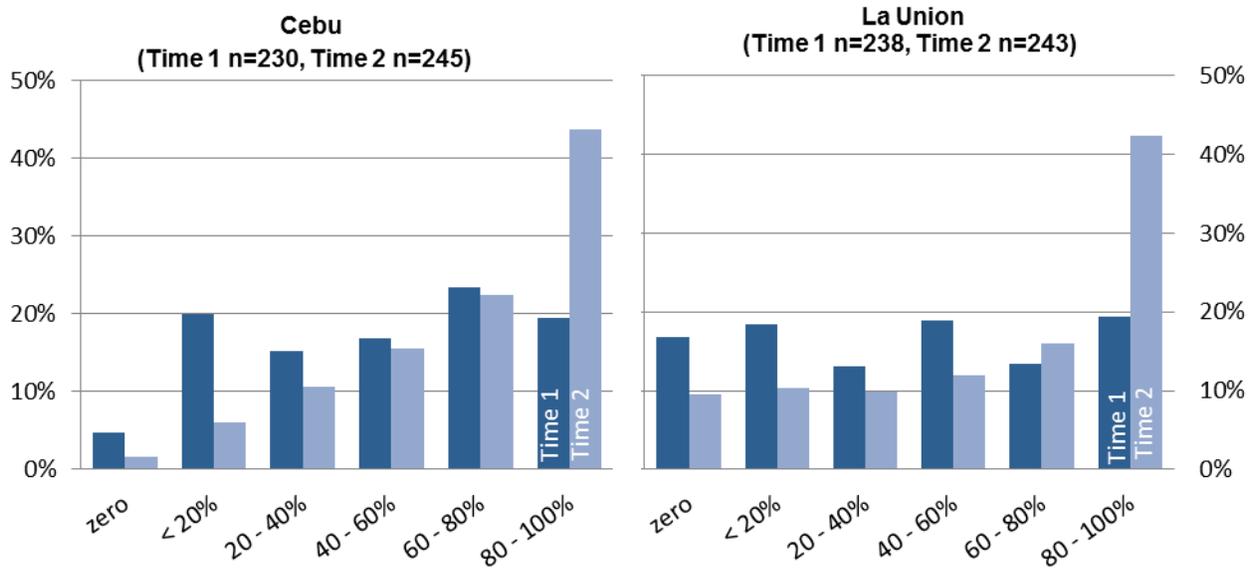
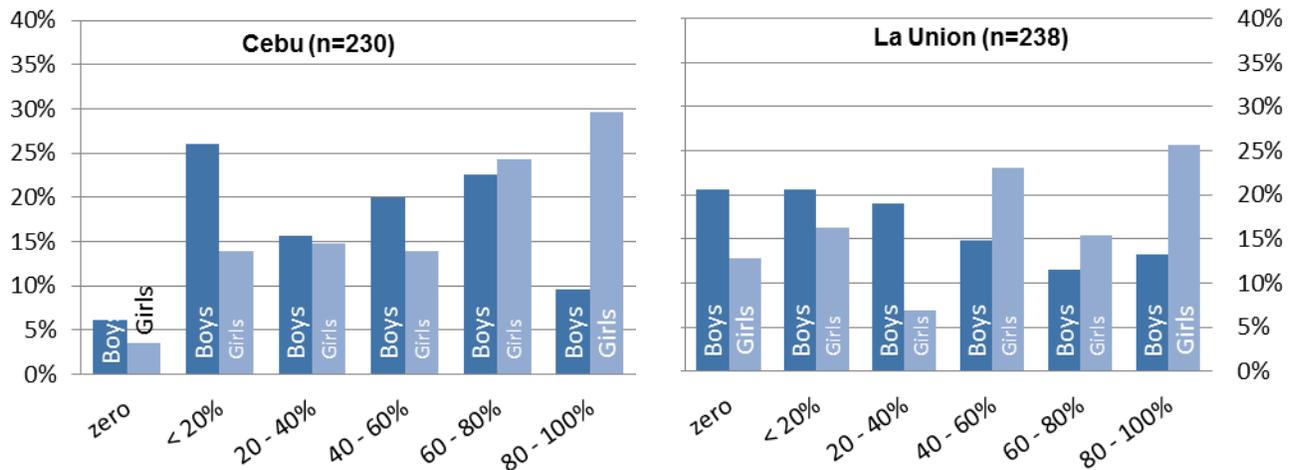


Figure 57. Familiar Words Distribution by Sex within Province (Time 1, n = 468)



Simple Nonsense Words Decoding

On the **simple nonsense word (non-word) decoding** (total possible 50 words), students were asked to read invented words. The number of correct responses ranged from zero to 45 words, with a mean of 15.2 (30.4% of total words correct) at Time 1, and 22.3 (44.6% correct) at Time 2. The gain at Time 2 was statistically significant at $p < .001$ level for all subgroups. Similar to the familiar words subtest, the distribution is close to normal, with a higher proportion of students reading correctly between 20 and 60% than zero or 80 to 100%.

Students were timed on the responses. The number of words read correctly was divided by the seconds it took to answer and then multiplied by 60 seconds to find the correct words per minute. This ranged from zero to 45 words per minute at Time 1, and from zero to 67 at Time 2, with a mean of 15.4 at Time 1, and 22.4 at Time 2. The gain at Time 2 was statistically significant at $p < .001$ level for all subgroups.

Overall, students perform slightly worse on this subtest compared to reading familiar words subtest. Boys performed particularly poorly at Time 1, with a quarter failing to decode a single word. At Time 2, 12% of boys had zero scores on this subtest. Very few students from either province decoded over 80% of words in both rounds of assessment. These results suggest that students are more comfortable with recognizing familiar words than decoding unfamiliar words, which is consistent with reading research.

Figure 58. Nonsense Words Subtest Results (Time 1 n=469, Time 2 n=488)

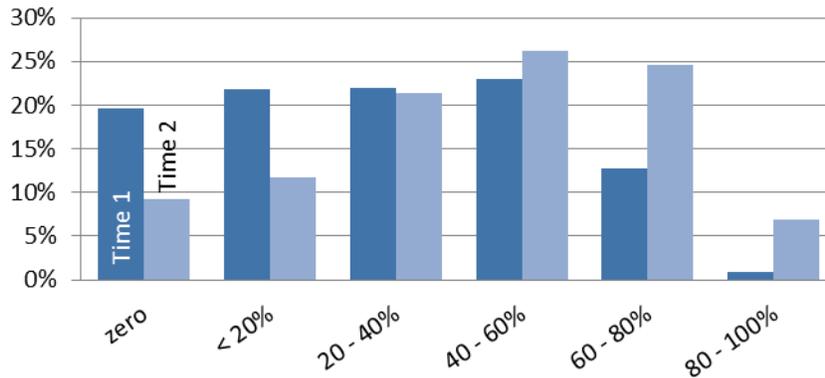


Figure 59. Nonsense Words Subtest Results, by Sex

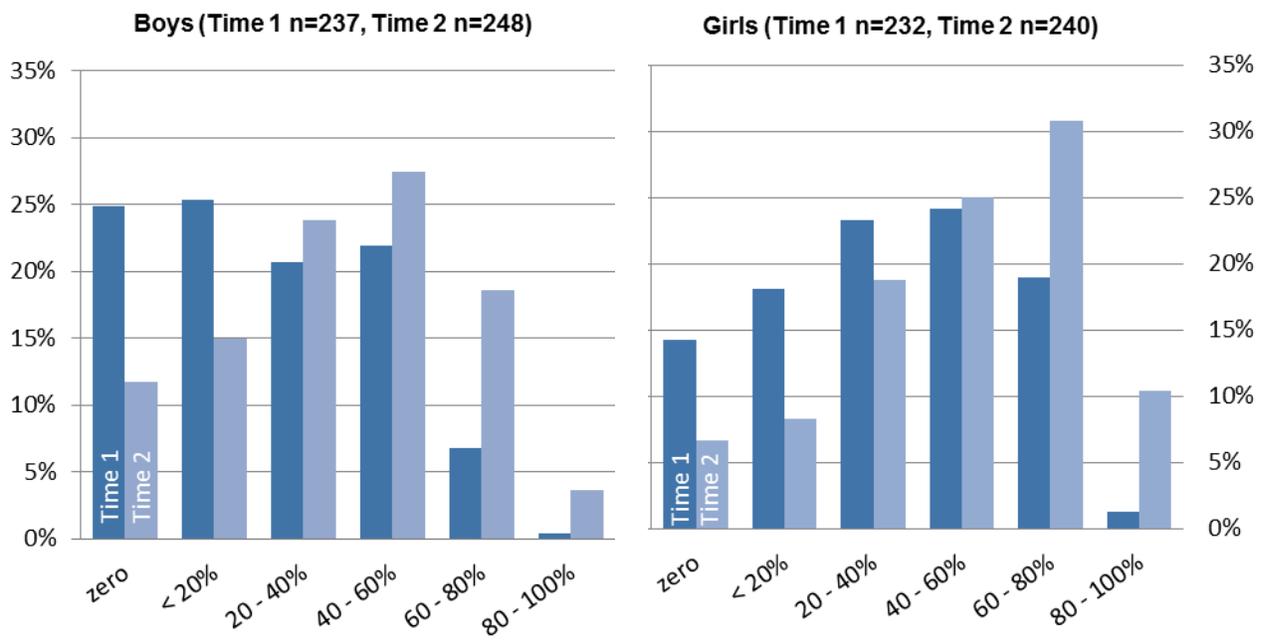
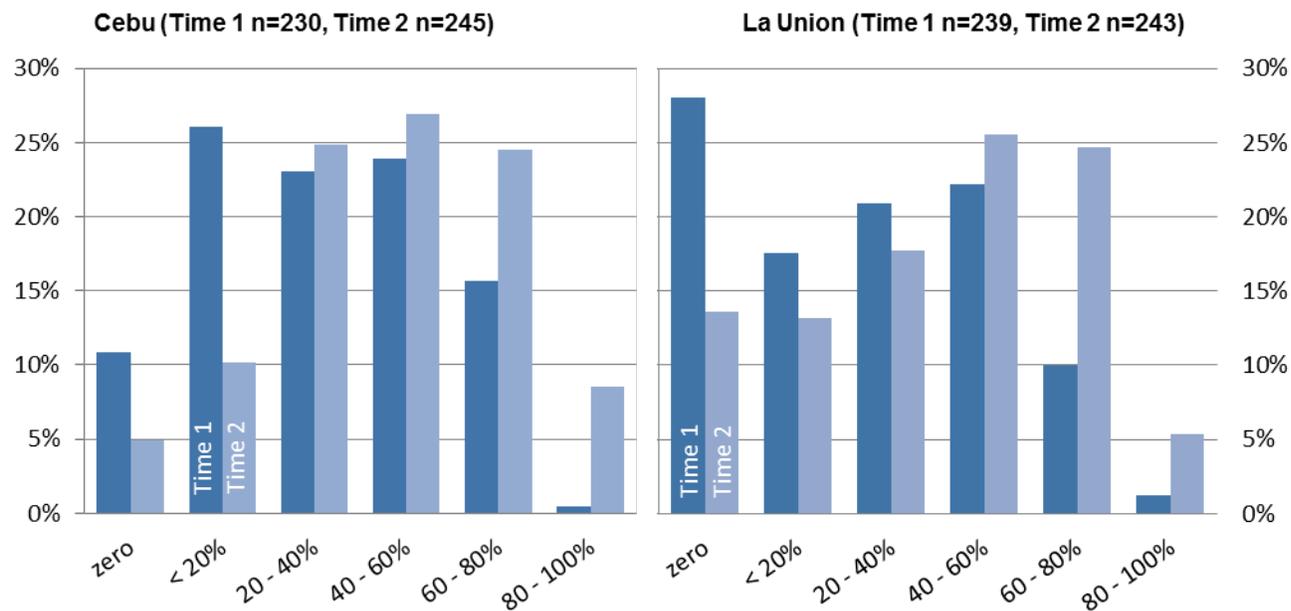
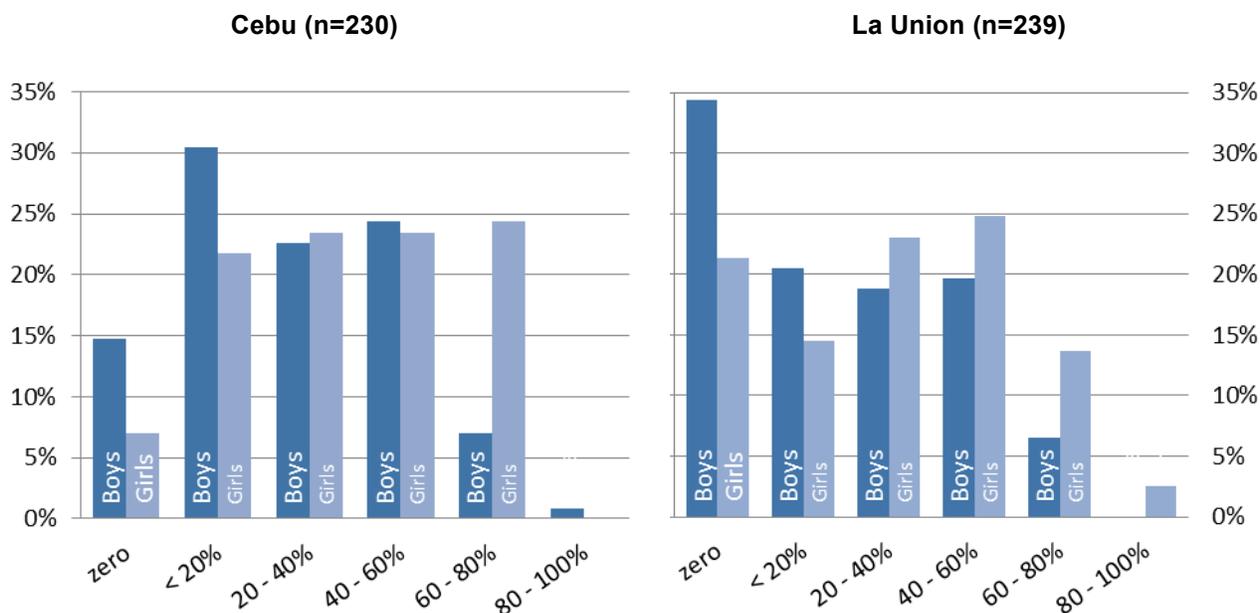


Figure 60. Nonsense Words Subtest Results, by Province



Disaggregation by sex within province showed overall similar patterns of achievement, with girls scoring higher than boys. Both boys and girls from Cebu did better than boys and girls from La Union.

Figure 61. Nonsense Words Distribution by Sex within Province (Time 1, n=469)



Oral Passage Reading and Comprehension

On the **passage reading and comprehension**, students were scored on the words they read correctly in the passage (total possible 56 at Time 1, and 64 at Time 2), reading comprehension (total possible 5), and prosody (total possible 4). The number of words read correctly ranged from zero to 56, with a mean

of 27.0 (48.2% correct) at Time 1, and from zero to 64, with a mean of 35.6 (55.6% correct) at Time 2. The gains were statistically significant for students from Cebu and for boys and girls.

The results presented in the graph below show that over four in ten students (mostly girls) read accurately the entire passage within the allocated one minute, and just over one in ten failed to read a single word. These results are much better than decoding results demonstrated in the familiar word reading and nonsense word decoding subtests, as presented in the sections above. Fewer students reached 80 to 100% completion of the passage at Time 2, possibly because the text passage is longer at Time 2 (by 8 words) and may be slightly more difficult.

Figure 62. Oral Passage Reading Subtest Results, Percent of Words Read Correctly (Time 1 n= 469, Time 2 n = 488)

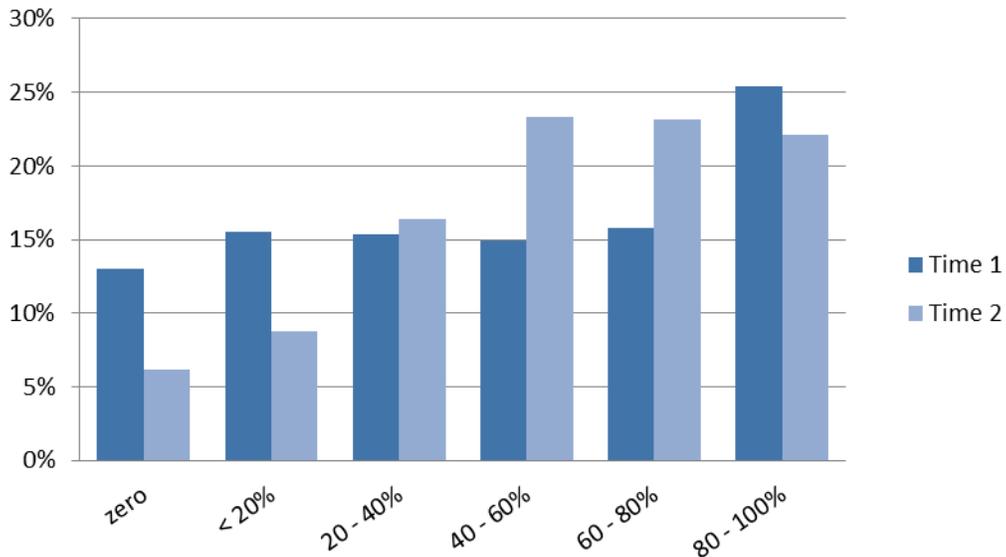


Figure 63. Oral Passage Reading Subtest Results, by Sex

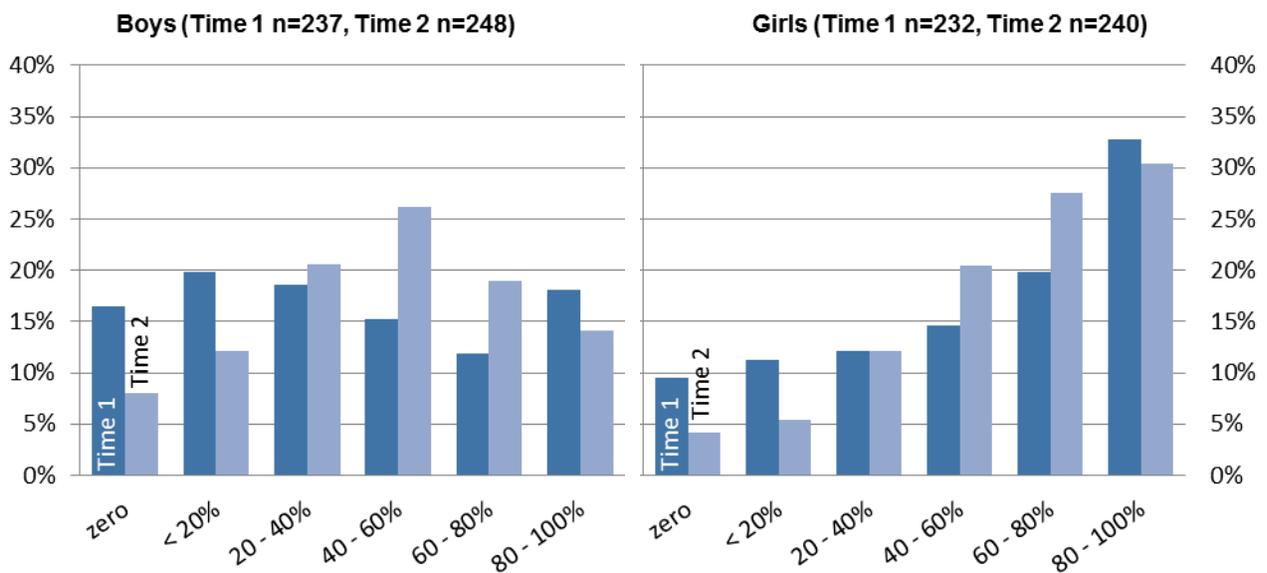
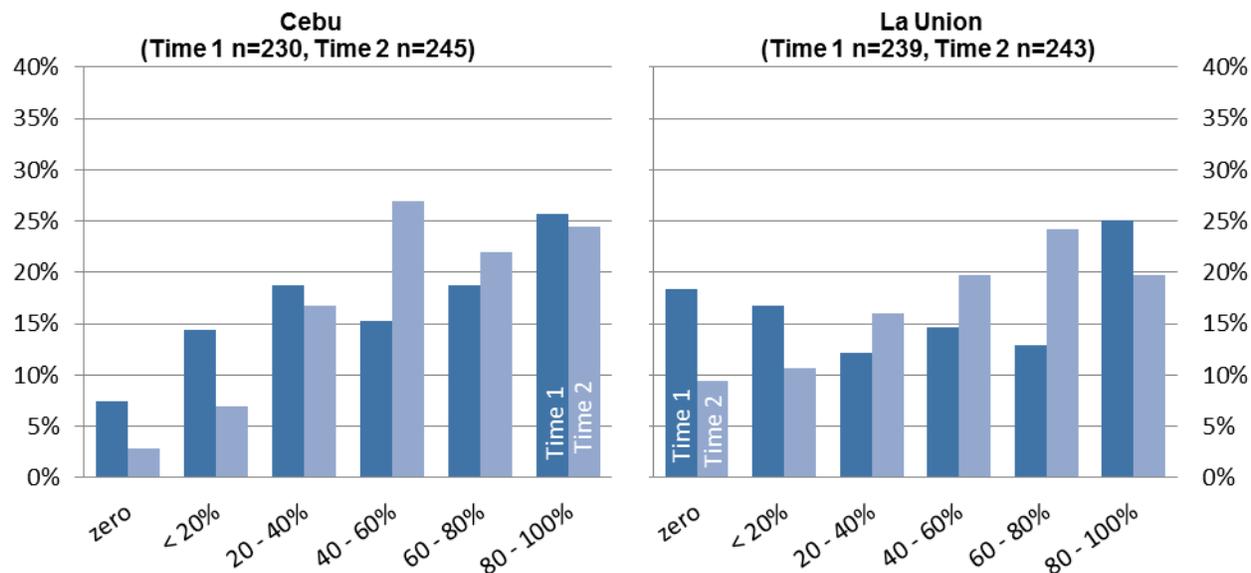
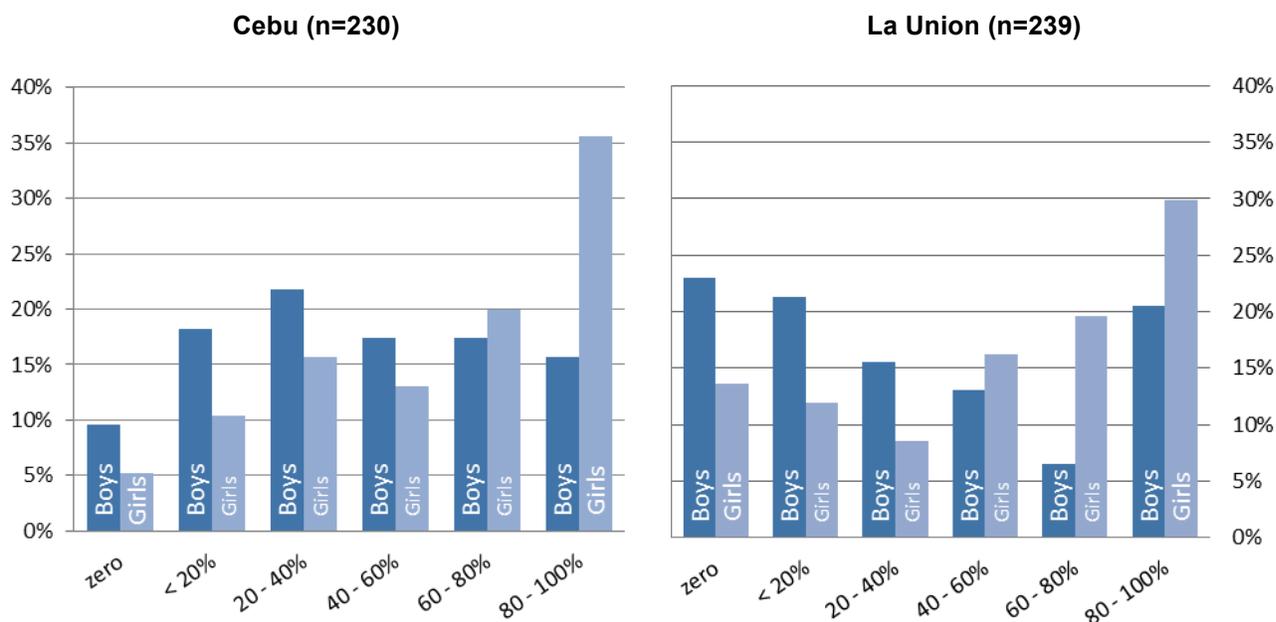


Figure 64. Oral Passage Reading Subtest Results, by Province



The distribution patterns of scores from the Cebu and La Union differ somewhat. The pattern of scores for students from Cebu is close to normal for the boys, and skewed toward the right for the girls, with a third of girls completing 80 to 100% of the text. The pattern of scores for students from La Union is approximating a U-curve, with a higher proportion of students falling on either end of the scale than in the middle of the scale.

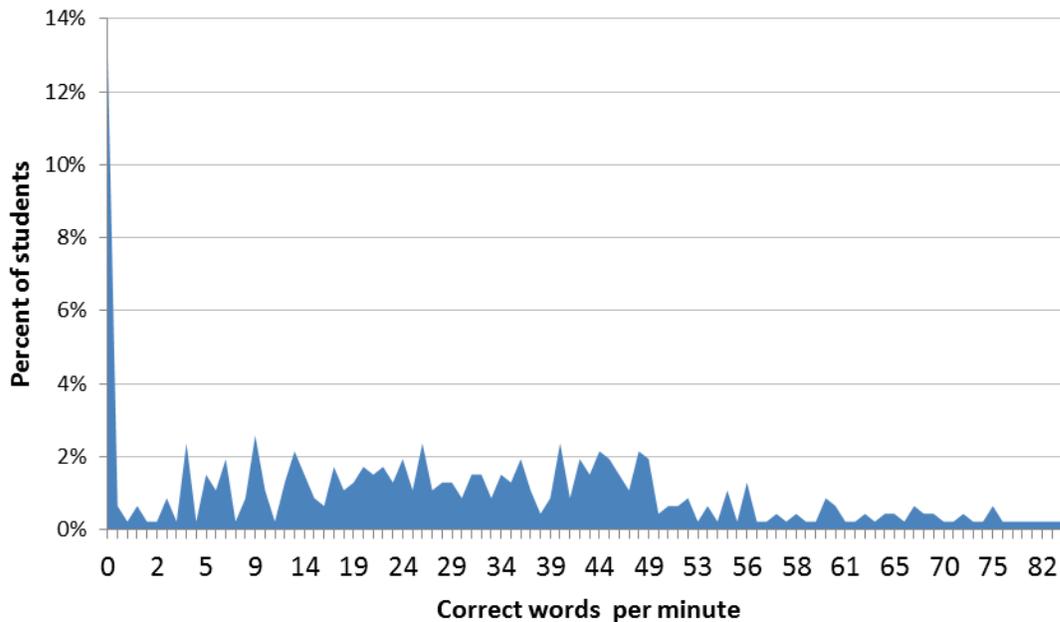
Figure 65. Oral Passage Reading Distribution by Sex within Province (Time 1, n=469)



Fluency. Students were timed on reading the text, with the limit of 60 seconds. The number of words read correctly was divided by the seconds it took to read and then multiplied by 60 seconds to find the number of correct words per minute, which is the standard fluency measure used to measure USAID

reading interventions per the e-EGRA protocol. This ranged from zero to 112 words per minute, with a mean of 28.6 words per minute at Time 1, and from zero to 90.7, with a mean of 35.6 at Time 2. The gains were statistically significant for students from all subgroups at $p < .001$ level. The graph below shows the shape of the fluency score distribution at Time 1. The overall shape of the distribution remained the same at Time 2, with a slight shift to the right.

Figure 66. Fluency of tested students at Time 1 (n = 466)



The fluency results differed between provinces and sex, as shown in the table below. The gains were statistically significant for students from all subgroups at $p < .001$ level except student from La Union for whom the gains were statistically significant at $p < .05$ level.

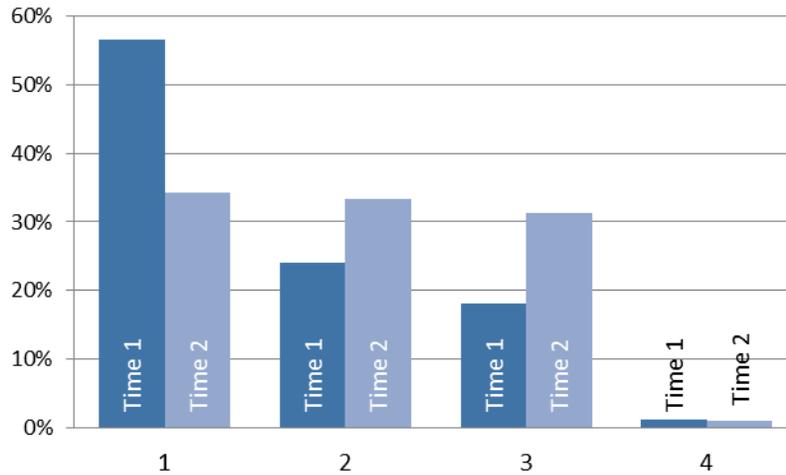
Table 16. Fluency measure, by Province and Sex

	TIME 1			TIME 2			GAIN
	N	Range	Mean cwpm (SD)	N	Range	Mean cwpm (SD)	Mean
Total Sample	466	0 to 112.0	28.6 (21.89)	488	0 to 90.7	35.6 (20.65)	6.97
SEX							
Boys	236	0 to 77.56	23.4 (19.7)	248	0 to 89.3	30.30 (19.52)	6.93
Girls	230	0 to 112.0	34.0 (22.8)	240	0 to 90.7	41.07 (20.39)	7.05
PROVINCE							
Cebu	230	0 to 80.49	30.0 (20.1)	245	0 to 89.3	38.18 (20.08)	8.18
La Union	236	0 to 112.0	27.3 (23.4)	243	0 to 90.7	32.99 (20.93)	5.70

Prosody

Responses ranged from one (“word-by-word, slow, laborious”) to four (“fluent, with expression to mark punctuation and/or direct speech”), with a mean of 1.64 at Time 1, and 1.99 at Time 2. The gains were statistically significant for students from all subgroups at $p < .001$ level.

Figure 67. Oral Passage Reading: Prosody Score Distribution (Time 1 n= 469, Time 2 n = 488)



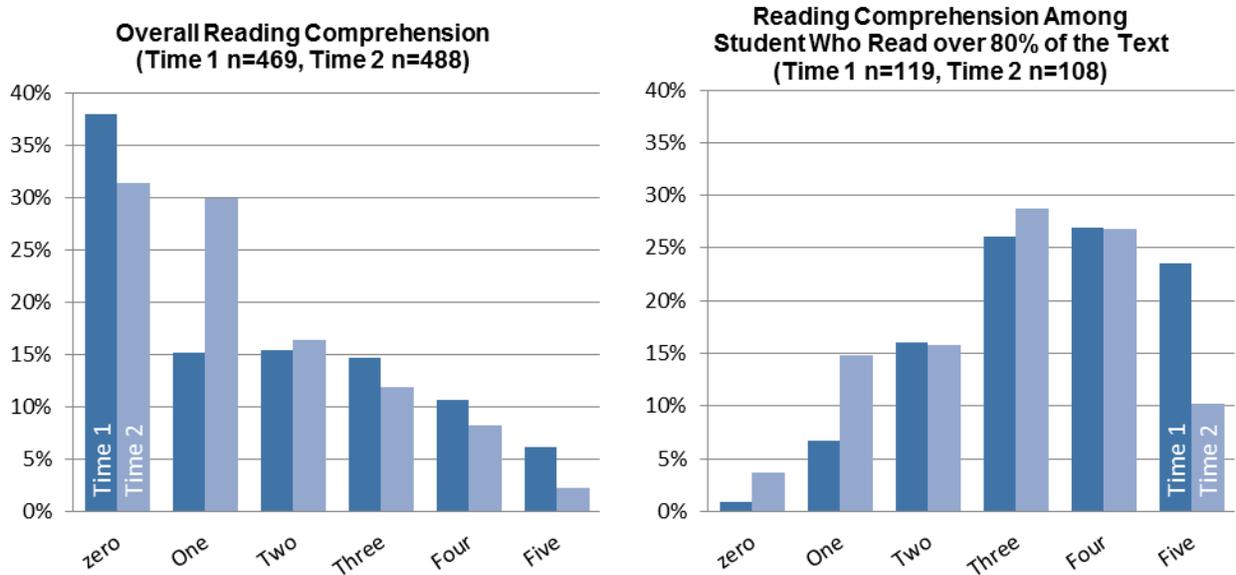
Disaggregation by sex showed that girls read with greater prosody than boys, which is consistent with the overall pattern of girls demonstrating higher reading proficiency. The difference across provinces was less pronounced in prosody score distribution, with La Union showing slightly better results. However, it should be noted that during a validation exercise the comparisons of prosody scores showed little consistency across assessors. Despite subsequent training, the Basa team found that prosody according to the way it is being measured on the EGRA is highly subjective and findings are not likely to be reliable.

Reading Comprehension

Students were asked five questions about the passage to check for comprehension after reading the text. They were not allowed to look back at the text. The total number correct ranged from zero to five, with a mean of 1.6 words (32.7%) at Time 1, and 1.4 words (28.5%) at Time 2. Among those, who read over 80% of the text, the mean of the correct reading comprehension answers was 3.4 out of 5 at Time 1, and 2.9 at Time 2. One possible explanation for why reading comprehension score was lower at Time 2 had to do with the type of comprehension questions asked. At Time 1, of five comprehension questions four appear to be locators and one appears to be inferential, while at Time 2 only two questions appear to be locators and three appear to be inferential. It is usually easier for students to answer locator questions than inferential questions.³⁶

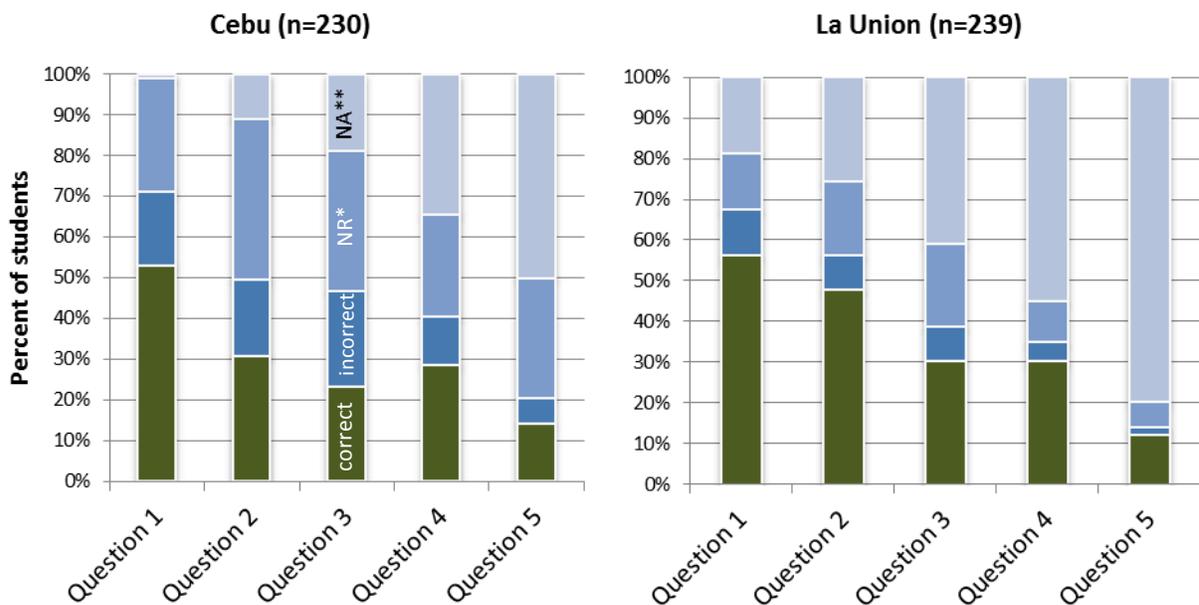
³⁶ The EGRA tests used for this cohort were not developed by EDC, but by another project as stated earlier and it appears that that the two versions of the readings were not fully equated by means or linear methods prior to implementation. For the second round of testing (cohort 2) tests have been fully tested and equated by EDC using means equating.

Figure 68. Reading Comprehension Results



Data analysis of Time 1 data at the provincial level showed a high proportion of students who did not attempt comprehension questions 3, 4 and 5, particularly in La Union. The following comparison figure shows results for reading comprehension by question. Areas in green show a percent of students who answered the question correctly. A similar pattern was observed at Time 2.

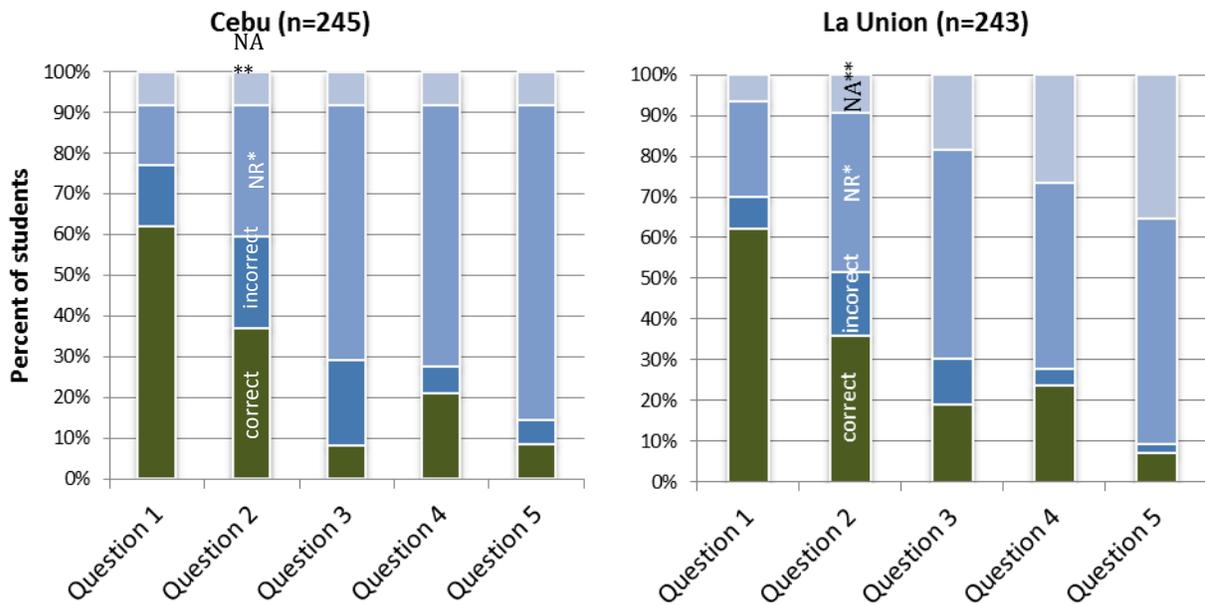
Figure 69. Reading Comprehension Results, by Province, at Time 1



*no response (heard question but did not give a response)

**not attempted (did not attempt these questions as they did not read the passage)

Figure 70. Reading Comprehension Results, by Province, at Time 2³⁷



*no response (heard question but did not give a response)

**not attempted (did not attempt these questions as they did not read the passage)

Listening Comprehension

On the **listening comprehension subtest**, students were read a passage and asked three comprehension questions. Total number correct ranged from zero to three, with a mean of 1.4 at Time 1, and 1.6 at Time 2. Fewer students had zero scores (could not answer any correct) at Time 2, and about eight percent more students answered all three listening comprehension questions correctly at Time 2. These changes were marginally statistically significant for students from Cebu.

Figure 71. Listening Comprehension Results (Time 1 n=469, Time 2 n=488)

³⁷ At Time 2, the Cebu data collection team incorrectly coded students who failed to read the text and hence were not supposed to have been asked comprehension questions as “no response” instead of “not attempted.” To adjust for this in this study, data was recoded as “not attempted” for all five comprehension questions for students from Cebu who were unable to read more than 8 words in the text given that they should not have been asked comprehension questions.

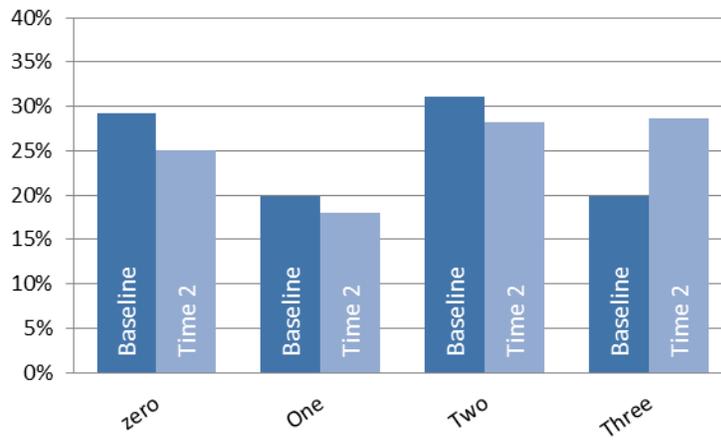


Figure 72. Listening Comprehension Subtest Results, by Sex

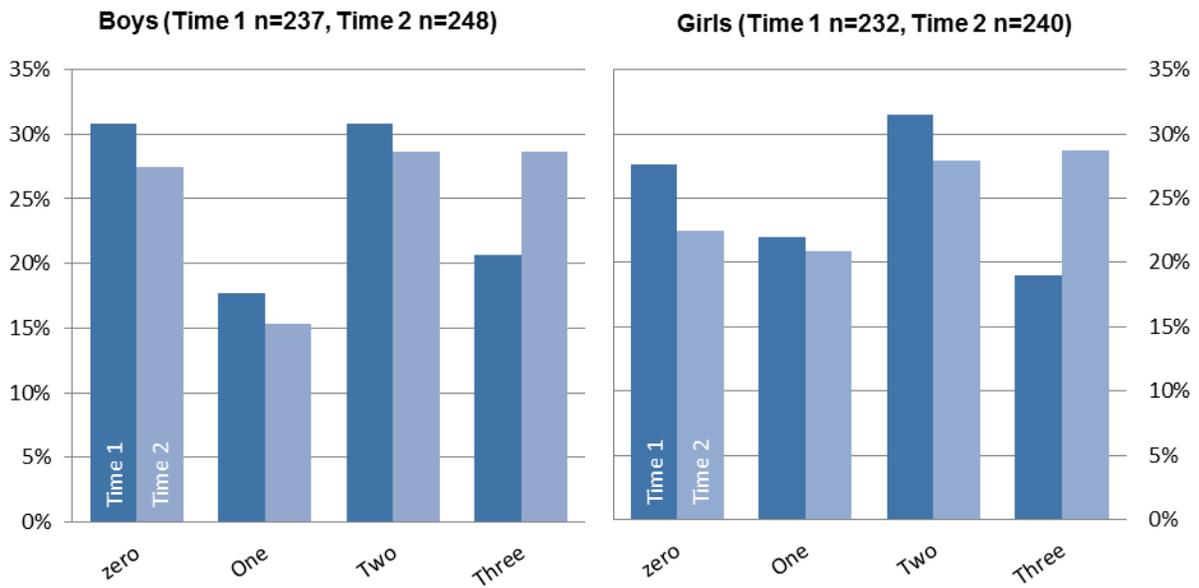
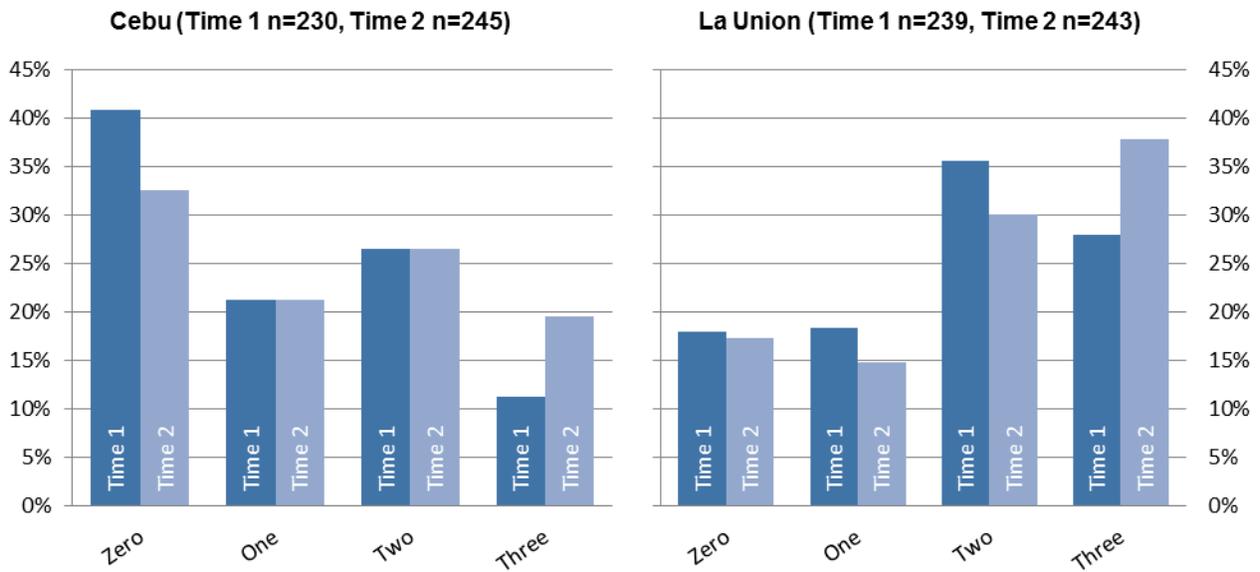
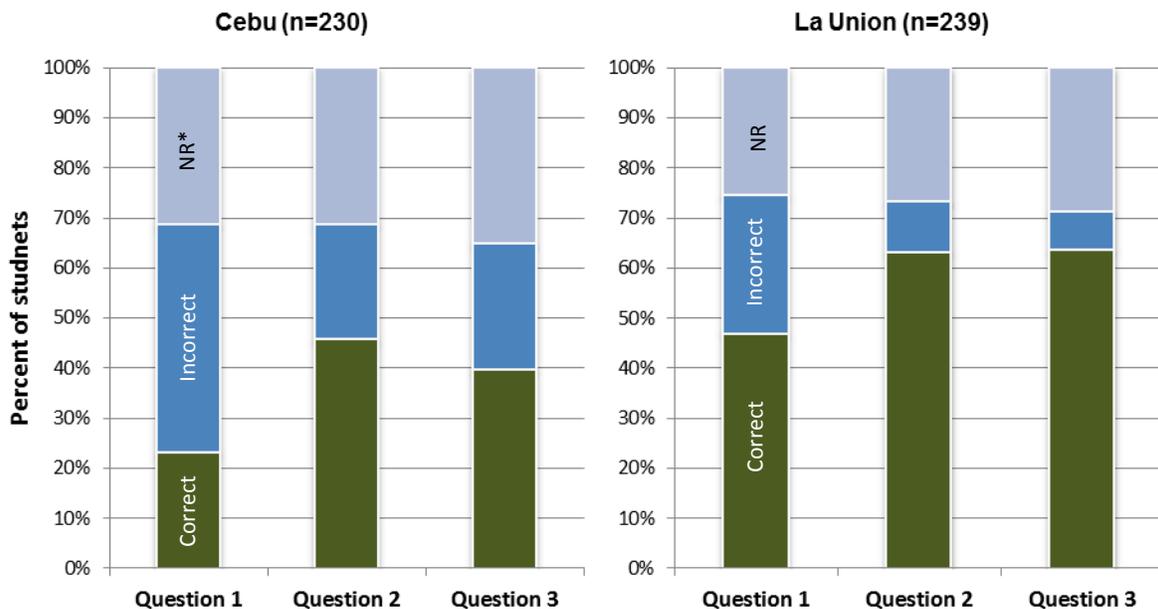


Figure 73. Listening Comprehension Subtest Results, by Province



A higher proportion of students attempted to answer listening comprehension questions than reading comprehension questions. The following figure shows a comparison of response patterns by question, across the two study provinces, at Time 1. All students were asked all questions since all students were exposed to the entire text. Students from La Union did statistically significantly better than students from Cebu, at $p < .001$ level.

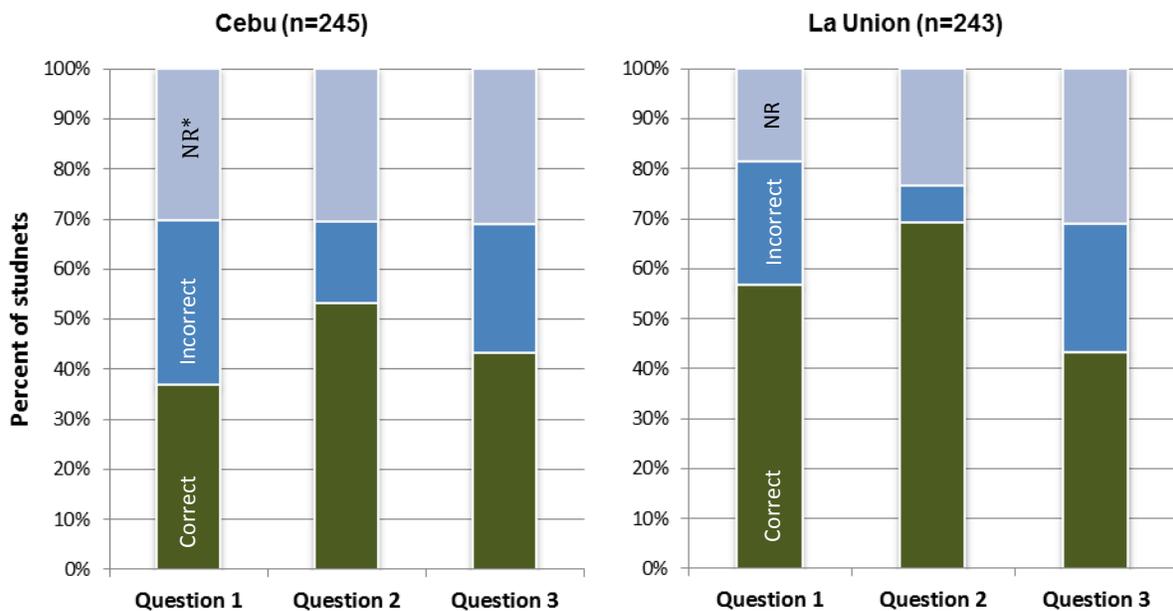
Figure 74. Listening Comprehension Results, by Question, at Time 1



*no response (heard question but did not give a response)

**not attempted (did not attempt this section)

Figure 75. Listening Comprehension Results, by Question, at Time 2



*no response (heard question but did not give a response)

**not attempted (did not attempt this section)

Dictation

On the **dictation** subtest (total possible 16 correct answers), students were read a passage once, then were given a pencil and paper for writing what they heard. The administrator then read the passage a second time with pauses, and finally read the entire passage a third time. Dictation scores were broken up into two subtests:

- Number of words spelled correctly (total possible 12)
- Other items relating to conventions of text in writing included spacing, text direction, capital letter, and a full stop (total possible 4)

Number of correct answers for the dictation subtest ranged from zero to 16, with a mean of 5.0 (31%) at Time 1 and 6.9 (43%) at Time 2. The gains between Time 1 and Time 2 was statistically significant for all studied subgroups at $p < .001$ level.

An examination of data shows that most growth in this subtest was experienced by boys and girls in Cebu. The share of Cebu students who reached 80 to 100% correct on this subtest jumped from 2.1 to 17.1, while remaining flat at around 8 percent for La Union students. However, the proportion of students with zero scores on this subtest dropped significantly in both regions.

Figure 76. Dictation Subtest Results (Time 1 n = 469, Time 2 n = 488)

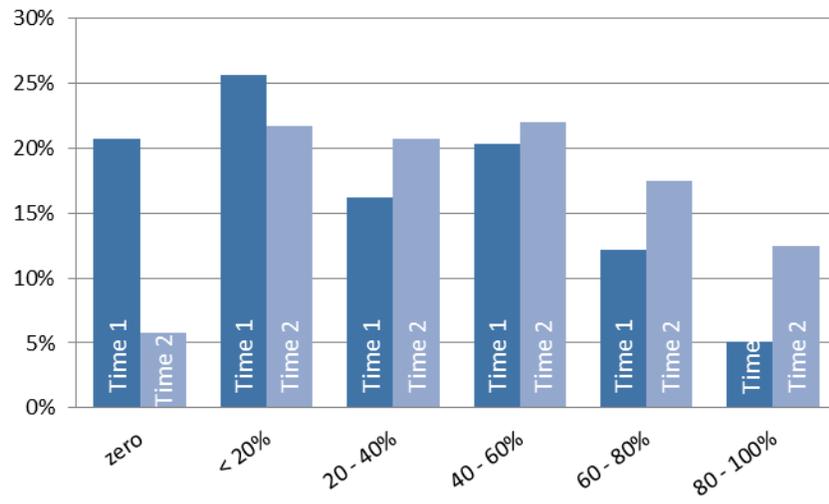


Figure 77. Dictation Subtest Results, by Sex

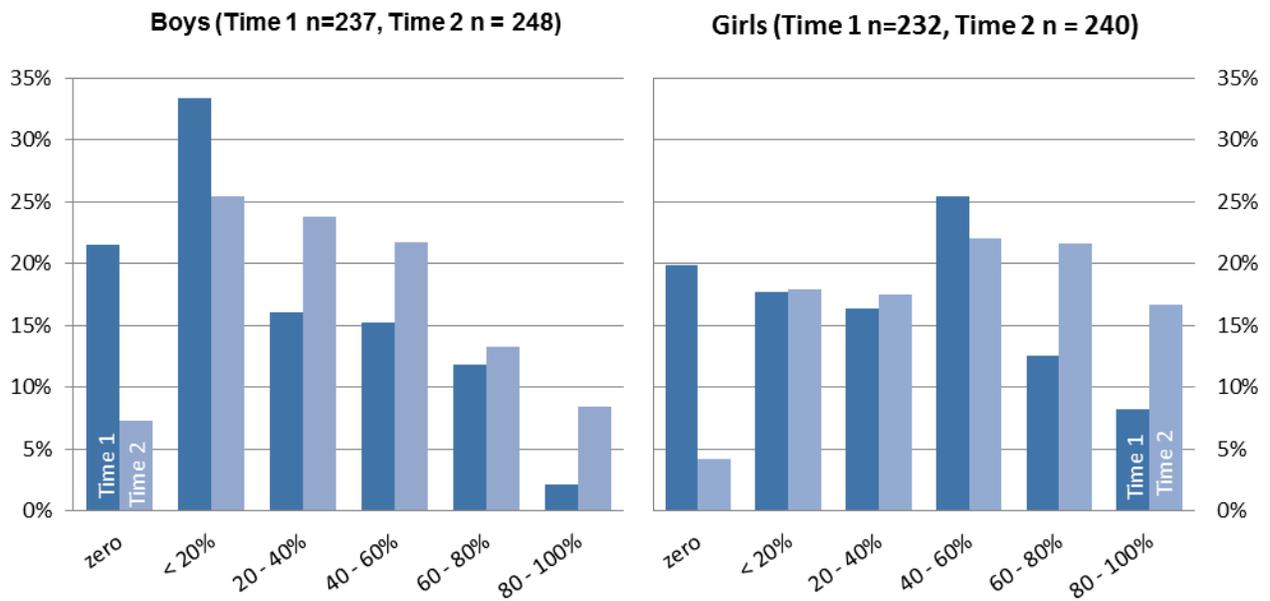
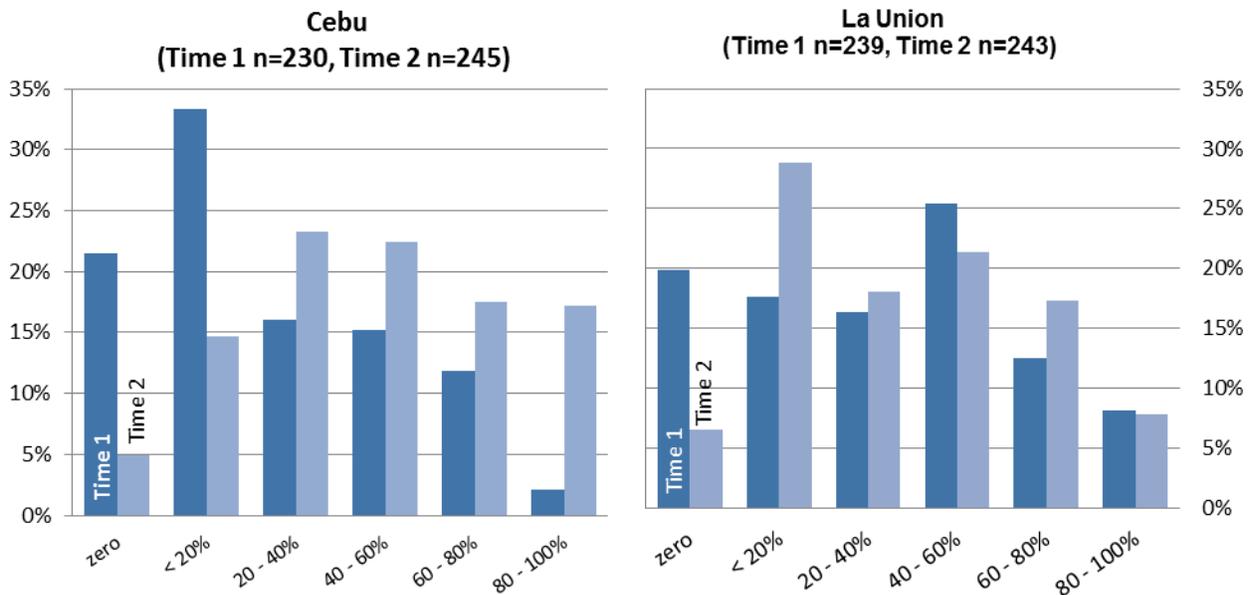


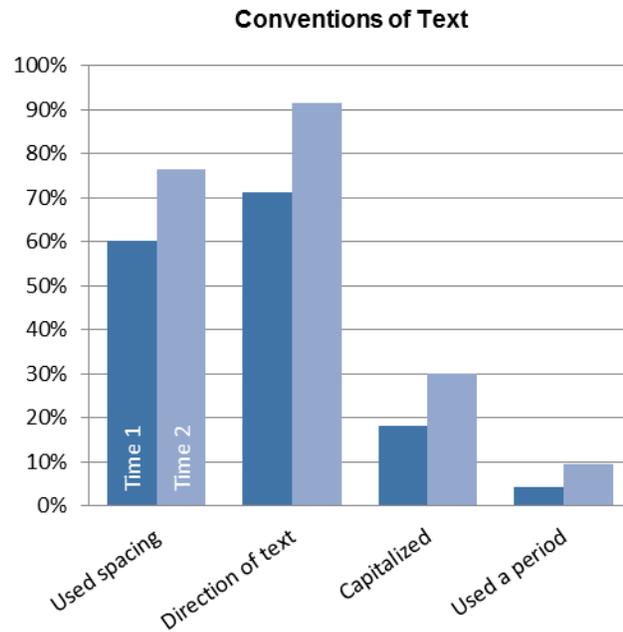
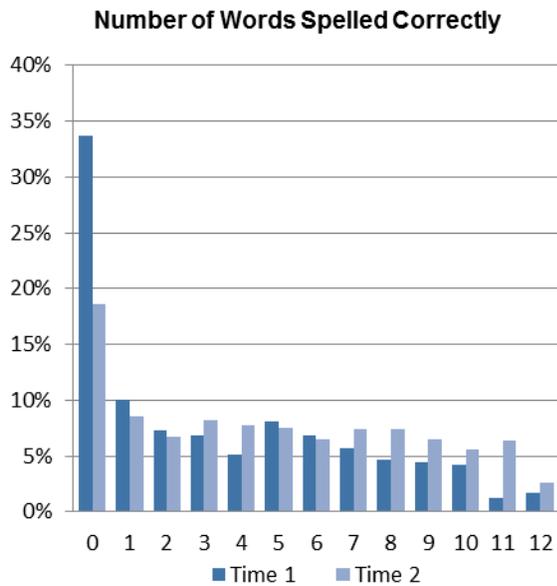
Figure 78. Dictation Subtest Results, by Province



Scores for spelling (total possible 12) ranged from zero to 12, with a mean of 3.4 at Time 1, and 4.8 at Time 2. The figures below shows the distribution of the number of correctly spelled words out of 12. A third of tested students did not spell any words correctly at Time 1, and less than 20% got a zero at Time 2.

Finally, with regard to the conventions of text, most students used spacing and the direction of the text correctly. However, only one in five students capitalized correctly, and very few students used a period at the end of the sentence.

Figure 79. Dictation Subtest Results: Spelling and Writing (Time 1 n=469, Time 2 n=488)



CONCLUSION

The data collected on the school environment, teaching and instruction, and student literacy performance in Cohort 1 will be used to inform project technical activities and to provide a snapshot of where classrooms and students were at the start of the intervention, before the full Basa intervention was fully underway. The school environment findings suggest that not all students have access to libraries, nor sufficient storybooks and other print materials, and that teachers and principals would benefit from targeted training in issues related to gender awareness and working with students with special needs. Classroom observations suggest that many teachers possess a mixture of beliefs about literacy development and instruction—some of which are supported by the research literature and some that are not. For the most part, teachers believed that reading comprehension and other higher order thinking skills are abilities that students prior to Grade 2 do not yet possess. Meanwhile, student results showed that students are able to decode and perform fairly well on foundational reading skills in Filipino, but do not fully comprehend the texts that they are reading. As Basa moves into Year 2 data collection, it will integrate this learning into materials development, training design, and evaluations and assessments among the other critical activities.

Appendix 1. SCOPE Literacy Results

Table 17. Average Scores on SCOPE Literacy Items (n=40)

SCOPE Literacy Items	Mean (SD)
Positive Learning Environment	2.3 (1.0)
Effective Grouping Strategies	1.5 (0.8)
Participation of All Learners	2.2 (0.9)
Opportunities for Reflection	1.3 (0.6)
Classroom Materials	2.6 (0.7)
Manages Reading and Writing Instruction	2.4 (0.8)
Opportunities for Oral Language Development	1.7 (0.9)
Opportunities for Meaningful Reading	1.4 (0.8)
Opportunities for Learning to Decode and Spell Words	1.5 (0.8)
Opportunities for Developing Reading Fluency	1.5 (0.6)
Opportunities for Developing Vocabulary	1.7 (1.1)
Opportunities for Developing Comprehension	1.7 (0.7)
Writing Instruction	1.1 (0.2)
Section 1 composite	12.3 (3.7)
Section 2 composite	10.5 (3.5)

Table 18. Average Scores on SCOPE Literacy Items, by province (n=40)

SCOPE Literacy Items	Mean (SD)	
	Cebu	La Union
Positive Learning Environment	2.4 (0.9)	2.3 (1.0)
Effective Grouping Strategies	1.6 (0.9)	1.5 (0.7)
Participation of All Learners	2.2 (1.0)	2.2 (0.9)
Opportunities for Reflection	1.3 (0.6)	1.3 (0.7)
Classroom Materials	2.5 (0.8)	2.7 (0.7)
Manages Reading and Writing Instruction	2.2 (0.8)	2.6 (0.8)
Opportunities for Oral Language Development	1.6 (0.7)	1.9 (1.0)
Opportunities for Meaningful Reading	1.3 (0.4)	1.6 (1.0)
Opportunities for Learning to Decode and Spell Words	1.4 (0.8)	1.6 (0.8)
Opportunities for Developing Reading Fluency	1.6 (0.7)	1.4 (0.6)
Opportunities for Developing Vocabulary	1.9 (1.1)	1.6 (1.0)
Opportunities for Developing Comprehension	1.7 (0.7)	1.7 (0.8)
Writing Instruction	1.1 (0.2)	1.1 (0.2)
Section 1 composite	12.1 (3.8)	12.5 (3.7)
Section 2 composite	10.3 (3)	10.7 (4.0)

Appendix 2. BIPI Results

Table 19. Descriptive Analysis of BIPI Section C (n=2,124)

Question	Answer Option	Percent
Q30 All learners can learn to read.	Agree	82.5
	Disagree	14.9
	No Opinion	.9
	Missing Data	1.6
Q31 All learners can learn to write.	Agree	91.6
	Disagree	6.7
	No Opinion	.5
	Missing Data	1.3
Q32 Girls learn to read faster than boys.	Agree	45.4
	Disagree	48.4
	No Opinion	4.3
	Missing Data	1.8
Q33 Most students have a lot of difficulty learning to read.	Agree	56.3
	Disagree	39.8
	No Opinion	2.0
	Missing Data	1.9
Q34 Students have a lot of difficulty learning to write.	Agree	31.5
	Disagree	63.7
	No Opinion	2.2
	Missing Data	2.6
Q35 It is harder to teach boys to read and write than girls.	Agree	38.0
	Disagree	54.4
	No Opinion	5.7
	Missing Data	1.8
Q36 It is harder to teach girls to read and write than boys.	Agree	4.0
	Disagree	88.3
	No Opinion	5.8
	Missing Data	1.9
Q37 Boys and girls should be separated during reading activities.	Agree	10.1
	Disagree	84.9
	No Opinion	2.9
	Missing Data	2.2
Q38 I believe that children with difficulties or disabilities in reading and writing should be included in regular classrooms or literacy activities.	Agree	56.8
	Disagree	37.2
	No Opinion	4.0
	Missing Data	2.1
Q39 If I had sufficient reading material in my classroom, I would give students time each day to read freely materials of their own choosing.	Agree	94.8
	Disagree	3.6
	No Opinion	.3
	Missing Data	1.2

Question	Answer Option	Percent
Q40 If a student makes an error spelling a word that he/she is attempting to write for the first time, it's not a major concern.	Agree	33.7
	Disagree	61.8
	No Opinion	2.4
	Missing Data	2.1
Q41 Students must be able to recite a text before they can read it.	Agree	32.2
	Disagree	57.6
	No Opinion	4.4
	Missing Data	5.8
Q42 It is better to teach reading and writing as two separate subjects, so as to not confuse the students.	Agree	51.1
	Disagree	43.7
	No Opinion	2.8
	Missing Data	2.4
Q43 One must learn to read before one can learn to write.	Agree	41.9
	Disagree	52.0
	No Opinion	2.7
	Missing Data	3.4
Q44 Students can't write an original text (i.e., a sentence or short text they have composed themselves) until at least Grades 3 or 4.	Agree	36.9
	Disagree	58.3
	No Opinion	2.7
	Missing Data	2.2
Q45 It is important to give students time each day to write freely on topics of their own choosing.	Agree	84.5
	Disagree	11.0
	No Opinion	2.1
	Missing Data	2.4
Q46 It is important to correct all the errors in sentences students produce.	Agree	91.0
	Disagree	5.9
	No Opinion	1.3
	Missing Data	1.7
Q47 Before having students read a text for the first time, it is important to have a discussion with them about what they know about the subject addressed in the text.	Agree	93.3
	Disagree	4.0
	No Opinion	.8
	Missing Data	1.9
Q48 Reading stories to students helps them develop their reading skills	Agree	96.1
	Disagree	2.7
	No Opinion	.1
	Missing Data	1.1
Q49 Students must memorize a text before they can understand it.	Agree	19.9
	Disagree	75.6
	No Opinion	2.2
	Missing Data	2.3

Question	Answer Option	Percent
Q50 Learning to recite a text is a first step in learning how to read it.	Agree	48.7
	Disagree	44.3
	No Opinion	3.2
	Missing Data	3.9
Q51 Silent reading should be avoided, because the teacher can't check if students are actually reading or reading correctly.	Agree	56.4
	Disagree	39.7
	No Opinion	2.4
	Missing Data	1.4
Q52 A student who writes "well" is a student who does not make any grammatical or spelling mistakes.	Agree	12.6
	Disagree	84.1
	No Opinion	1.8
	Missing Data	1.4
Q53 I have received adequate training on how to teach reading.	Agree	40.1
	Disagree	47.7
	No Opinion	8.5
	Missing Data	3.7
Q54 I have received adequate training on how to teach writing.	Agree	35.2
	Disagree	51.6
	No Opinion	8.9
	Missing Data	4.3
Q55 I often have opportunities to talk to colleagues about how to teach reading and writing.	Agree	68.8
	Disagree	22.7
	No Opinion	5.4
	Missing Data	3.1
Q56 I have received training on how to work with students struggling to learn to read and/or write (students with disabilities).	Agree	29.2
	Disagree	56.6
	No Opinion	10.9
	Missing Data	3.3
Q57 I have received training on how to promote gender equity in my classroom.	Agree	37.4
	Disagree	46.8
	No Opinion	12.2
	Missing Data	3.5
Q58 My students have positive role models at schools or home in the area of reading and writing.	Agree	57.5
	Disagree	29.5
	No Opinion	10.0
	Missing Data	2.9
Q59 My students have access to books at home.	Agree	36.1
	Disagree	48.9
	No Opinion	12.7
	Missing Data	2.3

Table 20. Descriptive Analysis, Part D (n=2,124)

Question	Answer Option	Percent
Q60 Read out loud, and with few errors, a simple text (2 to 3 sentences) that they have never seen before	Before Grade 1	7.7
	Within first 3 months of Grade 1	20.8
	End of Grade 1	35.1
	End of Grade 2	17.1
	Grade 3	13.4
	Not an important skill	0.6
	Missing Data	5.3
Q61 Understand the meaning of texts they are reading	Before Grade 1	4.1
	Within first 3 months of Grade 1	17.8
	End of Grade 1	36.1
	End of Grade 2	19.5
	Grade 3	18.1
	Not an important skill	0.1
	Missing Data	4.2
Q62 Recognize all the letters of the alphabet and the sound each letter makes	Before Grade 1	24.9
	Within first 3 months of Grade 1	40.4
	End of Grade 1	25.0
	End of Grade 2	4.0
	Grade 3	1.4
	Not an important skill	0.0
	Missing Data	4.2
Q63 Write an original text of 2 or more sentences (one they have created themselves as opposed to a text they have copied from the board or created based on a model supplied by the teacher)	Before Grade 1	2.3
	Within first 3 months of Grade 1	12.3
	End of Grade 1	29.0
	End of Grade 2	27.1
	Grade 3	24.8
	Not an important skill	0.3
	Missing Data	4.4
Q64 Review a classmate's text in order to help him/her correct spelling or grammar mistakes	Before Grade 1	1.2
	Within first 3 months of Grade 1	11.5
	End of Grade 1	24.2
	End of Grade 2	26.0
	Grade 3	32.1
	Not an important skill	0.8
	Missing Data	4.2
Q65 Spell correctly common or frequently encountered words	Before Grade 1	1.5
	Within first 3 months of Grade 1	13.2
	End of Grade 1	32.7
	End of Grade 2	28.7
	Grade 3	19.6
	Not an important skill	.2
	Missing Data	4.2

Question	Answer Option	Percent
Q66 Use common punctuation (period, question mark, exclamation mark) correctly in their original productions	Before Grade 1	1.4
	Within first 3 months of Grade 1	8.7
	End of Grade 1	29.2
	End of Grade 2	31.6
	Grade 3	25.4
	Not an important skill	0.1
	Missing Data	3.6
Q67 Infer or deduce the meaning of a new word by looking at how it is used in the sentence	Before Grade 1	1.2
	Within first 3 months of Grade 1	5.9
	End of Grade 1	19.6
	End of Grade 2	26.5
	Grade 3	41.6
	Not an important skill	0.7
	Missing Data	4.5
Q68 Express their opinions on a text they have read	Before Grade 1	1.6
	Within first 3 months of Grade 1	9.6
	End of Grade 1	27.2
	End of Grade 2	27.6
	Grade 3	29.1
	Not an important skill	0.1
	Missing Data	4.8
Q69 Express their opinions about a text that the teacher has read to them	Before Grade 1	2.8
	Within first 3 months of Grade 1	15.0
	End of Grade 1	28.6
	End of Grade 2	29.3
	Grade 3	20.0
	Not an important skill	0.5
	Missing Data	3.9
Q70 Read texts of their own choosing (that is, that they selected themselves)	Before Grade 1	1.1
	Within first 3 months of Grade 1	9.0
	End of Grade 1	31.3
	End of Grade 2	31.3
	Grade 3	22.8
	Not an important skill	0.4
	Missing Data	4.0
Q71 Decode new words without the teachers' help by making correct letter-associations	Before Grade 1	1.2
	Within first 3 months of Grade 1	6.6
	End of Grade 1	23.2
	End of Grade 2	21.4
	Grade 3	42.5
	Not an important skill	1.1
	Missing Data	4.0
Q72 Recognize and read common or frequently encountered words	Before Grade 1	3.1
	Within first 3 months of Grade 1	18.0
	End of Grade 1	38.6
	End of Grade 2	25.0

Question	Answer Option	Percent
	Grade 3	11.5
	Not an important skill	0.1
	Missing Data	3.7
Q73 Make a hypothesis or a prediction about what a text or story is about by looking at the title or the illustrations	Before Grade 1	1.8
	Within first 3 months of Grade 1	8.9
	End of Grade 1	23.1
	End of Grade 2	24.7
	Grade 3	37.1
	Not an important skill	0.8
	Missing Data	3.6
	Q74 Explain what they liked or didn't like about a story or text they have read	Before Grade 1
Within first 3 months of Grade 1		9.7
End of Grade 1		26.2
End of Grade 2		30.4
Grade 3		26.9
Not an important skill		0.5
Missing Data		4.0
Q75 Explain what they liked or didn't like about a story or text they have had read to them	Before Grade 1	2.3
	Within first 3 months of Grade 1	9.7
	End of Grade 1	26.2
	End of Grade 2	30.4
	Grade 3	26.9
	Not an important skill	0.5
	Missing Data	4.0
Q76 Make predictions about what will happen next in a text or story	Before Grade 1	2.0
	Within first 3 months of Grade 1	12.9
	End of Grade 1	32.8
	End of Grade 2	31.2
	Grade 3	16.9
	Not an important skill	0.1
	Missing Data	4.0
Q77 Answer simple oral questions (where a text takes place, who are the main characters, when it takes place...) about a text they have read	Before Grade 1	3.1
	Within first 3 months of Grade 1	20.0
	End of Grade 1	39.3
	End of Grade 2	27.9
	Grade 3	6.4
	Not an important skill	0.0
	Missing Data	3.4
Q78 Answer simple oral questions (where a text takes place, who are the main characters, when it takes place...) about a text they have read to them	Before Grade 1	3.8
	Within first 3 months of Grade 1	22.2
	End of Grade 1	38.4
	End of Grade 2	25.6
	Grade 3	6.5
	Not an important skill	0.0
	Missing Data	3.5

Table 21. Descriptive Analysis of Section C, by Province (n=2,124)

Question	Survey results (%) Cebu (n=1,359); La Union(n=751)		
	Answer Option	Cebu	La Union
Q30 All learners can learn to read.	Agree	79.2	88.5
	Disagree	17.6	10.0
	No Opinion	1.3	0.3
	Missing Data	1.8	1.2
Q31 All learners can learn to write.	Agree	90.4	93.7
	Disagree	7.6	4.9
	No Opinion	0.6	0.3
	Missing Data	1.4	1.1
Q32 Girls learn to read faster than boys.	Agree	49.9	37.3
	Disagree	43.6	57.4
	No Opinion	4.4	4.3
	Missing Data	2.2	1.1
Q33 Most students have a lot of difficulty learning to read.	Agree	54.7	59.1
	Disagree	41.8	36.2
	No Opinion	1.7	2.4
	Missing Data	1.7	2.3
Q34 Students have a lot of difficulty learning to write.	Agree	29.4	35.4
	Disagree	66.3	59.0
	No Opinion	2.0	2.7
	Missing Data	2.4	2.9
Q35 It is harder to teach boys to read and write than girls.	Agree	38.6	37.0
	Disagree	53.0	57.0
	No Opinion	6.2	4.9
	Missing Data	2.2	1.1
Q36 It is harder to teach girls to read and write than boys.	Agree	4.4	3.1
	Disagree	87.3	90.0
	No Opinion	6.6	4.4
	Missing Data	1.6	2.5
Q37 Boys and girls should be separated during reading activities.	Agree	11.5	7.5
	Disagree	83.5	87.4
	No Opinion	3.0	2.7
	Missing Data	2.0	2.5
Q38 I believe that children with difficulties or disabilities in reading and writing should be included in regular classrooms or literacy activities.	Agree	55.9	58.5
	Disagree	37.5	36.6
	No Opinion	4.5	2.9

	Missing Data	2.1	2.0
Q39 If I had sufficient reading material in my classroom, I would give students time each day to read freely materials of their own choosing.	Agree	94.4	95.6
	Disagree	3.9	3.1
	No Opinion	0.2	0.5
	Missing Data	1.5	0.8
Q40 If a student makes an error spelling a word that he/she is attempting to write for the first time, it's not a major concern.	Agree	32.6	35.8
	Disagree	62.6	60.3
	No Opinion	2.8	1.7
	Missing Data	2.1	2.1
Q41 Students must be able to recite a text before they can read it.	Agree	27.0	41.7
	Disagree	62.8	48.1
	No Opinion	4.7	3.7
	Missing Data	5.5	6.5
Q42 It is better to teach reading and writing as two separate subjects, so as to not confuse the students.	Agree	53.4	47.0
	Disagree	40.6	49.4
	No Opinion	3.6	1.3
	Missing Data	2.5	2.3
Q43 One must learn to read before one can learn to write.	Agree	43.9	38.2
	Disagree	49.4	56.9
	No Opinion	3.2	1.7
	Missing Data	3.5	3.2
Q44 Students can't write an original text (i.e., a sentence or short text they have composed themselves) until at least Grades 3 or 4.	Agree	32.5	44.9
	Disagree	62.2	51.1
	No Opinion	3.1	2.0
	Missing Data	2.3	2.0
Q45 It is important to give students time each day to write freely on topics of their own choosing.	Agree	84.6	84.3
	Disagree	10.7	11.6
	No Opinion	2.2	1.9
	Missing Data	2.5	2.3
Q46 It is important to correct all the errors in sentences students produce.	Agree	90.5	91.9
	Disagree	5.8	6.3
	No Opinion	1.8	0.4
	Missing Data	1.9	1.5
Q47 Before having students read a text for the first time, it is important to have a discussion with them about what they know about the subject addressed in the text.	Agree	93.2	93.3
	Disagree	3.9	4.0
	No Opinion	1.0	0.5
	Missing Data	1.8	2.1
Q48 Reading stories to students helps them develop their reading skills	Agree	95.8	96.5
	Disagree	3.1	2.0
	No Opinion	0.0	0.4
	Missing Data	1.1	1.1
Q49 Students must memorize a text before they can understand it.	Agree	20.6	18.6
	Disagree	75.2	76.2
	No Opinion	2.0	2.5

	Missing Data	2.1	2.7
Q50 Learning to recite a text is a first step in learning how to read it.	Agree	42.5	59.9
	Disagree	50.0	33.7
	No Opinion	3.6	2.5
	Missing Data	3.9	3.9
Q51 Silent reading should be avoided, because the teacher can't check if students are actually reading or reading correctly.	Agree	56.3	56.6
	Disagree	39.7	39.8
	No Opinion	2.9	1.6
	Missing Data	1.1	2.0
Q52 A student who writes "well" is a student who does not make any grammatical or spelling mistakes.	Agree	12.5	12.8
	Disagree	83.7	85.0
	No Opinion	2.3	1.1
	Missing Data	1.5	1.2
Q53 I have received adequate training on how to teach reading.	Agree	40.5	39.3
	Disagree	47.3	48.6
	No Opinion	9.5	6.5
	Missing Data	2.7	5.6
Q54 I have received adequate training on how to teach writing.	Agree	33.9	37.7
	Disagree	52.4	50.1
	No Opinion	10.0	6.8
	Missing Data	3.7	5.5
Q55 I often have opportunities to talk to colleagues about how to teach reading and writing.	Agree	69.8	67.1
	Disagree	21.0	25.7
	No Opinion	6.3	3.6
	Missing Data	2.8	3.6
Q56 I have received training on how to work with students struggling to learn to read and/or write (students with disabilities).	Agree	27.4	32.5
	Disagree	58.3	53.4
	No Opinion	11.8	9.2
	Missing Data	2.5	4.9
Q57 I have received training on how to promote gender equity in my classroom.	Agree	28.5	53.8
	Disagree	54.8	32.4
	No Opinion	14.1	8.9
	Missing Data	2.7	4.9
Q58 My students have positive role models at schools or home in the area of reading and writing.	Agree	53.7	64.6
	Disagree	32.3	24.5
	No Opinion	12.1	6.3
	Missing Data	2.0	4.7
Q59 My students have access to books at home.	Agree	32.3	43.1
	Disagree	52.7	42.1
	No Opinion	13.6	10.9

	Missing Data	1.5	3.9
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Table 22. Descriptive Analysis of Section D, by Province (n=2,124)

Question	Survey results (%) Cebu (n=1,359); La Union (n=751)		
	Answer Option	Cebu	La Union
Q60 Read out loud, and with few errors, a simple text (2 to 3 sentences) that they have never seen before	Before Grade 1	6.7	9.6
	Within first 3 months of Grade 1	21.6	19.3
	End of Grade 1	35.3	34.8
	End of Grade 2	17.6	16.2
	Grade 3	12.6	14.9
	Not an important skill	0.7	0.4
	Missing Data	5.5	4.8
Q61 Understand the meaning of texts they are reading	Before Grade 1	3.3	5.6
	Within first 3 months of Grade 1	18.3	17.0
	End of Grade 1	37.2	34.1
	End of Grade 2	19.4	19.7
	Grade 3	17.3	19.4
	Not an important skill	0.1	0.3
	Missing Data	4.4	3.9
Q62 Recognize all the letters of the alphabet and the sound each letter makes	Before Grade 1	21.8	30.6
	Within first 3 months of Grade 1	42.8	36.2
	End of Grade 1	24.5	26.1
	End of Grade 2	4.8	2.5
	Grade 3	1.6	1.1
	Not an important skill	0.0	0.0
	Missing Data	4.6	3.5
Q63 Write an original text of 2 or more sentences (one they have created themselves as opposed to a text they have copied from the board or created based on a model supplied by the teacher)	Before Grade 1	1.8	3.1
	Within first 3 months of Grade 1	12.3	12.3
	End of Grade 1	30.8	25.6
	End of Grade 2	26.7	27.7
	Grade 3	23.7	26.8
	Not an important skill	0.4	0.1
	Missing Data	4.3	4.5
Q64 Review a classmate's text in order to help him/her correct spelling or grammar mistakes	Before Grade 1	0.8	1.9
	Within first 3 months of Grade 1	11.8	11.1
	End of Grade 1	25.2	22.2
	End of Grade 2	26.4	25.3
	Grade 3	30.9	34.4
	Not an important skill	0.9	0.7
	Missing Data	4.1	4.5
Q65 Spell correctly common or frequently encountered words	Before Grade 1	0.7	2.9
	Within first 3 months of Grade 1	15.7	8.7
	End of Grade 1	33.8	30.6
	End of Grade 2	28.8	28.6
	Grade 3	16.8	24.8

Question	Survey results (%) Cebu (n=1,359); La Union (n=751)		
	Answer Option	Cebu	La Union
	Not an important skill	0.2	0.1
	Missing Data	4.2	4.3
Q66 Use common punctuation (period, question mark, exclamation mark) correctly in their original productions	Before Grade 1	0.7	2.7
	Within first 3 months of Grade 1	8.4	9.3
	End of Grade 1	30.8	26.2
	End of Grade 2	31.9	31.0
	Grade 3	24.4	27.3
	Not an important skill	0.1	0.1
	Missing Data	3.7	3.3
	Q67 Infer or deduce the meaning of a new word by looking at how it is used in the sentence	Before Grade 1	.7
Within first 3 months of Grade 1		5.5	6.7
End of Grade 1		20.8	17.4
End of Grade 2		26.7	26.0
Grade 3		41.2	42.3
Not an important skill		0.9	00.4
Missing Data		4.3	4.9
Q68 Express their opinions on a text they have read	Before Grade 1	1.1	2.5
	Within first 3 months of Grade 1	8.7	11.1
	End of Grade 1	27.9	25.8
	End of Grade 2	28.2	26.6
	Grade 3	28.8	29.7
	Not an important skill	0.1	0.1
	Missing Data	5.1	4.1
Q69 Express their opinions about a text that the teacher has read to them	Before Grade 1	2.1	4.1
	Within first 3 months of Grade 1	14.8	15.4
	End of Grade 1	29.3	27.3
	End of Grade 2	30.2	27.6
	Grade 3	19.0	21.7
	Not an important skill	0.6	0.3
	Missing Data	4.0	3.6
Q70 Read texts of their own choosing (that is, that they selected themselves)	Before Grade 1	0.8	1.7
	Within first 3 months of Grade 1	8.7	9.5
	End of Grade 1	33.4	27.6
	End of Grade 2	31.5	30.8
	Grade 3	21.0	26.1
	Not an important skill	0.4	0.4
	Missing Data	4.1	4.0
Q71 Decode new words without the teachers' help by making correct letter-associations	Before Grade 1	0.7	2.1
	Within first 3 months of Grade 1	6.6	6.5
	End of Grade 1	23.3	22.9
	End of Grade 2	20.4	23.3
	Grade 3	43.5	40.7
	Not an important skill	1.2	0.9
	Missing Data	4.4	3.5

Question	Survey results (%) Cebu (n=1,359); La Union (n=751)		
	Answer Option	Cebu	La Union
Q72 Recognize and read common or frequently encountered words	Before Grade 1	2.0	5.1
	Within first 3 months of Grade 1	18.6	17.0
	End of Grade 1	40.2	35.6
	End of Grade 2	25.1	25.0
	Grade 3	10.9	12.5
	Not an important skill	0.1	0.1
	Missing Data	3.1	4.7
Q73 Make a hypothesis or a prediction about what a text or story is about by looking at the title or the illustrations	Before Grade 1	1.2	2.9
	Within first 3 months of Grade 1	7.9	10.8
	End of Grade 1	24.5	20.5
	End of Grade 2	26.4	21.4
	Grade 3	36.1	39.0
	Not an important skill	0.9	0.5
	Missing Data	3.0	4.8
Q74 Explain what they liked or didn't like about a story or text they have read	Before Grade 1	1.5	3.6
	Within first 3 months of Grade 1	8.7	11.5
	End of Grade 1	27.4	24.1
	End of Grade 2	32.3	26.8
	Grade 3	26.3	28.1
	Not an important skill	0.4	0.8
	Missing Data	3.4	5.2
Q75 Explain what they liked or didn't like about a story or text they have had read to them	Before Grade 1	1.5	4.5
	Within first 3 months of Grade 1	11.1	13.6
	End of Grade 1	28.3	26.1
	End of Grade 2	30.3	23.8
	Grade 3	24.5	25.7
	Not an important skill	0.5	0.7
	Missing Data	3.8	5.6
Q76 Make predictions about what will happen next in a text or story	Before Grade 1	1.2	3.5
	Within first 3 months of Grade 1	11.7	15.3
	End of Grade 1	33.8	30.9
	End of Grade 2	32.8	28.4
	Grade 3	17.2	16.4
	Not an important skill	0.1	0.1
	Missing Data	3.3	5.5
Q77 Answer simple oral questions (where a text takes place, who are the main characters, when it takes place...) about a text they have read	Before Grade 1	1.9	5.3
	Within first 3 months of Grade1	20.4	19.2
	End of Grade 1	42.0	34.4
	End of Grade 2	27.2	29.3
	Grade 3	5.8	7.5
	Not an important skill	0.0	0.0
	Missing Data	2.8	4.4
Q78 Answer simple oral questions (where a text takes place, who are the main characters, when it	Before Grade 1	2.5	6.1
	Within first 3 months of Grade 1	22.1	22.4

Question	Survey results (%) Cebu (n=1,359); La Union (n=751)		
	Answer Option	Cebu	La Union
takes place...) about a text they have read to them	End of Grade 1	40.9	33.8
	End of Grade 2	25.4	26.0
	Grade 3	6.0	7.5
	Not an important skill	0.1	0.0
	Missing Data	3.1	4.3

Table 23. Descriptive analysis of section C, n=40

Question	Answer Option	Percent
Q30 All learners can learn to read.	Agree	95.0
	Disagree	0.0
	No Opinion	2.5
	Missing Data	2.5
Q31 All learners can learn to write.	Agree	100.0
	Disagree	0.0
	No Opinion	0.0
	Missing Data	0.0
Q32 Girls learn to read faster than boys.	Agree	35.0
	Disagree	57.5
	No Opinion	5.0
	Missing Data	2.5
Q33 Most students have a lot of difficulty learning to read.	Agree	50.0
	Disagree	47.5
	No Opinion	2.5
	Missing Data	0.0
Q34 Students have a lot of difficulty learning to write.	Agree	27.5
	Disagree	70.0
	No Opinion	2.5
	Missing Data	0.0
Q35 It is harder to teach boys to read and write than girls.	Agree	32.5
	Disagree	60.0
	No Opinion	7.5
	Missing Data	0.0
Q36 It is harder to teach girls to read and write than boys.	Agree	0.0
	Disagree	92.5
	No Opinion	7.5
	Missing Data	0.0
Q37 Boys and girls should be separated during reading activities.	Agree	15.0
	Disagree	77.5

Question	Answer Option	Percent
	No Opinion	7.5
	Missing Data	0.0
Q38 I believe that children with difficulties or disabilities in reading and writing should be included in regular classrooms or literacy activities.	Agree	77.5
	Disagree	15.0
	No Opinion	7.5
	Missing Data	0.0
Q39 If I had sufficient reading material in my classroom, I would give students time each day to read freely materials of their own choosing.	Agree	92.5
	Disagree	5.0
	No Opinion	2.5
	Missing Data	0.0
Q40 If a student makes an error spelling a word that he/she is attempting to write for the first time, it's not a major concern.	Agree	37.5
	Disagree	60.0
	No Opinion	2.5
	Missing Data	0.0
Q41 Students must be able to recite a text before they can read it.	Agree	32.5
	Disagree	62.5
	No Opinion	5.0
	Missing Data	0.0
Q42 It is better to teach reading and writing as two separate subjects, so as to not confuse the students.	Agree	35.0
	Disagree	55.0
	No Opinion	10.0
	Missing Data	0.0
Q43 One must learn to read before one can learn to write.	Agree	42.5
	Disagree	55.0
	No Opinion	2.5
	Missing Data	0.0
Q44 Students can't write an original text (i.e., a sentence or short text they have composed themselves) until at least Grade 3 or 4.	Agree	50.0
	Disagree	47.5
	No Opinion	2.5
	Missing Data	0.0
Q45 It is important to give students time each day to write freely on topics of their own choosing.	Agree	90.0
	Disagree	7.5
	No Opinion	2.5
	Missing Data	0.0
Q46 It is important to correct all the errors in sentences students produce.	Agree	100.0
	Disagree	0.0
	No Opinion	0.0
	Missing Data	0.0
Q47 Before having students read a text for the first time, it is important to have a discussion with them about what they know about the subject addressed in	Agree	97.5
	Disagree	2.5

Question	Answer Option	Percent
the text.	No Opinion	0.0
	Missing Data	0.0
Q48 Reading stories to students helps them develop their reading skills	Agree	100.0
	Disagree	0.0
	No Opinion	0.0
	Missing Data	0.0
Q49 Students must memorize a text before they can understand it.	Agree	22.5
	Disagree	72.5
	No Opinion	5.0
	Missing Data	0.0
Q50 Learning to recite a text is a first step in learning how to read it.	Agree	57.5
	Disagree	35.0
	No Opinion	7.5
	Missing Data	0.0
Q51 Silent reading should be avoided, because the teacher can't check if students are actually reading or reading correctly.	Agree	65.0
	Disagree	30.0
	No Opinion	5.0
	Missing Data	0.0
Q52 A student who writes "well" is a student who does not make any grammatical or spelling mistakes.	Agree	20.0
	Disagree	80.0
	No Opinion	0.0
	Missing Data	0.0
Q53 I have received adequate training on how to teach reading.	Agree	47.5
	Disagree	40.0
	No Opinion	12.5
	Missing Data	0.0
Q54 I have received adequate training on how to teach writing.	Agree	42.5
	Disagree	40.0
	No Opinion	17.5
	Missing Data	0.0
Q55 I often have opportunities to talk to colleagues about how to teach reading and writing.	Agree	72.5
	Disagree	22.5
	No Opinion	5.0
	Missing Data	0.0
Q56 I have received training on how to work with students struggling to learn to read and/or write (students with disabilities).	Agree	25.0
	Disagree	57.5
	No Opinion	17.5
	Missing Data	0.0
Q57 I have received training on how to promote gender equity in my classroom.	Agree	30.0
	Disagree	42.5

Question	Answer Option	Percent
	No Opinion	27.5
	Missing Data	0.0
Q58 My students have positive role models at schools or home in the area of reading and writing.	Agree	60.0
	Disagree	20.0
	No Opinion	20.0
	Missing Data	0.0
Q59 My students have access to books at home.	Agree	37.5
	Disagree	47.5
	No Opinion	15.0
	Missing Data	0.0

Table 24. Descriptive Analysis, Part D (n=40)

Question	Answer Option	Percent
Q60 Read out loud, and with few errors, a simple text (2 to 3 sentences) that they have never seen before	Before Grade 1	15.0
	Within first 3 months of Grade 1	10.0
	End of Grade 1	27.5
	End of Grade 2	35.0
	Grade 3	10.0
	Not an important skill	2.5
	Missing Data	0.0
Q61 Understand the meaning of texts they are reading	Before Grade 1	7.5
	Within first 3 months of Grade 1	20.0
	End of Grade 1	27.5
	End of Grade 2	30.0
	Grade 3	15.0
	Not an important skill	0.0
	Missing Data	0.0
Q62 Recognize all the letters of the alphabet and the sound each letter makes	Before Grade 1	25.0
	Within first 3 months of Grade 1	20.0
	End of Grade 1	50.0
	End of Grade 2	5.0
	Grade 3	0.0
	Not an important skill	0.0
	Missing Data	0.0
Q63 Write an original text of 2 or more sentences (one they have created themselves as opposed to a text they have copied from the board or created based on a	Before Grade 1	2.5
	Within first 3 months of Grade 1	10.0

Question	Answer Option	Percent
model supplied by the teacher)	End of Grade 1	22.5
	End of Grade 2	47.5
	Grade 3	17.5
	Not an important skill	0.0
	Missing Data	0.0
Q64 Review a classmate's text in order to help him/her correct spelling or grammar mistakes	Before Grade 1	2.5
	Within first 3 months of Grade 1	10.0
	End of Grade 1	22.5
	End of Grade 2	47.5
	Grade 3	17.5
	Not an important skill	0.0
	Missing Data	0.0
Q65 Spell correctly common or frequently encountered words	Before Grade 1	2.5
	Within first 3 months of Grade 1	12.5
	End of Grade 1	37.5
	End of Grade 2	40.0
	Grade 3	7.5
	Not an important skill	0.0
	Missing Data	0.0
Q66 Use common punctuation (period, question mark, exclamation mark) correctly in their original productions	Before Grade 1	0.0
	Within first 3 months of Grade 1	15.0
	End of Grade 1	25.0
	End of Grade 2	50.0
	Grade 3	10.0
	Not an important skill	0.0
	Missing Data	0.0
Q67 Infer or deduce the meaning of a new word by looking at how it is used in the sentence	Before Grade 1	0.0
	Within first 3 months of Grade 1	12.5
	End of Grade 1	17.5
	End of Grade 2	45.0
	Grade 3	25.0
	Not an important skill	0.0
	Missing Data	0.0
Q68 Express their opinions on a text they have read	Before Grade 1	7.5
	Within first 3 months of Grade 1	10.0

Question	Answer Option	Percent
	End of Grade 1	25.0
	End of Grade 2	30.0
	Grade 3	27.5
	Not an important skill	0.0
	Missing Data	0.0
Q69 Express their opinions about a text that the teacher has read to them	Before Grade 1	7.5
	Within first 3 months of Grade 1	17.5
	End of Grade 1	12.5
	End of Grade 2	45.0
	Grade 3	17.5
	Not an important skill	0.0
	Missing Data	0.0
Q70 Read texts of their own choosing (that is, that they selected themselves)	Before Grade 1	5.0
	Within first 3 months of Grade 1	10.0
	End of Grade 1	22.5
	End of Grade 2	40.0
	Grade 3	22.5
	Not an important skill	0.0
	Missing Data	0.0
Q71 Decode new words without the teachers' help by making correct letter-associations	Before Grade 1	0.0
	Within first 3 months of Grade 1	12.5
	End of Grade 1	25.0
	End of Grade 2	22.5
	Grade 3	37.5
	Not an important skill	2.5
	Missing Data	0.0
Q72 Recognize and read common or frequently encountered words	Before Grade 1	7.5
	Within first 3 months of Grade 1	15.0
	End of Grade 1	42.5
	End of Grade 2	25.0
	Grade 3	7.5
	Not an important skill	0.0
	Missing Data	2.5
Q73 Make a hypothesis or a prediction about what a text or story is about by looking at the title or the illustrations	Before Grade 1	5.0
	Within first 3 months of Grade 1	12.5

Question	Answer Option	Percent
	End of Grade 1	10.0
	End of Grade 2	32.5
	Grade 3	35.0
	Not an important skill	2.5
	Missing Data	2.5
Q74 Explain what they liked or didn't like about a story or text they have read	Before Grade 1	5.0
	Within first 3 months of Grade 1	10.0
	End of Grade 1	15.0
	End of Grade 2	45.0
	Grade 3	22.5
	Not an important skill	0.0
	Missing Data	2.5
Q75 Explain what they liked or didn't like about a story or text they have had read to them	Before Grade 1	7.5
	Within first 3 months of Grade 1	12.5
	End of Grade 1	12.5
	End of Grade 2	42.5
	Grade 3	22.5
	Not an important skill	0.0
	Missing Data	2.5
Q76 Make predictions about what will happen next in a text or story	Before Grade 1	7.5
	Within first 3 months of Grade 1	7.5
	End of Grade 1	22.5
	End of Grade 2	45.0
	Grade 3	15.0
	Not an important skill	0.0
	Missing Data	2.5
Q77 Answer simple oral questions (where a text takes place, who are the main characters, when it takes place...) about a text they have read	Before Grade 1	15.0
	Within first 3 months of Grade 1	7.5
	End of Grade 1	25.0
	End of Grade 2	42.5
	Grade 3	7.5
	Not an important skill	0.0
	Missing Data	2.5
Q78 Answer simple oral questions (where a text takes place, who are the main characters, when it takes place...) about a text they have read to them	Before Grade 1	12.5
	Within first 3 months of Grade 1	7.5
	End of Grade 1	30.0
	End of Grade 2	37.5

Question	Answer Option	Percent
	Grade 3	10.0
	Not an important skill	0.0
	Missing Data	2.5

Appendix 3. EGRA Subtests

Table 25. EGRA Subtests

#	Description (Instrument)	Tasks	Max. Pts.	Timed
1	Phonemic Awareness – Initial sound identification	10 letters/sounds	10	No
2	Letter Sound Knowledge	100 letters	100	Yes (60 sec.)
3	Familiar Word Identification	50 words	50	Yes (60 sec.)
4	Simple Non-word decoding	50 words	50	Yes (60 sec.)
5A	Passage Reading	56 words at Time 1, 64 words at Time 2	56/64	Yes (60 sec.)
5B	Oral Reading Comprehension	5 questions	5	No
6	Listening Comprehension	3 questions	3	No
7A	Dictation (spelling)	12 words	12	No
7B	Dictation (conventions of text)	4	4	No

Appendix 4. Summary EGRA Results

In the table below, *mean* refers to the percentage of items answered correctly. *Mean for non-zero* refers to the percentage of items answered correctly, with zero scores being removed. The final percentage (grey column) is the percent of students that had zero scores on that sub-test. Note the unit of analysis for the first two (means) is *items correct*, while the last column's unit of analysis is *students*.

Table 26. EGRA Results for All Subtests

ALL STUDENTS						
	TIME 1 (N=469)			TIME 2 (N=488)		
Subtest	Mean correct (SD)	Mean correct (SD) for non-zero	% of students with zero scores	Mean correct (SD)	Mean correct (SD) for non-zero	% of students with zero scores
Initial Sound Identification (percent correct)	51.7 (37.5%)	64.6 (30.3%)	20.0	54.0 (37.1%)	65.4 (30.4%)	17.4
Letter Sounds (percent correct)	16.0 (13.2%)	18.7 (12.4%)	14.5	18.8 (14.0%)	20.6 (13.3%)	8.6
Letter Correct (per min)	16.3 (13.3)	19.0 (12.5)	14.3	18.9 (14.0)	20.7 (13.4)	8.6
Familiar Words (percent correct)	46.6 (33.0%)	52.3 (30.3%)	10.9	66.2 (32.3%)	70.0 (28.9%)	5.5
Familiar Words Correct (per min)	24.2 (18.1)	27.3 (16.8)	11.3	36.18 (20.3)	38.3 (18.9)	5.5
Nonsense Words (percent correct)	30.3 (24.6%)	37.7 (21.8%)	19.6	44.5 (25.7%)	49.1 (22.5%)	9.2
Nonsense Words Correct (per min)	15.4 (12.3)	19.2 (10.8)	19.9	22.4 (13.2)	24.7 (11.6)	9.2
Oral Passage Reading (percent correct)	48.3 (34.6%)	53.6 (30.1%)	13.0	54.2 (29.8%)	57.7 (27.3%)	6.1
Words Correct in a Text (per min)	28.6 (21.9)	32.9 (20.2)	13.1	35.6 (20.7)	37.9 (19.1)	6.1
Reading Comprehension (percent correct)	32.7 (32.7%)	52.7 (25.8%)	38.0	28.5 (27.4%)	41.5 (23.5%)	31.4
Listening Comprehension (percent correct)	47.2 (36.9%)	66.7 (25.0%)	29.2	53.6 (38.2%)	71.4 (25.9%)	25.0
Dictation Composite (percent correct)	31.0 (26.5%)	39.1 (23.9%)	20.7	43.1 (26.9%)	45.7 (25.4%)	5.7

Table 27. EGRA Results, by Province

EGRA RESULTS, BY PROVINCE									
		TIME 1				TIME 2			
	Subtest	N	Mean correct (SD)	Mean correct (SD) for non-zero	% of students with zero scores	N	Mean correct (SD)	Mean correct (SD) for non-zero	% of students with zero scores
CEBU	Initial Sound Identification (percent correct)	230	63.4 (34.8%)	71.9 (27.6%)	11.7	245	61.3 (34.0%)	67.0 (29.6%)	8.6
	Letter Sounds (percent correct)	230	17.9 (12.1%)	19.0 (11.7%)	5.7	245	19.3 (12.9%)	19.9 (12.6%)	3.3

	Letter Correct (per min)	229	18.0 (12.1)	19.0 (11.6)	5.2	245	19.4 (13.0)	20.1 (12.7)	3.3
	Familiar Words (percent correct)	230	50.5 (31.6%)	53.0 (30.2%)	4.6	245	69.9 (28.6%)	71.0 (27.4%)	1.6
	Familiar Words Correct (per min)	230	25.9 (16.9)	27.2 (16.3)	4.8	245	38.2 (18.8)	38.8 (18.3)	1.6
	Nonsense Words (percent correct)	230	33.4 (23.7%)	37.5 (21.9%)	10.9	245	47.4 (24.0%)	49.8 (22.0%)	4.9
	Nonsense Words Correct (per min)	221	16.8 (11.9)	19.0 (10.9)	11.3	245	23.6 (12.4)	25.1 (11.5)	4.9
	Oral Passage Reading (percent correct)	230	51.6 (32.7%)	53.8 (29.3%)	7.4	245	57.6 (28.1%)	59.3 (26.7%)	2.9
	Words Correct in a Text (per min)	230	30.0 (20.1)	32.4 (19.0)	7.4	245	38.2 (20.1)	39.3 (19.3)	2.9
	Reading Comprehension (percent correct)	230	30.1 (31.0%)	48.4 (25.6%)	37.8	245	27.5 (25.5%)	38.5 (22.1%)	28.6
	Listening Comprehension (percent correct)	230	36.1 (35.3%)	61.0 (24.2%)	40.9	245	44.4 (37.6%)	65.9 (26.0%)	32.7
	Dictation Composite (percent correct)	230	33.5 (26.3%)	39.1 (24.3%)	14.3	245	47.8 (26.9%)	50.2 (25.2%)	4.9
LA UNION	Initial Sound Identification (percent correct)	239	40.4 (36.6%)	56.1 (31.3%)	28.0	243	46.7 (38.7%)	63.4 (31.3%)	26.3
	Letter Sounds (percent correct)	239	14.1 (14.0%)	18.4 (13.2%)	23.0	243	18.4 (15.0%)	21.3 (14.1%)	14.0
	Letter Correct (per min)	239	14.6 (14.2)	19.0 (13.4)	23.0	243	18.4 (15.0)	21.3 (14.1)	14.0
	Familiar Words (percent correct)	238	42.9 (33.9%)	51.6 (30.6%)	16.8	243	62.4 (35.3%)	69.0 (30.4%)	9.5
	Familiar Words Correct (per min)	238	22.7 (19.0)	27.5 (17.5)	17.6	243	34.2 (21.6)	37.7 (19.5)	9.5
	Nonsense Words (percent correct)	239	27.4 (25.1%)	38.0 (21.7%)	28.0	243	41.7 (27.1%)	48.2 (23.1%)	13.6
	Nonsense Words Correct (per min)	227	14.0 (12.6)	19.5 (10.7)	28.2	243	20.9 (13.7)	24.2 (11.8)	13.6
	Oral Passage Reading (percent correct)	239	45.1 (36.1%)	53.4 (31.0%)	18.4	243	50.7 (31.1%)	56.0 (27.8%)	9.5
	Words Correct in a Text (per min)	236	27.3 (23.4)	33.5 (21.6)	18.6	243	33.0 (20.9)	36.4 (18.9)	9.5
	Reading Comprehension (percent correct)	239	35.2 (34.1%)	56.9 (25.4%)	38.1	243	29.5 (29.2%)	44.8 (24.6%)	34.2
	Listening Comprehension (percent correct)	239	57.9 (35.3%)	70.6 (24.8%)	18.0	243	62.8 (36.7%)	76.0 (25.0%)	17.3
	Dictation Composite (percent correct)	239	28.7 (26.6%)	39.1 (23.5%)	26.8	243	38.3 (26.1%)	41.1 (24.8%)	6.6

Appendix 5. EGRA Results, by Province and Sex

Table 28. EGRA Results, by Province and Sex

Subtest	Cebu			
	Boys		Girls	
	Time 1 Mean (SD) (N=115)	Time 2 Mean (SD) (N=126)	Time 1 Mean (SD) (N=115)	Time 2 Mean (SD) (N =119)
Initial Sound Identification (percent)	60.3% (35.1%)	60.1% (34.9%)	66.5% (34.3%)	62.5% (33.1%)
Letter Sounds (percent)	16.4% (11.2%)	17.9% (12.3%)	19.4% (12.9%)	20.7% (13.4%)
Letter Correct (per min)	16.7 (11.1)	18.2 (12.6)	19.4 (12.9)	20.7 (13.4)
Familiar Words (percent)	43.0% (29.7%)	62.3% (30.1%)	57.9% (31.8%)	77.9% (24.7%)
Familiar Words Correct (per min)	21.9 (15.7)	33.5 (19.1)	29.8 (17.3)	43.2 (17.2)
Nonsense Words (percent)	28.5% (21.7%)	41.3% (23.4%)	38.3% (24.8%)	53.8% (23.1%)
Nonsense Words Correct (per min)	14.4 (10.8)	20.9 (12.5)	19.3 (12.5)	26.9 (11.6)
Oral Passage Reading (percent)	44.2% (31.5%)	48.8% (26.6%)	58.9% (32.3%)	67.0% (26.8%)
Words Correct in a Text (per min)	25.6 (19.2)	32.1 (19.0)	34.4 (20.2)	44.6 (19.3)
Prosody	1.5 (0.7)	1.9 (0.8)	1.7 (0.8)	2.4 (0.8)
Reading Comprehension (percent)	29.0% (31.9%)	24.9% (23.3%)	31.1% (30.1%)	30.3% (27.5%)
Listening Comprehension (percent)	38.0% (38.2%)	46.3% (38.2%)	34.2% (32.3%)	42.3% (37.0%)
Dictation Composite (percent)	31.0% (25.7%)	42.6% (25.8%)	35.9% (26.8%)	53.3% (27.0%)

La Union				
Subtest	Boys		Girls	
	Time 1 (SD) (N=122)	Mean Time 2 Mean (SD) (N=122)	Time 1 Mean (SD) (N=117)	Time 2 Mean SD (N=121)
Initial Sound Identification (percent)	34.6% (34.8%)	41.6% (36.6%)	46.4% (37.6%)	51.7% (40.3%)
Letter Sounds (percent)	10.8% (12.6%)	15.2% (12.8%)	17.8% (14.4%)	21.6% (16.4%)
Letter Correct (per min)	11.1 (12.5)	15.2 (12.8)	18.2 (15.0)	21.6 (16.4)
Familiar Words (percent)	35.8% (32.0%)	55.9% (35.8%)	50.2% (34.4%)	69.1% (33.6%)
Familiar Words Correct (per min)	18.1 (16.2)	30.0 (20.9)	27.3 (20.6)	38.4 (21.6)
Nonsense Words (percent)	21.7% (22.7%)	36.3% (26.3%)	33.2% (26.2%)	47.1% (26.9%)
Nonsense Words Correct (per min)	11.0 (11.5)	18.2 (13.2)	17.1 (13.0)	23.7 (13.7)
Oral Passage Reading (percent)	37.1% (34.7%)	44.3% (31.0%)	53.4% (35.7%)	57.1% (30.0%)
Words Correct in a Text (per min)	21.2 (20.0)	28.4 (19.9)	33.7 (25.2)	37.6 (21.0)
Prosody	1.5 (0.7)	1.7 (0.8)	1.9 (1.0)	2.0 (0.8)
Reading Comprehension (percent)	28.7% (31.2%)	24.6% (26.8%)	42.1% (35.9%)	34.4% (30.7%)
Listening Comprehension (percent)	55.7% (35.2%)	59.6% (38.9%)	60.1% (35.4%)	66.1% (34.2%)
Dictation Composite (percent)	22.7% (23.6%)	32.5% (23.9%)	34.8% (28.1%)	44.2% (26.9%)

ANNEX B

DECEMBER 2014 RAPID EGRA RESULTS

December 2014 Rapid EGRA Results

December 22, 2014

Elena Vinogradova, Ph.D.

Summary

In May 2014, at the outset of this current school year, the Basa project began its first full year of scaled up interventions. The EGRA was administered in Filipino to Basa students in La Union and Cebu at the beginning and the end of the previous school year (July 2013 and February 2014), prior to implementation of Basa’s full package of interventions. The primary purpose of the July 2013 and February 2014 EGRA administrations was to establish a pattern of normal growth in competencies, without intervention.

As requested by USAID, Basa conducted a scaled-down version of EGRA assessment in Filipino (referred to in this report as Rapid EGRA) in December 2014 to track progress towards improved student reading performance to date as a result of Basa implementation. Basa will conduct its next regularly scheduled EGRA administration in February 2015 (Time 3), in accordance with the approved project evaluation plan. The table below summarizes Basa’s assessment schedule:

Table 1. Assessment schedule

<i>La Union and Cebu</i>	<i>July 2013</i>		<i>Feb 2014</i>
SY 2013 – 2014	Time 1	—————>	Time 2
		<i>Dec 2014</i>	<i>Feb 2015</i>
SY 2014 – 2015		Rapid EGRA ———>	Time 3

This study brief presents findings from the December 2014 Rapid EGRA. The results of this assessment are compared with Time 1 and Time 2 data.

Methodological Notes

Sample Size. The Rapid EGRA sample size was calculated based on the following assumptions: alpha = .05, power = 80%, rho = .1, d = .5, and resulted in 200 students from 10 schools in Cebu and 11 schools in La Union (since La Union has smaller class size). Schools were selected based on their class size and accessibility. Students were randomly selected from each classroom – up to 7 boys and 7 girls.

EGRA Tool - A scaled down version of EGRA was used with the following sections: Letter Sound Knowledge, Familiar Word Identification, Passage Reading and Comprehension, and Dictation. The test was in Filipino language. These sections of the EGRA were selected due to the direct link to the ultimate outcome – reading comprehension.

Data Analysis– The Rapid EGRA results were compared with the Time 1 and Time 2 data collected from the same schools. The Time 2 data indicate the endpoint of student performance in reading at the end of the school year prior to Basa intervention.

Limitations/threats to (internal and external) validity – The small sample size and the timing of the assessment are the two major limitations. The results of the assessment are likely not to be precise in estimation of actual student achievement in the population of Basa schools. However, they present an estimate of gains associated with the intervention. According to the standard cross-sectional assessment design, the measurements must be taken during the same time in the school year to draw clear comparisons. Since the present Rapid EGRA took place two months prior to the scheduled February 2015 Time 3 administration, it is expected that students’ reading competencies will continue to improve until then.

Description of the Sample

The student sample for the December 2014 Rapid EGRA was selected from intervention schools in Cebu and La Union. Table 2 below summarizes the sample.

Table 2. Number of tested 2nd grade students in each assessment

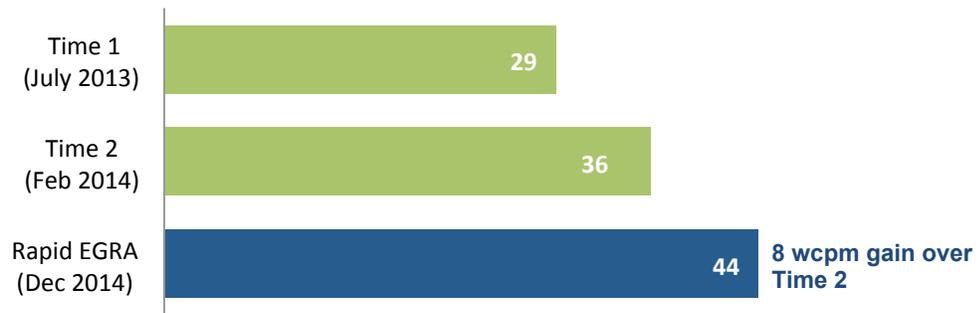
Region	SY 2013 – 2014		SY 2014 – 2015
	Time 1 (July 2013)	Time 2 (Feb 2014)	Rapid EGRA (Dec 2014)
Cebu	230	245	104
La Union	239	243	138
TOTAL	469	488	242

Filipino EGRA Results

Oral Reading Fluency and Comprehension Proficiency

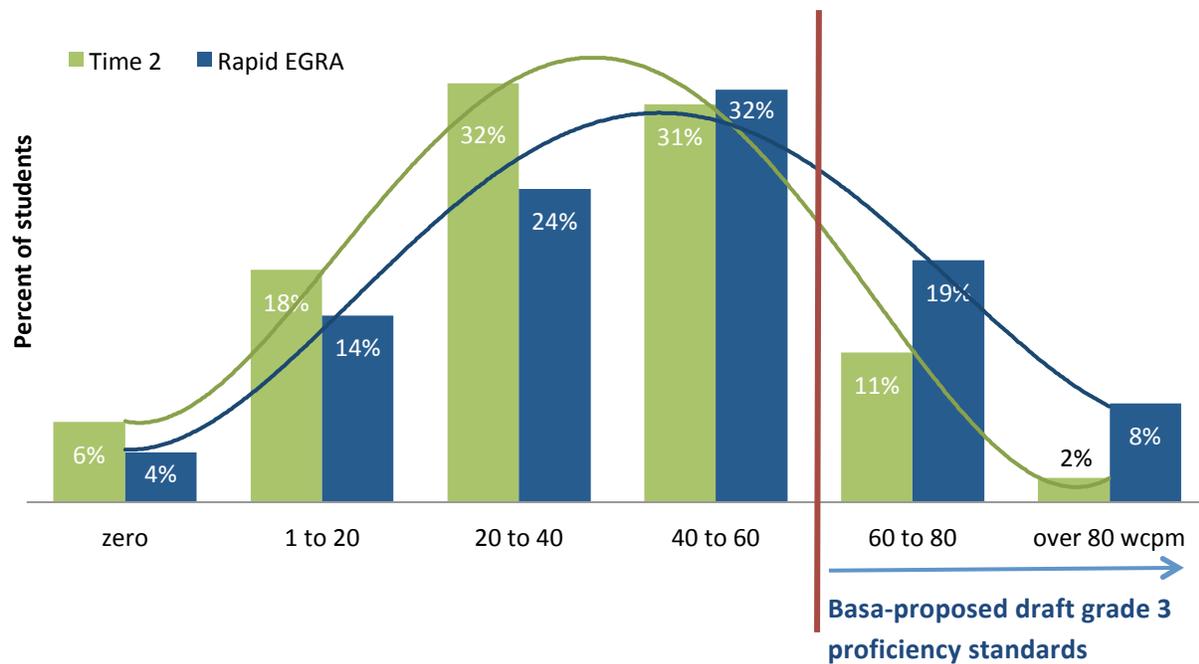
Data analysis showed that students in the SY 2014 – 2015 showed greater Oral Reading Fluency as shown in Figure 1. On average, students were found to be reading 8 words correct per minute faster than their counterparts from the Time 2 February 2014 sample of students -- measured two months later in the school year. This difference is statistically significant at $p < .001$ level (Cohen’s $d = .437$, effect size = .21).

Figure 1. Average Words Correct per Minute in a Connected Text, in words correct per minute (wcpm)



Results from the Rapid EGRA showed a significant reduction in the proportion of second grade students who read at a very low level (below 20 words correct per minute). Comparing to the Time 2 assessment results, the percent of students reading below 20 wcpm dropped from 24% to 18%. The proportion of proficient readers (reading 60 wcpm or faster) increased from 13% to 27%.

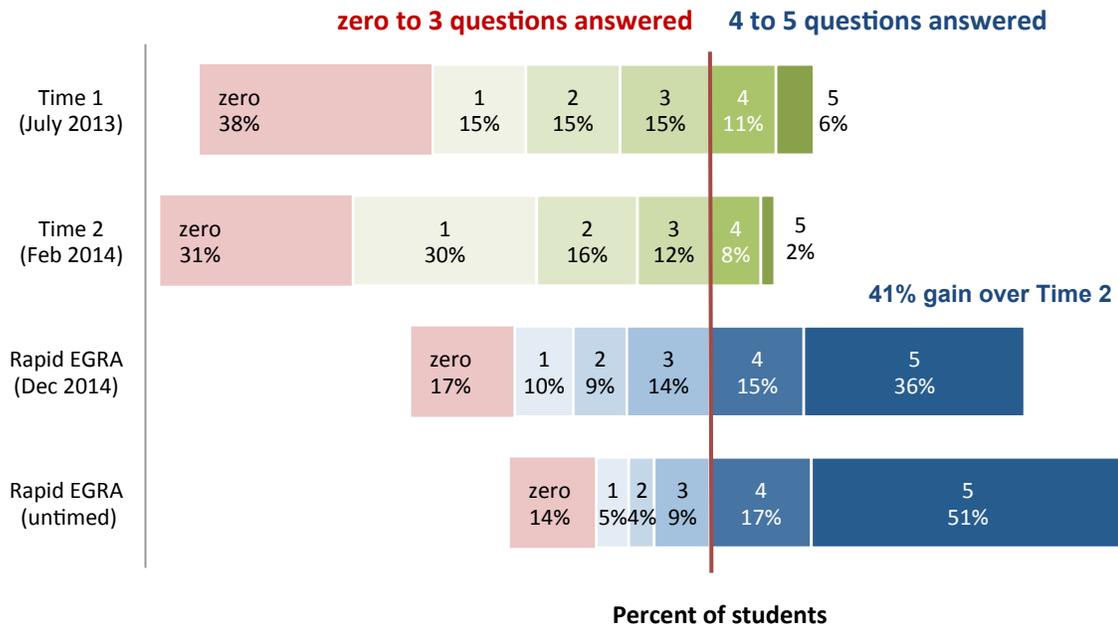
Figure 2. Average Words Correct per Minute in a Connected Text, Grouped (in words correct per minute)



The reading comprehension of grade 2 students was also found to have statistically significant improvement after a year of Basa intervention, as shown in the Figure 3. The Rapid EGRA assessment measured reading comprehension in two ways: first following the traditional EGRA design, where students are given 60 seconds to read the passage and are only asked questions related to the section read. The second way gave students as much time as they need to finish reading the passage if they have not finished reading it during the allotted 60 seconds. Students are then asked the remaining comprehension questions that were not covered during the first reading. This second measurement allowed the assessment to capture student reading competency at the level that's appropriate for the

student. The Rapid EGRA showed an increase in the percent of students showing proficiency in comprehension by answering 4 or 5 comprehension questions. With the traditional EGRA design, the gain score was 41%, and after the untimed reading the gain score was 58%.

Figure 3. Number of Reading Comprehension Questions Answered



In addition to computing the gain scores on the proportion of students reading and comprehending at grade level, the analysis looked at how many students both read at the grade 3 draft proficiency level proposed by Basa AND are able to answer 4 or 5 comprehension questions. The data analysis showed an 18.4% increase in the percent of students who could both read with the speed of 60 wcpm or faster, and answer 4 or 5 comprehension questions.

Only an estimated 6% of students at Time 1 and Time 2 read were fluent at the proficient level (60 wcpm or more) AND answered 4 or 5 comprehension questions. Under Rapid EGRA, 24% of students read with fluency at proficient level (60 wcpm or more and answered 4 or 5 comprehension questions). This is an 18% gain over Time 2.

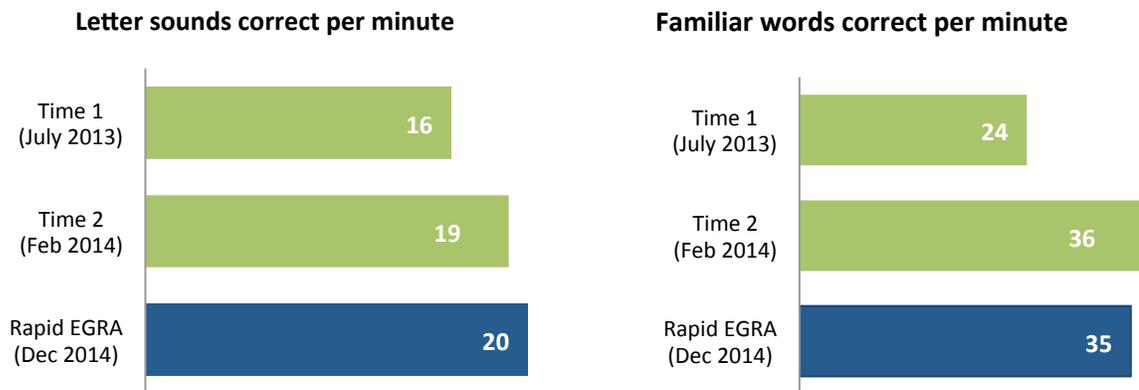
Figure 4. Percent of Students with Oral Reading Fluency AND Comprehension Proficiency



Letter Sound and Familiar Word Subtests

Statistical analysis found little difference in how fast students could produce letter sounds or identify familiar words. The following figures summarize the data.

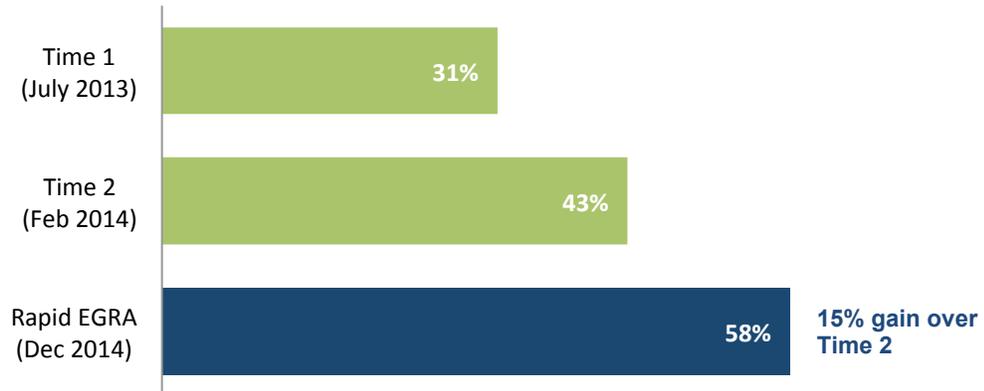
Figure 5. Average Letter Sounds Correct per Minute and Familiar Words Correct per Minute



Dictation Subtest

Finally, the Rapid EGRA assessment measured the ability of students to write a dictated sentence. The Rapid EGRA students posted an average increase of 15% over students at Time 2. Figure 6 shows the results.

Figure 6. Dictation Percent Correct, Time 1 and Time 2



In conclusion, the December 2014 Rapid EGRA indicates that the Basa intervention is associated with improved student reading skills, particularly in the areas of fluency, comprehension, and dictation. As mentioned above, because Rapid EGRA took place two months prior to Time 3 administration, it is expected that students will continue to improve reading competencies testing in February of 2015.

ANNEX C

**DESIGN/AGENDA OF THE OCTOBER 2014
EFFECTIVE LITERACY INSTRUCTION TRAINING**

TRAINING SCHEDULE

OCTOBER 2014 TRAINING ON EFFECTIVE LITERACY INSTRUCTION FOR GRADE 1, 2, AND MULTIGRADE TEACHERS

DAY ONE

TIME	ACTIVITY
8:00 a.m.	Registration
9:00 a.m.	Opening Program, Basa Program Overview, and Administrative Guidelines
10:00 a.m.	Training Objectives, Expectations, and Schedule
11:00 a.m.	Revised Teacher Guides, Read Alouds, Leveled Readers, and other Instructional Materials: Reflection on Quarters 1 and 2
12:00 p.m.	Lunch
1:00 p.m.	Read Alouds, 14 Domains, and Authentic Writing in Quarter 3 Revised Teacher Guides
2:00 p.m.	Bridging 102
4:30 p.m.	Reflection and Adjourment

DAY TWO

8:00 a.m.	Registration
8:30 a.m.	Grouping for Differentiated Instruction
10:30 a.m.	Leveled Readers and Guided Reading – Part 1
12:00 p.m.	Lunch
1:30 p.m.	Leveled Readers and Guided Reading – Part 2 (Videos)
3:15 p.m.	Looking at Quarters 3 and 4 and Using Leveled Readers
4:30 p.m.	Reflection and Wrap-Up

DAY THREE

TIME	ACTIVITY
8:00 a.m.	Registration
8:30 a.m.	Learning Action Cells
10:00 a.m.	Teacher Planning and Working on Instructional Materials for Q3
12:00 p.m.	Lunch
1:00 p.m.	(Continuation) Teacher Planning and Working on Instructional Materials For Q3
2:00 p.m.	Teacher Reflections
3:00 p.m.	Closing Program




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FROM THE AMERICAN PEOPLE

Basa Pilipinas
In Support of DepEd's National Reading Program

BASA PILIPINAS TRAINING OF LEAD INSTRUCTORS TRAINING OVERVIEW



1a




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Opening Program

National Anthem	TBD (please ask DepEd to appoint)
Opening Prayer	TBD (please ask DepEd to appoint)
Welcome Remarks	TBD (must be from DepEd)

2




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In Support of DepEd's National Reading Program

Basa Program: Overview and Objectives

Project Duration: 4 years
January 1, 2013 - December 31, 2016

- **Objective 1: Improve reading skills for One Million early grades students**, in Filipino, English and selected mother tongues (i.e. Ilokano, Cebuano, Maguindanaon, and Tagalog)
- **Objective 2: Technical Assistance (TA) to DepEd** on the Language and Literacy component of the K to 12 curriculum

3



Basa Program: Component and Expected Results

1. Improved Reading Instruction

- Train Grade 1 – 3 teachers on effective reading instruction

2. Improved Reading Delivery Systems

- Work with DepEd to help operationalize the language and literacy portions of the K-12 Curriculum
- Firm up Learning Action Cells in schools



Basa Program: Component and Expected Results

3. Improved Access to Quality Reading Materials

- Develop Leveled Readers in MT, Filipino, and English
- In cooperation with local publishers, produce Read Alouds in MT, Filipino, & English
- Develop related teacher materials in MT, Filipino, & English
- Engage private partners to provide supplementary reading materials to all target schools



BASA PILIPINAS UPDATES

- New personnel in the Pasig Office
- New Expansion Areas
- Upcoming Events



New Personnel in the Pasig Office

Deputy Chief of Party	Ilya Son
Field Programs Manager	Dove Estor
Senior Program Officer (Save the Children)	Sierra Paraan
Senior Program Officer	Bonita Cabiles
Senior Program Officer	TBA
Program Officer - Pasig	TBA
Research Managers	TBA

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Updates

- Research on students' development in literacy for MT, Filipino and English
- Materials development for Grade 3
- Learning Action Cells
- Final Training: May 2015

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Introduction of Basa Trainers and Facilitators



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General Administrative and Reimbursement Guidelines

1. Submit Travel Authority and complete the 3-day training.
2. Meals are provided.
3. Attach transportation receipts.
4. Live-in: Specify arrival time.
5. Live-out: Daily transportation expenses
6. Full meals (B, L, D) are provided to all.

Remember to ...

1. Complete Participant Profile Form.
2. Complete Reimbursement Form (to be submitted at the end of the first day).
3. Sign Attendance Sheet (to be signed daily).
4. Acknowledge receipt of materials.

BASA TRAINING OBJECTIVES, EXPECTATIONS, AND SCHEDULE



Training Objectives

1. Reflection on Quarters 1 and 2 Basa Materials
2. Quarter 3 Revised Teacher Guides, Read Alouds and Leveled Readers
3. Revisit the 14 Domains of Literacy and Reading-Writing connection
4. Deepening understanding of bridging
5. Examine an instructional sequence
6. Learning Action Cells topics and activities

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Training Overview: Expectations



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Training Overview: Schedule

Day I	
10:00 a.m.	Registration and Opening Program
12:00 p.m.	Lunch
1:00 p.m.	Training Objectives, Agenda, and Basa Pilipinas Update
2:00 p.m.	The Revised Teacher Guides, Read Alouds, Leveled Readers, and other Instructional Materials: Reflection on Quarters 1 and 2
3:30 p.m.	Read Alouds, Reading-Writing Connection, and 14 Domains in Q3 Revised Teacher Guides
4:30 p.m.	Reflection and Adjournment

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Training Overview: Schedule

Day 2

8:00 a.m.	Registration
8:30 a.m.	Bridging 102
11:00 a.m.	Differentiated Instruction and Cooperative Groups
12:00 p.m.	Lunch
1:00 p.m.	Leveled Readers, Reading-Writing Connection, and 14 Domains in Q3 Revised Teacher Guides
3:15 p.m.	Looking at Quarter 4 and Strategies for Differentiation
4:30 p.m.	Reflection and Wrap-Up

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Training Overview: Schedule

Day 3

8:00 a.m.	Registration
8:30 a.m.	Learning Action Cells
10:00 a.m.	Teacher planning and working on instructional materials for Q3
12:00 p.m.	Lunch
1:00 p.m.	(Continuation) Teacher planning and working on instructional materials for Q3
2:00 p.m.	Teacher reflections
3:00 p.m.	Closing Program

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REVISED TEACHER GUIDES, READ-ALOUDS, LEVELED READERS AND OTHER INSTRUCTIONAL MATERIALS: REFLECTIONS ON QUARTERS 1 AND 2



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Session Objectives

1. Reflections on Quarters 1 and 2 Basa materials
2. Presentation of successes and challenges

Activity: Reflecting on Q1

Allotted Time	Activity
10 minutes	1. Make chart with two columns. One for "Successes" and another for "Challenges". Write down what you feel are your successes and challenges in using the Basa materials.
5 minutes	2. Discuss your answers with a colleague in the group or table.
15 minutes	3. Construct a collective graphic that shows the challenges and successes of your group members.
30 minutes	4. Presentations of collective graphics by group

READ ALOUDS, THE 14 DOMAINS OF LITERACY, AND THE READING-WRITING CONNECTION IN THE QUARTER 3 REVISED TEACHER GUIDES



Session Objectives

1. Examine and analyze Quarter 3 Read Alouds and revised Teacher Guides
2. Identify the 14 Domains of Literacy and the Reading-Writing opportunities linked to the Read Alouds in Weeks 21-22

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THE 14 DOMAINS OF LITERACY

Content Standards/ Domains

1. Oral Language	8. Writing and Composition
2. Phonological Awareness	9. Grammar Awareness and Structure
3. Alphabet Knowledge	10. Vocabulary Development
4. Book and Print Knowledge	11. Listening Comprehension
5. Phonics and Word Recognition	12. Reading Comprehension
6. Fluency	13. Attitude Towards Language, Literacy, and Language
7. Spelling	14. Study Skills

23

Composing and Authentic Writing



24

Composing and Authentic Writing

- Defined as the ability to formulate ideas into sentences or longer texts and represent them in the conventional orthographic patterns of written language

25

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.

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Writing makes us better readers

- **COMPREHENSION:** Writing helps me think deeper about what I read.
- **FLUENCY, WORD RECOGNITION AND PHONICS:** When I try to write/spell a word, it is much easier to read that word when I come across it.
- **CONVENTIONS OF TEXT:** When I write a text (letter, poem, story), I have to know its structure and associated conventions of text. When I read such a text I can more easily understand it because I know the structure and the conventions.

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**Activity: Examining the Quarter 3 Read Alouds:
Grade 1 Teachers**

Theme: Interesting Things About My Culture

Ilokano	Week 21 Teacher's Guide Read Aloud Book: <i>Nagpasiasar ni Mousie Iti Vigan</i>
Cebuano	Week 21 Teacher's Guide Read Aloud Book: <i>Miadto si Mousie sa Vigan</i>
Filipino	Week 21 Teacher's Guide Read Aloud Book: <i>Arroz Caldo ni Lolo Waldo</i>
English	Week 22 Teacher's Guide Read Aloud Book: <i>Ten Friends</i>

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**Activity: Examining the Quarter 3 Read Alouds:
Grade 1 Teachers**

Allotted Time	Activity
15 minutes	<ul style="list-style-type: none"> In triads or pairs, look at the following materials: <ul style="list-style-type: none"> For MT and Filipino Groups – Week 21 For English Groups – Week 22 Identify the following: <ul style="list-style-type: none"> How the 14 domains are woven the Read Aloud activities and how they support the theme? Opportunities for composition and what pupils will learn
10 minutes	Discuss your thoughts with others in the same table
30 minutes	Group reporting

29



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**Activity: Examining the Quarter 3 Read Alouds:
Grade 2 Teachers**

Theme: Interesting Things About My Culture

Filipino	Week 21 Teacher's Guide Read Aloud Book: <i>Ang Lumang Aparador ni Lola</i>
English	Week 22 Teacher's Guide Read Aloud Book: <i>Pipo, the Clown</i>

30



Activity: Examining the Quarter 3 Read Alouds: Grade 2 Teachers

Allotted Time	Activity
15 minutes	<ul style="list-style-type: none"> In triads or pairs, look at the following materials: <ul style="list-style-type: none"> For Filipino Groups – Week 21 For English Groups – Week 22 Identify the following: <ul style="list-style-type: none"> How the 14 domains are woven the Read Aloud activities and how they support the theme? Opportunities for composition and what pupils will learn
10 minutes	Discuss your thoughts with others in the same table
30 minutes	Group reporting



Activity: Examining the Quarter Materials: Multigrade Teachers

Theme: Interesting Things About My Culture

Ilokano	Week 21 Teacher's Guide and MG Outline Read Aloud Book: <i>Nagpasiar ni Mousie Iti Vigan</i>
Cebuano	Week 21 Teacher's Guide and MG Outline Read Aloud Book: <i>Miadto si Mousie sa Vigan</i>
Filipino	Week 21 Teacher's Guide and MG Outline Read Aloud Book: <i>Arroz Caldo ni Lolo Waldo</i>
English	Week 22 Teacher's Guide and MG Outline Read Aloud Book: <i>Ten Friends</i>

32



Activity: Examining the Quarter 3 Read Alouds: Multigrade Teachers

Allotted Time	Activity
15 minutes	<ul style="list-style-type: none"> In triads or pairs, look at the following materials: <ul style="list-style-type: none"> For MT and Filipino Groups – Week 21 For English Groups – Week 22 Identify the following: <ul style="list-style-type: none"> How the 14 domains are woven the Read Aloud activities and how they support the theme? Opportunities for composition and what pupils will learn
10 minutes	Discuss your thoughts with others in the same table
30 minutes	Group reporting

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REFLECTION AND WRAP-UP

- Ticket to Leave



34a



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REVISITING BRIDGING: BRIDGING 102



1a



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Session Objectives

- Bridging between languages
- Bridging opportunities in the classrooms
- Best practices in bridging



2



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Start Video: Part 1 of Bridging 102



3

Group Activity 1

- How do you teach in a new language or review something your students already know in another language?



- Give an example for the following domains: **Phonological Awareness, Book and Print Knowledge, Reading and Listening Comprehension, Attitude Towards Language, Literacy and Literature, and Study Skills**

4

Start Video: Part 2 of Bridging I02



5

Group Activity 2



- What can we do to support phonics in a new language?
- Bridging learning aids teachers and students can make

6



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Start Video: Last Part of Bridging 102 Video



7



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Group Activity 3

Using English Teacher's Guides for Weeks 21 and 22.

Metacard 1	Metacard 2
List ways to bridge the vocabulary and support vocabulary development	Brainstorm bridging learning aids students can make to support vocabulary development

8



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Start Video: Part 4 of Bridging 102



9

Group Activity 4

- Look at grammar lessons in the English Teacher's Guides for Weeks 21 and 22.
- Identify if what is being taught is the same or different in Mother Tongue and Filipino.
- What will you do to help your students bridge this grammar concept?

10

Start Video: Part 1 of Bridging I02



11

Question and Answer

**Questions and Thoughts
on the Bridging Video**

12



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GROUPING FOR DIFFERENTIATED READING INSTRUCTION



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Session Objectives

- Cooperative learning and grouping
- Different types of grouping —their benefits and considerations
- Effective grouping



14



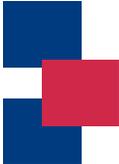
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Individual Activity: Squares Activity

Individual Task
15 minutes to accomplish the task

Task: Figure out the number of squares in the diagram

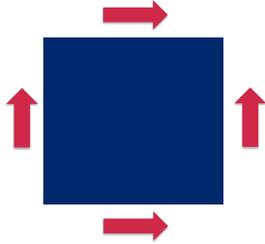


15



Individual Activity: Squares Activity

Square: A square is a straight-edged, four-sided figure having four equal sides



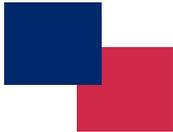
16



Activity: Squares Activity

Instructions:

- Work alone.
- Do not consult with anyone.
- Do not look at anyone's work other than your own.

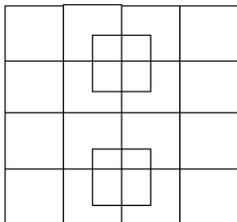


Task: Find out the number of squares in the given figure.

17



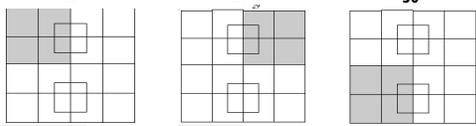
Individual Activity: Squares Activity



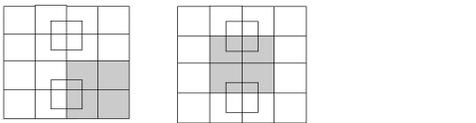
18

Individual Activity: Squares Solution

28 29 30



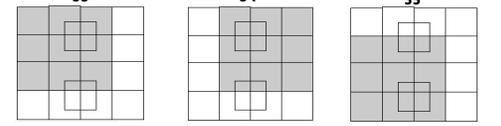
31 32



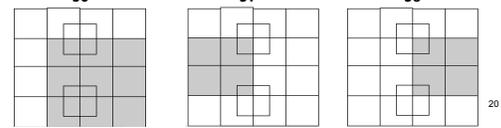
19

Individual Activity: Squares Solution

33 34 35



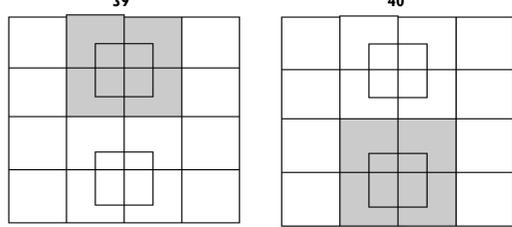
36 37 38



20

Individual Activity: Squares Solution

39 40



21



Group Activity: Rectangles Activity

Instructions:

- Find a partner. Join another pair to form a group of four.
- Each team member must contribute to figuring out the answer.
- Once finished, each must share one positive quality of team work based on your experience with the rectangle assignment.

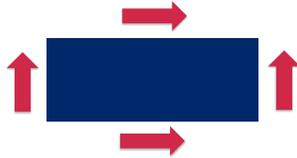
Task: Count the number of rectangles in the figure.

22



Group Activity: Rectangles Activity

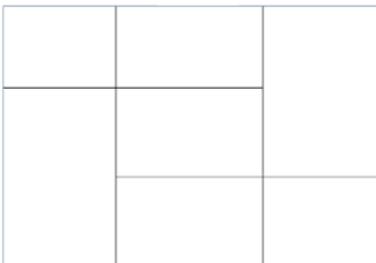
Rectangle: A rectangle is a four-sided figure with four corners and two parallel sides that are the same length



23



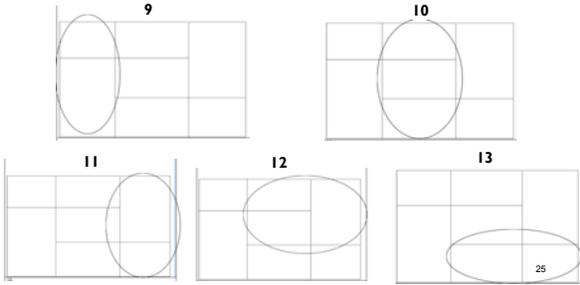
Group Activity: Rectangles Solution



24

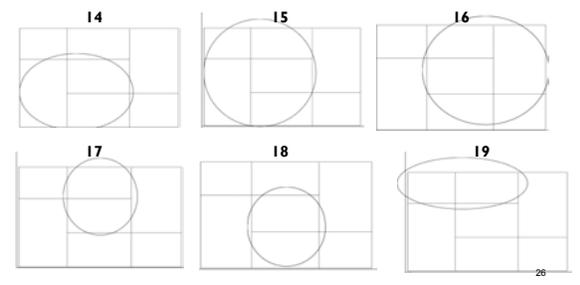


Group Activity: Rectangles Solution





Group Activity: Rectangles Solution





Comparing the Squares and Rectangle Activities

- Was the success higher when you worked individually on the squares assignment, or was it higher when you worked in teams?
- Why do you think there is a difference?
- Did you prefer to work alone or in teams?

Why Should Children Work Together in Groups?

- Children learn from each other.
- Less fear of making a mistake.
- Thinking out loud is better for young learners than thinking quietly to themselves.
- Allows the teacher to work with a small group while the other children are learning.

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Strategies for Grouping Students: Pairs



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Pairs: Think and Share

- *Think and Share* strategy: First, **think**; then **share**.

Activity in Pairs: Think of an assignment that you have given in your classroom that could be done with a “Think and Share” strategy.

30

Strategies for Grouping Students: Groups of 4

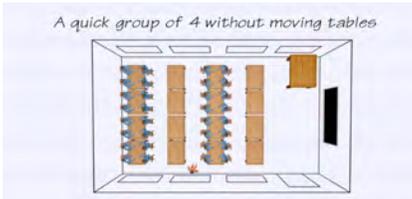
More advanced children help the other children in the group



31

Strategies for Grouping Students

A quick group of 4 without moving tables

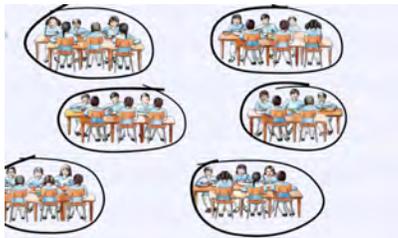


"Move the pupils"

Stay at their tables or join another table

32

Strategies for Grouping Students



"Move the tables"

33

Group Activity

- Find a partner and join another pair.
- Select one teacher to describe his or her classroom.
Tell the group the number of pupils, layout (desks and chairs) and size of the room.
- As a group, they design a layout of the classroom to organize the pupils into groups of 4. They must create a diagram showing the layout of the class including furniture and how they would place the groups of four in the room.

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Remember: No group work or collaboration will be successful without clear, consistent rules.

Activity: Work with three other teachers to write a list of five to six rules that you think would be important to help guide group work.



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Roles Help Pupils Keep on Track

Assigning roles to group members is effective.
Possible roles for young pupils:



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LEVELED READERS AND GUIDED READING



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Comprehensive Reading Program

Read Aloud: Students experience rich language and accurate fluent reading

Shared Reading: Scaffold literacy development

Independent Reading: Building fluency, confidence, competence and stamina in reading



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4th Component of Comprehensive Reading Program

Guided Reading

- Bridge between shared and independent reading
- Explicit instruction: Teacher models, demonstrates, and provided guided practice.
- Differentiated instruction

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Guided Reading in Leveled Readers

- Small group instruction
- Grouping by instructional needs

Underlying Principles:

- Explicit instruction: Teacher explains what the skill is, how good readers use it and why it is important
- Guided practice
- Independent readers and improved comprehension

40



Guided Reading: Goals

- Differentiated instruction
- Increase teacher-student interaction
- Enhance students' problem-solving skills
- Foster independent readers



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Guided Reading: Benefits to Teachers

- Observe students' reading behaviors
- Guide application of strategies and skills
- Monitor students' abilities



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Guided Reading: Benefits to Students

- Develop and practice strategy
- Develop and practice before, during and after reading behaviors
- Experience successful reading for meaning

Success fosters **motivation** which, in turn, increases **engagement**. (Guthrie and Wingfield, 1997)

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Guided Reading: Forming Groups

- Grouping is necessary in order meet instructional needs of individual students.
- Teachers can form groups through careful observation of pupils.
- Keeping anecdotal record is very helpful.

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Flow of Guided Reading: 15-20 minutes

Time	Activity
2 – 5 minutes	Familiar Reread Students practice oral reading fluency while teacher listens to individual students and make notes
3 minutes	New Book Introduction Vocabulary development; Picture walk
5 minutes	Book Reading Observes and takes notes from each student
2 minutes	Discussion Retelling, Summarizing, Talking about strategies, Making connections
2 – 5 minutes	Mini-lesson Teacher reinforces strategy use, fluency elements and response techniques

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Start Video: Guided Reading



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Guided Reading: Video Watching

For Grade 1 Teachers: Mother Tongue Leveled Reader	<ul style="list-style-type: none"> • <i>What did the teacher do to support students' accurate and fluent reading?</i> • <i>How did the students respond?</i>
For Grade 2 Teachers: Filipino Leveled Reader	<ul style="list-style-type: none"> • <i>What did the teacher do to support students' accurate and fluent reading?</i> • <i>How did the students respond?</i>
For Multigrade Teachers: Guided Reading Approach	<ul style="list-style-type: none"> • <i>How does the teacher manage the guided reading session in a classroom with two grade levels?</i>

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Start Second Video: Guided Reading



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Guided Reading: Video Watching

- | | |
|---|--|
| For Grade 1 Teachers:
Grade 2 Filipino Leveled Reader | <ul style="list-style-type: none"> • What did the teacher do to support students' accurate and fluent reading? • How did the students respond? |
| For Grade 2 Teachers:
English Leveled Reader | <ul style="list-style-type: none"> • What did the teacher do to support students' accurate and fluent reading? • How did the students respond? |
| For Multigrade Teachers: Grade 2 Filipino Leveled Reader | <ul style="list-style-type: none"> • What did the teacher do to support students' accurate and fluent reading? • How did the students respond? |



LOOKING AT QUARTER 4 AND DIFFERENTIATION IN USING LEVELED READERS





Self-Reflection: You as a Reader

In pairs, talk about their experiences as readers:

- Describe reading a text that was easy for you
- Describe reading text with a lot of new information but that was still readable
- Describe reading text that was very difficult for you



Text difficulty determines the success of reading instruction

- The right book in the hands of the right reader
- Reading instruction seeks to stretch a student's reading ability.



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Independent, Instructional, and Frustration Level Texts

- **Independent Level Text (Easy Text)**
 - Text student can read without teacher support or instruction.
- **Instructional Level Text ("Just Right" Text)**
 - Text used for instruction with teacher support.
- **Frustration Level Text (Difficult Text)**
 - Not appropriate for student's use
 - May be appropriate for listening comprehension

53



Independent Level (Easy) Text

- Reader is familiar with most, if not all, of the words in the text.
- High level of comprehension for the reader
- Affords reader with the opportunity to read smoothly, fluently and with expression



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Instructional Level ("Just Right") Text

- 0% are familiar words for the reader
 - Allows teacher to teach new word identification skills
- Reader understands most of what is read.
 - Allows teachers to introduce new vocabulary and harness students' comprehension strategies
- Reading in some places and hesitant in others

55



Frustration Level (Difficult) Text

- Most words are unfamiliar making decoding interfere with reading.
- Reader is confused about what is happening in most of the book.
- Reading is choppy with lots of hesitations.

56



What makes text more or less difficult?

- Word count and number of different words
- High frequency and low frequency words
- Sentence length and complexity
- Language pattern, repetition and predictability
- Print size and spacing
- Illustration support
- Concept load and topic familiarity

57



Small Group Activity

- In groups of four or five, rank the three pieces of text from easiest to most difficult.
 - Maria Goes to School*
 - It's About Time*
 - Ants, Ants and More Ants*
- Create a poster that provides justification for ranking the texts.

58



Groupings in the Teacher's Guide

Quarter 3

- Grouping pupils into two groups: 1) students who are comfortable with reading; 2) students experiencing challenges
- Put the bottom 10-30% in the lower group to have more time to attend to each student.

Discuss how you will gather information on your students in order to determine groupings for Q3.

59



Groupings in the Teacher's Guide

Quarter 4

- Grouping pupils into two groups: 1) students who are comfortable with reading; 2) students experiencing challenges
- Put the bottom 10-30% in the lower group to have more time to attend to each student.
- Two groups will have differing levels of text.
- Few sample of English text for Q4

60

Pause and Reflect



“The goal of guided reading is to develop self-extending systems of reading that enable the reader to discover more about the process of reading while reading.” (laquinta, 2006)



*Thank you! Maraming salamat po!
Agyamanak! Daghang salamat!*



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THINK AND SHARE

“The goal of guided reading is to develop self-extending systems of reading that enable the reader to discover more about the process of reading while reading.” (Iaquinta, 2006)



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BASA PILIPINAS POST-TRAINING SUPPORT



2a



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Supervisors' Support to Principals/School Heads
Principals' Support to Teachers

A. Post Training Support – Orientation of Principals and Supervisors on teacher training content and to act as facilitators for continuing instructional support

B. Strengthening of Learning Action Cells (LAC) and Similar Support Systems for teaching improvement

3




Supervisor and Principal Orientation and Training

Two training focus areas:

1. Orientation to Basa Pilipinas and recent training content
2. School and District Level Support through LACs

4




Strengthening of Learning Action Cells Support Systems

Observations:

- Existing structure for professional development, recognized as useful in current Basa areas of operation
- Optimum forum for team learning among teachers, support for trying new ideas in a low risk environment, sharing of best practices

5




BASA PILIPINAS
Post-training Support: Learning Action Cells (LAC) Overview



6a



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Start Video: Learning Action Cells



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Learning Action Cells (LACs)

School and District Level Support through LACs:

- Training on use of Basa developed Facilitation Guide in cooperation with Seameo Innotech
- Enhancement of Facilitation Skills
- Monitoring:
 - School Heads: Monitoring of teachers – Literacy/Language classes
 - District Supervisors: School level monitoring
- Management of School and District Support Structures

8



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How will LACs work?

Points of entry for monitoring the effectiveness of school based LACs and how these contribute to improved learning outcomes include:

- 1. Attendance**
- 2. Participation**
- 3. Classroom Observations**

9




How will LACs work?

Monthly sessions, 2 hours each

- Basa will develop in collaboration with Seameo Innotech, with input from DepEd stakeholders, a format and facilitator guide corresponding to instruction as outlined in the Teacher Guides.
- A set of videos may be developed to support subject areas and training of facilitators.

10




LAC Framework

Before the meeting 15 min	Facilitators prepare to bring their finalized Teacher Guides to the meeting. Ask facilitators to prepare to share with their experiences and bring activities work or learning materials developed in the past month.
Sharing session 30 min	Teachers share in pairs, grade groups or subject groups their experiences and reflections pertaining to the new materials, a new activity, a new approach they have tried. Efforts are celebrated/valued and participants are encouraged to share newly developed learning acts.
Introduction of Topic 20 min	The facilitator Guide contains information to support the facilitator in the introduction of the topic. Teachers can view accompanying video supplies. Guiding questions are located in the Facilitator Guide to stimulate discussion.
Activity 30 minutes	Professional society – making necessary preparation for lessons. Each teacher looks at his/her recent Teacher Guide and shares lessons and/or activities where he/she will try/apply what has been highlighted and discussed in this month's LAC meeting. This work is sometimes done in pairs, in small groups or individually.
Sharing what we will do 20 minutes	Each member shares what he/she is planning to do and together in small grade groups they discuss and help each other identify what they will collect in terms of materials on the materials. At the following session (in a month's time), they will share their experiences, reflect back/feedback and reflecting on what they said and how it went.

11




LAC Topics

- Topic 1:** The 14 domains of literacy and bridging strategies
- Topic 2a:** Using Levelled Readers in the classroom (Part I)
- Topic 3:** Read Alouds
- Topic 4:** Assessment
- Topic 5:** The Reading-Writing Connection
- Topic 2b:** Using Levelled Readers in the classroom (Part II)

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Topic 1: The 14 domains of literacy and bridging

- **Time:** 2 hours
- **Objectives:**
 - To identify 14 domains in a two-week sequence in Revised Teacher Guide
 - Describe activities for the 14 domains
 - Analysis of Bridging Boxes in Revised TG s
 - Identify learning aids they will make or have pupils make to enhance bridging during the two weeks

13




Questions 

1. What would be the most you would hope to gain from the LACs?
2. What are the challenges for you and your school?

14




UNPACKING A 2-WEEK INSTRUCTIONAL SEQUENCE



15a




Sample LAC Session

Objectives:

- Read through and prepare for a 10-day instructional sequence
- Prepare Teaching and Learning Materials



16




Weeks 21-22 Ras and LRs and Outlines

Grade 1 Teachers	Grade 2 Teachers	Multigrade Teachers
Sinugbuanong Binisaya: <i>Miaddo si Mousie sa Vigan</i> Ilokano: Nagpasiasar ni Mousie iti Vigan Filipino: Arroz Caldo ni Lolo Waldo English: Sampung Magkakaibigan	Filipino: Ang Lumang Aparador ni Lolo English: Pipo the Clown	Mother Tongue: <i>Miaddo si Mousie sa Vigan/Nagpasiasar ni Mousie iti Vigan</i> Filipino: Arroz Caldo ni Lolo Waldo English: Sampung Magkakaibigan
Leveled Readers Sinugbuanong Binisaya – “Ang Bungtod ug Ako” Ilokano – “Siak ken ti Bantay”	Leveled Readers Filipino: “Pista ng Pahiyas” English: “Animal Band”	Mother Tongue: “Ang Bungtod ug Ako”/“Siak ken ti Bantay” Filipino: “Pista ng Pahiyas” English: “Animal Band”




Activity

Discuss with your group: When are the Read Alouds and the Leveled Readers used?

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Unpacking a 2-Week Instructional Sequence

Grade 1	Grade 2	Grade 3
Teacher Guide in MT, Filipino, and English for Weeks 21 and 22	Teacher Guide in Filipino and English for Weeks 21 and 22	Teacher Guide in MT, Filipino, and English and Multigrade Supplementary Outlines for Weeks 21 and 22

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Activity: Instructions for Grouping

Grade 1 and MG Teachers

- Form groups of three. Choose among yourselves who will work on MT, Filipino and English subjects.

For Grade 2 Teachers

- Find a partner. Choose among yourselves who will work on Filipino and English subjects.

20




Activity: Unpacking a 2-Week Instructional Sequence

- What are the activities for phonics and alphabet knowledge?
- What are the vocabulary words?
- What activities develop comprehension skills?
- What are the composing or authentic writing activities? How is this connected to the Read Aloud or the Leveled Reader?
- When and how can you group your students? Why would you do it this way?
- Identify and describe the materials that you need to make.

21



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**MATERIALS DEVELOPMENT FOR
QUARTER 3 WEEK 21**



22a



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Pause and Reflect 

If there is one thing I will remember about this training, it is _____.

When I go back to my school, I can share this insight with a colleague:
_____.

If someone asks me about Basa Pilipinas, I will say
_____.

23



USAID
FROM THE AMERICAN PEOPLE

Basa Pilipinas
In Support of DepEd's National Reading Program

**Administer the Post Test and
Training Evaluation**

24



ANNEX D

**DESIGN/SCHEDULE OF THE
TRAINING ON READING-WRITING INSTRUCTION IN GRADE 3**

TRAINING SCHEDULE

TRAINING ON THE READING-WRITING CONNECTION IN GRADE 3

DAY 1

TIME	ACTIVITIES
8:00 – 8:40 a.m.	Registration and Opening Program
8:40 – 8:50 a.m.	Basa Pilipinas Overview
8:50 – 9:00 a.m.	Round the Clock Reading Buddies
9:00 – 9:10 a.m.	Training Objectives, Expectations, and Overview
9:10 a.m. – 12:00 p.m.	Overview of K to 12 Integrated Language Arts Curriculum and the 14 domains of Literacy
12:00 – 1:00 p.m.	Lunch
1:00 – 2:00 p.m.	Domains of Literacy in an English Teacher’s Guide
2:00 – 4:30 p.m.	Authentic Writing or Composing

DAY 2

8:30 a.m. – 12:00 p.m.	Reading–Writing Connections
12:00 – 1:00 p.m.	Lunch
1:00 – 4:45 p.m.	Application and Sharing
4:45 – 5:00 p.m.	Pause and Reflect

DAY 3

8:30 a.m. – 12:00 p.m.	Recap of Day 2 and continuation of Application and Sharing
12:00 – 1:00 p.m.	Lunch
1:00 – 2:30 p.m.	Application and Sharing (continuation)
2:30 – 3:30 p.m.	Accessing NAT via SMS
3:30 – 4:30 p.m.	Closing Program



Training Objectives, Expectations, and Overview



1a



Training Objectives

During this training we will:

- Discuss briefly how the training links to the **K to 12 Curriculum**
- Discuss in depth the **14 Domains of Literacy** and which domains need to be emphasized in **Grade 3**
- Discuss what is **Composing or Authentic Writing**
- Explore the **Reading-Writing connection**
- Discuss, experience and reflect on **getting your ideas out of your head and putting them down on paper**
- Explore **Composing activities in the Grade 3 DepEd TG**

2



Training Expectations

Let us all:

- Keep an open mind
- Learn from one another
- Ask questions
- Engage in lively discussions
- Have fun

3



Training Overview: Schedule

Day 1

8:00 – 8:40	Registration and Opening Program
8:40 – 12:00	Training Overview Topic 1: Overview of the K to 12 Integrated Language Arts Curriculum
	The Domains of Literacy
12:00 – 1:00	Lunch
1:00 – 2:00	The Domains of Literacy (continued)
2:00 – 4:30	Topic 2: Authentic Writing
4:30 – 5:00	Pause and Reflect

4



Training Overview: Schedule

Day 2

8:30 – 12:00	Topic 3: Reading – Writing Connections Topic 4: Writing in the Classroom
12:00 – 1:00	Lunch
1:00 – 5:00	Application and Sharing • Given a reading selection what kind of writing activities can teachers ask children to do

5



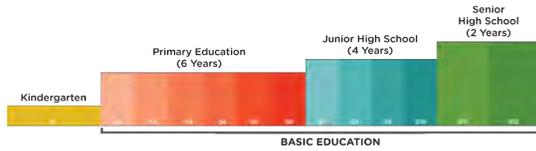
Training Overview: Schedule

Day 3

8:30 – 12:00	Making & Sharing of Mini-Lessons Developed
12:00 – 1:00	Lunch
1:00 – 2:00	Accessing NAT Data via SMS
3:00 – 4:00	Concluding the Training
4:00	Closing Program

6

Overview of the K-12 Curriculum and the 14 Domains of Literacy



14 Content Standards/ Domains

Oral Language Development	Writing and composition
Phonological Awareness	Grammar awareness and structure
Book and Print knowledge	Vocabulary development
Alphabet knowledge	Listening comprehension
Phonics and word recognition	Reading comprehension
Fluency	Attitude towards language, literacy and literature
Spelling	Study strategies

Domain I: Attitude towards literacy, language and literature

Having a *sense of being a reader and developing individual choices of and tastes for texts to read for various purposes such as for learning or for pleasure*



Domain 2: Oral Language (in the language of literacy)



Oral language refers to **one's knowledge and use** of the structure, meanings and uses of the language.

- Word meanings and pronunciation are first introduced in speaking.
- Children who can articulate their words and thoughts clearly have an advantage in learning to read.
- Oral language teaches children cultural nuances and develops desire to use language.

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Domain 3: Phonological Awareness

Phonological awareness involves work with rhymes, syllables, onsets and rimes.

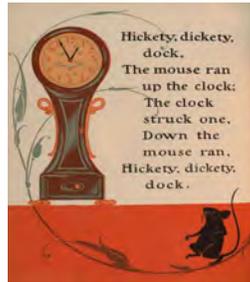


Photo from https://en.wikipedia.org/wiki/Hickory_Dickory_Dock

Domain 4: Book and Print Knowledge



Refers to **knowing and being acquainted with books** and how print works.

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Domain 5: Alphabet Knowledge

Refers to the ability to recognize, name, and sound out all the upper and lower case letters of the alphabet.



Each letter of the alphabet

- has a name
- has an upper and a lower case
- is written in a certain way
- has a distinct sound



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Writing (Handwriting)

The ability to **form letters** through manuscript and cursive styles



14

Domain 6: Phonics and Word Recognition



Photo from website www.heidisongs.com

The ability to **identify a written word by sight** or by deciphering the relationship between the **sounds of spoken language and the letters in written language**

15

Domain 7: Fluency



The ability to **read orally** with **speed, accuracy** and **proper expression**

16

Domain 8: Spelling

Being able to convert oral language sounds into **printed language symbols**



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Domain 9: Composing

Being able to **formulate ideas into sentences or longer texts** and represent them in the conventional orthographic patterns of written language



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Domain 10: Grammar Awareness

Knowledge of **language features** and **sentence structures** in written language

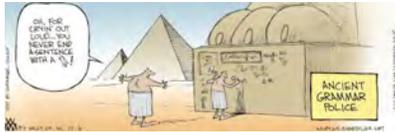


Photo from website www.mysteryreadersinc.blogspot.com

19

Domain 11: Vocabulary Development

Knowledge of **words** and their meanings in both oral and print representations

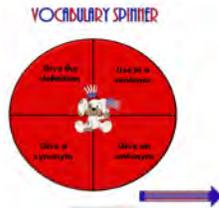


Photo from website www.devotedvocabulary.wordpress.com

20

Domains 12 and 13: Listening and Reading Comprehension

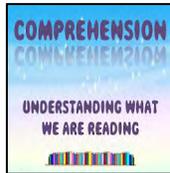
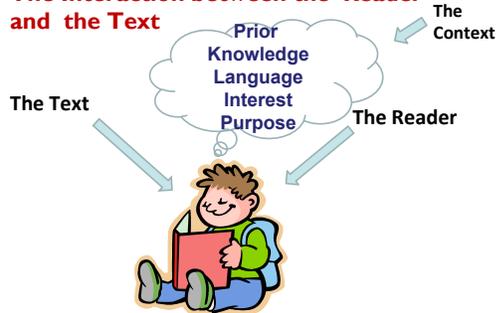


Photo from website www.margteachingposters.weebly.com

A complex and active process in which vocabulary knowledge is a crucial component and which requires an **intentional and thoughtful interaction** between the listener/reader and the text.

21

The Interaction between the Reader and the Text



Decoding and Comprehending

Reading is getting meaning from and giving meaning to the printed symbols.

If you are able to decode the words but you do not get meaning from them, do you “read”?

“Nagkakarawat kami sa finampo.”

- Were you able to decode all the words?
- Did you understand the sentence?
- Did you read?

25

Domain 14: Study Strategies



Photo from website www.marvildiscover.com

A general term for **techniques and strategies** that help a person **read or listen for specific purposes** with the intent to remember.

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The 14 Domains of Literacy: A Quiz

What domain/s are being developed among the learners when the teacher ...

- I. ...reads the title, author and illustrator before reading a storybook, then models the flipping of the pages sequentially, one page at a time?



2. ...while reading a story, pauses and asks a question that invites the listeners to make predictions?
3. ...introduces to the learners the correct use of *pang-uring paghahambing* using "mas", "kasing" at "pinaka"?



4. ...asks the pupils to dramatize how to ask permission, using the polite expressions taught to them ?
5. ...challenges the pupils to read and interpret a pictograph, a line graph and a bar graph?
6. ...asks the pupils to clap the number of syllables in words that they listen to?



7. ...before asking the pupils to read a story, discusses the meaning of the difficult words in that story?
8. ...uses the story that the pupils read as a springboard for discussing *Cause and Effect*?
9. ...introduces words with initial consonant blend l (fl-, bl-, cl-, pl- . . .)and drills the pupils and how these words are read?



10. ...encourages the pupils to write a Thank You letter as a response to a story about a brother who shared his food?

11. ...guides the pupils in reading phrases, sentences or a short stories with proper phrasing and proper expression?



12. ...asks the pupils to write the words that were taught to them during decoding/ word recognition?

13. ...teaches the pupils the name of each letter, its sound and how to write it correctly.

14. ...reads a story to the pupils and exposes them to good storybooks?

Domains	K-3	4-6	7-10	11-12
Oral language				
Phonological awareness				
Book and Print knowledge				
Alphabet knowledge				
Phonics and word recognition				
Fluency				
Spelling				
Writing and composition				
Grammar awareness and structure				
Vocabulary development				
Reading comprehension				
Listening comprehension				
Attitude towards language, literacy and literature				
Study strategies				33

Which domains are crucial in Grade 3?

- Phonics and word recognition in English
 - ❖ Spelling
 - ❖ Fluency
 - ❖ Vocabulary Development
- Composing
- Reading Comprehension
- Study strategies

The shift to word recognition in English: Some difficulties

- Unlike in MT and Filipino, most words in English are not phonetically consistent.
- The words are not familiar to the learners.

Phonics and Word Recognition in English

Review Grade 2 lessons:

- Words with short vowel sounds

New Lessons in Grade 3:

- Words with consonant blends
- Words with consonant digraphs
- Words with long vowel sounds
- Words with other vowel patterns

- **Spelling, Vocabulary Development and Fluency are integrated in a word recognition lesson**

Vocabulary Development and Spelling



bake
cake
lake
rake
cave
cape
tape
lane



Fluency

- My sister / bakes a cake.
- The gardener / rakes the dried leaves.
- Let's go fishing / in the lake.
- I'm afraid / to enter a dark cave.

40



Reading Comprehension

The different levels of comprehension:

- Literal
- Interpretation
- Evaluation
- Integration
- Creative

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Literal

- the ability to obtain a low-level type of understanding by using only information *explicitly stated in the text*
- Who ?
- What ?
- Where?
- When?

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Interpretation

- the questions require answers that are not directly stated in the text but are suggested or implied
- *What do you think did the character feel?*
- *What kind of boy is he?*

43

Evaluation

- involves the making of personal judgment on the text by the reader, usually based on his/her experience
- *Why do you think did the author . . . ?*

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Integration

- involves the reader “putting him/herself in the place of the character”; reading is used for practical purposes, for values clarification
- *If you were the girl in the story, what would you have done?*

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Creative

- involves coming up with new ideas or reproducing the text information in other forms: dramatizing, writing another ending, writing a letter, musical interpretation . . .

- *Dramatize the part when . . .*



In the new curriculum, lessons in the TGs have the following sections:

- Prereading or before reading
- During reading
- Post reading or after reading

Reading Comprehension

1. Prereading Activities

- Unlocking difficult words
- Motivation
- Motive Question



2. During Reading Activities

3. Postreading Activities

- Discussion of the story
- ❖ The discussion questions are sequenced based on the flow of the story.
- ❖ The questions represent the different levels of comprehension.
- Other responses to the story
- ❖ composing
- ❖ dramatizing
- ❖ art activities

Domains of Literacy: English TG

- I. Refer to the Grade 3 English Teacher Guide – Unit 4, Week 4, Lesson 3 | *The Little Rose Plant*.



Photo from www.publicdomainpictures.net

Domains of Literacy: English TG

2. Let's walk through the lesson and let's identify:

- "prereading"; "during reading"; and "post reading" activities, and
- the domains of literacy that each activity addresses.

THE LITTLE ROSE PLANT

Prereading Activities

Vocabulary
Development

A. Learn About Words

1. *haughtily*
2. *drooping*
3. *tapping*

52

Prereading Activities . . .

Comprehension:
Accessing prior
knowledge

B. Motivation

What are the things that you cannot do alone?

Comprehension:
Making predictions

C. Motive Question

What can't the Rose Plant do alone?

53

During Reading Activities

Activity 301:

Read the story aloud.

Word Recognition and
Fluency

The Little Rose Plant



Photo from www.publicdomainpictures.net

54



Post reading Activities

- Comprehension:
- Comparing and Contrasting
- Composing

- Activity 302: Draw and Write Activity
Draw a picture of a rose plant

At the start of the story	At the end of the story

Note: Discussion of the story should be done first.

55



Activity 303

- Word recognition
- Spelling
- Vocabulary Development

56



Activity 304: Writing to Learn activity

- Spelling

Activity 305: Read and complete a dialogue

- Oral language
- Grammar awareness

57



Activity 306: Answer the following questions

Reading
comprehension

Activity 307: Elements of a story

Reading
Comprehension

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Discuss and do with your 2 o'clock buddy

1. Refer to the Grade 3 English Teacher Guide – Unit 4, Week 5, Lesson 32 *I Will Plant a Garden Green*
2. Walk through the “pre-reading”; “during-reading”; and “post-reading” activities.

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**Discuss and do with your 2 o'clock buddy
(continued)**

3. Identify the domains of literacy that each activity addresses.

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What is Authentic Writing or Composing?



The objectives of this session are:

1. Discuss the difference between **Handwriting and Authentic Writing or Composition**
2. Share one's experience about authentic writing.
3. List the different genres (types) of authentic writing.
4. To identify the **genre** of the different authentic writing outputs.

62

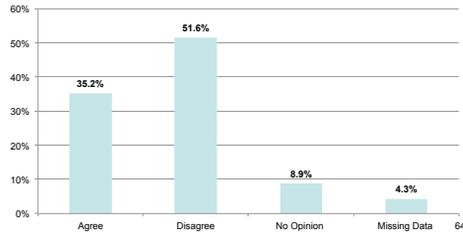
Composing (or Authentic Writing) is defined as the ability to **formulate ideas into sentences or longer texts and represent them in the conventional orthographic patterns of written language.**

Composing or Authentic Writing supports your pupils' literacy development.

63

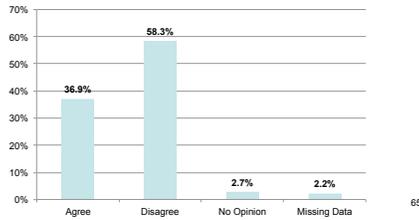


I have received adequate training on how to teach writing. (n = 2,124)





Students can't write an original text (ie, a sentence or short text they have composed themselves) until at least grade 3 or 4. (n=2,124)





Discuss with your 5 o'clock partner:

- Describe the first time that you wrote something
your own ideas in your own words
- What did you write? A composition? A letter? A list? Something else?

**Think of a piece of writing:
Most meaningful to you / you enjoyed
writing**

- What were steps you went through to produce this piece of writing?
- Did you write correctly right away or did you write a draft first?
- How did you feel about this piece of writing?

67

How do we define “writing” ?

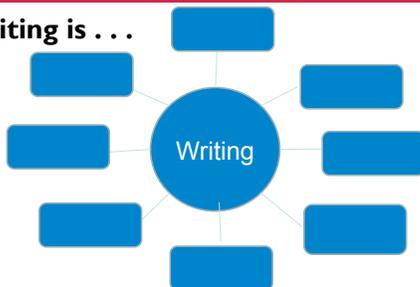
On a strip of paper, write a word that comes to your mind when you think of writing

In other words:
What you write

How you write it

Why you write it

Writing is . . .



69

How do we describe “Teaching writing”?

- On a strip of paper, write a word that comes to your mind when you think about when we ask our pupils to write

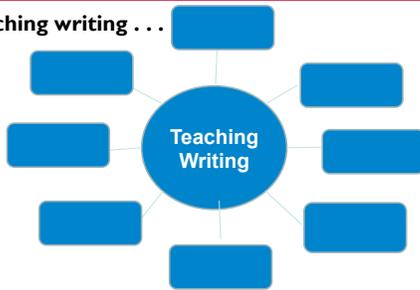
In other words:

- **What we ask them to write**

How we expect them to write it

70

Teaching writing . . .



71

What is 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.

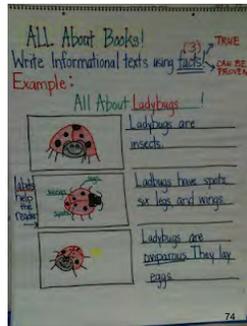
72

Sample genres and purpose for reading and writing them

Genre	Purpose for reading	Purpose for writing
Expository or Informational text	To obtain information about the natural or social world	To provide information about the natural or social world to someone who wants or needs it
Procedural text	To make something or do something according to procedures	To guide the making or doing of something for someone who wants or needs it
Fictional narrative text	To relax; for entertainment, broadly defined; to discuss	To provide relaxation; to entertain, broadly defined; to foster discussion
Personal letter	To maintain a relationship; to learn about personal events; to share emotions	To maintain a relationship; to inform about personal events; to express emotions
List	To be informed about a related group of items	To record a related group of items
Biography	To learn about a person's life	To convey information about a person's life
Book review	To learn about a book and someone's opinion of and responses to it	To convey information about a book and one's opinion of and responses to it

Reading Teacher, Vol. 60, No. 4 December 2006

Expository or Informational text



From <http://kreativeinkinder.blogspot.com/2012/04/writers-workshop-creating-all-about.html>

Procedural text



From <http://joyfullearningink.blogspot.com/2013/01/procedural-writing-in-kc.html>

**Fictional
narrative text**





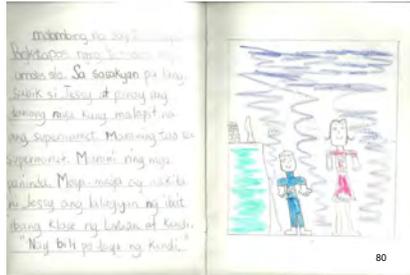
Personal Letter



Birthday Card



Descriptive Writing



Descriptive Writing



Journal Writing



From <http://stuffkidswrite.com/category/diaries-and-journals/>

Poetry writing

*Cavity! Cavity! Go away!
Never come back any other
day!
If you do, I'll brush you off.
Brush! Brush! Brush
- dictated by a 4-year old*

*I have something in my pocket
And I want you all to guess,
what is in the pocket
Of my nice new dress?*

*Is it a _____,
That you can _____?*

From the files of FELICITAS E. PADO, PhD
83

Discuss with your 8 o'clock partner:

- From the discussion of authentic writing and genres, what are your insights on composing? How can your pupils be encouraged to engage in writing?

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Pause and Reflect



**Insights, meaningful takeaways,
significant learning for the day**

ANNEX E

SCALED DOWN SCOPETOOL

Classroom Literacy Observation Tool

Pupil and Teacher Vital Actions

Score

*Pupils have an ample supply of high-quality reading and writing materials (e.g.paper&pencils). Varied books (read-alouds, levelled readers& textbooks) and environmental print can be found in the classroom. (<i>*This item is more a classroom environment item rather than pupil and teacher actions.</i>)	5	4	3	2	1
Learners follow and understand rules & routines . Teacher intervention is calm, non-threatening and effective when there is conflict/noncompliance.	5	4	3	2	1
All pupils participate (e.g. boys &girls, special needs pupils, pupils from different language and cultural backgrounds), not just hand-raisers. Teacher circulates and uses wait time effectively .	5	4	3	2	1
Pupils work in skillfully designed groups ; they cooperate and collaborate with one another. Teacher actively monitors groups/pairs .	5	4	3	2	1
Pupils understand what they have to do . Teacher follows lesson plan/TG and teaches skills and concepts in an appropriately sequenced manner .	5	4	3	2	1
Pupils use what they already know about written words (prefix, suffix, root word, sound-letter associations) to en/decode new words. Teacher clearly explains how sounds and letters are related (including rhyme recognition, breaking words into syllables, etc.).	5	4	3	2	1
Pupils have varied opportunities to read aloud (e.g. choral reading, repeated readings, readers' theatre). Teacher models fluent reading and points out features of fluency (like pausing & punctuation).	5	4	3	2	1
Pupils use context clues for meanings of unknown words and uses the new words in multiple contexts. Teacher selects appropriate words to unlock; she models and encourages the use of new words.	5	4	3	2	1

...continued at the back...

Pupil and Teacher Vital Actions

Score

Pupils understand what they read (i.e. they are able to answer a variety of questions). Teacher employs an integrated set of before, during, and after reading instructional strategies .	5 4 3 2 1
Pupils engage in authentic writing . Teacher provides brief, focused writing lessons —afterwards, she	5 4 3 2 1

When observing a language class,

- 1) ...observe unobtrusively for an entire period (40-50 minutes).
- 2) ...write the sequence of activities and the pupil and teacher actions you observe; you can think of the scores after you observe.
- 3) ...make notes on the materials in the classroom and how they are used.

Date:

Time Start:

Time End:

Name of teacher observed:

Topic/week + day in TG:

No. of pupils present:

What each score means

5	There is compelling evidence.
4	There is ample evidence.
3	There is some evidence.
2	There is limited evidence.
1	There is minimal or no evidence.
*0	Not observed as this was not part of the lesson.

ANNEX F

**SEAMEO INNOTECH YEAR 2 ANNUAL REPORT
JANUARY-DECEMBER 2014**

SEAMEO INNOTECH Accomplishment Report

(BASA Pilipinas Project)

I. Introduction

The period in review saw increased involvement from SEAMEO INNOTECH on Basa Pilipinas Project activities. With the cooperation with the key offices of the Philippine Department of Education set in better focus, a better-defined niche and effectively expanded role for the project in the broad reform initiatives of the DepEd was evident. As the project gained traction among the key stakeholders, the need for materials to support training became more pronounced.

For its part, SEAMEO INNOTECH responded to the challenges posed through even more innovative and creative approaches in addressing the needs of the learners, teachers and the Department of Education leadership. Amidst a very limited time window for making the productions, opportunities for field work were maximally utilized.

The key accomplishments as well as lessons learned in the course of implementing some components of the Project are herein summarized.

II. Key Results

For this reporting period, SEAMEO INNOTECH delivered the following technical services to Basa Pilipinas Program based on its approved Statement of Work.

Deliverable 1: Design and production of videos in support of the training of the master trainers, district supervisors and teachers and provision of DVDs to master teachers

For the year in review, a total of 72 videos, comprising 44 short video productions and 28 Phil IRI video clips (Grade 2 and Grade 3 readers) were produced in support of the Project, for use in teacher training. These videos comprise short demonstration lessons using selected materials produced for the project.

1. One set of demonstration on the use of leveled texts and read aloud materials in various languages were produced:
 - English Leveled Readers
 - Filipino Leveled Readers
 - Ilokano Leveled Readers
 - Leveled Text in Ilokano (Grade 1)
 - Leveled Text in Ilokano (Grade 2)
 - Leveled Text in Filipino (Grade 2)
 - Leveled Text in Cebuano (Grade 1)
 - Leveled Text in Cebuano (Grade 2)
 - Sinugbuanong Binisaya Leveled Readers
 - Filipino Read Alouds (Grade 1)
 - Filipino Read Alouds (Grade 2)



- Ilokano Read Alouds (Grade 1)
 - Cebuano Read Alouds (Grade 1)
 - English Read Alouds (Grade 2)
2. Videos on leveled texts and read alouds were also produced with subtitles in English:
- Grade 1 Cebuano Leveled Text (English Subs)
 - Grade 2 Filipino Read Alouds (English Subs)
 - Grade 1 Filipino Read Alouds (English Subs)
 - Grade 2 Filipino Leveled Text (English Subs)
 - Grade 1 Ilokano Read Alouds (English Subs)
 - Grade 2 Ilokano Leveled Text (English Subs)
3. Short videos were produced to serve as tools for use in training and to aid trainers in conducting further training for teachers and on special topics requested by the Department of Education
- Bridging Between Languages
 - Bridging Between Languages (Part 2)
 - Bridging (revised)
 - BASA Literacy Learning Action Cells (LAC)
 - Learning Action Cells (for DepED)
 - Multigrade Classroom
 - Reading Writing Connection
 - Tahasang Pagtuturo sa Gramatika
 - Differentiated Activities
 - *Pagtuklas sa Matematika*
4. Also in support of training activities, some short trigger videos designed to serve as takeoff points for discussion and analysis during training programs were produced:
- Demonstrating A Strategy (Trigger Video)
 - Demonstrating A Strategy for Decoding (Trigger Video)
 - Demonstrating Good Practice (Trigger Video)
 - Forms of Grouping (Trigger Video)
 - Grouping for Competition (Trigger Video)
 - Grouping with Bossy Group Member (Trigger Video)
 - Invented Spelling (Trigger Video)
 - Problematic Behavior (Trigger Video)
 - Room for Improvement (Trigger Video)
 - Showing A Problem (Trigger Video)
 - Teacher Interview (Trigger Video)
5. Some promotional videos giving the advantages and potentials of the recommended strategies for teaching reading were also produced as “infomercials”:
- Infomercial on Leveled Text
 - Infomercial on Read Alouds
 - Read Alouds Infomercial for DepED

Deliverable 2: Evaluation report and associated tools and documentation from evaluation of the pilot use of relevant technology tool (e.g. micro projector, mobile phone, etc.) for reading instruction activity. This will include documentation from the conduct of Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) in the twenty (20) schools targeted to participate in the pilot

This deliverable will come on stream at a later part of the project.

Deliverable 3: Reports from TA interventions provided on the training design, capacity building and quality assurance including documented participation in Basa planning meetings and technical working group meetings

1. *Creating and Sustaining Professional Development Program for School Heads and Education Supervisors-- A Desk Review (April –May 2014)*

In April 2014, SEAMEO INNOTECH was requested to conduct a desk review of the existing documents, studies, training programs and results of previous programs conducted for DepEd’s school heads, supervisors and teachers.

This desk review aimed to identify the new roles and the corresponding competency requirements of school heads, district supervisors, and division supervisors based on the demands of the K to 12 reform program and the recently approved Rationalization Program. Specifically, it sought to generate the following critical information which will serve as inputs in designing appropriate capacity building programs for the aforementioned school personnel:

- The roles of school heads and division/ district supervisors
- Current and expected professional development practices of school heads, district supervisors, and division supervisors to support continuous learning

The review also intended to promote a better understanding of current and emerging practices on the following areas that would impact the creation of a supportive environment for continuous professional development and learning among school heads, district supervisors, division supervisors, and teachers:

- reporting relationships and arrangements between supervisors and school heads
- current official monitoring processes and forms (what, when, why, how)
- mechanisms to facilitate communication and information dissemination

Based on the findings of the desk review, the following conclusions were drawn:

- The previous studies conducted by SEAMEO INNOTECH can serve as basis in designing capacity building programs for school heads, district supervisors, division supervisors, and teachers.
- The roles and functions of the school heads and supervisors as mandated by R.A. 9155 and other DepEd directives are in the areas: educational policy formulation, educational standard setting, educational planning, learner development, learning outcome monitoring, research and development, human, and physical and fiscal resource development and management.
- The competency requirements of school heads and supervisors on instructional leadership and administrative manager includes:
 - a. their ability to work closely with learners and to focus their efforts and energies in improving the learning outcomes;
 - b. track the progress of learners; and
 - c. provide technical support and assistance and differentiated support to schools.
- There is a need to recognize that DepEd personnel have been in the service for a long time and some of them have already developed ‘good practices’ which are working well on the ground. What is needed is to be able to identify these good practices (*which may vary from school to school*), capitalize on them, further enrich and enhance these practices as they are shared with others given the K to 12 requirements.
- Centrally-driven formal training should not be viewed as the only solution to develop the competencies of people. In some cases, ‘informal’ learning activities may result in further enrichment of already existing good practices on the ground.

Based on the insights and lessons from previous SEAMEO INNOTECH projects, the following recommendations are given:

Creating an enabling environment for support on the ground

- There is a need to create an enabling environment which provides a support mechanism for school heads, supervisors and teachers to develop the needed competencies based on the changes of their functions, to apply their newly learned competencies, and to contextualize these competencies in the workplace. A 3 to 5-day training will not result to real improvements if they would not be given the opportunity to reflect or improve on their practices.

- Strengthening of school-based support mechanisms like the formation of learning teams (formal/informal) and collaborative lesson planning would be most helpful to teachers.

Creating a cadre of change agents on the ground

- Creating a cadre of competent change agents is critical for real change to happen at the local level. The DSL model of SEAMEO INNOTECH showed that people assets can be revitalized to create substantive changes in a decentralized setting. Training and building a community of practice for continuing professional development of district supervisors served as an effective formula in revitalizing their roles in the supervision of curricular and instructional reforms.
- The nurturing of teacher-leaders is critical in the change process. Often, the needed innovation is already happening somewhere in the system. The challenge is to “catch” and share these practices among the other teachers in the school and in other schools.
- Nurturing a collaborative culture at the school level is important in the attainment of higher learning outcomes.

Competency and outcomes-based learning interventions

- Learning intervention in the form of training programs should be accompanied by new instructional materials/ action research project that will address not only a competency gap but also contribute to the attainment of higher learning outcomes.
- Learning from others is an important part of one’s professional development.

2. Focus Group Discussions with Basa Divisions to guide training design for school heads and supervisors on LAC strengthening (June-July 2014)

FGD Objectives

- To conduct an inventory of the previous trainings attended/provided to the school heads on instructional supervision/leadership for the last 3 years. (include the nature, topics/contents covered in the training programs)
- To determine the current level of functionality/practice of any support mechanism for continuous teacher development (to include LAC sessions) both at the district and school level which are working well

- To get some indications of the training needs of school heads on how best to support the reading program (Basa project) in their respective schools – (from the perspectives of the Division/District Supervisors) and how this can be institutionalized into the regular school operations

Covered Areas: Basa Divisions from Regions I and VII

Conclusion and Recommendations

Based on the set objectives of why this FGD was conducted, SEAMEO INNOTECH team was able to arrive at the following conclusion and set of recommendations:

- School heads receive various training and or enhancement on instructional supervision ranging from 1-4 days. These programs are being conducted by the regional, division and district levels and also by partner organizations of DepEd. The content varies and would normally require an action plan which becomes part of the school instructional supervision plan or sometimes stand alone action based on the requirement of a particular initiative.
- LAC session was identified as the common support mechanism being provided to teachers. It is being practiced at the school level, but it comes in different forms and shapes and is normally conducted when need arises. It varies in terms of structure and format. LAC session is less structured and encourages more open dialogue and sharing among teachers. Aside from the LAC session, other support mechanisms for teacher development are: school-based coaching, mentoring and classroom observation, INSET, classroom monitoring, Job-embedded learning (JEL), technical assistance to teachers, provision of teachers' guides and other learning materials
- School heads can best support Basa trained teachers and the project if they are fully aware of what the project is about so they can provide appropriate intervention and support to teachers when needed.

The above findings provide very clear indications about how the Project can engage the support of the school heads, who in turn will provide the necessary and continuing technical assistance to Basa trained teachers, in particular and to the Basa Project, in general.

Priority learning intervention for school heads

The school heads need to be provided with the proper orientation about Project Basa and their expected roles in the project. They should also be oriented on the following areas to enable them to support the Basa trained teachers and the project as a whole:

- teachers' guides developed and their use
- the learning domains
- use of reading literacy instruction and strategies in developing reading material
- make use of and/ or link previous reading programs and interventions conducted in the past with that of Basa Project (because some of these reading programs are still on-going)
- Orthography

It would also be best to share with the school heads the issues, concerns and potential challenges that will be encountered by the teachers as they deliver the teachers' guides. This will prepare them in advance to find ways to support the teachers.

On the overall design of this program, school heads need to be able to see the alignment of Basa Project with the K to 12 program. This will provide them with a better appreciation of the complementation of Basa Project to attaining the goals of K to 12 program in improving literacy.

The training should be anchored on the school context. Facilitators with background in managing multi-grade classes must be assigned to train SHs from multi-grade schools. Facilitators must strike a good balance on theories and real classroom setting (small schools in Bohol are multi-grade). It will be good to pair a resource person from the academe with local resource who are knowledgeable on local issues/concerns; they will anchor the discussions and guide the learners to effectively manage the changes and respond to issues and concerns.

On the possibility of utilizing LAC session to support Basa trained teachers

LAC sessions have great potential to serve as support mechanism for the continuous learning of trained teachers. These sessions, therefore are avenues whereby teachers can share strategies and lessons that work in the classroom with other teachers, in the same way that they can share those which did not work so well and learn from these experiences. The way LAC sessions are currently conducted provide ample room for improvement if these are to be seen as one mechanism for continuous teacher development.

To systematically rollout the LAC session and be able to strengthen the initiatives under Basa Project, there is a need to issue a memo to describe the processes,

schedule or time allocation, person in charge, expected outcomes as well as source of funding. The memo will provide them steps on how to mainstream desired improvement in the teaching and learning of reading in Grades 1 to 3. (others even suggested specifying the day/time LAC will be scheduled in all schools as well as the funding support in case when teachers will be required to travel to join the LAC sessions in other schools)

To better support school-based LAC sessions, the District/Division/Region concerned supervisors should also be engaged on how to further strengthen it. And this group should also be ready to provide the necessary technical assistance to the schools to better improve the conduct of LAC sessions. There is a need also to include the conduct of LAC in the school monitoring tool and think of possible incentives to schools which are able to carry out effective LAC sessions. *What is being monitored, gets to be done.*

Mobile LAC sessions may be an option for cluster of schools. SHs and teachers see a lot of value in quality learning circle and strong M&E system. The concept of performance contracting can be further explored which can be an anchor to the LAC sessions.

On training the school heads on instructional supervision

While the school heads are provided with various types of training intervention on instructional supervision on a regular basis, they still expressed the need to be provided with regular updates and refresher session. They particularly cited the need to train them on how to best support/supervise teachers under the K to 12 program.

This training should be practitioner-oriented which is based on the requirement of K to 12 program and where they would see Basa Project as part of it. (Assumption: this has been covered in the first intervention for the SH). There is a need to ascertain the specific learning needs of the school heads on instructional supervision, which can be part of the first intervention.

This program will serve as the anchor in introducing the LAC session as a mechanism to continuously support the teachers.

3. Training Design on Strengthening LAC Sessions for the School Heads and District Supervisors (August-November 2014)

A three-day training design was developed for the school heads and district supervisors to enable them to enhance their competencies in strengthening school-based LAC sessions. This training was designed for the school heads and district supervisors to develop concrete action plan in strengthening school-based LAC session in order to continuously enhance teachers' competence and consequently, improve the reading program. Specifically, the program was aimed at achieving the following enabling objectives:

1. share and learn lessons from their experiences in implementing reading program
2. identify the core factors in implementing a successful reading program
3. articulate with clarity the instructional leadership roles of school heads and supervisors in supporting the reading program
4. demonstrate enhanced competencies in designing and facilitating LAC sessions through skill practice sessions

This program was based on the premise that school heads, one way or another been involved in implementing reading programs and that there were good lessons to learn from those experiences, which they can build on as they implement the K to 12 reading program. This 3-day program was structured to highlight the experiences of the participants, learn from those experiences and enhance their competencies on how they can fully support the implementation /improvement of the current K to 12 reading program.

4. Training Design for the Trainers (October 2014)

A three-day TOT design was developed for the trainers and facilitators of the training for school heads on LAC strengthening.

5. Training Delivery Guide and Instructional Materials, Participants' Worksheets, Templates and Pre/Post Competency Checklist (October-November 2014)

A detailed delivery guide for the facilitators and trainers of the 3-day program for the school heads was developed. The delivery guide contains session outline/guide according to schedule with time allocation, detailed instructions for every workshop/exercise/activity and instructions on how to process participants' outputs. It has accompanying notes to guide the facilitators and trainers in providing technical inputs relative to the topic/session being delivered.

A set of instructional materials was also developed consisting of powerpoint presentation for every session, handouts and reference materials, participants' worksheets for activities and exercises and action planning templates. A pre-post competency assessment checklist was also developed for the purpose of assessing the level of competencies of the participants on the areas to be covered by the program. The same instrument will be administered to the participants by the end of the program to ascertain improvements in their competency levels.

6. LAC Facilitators' Guide (August-October 2014)

The Instructional Design and Materials Development Unit (IDMDU) developed the LAC (Learning Action Cell) Facilitator's Guide. It aims to walk the LAC facilitator through 12 LAC sessions with different themes and topics. Each topic comes with a trigger video that serves as a take off point for the discussion during each session. The LAC Facilitator's Guide provides step and step instruction on what to do before and during a LAC session.

In designing the LAC Facilitator's Guide, IDMDU took into account the objective for the development of the guide and its users' needs and environment. Based on sound instructional design principles, the information or content, the format and layout design, and the videos were put together to produce an effective LAC Facilitator's Guide.

Deliverable 4: Regular contributions to Basa annual work plans and quarterly and annual reports

SEAMEO INNOTECH team contributes to Basa annual work plans and provides inputs to its quarterly and annual reports.

III. Challenges

On the whole, time and the other material resources in order to plan, develop and think through alternative approaches and develop more engaging materials for training was the main constraint. While the videos and materials were developed with the needs of the learners in mind, further improvements can be made if a more realistic timeline for production and planning was followed.

Feedback on the training design and materials developed for the purpose of improving the delivery of similar services in the future would be very useful. Putting a more systematic mechanism in place for eliciting feedback and audience reaction on the training videos would also be useful, especially in designing further interventions.

IV. Successes/Lessons Learned

Some of the lessons learned which can be further strengthened in the next implementation year of the project are as follows:

- The more regular consultation and meeting between the Basa and the SEAMEO INNOTECH team facilitated shared understanding of the expected deliverables and consequently helped in completing the expected output/work
- Openness of both parties to suggestions and feedback facilitated the completion of the work

Taking the project interventions a step further, electronic networking among functional LACs and setting up a platform or mechanism for the LACs to share and exchange effective practices, solutions to problems and similar stories would be a useful project intervention. As a sustainability measure, building a culture of sharing and exchange among DepEd field units would not only be a major contribution to reading and communication arts, but would impact on the upgrading of school management and instruction. Such a platform could also serve as a means for sharing content, especially those generated by the teachers, as well as a tool for mentoring younger, less experienced teachers.

ANNEX G

LEARNING ACTION CELLS (LAC) TRAINING AGENDA



USAID
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BASA PILIPINAS

LAC SUPERVISORS' ORIENTATION

DAY ONE

TIME	ACTIVITY
11:00 a.m.	Registration
12:00 p.m.	Lunch
1:00 p.m.	Opening Program
1:45 p.m.	Overview of Basa Pilipinas
2:30 p.m.	14 Domains of Literacy
3:30 p.m.	MTB-MLE and Bridging
4:30 p.m.	Reflections and Adjournment

DAY TWO

8:30 a.m.	The Revised Teacher Guides: Overview and Rationale for Instructional Approach and Materials
9:30 a.m.	Conducting Read-Aloud Sessions
10:30 a.m.	Conducting Lessons with Leveled Texts
11:30 a.m.	Supervisors' Support to Principals
12:15 p.m.	Lunch
1:00 p.m.	Post-training Support: Learner Action Cells (LAC) Overview
2:30 p.m.	LAC Simulation
3:30 p.m.	Reflection and Adjournment

ANNEX H

UPDATED BASA STAFFING LIST

UPDATED BASA STAFFING LIST

	LAST NAME	FIRST NAME	POSITION TITLE	DATE OF HIRE
1	Acio	Genevieve	Admin & Logistics Officer	14 April 2014
2	Acosta	Flora Mae	Finance Assistant	01 September 2014
3	Anonuevo	Krupskaya	Senior Program Officer	13 October 2014
4	Armillá	Ophelia	Admin & Logistic Officer	08 July 2013
5	Ampil	Jodel	Program Officer	01 April 2014
6	Astillero	Connie	Finance Assistant	24 February 2014
7	Bagagnan	Diana	Program Officer	01 December 2014
8	Balacdao	Jovilyn	Senior Program Officer	10 June 2013
9	Baroza	Emmelyne	Admin & Logistics Officer	26 August 2014
10	Basoyang	Marianne	Program Officer	15 July 2014
11	Benafin	Elisa	Program Team Leader	01 April 2014
12	Billodo	Ramil	Admin & Logistics Officer	16 June 2013
13	Bohol	Czar Odell	Finance Officer	04 November 2013
14	Cabiles	Bonita Marie	Senior Program Officer	16 May 2013
15	Cabondocan	Catherine	Finance Officer	16 September 2013
16	Chiarelli	Nancy	Senior Technical Director	01 April 2014
17	Celso	Sienna	Admin Assistant	30 July 2014
18	Creo	Harry James	Communications Officer	09 June 2014
19	Davalos	Maria Beatriz	Program Officer-Pasig	07 October 2014
20	Dela Pena	Sharon	HR & Admin Officer	30 June 2014
21	Dimaunahan	Leo	Driver	03 July 2013
22	Estor	Rosalynn	Field Programs Manager	04 August 2014
23	Fruto	Carolynn	Operations Manager	01 October 2013
24	Garcia	Michael	Admin Assistant	07 July 2014
25	Genio	Emmanuel	M&E Director	15 April 2013
26	Golendez	Cezar	Finance Officer	09 September 2013
27	Guatno	Oma Janessa	M&E Officer	01 July 2013

	LAST NAME	FIRST NAME	POSITION TITLE	DATE OF HIRE
28	Licos	Adelia	Program Team Leader	29 October 2013
29	Ludovico	Angeli Grace	Program Officer	04 August 2014
30	Manalese	Allan	Driver	22 June 2013
31	Masalonga	Jonathan	It & Mis Manager	01 July 2013
32	Maturan	Jerruin	Admin & Logistic Officer	10 March 2014
33	Odiver	Christopher	Finance Officer	25 February 2014
34	Padilla	Rafael	Driver	19 June 2013
35	Rolle	Roxanne Fatima	Program Officer	14 April 2014
36	Ruba	Christine	Research Manager	07 November 2014
37	Salvatierra	Marcial	Chief Of Party	01 January 2013
38	Sebial	Melanie	Program Team Leder	19 June 2013
39	Son	Ilya	Deputy Chief Of Party	12 October 2014
40	Sowers	Erin Lysons	Research Associate	04 November 2014
41	Sucgang	Khristine	Senior Communications Officer	04 June 2013
42	Tan	Yvette	Reading Project Director	21 January 2013
43	Tomas	Roselyn	M&E Officer	01 April 2014
44	Tuazon	Claire May	Program Officer	01 December 2014
45	Valles	Riva	Program Officer	16 May 2013
46	Villones	Loreta	Finance Manager	01 July 2013
47	Ybanez	Victor	Program Officer	20 June 2013

ANNEX I

CIES PANEL PROPOSAL

“MAXIMIZING YOUNG STUDENTS’ LITERACY LEARNING: MOTHER TONGUE INITIATIVES THAT SUPPORT ACQUISITION OF MULTI-LITERACIES IN MULTIPLE LANGUAGES”

CIES Panel Proposal
Washington DC March 8-12, 2015

Maximizing Young Students' Literacy Learning: Mother Tongue Initiatives That Support Acquisition of Multi-Literacies in Multiple Languages

“While a people preserves its language: it preserves the marks of liberty.”-Jose Rizal

Overview

There has been a preponderance of research over the past four decades that has pointed to the advantage children have in attaining higher literacy skills if they are first taught in their Mother Tongue (MT) —the language in which they may have the most solid foundation. The implementation of rising numbers of Mother Tongue-based-- Multilingual Education (MTB-MLE) policies in many countries brings with it countless opportunities for students but also challenges. The development of more materials in MT provides students with the opportunity to engage with text that celebrates their first language and supports the capacity of teachers to instruct beginning reading in MT. The goal of this panel is to present three perspectives on the implementation of MTB-MLE policies in Rwanda, the Philippines, and Zambia. More specifically, this panel will address these main questions: 1) What are the major opportunities MTB-MLE initiative provide students and how do they fit into an empowering framework of literacy? 2) What are the implications for the revision of a country's curriculum? 3) What are the necessary considerations in order to provide effective literacy instruction? 4) How do we facilitate transition from multiple languages?

MTB-MLE embraces notions of equity and the celebration of students as “whole children” with rich cultures and linguistic heritages, and the CIES theme of *Ubuntu! Imagining a Humanist Education Globally* resonates through the larger goals of the diverse and powerful MTB-MLE approaches represented on this panel. We will present contrasting perspectives on opportunities in and challenges of implementing MTB-MLE in Rwanda, the Philippines, and Zambia—three countries who have approached the initiative in different ways and with different time trajectories.

Each presenter will provide a description of the historical evolution of the country's MTB-MLE policy and the macro-level opportunities and challenges. From each country's perspective, effective instructional practices will be shared and the on-going need for refinement will be discussed. The role of instructional materials and the key part they play in realizing MTB-MLE will be explored. Approaches to “building the bridge” between languages and facilitating the transition among languages will also be showcased.

From a cognitive perspective, we will explore the nature of developmental reading and how teaching in multiple languages must intentionally address which skills and competencies in reading and writing do not need to be retaught; which need some reteaching; and which require substantial amounts of teaching because skill transfer is

not as robust. For example, once students learn book concepts such as the front of a book and directionality, reteaching is not necessary. However, vocabulary does not necessarily translate directly from one language to another and requires new teaching, although intentional bridging strategies can substantially facilitate this new learning.

The session will begin with an overall presentation on MTB-MLE policies and incorporate a presentation from each of the three countries. Cross-cutting themes will be summarized at the end of the session. Video analysis will be included and an interactive question-answer approach will be a key part of the individual presentations and the overall session.

Paper 1: A Roadmap to Multiliteracy

Lead author: Dina Ocampo, Undersecretary of Education, Philippines Department of Education

This presentation will present the impetus and national policies undergirding the Philippines ambitious and well-articulated approach to MTB-MLE instruction. The presenter will make the case that the language of instruction (LOI) is crucial to the country's development and explicate this viewpoint from the student's perspective. With declining performance of students in subject areas of the curriculum in recent decades, an identified culprit is inaccessibility of quality and relevant education.

Six concepts fundamental to the reform of basic education will be discussed in this session:

- Philippine language context and the evolution of language use
- Cultural identity, language and social development
- How language is learned—Multilingualism
- How literacy is learned—Multiliteracy
- The cross linguistic transfer of literacy and thinking skills across languages
- Global studies and experiences in bilingual education

In addition, the presenter will provide the strategies embodied in national policy and legislation. First, a developmentally and culturally sound program of language and literacy development was enacted, through which the implementing rules for the Bilingual Education Policy were revised. Second, the goal of creating better environments to support language and literacy education was addressed by targeting quality professional development as well as authentic literacy materials with a de-emphasis on the reliance on textbooks. Last, the need to enliven social support structures in the community to support learners in the school was identified. These policies and legislative reforms have importance in the global embracement of MTB-MLE and the goal of building more equitable learning environments for students.

Paper 2: Simultaneously Transitioning Students and Teachers from Mother Tongue to English - Simultaneously

Lead author: Kent Noel, Vice President and Director of East Africa Programs, Education Development Center (EDC)

The Literacy, Language and Learning Initiative (L3), funded by the U.S. Agency for International Development (USAID) and led by EDC in partnership with the Rwandan Ministry of Education, aims to improve P1 to P4 students' reading and mathematics skills. Rwanda's national language is Kinyarwanda, and its official languages per policy are Kinyarwanda, French and English. French has historically been a main language of instruction (MOI), but in 2009, Kinyarwanda was designated as the MOI for primary grades 1 to 3 (with English taught as a subject). English was designated as the MOI starting in grade 4. A challenge to this policy is that a predominant number of primary teachers are not conversant in English, but are expected to teach English while simultaneously learning the language themselves.

The primary focus of this presentation will be L3 strategies used to transition children from MT literacy to English literacy while helping their teachers make the same transition. L3 currently supports the development of literacy skills in Kinyarwanda through the teaching of phonics, phonemic awareness, comprehension, vocabulary and fluency as part of a balanced literacy program. In order to facilitate the transfer of skills from mother tongue to English, the scope and sequence of knowledge and skills for Kinyarwanda and English programs were developed side-by-side, to ensure that skills were taught in mother tongue before being reinforced in English. L3 focuses simultaneously on teachers and students to support improved instruction and gains in student outcomes. Preliminary results of these efforts will be discussed.

Paper 3: Multilingual and Multiliteracy Policy and Instruction: Becoming a Reader and Writer in Three Languages

Lead author: Nancy Clark-Chiarelli, Technical Director, BASA Pilipinas, Education Development Center

This paper will describe concrete ways Basa Pilipinas, a four-year project funded by the U.S. Agency for International Development (USAID) and led by Education Development Center (EDC) is partnering with the Philippines Department of Education (DepEd) to support MTB-MLE policy. By beginning instruction in the language that children know best, the Philippines' MTB-MLE policy aims to draw on the skills, knowledge and experiences that children bring to the classroom, thus promoting genuine interaction and effective learning of literacy skills and academic content, as well as preparing children for additional target language.

Studies in the Philippines have already shown that cross-linguistic transfer does occur in local bilingual instruction classrooms. However, more intentional instructional approaches to build bridges to support transitioning between languages has been shown to be needed. Basa addresses these needs through the orchestration of language and literacy instruction across the three target languages and content areas; materials development; and writing instruction, to ensure that student learning is fully supported. As students are expected to become trilingual speakers, readers, and writers (in MT, Filipino, and English), this presentation will focus on the

articulated trajectory for transitioning among languages and the strategies for bridging between languages. We will provide interactive video and discussion to illustrate effective classroom instruction.

Paper 4: Community Schools in Zambia: Opportunities for Educating the Whole Child

Lead author: Carrie Lewis, International Technical Advisor, Education Development Center

In 2014, Zambia's education sector reached an historic milestone: aligning donors in support of quality literacy instruction. Zambia's Ministry of Education committed to achieving 1 million new readers by the end of academic year 2016. USAID has supported this effort by engaging partners to work with both government and community schools to improve literacy instruction through training teachers; increasing instructional resources; and engaging communities to support literacy in Grades 1-5

The Time to Learn (TTL) program supports the Government of Zambia's efforts to integrate community schools into the national literacy program. Community schools in Zambia are a local community solution for educating hard-to-reach and underserved populations, and provide critical educational access in areas where the government has historically been unable to provide resources. However, as in government schools, student performance remains critically low. Zambia has therefore committed to including community schools in the new National Literacy Framework, which includes mother tongue instruction in grades 1-4 and the gradual introduction of English, beginning in Grade 2 and becoming the language of instruction in Grade 5.

With over 70 indigenous languages, the government has agreed that 7 larger language groups will serve as languages of instruction. TTL focuses on three of the seven languages, and will branch out into the remaining four in the final years of the project. This presentation will discuss sequence and consistency in building the MT instructional framework; initial baseline results for reading performance; standardizing expectations for reading; and developing materials based on the new standards.

Panel members including their institutional affiliations and contact information

- 1. Name/Title: Dina S. Ocampo, Undersecretary for Programs and Projects**
Institutional Affiliation: Philippines Department of Education
Contact Information: dina.ocampo@deped.gov.ph
- 2. Name/Title: Kent Noel, Vice President and Director of East Africa Programs**
Institutional Affiliation: Education Development Center, Inc.
Contact Information: knoel@edc.org
- 3. Name/Title: Nancy Clark-Chiarelli, Senior Technical Director Basa Pilipinas.**
Institutional Affiliation: Education Development Center, Inc.
Contact Information: nclark@edc.org
- 4. Name/Title: Carrie Lewis, International Technical Advisor**
Institutional Affiliation: Education Development Center, Inc.

Contact Information: clewis@edc.org

ANNEX J

TRIP REPORT OF SUZANNE SIMARD

Contents

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Scope of work

SPECIFIC OBJECTIVES	ACTIVITIES AND DELIVERABLES
<p>Contributing to the development of a S&S for Grade 3, instructional sequence, and master planning for the production of TGs, Leveled Texts, and Read Alouds</p>	<ul style="list-style-type: none"> • Revised the English grade 2 Scope ad sequence based the final versions of the grade 2 English Basa Teacher Guides • Reviewed the DepEd Grade 3 English Teacher Guide and Learned Materials to determine whether Basa should supplement or revise • Drafted a short paper on findings and proposed Basa Learner materials for Grade 3 Filipino and English (Read Alouds, Chapter Books and Leveled Readers) • Reviewed the DepEd grade 3 and 4 science curriculum and synthesized it into 1 document to help identify themes for grade 3 English • Reviewed (with Nancy Clark Chiarelli and Yvette Tan) the DepEd grade 3 and 4 civics curriculum to help identify themes for grade 3 Filipino • Reviewed the English DepED curriculum for English Grade 3 and (with Bonita Cabiles) drafted an initial Scope and Sequence for Filipino and English Grade 3 • Reviewed the grade 3 DepEd English Teacher Guide and Learner materials weeks 1 – 25 and cross referenced with the curriculum • Drafted an Instructional sequence for Filipino and English Grade 3 quarter I <p>Documents:</p> <ul style="list-style-type: none"> • Scope and Sequence Filipino and English Grade 3 – Q1 (with English DepEd TGs and LMs cross

	<p>referenced)</p> <ul style="list-style-type: none"> • Scope and Sequence Filipino and English Grade 3 – Q2 (with English DepEd TGs and LMs cross referenced) • Findings from the review of DepEd Grade 3 English and Filipino materials (2 versions: internal and external) • Instructional Sequence for Grade 3 Filipino and English Q1
Contributing to the development of a supplementary phonics program in English for Grades 2 and 3	<ul style="list-style-type: none"> • Drafted a curriculum map of objectives for English grades 2 and 3 to enable the planning of a phonics program <p>Documents:</p> <ul style="list-style-type: none"> • Curriculum map of Grade 2 and 3 English objectives
Contributing to the development of Basa’s Year 3 Work Plan through review with comments as needed.	<ul style="list-style-type: none"> • Drafted a Year 3 Technical Workplan based on the Annual Work Plan draft outlining the deadlines for video, teaching and learning material production, training plans and other technical initiatives • Consulted with Ilya Son, Nancy Clark Chiarelli and Yvette Tan and made revisions <p>Documents:</p> <ul style="list-style-type: none"> • Workplan incorporating feedback from Basa staff and material specifications
Other tasks not included in original SOW	<ul style="list-style-type: none"> • Two day EGRA training
<p>Deliverables</p> <ol style="list-style-type: none"> 1. Grade 3 review of S&S 2. Instructional Sequence 3. Master Plan 4. First draft of a supplementary Phonics Program: S&S and Outline 5. Prototypical benchmark books 6. Revised S&S based on actual TGs for Grades 1 and 2 7. Review of DepED materials (TGs and 	<p>The following deliverables were drafted and will be adapted/finalized pending more information and/or consultations.</p> <ol style="list-style-type: none"> 1. Completed 2. Completed for Q1 3. Technical Workplan drafted- pending more information 4. English Curriculum map drafted – pending more information. Need to draft Filipino curriculum map. Need to add DepEd TG and LM information 5. Benchmarks need to be established first 6. English Grade 2 completed

<p>LMs) for Grade 3</p> <p>8. Review sections of the Annual Work Plan for Year 3 with comments as needed</p>	<p>7. Completed Q1, Q2 and Q3 weeks 21-26</p> <p>8. Completed – will need to be adapted as more information arises</p>
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Note: All documents were distributed to the Basa staff

Daily activities

Date	Activity
Sun Nov 23	<ul style="list-style-type: none"> Traveled to Manila
Mon Nov 24	<ul style="list-style-type: none"> Arrived in Manila
Tues Nov 25	<ul style="list-style-type: none"> Met with Ilya Son for an update Scanned Grade 3 English DepEd curriculum and English Teacher Guides and Basa Grade 2 English TGs Met with Yvette Tan: update and clarification of documents and SOW
Wed Nov 26	<ul style="list-style-type: none"> Grade 3 English Scope and sequence: Began drafting, finished Q1 Grade 3 English DepEd materials review: Began review and cross reference with S&S. Finished Q1 weeks 1-2
Thur Nov 27	<ul style="list-style-type: none"> Grade 3 English Scope and sequence: Continued drafting, finished Q2 Grade 3 English DepEd materials review: Began review and cross reference with S&S. Finished Q1 weeks 3-10 Met with Nancy Clack Chiarelli: Update
Fri Nov 28	<ul style="list-style-type: none"> Grade 3 English DepEd materials review: Began review and cross reference with S&S. Finished Q2 weeks 1-2 Met with Nancy Clack Chiarelli: Grade 3 English Scope and Sequence and Review of DepEd's materials, plans for Grade 3 TGs and accompanying reading materials and upcoming EGRA refresher training Drafted summary of review of DepEd's materials for English Grade 3 and recommendations for Basa material production for Grade 3 Finalized summary of review of DepEd's materials for English Grade 3 and recommendations for Basa material production for grade 3 based on comments from CoP and TD
Mon Dec 1	<ul style="list-style-type: none"> Grade 2 English Scope and Sequence revision based on actual TGs: Revised Q2 and Q3 Grade 3 Filipino Scope and sequence: Work session with Bonita Cabiles to insert curriculum objectives for Q1 and Q2 Work Sessions with Yvette Tan: EGRA training planning
Tues Dec 2	<ul style="list-style-type: none"> Co-facilitated part of the EGRA refresher training Grade 2 English Scope and Sequence revision based on actual TGs: Revised Q1

	<ul style="list-style-type: none"> • Grade 3 Scope and sequence: English and Filipino objectives for Q1 and Q2
Wed Dec 3	<ul style="list-style-type: none"> • Grade 2 English Scope and Sequence revision based on actual TGs: Revised Q4
Thur Dec 4	<ul style="list-style-type: none"> • Collated Grades 3 and 4 science curriculum and themes • Met with Nancy Clark Chiarelli: Grade 3 materials, Year 3 Technical plan items
Fri Dec 5	<ul style="list-style-type: none"> • Drafted Year 3 Technical workplan and met with Ilya Son to make adjustments • Prepared templates for grade 3 Q3 and Q4 Scope and sequence and met with Bonita Cabiles • Met with Marcial Salvatierra, Nancy Clark Chiarelli, Ilya Son and Yvette Tan: Preparation for BEE meeting • Revised Grade 3 recommendations for Basa material production for BEE meeting
Mon Dec 8	<ul style="list-style-type: none"> • Met individually with Ilya son, Nancy Clark Chiarelli and Yvette Tan to adjust technical workplan • Grade 3 English DepEd materials review: Began review and cross reference with S&S. Finished Q2 weeks 13-16 • Grade 3 English Scope and sequence: Continued drafting, finished Q3 • Began English grades 2 and 3 curriculum map: finished Grade 2 Q1, Q2 and Q3 • Read background documents on multi-grade classrooms
Tues Dec 9	<ul style="list-style-type: none"> • Completed curriculum map Grade 2 Q1 to Q4 and shared with Nancy Clark Chiarelli • Completed Grade 3 English DepEd curriculum cross referenced with DepEd materials Q1 and Q2 and shared with Nancy Clark Chiarelli • Completed Grade 3 Filipino and English Scope and Sequence Q3 • Met with Ilya Son, Nancy Clark Chiarelli and Yvette Tan: Grade 3 material adjustments – revised Grade 3 Basa Teacher Guide and Student material recommendations document
Wed Dec 10	<ul style="list-style-type: none"> • Participated in BEE meeting with Marcial Salvatierra, Nancy Clark Chiarelli, Ilya Son and Yvette Tan • Met with Nancy Clark Chiarelli, Ilya Son and Yvette Tan and continued drafting technical workplan • Added Grade 3 Q1 and Q2 curriculum objectives in curriculum map
Thur Dec 11	<ul style="list-style-type: none"> • Added Grade 3 Q3 and Q4 curriculum objectives in curriculum map • Completed Grade 3 Filipino and English Scope and Sequence Q4 • Drafted Instructional sequence for Q1 Grade 3 Filipino and English
Fri Dec 12	<ul style="list-style-type: none"> • Completed Grade 3 English DepEd curriculum cross referenced with DepEd materials Q3 • Met with Marcial Salvatierra, Nancy Clark Chiarelli and Ilya Son – Debrief and planning • Met with Nancy Clark Chiarelli: Instructional sequence for Q1 Grade 3 Filipino and English • Met with Nancy Clark Chiarelli and Yvette Tan: Identifying themes for Grade 3
Sat Dec 13	<ul style="list-style-type: none"> • Traveled to Canada

Follow up:

Most Year 3 technical activities are outlined in the Year 3 Technical Workplan. Some dates are not finalized, pending consultation with DepEd, partners and other stakeholders. Activities that need to be completed by the end of January 2015 include:

- Investigate options for purchasing Read Alouds and Chapter Books that suit themes chosen for Q1 and Q2 through a local publisher
- Contact publishers for production of story cards
- Developing text gradient for grade 3
- Establishing text levels for grade 3 Filipino and English
- Participating in DepEd's Assessment Framework workshop which will inform Basa's benchmark setting and Benchmark book production
- Development of classroom based Assessment tool - MT in consultation with DepEd
- Conduct a Learning Forum/Workshop to adjust and finalize Scope and Sequence for Grade 3 (English and Filipino), TG Guidelines and Text Levels
- Produce Filipino curriculum map for grades 2 and 3 (Bonita Cabiles)
- Complete Grade 3 Dep Ed TG and LM review and cross reference with DepEd Grade 3 curriculum
- Complete Instructional Sequence for Grade 3 Filipino and English Q2, Q3, Q4
- Draft Grades 1 and 2 Q1 teaching notes and revise Basa materials
- Organize writing teams for Teachers Guides, student materials, video scripts and training plans
- Training plans for initial training for grades 1 and 2 teachers and school heads in new regions
- Initial discussions with DepEd – regional/district level LACs trainings
- Paper on the current state and recommendations for the Library Hubs

ANNEX K

BASA RESEARCH PLAN FOR YEAR 2

BASA Research Plan Year 2

As of January 26, 2015

The overall goal of the proposed Basa Pilipinas research plan for Year 3 is to further understand student developmental trajectories and teacher practice over the course of the school year in non-Basa and Basa classrooms. Collecting data on children's development and the linguistic landscape in which Mother Tongue Based Multilingual Education (MTB-MLE) is being implemented will provide a better understanding of how children transition from MT to Filipino and English and the success and challenges teachers face adapting MTB-MLE to their context. This information will be used by DepED to further support teachers and students. The objectives for Year 3 Basa Pilipinas research plan include the following:

I. Research Objectives

1. To describe the developmental trajectories in literacy of children with different MTs in grades 1, 2 and 3.
 - a. For grade 1 students, what reading skills (e.g. letter recognition/sound, phonological awareness, listening comprehension, word reading) do children possess in their MT at the end of the year?
 - b. For grade 2 and 3 students, what is the trajectory of reading and writing skills (reading sentences, reading short stories in MT, Filipino and English as it is formally introduced)?
 - c. For grade 3 students, what is the proficiency of children in English and Filipino in preparation for English and Filipino to be the LOI in Grade 4?
2. At the different grade levels, what are the similarities and differences in children's developmental trajectory in reading between non-Basa and Basa classrooms in Ilokano and Cebuano?
3. To describe how teachers are using the different languages in the classroom in grades 1, 2 and 3.
 - a. What language/s (i.e. Cebuano, Ilokano, Tagalog, Filipino, and English) do teachers use in the classroom?
 - b. Are there patterns in the way that teachers use the different languages? (i.e. how do teachers intentionally bridge from MT, Filipino and English? Do teachers blend multiple languages when they find a concept difficult to teach in Filipino or vice versa? How do teachers address students who use multiple languages together?
 - c. What are some examples of ways teachers are able to use bridging effectively and what factors contribute to this?
 - d. How do teachers in Tagalog-speaking communities handle teaching Filipino, which is often viewed as a double dose in view of the MT policy?

II. Method

A. Participants

1. For non-Basa classrooms:

- Identify schools in Tagalog, Cebuano, and Ilokano- speaking regions.
- Select 3 schools per MT. For each school, select 2 sections per grade level (grades 1, 2, & 3).
- Total of 54 classrooms to be observed
- Total of 390 children to be tested/assessed

2. For Basa classrooms:

- Identify schools in Cebuano, and Ilokano-speaking regions.
- Select 3 schools per MT. For each school, select 2 sections per grade level (grades 1, 2, & 3).
- Total of 36 classrooms to be observed
- Total of 312 children to be tested/assessed

Additional criteria for selecting schools and classrooms for study:

- No multi-grade schools
- School must have a minimum of 3 sections per grade
- Section 1 or “Star” classrooms are excluded

Research Activity	Non-Basa Classrooms			Basa Classrooms	
	Tagalog (Laguna)	Cebuano (Cebu – Talisay City)	Ilokano (Ilocos Sur – Candon City & Ilocos Norte – Batac City)	Cebuano	Ilokano
Grade 1					
Classroom Observation (SCOPE)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)
EGRA Test	10 children (8 sample, 2 IRR)	10 children (8 sample, 2 IRR)	10 children (8 sample, 2 IRR)	10 children (8 sample, 2 IRR)	10 children (8 sample, 2 IRR)
Grade 2					
Classroom Observation (SCOPE)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)
EGRA Test	8 children (6 sample, 2 IRR)	8 children (6 sample, 2 IRR)	8 children (6 sample, 2 IRR)	8 children (6 sample, 2 IRR)	8 children (6 sample, 2 IRR)
Grade 3					
Classroom Observation (SCOPE)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)	6 sections (2 sections in 3 schools)
EGRA Test	8 children (6 sample, 2 IRR)	8 children (6 sample, 2 IRR)	8 children (6 sample, 2 IRR)	8 children (6 sample, 2 IRR)	8 children (6 sample, 2 IRR)

Total classrooms	18 classrooms				
Total children	156 children				

III. Target Schedule for Year 3, Quarter 1 (January-March 2015)

Phase	Week	Activity
PREPARATORY / SET-UP	January 5-9	Recruitment of observers-assessors
	January 12-16	Identification of Basa and non-Basa schools
	January 19-30	Courtesy visits and memo approval for both Basa and non-Basa schools
	January 12-February 7	USAID approval of nominated observers-assessors
	February 8-13	Training of observers-assessors (SCOPE+EGRA)
DATA COLLECTION	February 16-March 9	Data collection (simultaneous: Laguna, Ilocos Norte, Ilocos Sur, and Cebu)

ANNEX L

INVITATION FROM DEPED ON THE NETRC WORKSHOP



Republic of the Philippines

Department of Education

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Undersecretary for Programs and Projects

December 2, 2014

DR. NANCY CLARK CHIARELLI

Technical Director

Basa Pilipinas Program

Dear **Dr. Chiarelli**,

Greetings!

The Department of Education through the National Education Testing and Research Center (NETRC) is in the process of developing its assessment framework. As part of this process, NETRC will be conducting a workshop on **December 16-19, 2014**. These are the workshop objectives:

1. Differentiate between/among the 21st Century Skills;
2. Find common competencies across learning areas and align by 21st Century Skills;
3. Select and finalize essential competencies per 21st Century Skill;
4. Select and finalize essential content per learning area; and
5. Decide on the percentage of content and competency per learning area.

In this light, we would like to invite you to come and participate in the discussions. Please provide feedback to NETRC regarding your attendance through Ms. Irene C. Mandrique at telefax no. 631-69-21 or email depednetrc@yahoo.com.

We will keep you posted on the venue and other details once they are finalized.

Thank you.

Very truly yours,


DINA S. OCAMPO
Undersecretary

ANNEX M

SAVE THE CHILDREN YEAR 2 ANNUAL REPORT



Save the Children

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I. Introduction

The 2014 Year-End Report presents the accomplishment of the three (3) major components of the program from January 01 to December 31, 2014 at the Basa National level and Bohol Division as part of Save the Children's deliverables under the Basa Pilipinas Program. The data presented in the different components was a result of the 2014 end of activity assessment and debriefing meetings with Department of Education (DepEd) partners, and review/consolidation of available activity completion reports.

This report recapitulates the three (3) Quarter Reports for the year with updated information on activities conducted in Quarter 4. The performance indicators presented per component were cumulative for 2014 and activities were presented in chronological order following the level of implementation.

It also contains a brief narrative of the continuation of actions taken by Basa during the 1st quarter of 2014 in line with the short-term emergency response to the Bohol earthquake which occurred in 15 October 2013.

II. Executive Summary

This report presents a summary of activities implemented and supported by Save the Children (SC) through the following intermediate results: (I) Improved Reading Instruction, (II) Improved Reading Delivery System and (III) Improved Access to Reading Materials with reference to SC's scope of work: technical assistance and facilitation of activities in some of the components and the management of Basa Bohol Division.

For IRI, Save the Children, through the Basa Bohol division, was able to conduct two (2) training cycles participated by a total of 3,165 teachers in Grades 1, 2 and multi-grades on Effective Reading Instruction in April-May and October-November of 2014; with Grade 3 teachers attending one (1) training cycle on Reading and Writing Connection held in December 2014. Meanwhile, a total of 486 school heads were trained on Strengthening School-Based LAC Sessions in Reading. The sixty-six (66) and thirty (30) trainers/facilitators, who were trained by Basa, through EDC facilitated most of the teachers and school heads' trainings. In each training, the participants were given complete sets of Teaching and Learning Materials (TLMs) as part of the demonstration materials capacitating them on how to use for classroom instruction.

The organization also provided technical support through the trainings conducted by Save the Children Consultant and Reading Specialist, Dr. Felicitas Pado in Cavite, Cebu, Ilocos Sur and La Union, and SC Senior Program Specialist, Bonna Duron. At the Basa National, Save the Children, adhering to its deliverable to the Basa program, provided technical assistance in Intermediate Result I by engaging Cecilia Ochoa, SC US Basic Education and Literacy Adviser; Bonna Duron, then Basa Senior Program Specialist; and Dr. Felicitas Pado, Basa Consultant in Reading, specific to preparing reading guidelines, concepts notes and training design for the summer (April-May) and semestral-break (October) trainings.

IR2 saw the active engagement of SC Basa Bohol team with Department of Education-Bohol Division during the National Reading Month. A series of activities such as story telling in selected schools specific for Grade 3 classes, logo contest, poem reading, among others were conducted in support of and in observance of DepED's National Reading Awareness Month held in October. These activities are all part of raising efforts in raising literacy awareness at the community level.

For IR3, Save the Children contributed to the development of various instructional materials and Read Alouds (72 titles in Mother Tongue, English and Filipino). Specific to Read Alouds, a total of 301,751 copies were procured and distributed to all Basa sites. The positive influence of Basa made itself evident to DepED, such that it adapted some of the pedagogical strategies of the program (training). Making this possible, DepEd has asked assistance from Basa, through Save the Children, in procuring 57,410 pieces (or 19% of the total RA procurement with 10 titles in Mother Tongue, English and Filipino) given to non-Basa regions to be used during the DepED National Training of Trainers held in their respective regions for teachers from least performing schools. Meanwhile, Basa Bohol Division was able to distribute an aggregate total of 262,093 copies (2,275 sets) of TLMs to 931 schools to be used by the Basa-trained early grades 1, 2, 3 and multi grade teachers. It is significant to note that most of the TLMs developed were based on the topics scheduled per grading period that helped boost the reading skills of the students. The Read Alouds distributed will be used by Grades 1, Grade 2 and Multi-grade teachers the entire school year.

Relative to the response on Emergency in Education (EiE) that Save the Children managed with assistance from Basa, it conducted three (3) major trainings in coordination with NCCA, UNESCO, International Theatre Institute, UNICEF and UN-Office for Coordination of Humanitarian Affairs. The participants came from the DepED Bohol Division, PNP-Women's Desk, Provincial DSWD and Northwestern University who would provide the direct response to the affected families and/schools. The various trainings provided the participants the necessary skills and knowledge on how to manage emergency response efforts in Bohol.

For the year, Save the Children expended a total amount of US \$2.195M or equivalent to Php96.591M, that is 41% of the total amount for the Implementing Office (SCP), invested directly to benefit a total of 55,281 Grades 1 and 2 school children in all Basa sites.

As the program transitions into Year 3, DepEd is looking into further collaboration with Basa technical team through the development of teacher training modules and online instructional curriculum for early grade teachers.

III. Technical Key Results and Accomplishments

Intermediate Result 1: Improved Reading Instruction

As part of Basa Pilipinas' intended results to effect change in teachers' traditional instruction practices, the teacher trainings were centered on classroom change in four areas – I.) grouping;

2.) guided reading; 3.) writing; 4.) material development and accessibility. For 2014, the Grade 1 and 2 teachers' training focused on Kto12 content standards and domains of literacy, use of Basa-developed teacher guides and materials which highlighted effective grouping strategies and use of materials to support guided reading. The role of authentic writing as an integral part of the classroom instruction was also emphasized during the first cycle of Grade 3 teachers' training.

In the implementation of Year 2 activities, DepEd National, Basa technical working group along with field teams raised concerns on the possibility of continuous teacher support in the schools. Thus, in its effort to provide a school-level support for the trained teachers, Basa Pilipinas trained the best persons who could provide the most needed support – the school heads. The training centered on strengthening the existing support mechanism of DepEd which has already been existing for around 3 decades called the Learning Action Cells (LAC).

Overall, for 2014, the following trainings were conducted in all Basa sites: Training of Lead Trainers, Facilitators, and Teachers for Grades 1, 2, 3 and Multi-grade teachers on Effective Literacy Instruction, Training of Lead Instructors, Facilitators and School Heads on Strengthening School-Based Learning Action Cell (LAC) Sessions for the K-12 Reading Program,

Table I below summarizes Save the Children's committed outputs specific to Bohol Division as part of Save the Children-managed area and in reference to the annual workplan submitted in 2013:

Table I – Save the Children – Bohol Division IRI Accomplishments

Output Indicators	Target	Accomplishment
Number of Grades 1-3 teachers trained on effective reading instruction	2,775	3,169
Number of school administrators, education supervisors and DepEd personnel successfully trained to provide instructional leadership and teachers' supervision	950	486
Number of trainers/facilitators attended ToTs		
• School heads	24	24
• Teachers	75	72
• Lead Trainers		6
Provided support to the over-all Basa teacher training program through incorporation of thematic topics on classroom-based assessment, effective use of Basa-provided basic teaching-learning materials, and materials development.		

The table shows that 3,169 teachers were trained on Effective Reading Instruction and on Reading and Writing Connection from Grades 1, 2 and 3 in Bohol Division. This surpassed the original total target for the year which was 2,775 due to additional teachers recruited and hired supporting the Kto12 implementation for school year 2014-2015. These teachers received two trainings for the year, conducted in April-May and in October-December 2014 except the Grade 3 teachers that attended one training held in December 2014.

To provide teacher-support in the school level, a total of 486 full-pledged school heads were trained from the 950 targeted for the year. The number of trained school heads were affected by the oral directive of SDS Bongalos that only full-pledged school heads should attend the training (with full management functions). A total of 6 lead trainers and 96 facilitators (72 for the teachers' training and 24 for the school heads' training) facilitated the major trainings for teachers and school heads, respectively, with the guidance of the six (6) lead instructors headed by Dr. Wilfreda Flor. Prior to each mass training, these trainers/facilitators have undergone training of trainers to effectively deliver the training content and the processes required. Annex A presents the list of trainers and facilitators from the division.

Key Activities conducted:

National Level

- Conducted Consultation Workshop Planning on Bridging in Kto12 Curriculum last 10 January 2014 and 20-22 January 2014. Save the Children staff participated in this workshop with Undersecretary Dina Ocampo and other DepED Basic Elementary Education representatives. They contributed on the initial write up of the research portion of the Bridging Framework and Concept Note (to include bridging-related researches and opportunities for bridging within the Grades 1-3 language arts curriculum). This output served as Basa's guiding framework in the three (3) Intermediate Results to be used at the national and field levels. The team also contributed to the development of scope and sequence of lessons following the MT, Filipino and English Curriculum Guides which includes technical notes on approach and process, how competencies are linked and languages are bridged, identification of the themes and topics to be covered within a grade level which will be useful in identifying the kinds of stories and books to reference in the Teacher Guide (TGs).
- Provided technical assistance by Facilitating the Training for Grade 3 Teachers on Reading-Writing Connection in Cebu Province. Bonna Duron, Basa Senior Program Specialist, and Consultant Dr. Felicitas Pado provided support in training more than 450 Grade 3 teachers in the Cebu Province Division. The objective of the activity was to strengthen story reading activities and to help teachers in structuring authentic writing activities in the classroom.
- After the conduct of the mass training, Basa Pilipinas national office through EDC conducted a debriefing session with the 8 lead instructors to discuss significant insights, challenges and lessons learned as a way to help improve the conduct of future trainings. The 8 lead instructors also conducted a debriefing session with the facilitators with the same intent.
- Save the Children, through the Senior Program Specialist Bonna Duron, provided technical assistance during the Training of 110 Facilitators and during the mass training roll-out for teachers in three (3) divisions in Region I last April/May. In addition to this, she also lent her expertise in the Grade 3 mass training rollout last December.

- Save the Children, through Senior Program Officer, Sierra Paraan, and Consultant Dr. Felicitas Pado provided technical support during the Training of more than 60 Facilitators and during the mass training roll out for Grades 1-2 teachers in Region 1 and Region 7 last October to November.
- Basa Bohol team provided assistance to Basa National in the video shoots for the teacher demonstration in two (2) schools. The video shoots were used in the training of teachers illustrating how to conduct bridging instruction, guided reading, grouping and differentiated instruction.

Bohol

- With the scheduled mass trainings in April and May, Basa Bohol team conducted a joint DepED-Basa staff orientation on April 25, 2014 attended by 60 participants who were district supervisors, school heads/principals, nurses, bookkeepers and teachers. It discussed specific roles and functions during the conduct of the mass training for teachers in May.
- Apart from the support group organized for the trainings, Bohol DepED division also identified eight (8) lead trainers targeted as lead instructors in the 2014 April-May teachers training. Bohol DepED selected the trainers based on the following criteria: 1) Experience in teaching reading in early grades; 2) previously trained either by DepEd or private education institutions on mother tongue, reading and literacy instruction; 3) Effective facilitation skills; and 4) Exposure and understanding of Basa Pilipinas program. The identified trainers were trained by the Basa Senior Reading Program Director, Nancy Clark-Chiarelli, on Lead Instructors' Training on Effective Literacy Instruction last 24-25 April 2014 at BSA Towers in Mandaluyong. Same lead instructors have trained 58 facilitators from Bohol Division on 22-23 April 2014, in turn assisted the lead instructors on the summer training. The topics on this training include the use of revised Teacher Guides, Read-Alouds, Leveled Readers, and other instructional materials developed by Basa Program along with the effective literacy instructional practices (grouping, bridging, reading-writing connection and gradual release of responsibility).
- 2,014 Grades 1 and 2 and multi-grade teachers attended the training on Effective Reading Instruction facilitated by the 8 lead instructors with support from the 58 facilitators. The training focused on: (i) how Basa developed materials such as teacher guides, Read Alouds, levelled texts and other instructional materials that were linked to the K-12 Integrated Arts Curriculum; (ii) how to use the materials appropriately in a classroom setting with videos; (iii) concept of bridging between languages; (iv) how to structure bridging activities in classroom instruction. To help teachers understand the content of the training, Basa distributed a total of 225,363 instructional materials to the attendees. It included revised Teacher Guides, Read Alouds, Leveled Readers, sounds of alphabets and alphabet charts in 3 languages.
- 1,151 from the 1,155 targeted Grade 3 teachers attended the Training on Reading and Writing Connection facilitated by 58 trainers/facilitators. The training focused on the

following: What is authentic writing or composition, Reading-Writing connections, and Writing in the classroom (lecture and application).

- Twenty seven (27) District Supervisors and Division Education Supervisors attended the Training of Lead Trainers in August 2014 facilitated by Basa Technical team-National. The focus of the training were on the following areas: concept of bridging, 14 domains of literacy, use of Teaching and Learning Materials (TLMs) that Basa provided to the teachers such as Read Alouds (RAs), Teacher Guides (TGs) and Leveled Readers essential for classroom instruction. This training has provided, if not enhanced, the attendees' (lead trainers) skills and knowledge that helped them effectively facilitate the orientation of school heads in Basa.
- Four hundred seventy-eight (478) school heads and coordinating principals attended a two-day orientation in August 2014 on Basa's approach to literacy instruction supporting Grades 1 and 2 teachers. This initial orientation also gave Basa a chance explaining the link of the literacy instruction to the new K-12 Language Arts Curriculum. To further enhance the capacity of the school heads in supporting their teachers, a total of five hundred fifty nine (559) school heads attended the School-Based LAC Sessions in Reading-Grades 1 to 3 in November 2014. The training has provided the participants skills and knowledge to effectively provide technical support to their trained teachers in Grades 1, 2 and 3 through their regular Learning Action Cell (LAC) sessions.

Intermediate Result 2: Improved Reading Delivery System

For IR2, Basa endeavored into developing Classroom-Based Reading Assessment and Community Reading Awareness Activities. In the original plan in the first quarter of 2014, Save the Children, with guidance from and in coordination with DepEd, will lead the process of developing, testing and refining tools, administration protocols, and assessment-to-instruction guidelines for classroom-based assessment of reading skills in grades 1 and 2 while the Philippine Business for Social Progress (PBSP) will take on community action component. This plan did not push through to give way for other program directions.

At the level of Bohol division, SC Basa Bohol team, in close coordination with DepEd, conducted series of activities to promote love for reading and reading awareness at the community level. Basa Pilipinas Story Reading Caravan was launched in November, in celebration of and in support of DepEd programs during the National Reading Month. Basa Bohol staff served as story readers to selected Basa public schools and donated Brother's Brother Foundation donated books for classroom reading corners. As shown in Table 2, no school in Bohol was able to incorporate reading programs in their School Improvement Plan since the schools were not capacitated to do so.

Table 2 - Save the Children – Monitoring and Evaluation Accomplishments

Output Indicators	Target	Accomplishment
Supported national/regional Community Reading and Literacy Awareness activities in support to the over-all Basa communication plan	5	1
Public elementary schools in Bohol Division incorporated reading and literacy in their school improvement plans	930	0
Public elementary schools in Bohol Division incorporated reading and literacy in their school improvement plans		

Intermediate Result 3: Improved Access to Reading Materials

In this component, Save the Children was able to (1) distribute a total of 262,093 TLMs in Bohol division that included Teacher’s Guide, Read Alouds, leveled texts, alphabet chart and alphabet audio CD, and (2) develop and deliver a total of 301,751 pieces of Read Alouds to the two (2) regions following DepED’s curriculum schedules. Significant contributions in this IR were achieved through the following: (1) provision of technical assistance in the development of Teacher Guides in Grade 1 and Grade 2, (2) facilitate the procurement and distribution of DepEd requested Read Alouds.

In collaboration with EDC, DepEd and Save the Children, the following outputs were accomplished for the year:

Table 3 - Save the Children –IR3 Accomplishments

Output Indicators	Target	Accomplishment
National		
Number of Read Aloud in Mother Tongue, Filipino for Grades 1 and 2 and English for Grade 2 distributed (76 titles) <ul style="list-style-type: none"> • Quarter 1 - 60,501 • Quarter 2 - 90,405 • Quarter 3 - 93,435 • DepED’s Special Request - 57,410 		301,751
Number of schools that received the sets of TLMs (including RAs)	2,955	*931
Bohol		
Number of TLMs distributed (Teacher’s Guide, Read Alouds, leveled readers, alphabet chart and alphabet audio CD) <ul style="list-style-type: none"> • Quarter 1 - 144,261 • Quarter 2 - 117,832 • Q3 data pending from Bohol team 		262,093

Note:*931-Bohol Data only

Save the Children led the development, procurement and distribution of selected Read Alouds as part of the TLM package that Basa produced. A total of 76 Read Aloud titles were selected and developed by the technical team alongside the teacher guides for instructional use. The Read Alouds, utilized by Basa-trained teachers, were administered in MT, Filipino and English to facilitate the swift bridging of language and literacy skills. This pedagogical practice has been gradually adapted by DepEd that led to the procurement and delivery of 10 Read Alouds titles that Basa previously developed. 57,410 copies of these Read Alouds were procured and utilized in the DepED's National held Training of Trainers.

At the Basa national level, SC provided technical assistance by participating in workshops and meeting consultations related to the development, review and approval of Teaching and Learning Materials (TLMs) with DepED's Bureau of Elementary Education (BEE) and Instructional Materials Council Secretariat (IMCS).

Aside from the provision of technical assistance to Basa, Save the Children also facilitated the publication, delivery and distribution of 72 titles (with 301,751 copies) of Read Alouds in Mother Tongue (Ilokano and Sinugbuanong Binisaya), Filipino for Grades 1 and 2, and English for Grade 2. These RAs were approved and cleared by DepED for publication and distribution except the first delivery made in 2014 Quarter 1 that were subjected for revision and dissemination to all Basa sites. The delivery of TLMs in the field encountered challenges due to the late delivery of TLMs from the publishers contracted at the national level. The 2014 Quarter 4 RAs are scheduled for distribution within January 2015. Details of the RA distribution is found in Annex B.

Key Activities conducted:

- Development of Basa Guidelines for the Adaptation of Mother Tongue Read Alouds and Selection of Filipino and English Read Alouds. Basa program, through the facilitation of EDC conducted a workshop with representatives from DepED's Basic Elementary Education (BEE) and IMCS. The guideline has facilitated the development as well as the review of all TLMs prepared by the Basa technical team. Save the Children engaged Basic Education and Literary Specialist, Cecilia Ochoa, Save the Children US-Basic Education Advisor and Bonna Duron, Save the Children Basic Education Advisor, became part of the Basa Technical Team for the development of TLMs. They provided advice specific to the preparation of a guideline in developing, reviewing and approving TLMs, which was used by DepED National (BEE and IMCS) in reviewing and approving TLMs prepared quarterly by the Basa Technical Team. In August 2014, Save the Children included Sierra Paraan, Senior Program Officer, as one of its permanent Basa's Technical Team member in the TLM development working with writers and publishers at the Basa national level.
- Assessment of (i) existing stories/reading passages within the DepED Grades 1 and 2 teacher guides and (ii) commercially available child story books using Basa's assessment guidelines and criteria on Read Alouds. With this, Save the Children helped Basa Program in choosing 15 titles for Grade 1 and 20 titles for Grade 2 Read Alouds to be

used in Quarters 1 and 2 of the school year curriculum. These materials were recommended for acquisition and distribution to the Basa sites to be used during the summer training of Grades 1 and 2 teachers.

- Pre-testing and validation of Mother Tongue Read Alouds from five (5) Filipino and English titles adapted into the Ilokano and Sinugbuanong Binisaya in March 2014. The pre-testing was done specifically in Ilokano and Sinugbuanong Binisaya speaking regions with the intent to find out, based on the translated text, which terms/words were difficult or commonly used and comprehensible to children. This was done with the DepED teachers and education supervisors who were familiar with the language and have actual classroom instruction. The pre-testing also included the context in which the read-aloud books would be used as part of an instructional sequence in classroom instruction by checking the comprehension (before, during, after story reading) with a small group of 3-5 children from the target grade. The sampled students provided feedback on the RAs taking into account the competencies in which Read-Alouds will be used for. The pre-testing conducted was taken into consideration formulating the teaching and learning materials to be developed. Thus, the RAs selected for the school year followed the benchmarks set by DepEd and Basa technical team.
- Development of the Grades 1 and 2 scope and sequence for Quarters 3 and 4 of the DepED school-year curriculum and the outline of the review and approval process of any instructional materials developed by the program before publication and distribution.
- Development of Multi-grade outline and Teacher Guide from Quarter 1 to Quarter 4 through the technical support of Cecilia Ochoa and consultant Dr. Felicitas Pado.
- Revision of teacher guides, Read-Alouds (Mother Tongue, Filipino and English) and leveled leaders of Quarter 2 instructional materials per recommendation from DepEd's Bureau of Elementary Education (BEE) and Instructional Materials Council Secretariat (IMCS) during the Writeshop held on 25 June to 3 July 2014 for Grades 1 and 2. These instructional materials were eventually approved, published and distributed to all Basa sites. The same process was practiced for the review, revision and eventual approval of Quarter 3 Teaching and Learning Materials last 17 August to 28 August 2014. The DepED review of Quarter 4 Teaching and Learning Materials was conducted last 12 to 29 November 2014.

Bohol

- It received and distributed a total of 2,275 sets or a total quantity of 262,093 TLMs for Quarters 1, 2 and 3 to 2,006 teachers in Grades 1, 2 and multi-grade in *931 elementary schools representing 31% of the total Basa targets receiving TLMs/RAs. *A set of TLMs consists of teacher guides (2 pcs), read-alouds (15-20 titles), leveled texts (5-6 titles), alphabet charts (2-3 sets), and Alphabet CDs (1 piece). Details of the TLM titles and distribution per school is found in Annex C.

IV. Monitoring and Evaluation

In the 2014 Annual Plan, one of Save the Children's deliverable in the Basa program was to spearhead the development, testing, refining, administration protocols, and assessment-to-instructions guideline for classroom-based assessment of reading skills in Grades 1 and 2 in consultation/coordination with DepED-National. However, lined-up activities related to the classroom-based reading assessment were stalled since DepED has changed its priorities for this specific component for the year. Thus, Basa only proceeded to conduct three types of assessments in 2014 – (1) Early Grade Reading Assessment (EGRA), (2) Standard Classroom Observation Protocol (SCOPE) for Literacy and (3) Data Quality Assessment (DQA).

Research on instructional trajectory that was originally part of 2014 work plan will be carried over in Year 3 of Basa program. The study has been initiated in Laguna province to assess student developmental trajectories in literacy and teacher reading instruction in Basa and non-Basa classrooms. For 2015, Basa will also look into students' developmental trajectories in MT, Filipino and English in Region 1 and Region 7. Aside from the research, incorporation of reading and literacy in School Improvement Plans was also targeted for 2014. Deviations from the original plan were made to focus on strengthening LACs instead.

Table 4 - Save the Children – Monitoring and Evaluation Accomplishments

Output Indicators	Target	Accomplishment
Grade 2 students sampled on EGRA (endline) in La Union and Cebu Divisions-March 2014		434*
Grade 2 students sampled on EGRA (endline) in La Union and Cebu Divisions		46*
Grade 2 teachers sampled on EGRA in La Union and Cebu Divisions-March 2014		40*
Grade 2 students sampled on EGRA baseline in all Basa areas		1344*
Grade 2 students sampled on rapid EGRA in La Union and Cebu Divisions – December 2014		242*
Grade 2 Filipino Classes sampled on SCOPE midline in Cebu and La Union		40*

*Basa-national

The EGRA survey covered the following areas: basic literacy and reading skills (phonemic awareness, letter sound knowledge, familiar word identification, simple non-word decoding, passage reading and comprehension, listening comprehension, and dictation).

Also, parallel to the EGRA survey, TNS also conducted survey for the teachers collecting data on Teacher Beliefs and Instructional Tools Inventory (BIPI) in selected classrooms to identify aspects of reading instruction that were found to be easy and most challenging to teachers and students. It also administered the tool, Snapshot of School Management for Effectiveness (SSME), to the school principal to determine the school quality, management, and effectiveness

on reading instruction. To continually monitor the progress of teachers in classroom instruction, SCOPE assessment was also conducted in selected Basa sites.

As 2014 closed in, USAID requested for a scaled-down version of EGRA assessment. This improvised version of EGRA featured selected language and literacy milestones to track the improvement of students through Basa intervention. SC supported the rapid EGRA assessment conducted in La Union and Cebu last December 2014 through the technical assistance provided by selected Bohol staff.

Key Activities conducted:

National Level

- As part of Save the Children’s deliverable to EDC, it continued the engagement of Taylor Nelson Sofres (TNS) Philippines, Inc. to conduct field work management and data collection of baseline/endline surveys for Basa.
- Through TNS, SC facilitated the EGRA Endline Data collection for the Cohort 1 of students tested: Grade 2 pupils for the Filipino subject in La Union and Cebu Province in March 2014. TNS directly submitted the accomplished EGRA surveys to EDC US for processing and consolidation.
- Further, through TNS, Basa program conducted the EGRA baseline survey for the Cohort 2 of students: Grade 2 pupils for Filipino and English subjects in all Basa sites (La Union, Ilocos Sur, Ilocos Norte, Bohol, Cebu and Mandaue City) in July 2014. It covered 84 schools (20 school each division except Mandaue City with only 16 schools) with 16 student samples from each school.

Basa Program Area	Number of School Sampled	Number of Students Sampled per Class	Total Students
Ilocos Sur and Norte	20	16	320
La Union	20	16	320
Bohol	20	16	320
Cebu Province	20	16	320
Mandaue City	4	16	64
TOTAL	84	16	1,344

- Provided technical assistance in the conduct of SCOPE through Senior Program Officer, Sierra Paraan, who conducted SCOPE assessment in La Union and Regional Program Officers, Lemie McCain and Beau Florenosos who conducted SCOPE assessment in Cebu.

Bohol

- Selected Basa Bohol staff and some TNS hired enumerators attended the Refresher Course on EGRA Data Collection in June 2014 facilitated by TNS. An offshoot of this training, the Basa Bohol staff participated in the pilot testing of the EGRA tool for Filipino with 120 Grade 2 pupils in one school in Tagbilaran City Division. The result of the pilot testing helped in revising the tool prior to its use for the next EGRA survey slated in July 2014.
- Adhering to USAID Program Audit, with the directive from Basa Program, Bohol team through its Monitoring and Evaluation conducted the Data Quality Assurance (DQA) or Data Verification and Classroom Monitoring in September 2014 in ten (10) schools with a total of twenty four (24) teachers from Grades 1-3 interviewed. The DQA aimed to determine the efficiency of the early reading literacy program in BASA areas at the same time to observe the classes in Mother Tongue, Filipino and English.
- Conducted a local version of the National Reading Month in the division from November 19 to December 2, 2014 with the following series of activities: (i) storytelling to a total of 330 Grade 3 students in a reading caravan in 16 schools using one of the Mother Tongue Read Aloud in Sinugbuanong Binisaya “Nganong Mbugwak og Ata ang Nokus”; (ii) simultaneous poem reading at 9:00am at the LAC school head’s training with eight (8) participating school heads; (iii) logo making contest for the National Reading Month; and (iv) culmination activities (rad-a-thon contest, book shopping and closing ceremony) - awards and recognition of 12 winners coming from 12 participating schools. A poem composed by one of the participants that was read during the simultaneous reading in support for the National Reading Month is found in Annex D.
- Selected Basa Bohol staff provided technical assistance in the conduct of Rapid EGRA assessment in La Union and Cebu last December 2014. Results of this assessment shall be compared to the upcoming EGRA assessment this coming February 2015.

V. Program Management

• Personnel

In early part of 2014, Save the Children facilitated the hiring and recruitment of Basa staff for the Regional Program Office-Basa Bohol. The personnel were officially posted to Bohol Division on 16 February 2014 with office at Save the Children’s Earthquake Response Operations. Later on, the staff was accommodated at the Learning Resource and Development Section in the division. Basa Bohol staff is composed of the following: one (1) Team Leader, three (3) regional program officers, one (1) monitoring and evaluation officer and two (2) support staff. The hiring of the driver was put on hold since the there’s

no vehicle to drive yet. However, one of the support staff resigned in June 2014 but was replaced immediately. In October and December 2014, the M&E officer and one (1) RPO resigned from their posts due to personal matters, and hiring is still on process at this moment.

At Save the Children-National Office, the following personnel were added to the program: (1) Senior Program Officer (SPO) was hired and became a member of the Basa Technical Team at the national level, replacing the former Senior Program Specialist, now with Save the Children-National; one (1) Logistics and Administrative Officer joined the team in February; and in the fourth quarter of 2014, hired one (1) Program Coordinator.

Save the Children also facilitated the continuous engagement of Dr. Felicitas Pado to assist in the development of teacher training designs, Teaching and Learning Materials (TLMs) and reading assessment standards.

The engagement of Cecilia Ochoa, SC US Basic Education Adviser to provide technical assistance in developing the teacher guides with focus on Grade I Filipino and Multi-Grade.

Save the Children has also engaged the services of Taylor Nelson Sofres (TNS) Philippines, Inc. to conduct the Endline EGRA Evaluation in two (2) Basa covered regions in March 2014 to sample 400 Grade 2 pupils in 40 schools in the provinces of La Union and Cebu.

- **Basa Program Start-Up and Mobilization**

The Basa Pilipinas program was formally launched in Bohol on 5-7 March 2014 with a total of 930 participants composed of elementary school heads, district supervisors, division education supervisors, EDC representatives, Save the Children National and Bohol team in attendance. The Basa Pilipinas Program Management Team (EDC) discussed the components of the program and introduced the Basa Bohol Team-Save the Children to the participants. It was also at this meeting that the Schools Division Superintendent Wilfreda Bongalos indicated her support to the program by providing an office space in the Division office for the Basa Bohol team.

In coordination with DepED division in several meetings, the Schools Division Superintendent has designated Dr. Wilfreda Flor as the Basa focal person. Further, the division also identified the lead trainers and facilitators who were trained on facilitation skills and on the literacy instruction provided by Basa, in turn, they provided technical support to trainings.

- **Basa Expansion to Tagbilaran City**

On 4 December 2014, Basa Pilipinas Program was officially launched in Tagbilaran City Division with attendance from the following: USAID representative, Lee Marshall, Deputy Program Director-USAID, EDC representatives headed by its Country Director Marcial Salvatierra, the City Mayor John Yap and Save the Children-Basa Bohol team. Participants from Tagbilaran City Division were headed by the Schools Division Superintendent Evangel

Luminarias with seventeen (17) elementary school heads and six (6) education supervisors. Mr. Lee Marshall reiterated to the attendees that the kick-off meeting is a start to let the division feel a sense of ownership of the Basa Program where it supports reforms and improvement in education.

- **Support to the Earthquake Rehabilitation of Bohol Division**

One of the Save the Children's responsibility in Basa Program is to help building the capacity of Bohol DepED Division in managing Education in Emergencies (EiE). It included the provision of the basic skills and knowledge to the participants on how to manage EiE acceptable to the national and global standards. It also included on how to work with partners in the education sector with similar education programs. Most of the programs conducted in support to EiE were in coordination with other agencies: Bohol LGU, Provincial Department of Social Welfare and Development (PSWD), Philippine National Police-Women's Welfare, among others. The trainings were conducted with facilitation support from National Commission of Culture and Arts (NCCA), UNICEF, UN- *Office for Coordination of Humanitarian Affairs*, among others.

With this, Save the Children with support from Basa National, conducted series of workshops/trainings to teachers and to representatives from other government agencies:

- Training on Psychosocial Support for Teachers – A total of 101 DepED teachers from 3 districts and 74 teacher-volunteers from the Holy Name University-College of Education attended the training, respectively on different dates in partnership with the Bohol Provincial Government (KASING SINING Arts for Healing Project), Bohol DepED Division and the National Commission for Culture and Arts. Part of the training, the participants underwent actual application (practicum) in their respective schools or in a selected school in their district. With this, a total of 504 school children were reached during the practicum. The training focused on the following contents: experiences and visions of a renewed Bohol in various creative and expressive modalities as individuals, teams and as community teachers in Drama, visual arts, movement and dance, creative music, creative writing; orientation on the geological and scientific cause, nature and impact of earthquakes; cultural historicity and significance of earthquake to Boholano communities; nature, types, effects, and solutions to trauma and post-traumatic stress disorders (PTSD). An offshoot of this training, the 74 teacher-volunteers showcased their experience in a theater presentation on the experience of children during and after the earthquake and how they moved on positively from the experience. The Director of the UNESCO Asia Pacific Region, representatives from the International Theater Institute, Philippine Educational Theater Arts National Commission for Culture and Arts-Drama Sub-Committee and local LGU attended the theater presentation.

- Frontline Responders Training for Personnel from other government agencies – A total of 40 personnel from DepED-Bohol, Provincial Social Welfare and Development Office (PSWDO), Philippine National Police-Women and Children Concern Section (PNP-WCCS), academe and key LGU officials were trained on the Frontline Responders Training. UNICEF and UN-Office for Coordination of Humanitarian Affairs co-facilitated the training with rapid emergency education assessment as practicum in four (4) schools severely hit by the earthquake. NCCA, UNESCO, International Theatre Institute and Save the Children provided lectures with the theme “Interdisciplinary Culture Roadmap for Healing Trauma and Helping Rebuild Disaster Impacted Communities”.
- Lesson-Learned Workshop for Education Cluster Strengthening was held on 26-27 February 2014 with a total of 17 participants from various organizations and government agencies in Bohol. The workshop focused on discussing the different experiences of the clusters in responding to emergency and engagement to early recovery initiatives from October 2013 to February 2014. It also focused on significant insights, learnings, gaps, challenges and recommendations to improve emergency responses and initiatives. Outputs from the workshop were shared in the Inter-Cluster Coordination meeting and with the Provincial DRRMC.

- **Others**

With DepED’s changes of priorities and activities for the year, Basa Program, through EDC was advised to align its activities per component to that of DepED’s. Thus, this compelled Save the Children to adjust and revise its three-year budget and plans. This included the expansion sites, new organizational structure, recruitment and hiring.

VI. Challenges:

The challenges presented in this section are issues/concerns/solutions to improve the program on a per component basis:

- **National**

- 1) **Inconsistencies of words/terms and spellings used in the field re Materials Adaptation and Publication** - In the first run of Basa TLMs for Quarter 1, materials were distributed without formal consultation and approval from DepEd. Thus, for the succeeding TLM development in Quarters 2, 3 and 4 of the school year, Basa team has been in close coordination with DepEd BEE and DepEd IMCS for proper review and approval of materials.

- 2) **Evidence of Program Effectivity among Field and DepEd staff** – One of the significant issues repeatedly raised in Basa NO, Bohol field staff and local DepEd partners is the update on Basa plans, directions and status. It would be appreciated if feedback on results of assessments is provided to partners like SC, to field staff and local DepED partners on the result of these for their information. Aside from DQA, information on other assessments conducted in Basa (e.g. SCOPE, BIPI, and EGRA) could be shared and disseminated to all Basa staff, field teams and DepEd offices. This would help all parties involve track the program improvement and monitor areas that need support.

In relation to this, there should be an orientation on how to do the M&E, the tools used and how to process the data for management's use among other matters. The orientation would be a way to transfer the skills and knowledge to DepEd so that the institution can adapt it and utilize the tool even as the program ends.

- 3) **Logistics related to processing of procurement documents of training materials** – Bohol team experienced very limited time in processing the procurement documents related to training materials and supplies due to the late transmittal of these from the Basa National Office.
- 4) **Orientation on the Approval Process of TLMs.** Timely delivery of the Read Alouds depended largely on the timeliness of review, approval and clearance of identified Read Alouds (among other TLMs) by DepED's BEE and IMCS. The interval between the trigger for purchase and the expected date of delivery to field sites is also determined by the capacity of the sole suppliers to deliver. Delays in the issuance of clearances plus the additional reprinting of 57,410 Read alouds have prevented the completion of Q4 material distribution in 2014.
- 5) **Unplanned Reprinting of 57,410 Read Alouds.** DepEd's special request for a reprint of the Read Louds and its subsequent adaptation to curriculum is considered a breakthrough for Basa. Per recommendation from EDC, Save the Children has accommodated DepED's special request, however, it has also posed substantial dent on the allotted budget for SCI that it sacrificed other activity budget line items.

- **Bohol**

- 1) There was a 33% staff turn-over for the year and Save the Children has found difficulty in refilling the vacant posts (Finance and Monitoring and Evaluation Officer). The resignation of these personnel have adversely affected the implementation of the Basa Program at the field level especially during the conduct of mass trainings. Specific to M&E, EDC was keen enough to provide support during the trainings in the absence of the M&E Officer.
- 2) **Undelivered vehicle to Bohol division cause unnecessary hefty cost of vehicle rental.** The vehicle for Bohol division remained undelivered even up to the end of the year. Mobility in relation to training preparation and coordination of

TLM deliveries raised the need for vehicle rentals which, at the end of the year, reached a total of Php638,042.24 or at US \$14,376.79 (using Php 44.38 per US \$ 1).

- 3) **Possible training to Kindergarten Teachers.** The Division Focal Person for Basa raised that an estimated 700 kinder teachers should also be given training specific to the seven (7) domains in reading and numeracy (eg. Gross motor, fine motor, self-help, social domain, receptive, reflective, etc.) to include learning materials to be used in the classroom. Though DepEd has given them initial trainings aligned to K to 12 curriculum, these were not as detailed as Basa’s trainings. As raised, Kinder is the foundation of education and should be given proper attention.
- 4) **LAC training not reflected in the SC Basa Revised Budget.** The training for trainers and training for school heads on Learning Action Cells (LAC) was not reflected in the revised SCI Basa Budget prepared in July 2014. SCI charged the budget of the Capacity Building for School Heads in School Improvement Planning (SIP) in component 2.
- 5) **Insufficient budget for Grade 3 teacher training.** The budget for the Grade 3 Teachers Training was insufficient. It was Php2.8M higher from the original budget due to the increase of the number of participants from 934 to 1,155. The increase in participant involvement was due to the expansion sites and the increased number of trainings conducted.

VII. Financial Expenditures

Basa Program at National and Bohol division incurred a total amount of US \$2.195M equivalent to Php 96.591M from January to November 2014. From this amount, with Activities Cost has the highest expenditure at US \$ 1.8M. The total expenditures at US \$ 2.19M is 41% of the total amount for the Implementing Office (SCP).

Budget Line Items	Total Amount in US \$	Total Amount in Php (US \$ 1= Php 44)	% Sharing
Activities			
• IR 1	492,596.40	21,674,241.60	22.44%
• IR 2	174,950.45	7,697,819.80	7.97%
• IR 3	1,176,584.81	51,769,731.64	53.60%
Salaries, Fringe Benefits, Travel & Other Direct Costs	305,465.81	13,440,495.64	13.91%

Consultants	36,157.92	1,590,948.48	1.65%
Equipment & Supplies	9,494.74	417,768.56	0.43%
Total	2,195,250.13	96,591,005.72	100%

VIII. Plan of Activities – 2015 Quarter I (January – March)

Activities	Involved Personnel	Schedule
IR 1		
<ul style="list-style-type: none"> • Debriefing of DepEd Training LI and Facilitators 	Basa Bohol Team, Lis/Facis, Ilya	January 28
<ul style="list-style-type: none"> • Drafting/Finalization of ToT/ToF for GI&G2 Training Design (initial training for new site-Tagbi Div) • Working Group's Drafting/Finalization of SH Orientation and LAC Training 	Manila- Working Group (TL, Consultant and Nancy)	February 2-6
<ul style="list-style-type: none"> • Working Group's finalization of GI&G2 training design (final training for old sites) 	Working Group (TL, Consultant and Nancy)	March 10-12
IR 2		
M & E		
<ul style="list-style-type: none"> • Conduct of DQA with EDC's M&E 	RPOs & M&E	January 12-20
<ul style="list-style-type: none"> • Conduct EGRA training 	RPOs & M&E	January 21-23
<ul style="list-style-type: none"> • Conduct EGRA – School level 	Bohol Division-RPO, M&E	January 26-30
<ul style="list-style-type: none"> • EGRA (fieldwork continuation) 	M&E Officer PO	February 2-6
<ul style="list-style-type: none"> • 6Feb- EGRA Debriefing 	Bohol/PO Cebu, Selected Schools of Bohol Province Division, TNS	February 6
IR 3		
<ul style="list-style-type: none"> • Continuing Development of TLMs for Grades I, 2 and MG classes <ul style="list-style-type: none"> ➤ Teachers Guides ➤ Read Alouds ➤ Leveled Readers 	SPO, SC US Basic Education Advisor and Basa Technical Team	January - March

Activities	Involved Personnel	Schedule
➤ Chapter Books		
• Development of Story card box	SPO and Basa Technical Team	January-March
• Facilitate delivery of Q4 Read-Alouds to all Basa sites	Logs Team-NO	January 19-23
• Facilitate delivery of Q4 Read-Alouds and other TLMs to schools	Logs Team-Bohol	January 23-28
Bohol Program management		
• Attend Team Leader's Meeting	TL, PC, SPO	8-9 January 2014; March 10-11
• Conduct Coordination Meeting with Bohol and Tagbilaran City Divisions	TL, RPOs, PC SDS, Basa Focal Persons, ESs	February 2-6
• Conduct Orientation meeting in Tagbilaran City	Bohol Team, PC, DO, Logs - Manila	February 23-27
• Conduct Team Meeting	Bohol Team, PC, DO, Logs - Manila	January 14-16

Annexes:

Annex A – List of Trainers and Facilitators –Bohol Division

Annex B – Data on Read Aloud Distribution per Quarter at the National Level

Annex C – Data on TLMs Distributed to the Schools in Bohol Division

Annex D – Data on Financial Expenditure for 2014

ANNEX N

**PHILIPPINE BUSINESS FOR SOCIAL PROGRESS
YEAR 2 ANNUAL REPORT**

**BASA PILIPINAS
YEAR 1**

January 15, 2014 to January 15, 2015

I. IDENTIFYING INFORMATION

Project Title	:	Basa Pilipinas!
Program Type	:	Education
Project Type	:	Basic Support - Capacity Building
Project Site	:	Cebu, La Union, Ilocos Norte, Ilocos Sur, and Mandaue City
Project Status / Duration	:	30 months starting July 2013
Target Beneficiaries	:	88 district supervisors and 2,022 school heads
Expected Output	:	<ul style="list-style-type: none">• 2,022 schools with enhanced School Improvement Plans and Learning Action Cell Plans.• Improved awareness on the importance of reading and additional support of local businesses to reading.

II. EXECUTIVE SUMMARY

PBSP's role in Basa Pilipinas particularly in the awareness building component is to provide technical assistance thru: 1) DepED capacity building for enhanced School Improvement Planning and increased support to teachers through active Learning Action Cells; 2) support to increased community level awareness on the importance of reading; 3) enhance overall visibility of project; and, 4) support the establishment of partnerships with member business to promote increased awareness around reading.

Year 2 saw changes in PBSP's role in Basa Pilipinas. The focus of PBSP's work shifted from development of School Reading Improvement Plans in enhancing School Improvement Plans to the enhancement of school heads' skills in facilitation and management of Learning Action Cells (LAC). Trainings for the facilitation of LAC were completed towards the end of the year.

Project areas were also added. Ilocos Norte, Ilocos Sur, and Mandaue City became part of PBSP's project sites. PBSP was also tasked to provide technical support to Save the Children in their work in Bohol. New partnerships were also forged, particularly with SEAMEO-INNOTECH, which played a huge role in the development of materials for the LAC.

III. ACCOMPLISHMENT OF PROJECT OBJECTIVES

1. Mobilization

1.1 *Revision of the Scope of Work.* PBSP's scope of work on Basa Pilipinas was finalized after a series of meetings between EDC and PBSP representatives. Through these meetings, the scope of work and PBSP's deliverables were defined in the areas of community engagement and awareness raising. It was agreed PBSP will facilitate the training of school heads to support teachers in teaching reading through the Learning Action Cells (LAC). It is, therefore, critical that PBSP's work should focus on building the capacities of the school heads in facilitating and managing their respective school (LAC), and for it to be a component of the School Improvement Plan (SIP). SEAMEO-INNOTECH was included in the core group to develop the training design as well as the materials for the facilitation of LACs.

The arrangement was for PBSP to support implementation and conduct of training in two (2) target areas of Basa such as La Union and Cebu divisions. As needed, PBSP agreed to provide technical support to Save the Children for their work in Bohol. There were changes, however, in the project locations based on the discussions between EDC and DepEd. Batangas and Maguindanao were replaced by Ilocos Norte, Ilocos Sur, Bohol and Mandaue City. Save the Children was assigned Bohol, while PBSP was assigned Ilocos Norte, Ilocos Sur, and Mandaue City.

1.2 *Staff deployment.* Based on the revised scope of work, PBSP deployed four (4) Program Officers to the project sites. Two were assigned to the Cebu Division and Mandaue City Division (and to assist the PO for the Cebu Division), and the other two were assigned to La Union, Ilocos Norte and Ilocos Sur Divisions.

2. School Heads Training on Facilitation of Learning Action Cells (LAC)

2.1 *Designing the Training for school heads.* A series of meetings among the EDC, SEAMEO-INNOTECH, and PBSP teams was held to discuss the plan for the training of the school heads in facilitating Learning Action Cells. It was agreed that a gap analysis was needed to finalize the training design. PBSP performed a desk review on the identification of LACs as a mechanism for professional development in the SIPs of randomly selected schools. Rapid appraisal through key informant interviews were also performed to understand how LAC was operationalized in the schools and in districts. INNOTECH, on the other hand, did a desk review on existing policies and directives of DepEd on the roles of school heads in LACs. They also facilitated focused group discussions in the regions to gather inputs on the needed skills of school heads and to have an inventory of trainings received by the school heads. The assessment activities showed that:

2.1.1 The LAC was recognized and practiced as a support mechanism for

professional development, particularly for teachers in improving their teaching methods. The LAC was also used for information dissemination and re-echoing of updates and new skills learned. Though in most cases, LAC sessions were done to help teachers teach the least mastered subjects.

- 2.1.2 In most cases, school heads were the ones initiating/organizing the LAC sessions (for school-based), but the activity would be facilitated by a teacher who was considered an expert in the field or a Master Teacher. District Supervisors participating in the FGDs articulated that the school heads needed additional trainings on facilitation and communication skills to make them better facilitators of LAC sessions.
- 2.1.3 There were also district-based LACs (DisLAC), but was done with less frequency. It was revealed that there were issues/challenges to conduct District LACs. Teachers attending the DisLAC had to cancel their classes and required transportation expenses going to and from the session venue.
- 2.1.4 In order to support Basa, the school heads needed to understand what the teachers were trained for, so that they know how to best monitor the teachers and for them to be able to provide assistance.

These findings aided the core group in developing the training design for the LACs.

After finalizing the training design (for the TOT and Roll-outs), the materials for the trainings were developed by INNOTECH. INNOTECH developed the LAC and trainers' guides, as well as the trigger videos, with the contents being provided by EDC.

2.2 Training for school heads. The trainings were done in 2 stages, the TOT and the Roll-out. The TOTs were attended by division trainers identified by the Schools Division Superintendent of the divisions of Basa areas with the help of the Basa Coordinators and Basa field Team Leaders. The roll-outs were handled by the participants of the TOTs, and were attended mostly by school heads.

- 2.2.1 **Conducting the Training of Trainers (TOT).** The TOTs were done in two phases; a TOT for the regional TOTs (Manila TOT) and the regional TOTs.

The Manila TOT was held in Pasig City on Nov. 4-5. This training, facilitated by Ms. Nancy Clark-Chiarelli, was attended by:

TRAINER	AREA
Dr. Paraluman Giron	Region 1
Dr. Wilfreda Flor	Bohol
Ms. Menchie Nolasco	Bohol
Ms. Yvette Tan	Cebu
Ms. Donna Castelo	Cebu
Ms. Dove Estor	(EDC)

Ms. Kay Anonuevo	(EDC)
Mr. Victor Caccam	(PBSP)
Ms. Ann Choi	(DepEd)

The training focused on the use of the materials (trainer’s guide, LAC guide, and trigger videos) as well as to give a review on the instructional supervision roles of school heads. The training was done by following the steps that will be taught in the regional TOT and developed group activities for all the areas. The training also identified possible issues, concerns, and questions wherein the group formulated responses that would be used for all the training areas. Inconsistencies and errors in the guides were also identified and corrected during this training.

In the regional TOTs, the participants were taught on how to use the guides (trainer’s guide, LAC guide, and trigger videos), given a review on their instructional supervision roles, practiced simulations, and drafted their respective Roll-out Plans. Participants for the regional TOTs are as follows:

Area	Date	Venue	Trainers	Participants				Total
				School Heads	PSDS	EPS	Others	
Region 1	Nov. 7-9, 2014	Oasis Hotel, San Fernando, La Union	Ms. Nancy Chiarely Dr. Paraluman Giron	73	8	3	7	91
Cebu and Mandaue City	Nov. 12-14, 2014	Golden Prince Hotel and Suites, Cebu City	Ms. Yvette Tan Ms. Donna Castelo	45	12	7	1	65

Pre-tests and Post-tests, as well as Participants’ Evaluation were administered to all participants. Results were collected by EDC for safekeeping and for the centralization of all data.

2.2.2 **Roll-outs.** The roll-out trainings focused on the use of the LAC guide and trigger videos. They were also given a review on their instructional supervision roles and provided with opportunities to simulate the LAC sessions. The participants also prepared their respective action plans in conducting the LAC sessions in their respective schools.

The trainings were done simultaneously within each division. They were, however, held in different venues in each cluster given the large number of target participants per division. A detailed description of the clustering for the roll-outs will be presented in the Training Reports. The trainings were

attended by:

Area	Date	Venue	Participants				Total
			School Heads	PSDS	EPS	Others *	
Ilocos Norte	Nov. 12-14, 2014	Laoag City, Ilocos Norte	185	3	0	2	190
La Union	Nov. 18-20, 2014	San Fernando City, La Union	271	7	0	91	369
Ilocos Sur	Nov. 20-22, 2014	Vigan City, Ilocos Sur	211	9	0	186	406
Cebu and Mandaue City	Nov. 18-20, 2014	Cebu City	727	25	4	14	770

* Master Teachers who were expected to handle LAC sessions in their schools

In the big schools, some Master Teachers were asked to attend the training aside from the school Principals. Due to the larger number of teachers in these schools, additional LAC sessions were expected to accommodate all the teachers. Some of these sessions will be facilitated by the Master Teachers.

Pre-tests and Post-tests, as well as Participants' Evaluation were also administered to all participants in the roll-outs. Results were collected by EDC for safekeeping and for the centralization of all data.

2.3 Post-training support/monitoring for trained school heads. Post-training support/monitoring activities will be discussed during a meeting between EDC and PBSP, which is scheduled early January 2015. PBSP will present its monitoring plan during the said meeting. A monitoring tool has already been developed by EDC, which was given as part of the kit given to the trained school heads.

3. Business sector support to reading

A total of 15 reading corners were donated to selected beneficiary schools. PBSP, mobilized PLDT to donate six reading corners for La Union schools and 6 for Cebu schools, and Nestle (with its truckers) to donate 3 reading corners for Ilocos Norte schools. This was done through the Balik Baterya program of PBSP and Oriental Motolite Corporation, whereby used lead acid batteries of corporations were bought back with a premium price by Oriental Motolite. Part of the proceeds were used to fund the reading corners. About Php1.2M was expended for the 15 reading corners.

Moreover, Golden Prince Hotel and Suites, a PBSP member-company also supported the

project through a Read-Along during the “Brigada Eskwela” on June 2014. The activity, held in Umapad Elementary School, was attended by 200 pre-school and Grade 1 pupils. PBSP, which organized the activity, also donated books during the activity.

IV. PROBLEMS ENCOUNTERED AND ACTIONS TAKEN

- A. Delay in the conduct of the trainings – this can be attributed to the change in the scope of work of PBSP. However, after the finalization of the scope of work and with a series of meetings, which paved way for the completion of the training design and materials, the trainings were completed. PBSP and EDC remained in touch with the division offices, through the field offices, that allowed the seamless scheduling of the trainings. The last-minute review of the materials by DepEd threatened to delay the trainings further. Fortunately, the review did not take long and the changes suggested were easily rectified.
- B. Only a few companies have shown interest or have volunteered to support initiatives on reading – this is mostly due to a number of corporate partners focusing their efforts in helping in the rehabilitation of Haiyan/Yolanda affected areas. Also, some donors/corporate partners have their preferred areas, which are not included in the Basa project areas. There are others who prefer Education projects, but prefer other initiatives such as classroom construction. It is suggested that Basa should engage more prospective donors, by inviting them in Basa activities and to hold forums for the promotion of the project. PBSP, on its part, aims to give more focus on initiatives that will involve businesses this coming year. Initiatives that will provide advantages to Basa and to potential donors will be identified to encourage their engagement. These may be activities that involve employee volunteering or projects that will give their brand recognition, while at the same time promoting Basa.

V. PLANS FOR THE FOLLOWING YEAR

- A. Monitoring of trained school heads – with the completion of the trainings for the school heads, monitoring of the trained school heads will among the main activity for the year. PBSP will be presenting a monitoring plan to EDC.
- B. Resource mobilization – PBSP will propose to member companies in supporting projects or activities that will be in support to Basa Pilipinas. Meetings for the presentation of proposals are targeted for the first and second quarter of the year. Projects or activities proposed are targeted to be done during “Brigada Eskwela”, “National Literacy Week”, and “National Reading Month”. PBSP will be working closely with the Basa Outreach and Communications Office in planning and conducting the activities.

VII. STATUS OF PROJECT FINANCES

The following table shows a summarized description of the financial status of the project as of December 31, 2014. A detailed description of expenditures for the period will be contained in the invoice for EDC.

Line Items	Approved Budget	Actual Expenditures	Budget Balance
Salaries	9,596,943.00	3,008,074.02	6,588,868.98
Fringe Benefits	2,246,861.00	573,078.42	1,673,782.58
Travel	600,082.00	242,716.41	357,365.59
Equipment and Supplies	716,121.00	57,616.76	658,504.24
Activities and Workshops	14,803,413.00	4,931,772.78	9,871,640.22
Other Direct Costs	2,167,040.00	284,492.81	1,882,547.19
PRIC	2,401,398.00	725,090.77	1,676,307
TOTAL	32,531,858.00	9,822,841.97	22,709,016.03

The following table shows the projected expenses for the period January to March 2015. Values are based on averages from previous months, except for the Activities and Workshops, which includes unbooked expenses from the LAC trainings in November.

Line Items	Expected Expenditures			Total
	January	February	March	
Salaries	278,636.60	278,636.60	278,636.60	835,909.80
Fringe Benefits	39,801.90	12,948.43	12,948.43	65,698.76
Travel	24,000.00	10,000.00	10,000.00	44,000.00
Equipment and Supplies	4,900.00	4,900.00	4,900.00	14,700.00
Activities and Workshops	6,677,924.00	100,000.00	10,000.00	6,787,924.00
Other Direct Costs	5,000.00	5,000.00	5,000.00	15,000.00
PRIC (@7.97% of TDC)	560,311.92	32,795.36	25,622.36	618,729.64
TOTAL	7,590,574.42	444,280.39	347,107.39	8,381,962.20

Prepared by:

Noted by:

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MARYLIN MUNCADA
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ANNEX O

LIST OF BASA-DEVELOPED TEACHING AND LEARNING MATERIALS FOR YEAR 2

LIST OF BASA-DEVELOPED TEACHING AND LEARNING MATERIALS

YEAR 2 – JANUARY-DECEMBER 2014

QUARTER I

LEARNING AREA	TYPE	TITLE	WEEK
ALL	TDV	Video n Bridging	N/A
Grade 1 – Mother Tongue (Ilokano)	TG	Basa Pilipinas Teacher’s Guide Grade I Ilokano Quarter I	1-9
	RA	Ti Agmalem ni Bong	1
	RA	Dakayo kadi ti Nanangko?	2
	LR	Ageskuwelaakon!	3
	RA	Nanumo a Kalapaw	4
	LR	Naimas Dagiti Prutas	5
	RA	Maysan ti Tawen ni Beth	6
	LR	Ditoy Taltalon	7
	RA	Maysa, Dua, Tallo ... Adda iti Sagutko!	8
	LR	Ti Pamilyak	9
	AC	Ilokano Alphabet Chart	N/A
	AR	Ilokano Alphabet Recording	N/A
Grade 1 – Mother Tongue (Sinugbuanong Binisaya)	TG	Basa Pilipinas Teacher’s Guide Grade I Mother Tongue (Sinugbuanong Binisaya) Quarter I	1-9
	RA	Ang Adlaw ni Bong	1
	RA	Ikaw Ba ang Akong Inahan?	2
	LR	Nag-eskuyla na Ko!	3
	RA	Payag nga Nipa	4
	LR	Lami nga mga Prutas	5
	RA	Usa Ka Tuig ni Beth	6
	LR	Sa Bukid	7
	RA	Usa, Duha, Tulo ... Aduna ko’y Regalo!	8
	LR	Ang Akong Pamilya	9
	AC	Cebuano Alphabet Chart	N/A
Grade 2 – Mother Tongue (Sinugbuanong)	TG	Basa Pilipinas Teacher’s Guide Grade 2 Sinugbuanong Binisaya Quarter I	1-9

LEARNING AREA	TYPE	TITLE	WEEK
Binisaya)	LR	Pito na Ko ka Tuig	3
	LR	Si Lola Minda	5
	LR	Biko	7
	LR	Paliya	9
Grade 2 – Mother Tongue (Ilokano)	TG	Basa Pilipinas Teacher’s Guide Grade I Mother Tongue (Ilokano) Quarter I	1-9
	LR	Pito ti Tawen Kon	3
	LR	Ni Lola Minda	5
	LR	Biko	7
	LR	Parya	9
Grade 2 – Filipino	TG	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Ikalawang Baitang Unang Markahan	1-9
	RA	Asul na Araw	1
	RA	Ang Kamisetang Dilaw	2
	LR	Taguan	3
	RA	Tiktaktok at Pikpakbum	4
	LR	Ang Alaga Kong si Mong	5
	RA	Haluhalo Espesyal	6
	LR	Si Estella at si Lisa	7
	RA	Kain, Kumain, Kinain	8
	LR	Isang Linggo sa Klase ni Ginang Reyes	9
	AC	Filipino Alphabet Chart	N/A
	AR	Filipino Alphabet Recording	N/A
	TDV	Filipino Grade 2 Read Aloud Videos – Tiktaktok at Pikpakbum	N/A
Grade 2 – English	TG	Basa Pilipinas Teacher’s Guide Grade 2 English Quarter I	1-9
	RA	Tuko, the Tenor Wannabe	1
	RA	The Little Red Hen	2
	RA	1-2-3 ... I Have a Gift!	4
	RA	Mario’s Special Day	6
	RA	Alamat ng Ampalaya	8

LEARNING AREA	TYPE	TITLE	WEEK
	AC	English Alphabet Chart	N/A
	AR	English Alphabet Recording	N/A
	TDV	English Grade 2 Leveled Text Video – Tuko, the Tenor Wannabe	N/A

QUARTER 2

LEARNING AREA	TYPE	TITLE	WEEK
Grade I – Mother Tongue (Ilokano)	TG	Basa Pilipinas Teacher’s Guide Grade I Mother Tongue (Ilokano) Quarter 2	11-19
	RA	Apay Nga Awan Pay ni Nanang?	11-12
	RA	Ni Kuton ken ni Dudon	13-14
	RA	Ti Paria iti Pinggan ni Peepo	15-16
	RA	Kallugong nga Awan ti Akinkukua	17-18
	RA	Agyamanak, Apo!	19
	LR	Kitaen Dakami	12
	LR	Sadino ti Ayan ti Tarsier?	14
	LR	Nasustansia kadi ti Haluhalo?	16
	LR	Ti Datdatlag a Karton ni Nona	18
Grade I – Mother Tongue (Sinugbuanong Binisaya)	TG	Basa Pilipinas Teacher’s Guide Grade I Mother Tongue (Sinugbuanong Binisaya) Quarter 1	11-19
	RA	Nganong Dugay ang Mokuha Nako?	11-12
	RA	Si Humilgas ug si Apan	13-14
	RA	Ang Ampalaya sa Pinggan ni Peepo	15-16
	RA	Kalo nga Walay Tag-iya!	17-18
	RA	Salamat!	19
	LR	Tan-awa Kami	12
	LR	Hain ang Tarsier?	14
	LR	Sustansiyado ba ang Haluhalo?	16
	LR	Ang Kahibulongang Kahon ni Nona	18
Grade I Filipino	TG	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Unang Baitang Ikalawang Markahan	11-19

LEARNING AREA	TYPE	TITLE	WEEK
	RA	Sampung Magkakaibigan	11-12
	RA	The Tale of Lady Cabbage	13-14
	RA	Ang Kamatis ni Peles	15-16
	RA	Si Pulong Patago Tago	17-18
	RA	Ma Me Mi Mu Mu	19
Grade 2 English	TG	Basa Pilipinas Teacher's Guide Grade 2 English Quarter 2	11-19
	RA	But That Won't Wake Me Up	11-12
	RA	Why Do Birds Build their Nest	13-14
	RA	Sandwich to the Moon	15-16
	RA	Ang Bago Kong Kalaro	17-18
	RA	Magic Mat	19
Grade 2 Filipino	TG	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Unang Baitang Ikalawang Markahan	11-19
	RA	Mahabang Mahabang Mahaba	11-12
	RA	Si Emang Engkantanda at ang Tatlong Haragan	13-14
	RA	Ang Pambihirang Sombrero	15-16
	RA	Hating Kapatid	17-18
	RA	Ang Matsing at ang Pagong	19
	LR	Nagsimula sa Parisukat!	12
	LR	Si Roko, Ang Matakaw na Aso	14
	LR	Bagyo!	16
	LR	Ang Bagong Kapitbahay	18

LEGEND: RA = Read Aloud; LR = Leveled Reader; TG = Teacher's Guide

QUARTER 3

LEARNING AREA	TYPE	TITLE	WEEK
Grade 1 – Mother Tongue (Ilokano)	TG	Basa Pilipinas Teacher's Guide Grade 1 Mother Tongue (Ilokano) Quarter 3	21-29
	RA	Nagpasiar ni Mousie iti Vigan	21-22
	RA	Ti Bulan a Gayyemko	23-24
	RA	Nagbalin nga Agkitkitikit ni Wigan	25-26

LEARNING AREA	TYPE	TITLE	WEEK
	RA	Ni Hugo	27-28
	RA	Apay nga Agipugso Dagiti Laki iti Tinta?	29
	LR	Siak ken ti Bantay	21-22
	LR	Ti Ullaw	23-24
	LR	Malong	25-26
	LR	Aldo, ti Superhero	27-28
Grade I – Mother Tongue (Sinugbuanong Binisaya)	TG	Basa Pilipinas Teacher's Guide Grade I Mother Tongue (Sinugbuanong Binisaya) Quarter 3	21-29
	RA	Miadto si Mousie sa Vigan	21-22
	RA	Higala Nako ang Bulan	23-24
	RA	Nahimong Magkukulit si Wigan	25-26
	RA	Si Hugo	27-28
	RA	Nganong Mobugwak og Ata ang Nukos	29
	LR	Ang Bungtod ug Ako	21-22
	LR	Ang Tabanog	23-24
	LR	Malong	25-26
	LR	Aldo, ang Superhero	27-28
Grade I Filipino	TG	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Unang Baitang Yunit 3	21-29
	RA	Arroz Caldo ni Lolo Waldo	21-22
	RA	Araw sa Palengke	23-24
	RA	Si Nina sa Bahay ng Daldalina	25-26
	RA	Ako'y Isang Mabuting Pilipino	27-28
	RA	Si Aling Oktopoda at ang Walong Munting Pugita	29
Grade I English	TG	Basa Pilipinas Teacher's Guide Grade I English Quarter 3	21-29
	RA	Sampung Magkakaibigan	21-22
	RA	The Tale of Lady Cabbage	23-24
	RA	Ang Kamatis ni Peles	25-26
	RA	Si Pulong Patago-tagao	27-28
	RA	Ma Me Mi MuMu!	29
Grade 2	TG	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Ikalawang	21-29

LEARNING AREA	TYPE	TITLE	WEEK
Filipino		Baitang Yunit 3	
	RA	Ang Lumang Aparador ni Lola	21-22
	RA	Anong Gupit Natin Ngayon?	23-24
	RA	Sandosenang Sapatos	25-26
	RA	Ang Mahiyaing Manok	27-28
	RA	Si Pilandok, ang Bantay ng Kalikasan	29
	LR	Pista ng Pahiyas	21-22
	LR	Sorpresa Kay Lola	23-24
	LR	Ang Meryenda	25-26
	LR	Ang Hangin at ang Saranggola	27-28
Grade 2 English	TG	Basa Pilipinas Teacher's Guide Grade 2 English Quarter 3	21-29
	RA	Pipo, the Clown	21-22
	RA	Titoy's Magic Chair	23-24
	RA	Go!	25-26
	RA	Tight Times	27-28
	RA	Bakawan	29
	LR	Animal Band	21-22
	LR	The Bird Flies	23-24
	LR	Fruits and Trees	25-26
	LR	Today is Moving Day	27-28
Multigrade	MG	Multigrade Supplementary Outlines for Grades 1 and 2 Mother Tongue (Ilokano) Quarter 3 (Even Cycle)	21-29
	MG	Multigrade Supplementary Outlines for Grades 1 and 2 Mother Tongue (Sinugbuanong Binisaya) Quarter 3 (Even Cycle)	21-29
	MG	Multigrade Supplementary Outlines for Grades 1 and 2 Filipino Quarter 3 (Even Cycle)	21-29
	MG	Multigrade Supplementary Outlines for Grades 1 and 2 English Quarter 3 (Even Cycle)	21-29

QUARTER 4

LEARNING AREA	TYPE	TITLE	WEEK
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LEARNING AREA	TYPE	TITLE	WEEK
Grade I – Mother Tongue (Ilokano)	TG	Basa Pilipinas Teacher’s Guide Grade I Mother Tongue (Ilokano) Quarter 4	31-39
	RA	Nagtimbukel nga Itlog	31-32
	RA	Ni Inggolok Ken Ti Planeta Pakaskas	33-34
	RA	Ni Monica Tarradek	35-36
	RA	Adda Papananmi Ken Tatang)	37-38
	RA	Signal Number 3	39
	LR	Ti Mapukpukaw a Sipa	31-32
	LR	Aldo, Superhero ti Nakaparsuaan	33-34
	LR	Agmulatayo iti Balatong!	35-36
	LR	Ti Lamok	37-38
Grade I – Mother Tongue (Sinugbuanong Binisaya)	TG	Basa Pilipinas Teacher’s Guide Grade I Mother Tongue (Sinugbuanong Binisaya) Quarter 4	31-39
	RA	(Lingin nga Itlog)	31-32
	RA	(Si Inggolok ug ang Planeta Pakaskas)	33-34
	RA	(Si Monica Danghag)	35-36
	RA	(May Lakaw Mi Ni Papa)	37-38
	RA	Signal Number 3	39
	LR	Ang Nawagtang nga Sipa	31-32
	LR	Aldo, Superhero sa Kalikopan	33-34
	LR	Mananom Ta og Mungos!	35-36
	LR	Ang Lamok	37-38
Grade I Filipino	TG	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Unang Baitang Yunit 4	31-39
	RA	Si Dindo Pundido	31-32
	RA	Si Bing, ang Munting Butanding	33-34
	RA	Handog kay Isabella	35-36
	RA	Dagdagan lang ng Dumì	37-38
	RA	Si Noah at ang Malaking Baha	39
Grade I English	TG	Basa Pilipinas Teacher’s Guide Grade I English Quarter 4	31-39
	RA	Arroz Caldo ni Lolo Waldo	31-32

LEARNING AREA	TYPE	TITLE	WEEK
	RA	Araw sa Palengke	33-34
	RA	Si Nina sa Bahay ng Daldalina	35-36
	RA	Tutulili	37-38
	RA	Si Aling Oktopoda at ang Walong Munting Pugita	39
Grade 2 Filipino	TG	Basa Pilipinas Gabay sa Pagtuturo ng Filipino Ikalawang Baitang Yunit 4	31-39
	RA	Bru-ha-ha-ha-ha, Bru-hi-hi-hi-hi	31-32
	RA	Munting Patak-Ulan	33-34
	RA	Papel de Liha	35-36
	RA	The Boy Who Ate Stars	37-38
	RA	May Alaga Akong Butanding	39
	LR	Ang Pagong at ang Kuneho	31-32
	LR	Bangui Wind Farm ng Ilocos	33-34
	LR	Isang Kakaibang Araw	35-36
	LR	Alamin Natin ang mga Anyong-Tubig sa Pilipinas!	37-38
Grade 2 English	TG	Basa Pilipinas Teacher's Guide Grade 2 English Quarter 3	31-39
	RA	The Black Kitten	31-32
	RA	Pipit and the Kamagong Tree	33-34
	RA	Whuush!	35-36
	RA	Fruits	37-38
	RA	Message in the Sand	39
	LR	Do Your Chores	31-32
	LR	Making a Fire	33-34
	LR	The End of the World	35-36
Multigrade	MG	Multigrade Supplementary Outlines for Grades 1 and 2 Mother Tongue (Ilokano) Quarter 4 (Even Cycle)	31-39
	MG	Multigrade Supplementary Outlines for Grades 1 and 2 Mother Tongue (Sinugbuanong Binisaya) Quarter 4 (Even Cycle)	31-39
	MG	Multigrade Supplementary Outlines for Grades 1 and 2 Filipino Quarter 4 (Even Cycle)	31-39

LEARNING AREA	TYPE	TITLE	WEEK
	MG	Multigrade Supplementary Outlines for Grades 1 and 2 English Quarter 4 (Even Cycle)	31-39

LEGEND: **AC** = Alphabet Chart; **AR** = Alphabet Recording; **LR** = Leveled Reader; **MG** = Multigrade Supplementary Outlines **RA** = Read Aloud; **TG** = Teacher’s Guide; **TDV** = Teaching Demonstration Video