



Quarterly Report

April - June 2009



Submitted to **USAID Philippines**

by

Education Development Center, Inc.

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





EQuALLS PHASE 2

**Quarterly Report
April - June 2009**

**Submitted to USAID Philippines
by
Education Development Center, Inc.**

August 15, 2009

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

Cover Captions

Left

Tom Crehan, Chief of USAID's Office of Education, paints a newly constructed building in Maasin Elementary School in Zamboanga City.

Upper Middle

US Ambassador Kristie Kenney cheerfully makes the peace sign with campers from the Youth Camp for Peace and Understanding in Zamboanga City on June 4, 2009. More than 100 youth from the Zamboanga peninsula and island provinces of Basilan, Sulu and Tawi-Tawi attended the five-day youth camp in the city.

Lower Middle

Elementary school teachers from the West District of Midsayap, North Cotabato are all smiles as they test brand-new computers their ICT hub recently received from USAID's EQuALLS2 Project.

Upper Right

US Ambassador to the Philippines Kristie Kenney (middle), Philippines' Department of Education Undersecretary Wilma Labrador (right), and National Book Store founder Socorro Ramos signified a partnership in promoting quality education for schoolchildren in Mindanao.

Lower Right

Brother's Brother Foundation president Luke Hingson reads a BBF-donated book to students of the Sta. Maria Central Elementary School in Zamboanga City, Philippines during his visit to the city in May 2009. The school is one of the 50,000 academic institutions worldwide that are receiving BBF's donated books from known publishers like Mcmillan/McGraw-Hill, Houghton Mifflin, Scott Foresman, and Pearson Education.

TABLE OF CONTENTS

I. EXECUTIVE SUMMARY	7
II. TECHNICAL PROGRAMS UPDATE.....	13
Intermediate Result 1:	13
<i>Increasing learning opportunities for children and youth through community support for education and livelihood programming in targeted geographic areas</i>	
Intermediate Result 2:	18
<i>Strengthening capacity for teaching of English, science and math</i>	
Intermediate Result 3:	24
<i>Improved relevance and training for out-of-school children and youth (OSCY)</i>	
III. MONITORING AND EVALUATION	29
IV. SUB GRANT MANAGEMENT	30
V. PROJECT OPERATIONS	34
A. Outreach and Communications.....	34
B. Administration and Human Resources	35
C. Security	37
VI. FY 2009 QUARTER 4 WORKPLAN SUMMARY	38

ABBREVIATION LIST

ALS A&E	Alternative Learning Systems Accreditation and Equivalency
ARMM	Autonomous Region in Muslim Mindanao
AusAID	Australian Agency for International Development
BBF	Brother's Brother Foundation
BEAM	Basic Education Assistance for Mindanao
BLiS	Basic Literacy and Life Skills
BME	Bureau of Madrasah Education
CESP	Community Education and Skills Plan
CIG	Community Incentive Grant
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
GDA	Global Development Alliance
GEM	Growth with Equity in Mindanao
HQ	EDC Headquarters
ICT	Information and Communications Technology
ICT4E	Information and Communications Technology for Education
IM	Instructional Manager
INSET	In-Service Training
IR	Intermediate Result
IYF	International Youth Foundation
JSOTF	US Military Joint Special Operations Task Force
LGU	Local Government Unit
LIP	Lead Implementing Partner

LSB	Local School Board
M&E	Monitoring and Evaluation
MESP	Municipal Education and Skills Plan
NDMU-CCC	Notre Dame of Marbel University - Champagnat Community College
NEPP	National English Proficiency Program
O&C	Outreach and Communications
ODPM	Organizational Development and Project Management
OSCY	Out-of-School Children and Youth
PEPT	Philippine Education Placement Test
PMT	Project Management Team
PTCA	Parent-Teacher-Community Association
QPR	Quarterly Progress Report
RBEC	Revised Basic Education Curriculum
RPO	Regional Program Officer
SC	Save the Children
TA	Technical Assistance
TEI	Teacher Education Institute
TEPT	Test of English Proficiency of Teachers
TESDA	Technical Education and Skills Development Authority
TOT	Training 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

LIST OF ANNEXES

- Annex 1: Communications Products (Weekly Highlights; Published Articles; Other)
- Annex 2: Draft OSCY Livelihood Mapping Study Report
- Annex 3: Intel GDA Proposal
- Annex 4: Quarterly Report – International Youth Foundation (IYF/ELSA)
- Annex 5: Quarterly Report – Save the Children
- Annex 6: Quarterly Report – Synergeia Foundation
- Annex 7: Quarterly Report – Petron Foundation
- Annex 8: Technical Working Group Minutes
- Annex 9: Mid-Term Review Kit

I. EXECUTIVE SUMMARY

Education Development Center, Inc. is pleased to submit this 3rd Quarter Report for fiscal year 2009 to USAID for the 'Education Quality and Access for Learning and Livelihood Skills 2' (EQuALLS2) Project in the Philippines' Autonomous Region in Muslim Mindanao (ARMM), and Regions 9 and 12. The following information articulates the successes and challenges faced by the project during the reporting period April – June 2009.



DepED Region XII Director, Luz Almeda and IYF's Zeny Domingo refresh a classroom during Brigada Eskwela

Panay Elementary School, Sto. Nino, South Cotabato

Key EQuALLS2 achievements for this period:

- **EQuALLS2 Support for DepED's Brigada Eskwela**

Provided a second year of support to DepED's annual Brigada Eskwela (school opening readiness program), in preparation for the school opening in June. EQuALLS2 provided material support to 748 schools with paints, cleaning materials and minor classroom repairs (\$100 per school), and helped the PTCAs and school teachers mobilize material and labor support from the communities. (A special feature of this year's Brigada was the active participation of USAID and Embassy personnel in providing volunteer work cleaning and painting some schools in Mindanao).

- **Mid-Term Review completed, finding technical successes**

USAID invited Seema Agarwal-Harding, Regional Education Advisor from USAID's office in Bangkok to assist in conducting a mid-term review of the project. Findings included that the project is addressing a critical need in Mindanao, and that progress is being made towards achieving development goals.

- **Launched ICT initiative, trained 201 teachers in partnership with Microsoft and established 4 ICT hubs in first of ten municipalities**

In collaboration with Microsoft, EQuALLS2 launched an ICT mentor training program that meets the unique needs of teachers. The training program includes a 5-day intensive hands-on training, a series of self-paced modules, and a 3-6 month mentoring activity. 201 ICT mentor teachers from Midsayap and Malapatan attended the 5-day training. 32 computer units were turned over to Midsayap.

- **National Book Store GDA agreement signed to provide 48,000 dictionaries to children and youth in Mindanao**

A Memorandum of Understanding was signed with National Book Store on April 3, 2009 to provide 48,000 dictionaries to schools and youth in Mindanao. This effort will place dictionaries in each EQuALLS2 classroom and CLC as a response to teachers' requests. Teachers find them necessary and useful in helping students develop their English

vocabulary skills, and believe that students will become more interested in reading. More importantly, a better grasp of English will positively affect students' understanding of subjects that are taught in English such as science and math.

- **200 multicultural youth from Mindanao joined for the Cultures Across Mindanao Program (CAMP) – a youth camp for peace**
200 youth from diverse religious, cultural, ethnic, and socio economic backgrounds joined at 2 camps to gain a better understanding of the unique and different cultures that exists across the conflict-ridden region. A key camp objective was the promotion of values, attitudes, and perspectives that build tolerance, peace and understanding.

Technical Leadership

This quarter was an active period for the project. Partners continued to build capacity of PTCAs and strengthen relationships with LGUs and LSBs. As a result, resources and other forms of support were generated for Brigada Eskwela, and for improving classrooms and community learning centers. Partners completed the remaining core science and math courses for mentors, and trained trainers for rolling out the school-based mentoring program. These training activities ushered the stronger and more involved participation of district supervisors, division subject area supervisors and other officials, and regional DepED supervisors. Materials and technology work intensified this quarter. Four ICT hubs with 32 computers were set up and a matching grant with National Book Store to provide 48,000 dictionaries to EQuALLS2 elementary classrooms and community learning centers was signed. Close to 10,000 books were distributed to teachers during book shopping events held at EQuALLS2 book centers. In OSCY reintegration, a key achievement this quarter was the development of quality standards that will guide Partners' implementation of ALS and workforce development programs.

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

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

- Save the Children and ELSA updated stakeholders on the progress of program implementation as part of sustaining community participation in education and skills planning
- Partners involved youth in project activities. Save conducted children and youth consultations to give opportunities to express education and skills needs. ELSA conducted youth in leadership training activities. In Malapatan, Sarangani, trained youth leaders implemented a reading program with the support of Ayala Foundation and other local NGOs.
- Synergeia sustained engagement of local chief executives and government officials. Positive outcomes, such as scholarships for A&E learners, and counterpart assistance for Brigada Eskwela and CIGs were generated from these efforts
- Partners intensified capacity building training of PTCAs. Save the Children completed a series of project development and proposal making training or ODPM for PTCAs. The ODPM was designed using the results of institutional capacity assessments. Similarly,

ELSA conducted strategic planning and problem identification and priority setting trainings for PTCAs.

- Partners progressed in CIG implementation. Save awarded 13 CIGs this quarter, bringing the total CIG awarded to 75. Community projects assisted include: construction of water reservoir; improvement of school stage; and, construction of a perimeter fence. ELSA awarded 16 CIGs for audio visual facility; science laboratory equipment; and supplemental feeding PTCAs identified as their priority need. Synergeia oriented PTCAs on processes to prepare their organizations to develop, review and evaluate project proposals.
- This quarter, the concept note on the scope and coverage of EQuALLS2 assistance to madaris was approved by USAID. Assistance includes training of asatidz, minor repair of facilities, and provision of books and other reference materials. 20 madaris will be assisted.
- Partners actively supported Brigada Eskwela activities in a total of 748 schools. Partners mobilized community members, youth and other groups for this activity. LGUs provided contributions in the form of additional materials; provision of snacks for participants; and provision of storage space and hauling of materials to schools. USAID officials participated in Brigada Eskwela activities and generated goodwill with teachers, parents and the community.

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

- EDC provided support to partners in the roll-out of mentors training activities during summer. Math mentors and supervisors were trained on open-ended approaches to teaching and learning math; science mentors and supervisors were trained on using the Practical Work Approach.
- EDC distributed 282 sets of science mentors kits to 77 schools to support the application of Science Course 1 teaching-learning activities in 9 municipalities in Region 9 and ARMM. In addition, 232 Math kits were distributed to 206 schools to support the application of math course 2.
- EDC and BEAM jointly conducted the Summer INSET on Assessments in all divisions of ARMM.
- Collaborated with US Peace Corps in the English Language Camp that was attended by 268 English teachers coming from EQuALLS2 municipalities, and included the distribution of materials.
- The project's ICT initiative made significant progress during this period. Microsoft, with technical guidance from EDC, customized a 5-day ICT training program for teachers from EQuALLS2 assisted schools. EDC developed self-paced ICT learning modules consisting of 8 practical activities for teachers. 101 teachers from Midsayap and 100 from Malapatan were trained. In addition, 32 computers were turned over to Midsayap's 4 ICT hubs.
- Lead implementing partners managed book shopping events at the book centers and worked with local stakeholders to leverage resources for transporting teachers and books to and from the centers. This quarter, Lutayan schools received 9,501 books through a book shopping event in May.

- EDC signed a 1:1 matching GDA agreement with National Book Store in June to procure 48,000 elementary dictionaries for distribution in EQuALLS2 elementary classrooms: 24,000 copies coming from EQuALLS2 resources and 24,000 copies to be provided by the National Book Store. Dictionaries are the reference material most often requested by teachers. The total value of this shared procurement is \$384,000.

IR3: Improving relevance and training of OSCY programs

- Partners continued implementation of their basic education programs. 849 and 206 OSY participated in the various basic education offerings of ELSA and Save respectively.
- The workforce development programs of partners also reached a good number of OSY. Save and ELSA trained 1,592 and 658 OSY, respectively. The summer skills training camps conducted by Synergeia resulted in the completion of short term trade courses by 386 learners.
- Partners continued to conduct capacity-building of IMs and YLFs through monthly meetings and enhancement training focusing on various topics to improve their delivery of ALS programs.
- Under EDC guidance, IMs developed the DAP Data Application Handbook which will provide strategies to assist learners based on the results of the T1 and T2 administration of the DAP.
- In May 23-24, Dr. Arturo G. Sesma of SEARCH Institute taught partner representatives how to process the DAP data using SPSS (Statistical Program for the Social Sciences). A Guidebook for SPSS is being prepared for partners to use.
- The contracted consultant for the Livelihood Mapping Study completed data-gathering. The study aims to determine the full range of new and existing activities of OSCY and how they apply the new and improved skills they gain from the EQuALLS2 programs (see Annex 2 for a draft version, to be finalized for seminar in October 2009).
- EDC developed the Livelihood Activity Report or LAR, along with technical guidelines for its administration. The LAR will be used as a common tool to track use or application of new or improved skills by completers of basic education and workforce development programs.
- EDC and Partners also developed quality standards for basic education and workforce program elements, and refined the monitoring elements for IR3 performance indicators.

Strategic Partnerships

EDC continued to focus on strengthening strategic partnerships this quarter, including USAID, DepED, sub-grantees, existing and potential GDA partners, and other groups. Some of the details are as follows:

USAID

Assisted USAID, primarily the Office of Education (OEd), in monitoring and providing oversight and related assistance over the project, specifically on the following:

- Providing comments and suggestions, and helping on DepED linkages, on the USAID draft Letter of Implementation for the education bilateral agreement with the Department of Education (DepED).

- Preparations and conduct of USAID’s midterm review of EQuALLS2 in April.
- Follow up responses to USAID’s CERA report on the EQuALLS2 project.
- Planning and preparations for USAID participation in DepED’s Brigada Eskwela program.
- Supporting USAID’s request to assist a non-EQuALLS2 site, together with JSOTF (a school in Sumisip, Basilan).
- Planning and implementation of US Embassy Office of Public Affairs’ joint program with USAID on youth camps.
- Supporting USAID’s program on anti-drugs.
- Preparing/ providing project information requested by OEd and other USAID units.
- Planning and implementing a number of events that included project site visits by the US Ambassador, USG guests, USAID officials and guests; and supporting OEd regular monitoring visits.
- Arranging and facilitating meetings between USAID/OEd and DepED on matters of mutual interest.

DepED

Strengthened strategic partnerships with DepED at various levels:

- Update and consultation meetings with the Undersecretary for Programs and Projects, and the various bureau and center directors and their staff on specific program concerns.
- Coordination and consultation meetings with the Regional Directors for Region 9 and 12, and the ARMM, and EQuALLS2-related Division Superintendents and key supervisors in these regions.
- Coordination, joint planning and conduct of major project activities with local DepED officials on teacher training and continuing capacity building on English, science and math, and on beginning reading.
- Coordination, planning and implementation of USAID-EQuALLS2’s support for DepED’s Brigada Eskwela.
- Coordination with high level DepED officials for support in the release of computer equipment imported by EDC from the US for use in EQuALLS2’s ICT program and for donation to DepED schools.
- Joint planning and conduct of very successful new activities such as mini book fairs for Maguindanao and other EQuALLS2 sites.
- Coordinating with the national DepED secretariat for ICT to align the project ICT strategy with the DepED national ICT strategy.

Lead Implementing Partners

Provided technical leadership, coordination and sub-grants management functions with sub recipients/partners:

- Monitoring and coordination of project implementation through leadership and technical meetings, field monitoring visits, review and discussion of partner quarter reports.
- Conduct of joint project-wide activities such as training, monitoring, tools and guidelines development, and coordination of field events, including VIP visits.
- Coordinating the participation of LIPs in USAID’s internal midterm review.
- Conducted EDC-EQuALLS2 internal midterm review as a parallel and complementary assessment with that of USAID.

- Information sharing on security preparedness.

External/Others

Reinforced partnerships with:

- US Peace Corps' *TUDLO Mindanao*, on joint planning and collaborative implementation process for training of PTCAs through the Project Development and Management (PDM) workshops; and the joint planning of the English Language Camp (ELC), both of which will be focused on EQuALLS2 sites/ beneficiaries. Also assisted TUDLO in the installation of computers and peripheral equipment in Marawi City.
- AusAID's Basic Education Assistance for Mindanao (BEAM) project, on continuing implementation of agreed collaborative activities in teacher training, implemented during the school break (April/May).
- Joint Special Operations Task Force (JSOTF) of the US military on the delivery of books and the conduct of book fairs in a number of recipient municipalities/schools. Also assisted JSOTF in the planning and conduct of events in selected JSOTF assisted schools. Further, provided school desks for a JSOTF-assisted school in Sumisip, Basilan.
- Ayala Foundation, for the planning and implementation of youth camps in May and June to promote youth participation in civic affairs, and for helping build a culture of peace among the various social, cultural, ethnic and similar youth groupings in Mindanao.
- GDA potential partners, including the signing of a MOU with National Book Store Foundation in April to provide dictionaries to EQuALLS2 schools; hosted visit from Brother's Brother Foundation President, Luke Hingson.
- Linked with and conducted joint school activities with USAID's AMORE project in EQuALLS2 focus schools.
- Linked with UNICEF on potential collaboration on 'education in emergencies', a strategy to mitigate the effects of disrupted schooling in conflict-affected communities.
- Discussed with OXFAM GB possible collaboration in similar focus schools.

II. TECHNICAL PROGRAMS UPDATE

Progress made in each of the IR technical areas, during the quarter, is summarized below, with additional detail available in the quarterly reports from EDC’s sub grantees, attached as Annexes 4-7.

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

Activities this quarter focused on building the capacity of PTCAs to prioritize needs, and plan and implement community priority projects using community incentive grants. Lead implementing partners continued to build relationships with LGUs and LSBs, and generated resources and other forms of support for Brigada Eskwela, and for improving classrooms and community learning centers. In addition to engaging PTCAs and LSBs, lead partners also reached out to parents and youth to encourage their greater participation in community education improvement.

“We need to improve the current policy-making processes of the LSB, as we feel we have not maximized our role in education improvement. The skills we learn will help us redefine and streamline our efforts.”

*Councilor Michael Baclaan
 Chairman of Committee on Education
 Tantangan, South Cotabato*

The table below summarizes Lead Implementing Partners’ contributions to target accomplishments during the quarter:

IR 1 Indicators	Petron	Synergeia	ELSA	Save the Children	TOTAL
Number of Classrooms repaired with USG-Assistance	2 ¹				2
Number of Classrooms constructed with USG-Assistance	0 ²				0
Number of community learning centers (CLCs) refurbished			6	9	15
Number of Parent-Teachers Associations or similar “school” governance structures supported		17	141	125	283

Highlights, challenges and next steps for key IR1 activities are following:

¹ Petron Foundation implemented a new strategy this quarter, in response to insecurity in many of their work sites. In turn, Petron was able to begin 49 new renovations in the quarter.

² Similarly, Petron Foundation used a new strategy to begin 22 new constructions this quarter.

A. Community Engagement

Highlights

- Save the Children initiated more focused community mobilization or *Pangkat Aralan* activities in 103 out of its second batch of 105 barangays. During these community mobilization sessions, barangay stakeholders were re-oriented on EQuALLS2 and updated on progress of project implementation. PTCAs and other groups also participated in community planning workshops that will lead to the preparation of community education and skills plan or CESP.
- Save also conducted Children and Youth Consultations (CYC) in 95 batch 2 barangays. The consultations are part of preliminary activities in the CESP process that provides an opportunity for youth to express their education and skills needs.
- ELSA provided project updates to local stakeholders. Coordination meetings with stakeholders provided the venue to resolve local issues and concerns to further improve delivery of programs.
- ELSA continued to engage the youth in leadership training activities. A total of 68 youth in Basilan participated in the Re-echo Leadership Training conducted by Ayala Foundation. In Basilan, youth previously trained in Youth Camps tutored other youth on leadership skills with the assistance of barangay LGUs. Trained youth leaders and implemented a reading program in Malapatan, Sarangani, with the support of Ayala Foundation, Conrado and Ladislawa Alcantara Foundations.
- Synergeia sustained its engagement of different local chief executives and local government officials. Positive outcomes were generated from these initiatives. The municipality of Datu Paglas, for example, provided scholarships to enrolled A&E learners, a positive indication of strong LGU awareness in making education a priority in its development agenda. The LGU-led Project Management Teams also actively supported Brigada Eskwela; the conduct of trainings and workshops on Community Incentive Grants; and refurbishment of community learning centers.

Challenge

There is a need for additional strategies on integrating OSCY concerns into community education improvement planning.

Next Step

EDC will provide technical guidance and facilitate cross-results activities as agreed during the mid-term review.

B. Capacity Building for PTCAs and LSBs

Highlights

- Save the Children completed project development and proposal making training, or ODPM2, of 10 remaining batch 1 PTCAs. Save used its experiences and learning from the implementation of ODPM1 and ODPM2 to enhance the training modules by making the contents simpler and more focused.
-

- Save conducted midterm administration of the capacity assessment tool to 95 PTCAs in batch 1 barangays, and baseline assessment of 5 batch 2 barangays. One-hundred twenty (120) more PTCAs will be assessed in the next quarter.
- ELSA continued to conduct Strategic Planning and Problem Identification Analysis and Priority Setting Trainings for PTCAs. ELSA also conducted Personal Effectiveness and Teambuilding (PET) training this quarter.
- ELSA also started the Fund Management training PTCAs with CIG projects. In this training, the PTCAs learned how to keep records of funds that they receive, such as the CIG and the leverage funds from other sources.
- ELSA progressed in its work with LSBs. Preparations for LSB trainings were done through validation of LSB assessments, finalization of training design, and meetings with LSBs. Non-training capability building interventions continued to be a feature of ELSA approach. Non-training interventions included coaching of PTCA officers on planning and managing meetings; strategizing plan implementation; developing CIG proposals; and formulating the organization's constitution and by-laws.

Challenges

- Community mobilization (*Pangkat Aralan*) sessions could not be conducted in 22 barangays in Talipao, Luuk and Datu Piang because of security concerns.
- DepED Order No. 54, s. 2009 to be implemented effective this school-year, limits the membership of the PTCA (now to be called PTA) to parents and guardians of children currently enrolled in the school. Recognized PTCAs were given until June 30, 2009 to dissolve and cease operation. Save and ELSA have already expended funds and have trained many PTCAs. A total of 439 out of the targeted PTCAs have been trained. Some of those trained have been awarded with CIGs or are ready with their proposals. The change will have an effect on the whole content and programming of partners' package of capacity building trainings.
- School-less barangays exist in EQuALLS2 sites and partners are considering working with peoples' organizations in these areas. However, there is currently no tool for assessing the capacity of these organizations.

Next Steps

- EDC will conduct a dialogue with DepED National, or through the Project Advisory Committee (PAC), for the project to continue working with PTCAs in EQuALLS2 sites and provide specific guidance to lead implementing partners.
- EDC and partners to revisit DepED Order No. 67, amending the transitory provision on existing PTCAs. Save the Children will take the lead in exploring ways to work with PTAs, at the same time continue to involve other community stakeholders, and share with other partners its experiences and processes in undertaking this approach.
- EDC will work with partners in drafting a capacity assessment tool for organizations other than PTCAs and LSBs.

C. Community Incentive Grants (CIG)

Highlights

- Save the Children awarded 13 CIGs out of the 37 targeted during this quarter bringing the total CIG awarded to 75. Community projects assisted through CIG include: construction of water reservoir; construction and improvement of school stage; and construction of perimeter fence.
- ELSA awarded 16 CIGs that were approved in the last quarter. Community projects awarded include audiovisual facility; science laboratory equipment; and supplemental feeding.
- Officers of PTCAs from Synergeia sites were oriented on processes to prepare their organizations to develop, review and evaluate CIG proposals. PTCA leaders who attended the *TUDLO Mindanao* Project Development and Management workshops helped their colleagues in the development of CIG proposals. Selected leaders and PMT members were also trained on how to re-echo the training to PTCAs in their respective communities. PMTs evaluated proposals submitted by PTCAs.



USAID's Aivan Amit (2nd from left) and Save the Children's Julio Agarano (leftmost), award a CIG check for the water system project of Binoni Elementary School.

Challenge

Approval of CIGs was slow. Delays were due to some LGUs not being able to provide counterpart for CIGs from lack of funds, delayed approval of budget allocation, and indifference of local chief executives in providing assistance to barangays whose officials have different political affiliation. CIG implementation in some barangays in Datu Saudi Ampatuan, a Save site, was suspended due to security situation in Maguindanao province.

Next Steps

- There is a need for partners and PTCAs they are assisting to continuously engage LGUs and advocate for the provision of counterpart for identified CIG projects. Partners should strengthen capacity building training with emphasis on the importance of resource mobilization and help PTCAs identify strategies in raising their counterpart contributions. Partners may also explore resources from the provincial LGUs who have special education fund (SEF).
- Save needs to share with other partners its experiences in implementing CIG in school-less barangays. Lessons learned will be useful in refining the EQuALLS2 CIG guidelines.
- The security situation in Maguindanao, Sulu and Basilan have not improved in the last two quarters and will likely continue to pose challenges in the coming months. Partners were directed to look at alternative project implementation strategies in these conflict-affected areas.

D. Madrasah Education Assistance

Highlights

- EDC continued to work with BEAM and the DepED ARMM Bureau of Madaris. EQuALLS2 participated in the BEAM Madrasah Implementation Review Validation and Assessment last May 2009.
- This quarter, the concept note on the scope and coverage of EQuALLS2 assistance to madaris was approved by USAID. Twenty (20) madaris will be assisted.
- The Bureau of Madaris visited the Cotabato warehouse to choose books that can be provided to the madaris. Appropriate books will be shipped to the madaris identified for assistance.
- EDC conducted continuing coordination with Partners, DepED Region 12 and 9 Madrasah Supervisors and administrators to identify additional Madaris to be assisted.

Next Step

Conduct consultation with the LIPs and Regions 9 and 12 Madrasah Supervisors to identify remaining madaris to be assisted.

E. Construction and refurbishment of physical learning facilities

Highlights

- Save repaired 9 CLCs this quarter.
- ELSA repaired/refurbished 6 CLCs.

Next Step

EDC and partners will conduct regular monitoring and provide timely reports on progress of classroom construction and repair, and CLC refurbishment.

F. Brigada Eskwela

Highlights

- Lead Implementing Partners actively supported Brigada Eskwela activities in a total of 748 schools. Synergieia together with school principals, teachers, PTCAs, students and barangay officials supported 225 schools. A total of 304 schools in the Save the Children areas were provided with materials for minor rehabilitation of school facilities. ELSA partners PBSP and AFI took the lead in sourcing the materials provided and assured on time delivery to its 219 school recipients. LGUs provided counterpart contributions in the form of additional materials; provision of snacks for participants; provision of storage space and hauling of materials to schools.
- ELSA engaged community leaders, youth groups, women's associations, religious sector and military in Brigada Eskwela activities. 432 youth in all ELSA project sites were mobilized to support the activity.
- USAID officials participated in Brigada Eskwela activities in some schools in the municipality of Sto. Nino and Lutayan in Region 12, and in Zamboanga City. The voluntary assistance of USAID generated a lot of goodwill and friendship with the teachers, parents and the community in these schools.

G. EDC Technical Leadership and Partner Coordination

Highlights

- An IR1 TWG meeting was held during the quarter to address CIG implementation challenges of partners, including types of projects that can be assisted through CIGs, CIG implementation approaches for school-less barangays, and strategies for opening of bank accounts especially in areas without banks.
- The IR1 team also assisted in the field visits related to the mid-term project review conducted by USAID.

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

The third quarter provided increased opportunities for teacher training as this covered the summer break for schools. Partners rolled-out core courses for mentors, specifically Science Course 2 and Math Course 3. The English Language Camp, organized and managed by the US Peace Corps under the *TUDLO* program, was conducted in close collaboration and coordination with the EQuALLS2 project.

A Training of Trainers on mentoring was held to jumpstart the school-based mentoring program. With a training team composed of National DepED personnel and consultants, the training ushered in stronger and more involved participation of district supervisors, division subject area supervisors and other officials, and regional DepED supervisors.

A series of assessment and evaluation activities were undertaken during this quarter, starting with the evaluation of the two-year implementation of the EQuALLS2-BEAM Reading Program. USAID also conducted an independent assessment of the project’s teacher training activities. Recognizing the need to assess if teacher trainings are translated into better classroom practices, the TWG planned for various assessment exercises to be conducted in the following quarter. On a bigger scale, EDC and partners participated in a project-wide mid-term review.

Coordination meetings with other projects and USGs were also initiated to ensure better collaboration. Discussions with the OXFAM project office in Cotabato, a meeting with AMORE head office in Manila, and meetings with various JSOTF units at the Manila and field levels have taken place.

The following table summarizes Lead Implementing Partners’ contributions to target accomplishments during the quarter:

IR 2 Training Indicators	Synergeia	ELSA	Save the Children	TOTAL
Number of Administrators and Officials trained (e.g. in school finance, management or governance)	0	0	26	26
Number of Teachers/educators trained with USG Support	2,809	3,758	4,684	11,251

Highlights, challenges and next steps for key IR2 activities are provided below:

A. Core Training Programs

Highlights

- EDC provided support to partners in the roll-out of mentor training activities during summer. A total of 667 math mentors and supervisors were trained on open-ended approach to teaching and learning mathematics. In addition, a total of 731 science mentors and supervisors were trained on selected topics taken from lessons in the first semester of the school year, using the Practical Work Approach for teaching science.
- EDC worked with DepED for the Training of Trainers on mentoring. A total of 55 DepED supervisors and teachers, and 10 teachers from 6 local universities/ Teacher Education Institutions (TEIs) participated in the trainers training. The participants are expected to train English and math teachers who attended the core training.
- The participation of IR2 education specialists and training teams from partners during IR activities was very encouraging.
- Timely provision of materials to trainers to ensure effective roll-out of mentors training.
- Distributed 282 sets of science mentors kits to 77 schools to support the application of Science Course 1 teaching-learning activities in 9 municipalities in Region 9 and ARMM. In addition, 232 Math kits were distributed to 206 schools to support the application of math course 2. Procurement of science mentors kits for course 2 and math mentors kits for math course 3 for the same set of mentors have started.

Challenges

- Simultaneous training activities conducted by various programs including DepED and other donor-funded projects during summer continued to be a challenge in terms of conflict in schedules and teacher participation. Even within EQuALLS2, the competition for the time of the supervisors was very difficult to manage.
- Procurement remains to be a big challenge given the volume of materials needed.

Next Steps

- EDC will provide follow-through technical assistance to partners who have not rolled-out the mentoring courses for English, science and math mentors as well as school administrators.
- EDC will explore ways to improve procurement and distribution of materials.

B. Refresher Trainings

To identify topics for refresher trainings, partners utilized various activities such as consultations and FGDs with school heads, supervisors, and target teachers.

Highlight

For this quarter, mentors trained during the previous quarter were provided with refresher training activities to supplement their knowledge and skills in teaching science and math.

Challenge

There is a need to share emerging good practices in designing refresher trainings to make them more responsive and focused to the needs of mentors.

Next Step

EDC will continue to provide the venue for sharing of lessons learned in the conduct of refresher trainings.

C. Training ++ (or Supplemental Activities)

Highlights

- EQuALLS2 increased its reach for teachers not included in the core training programs. During this quarter, on-site and echo trainings on English, science, and math were conducted under training ++ programs.

Challenges

- There is a reduction in quality of training content during echo of core trainings:
 - ✓ Trainers are newly trained mentors. Implementing partners' IR2 technical teams are not able to provide on-site support to trainings
 - ✓ Materials and supplies provided are incomplete. The materials are an integral part of the training, carefully selected to support activities that build up the teachers' and students' knowledge of concepts. Teachers who are trained will also find it difficult to apply what they learned without the materials.
- From among the expressed needs of teachers and school heads, choosing which strategic intervention that will provide the greatest multiplier effect is a big challenge. Going through a transparent process of identifying priority needs, preferably through the SIP process, is another challenge.

Next Steps

- EDC will continue to work with partners in identifying key types of technical support needed during training sessions and will encourage partners to develop a strategy to provide fuller and more appropriate technical support during the next round.
- EDC will discuss the possibility of providing materials at level 3 (classroom level) critical to the understanding of concepts discussed during trainings, similarly supported by training activities to ensure effective use of such materials.

D. EQuALLS2-BEAM Programs

Highlights

- Jointly conducted and monitored, with BEAM, the Summer INSET focused on assessments in all divisions of ARMM. The training was attended by 3,301 elementary school teachers, school heads, as well as district and division supervisors.
- Provided technical leadership in the design and conduct of the assessment of the ARMM Reading Program, in partnership with BEAM. EDC led the qualitative assessments through participatory workshops for the phase out of the ARMM reading program,

attended by the pilot school's division, district and school administrators, selected grade 1 and 2 teachers and teacher-mentors. The assessment provided a thorough description of the pilot program's best practices, lessons learned, innovations pioneered, challenges, and recommendations in each of its major aspects. Good practices and lessons learned from the pilot program will serve as inputs to the design of the expansion of the Reading Program in Regions 9, 12 and ARMM.

Challenge

Security conditions in Lanao del Sur and Sulu constrained project staff's school visits, monitoring and technical support to the ARMM reading pilot schools.

Next Step

EDC will continue collaboration with BEAM on the packaging of the evaluation report on the Reading Program.

E. Collaboration with USPC TUDLO Mindanao

Highlight

Collaborated with US Peace Corps in the English Language Camp attended by 268 English teachers from EQuALLS2 municipalities. 9,000 books from BBF were distributed to the teachers.

Challenge

The identification of participants and their agreement to participate in the ELC given the options they had during the summer season made the selection difficult, moreover that participants of previous trainings were ruled out of the selection process.

Next Step

EDC will continue its partnership with US Peace Corps on teacher training, specifically on teaching methodologies, which USPC plans to conduct in October 2009.



Teachers create conversation bubbles during the English Language Camp in Cebu.

F. TWGs

The IR2 TWG for the quarter focused on exploring and reviewing available assessment tools that will comprehensively measure the changes in classroom teaching and learning practices as a result of EQuALLS2 teacher trainings. The group agreed to adapt the SCOPE tool, an assessment tool developed and implemented by EDC in other countries.

G. Materials and Technology

This was an active quarter for EQuALLS2 materials and technology work, with several main accomplishments, including the following:

- ✓ Training of 201 ICT mentor teachers by Microsoft, on basic computer literacy skills.
- ✓ Inauguration of 4 ICT hubs in Midsayap, including turnover of 32 computers.
- ✓ Signing of GDA agreement and 1:1 matching grant with National Book Store to provide 48,000 dictionaries to EQuALLS2 elementary classrooms and community learning centers.
- ✓ Close to 10,000 books were distributed to teachers this quarter, during book shopping event held at EQuALLS2 book centers.

ICT Initiative

Highlights

- ICT teacher mentor selection criteria was finalized in April, 2009 and implementing partners, specifically Save the Children for Midsayap and ELSA for Malapatan, worked with district supervisors and school administrators to select teachers to take part in the EQuALLS2 ICT teacher mentor training program.
- Microsoft, with technical guidance from EDC, customized a 5-day ICT training program aimed to meet the skill level of teachers from EQuALLS2 assisted schools. This hands-on, skills based training covered use of MS Word to type lesson plans, MS Excel to calculate student grades, MS PowerPoint to create student achievement certificates and simple visual aids and Encarta to look up content facts.
- EDC developed self-paced ICT learning modules consisting of 8 practical activities for teachers to undertake while developing a portfolio of ICT sample products in both print and electronic form.
- Survey tools were developed to evaluate the 5-day Microsoft training program and to gather baseline data on teacher computer use.
- 101 teachers from Midsayap were trained from April 20-24, 2009 at the Southern Christian College in Midsayap, North Cotabato.
- 100 teachers from Malapatan were trained at Notre Dame Marbel University, Koronadal City, and South Cotabato. The first batch of 50 teachers was trained from May 4-8, 2009 and the second batch of 50 teachers was trained from May 11-15, 2009.
- EDC presented an EQuALLS2 ICT update to USAID and representatives of DepED National on May 11, 2009 at Notre Dame Marbel University, Koronadal City, and South Cotabato.
- 32 computers were turned over to Midsayap. 4 ICT hubs, one for each of the 4 districts of Midsayap, were inaugurated on June 18, 2009. The south, north and west district opted for a hub set-up while for the central district, 4 computers were set-up at a hub and 4 computers were distributed to 4 schools.
- A concept paper (Annex 3) to provide EQuALLS2 ICT mentors additional advanced training and personal laptops under an innovative “loan-to-own” design was submitted to Intel, following discussions with USAID.
- Implementing partners initiated plans to integrate the ICT training activities into their existing teacher training programs. For example, Save the Children will integrate the ICT initiative into their Municipal Education and Skills Planning and will include the ICT mentors in their pool of mentors who take part in quarterly mentors’ assemblies. ELSA’s sub-tier partner, Notre Dame of Marbel University, will tap ICT mentors for their training ++ interventions.

- Implementing partners began identifying municipalities that meet the *Conditions of Success* for implementation of the ICT initiative in their respective areas.

Challenge

Customs clearance for computers purchased and shipped from the US took longer than expected, resulting in a lag time between ICT teacher training events and turnover of computers for teacher practicum. In Midsayap, teachers were provided vouchers to allow them to use the computer laboratories at Southern Christian College, until the arrival of the EQuALLS2-purchased computers.

Next Steps

- 300 additional teachers (100 from Datu Paglas, 100 from Salug and 100 from Lutayan) will receive ICT training in July, August and September.
- 46 newly purchased computers will be turned over to Malapatan, Datu Paglas and Salug.
- Additional computers will be ordered for Lutayan.
- EDC will work with partners to develop plans to monitor and evaluate progress of ICT mentors and use of newly developed ICT hubs.
- EDC will tap Microsoft Research India regarding use of tracking software for monitoring and gathering data on computer usage at the ICT hubs.

BBF Donated Books

Highlights

- Lutayan schools received 9,501 books through a book shopping event held at the EQuALLS2 Cotabato book center in May, while Midsayap's municipal library received 495 books. An additional 1,533 books were distributed during teacher training sessions.
- Lead implementing partners continue to play active roles in organizing, planning and managing book shopping events at the book centers. Partners work with local stakeholders to leverage resources to provide teachers with transport to and from the books centers and to transport books back to the schools. Save the Children continues to conduct training programs to orient teachers on how to effectively use the donated books in their classrooms.
- The EQuALLS2 Brother's Brother Foundation (BBF) partnership was further strengthened by hosting the Foundation's President, Luke Hingson, to project sites, including the Zamboanga book center. Following his field visits, the BBF President expressed (to EDC and USAID) how impressed he is by EQuALLS2's innovative and demand-driven approach to book distribution. He suggested that other recipients of BBF books, such as the Rotary Club, be invited to observe EQuALLS2's operations of the Cotabato and Zamboanga book centers.

"I used to share one math reference book from a neighboring elementary school, three kilometers from our campus. Now, I have reference books and materials enough for my class of 50 students."

*Ana Marie M. Corpuz,
Grade Five Teacher
Malingao Elementary
School, Midsayap, North
Cotabato*

Challenge

Teachers from several EQuALLS2 municipalities, specifically those located in the islands of Basilan, Sulu and Tawi-Tawi, have not yet had the opportunity to shop at the book centers. There is difficulty of bringing large number of teachers from the islands to Zamboanga City.

Next Steps

- EDC will share innovative approaches with other BBF recipients in the Philippines.
- EDC will work with its implementing partners to develop a process for capturing and documenting best practices on the use of BBF books in EQuALLS2 classrooms.

GDA and Sub Grant with National Book Store

Highlight

EDC signed a 1:1 matching GDA agreement/subgrant with National Book Store in June to procure 48,000 elementary dictionaries for distribution in EQuALLS2 elementary classrooms: 24,000 copies coming from EQuALLS2 resources and 24,000 copies to be provided by the National Book Store. Dictionaries are the reference material most often requested by teachers. The total value of this shared procurement is \$384,000.

Next Step

- EDC will work with implementing partners to develop and carry out a distribution plan for the newly procured dictionaries.

IR 3: Improving Relevance and Training of OSCY Programs

A key achievement in OSCY reintegration this quarter was the development of quality standards for Basic Literacy, A&E and WFD programs. Partners agreed to apply these standards in the next year's Annual Work Plan (AWP). EDC's work on the DAP moved forward with partner IR3 and M&E specialists providing hands-on experience using SPSS for DAP data processing.

The following table summarizes Lead Implementing Partners' contributions to target accomplishments during the quarter:



*“I now look at things differently.
After learning these skills, I’m
starting to see a brighter future
ahead.”*

*Norudin Kadil,
Out-of-School Youth (OSY)
Lutayan, Sultan Kudarat,*

IR 3 Indicators	Synergeia	ELSA	Save the Children	TOTAL
Number of OSCY learners enrolled in USG assisted basic education programs	0	849	206	1,055
Number of OSCY learners enrolled in USG assisted workforce development programs	386	658	1,592	2,636

Highlights, challenges and next steps for key IR3 activities are provided below:

A. Basic Education Program

Highlights

- For the quarter under review, Synergeia continued to implement the A&E program it started in March. 18 OSCYs have gone back to formal schooling, including post secondary programs under scholarships by TESDA and the LGU.
- ELSA and Save the Children reported additional enrollees in their various basic education programs such as Basic Literacy and PEPT-directed for ELSA, BLiSs for Save the Children and A&E for both Partners.
- ELSA also reported results of the PEPT administered in February where only 42 moved on to a higher grade/year. Another 580 maintained their grade/year level.

Challenges

- The armed conflicts in some sites continue to be a challenge. Partners canceled some sessions as learners moved to other places to avoid the armed conflict.
- Continued lack of clarity on Synergeia’s ALS program framework and mix.
- Concerns on the service count for ELSA’s Skills for Life program may result in ELSA not being able to meet its targets for BE.
- Partners reported the preference of learners to enroll in WFD programs resulting in small numbers enrolled in basic education program.

Next Steps

- Request Partners with sites in armed conflict situations to develop strategies for program implementation in security-risk areas.
- Provide technical assistance and guidance to enable Synergeia to clarify its ALS program framework and mix.
- IR3 TWG with participation of USAID to further clarify standards for individual and service counts.

B. Workforce Development Program

Program	No. of Completers			
	Synergeia	ELSA	Save	Total
Short Term Voc Training	386	-	1,468	1,941
Long Term (SIPT/STII)	-	658	124	782
Total	386	658	1,592	2,636

Highlights

- The summer skills training camps conducted by Synergeia resulted in the completion of short term trade courses by 386 learners.
- Save the Children started its customized training. Completers of this program will proceed to a Trainers' Training and certification as trainers by TESDA. This will address the lack of service providers which has become a challenge to Save the Children, as well as other partners.

Challenges

- The absence of service providers for some of the trade areas resulted in partners not being able to offer courses that are in-demand.
- The qualification of individual service providers does not meet TESDA standards of accredited trainers.

Next Steps

- Encourage partners to strengthen links with TESDA to address the lack of trainers and of some trade skills not in its course offerings.
- Encourage partners to consider other service providers and develop program curriculum.

C. Capacity Building of Instructional Managers

Highlights

- Partners continued to conduct monthly meetings with IMs and YLFs focusing on various topics to improve their delivery of ALS programs.
- ELSA conducted enhancement trainings for its IMs on topics such as Program Assessment and Strategic Planning, Community Organizing, DAP Workshop, Culture of Peace and Conflict Transformation.

Challenge

Partners do not always use observation results, monitoring reports and test results as basis for enhancement trainings and monthly meetings of IMs/YLFs.

Next Step

Fast track the finalization of the IM Competency Assessment Tool for partners to have a common tool for assessing IM competency in delivering ALS Programs.

D. Developmental Assets Profile

Highlights

- In April 1, the development of a 4th handbook was started by IMs with David James-Wilson. The DAP Data Application Handbook provided IMs strategies to assist learners based on the results of the T1 and T2 administration of the DAP.
- In May 23-24, Dr. Arturo G. Sesma of SEARCH Institute taught partner representatives how to process the DAP data using SPSS (Statistical Program for the Social Sciences). A Guidebook for SPSS is also being prepared for partners to use.
- Save and ELSA plan to administer the DAP to all their program enrollees.

Challenge

Identification of level and user of the SPSS as a processing tool.

Next Steps

- Revise the DAP Administrators and Data Management Handbook based on lessons learned from Round 1 of DAP.
- Fast track the development of the DAP Data Application Handbook and the SPSS Guidebook to provide Partners with materials in using the DAP more efficiently.

E. Youth Livelihood Mapping

Highlights

- The main objective of this study was to determine the full range of new and existing activities of OSCY and how they apply the new and improved skills they gain from the EQuALLS2 programs.
- The contracted consultant, Dr. Roehlano Briones completed the data gathering in 6 of the 39 municipalities, 16 of the 660 barangays and interviewed 344 learners. The methodology and the recommendations from the study are in Annex 2.



Dr. Roehlano Briones in FGD with WFD completers

Challenges

- Data about “impact” was insufficient, in terms of changes in living standards/welfare outcomes; information on changes in the activities themselves was limited.
- Eliciting applications of new or existing skills may be premature from learners in on-going or recently completed courses.
- Tracing learners from early program cycles was difficult.

Next Step

Use findings of the study to develop a youth tracking tool to improve the EQuALLS2 WFD programs in terms of content and marketability.

F. Livelihood Activity Report

Highlights

- Developed the Livelihood Activity Report (LAR) 1.0 and 2.0 tools which will be used to track application of new or improved skills by completers of basic education and workforce development programs.
- Developed the technical guidance notes and guidelines for administration of LAR 1.0 and 2.0. Submitted the tool, guidance notes and guidelines to Partners for comments and suggestions.
- Oriented Partners on the LAR during the July 14 TWG.



David James-Wilson facilitates the Workshop on DAP Data Management

Challenges

- Initial comments on the tool include the appropriateness of the tool for tracking outcomes, understanding of the items by the respondents and the reliability of their responses.
- Need to develop a clear process for the initial administration of the LAR.

Next Steps

- Revise the tool, technical guidance notes and the guidelines for administration based on Partners' comments and suggestions.
- Map out process of initial administration of the tool, including sample, training of administrators and resources needed.

G. Technical Working Group Meetings

Highlights

- Two IR3 TWG meetings were conducted during the quarter. The June 23-24 TWG meeting focused on developing the standards for ALS (Basic Education and WFD) programs elements. Participants were actively engaged in the workshop facilitated by Dr. Philip Purnell, consultant from SEAMEO-INNOTECH. The minutes of the development workshop are in Annex 8.
- The July 13-14, 2009 TWG meeting which refined the monitoring elements for IR3 performance indicators. Partners shared their accomplishments, and program framework, and mix. Save also discussed the initial results of the pilot administration of the IM Competency Assessment tool.

Next Steps

- Prepare technical guidance notes to Partners on the dissemination of the quality standards and enjoin partners' compliance and fidelity to these standards.
- Encourage Partners to provide complete data on targets and accomplishments on the other facts and all the program accountability indicators.

III. MONITORING AND EVALUATION

Overall, progress of accomplishments indicates project implementation that achieving most of the targets set for this fiscal year. Capacity building activities have already exceeded the year's targets or will meet the annual target by the end of the fourth quarter.

Summary of Project Accomplishments vs. Targets

The table below illustrates project accomplishments as of quarter 3 of FY09 on the FACTS indicators.

FACTS Indicator Table for Q3 FY09³

FACTS Indicator	LOP Target	FY09 Targets	Accomplishments			
			FY09 Q1	FY09 Q2	FY09 Q3	FY09 Q1+Q2+Q3
Number of Classrooms repaired with USG-assistance	780	140	11	0	2	13
Number of classrooms constructed with USG-assistance	120	40	2	0	0	2
Number of CLCs refurbished	400	179	2	83	15	100
Number of PTCAs or similar "school" governance structures supported by USG	850	560	338	172	283	439
Number of administrators and officials trained (e.g. in school finance, management or governance)	2,238	938	440	559	26	1,025
Number of teachers/educators trained with USG support	35,000	13,700	2,854	5,600	11,251	19,705
Number of textbooks and other learning materials provided with USG-assistance	1,800,000	350,000	296,000	271,945	21,043	588,988
Number of OSCY learners enrolled in basic education programs	70,000	16,678	6,707	7,777	1,055	15,539
Number of persons participating in USG-funded WFD programs	35,000	9,598	2,843	1,907	2,636	7,386

³ EDC accomplishments not included, including transition year deliverables. These are currently being inserted into the MIS and will be reported in Q4 2009.

Management Information System (MIS)

With the launching of the MIS last March 4, the partners started encoding their data into the MIS during this quarter. Due to differences in organizational structures, the three partners established

their own system for uploading data into the MIS. In IYF-ELSA, encoding data comes from several sub-tiers, so an individualized training was conducted for IYF and its sub-tiers on April 15, 2009. IYF hired temporary encoders to address the 2008 data backlog. Synergeia hired two MIS staff. Save the Children had its own data system, so EDC took additional steps to harmonize the two systems. This is planned to be completed by the fourth quarter.

EDC conducted one-on-one meetings with partners to identify successes and challenges of working with the MIS. By the end of this quarter, the MIS staff of Synergeia had all IR2 data encoded and ELSA had all IR3 data encoded. The main challenge that faced the three partners was getting the ground-level staff to send or upload data on time. EDC addressed bugs/problems in the system and issued new versions of the MIS at the end of the quarter.

Next Quarter

The following activities will be conducted by M & E:

- ✓ Cross-IR TWG meeting to discuss the MIS enhancements needed.
- ✓ Plan and coordinate the harmonization of the MIS of Save the Children and EQ2 with the MIS Consultant.
- ✓ Monitor the progress of the development of enhancements to the MIS.
- ✓ Plan and prepare an in-house data base program that will generate additional reports from MIS data pending the completion of enhancements.
- ✓ Work with partners to harmonize targets and accomplishments between the partners' AWP and QPR.
- ✓ Prepare the TOR and work plan for the extended warranty and retainership services of the MIS Consultant.
- ✓ Prepare a report on the performance of EQ2 based on the results of the National Achievement Test from SY2006-2007 to SY2008-2009.
- ✓ Prepare the quarterly report on Provincial/Municipal Updates.
- ✓ Attend to the recruitment of the M & E Officer to complete the staff complement of M&E.

IV. SUB GRANT MANAGEMENT

During the quarter, in addition to its regular function e.g. quarterly financial monitoring, review of monthly financial reports and cash advance requests, and review of quarterly progress reports, the Sub Grant Management team focused on strengthening the EDC subgrant management system in response to USAID's recommendations to have a more robust subgrants management system to mitigate the risks associated with subgranting.

A. Review of EDC's Subgrant Management System:

Highlights

- As part of its Quality Assurance Function, EDC developed the EQuALLS2 Subgrants Management System to ensure that subgrants are managed properly. Key components of EQuALLS2's sub-grant management program include, but are not limited to:
 - ✓ Quarterly programmatic reviews of each primary sub-recipient.
 - ✓ Monthly review and approval of sub-recipient invoices/liquidation reports provided to EDC.
 - ✓ Periodic (quarterly at this time) reviews of primary sub-recipient financial records.
 - ✓ Financial management assistance provided to primary and 2nd/3rd tier sub-recipients as needed.
 - ✓ Participation in primary sub-recipient reviews and audits of 2nd/3rd tier sub-recipients financial records.
 - ✓ Common programmatic performance metrics for all sub-recipients monitored by EQuALLS2's technical staff.

- To ensure that the key components of the system are compliant with established standards and best practices, EDC's Director for Internal Audit, Carl Lackstrom, conducted a follow-up review of the system in May 2009 (first was in September 2008), with the following objectives:
 - ✓ Evaluate EQuALLS2's oversight of sub-recipient financial systems and compliance mechanisms as part of the overall sub-recipient management program.
 - ✓ Review the financial management and control environment of primary sub-recipients (Save, IYF and Synergeia) and 2nd and 3rd tier sub-recipients as possible.

- To meet these objectives, the auditor interviewed key EQuALLS2 staff, including the Chief of Party (COP), Deputy Chief of Party (DCOP), the Director of Finance and other finance and administrative staff, reviewed EQuALLS2's quarterly sub-recipient financial reviews and associated records and work papers, and interviewed management and financial staff at all of the primary sub-recipients and a number of 2nd and 3rd tier sub-recipients. Sub-recipients visited included:
 - ✓ Synergeia
 - ✓ IYF
 - ✓ Save the Children
 - ✓ Consuelo (2nd tier)
 - ✓ CCC-NDMU (3rd tier)
 - ✓ PBSB (2nd tier)

- An exit meeting was held and initial recommendations provided to key EQuALLS2 staff in the field office e.g. COP, DCOP and Director of Finance, and a briefing, with initial recommendations, was provided to EQuALLS2 program management in the U.S.

Next Steps

- A full audit report will be written and shared with the field office for implementation.
- EDC will revise its subgrants manual to incorporate the recommendations of the EDC auditor.

B. Financial Monitoring and Compliance Visits

Highlight

EDC conducted financial monitoring and compliance visits to Save the Children and Synergeia Foundation offices, respectively, to review their January to March 2009 financial transactions. The objectives of the visits are to determine: i) the validity and accuracy of project fund expenditures; ii) adequacy of internal control systems and management of project funds, and; iii) compliance with the sub grant agreement terms and conditions, USAID rules and regulations, and local laws. A summary of key finding is located in the table below:

Sub Grantees	Dates of Reviews	Highlights
Save the Children	<i>Davao and Manila offices: May 6, 11-12, and 18-23, 2009</i>	Save's established and robust financial management and control systems were found to be working effectively as designed by management. Minor findings were noted during the visit which were acted upon immediately and closed even before the completion of the monitoring visit. The only outstanding on the last day of visit are i) closure of prior-period findings for Manila office remains outstanding; and ii) reconciliation of monthly financial report do not reconcile with the GL (Manila).
Synergeia Foundation	April 9-22, 2009	Synergeia has reasonably documented financial policies, procedures and controls. However, it has limited trained financial and accounting staff, both in its main office in Manila and in its field operations in Mindanao. The huge volume of transactions plus the lack of sufficient qualified staff has clearly resulted in a number of financial control gaps and incomplete financial records. These gaps have been identified during and in previous quarterly financial reviews and communicated with Synergeia for appropriate action. While Synergeia is aware of the gaps, they have been unable to adequately and timely address them. EDC reiterated the importance of resolving immediately the pending items to avoid possible suspension of funding.

Next Steps

- The team will continue to follow-up closure of audit findings.
- EDC will continue to provide technical guidance and capacity building to Synergeia finance team to address and close the audit findings.
- Additional finance staff support will be provided by EDC to help Synergeia in collecting the required supporting documents.

C. Financial Monitoring of Lower Tier Sub Grantees

Highlight

IYF's Finance Officer (Danny Camerino) conducted monitoring visits of 1st tier sub grants. The visits were held on these dates:

- PBSP: May 19-20, 2009
- Consuelo Foundation: May 21, 2009
- Ayala Foundation: May 22, 2009
- Petron Foundation: June 9, 2009

At the end of the visits, IYF shared its monitoring reports with EDC for information. As in the past reviews, IYF's financial reviews used limited samples only and not as deep as expected. EDC's plan to work out with IYF the depth and quality of its financial reviews is yet to happen due to priority given to strengthening its own subgrants management system.

Next Step

EDC will share its financial monitoring tool during the upcoming grants technical working group meeting.

D. Partners' Quarterly Progress Reports

Highlights

The EDC team reviewed Partners' January to March 2009 quarterly progress reports and analyzed Partner spending against planned activities and budgets. The analysis was discussed during the one-on-one Partners' meeting. In addition, the team acknowledged and provided technical guidance on the challenges faced by partners as they roll out their community incentives grants as follows:

- EDC reiterated the 1:1 funding matching requirement during the June 9, 2009 IR1 Technical Working Group meeting held in Davao City. EDC clarified that the match can be either cash or in-kind as approved by USAID.
- EDC established standard valuation guide of in-kind leverage or community counterpart in accordance with USAID regulations. Pro-forma templates were also developed to document and report in-kind contributions. This guide will be discussed in the upcoming grants technical working group meeting.
- EDC reiterated the EQ2 principle of empowering PTCAs by providing opportunities to open bank accounts. For areas without banks or where access to commercial or

- rural bank is difficult e.g. Sulu where banks are only located in the main town of Jolo, which requires significant, and dangerous, travel time, EDC recommended that Synergeia explore available cooperative bank in Jolo. Save was successful in negotiating with a Coop bank opening a bank account for some of their PTCAs located also in Sulu. In addition, EDC also highlighted a provision in the CIG guidelines on In-Kind Releases for exceptional cases, to wit: *In exceptional cases where the approved project agrees to in-kind grant contributions, procurement of such will be managed by the Lead Implementing Partner in accordance with standard USAID procurement procedures and released to the beneficiary institution.* Should Synergeia opt to go down this route, EDC reiterated the need for capacity building elements that can be provided to PTCAs under this arrangement, e.g. allow PTCAs to witness and participate in the purchasing and keeping of inventory of materials
- Established granting and funding mechanism for school-less barangays.

Next Steps

- EDC will monitor and continue to provide technical guidance as partners roll out their community incentives grants.
- EDC will continue to monitor closely partners' implementation of activities and spending as approved by EDC in their annual workplan.

V. PROJECT OPERATIONS

A. Outreach & Communications

This quarter was a key period for EQuALLS2 outreach and communications initiatives, with heightened project activities during the school summer break and the focus of media on education issues in preparation for the June school opening. The major events held during the quarter included:

- GDA partnership marked by a Memorandum of Agreement signing by U.S. Ambassador Kristie Kenney for USAID and National Book Store founder Socorro Ramos for the National Book Store Foundation on April 3 to undertake joint efforts in improving basic education in Mindanao through distribution of dictionaries, as witnessed by DepED Undersecretary Vilma Labrador.
- Participation of USAID/Philippines OEd and other staff, EQuALLS2 team members and local project stakeholders in DepED's *Brigada Eskwela* (School Brigade) activities in selected EQuALLS2-supported schools in Central and Western Mindanao on May 18-22 to prepare the schools for the June school opening.
- Strengthened USAID-Brother's Brother Foundation partnership with the visit of BBF president Luke Hingson on May 25-29 to EQuALLS2 book center and a project-supported public elementary school in Zamboanga City to witness the distribution and use of BBF books.
- Ambassador Kenney's participation in the Youth Camp in Zamboanga City on June 4, organized by the Ayala Foundation under the EQuALLS2 Project with the support of the U.S. Embassy.

- EQuALLS2 turnover of 32 computers, 18 printers, 32 computer tables and chairs, and Microsoft Office and Encarta as well as anti-virus software programs for ICT Hubs of four DepED District Offices in Midsayap, North Cotabato on June 18.

In support of these and other project activities, EQuALLS2 Outreach and Communications team produced this quarter:

- Eleven (11) weekly highlights submitted to USAID OEd for the Administrator’s Weekly (USAID Washington).
- Fifteen (15) articles on EQuALLS2 activities, success stories, and best practices, published in national and Mindanao newspapers, one of these on the front page of the leading national broadsheet, and twenty-three (23) news/feature stories and photo essays published in websites of various news agencies and EQuALLS2 partner entities such as provincial government units, as well as in the national government portal.
- Information materials and visual products such as photos, banners, stickers, and materials packaging for EQuALLS2 activities and events, which followed USAID branding and marking guidelines.

Please refer to Annex 1 for the list of the project’s submitted Weekly Highlights and media exposure.

The EQuALLS2 O&C team attended the third media forum of the Mindanao Information Network for Development and Peace (MINDPeace) in Davao City on May 15. The forum is designed to strengthen the project’s local recognition and solidify linkages with media practitioners, as well as maximize opportunities for collaboration with other development projects in Mindanao. The focus of the forum was education in light of the school opening in June, providing a venue for EQuALLS2 and BEAM Project to showcase its joint effort to improve basic education in conflict-affected areas in Mindanao.

B. Administration and Human Resources

The following employees were hired in the period under review:

Name	Title	Duty station	Hire date
Rojessa Saceda	Communications Officer (from fixed term to regular employee)	Zamboanga	April 10, 2009
Vilma Bravo	MIS Manager	Manila	April 16, 2009
Evelyn Anago	Outreach and Communications Director	Manila	May 4, 2009
Roseleyni Gani	Administrative Assistant (fixed term)	Zamboanga	May 18, 2009
Eloisa Balahan	Project Assistant (fixed term)	Cotabato	June 23, 2009

Staff Benefits

On June 1, 2009, EDC has renewed its contract with MediCARD for the health and medical coverage of its employees and eligible dependents; while on June 23, 2009, the contract with Lockton Insurance has been renewed for the employees’ personal accident and life insurance coverage.

Procurement

ICT computers

In addition to the 34 computers for the ICT program (32 of which were imported from the U.S. in the last quarter), 46 computer ICT program were imported from the U.S. They arrived in Manila on June 22, 2009 and are currently being cleared out of the Bureau of Customs. DepED Undersecretaries Ramon Bacani and Jess Mateo are helping EDC, as usual, to facilitate duty-free customs clearance.

Motorcycles

The request to the BIR for VAT exemption on the 33 units of motorcycles purchased for Save the Children, IYF, and Synergeia remains pending and a major concern. The Bureau of Internal Review requires the motorcycles’ serial numbers to process the VAT exemption request. EDC is consulting with USAID on how to address this BIR requirement, which EDC will be able to comply with only with full payment of the motorcycles’ price including VAT or (if VAT will not be paid) upon presentation of a VAT exemption certificate.

Technical, Operational and Management Support

The EDC Short-Term Technical Assistance and consultancy team provided the following assistance during the reporting period:

STTA/Consultant	Date		Purpose
	Arrival	Departure	
David James-Wilson	March 29	April 5	<ul style="list-style-type: none"> Conduct DAP workshop Provide Technical Guidance on the LAR IR3 Mid-term review and Livelihood Mapping
Philip Purnell/SEAMEO Innotech	Ongoing		IR3-related;field assessment of workforce development training; field assessment of basic literacy offerings (A&E;PEPT)
Dr. Roehl Briones	April 21	April 27	Youth Livelihood Mapping
Brenda Bell	May 8	May 14	Mid-term review support and facilitation of MTR workshop
Carl Lackstrom	May 12	May 21	<ul style="list-style-type: none"> Evaluate EQuALLS2’s oversight of sub-recipient financial management systems and compliance mechanisms as part of the overall sub-recipient

			<ul style="list-style-type: none"> management program Review the financial management and control environment of primary sub-recipients (Save, IYF and Synergeia) and 2nd and 3rd tier sub-recipients as possible
Arthur Sesma	May 24	May 29	<ul style="list-style-type: none"> Orient participants on the use of the SPSS date-base to dialogue with DAP data. Help EQ2 teams establish their priorities for ongoing DAP data analysis and application Help participants assess their capacity building needs re the use of an SPSS data base
David James-Wilson	May 24	May 30	<ul style="list-style-type: none"> Technical assistance for 2 day DAP / M&E specialist workshops Technical assistance on IR3 related concerns, including DAP, livelihood mapping, IR3 indicators and outcomes, and quality standards for program elements
Bill Potter	May 31	June 11	<ul style="list-style-type: none"> Assist in RPO quarterly meeting IR1 TWG meeting with partners Assist in AWP preparation and workshop Advise COP/DCOP on target revision process and other management issues

C. Security

Security concerns in project sites continued to be a major challenge during the April-June 2009 quarter. The unabated incidence of kidnapping cases even of ordinary people in some EQuALLS2 sites (Sulu, Basilan, and also some cases in Zamboanga and Cotabato cities) including some NGO staff created a palpable atmosphere of fear and concern among some partners and EDC staff. In June, IYF partner PBSP suspended its operations in Basilan province and temporarily pulled out its staff to Zamboanga City in view of reported kidnapping threats. Partner Synergeia also indefinitely suspended non-resident staff travel to Sulu in view of similar concerns.

Further, the sporadic skirmishes between army troops and separatist elements especially in the mainland areas, particularly Maguindanao sites, created instances of disruption and delay in the implementation of some project activities. Of particular concern are the project municipalities of Mamasapano, Paglat, Upi, Midsayap, Datu Piang, Lambayong and Lutayan. To address these concerns, EDC undertook (and will continue to undertake) the following steps during the quarter:

- Close monitoring of the security situation, and regular sharing of security information with project partners.
- Taking the initiative to identify and provide partners more opportunities for security preparedness. This included initiating with USAID a security orientation, which USAID undertook for all USAID projects during the quarter. (Note: EDC also has recruited an international security and safety manager, who will be undertaking security assessments and providing some guidance to the project).
- Exploring innovative and responsive approaches to mitigating the effects of conflict disruptions on project activities and beneficiaries. These approaches will include ‘education in emergencies’ concepts and techniques.
- Taking steps to systematically document the impact of these security-related disruptions on achievement of targets and impact, costs, and other important project parameters.

VI. FY 2009 QUARTER 4 WORKPLAN SUMMARY

The following table indicates major activities for the fourth quarter of FY09.

Program Component	Activities	Implementing Partner / Organization	Dates
IR 1	CIG Planning and Consultation	ELSA/PBSP	July 16 - 17 2009 August 25 – 27, 2009 September 7 – 11, 2009
	Strategic Planning	ELSA/PBSP	July 18 - August 27, 2009
	Project Management Training	ELSA/PBSP	July 2009
	PTCA Resource Mobilization Training	ELSA/PBSP ELSA/AFI	July 9 – August 11, 2009
	Personal Effectiveness and Teambuilding Training	ELSA/PBSP	July 11 – September 30, 2009
	Leadership Training	ELSA/PBSP	July 13 – 15, 2009 September 28 – 30, 2009
	Fund Management Training	ELSA/PBSP	July 1 – 5, 2009 September 26 – 28, 2009
	Coordination Meeting of ELSA partners and presentation of accomplishments and plans for the next quarter	ELSA/PBSP	July 25, 2009 August 10, 2009
	Youth Recruitment	ELSA/AFI	July 1, 2009
	Youth Engagement	ELSA/AFI	September 1, 2009
	PTCA Needs Assessment	ELSA/AFI	August 3 – 22, 2009
	LSB Needs Assessment	ELSA/PBSP	August 7 – 24, 2009
	LSB Strategic Planning	ELSA/PBSP	August 9 – September 30, 2009
	LSB Training	ELSA/PBSP	September 28 – 30, 2009
	ICT Turnover	ELSA/AFI	August 14, 2009
	CIG Implementation	Synergeia	July 1 – August 29
	Project Management Team (PMT) Meetings	Synergeia	
	Screening and Evaluation of Community Incentive Grants	Synergeia	July – August 2009
	CLC Refurbishment	Synergeia	July 1 – August 15, 2009
	Parent Development/Capability Building	Synergeia	August 16 – September 15, 2009

Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project
 Quarterly Report: April – June 2009

	Re-assessment of identified Madaris in Cluster 3	Synergeia	August – September 2009
	LSB Capability Building	Synergeia	September 23 – 25, 2009
	Conduct consultation with Regions 9 & 12 Madrasah Supervisors and administrators	Save, ELSA	August – September 2009
	Monitor Madaris assisted in its preparatory activities for the implementation of SMC (community consultation, madrasah, facility improvement)	BME, LIPs	July – August, 2009
IR2	Mentoring Course Roll-out (all sites)	Partners	July – September 2009 (Save the Children) Jul 22-25 & Jul 29-31 (ELSA/PBSP)
	On-site mentoring course in Science and Math	Synergeia	3 rd week July – 2 nd week of August (ARMM mainland) Aug 14-16, 2009 (Sulu)
	Science Course 3 Training of Trainers	EDC and partners with UP NISMED	Aug 13-15, 2009
	Science Course 3 Training of Mentors	Partners	Sept 18-20 (Save the Children, Zam City) Sept 24-26 (Save the Children, Pagadian) 3 rd week of Oct (Synergeia, ARMM mainland)
	Administrators Training	Synergeia	Sept 29 – Oct 1 (ARMM mainland)
	School Financial Management Training of Trainers	EQuALLS2-BEAM	Sept 26 – 30, 2009
	SCOPE Training	EDC with partners	Sept 28-Oct 2, 2009
Materials and Technology	Book Shopping by Midsayap teachers	EDC in partnership with Save	July 16-17, 2009
	Book Shopping by Kapatagan teachers	EDC in partnership with Synergeia	July 22, 2009

Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project
 Quarterly Report: April – June 2009

	Book Shopping by Ganassi teachers	EDC in partnership with Synergeia	July 23, 2009
	Microsoft ICT training for Datu Paglas Teachers	EDC in partnership with Synergeia	July 22-25, 2009
	Microsoft ICT training for Salug Teachers	EDC in partnership with Save	August 3-7, 2009
	Turnover of computers in Malapatan	EDC in partnership with ELSA	August 14, 2009
	Book Fair in Sulu	EDC in partnership with Save and Synergeia	August 17, 2009
	Turnover of computers in Datu Paglas	EDC in partnership with Synergeia	August 28, 2009 (tentative)
	Microsoft ICT training for Lutayan Teachers	EDC in partnership with Save	August 31 – Sept. 4, 2009
	Turnover of computers in Salug	EDC in partnership with Save	September 11, 2009 (tentative)
IR 3	CLC Refurbishment in all cluster 3 sites	Synergeia Foundation	July-September, 2009
	CLC Refurbishment in Patikul	Synergeia Foundation	July-August 15, 2009
	CLC Refurbishment in Jolo	Synergeia Foundation	July-August 31, 2009
	CLC Refurbishment in Siasi	Synergeia Foundation	July-August 31, 2009
	Livelihood Skills Training Camp in Ganassi and Paglat.	Synergeia/TESDA	July 15, 2009 (culmination)
	Livelihood Skills Training Camp in Patikul and Jolo	Synergeia Foundation	July 10, 2009 (culmination)
	Livelihood Skills Training Camp in Barira	Synergeia/TESDA	July 21, 2009 (culmination)
	Finalization of Basic Literacy Roll-out and Evaluation of Instructional, I Managers in all cluster 3 sites	Synergeia Foundation	July 2-11, 2009
	Training for Instructional Managers on Basic Literacy	Synergeia Foundation	July 20-25, 2009
	Meeting with A&E Instructional Managers	Synergeia Foundation	August, 2009
Conduct of Basic Literacy Class in cluster 3 sites	Synergeia Foundation	August 1-Dec.31, 2009	

Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project
 Quarterly Report: April – June 2009

Livelihood Skills Training Camp in Barira	Synergeia/TESDA	August 1-Sept. 31, 2009
Graduation of Livelihood Skills Training Camp in Paglat, Maguindanao	Synergeia/TESDA	August 3, 2009
Livelihood Skills Training in Siasi	Synergeia Foundation	August 5-20, 2009
Livelihood Skills training in Beauty Culture, Jolo	Synergeia Foundation	August 5-20, 2009
Conduct of Basic Literacy classes in Patikul	Synergeia Foundation	August 15-Jan.15, 2010
Livelihood Skills Training Camp in Kapatagan	Synergeia Foundation	August 16-Oct. 15, 2009
Livelihood Skills training in Aquaculture, Siasi	Synergeia Foundation, BFAR, TESDA & SAC	August 17-Sept. 7, 2009
Livelihood Skills training in Horticulture, Patikul	Synergeia Foundation, TESDA, SAC	August 17-Sept. 1, 2009
Survey/recruitment of learners for Basic literacy (2nd batch), Jolo, Patikul, Siasi	Synergeia Foundation	September 15-October 30, 2009
First Monthly Meeting with Basic Literacy Instructional Managers	Synergeia Foundation	September, 2009
Conduct of WFD Training in all sites	ELSA/Consuelo/MITNFI, NDMC, NDU, CCC-NDMU	July 1- Sept. 30, 2009
COP Training	ELSA/Consuelo/Nagdilaab	July 1-31, 2009
Continue classes on PEPT, Basic Literacy and A&E in all sites	ELSA/Consuelo/MITNFI, NDMC, NDU, CCC-NDMU	July 1- Sept. 30, 2009
Drug Symposium in Pigacawayan sites (Barangays Tubon, Panay, Anick, New Igbarras, Banucagon, Kimarayag, Capayuran)	ELSA/Consuelo/NDMC	July 11-29, 2009
Enhancement Training for IMs in Isabela City and Basilan	ELSA/Consuelo/NFI	July 14-15, 2009
PEPT Registration in all sites	ELSA/Consuelo/MITNFI, CCC-NDMU, NFI,	July 15- Sept. 30, 2009

Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project
 Quarterly Report: April – June 2009

		NDMC	
	Celebration of Nutrition Month in Maluso, Malapatan, Sto. Nino, Tantaran and Pigcawayan	ELSA/Consuelo/NFICCC-NDMU and NDMC	July 21-23, 2009
	Staff Meeting in Bongao, Midsayap, Marbel, Cotabato City	CCC-NDMU, MIT, NDMC, NDU	July 25, 2009
	Staff Meeting in Basilan	ELSA/Consuelo/NFI	Every Saturday of the month
	Project Stakeholders' Meeting in Panglima Sugala	ELSA/Consuelo/MIT	First Week of August
	A&E Registration	ELSA Consuelo CCC-NDMU, MIT, NDMC, NDU, NFI	August 1- Sept 30, 2009
	PEPT Review	ELSA Consuelo CCC-NDMU, MIT, NDMC, NDU, NFI	August 1-30, 2009
	Drug Symposium in Pigcawayan sites (Simsiman and Torreta)	NDMC	August 1-4, 2009
	ELSA1-EEA Validation Workshop	ELSA Consuelo	August 4, 2009
	Sports Festival in Tantaran, Malapatan, Sto. Nino, Lambayong and Esperanza	ELSA/Consuelo/CCC-NDMU	August 5-28, 2009
	Linggo ng Wika Celebrations in Tantaran, Malapatan, Sto. Nino, Lambayong and Esperanza	ELSA/Consuelo/CCC-NDMU/NDMC	August 12-22, 2009
	Family Day in Bongao	ELSA Consuelo/MIT	August 16, 2009
	IM Enhancement Training	ELSA/Consuelo/CCC-NDMU	August 26, 2009
	Staff Meeting in Bongao, Midsayap, Marbel, Cotabato City	ELSA Consuelo CCC-NDMU, MIT, NDMC, NDU	August 29, and Sept. 26, 2009
	Staff Meeting in Basilan	ELSA/Consuelo/NFI	Every Saturday of the month
	ESM training for IMs for A&E learners	Save the Children	Third week of July, 2009
	Culminating Activity for BLISs Cycle 1 Year 2 in all sites	Save the Children	Last week of July-Second week of August, 2009

Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project
Quarterly Report: April – June 2009

	Continuing Skills Training in all sites	Save the Children	August-September
	Continuing ALS sessions (A&E) and A&E Test Review Sessions	Save the Children	August-September
Monitoring & Evaluation	Conduct of cross-IR1 & IR3 –M & E TWG meeting to discuss quality standards of indicators and MIS.	EDC & Partners	July 13
	Preparation of the M & E section for EDC's AWP Year 4	EDC	July-Aug
	Planning and coordination of the process of harmonizing the MIS of Save the Children and EQ2	EDC	August 15 – September 30
	M & E TWG meetings on MIS and the Import Data Module for Partners	EDC & Partners	September 3; September 30
	Monitoring progress of enhancements to MIS included in the contract between EDC and Diliman Network Solutions	EDC	September 15-30
	Planning and preparation of data base program that will generate EQ2 reports from the MIS	EDC	August – September
	Harmonizing the AWP targets and accomplishments of partners with the reported targets and accomplishments in the QPR	EDC & Partners	August – September
	Analyzing progress of EQ2 performance in the National Achievement Test (NAT) from SY2006 -2007 to SY2008-2009.	EDC	September 14-15
	Monitoring and editing of partners' data entries	EDC	July-September
Outreach and Communications	O&C Team Working Group meeting	O&C teams of EQuALLS2-EDC & implementing partners	July 14
	Continued branding compliance; submission of look-ahead calendars and weekly highlights;	O&C teams of EQuALLS2-EDC & implementing partners	July-September

Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project
 Quarterly Report: April – June 2009

	generation of publicity; support for project activities/events; and support for USAID, EDC, and other project communication requirements		
	Staff training (to be determined)	O&C teams of EQuALLS2-EDC and implementing partners	August-September
	O&C Team Working Group meeting	O&C teams of EQuALLS2-EDC and implementing partners	September 9
Grants Management	Follow-up review of EDC's sub grant management system by EDC Internal Auditor	EDC	August
	Technical Working Group meeting <ul style="list-style-type: none"> • Sharing best practices on financial management among partners; • Valuation of in-kind leverage and community counterparts; • Financial issues across partners e.g. transportation rates, resource persons' fees, etc. 	EDC with Partners	July
	Joint financial review of IYF's sub tiers	EDC and IYF Finance staff	July
	Review Partners' April - June 2009 QPR	EDC	July