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Quarterly Report

July - September 2008



Submitted to **USAID Philippines**

by

Education Development Center, Inc.

In accordance with
Cooperative Agreement No. 492-A-00-06-00024-00A



Cover photos:

Encouraging reading. *US Ambassador Kristie A. Kenney (left photo) reads a story with Zamboanga City's former street children. On July 10, 2008, the Ambassador inaugurated reading corners, donated 640 books for the center's mini-library and provided livelihood training for the 26 youth. (L to R) Philippine Presidential Adviser on Peace Process Hermogenes Esperon, USAID Philippines Mission Director Jon Lindborg, and Zamboanga City Mayor Celso Lobregat. (Lower right photo) EQuALLS2 Project encourages the love of reading among children and established reading camps around Mindanao to help basic-level English readers improve their proficiency and reading ability.*

Discovering science. *Science teachers of Mindanao's public elementary schools who grapple with the lack of skills and resources in science instruction receive core training in science from USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project. A science diagnostic test was conducted to 1,471 elementary science teachers from regions 9, 12, and the Autonomous Region in Muslim Mindanao (ARMM) from July 19 to 20, 2008. The results of the test served as baseline data for EQuALLS2 project's science training program for teachers, and helped the Department of Education and EQuALLS2 in selecting teacher participants and in finalizing its training design for the core science training.*



EQuALLS PHASE 2



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ABBREVIATION LIST

ALS	Alternative Learning Systems
ARMM	Autonomous Region of Muslim Mindanao
AusAID	Australian Agency for International Development
BBF	Brother's Brother Foundation
BEAM	Basic Education Assistance for Mindanao
BME	Bureau of Madari Education
BPI	Business Profiles Inc.
CLBS	Community-Based Learning System
CLC	Community Learning Center
DAP	Development Asset Profile
DAP T1	Development Asset Profile Time One
DepED	Department of Education
EDC	Education Development Center
ELC	English Language Camp
ELSA	Education and Livelihood Skills Alliance
EQuALLS2	Education Quality and Access for Learning and Livelihood Skills Phase 2
EPP	English Proficiency Program
GDA	Global Development Alliance
GEM	Growth with Equity in Mindanao
HQ	EDC Headquarter
IM	Instructional Manager
IR	Immediate Result
IYF	International Youth Foundation
JSTOF	US Military Joint Special Operations Task Force
LGU	Local Government Unit
LSB	Local School Board
M&E	Monitoring and Evaluation
MSU	Mindanao State University

NDMU-CCC	Notre Dame Marbel University - Champagnat Community College
NEPP	National English Proficiency Program
O&C	Outreach and Communications
OSCY	Out-of-School Children and Youth
PASA	Participating Agency Service Agreement
PMT	Project Management Team
PTCA	Parent Teacher Community Association
QPR	Quarterly Progress Report
RBEC	Revised Basic Education Curriculum
RFP	Request for Proposals
RPO	Regional Program Officer
SC	Save the Children
TA	Technical Adviser
TEI	Teacher Education Institute
TEPT	Test of English Proficiency of Teachers
3L	Literacy, Life Skills, and Livelihood Program
TOT	Trainer of Trainers
TWG	Technical Working Group
UP-NISMED	University of the Philippines - National Institute for Science and Math Education Development
USAID	United States Agency for International Development
USPC	United States Peace Corps
VAT	Value-added Tax
WFP	World Food Programme

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- Annex 2: NEPP Design Team Members
- Annex 3: English Proficiency Program Training Schedule
- Annex 4: Science Diagnostic Test Summary of Results
- Annex 5: Science Training of Trainers (Level 1) Schedule
- Annex 6: Quarterly Report – International Youth Foundation (IYF/ELSA)
- Annex 7: Quarterly Report – Save the Children
- Annex 8: Quarterly Report – Synergeia Foundation
- Annex 9: Facilitator’s Guide to Assessing the Capacity of PTCAs (in pocket of binder)
- Annex 10: Facilitator’s Guide to Assessing the Capacity of LSBs (in pocket of binder)

I. EXECUTIVE SUMMARY

This is Education Development Center, Inc.'s 4th Quarter Report for 2008 to USAID for the 'Education Quality and Access for Learning and Livelihood Skills 2' (EQuALLS2) Project in the Philippines' Autonomous Region of Muslim Mindanao (ARMM), and Regions 9 and 12. This report contains information on both the successes and challenges faced by the project during the reporting period July - September 2008.

Key EQuALLS2 achievements for this period:

- **Advanced workforce and skills development programs for Out-of-School Youth**
This quarter yielded 1,468 graduates from workforce and skills development programs. Graduates include newly trained welders, electricians, carpenters, plumbers, auto mechanics, dressmakers, small engine mechanics, basic computer operators, and other relevant skills that are linked to local labor markets. Graduation criteria and standards were developed in coordination with TESDA, DOLE and DTI.
- **Institutional capacity assessments conducted for Parent Teacher Community Associations and Local School Boards, resulting in context-specific capacity building activities**
Utilized the EQuALLS2-wide institutional capacity building tool developed last quarter to facilitate capacity assessments for individual PTCA's and LSBs. Conduct of these field-based assessment sessions were guided by facilitator handbooks, which are key bilingual products developed in the quarter.
- **Worked with DepED to review and revise NEPP modules, resulting in use nationwide**
EQuALLS2 continued to collaborate with DepED's Central Office to review and revise the National English Proficiency Program training modules. Revisions were piloted in project areas and subsequently replicated nationwide.
- **Developed and utilized Partner Annual Work Plan and budget development model**
With broad input from partners, EDC developed and initiated a process to engage technical and budgetary planning across partners for FY2009. The process included a systematic review of accomplishments and gaps associated with the implementation of last year's work plan, as well as a common planning template for the coming year. The outcome included complete partner work plans and budgets for FY2009.
- **Ensured continuity of service to Mindanao, during heightened period of conflict**
Many of our project sites unfortunately experienced dramatically heightened conflict, during this reporting period. Fortunately, with recently updated security protocols in place, experienced EQuALLS2 partners were able to continue service for beneficiaries, following a brief deferment, while maintaining critical safety and security measures for field staff.

- **Fully engaged current GDA initiatives and developed new, potential alliances**
Petron remained fully engaged with the construction of 14 new classrooms and refurbishment of 34. New, potential alliances were explored with National Book Store Foundation; Ronald McDonald House Charities; and, Dole Foods.

Strategic Partnerships

During the quarter, EDC focused on further strengthening ongoing relationships with DepED and lead implementing partners; followed up with on-going collaboration on earlier agreements with BEAM, TUDLO and JSOTF; and pursued new and developing GDA partnerships.

The relationship with DepED focused on informally updating the Undersecretary for Programs/Projects on EQuALLS2's status, and with the regional and division levels - helping partners get coordinated and obtaining approvals on specific activities including teacher training. EDC also helped with USAID/OEd's request to arrange early meetings with National DepED officials on the proposed USG-GRP Bilateral Agreement on Education.

Interaction with EQuALLS2 partners (EDC's sub-grantees) focused on reviewing their performance and accomplishments during the past year, and developing their Year 2 annual work plans (AWP) and budgets. This important task was a primary focus during the whole quarter, with the holding of joint and individual partner review and planning discussions throughout the quarter. This effort resulted in the timely completion of partners' AWP and budgets by the end of September, with start-up in October.

EDC pursued and/or accomplished the following strategic partnership initiatives during the quarter:

- AusAID/BEAM - continued to pursue the planning and implementation of teacher training initiatives (discussed in more detail below in IR2 section).
- JSOTF - collaborated on the distribution of BBF books to EQuALLS2 sites/schools; responded to JSOTF's request for books for their own school distribution activities.
- US Peace Corp/TUDLO - coordinated with Save the Children to respond to TUDLO's request for assistance in monitoring its PTCA sub-grants (Patikul, Sulu).

EDC continued to pursue potential new GDA partnerships:

- Met and discussed with National Book Store (NBS) Foundation a potential GDA partnership to distribute dictionaries and thesaurus on a 1-to-1 matching basis to EQuALLS2 schools. An agreement, in principle, has been reached with NBS Foundation, to be finalized in the next quarter. The dictionaries and thesaurus are programmed to be distributed to EQuALLS2 schools for the start of the new school year in June 2009.
- Met with McDonalds House of Charities (with initiation by USAID-OEd) to discuss possible collaboration with their school reading program for Grade 1 students. The emerging proposal is for EDC and McDonalds House of Charities to cover selected EQuALLS2 schools on a 1-is-to-1 basis, which is still under technical review by EDC.

- Discussed potential GDA partnership with Dole Foods Philippines in August. This is a continuation of discussions initiated by EDC in previous year. The proposed focus of collaboration is for Dole to assist in the training, apprenticeships and potential employment of EQuALLS2–assisted OSY. Dole has expressed interest, and discussions are continuing.

Technical Leadership

With continuing technical guidance, lead partners sustained good momentum with their community engagement activities, rolled out their teacher training programs, and made significant achievements in workforce development and ALS offerings.

Highlight achievements during the quarter, by Intermediate Result, include the following:

IR1: Increasing learning opportunities for children and youth through community support for education and livelihood programming

- ELSA and Save the Children completed their remaining PTCA and LSB capacity needs assessment activities. Both partners began engaging PTCAs and in and out-of school youth in strategic planning for education improvement.
- Synergeia conducted ‘Education Summits’, mobilizing LGU-led Project Management Teams (PMTs) and other sectors to contribute support to education improvement in their communities.
- EDC took the lead in developing common Community Grants Guidelines. This will be shared with USAID and partners at an IR1 TWG meeting, next quarter.
- Petron Foundation, in collaboration with Habitat for Humanity, constructed 14 new classrooms (100% of target) and repaired 34 out of the 54 classrooms targeted. Save and ELSA refurbished a total of 140, and constructed 3 new CLCs.

IR2: Strengthening capacity for teaching of English, math and science.

- EDC and partners successfully conducted Courses 1 and 2 of the English Proficiency Program in collaboration with DepEd central office NEPP team; Course 1 of the Science core program; and Courses 1 and 2 of the math core program, all in partnership with UP–NISMED.
- Utilized Mindanao-based professionals from Teacher Education Institutions and the local DepED to work with the DepED Central Office NEPP team. Both EPP Course 1 and Course 2 materials which were developed by this combined team were used and implemented by DepED nationwide for its National English Proficiency Program implementation.
- Intensified work on materials and technology. 290,000 BBF books and learning aides were reviewed for relevance to the EPP courses; and math worksheets and other materials were made available to teacher/mentors. The EQuALLS2 ICT strategic plan was further developed.

IR3: Improving relevance of education and training for Out-of-School Children and Youth (OSCY)

- ELSA and Save the Children's workforce development program offerings generated considerable interest among OSCY. Some 1,468 of the 2,529 OSCY enrolled in workforce development programs have graduated. Local businesses provided opportunities for in-plant and on-the-job training to learners.
- ELSA implemented all ALS program options; 1,246 OSCY participated in ELSA's basic literacy, and 2,983 OSCY in TEPT-oriented programs. Save the Children reached out to 2,897 OSCY through its basic literacy and life skills programs.
- Save the Children's DAP administrators were trained and DAP time 1 was administered to 992 out of the 1,300 target sample learners. ELSA also administered the test re-test to 203 respondents in selected areas.

In addition to the quarter's successes, EQuALLS2 also experienced challenges, as follows:

- Armed conflict in the project sites is an unfortunate reality that the project will need to contend with for the rest of the project term.
- Procurement for classroom materials and the logistical requirements to deliver materials continue to be challenges.

Annual Work Plan and Budget Development Model

EDC worked with partners to develop a systematic process for the documentation of annual technical and budgetary planning this quarter. This process serves as the primary guide for future annual work plan development and resulted in developed work plans and budgets from each partner: IYF/ELSA; Save the Children; Synergeia; and, GDA partner, Petron Foundation. Key aspects of the AWP model and process included:

- Completion of a technical and operational review of accomplishments and gaps associated with the implementation of Partners' FY2008 work plans
- Development of a set of accompanying tools to assist in framing technical design and budgeting
- The formulation of technical and financial guidance documents, contextualized by partners
- Direct consultation meetings and ongoing feedback
- Approval of AWP, with subsequent modifications/contracting processes

Finally, please also see 10 annexes attached to this report with communications products, partners' quarterly reports, and strategic documents that were developed and produced during the reporting period.

II. SUB GRANT MANAGEMENT

In addition to quarterly monitoring and compliance visits, the grants team conducted a two-day joint monitoring visit with IYF and Petron. The group (with IYF as lead) visited IYF's second-tier subgrantee, Notre Dame Marbel University, to review financial transactions; visited two school repair and construction sites; and, Petron Foundation's sub tier Habitat for Humanity's office in General Santos. Additionally, the team conducted an annual commodity check of office equipments and other assets purchased out of the project fund by the different partners.

The EDC sub grants management team focused on the following main items during the quarter:

- Partners' Year 1 Self-Assessment and Year 2 Planning
- Monitoring and Compliance visits
- Partners' Quarterly Progress Reports
- Partners' Financial Reports

Partners' Year 1 Self-Assessment and Year 2 Planning

The last quarter involved Year 1 self-assessments and Year 2 planning for partners. EDC developed a process, with partner involvement, throughout this important period, complete with planning and budgeting guidelines for Year 2. Individual meetings with partners were held on the following dates to discuss project status, accomplishments, challenges, and action(s) undertaken.

- International Youth Foundation - July 23, 2008
- Save the Children - July 22, 2008
- Synergeia - July 24, 2008

These individual meetings were attended by partners' key personnel and EDC's Senior Management Team, including the EQuALLS2 Project Director, Nancy Devine. Discussions included 'what worked well for each of the project components' and 'actions needed to improve project performance'. Timelines were also set for Year 2 annual workplan and budget preparations and submissions.

Monitoring and Compliance Visits

During the quarter, the grants team conducted monitoring and compliance visits to review Partners' April to June 2008 financial transactions to determine i) validity and accuracy of utilization of project funds; ii) adequacy of internal control system surrounding management of project funds, and iii) compliance with subgrant agreement terms and conditions, USAID rules and regulations, and local laws. The dates of visits follow:

- International Youth Foundation – July 15 and 30, 2008
- Save the Children – July 21-28, 2008
- Synergeia – July 7, 8, 11 and 30, 2008

EDC followed up with Synergeia's finance team on September 11, 2008 to discuss audit findings and review proposed action(s). The zero-tolerance policy was reiterated and assistance offered in strengthening Synergeia's financial management system to ensure compliance with USAID requirements. Assistance and monitoring is ongoing.

In addition to monitoring visits, year-end inventory reviews were conducted in all partners' offices to review completeness of inventory listing and proven existence of commodities purchased with project funds.

Finally, EDC's grants team conducted a joint monitoring visit IYF (with IYF taking the lead) on July 24-26, 2008 to Koronadal, South Cotabato and General Santos City to i) review NDMU's financial transactions for IR 2 and IR3 2nd-tier subgrants; ii) visit selected school repair and construction sites; and visit Habitat for Humanity's office at General Santos City. The joint visit was meant to provide EDC an insight on how IYF is managing its second sub-tiers subgrants. After the visit, EDC and IYF agreed to hold regular joint monitoring visits to IYF's first and second sub-tiers as part of quality assurance function of both organizations.

Partners' Quarterly Progress Reports

The grants team reviewed Partners' April-June 2008 quarterly progress reports. The team analyzed Partners' spending against planned activities and budgets. The team's analysis was consolidated with the programs/technical assessments in a feedback document that was released to partners following the QPR review.

Partners' Financial Reports

The EDC finance team conducted a careful review of sub grant partner June-August invoices and reconciliation reports before forwarding on to EDC-HQ for a second level review and recording. EDC continues to pay close attention to sub grantee spending patterns per major cost category against field monitoring of physical accomplishments. Additionally, sub grantee monthly cash advance requests were reviewed to ensure reasonableness and accuracy, before recommending release of funds from EDC HQ.

Emerging challenges associated with sub grant fiscal include:

- The volume of financial transactions is increasing as partners ramp up project implementation, which will likely necessitate increasing EDC's customary one week field monitoring visits to ensure an adequate review of financial transactions.
- Monitoring IYF's first and second tier sub grantees is still a challenge due to IYF's finance officer being based in Baltimore. EDC will again request joint quarterly field monitoring visits with IYF.
- Synergeia still needs to install and begin utilization of the QuickBooks accounting software to improve processing and recording the financial transactions.

III. TECHNICAL PROGRAMS UPDATE

Activity progress made in each of the IR technical areas is summarized below, with additional details available in the quarterly reports from EDC's sub grantees, attached as **Annexes 6, 7, and 8**.

IR 1: Increasing learning opportunities for children and youth through community support for education and livelihood programming in targeted geographic areas.

Lead implementing partners were intensively in community engagement activities this quarter. ELSA completed PTCA needs assessment activities and proceeded with PTCA orientations on mandates and engaging them in strategic planning for improving the state of education in their communities.

Save the Children engaged both in and out-of-school children and youth in consultations and analysis. Identified concerns contribute to the Community Education and Skills Plan in Save the Children barangays. Synergeia conducted Education Summits which mobilized LGU-led Project Management Teams (PMTs) and other sectors to contribute ideas to support education improvement in their communities.

A. Community Orientations and Social Preparation

Highlights

- Under the leadership of LGUs, education summits were held in Synergeia sites (except Ganassi in Lanao del Sur and Marawi City). Major education stakeholders were convened to examine children's educational performance and identify actions for addressing concerns (i.e. improving tax and PTCA collections). Orientations were held at the barangay level to increase awareness and participation.
- Community orientations and social preparation generated strong LGU support, in most sites LGUs committed to provide counterpart contributions from their own Community Development Funds and from other sources. As an example, barangay officials in Synergeia sites supported conduct of the survey of an OSCY survey and assisted in the identification of qualified candidates for Instructional Managers from the community.
- DepED division and district personnel were oriented on EQuALLS2 and provided program implementation updates as a concrete step to involving them in monitoring the program.
- In addition, Save the Children conducted Education and Emergency Training to principals and teachers in Midsayap, Mamasapano, and Datu Piang school districts in Maguindanao Province, where conflict disrupted schools and hindered implementation of project activities.

Challenge

- Synergeia’s ‘Education Summits’ are a unique and innovative approach to engaging all community sectors in education improvement efforts. These events were generally well attended, with hundreds of stakeholders participating. The challenge is equipping LGUs/PMTs with facilitation skills to increase the quality of participation of some vulnerable groups, such as women and youth.

Next steps

- Look more closely at post-education summit activities at the barangay level, including the creation of barangay school boards, as described in Synergeia’s project design.
- Continuing conflict in project sites is likely. There is a need to assess the outcome of Save the Children’s Education and Emergency Training, as well as similar programs of other partners toward ensuring the continuity of learning in times of conflict.

B. Organizational Capacity Assessment

Highlights

- PTCA and LSB Capacity Assessment tools were further refined and disseminated to lead partners during the quarter. A Facilitator’s Handbook providing field implementers with a step-by-step guide in administering the tool was distributed (Annexes 9, 10).
- A total of 288 PTCA organizations (201 for ELSA and 87 for Save) participated in FGDs to assess their organizational capacities using the tools. Similarly, LSBs were also convened in several municipalities of EQuALLS2 and their capacities assessed using the tools.
- Results of capacity assessments showed that many of the PTCAs in EQuALLS2 sites tested are at the level of getting started, with a few at the developing phase.
- Interviewed engaging local officials on the LSB as an organization also generated information on available sources of support for EQuALLS2 programming. An example is the LGU of Lambayong, Sultan Kudarat that allocates an amount (Php 30,000) for OSCY programming, which is at the discretion of the ALS Coordinator. Other fund sources identified in the course of the assessment is the Youth Development Fund, which is distinct from the SEF.

Challenges

- Considering that many of the PTCAs tested are at the getting started level, the challenge to partners to design innovative training and non-training programs to address specific areas for capacity-building of these organizations.
- Consistency in the quality of administration of the tools is a challenge that needs to be addressed before the next round of its administration. An area that needs particular attention is the administration of the LSB tool which is constrained by the difficulty of convening the LSB as well as the unavailability of the chief executive

- Partners are building the capacity of other organizations or structures such as barangay councils particularly in school-less barangays. The current capacity assessment tools may not be appropriate for these organizations.

Next steps

- Consolidated results of the assessment should serve as a baseline for designing capacity building programs for the targeted community organizations.
- Formulate, in joint consultation with partners, an assessment tool appropriate for to structures that partners are working with in school-less barangays.
- With ELSA, Ayala Foundation administered the tool to PTCAs and LSBs, and PBSP will design the capacity building programs. There should be closer coordination by both partners to attain a common assessment of these organizations.

C. Children and Youth Sectoral Consultations

Highlights

- Innovative steps were undertaken by lead partners to engage youth. Save the Children conducted sectoral consultations for children and youth part of a community planning processes. The output of these consultations is the Children and Youth Education & Skills Agenda which will be considered in the identification of priority projects for community incentive grants.
- ELSA's selection of Youth Leaders for the Youth Camp has started. Potential youth leaders will be provided with capacity building training next quarter.

Challenges

- One-day workshops with children and youth are observed to be insufficient in generating wide responses and processing these rich, comprehensive ideas/needs of this sector. In some barangays, participation in youth consultations was limited due to apprehensions of parents to allow their children to attend due to security risks.
- To sustain interest, there is a need to manage expectations of children and youth whose identified priorities were not included in the program agenda.

Next step

Engage OSY and improve the quality of their participation in sectoral consultations and CESP.

D. Community Education and Livelihood Skills Planning

Highlights

- Save the Children completed the community education and livelihood skills planning process for its initial batch of 87 barangays. Involving barangay officials, parents, teachers, school head, children and youth.

- During the last week of September, PBSP began conducting PTCA orientations on Mandate and Strategic Planning. The orientations were highly appreciated by PTCAs because of the rich information that was shared.

Challenges

- Greater use of data on the education status/performance and action plans of barangays is needed for meaningful education improvement planning. Organizational capacity assessment results, *school improvement plans* (SIP), and the *barangay development plans* (BDP) need to be integrated in the CESP.
- The CESP process provided solid insights on comments/challenges, but specific OSCY education and skills development needs still need to be surfaced.
- The planning skills of most of the stakeholders of the communities need to be developed. Transferring community education planning skills to stakeholders, and ensuring that they will apply these skills is a challenge. Delivery of the strategic planning module was a work in progress and tailored to the different organizational capacities of each PTCAs.

Next steps

- There is a need to guide partners on the effective use of education performance data for education and skills improvement planning, and for assessing outcomes of project interventions.
- There is a need to review the quality of OSCY participation or sectoral representation, and the effectiveness of current partner approaches for identifying specific OSCY education and skills needs in each community.
- Work with partners in assessing DepED-initiated school improvement planning processes and explore areas for complementation, and encourage partners to consider SIPs as input to community education and skills planning.
- Review partners' organization capacity building modules as part of quality assurance, and recommend areas for possible strengthening, taking advantage of proposed collaborative work with Peace Corps.

E. Community Incentive Grants Guidelines

A main priority this year is to develop and implement an EQuALLS2 community grants program, aimed at assisting Local School Boards (LSBs), Parent Teacher & Community Associations and other community structures to manage education improvement projects, based on local needs articulated in school improvement plans and/or annual municipal and barangay education and skills plans. In this regard, EDC is taking the lead on developing a common Community Grants Guidelines, including standard grants management and reporting systems to be shared with USAID partners early next quarter.

The guideline contains three main sections, aimed at developing capacity of beneficiary groups to manage community grants, specifically:

1. Preparatory Phase: Grant design and proposal writing

2. Implementation Phase: Project Management including administrative and fiscal management, and
3. Monitoring and Evaluation: Tracking progress, trouble shooting, reporting

The grant guidelines will be shared with USAID and partners during an IR1 TWG meeting early next quarter.

F. Classroom Construction and Rehabilitation

Petron Foundation, in partnership with Habitat for Humanity, continues to manage construction and refurbishment of classrooms in EQuALLS2 sites, though unstable security situations and armed conflict in the field prevented Petron from fully achieving its target this quarter.

Highlights

- Despite the armed conflict in certain sites, Petron constructed 14 new classrooms (100% of target) and repaired 34 out of the 54 classrooms targeted.
- A meeting was held with partners to address issues and concerns, and improve coordination relative to site selection and prioritization, role clarification and feed-backing to the community.

Challenges

- The unstable security situation in a number of areas posed risks to field workers. Construction and repair in some sites was deferred due to security problems, thus Petron was unable to meet its target for classroom repair (34 out of 54 classrooms completed).
- The security criteria in site selection and prioritization needed to be clarified. Habitat included in the criteria the security risk when traveling to the site.
- Community engagement and managing community expectations was left with the lead partner, but partners are not always informed of activity progress
- To ensure more efficient coordination with Petron, the lead partners and EDC, the entire group met to discuss expectations, protocols and security
- EDC will facilitate monthly partners' Meetings to ensure proper and effective classroom repair and construction.
- OSY trained as carpenters and masons with Habitat for Humanity will undergo a screening process to ensure a balance between the OSY and the highly trained skills workers

G. Community Learning Centers (CLC)

Highlights

- ELSA refurbished 55 CLCs and constructed 3 new CLCs in Tawi-Tawi as there were no existing structures in the community to serve as learning centers. Refurbishment of 20 CLCs is on-going. ELSA also secured BBF books for 6 CLCs in Malapatan.

- Save the Children refurbished 85 CLCs and distributed 26 BL modules and 2,550 kits to these facilities.
- Synergeia identified CLCs for refurbishment, and in some areas, IMs utilized the school elementary classrooms during weekends for ALS sessions.

Challenge

Refurbishments of ELSA and CLCs were delayed due the absence of appropriate structures to serve as learning centers.

Next step

Advise partners to involve the barangay LGU or PMT in the identification refurbishment, and maintenance of the CLCs.

IR 2: Strengthening capacity for teaching of English, science and math

A. English Proficiency Program

EDC and its partners implemented the English Proficiency Program (Course 1) during the summer months. Outcomes included positive teacher response to the training; Course 1 being implemented nationwide, and developed in collaboration with DepED; and, progress with planning for Course 2: Teacher as Facilitator.

Highlights

- Two TWGs were conducted to assess training activities for English and math. Teacher training practices were reviewed and improvements identified.
- Leveraged the expertise of Mindanao-based professionals from Teacher Education Institutions as well as local DepED to form part of the NEPP Design team, in partnership with DepED Central Office NEPP team. Members of the design team were assigned topics/lessons to develop, write, and deliver during the Training of Trainers. **Annex 2** is the list of members of the design team.
- EPP Course 2 focused on equipping teachers with skills to help students in the use of the English language and was successfully conducted with 36 participants, composed of professionals from the region and representing the training teams of implementing partners. **Annex 3** shows the training matrix with the topics and schedule of training. EPP Course 2 materials were immediately adopted for use by DepED in its nationwide National English Proficiency Program implementation.
- BBF books and learning aides were reviewed for relevance in relation to the topics of the EPP course, and then used as training materials. Similar BBF books were identified and packaged for classroom use to support application by the teacher participants to the EPP courses. Nearly 300,000 books and materials are dedicated for EPP-related activities.

B. Science Core Training Program

In partnership with UP-NISMED, EDC and its partners began designing the science

program which will provide intensive training to selected science mentors who will participate in three courses. Training courses focus on equipping teachers with the knowledge and skills required to teach specific content areas identified as ‘least learned’ by students. The courses build mentors’ capacity to share learning and disseminate information to other teachers in their schools or districts.

Highlights

- A science diagnostic test was conducted, in partnership with Center for Educational Measurement, with 1,424 teachers from Regions 9, 12 and the ARMM. The test was used to set a baseline on science competency of teachers, to inform the design of the training courses, and to be used as basis for the selection of mentors/participants to the science teacher courses. **Annex 4** displays a short statistical summary of the results of the diagnostic test.
- In partnership with UP-NISMED, a science training program Course 1 was developed, using the results of the diagnostic tests and the most current NAT results as references.
- A training of trainers with 39 participants coming from 7 Teacher Education Institutions and 5 DepED divisions was conducted on September 13-15, 2008. Partners contributed in reviewing materials, and suggesting indigenous, relevant, and practical substitutes. (see **Annex 5** for the Training Course Schedule).

C. Math Core Training Program

The first math core training course was conducted in the summer of 2008. The same cohort of teachers will return in October 2008 for the Course 2. This quarter, Course 2 preparations were completed.

Highlights

- A TWG was conducted to assess the implementation of the math summer training program. The design of math Course 2 was developed to cover ‘least learned’ skills and competencies for 3rd and 4th learning and grading periods.
- A training of trainers with 45 participants from 7 Teacher Education Institutions, 7 DepED divisions, and from Project Josie, in Bulacan, was conducted on September 16-18. Partners contributed in reviewing the materials, suggesting indigenous, relevant, and practical substitutes.

D. BEAM – EQuALLS2 Collaboration

EQuALLS2 continued to demonstrate the USAID–AusAID collaboration through the BEAM project. Now in its second year, the implementation of the pilot Reading Program in 24 schools provides a venue for exploring the application of pioneering and innovative measures to address the unique needs of ARMM schools. Further, EDC is actively discussing BEAM’s initiatives to train teachers on multi-grade instruction, as well as on classroom assessments.

Highlights

- 21 DepED NEPP mentors from ARMM participated in Training of Trainers. They were tasked to train all Grade 2 teachers on the Early Years Reading Intervention Program - 104 Grade 2 teachers from 24 schools were trained on this program.
- Explored collaboration for training on multi-grade instruction and attended a National Training of Trainers conducted by the Bureau of Elementary Education for Regional DepED trainers.

E. Support to IMPACT Schools

The focus during the reporting period in Culianan, Maasin, and Baas was in assisting documentation of experiences and lessons learned from prior interventions. These are very important contributions to DepED as it started to expand the implementation of the program to other schools in Mindanao. Teachers and administrators from these schools now serve as valuable resource persons and models for other schools.

Highlights

- With partners, conducted a quick assessment of UNICEF/SEAMEO-Innotech-assisted IMPACT schools in EQuALLS2 sites and met with SEAMEO to give feedback;
- Continued to provide technical assistance in the strengthening and institutionalization of IMPACT systems in Culianan, Maasin, and Baas Learning Centers by bringing them together as a group every quarter to share lessons and resources.

Challenges

- Review of the national DepED's NEPP training courses and influencing the revisions to improve the material and training relevance to the teachers was a challenge. Areas that were improved include: focus content areas, the framework for the delivery of the training; the extensive use of activities, stronger emphasis on classroom application, capacity building of local trainers; and well-written training modules. Subsequently, the modules, materials, and training approach were adopted for nationwide application under the National English Proficiency Program of the government.
- The active participation of the partners in the planning and design of the training programs continue to be a challenge. Their limitations in terms of manpower acting on specialist roles on a full-time basis have constrained their direct and active engagements as partners.
- BEAM is on its phase-out mode. There are plans for an extension only in the ARMM but there are no concrete plans yet on how the in-school component will continue on. There is a challenge to ensure that the gains made on the ground are assimilated and used by EQuALLS2 and partners.
- There is a need to review partner deliverables in terms of quantity, depth, and quality, as well as an assessment to see if the initial efforts provide indication that the project-end targets can be met.

- Having materials used in trainings immediately available to teachers increases the effectiveness of training and likelihood of classroom use. Procurement processes have been challenges.

Next steps

- Critical to English, science, and math training programs will be mentoring capabilities of participants. EDC will pull resources from DepED and partners in designing Course 3 for all subject areas. Course 3 focuses entirely on providing the participants with mentoring skills. Beyond the training, EQuALLS2 will engage in additional coordination with the DepED in providing the enabling environment to make mentoring effective.
- EDC will request partners to hire IR2 specialists, as provided for in their approved programs, to ensure active engagement in the design and to define and develop the bridge from core trainings to the refresher and training++ programs.
- Strengthen collaboration with BEAM and DepED structures assisted by the BEAM project. The objective is to tap all these building blocks that have been put in place. EDC's role will be to facilitate partners' involvement and engagement in this area.
- A participatory review process should be designed for partners and EDC to determine the accomplishments in reach and depth. Partners should be requested to present an implementation plan describing how the numbers, depth, and quality of IR2 programming are to be met until 2011.

F. Materials and Technology

Monitoring activities on how books are being used in schools were conducted to help guide planning for the management and distribution of books for year 3. Planning for ICT initiatives was also undertaken, with concrete targets and steps set for year 3.

Monitoring of BBF Books distributed during Brigada Eskwela

Highlights

- Monitored the use of books given during Brigada Eskwela in four schools (San Felipe ES, Panay ES, J. Marquez School of Peace, and Tamontaka ES).
- In schools where there are structured reading programs (ex. Synchronized Reading, DepED's Drop Everything and Read), books were used fully.
- Motivated teachers came up with their own book tracking systems.

Challenges

- Due to on-going conflict and natural calamities, classrooms were used as evacuation centers of affected residents and hideouts of military operatives, resulting in some losses of books.
- Some schools divided books among the different classes in a particular grade level, making the number of books for each classroom insufficient.

Next steps

- Work closely with partners to determine effective ways of orienting and communicating with school administrators and teachers various approaches or programs to maximize the use of books.
- Develop a more detailed monitoring system with partners to track the use of books in schools.

Planning for Management and Distribution of BBF Books

Highlights

- Engaged partners in the planning of a more strategic approach to distributing BBF Books. Partners were asked to budget for book distribution and book-related events such as book fairs. Partners, specifically Synergeia, suggested municipal-based book fairs in addition to the two major book fairs planned for the year.
- Re-designed the management of the book warehouses to better handle the increasing requests for BBF Books to support various program initiatives such as teacher trainings and IM trainings. The position of warehouse coordinator was created – one for each warehouse. The warehouse coordinator will be in-charge of managing the laborers, keeping an updated inventory of books and meeting the various requests of program specialists.

Next steps

- ELSA requested that a book fair be held at the Notre Dame Marbel University in October during their ESM mentor training. A team made up of EDC and ELSA partners was organized to plan and organize the book fair scheduled on October 27 and 28.
- Potential candidates for the warehouse coordinator position were interviewed in September.

Planning for ICT Initiatives

Highlights

- Reviewed and made concrete plans to implement ICT initiatives. The ICT strategy for Year 3 will focus on the establishment of technology hubs in 4 municipalities, introductory hands-on computer orientation & training for teachers and instructional managers, and the use of audio books in classrooms.
- Initiated a meeting with Microsoft's Academic Program Manager to discuss the possibility of engaging them as a partner to do teacher training.

Next steps

- Work with partners on the identification of schools that will pilot the audio book initiative. The target number of 100 pilot schools will be divided proportionately among the partners.
- Provide partners with general guidelines on the implementation and monitoring and evaluation of the audio books in the pilot schools.
- Procure 100 cassette players and arrange for distribution of players and audio books to pilot schools.

- Engage partners in the identification of municipalities where the technology hubs can be established.

IR 3: Improved relevance and training for out-of-school children and youth (OSCY)

During this reporting period, partners finalized their basic education and workforce development designs/framework. IYF/ELSA and Save the Children progressed the roll-out of their respective programs. EDC worked closely with partner counterparts to provide technical inputs and guidance to ensure the effective use of IR3 programs, the training of Instructional Managers and the administration of the Developmental Assets Profile (DAP).

A. ALS Programming

IYF/ELSA implemented ALS program offerings, enriched with support activities, such as sports, community projects and cultural celebrations. Save the Children reached a large number of OSY through basic literacy and life skills programs. Both partners ramped up workforce development/job readiness programs. For Synergeia, the quarter was devoted to preparatory activities for ALS courses.

Basic Education/Literacy Programs

Highlights

- All partners began basic education/literacy programs with 7,126 OSCY learners enrolled, broken down by partner and program, as shown in the table below.

Partner/Program	No. of Learners Enrolled
1. IYF-ELSA	
Basic Literacy	1,246
PEPT-Directed	2,983
2. Save the Children	
BLiSs	2,897
3. Synergeia	
LIFE	<i>(To be determined)</i>
Total	7,126

- ELSA lower-tier partners conducted review sessions to prepare 2,983 learners for the PEPT in November, using test assistance developed by Nagdilaab Foundation and DepED. Review sessions have been used in the past and have resulted in higher number of passers.
- In basic literacy classes, learners demonstrated improvements in basic literacy and numeracy.
- To provide more learning options to OSCY, Save the Children reformulated its 3L program into the Basic Literacy and Life Skills (BLiSs) program. The livelihood component of 3L was incorporated in the workforce development program design.

- Synergeia revised OSCY data for ALS programming, resulting in a reduction of numbers from its September 2008 database. Given the revised set of data, Synergeia is finalizing the number of learners who will take the LIFE course, based on a set criterion. Synergeia is also finalizing its PEPT-oriented program framework, putting together the materials to be used, and determining the number of prospective learners.

Challenges

- External factors affected the conduct of ALS programs. Some learners stopped, or attended ALS classes irregularly, due to armed conflict that broke out in a number of municipalities (included some cases of flooding - IYF/ELSA's experience).
- Lack of records of previous schooling, specifically DepED Form 138 (Report Card) is hindering some learners to register for the PEPT in November. Partners coordinated with DepED ALS coordinators to help learners secure supporting documents from the schools they last enrolled in.
- Giving partners opportunities to bring in innovative and creative ALS options is benefiting the project. However, in the case of Synergeia, technical assistance need to be extended to ensure the effectiveness of ALS program delivery including the quality of modules, capacity of IMs and PMTs to deliver the program on the ground.

Next steps

- To respond to the irregular attendance of learners as a result of conflict and other hindering situations, partners should deliberately employ alternative learning delivery modes such as tutorials and take-home modules, and by being flexible with schedules and learning processes.
- Synergeia will be assisted in expediting implementation of ALS offerings for Year 2, including finalization of an OSCY database.

Workforce Development Program

There was considerable interest among OSY in the workforce development program offerings of ELSA and Save the Children. Local businesses provided opportunities for in-plant or on-the-job training to learners.

Highlights

- 1,468 of the 2,529 OSCY enrolled in workforce development programs have graduated from trade training, such as welding and garment trades, shown by partner on the next page:

Partner/Program	Participants	Graduated
1. IYF-ELSA		
• Enrolled	325	86
• Attending in-center training	120	
2. Save the Children		
• STII	552	
• TBCST	1,532	1,382
Total	2,529	1,468

- Workforce development courses by ELSA were determined in coordination with TESDA, DOLE and DTI. These courses include welding, house-wiring, automotive mechanics, dressmaking, small engine mechanics, electricians, basic computer operations and massage.
- Relative to the supervised in-plant training of ELSA, the learners were fielded with various business establishments in Zamboanga, including a shipyard and garments center.
- STII and TBCST sessions were conducted by Save during the quarter, with 552 and 1,532 enrollees, respectively. Ninety percent (90%) of those enrolled in the 21 trade areas of TBCST completed short-term technology based skills training.
- Synergeia identified the learners per site and selected livelihood courses to be piloted in FY 2009, namely: carpentry, masonry, plumbing for males and baking and food processing for females
- Collaboration with TESDA-ARMM and Region XII worked well for ELSA. These agencies provided trainers and free use of their training centers. They also gave free assessment tests (both theory and actual - these typically cost PhP 1,300.00 per regular taker/trainee). Synergeia also collaborated with TESDA for technical assistance for its livelihood skills training.

Next Step

Partners need to set-up a system for post-training assistance to completers of its programs.

Training of Instructional Managers

The project now has 325 Instructional Managers who understand their roles and responsibilities and have the skills to deliver basic education/literacy programs.

Highlights

- 81 ELSA IMs were provided training in the following areas: Skills for Life, Life Skills for Employability; Adolescent Psychology, Portfolio Assessment, Facilitation Skills. They were also trained on developing positive work attitude and test taking skills and conducting review classes for OSCY.

- ELSA organized the CLC Management Committee (CLCMC) and the Barangay ALS Association (BALSA). The organizations are responsible for maintaining the CLC and ensuring a conducive learning environment for OSCY in their communities.
- Save hired, trained and deployed 85 YLFs to their respective assignments.
- Synergeia oriented 159 IMs on the project and introduced them to the concept and philosophy of alternative learning systems. They have also gone through 3 workshops on the LIFE modules.
- Regional meetings with IMs were held regularly by partners. During these meetings, IMs discuss their challenges and share experiences. They also receive enhancement trainings during these meetings.

Next step

As part of quality assurance, EDC will assess IM capacity to deliver ALS programs in relation to the common IM competency assessment tools.

Roll-out of DAP Tool

Highlights

Save the Children completed the training of 85 DAP Administrators for both island and mainland municipalities. It administered DAP T1 to 992 out of the 1,300 target sample learners. ELSA administered the test re-test to 203 respondents in selected areas from both islands and mainland sites to test the validity and reliability of the tool.

Challenges

The timeline for DAP Time 1 administration was not strictly followed due to the postponement of classes in areas affected by armed conflict and floods. In addition, Synergeia has yet to administer the DAP tool.

Next steps

The schedule for DAP Administrators Training and Time 1 administration for Synergeia will be finalized. Partners will be oriented on the interpretation of DAP Time 1 and Time 2 results. A data management workshop is planned for November to guide partners on the utilization of DAP results.

IV. MONITORING AND EVALUATION

An RFP was issued by EDC for the development of a project-wide database management system, software program for data processing, installation of the system and training of users within EDC and EQuALLS2 partner staff, which yielded 3 proposals. The evaluation of the proposals was undertaken by a Committee composed of the members of the M&E/MIS group of EDC, Materials and Technology Specialist (Yvette Tan) and Eric Peterson, who is in-charge of Network, Database and Web Server Administration at the EDC Head Office.

The development of the M&E System was commissioned to the Diliman Network Solutions Inc for a period of 6 months commencing July 15, 2008 at a total cost of PhP858,000.

Several meetings were conducted with Diliman to clarify requirements for data encoding or migration and report generation. Additional data capture forms were developed to ensure that data requirements are captured in appropriate formats. A meeting with the EQuALLS2 partner M&E/MIS Staff is set for October.

Partners' M&E Activities

ELSA continued to work with EDC on the M&E forms and database to ensure the provision of accurate and up-to-date information. Save the Children conducted activities that included 1) development of a database for OSCY and Teacher registration; 2) facilitation of Inter-IR M&E workshop to formulate M&E plans per IR; and 3) formulation of tools for the research on community capacity.

Next steps to address M&E issues include conducting an M&E TWG to: gather partners' target numbers across IRs for FY 2009 and beyond; validate the coordination protocol relative field visits of EDC RPOs; finalize the IM Competency Assessment Tool; and, provide continuing technical assistance to Service Provider in the development of the M&E System.

Baseline Data Consolidation

Partners finalized the identification of the barangays and schools they commit to assist and support under EQuALLS2 Project, as illustrated below:

Implementing Partner	Municipalities (N)	Barangays (N)	Schools (N)
Synergeia	11	174	227
IYF-ELSA	11	178	201
Save the Children	17	308	313
Total	39	660	741

Baseline data submitted by partners is being updated into a format that will allow more efficient data migration into the M&E system and eventual report generation.

V. PROJECT OPERATIONS

A. Outreach & Communications

EDC's Outreach and Communications team remained active in responding to program events, producing press releases, weekly highlights and other communications products. A summary of deliverables is as follows:

- 1 feature article published in the national magazine (Star Teacher Magazine)
- 4 EQuALLS2 articles published in the local newspapers in Mindanao
- 12 weekly highlights submitted to OEd/USAID selected by USAID Philippines for the Administrator's Weekly (USAID Washington)

- 3 news articles released to the press and published in respective websites
- Compiled *Weekly Highlights* and the *Our Stories* for the calendar year October 2007 to September 2008
- Successfully assisted US Ambassador Kristie A. Kenney's high-profile visit to Zamboanga City on July 10, 2008

Please refer to Annex 1 for a full range of Weekly Highlights, published articles and other communication products.

B. Administration and Human Resources

The main staffing change this quarter was the departure of EDC's Chief of Party, Mr. Bill Potter, who moved into a new Senior Technical Program Advisory role with the project. Mr. Marcial Salvatierra was promoted to Chief of Party, stepping up from his previous Deputy Chief of Party position. EDC consequently recruited Mr. Kevin Corbin to assume the vacant Deputy Chief of Party post. The leadership transition plan was fully discussed and agreed to with CTO Tom Crehan and jointly presented to USAID Mission Director Jon Lindborg.

Additionally, the project recruited 4 new field office staff positions this quarter - 2 Office Managers and 2 Warehouse Coordinators – aimed at bolstering EDC's ability to effectively support increasing EQuALLS2-wide activities and events, monitoring and support of partners' ramped up implementation, and maintaining overall effective checks and balances, and compliancy.

Procurement

On September 26, 2008, EDC submitted a request to USAID to waive the geographical code 000 for the purchase of 33 motorcycles for EDC's sub grant partner field operations, as follows.

- International Youth Foundation – 8 units
- Save the Children – 14 units
- Synergeia Foundation – 11 units

Procurement of 8 Ford Everest vehicles remained pending as the project continues to wait for VAT exemption approval. USAID's request for VAT exemption, on behalf of EQuALLS2, has been with the Bureau of Internal Revenue since May 2008.

The pending 8 vehicles will eventually be distributed for use by EDC Zamboanga (1), EDC Cotabato (1), Save the Children (3), IYF/ELSA (2), and Synergeia (1).

C. Security

Serious security concerns in EQuALLS2 sites intensified during the quarter, due to bombing incidents (Zamboanga in July and August); kidnapping threats and actual incidents (particularly in Basilan in August and September); security sensitive events (ARMM elections in August); and the actual outbreak of clashes between the MILF and GRP forces in August and September. These security threats and incidents resulted in the

suspension of some project activities, at one point affecting 13 of the 39 EQuALLS2 sites at the height of the security incident build up. Though limited in geographic scope and duration, these disruptions resulted in some shortfalls in achieving project targets, particularly in classroom construction and repair, out of school youth reach, community mobilization, and teacher training.

Pursuant to EDC’s regular security planning, and in view of these heightened security incidents, EDC undertook the following measures during the quarter:

- Finalized its security plan
- Intensified its day to day security monitoring activities and accessing security updates both from USAID and other sources (such as the UN system and partners such as save the Children)
- Shared security updates with USAID and other partners
- Provided security awareness training for EDC staff
- Facilitated the provision of security training for EDC’s partners’ staff

VI. FY 2009 QUARTER 1 WORKPLAN SUMMARY

Program Component	Activities	Implementing Partner/Org	Dates
IR 1	TWG meeting to facilitate sharing of partners’ experiences in administering the organizational capacity assessment tools and capacity building plans	ELSA and Save	November
	TWG meeting to finalize community incentive grants guidelines	All partners EDC technical team and IR1 senior advisor	November
	Technical assistance to Synergeia in the administration of the tools	Synergeia	December
	Conduct field visits and observation of partner community engagement processes as part of regular quality assurance monitoring. Partner key activities expected are the following: Barangay school board formation (Synergeia)	EDC RPOs	October-December

Program Component	Activities	Implementing Partner/Org	Dates
	Education and skills planning (Save) PTCA and LSB assessments (Synergeia) Institutional capacity building training (all partners)		
IR 2	Support to partners' teacher training activities across all areas	EDC	October-November
	Guidance to the formulation of partners' annual (Y2) workplans	EDC	October
	NEPP Course 3 Design for training and modules development	EDC and resource persons/ institutions	November-December
	Procurement and distribution of math and science classroom materials	EDC and partners	
	BEAM-EQuALLS2 Cycle 6 Trainings	BEAM and EQuALLS2	November
	Book Fair with the Ambassador	EDC and partners	November
	Exploratory meetings with prospective host institutions for ICT hub	EDC	November
	Design workshop for math and science	EDC and UP NISMED and partners	December
	Modules development, materials preparation	EDC and partners and resource persons	December
IR 3	Development of technical guidance notes to set common standards for workforce development and livelihood skills training program	EDC Technical Advisors	November-December
	Conduct workshop on use of BBF books for ALS	EDC and partners	November
	Conduct DAP data management workshop	All partners EDC Technical Adviser	November
	Conduct field visits and observation of partner OSCY program options as part of regular quality assurance	EDC and All partners	October-December

Program Component	Activities	Implementing Partner/Org	Dates
	monitoring. Main activities to be monitored include the following: <ul style="list-style-type: none"> - Basic literacy with life skills program (all partners) - Workforce development program (ELSA and Save) - Short-term livelihood and skills training/industry immersion programs (Save) - LIFE (Synergeia) 		
M&E	Review of performance indicator targets over the project term	EDC and all partners	November
	Preparation of municipal profiles in collaboration with O&C	EDC	(Continuing activity)
	Test run/start up of EQuALLS2-wide management information system	EDC	December
	Development of protocols for operations research	EDC	December
Outreach and Comm	Major events to be covered: <ul style="list-style-type: none"> • Book Fair at the Notre Dame of Marbel University (NDMU) in Koronadal. • Nicholas Higgins, State Department Senior Country Coordinator's visit to an Ayala and Tetuan Technical Voacation School for OSY in Zamboanga. • Tom Crehan, Chief of the Office of Education, USAID Philippines' visit to EQuALLS2 Young Leadership Camp in Zamboanga City. 	EDC and ELSA Save the Children and EDC ELSA and EDC	
	O&C Regular Meeting		
Grants Management	Review of Partners' Year 2 plans and budget	EDC with Partners	October
	Quarterly financial reviews (covering July-Sept'08)	EDC with Partners	October-November

Education Quality and Access for Learning and Livelihood Skills 2 (EQuALLS2) Project
 Quarterly Report: July – September 2008

Program Component	Activities	Implementing Partner/Org	Dates
	Field level observation of selected Partners' activities on the ground	EDC with Partners	November-December
	USAID risk-assessment audit	EDC	November-December
	Grants TWG meeting	EDC with Partners	December 16
	Closure of Save the Children's Transition grant (ended Oct. 31, 2008)	EDC and Save the Children	November

ANNEX 1

Annex 1

EDC/EQuALLS Quarterly Report
April – June 2008
Outreach and Communications Quarterly Summary Highlights

The following twelve (12) Weekly Highlights were submitted to OEd/USAID during the quarter.

1. Weekly Highlights (July-September 2008)

Title	Dates
USAID mobilizes community engagement and social preparation for education improvement interventions	June 30-July 2, 2008
USAID supports education and skills training for street children and youth in Zamboanga City	July 7-12, 2008
USAID education project kicks off science training	July 21-25, 2008
USAID strengthen community engagement in education in Buldon Municipality-ARMM	July 28-August1, 2008
Unemployed college graduates trained as Instructional Managers (IMs) for late work with Out-of-School Children and Youth (OSCY) in the ARMM	August 4-8, 2008
189 Out-of-School Children and Youth (OSCY) pass DepED's Accreditation and Equivalency (A&E) Test to gain increased employment and education options	August 11-15, 2008
USAID provides training, tools, and enterprise facility for Out-of-School Youth (OSY) in Mindanao	August 18-22, 2008
30 DepED School Administrators in the ARMM gain leadership and management skills from USAID	August 25-29, 2008
USAID project helps educators and displaced schoolchildren cope with conflict in Cotabato, Mindanao	September 1-5, 2008
USAID launches skills training for Out-of School (OSY) in 17 municipalities in Mindanao	September 8-12, 2008
USAID's EQuALLS2 Project trains 85 educators as trainers in science and math	September 15-19, 2008
USAID strengthens leadership and management skills of 265 school principals in Mindanao	September 22-26, 2008

2. News Articles published with local and national press during the quarter

One (1) feature article was published in a national magazine.

Title	Date Published	Description/Type	Name of Newspaper
GOING SOUTH: The EQuALLS2 project makes a difference in the lives of Filipino teachers and students in Mindanao	July 2008	Feature Article	Star teacher Magazine

Four (4) articles were released and published in the local daily newspapers in Mindanao.

Title	Date Published	Description/Type	Name of Newspaper
US Ambassador Kristie Kenney's visit to Zamboanga City	July 11, 2008	Photo Release	Daily Zamboanga Times
Mayor thanks US, Kenney for pursuing project in Zambo	July 11, 2008	News Release	Zamboanga Today
US Ambassador Kristie Kenney's visit to Zamboanga City	July 11, 2008	Photo Release	Zamboanga Today
Us Ambassador Kristie Kenney's visit to Zamboanga City	July 13, 2008	Photo Release	Daily Zamboanga Times

3. News articles published in websites.

Three (3) news articles released to the press and other institution which were published in their websites.

Title	Date Published	Description/Type	Name of Newspaper
Esperon, Kenney donate USAID projects in Basilan, Zamboanga	July 11, 2008	News Release	Inquirer.net http://inquirer.net/
Peace Secretary, US Ambassador turn over USAID projects in Basilan, Zamboanga	July 12, 2008	News Release	Inquirer.net http://inquirer.net/
US Ambassador Kristie Kenney's visit to Zamboanga	July 14, 2008	Photo Release	SunStar General Santos http://sunstar.com.ph/gensan

4. List of High-Level PR events (July-September 2008)

Events	Dates	Officials Present
US Ambassador Kristie Kenney's visit to Zamboanga, Western Mindanao	July 10, 2008	Sec. Hermogenes Esperon, Presidential Adviser on the Peace Process; Jon Lindborg, USAID Philippines Mission Director; Jum Jainuddin Akbar, Basilan Governor

U.S. Ambassador's Visit to Zamboanga City

July 10, 2008

Social Development Center
Barangay Santa Barbara, Zamboanga City



US Ambassador Kristie Kenney reads a story with Zamboanga City's former street children of who are now under the care of the city's Social Development Center. With the ambassador are (from L to R) Philippine Presidential Adviser on Peace Process Hermogenes Esperon, USAID Philippines Mission Director Jon Lindborg, and Zamboanga City Mayor Celso Lobregat.



Ambassador Kenney leads the ribbon-cutting ceremony of the Social Development Center's Reading Corner. With Ambassador Kenney are (from L to R) Lindborg, Esperon and Lobregat (right). The ambassador also donated 640 books for the center's mini-library and (above) visited an ongoing livelihood training on papercraft for the 26 youth housed in the center.



U.S. Ambassador's Visit to Zamboanga City

July 10, 2008

Social Development Center
Barangay Santa Barbara, Zamboanga City

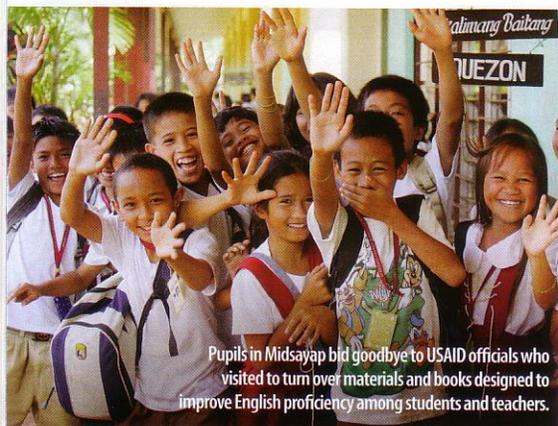


Ambassador Kenney observes the ongoing livelihood training on papercraft for the 26 youth housed at the Social Development Center (left). Also in photo is USAID Philippines Mission Director Jon Lindborg. The ambassador (above) turns over books for the center's newly inaugurated mini-library.



Ambassador Kenney shares light moments with former street children who are now under the care of the city's Social Development Center. USAID, through EQuALLS2 Project aims to improve the education sector in Mindanao by offering a core set of interventions designed at increasing access to education for elementary schoolchildren, and relevant learning and livelihood skills training for out-of-school youth.





Pupils in Midsayap bid goodbye to USAID officials who visited to turn over materials and books designed to improve English proficiency among students and teachers.



A Muslim student in Midsayap, North Cotabato enjoys one of the books provided by the EQUALLS program.

Going South

The EQUALLS 2 project makes a difference in the lives of Filipino teachers and students in Mindanao. *By Marla Miniano*

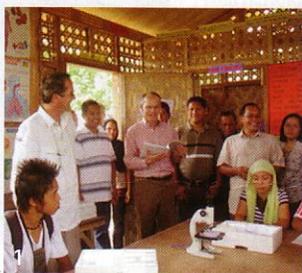
What is EQUALLS 2? Education Quality and Access for Learning and Livelihood Skills phase 2 is a project of the United States Agency for International Development (USAID). It aims to increase access to quality education for elementary school children, and provide relevant learning and livelihood skills training for out-of-school youth. This project is implemented under the coordination of the Education Development Center (EDC), in partnership with a team of international and local organizations with expertise in education and youth development in Mindanao. This project is carried out in cooperation with the Department of Education, local government units, local school boards, and education stakeholders in the community. It started in August 2006 and will be implemented until July 2011.

EQUALLS 2 focuses on two basic areas: 1. IMPROVING INSTRUCTION

- Conducts teacher training programs on improving instruction of English, science, and math
- Aims to raise teachers' competency in English (A diagnostic test in 2005 showed that teachers remain in the 4th grade level.)
- Used to focus on pedagogy, but now recognizes the need to pay proper attention to content knowledge

2. THE OUT-OF-SCHOOL YOUTH

- Caters to 100,000 young people all



(L-R) 1. Tom Crehan, USAID Chief of Office of Education, William Potter, Chief of Party of EQUALLS 2, and Paglat Mayor Abdulkarim Langcuno visit learners and community leaders at Damalusay Learning Center, chosen as the best learning center in Paglat, Mindanao. 2. At the municipality of Bongao, USAID's village reading program teaches parents to enhance their kids' storytelling experience by creating unique visual materials that represent characters in the story.

over Mindanao, who have the option to a) take short courses, then take the high school equivalency exam and go to college or look for work; b) take a placement exam and take part in programs for kids who want to go back to school; c) learn basic literacy and math; d) gain vocational and skills training.

■ Local college graduates in the area serve as the main instructional managers within the community.

What you can learn from them:

"We focus on improving instruction, and during the earlier stages of the project, we used to concentrate on pedagogy—telling teachers that they need to be more student-centered and constructivist in their approach, that they need to learn together and share knowledge with their students,"

says William Potter, Chief of Party of EDC. "We want classrooms to be more interactive, and teaching styles to be less traditional. But through the diagnostic tests we conducted, we discovered that we should be boosting content knowledge first before technique. Our goal is to balance out these two components (content and technique) eventually."

What you can do to help: Potter tells us, "Educate yourself on the situation of the people living in areas of conflict and poverty, and keep an open mind. Maybe some of you can form a support network, where better-resourced schools can develop online materials to share with lower-performing schools. You can even have a summer exchange program. You just have to play a small role and do your part in making an impact."



USAID
FROM THE AMERICAN PEOPLE



EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

June 30-July 4, 2008

USAID mobilizes community engagement and social preparation for education improvement interventions



Community leaders from Dawa-Dawa community in Zamboanga Sibugay province share their ideas with teachers and other education stakeholders as they formulate a comprehensive Community Education and Skills Plan. The workshop was part of the Pangkat-Aralan, a community empowerment and social preparation activity to jump-start the USAID's EQuALLS2 project in the newly identified project areas.

From April to June 2008, USAID's EQuALLS2 project through its implementing partner Save the Children Foundation, conducted community engagement and social preparation workshops - *Pangkat Aralan* - in 305 Mindanao EQuALLS2 community sites. *Pangkat Aralan* is a consultative community planning process where participants address concerns and priorities in education, resulting in the adoption of a community education and skills plan. Sectors represented in the *Pangkat Aralan* include barangay (village) councils, parents-teachers-community associations, and student/youth leaders both in and out of school. Community capacity-building to support education is one of USAID-EQuALLS2's strategies to improve access to basic education for Mindanao's children and youth, particularly those residing in poverty and conflict-affected areas.



EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

July 7-11, 2008

USAID supports education and skills training for street children and youth in Zamboanga City

On July 10, U.S. Ambassador Kristie A. Kenney inaugurated reading corners, donated 640 books, read stories to street children, and applauded youth undergoing training in papercraft in Zamboanga City in Mindanao, as part of USAID's assistance to improve education and livelihood skills for Mindanao's children and youth. The event was held at the city's Social Development Center for street children and youth in barangay Santa Barbara. Ambassador Kenney was joined by Secretary Hermogenes Esperon Jr., the Philippine President's Chief Adviser for the Peace Process, USAID Director Jon Lindborg, Zamboanga Mayor Celso Lobregat and city education and training officials.

Similar assistance is being provided by USAID to 38 other municipalities and cities in Mindanao, as part of the USAID funded EQuALLS2 project. EQuALLS2 aims to provide greater access to quality education and livelihood skills to Mindanao's poverty and conflict-affected children and youth through improved science, math and English teaching, training of 100,000 out of school children and youth in literacy and livelihood skills;



US Ambassador Kristie A. Kenney is engaged in a storytelling session with former street children under the care of Zamboanga City Social Development Center along with the Philippine Presidential Adviser on Peace Process Hermogenes Esperon, USAID Philippines Mission Director Jon Lindborg, and Zamboanga City Mayor Celso Lobregat. USAID's EQuALLS2 Project provided a total of 640 new books to augment the learning materials in the center's mini-library, installed a reading corner, and provided papercraft livelihood training for 26 youth staying at the shelter.



EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

July 21-25, 2008

USAID education project kicks off science training

On July 19 and 20, USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project administered science diagnostic tests for 1,471 science grade school teachers in region 9, region 12 and the Autonomous Region in Muslim Mindanao. The results of the test will serve as baseline data for EQuALLS2 project's science training program for teachers, and help the Department of Education and EQuALLS2 in selecting teacher participants and in finalizing its training design for the core science training. The test was administered by the Center for Education Measurement (CEM), a well recognized local institution specialized in educational testing and research. From April to May this year, the EQuALLS2 project has also trained a total of 2,454 math teachers, both on content and effective teaching strategies. EQuALLS2 is a five-year education project that aims to strengthen the teaching capacity of public elementary school teachers in the core subjects English, science and math, particularly in Mindanao's poorest and most conflict-prone areas.



Public elementary school science teachers in Mindanao used to grapple with lack of skills and resources for effective science teaching. USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project helps fill the gap by providing training in both content and pedagogy, and being provided with books and other learning materials. EQuALLS2 is also focused on improving teaching in math and English.



EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

July 28-August 1, 2008

USAID strengthens community engagement in education in Buldon Municipality-ARMM



USAID Office of Education Chief, Mr. Thomas Crehan, talks to youth and Sangguniang Kabataan (SK) leaders, youth sector representatives, during the Education Summit in Buldon, Shariff Kabunsuan. Crehan emphasized that the success of the EQuALLS2 Project highly depended on the support of all education stakeholders in the community.

Buldon Municipality, in the Autonomous Region in Muslim Mindanao (ARMM), conducted its first Municipal Education Summit on July 24, 2008, with assistance from the USAID-funded Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project. More than 250 stakeholders, led by the Municipal Mayor and the local school board, embraced education quality as a priority, building community-wide consensus and support to education. This approach, established by implementing partner Synergeia Foundation, is an effective tool in conflict and post-conflict regions in engaging communities in increasing learning opportunities for their children and youth, and is followed up by a comprehensive set of EQuALLS2 Project activities.

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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

August 4-8, 2008

Unemployed college graduates trained as Instructional Managers (IMs) for late work with Out-of-School Children and Youth (OSCY) in the ARMM

From July 18-28, 2008, 161 unemployed college graduates in the Autonomous Region in Muslim Mindanao (ARMM) were trained as Instructional Managers (IMs) by Synergeia Foundation, a lead implementing partner of the USAID-funded Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project.

Successful candidates will be hired as IMs to provide direct training to Out-of-School Children and Youth (OSCY) in Paglat, Datu Paglas, Barira, Buldon, Marawi City, Ganassi, Kapatagan, North Upi, Jolo and Patikul Municipalities, where drop out rates are high, due to intermittent armed conflict and extreme poverty. This is part of the Community-Based Learning System (CBLS), an instructional approach aligned with DepEd's Alternative Learning System (ALS), the innovative literacy and livelihood skills program that prepares OSCY for reintegration into formal education system or employment by improving access to relevant life skills training for children and youth, as a strategy of increasing literacy and economic opportunities.



Formerly unemployed college graduates from Marawi City work on a group presentation in an Instructional Manager Training, conducted by USAID-EQuALLS2 implementing partner Synergeia Foundation, in preparation for the start of Community Based Learning System (CBLS) classes in August 2008.



EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

August 11-15, 2008

189 Out-of-School Children and Youth (OSCY) pass DepED’s Accreditation and Equivalency (A&E) Test to gain increased employment and education options

The USAID-funded Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project has been implementing an alternative learning system (ALS) program for out of school children and youth (OSCY) in poverty and conflict-affected communities in Mindanao. 189 of these OSCY recently successfully passed the Accreditation and Equivalency (A&E) test administered by the Department of Education.

With the A&E certificate, these OSCY gain additional options for further formal education, further skills training and employment. And many of these youth will move on to gain work readiness and livelihoods skills training to prepare them for employment. EQuALLS2 aims to assist 100,000 OSCY in these marginalized areas of Mindanao by 2011.



Anisa, 16, is a high school drop-out from the town of Paglat, Maguindanao Province, who successfully completed the USAID-EQuALLS2 Alternative Learning System (ALS) program. She plans to train also as an ALS teacher to reach out to children and youth like her, who did not have the opportunity to complete formal schooling.



EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

August 18-22, 2008

USAID provides training, tools, and enterprise facility for Out-of-School Youth (OSY) in Mindanao

Out-of-School Youth in Dinas, Zamboanga del Sur received six sewing machines on August 11, 2008, from the USAID-funded Education Quality and Access for Learning and Livelihood Skills 2 (EQuALLS2) Project and its implementing partner Save the Children. This follows livelihood skills training, assistance in organizing into guilds, and the establishment of a youth enterprise facility.

During the launching ceremony of the facility, the Technical Education and Skills Development Authority (TESDA), and other government units, signed a memorandum of understanding, expressing full support to the youth and project. Additionally, the Municipal Legislative Council (through Mayor Wilfredo Asoy, Jr.) pledged Php. 100,000 to assist in the effective operation of the new enterprise facility.

The enterprise facility serves as a sustaining mechanism for skills trainings provided to Out-of-School Youth to increase their employment opportunities and ability to generate income. The facility will be a venue for the training graduates to practice their sewing skills. Follow-on 'Basic Entrepreneurship Training' is provided to the youth to equip them with skills on enterprise operation and management, including basic business planning, marketing, and bookkeeping. The USAID-funded EQuALLS2 Project aims to set up additional enterprise facilities to provide relevant life skills and employment opportunities to out-of-school youth in Mindanao.



Out-of-School Youth use sewing machines to make bags and slippers, provided by USAID-funded EQuALLS2 Project. The 'Bag and Slippers Makers Guild', composed of Out-of-School Youth (OSY), have undergone livelihood skills training and is the first of five guilds in Dinas Zamboanga del Sur to launch their Youth Enterprise Facility.



EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

August 25-29, 2008

30 DepED School Administrators in the ARMM gain leadership and management skills from USAID

Thirty DepED School Administrators from Marawi City and Lanao del Sur municipalities of Ganassi and Kapatagan, in the ARMM, participated in leadership and management skills training on August 20-21, conducted by USAID-funded Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project through implementing partner, Synergeia Foundation. The training empowers School Administrators to develop and strengthen leadership and management skills, improving education quality. The training emphasized the adoption of an open and democratic leadership style and the strengthening of the relationship between schools and communities to provide a base of support for educational leadership reforms in the Autonomous Region in Muslim Mindanao (ARMM).



Luigi Bernas, of Synergeia Foundation, works with School Administrators in Iligan City. At this training, he emphasized approaches, techniques, and skills needed to encourage leadership, good management, and educational practices.

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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

September 1-5, 2008

USAID project helps educators and displaced schoolchildren cope with conflict in Cotabato, Mindanao



Midsayap, Cotabato Province teachers dramatizing a conflict scenario in school.

To help teachers and students cope with conflict-caused disruptions to schooling and learning, 42 teachers and 4 district supervisors from 14 schools in Midsayap, Cotabato Province attended the 'Peace Space' training on August 20-21, conducted by the USAID-funded Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project, through implementing partner, Save the Children. The training prepares teachers to assist displaced students in dealing with the disruptions to their normal life caused by the on-going conflict. The 'Peace Space' concept was developed by Save the Children to respond to conflict caused disruption of school and normal day-to-day activities of children. It includes psychosocial activities that foster healing and cooperation.



EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

September 8-12, 2008

USAID launches skills training for Out-of-School Youth (OSY) in 17 municipalities in Mindanao

This September, USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project launched its short term livelihood skills trainings for out of school youth (OSY) in 17 municipalities, through implementing partner, Save the Children. A total of 85 villages with 2,550 OSYs, ages 15-24 years will receive training under the title/category of Technology-Based Community Skills Trainings (TBCST).

A single training group is usually composed of 30 OSY who will be trained for 9-21 days in locally demand-driven trade skills, identified through community consultation. Among the trade skills identified include Food Preservation, Baking, Fish Processing, Driving and Automotive, Welding, Beauty Care, and Finished Carpentry. EQuALLS2/ Save will provide demonstration materials and start-up kits and the Philippines' Technical Education and Skills Development Authority (TESDA) will provide the training particularly the resource persons. Graduates of these training will receive TESDA standard-certificates to gain employment using their new skill.



An OSY receives USAID-EQuALLS2 provided welding gloves and mask from Salug Municipal Mayor Jesus N. Lim (left) and Julio P. Agarano of EQuALLS2 partner Save the Children (center) during the launch of the Technology-Based Community Skills Training in Salug, Zamboanga del Norte.



EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

September 15-19, 2008

USAID's EQuALLS2 Project trains 85 educators as trainers in science and math



Elementary teachers and Department of Education supervisors work together to form a three-dimensional display of landforms and water forms. Local materials (such as flour, mixed with water and salt) are used to design creative activities to teach science and math concepts in class.

From September 13-18, USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project trained a total of 60 science and math trainers from Mindanao. These trainers, all educators from Mindanao teacher training colleges, will cascade this information to over 700 public elementary school teachers throughout the region. The trainers were divided into three core grade levels, where competencies were developed.

25 Department of Education supervisors from the Autonomous Region in Muslim Mindanao (ARMM) and Regions 9 and 12 also participated in the training. Upon seeing new and innovative ways of teaching science and math concepts, the supervisors

committed to supporting the cascading trainings and helping to implement the corresponding mentoring program. Math and science education experts of the National Institute for Science and Mathematics Education and Development (NISMED) of the University of the Philippines provided the resource persons for the training.



EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

September 22-26, 2008

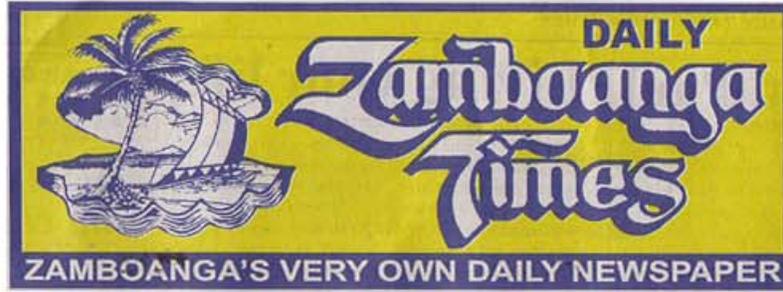
USAID strengthens leadership and management skills of 265 school principals in Mindanao

This month of September, 265 Department of Education public elementary school administrators from the provinces of Zamboanga del Norte, Zamboanga Sibugay, and Zamboanga del Sur, and from the cities of Zamboanga and Isabela in Region 9, participated in school leadership and management skills training. This was conducted by the USAID-funded Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project through its implementing partner, Save the Children. Apart from giving basic finance, administrative and management skills, the training also emphasized the importance of adopting a transparent and democratic leadership style, and involving communities in school decision making to improve educational access and achievement.



Public elementary school principals discuss a workshop task on their role as instructional management leaders and supervisors during a USAID-funded principals' training in Zamboanga City in September.

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Friday, July 11, 2008

Daily Zamboanga Times
Volume 24 No. 47, Friday, July 11, 2008, front page
Photo and caption by Joey Bautista



US Ambassador Kristie Kenney is assisted by Mayor Celso Lobregat, OPPAP Sec. Hermogenes Esperon and USAID Mission Director John Lindborg during the ceremonial ribbon cutting for the EQUALLS program at the SDC in Sta. Barbara, this city yesterday. — Joey Bautista



Mayor thanks US, Kenney for pursuing projects in Zambo

Mayor Celso Lobregat joined US Ambassador Kristie Kenney yesterday morning in turning over books and reading materials and computer units with internet connection to

Mayor/p.10

Zamboanga Today

*Volume IX No. 268, Friday, July 11, 2008, front page
"Mayor thanks US, Kenney for pursuing projects in Zambo"*

Mayor...

school-beneficiaries of two projects of the United States Agency for International Development (USAID)

The Social Development Center (SDC) in Barangay Sta. Barbara was chosen as the recipient of a collection of books for its mini-library, a reading corner, and skills training for out-of-school youth.

The ambassador, who is an adopted daughter of Zamboanga, has a soft spot for children and the education of children because both her mother and grandmother were educators, read a book to several street children who are currently residents of the center.

In his message of appreciation, Mayor Lobregat happily announced that the Social Development Center already has 71 inhabitants who attend public elementary and high schools. The center also sends residents to college; in fact, the mayor said, one Badjao center resident already graduated from college.

Despite her short visit to the city, the US envoy has accomplished many projects concentrated on two "Es": education and environment, according to Lobregat.

He expressed gratitude to the government of the United States through Ambassador Kenney for continuously considering

Zamboanga City as one of its beneficiaries of its numerous projects.

Kenney and her delegate also watched some youth hard at work to produce novelty paper from cogon grass during her SDC visit.

From Sta. Barbara, Kenney and party proceeded to Cabaluay National High School in Barangay Cabaluay for the turnover of seven computer units with internet connection.

Ambassador Kenney challenged students to grab the future by achieving their dreams through the opportunities afforded to them.

Sec. Hermogenes Esperon, Presidential Adviser on the Peace Process, told students of the new opportunities offered to them

through the acquisition of the computer units.

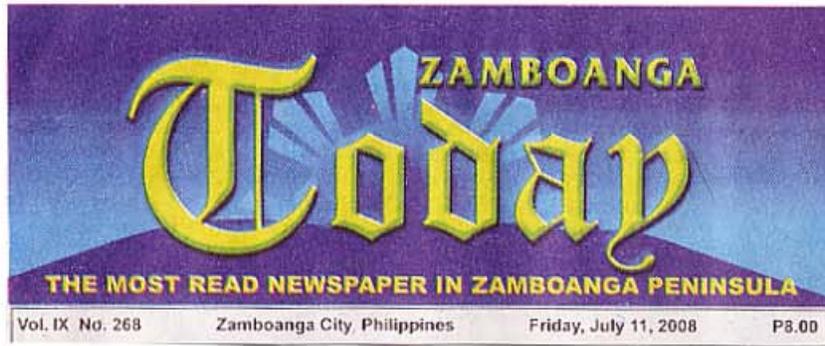
"Before, we had to contend ourselves with the classrooms and our wonderful teachers," Esperon said. "Now, with just one click, you get connected, you get updated. You become citizens of the world."

The books and reading corner donation was carried out by EQUALLS or Education Quality and Access for Learning and Livelihood Skills while the Computer Literacy and Internet Connection (CLIC) was implemented through GEM or Growth with Equity in Mindanao.

Ambassador Kenney, Sec. Esperon and Mayor Lobregat were joined by USAID Mission Director Jon Lindborg, USAID Education Chief Tom Crehan, TESDA Deputy Director General for Communities and Local Government Services Pastor Guiao, City Schools Division Superintendent Dolores Alcantara, City Social Welfare and Development Officer Francisco Barredo, City Human Resource Management Head Erlina Sanchez, Social Development Center Head Asda Gonzales, OIC Pedro Natividad, Sta. Barbara Barangay Chairman

Abdulhamid Irin, Cabaluay Barangay Chairman, Cabaluay National High School Principal Zandro Sepe, Cabaluay PTCA President Eduardo Agapay, teachers, parents and students.

Prior to the twin events, Ambassador Kenney and Mayor Lobregat released a 12-year old green sea turtle at the Paseo del Mar. The turtle was named Espiritu de Paz de Zamboanga, meaning "spirit of peace in Zamboanga" by the ambassador herself. *(Claudine Uniana/City Hall PIO)*



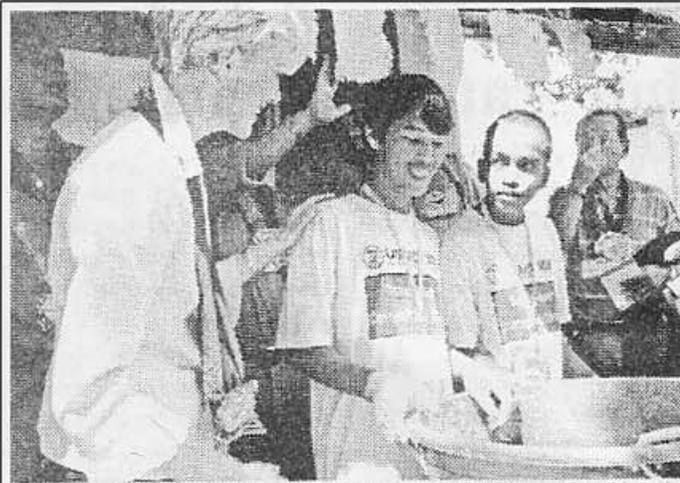
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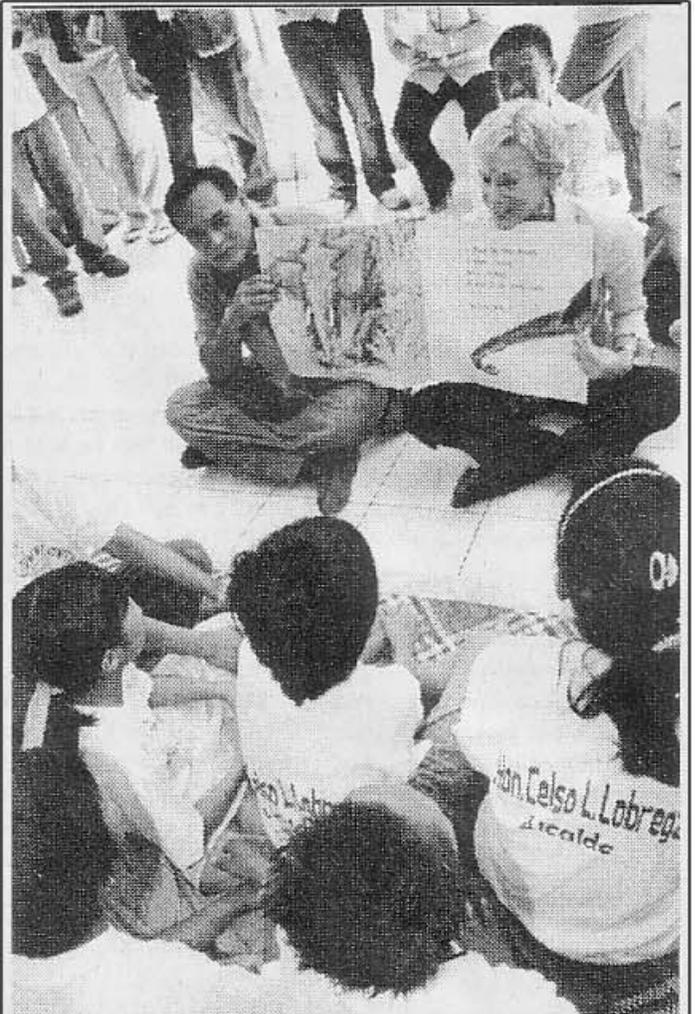
US AMBASSADOR Kristie Kenney, assisted by Mayor Celso Lobregat engages Social Development Center (SDC) abandoned children in public reading after inaugurating the SDC reading center Thursday. **JOEY BAUTISTA**

Daily Zamboanga Times

Volume 24 No. 49, Sunday, July 13, 2008, front page



Making paper out of Cogon leaves. US Ambassador Kristie Kenney talks to out-of-school youth undergoing handicrafts making training through the USAID-funded Education Quality and Access for Learning and livelihood Skills (EQuALLS2) Project and the Philippines' Technical Education and Skills Development Authority (TESDA). The EQuALLS2 project is now on its phase two and has been assisting out-of-school children and youth (OSCY) to re-enter the formal education system by providing alternative learning classes or alternatively, by building on their employability and income-generating potentials through short-term skills training. — EQuALLS2



US Ambassador Kristie Kenney, assisted by Mayor Celso Lobregat, engages Social Development Center (SDC) abandoned children in public reading after inaugurating the SDC reading center Thursday. — *Joey Bautista*

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Esperon, Kenney donate USAID projects in Basilan, Zamboanga

First posted 14:18:07 (Mla time) July 11, 2008
INQUIRER.net

LAMITAN, Basilan -- US Ambassador Kristie A. Kenney and Secretary Hermogenes Esperon, presidential adviser on the peace process, has inaugurated a bridge built here by the American government in partnership with the provincial and municipal governments and the Autonomous Region in Muslim Mindanao (ARMM).

The new 42-meter Camanse Bridge, constructed by USAID's Growth with Equity in Mindanao (GEM) Program, connects seven barangay (villages) and part of the neighboring municipality of Tipo-Tipo with Lamitan City, a major RoRo port and trading hub in Basilan. The bridge replaced an old spillway which regularly overflowed, posing a danger to travelers who used it to cross the Camanse River.

Kenney said that the bridge was one of 870 infrastructure projects constructed by USAID throughout ARMM and conflict-affected areas of Mindanao, and one of 40 in Basilan.

"We are always ready to work with our Philippine partners in support of peace and economic development," Kenney said.

"This is not only a bridge for providing access, it is also a bridge for building friendship and solidarity," said Esperon.

Present at the inauguration were Governor Jum Jainuddin Akbar, Lamitan Mayor Roderick Furigay, USAID Mission Director Jon Lindborg, and USAID Economic Growth Advisor Robert Barnes.

"This past year, we've seen positive changes in our city's economy, brought about by assistance provided by USAID," said Mayor Furigay. "There are two earlier GEM infrastructure projects which are getting great results -- the RoRo facility in our port and the Tuburan road improvement. I'm certain the Camanse Bridge will show the same positive results."

The party met with Hatimil Hassan, vice chairman of the Moro National Liberation Front (MNLF) and members of two GEM-assisted MNLF cooperatives, led by Hji Hussin Narimin, former finance officer of the 2nd MNLF Mobile Battalion, and Isni Undi, an MNLF member.

USAID has assisted approximately 28,000 MNLF members throughout Mindanao, including about 1,700 in Basilan, to make the transition from being combatants to being productive rice, corn, or seaweed farmers.

"The collaborative efforts of the US and Philippine governments demonstrate to the Islamic Ummah the concern and support of these agencies for the well-being of the Bangsamoro people," said Vice Chairman Hassan.

Esperon and Kenney turned over a motorboat engine assembly to serve as part of a live fish transport facility for the Tubigan Multi-purpose Cooperative of Maluso, and witnessed the signing of a sales agreement by the Al Fathi Islamic Producers Multipurpose Cooperative, which had been assisted by the GEM Program in fishpond cultivation.

They also met with Mayor Furigay and members of the Autonomous Basilan Islamic Chamber of Commerce and Industry, which has worked to expand economic activity in the province with US government assistance.

"One of our chamber's milestones was holding 5th ARMM Business Congress in 2006, with USAID support," said Jann Jakilan, president emeritus of the chamber, and also an MNLF commander. "It opened up new markets and got the local business community going. It built up our confidence in ourselves, and the confidence in us of businessmen outside Basilan."

Kenney and Esperon called on Mayor Celso Lobregat in Zamboanga City where they launched a USAID-funded program for street children by the Education Quality and Access for Learning and Livelihood Skills (EQuALLS2).

They also turned over computers and an Internet installation provided under GEM's Computer Literacy and Internet Connection (CLIC) project to the Cabaluyan National High School. The CLIC project has assisted 672 schools with an estimated 565,000 students across Mindanao.

The GEM Program is implemented with the oversight of MEDCo.

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Peace Secretary, US Ambassador turn over USAID projects in Basilan, Zamboanga

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Present at the inauguration were Governor Jum Jainuddin Akbar, Lamitan Mayor Roderick Furigay, USAID Mission Director Jon Lindborg, and USAID Economic Growth Advisor Robert Barnes.

"This past year, we've seen positive changes in our city's economy, brought about by assistance provided by USAID," said Mayor Furigay. "There are two earlier GEM infrastructure projects which are getting great results-the RORO facility in our port and the Tuburan road improvement. I'm certain the Camanse bridge will show the same positive results."

The party met with Hatimil Hassan, vice chairman of the Moro National Liberation Front (MNLF) and members of two GEM-assisted MNLF cooperatives, led by Hji.Hussin Narimin, former finance officer of the 2nd MNLF Mobile Battalion, and Isni Undi, an MNLF member.

USAID has assisted approximately 28,000 MNLF members throughout Mindanao, including about 1,700 in Basilan, to make the transition from being combatants to being productive rice, corn, or seaweed farmers.

"The collaborative efforts of the U.S. and Philippine governments demonstrate to the Islamic Ummah the concern and support of these agencies for the well-being of the Bangsamoro people," said Vice Chairman Hassan.

Sec. Esperon and Ambassador Kenney turned over a motorboat engine assembly to serve as part of a live fish transport facility for the Tubigan Multi-purpose Cooperative of Maluso, and witnessed the signing of a sales agreement by the Al Fathi Islamic Producers Multipurpose Cooperative, which had been assisted by the GEM Program in fishpond cultivation.

They also met with Mayor Furigay and members of the Autonomous Basilan Islamic Chamber of Commerce and Industry, which has worked to expand economic activity in the province with US government assistance.

"One of our chamber's milestones was holding 5th ARMM Business

Congress in 2006, with USAID support," said Jann Jakilan, the president emeritus of the chamber, and also an MNLF commander. "It opened up new markets and got the local business community going. It built up our confidence in ourselves, and the confidence in us of businessmen outside Basilan."

Earlier, the Ambassador and Presidential Adviser called on Mayor Celso Lobregat in Zamboanga City. Together they launched a USAID-funded program for street children by the Education Quality and Access for Learning and Livelihood Skills (EQuALLS2), and turned over computers and an internet installation provided under GEM's Computer Literacy and Internet Connection (CLIC) project to the Cabaluay National High School. The CLIC project has assisted 672 schools with an estimated 565,000 students across Mindanao.

The GEM Program is implemented with the oversight of MEDCo. (GEM/PIA)
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ENetwork Headline

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Monday, July 14, 2008 (Philippines)

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ENetwork News

Energy body allows interim open access in Luzon

Extortion 'could be' behind firm raid

DOH stops home child deliveries



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P3M spent on aid for flood victims



USAid mission director Jon Lindborg, Sec. Hermogenes Esperon, City Mayor Celso Lobregat and US Ambassador Kristie Kenney lead the book turnover to some 70 street children under the care of the City Social Welfare Development Office at the Social Development Center in Sta. Barbara, Zamboanga City. *(Contributed Photo)*

KORONADAL CITY -- The regional office of the Department of Social Welfare and Development (DSWD) said almost P3 million were spent for relief operations for the victims of typhoon in Central Mindanao in the past few weeks.

The Japanese government on Thursday announced an additional emergency assistance for the entire Mindanao worth 20 million yen or P8 million for the victims of Typhoon Frank (international codename: Fengshen).

[Arroyo Watch: Sun.Star blog on President Arroyo](#)
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[PAST ISSUES]

Local News

Efforts to preserve Matutum intensified

TUPI, South Cotabato -- Mt. Matutum, the landmark peak of South Cotabato province, recently



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Ambassador Kenney Visits Zamboanga and Basilan, Inaugurates Completed USAID Projects



Students and staff from the Santa Barbara Social Development Center in Zamboanga City present a gift to U.S. Ambassador Kristie Kenney (right), accompanied by Secretary Hermogenes Esperon, Presidential Advisor on the Peace Process (back right). Through its Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) program, the United States Agency for International Development (USAID) funded improved lighting and seating and a book donation for the Center's Library. The Center provides temporary housing and life-skills training to about 60 out-of-school youth and young children. Zamboanga City is one of the 39 USAID-EQuALLS2 project beneficiary municipalities and cities.



ANNEX 2



TEACHER ENGLISH PROFICIENCY PROGRAM
Training of Trainers of Course 2: Teacher as Facilitator – Improving
Reading and Writing Instructions

DESIGN TEAM

Title of Modules	Authors/Trainers
1. CLT in the Classroom: Oral Language Development	Dr. Perla Cuanzon (NEPP Central Office)
2. The Four A's in Action	Dr. Paraluman Giron (NEPP Central Office)
3. The Nature of Reading: Core Understanding (<i>The Big Picture</i>)	Dr. Paraluman Giron (NEPP Central Office)
4. The Balanced Literacy Program Using 2C2IA Framework	Dr. Paraluman Giron (NEPP Central Office)
5. Phonemic Awareness (<i>Celebrating Sounds</i>)	Dr. Lourdes C. Visaya (NEPP Central Office)
6. Phonics and Word Recognition (<i>Fun with Words</i>)	Dr. Lourdes C. Visaya (NEPP Central Office)
7. Vocabulary Development and Instruction (<i>Word Power</i>)	Dr. Rosalina J. Villaneza (NEPP Central Office)
8. Learning Styles (<i>Each to His Own</i>)	Dr. Arturo B. Bayocot (DepEd Zamboanga Del Sur)
9. Fluency and Fluency Instruction (<i>Flight of Birds</i>)	Dr. Perla H. Cuanzon (NEPP Central Office)
10. The Art of Questioning Using Higher Order Thinking Skills (<i>Hot Stuff</i>)	Dr. Fe J. Lakaian (DepEd Zamboanga del Norte)
11. Reading Comprehension Strategies (<i>Beyond Words</i>)	Dr. Anabel A. Wellms (MSU Tawi-Tawi)
12. Reading-Writing Connections (<i>Making Connections</i>)	Dr. Ma. Socorro Yvonne H. Ramos (Western Mindanao State University)
13. Content-Based Instruction (<i>Learning in Content Areas</i>)	Prof. Ma. Florida T. Nery (Xavier University)
14. Multiple Intelligences (<i>Different Strokes for Different Folks</i>)	Dr. Arturo B. Bayocot (DepEd Zamboanga Del Sur)
15. Early Years Reading Intervention (<i>Addressing the Needs</i>)	Dr. Rizalina C. Labanda & Dr. Perla H. Cuanzon (NEPP Central Office)
16. Assessment in Language (<i>Measuring Up</i>)	Dr. Ma. Socorro Yvonne H. Ramos (Western Mindanao State University)
17. Professional Development and Action Planning	Dr. Arturo B. Bayocot

	(DepEd Zambaonga del Sur)
18. Personhood (<i>The Man in Glass; Portrait of the Filipino Teacher</i>)	Dr. Aurora C. Salvosa (NEPP Central Office)

OVER-ALL DESIGN of the TRAINING:

**PARALUMAN GIRON - DepEd Central Office
INA P. AQUINO and IR2 Team – EQuALLS Project**

ANNEX 3



ENGLISH PROFICIENCY PROGRAM
Training of Trainers of Course 2: Teacher as Facilitator – Focused on
Improving Reading and Writing Instructions
Astoria Hotel, Zamboanga City
September 5-10, 2008

Schedule of Training Activities

Time	Day 0: 5-Sept	Day 1: 6-Sept	Day 2: 7-Sept	Day 3: 8-Sept	Day 4: 9-Sept	Day 5: 10-Sept
6:00 – 7:00		Breakfast				
7:00 – 7:30		Management of Learning				
7:30 – 9:30		CLT in the Classroom: Oral Language Development (<i>Let's Relax and Chat</i>) Dr. Perla Cuanzon	The Nature of Reading (<i>The Big Picture</i>) Dr. Paraluman Giron	Fluency and Fluency Instruction (<i>Flight of Birds</i>) Dr. Perla Cuanzon	Reading-Writing Connections (<i>Making Connections</i>) Dr. Yvonne Ramos	Assessment in Language Teaching (<i>Measuring Up!</i>) Dr. Yvonne Ramos
9:30-11:30		<i>The 4A's In Action</i> Power Team	<i>Balanced Literacy Program and the 2C2IA Reading Framework</i> Power Team	The Art of Questioning and HOTS(<i>Searching, I'm Always Searching</i>) Dr. Fe Lakian	Content-Based Instructions (<i>Expanding Horizons</i>) Prof. Florida Nery	Professional Development Planning (<i>The Next Steps</i>) Dr. Arturo Bayocot
12:00		Lunch Break				
1:00-3:00	Arrival and Registration	Phonemic Awareness (<i>Celebrating Sounds</i>) Dr. Lourdes C.Visaya	Vocabulary Development and Instruction (<i>Word Power!</i>) Dr. Rosalina Villaneza	Reading Comprehension (<i>Beyond Words!</i>) Dr. Anabel Wellms	Early Reading Intervention (<i>Catch Them Early</i>) Dr. Perla Cuanzon	Presentation of Action Plan
3:00-5:00		Phonics and Word Recognition (<i>Fun with Sounds and Letters</i>) Dr. Lourdes C.Visaya	<i>Learning Styles (Different Strokes) Different Folk</i> Dr. Arturo B. Bayucot	Individual Learning Period/One-on-One consultation	Multiple Intelligences (<i>Celebrating Diversity</i>) Dr. Arturo Bayocot	<i>Closing Program</i>
6:00-7:00	Opening Program and Overview (Starts 5 PM)	Dinner				
7:00-8:00			<i>Personhood: The Man in the Glass</i> Dr. Aurora Salvosa	<i>Personhood: Portrait of the Filipino Teacher</i> Dr. Aurora Salvosa		

Note: Snacks will be served during sessions – about 9:30 for the morning snacks, and 3:00 o'clock for the afternoon snacks.

ANNEX 4

DIVISION	MUNICIPALITY	Number of test takers	Mean Percent Correct Score										TOTAL PERCENT CORRECT
			People	Animals, Plants, and Environment	Materials	Energy	Earth	Beyond The Solar System	Knowledge	Comprehension	Process		
ELSA													
BASILAN	LANTAWAN	23	60.43	56.78	60.57	53.48	53.09	41.39	48.65	57.65	51.96	53.17	
	MALUSO	18	61.17	48.67	54.44	51.28	45.28	40.50	42.72	54.50	48.06	49.00	
COTABATO CITY	COTABATO CITY	13	65.15	65.77	72.46	61.46	66.46	50.54	59.54	66.77	60.31	62.85	
NORTH COTABATO	PIGCAWAYAN	52	71.35	78.17	80.58	70.58	64.88	60.67	63.25	75.56	69.56	69.88	
SARANGANI	MALAPATAN	31	77.58	80.13	80.90	72.19	66.42	56.39	62.35	78.00	70.74	70.81	
SOUTH COTABATO	STO NINO	26	71.62	74.27	85.23	71.38	63.35	53.62	60.42	75.04	67.65	68.23	
	TANTANGAN	34	67.50	71.32	79.29	64.00	62.76	52.74	57.15	72.47	62.85	64.88	
SULTAN KUDARAT	ESPERANZA	41	71.46	79.39	86.49	71.68	69.49	60.83	64.78	77.20	73.85	72.10	
	LAMBAYONG	44	70.84	73.30	72.98	66.18	61.84	50.98	57.20	72.00	63.32	64.84	
TAWI-TAWI	BONGAO	72	64.17	62.93	62.89	59.49	55.63	47.15	50.86	63.46	58.13	57.79	
	PANGLIMA SUGALA	33	48.55	47.03	42.30	46.73	39.91	34.03	38.73	46.42	41.36	42.58	
SAVE THE CHILDREN													
ISABELA CITY	ISABELA CITY	20	69.10	75.35	73.30	68.20	66.35	56.80	61.75	74.65	62.90	67.35	
ZAMBOANGA CITY	ZAMBOANGA CITY	35	73.20	76.60	84.89	68.69	66.71	54.49	60.69	76.29	68.86	69.17	
ZAMBOANGA DEL NORTE	SALUG	44	69.91	74.50	71.30	64.66	62.11	49.64	58.77	68.59	64.70	64.30	
	SIOCON	49	73.90	71.14	76.22	63.80	63.94	55.51	60.12	71.57	64.94	66.00	
ZAMBOANGA DEL SUR	DINAS	43	66.56	64.72	72.60	67.79	60.70	50.88	55.60	69.19	62.09	62.84	
	MARGOSATUBIG	26	80.50	71.08	83.35	69.27	65.85	56.81	60.85	77.35	67.15	69.31	
	SAN MIGUEL	18	61.11	56.78	58.61	52.44	51.50	48.78	50.61	59.17	49.44	54.00	
ZAMBOANGA SIBUGAY	ALICIA	64	65.94	65.36	68.56	61.28	59.38	49.33	56.84	64.73	58.97	60.63	
	MALANGAS	37	71.65	70.11	72.51	67.16	59.76	57.59	59.89	71.97	61.14	65.38	
	OLUTANGA	23	74.57	77.65	80.70	70.74	65.57	58.91	63.48	76.65	68.04	70.13	
MAGUINDANAO	DATU PIANG	31	58.10	58.58	60.32	51.29	53.45	42.16	47.71	57.87	52.58	53.06	
	DATU SAUDI AMPATUAN	25	59.16	55.80	57.76	54.88	46.16	38.68	43.60	56.60	51.40	50.80	
	MAMASAPANO	20	60.65	62.60	59.00	59.60	50.45	48.25	52.55	58.85	56.30	55.95	
NORTH COTABATO	MIDSAYAP	115	67.59	70.40	71.45	62.52	59.01	49.83	54.93	68.59	61.87	62.26	
	LUTAYAN	32	64.41	70.72	76.44	57.06	53.78	52.03	53.44	66.63	61.09	60.72	
SULU 1	TALIPAO	29	54.38	46.83	53.66	47.83	44.69	41.97	43.83	50.62	46.24	47.24	
SULU 2	LUUK	35	50.11	42.37	39.54	46.14	37.83	34.74	38.71	44.46	39.29	41.20	

SYNERGEIA

LANAO DEL SUR 2B	GANASSI	33	49.15	44.27	49.88	45.45	35.42	34.30	39.45	43.18	43.21	41.79
	KAPATAGAN	12	53.83	52.00	52.42	45.83	40.67	45.17	49.67	45.08	48.17	47.50
MARAWI CITY	MARAWI CITY	13	58.15	56.85	64.54	55.92	45.77	40.08	46.15	56.23	53.54	51.92
MAGUINDANAO	DATU PAGLAS	35	66.11	62.91	68.17	57.94	50.26	40.83	50.11	61.60	54.37	55.91
	PAGLAT	12	46.25	47.25	52.25	45.33	32.42	39.25	37.83	47.08	41.75	42.67
SHARIFF KABUNSUAN	BARIRA	27	42.33	47.04	49.37	46.00	41.63	36.30	37.81	46.44	45.96	43.22
	BULDON	42	41.50	46.48	47.55	47.93	42.95	37.83	39.95	45.90	46.19	43.83
	UPI	91	66.07	68.93	72.64	63.89	59.81	49.98	54.76	68.53	62.79	62.37
SULU 1	JOLO	51	69.49	60.67	66.67	62.65	55.27	44.69	49.51	66.22	57.98	58.49
	PATIKUL	24	57.04	64.13	63.21	60.38	57.17	46.96	50.04	65.63	54.21	57.67
SULU 2	SIASI	51	49.22	50.49	51.90	47.24	42.14	36.69	41.65	48.35	45.86	45.43

DIVISION	MUNICIPALITY	Number of test takers	Mean Percent Correct Score										TOTAL PERCENT CORRECT
			People	Animals, Plants, and Environment	Materials	Energy	Earth	Beyond The Solar System	Knowledge	Comprehension	Process		
ELSA													
BASILAN	LANTAWAN	23	60.43	56.78	60.57	53.48	53.09	41.39	48.65	57.65	51.96	53.17	
	MALUSO	18	61.17	48.67	54.44	51.28	45.28	40.50	42.72	54.50	48.06	49.00	
COTABATO CITY	COTABATO CITY	13	65.15	65.77	72.46	61.46	66.46	50.54	59.54	66.77	60.31	62.85	
NORTH COTABATO	PIGCAWAYAN	52	71.35	78.17	80.58	70.58	64.88	60.67	63.25	75.56	69.56	69.88	
SARANGANI	MALAPATAN	31	77.58	80.13	80.90	72.19	66.42	56.39	62.35	78.00	70.74	70.81	
SOUTH COTABATO	STO NINO	26	71.62	74.27	85.23	71.38	63.35	53.62	60.42	75.04	67.65	68.23	
	TANTANGAN	34	67.50	71.32	79.29	64.00	62.76	52.74	57.15	72.47	62.85	64.88	
SULTAN KUDARAT	ESPERANZA	41	71.46	79.39	86.49	71.68	69.49	60.83	64.78	77.20	73.85	72.10	
	LAMBAYONG	44	70.84	73.30	72.98	66.18	61.84	50.98	57.20	72.00	63.32	64.84	
TAWI-TAWI	BONGAO	72	64.17	62.93	62.89	59.49	55.63	47.15	50.86	63.46	58.13	57.79	
	PANGLIMA SUGALA	33	48.55	47.03	42.30	46.73	39.91	34.03	38.73	46.42	41.36	42.58	
SAVE THE CHILDREN													
ISABELA CITY	ISABELA CITY	20	69.10	75.35	73.30	68.20	66.35	56.80	61.75	74.65	62.90	67.35	
ZAMBOANGA CITY	ZAMBOANGA CITY	35	73.20	76.60	84.89	68.69	66.71	54.49	60.69	76.29	68.86	69.17	
ZAMBOANGA DEL NORTE	SALUG	44	69.91	74.50	71.30	64.66	62.11	49.64	58.77	68.59	64.70	64.30	
	SIOCON	49	73.90	71.14	76.22	63.80	63.94	55.51	60.12	71.57	64.94	66.00	
ZAMBOANGA DEL SUR	DINAS	43	66.56	64.72	72.60	67.79	60.70	50.88	55.60	69.19	62.09	62.84	
	MARGOSATUBIG	26	80.50	71.08	83.35	69.27	65.85	56.81	60.85	77.35	67.15	69.31	
	SAN MIGUEL	18	61.11	56.78	58.61	52.44	51.50	48.78	50.61	59.17	49.44	54.00	
ZAMBOANGA SIBUGAY	ALICIA	64	65.94	65.36	68.56	61.28	59.38	49.33	56.84	64.73	58.97	60.63	
	MALANGAS	37	71.65	70.11	72.51	67.16	59.76	57.59	59.89	71.97	61.14	65.38	
	OLUTANGA	23	74.57	77.65	80.70	70.74	65.57	58.91	63.48	76.65	68.04	70.13	
MAGUINDANAO	DATU PIANG	31	58.10	58.58	60.32	51.29	53.45	42.16	47.71	57.87	52.58	53.06	
	DATU SAUDI AMPATUAN	25	59.16	55.80	57.76	54.88	46.16	38.68	43.60	56.60	51.40	50.80	
	MAMASAPANO	20	60.65	62.60	59.00	59.60	50.45	48.25	52.55	58.85	56.30	55.95	
NORTH COTABATO	MIDSAYAP	115	67.59	70.40	71.45	62.52	59.01	49.83	54.93	68.59	61.87	62.26	
	LUTAYAN	32	64.41	70.72	76.44	57.06	53.78	52.03	53.44	66.63	61.09	60.72	
SULU 1	TALIPAO	29	54.38	46.83	53.66	47.83	44.69	41.97	43.83	50.62	46.24	47.24	
SULU 2	LUUK	35	50.11	42.37	39.54	46.14	37.83	34.74	38.71	44.46	39.29	41.20	

SYNERGEIA

LANAO DEL SUR 2B	GANASSI	33	49.15	44.27	49.88	45.45	35.42	34.30	39.45	43.18	43.21	41.79
	KAPATAGAN	12	53.83	52.00	52.42	45.83	40.67	45.17	49.67	45.08	48.17	47.50
MARAWI CITY	MARAWI CITY	13	58.15	56.85	64.54	55.92	45.77	40.08	46.15	56.23	53.54	51.92
MAGUINDANAO	DATU PAGLAS	35	66.11	62.91	68.17	57.94	50.26	40.83	50.11	61.60	54.37	55.91
	PAGLAT	12	46.25	47.25	52.25	45.33	32.42	39.25	37.83	47.08	41.75	42.67
SHARIFF KABUNSUAN	BARIRA	27	42.33	47.04	49.37	46.00	41.63	36.30	37.81	46.44	45.96	43.22
	BULDON	42	41.50	46.48	47.55	47.93	42.95	37.83	39.95	45.90	46.19	43.83
	UPI	91	66.07	68.93	72.64	63.89	59.81	49.98	54.76	68.53	62.79	62.37
SULU 1	JOLO	51	69.49	60.67	66.67	62.65	55.27	44.69	49.51	66.22	57.98	58.49
	PATIKUL	24	57.04	64.13	63.21	60.38	57.17	46.96	50.04	65.63	54.21	57.67
SULU 2	SIASI	51	49.22	50.49	51.90	47.24	42.14	36.69	41.65	48.35	45.86	45.43

ANNEX 5

SCIENCE TOT LEVEL 1

TRAINING SCHEDULE

Time	Day 0 (Friday) September 12	Day 1 (Saturday) September 13			Day 2 (Sunday) September 14			Day 3 (Monday) September 15		
		Grade 1 & 2	Grade 3 & 4	Grade 5 & 6	Grade 1 & 2	Grade 3 & 4	Grade 5 & 6	Grade 1 & 2	Grade 3 & 4	Grade 5 & 6
8:00 – 11:30		Opening Program (Plenary) (8:00 – 9:00) Assessment (Plenary) (9:00 – 11:30) <i>Merle C. Tan</i>			Moving Toys <i>Marina E. Balce</i>	Heat and Friction <i>Evelyn L. Josue</i>	Earthquakes and Volcanoes <i>Josefina G. Belen</i>	Land and Water Forms <i>Merle C. Tan</i>	Light & Seeing <i>Josefina G. Belen</i>	Weather Disturbances <i>Evelyn L. Josue</i>
12:00 – 1:00		LUNCH BREAK								
1:00 – 6:30	Registration and Dinner (6:00-6:30)	Materials Around Us <i>Marina E. Balce</i>	Mixtures and Solutions <i>Evelyn L. Josue</i>	Motion and Energy <i>Josefina G. Belen</i>	Sounds Around Us <i>Josefina G. Belen</i>	Soil and Soil Erosion <i>Marina E. Balce</i>	Changes in Matter <i>Merle C. Tan</i>	Changing Weather <i>Marina E. Balce</i>	Critiquing <i>Evelyn L. Josue</i>	Critiquing (1:00 – 3:30) <i>Josefina G. Belen</i>
						English Language Teaching and Learning in Science (Plenary) (4:30 – 6:30) <i>Dr. Anabel Wellms</i>			Closing Program (3:30-4:30)	

SCHEDULE: Grades 1 & 2

Time	Day 1	Day 2	Day 3
8:00 – 11:30	Opening Program Pretest Assessment 1	Time Measurement	Mass and Capacity Measurement
11:00 - 1:00	LUNCH BREAK		
1:00 – 4:30	Geometry	Linear and Area Measurement	Assessment 2 Wrapping –up Evaluation Closing Program

SCHEDULE: Grades 3 & 4

Time	Day 1	Day 2	Day 3
8:00 – 11:30	Opening Program Pretest Assessment 1	Geometry	Measurement
11:30 - 1:00	LUNCH BREAK		
1:00 – 4:30	Graphs	Geometry	Assessment 2 Wrapping –up Evaluation Closing Program

SCHEDULE: Grades 5 & 6

Time	Day 1	Day 2	Day 3
8:00 – 11:30	Opening Program Pretest Assessment 1	Measurement	Graphs
11:30 - 1:00	LUNCH BREAK		
1:00 – 4:30	Percent	Probability and Integers	Assessment 2 Wrapping –up Evaluation Closing Program

ANNEX 6

**3rd Quarterly Progress Report, FY 2008
(July-September 2008)**

**Submitted to EDUCATION DEVELOPMENT CENTER, Philippines
By**

**INTERNATIONAL YOUTH FOUNDATION
October, 2008**

**In accordance with
Sub-grant agreement No. 03-5319 dated January 18, 2008**

The USAID logo is located in the bottom left corner of the footer area, featuring the text "UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT" around a central emblem, with "USAID" in large letters below it and "FROM THE AMERICAN PEOPLE" underneath.

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The QuALLS2 logo is located in the bottom right corner of the footer area, featuring the text "QuALLS2" in a stylized font with a green and yellow background.

QuALLS2

PROJECT BRIEF

Project Title: EQuALLS2

Sub-grant Agreement Number with EDC : 492-A-00-06-00024-00

Start : August 1, 2007 End: April 30, 2011

Geographical Coverage

Region	Provinces	Municipalities	Number of Target Barangays
Region XII	North Cotabato South Cotabato Cotabato City Sarangani Sultan Kudarat	Pigcawayan Cotabato City Tantangan Sto.Niño Malapatan Esperanza Lambayong	98
ARMM	Basilan Tawi-tawi	Lantawan Maluso Bongao Panglima Sugala	80
Total	7	11	178

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IYF Sub-grantees

Name	Agreement Number	Total Cost
1. First Tier #1: Philippines Business for Social Progress (PBSP)	Project ID # 914PHI07.31	US\$2,794,463

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Name	Agreement Number	Total Cost
1. First Tier #2: Ayala Foundation	Project ID # 914PHI07.29	US\$817,730.00

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Name	Agreement Number	Total Cost
1. First Tier #3: Petron Foundation	Project ID # 916PH107.30	US\$853,001
1.1 Second Tier #1	Notre Dame of Marbel University (NDMU)	US\$578,000 (P26,000,000)

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Name	Agreement Number	Total Cost
1. First Tier #4: Consuelo Foundation Philippine Branch (CFBP)	Project ID# 015USA07.44	US\$1,839,853
2. Second Tier Sub-grantees:		
2.1 Second Tier #1: Mahardika Foundation		US\$263,971.60 (PhP11,878,722)
2.2 Second Tier #2: Nagdilaab Foundation		US\$299,684.11 (PhP13,485,785)
2.3 Second Tier #3: Notre Dame of Marbel		US\$469,979.35 (PhP21,149,071)
2.4 Second Tier #4: Notre Dame of Midsayap College		US\$187,066.02 (PhP8,417,971)
2.5. Notre Dame of Cotabato City		US\$261,153.6 (PhP11,759,912)

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3rd Quarterly Progress Report, FY 2008 (July-September 2008)

Highlights of Activities

During the period in review, ELSA continued to focus on the implementation of project activities designed to achieve the EQuALLS 2 objectives. Further, ELSA conducted additional activities in order to respond to emerging EquALLS-wide project priorities. ELSA continued to address the improvement of project systems and processes developed and installed in the first two quarters, particularly further integration of activities as well as more solid field coordination in the project sites.

The following major activities highlight this quarter's accomplishments:

1. Continuing community orientations/mobilization and capacity building of PTCAs municipal and community leaders/ stakeholders;
2. Refinement of work linkages, partnerships and networks at the field level, particularly with teacher training institutions, the district offices of the Department of Education in the eleven (11) project municipalities;
3. Continuing participation in EDC-led consultative sessions, partners meetings and workshops of the three IRs and project-wide activities as follows: development of guidelines for Year One self-assessment EQuALLS 2 and ; planning for Year Two, EQuALLS 2, finance/grants management, database system and security assessment.
4. Conduct of ELSA Year 1 self-assessment and preparation/refinement of Year 2 Work Plan and Budget
5. Participation/inputs in the planning and conduct of the following EQuALLS-wide TWG activities for IRs 1, 2 and 3: PTCA/LSB assessment, second round of trainers' training (English, science and math), NEPP module 2, science diagnostics, math phase 2, administrators' training, DAP roll-out —Time 1 and Time 2 test administration, and self-rating competency checklist, and inputs to

the project databases gathered in Quarters 1 and 2, in close coordination with the EDC M and E officers.

6. ELSA-wide project coordination through Steering Committee/TWG meetings at the national and integration/coordination meetings at the field level, and dialogues between partners and among field staff;
7. Conduct of IR-specific activities, specifically:
 - Joint workshop of PBSP and AFI on needs assessment
 - Administration of Year end and self-assessment tools for PTCA and LSB developed for EQuALLS
 - Conduct of NEPP Workshop in September, 2008
 - Conduct of Science Training of Trainers on September, 2008
 - Conduct of Math Training of Trainers on September, 2008
 - Provision of training among IMs to enhance their knowledge and upgrade their skills in teaching out of school children and youth.
 - Continuing refurbishment of community learning centers (CLC)
 - Reproduction and distribution of ALS modules to learners and Instructional Managers
 - Continuing conduct of technical education classes/screening and selection of trainees for IR3 short term courses.
 - Establishment and maintenance of coordination with government, civil society and business firms in providing support and technical assistance in the management of the ALS and workforce development activities. These support come in the form of accepting trainees for on the job training, making available free space for training purposes, provision of updated version of basic literacy modules, provision of cash for transportation and other needs of the learners and provision of technical assistance.
 - Organization and sustenance of community learning center management committee (CLCMC).

Major challenges, issues and concerns encountered and actions taken

Challenges/Issues/Concerns	Action Taken
1. Peace and order problems in certain sites such as Basilan, Pigkawayan and Sultan Kudarat pose challenges to the implementation of project activities. The occurrence of rido, kidnapping and encounters between military and lawless elements. These caused the temporary closure of some classes in affected areas.	The situation is carefully monitored on a continuing basis
2. Heavy floods caused by strong typhoons. As in the peace and order situation, the floods which existed for weeks in Cotabato City and in	DepED is presently planning make-up classes and ELSA/ is in constant communication with the

<p>Lambayong and Esperanza affected the continuous conduct of the learning activities. To date, there are still some schools which are being used as evacuation centers, impeding the conduct many project activities.</p>	<p>DepED officers to get guidance on how it would proceed with the conduct of project activities</p>
<p>3. Irregular attendance of learners were noted in facilitator aided sessions due to priorities given to work (harvest time), some trainees are members of the MILF and are required to be active in the battlefield, others are required to attend to household chores, have moved to other places due to encounters in the area.</p>	
<p>4. Limited number of learners who can take PEPT exam. This is due to the inability of learners to produce the required documents for registration such as form 137/138, birth or baptismal certificate</p>	<p>Close coordination of Partners with the school principals; DepEd and barangay officials were done to secure certification or release of needed documents. However, not all of them were able to respond and act on the matter.</p>
<p>5. High expectations of the community from the project; the provision of project resources such as classroom construction/repair, books and others may be viewed as dole out if the objective of the activities are not properly explained to the beneficiaries</p>	<p>ELSA is developing more enhanced strategies to assist PTCAs to explore other similar or related activities that will generate more involvement of parents and stakeholders. The project regularly discusses with PTCAs the purpose of the activities, what it intends to achieve to manage expectations; assist the communities develop mechanisms to sustain or optimize the assistance</p>

Summary of upcoming major activities for next quarter

IR1

1. Dialog community orientations/mobilization and capacity building of PTCAs municipal and community leaders/ stakeholders;
2. Conduct of Youth Leadership Training
3. Conduct of Community Resource Mobilization Training, TOT

IR2

1. Conduct of mentors training in NEPP, science and math
2. Conduct of administrators' training

3. Together with NDMU, hosting of EQuALLS 2 bookfair in October 2008.
4. Conduct of refresher courses.
5. Conduct of Training ++

IR 3

1. Orientation and launching on Workforce Development
2. Training on Reproductive Health
3. Review and enhancement of workforce development curriculum
4. Conduct of series of antidrug campaign and leadership seminars
5. Time 2 DAP Administration
6. Graduation of Phase 1 ALS learners and completers
7. Start of A&E classes

ELSA-wide/

1. Participation in EDC-led management planning and IR-specific TWG meetings
2. Conduct of Steering Committee/TWG meetings for integration and coordination work
3. Sub cluster Meetings among field Representatives of IR 1, IR2 and IR3

Outreach and Communications

1. Updating of ELSA website
2. Preparation and submission of write-Ups/consolidated calendar
3. Preparation and submission of weekly highlights and feature stories

Technical Program Accomplishments and Challenges/Issues

IR1: Increasing learning opportunities through community support for education

Table 1. IR1 Activities conducted and results obtained during the quarter

Planned Activities	Activities during the Quarter	Results
<i>Community Engagement</i>		
	Workshop on enhancing project understanding of PTCAs and LSBs	Held joint-workshop last July 3-4, 2008 in Davao City attended by AFI community organizers and PBSP staff. The workshop enabled AFI and PBSP staff to (1) discuss and consolidate IR1 self-assessment, (2) discuss PTCAs and LSBs for better and common understanding, (3) go over

		PTCA/LSB transformation framework, and (4) discuss and conduct dry-run of capacity building needs assessment tools.
	<i>PTCA/LSB assessment.</i> Administration of the PTCA and LSB Capacity Building Needs Assessment Tools	<p>The PTCA assessments served to profile the current organizational status of the target PTCAs. The results served as a baseline information and basis for identifying the interventions needed to move them to the desired level. The assessment sessions also became a venue for the PTCA members to clarify and deepen their appreciation of the EQ2 program.</p> <p>All the PTCAs were assessed in clusters 2 and 4, except for 2 PTCAs in Tawitawi which were not assessed due to security problems.</p>
	PTCA orientation and Strategic planning	<p>6 PTCAs participated in the 2 PTCA orientation and strategic planning/ training conducted in Cluster 4 sites.</p> <p>PTCAs members who attended the training expressed deeper understanding of the PTCA mandate and how the association can participate in the school education improvement activities</p>
	Community orientations	For Cluster 2, a total of 46 (17 in Basilan and 29 in Tawitawi) community orientation was conducted to introduce and to promote EQuALLS 2. For Cluster 4, ELSA has completed the community orientation work
Engagement of Youth Groups	Recruitment of youth leaders in Basilan and Tawi-Tawi for	110 youth leaders recruited for the Basilan and Tawi-Tawi

	the Leadership Camps	camps. However, because of the recent ARMM elections and the volatile peace and order condition in both areas, they have been re-scheduled.
	Youth group orientation about the ELSA Young Leaders Camp	Cluster 4 staff conducted their rounds of different barangays in all of the 7 municipalities/city in order to orient youth groups about the ELSA Youth Leaders Camp. A total of 210 youth leaders were shortlisted for camps to be held in Basilan, Tawi-Tawi, Kidpawan, North Cotabato, and Marbel.
Integration of project activities		
	Coordination meetings and convergence with ELSA field partners	<p>In these coordination meetings with ELSA 2 partners, discussed were the accomplishments and incoming activities</p> <ul style="list-style-type: none"> - Scheduling of community orientations and PTCA assessments - LSB assessments - PTCA orientation and strategic planning/trainings <p>These coordination meetings provided field partners with venues for sharing activities, discussing internal coordination issues, and integrating all IRs in program implementation.</p>
Other Activities		
	Monitoring of Brigada Eskwela	For Basilan, 19 schools which continued the Brigada eskwela activities were monitored through actual visitation.
	Distribution of additional construction materials and school chairs	132 bags of cement were distributed to 12 schools for the repair of the classroom flooring and construction and repair of

		<p>comfort room.</p> <p>The PTCA and BLGU provided counterpart for the labor, sand and gravel, and other materials needed for the construction or repair.</p> <p>2 schools were also provided with 314 school chairs resulting in an improved seat-student ratio in Sanga-sanga ES from 1:3 to 1:1 and in Baunuh Garing ES from 1:5 to 1:2.</p>
	Solicitation of local government counterpart for classroom construction	Municipality of Sto. Nino provided gravel, sand and labor counterpart.
	Distribution of books, magazines, manuals, crayons and pencils	<p>30 schools were provided with reference books and other educational supplies.</p> <p>Students from the 18 schools will have access to textbooks and reference materials put up in their mini-libraries. While Grade 1 students in 12 schools were provided with crayons and pencils that encouraged them to go to school. The PTCAs managed the distribution of the school supplies.</p>
	Distribution of school clothes and hygiene materials	<p>Students from 22 (15 in Basilan and 7 in Tawitawi) schools received clothes from BlueBell and hygiene materials.</p> <p>The selection of beneficiaries was based on poverty incidence. The PTCA Officers, teachers and some brgy. Officials facilitated the distribution of clothes</p>
	Supplemental Feeding	Additional 18 schools were provided with supplemental

		<p>feeding through mid-morning snacks or afternoon snacks. Commodities provided were cheese, spaghetti pasta, and milk.</p> <p>The PTCA did the food preparation and provided bread as their counterpart.</p> <p>Attendance rate of the students improved as they don't want to absent to avail on the feeding activity.</p>
	Coordinating EDC's visit to Datu Siang Central Elementary School	Facilitated the visit of EDC's Deputy Chief of Party to Datu Siang CES, Cotabato City, including inviting the District Supervisor.

TABLE 2. IR1 Challenges, Issues and Actions taken

Challenges /Issues	Actions Taken	Outstanding Issues
1. Some activities, especially in island areas, were delayed due to unavailability of transport, rough seas and volatile peace and order situation	<p>For Pilas district, conducted back-to-back Community orientation and PTCA Assessment to maximize the time. The tasks were divided to the staff to facilitate the activity.</p> <p>Due to some security problems, the staff were very cautious in going to certain barangays particularly in Basilan. Several times, during the ARMM regional election and prior to the Ramadan that the staff had to be pulled out of the area, resulting in some delays in the program activities.</p>	
2. Delays in conducting LSB assessment due to: unavailability of local government executives, e\scheduling, etc.).	Coordinated with the MPDO and OIC of the Mayor to ensure attendance of the LSB members and explained the importance of LSB Assessment. The staff also explained the importance of the LSB as a mechanism in responding	

	educational issues.	
3. Facilitating the completion of Capacity Building Needs Assessment Forms, both for PTCAs and LSBs	Prepared the schedules of focus group discussions with PTCAs and LSBs. Majority of the PTCAs and LSBs welcomed the idea of capacity-building .	One LSB, Lambayong expressed some reservations on LSB capacity-building activities.
4. The Principal of Portholland CES insisted that all activities in the school should always be covered by a memorandum from the District Supervisor.	Explained the program and its process, the staff agreed that for activities like PCTA meetings, the Principal or District Supervisor will just be informed. Activities which required the participation or presence of the teachers and students would be coursed through the District Office.	
5. Arriving at a common understanding of the EQuALLS Self-Assessment Form	Met with IR1 implementation partners to discuss and arrive at a common understanding on how to accomplish the self-assessment form	For Year 2, it is suggested that the form should go with a user's guide that will define each step necessary to fill-up the form
6. Preparation Year 2 Work Plan and budget with additional items emerging from new focus (e.g. those requested by EDC, et.)	Complied with the guidelines and proceeded with annual work formulation and budgeting.	Budget implication for Year 3 in terms of substance and form of programming
7. Further refinement of coordination among Cluster 4 implementing field partners	Regular coordination meetings to update each other with the implemented and planned activities, defining areas of coordination, and discussing issues.	None

IR2: Improving educational quality through strengthened capacity for teaching English, Science and Math

Table 3. IR2 Activities conducted and results obtained during the quarter

Planned Activities	Activities during the Quarter	Results
Trainers' Training (TOT)	Training of Trainers on NEPP & Math on Module 2 and Science Module 1	34 trainers from ateneo de Zamboanga (ADZ) Notre Dame of Marbel University (NDMU) and DepEd attended the EDC-led NEPP TOT in Zamboanga City & Science/Math TOT in Cebu City. Some of the Trainers were new to augment current pool of Trainers.
Administrators' Training	Administrators' Training	Originally planned to be conducted 26-27 September 2008, the activity was rescheduled to the next quarter because of: peace and order situation, flooding and other school concerns in both Cluster 2 and Cluster 4.
Other Activities		
	Joint EDC, IYF and Petron Financial Review and Visit with sub-tier Notre Dame of Marbel University	Last July 25, the Finance Team of EDC, IYF and Petron met with and conducted a financial review of sub-tier Notre Dame of Marbel University. Clarification on financial matters, review of the accounting systems and enhancements in reporting were done.
	IYF ELSA, Petron and NDMU Consultative Meeting	Last July 25, we had a consultative meeting with the NDMU and DepEd Trainers to discuss program developments, the learning agenda, program improvements/enhancements and strategies by which the program can be sustained after 2011.
	EDC-led TWGs, IYF/ ELSA Steercom and TWG meetings on Year One self- assessment and planning/ budgeting for Y2	IR 2 IYF ELSA Year 1 Self-Assessment, Y2 Annual Planning and developed and finalized in coordination with EDC.

TABLE 4. IR2 Challenges, Issues and Actions taken

Challenges /Issues	Actions Taken	Outstanding Issues
Some trained mentors for NEPP and Math were promoted or transferred to another school.	Recommended replacement teacher who already took the TEPP exam to be trained as mentor.	
A teacher from Concepcion Central ES not teaching science subject but able to take the science diagnostic test	Informed the DepED about the matter.	
Many schools in Cluster could not recommend teachers for the science diagnostic exams because they have very few teachers.	Recommended teachers from central schools to take the science diagnostics exam and help mentor teachers of schools with no mentors.	

IR3. Improving relevance of education and training for OSCY

Table 5. Activities conducted and results obtained during the quarter

Activities during the quarter	Results
1. Conduct of ALS learning activities	<p>All of the Partners continue to implement their ALS activities. Instructional Managers handle facilitator aided sessions 2 to 3 times a week among the learners attending the Basic Literacy and PEPT activities. In these sessions, IMs discuss with the learners selected learning modules . Skills for life sessions were also being conducted by the IMs together with sessions on leadership, drug addiction, culture of peace, leadership, violence against women and children, anti rape law, teenage pregnancy, first aid and other health related matters.</p> <p>Total number of clients attending ALS as of this quarter is 4, 229 broken down as follows:</p>

	<p>Basic Literacy – 1,246 MIT ----- 347 NFI ----- 421 NDMU-CCC ----- 199 NDMC ----- 151 NDU _____ 128</p> <p>PEPT ----- 2,983 MIT ----- 417 NFI ----- 536 NDMU-CCC ----- 1082 NDMC ----- 328 NDU _____ 620</p> <p>To support the learning of the clients of the project, Volunteer teachers from the school (NTSP-MIT, NDMC, NDMU,NDU) and the community provided them with tutorial and mentoring services.</p> <p>Furthermore, IMs conducted regular home visits to follow up and provide mentoring and tutorial assistance to learners who are frequently absent , slow learners and who have problems coping with their lessons.</p> <p>For those attending the Basic Literacy activities, Instructional Managers noted learners' improvement on their penmanship, recognition of letters, ability to write their names, and faster math operations.</p>
<p>2. Conduct of review class</p>	<p>In preparation for the taking of the PEPT test on November 23, 2008, IMs or special hired teachers conducted review classes among the learners enrolled in PEPT as early as August 2008. Review classes focused on mathematics, English and science with the teachers using reviewers developed for this purpose by the Nagdilaab Foundation and the DepEd.</p>
<p>3. Conduct of enhancement Training among Instructional Managers and ALS Coordinators/Asst. Coordinators</p>	<p>IMs attended series of training that will provide them with additional information and upgrade their skills to become effective teachers. These training included the following:</p>

	<ol style="list-style-type: none"> 1. How to conduct review and test taking skills 2. Developing positive work attitude on a tough environment 3. Exposure of staff from NDMC to the ALS operations of another Partner, NDMU-CCC. This is to give the former additional knowledge on strategies and techniques used by NDMU in implementing their ALS project. 4. PEPT Orientation 5. Security and safety of IMs on the field 6. Skills for Life and Life Skills for Employability Teachers' Training 7. The CCC Staff attended 3-day retreat 8. Adolescent Psychology 9. Portfolio assessment 10. Facilitation skills
<p>4. Completion of DAP test retest in NDMU-CCC</p>	<p>Test re test had been completed by NDMU-CCC in close coordination with EDC. Encoded/scored results of the survey have been submitted to IYF and EDC for necessary action.</p>
<p>5. Refurbishment of Community Learning Centers (CLCs)</p>	<p>Refurbishments of CLC included minor repair of roof, ceiling and divider walls and provision of tables, chairs and electric fans. Three CLCs were constructed in Tawi2 as there are no existing structures in the community that will serve as the learning center of the clients.</p> <p>The barangay council members or the members of the CLCM were encouraged to participate in the process of identifying the needs of the CLCs and ensuring that these needs are addressed. They prepared the list of materials needed or a simple proposal for the refurbishment of their CLC, provided free labor by assisting in hauling of materials and installing ceilings. They also enter into a memorandum of agreement that specifies their participation in the ALS project implementation.</p> <p>A total number of 78 CLCs have been assisted by the project with the following status :</p>

	<p>55 Completed refurbishments 20 On-going refurbishments 3 completed construction ----- 78 Total</p>
<p>6. Conduct of Workforce Development Training</p>	<p>As of the period in review, a total number of 823 out of school youth have been registered in the workforce development training broken down as follows:</p> <p>325-----enrolled/undergoing project and training orientation 120----- attending in center training <u>86 ----- graduated</u> 531 Total</p> <p>Manual Dexterity Test was conducted to VocTech trainee-applicants in all areas served by NDMU-CD as one of the considerations in determining if an applicant is qualified or not.</p> <p>Some of the training courses offered to the clients are the following: welding, house wiring, automotive, dressmaking, small engine mechanics, electrical, basic computer operations and, “masaheng pinoy”. These courses were assessed to be in demand in the area as per coordination meetings with TESDA, DOLE and DTI.</p> <p>In addition to provision of technical matters on trade courses offered, the in center training held during the quarter discussed matters related to skills for life, reproductive health, culture of peace, rights of a child, drug addiction, community youth engagement, entrepreneurship and other topics as needed by the trainees. Trainees also participated in educational tours which enabled them to see opportunities outside of their areas. Trainees of Nagdilaab visited WIMSU, TESDA IX, Baradero de Zamboanga and Zamboanga Garments.</p> <p>The supervised in-plant training on the other hand provided the trainees the opportunity to</p>

	<p>have a first-hand experience on how to work in actual working environment. This activity gave them the chance to apply what they have learned during the in center training. NFI trainees who have completed their in center training were fielded in Baradero de Zamboanga, Zamboanga Garment and NFI garment center for their on the job training'</p> <p>With regards to job placement, passports of 12 welder graduates are being processed for possible employment abroad. Graduates of NFI also participated in the launching of the YES (Youth Enterprise Support) Program of DOLE. This activity was done for employment prospects of workforce development graduates. The activity was made possible through the efforts of the Federation of the skilled OSYs of the Asosasyon ng Nagkakaisang Kabataan para sa Kapayapaan at Kaunlaran (ANKPK).</p>
<p>7. Coordination and Linkages with other agencies</p>	<p>Coordination and Linkages with representatives of government, civil society and business firms were established and maintained by the Partners. Aside from updating these organizations on the progress of the project , the Partners were able to secure the following services and commitments</p> <p>TESDA/CTEC (Community technical and Employment Coordinator) – accreditation of program course, curriculum review, technical instructors, on the job training, scholarship for trainees, use of their facilities, technical advisor and administration of NC2 level test among graduates.</p> <p>DepEd National—gave us copies of the revised BL modules</p> <p>Regional – oriented Partners on the PEPT requirements and procedures</p> <p>Local/district - ALS coordinators for the updated profiles and list of PEPT takers</p> <p>LGUs, Mayor' Office - updating them on the</p>

	<p>ALS and workforce development project existing in their area, provided free space for training</p> <p>Western Mindanao State University (WMSU) – possible resource persons and assistance in curriculum development and review</p> <p>Baradero de Zamboanga – in plant training of trainees who have completed the in center training</p> <p>Zamboanga Garments for the educational trip exposure of trainees and in plant training</p> <p>DepEd ARMM/Regional – information and assistance on PEPT registration</p> <p>Cotabato City Civil Registrar Office- accommodation of learners to get their birth certificates. Civil promised to issue the certificates for free as long as the documents needed are available.</p> <p>Business establishments and small shops – for in plant training</p> <p>Involvement of parents, learners, LGU officials, Dep ed officials school administrators during project launching was also done</p> <p>DSWD – resource person during sessions on drug addiction.</p> <p>Municipal Health Offices for the conduct of health sessions.</p> <p>Ateneo de Zamboanga University –mentored IMs on how to counsel learners. They also accepted cases that need professional counseling assistance</p>
<p>8. Organization/Strengthening of community learning center management committee (CLCMC)</p>	<p>Status of the organization of CLCs varies in five Partners implementing the project. There are areas where CLC members and/or their representatives actively participated in cleanliness drive project and in planting</p>

	<p>ornamental plants in their vicinity.</p> <p>There are CLCs (BALSA) who are still in the initial stage of its organization that they are in the process of formulating their organizational goals, mission, roles and responsibilities and in election of officers.</p> <p>Some Barangay council officers preferred to enter into a memorandum of agreement with the Partners for their involvement in the project.</p> <p>IMs concerned conduct regular visits to update the members on the status of the project in their area.</p>
<p>9. Regular Monitoring and Supervision</p>	<p>Regular meetings with IMs and other staff involved in the project were held by Partners. This activity served as a venue for sharing field experiences, challenges met and strategies done to address the challenges, administrative matters and other topics that relate to the work of the IMs,</p> <p>At the barangay or CLC level, ALS Coordinators or Asst Coordinators monitor the progress of the learning activities weekly by observing how IMs conduct the activities, learning environment, utilization of modules and assessment and review of ILA and checking of portfolio. With these activities, it is expected that IMs will be guided and will be assisted in the improvement of their work as an effective IM.</p> <p>At the project wide level, the Specialist of Consuelo/ELSA regularly monitored the implementation of the project to ensure quality of work being done by the Partners. She held meetings and assessments with the staff, conducted field visits and communicated over the phone and used e mail as a means of tracking progress of the project.</p> <p>In consultation with the Partners, she developed a standardized minimum requirements or criteria to be observed by Partners when identifying</p>

	completers of the learning sessions. She also reviewed existing Monitoring tools being utilized by the Partners and drafted/modified a common tool for their use.
10. Conduct of Support activities	<p>To ensure that the ALS activities become interesting for the learners to stay in the program, Partners either sponsored extra-curricular activities or encouraged their learners to participate in activities initiated by other institutions. These were as follows:</p> <ol style="list-style-type: none"> 1. Celebration of nutrition month where learners participated by cooking nutritious foods. 2. Sports fest activity like basketball, volleyball, chess and scrabble competitions were held where learners developed sportsmanship and camaraderie among their peers. 3. Planning and implementation of community projects such as cleanliness drive and tree planting 4. Cultural presentations like Pakaradyan festival dance contest where learners from Sapu Padidu CLC participated and bagged the second place. 5. Barangay anniversary celebration 6. Buwanang wika celebration 7. Literacy month celebration 8. Quiz contests

TABLE 6. IR3 Challenges, Issues and Actions taken

Challenges /Issues	Actions Taken	Outstanding Issues
<p>1. Irregular attendance of some learners from the class due to the following reasons:</p> <ul style="list-style-type: none"> • Priority given to work (Harvest time) • Members of MILF and actively involved in battlefield • Attends to household chores 	<p>Distributed modules for learners to study at home.</p> <p>Conducted tutorial services</p> <p>Extended number of facilitator aided sessions</p> <p>Continued sessions with only few learners around.</p>	<p>Absenteeism and drop-out persist in many project areas.</p>

<ul style="list-style-type: none"> Moved to other places due to encounters between military and lawless elements 	<p>Met with LGUs and BALSAs team to motivate parents to encourage their children to report to the learning center</p> <p>Organized sports fest activities and other extra-curricular undertakings to attract and motivate learners to come to classes regularly</p> <p>Changed the schedule of classes to allow learners work on their desired time</p>	
<p>2. Inability of some learners to register in the scheduled PEPT testing in November 2008 due to lack of supporting docs like cards/form 137/138 from the last school they attended, birth certificate, and barangay clearance.</p>	<p>Coordinated with school heads to release or lend form 137/138</p> <p>IMs requested barangay chairmen to provide certification that learners are residents of the community they serve</p>	<p>Not all school administrators were willing to release the cards</p> <p>Delay in the release of the requested documents from the schools due to absence or unavailability of staff issuing the records</p>
<p>3. Delayed refurbishments in CLC due to late submission of bill of materials, hariraya puasha (ramadhan), absence of a structure that will serve as learning center</p>	<p>Close follow up on the completion of bill of materials</p> <p>Learning activity takes place in barangay halls</p>	<p>Bill of materials for the needed refurbishments not yet submitted or finalized.</p>
<p>4. Some classes had to be stopped temporarily due to floods caused by strong typhoons.</p>	<p>Temporarily closed learning centers affected by the flood.</p>	<p>Recurrence of flood</p>
<p>5. Political conflict/ peace and order problem such as kidnapping, ambush, and rido</p>	<p>Organized crisis Management committee to take charge of exploring and negotiating for the release of Ms Hupida and co.</p> <p>Suspension of classes (MIT)</p>	<p>Kidnapping continue to be an issue (In fact one of the staff of NFI was abducted and at this point in time, reasons for the abduction remains to be a question, The</p>

	Staff were advised to be vigilant Coordinated with barangay officers	staff is still in the hands of the abductors.
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EQuALLS2 – wide implementation activities

Table 7. Activities conducted and results obtained during the quarter

Cross-cutting concerns	Participation/activities during the quarter	Outputs
A. EDC-led Year One Self-Assessment, Y2 Planning and Budgeting and IR-specific items	One-on-one EDC-ELSA review of self-assessment write-up	Revised/enriched Year 1 ELSA Self-Assessment write-up
	Partners meetings with EDC on various items (workplan, security, database system)	
	IR1 Continuing dialog with EDC on the guidelines for PTCA and LSB assessment	Common understanding of the assessment tools, and the process of administration
	IR 2 Debriefing/post-training review of the NEPP/math mentors training; planning for NEPP module 2, math 2 and science diagnostics/TOT training design	Refined training designs and next-steps for IR2
	IR 3 Consultations on the DAP test-retest, Time 1 and Time 2 results	Submitted the T1 and T2 results to EDC
B. Monitoring/ Evaluation	Continuing consultations/dialogs with EDC on the M/E forms and database	Submitted to EDC the M/E forms and other write-ups needed by EQuALLS 2
C. Outreach and Communication	No Communications and Outreach meeting held for the quarter	
D. Others		

Table 8. Challenges and Issues on EQuALLS2-wide concerns

Cross-cutting concerns	Challenges/ Issues	Actions Taken	Outstanding Issues
A. TWG activities	<ul style="list-style-type: none"> Clarifying items in the self-assessment guidelines which were left to the partners to interpret 	<ul style="list-style-type: none"> Met with IR1 partner, PBSP, in order to come up with 1 common interpretation of questions 	<ul style="list-style-type: none"> Uniformity of interpretation
B. Monitoring and Evaluation	<p>Need for continuing data clean-up and streamlining of M/E forms. In an EDC-led TWG on M and E, ELSA brought forth the need to review a number of M/E forms such as the ones to be included in the QPR and to discard some forms which are not useful anymore, so that the files in the system would not be very heavy.</p>	<p>M/E staff continue to work on the ELSA database as well as generate new data</p>	
C. Outreach and Communication	<p>Difficulty of getting news from partners given the Alliance set-up, limited communications budget, and lack of manpower</p>	<p>Disseminated write-up template to partners in order to gather initial material; for write-up</p>	<p>How can communication tasks be shared with EQuALLS given that they have the budget and manpower anyway</p>

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II. Financial Accomplishments, Challenges and Issues

Per advice in IYF's Year 1 Self-Assessment and Year 2 Planning Meeting (p.2 of Discussion Notes), we present a consolidated financial report below, rather than breaking down by sub-tiers.

Cost Category	Total Approved Budget for the project duration	Actual Expenditures this quarter
A. Labor	694,662	50,596
B. Fringe benefits	240,978	15,231
C. Consultants/STTA	-	695
D. Travel & per diem	148,922	10,563
E. Activity costs	150,874	-
F. Other direct costs	140,007	9,02
G. Subgrants	6,305,048	592,344
H. G&A	1,319,508	115,202
I. Total cost	9,000,000	793,658
J. Total expenditures as of last quarter		\$ 1,077,889
K. Total expenditures to date		\$ 1,871,547
L. % Disbursement to date		21%

TABLE 10. Summary of Leverage funds (in US Dollars)

Fund Source	Activities supported by the fund	New Amount generated during the quarter	Amount used for the Quarter	Total Cumulative Leverage to Date (January-September 2008)
A, Partners (2nd and 3^d-tier sub-grantees) • AFI, Consuelo,	• Salaries, travel, office space, Utilities;	\$68,459.23	\$68,459.23	\$97,292.11
	• PBSP and business partners/LGUs	• Additional assistance for Brigada Eskuela and initial capacity-building activities	\$11,970.93	\$11,970.93

<ul style="list-style-type: none"> • Petron and NDMU • IYF and ELSA-wide partners (DepED and foreign-assisted projects) 	<ul style="list-style-type: none"> • Classroom construction, repair, teacher training resources of NDMU • Books and self-learning modules for IR2, office space cum utilities in South Cotabato 	\$75,000	\$75,000	139,000
		\$26,000	\$26,000	\$29,000
B.Stakeholders	Gravel, Sand. Materials for Classroom Construction, Snacks for Meetings of PTCAs and community members	\$667.00	\$667.00	\$667.00
Local Government Units (generated by AFI)				
Other Stakeholders (generated by AFI)	Valuated time of 2,107 attendees	\$4,682.00	\$4,682.00	\$4,682.00
TOTAL		\$105,602.39	\$105,6029.39	\$425,313.59

TABLE 11. Challenges, Issues and Actions taken on Financial concerns

Challenges /Issues	Actions Taken	Outstanding Issues
1. Foreign currency adjustment	Followed IYF and EDC's guidance	Resolved
2. Valuating in-kind leverages from communities	Seek guidance from EQuALLS/EDC for costing of time, in-kind contribution, etc.	Awaiting guidelines from EDC since 3 rd Quarter before other leverage sources are declared
3. Budget allocated for the reproduction of modules is insufficient	Printed limited number of modules needed for the project.	Prices continue to soar.

III. Project Management and Technical Support

a. Describe any changes in approved project management structure and staffing pattern i.e. include new staff and major changes in job functions/duties and responsibilities

- i) One of the Partners hired a teacher to develop reviewer for the PEPT exam and to handle special review class for learners who are qualified to take the test.

b. Capacity building activities for project staff/ Technical Support from the Lead Partner's HQ, project partners, other stakeholders

- i) For IR 1, ELSA held a Trainer's Training on Community Resource Mobilization
- ii) Project staff/staff of Partners attended the following training/seminars
 - a) Two representatives from NDMU-CCC attended the Life skills Training/Life skills for Employability Training of Teachers
 - b) Enhancement Training on Basic Literacy and PEPT
 - c) NDMC staff visited NDMU _CCC for project exposure and to learn how NDMU operates its ALS activities
 - d) Instructional Managers and selected Staff of MIT and Nagdilaab attended the reproductive Health Training . Per participant feedback, topic were relevant and has enlighten them on their misconceptions on reproductive health. This has broadened their knowledge on how to deliver the reproductive health lessons in conservative communities without offending cultural beliefs of the people.
 - e) Managing stress through enhancing emotional intelligence
 - f) Staff Retreat
- iii) New Consultants or Institutional Partners on board: Name, expertise, scope of work, duration
- iv) Consuelo Foundation has supported its Partners in terms of reviewing and modifying a tool that will be used by its Partners in monitoring progress of their projects. In consultation with the Partners, Consuelo Foundation developed a standardized minimum requirements or criteria to be observed by Partners when identifying completers of the learning sessions. Other support came in the form of sponsoring training on skills for Life and Reproductive Health.
- v) TESDA ARMM and Region XII- provided trainers and free use of training centers.
- vi) Availed books from USAID. These books were distributed to six (6) learning centers in Malapatan.
- vii) The ELSA -Ayala group in Malapatan helped in recruiting trainees for the Voc Tech Program.

- viii) Mrs. Ma. Theresa Mokamad of EDC conducted program evaluation and visited all the areas. ELSA appreciates her feedback and inputs to the ALS Implementation.
- ix) DepEd ALS Coordinators helped the learners get their cards from the schools they last enrolled.
- x) School Heads, District ALS Coordinators, Barangay Officials, and other local stakeholders helped in the processing of PEPT requirements and application.

IV. Workplan for the next quarter

TABLE 12. Major activities for the next quarter

Program Component	Activities	Implementing Partner/ Organization	Dates
IR1:	Youth Leadership Training	AFI and PBSP	October 7-10 in Bongao, Tawi-Tawi; October 22-25 in Kidapawan; November 4-7 in Marbel; and November 18-21 in Basilan
	Community Resource Mobilization Training TOT	AFI	1 st week of December
IR2	Mentors Training (NEPP, science and math)	PBSP and Petron Foundation	October 2008
	Administrators Training	PBSP and Petron Foundation	October-November 2008
	Training++ Refresher (TBD)	PBSP and Petron Foundation	October-December 2008
IR3:	Orientation on Workforce Development	MIT	October 4, 2008
	Dental and Medical check-up for enrollees of the Workforce Development	MIT	2 nd week of October 2008
	Registration of PEPT Takers	MIT	1 st week of October
	Regular meeting among IMs and staff	NFI	
	Training on Reproductive Health	CFI-NDMC and NDU	October 7-10, 2008
	Workforce Development Launching in Tandingan	CFI-NDMU-CCC	October 8, 2008
	Graduation of workforce Development Trainees	CFI- Nagdilaab Foundation	October 9, 2008

	(Querexeta Formation Center)	
Review and Enhancement of workforce development Curriculum	CFI-NFI	1 st week of November 2008
Stakeholders Meeting	Maluso Lantawan	October 14, 2008 October 16, 2008
Anti Drug campaign and leadership seminar	CFI-NDMC	October 18, 2008
Fellowship with Learners	CFI-NDMC	October 25, 2008
Coordination meeting with Ayala	CFI-NDMC	October 17, 2008
Regular meeting with Instructional Managers		October 11, 2008, November and December 2008
Anti Drug Campaign and Leadership Training	CFI- NDMC	October 18, 2008
Attendance of selected learners to World Bank sponsored training	CFI- NDU	October 25, 2008
Sports festival	CFI- NDU	October 30, 2008
T2 DAP Administration	CFI-NDMU/CCC CFI-CFI	November 4-7, 2008
T2 DAP Administration	CFI-NDU	November 24-29, 2008
PEPT exam	CFI- MIT (Bongao School of Arts and Trade) CFI- Basilan (Matarling, Lantawan) CFI- NDMU/CCC CFI- NDU NFI- NDMC	November 23, 2008
Graduation of Phase 1 ALS Learners	CFI- NDU	December 2008
Start of A&E classes	CFI- NDU	December 1, 2008

		CFI-NDMC CFI- NFI CFI- NDMU/CCC CFI-MIT	
	Graduation of ALS completers	CFI-NFI CFI- Basilan CFI- NDMU/CCC CFI- NDU	1 st week of December 2008
	T2 DAP Administration	CFI-MIT	December 1-6, 2008
	Reproductive Health Training	NDMU-CCC	December 2-5, 2008
	T2 DAP Administration	CFI-NDMC	December 15-18, 2008
	Graduation of Bongao ALS completers	CFI-MIT	December 16, 2008
	Graduation of Panglima Sugala ALS completers	CFI-MIT	December 18, 2008
SteerCom TWGs	ELSA Steercom	IYF, PBSP, AFI, Consuelo, Petron	October- December, 2008
	ELSA TWGs	IYF, PBSP, AFI, Consuelo, Petron	October- December, 2008
M&E	Monitoring of IRs 1, 2, 3 activities	IYF, PBSP, AFI, Consuelo, Petron	October- December, 2008
Outreach/ Communica- tion	Updating of ELSA website	AFI for ELSA	Entire 1 st Quarter of Y2
	Writing and Submission of Write-Ups/Consolidated Calendar	AFI for ELSA	Entire 1 st Quarter of Y2
	Writing and Submission of Weekly Highlights and feature Stories	AFI for ELSA	Entire 1 st Quarter of Y2
Others (Specify)			

List of Annexes:

- Annex 1. QPR Form 1. IR1 Targets and Accomplishments for the Quarter
- Annex 2. QPR Form 2. IR2 Targets and Accomplishments for the Quarter

- Annex 3. QPR Form 3. IR3 Targets and Accomplishments for the Quarter
- Annex 4. QPR Form 4. Financial Utilization Report
- Annex 5. Photo documentation of activities during the quarter
- Annex 6. List of Products developed for IR program implementation and also copies of products and press releases for communication and outreach activities.
- Annex 7. Required data summaries for submission during the quarter
(Refer to the list in the QPR Guidelines)

ANNEX 7



USAID
FROM THE AMERICAN PEOPLE



EQuALLS2 **(Phase 2)**

Quarterly Progress Report, FY 2008
(July to September 2008)

Submitted to:
Education Development Center, Phil.

By:



Save the Children

October 2008

Project Brief

Project Title: EQuALLS2
Sub-grant Agreement No. with EDC 03-5319 (Phase 2)
Start : December 1, 2007 – End: April 30, 2011

Geographical Coverage

Region	Provinces (names)	Municipalities	Revised Target Number of Barangays
Region IX	Zamboanga del Norte	Salug	17
		Siocon	20
	Zamboanga Sibugay	Alicia	20
		Malangas	19
		Olutanga	14
	Zamboanga del Sur	Margosatubig	13
		San Miguel	14
		Dinas	23
		Zamboanga City	10
	Basilan	Isabela City	10
Region XII	Cotabato	Midsayap	43
	Sultan Kudarat	Lutayan	11
ARMM	Maguindanao	Datu Piang	15
		Datu Saudi	11
		Mamasapano	14
	Sulu	Talipao	39
		Luuk	15
TOTAL			308

Financial Status as of this quarter (in US Dollars)

Total Grant Amount for the project duration	Total Amount Disbursed to date	Cumulative % disbursed from project start	Cumulative % disbursed against Year I budget
10,000,000.00	1,780,268.45	18 %	75 %

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Part One: EXECUTIVE SUMMARY

The quarter under review is the last quarter of the Year 1 implementation of EQuALLS2. During the period, Save the Children was able to take off from the preparatory activities that were laid down during the previous quarter. The IR 1 component has already started to proceed to CESP planning-workshops and capacity building of the E-PTCAs and E-LSBs from the social preparation activities conducted in the second quarter. The IR 2 began its refresher courses and area-based trainings after the series of NEPP and Core ESM trainings conducted during the summer. From the reproduction of literacy modules and the development of skills training modules in the previous quarter, the IR 3 has proceeded to the conduct of the actual learning sessions for basic literacy and technology-based skills training for OSCYs.

However, the resurgence of armed conflict in Mindanao is a major factor that has caused the delayed implementation of many planned activities. This was particularly true in the three impact municipalities in Maguindanao, Midsayap in Cotabato, Siocon in Zamboanga del Norte, and Malangas in Zamboanga Sibugay. Such a situation has impelled Save the Children to evolve and incorporate in its project strategies several mechanisms in responding to emergency situations. As an immediate step, Save the Children conducted Peace Space Training for the DepED District Supervisors and teachers in Midsayap to equip them with the basic rudiments of disaster preparedness and how to conduct education activities during emergencies.

The series of project planning and assessment sessions among the project staff that were conducted during the previous quarter have resulted to more rational targeting and strategizing in order to meet the project deliverables. The results of the self-assessment of Save the Children has facilitated the formulation of more improved project strategies and approaches which are highlighted in the Annual Work Plan for the Year 2.

Because of the delayed implementation and some adjustments on the project processes, many of the Year 1 activities will be carried over to the next quarter, which is the 1st quarter of Year 2. The expected activities include the continuation of the CESP processes, E-PTCA/E-LSB capacity building, actual awarding of CIGs, actual implementation of community/school projects, continuing basic literacy and skills trainings for OSCYs, and follow-up trainings of teachers.

Several researches will also be completed during the period such as the Research on Measuring Community Capacity of IR 1 and the Developmental Assets Profile of IR 3. The results of these researches will be useful in further improving the project strategies in the succeeding years.

**Part Two:
TECHNICAL
PROGRAM
ACCOMPLISHMENT
AND CHALLENGES/
ISSUES**

**A.I Activities
Conducted and
Results**

**A. Intermediate Results I :
Increasing learning opportunities through community
support for education (IRI)**

Table I. IRI Activities conducted during the quarter

Planned Activities and Targets	Actual Activities	Actual Outputs	Progress Status to Date
1. Sectoral Consultation and Planning			
Social Preparation (remaining barangays in Sulu and Lutayan)	Social Preparation workshops conducted in all barangays in Sulu and Lutayan	100% completed	Completed
Municipal Engagement	Save the Children has established stronger linkages with the municipal local government units via MESP priming and project updating to LGUs	17 Municipal LGUs	Ongoing MESP priming
2. Formulation of CESP and MESP and Creation of E-PTCAs / E-LSBs			
CESP priming	Conducted CESP priming to E-PTCAs at the barangay level	87 EPTCA	Conducted in the first batch of E-PTCAs in the 95 barangays.
CESP Actual Planning/ Workshop	Actual planning workshops were conducted at the EPTCA level	87 E-PTCAs started conducting the CESP workshops	CESP formulation is ongoing and expected to be completed by December
MESP Formulation/ Review and Updating	MESP Priming	None	Ongoing and to be continued to the next quarter.
3. Educational Facilities Improvement			
3.1 School Facilities Needs Assessment in 21 schools.	c/o Petron	c/o Petron	None
4. Establishment of Sustainability Mechanisms for LGU Support for Education			
E-PTCA / BCPC-BLGU Formation	PTCA meetings in 87 schools in the Year 1 priority barangays were attended. Meeting with 10 school-less priority barangays were also	87 EPTCAs formed. 10 alternative structures in school-less priority barangays still in the process of assessment /	Limited updates gathered on the E-PTCA formation in schools in non-priority barangays for Year 1. Identification of groups in school-less barangays still in the process.

	participated.	identification	
Conduct of capacity-building trainings for E-PTCAs and E-LSBs	Formulation of the Capacity Assessment (ODPM) Training Modules for the E-PTCA and E-LSBs	4 major ODPM modules: - Organizational Management - Project Management - Finance Management - Advocacy and Networking	Modules still need refinements after the pre-testing
5. Staff Development			
5.1 ODPM Trainers Training	ODPM Trainers Training	2 batches participated by a total of 40 participants	Completed
6. Capacity Assessment Activities			
6.1 Capacity assessment of E-PTCAs and E-LSBs	Actual conduct of capacity assessment of E-PTCAs and E-LSBs	87 EPTCA 12 ELSB	Some E-LSBs have not yet been assessed Assessment tool for school-less barangays need to be formulated

A.2 Results and Outcomes

There are two (2) expected outcomes of EQuALLS2 under the IR 1 component. Below are updates on the present status of these targets.

Outcome 1: Improved facilities and increased access through Community Improvement Grants

To date, the actual refurbishment and construction of school facilities are on going in 43 schools. This is being supervised by Petron and Habitat. The awarding of CIGs was not pushed through on account of an understanding between EDC and Save the Children that E-PTCAs ought to be provided with the essential capacity trainings to prepare them to effectively implement or manage projects assisted through the grants and MESP funds. In the meantime, IR 1 focused more on the conduct of E-PTCA and E-LSB capacity assessment of which consequent results will be processed and analyzed by the team in October 2008. Such was also the basis for the formulation of the capacity training modules for the E-PTCAs and E-LSBs. These modules were formulated through the technical assistance of external consultants.

CLC Refurbished. Save the Children conducted the assessment of the physical condition of the identified CLCs. This was done in preparation for the conduct of the IR 3 learning sessions in the 85 identified barangays. Thus far, 85 CLCs were already refurbished.

**Outcome 2:
Increased and sustained community involvement in education improvement**

PTCA or similar "school" governance structures. The PTCAs were formed several weeks after the school enrollment in June. At present, there are few schools that were not yet able to form their new sets of officers because of the occurrence of war in the communities. This is evident in the barangays in the provinces of Maguindanao, Sultan Kudarat and Cotabato.

Education Stakeholder Groups. The social preparation activities were finally completed. This was followed by the CESP priming sessions conducted in the 95 barangays. During this, Save the Children used the CESP facilitators' guide prepared by IR 1 which include improved processes in formulating the CESP.

The actual CESP processes have taken off during the period. All of the E-PTCAs have completed the Children and Youth consultation workshops which are essential to the formulation of CESP. These workshops intend to increase the participation of children and youth especially in determining their needs to improve their education status. Twelve (12) E-PTCAs have completed the entire CESP process and are presently in the stage of packaging the results. The actual involvement of the parents, teachers as well as the children and youth in the CESP processes have enabled them to analyze the education issues in the communities and identify possible solutions to these issues. Their presence in the workshops has also enhanced their awareness and appreciation on the roles of the E-PTCAs in responding to these problems. The sustained participation of the parents, teachers and local officials during the workshops is very evident during the period.

At the municipal-level, the initial municipal engagement activities were sustained through the conduct of CESP/MESP priming activities and special meetings to discuss LGUs' support to the project. These activities have also enhanced the awareness and appreciation of LGU officials on the need to respond to education issues.

Community Incentive Grants Awarded. The CIGs or School Improvement Grants (SIGs) for the EQuALLS Phase 2 were not yet awarded during the period. This was moved to Year 2 to give enough time to capacitate the E-PTCAs in managing the proposed grants.

A.3 Challenges and Actions Taken

Table 2: IR 1 Challenges and Actions Taken

Challenges /Issues	Actions Taken	Outstanding Issues
1. Apprehension of parents to allow their children to attend Youth and Children consultations due to security risks	BLGU sent chaperon for the children/youth participants. Orientation was given to guardians.	None
2. Unstable peace and order/ endemic of armed conflict, incidence of kidnapping has delayed the process in many areas.	Postponed the schedules set Initiated education in emergency responses to	The project activities were not yet resumed in the covered barangays in Maguindanao.

	the children, teachers and parents in affected barangays. This was done in the form of peace space sessions, etc.	Planned activities and targets have to be adjusted and moved to Year 2. There is no assurance that the peace situation will be stable in the next few months.
4. Absence of LGU officials, inactive and indifferent officials in some areas have affected the municipal engagement	Constant engagement with the LGUs Identify and link with key persons within the LGUs who are influential and can serve as channel for Save the Children to coordinate with the local chief executives.	This issue is still evident in some LGUs.
5. Limited budget from the BLGU and MLGU to support CESP/MESP activities	Negotiated for non-cash contribution such as use of facilities (transportation, venue, etc.	On going negotiation with the MLGU and BLGU for upcoming activities
6. Low capacity of the EPTCA to undertake the project activities	Postponed major deliverables such as CIG awarding and gave more emphasis on the capacity building of the E-PCTA.	None
7. Conflict of schedules – some field activities were cancelled because simultaneous schedules of activities of the 3 IRs.	Organize consolidated schedule at least on a monthly basis.	Delayed implementation of activities and accomplishment of targets

A.3 Other Comments on the IRI Implementation

IR I Program Approach

There were several realizations that encouraged Save the Children in improving its program approach. One of these is the realization on the very limited participation of the children and youth in the entire CESP process. This resulted to some enhancement done in the CESP process design particularly the introduction of the Children and Youth consultation workshop. The results of the workshops were important inputs to the formulation of the CESP.

Furthermore, the capacity assessment results have cautioned Save the Children on the level of readiness of the target groups in implementing the CIG-funded projects. This realization prompted Save the Children to give more emphasis on further analysis on the capacities of the target groups and develop competency-based training modules that will enable them to effectively manage their organization and the management of various projects.

The IR I took the lead in initiating the Education in Emergency Response activities in response to the series of armed conflicts occurring in the affected project areas. These activities include the conduct of psychosocial sessions among the teachers, children and parents. Peace Space materials were also distributed to affected communities who are displaced in evacuation centers.

Coordination by Habitat and Petron with Save the Children on the progress and on the actual classroom repair or construction activities has to be re-established. The present level of coordination is a far cry from the one that was established and practiced during the preparatory phase. At present, Save the Children is not even aware of how many repair or construction work had been completed, where work is on-going, and which schools are benefiting this.

**B. Intermediate Results 2:
Improving educational quality through strengthened
capacity for English, Science and Math**

B. I Activities and Results

Table 3. IR 2 Activities conducted and results obtained during the quarter

Planned Activities and Targets	Actual Activities	Actual Outputs	Progress Status to Date
I. NEPP			
NEPP Trainers' Regular Meeting	1 meeting conducted	12 trainers attended	Continuity in the conduct of Trainers' consultation
Consultations with DepED Subject Supervisors	Progress Update Sessions with School Administrators and DepEd Officials were conducted	Conducted in 30 districts.	Continue conducting progress update sessions in the next quarter.
2. Core ESM			
Recruitment of Mentors per School (English and Science)	Science Diagnostic test conducted.	130 schools with science mentors in focus barangay 420 science mentors identified in focus barangays	Results will be used for upcoming Science Mentors Trainings
Core ESM Training Team Meeting	3 Core Math Trainers meetings conducted	12 math trainers attended the meeting	Set another meeting on the next quarter
Refreshers Training for Mentors	Core Math refresher trainings conducted.	7 batches/ clusters (Alicia, Margosatubig, Salug, Siocon, Zambo City, Lutayan and Maguindanao) A total of 324 teachers attended the training from 324 schools.	Completed the Refresher I.
Recruitment of Mentors per School (English and Science)	Science Diagnostic test conducted.	130 schools with science mentors in focus barangay 420 science mentors identified in focus barangays	Results will be used for upcoming Science Mentors Trainings

B.2 Results and Outcomes

The expected outcomes of EQuALLS2 under the IR2 component is “*Strengthened capacity for teaching English, Math and Science.*” Below are updates on the realization of these targets.

Trained Administrators and Officials assisted schools/ALS/ Madaris on school finance, management or governance

During the period, Save the Children has not conducted any trainings exclusively intended for the school administrators and officials. However, it has maintained close coordination and effective communication with the school administrators and officials in the covered barangays. The ongoing progress update sessions initiated by the team was an effective venue for the DepEd officials and school administrators to be aware of the developments of the project. This also enhanced their interest and commitment to participate in the implementation of the IR2 activities in their respective areas.

Trained Teachers/educators in English, Science and Math.

The 623 trained teachers who were trained in both English (259 teachers) and Math (364 teachers) have applied their skills in their respective schools. However, IR 2 still has to establish its mechanisms on how to assess the level of skills application of the trained teachers at the school level.

B.3 Challenges and Actions Taken

Table 4: IR 2 Challenges and Actions Taken

Challenges /Issues	Actions Taken	Outstanding Issues
Many schools do not have qualified mentors	IR 2 designed comprehensive ESM trainings for schools that have no qualified mentors	None
Actual application of the trainings at the school level inadequately monitored	IR 2 will design tool to monitor the actual application	None

B.3 Other Comments on IR2 Implementation

- The absence of qualified NEPP Mentors in some schools remains a challenge. In response to this, Save the Children has designed a comprehensive training on ESM for teachers in schools that do not have qualified mentors.
- The availability of instructional materials in the partner schools remains a challenge especially in ensuring the application of the trainings at the classroom level. The quantity, appropriateness and the timely distribution of the learning materials to the partner schools are imperative factors that will help facilitate a more effective application of the skills of the trained teachers in their respective classrooms.

C. I Activities and Results

**C. Intermediate Results 3:
Improving relevance of education and training for OSCY**

Table 5: Activities conducted and results obtained during the quarter

Planned Activities and Targets during the quarter	Actual Activities	Actual Outputs	Progress Status to Date
1. Provision of Alternative Learning System-A&E			
<i>No activity conducted during the period.</i>			
2. Provision of 3L Program			
Screening Hiring and Training of YLFs	Selection, Training and Deployment of YLFs	85 YLFs	Already deployed to their respective posts
2.2 Pre & Post Training (FLT/ABL)	FLT/ABL conducted during the synchronized registration	2897 OSCYs were enrolled for the 3L (now BLISS) sessions in 85 CLCs. These OSCYs were those who were considered neo and post literate based on the FLT/ABL results.	Sessions are still on-going and will be completed on Nov and Dec 2008.
3. Introduction of STII and Provision of support for Micro-enterprise and employment.			
3.1 Recruitment of STII and TBCST trainees	STII and TBCST Registration conducted	<p>552 OSCYs enrolled for STII . STII Sessions are ongoing in ZamboCity, Isabela City, Salug, Siocon Midsayap and Lutayan during the quarter.</p> <p>1,532 OSCYs were enrolled for TBCST during the quarter.</p> <p>Out of total enrollees, 1,382 (90%) OSCYs have completed the trainings.</p> <p>A total of 21 trade areas for the TBCST were introduced during the period.</p>	<p>STII Sessions in other municipalities will start in October.</p> <p>TBCST enrollment and actual sessions in some municipalities and barangays will start in October.</p>
4. Development and Provision of ALS Instructional Materials			
4.1 Review and Improvement of ALS Modules	Printing and Dissemination of the Basic Literacy Modules	26 modules (20 modules for neo and post literate level) were distributed to 85 CLCs.	Completed; 3L Materials are already available for the next batches
4.2 Procurement/distribution of Learners Kits	Procurement/delivery of BL kits	2,550 BL kits were distributed to 85 CLCs	Completed; 3L Materials are already available for the next batches
5. OSCY Assessment and Studies			
5.1 DAP Administrators	Conducted in 85 barangays	992 as of September 2008	STII, DAP still ongoing

C.2 Results and Outcomes	Training			
	5.2 OSCY Survey profiling	Conduct and consolidation of the OSCY HH survey results	Not yet completed	Analysis of the results will be done for prioritization of areas for the next batch

While some trainees have completed the TBCST in some areas, majority will finish this short term skills training by October. The specific number of registrants and completers by trade area and by location is located in the annexes. The STII trainings are expected to be completed by December of the next quarter.

The FLT/ABL test results indicate that a big number of OSCY need program support in BLiSs . The Summary Score of ABL takers in each municipality is presented in the Annex.

C.3 Challenges and Actions Taken	Table 6: Activities conducted and results obtained during the quarter		
	Challenges /Issues	Actions Taken	Outstanding Issues
	<ul style="list-style-type: none"> Delayed implementation of the IR 3 activities due to the bulk of activities undertaken and series of armed conflicts in the areas 	<ul style="list-style-type: none"> Moved schedules and extended the processes 	<ul style="list-style-type: none"> None
	<ul style="list-style-type: none"> Poor accomplishment of registration forms (lack of information, etc.) 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
	<ul style="list-style-type: none"> DAP administration timeline not followed due to the postponement of classes in areas affected by the war 	<ul style="list-style-type: none"> Noted the changes in schedule; DAP still administered 	<ul style="list-style-type: none"> Discuss with EDC the implications of the changes in timelines
	<ul style="list-style-type: none"> Limited number of OSCYs in identified priority barangays (this is because of the absence of baseline data on OSCY) 	<ul style="list-style-type: none"> Changed some of the initially identified barangays 	<ul style="list-style-type: none"> OSCY HH survey need to be utilized for the Year 2 IR3 Planning and targets
	<ul style="list-style-type: none"> Many of the officially registered OSCYs who signed the official registration forms were not in the list of the actual learners. Many have also dropped –out due to various reasons. 	<ul style="list-style-type: none"> Updating of the OSCY registration list 	<ul style="list-style-type: none"> Need to have a meeting with IR3 and field staff to assess the registration process.

**C.4 Other
Comments
on IR3
Implementation**

After having reviewed the modules, the Save the Children has streamlined the basic programs of IR 3. The said enhancement also responds to EDC's emphasis on workforce development. The following were the changes made:

Old	New
3L	BLiSs (Basic Literacy and Life Skills) – this is the same as the 3L but omitted the livelihood part
STLT	TBCST (Technology- Based Competency Skills Training) - more enhanced short term livelihood trainings focused on specific trades and competency focused modules
STII	Still the same
A&E	Still the same

**Part Three:
EQUALLS-WIDE
IMPLEMENTATION
ACTIVITIES**

The following are the other activities undertaken by Save the Children during the period.

Table 8. Activities conducted and results obtained during the quarter

Planned Activities and Targets	Actual Activities	Actual Outputs	Progress Status to Date
1. Technical Working Group Meetings			
1.1 TWG Activities	Attended the IR 1 and IR 3 and M&E TWG meeting convened by EDC in August 2008	1 TWG meeting	Completed
2. Monitoring and Evaluation			
2.1 Encoding of OSCY and Teachers Registration	Development of additional MIS for the OSCY and Teachers Registration	2 MIS Database System staff Encoded about 4,000 OSCY registration forms and 1,000 teachers forms	Refinement of data encoded
2.2 Year 2 Work Plan	Consolidated and Submitted Year 2 AWP to EDC	Year 2 AWP	For dissemination to field staff
2.3 Orientation on the M&E and MIS Guidelines	Inter-IR M&E workshop re: formulation of IR M&E Plans	3 IR M&E Plans	For finalization and submission for approval
2.4 Continuation of Save the Children Community Capacity Research	Formulation of the Tools	Formulated Questionnaires for Pre-testing	For pre-testing

A. Activities and Results

3. Outreach and Communication			
3.1 Production of QPR Newsletter for distribution to Partners	Produced 1 st QPR Newsletter,		Completed
3.2 Coverage of Save the Children field activities	Covered EQuALLS2 activities of Save the Children in the project areas and/or solicited data from field staff		Completed
3.3 Design and production of EQuALLS2 Training IDs and signage of project deliverables in the areas	IDs were printed and reproduced.		Need to distribute final IDs to NEPP and math mentors
3.4 Field validation of program learning agenda	Introduced documentation forms for the documentation of the social preparation process		On-going
3.5 Produced O&C materials for Save the Children-EQuALLS2 activities	Maintained branding and visibility in the said activities		Completed

B. Challenges and Actions Taken

Table 9. EQuALLS2-wide Challenges and Actions Taken

Challenges /Issues	Actions Taken	Outstanding Issues
Monitoring and Evaluation		
Absence of efficient software for data processing	Save the Children bought SPSS software	None
Data entry		
Outreach and Communication		
Information verification on reports	Coordinated with field staff on queries of EDC Comm. Team	None
Common Save the Children-EQuALLS2 schedule of activities as reference for O&C	Regular updates of calendars forwarded to EDC; continued coordination with field schedules	None

**Part Four:
FINANCIAL
ACCOMPLISHMENT
S, CHALLENGES
AND ISSUES**

A. Summary of Disbursement

The table below shows the financial updates of EQuALLS Project during the quarter under the transition phase:

TABLE 10. Summary of Disbursements this Quarter

Program Category	Total Approved Budget for the project duration	Total Approved Budget for the Year	Actual Disbursements this quarter
IR 1 – Increasing learning opportunities	679,817.00	195,913.00	119,833.51
IR2 - Strengthening capacity for E,S,M	1,933,069.00	467,678.20	38,607.87
IR3 - Improving relevance for OSCY	2,269,777.00	676,046.00	393,175.44
EQUALLS-wide activities	97,653.00	26,793.00	26,255.26
Overall Project Admin Cost	5,019,684.00	1,012,576.56	464,490.91
TOTAL	10,000,000.00	2,379,006.76	1,042,362.99
Last quarter's total disbursement			737,905.46
Total disbursement to date (G+H)			1,780,268.45
% Disbursement to date (project duration budget)			18 %
% Disbursement to date (Year budget)			75 %

Summary of Leverage

Table 11: Summary of Leverage

Fund Source	Activities supported by the fund	New Amount generated during the quarter (in Php)	Amount used for the Quarter (in Php)
BLGU / MLGU	CESP/MESP	305,400.00	305,400.00
	3L Sessions	93,900.00	93,900.00
Community	CESP/MESP	93,500.00	93,500.00
Save the Children	CESP/MESP Tech. Assistance	75,000.00	75,000.00
	Deworming	4,000.00	4,000.00
	Education in Emergencies	260,000.00	260,000.00
	Finance Management	60,000.00	60,000.00
	IR 1 Technical Assistance	150,000.00	150,000.00
	M&E Technical Support	320,000.00	320,000.00
	Research on Comm Capacity	300,000.00	300,000.00
	Staff Trainings (Safety and Emergency, Positive Discipline)	560,000.00	560,000.00
	Technical Assistance on Program Management	240,000.00	240,000.00
	DepEd	IR 2 Activities	270,000.00
TESDA	Participation in STLT and STII	75,000.00	75,000.00
TOTAL Leverage		2,806,800.00	2,806,800.00

Part Five: Plan of Activities

The following are the major activities for the next quarter.

IR 1: INCREASED LEARNING OPPORTUNITIES THROUGH COMMUNITY SUPPORT FOR EDUCATION

Major Activities	Q1		
	o	n	d
I. Barangays Awarded with SIGs			
1.1 CESP Planning-Workshop	X	X	
1.2 CESP Consolidation/MESP Formulation			
<i>a) Year 2 CESP Batch 1</i>		X	
1.3 SIG Preparatory Workshops (MESP Forms, MOA, EO, SIG Implementation Guidelines)		X	X
1.4 SIG Awarding			
<i>a) Year 1 CESP SIGs (1st batch)</i>			X
2. PTCA's or similar school governance structures supported			
2.1 PTCA/Barangay Council/LSB Role Clarifications			X
a. ELSB/EPTCA Formation/Brgy. Council CESP Management Team Formation			X
3. Education stakeholders' group assisted to increase their governance, management and advocacy skills			
3.1 ODPM for Governance, Management, Advocacy			
Batch 1	X	X	X
3.2 ODPM Module Review/ Refinement/Packaging	X	X	
4. CLC Refurbished			
4.1 Technical Assessment	X		
4.2 Community Mobilization		X	
4.3 Actual CLC Refurbishment			X
5. Actual New Classroom Construction (cl EDC)			
5.1 Technical Assessment	X		
5.2 Community Mobilization		X	
5.3 Actual CLC Refurbishment			
IR 2: STRENGTHENED CAPACITY FOR TEACHING ENGLISH, MATH AND SCIENCE			
Major Activities	Q1		
	o	n	d
A. NEPP			
Training of Mentors – Module 2	X		
Training of Trainers – Module 3			
Preparatory meetings with trainers – Module 3			
Training of Mentors – Module 3			
Monitoring visits to partner schools re. mentors' individual action plans		X	X
Mentors' Assemblies (by division)			X
B. Core ESM			
Trainers' Meeting – Math	X		
Training of Mentors – Math Level 2	X		
Training of Mentors – Science Level 1	X		
Training of Trainers – Science Level 2			
Trainers' Meeting – Science	X		
Training of Mentors – Science Level 2			
Monitoring visits to partner schools re. mentors' individual action plans		X	X
Mentors' Assemblies (by division)			X
Trainers' Meeting – Science	X		
Training of Mentors – Science Level 2			

	Monitoring visits to partner schools re. mentors' individual action plans		X	X
	Mentors' Assemblies (by division)			X
	c. Refresher training for core ESM			
	Refresher training for Math	X		
	Refresher training for Science		X	
	d. Training ++			
	Intensive English Course – non NEPP schools in focus bgys			X
	Intensive Science Course – non mentor schools in focus bgys			X
	DepED administrators' training			
	Echo training on Science, Math, English/NEPP – focus brgy schools		X	X
	Special Training for YLFs and Instructional Managers	X		
	IR 3: IMPROVED RELEVANCE OF EDUCATION AND TRAINING FOR OSCY			
	Major Activities		QI	
		o	n	D
	BASIC LITERARY AND LIFESKILLS SESSIONS			
	BL & Life Skills Sessions	X	X	X
	Conduct of Mid-Project Learning Assessment	X		
	Monitoring of 3L Sessions	X	X	X
	Conduct of YLF Regular Meetings and INSET	X	X	X
	YLF Training Part II	X		
	BL and Life Skills Session Program Review (with YLFs, learners and DALSCs)			
	Presentation of completers and turn-over of CLC to key local partners			X
	Tracking of learners' application of learning or progress to next literacy level			X
	A&E SESSION			
	Procurement of IMs and Learners' Kits		X	
	Reproduction of A&E Modules		X	
	Delivery of supplies and materials to CLCs			X
	Recruitment of A&E Learners		X	X
	Administer FLT Test			
	Selection of CLCs		X	X
	Refurbishment of CLCs			X
	IM (and DALSCs) Training		X	
	Organizational meeting with key community stakeholders			X
	TBCST			
	A. MODULE DEVELOPMENT			
	New trade areas		X	X
	Entrepreneurship		X	X
	B. PRE-ASSESSMENT			
	Conduct career Explorer	X		
	Recruitment of trainees		X	
	Conduct Training			X
	Assessment (for COCs)			X
	C. POST TRAINING ASSISTANCE			
	Guild Organizing Y1	X	X	X
	Guild Organizing Y2			
	Micro Enterprise Y1	X	X	X
	Micro Enterprise Y2			
	STII			
	A. NCI/NCII + Entrepreneurship			
	Monitoring of Y1 Trainees	X	X	X
	B. COSTUMIZED TRAINING PROGRAM			
	Identification of partner companies	X	X	X
	Recruitment of trainees			X

MONITORING , EVALUATION AND PROGRAM LEARNING				
Major Activities		QI		
		o	n	d
Project –Wide Planning and Assessment Workshops				
Installation and Maintenance of EQuALLS Database		X	X	X
IR Outcomes / Results Monitoring				
IR 1	Capacity Assessment			
IR2	Teachers' Proficiency (TEPT, etc.)			
	Education Indicators Monitoring			
IR3	DAP Training and Survey			
	Basic Education Competencies (ABL / FLT/ A&E)			
	Skills Assessment and Certification			
	Tracking of OSCY Employment (TRACER)			
Thematic Evaluation / Studies (IR demand-driven themes)				
IR1	Inclusion of Education support funds in the AIP of LGUs			X
IR2	SIG Evaluation: Effect of SIGs on the capacities of the PTCAs (Transition Phase)	X	X	
IR3	Factors affecting improvement in NATT Scores			
	Effects of the CEDF on the Beneficiaries (Transition Phase)			X
COMMUNICATION AND OUTREACH				
Children's Month roving exhibit and activities		X		
Quarterly Newsletter		X		
Press Releases		X	X	X
Production of EQuALLS2 supplies and calendars, etc.			X	
Production of EQuALLS2 visibility materials (tarps, leaflets, etc.)		X	X	X
Packaging of O&C published materials				
High profile visits				
O&C meetings and trainings (both in-agency and EQuALLS-wide)		X		

ANNEX 8



TECHNICAL PROGRAM ACCOMPLISHMENTS AND CHALLENGES/ISSUES

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TABLE 1
IR1 ACTIVITIES CONDUCTED AND RESULTS OBTAINED DURING JULY-SEPTEMBER 2008

ACTIVITIES DURING THE QUARTER	RESULTS/OUTCOMES
<p>1. Project Management Team meetings</p> <p>Held planning and monitoring workshops with members of the Project Management teams (PMTs) to discuss, monitor and plan for major activities for each of the Equalls2 project components</p>	<p>PMT meetings were held during the period in the different sites to discuss and plan major activities for the Project. Included in the agenda of these PMT workshops are:</p> <ul style="list-style-type: none"> • Regional coordinator/site coordinators' report on site operations and field monitoring activities • Update on work program and status of ongoing activities • Discussion and resolution of challenges, issues and other concerns on project activities and operations • Discussion of specific program issues e.g. IR3 operationalization in Patikul and Siasi, • Planning for other activities e.g. Teachers' Training, IM training and IM deployment to the target barangays, Capability building trainings for school administrators • Planning for the Education Summits in all sites • Discussion of other operational and administrative issues and concerns
<p>2. Organized and Convened Education Summits</p> <p>The PMTs of Cluster 1 -Jolo, Patikul and Siasi in Sulu and Cluster 3 - Paglat, Kapatagan, Buldon, Barira, North Upi, Barira, Datu Paglas and Marawi City convened and led the discussions of major education stakeholders of</p>	<ul style="list-style-type: none"> • The activity mobilized the PMT, school administrators, teachers, parents, barangay, and the entire community to discuss and do something to improve basic education and encourage them to become part of the

<p>their respective towns to look into the state of their local education and come up with a unified agenda to improve the quality of education.</p>	<p>reforms.</p> <ul style="list-style-type: none"> • Identified and defined priority programs/focus areas and interventions <ul style="list-style-type: none"> ➤ Local education policy ➤ Provision for instructional and learning materials ➤ Training for teachers ➤ Parents' support thru PTCA's ➤ Alliance building with private organizations for education support e.g. business council, peoples' organization, etc
<p>3. Pilot test of Capacity Assessment Tool for PTCA</p>	<p>Piloted the EQuALLS2 Capacity Assessment Tool for PTCA with selected PTCA officers in North Upi</p>

**TABLE 2
IR1 CHALLENGES, ISSUES AND ACTIONS TAKEN**

CHALLENGES/ISSUES	ACTIONS TAKEN	OUTSTANDING ISSUES
<p>Mainstreaming the Synergeia process of consultation and collaboration among the LGU partners and field staff; field personnel are leading the discussions whereas they should only be facilitators to enable the PMTs to formulate their decisions.</p>		<p>More strategic interventions to enable LGU officials in new project sites such as Lanao del Sur and Sulu to take the lead in enabling the PMT to implement education programs.</p>
<p>Cluster 1 program officer was unable to attend the</p>	<p>The Synergeia partners from ESKAN Negros Occidental who</p>	<p>Increasing security threats in the municipalities of Patikul,</p>



<p>educations summits due to security concerns. The summits in Jolo and Patikul the first education summits held ever. Siasi is an old Synergeia site so the site coordinator and staff were able to conduct the summit well. However, the Regional Coordinator and the Site Coordinators in Jolo and Patikul are new to Synergeia processes</p>	<p>volunteered to assist in these summits facilitated the meetings</p>	<p>Jolo and Siasi</p>
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Other comments on IR1 implementation:

(include implementation progress, new developments that are not covered above)

- In North Upi, the Local Government Unit allocated 10% of their 20% Community Development Fund (CDF) or 20 percent of their Internal revenue Allotment from the central government to support education reform program in the municipality called “Project Rendaw”. As a show of support, most of the barangays have also pledged to allocate a fraction of their CDFs for the project. The Sangguniang Kabataan will also give a part of their funds for the municipality’s education effort.
- Barangay officials in Paglas and Upi are now actively engaged in education governance. They demonstrate this by attending PMT meetings, getting involved in the problems and activities of the schools in their community and taking part in planning for solutions. In fact, many of our barangay officials are aware of the enrolment data, number of teachers and number of students in their respective schools.



TABLE 3
IR2 ACTIVITIES CONDUCTED AND RESULTS OBTAINED DURING JULY – SEPTEMBER 2008

ACTIVITIES DURING THE QUARTER	RESULTS/OUTCOME
<p>1. Training of Mentors in English and Mathematics</p> <p>Collaborated with DepEd and PMTs on the schedule and conduct of trainings for teacher-mentors and Synergeia trainers with respect to content</p> <p>Conducted site-training (training ++) at the district level in Cluster 3 for 1088 in Math and in English. The training programs were planned by the PMTs with DEPED supervisors taking the lead. Mentors chose among themselves the teachers who will demonstrate lessons before the teachers. Trainers from TEIs served as resource persons and supplemented the training on site.</p>	<ul style="list-style-type: none"> • Improved the design and methodology of in-depth trainings for teacher-mentors to complement/ enrich the REPP and Math trainings • Most PMTs opted to use Synergeia and training modules for English and the EQuALLS module for Math • Consensus-building with PMT on training schedule and selection criteria to be used in choosing mentor-teachers to be trained: Selection criteria was based on 70% proficiency in the subject and 30% teaching skills. The scores of teachers in the two subjects were also considered in the selection • In Cluster 3, the number of teachers trained at the district level in Cluster 3 sites for both English and Math are: <ul style="list-style-type: none"> Paglat - 62 Teachers North Upi – 264 Teachers (North - 209 and West District - 55) Barira – 126 Teachers (North – 40, Central- 48, South – 38) Buldon – 160 Teachers (East – 85 and West – 75) Kapatagan – 59 Teachers Ganassi – 219 Teachers Marawi City – 150 Teachers • In Cluster 1, the PMTs of Jolo, Patikul and Siasi nominated teachers from educational institutions in their respective areas to be trained by Synergeia trainers from the

	<p>Ateneo de Zamboanga University. The idea was to augment the teachers' need for the conduct of a sweeping English and Mathematics training of all public elementary schools in the target areas of the three municipalities.</p> <ul style="list-style-type: none"> • 34 educators (20 English and 14 Math) from private school institutions (Notre Dame of Jolo), state universities and colleges (Mindanao State University in Jolo, Jolo Fisheries and Agricultural Schools), public high schools and elementary schools participated in a two-day training held in Ateneo de Zamboanga last August 2008. They were given materials and provided with first-hand experience on how to conduct mentors' training in the two subjects
<p>2. Administrators Training (Lanao Del Sur Sites)</p> <p>Training of School Heads and Administrators from the municipalities of Ganassi, Kapatagan and Marawi City</p>	<p>31 School Heads administrators were trained on leadership, management, work planning and evaluation and supervisory skills</p>
<p>3. Science Diagnostic Exam for Teachers in Cluster 1 Sites</p> <p>EDC initiated diagnostic examination to identify teacher-mentors in Science</p>	<ul style="list-style-type: none"> • Synergeia field staff collaborated with DepEd officials and school administrators to identify possible teacher-mentors in every school in the three municipalities. • 131 teachers from public elementary schools in the Cluster 1 sites - Jolo, Patikul and Siasi participated in the examination

<p>4. Strategic Planning with Synergeia Trainors</p> <p>Synergeia Central held a Strategic Planning Workshop with its trainors on September 26-28, 2008. The objective was to map out strategic directions and action plans for a Synergeia proficiency program in English Science and Math.</p>	<ul style="list-style-type: none"> • The meeting was a venue for Synergeia trainors to come up with a common content, strategies, action plan and interventions to address the training needs of teachers in ESM • The meeting also provided trainors with an opportunity for fellowship and development of esprit de corps. It also developed stronger peer and professional relationships among trainors who share the same passion
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**TABLE 4
IR2 CHALLENGES, ISSUES AND ACTIONS TAKEN**

CHALLENGES/ISSUES	ACTIONS TAKEN	OUTSTANDING ISSUES
<p>Some teachers who were trained in English and Math have low capabilities to mentor fellow teachers</p>	<ul style="list-style-type: none"> • Synergeia partner- trainors were engaged in the design of follow through/in-depth training in ESM of potential mentors • Synergeia Central programmed a direct/ focused Teachers' Training. The objective of this training is to enhance content knowledge and pedagogical skills of teachers. The modules were carefully discussed and reviewed by Synergeia trainors during a strategic planning held on September 26-28, 2008 at 	<ul style="list-style-type: none"> • There is a pressing need to train all public school teachers . • Selection of potential teacher-mentors must be done in strict adherence to the set criteria

	<p>Renaissance Hotel in Makati City.</p> <ul style="list-style-type: none"> • Review of the selection criteria for potential mentors based on assessment and recommendation of Synergeia trainers 	
<p>The training of volunteers from TEIs in Sulu need to be integrated into the training/mentoring of teachers.</p>	<p>A scheme will be devised to tap mentors from private schools in training the teachers from Sulu on-site.</p>	

TABLE 5
IR3 ACTIVITIES CONDUCTED AND RESULTS OBTAINED DURING JULY - SEPTEMBER 2008

ACTIVITIES DURING THE QUARTER	RESULTS/OUTCOMES
<p>1. Training of Instructional Manager for ALS</p> <ul style="list-style-type: none"> • The training of instructional managers as community educators for ALS in the 11 sites was conducted in two batches: First batch on July 18-20, 2008 in Cotabato City with 104 IMs representing the barangays of Cluster 3 sites – Barira, Buldon, Upi, Paglat, Datu Paglas, Marawi, Ganassi and Kapatagan; Second batch on July 26-28, 2008 in Zamboanga City with 54 IMs representing the barangays of Cluster 1 sites – Jolo, Siasi and Patikul 	<ul style="list-style-type: none"> • IM-participants were provided an overview of Synergeia and Equalls 2 program. They were given a sense of their role, responsibilities and accountability as community educators in relation to Synergeia and Equalls2 objectives. • IM-participants were introduced to the concept and philosophy of alternative learning system. They were provided orientation lectures on learner-centered and life-centered education and community-based learning system for

	<p>OSCY</p> <ul style="list-style-type: none"> • Using the LIFE modules, the IMs have gone through the 3 workshops to let them experience the dynamics of a learning group and simulate the process of conducting LIFE learning session • The communication and organization skills of IM-participants were assessed to determine whether they can be effective in community mobilization and as community educators. It was also used as a test of self-confidence and as a starting point for teamwork and fraternity among IM-participants. • They were oriented on the reporting and documentation requirements of Synergeia and Equalls 2 program • The culminating activity was a presentation of the IMs initial work program.
<p>2. Re-validation of OSCY data for ALS programming</p> <ul style="list-style-type: none"> • Organized database on learners per barangay and per module. 	<ul style="list-style-type: none"> • The number of OSCY from the re-validated or cleaned OSCY database as of September 2008 was reduced; OSCY who are not in the list were those who went back to school, have migrated elsewhere, and no longer interested to participate in any ALS program
<p>3. Preparatory activities for ALS Courses</p> <p>Content and program details, i.e. allocation of targets (no of OSCY) per ALS course program, criteria for selection of learners, curriculum, administrative arrangements and budgets.</p>	<p>LIFE Course</p> <ul style="list-style-type: none"> • Finalized number of learners to take LIFE course per barangay based on set criteria i.e. age range (OSCY who are 13 years old and above) and number of session days

	<ul style="list-style-type: none"> • IMs organized learning groups in every barangay; only those with critical number of learners per group were allowed to conduct LIFE classes; ALS classes in barangays that did not reach a critical number are scheduled in the following months. • CLCs were identified and prepared/refurbished for learning sessions • LIFE modules, learners' kits and IM Guide, and evaluation forms were distributed. • IMs service contract was finalized for the conduct of learning sessions on LIFE <p>Livelihood Skills Training Course</p> <ul style="list-style-type: none"> • Identified learners per site • Selected 5 livelihood courses to be piloted on the initial year of implementation (Year 2): 3 courses (carpentry, masonry and plumbing) for male learners and 2 courses (baking and food processing) for female learners <ul style="list-style-type: none"> • Collaborated with TESDA ARMM on technical as well as administrative arrangements on the conduct of livelihood skills training classes in Cluster 3 sites. For Cluster 1, arrangements with TESDA Sulu on the works <p>PEPT</p> <ul style="list-style-type: none"> • Identified learners based on set criteria • Methodology for PEPT being developed in collaboration with DepEd and school principals <p>A & E</p> <ul style="list-style-type: none"> • Identified learners based on set criteria • Methodology/administration of A&E learning sessions to be finalized
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TABLE 6
IR3 CHALLENGES, ISSUES AND ACTIONS TAKEN

CHALLENGES/ISSUES	ACTIONS TAKEN	OUTSTANDING ISSUES
<p>Complaints from the PMTs in Sulu (specifically Councilor Halman of Jolo) on the apparent disregard and lack of consultation by the Synergeia staff on-site with PMTs on the screening and selection of IMs.</p>	<p>Synergeia Central took note of the complaints and had intensive meetings with the Synergeia staff, PMTs and LGU personnel to sort out the problems.</p>	
<p>During the IM training in Zamboanga, it was discovered that some IMs specifically those from Siasi are not residents of the barangay where they will serve as community educators; it gave rise to a number of issues such as familiarity and coordination with the barangay, transportation to and from residence to place of assignment, provision for transport allowance, etc.</p>	<p>Synergeia Central went through intensive meetings with the staff, PMTs and LGUs officials to address the problems. The LGUs have been pacified and coordination with the barangay officials has been attained.</p>	
<p>Some IMs started work without a signed service contract with Synergeia. IMs who have started mobilization activities for LIFE Course classes had to stop their activities until further notice from Synergeia Central</p>	<p>The terms of the contract was finalized and transmitted to the PMT for their comments/review.</p> <p>The Synergeia CEO had issued directives to stop the conduct of ALS classes until the service contract is signed by concerned parties and that the learners in the database have</p>	

	<p>been properly organized into classes of at least 20 learners each.</p>	
<p>The desired salary rate of IMs was different among the sites, some PMTs preferred to pay their IMs P8,000 while others stuck to P4,000 as agreed in the Davao ALS Planning Meeting.</p>	<p>Synergeia Central maintained the salary rate of P4,000 per class of learner/per month for IM per contract as agreed during ALS Planning meeting in Davao. The decision of Central office was accepted by the PMTs</p>	
<p>After the re-validation of OSCY database, the number of OSCYs who expressed interest in joining ALS program was reduced due to various reasons : some went back to formal school, some cannot be located, some were no longer interested in ALS program, etc.</p>	<p>Synergeia did not anticipate the reduction in the number of OSCYs from the original survey. However, Central Office has taken steps to ensure that the target number of OSCYs is achieved at the end of the project period. A second survey is being implemented.</p>	
<p>IMs demanded payment for their services in cleaning the CLCs and initial coordination work with the barangay and mobilization activities for Pre-LIFE classes</p>	<p>Synergeia Central has decided to compensate the IMs for work rendered. Started sending payments to IMs for services rendered</p>	
<p>Delay in the roll out of LIFE classes in Cluster 1 sites and some Cluster 3 sites</p>	<p>PMTs and site coordinators finalized preparations for the roll out of LIFE classes starting October until November 2008 (20 session days)</p>	<p>Learning groups that did not reach critical number of learners are clamoring for LIFE classes to start.</p>
<p>Small and dilapidated</p>	<ul style="list-style-type: none"> Requested the approval of DepED to use some 	<p>Delay in the repair and refurbishment of dilapidated</p>

Community Learning Centers (CLCs). Lack of facilities (chairs, tables and electric fans)	classrooms as temporary CLC <ul style="list-style-type: none">• Use of Madrasah as CLCs	CLCs
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