



USAID
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QuALLS2
PROJECT



Quarterly Report

January - March 2010



Submitted to **USAID Philippines**

by

Education Development Center, Inc.

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





EQuALLS PHASE 2

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Cover Captions

Left

Former US Ambassador Kristie Kenney made her last visit to an EQuALLS2 activity in Mindanao at an Arc Welding skills training class for out-of-school youth on January 8, 2010 in Zamboanga City.

Upper Right

The 528 schoolchildren of Tuyan Elementary School in Malapatan, Sarangani Province received a new two-classroom USAID-Petron School building on March 5, 2010 from US Embassy Deputy Chief of Mission Leslie Bassett, USAID/Philippines Mission Director Elzadia Washington, Petron Foundation Executive Director Malu Erni, DepED Region XII Director Isabelita Borres, and Sarangani Governor Miguel Dominguez.

Lower Right

Students at the Islamic Institute of the Philippines, a madrasah (Arabic school) in Zamboanga City, which is among the 22 madaris that the EQuALLS2 Project continued to assist this quarter.

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ABBREVIATION LIST

ALS A&E	Alternative Learning Systems Accreditation and Equivalency
ARMM	Autonomous Region in Muslim Mindanao
AusAID	Australian Agency for International Development
BALS	Bureau of Alternative Learning Systems
BBF	Brother's Brother Foundation
BEAM	Basic Education Assistance for Mindanao
BLiS	Basic Literacy and Life Skills
BME	Bureau of Madrasah Education
CEM	Center of Educational Measurements
CESP	Community Education and Skills Plan
CIG	Community Incentive Grant
CLC	Community Learning Center
CSR	Corporate Social Responsibility
DAP	Developmental Asset Profile
DAP T1	Developmental Asset Profile Time One
DepED	Department of Education
EDC	Education Development Center
EiE	Education in Emergencies
ELC	English Language Camp
ELF	Education for Life Foundation
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
HOTS	Higher Order Thinking Skills
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
MLE	Multi-Lingual Education
NCII	National Competency Level II accreditation
NDMU-CCC	Notre Dame of Marbel University - Champagnat Community College
NEPP	National English Proficiency Program
NETRC	National Education Testing and Research Center
O&C	Outreach and Communications
ODPM	Organizational Development and Project Management
OSCY	Out-of-School Children and Youth
PEPT	Philippine Education Placement Test
PGS	DepED's Performance Governance System
PMT	Project Management Team
PTA	Parent-Teacher-Association
PTCA	Parent-Teacher-Community Association
QPR	Quarterly Progress Report
RBEC	Revised Basic Education Curriculum
RPO	Regional Program Officer
SC / Save	Save the Children
SCOPE	Standards-based Classroom Observation Protocol
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: ‘Tracking the Impact of Returning to Education (TIRE): How Reconnecting Young People with Educational Opportunities Contributes to Peace Building in Mindanao’ Report
- Annex 3: Quarterly Report – International Youth Foundation (IYF)
- Annex 4: Quarterly Report – Save the Children
- Annex 5: Quarterly Report – Synergeia Foundation
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- Annex 7: Community Incentive Grant Site Visit Report
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- Annex 14: Livelihood Activity Report (LAR) Survey 3.0; Coding Manual; Blank Template; Interpretive Ranges and Guidelines for Part 2
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I. EXECUTIVE SUMMARY

Education Development Center is pleased to submit this 2nd Quarter Report for fiscal year 2010 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 presents the successes and challenges faced by the project during the reporting period January – March 2010.

Key EQuALLS2 achievements for this period:

- **Disseminated Research, Demonstrating Impact on Out-of-School Children and Youth (OSCY) and their Connection to Communities**

EQuALLS2 shared the initial findings of a study on the impacts of re-engaging OSCY with educational opportunities on peace-building in Mindanao with a wide range of practitioners, academia, donors, Department of Education (DepED), TESDA and private and public stakeholders. Results showed that OSCY participating in the project’s Non-Formal Education or workforce development offerings experienced an increase in connectedness to their community, which includes educational engagement, community involvement, and family and social bonding. Findings were shared during a seminar on March 10, 2010 at the Dusit Thani Hotel in Makati City.



Department of Education Undersecretary Vilma Labrador discusses the challenges OSCY face in Mindanao

See Annex 2 for ‘Tracking the Impact of Returning to Education’ Briefing Paper

- **Introduced Barangay Education Report Cards (BERC), Engaging 3 Communities in Education**



Miriam Pahm, EQuALLS2 Director of Technical Programs (3rd from right), helps community education stakeholders from Lutayan, Sultan Kudarat, prepare for their first Barangay Education Report Card

EQuALLS2 introduced Barangay-level education report cards to 3 municipalities as a tool to enable stakeholders to better track basic education progress in their communities. Local government officials, community leaders and Parent-Teacher Association members were trained to use the approach and set indicators for in-and out-of-school children and youth, develop action plans, and how to measure progress in achieving goals. EQuALLS2 implemented these activities in South Cotabato, Sarangani, and Basilan.

- **Deepened Mentoring Approach to Improve Teacher Performance**

Consulted 33 DepED Region 9 officials to strengthen support and understanding of mentoring on March 23, 2010 in Zamboanga. At the workshop, DepED Region 9 Director Albos commended the early achievements and approach, citing his recognition of teachers' improved performance and interest in professional development in his region. Also at the workshop, DepED announced a plan to strengthen English mentoring, using USAID-EQuALLS2 Project supported schools as models and appreciated EQuALLS2 mentoring initiatives focusing on science and math, in addition to English. DepED and EQuALLS2 will work together to document good practices in mentoring to make improvements and for DepED's later institutionalization, adaptation and sharing with other local and sharing with other education stakeholders.

EQuALLS2 and DepED are currently collaborating on a first Mentoring manual to guide their mentoring program. This will be released in FY10 Quarter 3.

- **Briefed New ARMM Secretary of Education**

A systematic change of government officials occurred immediately after the Maguindanao massacre in late 2009 that affected many EQuALLS2 target areas. To ensure alignment



DepED Region 9 Director Walter Albos and Region 9-A Director Paraluman Giron comment on the Learning Partnership Program, "With this program, we continue to work on the strong points and improve on the weak points of our teachers. We already have identified good practices and with this we expect to continue uplifting education, especially in depressed areas," says Albos. Giron adds, "The Learning Partnership Program is all about flexibility, creativity and innovation, challenging old patterns and making transformational changes in your environment. Simply, it's making adjustments that will yield positive results."

with ARMM education strategies, USAID EQuALLS2 quickly mobilized to brief and consult with ARMM Secretary of Education Dr Hamid Barra on February 24, 2010 in Davao. Secretary Barra expressed eagerness to work with USAID's EQuALLS2 Project to improve the region's education sector, requesting specific focus on some of the most conflict-affected areas of the region.



USAID EQuALLS2 Project Chief of Party, Marcial Salvatierra, USAID Office of Education Chief, Tom Crehan, and new ARMM Secretary of Education, Dr. Hamid Barra discuss education in the ARMM

- Partnered with US Peace Corps to Provide 81 Parent-Teacher Associations with Skills to Identify, Implement and Monitor Education Projects**
 81 PTAs (162 direct trainees; 972 indirect PTA members) received capacity training to identify projects, write proposals, and successfully manage small education projects in schools and/or communities. PTA members and school heads came from Sulu Province, which has been highly challenged with conflict over the last year. Project proposals developed after the training will be assessed for funding by USAID’s EQuALLS2 Community Incentive Grants, which provide trained organizations with \$1,000 for education projects, such as infrastructure improvements (fences; wells; libraries) or other inputs not already implemented by EQuALLS2.
- Measuring Impact Using 5 Quality Assessment Tools**
 EDC led 5 assessments designed to retrieve valuable information and data on implementation and improve further programming. These instruments form part of an additional strand of depth and quality indicators that identify the Project’s progress towards impact. Most assessments involve multiple administrations (typically, baseline, mid-term, and completion). Some of the tools are currently yielding data that has been analyzed and released (see FY10 Q1 report for PTA/LSB update; and, see FY10 Q2 Annex 2, for DAP Report and data). Assessments will continue and feed planning, programming and research efforts.

Assessment / Tool	Description	Update
<i>Parent-Teacher Association and Local School Board Capacity Assessment</i>	Assesses capacity of PTAs and LSBs to support improvements in access and quality of education. Results provide indication of strengths and areas of improvement.	Conducted mid-term assessment. Will use to analyze in comparison with baseline. Progress in IR1 Update section of report.
<i>Standards-Based Classroom Observation Protocol for Educators (SCOPE)</i>	Measures teachers’ level of practice of instructional models: active learning and student-oriented instruction; cooperative and inquiry-based learning; critical thinking skills; and, use of effective time and classroom management skills.	Conducted wide baseline and research study with 390 observations. Information still being analyzed.
<i>Livelihood Activity Report (LAR)</i>	Self-reporting tool to track OSCY application of livelihood skills to existing and new household and individual economic activities. Also to determine economic activities learners are engaged in, frequency, and whether paid or not for the activity. Tool designed for administration once within 3 months of end of basic education and WFD programs	The tool, coding manual, and data entry template were finalized. Conducted orientation trainings to Partners and Instructional Managers. Administration of tool to OSCY in several areas. Data being analyzed.
<i>Instructional Manager Professional Development Tracking Tool</i>	A tool to help Instructional Managers (IM) and others who support their work (such as trainers, ALS coordinators) identify competency areas of strength and areas of growth among IMs.	Administered to over 100 new and existing Instructional Managers. Additional administration in the next quarter.
<i>Developmental Assets Profile (DAP)</i>	Tool for tracking OSCYs participating in non-formal education and livelihoods offerings. Tracks change over time across 8 categories of assets	First series of results disseminated in seminar (document in Annex 2). Data collection continued.

Technical Leadership

Key capacity-building activities for 532 Parent-Teacher Associations (PTAs) were completed this quarter. PTAs now have clear mission, vision and goals, and have better understanding of their roles and responsibilities. PTAs have also acquired basic skills in assessing education improvement needs, action-planning, project proposal writing, resource mobilization and financial management, and were able to generate counterpart funding for the additional CIGs awarded. LSBs are more aware of the education status of their communities and have used the information as basis for their municipal education agenda. In addition to PTAs and LSBs, Partners provided leadership and team-building activities to youth groups, barangay councils, and parents to promote greater awareness and support to education at the barangay-level. Some examples of the result of the youth leadership training is their involvement in PTA projects such as conducting remedial reading programs for younger children and slow readers in the school. A tangible result of advocacy to barangay councils is the allocation of barangay funds for PTA projects.

EQuALLS2 Promotes Gender Mainstreaming



Out-of-school youth Daryll Cabico demonstrates 6G pipe position welding during the Shielded Metal Arc Welding Skills Training on Feb. 11, 2010 in Brgy. Legarda Uno, Dinas, Zamboanga del Sur. Cabico is one of the best welders of her group.

In teacher professional development, review and planning for the implementation of school-based mentoring program, now renamed Learning Partnership Program (LPP) by DepED, was conducted in Region 9. The regional DepED committed to work with EQuALLS2 to model the mentoring program. It will hold workshops at the division, district and school levels next quarter to enable school administrators and the mentors or learning facilitators to identify the school's learning goals and prepare mentoring plans for implementation in the coming school year.

The Project continued to make headway with programs for re-integrating OSCY. During the quarter, a total of 7,982 learners were enrolled in Basic Education (BE) programs, while a total of 4,668 OSY participated in workforce development trainings. To support this work, the Project's GDA book and dictionary distribution programs focused on assisting CLCs.

A highlight of the quarter is the significant progress made in the EQuALLS2 M&E system, particularly in deepening and clarifying the project's reach and quality indicators, as well as in the application of tools for measuring quality improvements and tracking our key target groups. For community engagement, implementation of a barangay education report card system was launched in one model municipality, and partners conducted mid-term organizational capacity

assessments of PTAs and LSBs using a common capacity assessment tool. For in-school interventions, EDC completed the administration of the Standards-based Classroom Observation Protocol for Educators (SCOPE), a tool for measuring mentors' level of practice with respect to standard instructional practices. For tracking outcomes of the project's work on OSCY, EDC also clarified with partners the protocols for next round administration of the Development Assets Profile (DAP), the Livelihood Activity Report (LAR), and the Instructional Manager (IM) Competency Assessment tools. As part of the project's continuous effort toward ensuring quality of programming, all partners complemented the tools with OSCY program reviews and evaluation during the period.

EDC also made progress in Documentation and Learning. Disseminated to a larger audience during the quarter were two studies in the EQuALLS2 learning agenda. The first was a study demonstrating that participation of OSCY in basic education and workforce development programs resulted in improved developmental assets, indicating young people's re-engagement in conflict-affected areas. The second was a documentation of the outcomes of building the capacities of community organizations on education improvement which was presented in an international conference. The paper highlighted the improved governance and management skills of PTAs, and increased LSB allocations and leverage funding for community projects. A new contribution of the project is a manual for the implementation of the mentoring or Learning Partnership Program which was drafted during the quarter. This document will be finalized through a series of workshops planned in the next quarter.

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 in targeted geographic areas

- All partners completed most if not all of the core capacity-building activities and reached the majority of their target PTAs and LSBs. ELSA provided 201 target PTAs and LSBs, or 2,412 persons, with an array of capacity-building trainings including leadership, personal effectiveness and teambuilding, project management, review of organizational plans, fund management, budgeting, constitutional and by-laws preparation, understanding education performance indicators, orientation on School Improvement Planning, committee organizing, and resource mobilization.

"The PTA has learned to support education programs, and with this, so many resources have been mobilized. The secret to our success is a functional organization with an active school board and project management team willing to involve community members in the planning process."

*Jerupin Pungutan,
Municipal Councilor &
Chairman, Committee on Education
Siasi, Sulu*

Synergeia completed CIG training workshops on project proposal preparation and writing, financial management, and reporting in all nine sites. Save continued Organization Development and Project Management 1 (ODPM) trainings with Community Education and Skills Plan (CESP) review, and conducted ODPM3

- training focused on project sustainability mechanisms, resource mobilization and advocacy for earlier batches of PTAs.
- Similarly, partners progressed well in LSB capacity-building in spite of scheduling challenges, due to elections and security concerns in some areas. IYF/ELSA guided LSBs in the formulation of policy advocacies such as development of proposals to mobilize resources for the implementation of their respective municipal education agenda. Examples of policy advocacies of LSBs are the allocation of budget for school building construction and repair, and enhancing the use of English language in schools. Synergeia, on the other hand, conducted workshops on financial management and project planning for LSBs that needed to improve in these areas, as determined from the capacity assessment. Save conducted training on Education Performance Indicators, completing capacity building with 16 LSBs.
 - A total of 118 CIGs were awarded this quarter. CIGs awarded were geared to improvement of school facilities such as construction of fence or stage, installation of a water system, and equipment for an audio-visual facility or science laboratory. The counterpart funds that PTAs have leveraged for CIGs demonstrated their application of project planning and resource management skills that they have gained from capacity-building trainings. Results of CIG monitoring visits conducted during the quarter showed that CIGs were properly implemented, and that these small community projects improved the learning environment, including the health and sanitation condition of schools, and contributed to better learning outcomes.
 - The madrasah assistance program continued to gain community support as a result of advocacy and awareness building on the national DepEd program for madaris conducted during the quarter. Fifteen of the 21 Madrasah Improvement Plans or MIPs that contained the madrasah's plans for implementing the Standard Madrasah Curriculum were validated and accepted by DepED, BLGUs, and parents of prospective enrollees to the madrasah, community elders, and the youth. Validation of the MIP and commitment of support of community stakeholders are critical to other assistance that will be provided in the next quarter including capacity-building training of madrasah administrators in project proposal making and financial management; assistance for minor repair of facilities; training of asatidz in English, science and math; and the provision of books and other learning materials
 - Piloting of the barangay education report card was launched during the quarter in three (3) barangays from the municipality of Lutayan, Save the Children pilot municipality. The barangay education report card is a strategy or approach that will enable community members to track and respond to education issues in the locality. DepED District Supervisors, Principals/Teacher-In-Charge, Teachers, PTA officers, barangay officials and members of the LSB who participated in the training were oriented on the purpose and use of barangay education report card and on how to set up a barangay education report card system. Technical working groups were created to gather data and conduct information dissemination in the next quarter to generate interest and ownership of the barangay education report card.

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

- EDC increased support for the Learning Partnership (Mentoring) Program, including the development of a manual to serve as guide and reference for the establishment and operationalization of the LPP. Included in the manual are resources and tools on mentor selection and training; clarification of roles and responsibilities; allocation of time and venue for mentoring; good models of mentoring activities; and assessment tools. EDC facilitated consultations between the regional and national officials on mentoring to ensure alignment and relevancy.
- Supplemental training activities were conducted for mentees, including training on language functions, intensive training on English for schools with challenged access to mentors, training on instructional materials, and on-site training for science and math
- Modules and training materials development continued for the madrasah teacher training program
- Administration of the Standards-based Classroom Observation Protocol for Educators (SCOPE) was completed covering 390 observations across EQuALLS2 and non-EQuALLS2 (for comparison group) areas. SCOPE is a tool that was developed and initially used in Egypt, now being piloted in other countries including the Philippines. The tool measures the level of practice of teachers in relation to various instructional or teaching methods such as collaborative learning, inquiry- and problem-based instruction, use of critical thinking or higher order thinking skills, and active learning or the Practical Work Approach (PWA).
- Limatong Learning Center, a UNICEF-assisted IMPACT school in an EQuALLS2 area was provided with technical assistance, in all aspects of the transformation from a traditional to an e-IMPACT school, from an EQuALLS2-assisted IMPACT Learning Center



DepED Region XII Director Isabelita Borres talks to EQuALLS2 Chief of Party Marcial Salvatierra during the DAP Seminar on March 18, 2010. “The DAP tool is a breakthrough in our program implementation. It has increased our appreciation for the psycho-social dimension in terms of co-curricular and extra-curricular programs,” says Borres.

IR3: Improved relevance of education and training for out-of-school children and youth (OSCY)

- A dissemination seminar was held to present the findings from a pioneering study on the impacts of re-engaging out-of-school children and youth (OSCY) in basic education and livelihood skills training in conflict-affected Mindanao. The audience included government national and regional representatives, donors, research institutions, universities, and development organizations. The seminar served as a dissemination event to (a) release the first DAP-related document of EQ2 titled “How Re-Connecting Out-of-School Children and Youth with Education Opportunities Contributes to Peace Building in Mindanao”; (b) discuss the process and experience of EQ2 in adopting the DAP as a

tracking tool; and (c) share 5 Handbooks developed as support materials for DAP-related work. Interest was generated among various audience groups, including the National Youth Commission (NYC) that requested a separate session to share EQ2's work on DAP with its staff to inform a "national youth situation analysis" planned for later in 2010.

- To further contribute to examining quality aspects of OSCY programming, the Livelihood Activity Report (LAR) survey 3.0, the coding manual, and data entry template (Excel) were finalized based on feedback from various orientation-trainings with LIPs. The LAR aims to track the application of new and improved livelihood skills by basic education and WFD learners to both existing and new household and individual economic activities. Interpretive Ranges and Guidelines for Part 2 of the LAR were also developed and shared with LIPs to respond to the program indicator, *number of OSCYs using new and/or improved livelihood skills*.
- This quarter marked the beginning of a new cycle of Accreditation and Equivalency (A&E) courses, as well as other new Basic Literacy and Basic Literacy Skills for Life (BLiSs) offerings, enrolling a total of 7,982 new learners.
- With new batches of learners, more than 114 new Instructional Managers (IM) joined EQ2 after a 5-day Basic Training on instruction skills appropriate for non-formal education settings. Existing IMs underwent refresher and enhancement trainings to improve instruction skills. To further inform IM trainings, the new IM Professional Development Tracking Tool was rolled out. Results will help prioritize areas where IMs need more strengthening.
- In support of the delivery of Basic Education classes, a total of 16 CLCs were repaired during this quarter, with most partners showing strong capacity to secure local community counterpart in the form of cash or in-kind.
- To strengthen community involvement in OSCY programming and increase civic engagement among ALS learners, ELSA-Consuelo continued with its initiative of developing Community Learning Centers Management Councils (CLCMCs) and formed 12 new CLCMCs in Lantawan and Maluso. They aim to address the needs of the centers, maintain and safeguard supplies and materials.
- Workforce Development (WFD) offerings reached 17% more youth than in the previous quarter, showing an increase from 3,978 to 4,668 enrollees.
- Innovative initiatives in WFD yielded positive results. Save the Children's initiative to train youth to become Trainers and Assessors resulted in 29 youth securing positions as Assistant Trainers or full-time trainers in training institutions in Cotabato, Maguindanao, Midsayap and Mamasapano. Similarly, the support for youth to develop and run trade guilds resulted in 2 new guilds formed in Dinas that started operations in dress making and baking.

"At a very early age, I joined the Moro Islamic Liberation Front (MILF). But then after a year, I realized I needed a good future. So when I heard about this training, I was eager to join in the hope that I will gain skills to help me reach my life's aim—to have a decent job and enjoy a quiet and simple life with my family."

*Siradodin Tomarampong
Out-of-school youth graduate
Plumbing Skills Training
Munai, Lanao del Norte*

- The Scholarship Program Training on plumbing, masonry, and building wiring for 67 youth in Munai had a 98% completion rate. And, out of all youth enrolled, 78% became TESDA certified by passing the TESDA assessment on their specific trade area. Linkages were established with TESDA, TESDA-accredited institutions, and other training providers to explore partnerships under the Scholarship Program that will reach a total of 750 Out-of-School Youth by the end of the Project.

Strategic Partnerships

EDC further strengthened strategic partnerships this quarter, with USAID, DepED, sub-grantees, GDA partners, and other groups. Highlights are as follows:

USAID

EDC assisted the Office of Education (OEd), the Controllers' Office, USAID Regional Inspector General (RIG) and other USAID offices in monitoring and providing project oversight and related assistance, with further information below:

- Supported and responded to a Regional Inspector General Performance Audit. EDC provided interviews, documentation support, and logistics for field visits. The Performance Audit was launched on February 8, 2010 with an entrance conference and ran through March 31 and into the next quarter. The entrance conference included a RIG audit team of 3 persons, the EQuALLS2 Monitoring and Evaluation team, Director of Technical Programs, Director of Finance, Deputy Chief of Party and Chief of Party. EDC prepared a Briefing Kit and presentation for the audit team to provide a project orientation and context.

Audit included a series of individual and group interviews, each requiring the gathering of data, documentation and supporting information. EDC supplied 7 large binders of information, each containing a cd with electronic versions of the documents requests. Many documents were supplied in person, in addition to those requested and supplied in the binders.

Site visits required logistical and data support. EDC supplied a full monitoring and evaluation report of implementation and programming in each possible area proposed for visits. Upon selection of the site, EDC then arranged transport, security, lodging and other logistical arrangements to support the audit team. Project technical and administrative staff accompanied the team to support them, but did not participate in interviews or other audit-related activities.

EDC continued to respond to requests for information and documents through March 31, 2010.

- Enhanced partnership with the US Joint Special Operations Task Force (JSOTF) on Workforce Development training of 67 Out-of-School Youth from Munai
- Continued partnership with US Peace Corps TUDLO Program – providing PTA Capacity Building training and English Language training to EQuALLS2 beneficiaries

- Linked with international organizations, universities, donors, and other institutions during the DAP research dissemination event
- Provided ongoing progress reports to USAID's Controllars office on the Control Environment Risk Assessment (CERA) report
- Supported USAID's requests to collaborate with JSOTF, TUDLO Mindanao, and other USG programs
- Prepared/provided project data/information requested by OED and other USAID units
- Arranged and facilitated meetings between USAID/OED and DepED on matters of mutual interest
- Continued to support high profile VIP visits and events



(Left) US Commissioner on International Religious Freedom Imam Talal Eid had an interfaith dialogue with 20 in- and out-of-school youth from EQuALLS2-assisted communities and madaris (Islamic schools) in Mindanao on February 13, 2010 in Cotabato City.

DepED

Strengthened strategic partnerships with DepED at various levels, including:

- Holding of a major update and consultation meeting with DepED Region 12 on January 12 to brief the new regional director (Dr Isabelita Borres) and consult with participating school division superintendents and specialists
- Briefed newly appointed ARMM Secretary of Education, Dr. Hamid Barra on February 12, 2010 together with new DepED ARMM Officials
- Consultation forum between Region 9 and National DepED officials on the Learning Partnership Program last March 23, 2010 in Zamboanga City.

Lead Implementing Partners

EDC's efforts and focus with LIPs during Q2 was to effectively coordinate and technically support continued heavy implementation, leading up to school break, which includes a high volume of teacher professional development activities (though partially affected by elections). Additionally, Partners assisted in assessing impact, depth and quality of Project interventions through a range of tools. The quarter's activities with Partners incorporated the following:

- ✓ Engagement on Assessments
 - a. PTA and LSB Capacity Assessment, Mid-term (PTAs and Education Governing Bodies – Result 1)
 - b. Standards-Based Classroom Observation Protocol for Educators (Educators – Result 2)
 - c. Livelihood Activity Report (OSCY – Result 3)
 - d. Instructional Manager Professional Development Tracking Tool (OSCY – Result 3)
 - e. Developmental Assets Profile (OSCY – Result 3)
- ✓ Monthly cross-partner management meetings, with presentation of spending, targets and activities for 3 months (prior, current, next)

- ✓ Quarterly one-on-one feedback meetings
- ✓ Quarterly cross-partner meeting, focused on macro issues affecting all partners
- ✓ Technical Working Group meetings to provide technical guidance, feedback, and quality assurance

Additional EDC technical leadership, coordination and sub-grants management provided to its sub recipients and partners included:

- Monitoring and coordination of project implementation through facilitation of 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

II. TECHNICAL PROGRAMS UPDATE

Progress made during the quarter in each of the IR technical areas, is summarized below, with additional details available in the quarterly reports from Education Development Center’s sub grantees, attached as Annexes 3-6.

IR 1: Increasing learning opportunities for children and youth through community support for education

Highlights this quarter include the completion of core capacity-building activities for Parent-Teacher Associations (PTA) and awarding of additional Community Incentive Grants (CIG) for school improvement projects. Engagement and capacity-building of LSBs continued to generate counterpart funding for these CIGs. To promote greater awareness and support to education at the barangay-level, lead partners extended organizational strengthening and other capacity-building interventions to youth groups, barangay councils, and other community associations. Finally, implementation of a barangay education report card system was launched in one model municipality.

The table below summarizes contributions made by lead implementing partners to target accomplishments during FY2010 Quarter 2:

IR 1 Indicators	Petron	IYF	Save the Children	Synergeia	TOTAL
Number of Classrooms repaired with USG-Assistance	0 ¹	N/A	N/A	N/A	0
Number of Classrooms constructed with USG-Assistance	0 ²	N/A	N/A	N/A	0
Number of Parent-Teachers Associations or similar “school” governance structures supported	N/A	170	193	169	532

¹ Petron Foundation began repair on 69 classroom during this quarter, 12 of which were completed as of May 18, 2010. A breakdown of the 69 = (41 repairs started, planned completion in Q3; 28 with teams mobilized and materials being procured)

² Petron Foundation began construction on 38 classrooms in Q2, all to be completed in Q4.

A. Capacity Building of Parent-Teacher-Community / Associations

Highlights

- ELSA reached 201 target PTAs and LSBs during the quarter. PTAs participated in capacity-building trainings on leadership, personal effectiveness and teambuilding, project management, review of organizational plans, fund management, budgeting, constitutional and by-laws preparation, understanding education performance indicators, orientation on School Improvement Planning, committee organizing, and resource mobilization.
- Synergeia completed CIG training workshops in all sites. These workshops were focused on project proposal preparation and writing, financial management, and reporting.
- Save completed Organization Development and Project Management 1 (ODPM) training with Community Education and Skills Plan (CESP) review and consolidation for 370 PTAs which will qualify these groups to receive community incentive grants. CESPs of 298 groups are ready for review by their respective LSBs for the formulation of the Municipal Education and Skills Plans (MESPs), in time for CIG awarding. In addition, Save conducted ODPM3 training for earlier batches of PTAs. ODPM3 focused on project sustainability mechanisms, and trained PTAs in resource mobilization and advocacy. As a result of these trainings, many PTAs are securing legal recognition and registering with the Securities and Exchange Commission (SEC).
- Baseline and midterm capacity assessment results of 81 Expanded-PTAs in Save sites showed significant gains with 40 out of 65 Expanded-PTAs increasing in their capacity level. From 2% of PTAs before the conduct of capacity-building trainings, 41% are now in the “Functioning Effectively” category. Improvement across categories were largely in education improvement planning and in networking and advocacy, while improvements in scores within a category were observed in three competencies- governance and management, finance management, and tracking and communicating education performance indicators.

B. Capacity Building of Local School Boards

Highlights

- IYF/ELSA conducted trainings on policy formulation, Municipal Education Agenda (MEA) validation and resource mapping and networking for three LSBs. In these trainings, LSB members analyzed their current policies, formulated appropriate policy advocacies, and developed proposals to possible funding sources that would support implementation of their respective municipal education agenda.
- Synergeia conducted midterm capacity assessments of LSBs in Marawi City, and of Ganassi and Kapatagan municipalities. The assessment provided information on the LSBs’ organizational strengths and areas for improvement. Workshops on financial management and project planning were provided.
- Save conducted training on Education Performance Indicators, completing capacity building with 16 LSBs. This training raised the LSBs’ understanding and awareness for

education intervention needs that aims to improve Education Performance Indicators in those schools.

Challenges:

- Prevailing conflict and security issues resulted to the discontinuance of community engagement processes in the municipalities of Luuk and Talipao
- Difficulty scheduling LSB trainings / lack of participation of LSB members
- The need to further train and strengthen PTAs to help increase capacity, and to maintain or improve and sustain the improved competencies of those that had initially shown potentials for improvement

Next Steps:

- Synergeia to conduct midterm assessment of all PTAs and LSBs in both clusters in the next quarter to identify change in organizational, financial, project implementation, and other skills weighed against their baseline assessment results.
- EDC will work with the LIPs to track more closely the qualitative gains during the next quarter
- Document approaches in building and assessing the capacity of community groups in school-less barangays.

C. Community Incentive Grants (CIG)

Highlights

- Save awarded Community Incentive Grants to 10 PTAs affected by security and conflict in the previous quarter, preventing awarding
- Synergeia awarded a total of 108 community incentive grants for this quarter.
- ELSA continued to provide focused technical assistance to PTAs in finalizing project proposals. ELSA also conducted coaching and mentoring on resource mobilization to enable PTAs to source out additional funds and implement fund raising activities to finance various projects.
- EDC conducted a joint technical and grants CIG monitoring of 8 CIGs on March 22 – 23, 2010. ELSA and Save the Children field staff, as well as the USAID-Office of Education CIGs visited included provision of instructional materials, audio visual facilities, and science laboratory equipment for improving the academic performance of pupils, as well as a water system to address health and sanitation problems in the school. Some positive outcomes from these CIGs were: increase in the students' mean percentage score in science and enhanced capacity of teachers to teach science; and improved attendance and lesser incidence of illnesses, in

“The role of the PTA is very important in shaping the education sector of the community. It’s not just about physically rebuilding the torn classrooms, but also capacitating them on project planning and budgeting. With the Community Incentive Grant, the school, Barangay LGU, and the PTA can work for the success of the community.”

*Jenalyn Imlan
Project Manager
Project Management Team
Siasi, Sulu*

the case of the water system. The full report on the CIG projects visited and the outcomes are in Annex 7.

Challenges:

- Quick review of CIG proposals, and eventual awarding of grants taking some Partners longer than expected (due to conflict; proposal review and assistance; turn-around from PTA)
- PTAs in Siasi unable to open bank accounts due to a large maintaining balance required by the only credit cooperative available in the municipality

Next Steps:

- Team with ELSA to expedite the internal review of remaining CIG project proposals
- Team with Synergeia to ensure clear monitoring of project implementation of 108 awarded CIGs
- Support partners in documenting results and outcomes from completed CIGs
- EDC will conduct joint CIG monitoring and documenting success stories, and facilitating sharing of approaches and strategies among partners.

D. Madrasah Education Assistance

Highlights

- Provided technical assistance to madrasah administrators in presenting their proposed madrasah improvement plans (MIP) to community stakeholders. Representatives from DepED, BLGUs, and parents of prospective enrollees to the madrasah, community elders, and the youth were provided additional inputs including a simple orientation on the Philippine Madrasah Road Map, the Standard Madrasah Curriculum (SMC) and the EQuALLS2 Project to enhance the MIP and at the same time approve the plans for the improvement of their madrasah. These MIPs were generated by the administrators during a training-workshop conducted during the first quarter and contained the madrasah's vision and mission, plans for implementing the Standard Madrasah Curriculum, as well as priority projects for the assistance of EQuALLS2 and other sources. As shown in Annex 8, basic needs such as improvement of classrooms, provision of chairs and tables, electrification and mini-libraries were some of the priority projects identified in the MIPs. Fifteen MIPs were validated and approved by stakeholders during the quarter. Presentation of other MIPs is scheduled for the next quarter.
- Positive responses were noted from the stakeholders on the implementation of the SMC. The community supported the selection of teachers to teach the secular subjects English,



USAID Senior Culture and Development Advisor Afeefa Sayeed of Middle East Bureau, Washington Office (far right) and USAID staff observe an elementary class during a brief visit to the Islamic Institute of the Philippines in Zamboanga City. The madrasah is one of the 22 madaris supported by USAID.

math and science. Projects for minor repairs of the madrasah were also prioritized during these MIP presentations. At the next EQuALLS2 training, madrasah administrators will develop a proposal for funding of these identified priority projects.

- LGUs and parents also committed to assist and develop the madrasah. Barangay officials and parents will provide financial assistance and labor/manpower for the implementation of the identified madrasah projects. Parents also committed to enroll their children in the madrasah.
- During the quarter, EDC provided madrasah technical and financial assistance guidelines to LIPs (Annex 9) These guidelines further clarified the roles of EDC and partners in the assistance provided to madrasah (i) capacity-building training of madrasah administrators, (ii) funding assistance for minor repairs, (iii) training of asatidz, and (iv) provision of books and other learning materials.

Challenge/ Lessons Learned

- The madaris assisted are in different stages of development as institutions. There are madaris that are more advanced – meaning, with SEC registration and PTO, and have started to implement the SMC, while others are just on the “getting started” level and will require additional guidance from EDC and lead partners.
- The plan for cluster trainings on Project Proposal and Financial Management trainings identified in the previous quarter, were moved to the next quarter due to conflict of schedules of the different partners.
- Madrasah administrators were not confident enough to apply for SEC registration, which is a requirement for DepED to recognize the madrasah as an educational institution. EDC and LIPs had to encourage and provide technical assistance to further initiate the linkage between the madrasah and the SEC. EDC and LIPs also provided technical assistance to enable madaris to mobilize resources or additional funds for SEC registration. Madrasah administrators were encouraged to solicit counterpart from the MLGUs, BLGUs and the community.

Next Steps/Recommendations

- Conduct Project Proposal Development and Financial Management Trainings for madrasah administrators, taking into consideration the levels and training needs of the madaris
- Monitor implementation of identified projects by the madaris
- Provide continuing technical assistance to madaris to enable developing madaris to implement the Standard Madrasah Curriculum
- Include madaris in EQuALLS2 Brigada Eskwela activities
- Continue to work with madrasah stakeholders, LIPs and the Bureau of Madaris (BME) to identify other training needs of the madaris

E. Barangay Education Report Card

The Barangay Education Report Card is a reporting tool that enables communities to become more involved and better track their progress in education. Some communities might collect data on student achievement, attendance, class size, school safety, teacher quality, technology and/or other topics of interest to parents and others in the school community. It is designed to

provide big and small pictures for many of the critical components of learners' formal and non-formal educational experiences.

Highlights

- Piloting of the barangay education report card was launched during the quarter. Three barangays from the municipality of Lutayan, Save the Children pilot municipality, participated in the orientation and training on the barangay education report card last January 25 – 26, 2010. The orientation and training was attended by DepED District Supervisors, Principals/Teacher-In-Charge, Teachers, PTA officers, barangay officials and members of the Local School Board of Lutayan municipality.
- Participants to the pilot testing are now aware of the purpose and use of barangay education report card within the existing community engagement process, and equipped with some basic information and skills on how to set up a barangay education report card system building on their experiences. Also as a result of the training, technical working groups comprising of the school head, teacher representative, PTA officials, Barangay Chairman and the Chairman on Education Committee were created in each of the participating barangays. These working groups will be responsible for data-gathering, advocacy and information dissemination to generate interest and ownership of the barangay education report card.

Challenges/ Lessons Learned

- In the formulation of the barangay report card, it was necessary to emphasize to the stakeholders the need to consider all schools, and the needs of both in-school and out-of-school youth, and to harmonize their mission, vision and goals for education improvement in the barangay.
- Partners need to enhance training interventions for stakeholders to include use of education performance indicators in understanding and analyzing the education situation, and in prioritizing education improvement activities within the barangay.
- Setting up the barangay education report card and rolling-out of the barangay action plans of the working groups need further guidance and assistance from EDC and lead implementing partners.

Next Steps

- Conduct training of stakeholders in other schools within the participating barangays, and facilitate the formulation of a harmonized, barangay-wide mission, vision, goals and objectives for education improvement
- Conduct additional training of core technical working groups on data-gathering and analysis, and refine approach for dissemination/sharing the report card to community stakeholders

F. Education in Emergencies

Education in Emergencies is a Save the Children program that integrates education into community emergency preparedness and response, ensuring the continuity of education to children. EQuALLS2 is pursuing EiE, due to the context of conflict in target areas of

implementation in Mindanao and the challenges conflict has presented during the life of the Project.

Highlight

Save the Children, in partnership with UNICEF, facilitated the Psychosocial Training of 93 teachers in Maguindanao. The teachers are, in turn, expected to conduct psychosocial activities with school children in the constructed Child Friendly Spaces (CFS). Also in partnership with UNICEF, Save conducted psychosocial sessions to 800 children. To date, a total of 31 CFSs have been put up in the municipality of Datu Piang, of which 6 are equipped with psychosocial and education learning materials provided by EQuALLS2.

Challenge

The lead role of Save in EiE (as recommended by the IR1 TWG and reflected in Save's AWP) needs to be firmed up to ensure that training of other lead partners are undertaken next quarter

Next Step

Clarify role of Save and provide resources for capacity-building of other lead partners in EiE implementation

G. Construction & refurbishment of physical learning facilities

Highlights, Challenges and Next Steps

- No constructed or repaired classrooms were completed during the quarter, although activities were already at various levels of accomplishment.
- Security concerns and availability of lead partner field staff particularly at critical preparatory stages such as liaising with LGUs for securing building permits and approving notices to proceed were the main challenges faced by Petron and Habitat.
- Steps that will be taken in the next quarter to ensure smooth project implementation include: using a common progress monitoring tool across Petron/Habitat, EDC and lead partners; closer and more pro-active EDC facilitation to link lead partners and Habitat; and more frequent validation of activities through site visits and review of available documents.
- Petron/Habitat and lead partners will also jointly decide more expeditiously on alternative sites to replace areas that have continuously posed security risk

H. Documentation & Learning

Highlights

- Focus group discussions showed significant positive changes in the way PTAs and LSBs perform their roles and responsibilities as a result of lead partners' capacity building trainings. The study also noted increased awareness of PTAs and LSBs on the growing number of OSCYs in their communities and their responsibility in addressing the latter's access to education.
- The study demonstrated that with better understanding and internalization of their roles, PTAs and LSBs actively participated in identifying education issues and concerns and in

managing resource mobilization funds and strategies. More importantly, Partners' community engagement processes brought renewed camaraderie and relationships among parents, teachers, BLGU and MLGU officials, as demonstrated by the relatively high level of support of community stakeholders to CIG implementation.

Next Step

Package the research study and conduct dissemination event

IR 2: Improved educational quality through strengthened capacity for teaching of English, math and science

Highlights this quarter include the implementation of additional core training for mentors and support for the operationalization and institutionalization of the mentoring program, now renamed by the Department of Education as the Learning Partnership Program. EDC and Partners worked with the national level of DepED and facilitated national and local DepED discussions on solving challenges in implementing the mentoring programming and strategies. EDC also provided data to Partners to identify mentor training gaps and challenges, later providing technical assistance and support to resolve courses missed by mentors and or addressing other unplanned outcomes.

Additionally, EDC completed the administration of the Standards-based Classroom Observation Protocol for Educators (SCOPE) tool, which will provide the project and DepED with valuable information about mentors' level of practice with respect to good and standard instructional practices.

The following table summarizes the accomplishments for the quarter:

IR 2 Training Indicators	EDC	IYF	Save the Children	Synergeia	TOTAL
Number of Administrators and Officials trained (e.g. in school finance, management or governance)	N/A	84	212	27	323
Number of Teachers/educators trained with USG Support	407	476	2,632	774	3,882

A. Core and Supplemental Refresher Programs (Capacity Building for Mentors)

Highlights

- Mentors training eased off in the last quarter of the school year except for one activity for Basilan and Tawi-Tawi where mentors were trained on Language Functions.
- Mentors served as Resource Persons or trainers for various training activities for mentees. This is one capacity building strategy that will help strengthen their knowledge and skills through practice. Among these activities were trainings on: language functions for

Basilan and Tawi-Tawi sites; science and math on-site training in Sulu sites; development of instructional materials; and Intensive Training on English in the Zamboanga peninsula

- To ensure mentors' completion of core courses, implementing partners were asked to identify the training gaps and plan for the conduct of the core courses that the mentors have missed
- A strategic planning session was conducted by the Synergeia training team to assess previous core training courses and plan for the conduct of training activities to fill in the gaps in their mentor's core course program. They were able to identify the training gaps of mentors; discuss how to facilitate the ESM core courses given their experience with the rest of the teachers; and to plan for the conduct of those courses missed by the mentors.

Challenges

- Some core training mentors have been transferred to non-EQuALLS2 Project schools; some have been promoted to non-teaching positions; some have been asked to teach outside their trained grade levels or subject areas

Next Steps

- The concern on transfers and promotions which depletes the pool of mentors shall be taken up with DepED officials to fine-tune mentors selection criteria or to take this element into consideration in the deliberations for transfers and promotions
- EDC will help Implementing Partners in identifying the training gaps and will help organize the conduct of missed training courses across EQuALLS2 Project areas

B. Training ++ (Supplemental Training for Mentees)

Highlights

- Mentee activities were limited during the period because of competing priorities in relation to the school closing activities which included the conduct of the National Achievement Test for students. Partners were able to continue the following activities, however:
 - ✓ Training on Language Functions for Basilan and Tawi-Tawi;
 - ✓ Training on Instructional Materials Development for teachers in Save the Children sites
 - ✓ Training on Intensive English Language course also in Save the Children sites;
 - ✓ On-site training on the science and math courses for Sulu teachers

Challenges

- Scheduling trainings, in the context of end of the school-year activities of teachers. Schedules of many activities were pushed to the end of the FY due to heightened safety and security conditions in many areas after November 2009
- Continuing security threats in many of the areas

Next Step

In addition to supplemental training, the focus of the Learning Partnership Program (Mentoring) is the transition of IR2 efforts into supporting the professional development of mentees.

C. Learning Partnership (Mentoring) Program

As the mentors finish their core courses, EDC geared up to support the establishment and operationalization of the mentoring program at the school level. The top-up course for the ESM core courses was the training course on mentoring strategies which included planning for the school-based mentoring activities. EDC, however, recognized that the schools will need more than the planning activity to be able to establish the program on the ground.

Highlights

- The National Department of Education, through the support of EDC, organized a team to review the compilation of modules and other materials in support to the mentoring program;
- EDC conducted a rapid assessment at the school level that included consultations with mentors and school heads as well as division supervisors on the status of mentoring. The results showed that even if they were trained on what mentoring is and what the various mentoring activities are, there is a need for systemic push for the operationalization of the program;
- EDC drafted the Learning Partnership Manual, which is a compilation of resources on mentoring coming from the national DepEd team and as adapted by partners in their own training activities, and serves as a guide on the establishment and institutionalization of the program;
- EDC brought together the National and the local DepED offices in a forum, initially with Region 9, to discuss mentoring. This consultation forum was attended by representatives of DepED national and the Regional Director as well as the regional supervisors, Schools Division Superintendents, and division supervisors. Agreements were made on how to move forward and push for the operationalization of the program.



During the consultation meeting on Learning Partnership Program for Region 9 on March 23, 2010 in Zamboanga City, division supervisors and superintendents, and regional directors of DepED shared best practices on school-based mentoring, and insights on how to further improve the program.

Challenges

- School-based mentoring has always been a challenge for the Department of Education. In the past, although several training activities have been undertaken and Department Orders and Memoranda have been issued, mentoring has not been considered as an alternative and solid professional development strategy for teachers except in a few schools.

Next Steps

- EDC and partners will support a series of school-level workshops to define Learning Goals and Learning Plans for School Year 2010-2011
- EDC will continue to assess the policy support that this program will need to ensure institutional support for mentoring to happen and provide this feedback to DepED officials at all levels.
- EDC will continue to refine the Learning Partnership (Mentoring) Manual to reflect the best practices in the field

D. Coordination with DepED on Multi-Lingual Education and Multi-Grade Instructions

Mother Tongue-based Multi-Lingual Education (MLE) and Multi-Grade Instructions are two of the highest areas of support identified by teachers. This information was gathered in various consultations with teachers and DepED officials. Research demonstrates that MLE strongly facilitates the learning of English as a second language and is therefore of importance that EQuALLS2 explore how to support this program. In addition, a large number of EQuALLS2 teachers are handling combination or multi-grade classes and the schools clamor for support in this area.

Highlights

- EDC in partnership with IYF met with the Bureau of Elementary Education to discuss collaboration on MLE and Multi-grade instructions.
- EDC is also in close coordination with the Office of the Undersecretary for Plans and Program which has direct supervision over these programs for immediate next steps. To date, national DepED is planning for the conduct of a national ToT for the MLE program and scheduling the roll-out of the Multi-grade instructions training.

Challenges

- EQuALLS2 will support implementation of these programs by working with national and regional offices to identify and fill small gaps in agency resources. This process is taking longer than expected.

Next Step

EDC will secure the plans and schedules from the national and regional DepED offices and work with Implementing Partners in identifying areas of support;

E. Madrasah Education

The IR2 component of EQuALLS2 Madrasah Program will focus on improving teachers' own understanding of science and math foundation concepts and the skills to transfer this knowledge effectively to their students;

Highlights

- Madrasah teachers took the diagnostic test on English, science and math in Zamboanga City and Cotabato City

- EDC reviewed materials from EQuALLS2 core course training activities as well as from the BEAM-EQuALLS2 collaborative programs to identify potential resources for the madrasah schools
- EDC focused on developing modules on Instructional Practices which will give madrasah teachers with introductory knowledge to pedagogical instructional models

Challenge

EQuALLS2 experience in training madrasah teachers has been limited to inviting them to participate in the core courses or training ++ activities. This time, a training program was developed taking the best from various sources including various materials from BEAM's and national DepED's Madrasah Programs, as well as from EDC's own experiences on professional development. The challenge was how to simplify and contextualize these to a madrasah setting.

Next Steps

- Conduct of the training on Instructional Practices
- Review of the Core ESM training modules and materials and adapt them to madrasah context

F. Documentation and Learning

Apart from the Mentoring Program, EDC is documenting the evolution of the e-IMPACT model. From the three schools (including Maasin Learning Center) that were fully assisted by EQuALLS2 through training, coaching and mentoring, materials support from 2006, the model was adopted by UNICEF and 24 other schools nationwide were assisted. Out of these 24 schools, three are in EQuALLS2 areas, one of which is Limatong Learning Center in Pigcawayan, North Cotabato.

Highlights

- The Instructional Coordinator (Principal) of Maasin Learning Center, Edsel Francisco, was engaged by EDC to provide a one-week assessment and coaching for Limatong Learning Center. One of the main conclusions arrived at by everyone who participated in the assessment is that operationalizing the IMPACT system requires very close supervision, and mentoring from practioners because of the huge difference between the traditional and the IMPACT systems and because of the differences in the context of each school set-up.
- Start-up concerns with regards to learning processes, capacity building of teachers and learning leaders, parent engagement, assessments, resource planning, and facilities management were raised and were consequently addressed by Mr. Francisco
- Findings and recommendations were discussed with DepED Region 12

Next Steps

- A copy of the report will be sent officially to UNICEF and SEAMEO-Innotech for their reference
- The report will also form part of the documentation on IMPACT

G. Assessments: Standards – Based Classroom Observation Protocol for Educators (SCOPE)

SCOPE is an assessment tool that measures the teachers' level of practice in terms of the elements of good instructional models, particularly: a) active learning and student-centered instruction; b) cooperative and inquiry-based learning; c) teaching for higher-order and critical thinking skills; and d) effective time and classroom management skills.

These are necessary skills that a teacher will need to effectively impart the knowledge of the concepts learned from the core courses. Except for effective time and classroom management, these are also the instructional models that were used in the various activities integrated into the modules used in the core training programs.

With the completion of the core courses, the mentors are now expected to fully implement and apply what they learned in their own classrooms.

Highlights

- EDC provided supplemental training on these instructional models and on the administration of this tool as a pre-deployment preparation for DepED supervisors and TEI-based instructors
- EDC conducted a project-wide baseline and research study covering 390 observations to determine the level of practice in these areas and to establish a baseline. The assessment will also determine follow-up training that will focus on instructional models. The 390 teachers observed include 260 in EQuALLS2 areas and 130 in non-EQuALLS2 areas

Challenges

- The set of samples for this study was randomly selected, a significant number of which are in far-flung areas. It was difficult for the researchers to reach many of these areas, especially since they were not assigned to their own areas of regular work. In the succeeding assessment of the process, one of the insights of the supervisors is that teachers who are assigned in areas like these do not anymore get support and assistance from the supervisors because of their distance
- The exercise also provided an opportunity for EQuALLS2 to validate its database. Some of the teachers or mentors observed have already transferred, have been promoted, or have changed assignments and were no longer teaching in the areas where they were trained for

Next Steps

- With the technical assistance of EDC home office, the results of the assessment will be analyzed
- EDC will develop a training program for DepED trainers and for school heads and subject areas supervisors on the instructional models that the SCOPE is trying to measure

H. Materials and Technology (Cross-Cutting Activities)

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

- Conducted a strategy planning meeting with education stakeholders and ICT mentor teachers from 10 pilot municipalities to plan next steps for the ICT initiative.
- Distributed 25,390 BBF-donated supplementary books for use in CLC basic literacy programs: in Upi, Paglat, Datu Paglas, Marawi, and Ganassi.
- Distributed 4,192 dictionaries to schools and CLCs in Malapatan, Upi, Paglat, Datu Paglas, Marawi, Ganassi, Buldon, and Barira.
- Monitored and documented use of BBF-donated books and dictionaries in 25 schools located in the municipalities of Midsayap, Lutayan, Zamboanga City, Pigcawayan, and Cotabato City
- Trained 2,679 teachers to develop practical teaching materials and use BBF-donated books more effectively as supplementary teaching and learning resources. During the training, 1,178 BBF-donated pop-up storybooks were distributed to teachers
- Distributed 1,200 books to schools in Lanao, using JSOTF to deliver into this challenging area

Information and Communication Technologies (ICT) Initiative

Highlights

- Conducted a Strategy Planning Meeting with ICT mentors from all 10 pilot municipalities to discuss and plan ways to strengthen the EQuALLS2 ICT initiative. Municipal stakeholders developed action plans to implement the ICT mentoring program. An open forum was held to brainstorm future initiatives such as identifying outstanding ICT mentors; conducting additional trainings for outstanding mentors; and piloting laptops for mentoring and classroom-use.
- Turned over a total of 20 computers to Upi, Dinas, Margosatubig, Cotabato City and Pigcawayan. Each municipality received 4 of their allotted 16 computers while procurement for the remaining 12 desktops for each is underway.
- Computer units, laptops, and low-cost overhead projectors will continue to be procured in the US after determining that it will take too long to obtain a waiver for local purchasing.
- Conducted a meeting with Microsoft Philippines to discuss the possibility providing intermediate computer skills training to outstanding EQuALLS2 ICT mentors. Microsoft's education manager will draft an associated budget to discuss with EDC in May.

Challenge

- Balancing computer accessibility for teachers versus safeguarding equipment from theft is an ongoing challenge. Three EQuALLS2-donated computers were stolen from schools in Midsayap where they were housed to provide better accessibility for teachers. Police reports were filed by the school heads with copies submitted to EDC. Save the Children and EDC held joint meetings with Midsayap district supervisors and school heads to discuss improved security measures and how to replace the stolen computers.

Next Steps

- EDC will follow-up with Microsoft Philippines on the possible mentor training.
- EDC and its lead implementing partners will follow-up with district supervisors and school heads regarding plans to conduct ICT echo trainings for the rest of their teachers – to be observe, monitored and documented by EDC.
- 200 additional teachers from Esperanza and Tantangan will receive ICT training in April.

BBF Donated Books, Audio Books, and Dictionaries

Highlights

- Distributed 25,390 BBF-donated supplementary books for use in CLC basic literacy programs, in Upi, Paglat, Datu Paglas, Marawi, and Ganassi. Supplementary books are aligned to key topics in the ALS modules.
- Distributed 4,192 dictionaries to schools and CLCs in Malapatan, Upi, Paglat, Datu Paglas, Marawi, Ganassi, Buldon, and Barira. Distribution of dictionaries to these municipalities was delayed until this quarter due to the travel ban imposed in the Maguindanao area after the November 23 massacre.
- Monitored and documented use of BBF-donated books and dictionaries in 25 schools located in the municipalities of Midsayap, Lutayan, Zamboanga City, Pigcawayan, and Cotabato City. The EDC-developed observation tool was used to gather information on book use and to document teachers' feedback. (See attached observation tool – Annex 10.)
- Most teachers found math and science textbooks most useful. Teachers in some of the classrooms visited are using the math and science textbooks for drill exercises and seatwork activities. And according to teachers, they use the English storybooks for free reading activities; whole-class structured reading exercises; and for storytelling activities. Students in some schools are encouraged to check out books to read at home on the weekends.
- A training for 2,679 teacher mentors, focused on creative materials and supplementary book use, was conducted by Save the Children across 14 municipalities, throughout the months of January and February
- Mentors were trained to develop practical teaching materials and use BBF-donated books as supplementary teaching and learning resources. During the training, mentors developed colorful teaching and learning aids using low-cost readily available materials. The interactive training explores creative uses of the supplementary English, math and science books donated by the US-based Brother's Brother Foundation. For example,



Grade 3 teacher Ermelyn Embuto (seated) and her fellow teachers of Sibutat Elementary School in Curuan, Zamboanga City cut out shapes for a mask copied from a book donated by the US-based Brother's Brother Foundation during an EQuALLS2 training workshop on materials development on Feb. 19, 2010. Teachers like Embuto make creative teaching aids to capture the imagination of pupils.

1,178 BBF-donated pop-up storybooks were distributed to help teachers visualize how to use such books in their classroom teaching.

- Distributed 1,200 books to schools in Lanao with the help of JSOTF handling delivery

Challenge

- Some of the remote schools are experiencing difficulties in transporting their BBF books from the central locations where books are being dropped by the LGU-sponsored vehicle. The main causes of book delivery delays to the schools are transportation cost and time.

Next Steps

- EDC will work further with lead implementing partner to schedule those school book deliveries that are overdue since last October 2009.
- EDC and lead implementing partners will organize mobile book fairs to bring books closer to the schools they teach as one solution to the challenge of ensuring timely delivery of books to remote schools.
- Based on feedback from teachers, EDC will further refine the process of ordering books from BBF to ensure an effective match with identified classroom needs for supplementary books.

Science and Math Kits for Mentors

Highlight

During this period, EDC continued to deliver the set of materials introduced in Science Course 2 and Math Course 2. Six hundred eighty-two (682) science and math kits for mentors (167 math kits; 527 science kits) were delivered to 252 schools from January to March 2010. While the course 2 kits were being delivered, EDC was procuring and doing the assembly of course 3 science and math kits.

Challenges

- Stock availability from local suppliers;
- Delivery and distribution at the school level given the security situation; and
- Ensuring that the kits are received by the mentors.

Next Step

- Deliver science and math kits for course 3 by the start of the school year

IR 3: Improved Relevance of Education and Training for Out-of-School Children and Youth

Progress was made at three levels of OSCY programming: (i) expanding the work towards reaching targets within Basic Education and Workforce Development program offerings for out-of-school children and youth (OSCY); (ii) deepening the work by addressing program quality through the first rounds of data collection using tools such as the Livelihood Activity Report (LAR) and the IM Professional Development Tracking Tool; and (iii) sharing EQ2's experience in using the Developmental Assets Profile (DAP) as a tracking tool over time and disseminating

first round of field data via a DAP-related product presented in a Seminar held with various government, donor, research, and development practitioners in March of 2010.

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

IR 3 Indicators	IYF	Save the Children	Synergeia	TOTAL
Number of OSCY participating in basic education programs	5,199	1,810	973	7,982
Number of persons participating in USG-funded workforce development programs	537	3,984	147	4,668

Highlights, challenges and next steps for key IR3 activities are below, providing greater details about each of the main IR3 components:

A. Basic Education Program

Highlights

- As shown on the table above, a total of 7,982 learners were enrolled in new batches of Basic Education (BE) programs during this quarter including 1,775 in Basic Literacy (BL), 1,720 in Basic Literacy and Life Skills (BLiSs) and 4,487 in Accreditation and Equivalency (A&E) courses. In an effort to offer a variety of program options to OSCY, these Basic Education offerings vary in terms of length of training (5, 8, or 10 months long), schedules, use and number of instructional modules, and content areas (BLiSs for instance integrates skills for life into the instruction).
- This quarter also celebrated the graduation of 2,335 completers of Basic Literacy courses conducted by Synergeia in Lanao Sur, Maguindanao, Sharif Kabunsuan and Marawi.
- Project orientations were conducted for the newly started BE program batches that aimed to discuss mechanics and expectations of the project and secure commitment from LGU/BLGU to participate and sustain the ALS program in their respective communities.
- Initial results of the Accreditation and Equivalency (A&E) test revealed that out of 1,354 test takers, 67 or 5% passed and are now officially high school graduates. Also, out of 229 learners who took the Philippine Education Placement Test (PEPT), 13 or 6% scored high enough to be placed in higher grade levels. Though passing rates may appear low, it should be taken into account that the national average passing rate for the A&E exam was only 21% and that EQ2 participants come from the most disadvantaged and low income communities in the Philippines. Thus, a 5% passing rate could be considered a success when placed into context. (Note that tracking results of these tests is ongoing because results for some Division offices like in Tawi-Tawi and Basilan were not yet released at the time of this report, thus, figures may change slightly).
- Examination of A&E test passing rates identified low scores in the composition section (essay), a significant factor of the exam, as it accounts for 50% of the total test score.

- CLC Management Councils (CLCMCs), an initiative of ELSA-Consuelo to strengthen community involvement in CLCs and increase civic engagement among learners, increased by 12 new CLCMCs formed in Lantawan and Maluso. CLCMCs aim to address the needs of the centers, maintain and safeguard supplies and materials.

Challenges

- Absenteeism of ALS learners, a newly reported challenge. Need to further examine across EQ2 sites to assess the prevalence, nature, and main reasons for absenteeism.
- Peace and order situation in Barangay Tubigan, Maluso, Basilan, where an assault caused the death of 13 community residents, including 2 registered A&E learners. Thus, activities will be resumed only once security can be ensured for participants.

Next Steps

- EDC to provide an opportunity for partners to share ways of successfully reaching and maintaining OSCY engaged in ALS programs (to address challenges of absenteeism in ALS programs). Since one of EQ2's mandate is to increase access to basic education for OSCY, strategies may include: providing learners with enough modules for home study while working to earn a living for their family; following-up with home visitations conducted by IMs; adjusting timing, schedules, and pacing of learning to match with OSCY schedules; considering offering shorter courses (or ones that run only certain times of the year) to adjust to seasonal work demands.
- Facilitate a cross-partner discussion to share ways of strengthening IMs' skills to increase their learners' A&E scores. Discussion may include training of IMs on teaching writing and composition, increasing the use of modules that focus on essay writing, or other.
- Examine the structure and functions of CLCMCs to assess the degree to which they help enhance current implementation and increase sustainable use of CLCs afterwards.



Out-of-school youth learners taking A&E classes in Zamboanga City actively participate in group discussions as they prepare for this year's A&E test.

B. Basic Education Programs Review and Evaluation

Review and evaluation are essential activities of any program implementation. During this quarter, all LIPs conducted program reviews and evaluation on the just concluded basic education offerings to inform revisions and improvements in future implementation.

Highlights

- Save the Children conducted the review of its Basic Literacy and Life Skills (BLiSs) Program in January 27-29, 2010 in Pagadian City. Involved were Youth Learning Facilitators (YLFs), DepED ALS coordinators, Municipal Coordinators, and learners. The review revealed successes and challenges for each of the program elements such as

curriculum, materials and supplies, teaching strategies, and learner evaluation. In addition, compliance to the program quality standards were determined and next steps identified. EDC provided technical assistance in the activity by (a) reviewing IMs' main competencies by having IMs work in groups validating the list of competencies and ranking them from easier to more difficult and (b) modeling the administration of the LAR by conducting it to recent Basic Education completers. Activities on the IM tool revealed that IMs have a good understanding of the various competencies included in the IM tool and that competencies identified as most challenging vary across context areas.

- ELSA-Consuelo convened representatives from its 5 sub-tiers to review and evaluate its Basic Literacy Program on February 10-13, 2010 in Davao City. A similar exercise to that of Save was conducted, identifying what went well and what needs to be improved in order to inform the Basic Education planning exercise that followed. EDC provided technical assistance by (a) introducing the IM Professional Development Tracking Tool, (b) conducting an orientation on the LAR Administration, and (c) presenting the Scholarship Program as a possible pathway for completers of BE programs.
- Synergeia Foundation conducted an evaluation of its ALS Programs using focus group discussions (FGD) and questionnaires with site coordinators, instructional managers and completers of basic education. It showed that learners' perceptions of IMs were very positive. This evaluation activity took place on March 15-16, 2010 in Cotabato City.

Challenges

- The short time between implementation of batches/cycles of programs limits the amount of enhancements possible for future programming. A more in depth study of the evaluation results would be needed to make deeper enhancements to program implementation.

Next Steps

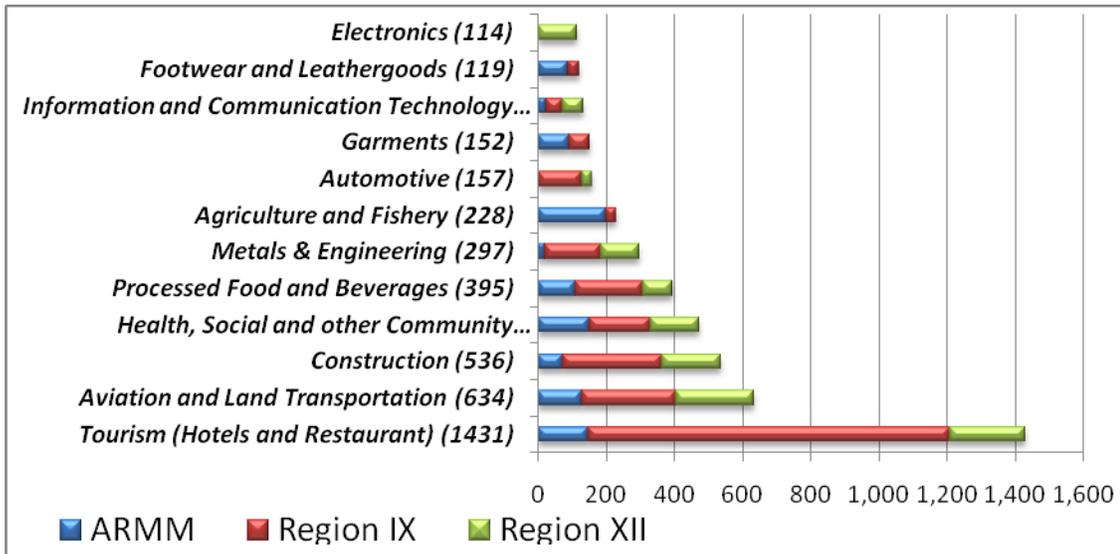
- Review program evaluation reports from partners to identify cross-partner programmatic themes to be addressed in future implementation.

C. Workforce Development Program

Highlights

- The number of OSY reached through Workforce Development (WFD) offerings during this quarter show an increase of 17% compared to the previous quarter, reporting a total of 4,668 enrollees this quarter compared to 3,978 in the previous quarter.
- An analysis of the types of trade areas covered during this quarter across the three EQ2 regions show that the trade area with most enrollees in this quarter was in the tourism industry (hotels and restaurants), predominantly more in Region IX than in other regions. Following is aviation and land transportation, closely followed by construction. It is to be noted that electronics displayed the smallest number of enrollees during this quarter and exclusively in Region XII.

Number of WFD Enrollees by Trade Area (Q2 FY 2010)



- The initiative of Save the Children to train youth to become Trainers and Assessors during previous quarters yielded positive results during this quarter showing that some of those who passed the Trainers Qualification (TQ) and Assessors Qualification (AQ) secured paid positions in skills training institutions. Nine (9) TQ/AQ passers who were included as Assistant Trainers into the trainers’ pool of TESDA Cotabato, TESDA Maguindanao, and a private Technical Education Institute in Midsayap. In addition, 20 youth were hired by a Mamasapano Technical Vocational Education Training (TVET) center (which due to security has temporarily suspended operations but is expected to be revitalized).
- The work on trade guilds that was earlier pioneered by Save the Children resulted in 2 new guilds in Dinas during this quarter. A guild consists of a group of OSY (between 5 and 10 youth) who have completed a WFD program and form a business or entrepreneurship group to provide specific services or contribute to the production chain of a given product. With EQ2 support, youth form a guild, develop partnerships with local businesses and government representatives, and learn how to operate their business group aiming to reach sustainability. The new guilds in Dinas begun operating their Community Enterprise Development and Service Facility (CEDSF) on bag and dress making, pastry and baking. Their first orders included catering for government functions and developing canvas bags for training kits under the EQ2 project.
- To document key elements of effective workforce development programming, EDC initiated a Video Research that aims to identify EQ2 promising practices to answer: *what works* and *why it works*. Data was collected through video, focus group discussions with WFD completers, and consultations with their families, service providers, and local employers in Alicia, Dinas, and Zamboanga City. Findings will be shared next quarter.

Challenges

- Limited access of TESDA-accredited assessors in remote places to certify WFD completers in their trade areas.

Next Steps

- Work with partners to determine ways to address inaccessibility of TESDA-accredited assessors, identify main constraints, determine cost-implications, and discuss possible options for making TESDA certification accessible to OSY who complete WFD courses.
- Finalize the analysis of data collected and write the report of the Video Research to inform the development of the video.
- Conduct further analysis of trade areas offered not only during this quarter, but also cumulative, to examine WFD programming in more depth and inform implementation.

D. Technical and Vocational Education Scholarship Program

The Scholarship Program aims to provide technical and vocational education and training to out-of-school youths in EQ2 sites. Program options include 1) skills certification training including the option of *trainers' training* and 2) technical vocational education training for A&E completers including a one-year college option for A&E passer. The training programs will be provided based on confirmed local demand for that skill and will be delivered by TESDA, TESDA-accredited institutions, or other training institutions.

Highlights

- The Special Training for the Youth of Munai in Plumbing, Masonry and Building Wiring was completed during this quarter. The table below shows the number of youth enrolled, pointing out the high graduation rates, the administration of the assessment to all completers (94% or higher), and the relatively high percentages of certified youth:

Course	Plumbing	Masonry	Building Wiring
Number of Days	21	26	51
Start Date	December 1, 2009	December 1, 2009	January 7, 2010
Date Completed	February 1, 2010	February 8, 2010	March 3, 2010
Number Enrolled	20	17	30
Number Completed	20 (100%)	16 (94%)	30 (100%)
Number Assessed	20	16	30
Number Certified	16 (80%)	15 (94%)	21 (70%)

- Initiated the development of a *brochure* on the Scholarship Program to communicate it to various audiences.
- Presented the Scholarship Program concept to LIPs and USAID in a TWG meeting.
- Linked with institutions such as TESDA, TESDA-accredited institutions, and other training providers to explore partnerships under the Scholarship Program.

Challenges

- Enhancing the Scholarship Program design to ensure that program options complement (rather than duplicate) the regular programs under EQ2, therein avoiding competing with LIPs for target beneficiaries.
- Determining the local demand of skills to identify the trade areas to be offered and the prospective trainees in the barangays.

- Small numbers of A&E passers who can avail the 1-year college option. However, the Scholarship Program aims to reach A&E completers and other youth via other options.

Next Steps

- Finalize internal implementation design of the Scholarship Program and brochure; disseminate program to OSCYs, A&E completers and enrollees, and service providers.
- Finalize hiring a Program Assistant.
- Consult and explore linkages with institutions such as Public Employment Support Office (PESO) and One Town One Product (OTOP) that may contribute to the process of determining local demand of specific skills under the Scholarship Program.

E. Capacity Building of Instructional Managers (IMs)

Support activities for Instructional Managers (IMs) to build and strengthen their capacities in delivering the ALS programs for this quarter included: basic training for newly hired IMs, enhancement training for existing IMs, and teaching and training strategies on English and Math.

Highlights

- During this quarter, all partners engaged a number of new IMs to start new Basic Education cycles and conducted 5-day basic trainings on ALS delivery to orient new IMs. This training prepares new IMs on aspects of non-formal education settings including instructional methodologies, individualized and multi-level instruction, one-to-one IM-learner sessions, content, use of locally available materials, IM and learners' modules, and home visitations. In trainings, IMs strengthen their ability to teach beginning reading and basic numeracy as well as to strengthen learners' communication skills, problem solving skills, critical thinking, and sense of self and community.
- In addition, a variety of Enhancement Training sessions were conducted to reinforce the ALS delivery of continuing IMs. Content of the sessions varied depending on the needs of IMs. For example, ELSA-Consuelo conducted refresher courses for IMs on utilization of learning tools and materials. PBSP conducted a review of teaching and learning strategies on English and Math subjects with IMs from NFI and MIT.
- Capacity development also included a series of EDC-led training sessions on the use of the LAR for ELSA-Consuelo IMs, the DAP for Synergeia IMs in island sites, and a review and validation of IM competencies for IMs in ELSA-Consuelo and Synergeia. Although these training sessions are not directly linked to content or methodology of instruction, they serve as additional mechanisms for



Ramil Alvarado, Instructional Manager in Lun Padidu, Malapatan, Saranggani, "I am happy to have been given the opportunity to teach OSY learners. My work with the LGU, the school, and USAID has made me realize how vital my role is in reshaping the lives of OSYs in this community."

supporting learners, especially considering their context that requires IMs to use a holistic approach.

- The Instructional Managers Professional Tracking Tool was fully rolled out across all partners during this quarter in order to start tracking IMs' growth across competency levels and inform future enhancement trainings, by looking at 18 main IM competencies within 3 categories and identifying those that need greater improvement. Data from T1 (and in some cases T2) will be analyzed in the next quarter.
- To ensure consistent data collection from the IM Tool, EDC conducted 4 Orientation sessions for LIPs' staff to introduce the tool, its purpose, and administration guidelines. Sessions included ELSA-NDMU (January 12), Save the Children island sites (January 28), ELSA-Mainland (February 10), and Synergeia mainland (February 12).
- To facilitate data analysis on the progress of IMs competency levels, EDC designed a data entry template in Excel with automatic data analysis features that disaggregate data per IM, competency and category for T1, T2, and T3 (see Annex 11 for sample analysis generated by the template). The data analysis template was introduced to LIPs and USAID during a TWG session, where LIPs tested it with real data collected and provided feedback to increase its functionality in Excel.

Challenges

- Greater support is needed to strengthen Enhancement trainings to address the instructional methodology that is most appropriate for ALS delivery rather than following model trainings that are most applicable to formal education settings.
- Prioritization of the content of Enhancement trainings for IMs is a challenge given the great demand, among IMs, for further professional development. The IM Tool will help prioritize the content by identifying competencies that need most strengthening.
- Although the IM Tool is well received and appreciated by LIPs, the burden of gathering and encoding data adds to LIPs' tasks. EDC designed an Excel template with automatic data analysis features to facilitate the handling and use of data by LIPs.

Next Steps

- Support LIPs' administration of the IM Professional Development Tracking Tool (strictly following the agreed roll-out plan); data analysis; and use of data to inform future IM enhancement trainings. Make EDC team available to support LIPs' data encoding from the IM Tool.
- Facilitate cross-partner sharing of (a) effective practices to build IMs capacity (e.g. on composition or other areas as identified with the IM Tool) and (b) training designs that are adequately based on ALS delivery and ALS modules. Enhancement trainings should be based on ALS program delivery rather than following formal education teaching.
- Finalize IM Tool Administration Guidelines and Data Entry template (Excel) following LIPs' input during orientations.

F. Community Learning Centers Repair

During this quarter, EDC initiated a CLC Mapping activity that consists of CLC monitoring visits to selected CLCs across EQ2 sites.

Highlights

- A total of 16 CLCs were repaired (Synergeia, 8 and ELSA, 9) in time to host additional Basic Education courses starting this quarter. In cases where the identified repair required more than the maximum amount allocated per CLC repair (P40,000 = approx. US\$890), LIPs successfully secured local counterpart in the form of labor, in-kind, or cash.
- Considering the number of CLCs involved in EQ2 and their critical role in ALS programming, EDC initiated a CLC Mapping activity to have a more systematic and comprehensive view and tracking mechanism of CLCs across sites and be in a better position to provide TA as/when needed. The Mapping consists of CLC visits, sometimes jointly conducted with the grants team, in order to: (i) map and document repair work in CLCs; (ii) track the use of CLCs and those that for some reason are no longer functional (what the reason was and what is the current use, if any); (iii) examine signs of ALS programming (use of materials, methodology, consultations with IMs, etc.); and (iv) identify main strengths and areas of improvement in CLC repairs and ALS programming to be addressed with LIPs. It is also expected that this activity helps triangulate information among technical, MIS, and grants teams. The CLC Mapping Activity started in late February, following the start of new ALS cycles, and will continue through July. This quarter covered 28 CLCs in Siocon (10), Marawi (10), and Pigkawayan (8).

Challenges

- A challenge that LIPs sometimes face in remote and conflict-affected areas is the establishment of a CLC in a Barangay where there is no existing structure that can be used or repaired. In exceptional cases, and only in those cases in which it is confirmed that there is no alternative structure that is accessible to OSCY, construction of a CLC is permitted, given that necessary local counterpart is raised/documented (beyond P40,000).
- The CLC Mapping Activity will be able to only cover a sample of all CLCs in detail. Thus, alternative strategies will need to be considered for gathering other information (e.g. relying on LIPs documentation submitted for analysis and MIS reporting).

Next Steps

- Continue CLC Mapping activity. Visits planned for next quarter include Siasi, Ganassi, Margosatubic, Dinas, San Miguel, Upi, Olutanga, Barira, Buldon, Kapatagan, and more.
- Compile summary results of CLC visits, map CLCs and their main characteristics across EQ2 sites, and analyze main findings (strengths and areas of improvement) to be shared with LIPs for cross-learning and enhancements.
- Considering the stage of the project, partners and EDC will address plans and agree on the CLC turn-over process and documentation needed, working towards sustainability and increasing the possibility of continued and productive use of CLCs after EQ2.

G. Developmental Assets Profile (DAP)

The Developmental Asset Profile (DAP) is used as an evaluation tool for tracking OSCYs participating in ALS and livelihoods offerings. It is designed to track change over time across 8 categories of assets that youth possess (Support, Empowerment, Boundaries and Expectations, Constructive use of Time, Commitment to Learning, Positive Values, Social Competencies, and Positive Identity) and 5 context views (Family, School, Community, Social, and Personal).

Highlights

- A Seminar was held on March 18th to present the findings from a pioneering study on the impacts of re-engaging out-of-school children and youth (OSCY) in basic education and livelihood skills training, in conflict-affected Mindanao. This served as a dissemination event to release the first DAP-related document of EQ2 titled “How Re-Connecting Out-of-School Children and Youth with Education Opportunities Contributes to Peace

The Seminar reached a diverse group of stakeholders including:

- DepED (national, ARMM, and regional);
 - TESDA
 - Other government institutions: National Youth Commission, Department of Labor and Employment, Chamber of Commerce;
 - Universities and research institutions
 - Donors: UNICEF, AusAID, ILO, USAID
 - Youth development organizations.
- (for attendees see Annex 12)

Building in Mindanao” (see event description in Annex 12). The one-day seminar started with opening remarks given by TESDA Executive Director, Marissza Legazpi, and DepED Undersecretary, Vilma Labrador, who opened the day with inspirational statements (See event Program in Annex 12), followed by DepED Representative, Aivan Amit, who co-presented and spoke of USAID’s position that started with healthy skepticisms and moved towards deep appreciation of the contribution that the DAP can make in tracking youth’s developmental assets. The seminar continued with a mix of plenary and group work sessions that walked participants thru a presentation of the publication, context, historical accounts of challenges and skepticisms, and main findings. Participants explored, first-hand, the use of the DAP tool and the use of data collected, explored supporting materials developed during EQ2, and discussed the linkages between this work and their current work in the context of conflict-affected Mindanao as well as the implications of EQ2’s experience in using the DAP and its findings.



Instructional manager Ardell Aming (standing, left) of Siasi, Sulu, demonstrates to fellow IMs how to introduce and explain the DAP survey to a group of OSCYs during survey administration. The DAP survey consists of two tests, administered with a six to twelve month interval.

- The National Youth Commission (NYC) reached out to EDC immediately after the event to request in-house sharing of the same information and data presented in the Seminar with an internal team of 18 people from their Research Division and Project Officers from Luzon, Mindanao, and Visayas. The purpose was to inform current planning of a “national youth situation analysis” that NYC will carry out later in 2010.
- Five (5) Handbooks were finalized, shared during the Seminar, and made available to the general public via the EQ2 website. These handbooks are support materials to guide the use of the DAP as a tracking tool and the analysis and application of its data. They were developed in response to field-level requests from partners and end-users, such as IMs and service providers. These include: (1) DAP Administrators Handbook; (2) DAP

Coordinators Handbook; (3) DAP Data Management Handbook; (4) DAP Data Application Handbook for Direct Service Staff; and (5) DAP SPSS Handbook.

- TA was provided to train Synergeia teams on the administration of the DAP Round 1 (T1, T2), data analysis, and data use (March 10-11, Zamboanga). Learners modeled creative ways of introducing the tool, addressed concerns, and developed a Roll-out Plan (see Annex 13) covering 30 CLCs in Jolo, Patikul, and Siasi between March and June.

Challenges

- Collection and encoding of DAP data across partners for a macro-level analysis of EQ2 DAP data is a challenge because of the different stages in which each partner is in the use of DAP data (some are in Round 1 data collection while others are starting Round 2). EDC's field-level team was fully trained to support LIPs on varied DAP-related work.

Next Steps

- Since participants in the Seminar walked out with various levels of interests to learn more about EQ2's work with OSCYs and the DAP as a tracking tool, action steps following the seminar are also important. EDC will develop a set of brief video clips with footage from the seminar to provide a snapshot of the event and topics discussed for various audiences.
- Continue to provide overall DAP-related assistance to LIPs. For cases in which partners suffer from DAP data backlog, EDC will make additional support available to partners.

H. Livelihood Activity Report (LAR)

The LAR is a self-reporting tool that aims to track the application of new and improved livelihood skills by basic education and WFD learners to both existing and new household and individual economic activities (as per item 3.5 of the EQuALLS2 M&E system). The LAR also seeks to determine the economic activities that the learners are engaged in, the frequency of engagement, and whether or not they are paid for the activity. This tool is designed to be administered once within 3 months of the end of any basic education and WFD program (rather than pre and post, or time 1 and time 2, schemes used with the DAP tool).

Highlights

- The LAR tool 3.0, the coding manual, and data entry template (Excel) were finalized, based on feedback from various orientation-trainings with LIPs. They were presented to and vetted by LIPs during the Technical Working Session on March 17, 2010. The LAR tool, coding manual, and blank template are in Annex 14.
- Interpretive Ranges and Guidelines for Part 2 of the LAR (see Annex 14) were developed and finalized with technical assistance from Senior Advisor David James-Wilson, who facilitated a session with LIPs on the application of the Interpretive Ranges using real data from Save's BLiSs program completers. The exercise included describing the profile of learners based on the responses, interpreting the level and range of scores whether the learner is applying or not applying the skills, and correlating the scores in Parts 1 and 2 of the tool. Interpretive Ranges will allow EQ2 to respond to the program indicator, *number of OSCYs using new and/or improved livelihood skills*.
- In support of LIPs' use of the LAR, EDC conducted a series of orientation-training sessions to: (i) walk through the tool and clarify strategies to respond to potential

questions from completers when administering the LAR and (ii) share the overall process of data collection from LAR administration and encoding to data analysis and sharing back of data for practical use. Sessions prepared LIPs' staff and IMs to interpret results using the LAR coding manual and interpretative ranges, understand how coding takes place (in the Excel spreadsheet), and plan the LAR roll-out plan for upcoming months. Orientation-training sessions included:

- ✓ LAR Orientation for 18 IMs of NDMU (January 12) to walk through the tool, clarify acronyms used in the tool, and determine a sample of LAR respondents.
- ✓ LAR training for 94 IMs of Synergeia (January 28) during a monthly meeting in Cotabato City on how to administer the LAR in preparation for its administration to Basic Literacy Program completers in February.
- ✓ Modeling of LAR administration (February, 28) where the LAR was administered to 9 BLiSs completers during Save the Children's BLiSs program review in Pagadian.
- ✓ LAR Orientation for IMs and Site Coordinators of all 5 sub-tiers of ELSA-Consuelo during a program assessment and planning workshop in Davao City (February 10).
- ✓ LAR Orientation for 8 Lead IMs and Synergeia staff in Cotabato City (February 13).
- ✓ LAR Administrators' Training for representatives from Nagdilaab Foundation (Basilan), Mahardika Institute of Technology (Tawi-tawi), and Synergeia (Jolo, Siasi and Patikul) (March 29).

Challenges

- Consistent administration of the LAR is critical for quality data collection, but also challenging to achieve given the variety of programming across partners. Challenges such as missing data were minimized by advising administrators to ensure completeness and correctness of responses at the time of collecting LAR forms (following the guidelines).
- Although sampling strategies for reaching 10% of basic education and 50% of WFD program completers were agreed on, realities on the ground do not always allow strictly following a sampling plan, thus, sampling may be slightly influenced by other factors.

Next Steps

- Provide technical assistance to LIPs in the administration of the LAR tool, coding and encoding data into the Excel template, analyzing data from Part 2 using the Interpretive Ranges, and graphically presenting the information.
- Access TA to process and analyze LAR data from Parts 1 and 2.
- Share technical guidelines for partners to use LAR data going forward.

I. Technical Working Group (TWG) Meeting & Additional Technical Working Sessions

The Technical Working Group (TWG) meeting for this quarter was held on February 18, 2010 at the EDC office in Manila with representatives of all LIPs, EDC IR3 Team, and USAID. The objectives of the meeting were to: (1) Share updates and progress on main program components and on various program quality tools such as the LAR administration training, IM tool administration, DAP, etc.; (2) Orient IR3 team on the Technical and Vocational Education (TVE) Scholarships Program; and (3) Introduce the newly developed IM data entry template, test it, and discuss analysis of preliminary data. Agenda, activities, accomplishments, and agreements are in Annex 15, of which the following can be highlighted:

Highlights

- Partners learned and discussed the main offerings under the Scholarship Program, which helped clarify how they complement (rather than overlap) current EQ2 programming (by providing a possible pathway for completers), and how LIPs can play a role (for example, by nominating awardees of the scholarship program).
- The IM data entry template was introduced to and tested by partners with real data collected in T1 administration. M&E and technical teams provided feedback to increase the functionality of the template.

Next Steps

- Follow up with items stated in the TWG meeting proceedings (Annex 15), many of which are directly addressed in other sections of this report (e.g. Capacity Building of IMs).

In addition to the TWG meeting, an all-day *Cross-Partner IR3 Technical Working Session* was held by David James-Wilson on March 17th in the EDC office in Manila with representatives of LIPs' IR3 and M&E teams, and EDC IR3 Team (see agenda in Annex 16). During this session, participants (1) demonstrated understanding of how to analyze LAR data (see LAR section above); (2) revisited the application of the Work Readiness Framework in current programming; and (3) reviewed the newly completed DAP Handbook for Service Providers.

III. MONITORING AND EVALUATION

M & E gained more vigor with the coming on board of the M & E Specialist and the regularization of the M & E Officer in February. For the quarter under review, the team focused on three priority tasks, as follows:

Deepening and clarifying the definition of indicators. The process started by closely reviewing and re-defining the indicators under Strand 1 (more commonly known as the FACTS indicators) and Strand 2 (program accountability) making sure that they adhere to USAID definitions (particularly the FACTS indicators) and meet the program quality standards formulated under EQuALLS2. Once the final drafts are ready, they are vetted to USAID OEd for their comment/concurrence and then discussed with the partners. The IR1 indicators under both Strands 1 and 2 have gone through the entire process culminating in a presentation to the partners at the IR1 TWG with OEd team's presence on April 13, 2010 in Zamboanga City. On the other hand, the IR2 and IR3 indicators for FACTS are in near-final form while those under Strand 2, review and discussion with the program specialists is ongoing.

Updating the M & E Strategic Plan. Alongside ensuring clarity on the definition of indicators, targets and baseline data will be tidied up. All these will be reflected in an updated M & E Plan to be submitted to USAID for approval.

MIS data validation. While the MIS has effectively served the project's need for data collection, storage and dissemination, it is important that inputs to the system are accurate

and reliable. For this purpose, it was discussed and agreed with the partners, through their M & E teams, that they institute their internal validation mechanisms to make sure that data submitted to MIS have been reviewed and confirmed according to agreed definitions of indicators. On top of this, EDC formulated and introduced its own data review and validation system involving primarily the regional program officers. Called e-RIVU, the process follows a systematic flow of extracting, reviewing, informing, validating and updating data in the MIS.

Furthermore, M & E started to work with the different IR teams on identifying data sets from the MIS that merit deeper analysis and reporting. Many of these relate to indicators of program outcome such as increased capacity of PTC/As and equivalent ‘school governance’ structures to support education, improved teaching proficiency in English, Science and Math, increase in student NAT scores, completion and retention, rates, etc.

The M & E Specialist represented the project in the Mindanao Working Group Convergence Meeting/Orientation for PMOs on the Shared Mindanao Peace Outcomes Monitoring and Evaluation that was convened by the Mindanao Development Authority (MinDA) on March 25-26, 2010 in Davao City. The activity is geared towards adopting a common M & E framework to monitor and assess the impact of various programs and projects to the peace and development goals of Mindanao, specifically measuring peace outcomes. Similar to all Mindanao programs in conflict-affected areas in Mindanao, EQuALLS2 will eventually need to feed into this common framework.

Summary of Project Accomplishments vs. Targets

The following table presents the overall project accomplishments on the FACTS indicators as of FY2010 Quarter 2. Necessary adjustments are made so as to align to the FACTS indicator table and definitions, e.g., the number of learners enrolled is the sum of elementary school enrollment in EQ2 schools and the OSCY participating in the basic education program.

FACTS Indicator Table for Q2 FY10

Indicator	LOP Target	Accomplishments To FY09	FY10 Targets	Accomplishments FY10 Q1	Accomplishments FY10 Q2	LOP Accomplishments as of FY10-Q2
STRAND 1: STRATEGIC ACCOUNTABILITY						
Number of Classrooms repaired with USG-assistance	1180	431	261	95	34	560
Number of classrooms constructed with USG-assistance	120	52 ³	46	0	18 ⁴	70

³ 48 + 4 CLC construction. Number increased by 1 from last FY2010Q1 report because Synergeia confirmed that 1 CLC was constructed for that period.

⁴ Construction was done through CIG fund.

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Indicator	LOP Target	Accomplishments To FY09	FY10 Targets	Accomplishments FY10 Q1	Accomplishments FY10 Q2	LOP Accomplishments as of FY10-Q2
Number of learners enrolled in USG-supported primary schools or equivalent non-school based settings ⁵	310,000	314,231	310,000	1,350 ⁶	7,982	323,563
Number of PTAs or similar “school” governance structures supported by USG	850	752 ⁷	561	555	184	849 ⁸
Number of administrators and officials trained (e.g. in school finance, management or governance) ⁹	2,238	1,866	904	507	113	2,486
Number of teachers/educators trained with USG support ¹⁰	35,000	19,033	16,012	2,540	2,485	24,058
Number of textbooks and other learning materials provided with USG-assistance	1,800,000	974,756	500,000	153,584	34,579	1,162,919
Number of persons participating in USG-funded WFD programs	35,000	13,355 ¹¹	16,423	3,978 ¹²	4,668	22,001
Number of workforce development initiatives created through USG-assisted public-private partnerships	To Be Announced in FY10 Q3					
ACHIEVEMENTS EMBEDDED WITHIN EXISTING FACTS INDICATORS						
Number of CLCs refurbished ¹³	400	200	121	22	16	248
Number of OSCY learners enrolled in basic education programs	70,000	40,291 ¹⁴	16,870	1,350	7,982	49,623

⁵ Numbers were derived by adding total number of students enrolled in EQuALLS2 supported schools and the number of OSCY learners enrolled in basic education programs.

⁶ Cannot retrieve quarterly enrollee data, only annually. This reflects basic education enrollees. Will report full enrollee data on annual basis.

⁷ 556 (PTAs and LSBs) + 196 (Year 1 achievements). Number decreased from 834 from last FY2010Q1 report because youth groups are not to be included in the count based on definition of this FACT indicator.

⁸ PTCAs - 809 ; LSBs - 40

⁹ Numbers for this indicator changed from FY2010Q1 report based on definition

¹⁰ Numbers for this indicator changed from FY2010Q1 report based on definition

¹¹ 11,383 + 1,972 (Year 1). Number increased by 10 from last FY2010 Q1 report because of late registration.

¹² Number increased by 115 from last FY2010Q1 report because of late registration.

¹³ Numbers for this indicator changed from FY2010Q1 report based on minimum standard and definition

¹⁴ 28,183 + 12,108 (Year 1). Number increased by 125 from last FY2010 Q1 report because of late registration.

Indicator	LOP Target	Accomplishments To FY09	FY10 Targets	Accomplishments FY10 Q1	Accomplishments FY10 Q2	LOP Accomplishments as of FY10-Q2
Number of CIG awarded		115		103	118	336

The M & E team will conduct the following activities in the coming quarter:

- Deepen indicator definitions, vet with USAID, and share with partners
- Firm up baseline data and targets in collaboration with IR specialists and partners
- Update the monitoring and evaluation plan and secure USAID’s concurrence
- Start and/or continue analysis and reporting on selected data sets that inform in a qualitative way the program outcomes
- Continue validating and cleaning the MIS data to ensure accuracy and reliability

IV. SUB GRANT MANAGEMENT

The quarter in review focused on building the capacities of LIPs and the sub tiers on financial and grants management through formal learning and sharing sessions e.g. workshop, or informal sessions via coaching, mentoring, and follow-through of agreements. Detailed activities follow:

A. Capacity Building for Partners

Workshop Participation, Individual Partner Mentoring and Coaching:

Highlights:

In an effort to help strengthen Synergeia’s financial management system, the grants team continued to provide mentoring and coaching on financial documentations and internal control systems’ enhancements. This is in line with EDC’s management guidance letter issued to Synergeia to review its Policies and Procedures Manual, existing financial systems, and finance structure to keep pace with the demands of its EQuALLS2 portfolio and address recurring audit findings.

Further, to support Synergeia’s efforts in strengthening PTCA’s capacity and consequently support its work with the communities, the Grants team also provided the following:

1. Co-facilitated the presentation of CIG guidelines to PTCA participants being target recipients of CIGs in Jolo and Siasi (February 24, 2010) during the Project Development Workshop by U.S. Peace Corps’ Tudlo-Mindanao.
2. Provided financial management advice while in attendance to one of Synergeia’s Capacity Building Trainings provided to PTCAs also in preparation for CIG awarding (Marawi City, February 11-13, 2010).

This quarter also saw the reconfiguration of Synergeia’s Year 3 AWP and budget as a result of the changes in variables in most activities per Intermediate Result (IR). The grants team invested significant time in working with them to help improve on the area of budgeting as a sub-component of sound financial management system.

Next Steps:

Continue joint efforts in identifying gaps and resolving financial management issues

B. Financial Reviews and Site Visits

Financial Reviews

Highlights

EDC conducted financial monitoring and compliance visits to review financial transactions and to follow up on closure of questioned costs reported in the prior period. As in the past, the objectives of the visits are to determine: i) the validity and accuracy of project expenditures, ii) adequacy of internal control systems in relation to management of EQ2 project funds, and iii) compliance with the subgrant agreement terms and conditions, USAID rules and regulations, and local laws. Highlights of each review/visit follow:

Sub-grantees	Period Covered / Dates of Reviews /Visits	Highlights
Save the Children	<p><i>Scope of Review:</i> Oct-Dec 2009</p> <p><i>Places and Dates of visits:</i> Davao and Manila offices: Feb 1-5, 15-21 and Feb 23-25, 2010.</p>	<p>Reviewed transactions in Davao and Manila Office. Observations and findings were as follows:</p> <ul style="list-style-type: none"> • Financial transactions were basically in order with minor costs being questioned due to inadequate support and disallowed VAT charges • No noted internal control gaps • Slight delays in submission of monthly liquidation / financial report • Prior-period audit findings were resolved and closed as of the date of visit
Synergeia Foundation	<p><i>Scope of Review:</i> Oct-Dec 2009</p> <p><i>Dates of Visits:</i> Dec 4, 7, 8, 28 and 29, 2009; Jan 11 -15, 2010</p>	<p>Reviewed disbursements for the quarter and noted the following:</p> <ul style="list-style-type: none"> • 16.29% of disbursements e.g. \$67,020 were questioned costs majority of which are due to inadequate support or lack of approval • Internal control gaps similar to prior-period findings were reiterated • Compliance with VAT and expanded withholding tax law was reiterated <p>Unresolved questioned costs as of Sept 2009 were deducted in the November 2009 invoice and closed as of date of visit.</p>

Sub-grantees	Period Covered / Dates of Reviews /Visits	Highlights
IYF	<p><i>Scope of Review:</i> July 2008 to Dec 2009</p> <p><i>Dates of Visits:</i> Jan 28, Feb 3 and Mar 2, 2010</p>	<p>Reviewed IYF transactions covering the period and noted the following:</p> <ul style="list-style-type: none"> • Reviewed transactions were in order with very minor questioned costs e.g. 1% of total disbursements or \$4,001 mainly due to inadequate support • Minor internal control gaps were noted mainly on lack of travel expenses by appropriate signatory and reconciliation of trial balance accounts • Full compliance with VAT law was recommended
Petron Foundation	<p><i>Scope of Review:</i> May – Dec 2009</p> <p><i>Date of Visit:</i> March 17, 2010</p>	<p>Reviewed project disbursements and noted the following:</p> <ul style="list-style-type: none"> • Transactions were in order with very minor disallowance, due to erroneous charging amounting to \$67 • No internal control gaps were noted

Next Steps

EDC will -

- Follow-up immediate resolutions of outstanding findings however minor.
- Continue to provide technical guidance and capacity building to Synergeia finance team to address outstanding issues.
- Plan and coordinate with IYF, Consuelo, and Petron the EDC-led financial review of their lower-tier subgrantees.

Project Site Validation Visits

As an adjunct to financial reviews, the team also conducted joint monitoring visits on the following:

Highlights – IYF/ELSA Sites

On financial management compliance: results of the review show concerns related to documentation of purchasing transactions and completion of liquidation reports.

Next Steps

PBSP plans to engage its internal auditors to review performance on CIG implementation of its PTCAs in an effort to identify their weaknesses that affect compliance.

Highlights – Save the Children

Most of the CIG projects visited are infrastructure in nature. While records maintenance and CIG financial management compliance continues to be their strength, Branding and Marking remains to be an outstanding issue. Issue shared with EDC’s Outreach and Communications and Technical teams.

Next Step

Discuss with Save the Children the drafting of an action plan to resolve this issue.

Community Learning Centers (CLCs)

On March 3-4 and 21-22, 2010, EDC jointly visited CLCs in Marawi and Pigkawayan. The visits were led by the IR3 Technical Team and administered the FGD tool to 23 IMs.

Highlights – Synergeia Sites

- *On Financial Management* – there were no exceptions noted. Records are kept by a Site Coordinator who has received orientation on basic funds management. All expenses are fully supported with purchasing documents, invoices and approved vouchers.
- *On Branding and Marking* – no visible AID identity were noted on the CLC structures.

Next Steps:

Team with Synergeia on the mechanism to ensure that (a) good practices on funds management and recordkeeping are replicated in other CLCs, and; (b) they comply with the Branding and Marking requirement.

Highlights: ELSA Sites

- *On Financial Management* – common to all sites are the following: incomplete purchasing documents (e.g. no Canvass Sheets, Sales Invoices), proof of cash transfers from staff to IMs (relegated with procurement responsibilities).
- *On Branding and Marking* – no visible AID identity.

Next Step

Discuss with IYF/Consuelo the mechanism to ensure that: (1) basic recordkeeping requirements are in place to fully account expenses incurred for CLC refurbishments; and (2) they comply with the Branding and Marking requirement.

C. Review of Partners' Implementation Progress

Review of Quarterly Progress Reports

Highlights

The EDC team reviewed LIPs' January to March 2010 quarterly progress reports (QPR) and analyzed implementation and spending against planned activities and budgets. The technical and spending performance feedback were discussed during the one-on-one Partners' meetings on May 6-7, 2010 reiterating emphasis on providing analyses of variances, if any.

Next Steps

- EDC Technical Team will monitor and continue to provide technical guidance as partners roll out their planned activities for FY10;
- EDC Grants Team will continue to monitor partners' spending levels vis-à-vis planned activities for the year and against life of project.

D. Grants Staff Training and Development

Highlight

EDC Director of Finance, Alma Mapili, attended a workshop on USAID Rules and Regulations in Jakarta, Indonesia on February 22-27, 2010.

Next Step

Conduct brown-bag sessions for EDC and Partners on USAID regulations and be on the lookout for relevant trainings via contacts with accredited groups catering to the needs of those involved in grants management and administration.

V. PROJECT OPERATIONS

A. Outreach & Communications

This quarter, the EQuALLS2 Project's O&C team delivered the following outputs:

Launch of the new interactive EQuALLS2 Project website as a tool for more dynamic private and public information sharing

The new EQuALLS2 Project website was finally launched on March 4, 2010, after months of focused development. The new website is the project's response to two long-expressed needs, which are to build a platform for effective sharing of information among partners to help boost project implementation, and to respond to USAID's recommendation for EQuALLS2 to "celebrate more project successes." The website is highlighted by a breakthrough online real-time activity map and calendar for partners that replaced the project's static MS Excel-formatted Look-ahead Calendar. This feature is believed to be a first among development projects worldwide, and may be adopted as a model for partner sharing of activities in real time.

Continued communications support for technical programs implementation

The O&C team continued to support the implementation of the project's technical programs by producing the following documents and presentation materials:

- Materials for two Regional DepED consultations
- Presentation materials for sharing of the PTA capacity-building strategy at the 54th Annual Conference of the Comparative and International Educational Society (CIES) from Feb. 28 to March 5, 2010 in Chicago, Illinois, USA
- Preparing materials for the Learning Partnership Program presentation with DepED at the International Reading Association Conference also in Chicago on April 25-28, 2010
- The Developmental Assets Profile (DAP) Seminar document '*Tracking the Impact of Returning to Education: How Re-connecting Young People with Educational Opportunities Contributes to peace Building in Mindanao*' and the *Learning Partnership Program Manual*

- Initial draft of the Learning Partnership Program Manual for DepED review
- Scholarship Program brochure
- Co-organizing and provision of other forms of communications support for the DAP Seminar and the LPP Manual Review and Planning Workshops.

Sustained provision of USAID-needed communication materials

The O&C team continued to support USAID’s communication needs through sustained coverage of high-level events and generation of weekly highlights, activity photos/captions and success stories, and multimedia publicity (see Annex 1).

Continued reinforcement of USAID’s branding/marketing policy

The O&C team continued to strengthen project compliance with USAID’s branding/marketing policy and standardize the project’s image as a bilateral partnership of the Philippine and U.S. Governments, through sustained enforcement of the project’s Branding Guidelines among implementing partners and direct production of new collaterals bearing the correct branding, such as project banners and folders.

B. Administration and Human Resources

Human Resources

Promotion

Last January 2010, EDC’s three finance officers were promoted and appointed as supervisors of three new finance assistants that were hired in October 2010. The finance officers are Cezar Golendez (EDC Manila), Renalyn Garcia (EDC Cotabato), and Jonna Magbanua (EDC Zamboanga).

Recruitment

EDC is recruiting a scholarship program assistant for IR3’s Work Force Development Program, and a short-term community engagement researcher that will help with IR1 work.

New Employees for the quarter

Name	Title	Duty Station	Hire date
Marybelle Baylon	Grants Compliance Officer (fixed-term contract for 5 months)	Manila	January 18, 2010
Laidel May Pilapil	Assistant Finance Manager	Manila	January 25, 2010
Elizabeth Fontanoza	M&E Specialist	Manila	February 16, 2010
Mariel Gulla	M&E Officer	Manila	February 25, 2010
Guadalupe Lagrada	Documentation and Learning Specialist	Manila	March 17, 2010

Staff Development

During the quarter, three staff members participated in the following workshops/conferences.

Staff-Trainee	Program / Date	Trainer	Venue
Alma Mapili Director of Finance	USAID Rules and Regulations February 23 to 25, 2010	Inside NGO	Hotel Ambhara Jakarta, Indonesia
Maria Suzette Yao Director of Administration	USAID Rules and Regulations March 2 to 4, 2010	Inside NGO	Sofitel Plaza Hanoi, Vietnam
Miriam Pahn Director of Technical Programs	54 th Annual Conference of the Comparative and International Education Society (CIES) March 2 to 4, 2010	College of Education Michigan State University	Palmer House Chicago, Illinois

The USAID workshops are very useful and relevant to the work of the two finance and administration directors.

Procurement / Waivers

Math and Science Kits

On February 25, 2010, EDC submitted to USAID a request to waive geographic code 000 (US source-origin) in favor of local purchase of various classroom instruments and materials, which are used by teachers to increase their capacity in teaching math and science and to provide pupils greater access to learning aids, for an improved education quality. The approximate value of the materials is \$918,000. Access to and ease in purchasing locally available materials is crucial to the viability of the program, particularly when re-order, or replacement of materials is necessary.

Motor Vehicles

On February 1, 2010, the Bureau of Internal Revenue has finally approved USAID's request of VAT exemption for the motorbikes that will be used by EDC partners Save the Children, Synergeia, and IYF in project implementation. It took one year to get this approval from the time USAID approved in January 2009 the local purchase of 33 motorbikes. Unfortunately, the BIR approval of VAT exemption was only for 25 motorbikes, out of the 33 requested. EDC continues to await approval of VAT exemption for the remaining 8 motorbikes.

On March 11, 2010, EDC submitted to USAID a request for an additional Ford Everest vehicle for Synergeia, to be used in project implementation.

Technical, Operational and Management Support

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

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STTA/Consultant	Date		Purpose
	Arrival	Departure	
Alejandra Bonifaz	January 13		Travel to post
Gustavo Payan	January 11	January 30	<ul style="list-style-type: none"> • Strengthen EDC’s operational capacity and conduct preparatory activities for additional testing on procurement and travel practices • Develop and produce a research video focusing on impact of WFD offerings on OSY in select regions as part of the Operations Research agenda • Assisting EQuALLS2 staff on CIES plans
William Potter	January 16	January 26	<ul style="list-style-type: none"> • Continued to develop the EQuALLS2 Community Report Card strategy / methodology and assist in the orientation of field staff in Koronadal for launching in 4 pilot communities • Participated in multi-Municipality ICT Focus Group Discussion and evaluation and strategize revised and/or new technology activities • Assisted in the preparation for the upcoming performance audit in February • Identified M&E Data across strands that can enrich operations research products and dissemination activities
Brenda Bell	March 8	March 23	<ul style="list-style-type: none"> • Prepared Operations Research materials for publication and dissemination <ol style="list-style-type: none"> a. Prepared materials and chronology to orient new staff person responsible for documentation and operations research products. b. Worked with IR2 staff on the Mentoring Manual finalization • Conducted site visit of e-IMPACT System use in new school, assess current use in EQuALLS2 programming, and feasibility of scaling up.
David James-Wilson	March 14	March 21	<ul style="list-style-type: none"> • Facilitated documentation and Learning Dissemination event • Advanced: <ol style="list-style-type: none"> a. Support to the practical application of the EQuALLS2 Work Readiness Framework (WRF) b. Administration and analysis of data collected with the Livelihoods Activity Report (LAR) c. Mapping out possible Work Readiness Credential approaches • Provided technical assistance to LIPs by conducting sessions on: <ol style="list-style-type: none"> a. Strengthened LAR data gathering and data analysis;

			<p>b. Work Readiness Framework applications for cross partner learning; and DAP: Supported ongoing work (partner specific); presented new DAP Handbook for Direct Service Providers; and discussed the ongoing macro-level analysis of DAP data.</p>
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C. Security

The serious security situation, particularly in the Maguindanao and Sulu sites, experienced in the previous quarter eased up considerably during the January-March 2010 period, which contributed to improved implementation and reaching of targets. While there was continued caution by implementing partners in the aftermath of the Maguindanao massacre in November and the Sulu skirmishes and kidnappings in December 2009, this did not unduly hamper project implementation activities in these areas unlike in the previous quarter. The most serious security incidents occurred in Basilan (Maluso and Lantawan sites) where bombing incidents, kidnapping, clan wars or 'rido', and presence of armed groups dampened or delayed implementation of some community-related activities (primarily IR1 and IR3). The most serious incident occurred on February 27 in Tubigan barangay, Maluso when 11 residents including two (2) ALS learners were among the fatalities. There were also isolated cases reported of petty extortion in some classroom construction and repair sites, but this did not significantly affect implementation and was adequately addressed by the project.

A new challenge that has begun to impact on implementation and project productivity are the power outages and blackouts that became increasingly severe during the quarter. These outages, prevalent in the whole of Mindanao Island, often lasted for 6 hours in rotating fashion.

Below are more specific security situations that have affected the project:

1. Three months after the Maguindanao massacre, the security situation in and around Maguindanao province has lightened up, allowing project-related travels through Shariff Aguak beginning January 2010. (Travel through the area was banned in the previous quarter.) However, continued police and military operations against the ASG in Sulu have limited the movements of SCOPE researchers in the area in January and February.
2. On January 25th, a bomb placed in a pick-up truck parked near Ramona Inn in Koronadal City exploded, which reportedly hurt two persons. Ramona Inn is a small hotel where most project staff are billeted when they are on temporary duty in or around Koronadal City. Some EDC employees who were staying there at the time of explosion, or were due to arrive yet, had to be advised to transfer to safer places.
3. On January 29th, two bombs exploded an hour apart of each other at different locations in Zamboanga City, 4 kilometers away from the EDC office. The Philippine National Police (PNP) reported that the intention of the bombers was just to scare people. No one was reported hurt from the incidents.

4. As the May 2010 national elections come closer, the Commission on Elections (COMELEC) strictly implemented the gun-ban policy (which started in December 2009), the effects of which were felt by the project this quarter. The gun-ban included regulating the deployment of PNP or AFP escorts, which should be arranged with and approved by the COMELEC until after June 9, 2010. Prior to this gun-ban policy, EDC coordinated directly with its regular contacts at PNP and AFP when requesting escorts to provide security services to USAID visitors. The gun-ban also required that all the AFP and the PNP law enforcers must be in uniform, which generated concerns on the safety and security of project visitors, since uniforms often called attention to and increased visibility of the visitors, thereby also increasing their safety and security risks.

VI. FY 2010 QUARTER 3 WORKPLAN SUMMARY

The following table indicates major activities for the third quarter of FY10.

Program Component	Activities	Implementing Partner / Organization	Dates
Leadership and Management	USAID Performance Audit	EDC, USAID	April, May, June
	Quarterly Report Submission	EDC	May 14
	Monthly Partners' Meetings	EDC, Partners	April, May, June (3 rd Tues of month)
Community Engagement (IR 1)	CIG Monitoring	EDC LIPs	April – June 2010
	Workshop on Documenting Best Practices	EDC LIPs	June 2010 1 st or 2 nd week
	Roll-out implementation of Barangay Education Report Card (BERC) in the targeted barangays of the municipality of Lutayan	EDC Save	May – July 2010
	Orientation and seminar-workshop on Barangay Education Report Card (BERC) for PBSP targeted municipalities	EDC PBSP	Municipality of Maluso - June 2010 1 st or 2 nd week Zamboanga City Municipality of Malapatan – June 2010 3 rd or 4 th week General Santos City (tentative venue)
	Monitoring of PTCA and LSBs Midterm assessment	EDC Synergeia	May – June 2010
	Conduct of Barangay Education Report Card (BERC) core facilitators' training for the municipality of Lutayan	EDC Save	June 2010
	Conduct additional training of core technical working groups on data-gathering and analysis (municipality of Lutayan)	EDC Save	June 2010 last week or July 2010 1 st week
	Resource Mobilization and Project Proposal Making Workshop (Batch 1)	EDC and LIPs (Save)	April 21-25, 2010

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	(Batch 2)	EDC and LIPs (Save & Synergeia)	April 27-May 1, 2010
	(Batch 3)	EDC and LIPs (IYF & Synergeia)	May 17 – 21, 2010
	(Batch 4)	EDC and LIPs (IYF & Synergeia)	May 24-28, 2010
	Implementation of minor facilities improvements for madaris	EDC and LIPs (all)	May-June 2010
	Madaris included in Brigada Eskwela Activities	EDC and LIPs (all)	May-June 2010
Educator Professional Development (IR 2)	Completion of Core Courses for Mentors with Training Gaps	EDC and Implementing Partners	April – June 2010
	Distribution of Math Course 3 and Science Course 3 kits, Procurement of Mentee Kits	EDC	April-June 2010
	Division/District/School Level Implementation Workshops, Learning Partnership Program, Region 9	EDC with Save the Children	April – June 2010
	Regional Consultation on the Learning Partnership Program, Region 12	EDC with ELSA and Save the Children	June 2010
	On-site Training on English, Math and Science	Synergeia sites	April – June 2010
	Basic Intensive science and Math Training	Save the Children	April – June 2010
	ESM Training for YLF Facilitators	Save the Children	April – June 2010
	Classroom Management Training	ELSA - PBSP	April 2010
	Managing Differentiated Learning in Classrooms	ELSA - PBSP	April – June 2010
	Colloquium of the Ministry of Teaching	ELSA - PBSP	April-May 2010
	Review Adaptation of English, Science, and Math training modules and materials for Madrasah Training Program	EDC, Bureau of Madrasah Education, Trainers from LIPs and Selected Madrasah Teachers	April – May 2010
	Training on Instructional Practices, Madrasah Training Program	EDC, BME, LIP Trainers	May 2010

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	English Course 1, Madrasah Training Program	EDC, BME, LIP Trainers	June 2010
	Administration of SCOPE Baseline for Madrasah Classes	EDC, BME, LIPs	June 2010
	Presentation of the Department of Education's Mentoring Program at the International Reading Association (IRA) Annual Convention	EDC, National DepEd	April 2010
	Participation to the National Mother Tongue-Based MLE Training of Trainers	EDC and DepEd Regional Offices	May –June 2010
	Conduct ICT training for 200 teachers from Esperanza and Tantangan	EDC & ELSA	April 5 – 9, 2010
	Distribute dictionaries to all schools during week of Brigada Eskwela	EDC	May 24 – 28, 2010
	Conduct mobile book fair in Malapatan	EDC & ELSA	May 20, 2010
	Delivery of remaining computers to schools in Lutayan, Upi, Cotabato City, Pigcawayan, Dinas, Margosatubig, Esperanza, and Tantangan.	EDC	June 2010 onwards
OSCY (IR 3)	Conduct A&E Sessions	ELSA-Consuelo, Save the Children	April – June
	Identify, screen, and select ALS learners	Synergeia	April
	Conduct Basic Literacy sessions	Synergeia	April - June
	Conduct Skills Trainings (WFD), STII and TBCST	ELSA-Consuelo, Save, Synergeia	April – June
	Conduct assessments of WFD completers	ELSA-Consuelo, Save the Children, Synergeia	April – June
	Conduct AQ/TQ Training for Dinas and San Miguel skills training completers	Save the Children	April – June
	Support Guild Formation and CEDSF establishment	Save the Children	April - June
	Inventory / employment tracking of WFD completers	Save the Children	April - June

Conduct CLC Refurbishments	ELSA-Consuelo, Synergeia	April - June
ESM Training for IMs	Save the Children	April 30 – May 6
IM Enhancement Training	ELSA	April - June
IM Enhancement Training	Synergeia	May 17-21 (Cotabato City)
Conduct CLC monitoring visits: Siasi, Barira, Buldon	EDC w/ LIPs	April 6-8 (Siasi) April 13-16 (Barira, Buldon)
Continue CLC Monitoring visits	EDC w/ LIPs	April - June
Consolidate findings of CLC visits, share w/LIPs	EDC w/LIPs	May
Revise Guidelines for CLC Repair	EDC	May-June
Finalize Scholarship Program (SP) marketing documents (presentation, brochure, guidelines)	EDC	April - May
Continue to link w/ training providers (SP)	EDC	April - June
Continue to work w/ municipal PESO & CTEC to determine locally needed trade skills (SP)	EDC	April-June
Award scholarships and enter into agreement with training providers (SP)	EDC	June
Analyze data from Video Research; write the report	EDC	April - June
Finalize IM tool Admin. Guidelines and Data Entry template	EDC	May
Facilitate sharing of IM capacity building practices	EDC w/ LIPs	May
Conduct LAR / DAP administration trainings	EDC w/ Save (requested by Save)	April 22-23 (Paga); April 26-27 (Zam); April 26(Cotabato)
Support and train LIPs' administration of the LAR and use of data	EDC w/ LIPs ELSA sub-tiers (requested by ELSA)	April – May June 10 (Cotabato City)

	Analyze LAR data and guide LIPs on use of data	EDC	May – June
	Conduct DAP Data Application training	EDC w/ Save (requested by Save)	May 6 (Pagadian)
	Hold IR3 TWG Meeting	EDC w/ LIPs	May 20 (Manila)
	TA visit from David James-Wilson	EDC	May 31 - June 4
	Conduct DAP Municipal-level dissemination event	EDC w/ LIP in that location	June
	Conduct one-to-one partner meetings on LAR, IM tool, and DAP	EDC w/ LIPs	April 20 (w/ Save) May 17 (w/ Save) June (ELSA, Syne)
	Help partners use Work Readiness Framework	EDC w/LIPs	June
	Conduct a joint visit to document CLCMC	EDC / ELSA	June
	Conduct an EQ2 analysis of A&E test results	EDC	June
Documenting and Learning	Workshop on Documenting Good Practices	EDC	2 nd week June 2010
	Initial field collection and documentation of good practices	EDC and LIPs	June-July 2010
	Documentation of Madrasah Community Engagement Process – Historical account of how it started, how communities were selected, including ‘good stories’ identified by partners and community	EDC	June-July 2010
	Integrating learnings from LPP Manual review workshops into final draft of LPP Manual	EDC	30 May to 7 June 2010
	Final draft of research standards		June 2010
Monitoring & Evaluation	Clarify/finalize the IR2 and IR3 indicators under Strands 1 and 2 and complete the revised indicators table	EDC	April-June
	Firm up baseline data and complete targets	EDC and LIPs	May-June
	Update M & E plan	EDC	May-June

Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project
 Quarterly Report: January – March 2010

	M & E TWG meeting	EDC and LIPs	June
	Analysis and reporting on certain program outcome indicators, i.e., student achievement and student retention	EDC	April-June
	Continue data cleaning and validation against clear and deepened indicator definitions	EDC and partners	April-June
Outreach and Communications	Continued generation of weekly highlights, activity photos/captions, success stories, and publicity; coverage of high-level events; and provision of communications support to the project's technical activities	O&C-EDC	Apr.-Jun. 2010
	Updating and fine-tuning of the EQuALLS2 website and activity calendar/map	O&C-EDC	Apr.-Jun. 2010
	Revision, sharing, and implementation/enforcement of the EQuALLS2 Branding Guidelines	O&C-EDC	Jun. 2010
	Production and distribution of the new EQuALLS2 brochure	O&C-EDC	Jun. 2010
	Production and distribution of the new Our Stories booklet	O&C-EDC	Jun. 2010
	Production and distribution of the first issue of the EQuALLS2 newsletter for community stakeholders	O&C-EDC	Jun. 2010
	Coordination with the Technical team to document and share good practices	O&C-EDC	May-Jun. 2010
	O&C Team Working Group Meeting	O&C teams of EQuALLS2-EDC and implementing partners	February
Grants Management	Conduct of Leverage Valuation Workshop for Habitat for Humanity staff	EDC and Petron	April 2010
	QPR review for Q3-Save, Synergeia and ELSA	EDC	Start, last week of April 2010

Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) Project
 Quarterly Report: January – March 2010

	Quarterly financial monitoring visits	EDC	May – June 2010
	Participation in Madrasah Financial Management training	EDC	May 2010
	Joint monitoring visits on CIGs and CLCs and inventory of IR2/IR3 modules	EDC grants and technical teams with Partners	April-June 2010
	Verification of documentations for GDA leverage as reported by LIPs	EDC and technical teams with Partners	Start, June 2010
	Re-orientation of USAID Regulations/Roll-out of significant learning gained from the Jakarta workshop	EDC Director of Finance to team/partners	June 2010

Annex 1



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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
January 4 -10, 2010

U.S. Ambassador Kristie Kenney makes last visit to USAID OSY trainees in Mindanao



Amb. Kristie Kenney joins three of 35 out-of-school youth arc welding trainees of USAID's EQuALLS2 project in Zamboanga City in her last visit to Mindanao on January 8, 2010.

U.S. Ambassador to the Philippines Kristie Kenney visited USAID's arc welding workforce training for 35 Out-of-School Youth (OSY) in Zamboanga City on January 8, 2010. She encouraged them to take advantage of the training to find jobs that match local or global opportunities. The Philippines' Technical Education and Skills Development Authority (TESDA) will provide certificates to graduates of the training who pass a qualifying test. USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project is training 35,000 OSYs from areas most affected by conflict and poverty in Mindanao on globally needed trade skills such as carpentry, masonry, arc welding, plumbing, cell phone repair, and small engine mechanics through 2011. Ambassador

Kenney took advantage of the visit to bid farewell to the OSYs, as well as to the elementary students, teachers, school officials, and other community education stakeholders whom EQuALLS2 is assisting, as her term ends soon.



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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
January 11 -17, 2010

USAID Strengthened DepED Regional Collaboration



(Left) USAID Education Chief Thomas Crehan introduces USAID's EQuALLS2 project to newly appointed DepED Region XII Director Isabelita Borres (right) in her office in Koronadal City, South Cotabato. Looking on are (l-r) EQuALLS2 Chief Marcial Salvatierra, USAID Education Specialist Mirsharrif Tillah, and EQuALLS2 Deputy Chief Kevin Corbin.

USAID strengthened its collaboration with the Philippines' Department of Education (DepED) for better basic education in Mindanao through a consultation meeting with newly appointed DepED Region XII Director Isabelita Borres and her division superintendents and senior staff on January 12, 2010 in Koronadal City, South Cotabato. USAID Office of Education Chief Thomas Crehan introduced efforts to increase access to quality basic education in Regional Director Borres' region under USAID's flagship education project, the Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project. As of 2009, USAID has supported 166 Parent-Teacher Associations (PTAs), constructed and repaired 135 classrooms, refurbished 58 community learning centers, trained 10,392 teachers and school administrators, provided 189,216 textbooks, and engaged 10,331 out-of-school children and youth in alternative learning systems and workforce development programs in Region XII. Dir. Borres expressed great enthusiasm in working with USAID.

(Right) EQuALLS2 Formal Education Specialist Lorina Aquino (right) presents to Dir. Borres (center) the math kits and other materials that the project distributes to teacher-mentors to supplement the improved teaching skills and techniques they learn from EQuALLS2's teacher training programs. EQuALLS2 Chief of Party Marcial Salvatierra looks on.





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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
January 18-19, 2010

USAID Senior Culture and Development Advisor visits USAID's education activities in Mindanao



USAID Senior Culture and Development Advisor Afeefa Sayeed browses through some of the supplementary English, science, and math textbooks that USAID's EQuALLS2 project distributes to *madaris* and public elementary schools in areas most affected by conflict and poverty in Mindanao, using the innovative needs-based book shopping approach.

USAID showcased its book center in Zamboanga City and its education assistance to *madaris* (Islamic schools) in areas most affected by conflict and poverty in Mindanao to its Washington Office Middle East Bureau Senior Culture and Development Advisor Afeefa Sayeed on January 19, 2010. Ms. Sayeed checked out at the book center the supplementary English, science, and math books donated by the US-based Brother's Brother Foundation, which USAID, through its Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project, distributes to public elementary schools and *madaris* using the project's innovative needs-based book shopping approach. She also visited in the same city an elementary class at the Islamic Institute of the Philippines, a *madaris* that EQuALLS2

has oriented on the Standard Madrasah Curriculum of the Philippine Department of Education (DepED) to help it align its curriculum with the national standard, and that the project has trained on *Madrasah* improvement planning. Through EQuALLS2, USAID is helping DepED improve the quality of education in 22 *madaris* in Mindanao through the provision of supplementary books and reference materials, training of teachers and school administrators, and classroom construction and repair.



Ms. Sayeed (standing, rightmost) observes an elementary class during her visit to the Islamic Institute of the Philippines, a *madaris* in Zamboanga City. With her are (standing, L-R) Ima Versoza and Padma Shetty of USAID Philippines.



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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
January 25-31, 2010

USAID Prepares OSYs for Construction Jobs

USAID graduated 36 Out-of-School Youth, who are sons of ex-combatants, from the municipality of Munai in Lanao del Norte, Mindanao, Philippines, in plumbing and masonry skills training programs on January 25, 2010 under USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project. The programs are partnerships with the Armed Forces of the Philippines, the U.S. Military's Joint Special Operations Task Force-Philippines (JSOTF-P), the Lanao del Norte Provincial Technical Education and Skills Development Authority (TESDA), and the Munai local government. Together, they prepared the youth for employment in construction, some of which will be immediately employed in the construction of a waterworks project in Munai. The graduates will also be issued a TESDA certification after passing a qualifying exam, increasing access to competitive local or overseas jobs. USAID's EQuALLS2 project will provide industry-responsive livelihood skills to 35,000 out-of-school youth from areas most affected by poverty and conflict in Mindanao by 2011.



The Munai OSY graduates of USAID's EQuALLS2 project show off their new tools (part of the preparation kit they receive in the training). With them are (center, L-R) TESDA Region XII Director Edwin Gatinao, USAID Philippines Office of Education Chief Thomas Crehan, and Munai Mayor Muammar Maquiling.



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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
January 25-31, 2010

USAID Trains on Education Report Cards for Communities in Mindanao



Miriam Pahm, Director of Technical Programs for USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project (3rd from right), helps community education stakeholders from Lutayan, Sultan Kudarat prepare their Education Report Card during a workshop on January 25, 2010 in Koronadal City, South Cotabato.

USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project introduced education report card for communities to 26 education stakeholders in Mindanao from January 25-26, 2010. The report card enables communities to better track their progress in pursuing quality basic education. Local government officials, community leaders, and Parent-Teacher Association (PTA) members were trained to use the approach to set their own indicators for in- and out-of-school youth, to develop corresponding action plans, and to measure their progress in achieving their goals. The EQuALLS2 project will pilot-test the system in the municipalities of Lutayan in Sultan Kudarat, Malapatan in South Cotabato, and Maluso in Basilan province. The project will support 850 PTAs and similar school governance structures in pursuing better education by 2011.



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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
February 8-14, 2010

USAID Facilitates Interfaith Dialogue Between US Envoy and Mindanao Youth



US Commissioner on International Religious Freedom Imam Talal Eid talks to 20 in- and out-of-school youth from communities and madaris (Islamic schools) in Mindanao that are being assisted by USAID's EQuALLS2 project, during an interfaith dialogue held on February 13, 2010 in Cotabato City.

USAID facilitated an interfaith dialogue between US Commissioner on International Religious Freedom Imam Talal Eid and 20 youth leaders from Mindanao on February 13, 2010 in Cotabato City. The Muslim, Christian, and indigenous youth leaders were in- and out-of-school youth (OSY) from communities and *madaris* (Islamic schools) that are being assisted by USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project. They discussed their interests, academic pursuits, dreams, and roles in finding



a long-term resolution to the violence and conflicts in Mindanao. Earlier this week, on February 9-10, USAID's EQuALLS2 project gathered 60 public elementary school officials from Region XII for a Peace Education Forum in support of the Department of Education's thrust to integrate values, skills, and practices that promote peace in the country's basic education and non-formal education curricula.

School administrators and supervisors assist each other in designing a lesson plan that will incorporate the concept of a culture of peace during the USAID-funded Peace Education Forum held on February 9-10, 2010 in Koronadal City, South Cotabato.



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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
February 8-14, 2010

USAID and Petron Foundation turn over new classrooms to Mindanao schoolchildren



Schoolchildren from Salio Elementary School in Esperanza, Sultan Kudarat proudly pose in front of their newly constructed USAID-Petron School and display the books they received from USAID's EQuALLS2 project.

USAID and Petron Foundation increased access to learning opportunities of Mindanao schoolchildren by turning over a two-classroom building to the 174 schoolchildren of Salio Elementary School in Esperanza, Sultan Kudarat on February 9, 2010. The turnover of the newly constructed building is part of the USAID-Petron Foundation Global Development Alliance partnership in which USAID and Petron each pledged US\$1.25 million (a total of US\$2.5 million) for the construction of 120 classrooms and the repair of 480 existing classrooms to help alleviate the classroom shortage in Mindanao's conflict areas. The new classrooms are equipped with water and elec-

tricity, desks, teachers' tables and chairs, blackboards, cabinets, fans, clocks, and toilets, while classroom refurbishment includes repainting of walls, replacement of broken fixtures, and repair of pathways. USAID's EQuALLS2 project also handed over to the school English, science, and math books donated by another GDA through US-based Brother's Brother Foundation to complement the schoolteachers' instruction techniques and boost the students' reading comprehension skills. The project will provide Mindanao with 1.8 million textbooks and other teaching and learning materials by 2011.



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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
February 15-21, 2010

Teachers Produce Education Resources Using Donated Books and Materials



Grade 3 teacher Ernelyn Embuto (seated) of Sibutat Elementary School in Barangay Curuan, Zamboanga City cuts out shapes for a mask with a book from the US-based Brother's Brother Foundation as reference during an EQuALLS2 training workshop on materials development at the Curuan Central School in the same city on Feb. 19, 2010. Teachers like Embuto are delighted to make creative teaching aids to capture the imagination of their pupils.

USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project trained 2,578 public elementary school teachers in the ARMM, Central and Western Mindanao to develop their own effective teaching and learning aids using low-cost readily available materials. This interactive hands-on training also helped teachers explore creative ways of using supplementary English, math and science books donated by the US-based Brother's Brother Foundation. The trainings were held simultaneously in 14 municipalities throughout January and February and provided EQuALLS2-trained teacher mentors a venue to collaborate and exchange creative ideas around materials and supplementary book use. To date, USAID has distributed more than a million supplementary books and teaching materials to teachers in areas most affected by conflict and poverty in Mindanao. The EQuALLS2 project aims to distribute a total of 1.8 million books and other teaching materials in Mindanao by 2011.



Teachers are encouraged to assign an "instructional materials" corner inside their classrooms for students to explore and use anytime of the day, such as this one in a classroom at the Margosatubig Central School in Margosatubig, Zamboanga del Sur.



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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
February 22-28, 2010

USAID Briefs New ARMM Secretary of Education

USAID reaffirmed its commitment to improve basic education in the Autonomous Region in Muslim Mindanao (ARMM) under its Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project, during a briefing and consultation with new Department of Education ARMM Secretary Dr. Hamid Barra in Davao City on February 24, 2010. Secretary Barra expressed eagerness to work with USAID in introducing reforms to improve the current state of the region's education sector, now among the poorest in the country. EQuALLS2 is training educators and implementing out-of-school children and youth programs in the region, where 60% of its efforts is directed, and engages communities to participate in local education improvement. In the same week, the project worked with the United States Peace Corps to train 81 Parent-Teacher Association (PTA) leaders and school heads from ARMM's Sulu province on education project design and management. Project proposals developed after the training will be assessed for funding with USAID's US\$1,000 Community Incentive Grants for education projects. Since 2007, EQuALLS2 and the US Peace Corps, through its *Tudlo* (Teach) Mindanao Program, have capacitated 133 PTA representatives from Mindanao to effectively participate in local education improvement.



USAID Office of Education Chief Thomas Crehan puts a US-Philippine flag pin token on new ARMM Department of Education Secretary Dr. Hamid Barra after the presentation of USAID's EQuALLS2 project on February 24, 2010 in Davao City.

US Peace Corps volunteer Shauna Aron and local facilitator Brian Alawi (standing, 1st and 3rd from left) check the budget worksheet of Parent-Teacher Association (PTA) leaders from Jolo, Sulu during a group activity on action planning and budgeting at the USAID EQuALLS2 and US Peace Corps Project Design and Management Training for PTAs from February 22 to 26, 2010 in Cavite.





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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
March 1-7, 2010

USAID and Petron Give Classrooms to Mindanao Schoolchildren with GDA Partnership



US Charge d’Affaires Leslie Bassett (2nd from left) and Sarangani Governor Miguel Dominguez unveil the marker of the USAID, the Department of Education (DepED), and Petron Foundation partnership in the construction of the new two-classroom building in Tuyan Elementary School in Malapatan, Sarangani Province during the building’s turnover on March 5, 2010, as USAID/Philippines Mission Director Elzadia Washington (left) and DepED Region XII Director Isabelita Borres look on. (Inset) Schoolchildren of Tuyan Elementary School proudly pose in front of their new classrooms.

US Chargé d’Affaires (CDA) Leslie Bassett and Petron Foundation Executive Director Malu Erni turned over a new two-classroom building to the 528 schoolchildren and 15 teachers of Tuyan Elementary School in Malapatan, Sarangani Province on March 5, 2010. USAID’s Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project and Global Development Alliance partner Petron Foundation are constructing and repairing 600 classrooms to address classroom shortage in public elementary schools in conflict-affected areas in Mindanao. CDA Bassett and USAID Mission Director Elzadia Washington presented supplementary English, science, and math books, donated by US-based Brother’s Brother Foundation, and an instructional video on peace concepts produced by Knowledge Channel Foundation. Also, on March 3 in Iligan City, 30 out-of-school youth from Munai, Lanao del Norte graduated from EQuALLS2’s Building Wiring Installation Training in preparation for jobs in USG construction projects in Mindanao through the Joint Special Operations Task Force (JSOTF) - Philippines.



H. Abdulhalim Rashid (left) of Munai, Lanao del Norte and his fellow graduates of USAID’s Building Wiring Installation Training receives a tool set from USAID/Philippines Education Officer Shannon Stone and TESDA Region XII Director Edwin Gatinao (right) during their graduation ceremony on March 3, 2010 in Iligan City.



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WEEKLY HIGHLIGHTS

Weekly Highlight
March 15-21, 2010

USAID Provides Insights on Youth Development Programming in Mindanao



David James-Wilson, Education Development Center (EDC) senior technical advisor, talks about the challenges of tracking the broader impacts of re-engaging young people in learning during the DAP Seminar at the Dusit Thani Hotel in Makati City on March 18, 2010.

USAID shared the initial findings of its study on the impacts of re-engaging out-of-school children and youth (OSCY) with educational opportunities on peace building in Mindanao to a wide audience of development practitioners, academia, international donor groups, and private- and public-sector stakeholders, including the Department of Education (DepED) and the Technical Education and Skills Development Authority (TESDA), in a seminar held in Makati on March 18, 2010. USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project used the Developmental Assets Profile (DAP) to track OSCY's *developmental assets* over time as a way to measure the holistic impact of project interventions. Initial results showed that OSCY who participated in its alternative basic



DepED Undersecretary Vilma Labrador shares with the audience DepED's efforts in uplifting the lives of out-of-school youth in the country.

education and livelihood skills training programs experienced marked growth in the personal and social categories, as well as significant improvements in their family connectedness, educational engagement, and community involvement. The findings are being used to further strengthen EQuALLS2's programs for 105,000 OSCY in areas most affected by conflict and poverty in Mindanao until 2011.



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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
March 22-28, 2010

USAID and DepED Team to Improve Teacher Performance in Mindanao



EquALLS2 Formal Education Specialist Lorina Aquino (left) assists DepED Region IX division supervisors during an activity on identifying best practices and challenges in school-based mentoring.



USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project trained 33 Philippine Department of Education (DepED) Region IX officials on March 23, 2010 in Zamboanga City, deepening mentoring approaches used by both USAID and DepED. USAID's collaboration with DepED to strengthen teaching capacity in Mindanao was cited by three public elementary schools in Zamboanga City as having contributed to their students' doubling scores in the National Achievement Test (2009). DepED Region IX Director Walter Albos commended USAID's mentoring program in the meeting, citing teachers' improved performance and interest in professional development. DepED announced that it is strengthening its English mentoring program and will use USAID-supported schools in Mindanao as models. It also eagerly welcomed the expansion of USAID's teacher mentoring program to science and math. USAID and DepED will work together to document the best practices in EQuALLS2's mentoring program for DepED institutionalization, for replication and sharing with other local and foreign education stakeholders, and to further improve the program.

DepED Region IX Director Walter Albos and Paraluman Giron, President of DepED's Regional Directors Association, confer during the consultation meeting of USAID's EQuALLS2 project with DepED Region IX officials on teacher mentoring.



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EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

WEEKLY HIGHLIGHTS

Weekly Highlight
March 29-April 4, 2010

USAID and Filipino College Provide Out-of-School Youth with Workforce Skills



(L-R) Out-of-school youth Muksin Ando and Russell Olvido repair a power supply device as part of their on-the-job training at a computer repair shop in Zamboanga City. Ando and Olvido are taking the two-year Computer Electronics and Technology course of USAID's EQuALLS2 project and STI College of Zamboanga City.

USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project, in cooperation with the Philippines' Technical Education and Skills Development Authority (TESDA), marked the second year of its partnership with STI College of Zamboanga City for a special computer electronics and technology course for 30 out-of-school youth (OSY). USAID funded tuition fees for the first semester. Subsequently, learners could work under the EQuALLS2-STI "Earn While You Learn" partnership program to pay tuition fees for remaining semesters. USAID will train 35,000 OSY for viable income opportunities as part of its alternative learning programs for 105,000 out-of-school children and youth in areas most affected by conflict and poverty in Mindanao by 2011.

Kenney opens ₱1.7-M footbridge in Zambo

By **NONOY E. LACSON** and PNA

ZAMBOANGA CITY – Outgoing United States (US) Ambassador Kristie Kenney inaugurated on Friday a footbridge constructed through a partnership between the US government and the city government here linking two villages in this southern port city.

Kenney's trip on Friday was her last visit to this southern port city as she is scheduled to return to the US next week for another assignment following the appointment of a new envoy as her replacement.

The 27-meter concrete footbridge worth more than ₱1.7 million is the 27th United States Assistance for International Development (USAID)-funded Growth with Equity in Mindanao (GEM) Program infrastructure project in this city.

The footbridge is expected to

benefit more than 40,000 residents in the villages of Guiwan and Tetuan as well as neighboring areas.

The local government here shouldered 25 percent of the project worth as its counterpart.

Kenney said the concrete footbridge would be helpful to parents in sending their children to school and for farmers in bringing their products to the market, aside from linking the villages of Tetuan and Guiwan.

The concrete footbridge crossing the Tetuan River has replaced the old wooden footbridge that had deteriorated and "was therefore unsafe" for people to cross in traveling between the two villages.

Kenney said the concrete footbridge is one of the over 900 USAID-supported Barangay Infrastructure Projects (BIPs) in Mindanao.

The ambassador, prior to the footbridge inauguration, has also

visited and commended the 25 out-of-school youths who are undergoing an eight-week arc-welding training course in Barangay Tulungatung, some 17 kilometers west of this city.

The conduct of the training is a joint undertaking of the USAID-funded Education Quality and Access for Learning and Livelihood Skills (EquaLLS) and the Technical Education Skills Development Authority (TESDA).

In the afternoon, Kenney spearheaded the launching of the Job Enabling English Proficiency (JEEP) project at the Zamboanga State College of Marines Sciences and Technology (ZSCMST).

The JEEP is intended to improve the employability of graduates of Mindanao colleges and universities by expanding and enhancing the English language training capabilities of the participating colleges.

20 Monday, February 8, 2010



Good books help Mindanao schoolchildren learn better. Grade 5 students from Tetuan Central School in Zamboanga City pore over the big and colorful books that they received from the Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project of the U.S. Agency for International Development and the Department of Education (DepED). Active use of the English, science, and math books and supplementary learning materials is helping the students better understand English, science, and math lessons. With better teaching and learning resources, Mindanao's schools are performing better, says DepED.

ZAMBOANGA Today

THE MOST READ NEWSPAPER IN ZAMBOANGA PENINSULA

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US Ambassador Kenney makes farewell visit to Zamboanga City



US Ambassador to the Philippines Kristie Kenney greets school children during her visit at the USAID ARC Welding Course in Barangay Tulungatung yesterday HADER GLANG

by Hader Glang

US Ambassador Kristie Kenney made a farewell visit to the city yesterday and visited several US supported

initiatives here.

"Farewell to the people of Mindanao," Kenney said in a press statement released to the local mediamen here.

US/ p.2

US....

She visited US military personnel, turned over the Tetuan-Guiwan Footbridge, launched an English proficiency project in new partner colleges and universities, and visited out-of-school-youth participating in a livelihood skills training course.

At Camp Navarro, the US Ambassador thanked the US military personnel of the US Joint Special Operations Task Force for supporting the Armed Forces of the Philippines in its humanitarian assistance work in the conflict-affected communities of Mindanao, and for helping the AFP create the conditions necessary for peace, stability, and prosperity in the Southern Philippines.

The Tetuan-Guiwan footbridge is USAID's 27th infrastructure project in the City of Zamboanga and will benefit many of the 41,000 residents of the Tetuan-Guiwan and neighboring barangays.

The footbridge is one of over 900 USAID-supported Barangay Infrastructure Projects (BIPs).

USAID has also financed 43 Regional Impact Projects (RIPs), which benefit the residents of several barangays and/or municipalities. It will design and construct up to 870 additional BIPs and RIPs throughout the conflict-affected areas of Mindanao and the Sulu Archipelago in the next three years.

At Zamboanga State College of Marine Sciences and Technology, Ambassador Kenney welcomed seven new Mindanao colleges and universities participating in USAID's Job-Enabling English Proficiency Project (JEEP).

Kenney noted that "many jobs, such as those in business process outsourcing and in the tourism, nursing and maritime sectors, require a high degree of proficiency in the English language.

During her visit to Mindanao, the US Ambassador also commended some 35 out-of-school youth participating in a USAID-supported arc-welding course in Barangay Tulungatung for continuing their education and learning new skills.

USAID is providing skills training and practical experience in industry and business establishment and assistance to find employment for over 100,000 out-of-school Mindanao children and youth.

"We have been partners with the people of Mindanao for a long time, and we are committed to continue working with you in the years

to come," said Kenney.

Asked how she would like to be remembered by Zamboangueños, Kenney replied: "As a part of the city. As someone who feels at home and someone who is really part of the city. I love Zamboanga I will always treasure the friendship and cooperation we have and I will put that in my heart." (*Hader Glang*)

Thursday, March 11, 2010

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Ambassador Bassett in Sarangani

March 6, 2010 by [MindanaoBob](#)

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MALAPATAN, Sarangani (March 6, 2010) – United States Ambassador Leslie Bassett gives an inspirational message to the parents, school and local officials for picking up Tuyan Elementary School as a model school during the inauguration ceremony of the school’s new USAID-Petron two-classroom building. **(Cocoy Sexcion/SARANGANI INFORMATION OFFICE)**

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MALAPATAN, Sarangani (March 6, 2010) – United States Ambassador Leslie Bassett poses with Governor Migs Dominguez and school and local officials at the inauguration of the new USAID-Petron two-classroom building Friday, March 5. **(Cocoy Sexcion/SARANGANI INFORMATION OFFICE)**

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MALAPATAN, Sarangani (March 6, 2010) – United States Ambassador Leslie Bassett gestures as she talks to the pupils of Tuyan Elementary School at the inauguration of the two-classroom building Friday, March 5, donated by the United States Agency for International Development and Petron Foundation. **(Cocoy Sexcion/SARANGANI INFORMATION OFFICE)**

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MALAPATAN, Sarangani (March 6, 2010) – United States Ambassador Leslie Bassett applauds with Governor Migs Dominguez as they listen to a short program at the inauguration of the two-classroom building Friday, March 5, donated by the USAID and Petron Foundation. **(Cocoy Sexcion/SARANGANI INFORMATION OFFICE)**

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MALAPATAN, Sarangani (March 8, 2010) – Pupils of Tuyan Elementary School wave United States of America and Philippine flaglets as they welcome United States Embassy Chargé d’Affaires Leslie A. Bassett (not Ambassador as earlier reported by Sarangani Information Office) and party with Governor Migs Dominguez to the school Friday, March 5, to inaugurate the USAID- Petron two- classroom building. **(Cocoy Sexcion/SARANGANI INFORMATION OFFICE)**

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MALAPATAN, Sarangani (March 8, 2010) – Donors, stakeholders and pupils flash the sign of peace as they pose for a photograph after the inauguration of the two-classroom building Friday, March 5, donated by the USAID and Petron Foundation. **(Cocoy Sexcion/SARANGANI INFORMATION OFFICE)**

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US Embassy Chargé d’Affaires Bassett inaugurates new school in Sarangani



Regions
Written by Jerry Adlaw / Correspondent
WEDNESDAY, 10 MARCH 2010 20:20

MALAPATAN, Sarangani—A two-classroom building worth P700,000 was inaugurated in barangay Tuyan here Monday, with a top US Embassy official in attendance.

The building was donated by the US Agency for International Development (USAID) and Petron Foundation, and officially turned over by US Embassy Chargé d’Affaires Leslie Bassett, said Rustom Pelima, provincial information officer of Sarangani province, on Monday.

Bassett said in a statement recorded by Pelima, “We have to pick the schools that have the support of everybody, including local government officials like the barangay captains, schools that have wonderful teachers to work extra hard with pupils to try to improve education.”

Bassett was with her staff, including USAID Director Elzadia Washington, who turned over to the school books from USAID’s Education Quality Access for Learning and Livelihood Skills (EQUALLS2) project.

The Sarangani provincial government has opened 18 new integrated schools in its remotest barangays where education is one of the centerpiece programs under Gov. Miguel Rene “Migs” Dominguez.

Tuyan Elementary School in barangay Tuyan here is the only school of peace in Sarangani being recognized by the United Nations.

“This is because we have the cooperation of the community as we integrate the concept of peace in our curriculum which our faculty members learned from the province-wide Culture of Peace trainings,” said Edgar Egano, school principal.

Petron Foundation executive director Malu Erni said Sarangani has constructed various school buildings in the province. Erni said of these, Petron assisted in the construction of 120 new school buildings. Erni said Petron Foundation still has 480 school buildings up for construction under their education program.

“Petron fuels the HOPE program. HOPE stands for Helping Filipinos Overcome Poverty through Education,” Erni said.

Also thanking the donors was Department of Education regional director Isabelita Borres.

“We promise to use our new school building and all its facilities wisely,” Ayesha Harid, a Grade V pupil, said.

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MALAPATAN, Sarangani (March 8, 2010) – United States Embassy Chargé d’Affaires Leslie A. Bassett waves to pupils of Tuyan Elementary School as she arrives at the school ground for the inauguration of the two-classroom building Friday, March 5, donated by the USAID and Petron Foundation for the school. **(Cocoy Sexcion/SARANGANI INFORMATION OFFICE)**

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MALAPATAN, Sarangani (March 8, 2010) – Schoolchildren of Tuyan Elementary School listen to a short program at the inauguration of the two-classroom building Friday, March 5, donated by the USAID and Petron Foundation for the school. (Cocoy Sexcion/SARANGANI INFORMATION OFFICE)

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Annex 2



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QuALLS2 EDUCATION QUALITY AND ACCESS FOR
LEARNING AND LIVELIHOOD SKILLS

Tracking the Impact of Returning to Education

How Re-connecting Young People with Educational Opportunities
Contributes to Peace Building in Mindanao



empowerment

positive youth engagement

support

commitment to learning

positive values

Tracking the Impact of Returning to Education

How Re-connecting Young People with Educational Opportunities
Contributes to Peace Building in Mindanao

Prepared by

David James-Wilson

Education Development Center, Inc. (EDC) through the
Education Quality and Access for Learning and Livelihood Skills
(EQuALLS2) project

Cover and layout designs: Joel C. Espejo

March 2010

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BACKGROUND

Measuring the Impact of Conflict Mitigation Programs on Youth and Their Overall Development

In May 2009, the sixth edition of the *Philippine Human Development Report (PHDR)* announced that the five conflict-affected provinces of the Autonomous Region in Muslim Mindanao (ARMM) ranked lowest in the nation in terms of development. This means that the Human Development Index's (HDI's) scores for Sulu, Tawi-Tawi, Maguindanao, Basilan, and Lanao del Sur lagged well behind those of the rest of the nation – as reflected in relatively poor scores on measures such as high school graduation rates, life expectancy, and household income. Speaking to the media about the importance of these findings, a lead researcher for the *PHDR* was quoted as saying that:

“Human development [is] fundamental to enlarging people’s choices . . . to lead long and healthy lives, to be knowledgeable, to have access to the resources needed for a decent standard of living and to be able to participate in the life of a community. . . . Without these, many choices are simply not available, and many opportunities in life remain inaccessible.”

Indeed in a lead article the same day in the *Inquirer*, it was noted that the 2005 edition of the *PHDR* had observed that when it came to the ongoing lack of development in the five provinces of the ARMM, it was possible to conclude that:

“As human insecurity increases from armed conflict, people turn away from those social and productive activities that could have facilitated development. Lives are destroyed, families and communities are torn apart, cultures decline, and investment is forgone.”

A principle challenge for those developing programs for young people in the ARMM is thus to identify the extent to which young people's participation in a given project's education, livelihood, health, or recreation offerings contributes over the short to medium term toward “leading indicators” of positive development at the individual and cohort level (such as young people's re-engagement with – and ongoing investment in – family, school, community, and social life) and then, over the longer term, toward “lagging” indicators of broad holistic development such as province-wide HDI scores.

Taking a Holistic Approach to Conflict Mitigation and Youth

The United States Agency for International Development (USAID) has long recognized the importance of taking a holistic approach to mitigating the causes and consequences of conflict and instability, and multi-country research carried out by USAID's Office of Conflict Management and Mitigation (CMM) has identified many of the same negative impacts on the HDI-type scores of youth living in conflict-affected communities. In the 2005 publication *Youth in Conflict: A Toolkit for Intervention*, CMM emphasized the importance of “positively engaging” young people, ages 15-24, in post-conflict environments, so that they not become a “ready pool of recruits for ethnic, religious and political extremists seeking to mobilize violence.” According to CMM's analysis, positive engagement needs to be fostered via enhanced connections with “shielding” institutions such as families, formal and non-formal schools, religious organizations, and positive peer groups that together can “guide youth, reinforce their identity as members of a broader society, and shield them from recruitment to violent groups.”

This approach is very much in keeping with the *PHDR*'s emphasis on the importance of young people's re-engagement with – and ongoing investment in – family, school, community, and social life as key leading indicators of improved human development. CMM, for its part, recognizes that such work can be carried out by sector-specific investments in education, economic growth, democracy and governance, or health programming, but it also emphasizes the need for cross-sectoral investments in broader youth development activities that “go beyond serving immediate needs, to readying youth for healthy transitions into adult roles.”

How Best to Track Change Over Time in Young People’s “Positive Engagement”

As USAID and its lead implementing partners look to operationalize this important advice from the CMM office, and to address broad challenges to youth development such as those highlighted in the *PHDR*, one common challenge encountered is how best to track the impact of sector-specific programming in areas such as education or workforce development, both on young people’s overall level of “positive engagement” and on their degree of connectedness to, or re-engagement with, “shielding” institutions. Indeed, for many USAID overseas Missions and local implementing partners who have accepted the logic and relevance of CMM’s overall guidance, the challenge is to find effective ways both to measure young people’s level of positive engagement (pre- and post-intervention), and to compare and contrast the relative impact and cost-effectiveness of diverse types of interventions on enhancing young people’s access and connectedness to the “shielding institutions” and relationships that CMM (and the *PHDR*) understand to be at the core of successful conflict mitigation programming.

Pioneering Use of the Developmental Assets Profile (DAP) by USAID Philippines’ EQuALLS2 Project

USAID Philippines’ Office of Education, and its lead implementing partners on the \$60 million, five-year, Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project serving youth in the conflict-affected areas of Muslim Mindanao, have taken on the challenge of tracking the holistic impact of education and livelihood programming on young people’s “positive engagement” and “connectedness” through the application of Search Institute’s Developmental Assets Profile (DAP) tool across all EQuALLS2 out-of-school youth programs, including those serving youth in all five of the provinces in the ARMM with extremely low HDI scores (Sulu, Tawi-Tawi, Maguindanao, Basilan, and Lanao del Sur). This briefing note is intended to offer the following:

- Further situate the work of the EQuALLS2 project both within USAID’s overall conflict mitigation paradigm and within the *PHDR*’s key leading indicator of young people’s investment in family, school, community, and social life
- Provide an overview of the monitoring and evaluation challenges faced by the EQuALLS2 project as it sought to track the broader impacts of out-of-school youth’s participation in basic education and workforce development programs
- Offer a brief introduction to Search Institute’s DAP tool
- Share initial results from the application of the DAP by the EQuALLS2 project’s Lead Implementing Partners (LIPs) and key community stakeholders
- Provide insights and advice to other funders and practitioners who might like to use the DAP, or a similar tool, within their project’s monitoring and evaluation system

THE EQuALLS2 PROJECT

How Participation in Education Fosters Re-engagement and Connectedness

In November 2006, a broad range of education stakeholders from Mindanao and the ARMM met to discuss priorities for an upcoming five-year, USAID-funded basic education and workforce development project. This initiative, EQuALLS2, was designed to focus on improving the accessibility, quality, and relevance of basic education and livelihood development opportunities for young people, ages 10-18, in the conflict-affected areas of Muslim Mindanao.¹ EQuALLS2 was intended both to build upon the successes of the just completed EQuALLS project, and to address key gaps in service identified by external assessment teams from USAID Washington and Education Development Center, Inc. (EDC).

¹ For more on the EQuALLS2 project, see the website www.equalls2.org.

As the gathered group of education stakeholders discussed priorities for the EQuALLS2 common Learning Agenda, a consensus emerged around the lack of extant measures that track the broader impact on young people of their participation in the project's education and livelihood development initiatives. As one Department of Education (DepED) official observed:

Each year I am provided with detailed information about the academic achievements of students in the communities I am responsible for. I know how in-school students perform on various standardized tests and common examinations, and I am aware of the results out-of-school youth achieve on yearly Alternative Learning Systems (ALS) examinations. But I am convinced that this is not enough information to capture the full impact of coming to school every day, or of re-engaging in education via community learning centers. My colleagues and I are convinced that participation in education has profound, holistic impacts on young people in a conflict-affected area such as Mindanao. We know what it means for young people to have a safe place to come every day, to have caring adults willing and able to help them, and to have a chance to learn again after years of interruption. We think that educators have a key role to play in building a peaceful and hopeful Mindanao. We believe that we provide a foundation for young people's future success. But how can we measure these broader impacts of participating in education? How can we make sure that academic achievements are not the only way we assess the value of our efforts or measure the outcomes of programs serving both in- and out-of-school youth?

This desire to explore common ways to track the broader youth development outcomes fostered by participation in education and livelihood programs became a focal point within the EQuALLS2 Learning Agenda during the first two years of project implementation (from 2007 to 2009), and reflected the awareness of education and workforce development actors in Mindanao of the important role their formal and non-formal programs play in positively re-engaging and connecting vulnerable young people with a broad range of “shielding” institutions, including their family, school, immediate community, positive peer groups, and broader society. This led the Technical Working Group (TWG), who is leading the programming work for out-of-school youth, to look closely at the use of the DAP tool as a practical way to achieve this shared Learning Agenda objective.

THE DEVELOPMENTAL ASSETS PROFILE (DAP) TOOL

An Emerging International Resource

What Is the DAP and How Is It Used?

The Developmental Assets Profile (DAP) is a 58-item survey instrument that was created by Search Institute in order to measure the presence -- and change over time -- of the 8 categories of *Developmental Assets* found within Search Institute's 40 *Developmental Assets* framework.² The DAP is an individual measure that yields quantitative scores for each of these 8 asset categories (support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity) along with 5 broad context areas (personal, social, school, community, and family). The DAP is typically completed either via self-administration (where the learner reads and scores each item on his or her own) or via oral administration (where a teacher/youth worker reads each item, and the learner scores each item on his or her own). The DAP is designed to be sensitive to changes in reported asset areas over time, and it is suited to both research and program evaluation. Change over time is tracked through the administration of the DAP on at least two separate occasions (*Time 1* and *Time 2*), using the same survey instrument with the same learners.³ More importantly, the DAP is not intervention-specific in its design -- it can be used across a broad range of sector-specific and cross-sectoral programs, and among programs of different lengths and intensities. Indeed, the DAP was designed to be a flexible assessment, research, and evaluation tool that supports the ability of funders and practitioners to compare and contrast the impacts of different types or packages of interventions, on different groups/sub-groups of participants.

² For more on Search Institute's 40 *Developmental Assets* framework and related research base, see www.search-institute.org.

³ See the Search Institute publication *The DAP Users Manual (2005)* for additional information.

How Data from the DAP Link with EQuALLS2's Overarching Interest in the Positive Engagement of Youth

Of importance to the EQuALLS2 project's overall interest in the degree to which returning to education positively impacts participating out-of-school youth's level of "positive engagement" and overall "connectedness," is the DAP's ability to generate sub-scale scores linked to five key developmental contexts: (i) personal, (ii) social, (iii) school, (iv) family, and (v) community. These five contexts parallel closely with CMM's articulation of key "shielding" institutions, with the PHDR's focus on "investments in family, school and community life" and with overall human development indicators. They yield scores that can be disaggregated and compared across geography, ethnicity, gender, age, and intervention type – therein capturing an even more nuanced understanding of how different cohorts of youth are developing.⁴

KEY FINDINGS FROM INITIAL APPLICATION OF THE DAP

Broad Impacts of a Return to Learning

The Study

As part of the EQuALLS2 Learning Agenda, the DAP was applied with a representative sample of learners participating in a wide range of basic education and workforce development programs offered by the EQuALLS2 project's three LIPs. It was applied once (T1) within the first two weeks of programming, and a second time (T2) within the last two weeks of programming.⁵ The DAP was administered by LIP staff along with the DepED and local government unit counterparts, all of whom had to complete a three-day hands-on training in DAP application and initial data handling. EQuALLS2 basic education and workforce development options include 5- to 10-month non-formal education courses using DepED's ALS curriculum that include three to four weekly contacts with an instructional manager and fellow learners. They also include three- to four-month technical training offerings linked to Technical Education and Skills Development Authority certification, along with a broad range of hybrid basic education and workforce development offerings deemed to be relevant to local economic opportunities and learner preferences.

Initial Results

The initial results shared in this briefing note reflect the use of the DAP by one of three EQuALLS2 LIPs, IYF-ELSA, across a sample of 703 learners participating in their basic education and workforce development offerings for out-of-school youth (see Table 1 in the next page for more on the characteristics of this sample).⁶

⁴ For more on the steps taken by EQuALLS2 to assess the cross-cultural relevance of the DAP to youth in Mindanao ahead of its pilot application, see the paper presented at the 2008 SEAMEO Innotech conference, and the report *Pilot Testing of Search Institute's 40 Developmental Assets Framework and DAP Tool*.

⁵ The length of time between T1 and T2 DAP administration varied according to the specific EQuALLS2 basic education or workforce development course offering in which a learner participated. In the case of this data sample, the offerings ranged from 3 months to 9 months in length.

⁶ Data from Round One application of the DAP by the two additional LIP's will be forthcoming.

Table 1. Sample Characteristics of IYF-ELSA Round One DAP Application^{7,8}

	N	% within Category
Total	703	100%
Gender		
Boys	372	53%
Girls	331	47%
Age Group		
11-15 years old	301	43%
16+ years old	392	57%
Ethnicity		
Badjao	30	4%
Lumad	11	2%
Moro	405	58%
Visayan	179	26%
Other	77	11%

Reliability of Sub-Scale Results

The EQUALLS2 project worked with a researcher from Search Institute to run a series of data quality checks on DAP data gathered during pilot application of the DAP. These data quality checks included *Cronbach's alpha* test of internal consistency of DAP sub-scales, the outcome of which can be seen in Table 2 (below) – where alphas of .60 and higher are considered to be *acceptable*, and .70 and above are *good*, with respect to the degree to which all of the terms of a given scale seem to measure the same phenomena. DAP sub-scale scores are calculated based on the averaging of scores for the individual DAP survey items associated with that sub-scale (see Figure 1 for details on the composition of individual sub-scales).

Table 2. Internal Reliability of DAP Context Sub-Scales (using Cronbach's Alpha)

	Total Sample		Gender				Age				Geography				Ethnicity			
	T1	T2	Boys		Girls		11-15		16+		Mainland		Islands		Moro		Visayan	
			T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2		
Personal	.62	.80	.64	.78	.60	.82	.56	.79	.66	.80	.63	.72	.60	.86	.56	.82	.72	.72
Social	.72	.82	.69	.80	.74	.84	.68	.82	.75	.82	.74	.79	.66	.85	.68	.83	.77	.79
Family	.69	.79	.71	.79	.66	.79	.66	.78	.72	.80	.70	.78	.66	.81	.68	.79	.72	.74
School	.73	.79	.73	.77	.73	.80	.70	.75	.76	.81	.72	.76	.67	.82	.70	.79	.76	.76
Community	.70	.83	.72	.82	.68	.84	.67	.84	.73	.83	.73	.81	.65	.85	.65	.84	.78	.84

Note: Boxed alpha coefficients represent poor reliability.

Time 1 Results⁹

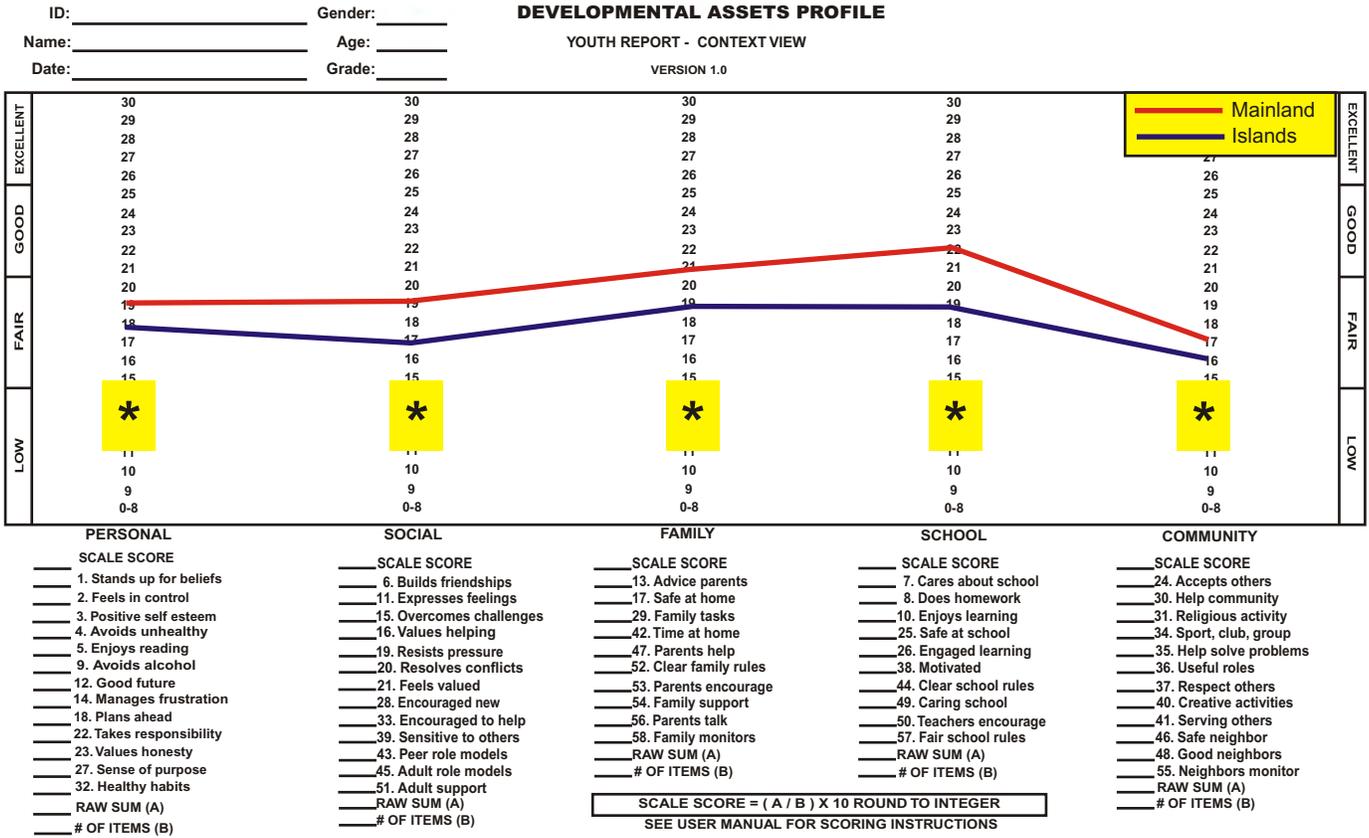
Time 1 results (see Figure 1 on page 6) indicated that participating out-of-school youth in both the Mainland and the Islands generally had only “fair” levels of developmental assets – with the weakest assets being those at the level of community and social (or peer) supports, which are the assets related to CMM’s “shielding” institutions or the PHDR’s dimensions of “family, school, community and social life.” Youth in the Mainland had significantly higher levels of assets across the board, as denoted by an asterisk (*), including a “good” level of connection to “school” institutions, perhaps due to a prior involvement in formal education.

⁷ The breakdown of youth by age 11-15 and 16+ does not add up to 703 because some youth were less than 11.

⁸ The total % under ethnicity adds up to more than 100% because some youth reported belonging to more than one category.

⁹ Time 1 and Time 2 results in this Briefing Note are shown using the Context view of DAP data, as the Category view did not produce consistently reliable-enough data to be used for change-over-time analysis.

Figure 1. Comparison by geography at Time 1.



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Making Sense of Time 1 Results

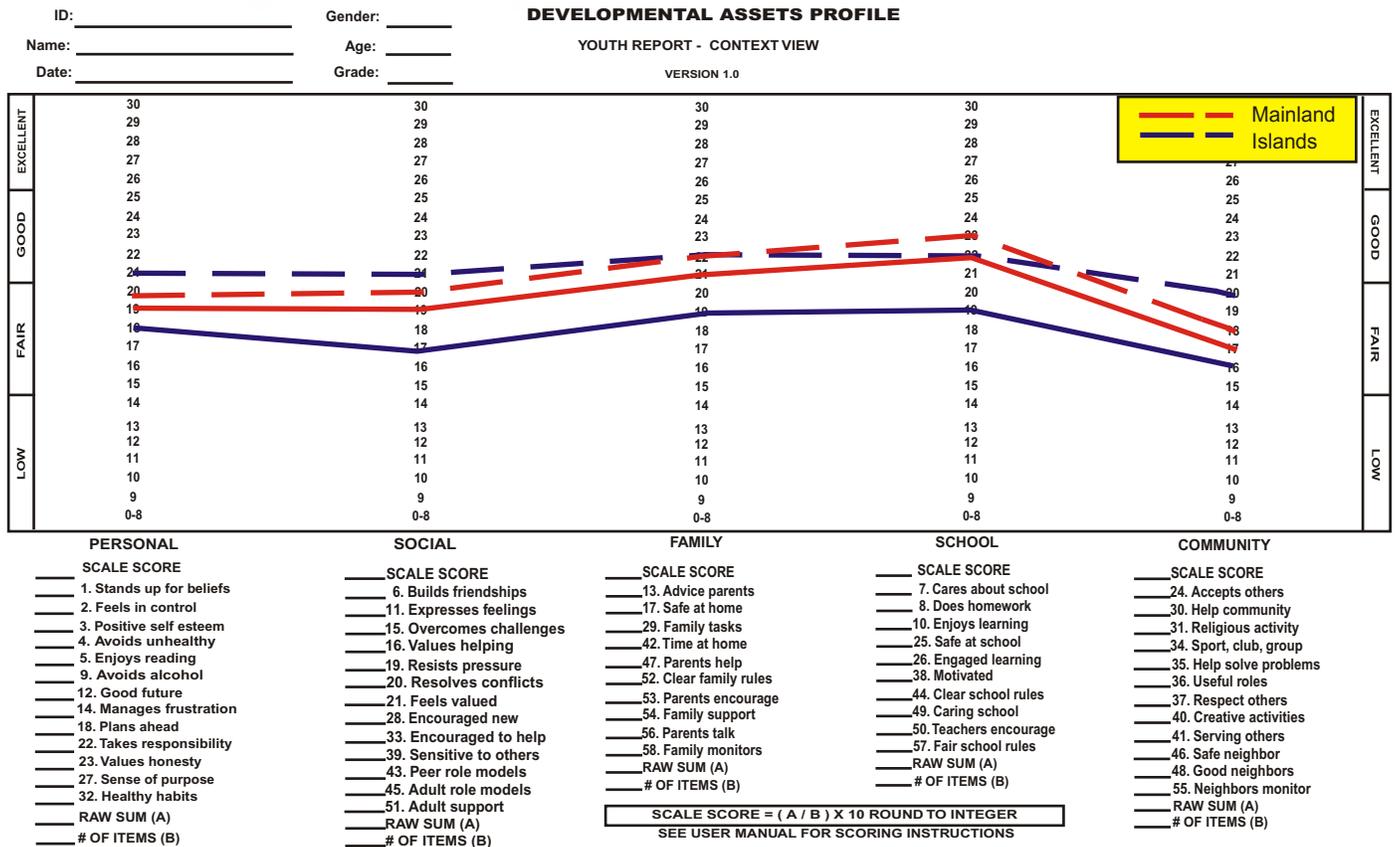
Participants in a series of TWG sessions, facilitated by EDC and a researcher from Search Institute, indicated that overall T1 results seemed to accurately capture the overall levels of developmental assets (or positive engagement with *shielding* institutions, to use CMM’s terminology) present in learners as they entered EquALLS2 programming. Low levels of community, social, and personal assets seemed to reflect the lack of connectedness or “positive engagement” experienced by out-of-school youth in Mindanao. Overall lower scores from learners in the Island archipelago of the ARMM were also seen to be a fair representation of the ways in which both ongoing conflict and a general lack of access to supportive institutions typically left Island youth with fewer developmental assets than their Mainland peers. At the same time, relatively high “family support” scores in the Islands and Mainland seemed to accurately capture the positive links many youth in Mindanao have with their immediate households and extended families.

Time 2 Results

An analysis of change over time in DAP scores from Time 1 to Time 2 administration (see Figure 2 on page 7) captured an across-the-board increase in assets among EquALLS2 learners, with statistically significant changes in assets across all 5 contexts (or “shielding” institutions) for both Mainland and Island learners.¹⁰

¹⁰ Results disaggregated by additional moderators such as gender, age, and ethnicity can be found in the longer EquALLS2 Round One DAP Learning Agenda Report and PowerPoint deck.

Figure 2. Comparison of geography across time-context scales.



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Note: Solid lines denote T1 values; dashed lines denote T2 values.

In general, youth in the Islands made the greatest overall gains during their time participating in EQuALLS2 basic education and workforce development interventions, moving almost all of their asset scores from “fair” to “good.” In many cases, the asset levels of youth in the Islands came to surpass the levels of youth in the Mainland by T2 – even where youth in the Mainland had had significantly higher scores than Island youth at T1 DAP administration.

Overall Impact of Participation in Education at the Level of Personal Development

The Personal Development sub-scale score, which tracked survey items linked to “feeling in control of the future,” “planning ahead,” “taking responsibility for one’s actions,” and having “positive self-esteem,” saw an average increase from 18 to 21 on the DAP’s 30-point scale (or close to one standard deviation) for Island youth. Mainland youth saw some of their highest gains in this domain as well, which also tracked “standing up for one’s beliefs,” “avoiding unhealthy choices,” and “having a sense of purpose in one’s life.” LIP staff and other EQuALLS2 stakeholders indicated that this result seemed to accurately reflect the broad increases in positive personal development, along with the gradual changes in identity and sense of purpose, that occur when formerly out-of-school youth participate in EQuALLS2 basic education and workforce development offerings.

Impact on Social Relationships (Including Positive Peer Groupings)

The Social Context sub-scale score, which relates to young people’s links to CMM’s “shielding” institutions of supportive peers and supportive adults, is another domain in which both Island and Mainland youth made significant gains from T1 to T2. This sub-scale

reflects young people's self-assessment on survey items linked to "building friendships," "resolving conflicts," "feeling valued," and being "encouraged to try positive new things." It also tracks the relative frequency of "positive peer" and "adult role models," along with a young person's "sensitivity to others" and his or her "valuing of helping" others in the community. This sub-scale saw the second-highest degree of change over time for Island youth and the third-highest for Mainland youth, and it certainly reflects what previous qualitative research with EQuALLS2 stakeholders had found to be a major impact of participation in its programming -- namely, young people's positive re-engagement with the kind of adult and peer support systems that can serve as an important "leading" indicator of overall human development and that USAID's CMM office understands to be at the heart of effective conflict mitigation efforts.

Impact on Family Connectedness

The Family Context sub-scale score looks at the overall level of young people's positive engagement with the key "shielding" institution of the family. Survey items in this domain invite youth to rate their sense of "safety at home" and the existence of "clear family rules", along with levels of both "parental encouragement" and "family support." Other items cover the opportunity for youth to "talk with parents" and take on meaningful "family tasks," along with the amount of time youth "spend at home." Qualitative research with earlier cohorts of EQuALLS participants surfaced the changes in family dynamics that occur when an out-of-school youth returns to education (via basic education or workforce development programs), and positive results in this domain for youth in the Islands and in the Mainland were both significant -- with the higher degree of change over time occurring, once again, among Island youth. This provides further evidence of the holistic impacts that EQuALLS2 programming has on restoring and reinvigorating conflict-affected youth's positive engagement with their immediate and extended family.

Impact at the Level of Schooling

The DAP's School Context sub-scale score focuses on how a young person relates to the schooling environment in which they are (or have been) engaged. It incorporates survey items that track a young person's "engagement" with an education program, along with their "motivation" and level of "caring about education." It also asks young people to reflect on the "consistency of school rules," the level of "teacher encouragement," and the degree to which they feel "safe at school." Results from this first round of DAP administration with out-of-school learners in Mindanao saw significant increases in the level of positive school engagement by Island youth, and less substantial changes among Mainland youth. EQuALLS2 stakeholders suspected that this difference related to the severe shortage of education opportunities for youth in the Islands -- and hence the major shifts in this domain when they enroll in an EQuALLS2 program. There were also good questions asked about the difference between ALS service providers in the Islands and the Mainland, along with an emerging consensus that Mainland programs might need to address school engagement in a more intentional manner.

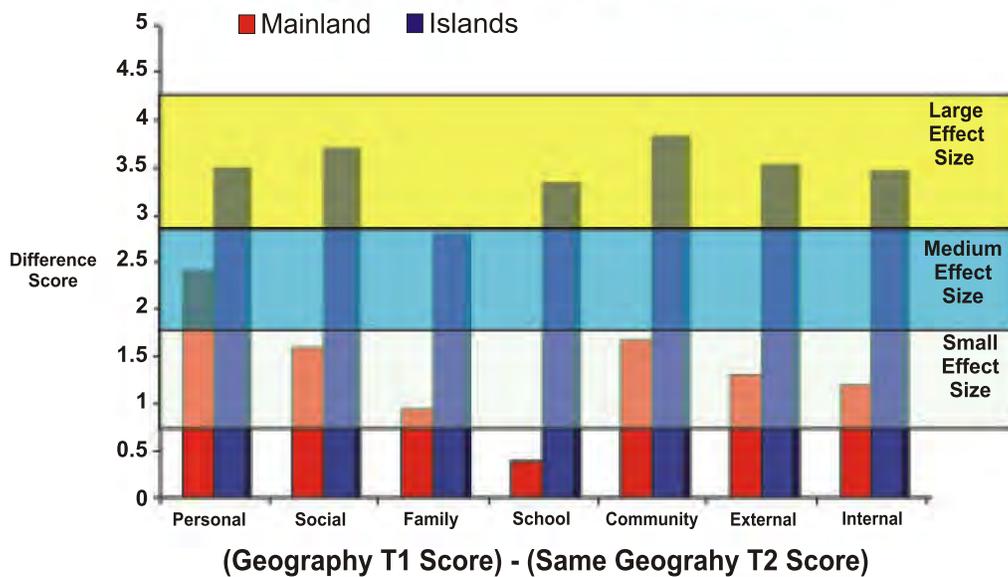
Impact on Overall Community Involvement and Engagement

The DAP's Community Context sub-scale score correlates substantially both with what USAID's CMM office refers to in its *Youth In Conflict: A Toolkit for Intervention* as conflict-affected young people's "identity as members of a broader society," and with what the PHDR researcher referred to as young people's capacity to "participate in the life of a community." The Community Context sub-scale incorporates survey items that ask participating youth to reflect on the "useful roles" they are given by their community, along with the opportunities they have to "serve others" and "help their community." It also tracks young people's ability to "respect others" and "accept others" who are different from them. Finally, it measures participants' frequency of "involvement in religious activities," "sports and cultural groups," and "creative activities." This was another area of large change for Island youth, the majority of whom scored lowest on this sub-scale at T1. Mainland youth also saw significant gains in this domain, but they appeared to enter EQuALLS2 programming with more existing resources in this area than their Island counterparts. One interesting point of discussion during EQuALLS2 TWG sessions on initial DAP results was the observation that many Island-based, out-of-school youth programs had incorporated a wide range of co-curricular and extra-curricular sports, community service, and cultural activities (precisely because these were previously not available to local youth), and that this might have been reflected in the substantial gains made in this DAP context. Mainland programs, on the other hand, felt challenged to better address young people's co-curricular needs, recognizing -- via the gains made by Island youth -- just how important this aspect of participation in education can be for participants from conflict-affected communities.

Magnitude of Changes in T1 to T2 Scores

Another way to capture the broad impacts participation in EQuALLS2 basic education and workforce development programming have for out-of-school youth, is to look beyond mere statistical significance in difference between T1 and T2 DAP scores and to look instead at the overall magnitude, or “effect size,” of these differences. Effect size calculations are helpful because we may find a statistically significant difference that is actually not very meaningful. Effect sizes allow one to make a judgment about the relative “meaningfulness” of the difference. Thus in Figure 3 (see below) only 1 of the 7 differences between T1 and T2 scores for Mainland youth meet the medium effect size criterion, while 6 of the 7 differences over time for Island youth would be considered large effect sizes. Put another way, this approach further demonstrates the tremendous gains of Island youth via their participation in EQuALLS2 programming, and it also signals the more modest broad gains in developmental assets among Mainland youth (see Figure 3 below).

Figure 3. Magnitude of the T1 → T2 difference in scores.



Note: This figure also shows gains in terms of the aggregate “Internal” and “External” asset categories from Search Institute’s 40 Developmental Assets framework.

How DAP Data Are Being Used to Enhance and Improve EQuALLS2 Programming

Apart from serving as an important data point within EQuALLS2 overall monitoring and evaluation system, DAP results have also proven to be a useful resource for three other key aspects of EQuALLS2 out-of-school youth programming:

- i. **Mentoring and Guidance to Learners** – DAP survey results have helped instructional managers and workforce development staff provide targeted individual and group guidance and mentoring supports to participating youth. By looking at individual and group T1 results, project staff can identify key gaps in developmental assets. They can then design customized individual, family, and community outreach interventions wherever appropriate. Instructional managers also report that learners often like to debrief the experience of completing the T1 DAP survey, and this provides them with an easy way to break the ice around sensitive topics such as self-esteem or family relationships.
- ii. **Program Redesign and Management by LIPs** – DAP results have also been used by program managers to identify aspects of existing services that need to be enhanced or extended, such as the decision by some partners to incorporate additional sports, cultural, and community service components to their basic education offerings so as to enhance broader learner outcomes in the community, social, and family contexts.

iii. **Setting of Quality Standards that Can Be Easily Communicated to Community Stakeholders** – DAP results have also provided a useful starting point for discussions with community members about “quality standards” for out-of-school youth programming. The DAP tool seems to make sense to parents, community leaders, and local education officials, who see it as a good way to assess the overall impact of programming on youth – beyond more static measures such as attendance rates or test scores. Local government officials are particularly interested in getting a better handle on how investments in basic education and workforce development services for out-of-school youth can have a real and measurable impact on peace-building in their communities.

Next Steps in the Application of the DAP in EQuALLS2

A successful first round of DAP application, under the auspices of the cross-partner EQuALLS2 Learning Agenda, has led to the decision by two of EQuALLS2 LIPs to mainstream DAP use across all of their out-of-school youth interventions. Initial results have shown the usefulness of DAP data for monitoring and evaluation, learner guidance, and community mobilization efforts, and partners plan to expand and enhance DAP use in the following ways:

- **Impact of Dosage:** LIPs will look to better track the impact of high, medium, and low rates of program participation on individual learners’ DAP outcomes.
- **Tracking Additional Moderators:** LIPs are exploring the collection of additional bio-data points that will allow for new areas of data analysis (including comparing and contrasting results by type of basic education and workforce development programs, by different service providers, and by different packages of services).
- **Measuring Correlated Behaviors:** LIPs and EDC have begun to explore ways to track key correlated behaviors of interest to stakeholders and funders (such as participation in violence, livelihood outcomes, or positive links to community life) as a way to both enhance and validate existing, stand-alone DAP results.
- **Incorporating Additional Validity Measures:** LIPs and EDC have spoken with Search Institute regarding ways to further validate DAP results via the collection of convergent validity data, or through the use of comparison groups.
- **Pilot Work with In-School Youth:** LIPs have already begun to pilot the use of the DAP with in-school learners as a way of capturing the impact of participation in education on in-school youth, plus as a guidance/mentoring resource.

IMPLICATIONS FOR THE SECTOR

A Promising Resource for Tracking Program Outcomes

The EQuALLS2 project’s pilot application of the DAP with out-of-school youth in conflict-affected communities in Muslim Mindanao has demonstrated extremely promising results. By investing in careful preparation,¹¹ comprehensive capacity-building, and direct assistance from Search Institute, along with systematic coaching and support for local staff leaders on data-gathering and analysis, the EQuALLS2 project has been able to overcome longstanding barriers to evaluating the impact of participation in education and workforce development offerings on what USAID’s CMM refers to as young people’s “positive engagement” with key “shielding” institutions, or what the *PHDR* refers to as young people’s overall “positive connectedness” with – and “investment” in – family, school, community, and social life.

EQuALLS2 is continuing the use of the DAP as a mainstreamed part of ongoing programming for in- and out-of-school youth, and will be sharing future results with colleagues interested in the use of a standardized, quantitative survey tool across both a wide range of programs and a diverse sample of young learners, in order to track the holistic impacts of participation in education on young people’s ability to assume positive roles in the worlds of work, family, and community life.

¹¹ Preparation for pilot DAP administration in Mindanao involved (i) qualitative research into the cultural relevance of Search Institute’s 40 Developmental Assets framework; (ii) deep translation of the DAP survey instrument into Filipino, along with the development of DAP administration scripts in additional local languages; (iii) field testing of oral and self-administration protocols; and (iv) the development of a series of technical guides for use by local partners.



Zahara May Naval, 16, an out-of-school youth (OSY) from Datu Paglas, Maguindanao, Philippines, is one of the learners enrolled in the USAID-funded alternative learning programs being implemented by the Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project. Zahara, who dreams of becoming an entrepreneur, stopped formal schooling when her father lost his job. The EQuALLS2 project aims to provide alternative learning programs to 70,000 OSY by September 2011, particularly those from conflict-affected areas in Mindanao. *(Photo by Karl Grobl)*

Raz Macasayaon, 29, inspects a defective flat iron inside the repair shop that he and his colleagues established after finishing a USAID-funded training on basic electronics repair and maintenance. Raz and 16 other graduates of the Skills Training and Industry Immersion (STII) program being implemented by USAID's Education Quality and Access for Learning and Livelihood Skills (EQuALLS2) project organized themselves into a guild and opened a repair shop at the public market of Tamnag village in Lutayan, Sultan Kudarat, Mindanao, Philippines. *(Photo by Karl Grobl)*



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social competencies

commitment to learning

positive identity

boundaries and expectations

constructive use of time

To learn about the EQuALLS2 project, please visit: www.equalls2.org.

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Annex 3



**QUARTERLY PROGRESS REPORT (QPR)
January-March 2010**

Submitted to

**EDUCATION DEVELOPMENT CENTER
For
Education Quality and Access for Learning and Livelihood Skills**

By

**INTERNATIONAL YOUTH FOUNDATION
April 21, 2010**

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

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	Number of Project Schools	
Region XII	North Cotabato	Pigcawayan	29	31	
		Cotabato City	6	6	
		Sarangani	Malapatan	9	12
	South Cotabato		Tantangan	11	12
			Sto. Nino	9	10
	Sultan Kudarat		Esperanza	14	14
			Lambayong	20	20
		Sub-total	98	105	
ARMM	Basilan	Lantawan	26	25	
		Maluso	15	14	
	Tawi-Tawi	Bongao	26	40	
		Panglima Sugala	13	17	
		Sub-total	80	96	
Total	7	11	178	201	

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Email Address : samantha@iyfnet.org
 Telephone Number (410)9511551; Fax Number(410)-347

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

Contact Person:

Name : Marylin B. Muncada
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 Email Address : mbmuncada@pbsp.org.ph Telephone No. (082) 221-2251

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

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 Telephone No. (632) 7521170

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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JANUARY – MARCH 2010 ELSA QUARTERLY REPORT

Part 1: Highlights of Activities

This January-March 2010 Quarterly Progress Report (QPR) presents the ELSA activities of the five Alliance Partners: Ayala Foundation (AFI), Consuelo Foundation, Petron Foundation, Philippine Business for Social Progress (PBSP) and International Youth Foundation (IYF).

Following are the project accomplishments as of for January up to March 31, 2010:

IR 1: Improved community learning outcomes through community support to education.

- Conducted 82 training events for 478 PTCA/youth groups, reaching 3,754 participants in the following: (1) PTCA capacity-building in leadership training, personal effectiveness and teambuilding, project management, review of organizational plans, fund management, budgeting, constitutional and by-laws preparation, understanding education performance, SIP orientation, committee organizing, resource mobilization, (2) youth engagement, particularly on project management.
- Organized 3 training events for 7 LSBs with a total of 145 participants on: policy formulation, MEA validation and resource mapping/networking.
- The two foregoing accomplishments account for a total of 515 training/capacity building activities thus far conducted for PTCA and LSBs or 103.60% of LOP target; By 31 March 2010, all the 201 target PTCA and LSBs had been reached and the total training service count is 874 PTCA/Youth Groups, with a total of 7,740 PTCA officers and youth participants.
- Provided technical assistance on: CIG development and other PTCA/school projects; preparation for Brigada Eskwela; community mobilization/resource mobilization, formulation of PTCA constitution and by-laws; youth mobilization, particularly in implementing education projects as well as youth leader in assistance in EQuALLS 2 project activities.
- No classroom construction/repair of ELSA schools was done during the Quarter, as Petron/Habitat had already accomplished this component in the last Quarter, and they are now focusing on Synergeia and Save the Children schools.
- Other IR 1 activities during the Quarter under review were: assisted EDC in mobilizing youth participants for Imam Talal Eid's Dialogue with the youth last February 13, 2010 held in Estosan Hotel; coordinated RIG audit team visits to Cotabato City (February 17, 2010), Pigcawayan, North Cotabato (February 18, 2010) and Tandingan, South Cotabato; mobilized Division and District offices of DepEd in identifying and submitting to EQuALLS 100 participants each from Tandingan, South Cotabato and Esperanza, Sultan Kudarat; coordinated the participation of RBEC teachers from assisted Madaris for the EQuALLS-led diagnostic test last February 2010. Teachers came from the following Madaris: Markadz Bilal Bin Rabah (Malapatan, Sarangani), Madrasa Al Arabi Al Islami (Malapatan, Sarangani), Madrasah Al-Ansar Al-Ibtidaayah, (Cotabato City), Kutawato Darusallam College, Inc. (Cotabato City); undertook preparatory work in Tuyan ES, officials of Tuyan, local government of Malapatan, PTA and students for the visit of Acting U.S. Ambassador to the Philippines, and; participated in EDC-led IR 1 TWGs meetings/activities.

IR2: Strengthened capacity for teaching English, math and science.

- Conducted four training events on Language Functions for Science and Math participated in by 182 mentors, school heads and DepEd officials in Cluster 2.
- Conducted 7 training events on the roll-out of the Language Functions for 326 mentees in 7 districts of Basilan and Tawi-Tawi.

- Conducted 2 training events on SIP Review and Formulation participated in by 73 school heads and DepEd officials.
- Conducted Peace Education forum on February 9-10, 2010 participated in by 74 participants consisted of division superintendents and school heads in Cluster 4 areas.
- Continued to monitored/dialogue with 201 school heads and **about 400** project mentors of SME.
- Participated in EDC-convened ICT workshop to synthesize the experiences of EQ2 partners in ICT implementation on January 21, 2010.
- Participated in EDC-lead Agenda initiative on SCOPE held in March 2010..

IR3: Improved Relevance and Training for Out-of-School Youth

- Managed by Consuelo Foundation, the five ELSA IR3 field implementing partners – Nagdilaab, MIT, NDMU/CCC, NDMC and NDU Cotabato City—had the following accomplishments during the Quarter under review: continued to manage Basic Literacy, PEPT directed program and Accreditation and Equivalency classes. The five sub-tiers were able to recruit and register a total number of 3,243 ALS enrollees.
- Project staff continued to prepare training supplies and materials, including purchase of supplies needed both by the learners and Instructional Managers in the delivery of the learning sessions. As of this reporting date, the project has registered 47 passers from the latest National Test on A&E and PEPT as follows (PEPT passers: 13 and A&E passers: 34). This numbers shall increase, as tracking of passers for both A&E and PEPT is still on going-- some of the DepEd division offices specifically in Tawi Tawi and Basilan do not have the results yet. The sub-tiers started to assist A&E learners to secure documents needed for A&E test registration (birth certificates, school records, voter's ID or barangay clearance).
- The conduct of ALS learning activities for the 3,243 enrollees started this Quarter, focusing on: Skills for Life sessions, facilitator aided sessions, self learning activities, coaching, tutorials, home visits and support activities to enhance learning.
- There were WFD 515 learners who enroled this Quarter in the following courses: Baking, Garments, Welding, PC Hardware, Electrical, Building and Wiring, Food and Beverage and Automotive.
- The sub-tiers also coordinated in-center training activities on Welding, Dressmaking, Computer Hardware servicing, Garments, Beauty Care, Plumbing and Electrical/Building Wiring Installation. Skills for Life, Life skills for employability, Reproductive Health, English and Math as refresher course were integrated in these technical courses. An Induction course on Bahasa was also incorporated in the curricula of technical courses in Tawi Tawi.
- A total number of 250 trainees graduated from the following courses : Dressmaking, Computer Hardware Services, Cellphone Technician Course, Food Processing, Cosmetology, Food and Beverage, and Automotive.
- 18 learning centers were refurbished thru the provision of chair and tables for learners and teachers, cabinets and bookshelves, repainting, provision of padlock, electric fans and others. Also organized were 12 community learning center management councils both in Lantawan and Maluso. The objective is for these councils to address needs of the centers as well as maintain and safekeep supplies and materials.
- The project continued to work closely with the following institutions in the management of the project: DepEd for the release A&E and PEPT test results, and acting as Trainors for the conduct of Basic ALS for newly hired Instructional Managers; TESDA, for continued participation in the project by providing

space and trainers for the workforce development training; Local Government Offices for assisting in the refurbishments of the 18 community learning centers, referral of learners, provision of space as training venue and business establishments, for the in-plant training of WFD trainees.

- Support activities were also continued during the Quarter, notably Training on Basic ALS Delivery for 16 newly hired IMs, Refresher course on ALS delivery specifically, utilization of learning tools and materials, among existing 42 IMs; Teaching and training Strategies, review of English and Math conducted by PBSP for 20 IMs of NFI and MIT and political education seminar focusing on the current political situation of the country, use of pcs machine and guidelines for proper shading in the ballot boxes.

Project Management.

As in the past, the ELSA partners continued the monthly review, planning, integration and sharing of feedback at the three-tiered project set-up: (1) field level; (2) TWG level, and; (3) SteerCom level. Last February, ELSA conducted an annual project review and way-forward planning, coordinated by IYF. The major items covered during these activities were: project updates, scheduling of activities, discussion of possible enhancements to the program and security concerns.

EQUALLS-wide initiatives.

All the 5 ELSA Partners and 6 sub-tiers participated in EDC-led consultations, planning meetings other working sessions of IRs 1-3, including: monthly EQUALLS2 Partners' meeting, EQUALLS 2 orientation of the Regional Director and Officers of DepEd Region 12, final visit of the US Ambassador to Zamboanga, the ICT workshop in January, Imam Talal Eid's dialogue with selected youth of Cotabato City, the visits of the RIG audit team, SCOPE debrief, EQUALLS 2 orientation of the DepED ARMM Secretary Officers, visit to the Limatong IMPACT school, and; visit of the US CDA to Malapatan, ,

Monitoring and Evaluation.

ELSA conducted the following M/E activities during the Quarter:

- ***MIS work.*** IYF, being the over-all coordinator of MIS continued to undertake the following technical assistance to the 4 ELSA partners and its sub-grantees: coordination/ advice in encoding/data inputting; monitoring, review and providing feedback re data inputted in the MIS; updating partners on the recent MIS developments, sharing the latest MIS version with Partners, and; reporting to EDC errors encountered in the MIS.
- ***Finalization of May-December Monitoring Report.*** ELSA, through IYF, finalized the monitoring report conducted in Clusters 2 and 4. Entitled ***Voices from the Field: Project Learnings in May-December 2009***, the report describes perceptions of beneficiaries, partners and project stakeholders on the various strategies and deliverables of EQUALLS 2 during the project stage when EQUALLS 2 commenced full implementation of project interventions in the ELSA sites.
- ***Learning Agenda.*** As in the previous quarters, the five ELSA partners participated in EDC-led initiatives on community assessment, Madrasah assistance and LAR. ELSA, through IYF, continued to do work on its on-ground study in 2 project communities with indigenous peoples, Maibu in South Cotabato and Libi in Sarangani. This effort is geared towards determining perceptions of indigenous peoples to the EQUALLS 2 interventions.

Major Concerns during the Quarter

- Because of the volatile peace and order situation in Basilan and part of Cluster 4 (Cotabato City and Sultan Kudarat) ELSA had to reschedule/reset or change the venues of training programs until the situation normalized. Although no events were cancelled, extra efforts had to be made in order to ensure the safety of the participants to the project activities as well as the project staff.

- ELSA encountered difficulty in scheduling of LSB trainings in Bongao due to non-participation of LSB members in meetings. LSB members are affiliated in different political parties and because of the coming elections, they have reservations attending LSB trainings attended by groups belonging to different political parties.
- The rotating brown-outs in Region 12, expected to last until June 2010, limits the work that can be done. Coordination with the local power provider was done to ensure that work is planned to maximize use of power. NDMU uses its generator sets to augment the power during power outage; however, this becomes additional overhead costs-- its maintenance/repair may have to be part of budget consideration.
- For the period under review, ELSA continued to await EQuALLS 2 management guidance on the EiE and education report card interventions to be provided by the project.
- Per DepED, TICs are not mandated to conduct classroom observation and provide feedback to their teachers. ELSA suggested that TICs can provide support to their teachers through LAC sessions or meetings, where issues and problems in the classroom may be discussed.
- The ELSA sub-tiers encountered difficulty of tracking whereabouts of completers and graduates. Some graduates completers could no longer be tracked because they have relocated somewhere. Tracking of graduates was done by asking relatives, friends, teachers of the completers. Some were being traced thru their mobile phones; encouraged IMs to consciously log whereabouts of their graduates; used and administered LAR forms to qualified respondents.
- Some CLCs were not conducive to learning because of poor ventilation, and limited facilities. The community lent chairs and other resources until the CLC refurbishments were completed.
- There were also difficulties encountered in identifying OSCYs in about 33 barangays being served by the project hence, the ELSA sub-tiers did recruitment in 38 other barangays within the same project municipalities.
- There is need to provide additional items in the science/math kits, especially those which cannot be sourced from local or indigenous materials. Further, there was delay in the provision of training kits.
- As pointed out in previous QPRs, it is requested that announcements of meetings/workshops have more lead time, as well as include the agenda so that participants can prepare their inputs to help ensure better appreciation and active participation. In some IRs, definite dates have been set in the EQuALLSwide program of activities. For IR2, activities, setting in advance schedules of activities and topics to be discussed would be appreciated.
- Another concern that persists is the clarification of roles in the implementation of EDC-led activities or EDC initiated programs which are not part of the Grant Agreement. In this Quarter's Tudlo's Reading Camp project, the Partners assisted in the coordination up to a certain extent but did not assume responsibility for the implementation activities.

PART TWO: TECHNICAL PROGRAM ACCOMPLISHMENTS, CHALLENGES/ISSUES

IR1: Increasing learning opportunities through community support for education

Table 1. IR1 Activities Conducted and Results Obtained

Activities	Results
1. Coordination meetings 1.1 ELSA Partners	Coordination meetings among ELSA partners continued throughout the quarter. ELSA field partners shared their accomplishments and plans for the next period. In Basilan, following were discussed during the coordination meetings:

Activities	Results
	<ul style="list-style-type: none"> • Nagdilaab Foundation looked at the possibility of responding the concern of the LSB of Hji. Muhtamad to assist the out-of-school youth as expressed in the MEA validation. Few days after the coordination meeting, Nagdilaab Foundation implemented the basic literacy and the accreditation and equivalency in Hji. Muhtamad. The learners in this program are: Basic Literacy- 53 and A& E- 63 • Ayala Foundation assessed the possibility of depositing the funds for the Youth Civic Engagement to CCF parents association account due to the project policy that PTCA CIG funds shall not be mingled with other funds. <p>In Tawi-tawi, the following items were taken up:</p> <ul style="list-style-type: none"> • Mahardika Institute of Technology shall identify CIG/s in the school-less areas • ELSA partners will give program updates during LSB monthly meetings • Discussed the possibility of CLC management team to attend the resource mobilization/lobbying training conducted by Ayala Foundation. • Participation of the youth and out of school youth in the Brigada Eskwela'10 Activities • Participation of in-school and out-school youth in MEA validation in Panglima Sugala. <p>In Cluster 4, the partners coordination meetings during the Quarter provided a venue for the ELSA field partners for updating each other on project activities and discussion of operational and coordination issues.</p>
1.2 Local stakeholders	<p>Continuing coordination in the municipal LGU, LSB and barangay LGUs resulted in the following:</p> <ul style="list-style-type: none"> • The Bongao LGU provided the documentation report of Tubig Mampallam ES that was affected by fire. • The LGU of Panglima Sugala continuously supported the program activities through provision of transportation support during project monitoring and brigada planning, distribution of books to beneficiary schools • Participation of LSBs of Panglima Sugala, Maluso, Lantawan and Hji. Muhtamad in the LSB trainings, MEA validation and other EQuALLS2 activities • Commitment to provide support in the Brigada Eskwela. The barangay LGUs participated in the planning and committed to provide support in terms of materials, freight and handling and labor • DepEd Division and District officials were regularly updated about the programs. DepEd personnel were also mobilized as resource persons in some of the trainings/sessions such as the Understanding on Performance Indicators, Review on SIP and in the conduct of ESM Fairs

Activities	Results			
	<ul style="list-style-type: none"> Coordination with the military for the regular updates of the peace and order situation in the area especially in Basilan. 			
<p>2.0 Capability-building Activities</p> <p>2.1 Summary of PTCA Trainings</p>	<p>During the quarter in review, a total of 78 training courses were conducted participated in by 436 PTCA organizations (service count) with 3,581 training participants.</p>			
		<p>Number of Trainings</p>	<p>Number of PTCAs/ Youth (service count)</p>	<p>Number of Participants (service count)</p>
	i) Leadership Training	24	95	1,039
	ii) Personal Effectiveness and Teambuilding	1	5	33
	iii) Reporting and Presentation Skills	1	35	255
	iv) Project Management	4	19	158
	v) Review of Organizational Plan	14	49	482
	vi) Fund Management	5	51	234
	vii) Budgeting Training	3	14	491
	viii) Constitution and By-laws Preparation	9	60	306
	ix) Understanding Education Performance	1	4	53
	x) SIP Orientation	8	55	397
	xi) Orientation on Committee Organizing	6	49	388
	xii) Resource Mobilization	2	42	129
	xiii) Youth Engagement: Project Management	2		44
	Total	82	478	3,754
i) Leadership Training	<p>24 Leadership Training events were conducted in cluster 2 and 4 for 95 PTCAs. About 1,039 PTCA key officers, representatives from BLGUs and school heads attended the trainings.</p> <p>The participants expressed that the training had broadened their awareness on how leadership could foster full participation of members in project planning, implementation and monitoring. Moreover, the participants also expressed the influences of good leadership in making effective organizational and project management of the PTCA.</p> <ul style="list-style-type: none"> Recognizing the PTCAs role in making their organizations become successful, the PTCA officers of Tubon ES, Matolo ES, Logpond PS, Maluso CES, Atong-atong ES, Landugan ES are functioning based on their defined roles and responsibilities in the PTCA such as the president is presiding meeting, the secretary is taking notes during meeting and treasurer is keeping the organization's fund. The PTCAs of Guisan-ang ES, Buan ES, Matolo ES, Magsaggaw ES, Switch Yakal ES, Lakit-lakit ES, Concepcio CES expressed that they are motivated to pursue their initiatives in responding education issues in their respective schools. They initiated various strategies in 			

Activities	Results
	<p>generating resources in order to implement their plans such as the PTA Family Day, Five Peso per Market Day, Fencing , Science lab. Engagement of BLGUs in the planning and implementation of projects was also promoted.</p> <ul style="list-style-type: none"> • The PTCA officers in Ambalgam ES, Gaunan ES shared that the training helped them recognized their potentials and roles as leaders in responding education issues in their respective community. They are now more motivated and active in attending meetings and school activities. • The different leadership styles and qualities of a good leader helped the PTCAs of Panay ES, San Vicente ES, Renibon ES, Buluan ES, Tubon ES realized the critical role they play in addressing education issues. They also realized the value of community involvement in responding education issues. • The PTCA of Maibo ES also expressed that the training helped in reactivating their organization. Relationship among officers, members teachers and BLGUs was strengthened. • The PTCAs of Tinumigues ES and Didtaras ES realized that the program helped them help themselves in responding education issues in their community. • During the trainings, self-confidence of the PTCA officers has increased as manifested by their active participation during workshop and presentation of outputs. Officers have showed confidence in leading their organizations as indicated by the increased numbers of members attending meetings and implementation of projects. Magsaggaw ES PTCA implemented the school fencing and fabrication of bookshelves, Nalil ES PTCA for the construction of comfort room, Simandagit ES PTCA implemented the educational wall, book shelves, Tongsina ES PTCA for the refilling of school ground. • Pamucalin ES PTCA officers expressed that the problem solving sessions helped them in settling conflicts within the group. • Shipyard ES PTCA President expressed that too much meddling and strictness affected his relationship with other officers
<p>ii) Personal Effectiveness and Teambuilding</p>	<p>One (1) Personal Effectiveness and Teambuilding Training event conducted in Tawi-tawi with 33 participants from 5 PTCAs.</p> <p>During the training, the participants recognized the individual uniqueness and differences that helped them understand each other in order to have better working relationship.</p> <p>The value of teamwork has contributed so much in achieving the plans of the PTCAs of Patok-patok, Dungon ES and Balimbing ES. The good working relationship between officers and members resulted in increased participation in meetings and other PTCA activities and projects.</p>
<p>iii) Reporting and Presentation Skills</p>	<p>Seven (7) Reporting and Presentation Skills Training events were conducted in cluster 4 participated in by 255 officers and members from 35 PTCAs.</p> <p>All the 35 PTAs attended the trainings have formulated their annual reports and presented them during the general assembly last March. The PTCAs agreed that they will include monitoring and evaluation report of the Brigada Eskwela 2010, existing projects and fund raising</p>

Activities	Results
	<p>activities in the next general assembly which will happen in the first quarter of the next school year.</p> <p>The San Felipe PTCA is practicing the monthly reporting of their projects including the financial and other activities. While PTCAs of New Lambunao ES and Cabuling ES ensured that minutes of the meeting are being done and major agreements are being recorded so that these could be reported in the next PTCA meetings.</p>
iv) Project Management Training	<p>Four (4) Project Management Training events were conducted in Basilan for 17 PTCAs. About 158 officers attended the trainings.</p> <p>The PTCAs have been implementing various projects. The training was designed to enhance the skills of the PTCA officers and members to effectively manage their projects.</p> <ul style="list-style-type: none"> • The participants realized the importance of the implementation and monitoring strategies of the project. The Maluso CES PTCA officers agreed to revisit their monitoring strategies in the science laboratory project to ensure that it will be sustained and benefit the students. • All the 17 PTCAs who attended the training have formulated their implementation and monitoring strategies based on the projects they implemented.
v) Review of Organizational Plans	<p>A total of 14 sessions on Review of Organizational Plans were conducted with 482 participants from 49 PTCAs in Cluster 2 and Cluster 4. Some visible results of these activities were:</p> <ul style="list-style-type: none"> • PTA officers have deeper understanding on the new mandate • The PTAs have reviewed their VMGO and confirmed its relevance to their organization. • The sharing of experiences among PTAs in the implementation of their plans provide opportunities to learn from success stories for possible replication • The PTAs have revised their plans based on the emerging needs and current situations. • the PTA realized the importance of installing sustainability mechanisms of their interventions • PTA also recognized to strengthen its resource mobilization, networking and linkaging in order to accomplish their plans
vi) Fund Management	<p>Five (5) Fund Management trainings were conducted for 51 PTCAs involving 234 participants.</p> <ul style="list-style-type: none"> • The participants have expressed understanding on the basic principles fund management. • Krislamville ES PTCA started recording the funds from membership contribution at PhP 30.00/member and fund raising activities like Mr. & Ms. PTCA, King and Queen of Hearts. • Mangilala PTCA is started implementing simple recording of their funds. The PTCA has also formulated systems on collection of PTCA members' contribution. While the Maibo ES PTCA is using the cash receipt and cash disbursement books. • Recognizing the importance of proper safekeeping of funds, Luayan ES has opened a bank account. The PTCA has also started preparing the annual financial report and the monetizing of the in-kind donations of its members and other stakeholders. • PTCAs of Kasawi ES, Parian Baunoh and Portholand ES started

Activities	Results
	<p>recording their funds for the counterpart of the CIG. Parian Bauno has also opened bank account</p>
<p>vii) Budgeting Training</p>	<p>Three (3) Trainings on Budgeting were conducted in cluster 2 involving 51 participants from 14 PTCAs.</p> <ul style="list-style-type: none"> • All the PTCAs attended the trainings have drafted annual budget based on their plans. • PTCAs were also able to identify possible sources where to get their budget. In Switch Yakal E, the PTCA identified the Escoba (<i>broomstick</i>) Mo, Edukasyon Ko, while the PTCAs of Kasawi ES and Swith Yakal ES identified the MLGU, BLGU and other local organizations
<p>viii) Formulation of Constitution and by-laws</p>	<p>Nine (9) sessions on the formulation of Constitution By-Laws were conducted in cluster 4. The sessions involved 491 participants from 60 PTCAs.</p> <p>A one-day session on the formulation of constitution and by-laws was conducted due to its importance in governing the way the PTCA operates. The PTCAs were provided with this assistance to ensure that their CBL suits their needs. With the CBL, rules are established to guide the PTCA operations. Rights and responsibilities of key officers were also described/defined.</p> <p>All the PTCAs attended the training drafted the CBL and will present these CBL to the general assembly on first quarter of the next school year for their approval.</p>
<p>ix) Understanding education indicators</p>	<p>Recognizing the importance in the understanding of various education indicators in analyzing education problems and issues, the project continuously conducted orientation on this area.</p> <p>In Basilan, one session was conducted attended by 53 participants from the 4 PTCAs. In cluster 4, this session was done during the conduct of the review of organizational plans.</p> <p>The participants expressed appreciation of the performance indicators and realized the importance of these data in guiding them in the planning of interventions.</p>
<p>x) Orientation on School Improvement Plan (SIP)</p>	<p>The School Improvement Plan (SIP) is considered the road map that set-out the changes a school needs in order to improve the level of students' achievement. Ideally, SIP shall be formulated in consultation with stakeholders and implemented this in partnership also with stakeholders. However, the practice is that only the school head prepared the SIP. Recognizing this concern, a session on the orientation of SIP was conducted to make the PTCA understand the importance of SIP and their role in the formulation and implementation of the SIP.</p> <p>For this quarter, 8 sessions on the Orientation of SIP were conducted involving 55 PTCAs with 397 participants in cluster 2. During the sessions, the school heads and PTCA officers agreed on their involvement of the PTCA in the formulation and implementation of SIP. It was further agreed during the sessions that the PTA plan will be integrated in the SIP .</p>

Activities	Results																				
	The school heads of Concepcion ES, Shipyard ES, Atong-atong ES, Landugan ES have expressed to include the PTCA development in the SIP.																				
xi) Orientation on Organizing Committees in PTCAs	<p>Six (6) sessions on the Orientation on Organizing PTCA Committees were conducted to 49 PTCAs with 388 participants.</p> <p>This session was provided to help PTCA create committees that would enhance the project management of the organization.</p> <ul style="list-style-type: none"> • During the training, the PTCAs recognized the relevance of organizing committees to be more effective in managing the organization's initiatives and sharing of responsibilities. • The PTCAs were able to identify committees relevant to their organizations like in Panglima Arasia ES, the PTCA organized a committee on collection and marketing to enhance the implementation of the 'Basura Ko, Edukasyon Mo Project', Atong-atong ES created the monitoring committee who will be responsible in the monitoring of the PTCA projects. • The PTCAs also realized that they need to revisit their organizational structure to identify the appropriate committees in their organizations. Defining the roles and functions of the committees were highlighted to avoid duplication and overlapping. 																				
xii) Community-based Resource Mobilization Training	<p>Two (2) training events were conducted for 42 PTCAs from Bongao and Panglima Sugala, composed of 129 individuals (49 males and 80 females). The participants were able to prepare resource mobilization strategies for the activities that they have identified.</p> <p>The training's outputs were concrete plans on what activities to focus on, what resources to raise, and how to raise resources</p>																				
xiii) Youth Engagement: Training on Project management	<p>A total of 44 youth, both in-school and out-of-school attended the post-leadership training activities in Durian Park, Polomolok, South Cotabato last February 16-18, 2010 and St. Joseph's Retreat House, Datu Odin Sinsuat last February 19-21, 2010 for Cluster 4. In Rachel's Placel, Bongao, Tawi-Tawi last February 26-28, 2010. By location, the number of participants are as follows: Cluster 4 - 18; Tawi-Tawi - 26; Total—44.</p> <p>The training enabled the participants to develop education-related project proposals in order to respond to the education issues they have identified during the community scanning exercise.</p>																				
2.2 LSB Trainings	<p>3 training/workshop events were organized and participated by 4 (head count) LSBs -- 145 participants attended these events.</p> <table border="1" data-bbox="586 1514 1468 1787"> <thead> <tr> <th></th> <th># trngs</th> <th># LSB</th> <th># Pax</th> </tr> </thead> <tbody> <tr> <td>i) Policy Formulation</td> <td>1</td> <td>3</td> <td>20</td> </tr> <tr> <td>ii) MEA Validation</td> <td>1</td> <td>1</td> <td>105</td> </tr> <tr> <td>iii) Resource Mapping and Networking</td> <td>1</td> <td>3</td> <td>20</td> </tr> <tr> <td>Total</td> <td>3</td> <td>7</td> <td>145</td> </tr> </tbody> </table>		# trngs	# LSB	# Pax	i) Policy Formulation	1	3	20	ii) MEA Validation	1	1	105	iii) Resource Mapping and Networking	1	3	20	Total	3	7	145
	# trngs	# LSB	# Pax																		
i) Policy Formulation	1	3	20																		
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Total	3	7	145																		
i) Policy Formulation and Analysis Training	Twenty (20) LSB members from the 3 LSBs in Basilan attended the Policy Formulation and Analysis Training. This training was designed to enable the LSB members formulate policy advocacies that would support and ensure implementation of education agenda and after the																				

Activities	Results
	<p>training events, the LSBs:</p> <ul style="list-style-type: none"> • Demonstrated skills on policy issue analysis • Formulated the policy agenda. Policies formulated in Lantawan LSB focused on the provision of educational supplies to students while Maluso LSB on construction and repair of school building. Enhancing the use of English language in school was the focused of Hji. Muhtamad LSB. • LSB members were able to appreciate the political mapping as an effective tool for policy advocacy.
<p>ii) MEA Validation</p>	<p>The MEA Validation was conducted in Panglima Sugala involving 105 representatives from LSB, PTCA, LGUs, line agencies, parents, youth, business and other local organizations.</p> <p>The participants to the validation confirmed that the MEA was responsive to the education issues of the municipality. As a result, meetings of the Municipal Development Council and the Sanguniang Bayan were done approving the resolution that the MEA will be integrated in the ELA.</p> <p>In Bongao, the MEA validation will be done after the May election due to difficulty in convening the LSB members because they are affiliated with different political parties</p> <p>The MEA of Lantawan and Hji. Muhtamad were signed by the LCE and were endorsed to Sanguniang Bayan for public hearing and adoption. The schedules of the public hearing and adoption were affected by the upcoming election.</p> <p>In Maluso, the MEA was finalized and for signature of the LCE.</p>
<p>iii) Resource Mapping and Networking</p>	<p>This training was designed to enable the LSB members develop proposals and establish networks to possible sources that could support the implementation of the MEA. One training was conducted for the 20 LSB members from the 3 municipalities of Basilan. Upon the completion of the training, the participants:</p> <ul style="list-style-type: none"> • Drafted at least 2 proposals in each LSB. The LSB members will match these proposals to possible donors. The Lantawan LSB prepared proposals that would respond on the health and nutrition issues for the schoolchildren. Maluso LSB has developed the proposals on construction of two-unit school building and remedial reading. While Hji. Muhtamad LSB prepared proposals for the construction of the two-classroom building and construction of the comfort rooms in Lubukan ES. • LSB members appreciated the use of the resource finder in order to mobilize resources to forward their education agenda
<p>3.0 Technical Assistance</p> <p>3.1 TA on Community Incentive Grant (CIG) Development and other PTCA activities</p>	<p>In Basilan, the following technical assistance work was provided :</p> <ul style="list-style-type: none"> • Assisted the following PTCAs in proposal preparation for their CIG projects: <ul style="list-style-type: none"> ➢ Landugan ES- ETV ➢ Lubukan CES-Pumpboat Project ➢ Camanggaan ES- Water System ➢ Portholland CES-Construction of Pathway Project

Activities	Results
	<p>➤ Lower Manggas ES- Classroom Construction Project</p> <ul style="list-style-type: none"> • Assisted the PTCAs in the implementation of CIG <ul style="list-style-type: none"> ➤ Assisted the Maluso Central Elementary School PTCA in complying the Field Monitoring Tools for CIG. ➤ Strategized with the Swith Yakal PTCA on policy formulation and sustainability for their ETV ➤ Assisted Lower Banas and Switch Yakal PTCA in the preparation of CIG leverage report. ➤ Assisted the PTCA in tapping Lamitan Central ES teachers for the teachers training on the integration on audio-visual materials into their lessons. A training was conducted with 16 participants from 7 schools. ➤ Assisted the 5 PTCAs (Lower Banas ES, Switch Yakal ES, Concepcion ES, Pamucalin ES, Gaunan ES) in the finalization of list and processing of the purchase of the ETV tapes/disc on ABS-CBN. ➤ Assist the Shipyard ES PTCA in mobilizing the district for the health orientation for the parents. At least 45 parents attended the orientation. This orientation is part of supplemental feeding project. <p>In Tawi-tawi, technical assistance included:</p> <ul style="list-style-type: none"> • Assisted the new PTCAs of Biha PS and Badjao ES in the formulation of their VMGOs and Plans. Biha PS was merged before with Buan ES thus the one PTCA for both schools. The same case with the Badjao PS and Sama Kasulutan ES. • Assisted the PTCAs of Pagasinan ES, Panglima Jalman ES, Magsaggaw ES, Hji. Yahiya ES , Salip Angkaya Patal and Bauno Garing ES, in the revision of their constitution and by-laws • Assisted in the formulation of resource mobilization plans of the PTCAs of Magsagaw ES, Bauno Garing ES, Tubig Mampalam ES, Karungdong ES • Provision of inputs with the LSB members on the presentation of the MEA during the MEA validation. Strategized also with the LSB on installation of monitoring systems on education performance indicators • Assisted the PTCAs of Hji. Yahiya, Panglima Anao, Pag-asa ES in accomplishing requirements for the opening of accounts • Provided inputs/tips to Magsaggaw ES PTCA on the negotiation with the owner of the adjacent lot regarding the fencing of the school premises • Assisted the Magsaggaw ES PTCA linked with the Barangay LGU for the CIG counterpart. BLGU committed PhP 45,000.00 from the 20% development funds • Assisted PTCAs in the CIG implementation, as follows: <ul style="list-style-type: none"> ➤ Assisted Simandagit ES PTCA and Lakit-lakit ES PTCA in the finalization of ETV materials and linked the PTCAs to ABS-CBN Foundation ➤ Assisted Tubig Tanah ES PTCA in the installation of system in purchasing and disbursements of funds ➤ Assist PTCA in the purchase of textbooks <p>For Cluster 4, technical assistance consisted of:</p> <ul style="list-style-type: none"> • 11 PTCAs underwent CIG development. Of the 11, 6 PTCAs

Activities	Results
	<p>(Kangkong ES, Kabulukan ES, Magsaysay ES, San Vicente ES, Tantangan CES, Doroteo Pastor Memorial ES) prioritized the provision of audio-visual facilities, 1 PTCA proposed water system (Ambalgan ES), 3 PTCAs proposed science laboratory equipment (Bukay Pait ES, J. Marquez ES, Sto. Nino ES) 1 PTCA for the construction of comfort room. Of the 11, 2 are on process of review</p> <ul style="list-style-type: none"> • Assisted Ambalgan ES in the formulation of constitution and by-laws and ratification of PTA Vision and Mission • Assisted the PTCA in CIG implementation <ul style="list-style-type: none"> ➢ Strategized with the Teresita ES PTCA in the identification and creation of committees for the CIG project implementation ➢ Assisted the PTCAs of New Ilo-ilo, Saliwo ES, Esperanza ES, San Felipe ES, Villamor ES in managing their CIGs
3.2 TA on Brigada Eskwela Preparation	Assisted 96 PTCAs in Brigada planning brigada and identified possible sources for the counterpart. The PTCA based their Brigada activities from their plans. Priority activities are classroom repair, establishment of reading corners, CR construction, classroom repainting and fabrication of tables and benches. The barangay LGU committed to provide counterpart such as additional materials, labor, food, hauling. Out of school youth, IMS, Military and LGUs will be mobilized in the brigada.
3.3. TA on Community Mobilization and Resource Mobilization	<p>Provided technical assistance to the following project sites in Cluster 4:</p> <p>In Lambayong, Sultan Kudarat, nine (9) schools were assisted: Mamali ES, Kabulakan ES, Tumiao ES, Palumbe ES, Lilit ES, Pidtiguian ES, Pimbalayan ES, Madanding ES, and Maligaya ES.</p> <p>The above-listed schools were able to implement fund raising activities to finance their various projects like covered court, school stage, sound system, lawn mower, computer, supplemental feeding and fencing.</p> <p>Cash amounting to P640,000 was raised from various means like contributions from PTA graduating class and LGU. Non-cash contribution in the form of labor, materials and others were also raised.</p> <p>In Esperanza, Sultan Kudarat, provided technical assistance to Saliwo ES in raising funds for their fencing project. Funds amounting to P57,446 was raised from DepEd, PTCA, and PTA King and Queen of Hearts.</p> <p>In Cotabato City, provided technical assistance to assisted schools. All of the schools were able to raise funds from membership contributions, PTA contributions, King and Queen of Hearts, and special project fund.</p> <p>In Malapatan, Sarangani, provided assistance to Tuyan ES, Malapatan CES, Lun Padidu ES and H. Diamalod ES in raising funds for EQUALLS events and projects.</p>
3.4 TA on Formulation of PTA/ PTCA Constitution and By-laws	Technical assistance in Cluster 4 covered: formulation of Constitution and By-Laws, PTA implementing guidelines, project proposal preparation, review of mandate and monitoring of plans and activities. Assisted were: Pigcawayan, North Cotabato, provided technical assistance to Nagret ES, Patot ES, Upper Balogo, ES, Kimarayag ES, Simsiman ES, Kadingilan PS, Matillac ES, Libungan Torreta ES, Payong-Payong ES, Buluan ES, Capayuran ES, Gallego ES, Midpapan ES, Tigbawan PS, Tubon ES, Upper Baguer ES, and Malagakit ES on

Activities	Results
	<p>In Malapatan, Sarangani, technical assistance was likewise provided to H. Diamalod ES, Libi ES, and Francisco A. Cagang Elementary School in drafting their Constitution and By-Laws. In addition, technical assistance on how to open a bank account was given, resulting to the opening of accounts of Lasang ES, Malapatan Central ES, Lun Padidu ES, and H. Diamalod ES.</p> <p>In Sto. Nino, South Cotabato, assisted PTAs of Magsaysay ES, San Vicente ES, and Guinsan-an ES in finalizing their VMG and Constitution and By-Laws.</p> <p>In Cotabato City, all the 6 assisted schools were provided technical assistance in the areas of Constitution and By Laws formulation, review of organizational mandate of PTAs, and proposal preparation.</p> <p>In Esperanza, Sultan Kudarat, provided technical assistance to Esperanza CES, Saliwo ES, Villamor ES, Dorotheo PMES, Saga ES, Manirub CES, Numo ES, Ala CES, Salabaca ES, Magsaysay ES, New Panay ES, Daladap ES, Kangkong ES and Dukay ES in identifying educational issues, drawing up plans for resource mobilization, drawing work plans, formulation of Constitution and By-Laws, and opening of bank accounts.</p> <p>In Tantangan, South Cotabato, provided technical assistance to New Iloilo ES, Bukay Pait ES, and Maibo ES in formulating their VMGs.</p> <p>In Lambayong Sultan Kudarat, provided technical assistance to Kabulakan ES, Tumiao ES, Palumbe ES, Mamali ES, Madanding ES, Pimbalayan ES, Pidtiguian ES, and Maligaya ES in Constitution and By-Laws formulation, VMG setting, and project proposal preparation.</p> <p>As almost schools have received capacity building inputs already, next in line is the consolidation of barangay educational agenda into the municipal educational agenda.</p>
<p>3.5 TA to on Youth Leaders on Preparing Leadership Training Plans</p>	<p>For Cluster Cluster 2, technical assistance work included:</p> <p>Organized a one-day Facilitator's Training for 35 youth volunteers, a program of the Tawi-Tawi Youth Movement for Solidarity and Peace (TYMSP), an alliance of youth trained under EQuALLS and Cultures Across Mindanao Project, in Bongao, Tawi-Tawi last March 6, 2010 to assist the youth in preparing a leadership training plan for the other municipalities of Tawi-Tawi.</p> <p>In addition, discussed sustainability plan with TYMSP, specifically to identify plan sources for next set of activities.</p> <p>In Basilan, 12 active youth campers from Lantawan and 7 from Island were mentored in conducting community scanning. Technical assistance was also given to campers from Barangay Matarling, Lantawan on resource mobilization.</p>
<p>3.6 TA to Youth Leaders on Project Implementation</p>	<p>Also for Cluster 2, technical assistance was in the areas of::</p> <p>In Bongao, Tawi-Tawi, the 45 trained youth implemented a project in Tongsinah Child Friendly Elementary School located in Barangay Tongsinah. In partnership with a local youth organization called KAPARIZ. a storytelling activity was held at the Tongsinah Multi-purpose</p>

Activities	Results
	<p>Hall and followed by the donation of storybooks. The barangay of Tongsinah lent their boat to transport the youth volunteers.</p> <p>Last March 13-14, a leadership echo camp for the youth was organized by TYMSP in Pagasinan National High School and Sanga-Sanga National High School. A total of 50 youth participated and 15 TYMSP volunteers facilitated the activity.</p> <p>In Maluso, Basilan, trained youth partnered with Child Fund Philippines in conducting remedial reading for conflict-affected students of Tubigan Elementary School. Also, to respond to the February 26, 2010 conflict in Barangay Tubigan, Maluso, the trained youth were able to collect 5 sacks of used clothing for the families of massacre victims.</p> <p>Trained youth from Matarling, Lantawan raised Php11,200 from the basketball and volleyball tournaments they have organized. Other fund raising activities like Search for False Gay, Mr. and Miss Matarling and Emperor and Empress of Matarling are lined up to raise additional P20,000 for the school fencing project that the youth would like to implement.</p> <p>Community scanning activities were implemented by the trained youth from Lantawan and Maluso of Basilan and Panglima Sugala of Tawi-Tawi. As a result of the scanning activities, the youth were able to analyze their community's education situation and formulated responses to address the situation.</p> <p>For Cluster 4, the following technical assistance was provided: In Barangay Tumiao, Lambayong, Sultan Kudarat, trained 25 youth leaders re-echoed their learnings from the camp. Last January 9, 2010, 23 youth from Sangguniang Kabataan and Catholic Youth Movement attended the event held at the Barangay Plaza of Tumiao.</p> <p>Still in Lambayong, specifically in Pimbalayan Elementary School, implemented supplemental feeding for Grades 1 and 2 pupils that started January 25, 2010. PTA officers took care of marketing while parents took care of food preparation of noodles with malunggay and arroz caldo with chicken. So far, 3 rounds of training have been implemented already.</p> <p>In Bukay Pait, Tandingan, trained youth partnered with Bukay Pait PTA, Student Government Council, and Bukay Pait teachers to implement a remedial reading activity that started last February 16, 2010. Total of 89 non and slow readers from Bukay Pait Elementary School benefited from the project.</p> <p>Community scanning activities were implemented by the trained youth from Cotabato City, Lambayong (Sultan Kudarat), Pigcawayan (North Cotabato) Sto. Nino (South Cotabato), and Malapatan (Sarangani). As a result of the scanning activities, the youth were able to analyze their community's education situation and formulated responses to address the situation.</p>
3.7 Youth Mobilization for assistance in PTA Capacity Building and other EQuALLS-related activities	<p>In Cluster 2, following youth mobilization activities were conducted:</p> <p>In Panglima Sugala, Tawi-Tawi, mobilized 5 youth from barangays Batu-Batu, Malacca, and Bauno Garing in the PBSP-led validation of</p>

Activities	Results
	<p>Municipal Education Agenda.</p> <p>Youth representatives from Barangays Atong-Atong, Baungis, Canibungan, Matarling, Swith Yakal, Palahangan, Panducan, Tausan and Landugan in Lantawan, Basilan actively participated in the leadership training of PTA officers in Lantawan. Two(2) youth from Matarling, Lantawan served as secretariat and documentor in PBSP-led training.</p>
Other IR 1 Activities	
1. Assisted EDC in mobilizing youth participants for Imam Talal Eid's Dialogue with selected Cotabato youth last February 2010.	In Cluster 4, particularly 20 in-school and out-of-school youth from Cotabato City and Pigcawayan, North Cotabato, were mobilized for Imam Talal Eid's dialogue held last February 13, 2010 in Estosan Hotel, Cotabato City.
2. Attended RIG visits in Cotabato City (February 17, 2010), Pigcawayan, North Cotabato (February 18, 2010) and Tantaran, South Cotabato (February 25, 2010)	Took charge of mobilizing ELSA Partners and education stakeholders from Cotabato City, Pigcawayan, North Cotabato and Tantaran, South Cotabato for the RIG visits. Three (3) schools from Cotabato City, 5 schools from Pigcawayan, North Cotabato and 4 schools from Tantaran, South Cotabato were visited by the RIG auditors.
3. Esperanza and Tantaran ICT Training Mobilization	Coordinated with Division and District offices of DepEd in identifying and submitting to EQuALLS 100 participants each from Tantaran, South Cotabato and Esperanza, Sultan Kudarat.
4. Madaris Assistance	Mobilized RBEC teachers from assisted Madaris for the EQuALLS-led diagnostic test last February 2010. Teachers came from the following Madaris: Markadz Bilal Bin Rabah (Malapatan, Sarangani), Madrasa Al Arabi Al Islami (Malapatan, Sarangani), Madrasah Al-Ansar Al- Ibtidaeyah, (Cotabato City), Kutawato Darusallam College, Inc. (Cotabato City)
5. Mobilized Saliwo ES, Esperanza, Sultan Kudarat last February 9, 2010 for the classroom turn-over.	ELSA partners—AFI and Petron Foundation -- conducted pre-turnover preparation work with DepEd Malapatan officers, specifically: discussion of the activities, sequence guide and individuals who would give messages during the program. The
5. Mobilized Tuyan Elementary School, barangay officials of Tuyan, local government of Malapatan, PTA and students for the visit of Acting U.S. Ambassador to the Philippines.	Activities during the visit of Acting U.S. Ambassador to the Philippines last March 5, 2010 included: school turn-over, presentation of peace education strategy of Tuyan ES, turn-over of EQuALLS Salaam video, and turn-over of BBF books.

Table 2. IR1 Challenges, Issues and Action Taken

Challenges/Issues	Action Taken	Outstanding Issues
1. Volatile peace and order situation in Maguindanao and Basilan	Suspension of work in times of conflict	
2. Updates on education in emergency situation and community education report card	Waiting for EQuALLS' guidance on the interventions to be provided by the project.	
2. Some officers of Calugusan ES PTCA and Baungis PTCA were	Invited the PTCA in the next trainings	

Challenges/Issues	Action Taken	Outstanding Issues
not able to attend the scheduled trainings because of “rido” or conflict in their area		
3. The PTCAs of Abong-abong, Tubigan ES, Pali PS and Taberlongan PS did not attend the Project Management Training because of the massacre incidents in Tubigan	Rescheduled the PMT training in April 2010.	
4. Staff were pulled-out due to the massacre in Tubigan	Staff re-scheduled the training and monitoring activities	
5. Difficulty in scheduling of LSB trainings in Bongao due to non-participation of LSB members in meetings. LSB members are affiliated in different political parties	Rescheduled the training after the election	

IR 2: Strengthening capacity for teaching English, Science and Mathematics

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

Activities	Results
<p>1.0 Training ++</p> <p>1.1. Language Functions for Math and Science Mentors</p>	<p>Four (4) training events on Language Functions for Math and Science mentors were conducted participated in by 182 mentors, DepEd officials, schools heads. The training intended to help improve the speaking skills of mentors and to develop their skills in using the English language. Participants were required to speak and use English in different situations through role plays and discussions.</p> <p>The modules for this training were the same modules used for English mentors, such as the modules on introducing people to others, asking and giving advice, expressing agreement/ disagreement, controlling a conversation, persuading someone to change points of view, comparing and contrasting, explaining and asking for explanations, giving and asking directions, describing and reporting data. However, the activities in selected modules were modified to fit the context of the participants and make them applicable to their areas of specialization.</p> <p>The participation and cooperative response towards the different activities of the modules were evident among the participants. The training made use of simulation exercises such as dialogues, dyad and group conversations as major activities to improve their communication skills and to use the different expressions in practical situations.</p> <p>The participants’ significant learnings were along the areas of using unconventional expressions, giving advice, controlling a conversation, expressing agreement and disagreement, reporting data and comparing and contrasting. However, the facilitators noted that the participants need reinforcement in terms of providing trainings that will engage them in speaking activities/conversations using the English language. They also need grammar review since they have gained fluency in the use of language functions.</p>

Activities	Results
	<p>Participants have expressed, as reflected in the RTUP, conscious application of learning in their classroom, among their colleagues, and in different engagements.</p>
<p>1.2 Roll-Out Training on Language Functions for Basilan and Tawi-tawi Mentees</p>	<p>A total of seven (7) training events on the roll-out of the Language Functions for the mentees. About 326 participants from the 7 districts of Basilan and Tawi-tawi. The roll-out trainings were facilitated by different groups of mentor-trainers who underwent trainers' training on the roll-out of language functions. The training intended to help improve the speaking skills of mentees and to develop their skills in using the English language. Like the training for mentors, participants were required to speak and use English in different situations through role plays and discussions. The modules for this training were the same modules used for mentors</p> <p>During the training, participants were very responsive to the activities since most of them were first timers. Most of them used the expressions in the different conversations and activities. Most of the participants expressed their gratitude for what they have learned in the training especially the use of language functions in different situations. The training provided them insights to become effective communicators and made them realize to use English as the medium of instruction. The use of expressions was evident in their conversations in the different activities such as dialogues and role plays. The outputs and presentations of the participants were explicit proofs that they have learned the concepts especially on the use of expressions or key language. However, during sharing, the participants still resort to their vernacular, although noticeably, the participants tried their best to use the English language in the conversation.</p> <p>Trainers, on the other hand, expressed concerns over some participants who did not actively participate in the activities and suggested (1) personal effectiveness trainings to boost their confidence and (2) other trainings that will enhance their teaching methodologies.</p>
<p>2.0 For School Heads: SIP Review/ and Formulation (Basilan and Tawi-Tawi School Heads)</p>	<p>Two (2) SIP Review and Formulation Training events were conducted in Basilan and Tawi-tawi. A total of 73 school heads and DepEd officials participated in the training.</p> <p>The review and formulation of the SIP was conducted as a response to the expressed need of school heads to refresh previous knowledge and understanding of SIP and to enhance their knowledge and skills on how to appraise their existing plans, develop and implement revised or new school improvement plans. ELSA-PBSP's response was to assist them based on whatever foundations they had received in the past on SIP.</p> <p>Learning packages used for the training included BEAM modules. The training covered six modules. The first three modules led participants to recall and better understand the context upon which SIP was built – understanding BESRA background and the Key Reform Thrusts embedded in the policy, the Schools First Initiative as strategy, the School-Based Management's nature, processes and standards, and the indicators of effective schools. The succeeding three modules focused on the enhancement process of the SIP, with more details and emphasis paid to key elements of SIP, such as school context, vision-mission-goals-objectives, school improvement areas, monitoring and assessment. The facilitators also guided the participants on the assessment of their existing school improvement plans, serving as basis for their SIP revision.</p>

Activities	Results
	<p>Participants expressed appreciation of the training and a learning experience for them. They have come to know fresh ideas on SIP, the significant role of stakeholders in the formulation, implementation, monitoring and evaluation of SIP. Most often the SIPs were copied from the previous administration or SIPs were made by the school heads alone losing the value of stakeholders participation.</p> <p>In the process of assessing their SIPs, some issues and concerns unfolded:</p> <ul style="list-style-type: none"> • The vision and mission of most SIPs were expressed in so much broader terms, glossing over context, shared beliefs, culture, and realities of the school, and its participation to the immediate larger community. • The piece of accomplishment in most SIPs is resource management, nothing much on academic accomplishments. However, problems and issues expressed were mostly academic (e.g. low MPS) • Non-involvement of stakeholders in the formulation and monitoring of SIP • Monitoring and assessment of SIP were not consciously considered in the process as many expressed these areas as confusing or vague. <p>In this training, the following were discussed and considered as action points:</p> <ul style="list-style-type: none"> • The accomplishment on resource management inaccurately responds to the core issue - improving the quality of education, being an educational enterprise first and foremost. They were seriously encouraged to give much premium to curriculum development and staff management and development as they formulate their new or revised SIPs. • In the formulation of their SIP, they shall consider reviewing their vision-mission-goals-objectives to make them more adaptive and responsive to the realities, needs and expectations of the community and the people it serves; think of innovative ways on how to respond to the identified problems and issues. • It was also expected from the participants that they will submit a more comprehensive, more distinct SIP, reflective of their own setting, and not simply a duplicate of another SIP. • Ensure involvement of stakeholders in the formulation of the SIPs and integration of the PTCA plan in the SIP • The resource persons encouraged the participants to maintain the strengths and advantages in the assessment and work ingeniously in their challenging areas.
<p>3.0 For IMs: Training on Teaching Strategies for Instructional Managers</p>	<p>This training is participated by 28 instructional managers (IMs) from Basilan and Tawi-tawi who handle the education of out-of-school children and youth (OSCY). The assistant schools division superintendent of Basilan also attended the training.</p> <p>The training for IMs assisted them in the conduct of the teaching modules to OSCY on Basic Literacy (BL) and Accreditation and Equivalency (AE). Participants were exposed to using different creative and engaging teaching strategies in the use of teaching modules to OSCY in the areas of English, Science, Mathematics, and Reading. Furthermore, the training exposed the participants on how to develop teaching guides that would help them improve existing modules.</p> <p>The training had three important parts. The first part was demonstrations/simulation of certain topics taken from their teaching modules incorporating use of creative and engaging strategies. The second</p>

Activities	Results
	<p>part was formulation, presentation and critiquing of teaching guides on how to teach the modules. The third part was teaching demo of the critiqued teaching guide and module.</p> <p>In the course of the training, participants expressed excitement and appreciation for the creative and engaging strategies that highlight the use of “<i>realia</i>” in helping students understand a concept. They felt that the teaching guides will help them establish connection from one activity to the other vis-à-vis the objectives of the module to create a more meaningful learning experience with the learners. As an output, participants developed their own teaching guides following a suggested format and identified modules.</p>
<p>4.0 Basilan ESM Fairs 2010</p>	<p>The ESM Fairs was designed to engage students to exhibit their knowledge, skills and potentials in English, Science and Mathematics by participating in various contests and activities.</p> <p>The ESM Fairs was for done first in district level and ended in division-level, where all district-level winners competed for championship.</p> <p>The district-level ESM Fairs was participated by students, mentors as coaches, school heads and supervisors. Maluso East district registered a total of 183 participants – 143 students, 35 mentors, and 5 school heads. Maluso West district registered a total of 220 participants – 181 students, 31 mentors, and 7 school heads. For Lantawan district, 191 participants joined in the fairs, 135 of which were students, 42 were mentors, and 13 school heads. Hji. Muhtamad district sent in a total of 125 participants, 98 of which were students, 16 were mentors, 7 school heads, 1 supervisor and 3 PTCA members who accompanied the teachers and students.</p> <p>The division-level final competition consisted of first place winners of each district in the different competing events.</p> <p>There were different competing events in English, Science and Mathematics, all run in the district-level fairs and in the division-level fairs like the ESM quiz bowl, interactive story-telling contest, spelling bee, extemporaneous speaking contests, elocution contests, poster-making and slogan-making contests, science olympics, math trail, and many other events..</p> <p>On the first level, for many who participated and were involved in the different competing events, the activity had built camaraderie and a healthy sense of competition among students and mentors. More so, the ESM fairs had increased awareness of mentors and administrators on the learning outcomes of their students in the three areas of discipline and the extent of efforts to be able to meet desired results.</p> <p>Furthermore, the activity had hoisted to surface the different knowledge, skills and potentials of students as they participated in the different competing events, especially during the final competitions. They were exposed to real-life problem solving in math and science, extemporaneous speaking, spelling and ESM quiz bowls, among others. However, it was noted that in the district-level competitions, where participating school representative competed, the problem on foundation knowledge, concepts and skills was still evident, i.e. spelling, basic computation, and basic science concepts. Supervisors and school heads were informed regarding these observations and action on this concern was recommended.</p>

Activities	Results
<p>5.0 School Visits in Basilan Schools</p>	<p>The team visited 9 schools in Maluso and Lantawan districts. This included Camangaan ES, Gaunan ES, Laud ES, Batungal PS, Fuente ES, Switch Yakal ES, Upper Bañas PS, Atong-Atong ES, and Lower Manggas ES.</p> <p>In these visits, the team was able to communicate with mentors, mentees, school heads/TICs and some students. The visit focused on the assessment of the status of their return to unit plans, with emphasis on the core trainings and mentoring program and other concerns. The following info were gleaned from the visits:</p> <ul style="list-style-type: none"> • All the 9 schools visited mentioned that mentoring program has started in their respective schools. There are assigned mentee/s to every mentor. They have also been conducting mentoring sessions; however, their meetings were not regular because of other activities – catching up with their lessons due to holidays, school activities and seminars, preparation for instructional materials, visual aids, and improvement of the physical setup of the school. They also said that they have applied some of the plans written in their RTUPs, such as teaching the content topics in manner they were taught during the training with emphasis on the approach (PWA and 4As) and learner-centered strategies. • While all 9 schools expressed appreciation of the instructional material support, such as modules and handouts, mentors from Camangaan ES, Fuente ES, Switch Yakal ES and Lower Manggas ES expressed that certain activities and modules, especially in science and math, were not relevant to their students and their setting. These were content topics and activities that were least taught in the past. There were also modules and activities not within the comprehension level of their students, students who cannot understand English texts and their meaning. Mentors would resort to translating the texts in their own vernacular or in Tagalog. This task on translating the content of the modules and handouts took much of their time to proceed to the next content topic. They also prefer using the learning guides because they were more apt to their setting. • Mentors, especially in Atong-Atong ES, Camangaan ES, Switch Yakal ES, Lower Manggas ES and Fuente ES expressed appreciation of the BBF books that they received as these have helped them in their remediation activities (English and math), in the conduct of activities, practice exercises and formal assessments. These were validated by students who were interviewed. However, remediation activities were sporadic because of lack of time to conduct it. These mentors have also expressed need to enhance integrate of BBF books and other resources in their lesson plans and classroom teaching. • In terms of supervision by school heads, teachers from Camangan ES, Fuente ES, Upper Banas ES, Lower Manggas ES, Gaunan ES, mentioned that they were being supervised by their TIC/school heads, in terms of checking of lesson plans and classroom visit, not necessarily observation. However, this was not done regularly by TICs because of their teaching loads on top of school management work. <p>The following suggestions emerged from these school visits:</p> <ul style="list-style-type: none"> • it was suggested that for elementary schools to consider strengthening substitution policy to avoid having classes with no teacher. This also

Activities	Results
	<p>means that the school head should make sure that lesson plans and accompanying instructional materials are checked prior to lesson delivery and ready for use by the substitute teacher before scheduled trainings.</p> <ul style="list-style-type: none"> • ELSA-PBSP will try its best to conduct trainings on weekends to avoid teachers' absence from class. • ELSA-PBSP will consider suggestion of enhancing their skill in integrating instructional materials in their lesson plans and activities. • It was suggested by mentors of Switch Yakal ES and Fuente ES that if it would be possible to conduct on-site training or assistance to mentors and mentees to have a more focused response to their problems and concerns, particularly on mentoring. • It was also suggested to school heads to use the supervisory plan crafted during LEP Cycle 1 in supervising teachers. This will guide them toward a regular classroom supervision of their teachers. It was also emphasized that with the supervisory plan, they will be made aware of the need to conduct feedbacking sessions with their teachers. In the process, the supervision will become a mechanism to push for the strengthening of the mentoring program. One setback thought is that TICs are not allowed to conduct classroom observation. • Technical assistance will be a look-ahead activity, with emphasis on the implementation of the mentoring program, special focus on the recurring concerns of mentors on content.
6.0 Peace Education Forum	<p>In Cluster 4, ELSA/Petron through NDMU, conducted Peace Education Forum on February 9-10, 2010. A total of 74 Division Superintendents, District Supervisors, Principals, School Heads, EQuALLS2 Coordinators and Region 12 DepED Officials from Cotabato City, Pigcawayan, North Cotabato, Sto Niño & Tantaran, South Cotabato, Esperanza & Lutayan, Sultan Kudarat and Malapatan, Sarangani participated.</p> <p>The Workshop was joined by NDMU President, Bro. Lubrico, NDMU VP for Academic Affairs, Dr. Silva, International Youth Foundation Project Director, Dr. Domingo, IYF Finance Manager Ms Spears, Ayala Foundation Program Manager, Mr. Rivera, Petron Foundation Ms Uylangco and Ms Cedeño. Facilitators & Resource Persons were led by the new Region 12 Director Dr. Isabelita Borres and Jack Boyson, ELSA/IYF Program Director .</p> <p>As part of the evolving program for EQuALLS2 where the Lead Implementing Partners are tasked with determining and responding to the needs of the target beneficiaries and in its commitment to support the Department of Education's priority needs, the Peace Education Workshop for Administrators was conducted in sync with the overall framework of Executive Order 570 and DepEd Order 469. It served as a venue for sharing experiences of "what works" and best practices in delivering peace concepts and developing a culture of peace in the schools EQuALLS 2 project sites. Presented were experiences/best practices of: J. Marquez School of Peace and Act for Peace (UNDP).</p>

Activities	Results
7.0 FGDs at various DepEd Region 12 levels	<p>These FGDs were conducted in preparation for the Summer Inset Programs, namely:</p> <ol style="list-style-type: none"> 1) Administrators Workshop on DepEd Organizational Structure*, Financial Management, Resource Mobilization & Mentoring 2) Refresher Courses for English, Science & Math Mentors covering topics such as Active Teaching Strategies, Student Assessment, Development of Instructional Materials <p>The conduct of FGDs prior to any training addresses the school based needs, maximizing results, adding value to current teacher practices and assures the applicability and appropriateness of the learning modules at the level of both the teachers and students.</p> <p>Additionally, the FGDs and constant consultation with DepEd Region 12 Director Dr. Borres and Assistant Region 12 Director Farnaso ensure their buy-in to EQuALLS2 Programs, continued support to EQuALLS2 activities and ownership of EQuALLS2 which eventually would form the foundation for its sustainability after 2011.</p>
8.0 Continuing assistance to project schools	<p>These continuing school-level assistance consisted of dialogs and discussions on various strategies that may be adapted were done by the Core Mentor Teams, ELSA EQuALLS2 Coordinators and local DepEd by Municipality.</p> <p>Constant consultations result in better appreciation of the most efficient and effective manner by which EQuALLS2 Programs can be implemented. Challenges are identified and action plans are set to put in motion once the need arises to minimize, if not eliminate adverse effects.</p>
9.0 The Mentors' Assistance Team Support to Mentors	<p>The Mentors Assistance Team is composed of select NDMU staff, Petron, DepEd Region 12 Coordinators, Division & District staff, School Administrators & Mentors continue to provide information and support to our teachers.</p> <p>To sustain the momentum, the assistance was expanded to include the use of Notre Dame of Marbel University's Internet and Library Facilities.</p> <p>This innovation was introduced as early as October 2008 and had been in place with some enhancements. It is seen as an effective tool in addressing "on time" queries from teachers currently in the classrooms while discussing lessons. It also allows both the teachers and mentors to compare notes on lesson content and seek further verification on data. Additionally, this builds the rapport among ELSA Cluster 4 partners resulting in a continued 'open-line-of-communication'/ownership of the program which would ensure EQuALLS2's sustainability even after 2011.</p>
10.0 Conduct of the quarterly Financial Review with Petron Funds Management of our sub-tier, Notre Dame of Marbel University. .	<p>The Financial Accounting System of NDMU was validated and documents in support of expenses reported were verified to be complete and in accordance with generally accepted Accounting Standards and in compliance with USAID guidelines.</p> <p>Also discussed with NDMU were the parameters of the Recipient Contracted Audit in compliance to USAID guidelines</p>
11.0 Coordination on the conduct of RIG audit in IR2 cluster 4 sites	<p>Jointly with Ayala and International Youth Foundation, the ELSA IR2 Partners identified and coordinated the participation of our DepEd Administrators/ Mentors/Teachers, ELSA & NDMU staff in the US Government Regional Inspector General Team (USG RIG) Program Review in Cotabato City and Pigawayan, North Cotabato.</p>

Activities	Results
	The RIG Team, specifically Ms. Pegues was provided with a sample copy of the Training Report which includes the complete data such as objectives, key elements, geographical coverage, list of participants, training summary, expected outputs, participants' evaluation & written comments, pre- & post-test results & analysis, pictures, training matrix, curriculum vitae of Resource Persons, and Financial Report.
12.0 Coordination with US Peace Corps on the the List of Nominees for the Tudlo Reading Camp in Tagaytay City	Of the total of 33 nominees, 30 were able to join the Tudlo Reading Camp.
13.0 Participation in the EDC & IYF led mid-term Financial Review	Comments & suggestions in compliance with USAID guidelines were effected
14.0 Participation in the EDC-led ICT workshop in January 2010	The major output of the workshop was a synthesis of the experiences of EQ2 partners in ICT implementation. The ICT Core Training will be echoed at school-level as part of the Training ++ activities
15.0 Participation in the EDC-led Debrief on SCOPE	Held in March 2010, the workshop was able to generate learnings gained in the conduct of SCOPE.

Table 4. IR2 Challenges, Issues and Action Taken

Challenges/Issues	Action Taken	Outstanding Issues
TICs are not mandated to conduct classroom observation and provide feedback to their teachers.	It was suggested TICs can still provide support to their teachers through LAC sessions or meetings, where issues and problems in the classroom may be discussed.	
The rotating brown-outs in Region 12 limits the work that can be done. This affects the use of communication lines (telephone, Internet and Cellphones); computers for the preparation of training materials, printers for the reproduction of training kits, etc.	Coordination with the local power provided on the schedule of brown-outs (to the extent possible) was done to ensure that work is planned to maximize use of power. NDMU uses its generator sets to augment the power during power outage; however, this becomes additional overhead costs.	The rotating brown-outs are expected to continue until June 2010. The use of NDMU's generator sets at this time is assured because of the summer break; however, its maintenance & repair may have to be put in consideration.
Provision of some Training Kits to the Mentors during or immediately after the Core Training was delayed.	We offered to assist in the sorting and repacking of the Training Kits at NDMU; however, this was not availed of by EDC.	
As discussed in the last QPR, there is a need to provide additional in-classroom English, Science and Math training kits specifically those which cannot be sourced from local or indigenous materials.	For the Training ++, the project allowed the Mentors-Teachers to budget and purchase a minimal amount for the procurement of basic training tools or use of alternative materials.	Transfer of technology is not as efficient when in-classroom when teaching aids are not complete. The project suggests allowing re-alignment of unspent ESM training budget to fund the training kits.

Challenges/Issues	Action Taken	Outstanding Issues
<p>Again, as discussed in previous QPRs, it is requested that EDC provide more lead time for the schedules of TWGs, workshops, trainings, etc. as well as include the Agenda so participants/ attendees can prepare their inputs which would lead to better appreciation & active participation.</p>	<p>The practice of blocking a certain day of the month for the Partners' Meeting can be adapted.</p> <p>Further, in some IRs, definite dates have been set for activities.</p>	<p>Setting in advance schedules for IR 2 activities and topics to be discussed would be appreciated.</p>
<p>As mentioned in one of the QPRs submitted, roles & responsibilities of each EQuALLS2 Partner (EDC & ELSA) should be clarified specifically in the implementation of EDC-led activities or EDC initiated programs which are not part of the Grant Agreement.</p> <p>This is to include the US Peace Corps Tudlo Reading Camp Project.</p>	<p>ELSA IR2 Partners assisted in the coordination up to a certain extent but did not assume responsibility for the implementation activities.</p> <p>As practiced in prior US Peace Corps led Tudlo Reading Camps, the list of nominees was submitted to the new US Peace Corps staff who were to implement the activities required by their program.</p> <p>Request was made for some information such as the list of ELSA participants who joined the 2008 & 2009 Tudlo Reading Camps to avoid duplication of names and travel details but either the data was not provided or delayed.</p>	<p>Clarification of roles & responsibilities of EQuALLS2 Partners (EDC & ELSA) specifically in EDC-led activities and/or EDC-initiated projects as well as other projects where EQuALLS2 will assist/support but not as Implementing Partner.</p>
<p>Rapid Assessments at school, District or Division level should be coordinated with both DepEd Regional Office and the Lead Implementing Partner.</p> <p>As the front-liners in the area, it is appreciated if information on the purpose/objectives, timelines, and activities are shared.</p>	<p>The Dep Ed Region 12 Director Borres was assured that the rapid assessments results conducted by EDC in Region 12 would be discussed with her.</p> <p>The sensitivity of this activity causes a breakdown in communications with DepEd.</p>	<p>EDC should make a presentation to Dr. Borres on the Rapid Assessments conducted.</p>

Other IR 2 Notes:

- For ELSA Cluster 4, ESM Core Trainings have been devolved to the school level which translates to at least 70% completion of targets. They would like now to pursue the other activities identified with EDC in our Year 3 AWP such as Education In Emergencies, Community Education Report Card, ESM for Madaris teachers and Asatidz.
- The conduct of IR2 TWGs among Partners, DepEd, USAID, EDC and other LIPs allow us to gauge performance, learn from the sharing of 'best practices', and base our Action Plan on program updates.
- Based on the Midterm Results of the Math & Science Tests for Teacher Mentors which EDC provided us, the ELSA Mentors scored higher than the other partners. In this regard, we would like to conduct more in-depth qualitative FGDs in order to arrive at the "whys" of the test results. The research might be useful in identifying factors which contributed to this.

IR3. Improved relevance and training for OSCY

Table 5. Activities conducted and results obtained during the quarter

Activities	Results									
<p>1.0 Basic Education</p> <p>1.1 Recruitment and registration of Learners for the third batch of ALS activities</p>	<p>For the quarter in review, all of the five subtiers were able to recruit and register a total number of 3,243 individual enrollees. These enrollees came from 72 barangays distributed in the municipalities of Bongao and Panglima Sugala in Tawi Tawi, Maluso and Lantawan in Basilan, Cotabato City, Pigkawayan in North Cotabato, Sto Nino and Tantangan in South Cotabato , Malapatan in Saranggani and Esperanza and Lambayong in Sultan Kudarat. (Of the 3,243 new enrollees, only 2,107 are listed in the MIS. The remaining 1,136 are still being synched as of this period)</p> <p>Enrolled learners undertook the FLT test to enable the staff determine the level of their education. The result of this test will be used as basis for assigning them to the appropriate type of ALS activities, they are qualified in.</p> <p>These enrollees are broken down by type of ALS they are attending as follows:</p> <table data-bbox="584 861 876 987"> <tr> <td>Basic Literacy</td> <td>--</td> <td>800</td> </tr> <tr> <td>A&E</td> <td>--</td> <td>2,443</td> </tr> <tr> <td>Total</td> <td></td> <td><u>3,243</u></td> </tr> </table> <p>Recruitment and screening of learners will continue to be done in the next quarter to fully complete the committed target learners of MIT, NDMC and NDMU-CCC.</p>	Basic Literacy	--	800	A&E	--	2,443	Total		<u>3,243</u>
Basic Literacy	--	800								
A&E	--	2,443								
Total		<u>3,243</u>								
<p>1.2 Project Orientation/Re - orientation</p>	<p>Initial activity conducted by the sub tiers for the third year batch of training was the project orientation/re orientation among the representatives of local government, learners/trainees and their parents and some community leaders. The orientation aimed to discuss mechanics of the project, expectations from the project stakeholders, and to secure commitment from the local officers to participate and sustain the ALS project in their respective communities.</p>									
<p>1.3 Preparation of Training materials and Packaging of modules</p>	<p>Project staff continued to prepare training supplies and materials needed both by the learners and Instructional Managers in the delivery of the learning sessions. The preparation included purchase of materials and supplies , printing and packaging of modules to be distributed to the learners, Instructional Managers and community learning centers.</p> <p>Taking of photos of learners for ID purposes was also undertaken by the Partners during the period in review.</p>									
<p>1.4 Conduct of learning activities among the enrolled learners</p>	<p>The conduct of learning activities started in this quarter. Initial learning sessions were focused on the conduct of the Skills for Life sessions followed by the implementation of the facilitator aided sessions, self learning activities, coaching, tutorials, home visits and other activities to support the project.</p> <p>Partners used textbooks and other supplementary materials to help learners understand better the ALS modules and lessons being delivered by the Instructional Managers. In delivering the facilitator aided sessions, IMs utilize teaching strategies such as play and games. Tutorials were also provided to learners needing such assistance.</p>									

Activities	Results
1.5 Preparation for the A&E National Test	<p>Since administration of the National A&E test was set at an earlier date which is August 2010, The sub-tiers started to assist A&E learners to secure documents needed for A&E test registration. Specific documents needed for registration are birth certificates, school records, voter's ID or barangay clearance.</p> <p>(Note: Should the A & E test push through in August, learners will take it, but will continue afterwards with their 10-month learning activities)</p>
1.6 Tracking of A&E and PEPT Passers from the National test administered in 2009	<p>As of this reporting date, the project has registered 47 passers from the latest National Test on A&E and PEPT as follows</p> <p>PEPT passers – 13 A&E passers --- 34</p> <p>Tracking of passers for both A&E and PEPT is still on going as some of the DepEd division offices specifically in Tawi Tawi and Basilan do not have the results yet.</p>
1.7 Conduct of support activities	<p>Learners participated in the following community undertakings where they were able to express and apply what they have learned during their attendance to ALS learning sessions:</p> <ol style="list-style-type: none"> 1. Celebration of Foundation Day in Brgy Midtapok, Lambayong 2. Community activities like Alay linis held in Purok Balabaran Day Care Center, Poblacion 7, POblacion Mother , Tamontaka Mother 2 ,3 ,4 , Madrasatul Norol Islamie, RH 10, and Kalanganan 2;. Gardening project in Purok Balabaran Day Care Center and making of garbage sacks in Poblacion 2 in Cotabato City. 3. Political education for members of the Community Learning Center Management Council (CLCMC) and learners were conducted in Maluso and Lantawan, Basilan. This activity discussed the national situation of election system in the country, illustrated the voting process demonstrated the voting procedure using election tools such as sample ballots, folders and pcs machine. Materials for the orientation wee provided by Comelec and PPCRV 4. Feeding among 122 learners in Tubig Tanah, Lamion, Bongao, Tawi-Tawi 5. Attendance of Young Men and Women Youth Camp for awareness on gender in Cotabato City <p>Each learning group/sessions organized their set of officers and formulated policies that will serve as their guide during attendance in the learning activities. The organization of action teams and election of officers were accomplished to provide learners opportunity to practice leadership skills.</p>
2.0 Workforce Development 2.1 Recruitment, Interview and selection of trainees for the Workforce Development courses	<p>This quarter registered 515 new trainees who were enrolled in the following courses: Garments, Baking, Welding, PC Hardware, Electrical, Building and Wiring, Food and Beverage and Automotive. (Again,191 of the 515 new enrollees have already been encoded in the database. The remaining 324 new enrollees from NDMU-CCC is still being synched as of this time)</p>

Activities	Results																		
	Recruitment of trainees qualified to attend skills training will continue in the next quarters since there will be series of batches of training scheduled for the last year of the project implementation.																		
2.2 Preparations for the conduct of Technical classes among new enrollees	<p>Prior to the conduct of technical classes for new trainees, sub tiers were able to canvass and purchase training tools and materials needed for the actual conduct of skills training. Example of these tools and materials are pipe threader, fliers, bench vise, cloth, laboratory set, pipe wrench, tape measure, alcohol, lotion, scissors, hand towel, etc.</p> <p>Moreover, new trainees availed of life insurance, Dental check up, and received training kit and t-shirts.</p>																		
2.3 Orientation about the Workforce Development component of the project	Newly recruited trainees for the workforce development courses together with their parents and some representatives of the local government offices attended orientation session about the project. This activity enabled those who were present to become aware of the details of the project, training requirements and the specific roles each one is expected to perform to make the project successful.																		
2.4 Conduct of In-center training with integration of Skills for Life and Life Skills for Employability, Reproductive Health and other topics that are relevant to the learners	<p>In-center training among the trainees continued to be carried out during the period in review. Skills training being conducted were on Welding, Dressmaking, Computer Hardware servicing, Garments, Beauty Care, Plumbing and Electrical/Building Wiring Installation.</p> <p>Skills for Life, Life skills for employability, Reproductive Health, English and Math as refresher course were integrated in the conduct of the technical courses as mentioned above. Moreover, Induction course on Bahasa Malaysia was also incorporated in the curriculum of technical courses offered to trainees enrolled in Tawi Tawi.</p> <p>The Provincial Governor of Tawi Tawi sponsored a Pre employment seminar among the graduating trainees in MIT to equip them with knowledge and skills necessary when looking for a job.</p> <p>For this quarter, 30 trainees were fielded in shops and construction sites for the supervised in plant training. Trainees attending the Building and wiring course in MIT were assigned to Tawi Tawi Electrical Cooperative while trainees registered in Welding course were sent to MIT to assist in the construction of the school building.</p> <p>This activity allowed the trainees to practice what they have learned during the in center training</p>																		
2.5 Completion of Skills training	<p>A total number of 250 trainees graduated from the following courses :</p> <table border="1" data-bbox="586 1629 1344 1917"> <thead> <tr> <th data-bbox="586 1629 1037 1661">Course</th> <th data-bbox="1037 1629 1344 1661">Graduates</th> </tr> </thead> <tbody> <tr> <td data-bbox="586 1661 1037 1692">Dressmaking</td> <td data-bbox="1037 1661 1344 1692">51</td> </tr> <tr> <td data-bbox="586 1692 1037 1724">Computer Hardware Services</td> <td data-bbox="1037 1692 1344 1724">46</td> </tr> <tr> <td data-bbox="586 1724 1037 1755">Cellphone Technician Course</td> <td data-bbox="1037 1724 1344 1755">51</td> </tr> <tr> <td data-bbox="586 1755 1037 1787">Food Processing</td> <td data-bbox="1037 1755 1344 1787">30</td> </tr> <tr> <td data-bbox="586 1787 1037 1818">Cosmetology</td> <td data-bbox="1037 1787 1344 1818">17</td> </tr> <tr> <td data-bbox="586 1818 1037 1850">Food and Beverage</td> <td data-bbox="1037 1818 1344 1850">41</td> </tr> <tr> <td data-bbox="586 1850 1037 1881">Automotive</td> <td data-bbox="1037 1850 1344 1881">15</td> </tr> <tr> <td data-bbox="586 1881 1037 1917">Total</td> <td data-bbox="1037 1881 1344 1917">250</td> </tr> </tbody> </table>	Course	Graduates	Dressmaking	51	Computer Hardware Services	46	Cellphone Technician Course	51	Food Processing	30	Cosmetology	17	Food and Beverage	41	Automotive	15	Total	250
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Activities	Results
	Of the 250 graduates, only 70 have been reflected in the MIS. Partners found it difficult to update and synchronize data encoded due to intermittent power interruptions.
<p>3.0 Support Activities</p> <p>3.1 Conduct of Basic ALS Training and Enhancement Training for IMs and Staff</p>	<p>Instructional Managers and project staff attended the following training/seminars:</p> <ol style="list-style-type: none"> 1. Training on Basic ALS Delivery among 16 newly hired IMS from NDU (5), NFI (7) and MIT (4). Specifically, this training discussed about basic concepts and requirements in the delivery of ALS and the utilization of learning tools , forms and materials, 2. Refresher course on ALS delivery specifically, utilization of learning tools and materials, among existing 42 IMs 3. Teaching and training Strategies, review of English and Math conducted by PBSP for 20 IMs of NFI and MIT. 4. Political education seminar focusing on the current political situation of the country, use of pcs machine and guidelines for proper shading in the ballot boxes.
<p>4.0 CLC Refurbishments</p>	<p>The following 18 learning centers were refurbished thru the provision of chair and tables for learners and teachers, cabinets and bookshelves, re painting of the centers, provision of padlock, electric fans and others:</p> <p>Tawi Tawi – Community Learning Centers in Bongao:</p> <ol style="list-style-type: none"> 1. Barangays Tubig Tanah 2. Lamion 3. Karungdong 4. Lapid-Lapid 5. Malassa 6. Ipil <p>Panglima Sugala</p> <ol style="list-style-type: none"> 7. Barangay Karaha 8. Dungon 9. Buan 10. Tundon <p>Maluso, Basilan</p> <ol style="list-style-type: none"> 11. Barangay Abong Abong 12. Calang Cana 13. Calayan 14. Shipyard Main <p>Cotabato City</p> <ol style="list-style-type: none"> 15. Purok Balabaran Day care Center, RH 10 16. Purok Masagana Day Care Center, RH 10 17. Tato's Residence, Kalanganan 2 18. Barangay Day Care Center, Tamontaka 2 <p>Counterpart of local government units and community residents are labor, hauling and providing additional materials</p>
<p>5.0 Organization/Strengthening of community</p>	<p>NFI was able to organize 12 community learning center management council both in Lantawan and Maluso. The objective is for the council to</p>

Activities	Results
learning center management committee (CLCMC)/ALSA Team	address needs of the center as well as maintain and safekeep supplies and materials stored in the said place.
6.0 Partnership and Coordination	<p>As in the past reports, the implementing Sub Tiers continued to work closely with the following institutions in the management of the project:</p> <ul style="list-style-type: none"> • DepEd for the release of results of the A&E and PEPT tests conducted in November and September 2009 and acting as Trainers for the conduct of Basic ALS delivery among newly hired Instructional Managers • TESDA, for continued participation in the project by providing space and trainers for the workforce development training. • Local Government Offices for assisting in the refurbishments of the community learning centers, referral of learners, provision of space as training venue • Business Establishments, for the in plant training of Workforce development Trainees
7.0 Regular Monitoring and Supervision	<p>Regular meetings among Project staff of the 5 sub tiers were conducted for project updating, strategizing, and submission of reports.</p> <p>T1 DAP survey was administered by the five sub tiers to qualified learners and trainees. Of the 5 Partners, NDU and NFI have completed the graphing and analysis of the results of the DAP and these were distributed and shared with the Instructional Managers concerned for their perusal. As noted by NFI staff, results of their survey generally showed low positive self identity and poor constructive use of time by the respondents.</p> <p>Partners started to administer the Livelihood Activity Report (LAR) to their learners who graduated from trade skills and those who completed the ALS in November 2009 onwards. NDU conducted its own Project assessment and planning meeting with the presence of all staff involved in the project. In this activity, staff identified achievements, challenges encountered, lessons learned and areas to improve on for the next year of project implementation.</p> <p>Regular site visits were conducted by the supervisors/coordinators of the sub –tiers to monitor the ALS operations in the field.</p>

Table 6: IR 3 Challenges, Issues and Actions Taken

Challenges, Issues	Actions Taken	Outstanding Issues
1. Difficulty of tracking whereabouts of completers and graduates	Tracking of graduates was done by asking relatives, friends, teachers of the completers. Some were being traced thru their mobile phones; encouraged IMs to consciously log whereabouts of their graduates; used and administered LAR forms to qualified respondents	<p>Some graduates completers can no longer be tracked because they have relocated somewhere</p> <p>Knowledge and skill in graphing and analysis of results of LAR is needed</p>
2. Some CLCs are not conducive to learning because of poor ventilation, limited chalk board, tables , chairs and cabinets	Identify other areas that can be used as a learning center; borrowed chairs from the neighboring houses, used manila paper, until such a time that refurbishments are completed.	

Challenges, Issues	Actions Taken	Outstanding Issues
3. Difficulty of identifying qualified out-of-school children and youth in the priority areas selected by ELSA members	Partners identified other barangays within the municipality they serve that register high number of out of school children and youth	
4. Absenteeism of about 25% - 35% of learners from the ALS sessions due to priority given to livelihood opportunities	Home visits and follow up were done by Instructional Managers	Absenteeism continue to be present as learners gave more priority in earning income for the family.
5. Peace and order situation – Brgay Tubigan assault caused the loss of lives of 13 community residents where 2 of these 13 casualties were registered ALS learners.	NFI pulled out the Instruction Managers from the area and temporarily suspended the conduct of learning activities	Awaiting for the advise of the BLGUs re safety and security in the area.
6. Poor passing rate of National A&E and PEPT test	Intensify review of modules among learners and close follow up of Instructional Managers on the progress of learners .	

Over-all Project Management

The ELSA partners held the following :

- Joint Steercom/TWG meetings last January, with the IYF President and February 3, with the ELSA Program Director; program review convened by IYF, including One-on-One Partners' Meetings (IYF and the four ELSA Partners). Among others, the following were discussed in these meetings program components, both completed and to be implemented, in the succeeding quarter, Cross-IR integration among ELSA Partners and across geographical areas, and concerns such as security.
- Project Coordination meetings in both Clusters 2 and 4 wherein the field implementing partners shared their respective activities in the three IRs, cross-IR integration measures undertaken, discussed way-forwards, and addressed issues/challenges.

ELSA Monitoring and Evaluation

Elsa conducted the following activities during the period under review:

MIS Work. IYF, being the over-all coordinator of MIS continued to undertake the following technical assistance to the 4 ELSA partners and its subgrantees:

- a) providing direct tutorial to the ELSA Partners and field implementing staff in charge of MIS on actual inputting, synching and generation of data
- b) coordinating with the MIS in-charge of each partner and subtier on the continued inputting and updating data into the MIS
- c) monitoring, reviewing and providing feedback re data inputted in the MIS
- d) sharing the latest version of MIS with the Partners
- e) updating partners on the recent MIS developments
- f) reporting to EDC errors encountered in the MIS

ELSA partners also participated in an EDC-convened MIS meeting last March 11, 2010 at Consuelo Foundation to present and discuss finding in the MIS, review data flow/MIS process of ELSA, identify any challenges met by ELSA partners, and agree on strategies and immediate steps to be done to sure data quality control. IR2 submitted to EDC a copy of the database uploaded in the MIS System for reconciliation.

Project Monitoring. During the period under review, ELSA/IYF completed the consolidation and synthesis of the monthly monitoring reports from May-December 2009. Entitled ***Voices from the Field: Project Learnings in May-December 2009***, the over-all report describes perceptions of beneficiaries, partners and project stakeholders on the various strategies and deliverables of EQuALLS 2 during the project stage when EQuALLS 2 commenced full implementation of project interventions in the ELSA sites.

Monitoring work for this period was anchored on the over-all ELSA M/E framework which is designed to arrive at a profile of the actual project implementation and utilize insights gained in planning subsequent project activities. Operationally, the ELSA M/E work sought to determine the progress of project activities toward reaching agreed upon- targets and other benchmarks at regular points in time and to verify changes occurring as a result of program interventions and activities, specifically at the community and school levels. It also entailed documentation of project processes, experiences towards generating insights on emerging issues and concerns that can guide project planning, management and operations with the view of coming up with a key implementing design that would help ensure project-end sustainability, and possible expansion/extension. In sum the M/E for this period focused on how to ensure that the program processes, services, and outputs contributed to the stated project objectives.

From May-December 2009, ELSA generated 780 monitoring instruments from key informants, of which 707 forms were encoded. The key informants consisted of teachers, school heads, district supervisors, students, instructional managers, ALS learners, PTCAs, and local government unit officials. Nine (9) M/E instruments were used to gauge community awareness and perceived benefits from the project by the various these project clients (see Annex). The data gathering techniques utilized were: focus group discussions (FGDs), guided interviews, survey, and actual attendance and observations of project events.

Feedback and review of monitoring findings were done through a progressive data utilization approach -- the ELSA partners and stakeholders were informed of the major insights gained and lesson learned during ELSA regular meetings of the Steering Committee, ELSA Technical Working Group (TWG) as well as during field coordination meetings and other feedback sessions. They were also presented in ELSA monthly and quarterly project reports submitted to EDC during the monitoring period.

In terms of awareness of EQ2 program, a majority of 95% of the key informants said they are fully aware of EQ2 while the remaining 5% said they had little knowledge or unaware of the project. These 95% were also the ones who directly participated in EQ2 activities during the monitoring period. Those who were unaware of EQuALLS 2 were a school head who had just been newly installed in an ELSA school, a number of students, ALS learners, and PTCA groups from non-priority schools of ELSA.

Major activities identified/associated with the EQ2 are the following: (a) training, other capacity building activities/forums for educators, PTCA, LGUs, out-of-school youth, etc., (b) provision of learning resource materials, (c) program for OSCYs, d) classroom construction and repair, (e) Brigada Eskuela activities and (f) community incentive grants (CIGs).

While some are unaware of some EQuALLS 2 interventions, all of them believed that these initiatives are beneficial to schools and communities. The perceived benefits are in terms of (a) enhanced teachers and PTCAs skills, (b) improved physical learning environment, (c) awareness of each stakeholder's roles and responsibilities, (d) more OSCY involvement to education and (e) improved students and learners' performance.

The respondents gave positive feedback when asked what/who helped them in the implementation of EQ2 program. The topmost in the list among the four groups include: bayanihan attitude/system for PTCA group, materials provided during training for mentors group and the financial and technical support of ELSA for LGU group. The school head's group identified PTCAs as the strongest groups that provide help to them.

Seventy one percent (285 out of 402) of the educators (teachers, school heads, and district supervisors) identified time constraint as the topmost hindering factor in implementing the mentoring activity. This was

the same issue aired out by school heads and district supervisors group. For the OSCY group, the most critical factor that hinders them from participating in the EQuALLS 2 is their work to help earn family income while time, scarcity of resources and budget constraints are the factors identified by LGU group.

One hundred ninety three or 58% of the teacher respondents (mentors and mentees) believed that their knowledge, skills and strategies in teaching have improved because of the EQ2 mentoring program. Seventy (70) of the mentors were tapped as trainers/facilitators in training activities in their schools/districts/divisions. In addition, 39% of teacher mentors associated their improved self confidence, self-esteem, communication and public speaking skills to the EQuALLS 2 mentoring strategy. However, when asked whether the learning gained are enough to do what are expected of them, the 183 mentors are almost equally divided in their responses. The top three reasons of the 90 mentors for saying that their learning gained are not enough are: (1) they need more training, (2) they lack instructional materials and (c) they think their mentees are better than them. ELSA notes that at the time the monitoring work was done with the mentors, they had not yet undergone the EQ2 training program on mentoring; thus, they still felt they had not acquired the skills that would enable them do to mentoring work with their co-teachers.

With regards to mentees' improvement, 49% of them noticed that they can motivate pupils easily while 22% of them said they can easily manage their pupils. Many (67%) of them observed that there was a marked increase in the level of interaction among the pupils. They said that pupils are motivated, participative and work well with peers. Thirty percent (30%) also noticed that their pupils can easily understand the lessons thereby resulting to improve pupils' performance.

While the different strategies in teaching specific skills (Reading, Practical Work Approach) were found by 62% of mentees as one of the most important skills learned from their mentors, about the same percentage (65%) of them said that the immediate help they need from their mentor is the provision of instructional materials/or techniques in developing/preparing instructional materials.

The major problems, issues and concerns identified by the some of the PTCA and LGU groups are: a) perceived delay in the implementation of classroom construction and repair. Again, it is to be noted that during the monitoring period, the spadework for the classroom construction/repair was still on-going, thus the observations from some project beneficiaries and stakeholders that the activity was taking a long time. To address this issue, ELSA field staff made the necessary info dissemination work on the process which has to be observed to ensure quality project work; b) no electricity/water system—in subsequent ELSA community engagement work, the PTCAs and the school head/faculty of the project schools were given orientation on CIG. The ELSA field staff gave guidance on how this concern could be a CIG project of he PTCA/school, and; c) some difficulty in sourcing financial counterpart/ resource mobilization. It is likewise to be noted that during the monitoring period, the training programs on financial planning and resource mobilization were not yet provided to all the project beneficiaries. This could account for the expressed difficulty in the financial aspects, as the PTCAs had yet to undergo training programs on financial planning and management.

The top three suggestions given by the 707 respondents to improve the EQ2 program are: a) provision of additional hardware support such as instructional materials, books, audio visual equipment, classrooms, electrification and water system (46%); b) conduct of more training (22%); and c) financial assistance (13%). These suggestions were regularly fed back to the ELSA Partners for their review and planning of next steps in their respective programmatic areas of responsibility.

Learning Agenda. As in the previous quarters, the five ELSA partners participated in EDC-led initiatives on community assessment, Madrasah assistance and LAR. ELSA, through IYF, continued to do work on its on-ground study in 2 project communities with indigenous peoples, Maibu in South Cotabato and Libi in Sarangani. This effort is geared towards determining perceptions of indigenous peoples to the EQuALLS 2 interventions.

PART THREE: EQuALLS2-WIDE IMPLEMENTATION ACTIVITIES

Table 7. Activities conducted and results obtained during the quarter

Cross-cutting concerns	Participation/activities during the quarter	Outputs
A. TWG activities	Participated in IR1 meeting in Regency Hotel, Davao City last January 21, 2010	Discussed strategies for ICT intervention, particularly selection of best mentors and future plans for ICT Hub
	IR3 Officers participated in EDC-convened IR 3 meetings	Discussion and clarification on the use of LAR/IM Competency Tool
B. EQuALLSwide Monitoring and Evaluation	Conduct of project assessment and Planning for Year 3	
	Best Practices – interviewed selected staff by Mr,Louie Rondaje Information and Commncation staff, EDC	Clearer utilization of the LAR form and analysis of LAR findings
	6 staff attended the LAR orientation in Zamboanga	
	Participated in an EDC-convened MIS Meeting last March 10, 2010 held at Consuelo Foundation Conference Room	Levelled-off expectations in terms of MIS requirements of EQuALLS
C. Outreach and Communication	AFI officers attended Outreach and Communication Meeting held in EDC Office, Makati last March 15, 2010	Discussed matters about the updated EQuALLS website and other information requirements
D. Others	Participated in three (3) EQuALLS Partners Meeting in January, February and March, 2010 at EDC Office, Makati	Discussed project updates by partners
	The ELSA Partners participated in One-on-One Meeting EDC-IYF in February	Discussed feedback on Quarter 1, Year 3 report
	Participation in the preparatory work/coordination work for the program audit conducted by RIG, as well as during the audit team’s visit	The ELSA Partners provided technical support to EDC in the EQuALLS 2 program audit conducted by USAID RIG: submission of project documents requested, attendance/provision of info to the audit team and assistance in the coordination of field visits.
	Orientation Meetings for Region 12 and DepEd ARMM officials	Participated in orientation meetings with DepEd Region 12 Director Isabelita Borrres and supervisors in DepED Region 12 office last January 12, 2010 and the new DepED ARMM Secretary and officers last February 24, 2010 at Apo View Hotel

Annex 4



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EQuALLS2 EDUCATION QUALITY AND ACCESS FOR
LEARNING AND LIVELIHOOD SKILLS

QUARTERLY PERFORMANCE REPORT

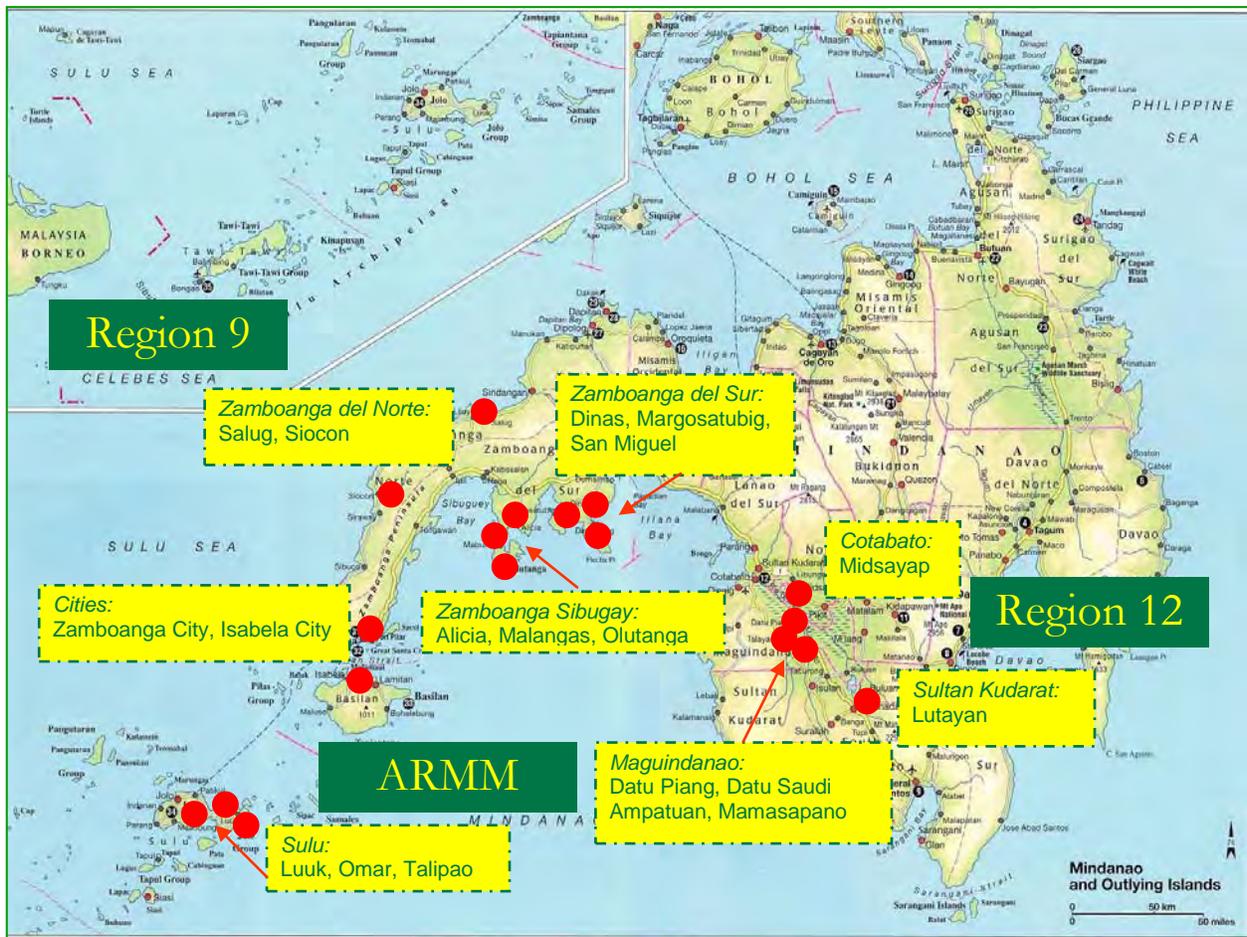
January to March 2010

Submitted to:
Education Development Center (Phils)

By EQuALLS2 Implementing Partner:
Save the Children

Project Title: EQuALLS2

 Sub-grant Agreement No. with EDC 03-5319 (Phase 2)
 December 1, 2007 to April 30, 2011

Geographical Coverage

Project Coverage

Barangays Covered	369
EQuALLS2 Partner Schools	413
Community Incentive Grant (CIG) Recipient Groups	367
Community Learning Centers (CLCs) Refurbished for ALS Sessions	136
Out-of-school Children and Youth (OSCY) to Attend Basic Education Sessions	12,630
OSY to Join Skills Training Offerings	20,975

Executive Summary

This quarter's performance report tries to deviate from the usual presentation form by not just reporting on quantitative accomplishments but also highlighting qualitative results, as may be possible, in every intermediate result (IR). The narrative emulates project gains by showing meaning of numbers and what it means to EQuALLS2 partner recipients and beneficiaries.

IR1 is seen to have completed its social preparation activities in the communities and will be awarding the last batch of CIGs in the months after the May10 elections. Hence, in the next quarter, much of IR1 activities will focus on preparations for the CIG Awarding through the completion of ODPM2 Trainings and the subsequent CIG Review and MESP Formulation by the respective LSBs. Monitoring of CIG projects have been stepped up to record both quantitative and qualitative results of their implementation.

Baseline and midterm capacity assessment results of 81 Expanded-PTAs show significant gains with 40 out of 65 Expanded-PTAs increasing in their capacity level. In the "Functioning Effectively Category" alone, the jump from 2% to 41% of the EPTCAs to be at such category is worthwhile to note.

IR2, for its part, has almost completed the Training on Instructional Materials Development and Use of BBF Books this quarter with only three (3) schools left to reach in the next quarter. In the same sense, the Basic Intensive Training has commenced in the quarter beginning with Cycle 1 in English. Math and Science will follow suit in the succeeding quarter following the finalization of training modules.

The IR2 team will also conduct ESM Training for ALS Facilitators in May 2010 to support the teaching capacity of BLiSs YLFs and A&E IMs. The training will likewise focus on tips on composition writing to address the concern for A&E test takers on the 50% essay writing portion which they had difficulty on.

IR3 continues to focus on reaching more out-of-school children and youth with the opening of BLiSs Cycle 1 sessions for the year and recruitment for more skills trainees. Given the 70-80% accomplishment to date, it is safe to say that IR3 can very well reach its target numbers by the end the year.

IR3 gains include the passing of 33 learners from Year 2 A&E sessions, the hiring of some AQ/TQ passers as Assistant Trainers in on-going skills trainings in Midsayap and Mamasapano, as well as the newly operational Bagmaking and Baking and Pastry CEDSFs in Dinas, Zamboanga del Sur.

Internal program management has focused on Wellness and Disaster Risk Reduction as an agency-wide priority in Save the Children. In the implementation of EQuALLS2, in particular, Save the Children has developed the Score Card System that allows for tracking of accomplishments beginning from the community-based activities right up to MIS uploading. This ensures accurate, complete and timely submission of monthly reports through the Monthly Performance Report (MPR) form to be checked against the earlier submitted Monthly Listing of Activities (MLAs).

Finance vs. Program report shows 74% disbursed on the LOP budget, 52% of the current fiscal year, and more than a 100% disbursement within the quarter. Such financial performance is seen to slowly decline in the succeeding months as program activities are likewise expected to be scarce towards the end of the project life. Nonetheless, M&E and O&C units will continue to support the needs of every IR in the next period.

IRI: Community Engagement

Table 1: Highlight of Accomplishments for the Quarter

IRI Milestones	EQuALLS2 Targets			Accomplishments			% Accomplished		
	Revised LOP	Revised Year 3 (Oct 2009-Sept 2010)	This Quarter (Jan-Mar 2010)	As of Sept 2009	Y3,Q1 Dec 2009	Y3,Q2 March 2010	LOP	Year 3	This Quarter
Pangkat Aralan	367	192	30	230	161	31	115%	100%	103%
C&Y Consultations	367	192	31	230	161	31	115%	100%	100%
ODPM1: PTA Capacity Assessment & CESP Workshop	367	165	165	204	-	166	101%	101%	101%
CESP Review & Consolidation	367	165	165	204	-	166	101%	101%	101%
ODPM2: Project Proposal Writing & Grant Management Orientation	367	165	88	204	-	97	82%	59%	110%
CIG Awarding with ODPM3A: Finance/M&E Mentoring on CIG Implementation	367	276	11	91	99	10	54%	39%	91%
ODPM3B: Sustainability Mechanisms	367	276	4	-	72	4	21%	28%	100%
LSB Training on EPI	18	16	1	15	-	1	89%	6%	100%
Equipping of CFSs	367	192	30	230	161	31	115%	100%	103%

Gains This Quarter

The quarter under review saw the completion of majority of EQuALLS2 IR1 milestones as implemented by Save the Children across its project sites. It marks the expansion of focus barangays from 75% to 100% in 15 out of 18 project sites. Such is made possible through partner local government units (LGUs) that expressed their appreciation of the community engagement processes carried out in the EQuALLS2 Project, leading to a comprehensive education and skills agenda in the localities.

The social preparation activities in the communities dubbed Pangkat Aralan and the subsequent Children and Youth Consultations have exceeded the target number of 367 groups due to the re-alignment of CIG recipient barangays from Sulu to the municipalities in Region 9 and from Maguindanao to Midsayap. Even as support to the 55 original groups were discontinued, it is important to note that they were able to make their community action plans and were made aware of the importance of consulting the young in planning for their very own education.

ODPM1 with CESP Review and Consolidation were completely done for 370 groups, although three (3) of which have been discontinued due to lack of qualified community association that would serve as conduit for the CIG. All the said groups who were composed of school teachers and administrators, community leaders, and the young were able to sit down together, bring forth their education concerns, and collectively come up with their Community Education and Skills Plans (CESPs).

By the end of March 2010, a total of 301 groups have undergone ODPM2. Aside from the three (3) discontinued groups, CESPs of 298 group are now ready for review by their respective Local School Boards (LSBs) for the formulation of the Municipal Education and Skills Plan (MESP) in the succeeding quarter, in time for CIG awarding immediately after the election.

After having been affected by security and conflict in the previous quarter, 10 groups have finally been awarded with their CIGs in January and were initially mentored on finance and M&E processes in implementing CIG projects. This allowed them to take note of important documents to secure as they subsequently implement their projects.

On the other hand, four (4) more groups that have received their CIGs in the previous quarter had their ODPM3 and have planned out project sustainability mechanisms in terms of resource mobilization and advocacy skills. Most importantly, steps towards the proper institutionalization of the organization to the Securities and Exchange Commission (SEC) for legal recognition have been laid out for them to undertake.

At the municipal level, training on Education Performance Indicators (EPIs) was given to the LSB of Omar, completing the said training for 16 partner LSBs across the project sites. Proper knowledge and understanding of EPIs has awakened in the LSBs the need to focus on education interventions that will greatly improve EPIs in all schools. In line with this, it is important to note that with the discontinuation of CIG processes in Luuk and Talipao, succeeding targets for LSB training are now set at 16 LSBs from the 18 original LOP target.

In Education in Emergencies (EiE), Save the Children facilitated the Psychosocial Training of 43 additional teachers in Maguindanao who will, in turn, conduct psychosocial activities with schoolchildren in Child-Friendly Spaces (CFSs) which were earlier constructed. The six CFSs are now equipped with both psychosocial and educational learning materials.

IRI Qualitative Gains: Capacity Assessment Results

Table 4: Baseline and Midterm Capacity Assessment Results of Partner Expanded-PTAs (EPTAs)

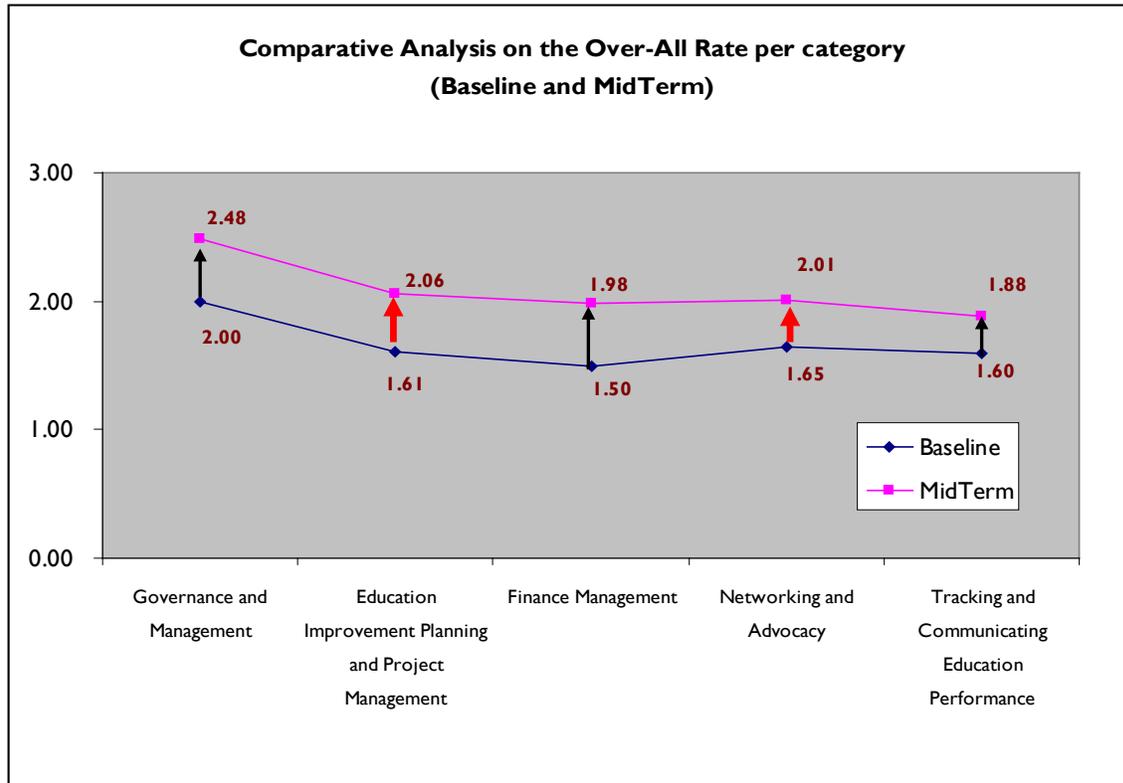
Assessment Reference	Getting started		Developing		Functioning Effectively	
	No.	%	No.	%	No.	%
Baseline	65	80%	14	17%	2	2%
Midterm	25	31%	23	28%	33	41%

N = 81 EPTAs

While there were 99 batch 1 EPTCAs, only 81 were able to undergo both the baseline and midterm capacity assessments. The midterm assessment results compared with the baseline demonstrate significant gains: the number in the getting started category was reduced to only 25 EPTCAs from the baseline number of 65; an increase from 16 EPTCAs (constituting 19% of the total) to 56 or 69% of the total in the developing and functioning effectively categories. In the functioning effectively category alone, the jump from 2% to 41% of the EPTCAs to be at such category is worthwhile to note.

Set of challenges remain. The need to further train and strengthen the 25 EPTCAs to help them move to a higher category, and to maintain or improve and sustain the improved competencies of the EPTCAs that had initially shown potentials for improvement.

Figure 1: Comparative Analysis of Expanded-PTAs Capacity Assessment Results per Major Competency



Across the competencies, it is noted that improvement from one category to the other happens largely in Education Improvement Planning and in Networking Advocacy, while improvement in scores within a category is observed in three competencies- governance and management, finance management, and tracking and communicating education performance indicators. This picture suggests that the capacity enhancement training for the EPTCAs will have to focus more on these competencies along with institutionalization and sustainability approaches and strategies.

Challenges Encountered

To date, the CIG for Taluksangay Parents-Teachers Association (PTA) in Zamboanga City remains un-awarded. The project proposal of the PTA was repeatedly revised according to the dictates of the Barangay Chair who is not a very strong supporter of EQuALLS2 or of any other development intervention in the area. After the reorganization of the PTA last month though, a CIG project was finally agreed upon by the PTA and the barangay chairman. The same is expected to be awarded in April.

At times, CESP consolidation and CIG review are not given the full substantive inputs by the key leaders of the community and LGU due to their absences in said sessions. Worse off, actions are sometimes delayed because critical decisions on certain situations or approaches are not readily available.

Some ODPM2 trainings targeted in the quarter, on the other hand, had to be moved to April 2010 due to the un-availability of IR1 team and internal finance staff facilitators to cover all groups.

Plans for the Next Quarter

- ODPM2 for 69 remaining groups
- CIG cluster review in 16 project sites
- Training on planning, monitoring and evaluation of education projects for Omar LSB
- Training for madrasah operators on project proposal and finance management
- Preparation for and conduct of Brigada Eskwela in 413 EQuALLS2 partner schools
- Formation of four (4) municipal Disaster Risk Reduction (DRR) team
- Construction and equipping of three (3) additional CFSs

IR2: Educators' Professional Development

Table 2: Highlight of Accomplishments for the Quarter

IR2 Milestones	EQuALLS2 Targets			Accomplishments			% Accomplished		
	Revised LOP	Revised Year 3 (Oct 2009-Sept 2010)	This Quarter (Jan-Mar 2010)	As of Sept 2009	Y3,Q1 Dec 2009	Y3,Q2 Mar 2010	LOP	Year 3	This Quarter
Basic English Intensive Training (Cycle 1)	197	197	197	-	-	146	74%	74%	74%
Training on Materials Development and Use of BBF Books	3,043	3,254	2,965	-	78	2,677	91%	85%	90%
Teachers' Training on EiE	160	160	80	-	29	93	76%	76%	116%

Gains This Quarter

With the completion of the series of trainings for ESM mentors in the past year, much of the efforts in IR2 are now focused on the training for teachers from schools without mentors. This is done through the two-cycle Basic Intensive Trainings on English, Science, and Math, respectively. Such training design aims to capacitate teachers who can mentor other educators in the absence of a mentor in their own school, in any of the above-mentioned subject areas.

In this second quarter of Year 3 implementation, the first cycle of Basic English Intensive Training was completed for 146 teachers and will run for 51 more teachers in April 2010. Module preparation for both Math and Science trainings is currently in progress so the said trainings may be conducted in the succeeding quarter.

On the other hand, the Training on Materials Development and Use of BBF Books gained full speed this quarter, reaching almost 91% of teachers in all EQALLS2 partner schools in Save the Children project sites. In the said training, each teacher was given a kit containing materials needed to develop learning materials on ESM. Demo teaching was done by ESM lead mentors on the use of the materials they produced, including tips on the proper use of books donated by the Brothers Brother Foundation (BBF) through USAID. Three (3) more schools will undergo this training next quarter with 103 teachers expected to be reached.

In Education in Emergencies (EiE), Save the Children facilitated the Psychosocial Training of 93 teachers in Maguindanao in addition to the 29 who were trained in the previous quarter, through UNICEF funding. These teachers are expected to conduct psychosocial activities with schoolchildren in Child-Friendly Spaces (CFSs) specifically constructed for such purposes.

Challenges Encountered

The reason for the variance in the number of teachers trained this quarter is mainly due to conflict in schedules with DepED partners as they were preparing for the ending of the school year.

The ESM Training for ALS Facilitators, for its part, has repeatedly been postponed in the past months to provide more time for the preparation of the training modules.

Plans for the Next Quarter

- Basic Intensive Trainings in Math and Science
- Refresher trainings for ESM mentors
- ESM Training for ALS Facilitators
- Curriculum Adaptation Training in Mother Tongue-based, Multilingual Education

IR3: OSCY Basic Education and Skills Trainings

Table 3: Highlight of Accomplishments for the Quarter

IR3 Milestones	EQALLS2 Targets			Accomplishments			% Accomplished		
	Revised LOP	Revised Year 3 (Oct 2009- Sept 2010)	This Quarter (Jan-Mar 2010)	As of Sept 2009	Y3,Q1 Dec 2009	Y3,Q2 Mar 2010	LOP	Year 3	This Quarter
BLiSs Sessions	9,210	3,017	1,740	6,193	-	1,720	86%	57%	99%
A&E Sessions	3,420	1,441	90	1,979	1,350	90	100%	100%	100%
TBCST	16,050	9,215	3,296	6,836	2,623	2,909	77%	60%	88%
STII	4,925	3,246	1,264	1,679	745	1,074	71%	56%	85%

Gains This Quarter

In January 2010, the first cycle of Basic Literacy and Life Skills (BLiSs) sessions for Year 3 commenced in 48 CLCs with a total of 1,720 learners. This, as Year 2 Cycle 2 ended with 88% completers.

The Mid-Project Learning Assessment held in the last week of January convened Youth Learning Facilitators (YLFs) and partners from DepED who shared the gains and challenges of the BLiSs Program. The YLFs returned to their respective CLCs bringing with them tips on improving their teaching methodologies.

While 58 learning groups in Accreditation and Equivalency (A&E) continue to hold sessions for 1,440 learners, DepED released the results of the November 2009 A&E Test results in the first week of March with 33 passers from Save the Children learning groups. They are now officially high school graduates and have an opportunity to take a degree in college education.

Skills trainings in IR3 have accomplished almost 90% of its target number of trainees for the quarter, showing positive signs of reaching the life-of-project targets by the end of the year.

Some completers who have passed the Assessors Qualification / Trainers Qualification (AQ/TQ) Training in the previous quarter are reported to now being income-earner Assistant Trainers in on-going skills trainings in Midsayap and Mamasapano. The TESDA Cotabato and Maguindanao and a private TEI in Midsayap have absorbed 9 TQ/AQ passers into their trainers pool, while the Mamasapano TVET center has taken in 20 TQ/AQ passers as part of its trainers' team. Unfortunately, the operation of the center was suspended since the Maguindanao incident. Efforts to revitalize the center though are now manifest and it is hoped that the same will be fully operational again within the year.

In Dinas, Zamboanga del Sur two (2) trade guilds have begun operating their Community Enterprise Development and Service Facility (CEDSF) on Bag Making/Dress Making as well as Baking and Pastry. They have started receiving orders and catered to the needs of local government functions and even that of EquALLS2 training kits in the form of canvass bags.

Challenges Encountered

Getting feedback from the A&E test takers in 2009 and seeing the results in March this year, it was found out that there is a need to focus on composition writing skills of A&E takers since essay writing is given 50% credit in the test. Because of this, Save the Children is determined to solicit tips from Instructional Managers (IMs) who have several test passers from their learning groups. In the ESM Training for ALS Facilitators in the succeeding quarter, the IR2 team will address the topic on composition writing and provide teaching pointers on this. Save the Children will also tap lead mentors in nearby CLCs to regularly check on the essays of learners in time for the A&E test in August 2010.

Across all project sites, Save the Children is encountering difficulty in the assessment of skills training completers due to the following reasons: un-availability of assessors in the area, scheduling with service providers, cost considerations in bringing the completers to the assessment facilities which are almost always in the cities and neighboring municipal centers requiring more than transport cost for the trainees.

Peace and order concerns in Sulu have discouraged skills trainers from going to conflict-stricken communities and have stalled skills trainings during the quarter. In Maguindanao, the service provider for skills trainings was catering to several trade areas during the quarter and had to postpone the conduct of others to the next quarter.

Tracking of skills training completers who have been employed has yet to be undertaken by Save the Children in the succeeding quarter in order to report employment gains of the skilled trainees.

Plans for the Next Quarter

- AQ/TQ Training for Dinas and San Miguel skills training completers
- Assessment of skills training completers
- Guild formation and CEDSF establishment across the project sites
- Inventory/employment tracking of skills training completers
- New batches of STII and TBCST

Monitoring and Evaluation

The M&E Unit regularly updates the processing of EQuALLS2 results and accomplishments, tracking and updating data in every IR. The table below shows accomplishments to date and activities to be done in the succeeding months.

Support to IRs	Activities / Outputs	Further Activities
IR1 Institutional Assessment of PTAs and E-LSBs	<p>Completed the Analysis Report of the Batch 1 Baseline and Mid-Capacity Assessment Results</p> <p>Initial Analysis of Baseline Assessment of Batch 2, Batch 3 and LSBs results</p>	<p>Discussion and Dissemination of the Capacity Assessment Results (May)</p> <p>Orientation on Capacity Assessment too to the School Heads and LSB officials (May)</p> <p>Comparative Analysis of Baseline and Mid Assessment of Batch 2,3 and LSB (June)</p>
IR1 CIG Monitoring	Formulated the External Evaluation Design	<p>Actual Conduct of the External Evaluation of Batch 1 CIGs (May)</p> <p>Final Report and Learning Discussion (June)</p>
IR 2 Teachers Proficiency Tests and Performance Appraisal	Finalized the mentors performance appraisal tool and evaluation design for IR2	<p>Conduct of mentors' assemblies and update sessions with school heads for the conduct of the appraisal for mentors (May)</p> <p>During this, sharing on the mentoring approaches will be discussed and documented as part of the learning agenda of Save the Children</p>
IR2 Education Indicators Monitoring	Already completed the encoding of selected education performance indicators from 2005 to 2009	<p>Collect recent EPI results 2010 (May)</p> <p>Development of the School Information System with the technical assistance of Save the Children country office (June)</p>
IR3 DAP Training and Actual Survey	Completed encoding of all Year 3 DAP results and are now in the process of analysis	<p>Re-orientation on DAP to YLF/IMs to discuss the previous results and data quality assurance systems.</p> <p>Training on DAP Application in Program Design to selected</p>

		learning groups. (May) DAP Test 2 (Year 3) to be administered on June and July)
IR 3 Basic education competencies (FLT, ABL, A&E test results)	Ongoing encoding of all Year 3 FLT/ABL results of Year 2 Cycle 2	Finalize the FLT/ABL results of Year 2 BLISS and A&E.
IR 3 Skills Assessment and Competencies	Conduct and encoding of the pre-test results of the LAR from Midsayap and Lutayan Formed a LAR (also DAP) team composed of M&E, IR3 and Education Asst. Managers to supervise the conduct of these tools in the areas. An orientation session with the team was conducted in April to discuss the strategies and plan out the actual conduct.	LAR Orientation with YLF, Ims and Service Providers will be conducted simultaneously at the cluster levels. Actual Roll-Out of the LAR will start in May. This will be conducted in all basic education and skills trainings programs.
IR 3 Tracking of OSCY Employment (TRACER)	Instead of TRACER, SC decided to conduct a simple inventory of IR3 completers who are employed. This is done at the barangay level in coordination with the PTCAs and barangay officials.	Gather the results of the inventory from the field staff
Individual IRs Reach Analysis (including the tracking of the OSCY pathways)	The M&E has started to analyze the actual reach of the various IRs. The objective of this study is to understand the depth of the quantitative numbers reported on SC accomplishments. However, this was deferred due to some discrepancies on the MIS data that needs to be rectified.	Restart the Actual Reach Analysis (as of the recent quarter) based on the MIS rectified data.

Outreach and Communication

Much of the work of O&C this quarter focused on support to program management in terms of report writing and packaging of presentations to EQuALLS2 partners as well as Save the Children managers. Proper coordination with EDC field office has likewise been done on the filing of documents for the distribution of dictionaries and cassette players in time for the audit done during the quarter.

O&C was also greatly involved in the preparation of the farewell trip of US Ambassador Kristie Kenney to an STII site in January 2010. Support to IRs includes the design and production of tarpaulins as well as the regular consolidation of look-ahead calendars and the subsequent updating of these.

The O&C Officer has likewise been tasked to coordinate the implementation of the MLE Pilot Program. Hence, staff attended the 1st Philippine MLE Conference in February 2010 and consequently conducted an orientation meeting to DepED and community partners in the newly identified pilot school in Lutayan, Sultan Kudarat. A joint MLE Planning with Save the Children Koronadal office is set to be conducted in April. Output of the said meeting includes MLE results framework and next quarter plans.

In addition, the O&C is set to do the following activities in the next quarter:

- Writing of success stories as indicated in this QPR
- Data gathering for Save the Children program learning topics
- Layout and packaging of ODPM1 and 2 modules
- Continued support to IRs in terms of their communication needs

Program Management

This section focuses on internal management systems carried out by Save the Children in the implementation of the EQuALLS2 Project and in accordance with Save the Children agency-wide policies. Below are the activities done in the quarter under review.

Regular Planning/Assessment

During this quarter, three (3) assessment/planning workshops were conducted. Used to be attended by Senior Staff only, these regular assessments/planning sessions had expanded its attendees to include the Municipal Coordinators. Its main purpose is to determine the overall and the municipal monthly performance, identify gaps, and address field challenges. This has worked effectively for the past months beginning this fiscal year which has led to accelerated performance of the project.

Scorecard System

Each municipality prepares Monthly List of Activities or MLA derived from the Approve Quarterly Plan. Said MLA becomes the basis of a Monthly Progress Report or MPR that each Municipal Coordinator prepares. Through a panel review, the MPR is reviewed or validated against the MLA and the results become the performance assessment of the MC in a particular month upon which he is accordingly rated using the quality criteria of Accuracy, Completeness, and Timeliness. Deviations noted from this panel assessment are explained and are considered for the next quarter plans.

This performance planning and assessment review practice is called by the EQuALLS2/Save Team scorecard system. It has manifestly yielded positive results reflecting improved performance by the staff not only in terms of numbers delivered but also ensuring quality outputs.

The scorecard system is also applied to the Team Leaders, IR staff, and other support staff.

For the upcoming months, the performance review will be done at the cluster level but still with the participation by the panel review members coming from the IRs and M&E who will support the Education Team Leaders in this exercise. The monthly Senior Staff Meetings will continue to take place following the

cluster meetings to discuss unresolved issues and take needed strategic and technical directions from the Program Director.

Wellness Program

To further promote staff welfare and well being, Save the Children encourages the adoption of a wellness program in its program offices. A training of trainers was conducted in Manila last February 8-9,2010. This was participated in by the Education Team Leaders and selected Admin Staff. A wellness roll-out will be conducted on April 6-8, 2010 for all staff.

In the immediate time and given the nature and location of work, the EQ2 staff will be given immunization in tetanus, flu, and hepa B to shield them from affliction of work-related ailments.

Disaster Risk Reduction Training of Trainers

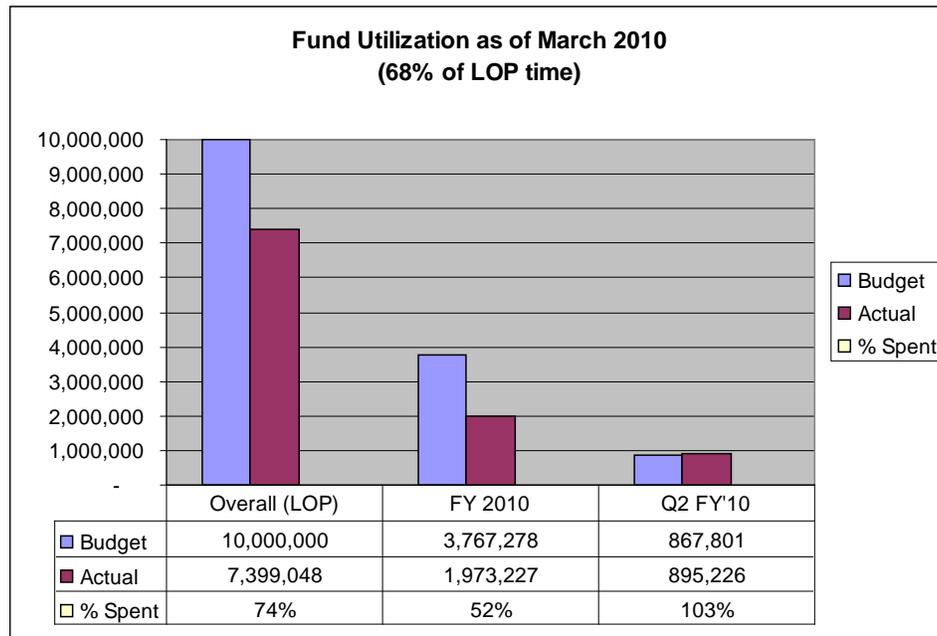
Save the Children conducted the Disaster Risk Reduction Training of Trainers last March 8-12, 2010 in Davao City. It was participated in by selected staff from all over Save the Children offices in the Philippines. Eight (8) EQuALLS2 Project staff joined in this activity. These staff, after having attended the said TOT will co-facilitate in the formation of Municipal DRR Management Council in the impact areas beginning in the municipalities of Maguindanao and Midsayap.

Child-Friendly Space with UNICEF

The project implemented by Save the Children EQuALLS2 in partnership with UNICEF has finally concluded. Results have been achieved, to include: 1) Construction of four (4) CFS and provision of instructional and learning kits; 2.) Conduct of psychosocial training workshop to thirty nine (39) teachers; and 3.) Conduct of psychosocial sessions to 800 children.

Financial Report

Summary of Disbursement



Graph above shows the project's financial performance as of March 2010, second quarter of FY 2010. Record shows total expenditures of \$ 7,399,048 representing 74% of the overall budget. The unspent balance of 26% shall be spread equitably over the remaining project life of four (4) quarters. A remarkable decline in spending is expected starting the next quarter towards Year 4.

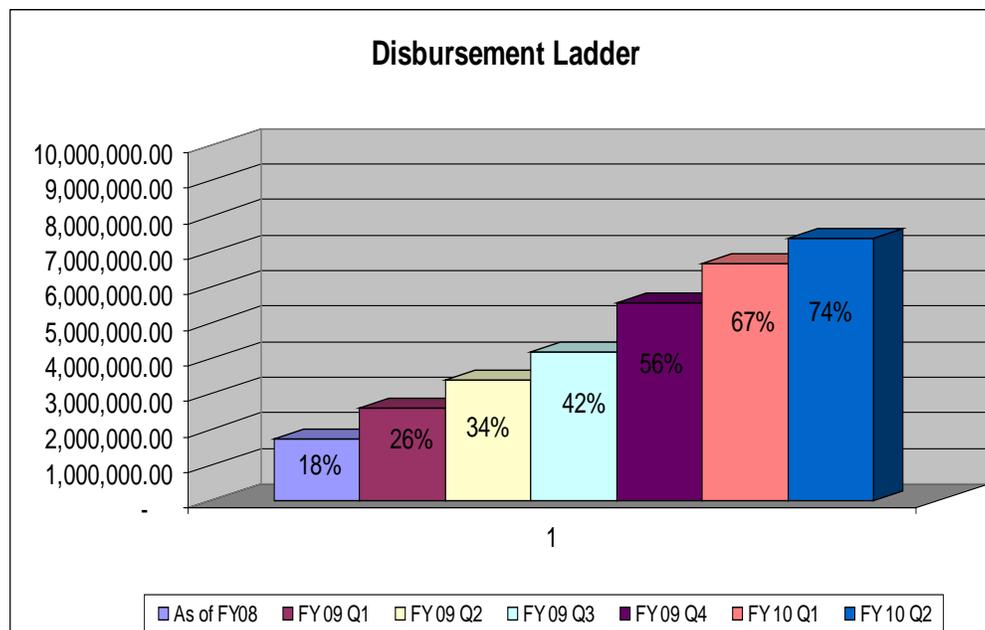
For this quarter, the project incurred a total expenditure of \$895,226. This represents 103% of the quarter budget, and 52% of the FY10 budget. The overspending for this quarter is attributed the spill-over of activities from the previous quarter. As reported, previous quarter was 5% under spent.

Variance Analysis

IR 1	<p>This component is on track. What remains to be done after this quarter is the conduct of ODPM 2 for the 18% of the total target groups, awarding of CIG for the 167 remaining groups and sustainability workshops.</p> <p>This quarter's major activities include the following:</p> <ul style="list-style-type: none"> ▪ The conduct of ODPM1 for the Batch 3 groups of 166 PTAs ; ▪ The conduct of ODPM2 for 97 groups; ▪ Conduct of Pangkat Aralan and C&Y Consultations for the remaining Batch 3 groups <p>However, the quarterly budget was not fully utilized. The challenge was on the recording of expenses. Since these were back-to-back workshops (ODPM2) facilitated by the Finance</p>
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	<p>Assistants of the Clusters, checking of billings and liquidations were a bit delayed. Some of the costs were booked on the next month following the quarter.</p>
IR2	<p>The major activity of this component for the quarter was the conduct of Instructional Materials Development Training for all teachers. 90% of the target was reached during this quarter. Also the planned conduct of Basic Intensive Course for schools with no English Mentors finally took off this quarter, serving 74% of its target.</p> <p>There was an overspending on this component. This was due to the increase in the number of teachers in our target schools.</p>
IR3	<p>This component is generally on track. It has practically reached 99% of its quarter budget while reaching 93% of its quarter program target.</p> <p>This quarter, SC purchased supplies and materials for the BLiSs sessions for the entire cycle ending May 2010. Some trainings can not be encoded to MIS pending compliance to some supporting documents.. Hence, these will be reported in the next quarter.</p>

Disbursement Trend



Graph above depicts the trend of disbursement for each quarter. For the previous quarters, each quarter period contributed an average of 10% in the project spending chart. However, starting this quarter, total disbursement contributed only 7% of the total cumulative expenditures. The decline is largely affected by the decrease in NICRA rate. From the provisional rate used in the proposal of 22.09%, approved provisional rate for FY2010 is only 17.04%. In the subsequent quarters though, a decline in spending is expected as planned.

Leverage

Organization	Leverage Item	Estimated Amount of Leverage (in USD)	
		In Cash	In Kind
Save the Children	Municipal and Barangay LGU CIG counterpart	12,666.67	10,755.56
	Barangay LGUs time	-	12,074.44
	Use of Community Learning Centers	-	4,777.78
	Use of Venues during TBCST (e.g. barangay hall, multi-purpose)	-	24,133.33
	Use of Venues during STII (e.g. Municipal Hall, etc.)	-	7,355.56
	Use of barangay centers as venue for the session	-	3,744.44
	Community labor, PTCA & volunteer time spent on project activities	-	5,460.44
	LGU provide funds for transportation of equipment for TBCST/STII	666.67	111.11
		13,333.33	68,412.67
Department of Education	DepEd Mindanao staff time spent in EQuALLS2 activities	-	55,277.66
	DepEd facilities use	-	2,384.44
	DepEd counterpart transport costs/other contributions	-	-
	Use of Community Learning Centers	-	-
		-	57,662.10
TESDA	TESDA staff time participating in EQuALLS2 activities	-	-
	TESDA facilities	-	11.11
		-	11.11
MLGU	LGU officials' (mayors, SB officers, bgy kagawads) & staff time	-	16,997.04
	Use of Venues during STII (e.g. Municipal Hall, etc.)	-	924.44
	Municipal LGU CIG counterpart	-	-
	MLGU facilities use	-	-
		-	17,921.48
BLGU	Barangay LGUs time	-	44,248.89
	Use of Venues during TBCST (e.g. barangay hall, multi-purpose)	-	9,420.74

	Barangay counterpart for the use of venues during community-based activities	-	88.89
	Barangay CIG counterpart	-	-
		-	53,758.52
Community	Community labor, PTCA & volunteer time spent on project activities	-	93,522.56
	Parent & community cash & in-kind contributions	-	94.44
		-	93,617.00
TOTAL LEVERAGE CONTRIBUTIONS		\$13,333.33	\$291,382.88

Annex 5

EQUALLS2

**Quarterly Progress Report, FY2010
(January to March 2010)**

Submitted to Education Development Center, Phil

by

Synergeia Foundation

March 21, 2010

In accordance with

Sub-grant Agreement No. 462-A-00-06-00024-00

SYNERGEIA FOUNDATION, INC.

Quarterly Progress Report, January – March 2010

PROJECT BRIEF

Project Title: EQuALLS 2

Sub-grant Agreement No. with EDC 462-A-00-06-00024-00

Start : 08/01/2007 End: 04/30/2011

Geographical Coverage

Region	Provinces (names)	Municipalities (names)	Target Number of Barangays
Region IX			
Region XII			
ARMM	Sulu Maguindanao Shariff Kabunsuan Lanao del Sur	Jolo, Patikul, Siasi Datu Paglas, Paglat Barira, Buldon, Upi Ganassi, Kapatagan, Marawi City	Jolo (8), Patikul (22), Siasi (37) Datu Paglas (17), Paglat (6) Barira (11), Buldon (11), Upi (17) Ganassi (24), Kapatagan (11), Marawi City (10)
Total		11	174

Name of Lower Tier Sub-grantees

Name	Sub-grant agreement No.	Total Cost
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1. First Tier #1	Agreement No. With Lead Partner	
	Agreement No. with Sub-grantee	
1.1 Second Tier	Agreement No. with Sub-grantee	
1.2 Third Tier		
2. First Tier #2	Agreement No. with Lead Partner	

Financial Status as of this quarter (in US Dollars)

Name	Total Grant Amount for the project duration	Total Year 1 to 3 Budget	Total Amount Disbursed to date	Cumulative % disbursed in relation to Year 1 to 3
1. Sub-Grantee	7,000,000.00	5,493,084.00	2,704,198.00	49%
2. First Tier #1				
3. First Tier #2				
TOTAL	7,000,000.00	5,493,084.00	2,704,198.00	49%

Contact Person :

Name : MILWIDA M. GUEVARA

Position : President and Chief Executive Officer

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EXECUTIVE SUMMARY

Early last year, a young Teduray girl in Upi, Maguindanao was so painfully shy that she could not even look at people every time she spoke. At the Basic Literacy graduation in the town proper on January 16, 2010, she shone with a newfound self-confidence that came from being able to nourish dreams of finishing her studies.

“Nabuksan na naman muli ang aking mga pangarap. (I have once again began to dream),” she said on stage, as she described her feelings about EQUALLS2’s Basic Literacy program.

The transformation of individuals, families, government officials, and entire communities are the ones that propel Synergeia Foundation to persist despite difficulties . More than the usual headcount for teacher trainings, workforce developments, and other activities, these are the things that make our people go out to dangerous localities and diligently try to inspire even the most self-centered local government officials to become education advocates. More than the usual measurement of success in activities, like participants and attendees, our people are inspired when youth like this Teduray girl show renewed optimism and hope. One individual means many generations of education advocates—and this is the one thing that makes us believe there is hope for our flawed but beautiful country.

This quarter, we have gone full steam on Barangay Education Board organization, a Synergeia innovation that is expected to deepen education reforms in every locality by transforming the smallest and most basic government unit—the barangay. Through peer mentoring with the help of Former Mayor Alfonso Gamboa, Vice-Mayor Jay Jalandoni, and Barangay Captain Educarado Tiongson of Solano, Nueva Vizcaya, Synergeia started the wave of reforms in all Maguindanao, Lanao, and Sulu sites. While we do not expect perfection in implementation--learning curves after all are always steep when spearheading reforms--the trainings have elicited commitment from barangay captains to organize BEBs by the second quarter of 2010.

The CIG and CLC programs, which were hampered by several challenges last year, have also started to move forward due to the persistence of Synergeia Central in resolving concerns. Parents’ Training Programs have enjoyed the support of communities, empowered by the new skills gained in project planning and implementation. Our Basic Literacy programs and workforce development successes are testament to the home visitation activities of our IMs and have brought much inspiration to the entire team.

The quarter was not without challenges, as dedicated people, resources, and inspired leaders are always in short supply. However, we continue to create new and better partnerships to resolve these concerns and are positive that we will meet our targets.

TECHNICAL PROGRAM ACCOMPLISHMENTS AND CHALLENGES/ISSUES



TABLE 1
IR1 ACTIVITIES CONDUCTED AND RESULTS OBTAINED FOR THE PERIOD
JANUARY TO MARCH 2010

ACTIVITIES DURING THE QUARTER	RESULTS/OUTCOMES
<p>1. Barangay Education Board Trainings</p> <p>Entitled , “BEBs as Springboards to Education Reform”, Barangay Captains, Chairmen of BLGU Committees on Education or other barangay officials, PTCA President or members, School Principals and Youth Council representatives participated in two-day trainings and workshops on barangay school board organization.</p> <p>Cluster 1 Sites (Jolo, Patikul & Siasi):</p> <p style="padding-left: 40px;">February 19-20, 2010 Cecille’s Pension House Zamboanga City</p> <p>Cluster 3 Sites (Maguindanao and Lanao):</p>	<p>At least three representatives each from target barangays of Clusters 1 and 3 were trained on the framework and process of organizing barangay education boards. Former Mayor Alfonso Gamboa of E.B. Magalona, Negros Occidental, Vice Mayor Jay Jalandoni of Silay City and Barangay Captain Eduardo Tiongson of Solano, Nueva Vizcaya shared their best practices and experiences in organizing a barangay education board. Participants were taught concepts, principles and strategies on the responsibilities of barangays in education, and how to organize an education board. In keeping with the ideals of good governance, participants attended trainings on leadership, transparency, and accountability. Participants were able to</p>

<p>Barira, Maguindanao January 13-14, 2010 Buldon, Maguindanao January 15-16, 2010 (Estosan Hotel, Cotabato City)</p> <p>Kapatagan, Lanao del Sur January 18-19, 2010 Marawi City January 21-22, 2010 Ganassi, Lanao del Sur January 24-25, 2010 (Crystal Inn, Iligan City)</p> <p>Datu Paglas and Paglat, Maguindanao January 29-30, 2010 (Sydney Hotel, General Santos City)</p>	<p>assimilate the concepts and best practices through workshops and group activities. Commitment from barangay captains to organize their barangay education boards within the second quarter of 2010, and barangays to implement their own programs on education and support Local School Board programs were among the important outcomes of the training.</p>
<p>2. Community Incentive Grant</p> <p>Synergeia conducted focused training workshops on CIG project proposal preparation and writing, financial management, and financial reporting. These were held on:</p> <p>February 7 & 8 for Datu Paglas Paglat, and some Upi PTCAs Sydney Hotel, General Santos City</p> <p>February 11 & 12 for Kapatagan, Ganassi, and Marawi PTCAs Crystal Inn, Iligan City</p> <p>March 22-24 for Siasi PTCAs Perlita Hotel, Zamboanga City</p> <p>March 30 & 31 for Jolo and Patikul PTCAs Cecille's Pension House Zamboanga City</p>	<p>The CIG training workshops were completed in all Synergeia sites. These were attended by PTCA Presidents and Treasurers, and in some cases, PTCA Secretaries, Auditors, and Vice Presidents and School Principals depending on their availability.</p> <p>Number of PTCAs trained were:</p> <p>Datu Paglas -- 17 Paglat -- 6 Upi -- 7 Kapatagan - 7 Ganassi – 22 Marawi City -- 6 Jolo -- 28 Patikul -- 10 Siasi -- 32</p> <p>As a result, of the 233 PTCAs in the target schools, 172 or 74% have already</p>

	<p>submitted approved project proposals. Actual disbursement of the grants and implementation of the projects themselves, however, were significantly delayed by the withholding of funds by EDC to Synergeia until late February. Projects which could have been funded and started in January were funded only in late February and March.</p> <p>As of 31 March 2010, a total of 111 grants have been disbursed. The details can be found in Appendix 1. All but four of these 111 grants have been made to PTCAs in Cluster 3.</p>										
<p>3. Community Learning Center</p>	<p>In addition to the 53 community learning centers (CLCs) completed in the last quarter, seven (7) additional CLCs were completed for the period January-March 2010 – 1 in Jolo and 6 in Marawi City. This brings the total number of completed CLCs to 60, broken down as follows:</p> <table data-bbox="893 1218 1104 1386"> <tr> <td>Siasi</td> <td>34</td> </tr> <tr> <td>Jolo</td> <td>8</td> </tr> <tr> <td>Marawi</td> <td>10</td> </tr> <tr> <td>Paglat</td> <td>6</td> </tr> <tr> <td>Datu Paglas</td> <td>2</td> </tr> </table> <p>The rest of the CLCs are in various stages of refurbishment and construction. Barangay captains and PMTs/LSBs were closely involved in the process and have made investments in time, labor, and counterpart funds to complete the CLC project and ensure sustainability.</p> <p>Details of CLCs can be found in Appendix 2.</p>	Siasi	34	Jolo	8	Marawi	10	Paglat	6	Datu Paglas	2
Siasi	34										
Jolo	8										
Marawi	10										
Paglat	6										
Datu Paglas	2										

<p>4. Madrasah Initiative</p> <p>Following are the target Madrasah institutions/beneficiaries in Sulu:</p> <p>Jolo - Maahad Al Ershad Al Islamie</p> <p>Patikul - Sahaya Islamic Integrated Learning Center (SIILC)</p> <p>Siasi - Southern Philippines Islamic Integrated Foundation (SPIIF)</p>	<p>Madrasah improvement plans were presented by the TWG to the target madrasah institutions in Jolo and Patikul.</p> <p>Siasi and Patikul madrasah institutions have been granted permits to operate by the Bureau of Madaris Education. The grant of Permit To Operate (PTO) allows grade one and two pupils from the target madaris schools to receive financial assistance from DepEd amounting to P5,000 per child per school year.</p> <p>With the signing last year of an MOU between Mayor Muksan and SPIIF Principal Mr. Benrasir Kimble, the municipal government of Siasi passed a resolution allowing SPIIF to use an LGU property (former Regional Health Unit) as the site of its library project. Funds for the library project will come from a USAID grant. SPIIF is processing its bank account application as required by USAID and the DepEd Bureau of Madaris Education.</p>
<p>5. PTCA Training Program</p> <p>February 28, 2010 Maguindanao and Lanao sites Saint Joseph Retreat House</p> <p>March 13, 2010 Sulu sites Cecille's Pension House and Resort Zamboanga City</p> <p>Parents, selected teachers, barangay</p>	<p>At least 6 participants from each site/municipality in Sulu, and 5 to 6 participants each in Maguindanao and Lanao sites were trained by the Museo Pambata to use a reading program to engage the support of other parents, youth, and NGOs. The conduct of a reading program for parents is also an opportunity for parents to develop and demonstrate their skills in project planning and implementation. Participants, composed of selected parents, teachers and site coordinators experienced the art</p>

<p>officials and selected PTCA members in Maguindanao, Lanao, and Sulu sites were trained by the Museo Pambata on how to develop love for reading among children. The idea is to develop learning by making each child listen to a story, understand and appreciate and relive the stories through art and their experiences in life. It is also an innovative means of motivating parents to become involved in the education of their children.</p>	<p>of storytelling and discovered their creativity through workshops on arts and crafts. The training is designed or mentoring parents, teachers, and youth to be able to conduct storytelling sessions in their own communities and schools.</p> <p>An important output of the training is an action/implementation plan on how and when storytelling sessions will be conducted per barangay.</p>
<p>6. Bi-Monthly Workshops with Local School Boards on Planning, Implementation, and Project Evaluation</p>	<p>Among the items discussed and decided by LSBs were:</p> <ul style="list-style-type: none"> • Community Incentive Grants – In coordination with Synergeia site staff, ensure that PTCAs and parents are the ones driving the process of putting up project proposals. Also discussed ways and means on how the local government can provide support and counterpart funds for CIG projects • Barangay Education Board (BEB) – PMT/LSB members support the organization of BEBs as an institution that must initiate focused education programs and serve as ally in implementing LSB programs at the barangay or community level • Teachers Training - District Supervisors validated list of mentors in English, Science, and

	<p>Math prepared by the Synergeia M&E team. Identified suitable training dates to complete ESM core trainings. Continuously manage on-site training to ensure that all teachers are trained</p> <ul style="list-style-type: none"> ALS Program – facilitated the process for the rollout of the first batch of BL classes in 16 barangays in Siasi, 8 barangays in Jolo and 2 in Patikul. Also discussed details for the rollout of second batch of BL classes. Second batch of IM selection is ongoing at the barangay level. PMT to do final screening of IMs. Committed to deliver ALS targets.
<p>7. Mid-term Assessment of the LSBs in Marawi, Ganassi, Kapatagan</p>	<p>The CEO conducted mid-term assessment of the LSBs in Marawi, Ganasan, Kapatagan on January 23, 2010. The LSBs were asked to rate themselves using the EQuALLs 2 assessment tool. The focus group discussion also discussed the strengths and weaknesses of the LSBs and how they should capitalize on their strengths and what they can do to address their weaknesses. There were workshops on financial management and project planning. The Marawi LSB plans to conduct values orientation for their teachers. Kapatagan and Ganassi LSBs plan to co-manage the teachers' training.</p>
<p>8. On-site Parent Leaders' Training January 14, 2010 Buldon East District</p>	<p>Forty-four (44) parent leaders attended the training at Edcor Central Elementary School, Dinganen, Buldon, Maguindanao. The training helped parents assume two major roles: teachers at home and partners of the school. The parents discussed how to make PTCA membership more active, how they can</p>

	<p>work as a team, how they raise resources for schools, and the state of education in their own schools. These are integral to the improvement of the quality of education in any Synergeia site.</p>
<p>9. On-site Community Incentive Grant Visit January 4-8, 2010 Barira, Buldon, and Upi</p>	<p>Synergeia COO Sunny Sevilla and Marivic Calubia, Cluster 3 Program Assistant, made on-site review and revisions of CIG proposals for Barira, Buldon, and Upi. As a result the following number of proposals were approved:</p> <p>Barira – 19 proposals Buldon – 14 proposals Upi – 19 proposals</p>

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

CHALLENGES/ISSUES	ACTIONS TAKEN	OUTSTANDING ISSUES
<p>It will take more than workshops to truly empower PTCAs to implement projects on their own. A clear majority of PTCA officials have virtually no experience dealing with the documentation and financial requirements of the CIG. Their ability to lead the process is also constrained, in many cases, by their own poverty.</p>	<p>Synergeia has made great efforts to simplify and structure the documentation requirements of the CIG by providing user-friendly templates for the proposals, and simplifying the required submissions by PTCAs for liquidation, all of which have been cleared with EDC prior to their implementation. Synergeia has also enlisted the help of principals to monitor the implementation of CIG projects, though it has emphasized that it is the PTCA, not the principal, which should lead the project.</p>	<p>Synergeia expects this to be an ongoing issue, and will address specific problems as they arise.</p>
<p>PTCAs in some areas- notably Marawi- have been required by banks to have joint account holders (not just signatories) before they open accounts.</p>	<p>After consultation with EDC, Synergeia has asked PTCAs with joint account holders to execute resolutions approving the opening of “and” accounts.</p>	
<p>There are no banks in Siasi; PTCA heads report that the only credit cooperative they know of in Siasi requires a large maintaining balance and will not release the full amount of deposits for some time.</p>	<p>Synergeia has asked its site coordinator to scout around for alternatives.</p>	<p>This is not resolved yet.</p>

TABLE 3
IR2 ACTIVITIES CONDUCTED AND RESULTS OBTAINED DURING THE PERIOD
JANUARY TO MARCH 2010

ACTIVITIES DURING THE QUARTER	RESULTS/OUTCOME
<p>1. On-site Trainings in Math</p> <p>Jolo I District February 4-6 Hamid Halim Elementary School</p> <p>Jolo IV District Feb. 10-12 Hji Butu Elementary School</p> <p>Jolo III District Feb. 11-13 Bakud Elementary School</p> <p>Jolo II District Feb.14-16 Port Area Elementary School</p>	<p>A total of 584 teachers from the 29 EQuALLS2-covered schools in Jolo were trained by Math mentors. Conducted on separate dates per district, the teachers were clustered into three according to the grade level they teach. Training design (based on Math Core Training Phase 2), content, participants, administrative and logistical arrangements were managed by the DepEd Supervisors.</p>
<p>2. On-Site Trainings on Science and Math - Phase 2 (Laminusa and Siasi Districts)</p> <p>Math January 7-9, 2010</p> <p>Science January 10-12, 2010</p>	<p>A total of 121 teachers from the two districts of Siasi and Laminusa were trained in Math, while 115 teachers from the same districts were trained in Science by their mentors. The trainings, which were managed by the District Supervisors and conducted and facilitated by their mentors, used the modules at the core mentors' training.</p> <p>The participants appreciated the Science training particularly when they had field trips within the barangay to study living organisms. They also liked the interactive approach used in Math training where participants were given more exercises and asked to do workshop presentations.</p>

<p>3. Strategic Planning Workshop on the Conduct of Core Training for Mentors March 18-19, 2010 Ateneo Professional Schools, Rockwell</p>	<p>Synergeia partner trainers from Ateneo de Zamboanga, Notre Dame University Xavier University, and Project JOSIE Bulacan reviewed Core Training Programs conducted and identified those that need to be run to ensure completion of all core training courses by mentors.</p> <p>The exercise resulted in the following:</p> <ul style="list-style-type: none"> • Identification of core mentors per subject area (ESM) who missed certain core training • Agreements on strategies for implementation, given the number of participants and constraints in the schedule. • Determination of content areas to be covered in the 2-day gap of English Course 2. <p>The exercise was also a venue for sharing best practices in delivering Core Training.</p> <p>Subject areas where mentors had common difficulty were also identified, specifically in Math and English, so that appropriate attention can be made during the second run of the core training.</p>
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**TABLE 4
IR2 CHALLENGES, ISSUES AND ACTIONS TAKEN**

CHALLENGES/ISSUES	ACTIONS TAKEN	OUTSTANDING ISSUES
Finding suitable dates for teachers training. The priority at the moment is training teachers for the computerized election system conducted by the COMELEC.	Had to move most of the trainings to the second quarter or after the May 10 elections to give the DepEd Supervisors and teachers lead time to prepare and focus on the training activities.	

**TABLE 5
IR3 ACTIVITIES CONDUCTED AND RESULTS OBTAINED DURING THE PERIOD
JANUARY TO MARCH 2010**

ACTIVITIES DURING THE QUARTER	RESULTS/OUTCOMES
<p>1. Training of Instructional Managers to facilitate Basic Literacy</p> <p>Cluster 1 (all sites) January 9-13, 2010 Cecille's Pension House Zamboanga City</p> <p>Cluster 3 (Lanao Sur Sites) March 8-12, 2010 Crystal Inn, Iligan City</p>	<p>32 instructional managers in Cluster 1 and 62 in Cluster 3 were immersed in a five-day training in preparation for opening Basic Literacy classes. IMs learned basic principles and strategies developing competencies of learners including communication skills, problem solving, critical thinking, developing a sense of self and community. IMs were oriented on how to decode words in teaching beginning reading and understanding numbers and how to perform number operations.</p>

	<p>Workshops on developing session guides using the BALS prescribed modules were conducted with each IM presenting his prepared session guide through demo teaching. Special recognition was given to those who excelled in demo teaching.. To strengthen camaraderie among IMs, a fellowship night was held showcasing their talents.</p>
<p>2. Evaluation of the ALS Program and Building Capabilities of IMs</p> <p>January 28, 2010 Maguindanao and Lanao sites St. Joseph Retreat House, DOS Maguindanao</p>	<p>86 IMs (Basic Literacy and A&E) from Maguindanao and Lanao sites were convened to discuss recently-concluded basic education classes and evaluate the ALS program. They shared best practices, issues, problems, and strategies in making sure youth under the program learn their lessons despite the seemingly unsurmountable challenge of abject poverty, lack of community and family support, and systemic weaknesses in the education system. The IMs were also individually evaluated and assessed by the regional office in preparation for the second round of ALS classes.</p>
<p>3. Evaluation of Synergeia ALS and FGD</p> <p>March 15-16, 2010 Maguidanao and Lanao sites St Joseph Retreat House</p>	<p>56 participants composed of Site Coordinators, Basic Literacy, A&E , WFD Instructional Managers and learners took part in evaluating the ALS program of Synergeia last March 15 & 16, 2010, . The 2 day activity was facilitated by the President and Program staff of Synergeia Foundation at the Saint Joseph Retreat House, Tamontaka D.O.S., Maguindanao.</p> <p>Each ALS Program was evaluated using a set of questionnaire. The objectives are to determine areas for strengthening</p>

and improvement in each of the program offering, assess training needs and evaluate performance of instructional managers, determine how the learners' perceive and receive Synergeia ALS programs, partners and staff.

The staff and facilitators were moved by the sharing of experiences of learners and IMs.

- BL learners were very candid in saying what they felt about the program and how this helped them gain self-confidence and self-esteem. Aside from learning how to read and write, they gained friends and learned how to communicate properly and develop interpersonal skills
- Livelihood learners shared their dreams and how the skills training helped them make those dreams reachable. They have expressed how happy and thankful they were for the provision of basic hand tools during graduation. Some learners identified seed fund (capital) as a means to apply their acquired skills or help them start a livelihood activity. Some said they need referrals for employment. Learners expressed appreciation and gratitude for giving them better opportunities and for the renewed self-esteem.

Separate FGDs were carried out with learners and IMs. Learners who participated in livelihood courses shared how the courses helped them gain skills and put up small businesses to augment their income. Their major difficulties were the long distance from their homes to the training centers and the lack of tools so

	<p>Latung Nipa-nipa Sarukot Singko</p> <p>Suba Buaya Tong-tong Tulling West Kuntad</p>
<p>5. Basic Literacy Graduations in Maguindanao and Lanao sites</p> <p>January 11-18, 2010</p>	<p>Few events this quarter rivaled the Basic Literacy graduations in terms of emotional impact on youth, their families, and communities. They were very-well attended, as empowered youth and IMs from Maguindanao and Lanao sites celebrated the results of their blood, sweat, and tears.</p> <p>Involved local chief executives did their part by transporting youth and their families from mountainous and farthest barangays. A community radio station even covered the Upi graduation and aired the program over the Internet for Upians abroad. It was evident that the entire community was energized and given hope after witnessing the proud faces of students and parents, who months before merely nursed dreams of completing their education, or totally buried these dreams under the reality of poverty.</p> <p>A Teduray girl shyly said during the Upi graduation: “Nabuksan na ulit ang aking pangarap.” (<i>I have, once again, began to dream.</i>)” Before the Basic Literacy class, she was so shy she could not look at Synergeia staff when she spoke.</p> <p>Usual graduations have proud parents beaming at their children’s accomplishments. At the BL graduations, some children were the ones who were proud of their parents’ accomplishments.</p> <p>Here are the details of the events:</p>

	<p>277 Basic Literacy learners from the municipality of Kapatagan, Lanao Del Sur graduated last January 11, 2010. The activity was attended by the Mayor and PMT chair of Kapatagan, Raida Maglangit.</p> <p>157 Basic Literacy learners from Ganassi, Lanao del Sur graduated last January 12, 2010.</p> <p>256 BL learners from Marawi City graduated from their Basic literacy classes last January 13, 2010,.</p> <p>369 Basic Literacy learners from Upi Maguindanao graduated from their ALS classes last January 16, 2010. Mayor Ramon Piang personally handed the certificates of completion to the proud learners.</p> <p>Last January 18, 2010, the municipality of Buldon conducted their Basic Literacy Graduation at Buldon Municipal Gymnasium. 266 BL learners graduated.</p> <p>181 OSYs from Paglat, Maguindanao graduated from their Basic Literacy classes last January 21, 2010. Mayor Abs Langkuno and key PMT members attended the activity.</p> <p>Datu Paglas conducted their Basic Literacy Graduation at Datu Paglas Central School (South District) last January 22, 2010. A total of 553 proud OSYs graduated.</p> <p>January 24, 2010, Municipality of Barira conducted a BL Graduation at Barira Municipal Hall. A total of 276 learners graduated.</p>
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<p>6. Livelihood Skills Training on Building Wiring Installation (BWI)</p> <p>March 17-31, 2010 TESDA Training Center Indanan, Sulu</p>	<p>25 out-of-school learners from Jolo completed the 15-day skills training in BWI conducted by TESDA trainers at their Training Center in Indanan, Sulu. Following industry standards, learners were taught the basic technical knowledge and skills required in installing and maintaining lighting and power circuit of residential houses. Part of the training design is the development of desirable work attitude, work habits, and safety at the workplace or prevention of hazards. Each learner was provided with a skills starter set or basic hand tools and awarded a Certificate of Completion in a simple graduation ceremony after the training.</p>
<p>7. Livelihood Skills Training in Baking</p> <p>March 20- 24, 2010 Jolo School of Fisheries</p>	<p>25 out of school learners from Jolo completed the five-day skills course on Baking which was conducted by TESDA accredited trainers from the Jolo School of Fisheries. Learners were taught how to bake bread, simple pastries, and cakes. Aside from the core competencies, they were also taught basic and common competencies in baking such as workplace cleanliness and sanitation, work safety, use of baking utensils, tools and equipment and how to start baking livelihood activities. Certificates of completion were given to successful completers.</p>
<p>8. Livelihood Skills Training Course in Horticulture (fruit production)</p> <p>March 17-31, 2010 Sulu State College of Agriculture</p>	<p>There is a strong clamor from OSYs in Patikul to organize more classes in Horticulture. For this quarter, another batch of 25 learners was trained in fruit production - budding , grafting and layering. The course, which ran for 15</p>

	<p>days, was conducted by TESDA certified instructors from the Sulu State College of Agriculture. It consists of lectures (2 days) and hands on training. At the end of the training, aside from a certificate of completion, course completers were given tools such as pruning shears, grafting knife and materials such as polyethylene bags and wrapping materials.</p>
<p>9. Livelihood Skills Training Course in Small Engine Servicing (Motorcycle Repair)</p> <p>March 17-31 2010 TESDA Training Center Indanan, Sulu</p>	<p>25 learners from Patikul completed the 15-day skills training course on small engine servicing. Training was held at the TESDA training center in Indanan, Sulu.</p> <p>The course covered core competencies in motorcycle or small engine repair and maintenance such carburetor and fuel system; lubricating system, ignition system; brake system; wheels and tires and engine overhaul. Learners had their hands on training or demo at a motor shop in Jolo.</p>
<p>10. Livelihood Skills Training Course in Food Processing (2 courses) French Sardines and Peanut Butter Making</p> <p>Pickled Fruits & Vegetable and Banana Chips Making</p> <p>March 26-30, 2010 Area Coordinating Center in Siasi</p>	<p>Two batches of learners participated in the food processing courses that were conducted simultaneously in Siasi. Each course had 25 learners. The trainings were facilitated by TESDA accredited trainers from the Department of Agriculture and Bureau of Fisheries. The trainings were held at the Area Coordinating Center in Siasi. Learners were taught cleanliness, sanitation, hygiene, food preparation and preservation, proper storage and labelling. The trainers have also conducted one day entrepreneurial skills training e.g. how to start a small home-based livelihood activity or business.</p>

Table 6: IR3 CHALLENGES, ISSUES AND ACTIONS TAKEN

CHALLENGES/ISSUES	ACTIONS TAKEN	OUTSTANDING ISSUES
<p>TESDA and similar government technical vocational institutions are unable to serve the needs of out-of-school youth who wanted to study and take up livelihood courses under the ALS Program.</p> <p>There is a need to enable technical education institutions to serve the skills training needs of OSYs.</p>	<p>The idea was brought to the attention of the EQ2 grant administrator during the principals' meeting, midterm review and annual review meetings.</p> <p>Synergeia, through its PMTs, has established partnerships with local education institutions in Sulu e.g. Jolo School of Fisheries, Sulu State College of Agriculture to support the skills training needs of out of school youth.</p> <p>Synergeia and the PMT of Upi also sponsored the On the Job Training (OJT) of 3 Small Engine Repair graduates in Cotabato City last March 10, 2010. It is a one-month apprentice program where the former OSYs will be exposed to actual engine and body repairs and overhauling in one of the busiest auto/motorcycle shop in Cotabato City. After the on-the job-training in Cotabato City, the graduates will train their batchmates and future mechanics in a new motor shop that will be financed by the PMT and LGU.</p>	

TABLE 7. EQUALLS2-wide Implementation Activities

ACTIVITIES DURING THE QUARTER	RESULTS/OUTCOMES
<p>1. Pre-PDM Meeting and Workshop with TUDLO</p> <p>January 20-23,2010 USAID Office, Pasay City</p> <p>Sulu site coordinators and key PMT members participated in the meeting/ Workshop organized by TUDLO- US Peace Corps</p>	<p>Sulu site staff shared insights and comments on the proposed training design on project development and management. (PDM) specifically for parents from Siasi and Jolo. The training, which targets around 42 parents from Sulu, was held in February at Island Cove Resort in Cavite.</p>
<p>2. Training of Sulu Parents on Project Development and Management (PDM) sponsored by TUDLO- US Peace Corps</p> <p>February 23-26, 2010 Island Cove Resort Cavite City</p>	<p>A total of 42 parents from Siasi and Jolo were trained on project proposal planning, financial and project management, and monitoring. Parents were trained how to write a good project proposal. The culminating activity was a presentation of their proposals for critiquing of co-participants and facilitators from TUDLO – US Peace Corps.</p>
<p>3. IR2 Meeting re SCOPE (Standards-based Classroom Observation Protocol)</p> <p>March 8, 2010 Astoria Hotel, Zamboanga City</p> <p>Mrs. Fe Delantar, lead trainer from ADZU, represented Synergeia in the meeting.</p>	<p>With the completion of SCOPE tool administration in Cluster 1 and 3 sites led by DepEd Supervisors, EDC has requested the partners’ IR specialists or representatives to help in assessing results and discussing next steps in the process.</p>

<p>4. DAP Administrators Training</p> <p>March 10-11, 2010 Perlita Hotel, Zamboanga City</p>	<p>30 IMs, site coordinators and IM team leaders of Siasi and Jolo were oriented on the Development Assets Profile (DAP tool) and how to administer the tool. Target respondents for the DAP in Cluster 1 sites are the BL learners whose classes began in late February.</p>
<p>5. Cross IR3 Technical Session</p> <p>March 17, 2010 EDC Office, Makati City</p> <p>Ms. Joyce Gracia represented Synergeia</p>	<p>The session which was facilitated by Mr. David James Wilson, tackled the following:</p> <ul style="list-style-type: none"> • how to have a demonstrated understanding of analyzing data on livelihood activity report (LAR). • Use of current work readiness framework for programming • new DAP handbook and plans for DAP macro-level data analysis.
<p>6. Presentation of DAP Results and IR3 Outputs to Direct Service Providers</p> <p><i>“How Re-Connecting Out of School Children and Youth with Educational Opportunities Contribute to Peace Building in Mindanao”</i></p> <p>March 18, 2010 Dusit Hotel, Makati City</p> <p>Mr. Dindo Guevara and Ms. Annie De Leon represented Synergeia in the IR3 activity</p>	<p>EDC presented EQuALLS2 IR3 work and round one of DAP results to direct service providers on child and youth development (DepEd- BALS, TESDA, private sector institutions, foreign and local project implementing agencies and project partners). The objective is to solicit reactions from participants on the preliminary findings of the DAP study and possible implications of the study on ongoing peace and order problem in Mindanao.</p>
<p>7. Madrasah Resource Mobilization and Project Planning Meeting</p> <p>March 27-29, 2010 Lantaka Hotel, Zamboanga City</p> <p>Mr. Ibrahim Lakibul, Siasi site coordinator and focal person for</p>	<p>Mr. Lakibul and other Madrasah point persons provided valuable inputs on the proposed training design and modules to be used in conducting training for madrasah schools. The objective was to finalize the draft and start the training for target or identified madaris.</p>

<p>Madrasah in Sulu represented Synergeia in the meeting</p>	
<p>8. Orientation for Administrators of Livelihood Activity Report (LAR tool) in Cluster 1</p> <p>March 29, 2010 Zamboanga City</p>	<p>3 Cluster 1 site coordinators and 3 IM team leaders were oriented on the LAR tool – objective, guidelines and process in administering the tool to completers of livelihood skills training course. LAR data that will be collected from Sulu sites will be analyzed by the EDC IR3 Senior Specialist and team.</p>
<p>9. AWP Workshop and Budget Exercise</p> <p>March 30, 2010 EDC Office</p> <p>Attended by Dr. Nene Guevara, Minie Manalese, Annie De Leon, Dindo Guevara, Cheech Espeleta, Joyce Gracia and Menard Garon</p>	<p>Synergeia participants sat down with EDC technical program specialists and budget team in three separate workshops (IR1, IR2 and IR3) to discuss and clarify items in the AWP document and provide information on targets and accomplishments, program details and budget.</p>
<p>10. Outreach & Communication Meeting March 15, 2010 EDC Makati Office</p>	<p>Teams from the different LIPS discussed changes in the practice of updating the Look Ahead Calendar and how the new updated website will make it easier to disseminate information about EQUALLS2 and coordinate activities.</p>

Table 8. CHALLENGES/ISSUES/ACTIONS TAKEN & OUTSTANDING ISSUES

CHALLENGES/ISSUES	ACTIONS TAKEN	OUTSTANDING ISSUES
<p>Schedule of TWG Meetings often overlap with field activities and onsite operations.</p> <p>Our site personnel could not be away from their area because activities lose their momentum when people who coordinate these activities are pulled out from the site. Aside from the potential security threats, our site personnel experience travel difficulties particularly those from Sulu sites and Lanao Sur in going to the meeting venue. Travel time is longer than duration of the meeting.</p>	<p>Our site personnel gives priority to onsite or field activities and operations. However, we ensure that Synergeia sends representative/s in all EQuALLS 2 activities and meetings. As a team, Synergeia site staff and Central staff regularly share information on all activities and meetings.</p>	
<p>The protocol of informing Synergeia Central prior to contacting the staff in the different sites has not been observed many times leading to confusion and tension.</p>	<p>This problem has repeatedly been brought up with EDC management.</p>	

II. Financial Accomplishments, Challenges and Issues

TABLE 9. Summary of Disbursements this Quarter (Please show breakdown of lower tiers, if any)

Program Category	Total Approved Budget for the project duration	Actual Disbursements this quarter
A. IR 1: Increasing learning opportunities	\$ 1,339,004	\$ 234,445
B. IR2 : Strengthening capacity for E,S,M	959,732	34,043
C. IR3 : Improving relevance for OSCY	2,099,637	108,668
D. EQUALLS-wide activities	155,880	2,310
E. Overall Project Admin Cost	2,445,747	175,488
F. TOTAL	7,000,000	554,954
G. Total Year 1 to 3 budget	5,493,084	
H. Last quarter's total disbursement		2,149,244
I. Total disbursement to date (G+H)		2,704,198
J. % Disbursement to date		49%

TABLE 10. Summary of Leverage Funds (in US Dollars) January-March 2010

Fund Source	Activities supported by the fund	New Amount generated during the quarter	Amount used for the Quarter	Balance
Ateneo de Manila Univ	Overall Project Admin Cost	\$ 10,000.00	10,000.00	0.00
Synergeia	Program Monitoring by the Board of Trustees	23,000.00	23,000.00	0.00
Synergeia	Model, Modules & Training Materials for Barangay School Boards	22,500.00	22,500.00	0.00
Synergeia	Strategic Planning with Synergeia PMT and Central Staff	5,000.00	5,000.00	0.00
LGU/PTCA	Meals and /Transportation of participants on-site ESM Training	15,000.00	15,000.00	0.00
LGU/PTCA	Meals and/ Transportation of Learners in various ALS Classes	15,000.00	15,000.00	0.00
LGU/PTCA	Monitoring of CLC Refurbishment	17,500.00	17,500.00	0.00
LGU/PTCA	CIG monitoring	17,500.00	17,500.00	0.00
TOTAL		125,500.00	125,500.00	0.00

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

Challenges /Issues	Actions Taken	Outstanding Issues
1. Increasing disbursements to meet allocated budget.	Intensified programming of activities on-site. Set up better mechanisms for coordination with program staff to ensure that all planned activities are implemented as scheduled.	Due to security concerns and the upcoming May elections, scheduling of activities in the next quarter has been affected.
2. Update/Revision of Administrative Procedures Manual.	There is an on-going review of the procedures manual. Committees have been formed to revise current procedures which are no longer applicable. A new payment process has been designed to facilitate the flow of documents from site and inter-office as well. The effectiveness of this process is yet to be tested.	
3. Cash Flow difficulty due to the delay in the remittance of cash advance from EDC	Request for cash advance to cover three months expenses has been made.	Cash advance received from EDC is only good for one month and remittances are delayed.

Appendix 1

Summary Table: Rapid Environmental Impact Assessments (EIA) for Jan-March 2010
(incorporating all CIGs awarded as of 31 March 2010)

	Municipality	School	CIG Project	EIA Fundings	Measures undertaken to mitigate EIA Fundings
1	BARIRA	Sumesid	Concrete school fence with pergola and concrete gate	No impact expected.	None
2	BARIRA	Abubacar Siddique	Establishment of a reading center	No impact expected.	None
3	BARIRA	Barira Central	Table and chair (computer room and library)	No impact expected.	None
4	BARIRA	Bualan	Establishment of a reading center	No impact expected.	None
5	BARIRA	Gadung	School library facilities	No impact expected.	None
6	BARIRA	Gubat Memorial	Construction of one-unit toilet	No impact expected.	None
7	BARIRA	Ibra Bulyoc	Materials for School Library	No impact expected.	None
8	BARIRA	Lipa	Comfort room	No impact expected.	None
9	BARIRA	Lipawan	Comfort room with septic tank, tables and armchairs	No impact expected.	None
10	BARIRA	Macarimbang ES	School canteen	No impact expected.	None
11	BARIRA	Manalao	School building	No impact expected.	None
12	BARIRA	Minabay	Comfort room with septic tank, tables and armchairs	No impact expected.	None
13	BARIRA	Morog Mamalakat	Concrete school fence	No impact expected.	None
14	BARIRA	Nabalawag	Completing construction of unfinished classroom	No impact expected.	None
15	BARIRA	Nate Umpar	Renovation of one classroom and facilities	No impact expected.	None
16	BARIRA	Palangka	School pathway with concrete fencing	No impact expected.	None
17	BARIRA	Ruminimbang	School library facilities	No impact expected.	None
18	BARIRA	Tataya	One unit building (7x8) to be used as classroom	No impact expected.	None
19	BARIRA	Datu Mantani Taug	Classroom Repair	No impact expected.	None
20	BARIRA	Tantangan	Construction of a School Building	No impact expected.	None
21	BULDON	Aratuc	School Fence	No impact expected.	None
22	BULDON	Bubong	Repair of School Walling	No impact expected.	None
23	BULDON	Buldon Central	Construction of Multi-purpose pavement building	No impact expected.	None

24	BULDON	Caruwisan	Continuation of unfinished construction of temporary classroom 36x24	No impact expected.	None
25	BULDON	Central Edcor	School Library	No impact expected.	None
26	BULDON	Datu Abolais Manalao (Oring)	Armchairs	No impact expected.	None
27	BULDON	Dimagalaen	Multipurpose pavement building	No impact expected.	None
28	BULDON	Dinganen Central	Mini-library building	No impact expected.	None
29	BULDON	Karim	School fence surrounding school building	No impact expected.	None
30	BULDON	Lower Dinganen	School mini-library	No impact expected.	None
31	BULDON	Makalian	Stage with social hall	No impact expected.	None
32	BULDON	Nuyo	School Library	No impact expected.	None
33	BULDON	Oring	Construction of classroom	No impact expected.	None
34	BULDON	Pantawan	Armchair procurement	No impact expected.	None
35	BULDON	Pinadzangca	One classroom building	No impact expected.	None
36	BULDON	Potre Dabaliig	Armchair procurement	No impact expected.	None
37	BULDON	Raranaon	Construction of Multi-purpose pavement building	No impact expected.	None
38	BULDON	Datu Abolais Manalao (Dinganen)	Construction of a School Building	No impact expected.	None
39	BULDON	Guiling	Construction of a School Building	No impact expected.	None
40	UPI	Bliugan	There are 5: 40 desks, 50 armchairs, 3 teachers' tables and chairs, 2 pcs chalkboards, repair of ceilings	No impact expected.	None
41	UPI	Darugao	Repair of six classrooms (roof)	No impact expected.	None
42	UPI	Kabutoyen	Repair of three classrooms	No impact expected.	None
43	UPI	Kamonsawi	Repair of school building	No impact expected.	None
44	UPI	Kapilit	Multipurpose building	No impact expected.	None
45	UPI	Kindal	PTCA Multipurpose building	No impact expected.	None
46	UPI	Sefegefen	Repair of Gr.3 classroom	No impact expected.	None
47	UPI	Tenongol	Repair of dilapidated classroom building	No impact expected.	None
48	UPI	Bantek	Construction of a Semi-Concrete Library Building	No impact expected.	None
49	UPI	F. Besas	Construction of a Semi-Concrete Library Building	No impact expected.	None
50	UPI	Tudok Mamot	Construction of a Grade VI Classroom Building	No impact expected.	None
51	UPI	Blensong	Construction of a Concrete School Fence	No impact expected.	None
52	UPI	Bongbong	Armchairs and Built-in CR	No impact expected.	None

53	UPI	Fantil	Pagtayo ng Silid Aralan	No impact expected.	None
54	UPI	Gamek	Long Table and Plastic Chairs	No impact expected.	None
55	UPI	Kabugkabug	Playground Apparatus	No impact expected.	None
56	UPI	Kibleg	Renovation of Classroom Buildings	No impact expected.	None
57	UPI	Kiga	General Renovation and Repari of School Canteen Building	No impact expected.	None
58	UPI	Passi	Classroom	No impact expected.	None
59	UPI	Pedro Dolores	Repair of Library Room	No impact expected.	None
60	UPI	Nuro Central School	Playground Apparatus	No impact expected.	None
61	UPI	Lahangkeb ES	Multi-Purpose Building	No impact expected.	None
62	UPI	Sabaken ES	Functional school canteen	No impact expected.	None
63	UPI	S. Midal PS	Ten Units Waiting Sheds	No impact expected.	None
64	UPI	Don F. Blanco ES	Multi-purpose building	No impact expected.	None
65	GANASSI	Dapa-an Primary School	Multi-purpose pavement building	No impact expected.	None
66	GANASSI	Macaguiling ES	School Building Repair (windows, door, roofing/ ceiling)	No impact expected.	None
67	GANASSI	Masolun Primary School	School Repair	No impact expected.	None
68	GANASSI	Basak Primary School	School Building Repair (windows, door, roofing/ ceiling)	No impact expected.	None
69	GANASSI	Taliogon ES	Mini-library	No impact expected.	None
70	GANASSI	Baya Primary School	Contstruction of a concrete school building	No impact expected.	None
71	GANASSI	Camponga Raya Primary School	Mini-library	No impact expected.	None
72	GANASSI	Gadongan ES	Multipurpose Pavement Bldg	No impact expected.	None
73	GANASSI	Lumbac Primary School	Construction of a school building	No impact expected.	None
74	GANASSI	Pindao Macabato Primary School	Mini-library	No impact expected.	None
75	GANASSI	Sultan Dick Diangka Primary School	Construction of school building	No impact expected.	None
76	GANASSI	Pindolunan Central ES	Construction of 2 comfort rooms	No impact expected.	None
77	GANASSI	Maliwanag PS	Construction of school building	No impact expected.	None

78	GANASSI	Pambagui ES	Construction of school stage	No impact expected.	None
79	GANASSI	Pantaon Primary School	Construction of a concrete building	No impact expected.	None
80	GANASSI	Para-aba ES	Repair of 2 classrom building	No impact expected.	None
81	GANASSI	Ganassi Central ES	Construction of a 2-door CR & septic tank	No impact expected.	None
82	GANASSI	Macapodi Primary School	Construction of building	No impact expected.	None
83	GANASSI	Tabuan Primary School	Multi-purpose paved building	No impact expected.	None
84	GANASSI	Taganonok Primary School	Two school toilets	No impact expected.	None
85	GANASSI	Sultan Agum Central ES	Building of a concrete school fence	No impact expected.	None
86	GANASSI	Taganonok Bualan Primary School	School Repair	No impact expected.	None
87	PAGLAT	Campo ES	School Stage	No impact expected.	None
88	PAGLAT	Kakal Primary School	School Stage	No impact expected.	None
89	PAGLAT	Damakling ES	Tanghalan	No impact expected.	None
90	PAGLAT	Paglat ES	Permanteng Entablado	No impact expected.	None
91	PAGLAT	Salam Primary School	School Stage	No impact expected.	None
92	PAGLAT	Upper Idtig ES	Mini-Library	No impact expected.	None
93	DATU PAGLAS	G.S.K. Pendatum Primary School	School Library	No impact expected.	None
94	DATU PAGLAS	Kalumenga Primary School	School perimeter fence	No impact expected.	None
95	DATU PAGLAS	Katil ES	Ampitheater	No impact expected.	None
96	DATU PAGLAS	Salendab ES	Ampitheater	No impact expected.	None
97	DATU PAGLAS	Mangadeg Primary School	Comfort room	No impact expected.	None
98	DATU PAGLAS	Napok ES	Semi-Concrete Classroom	No impact expected.	None
99	DATU PAGLAS	Datu Paglas CES	Sound System	No impact expected.	None

100	DATU PAGLAS	Bunawan ES	Armchairs	No impact expected.	None
101	DATU PAGLAS	Damawato Primary School	Wooden armchairs	No impact expected.	None
102	DATU PAGLAS	Baguadatu ES	Ceiling fans	No impact expected.	None
103	DATU PAGLAS	Datang ES	Semi-Concrete Classroom	No impact expected.	None
104	DATU PAGLAS	Sinalayan (Inc) ES	Multi-purpose hall	No impact expected.	None
105	DATU PAGLAS	Katong Madidis Central ES	Science Laboratory with Apparatus	No impact expected.	None
106	MARAWI	Banga	Mini-Library	No impact expected.	None
107	MARAWI	Sultan Conding	Concrete Replacement of School Back Fence	No impact expected.	None
108	JOLO	Bakud	Rehabilitation of School Library	No impact expected.	None
109	JOLO	Hja. Taiba Abubakar Schuck	Repair of Three Classrooms	No impact expected.	None
110	JOLO	Lawm Alat	Construction of a Comfort Room	No impact expected.	None
111	JOLO	Sheik Mustafa	Rehabilitation of School Library	No impact expected.	None

Annex 6



EDUCATION QUALITY AND ACCESS FOR LEARNING AND LIVELIHOOD SKILLS

Quarterly Programmatic Report # 8

FY3 / QSR 7* January 1, 2010 to March 31, 2010

*based on EDC-Petron Direct Grant Agreement – April 1, 2007)

Submitted to Education Development Center

by

PETRON FOUNDATION INC.

21 April 2010

In accordance with
Prime Award Number 492-A-00-06-00024-00
EDC Project Number 03-5319 dated 14 April 2008



**Petron Foundation, Inc.
8th Quarterly Progress Report
(January 1 - March 31, 2010)**

PROJECT BRIEF

Project Title: EQuALLS2
Sub-grant Agreement No. with EDC: 03-5319
Start: 05/01/08 End: 09/30/11

Geographical Coverage

Region	Provinces	Municipalities	Target Number of Barangays
Region IX	Zamboanga del Norte Zamboanga Sibugay Zambonga del Sur	Salug, Sibuco & Siocon Alicia, Malangas & Olutanga Margosatubig, San Miguel, Dinas & Zamboanga City	
Region XII	North Cotabato Sultan Kudarat Sarangani South Cotabato	Pigcawayan & Cotabato City Esperanza & Lambayong Malapatan Tantangan & Sto Niño	
ARMM	Basilan Lanao del Sur Maguindanao Shariff Kabunsuan Sulu Tawi-Tawi	Maluso, Lantawan & Isabela City Ganassi, Kapatagan, Pagayawan & Marawi City Datu Paglas, Mamasapano, Paglat, Datu Piang & Datu Saudi Ampatuan Buldon, Barira & Upi Jolo, Patikul, Siasi, Talipao & Luuk Bongao & Panglima Sugala	
Total			921

Name of Lower Tier Sub-grantees (in US Dollars)

Name	Agreement No.	Total Cost
1. First Tier #1	Habitat for Humanity Phils	US\$979,321.00

Financial Status as of this quarter (in US Dollars):

Name	Total Grant Amount for the project duration	Total Amount Disbursed to date March 31, 2009	Cumulative % disbursed from project start
1. Sub-Grantee (Petron Foundation) *Revised amount for Year 3 **Includes Funds Releases to Habitat	US\$1,175,850.00*	US\$471,323.87**	40.08%
2. First Tier #1 (Habitat for Humanity Phils) **Represents approved budget for the repair of 480 classrooms	US\$979,321.00**	US\$414,161.70	40.51%

Financial Notes:

1. Total amount disbursed reflects cumulative expenses incurred as of March 31, 2009.
2. Reports are based on actual Forex at the time US Dollars are converted to Philippine Peso.
3. Unexpended budget will be carried over to the succeeding years to cover expenses which were incurred but with invoices/bills still to be presented for payment as well as costs which will be incurred to complete targets not met due to uncontrollable factors.

Grantee: Petron Foundation, Inc.
Address: 35/F Petron MegaPlaza, #358 Sen. Gil Puyat Avenue, Makati City, Philippines 1200
Email Address: petronfoundation@yahoo.com
Telephone No.: DL (632) 886-3142 or TL (632) 886-3888

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**8th Quarterly Progress Report, Y2
(January 1 – March 31, 2010)**

Highlights of Activities

In close coordination with EQuALLS2 Lead Implementing Partners, Synergeia and Save the Children, we were able to accomplish the following:

- 1) Jointly with the Stakeholders (local DepEd, PTCA and LGU) identified, evaluated, validated and finalized the list for the construction of 16 classrooms in 8 schools and repair of 89 classrooms in 44 schools based on the agreed selection criteria;
- 2) In anticipation of Year 3 targets, we completed the ordering of 46 sets of steel frames for the classroom construction; 16 sets are in transit to Zamboanga, Cotabato City, Iligan City and General Santos with the balance of 30 sets stored as inventory;
- 3) For the classroom repair, canvassing & procurement at local hardware stores had been done with staggered delivery of construction materials done for the 65 classrooms in 32 schools with signed Notice to Proceed;
- 4) To meet targets, we fielded five (5) Teams who will cover the areas of:
 - Engr. Hercules Job Bonete - Maguindanao and Lutayan
 - Engr. Benjo Besmanos - Lanao Sur
 - Michael Neri - Buldon, Shariff Kabunsuan
 - Ronald Allan Daquil - Marawi City
 - Nelmar Martir - Zamboanga del Sur and Sibugay
- 5) We participated in the USG Regional Inspector General's Program Review where we presented the salient points of the USAID Petron Classroom Construction & Repair Program; provided for review the structural design and analysis of the two-classroom school building; classroom construction & repair project folders by school (evaluation, cost estimates, check payments, vouchers, bills, labor, travel costs, etc, before & after pictures and Certificates of Completion & Turn Over); and incident reports.

We also clarified the treatment of losses incurred due to illegal taxes which Habitat accounts as leverage.

For monitoring & funds releases, we presented to him the Work Progress Matrix which reflects target dates of completion and reasons for delays, if any.

- 6) Together with EDC's Finance Team & Petron Funds Management, we conducted the Mid-Term Financial Review of our sub-tier Habitat for Humanity's Accounting Systems and Reporting.
- 7) We completed the installation of signages and furnishings in Y2 schools.

8) We turned over the USAID Petron School Buildings:

- *Saliao ES, Esperanza, Sultan Kudarat*



The event was graced by with DepEd Officials led by Region 12 Director Dr. Borres, , International Youth Foundation Officials led by Programs Director for Education Employment Units Mr. Boyson, Notre Dame of Marbel Officials led by VP Academic Affairs & EQALLS2 IR2 Coordinator Dr. Silva, Esperanza Municipal Government Officials led by Sangguniang Bayan Mr. Acana, Barangay Officials led by Chairman Plotena, Parents Teachers Association led by PTA President Mr. Tuarez, Habitat for Humanity Officials led by Stakeholders' Director Mr. Valencia, Petron Corporation Officials & Dealers led by GenSan Depot Superintendent Mr. Lim, Ayala Foundation Team led by Ayala EQALLS2 Manager Mr. Rivera and Education Development Center Team led by Mr. Espejo.

- *Tuyan ES, Malapatan, Sarangani*



The activities were led by US Embassy Charge' d' Affaires Leslie Bassett; USAID Acting Mission Director Elzadia Washington; Sarangani Governor Miguel Dominguez, DepEd officials led by Regional Director Isabelita Borres, EDC officials led by Chief of Party Marcial Salvatierra, local officials and Petron Foundation team led by MG Erni.

**pictures sourced from EQALLS2 Picassa website*

I. 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

Activities during the Quarter	Results
<p>1. Jointly with the Stakeholders (local DepEd, PTCA and LGU) identified, evaluated, validated and finalized the list for the construction of 16 classrooms in 8 schools and repair of 89 classrooms in 44 schools based on the agreed selection criteria.</p>	<p>A consensus on priority sites resulted in the active cooperation of Stakeholders particularly agreements on counterpart funding where the budget does not cover the scope of work for repairs.</p> <p>Securing stakeholder involvement results in ownership of the project which would ensure the safekeeping, maintenance & repair of the structures after EQuALLS2.</p>
<p>2. In anticipation of Year 3 targets, we completed the ordering of 46 sets of steel frames for the classroom construction; 16 sets are in transit to Zamboanga, Cotabato City, Iligan City and General Santos with the balance of 30 sets stored as inventory.</p>	<p>This ensures the availability of basic construction materials and serves as buffer for increasing costs.</p>
<p>3. For the classroom repair, canvassing & procurement at local hardware stores had been done with staggered delivery of construction materials done for the 65 classrooms in 32 schools with signed Notice to Proceed.</p>	<p>The signed Notice to Proceed by the concerned LIP and DepEd precludes any queries on site selection and assures that there will be equitable distribution of sites.</p>
<p>4. To meet targets, we fielded five (5) Teams who will cover the areas of:</p> <ul style="list-style-type: none"> ● Engr. Hercules Job Bonete - Maguindanao and Lutayan ● Engr. Benjo Besmanos - Lanao Sur ● Michael Neri - Buldon, Shariff Kabunsuan ● Ronald Allan Daquil - Marawi City ● Nelmar Martir - Zamboanga del Sur and Sibugay 	<p>This assures systematic and simultaneous completion of targets.</p>

<p>5. We participated in the USG Regional Inspector General’s Program Review where we presented the salient points of the USAID Petron Classroom Construction & Repair Program; provided for review the structural design and analysis of the two-classroom school building; classroom construction & repair project folders by school (evaluation, cost estimates, check payments, vouchers, bills, labor, travel costs, etc, before & after pictures and Certificates of Completion & Turn Over); and incident reports.</p>	<p>This gave the Audit Team a better appreciation of the parameters of Petron’s commitment to the USAID EQuALLS2 Classroom Construction & Repair Program; as well as a clearer understanding of Petron’s leverage.</p>
<p>6. Together with EDC’s Finance Team & Petron Funds Management, we conducted the Mid-Term Financial Review of our sub-tier Habitat for Humanity’s Accounting Systems and Reporting</p>	<p>We were able to evaluate and validate Habitat’s Accounting System to conform with generally accepted Accounting Principles.</p> <p>We were able to introduce innovations in document keeping and recording which would facilitate data retrieval and funds reconciliation.</p>
<p>7. We continued to hold consultation meetings with both the LIP & stakeholders on the availability of resources and sharing of information on the peace & order situation and addressing challenges.</p>	<p>Again, this facilitated procurement of construction materials, allowed us to determine the best time to ingress especially in identified high security risk areas, and facilitated resolution to challenges encountered.</p>
<p>8. We finalized the Work Progress Matrix reflecting indicative budgets and timelines.</p>	<p>Based on the budgets and timelines, Cash Flows are determined as well as the projected target completion dates.</p>
<p>9. We continued to update LIPs through the Partners’ Meetings of the status of the project implementation in their areas.</p>	<p>We are able to gain insights from discussions on ways to enhance project implementation, address challenges and request for assistance from LIP Field staff.</p>

TABLE 2. IR1 Challenges, Issues and Actions taken (as discussed and resolved during the Consultation/Planning Session with LIPs and Habitat)

Challenges and Issues	Action Taken
<p>1. Parameters of Security Risk</p> <p>This remains a major concern for the Petron-Habitat Team particularly in the identified high risk areas which would be heightened with the May 10 Elections.</p> <p>With Habitat giving notice of withdrawal from Basilan and Sulu, there is a need to get local qualified contractors who can meet the construction standards.</p>	<p>We informed our Teams to put first & foremost their security and at any time, may leave their work areas if activities in the vicinity pose a danger to their safety.</p> <p>For Basilan and Jolo, we endorsed to our Engineering Department the referred contractors for evaluation and accreditation.</p>
<p>2. Continued Presence of LIP Field Staff in the Project Site</p> <p>The LIP Field Staff are considered to have strong partnerships with the local community and their presence in the area would facilitate completion of project.</p>	<p>We informed our LIP Field Staff counterparts of our schedules, who ensured their presence in the area or endorsed us to their community leaders.</p>
<p>2. Engagement of OSYs Trained under IR#3 (Skills Training) be part of the workforce</p> <p>To further enhance USAID EQuALLS2 success indicator particularly providing employment to OSYs, the LIPs of the work area are requested to prioritize skills development in basic carpentry, masonry, and on case to case basis, welding, electrical and plumbing.</p>	<p>We continue to request the LIPs to provide us with the list of OSYs trained adjacent or in the new work sites so that we can provide the qualified OSYs on-the-job training as well as possible future employment.</p>

Other Comments on IR1 implementation:

1. Involvement of the Stakeholders in the different levels of project implementation resulted in their commitment to support the project through counterpart in kind leverages, active participation and ownership of the project.
2. Close coordination with the LIP resulted in facilitating meeting targets.

II. Financial Accomplishments, Challenges and Issues

TABLE 3. Summary of Disbursements this Quarter including Funds Releases to sub-tiers

Program Category	Total Approved Budget for the project duration	Actual Disbursements this quarter
IR 1: Increasing learning opportunities	US\$1,175,850.00	89,790.38
IR2 : Strengthening capacity for E,S,M	-	-
IR3 : Improving relevance for OSCY	-	-
EQUALLS-wide activities	-	-
Overall Project Admin Cost	-	US\$ 5,748.60
G. This quarter's total disbursement		US\$ 95,538.98
H. Total cumulative disbursement as of December 31, 2009		US\$ 375,784.89
I. Total disbursement to date (G+H)		US\$ 471,323.87
J. % Disbursement to date		40.08%

TABLE 4. Summary of Leverage Funds (in US Dollars) - Combined Leverage for USAID Petron School direct grant & USAID IR#2 under IYF ELSA sub-grant

Fund Source	Activities Supported by the Fund	New Amount Generated during the Quarter	Amount Used for the Quarter	Balance
Petron Corporation	Classroom Construction	US\$ 30,000.00	US\$ 29,326.24	0
	Shipping	0	0	0
Habitat for Humanity	(Note: In-kind contributions will still be valuated)	0	0	0
Total		US\$ 30,000.00	US\$ 29,326.24	0

Notes to Table 4:

1. Funds Releases are based on work progress report net of 10% Retention Fees.
2. Additional leverage costs for DepEd, LGUs, PTCAs, Habitat, & Petron have to be valuated and reported.
3. Only invoices/Billing Statements presented are reflected in the Financial Report.

TABLE 5. Challenges, Issues and Actions taken on Financial Concerns

Challenges /Issues	Actions Taken	Outstanding Issues
1. Forex rate with the Philippine Peso appreciating against the USDollar	We mention this as our Year 3 AWP is based on the Exchange Rate of US\$1 to PhP47.	Peso strengthened against the US Dollar in the last quarter of 2009.
2. Fluctuating Costs and availability of basic construction materials on-site.	Some materials were sourced from Manila if the cost is found to be more economical	Costs are dependent on supply -demand as well as global trends

III. Project Management and Technical Support

1. Again, enhanced Security Protocols
2. Clarification of the parameters of the USAID Environmental Impact Assessment Requirement

IV. Work plan for the Next Quarter

TABLE6. Major activities for the next quarter

Program Component	Activities	Dates
IR1:	<p>Completion of 51 classroom repairs with signed Notice to Proceed.</p> <p>Document any changes in the initial scope of work for repair through before pictures and estimates as suggested by USAID.</p> <p>If we are able to secure the Notice to Proceed for the 24 classrooms for repair, we can proceed with the work.</p> <p>Work on securing from DepEd and the LGU the Environmental Clearance Certificate required by USAID.</p> <p>Continue to evaluate, validate & finalize with the LIP & Stakeholders the balance of the identified sites in the Y3 Priority List.</p> <p>Once done, have the Notice to Proceed signed.</p>	April - June 2010

Partners' Meetings	Participation in EDC-led Partners' Meetings Coordination meeting with LIPs and their field staff	April - June 2010
TWG / Cross IR Meetings	Attendance in coordination meetings	As scheduled by EDC/IYF ELSA
Financial Review	Initiate and process the Recipient Contracted Audit	April - June 2010
M&E	On site inspections for ongoing classroom construction and repair	April - June 2010
Outreach and communication	Turn Over Ceremonies Best Practices/Success Stories Documentation	To be scheduled

Project Activities Affected by conflict, other emergencies and contingencies
 Lead Implementing Partner: PETRON
 Period Covered: January 1 - March 31, 2010

Location		Description of Event/Incident	Project Activity Affected	Action Taken
Municipality	Barangay (s)			
Buldon	Ashlea	R I D O (family or Political conflict)	New Construction	Seek local partner assistance
Mamasapano		Road Tax (material or cash)	New construction and refurbishment	Just a documentation
Marawi	West District	Road access /delivery of materials	New Construction	Still negotiating with neighbors /dropping of materials.

Notes:

1. Other contingencies can include political or administrative policies (redistricting of municipalities, DepEd Orders, etc) that impact on EQuALLS2 activities.
2. Project Activity Affected: describe project activity and no. of participants, e.g. skills training of 25 OSY.
3. Action taken: may include cancellation; rescheduling of activity; transfer to safer venue, training of locals to continue project activity and other strategies to respond to the emergency situation.

Annex 7

CIG MONITORING REPORT
MARCH 22 – 23
ELSA AND SAVE SITES
MUNICIPALITIES OF ESPERANZA, TANTANGAN AND LUTAYAN

Rationale

- Small grants management by communities is an integral part of community engagement and capacity-building process.
- CIGs are to be monitored using a common EQuALLS2 tool for tracking physical and financial aspects, including strategies for sustaining activities.

Objectives of the visit

- To determine the outcomes of CIGs on the performance of students, and on community groups involved in CIG implementation
- To validate and document improved capacities and skills of PTCAs in supporting education improvements in their communities

Status of CIG implementation and monitoring:

LIP	# of CIGS awarded	# of CIGs monitored
Synergeia	103	6
ELSA	23	$7 + 6^* = 13$
Save The Children	190	$10^* + 2 = 12$
TOTAL	316	31

Types of CIG awarded as of April 2010:

Types of Projects	# of CIGs
I. Health & Sanitation <ul style="list-style-type: none">• Water System, Comfort Rooms & Septic Tank	44
II. Improvement of Physical Facilities <ul style="list-style-type: none">• Classroom repair• Chairs/Armchairs/Desk/Tables• Repair of access road/pavement and fencing	217
III. Teaching and Learning Materials and Equipment <ul style="list-style-type: none">• Audio-visual facility• Mini-library•	49
IV. Other CIGs <ul style="list-style-type: none">• Income-generating project for parents• Birth certificate registration for OSY	6

Observations and Insights:

Audio-Visual Facility

(New Iloilo PTCA ES, Brgy. New Iloilo, Tandingan)

Beneficiaries: 416 pupils

Rationale: To improve the mean percentage score (MPS) of the school to 70% and improve the academic performance of the pupils.

Observations:

- The school NAT performance increased to 78.88 % for SY 2009 – 2010 over all performance.
- Teachers noted decrease in absenteeism and enthusiasm and interests among students especially in their scheduled viewing time.
- The project supports PTCA and school administrators principle in learning which is “learning not only in hearing and reading but also seeing”.
- Teachers’ teaching and lessons has been enhanced and supplemented with the different sets of educational materials for students’ viewing.



Science Laboratory Equipment
(Saliao ES PTCA, Barangay Saliao, Esperanza)

Target Beneficiaries: 152 pupils

Rationale: The project seeks to enhance the teaching & learning capacity of pupils towards Science and Technology and increase the mean percentage score (MPS) in Science to the passing rate of 75%.

Observations:

- Classroom instruction has more practical and creative application in teaching Science.
- Critical thinking of students has been enhanced and the tools have cultivated the inquiry skills of the students.
- Students are now exposed to hands-on application of science laboratory equipment, have shown aggressiveness and interests in manipulating the equipment.
- The school's performance in the District MPS test has increased to 57.49 MPS.
- Science mentors have been gained more confidence in teaching Science by using the science laboratory equipment and their science kits. The Science laboratory room will be used in the conduct of Training ++ in May 2010. Teachers from Sagaan ES & Paitan ES will be able to use the different science laboratory equipment in the conduct of Training ++.



**Audio-Visual Facility
(San Felipe PTCA, Tantaran, South Cotabato)**

Beneficiaries: 500 pupils

Rationale: To improve the academic performance of the pupils.

Observations:

- PTCA formulated their own vision and mission, separate from the VMGO of the school.
- Students' lesson absorption and understanding are better now. Interest of students are enhanced
- NAT scores improved in the years 2007-08 from 70.96% to 75% in the school year 2008-09.
- OSCY are welcome to use the AVR room. This provision is in the guideline for use of the AVR. This guideline was presented by the PTCA president during the General Assembly.
- Good relationship established with the BLGU. When there are activities in the school, the BLGU are invited and vice versa.
- Upon entry of EQuALLS2, financial records are presented in detail during monthly meetings of the PTCAs.

**Concrete (semi-concrete) building with classrooms for Grade 5 students
(D'Leal PTCA ES, Barangay Antong, Lutayan)**

Beneficiaries: 177 students

Observations:

- D'Leal ES, a school washed out by flood in 2009, transferred to a donated lot and was provided with 3 buildings from DepED and classrooms funded by the CIG.
- The MGLU counterpart, in labor and materials, converted the originally planned semi-concrete building to a concrete building. Parents, formed in grade level teams, religiously adhere to the agreed schedule in providing its labor counterpart or "bayanihan".
- Students are now in safer location, away from the river and are discouraged to wander or linger far from the school grounds.
- D'Leal ES is an example of heightened community support translated into enthusiastic parents ensuring complete attendance and punctuality as its way of showing support and involvement in project implementation.



- With the newly –built classrooms, enrolment for the upcoming school year is expected to increase.

Water System (Manili ES PTCA, Barangay Manili, Lutayan)

Observations:

- The whole community, including the school and its students, benefited from the water system project. Nearby residents do their laundry and the water system became the source of irrigation water for their farm lots.
- Health cases such as diarrhea, LBM have decreased in account.
- Students now have access to potable water. All classrooms (a total of 12) is served with clean water in its toilet rooms.
- The PTCA and the school make use of UNICEF water reservoir in realizing their water system project.
- Manili PTCA's capability as an organization was deepened with the various ODPM trainings attended. Planning of projects has been more systematized. PTCA officials were involved in canvassing and procurement procedures, which were new to them.
- Manili PTCA, as an empowered PTCA, invests its efforts in sustaining its projects, coming up with more projects benefiting its students and is more aware of its responsibility to their own out-of-school children and youth (OSCYs).



Annex 8

ADDITIONAL GUIDANCE ON MADRASAH EDUCATION ASSISTANCE

1. Partners, in collaboration with EDC, should plan to assist the identified madrasahs in their respective areas listed in attachment 1.

2. The revised EQuALLS2 package of assistance to madrasahs, as well as EDC and LIP roles and responsibilities are as follows:

Assistance	Guidance	Roles	
		EDC	LIP
1. Orientation and capacity-building training of madrasah administrators	<ul style="list-style-type: none"> • Assistance shall be in the areas outlined in the capacity building plan in attachment 2 • For sustainability, partners are strongly encouraged to provide opportunities for madrasah stakeholders to participate in on-going or planned community engagement activities related to education improvement in the community, e.g. madrasah administrators taking part in education summits, review of community education and skills plans, advocacy to LGUs; asatidz participating in training++ 	<ul style="list-style-type: none"> • Overall design, delivery and funding for central training • Inputting of relevant training data in MIS • Support/provide technical assistance as requested by LIP • Liaise with DepEd Office for Muslim Education (Usec. Boransing) for policy and funding support as provided in DepEd Order No. 81 	<ul style="list-style-type: none"> • Coordination at the local level, such as informing participants and facilitating their local travels and logistical requirements • Serve as resource persons/trainers • Facilitate on-the-ground implementation of MIP action plans as applicable • Provide continuing technical assistance as needed
2. Funding assistance of PHP 50,000 per madrasah	<ul style="list-style-type: none"> • The fund shall be used for minor repair of facilities for improving the learning environment, as well as other projects that will contribute to teaching and learning consistent with the madrasah's Madrasah Improvement Plan or MIP. • The funds are included in LIP budget and should be managed directly by the LIP (or sub-tier in the case of IYF) and is NOT 	<ul style="list-style-type: none"> • Provide funds to LIPs • Lead joint monitoring of technical and financial aspects of fund utilization, and documentation of outcomes 	<ul style="list-style-type: none"> • Disburse directly and account for funds for priority projects identified in MIP • Facilitate or introduce strategies for leveraging or matching grants from LGU and other sources

Assistance	Guidance	Roles	
		EDC	LIP
	<p>in any way intended to be transferred to the recipients as in the case of community incentive grants.</p> <ul style="list-style-type: none"> • The funds shall not be utilized for projects or interventions that are already provided by the project, eg. reference books, training of asatidz in ESM. • Some projects identified by madrasah administrators for EQuALLS2 assistance are listed in attachment 1. 		<ul style="list-style-type: none"> • Provide opportunities for madrasah administrators to learn or benefit from the exercise
2. Training of asatidz	<ul style="list-style-type: none"> • Training of asatidz is centralized and shall focus on teaching of English, science and math to support implementation of the Standard Madrasah Curriculum • Training on teaching-learning strategies particularly focusing on: a) classroom management; b) learning styles and multiple intelligences; c) active learning and student-centered instruction; d) HOTS, open-ended and inquiry models; e) content-based instruction; f) non-traditional assessments and utilizing assessment information. This will also include a review of the curriculum as well as lesson plan development. <p><i>See attachment: Madrasah Teachers Training on Instructional Practices</i></p>	<ul style="list-style-type: none"> • Conduct diagnostic testing of asatidz in English and math • Based on results of diagnostics, design of a professional development program for asatidz • Provide funding and technical and budgetary support for the conduct of trainings for asatidz 	<ul style="list-style-type: none"> • Coordination at the local level, such as informing participants and facilitating their local travels and logistical requirements • Serve as resource persons/trainers • Provide continuing technical support and coaching on the ground.
3. Provision of books and other teaching materials	<ul style="list-style-type: none"> • Math and science kits will be provided in support of the 	<ul style="list-style-type: none"> • Identification of the materials, 	<ul style="list-style-type: none"> • Provide additional inputs

Assistance	Guidance	Roles	
		EDC	LIP
	<p>math and science training</p> <ul style="list-style-type: none"> • Matching books and other teaching materials will be provided for English, science, math and instructional practices to serve as supplemental and reference materials. BME has reviewed several BBF materials and those selected were already set aside at the EQUALLS Book Centers. 	<p>BBF books.</p> <ul style="list-style-type: none"> • Procurements and distribution • Organize book shopping activities for asatidzs trained in English, science and math. Book shopping activities will include a short orientation on ways to use the books. 	<p>in the identification of materials</p> <ul style="list-style-type: none"> • Coordination for the delivery • Supplemental or Training ++ on the use of the materials • Continuing ground support through coaching and mentoring

Annex 9

Type of Projects Identified in the MIPs

No.	Name of Madrasah	Address	Example of Projects Identified in MIP and consultation with stakeholders
International Youth Foundation			
1	Madrasa Al - Arabie Al Islamie	Barangay Lun Padidu Malapatan	Classroom renovation, Students' chairs and teachers' tables, Books
2	Markadz Bilal Bin Rabah Al-Islamie	Sapu Masla, Malapatan, Sarangani	Students' chairs and teacher's tables, Electrical connection, Comfort rooms, Room partitions
3	Madrasah Ansar Al-Ibtidaeyah	Sitio Pagagao, Tamontaka, Cotabato City	School fence, Comfort rooms, Other schools improvements, Teacher trainings
4	Mahardika Institue of Technology	Kasanyangan, Bongao, tawi-Tawi	Training on lesson plan preparation, Comfort rooms, Classrooms and ceiling repair, Potable water Textbook/Instructional materials
5	Kutawato Darussalam College Inc.	Cotabato City	Training on teaching strategies for asatidz, Training on Madrasah Curriculum SMC, Training on strengthening the PTCA organization, Training on resource mobilization
Save the Children			
6	Madrasatul Irshadil Islamia Al-Ibtidayyah	Barangay Salbo, Datu Saudi Ampatuan, Maguindanao	Classroom improvements, Training and seminars for Asatidz, Program for pupils with reading difficulties
7	Mahad Isabela Al-Arabie Al-Islamie	Tabuk, Isabela City	Concrete fence with steel gate, School playground
8	Mahad Lutayan	Lutayan Proper, Sultan Kudarat	Library, Comfort Room, Concrete Fencing, Additional Rooms, Chairs / Tables, Concrete Basketball Court Potable Water
9	Madrasah Rajabuayan Al-Islamia	Tamnag, Sultan Kudarat	Library, Renovation of classrooms, Playground improvement, Reading materials, Electric fans
10	Mahad Saadah Al-arabie Integrated School, Inc.	Nabalawag, Pagatin, Datu Saudi, Maguindanao	Completion of school fence, Basic science apparatus
11	Islamic Institute of the Philippines	Campo Islam, Zamboanga	Beautification of school surroundings, Training in computer literacy, Library resources
12	Hadji Mahmud Isa Jammang Philippines Islamic College Foundation Inc.	Baliwasan, Zamboanga	Books and other materials for library, School fence, Training in computer literacy
13	Markazul Huzaim (Mahad Markadz Al-Huzain)	Pablacion, Datu Piang, Maguindanao	School fence, repainting of madrasah building, playground, additional tables and chairs

	Synergeia		
14	Madrasatu Nurul Ihsan Al-Islamie	Kapatagan Proper, Kapatagan, Lanao Del Sur	Formulation of School (Madrasah) policies, Renovation of school building, Tables and chairs, Books
15	Maahad Lipawan Al- Aslie Al-Islamie	Lipawan, Barira, Shariff Kabunsuan	School building repair, School fence, Tables and chairs
16	Ma'hadul Ershad Al-Islamie (Islamic Library)	Hadji Bubu Street, Jolo, Sulu	Improvement of the physical facilities, Teacher training
17	Mahad Buldon Al-Arabie Al-Islamie	Mataya, Buldon, Shariff Kabusuan	Student chairs and tables, Blackboards, Classroom partitions, Books
18	Mahad Minabay Karim Al-Islamie	Minabay, Buldon, Sharif Kabunsuan	Additional tables and chairs, Blackboard
19	Southern Philippines Islamic Institute Foundation Inc.	Pobacion, Siasi, Sulu	Beautification of classrooms for conducive learning, School library, School playground
20	Sahaya Integrated Islamic Learning Center	Sahaya Vilage, Latih, Patikul, Sulu	School building, Library, Reading materials & Instructional material, Teacher skills training in computer literacy and integration, potable water system
21	Amanoddin-Mascara ILC	Lilod Madaya, Marawi City	Textbooks and other instructional materials, Chairs for new pupils

Annex 10

BBF BOOKS AND DICTIONARIES OBSERVATION TOOL

Date Conducted: _____
Regional Location: _____
LIP: _____
Name & address of School: _____
Teacher's Name: _____
Grade Level: _____

Lesson Title: _____
Materials used: _____

BBF books present in the classroom: yes no

Kind of BBF books in the classroom: Math Science English
Others _____

Type of BBF books in the classroom: Workbook Story book Big book
 Others _____

Teacher uses the BBF books during class hours: yes no

How are the BBF books used?
_____ for free time reading
_____ for whole-class structured reading
_____ for storytelling
_____ for seatwork or drill activities
_____ for reference
_____ others (Please specify:
_____)

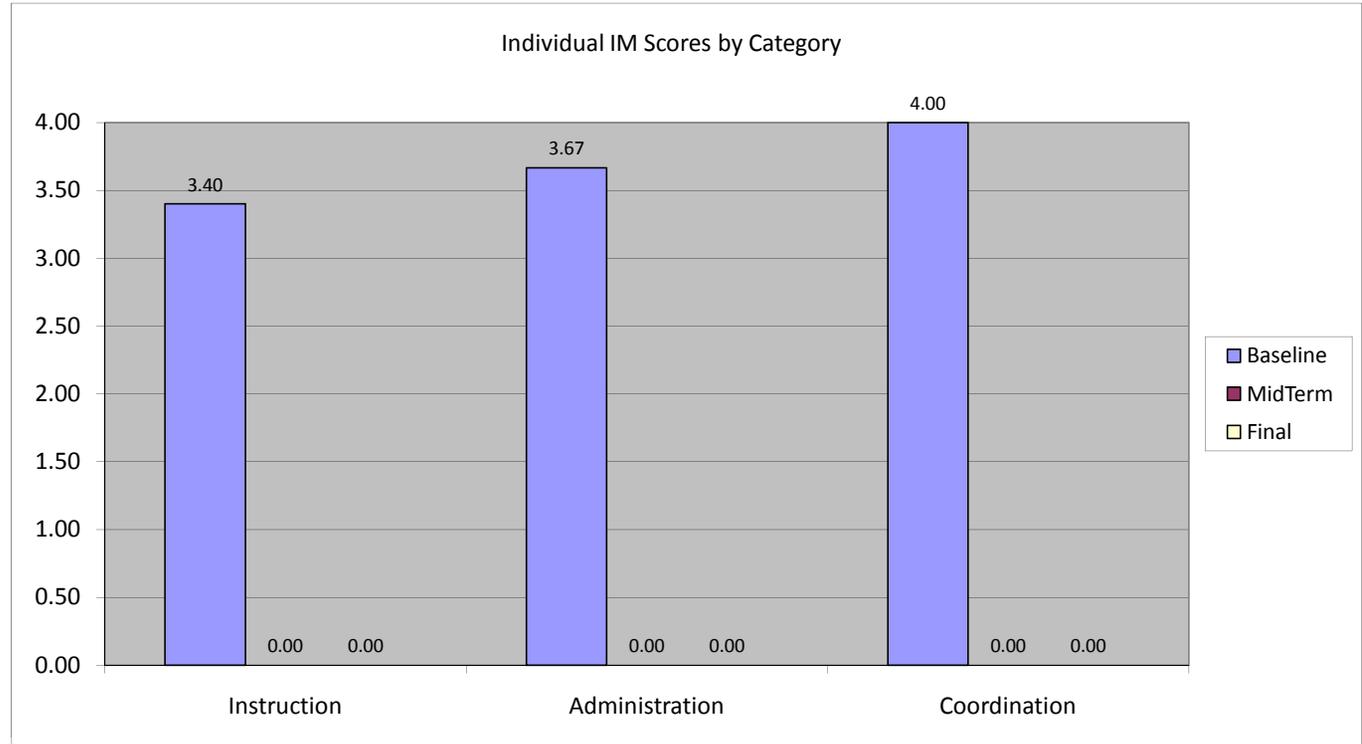
Merriam-Webster dictionary present in the classroom: yes no

How many: 1 2 3 4

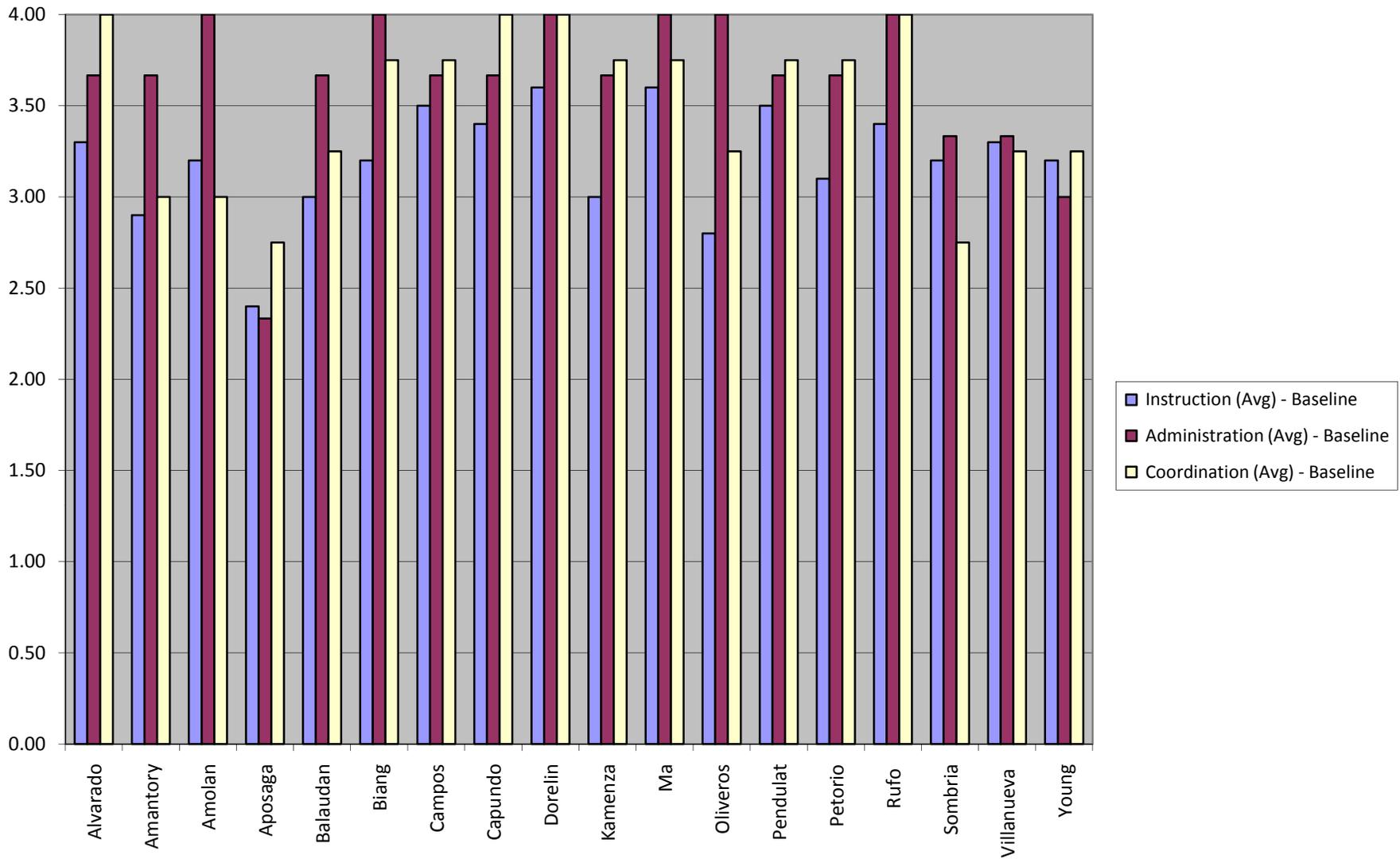
Teacher uses the dictionaries during class hours: yes no

Annex 11

ID	8
Firstname	Parida K.
Lastname	Capundo
CLC	Kangkong Learning Center
Barangay	Kangkong
ALS Program	A&E



Baseline
Individual Scores in a Group



Annex 12

Seminar

How Re-connecting Out-of-school Children and Youth with Educational Opportunities Contributes to Peace Building in Mindanao



WHEN : March 18, 2010, Thursday, 10:00 AM - 4:00 PM

WHERE : Dusit Thani Manila hotel, Ayala Center, Makati City

This seminar will present the findings from a pioneering study on the impacts of re-engaging out-of-school children and youth (OSCY) in basic education and livelihood skills training, particularly in conflict-affected Mindanao. The study tracked the presence and change over time in the quantity and caliber of *developmental assets* among OSCY participants in the EquALLS2 project.

Representatives of the Department of Education, development practitioners, private-sector stakeholders, and academia will discuss "Preliminary reactions to the study's emerging findings," "What additional experiences and data might inform these findings," and "Possible implications of the study's findings on ongoing peace-building and economic development efforts in Mindanao."

Flow of Seminar

10:00 AM - 01:30 PM

Registration
Opening Remarks
Presentations
Plenary Session
Lunch

01:30 PM - 04:00 PM

Group and Plenary Discussions
Summary and Closing Remarks

RSVP

Ms. Judith Pospos
(+63) 09273265203

**Seminar: How to Re-Connect Out-of-School Children and Youth
with Educational Opportunities Contributes to Peace Building in Mindanao**

Dusit Thani Manila Hotel

March 18, 2010

PARTICIPANT DETAILS	DESIGNATION	ORGANIZATION /COMPANY NAME
Usec. Vilma Labrador	Undersecretary for Programs and Projects	Department of Education
Leonardp Tabaranza	(Dir. Carol Guerrero's Representative)	Bureau of Alternative Learning Systems, Department of Education
Nur Pulong	Director	Bureau of Alternative Learning Systems, Department of Education ARMM
Sobaida Diron Ampuan	Division ALS Supervisor - Marawi City	Department of Education ARMM
Virginia C. Ameruddin	Chief	Alternative Learning Systems Division, Department of Education Region IX
Judito Gumandao, ESI	ALS Coordinator	Department of Education Division of Zamboanga Sibugay
Isabelita Borres	Regional Director	Department of Education Region XII
Julie Lumogdang, ESI	ALS Coordinator	Department of Education, Division of North Cotabato
Marissa Legazpi	Executive Director Of Planning office	TESDA - Technical Education & Skills Development Authority
Director Nilda C. Espiritusanto	Regional Director	TESDA Region IX, San Roque
Rodolfo V. Sta. Ana III	Registration Officer (Representative of Executive Director Arnulfo S. Morfe)	DUALTECH Training Center
Natalia G. Manuel	DSWD representative	DSWD-STB
Christopher Lawrence Arnuco	Chairman and CEO	National Youth Commission
Melanio R. Santella	(Representative of CEO Christopher Lawrence Arnuco)	National Youth Commission
Rica Bernardez	Supervising Labor and Employment	DOLE (Department of Labor & Employment)
Yvette Pardo	Chairwoman, Young Entrepreneurship Committee	Phil. Chamber of Commerce
Miguel Ramos	Young Entrepreneurship Committee	Phil. Chamber of Commerce
Roche Angon	National Project Coordinator	International Labour Organization
Maria Lourdes de Vera-Mateo	Education Program Officer	UNICEF - Philippine Country Office
Ken Vine	Education Adviser	AusAID
Tess Felipe	Education Specialist - Philippines Program	AusAID
Philip Purnel	Director for Research	SEAMEO Innotech
Sambas I. Hassan	President	Mahardika Institute of Technology
Shiela Algabre	Vice President for identity & Mission	Office of the Vice President for Identity & Mission
Miriam Suacito	Executive Director	Nagdilaab Foundation
Leodelyn N. Delosa	Director	Notre Dame of Midsayap College – Community Extension Services,
Agnes Reyes	Program Director	Director, Notre Dame of Marbel University – Champagnat Community College
Louis Morales	Project Manager	Consuelo Foundation
Ellen Dizon	Administrative Officer	Consuelo Foundation
James Herras	Program Specialist	Consuelo Foundation
Zenny Domingo	Project Director	IYF-ELSA
Amy Serrano	Program Officer	IYF-ELSA
Annie de Leon	Program Officer	Synergeia Foundation
Florendo Guevara	Program Officer	Synergeia Foundation
Julio P. Agarano	Program Director for EQUALLS2 Project	Save the Children-Philippines
Roy Calonzo	Senior Coordinator for Livelihood - EQUALLS2 Project	Save the Children-Philippines
Edwin Portillo	IR3 Specialist - EQUALLS2 Project	Save the Children-Philippines
Aurea Christie Lumaad	Monitoring & Evaluation Officer - EQUALLS2 Project	Save the Children-Philippines
Aivan Amit	Management Specialist	USAID - Office of Education
Mir Tillah	Management Specialist	USAID - Office of Education
Shannon Stone	Education Development Officer	USAID - Office of Education
Marcial Salvatierra	Chief of Party	Education Development Center
Kevin Corbin	Deputy Chief of Party	Education Development Center
Miriam Pahm	Technical Program Director	Education Development Center
David James-Wilsom	Technical Advisor	Education Development Center
Brenda Bell	Technical Advisor	Education Development Center
Alejandra Bonifaz	IR3 Specialist	Education Development Center
Bella Mariñas	Scholarship Program Manager	Education Development Center
Ma. Theresa Mokamad	Regional Program Officer	Education Development Center
Floriano Arañez	Regional Program Officer	Education Development Center
Farouk Lim	Regional Program Officer	Education Development Center
Rhoewena Loreto	Regional Program Officer	Education Development Center
Joel Espejo	O&C Manager	Education Development Center
Leoncio Rodaje	Communication Officer	Education Development Center
Rojessa Saceda	Communication Officer	Education Development Center
Judith Pospos	Administrative Officer	Education Development Center
Mayabell beato	Administrative Assistant	Education Development Center
Michael Tomado	Finance Assistant	Education Development Center

HOW RE-CONNECTING OUT-OF-SCHOOL CHILDREN AND YOUTH WITH EDUCATIONAL OPPORTUNITIES CONTRIBUTES TO PEACE BUILDING IN MINDANAO

2ND FLOOR, BOARDROOM 2, DUSIT THANI HOTEL
AYALA CENTER, MAKATI CITY
MARCH 18, 2010

PROGRAM

- 10:00-10:30 Registration of Participants
- 10:30-11:05 **Opening**
 - National Anthem
 - Opening Remarks - EQuALLS2 Chief of Party, Marcial Salvatierra
 - Message - USAID
 - Message - TESDA Executive Director, Marissa Legazpi
 - Message - DepED Undersecretary, Vilma Labrador
- 11:05-11:15 **EQuALLS2 Project Overview Video**
- 11:15-12:15 **DAP Product Presentations** (Senior Technical Advisor, David James-Wilson with USAID Office of Education Project Management Specialist, Aivan Leo Amit)
 - The challenge of tracking broader impacts of re-engaging young people in learning Using Search Institute's *Developmental Assets Profile*
 - (DAP) to measure young people's connectedness to family, school, peers, and community DAP data analysis highlights
 - Next steps in the ongoing use of the DAP by educators in Mindanao
- 12:15-1:15 **Lunch Break**

HOW RE-CONNECTING OUT-OF-SCHOOL CHILDREN AND YOUTH WITH EDUCATIONAL OPPORTUNITIES CONTRIBUTES TO PEACE BUILDING IN MINDANAO

2ND FLOOR, BOARDROOM 2, DUSIT THANI HOTEL
AYALA CENTER, MAKATI CITY
MARCH 18, 2010

PROGRAM

- 1:15-2:15 *Small Group and Plenary*
 - **Practical Use of DAP Data**
 - Exploration of DAP data and how it can be applied to student guidance, program design, and project evaluation
- 2:15-2:30 *Plenary*
 - **Supporting Materials for the Use of the DAP**
 - Menu of DAP-related handbooks, training packages, and technical support now available to education stakeholders in Mindanao
- 2:30-3:15 *Small Group and Plenary*
 - **Education and Peace Building**
 - Additional sources for insights into the links between out-of-school young people's re-engagement in education and peace building
- 3:15-3:30 *Plenary*
 - **Implications of DAP Study Findings**
 - Participant reflections on implications of DAP findings for ongoing peace building and economic development initiatives in Mindanao
- 3:30-3:45 **Synthesis** - EQuALLS2 Out-of-School Children and Youth Specialist, Alejandra Bonifaz
- 3:45-4:00 **Closing Remarks** - EQuALLS2 Deputy Chief of Party, Kevin Corbin

Emcee: EQuALLS2 Director for Technical Programs, Miriam Pahn



Annex 13

Roll out Plan

Synergeia Island Sites

DAP Administration

 **USAID**
FROM THE AMERICAN PEOPLE

 **QuALLS2** EDUCATION QUALITY AND ACCESS FOR
LEARNING AND LIVELIHOOD SKILLS

 **EDC**

Overall Guidelines Agreed

- Total of 30 CLCs:
 - 14 CLCs in 8 Barangays in Jolo and 2 Barangays in Patikul
 - 16 CLCs in 16 Barangays in Siasi

Overall Guidelines Agreed

- Site Coordinators and PMT will accompany and support IMs in the DAP administration
- If IMs wish to draw the results for each learner, they should do that immediately after the administration
- All learners in the CLC will be invited to complete the DAP survey (regardless of their age) and all completed forms will be submitted to Site Coordinators
- Site Coordinators will work with Lead IMs to segregate forms based on age.

DAP Roll Out – Time 1

TIME 1: Action	Jolo, Patikul	Siasi
Administration	March 22-28	March 18-26
Forms from IM to SCs	March 29	March 18-26
Forms from SCs to RC (Kong)	March 30	March 30
Forms to Manila (Joyce)	April 4	April 4
EDC to receive data		

DAP Roll Out – Time 2

TIME 2: Action	Jolo, Patikul	Siasi
Administration	June 14-20	June 14-20
Forms from IM to SCs	June 21	June 22
Forms from SCs to RC (Kong)	June 22	June 22
Forms to Manila (Joyce)	June 23	June 23
EDC to receive data		

Annex 14

LIVELIHOOD ACTIVITY REPORT (LAR) 3.0 – A LEARNER TOOL

Bio-Data Section

Name: _____ ***EQ2 ID No.:** _____

***Name/Address of CLC/Training Venue:** _____

Gender: _____ **Age:** _____ **Grade or Year last attended in formal school:** _____

***Course Attended:** _____ ***Course Start Date (mm/dd/yr):** _____ ***Course Length (in weeks):** _____

The Livelihood Activity Report (LAR) is a short survey **NOT** a test. You will be asked to answer a number of interesting questions about the **economic activities** that you are engaged in, the frequency of your engagement, and whether you got paid for that activity. You will also be asked to share observations about some of the **new and improved skills** you may have been applying to these activities that you developed after joining your EQUALLS program. There will be no wrong answers, so please answer truthfully. Each of you will answer the questions in different ways based on your own experience or current situation. Your answers will be kept confidential and will be used to help us improve this project for other young people like you.

Part 1 -- New and Existing Livelihood Activities

Kindly look at the list of existing and new economic activities and let us know how often you do them. **Existing** are those you were already involved in before you started this course. **New** activities are those that you have become involved in since you started this course. **Economic activities** refer to the paid and unpaid work you do to help contribute to meeting you and your family's basic needs.

Beside each new or existing activity, please put a check mark in the appropriate column corresponding to how often you were engaged in that activity-- using the following scale:

- **Never** – not at all
- **Sometimes** – once in two weeks
- **Often** – once a week
- **Very often** – more than once a week

In addition, in the last column please circle **P** for Paid, **S** for Self-employed and **F** for Family unpaid work depending on the case of that specific economic activity if you were:

- **Paid** – receiving money regularly from someone else for the activity being done
- **Self-employed** – making your own decisions about activity and earns money for it
- **Family Unpaid Work**- does not receive money for work done in the home or in the community to support your family.

When the check mark is in the **Never** column, please circle in the last column **NS** for No Skill or **NO** for No opportunity to apply the skill:

- **No Skill** – does not have the skill to engage in the economic activity
- **No Opportunity** – has the skill, but does not have the opportunity to apply it in an economic activity

My New and Existing Economic Activities – A Self Report

Current /Existing Economic Activities	Never (not at all)	Sometimes (once in 2 weeks)	Often (Once a week)	Very Often (more than once a week)	Forms of Employment P / S/ U If never: NS or NO
<i>Example – Helping at home.</i>		√			P
<i>Example – making things to sell</i>	√				NS

Current /Existing Economic Activities <i>(Those you were already involved in before you started this course)</i>	Never (not at all)	Sometimes (once in 2 weeks)	Often (Once a week)	Very Often (more than once a week)	Forms of Employment P – paid S- Self Employed U – Unpaid If never: NS—no skill or NO – no opportunity				
1. Helping at home.					P	S	U	NS	NO
2. Planting/ Harvesting/ Racing Animals/Fishing					P	S	U	NS	NO
3. Buying and Selling					P	S	U	NS	NO
4. Carpentry/ Welding/Construction/ Electrical					P	S	U	NS	NO
5. Tricycle/Motorcycle/ Massage and Beauty Care/ Repair Services					P	S	U	NS	NO
6. Making Things to Sell (food, crafts)					P	S	U	NS	NO

New Economic Activities <i>(Those that you have become involved in since you started this course.)</i>	Never (not at all)	Sometimes (once in 2 weeks)	Often (Once a week)	Very Often (more than once a week)	Forms of Employment P – paid S- Self Employed U – Unpaid If never: NS or NO				
1. Helping at home.					P	S	U	NS	NO
2. Planting/ Harvesting/ Racing Animals/Fishing					P	S	U	NS	NO
3. Buying and Selling					P	S	U	NS	NO
4. Carpentry/ Welding/Construction/ Electrical					P	S	U	NS	NO
5. Tricycle/Motorcycle/ Massage and Beauty Care/ Repair Services					P	S	U	NS	NO
6. Making Things to Sell (food, crafts)					P	S	U	NS	NO

Part 2 – Application of General New and Improved Skills

As you come to the end of your EQuALLS 2 course we would like to ask you some questions about the general changes you have experienced as a result of participating in your EQuALLS course. This might include the some of the new or improved work skills you have gained from your course. It might include changes to how you relate to and work with other people. It might also involve changes to how you feel about yourself and your future.

My General New and Improved Skills– A Self Report

A. Development of Self	How often do you apply this new or improved skill to your individual and family economic activities? Place a √ in the appropriate column.			
	Never (not at all)	Sometimes (once in 2 weeks)	Often (Once a week)	Very Often (more than once a week)
A.1 Confidence in my abilities				
A.2 Awareness of my feelings				
A.3 Responsibility for my actions				
A.4 Pride in my culture and respect for other people's cultures				
A.5 Solve conflicts non violently				

B. Communication Skills	How often do you apply this new or improved skill to your individual and family economic activities? Place a √ in the appropriate column.			
	Never (not at all)	Sometimes (once in 2 weeks)	Often (Once a week)	Very Often (more than once a week)
B.1 Listen to others				
B.2 Read, comprehend and respond to ideas and directions presented				
B.3 Express my ideas and feelings Orally and non-verbally				
B.4 Clearly express ideas and feelings in writing				
B.5 Access, process and use information needed from multiple sources				

C. Problem Solving and Critical Thinking	How often do you apply this new or improved skill to your individual and family economic activities? Place a \checkmark in the appropriate column.			
	Never (not at all)	Sometimes (once in 2 weeks)	Often (Once a week)	Very Often (more than once a week)
C.1 Open to change and new ideas				
C.2 Aware of options				
C.3 Make critical & informed Decisions				
C.4 Innovative and creative				
C.5 Think scientifically (step by step)				

D. Work Habits	How often do you apply this new or improved skill to your individual and family economic activities? Place a \checkmark in the appropriate column.			
	Never (not at all)	Sometimes (once in 2 weeks)	Often (Once a week)	Very Often (more than once a week)
D.1 Work with others in a team				
D.2 Use and manage my time				
D.3 Use available resources Productively				
D.4 Present my self professionally (dress and appearance)				
D.5 Work safely				

CODING MANUAL FOR LIVELIHOOD ACTIVITY REPORT (LAR) 3.0
Final -- March 15, 2010

BIO-DATA SECTION The first section of the LAR asks learners to provide biographical information – including: (i) name, (ii) EQ2 ID number, (iii) name/address of CLC/Training venue, (iv) gender, (v) age, (vi) grade/year last attended formal school; (vii) course attended, (viii) date started, (ix) duration.

Learners are expected to fill in bio-data items (i), (iii), (iv), and (v) on their own; and it is recommended that IM's help them fill in items (ii), (iii), (vii), (viii), and (ix) to ensure that they are completed accurately and consistently.

IM's are asked to fill in two additional pieces of information related to dosage and learner engagement – using the space provided at the top of the LAR survey instrument. This includes (a) indicating that the learner's attendance was either "less than 50%", or "more than 50%"; and (b) describing their level of engagement as being "not engaged", "somewhat engaged", or "very engaged".

For the purpose of coding the above personal information – the following guidelines are to be followed:

- (i) name** – first name, last name
- (ii) EQ2 ID number** – complete number
- (iii) name/address of CLC/Training venue** – name, address
- (iv) gender** – male=1. Female=2
- (v) age** – age in # of years
- (vi) grade/year last attended formal school --**

Grade or Year	Coding in LAR Data Entry Template
No schooling	0
Grade 1	1
Grade 2	2
Grade 3	3
Grade 4	4
Grade 5	5
Grade 6	6
Year 1	7
Year 2	8
Year 3	9
Year 4	10

(vii) **course attended** – name of course

(viii) **date started** – mm/dd/yy

(ix) **duration** – # of weeks

PART 1 – NEW & EXISTING LIVELIHOOD ACTIVITIES

1.1 Current/Existing Economic Activities

Beginning with Column “O”, the actual data from the LAR are ready to be input. Note that for each of the items in this section, there are two kinds of information that need to be entered:

1) the frequency of the activity (ranging from 'never' to 'very often'); and either the form of employment (paid, self-employed, or unpaid); or if the learner marks “never” then the main reason (“no skills”, or “no opportunity”)

1. **Frequency of Activity:** the numeric values for each of the 4 response options is as follows: Never = 0; Sometimes = 1; Often = 2; Very Often = 3.

Response	Coding in the LAR Data Entry Template
Never	0
Sometimes	1
Often	2
Very Often	3

2. **Form of Employment:** the numeric value for each of the 3 response options is as follows: Paid = 1; Self-Employed = 2; Unpaid = 3.

Response	Coding in the LAR Data Entry Template
Paid	1
Self Employed	2
Unpaid	3

3. **If a learner answers “never”** under part 1 (frequency) then they are asked to indicate why – and these responses should be coded as follows NO (no opportunity) =4 and NS (no skill)=5

Response	Coding in the LAR Data Entry Template
No Skill	4
No Opportunity	5

*****If the learner did not fill in a response to any question on the survey, or provided multiple responses for one question, leave that data entry template cell blank******

Thus, each item from this section has two columns; for example, the data for the first item “1. Helping at home” will be entered in Columns O and P, titled “1.1” and “1.1E” respectively (the 'E' stands for 'employment').

Example 1: say that a learner said that he ***sometimes helps at home, and that this is unpaid work.*** The values '1' and '3' would be input under columns 1.1 and 1.1E. Data for item #1.2 “Planting/harvesting/racing animals/fishing” would then be entered under columns 1.2 and 1.2E, and so on.

Example 2: say that a learner answered ***Never*** because he ***did not have the opportunity to do so.*** The values '0' and '5' would be input under the columns 1.1 and 1.1E.

1.2 New Economic Activities

Beginning with Column AA, items for the 2nd section of the LAR are ready for entry. The scoring convention follows the exact same way as above – two columns per item, one representing the frequency of the activity and one column representing the form of employment.

PART 2 – APPLICATION OF GENERAL NEW & IMPROVED SKILLS

A. Development of the Self

Beginning with Column A1, items pertaining to the Development of the Self are ready for entry. Unlike the items from the previous 2 sections, the Self items only reference frequency. Thus, only one column is necessary for each of the items here. As above, the coding scheme for the response options is: Never = 0; Sometimes = 1; Often = 2; Very Often = 3.

Response	Coding in the LAR Data Entry Template
Never	0
Sometimes	1
Often	2
Very Often	3

B. Communication Skills

These data should be entered beginning with Column AR

C. Problem Solving & Critical Thinking

These data should be entered beginning with Column AW

D. Work Habits

These data should be entered beginning with Column BB.

Interpretive Ranges for Part Two of the LAR & Item 3.5 of EQuALLS M&E

A. Overview

The Livelihood Activity Report 3.0 is designed to generate a range of useful data points for EDC and the EQuALLS2 Lead Implementing Partners (LIP's). As in the case of the DAP, data from the LAR can be applied in three general ways:

- **Project Evaluation and Reporting** – where overall results related to the application of General New and Improved Skills can be captured for completers of basic education and workforce development offerings (including a single data point related to item 3.5 of the EQuALLS M&E system – along with comparisons by age, gender, geography, dosage, and other bio data categories)
- **Project Monitoring for Accountability and Improvement** – where LIPS and EDC will be able to track which individual skills (and clusters of skills) seem to be being applied by which learners – and where adjustments to programmatic approaches and curricular priorities might be warranted in order to enhance outcomes.
- **Direct Use of Data** – where LIP's might use LAR data for individual counseling and guidance activities with course participants (as they plan for future studies, or begin to apply skills to new or existing livelihood activities)

B. Interpretive Ranges for Part Two of the LAR

Part Two of the LAR asks learners to assess the frequency of application of skills they may have acquired or improved as a result of participating in an EQuALLS course. These skills are broken into 4 clusters that correspond with BALS and TESDA frameworks

- Development of the Self
- Communication Skills
- Problem Solving & Critical Thinking
- Work Habits

Each of these clusters details 5 skills, for a total of 20 different skills. Each of these skills are rated from 0 (skill is never applied) to 3 (skill is applied more than once a week).

One way, then, to interpret the scores for Part 2 of the LAR is to apply interpretive ranges to this overall sum score, using the following categories: *Not Applying*, or applying at a *Bronze*, *Silver*, *Gold*, or *Platinum* level. The table below summarizes these interpretive ranges. While these categories are conceptually-based and thus somewhat subjective, they are far from *arbitrary* and are justified by the following rationale: Scores for part 2 of the LAR reflect both

- The **number of skills** that a young person reports they are applying (from 0-20) multiplied by:
- The **frequency** with which they find themselves applying these skills to new or existing livelihood activities (from 0-3)

The values for this summed-score variable range from 0 to 60, with a score of '0' meaning that the learner rated all of the skills as skills as "Never Applying" and a score of 60 for a learner who rated all 20 skills as being applied "Very Often."

Table 1. Summary of Interpretive Ranges for the LAR -- Part 2

Level	Range of Scores	Typical Item Responses	Interpretive Guidelines
Platinum	52 – 60	2s & 3s with mostly 3s	Learner is applying all of the skills on a regular or a very frequent basis
Gold	42 – 51	2s and 3s with mostly 2s	Learner is applying almost all of the skills on a regular basis, and some very frequently
Silver	30 – 41	1s and 2s with mostly 2s	Learner is applying most of the skills – some on a regular basis, and others more infrequently
Bronze	15 – 29	Mixture of 0s, 1s & 2s, with mostly 1s	Learner is applying some of the skills on a regular basis; but most still on irregular basis, or not at all
Not Applying	0 – 14	Mixture of 0s & 1s	Learner is applying very few of the skills – and those few being applied are being done so on an irregular basis

Note. Where '0' = Never; '1' = Sometimes; '2' = Often; and '3' = Very Often.

C. Coding for EQuALLS M&E System:

For EQuALLS M&E item 3.5 -- (the % of learners applying new or improved skills to new or existing activities) -- LIP's will be asked to express the % of learners¹ with scores of

- 0-14 = Not applying
- 15-60 = Applying

D. Broader Analysis and Use of LAR Data

EDC understands that data from Part One of the LAR will help EQuALLS gain further insights into the meaning and significance of Part Two scores – as this data will:

- Let us know the kinds of new and existing economic activities learners are engaged in – and therefore where they might be using new or improved skills
- Signal where a lack of opportunities may be impacting whether or not skills are being applied by learners
- Help us to disaggregate LAR results by age, gender, geography, type of EQuALLS course, and the dosage of services received by the learner

¹ With this percentage being based on the aggregate scores of the representative sample of learners who take the LAR at the end of their course (as per Guidance from EDC)

Annex 15

One-day Cross-Partner IR3 Technical Session

March 17, 2010 – EDC Office, Makati

Facilitated by David James-Wilson, Senior Technical Advisor

AGENDA

Time	Activities	Expected Outputs
8:30-9:00	Greetings & Updates	
9:00-11:30	LAR: Moving Towards Data Analysis	Demonstrated understanding of how to analyze LAR data
11:30-12:30	DAP: New handbook & Plans for Macro-level data analysis	Sharing of the new DAP handbook for direct service providers
12:30-1:30	LUNCH	
1:30-3:45	Application of the Work Readiness Framework in current programming	Better understanding of how to use the WRF for current programming
3:45-4:30	Other	

Annex 16

IR3 Technical Working Group Meeting
February 18, 2010, 8:30 AM–12:30 PM
EDC Conference Room, Manila

Objectives

- To share updates and progress on main program components and on various program quality tools such as the LAR administration training, IM tool administration, DAP, etc.
- To orient IR3 team on the Technical and Vocational Education (TVE) Scholarships Program.
- To introduce the newly developed IM data entry template, test it, and discuss analysis of preliminary data.

Participants

- Synergeia Foundation (Nur, Fadzmina)
- ELSA–Consuelo Foundation (Louie, Eileen)
- Save the Children (Edwin, Roy)
- EDC (Miriam, Ale, Bella, Teré, Flo)
- OEd (Aivan)

Schedule of Activities

Time	Activity/Topic	Documents to Bring	Expected Output
8:30– 9:30	<ul style="list-style-type: none"> • Updates & Highlights 	<ul style="list-style-type: none"> • Brief updates on Q1 accomplishments and targets, LAR, IM tool, and DAP to share verbally. 	<ul style="list-style-type: none"> • Share progress among partners • Define next steps and any follow up discussions as needed
9:30– 10:45	<p>IM tool workshop:</p> <ul style="list-style-type: none"> • Debrief of administration experiences • Introduction of data entry template • Group work to enter data in the template • Group work to analyze and discuss data 	<ul style="list-style-type: none"> • One set (or more) of IM tool surveys completed by IMs (hard copy of actual completed forms) 	<ul style="list-style-type: none"> • Exchange administration experiences • Plan future administration • Testing and enhancement of data entry template • Plan for possible use of data
	Break		
11:00– 12:00	<p>New Scholarship Program:</p> <ul style="list-style-type: none"> • Orientation • Discussion: Scholarships as one more possible pathway for A&E completers • Discussion: process of nominating beneficiaries and service providers 		<ul style="list-style-type: none"> • Awareness of the Program • Plans for nominating beneficiaries and service provider / Suggestions
12:00– 12:30	<ul style="list-style-type: none"> • Other Matters • Next steps • Schedule of <u>next TWG meeting</u>. <p>Series of Data Snapshots for discussion: <i>“Food for Thought” – “Data for Thought”</i></p>		
12:30	Lunch		

Annex 17

Minutes of the EQuALLS2 O&C Working Group Meeting

March 15, 2010, 1-5 p.m., EDC Makati

Present

EDC – Beng Añago
Joel Espejo
Angel Saceda
Louie Rodaje

IYF/ELSA – Ciaren Hipolito

Save the Children – Iris Montellano

Synergeia – Salve Duplito

Matters Discussed

1. Branding

- 1.1. Partner O&C staff were advised of observations of field branding inconsistencies. They said they have notified their field staff of our branding guidelines but they tend to return to their old habits. Beng said O&C-EDC will look into conducting field branding audits and spot checks during activities to reinforce partner efforts to standardize branding, which the partners appreciated.
- 1.2. Iris asked if infrastructure CIG projects can be branded with project-funded billboards so as not to diminish the PTAs' CIG funds. Beng said she will get back to the team on this.

2. Weekly Highlights

Iris asked why they are no longer receiving copies of our weekly highlights. Beng said they are now posted on our website after they are submitted to USAID.

3. Website

- 3.1. Beng announced that the website has been launched, and that henceforth, USAID will use the Activity Calendar and Map in it instead of the Excel LAC to check our project activities. Partners were notified that O&C-EDC will initially post all activities to the Calendar/Map, but once the system has been smoothed out, it will be devolved to each partner.
- 3.2. Partners were asked to submit LACs with detailed activity dates and venues (including for ALS classes), as well as expected number of participants, to O&C-EDC for uploading to the project website's Activity Calendar and Map. She added that USAID needs these info in selecting which activities to go to, and that with such detailed info, it would be easier for EDC to coordinate with the partners for VIP visits as all that EDC has to know from the partners is whether or not an activity will push through when and where scheduled.

- 3.3. Iris asked that LOP accomplishments with number of CIGs awarded, and LIP areas, be posted too on the website to enable partners to respond to queries on project-wide info. Beng said she will ask permission to post the LOP and CIG accomplishments, and she told Iris that the partner areas are stated in their respective writeups on the *Partners* page while she just dictated to Iris the specific areas of the other LIPs.
- 3.4. Iris asked that Save's logo on the project website be changed to that without the ® sign.
- 3.5. Beng said she'll ask if the project-wide QPRs can be uploaded to the Partners' Exchange.
- 3.6. O&C-EDC will update the Branding Guidelines and post the revised document on the Partners' Exchange.
- 3.7. O&C-EDC will also upload photography guidelines to the Partners' Exchange to guide partners for submissions, especially Synergeia, which covers ARMM conflict sites that O&C-EDC may not be able to freely access.
- 3.8. Beng shared with the partners the email sent through the website Contact Us page by a teacher from Mindanao who was asking for classrooms and chairs for their school. Beng said if more of such solicitations are received from the website email, it may be taken out. Iris said she does not think that is a good idea, as that is what makes the website interactive and is typical of websites, and she suggested that we just respond appropriately and use the info in our project deliberation.

4. Publicity

- 4.1. Partners were reminded to always say that EQUALLS2 is a partnership of USAID, DepED, DepED ARMM, and TESDA in all project publicity.
- 4.2. Salve offered to help get the project exposure on GMA 7's *Unang Hirit* morning magazine program. Beng said she'll get back to Salve on what peg would be best.
- 4.3. The partners said they all have copies of the O&C Strategy that Beng distributed in May 2009 that stated the project's key messages.

Prepared by:

Beng Añago
04/13/10